

SADIE BRAVES THE WILDERNESS

A Teacher's Guide

ABOUT THE AUTHOR

Yvonne Pearson is the author of eleven nonfiction books for children and the recipient of a Minnesota State Arts Board Grant. She and her husband began taking their children to the BWCA when all five of them could fit in one canoe. It's still one of her favorite places.

ABOUT THE ILLUSTRATOR

Karen Ritz has illustrated more than forty-five books and has earned accolades from the National Council for the Social Studies, the Junior Library Guild, and the Society of Illustrators. Favorite memories from her first Boundary Waters trip are seeing a moose (such an entertaining gait!) And the lovely little fox re-created on the book's back cover.

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Table of Contents

About This Guide Page 2

Before You Read the Story Page 3

Reading Activities Page 4

Speaking and Listening Page 5

Writing Activities Page 5

Science Activities Page 6

Art Activities Page 8

About This Guide

The teacher's guide for *Sadie Braves the Wilderness* gives a variety of curriculum-related activities to suit different ages and abilities and refers to common core and other curriculum standards. When applicable, the standards abbreviations are listed after each activity.

Common Core State Standards for English Language Arts (CCSS ELA)

Reading: Literature

- Craft and Structure
- Integration of Knowledge and Ideas

Reading: Informational Text

- Key Ideas and Details

Reading: Foundational Skills

- Phonological Awareness
- Phonics and Word Recognition

Speaking and Listening

- Presentation of Knowledge and Ideas
- Comprehension and Collaboration

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

Language

- Conventions of Standard English
- Vocabulary Acquisition and Use

Before You Read the Story

All Grades:

- Show students the book cover, read the title, and ask students to predict the topic of the story.
- Ask the students what they know about the wilderness. What do they think wilderness is? Where do they think wilderness is found? Is every wilderness the same? Is it safe to visit a wilderness?
- Ask students if they have ever been camping. Have they ever slept outdoors? Do they think it's hard to canoe? Are they tippy? Do you use oars or paddles with a canoe?
- What wild animals do the students think live in the wilderness? Have they seen any wild animals when they have been camping or canoeing or hiking? Have they seen wild animals near their homes and school? List the responses on chart paper.

Curriculum Connections

Reading Activities: Literature and Informational Text

Grades K-2

- Key Ideas and Details. After reading the story, ask students why they think the title is *Sadie Braves the Wilderness*. Discuss details from the story that support the title. List the ideas on chart paper. CCSS.ELA-Literacy.RI.K.2, CCSS ELA-Literacy.RI.1.2
- Key Ideas and Details. Using examples from the story, show how words and phrases supply rhythm and meaning. Examples: “deeper and deeper into the woods.” “no more houses or people, just us.” “The waterfall roared and bellowed. I bellowed back and shook my fists.” Have students create their own words and phrases to describe actions included in the story, such as paddling in water and being caught in a storm. CCSS.ELA-Literacy.RL.2.4
- Integration of Knowledge and Ideas. Using examples from the story, ask the students to describe the characters and the setting. CCSS.ELA-LITERACY.RL.1.7
- Craft and Structure. Using examples from the story, explain to the students what hyperbole means. Examples: "We drove for a hundred more hours...through a thousand trees." "We climbed a cliff a mile high." Ask the students to create hyperbolic descriptions of their own experiences. CCSS.ELA-Literacy.RL.K.4

- **Craft and Structure.** Read *Sadie Braves the Wilderness* to your students and then spend some time explaining the concept of alliteration. Read the story again and point out examples of alliteration, such as “climbed a cliff,” “bellowed back,” “trapped in our tent.” List nouns from the story on chart paper or a whiteboard and ask the students to think of alliterative adjectives to accompany the nouns. CCSS.ELA-Literacy.RL.K.4, CCSS.ELA-Literacy.RL.1.4

Grade 3

- **Ideas and Details.** After reading *Sadie Braves the Wilderness* aloud to the group, ask students to write down the main idea of the story and describe the key details that support that idea. CCSS.ELA-Literacy.RI.3.2

- **Key Ideas and Details.** Ask students to identify the season during which the story takes place. What clues in the text and illustrations support their answers? CCSS.ELA-Literacy.RI.3.2

- **Key Ideas and Details and Integration of Knowledge and Ideas.** Ask a series of who, what, why, when, where, how questions to determine students’ understanding of key events in the story. Examples: How does Sadie comfort Benjamin in the storm? Who is paddling in the canoe when Sadie says she sees an alligator? Where are they camping? Why does Sadie tell Benjamin the lake doesn't mind being wet? When does this family go camping—summer, fall, winter, or spring? What do the children do after the storm? CCSS.ELA-LITERACY.RL.3.1, CCSS.ELA-Literacy.RI.3.7

Reading Activities: Foundational Skills

Grades K-2

- **Phonological Awareness.** Read *Sadie Braves the Wilderness* aloud to the group, then read the story again and ask the students to select one or two words from each page (such as hawk, cliff, dark, top, lake, stick). Record the words on chart paper or a whiteboard. Work with the group to find rhyming words for each of the words in the list. Note: You can create a single list or sort the words into nouns, verbs, and adjectives, depending upon the abilities of your students. CCSS.ELA-Literacy.RF.K.2.a

- **Phonological Awareness.** Before reading *Sadie Braves the Wilderness* to your group, create a list of words taken from the story that contain either long or short vowel sounds. Read the story and then display the words to the students. Work with them to identify long and short vowel sounds in those words. CCSS.ELA-Literacy.RF.2.

Grade 3

- Fluency. Read *Sadie Braves the Wilderness* aloud to the group, then read the story page by page and ask the students to point out words with which they are not familiar. Using chart paper or a whiteboard, list the unfamiliar words, decode them, and use clues from the story to confirm their meaning. CCSS.ELA-LITERACY.RF.3.4.C

Speaking and Listening

Grades K-3

- Comprehension and Collaboration. Working with a small or large group of students, establish the rules for a discussion, including listening to others and taking turns. Read *Sadie Braves the Wilderness* aloud to the group and then lead a discussion asking questions such as, “Which illustrations made you laugh?” “How did you feel when the storm came?” “What activities did you see children doing in the story?” “What animals did you see in the illustrations?” CCSS.ELA-Literacy.SL.K.1.A, CCSS.ELA-Literacy.SL.K.2., CCSS.ELA-Literacy.SL.K.3.1.B

- Presentation of Knowledge and Ideas. Working with a small or large group, ask individual students to describe their neighborhoods (the buildings, open spaces, homes, etc.) and the people who live there. Prompt the students to provide accurate specific details. Compare and contrast these descriptions with the people and places illustrated in *Sadie Braves the Wilderness*. CCSS.ELA-Literacy.SL.K.4, CCSS.ELA-Literacy.SL.1.4

- Presentation of Knowledge and Ideas. In small or large groups, ask students to recount an experience they have had outdoors. Focus on camping if possible, but any experience is acceptable. For example, have they slept outside overnight, gone on a walk in the woods or in a park with a lot of trees, seen a strange insect they could not identify, climbed a tree, heard unusual sounds, etc.? They should be able to support their description with accurate relevant details and speak in coherent sentences. End the activity by having students draw pictures of the experiences they described. CCSS.ELA-Literacy.SL.2.4, CCSS.ELA-Literacy

Writing Activities

Grades K-2

- Text Types and Purposes. Read *Sadie Braves the Wilderness* aloud to a group of students and discuss what kinds of things Sadie is afraid of. Working individually, students then write and illustrate opinion pieces explaining things they are afraid of or have been afraid of in the past and why. CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.W.1.1

- Research to Build and Present Knowledge. Working individually or in groups, students create lists of wild animals that live in the wilderness. They research and record one interesting fact for each animal on their list and share with the class. CCSS.ELA-Literacy.W.K.8, CCSS.ELA-Literacy.W.K.7, CCSS.ELA-Literacy.W.2.7

Grade 3

- Text Types and Purposes. Read *Sadie Braves the Wilderness* aloud to a group of students. Working individually, students then identify a wild animal they have seen and write an opinion piece about that animal. The animal does not have to be seen in the wilderness. Even squirrels, mice, raccoons, and birds are wild animals. Example: Raccoons can be a nuisance because they sometimes get into trash...

CCSS.ELA-LITERACY.W.3.1

- Text Types and Purposes. Read *Sadie Braves the Wilderness* aloud to a group of students. Working individually, students then choose a wild animal and write about the animal's life. What does the animal eat? Where does it live? How does it stay warm/cool? What dangers does it face? CCSS.ELA-LITERACY.W.3.1

- Research to Build and Present Knowledge. Read *Sadie Braves the Wilderness* aloud to a group of students. Working individually or in small groups, students then research, write, and illustrate an informative piece about a body of water: a river, lake, or ocean. Where is this body of water found? Is it fresh water or salty? What kinds of animals live in the water? CCSS.ELA-LITERACY.W.3.2

- Text Types and Purposes. Working individually, students write about an imaginary encounter with a bear or a moose. CCSS.ELA-LITERACY.W.3.3

Science Activities

Grades K-2

- Read *Sadie Braves the Wilderness* to your students and then discuss the following: The nature of a northern forest, the different animals identified in the book that live in the northern forests; plants that grow in the northern forest; activities that people can do in the northern forests.

- In individual nature journals created by the students (these could be purchased notebooks, simple folded paper books, etc.), have the students record examples of plants and animals (including brief descriptions) they see in their neighborhood and also around their school. If they do not know the names of the plants or animals, have them write the descriptions and see if other students can guess the names based upon the descriptions. Note: The emphasis in this activity is on observation and not on the quantity of animals and plants seen. The activity should not become a competition. 2-LS4-1.

- Discuss the importance of protecting the wilderness. Discuss the things that Sadie and her family may have taken with them on a wilderness canoeing trip. Ask the students which of these things should **not** be left in the wilderness. Ask why they should not be left behind. Have children draw pictures of the things they would take camping and then bring back with them.
- Working in small groups, take your students on a scientific expedition around the school grounds. Have students record in their notebooks observations of any wildlife they see. Encourage them to make their observations as specific as possible. Example: “A big black bird with a black beak” is more specific than “a bird.” If magnifying glasses are available, students can study and record tiny insects. When you return to the classroom, classify the results in different ways (insects/birds/mammals, or big/medium/small, two-legged/four-legged/many-legged, etc.). Using math and graphing skills, chart the results. In a group discussion, ask questions such as “Were there any surprises?” “What did you learn about insects?” “What did you learn about birds?” “What was the most common animal?”

Grade 3

- Read *Sadie Braves the Wilderness* to your students and discuss the value of preserving wilderness areas. Working individually or in small groups, have students choose a national park or wilderness such as the Boundary Waters Canoe Area Wilderness and research facts about it, using a variety of informational texts/books/websites. For example, they might research the age of the wilderness or park, its size, its geographical features, the animals that live there, and the activities people do there. Have students record their findings in an illustration or a report to share with the class. 3-LS1-1
- Some animals eat plants for food and others eat animals. Discuss the concept of food webs with reference to the animals shown in *Sadie Braves the Wilderness* illustrations (such as frogs, loons, hawks, wood peckers, moose, bears, foxes). Working individually or in small groups, and using a variety of informational texts/books/websites, have students develop food webs for each identified animal and draw them out on chart paper. 5-LS2-1
- Divide the class into two groups. Using a variety of informational texts/books/websites, have each group choose one animal from *Sadie Braves the Wilderness*, then find and write facts about that animal. When each group has a list of facts, they should turn the facts into questions and write them out on separate pieces of paper. Place each group’s questions in a bag or box and have the teams swap bags/boxes. The teams compete by taking turns to remove questions and answer them.
- Working in small groups, take your students on a scientific expedition around the school grounds. Have students record in notebooks observations of any wildlife they see. Encourage them to make their observations as specific as possible. Example: “A big black bird with a black beak” is more specific than “a bird.” If magnifying glasses are available, students can study and record tiny insects. When you return to the classroom, classify the results in different ways (insects/birds/mammals, or big/medium/small, two-legged/four-legged/many-legged, etc.). Using math and graphing skills, chart the results. In a group discussion, ask questions such as “Were there any surprises?” “What did you learn about insects?” “What did you learn about birds?” “What was the most common animal?”

Art Activities

- Read *Sadie Braves the Wilderness* to your students, paying particular attention to the colors the illustrator has used and how they change throughout the book. Ask the students why the illustrator chose those colors. Have students draw their own illustrations for a camping or wilderness book. Tell the students they could illustrate a wilderness in a desert or in the mountains or other places. Review the illustrations with the group and guess which type of geographical area each one represents.
- The illustrations in *Sadie Braves the Wilderness* were painted with watercolor paints. Show your students several of the water scenes in the book and discuss how the illustrator has created the different moods of the water. Read other books with pictures of water scenes. (Examples include *Water Can Be* by Laura Purdie Salas, illustrated by Violeta Dabija, *Water is Water: A Book about the Water Cycle* by Miranda Paul, illustrated by Jason Chin, *A Different Pond* by Bao Phi, illustrated by Thi Bui.) Have your students create their own water scenes using different techniques. Examples: collages using materials with various shades of blues and greens and purples and whites (paper cut from magazines, cotton wool, etc.), sponge painting, wax resist.
- The illustrations in *Sadie Braves the Wilderness* are realistic. Illustrator Karen Ritz painted the fox on the back cover of the book based on a fox she saw. Gather art supplies and take your students on an outdoors expedition to draw from real life. Clipboards and thick cardboard can be used to provide a drawing surface. Encourage the students to make detailed drawings of small things such as a flower or an insect. The goal of this activity is to observe and create an accurate picture.
- Print out an animal mask template for your students (many can be found on the internet) and have them decorate the masks with markers, crayons, fabric scraps, feathers, fake fur, etc. Students cut out the finished masks and the eye holes. They should use scissors or a hole punch to make holes in the side. Tie a length of ribbon or elastic or yarn to each hole. The masks can be used in plays or to mimic actions the animals might make.