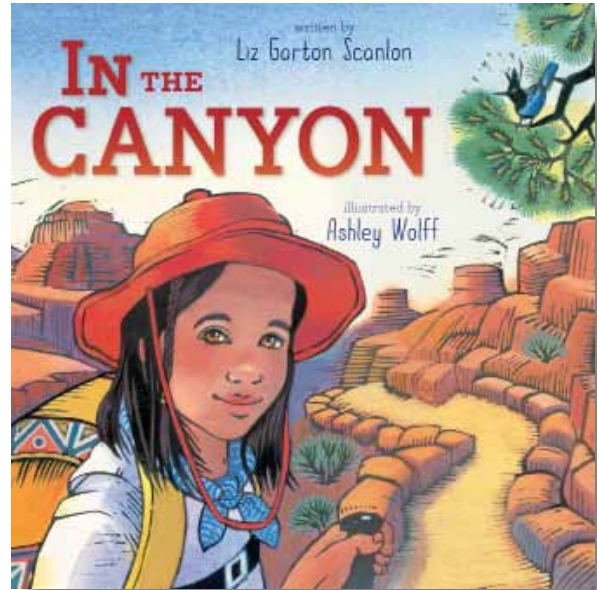


A Common Core State Standards
and Next Generation Science
Standards Aligned
Discussion & Activity Guide for

IN THE CANYON



Grades K-3

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Written by Liz Garton Scanlon

Illustrated by Ashley Wolff

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(an imprint of Simon & Schuster)

Experience the Grand Canyon through the eyes of a child who is seeing it for the very first time. From soaring vistas and cloud-swept skies to tiny lizards and almost invisible petroglyphs, the canyon is filled with so many sights waiting to be discovered and amazing memories to carry back home.

Guide Created by Debbie Gonzales



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Take a Book Walk

Discuss the Front Cover:

- Study the illustration on the front cover. Identify images featured in the illustration.
- Read the book title. Tell what you know about the Grand Canyon.
- Describe the girl featured in the illustration.
- Predict how the girl is feeling. Explain why she feels the way she does.
- Explain why she is wearing a hat.
- Where is she? Describe the setting.

Discuss the Back Cover:

- List the images featured in this illustration.
- Discuss the cactus. Explain why the cactus is covered with sharp thorns.
- Identify the animal featured at the top of the path. Discuss a lizard's habitat.
- Who is wearing the hiking boots and holding the walking stick at the top of the path? How do you know?
- Describe the scenery beyond the hiking path.
- Predict what this story is going to be about.

Meet the Author—Liz Garton Scanlon:

- In the Author's Note, Ms. Garton Scanlon tells a story of the time she hiked the Grand Canyon. Consider how this experience inspired her to write this story.
- She states that while hiking the Grand Canyon, "Some folks wore bandanas over their mouths to keep from breathing in the kicked-up dust." Study the book's front and back covers to find evidence of these details in the illustrations.
- To find out more about Liz Garton Scanlon visit her website at www.lizgartonscanlon.com. Drop her a note while you're there. She'll be glad you did.



Meet the Illustrator—Ashley Wolff:

- On her website, Ms. Wolff describes her artwork by stating, "You won't find many airplanes, tractors, or trucks, but you will always find lots of color, animals, children, and a love of nature." Predict how her love of nature inspired her illustrations in this book.
- She says that she likes to focus on the details in her illustrations. Search the front and back covers to discover the types of details she is referring to. Explain how attention to detail helps her to tell stories in her illustrations.
- Visit www.ashleywolff.com to learn more about Ms. Wolff and her artwork.



Discussion Questions

Here's a footstep, dusty red, another, and more ahead . . .

Turn to the illustration featuring two hiking boots stepping down a path. Consider the following topics:

- Observe and describe the bird's action in this illustration.
- Birds pollinate plants by carrying pollen grains to other plants. Pollination fertilizes plants and helps them grow. Discuss how the plants in the Grand Canyon depend upon the birds' pollination.
- Observe the sharp spines that cover the cactus. These spines protect the cactus plant from animals that would like to eat it to obtain food or water. Discuss why the cactus plant has to protect the water source inside.
- Describe the climate in the Grand Canyon. List the climate clues detailed in this illustration.

. . . down this twisty, weavy way, through golden yellow, green, and gray.

Turn to the illustration featuring a group of people riding mules up a winding trail while several hikers are walking down. Observe the illustration and consider the following topics:

- The Grand Canyon is the earth's most spectacular erosional landform. The term *erosional* means that the sandstone gorge was formed by being gradually worn down by wind, water, and other natural things. Do you find it amazing that the forces of wind and water would be powerful enough to erode stone to create something as incredible as the Grand Canyon? Explain your answer.
- The steep rocks found in the Grand Canyon are called "craggs." Locate crags in the illustration.
- Some layers of rock are described as flaring bright as fire. Locate examples of flaring rock in this and other illustrations in the book.
- In 1869, an explorer named John Wesley Powell described the Grand Canyon as being "a vast wilderness of rocks." The word *vast* means huge, gigantic, and grand. The word *wilderness* means a wild, dangerous, and uninhabited place. Do you agree with John Wesley Powell's description? How so?



Now it's really getting steep, and there's the river, way down deep!

Turn to the illustration featuring the girl gazing over a high ledge above the river. Observe the illustration and consider the following topics:

- Describe the action taking place in this illustration.
- Identify the plants lining the trail. Explain how these types of plants can survive high on the side of a sandstone gorge, being so far from a water source.
- A *gorge* is described as being a deep, narrow passage with rocky sides. Identify details in this illustration suggesting that the girl is overlooking a gorge.
- The *summit* is a high peak at the top of the canyon. In this illustration, is the girl close to reaching the summit? How do you know? Explain your answer.
- Describe how the girl feels about looking over the ledge to watch the river below. How would you feel if you were in her place? Explain your answer.

*Here's the dark, and here's the shine,
and here's the moon—it's like it's mine! –
to tuck inside me, way down deep . . .*

Turn to the illustration featuring the girl observing the river in the moonlight. Look at the illustration and consider the following topics:

- Describe the girl's feelings in this illustration.
- Explain what is meant by "tucking the moon deep down inside."
- Observe the scenery. Explain how the plants and animals depend upon one another.
- Identify crags, flaring rocks, a summit, a gorge, and the Colorado River.
- Do you agree that the Grand Canyon can be described as a vast wilderness of rock? Explain your answer.

grand and wild, mine to keep.

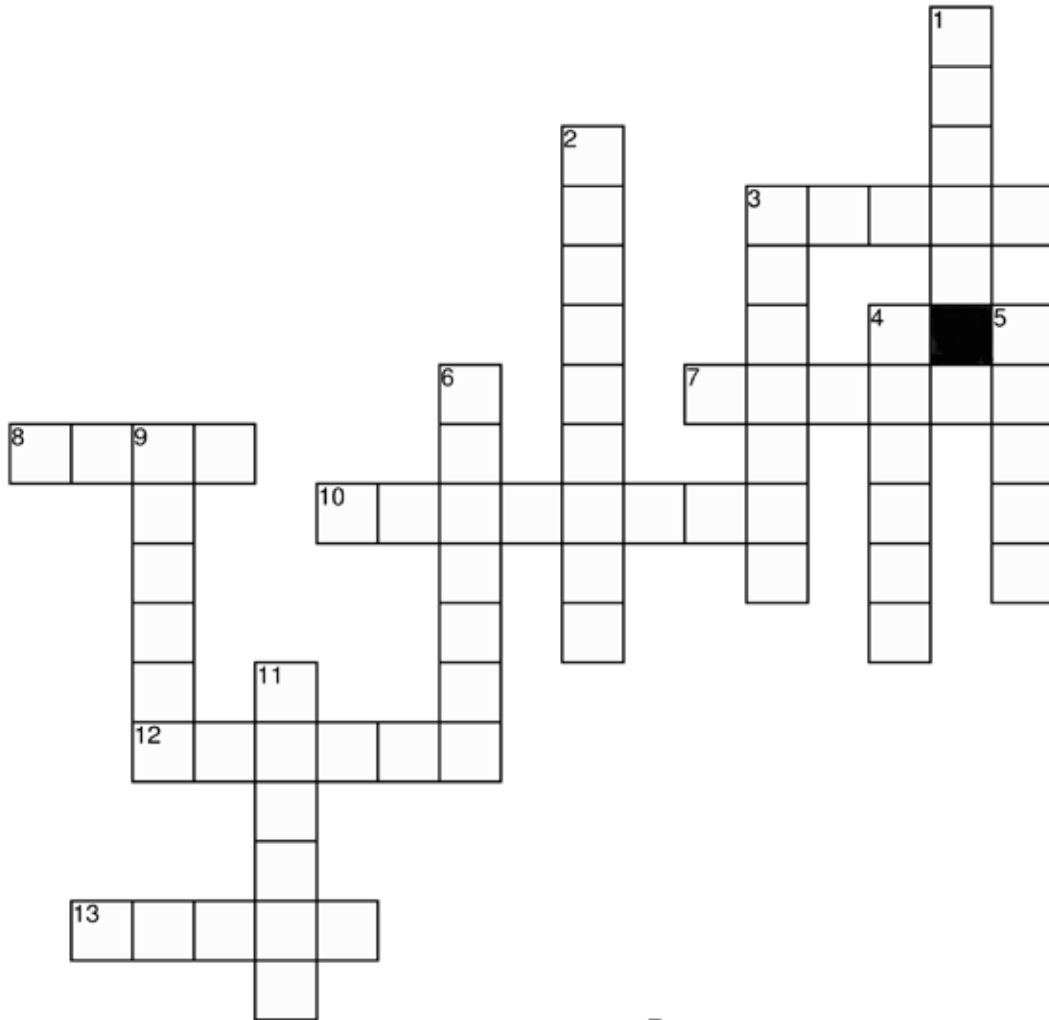
Turn to the final illustration of the girl observing the moon through her bedroom window. Look at the illustration and consider the following topics:

- Describe the scene. Tell how it is different from the Grand Canyon.
- List objects in the room that are reminders of the girl's trip to the Grand Canyon.
- Explain how the moon and her Grand Canyon experience are hers to keep.



Crossword Puzzle

Turn to the spread depicting an aerial view of the Grand Canyon. Notice the landmark labels.
Use the landmarks as clues to solve the crossword puzzle below.



Across

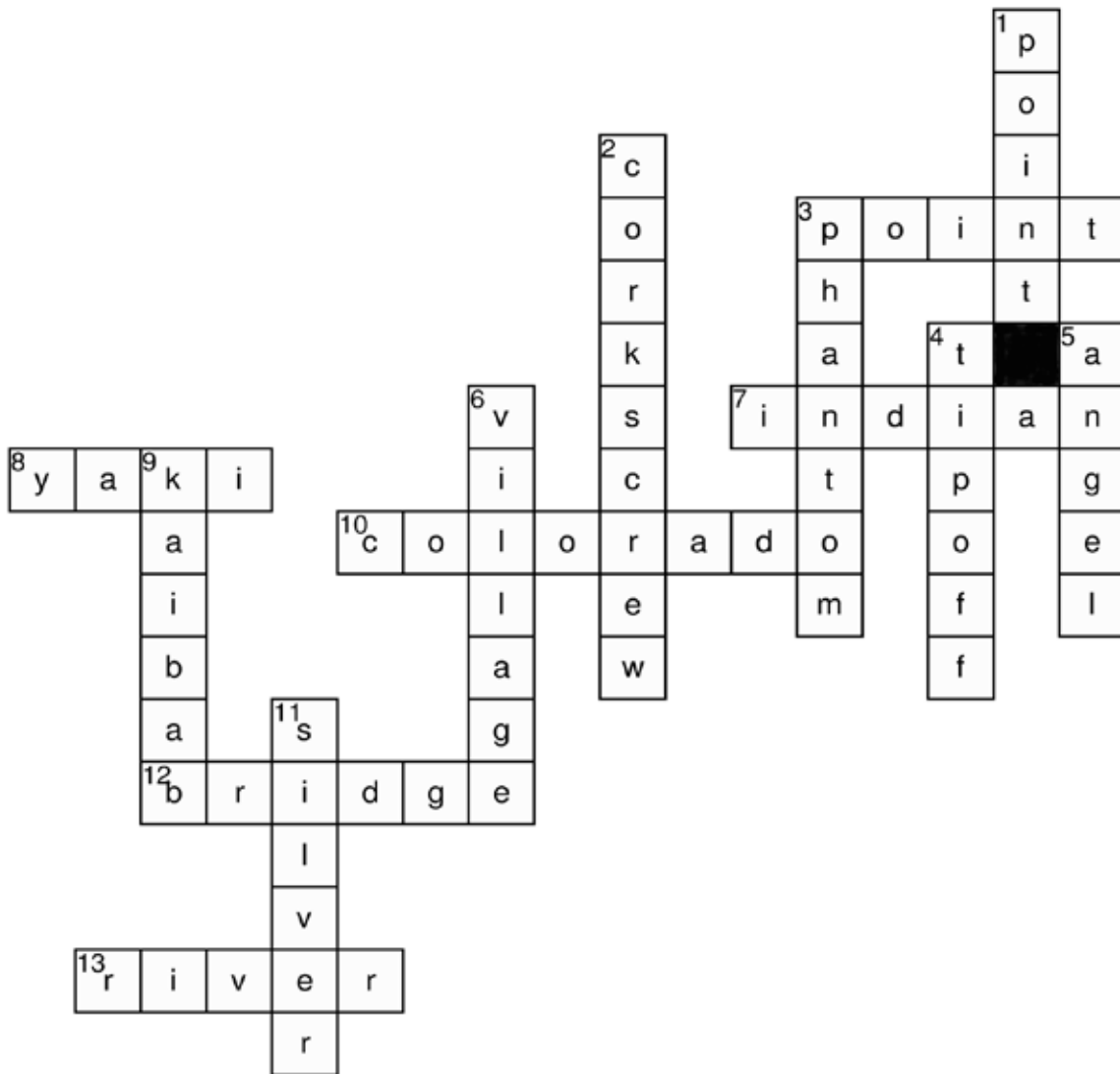
3. OOH AH _____
7. _____ GARDEN
8. ____ POINT
10. _____ RIVER
12. KAIBAB _____
13. _____ TRAIL

Down

1. PLATEAU _____
2. DEVIL'S _____
3. _____ RANCH
4. THE _____
5. BRIGHT _____ TRAILHEAD
6. GRAND CANYON _____
9. SOUTH _____ TRAILHEAD
11. _____ BRIDGE



Crossword Puzzle Answers



Across

3. OOH AH _____ (point)
7. _____ GARDEN (indian)
8. ____ POINT (yaki)
10. _____ RIVER (colorado)
12. KAIBAB _____ (bridge)
13. _____ TRAIL (river)

Down

1. PLATEAU _____ (point)
2. DEVIL'S _____ (corkscrew)
3. _____ RANCH (phantom)
4. THE _____ (tipoff)
5. BRIGHT _____ TRAILHEAD (angel)
6. GRAND CANYON _____ (village)
9. SOUTH _____ TRAILHEAD (kaibab)
11. _____ BRIDGE (silver)



In the Canyon Bingo

Objective: Use the illustrations and details in the text to identify and describe key aspects of the story.

Materials:

- *In the Canyon* book
- Cardstock
- Scissors
- *In the Canyon* Bingo Game Board (Guide, pg. 9)
- *In the Canyon* Game Cards (Guide, pg. 10)
- *In the Canyon* Bingo Answer Sheet (Guide, pg. 11)
- 9 game pieces (pennies, buttons, beans, etc.) per player

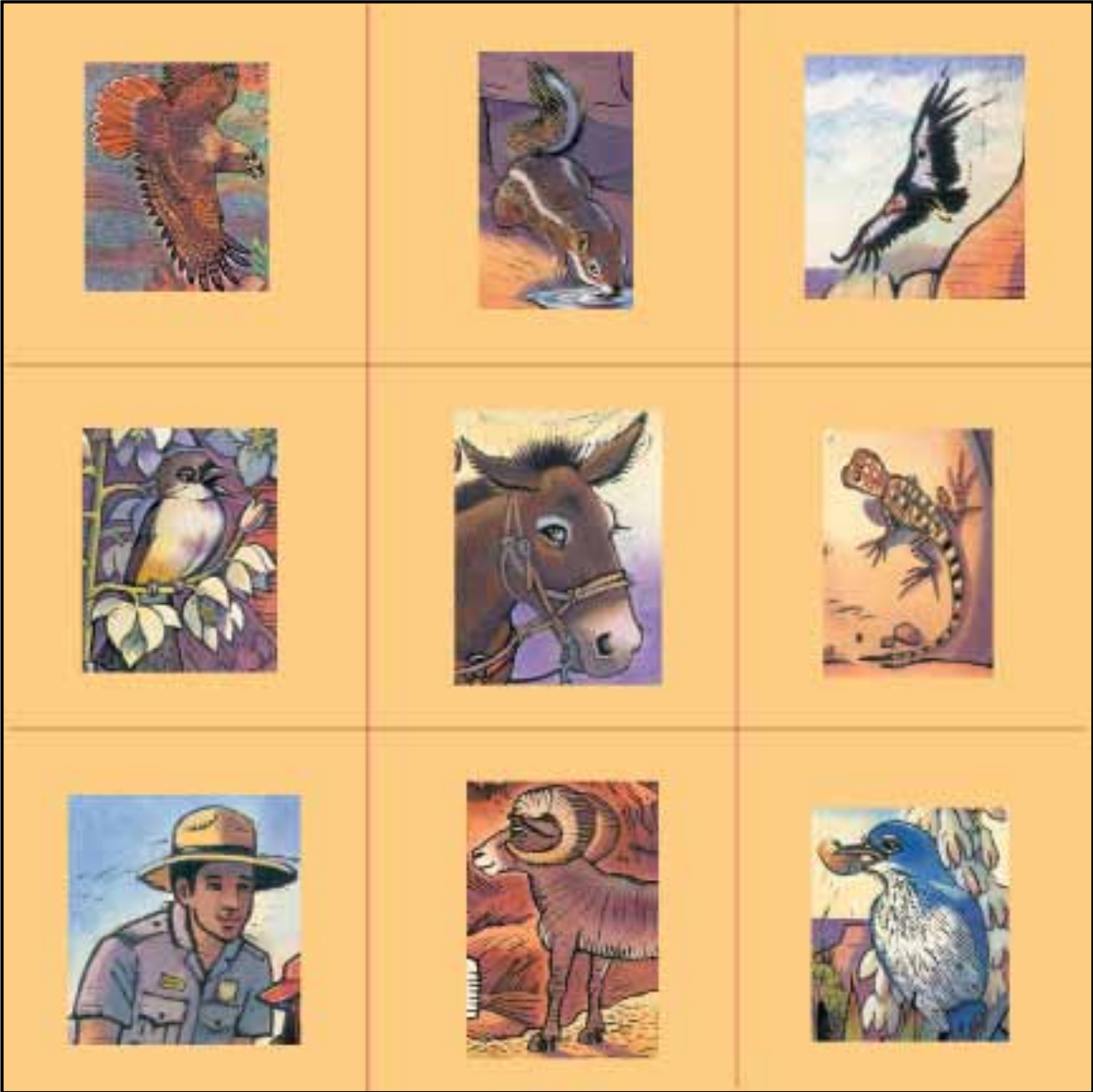


Procedure:

- Depending on how many players will be competing, print 2 to 4 *In the Canyon* Bingo Game Boards on cardstock.
- Print double copies of *In the Canyon* Game Cards on cardstock.
- Use scissors to trim around the borders of the game board and the cards.
- To play the game, mix up game cards and stack them facedown.
- Each player manages their own game board and collection of game pieces.
- A player begins by choosing a card from the top of the stack. If the card matches a space on their board, they may mark the match with a game piece.
- Return card facedown near original stack.
- As the game continues, a player loses a turn if they choose a card that has already been covered on their board.
- The winner has either blocked out three spaces in a row or covered all of the spaces, depending how the players decide they'd like to play.
- Word label and illustration matches can be verified using the *In the Grand Canyon* Answer Sheet.



In the Canyon Bingo Game Board



In the Canyon Bingo Game Cards

Scrub jay

Kingbird

Mule

Ranger

Red-tailed
hawk

Condor









Harris's
ground
squirrel

Zebra-tailed
lizard

Bighorn
sheep



In the Canyon Bingo Game Answers

 <p>Red-tailed hawk</p>	 <p>Harris's ground squirrel</p>	 <p>Condor</p>
 <p>Kingbird</p>	 <p>Mule</p>	 <p>Zebra-tailed lizard</p>
 <p>Ranger</p>	 <p>Bighorn sheep</p>	 <p>Scrub jay</p>



Petroglyphs–Cave Art

Hello, pictures in the stone, living out there so alone–

Objective: To connect with the prehistoric aspect of the setting in an artistic manner.

Materials:

- *In the Canyon* book
- A Styrofoam meat tray
- Scissors
- A toothpick or some other safe sharp-edged tool
- Small paint brush
- Tempera paint
- A piece of white paper
- Reference materials depicting images of various types of petroglyphs

Procedure:

- Discuss the definition of the word *petroglyph*: petro = rock, glyph = symbol. Petroglyphs are ancient symbols carved or painted in rock hundreds of years ago. The symbols represent objects and spiritual ideas practiced by the ancient native people.
- Search through reference materials. Observe and discuss selected petroglyphs and their symbolic meanings.
- Choose one or more symbols to be recreated in a Styrofoam stamp as described below.

~ Use scissors to cut a square section out of a Styrofoam meat tray.

~ Use toothpick to imprint petroglyph onto Styrofoam to create stamp.



~ Dip or paint surface of stamp with tempera paint.

~ Press petroglyph stamp on white paper. Recreate image as many times as you please.



Create Your Own Petroglyph!

On her website, artist Ginny Hogan lists the symbolic meanings for some petroglyphs. For example, she says that an image of an eagle represents the Great Spirit and a frog symbolizes healing. Consider the images printed above. Discuss their possible symbolic representation. Gather paper and pencil. Design your own petroglyphs and explain the symbolic meaning behind your creations.

For more information about Ginny Hogan and her art access www.ginnyhogan.com/About/about-petroglyphs.shtml



The Grand Canyon in a Bottle

*The river bright, the pink-orange walls,
we're almost there, the kingbird calls.*

Objective: To create a visual display recounting the thoughts, feelings, and ideas experienced throughout the story.

Materials:

- Funnel
- Small scoop
- Small water bottle
- Pie tin
- Various colors of art sand
- *In the Canyon* the book



Procedure:

- Thumb through the illustrations depicted in the book *In the Canyon*. Notice the changing colors of the sediment rock layers.
- Place the water bottle in the center of the pie tin. (This will help keep counter surface clean should art sand overflow while being poured into the funnel.)
- Place funnel in top of water bottle.
- Scoop a bit of art sand from its container.
- Pour art sand into funnel.
- Repeat process with various colors, creating a layered, sediment-like effect on the sides of the water bottle.
- Note that tilting the funnel while pouring sand allows for an interesting layer technique.
- Fill the bottle with varied layers of art sand.
- Secure bottle filled with art sand.



Yours to Keep:

The Grand Canyon in a Bottle project represents an important aspect of the story. Write a summary of a part of the story that you found to be most interesting. Describe things that you learned from the story, and perhaps topics that you want to know more about. Illustrate your work and share it with others.



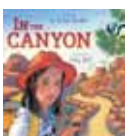
Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

		Take a Book Walk	Discussion Questions	Character Profile	Bingo	Character Map	Book
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓	
CCSS.FLA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓	✓	
CCSS.FLA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓					
CCSS.FLA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓	✓	✓		
CCSS.FLA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	✓	✓	✓			
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓	✓	✓	✓	
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.		✓				
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓			
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		✓	✓			

English Language Arts Standards » Reading: Informational Texts

CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.		✓	✓	✓	✓	✓
CCSS.FLA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.	✓					
CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	✓	✓	✓	✓		
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.	✓	✓	✓			
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	✓	✓	✓	✓		
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1	✓	✓	✓	✓	✓	✓



English Language Arts Standards » Reading: Foundational Skills

		Take a Book Walk	Discussion Questions	Connective Puzzle	Bingo	Game Act	Bookie
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			✓	✓		
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				✓		
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓		
CCSS.ELA-Literacy.RF.K.4	Read emergent reader texts with purpose and understanding.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			✓	✓		
CCSS.ELA-Literacy.RF.1.4	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓		
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓		
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓		

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.7	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					✓	✓
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					✓	✓
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.					✓	✓
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					✓	✓

English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓		✓	✓	✓
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓		✓	✓	✓
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓			
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					✓	✓
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓	✓	✓



English Language Arts Standards » Speaking & Listening (cont.)

		Take a Book Walk	Discussion Questions	Crossword Puzzle	Bingo	Cave Art	Bottle
CCSS.ELA-Literacy.S.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.S.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓			
CCSS.ELA-Literacy.S.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓				
CCSS.ELA-Literacy.S.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.					✓	✓
CCSS.ELA-Literacy.S.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓
CCSS.ELA-Literacy.S.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓			
CCSS.ELA-Literacy.S.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓

Next Generation Science Standards Alignment

		Take a Book Walk	Discussion Questions	Crossword Puzzle	Bingo	Cave Art	Bottle
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.		✓				✓
Science and Engineering Practices							
Developing and Using Models:							
	Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.						✓
Disciplinary Core Ideas							
LS2.A	Interdependent Relationships in Ecosystems:						
	Plants depend on water and light to grow. (2-LS2-1)		✓				
	Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)		✓				
Crosscutting Concepts							
Structure and Function:							
	The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)		✓	✓			✓

