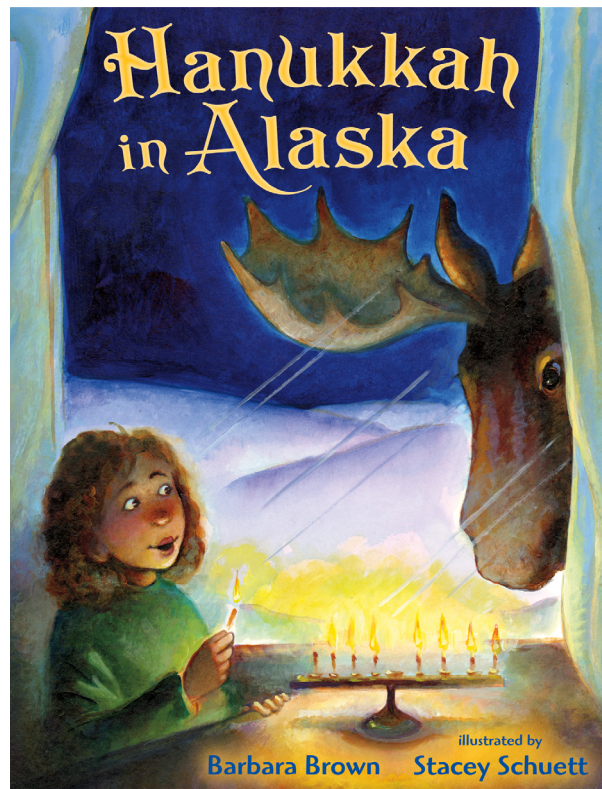




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



HANUKKAH IN ALASKA

WRITTEN BY BARBARA BROWN
ILLUSTRATED BY STACEY SCHUETT

Watch the video of actor
Molly Ephraim
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Hanukkah in Alaska is unlike anywhere else.

Snow piles up over the windows. Daylight is only five hours long. And one girl finds a moose camped out in her backyard, right near her favorite blue swing. She tries everything to lure it away: apples, carrots, even cookies. But it just keeps eating more tree! It's not until the last night of Hanukkah that a familiar holiday tradition provides the perfect—and surprising—solution.

THEMES IN THE STORY

Holidays, Light and Color, Darkness, Alaska, Wild Animals

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for second and third grades, but can be adapted to 1st grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Build background and tap knowledge about Hanukkah:
Ask students what they know about this holiday and fill in gaps of knowledge.
- Step 2: Build background about Alaska:
Ask students what they know about Alaska
Explain Alaska's long hours of darkness and discuss how that would impact their daily lives
Discuss animals that live in Alaska, especially moose.
- Step 3: Explain to students that they are going to be listening to a story that takes place in Alaska. Show the book cover and ask students to predict what the story might be about.

DURING VIEWING

Focus: Making Connections

Standards: CCSS.SL.2.2, CCSS.RL.2.6, CCSS.SL.3.2, CCSS.RL.3.6

Objective: Students will listen to the story and make connections between the characters and events in the story with their own experiences.

Procedure:

- Step 1: Explain to students that during the read aloud they should make connections between the characters and events in the story with their own life. This helps readers to remember the story.
- Step 2: Have students use hand signals to acknowledge connections. For example, thumbs up can indicate "I do that," and thumbs down for "I don't do that."
- Step 3: Discuss students' connections.

AFTER VIEWING

Standards: CCSS.RL.2.6, CCSS.RL.3.6

Objective: Students will identify and describe the first person point of view.

Materials: Computers or tablets with internet access

Teacher Prep: Create a chart with the following sentences:

1. I rode my bike to school.
2. Maria rode her bike to school.
3. My friend ran to meet me.
4. The boys and girls walked very slowly to class.
5. The little dog jumped with joy when she saw Alex.
6. We ran as fast as we could!
7. Nothing could prepare us for what was about to happen.
8. Mike and I do everything together.

Procedure:

- Step 1:** Explain that point of view is the perspective from which a story is told to the reader. Stories can be told by a narrator or a character in the story. Stories told by a character in the story are called first person point of view.
- Step 2:** Identify pronouns used in first person stories: I, me, my, us, we, etc.
- Step 3:** Use the sentences #1 and #2 on the chart to model point of view.
- Step 4:** Ask students to identify first person point of view in the remainder of the sentences. Have them give a “thumbs up” if the sentence is written in first person.
- Step 5:** Have students listen to the story on a computer or tablet independently or with a partner.
- Step 6:** Students can work with a partner to list pronouns used in the story that helped them identify first person point of view.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.L.2.1, CCSS.RL.3.1, CCSS.L.3.1

Objective: Students will answer the prompt using at details from the text to support the response.

Reading Prompt: How did the little girl feel about the Moose living in her backyard? Use at least two details from the story to support your response.

WRITING - TRAVEL BROCHURE

Objective: Students will write an information piece using grade appropriate sentence structure and spelling. Students create a travel brochure for Alaska.

Materials: Large sheets of white construction paper (one per student)
Markers, crayons, etc.

Teacher Prep: Use the internet to create an organizer for students to collect information. Topic to Include: People, Jobs, Interesting Places, Animals, Landscape, Climate, Other Interesting Facts

Procedure:

- Step 1:** Show students an example of a travel brochure of their city or state. Discuss what is included in the brochure.
- Step 2:** Prewrite: Have students use the internet and other sources to research Alaska. Students should use the organizer as a guide for their writing.
- Step 3:** Publish: Create a tri-fold brochure by folding the large paper into thirds. Have students use the information from the organizer to write their vacation brochure.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES - HOLIDAYS

Hanukkah is an important event for the characters in Barbara Brown's story. Students learn about the various winter holidays.

MATERIALS —

Books and other reference materials on chosen winter holidays
Internet access and holiday websites
Large box (1 per group)
Construction paper and other craft materials

PROCEDURE —

- Step 1:** Decide on a list of winter holidays for students to research (Hanukkah, Christmas, Kwanza, St. Lucia Day, Feast of the Three Kings, etc.)
- Step 2:** Divide students equally into groups for each holiday.
- Step 3:** Provide books, websites, and other research material for students to use to find out about their holiday.
- Step 4:** Have each Holiday Group create a large diorama detailing an event from that holiday, along with a written report explaining what is taking place in the diorama.

EXTENSION ACTIVITY —

Have students host a holiday party where each group brings food and music appropriate to their diorama and narrate the scene for visitors who move from one holiday diorama to the next.

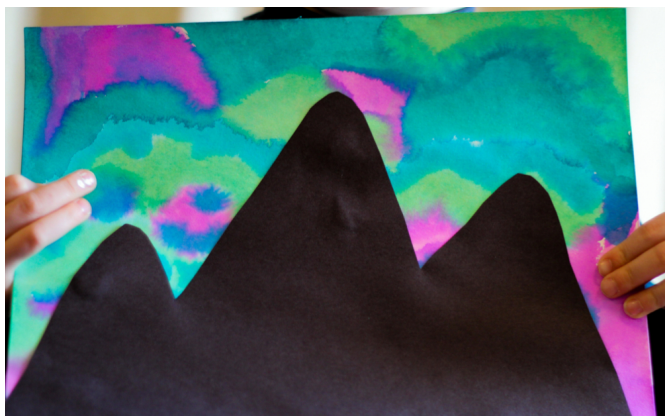
ART - NORTHERN LIGHTS

MATERIALS —

Water color paper
Bleeding tissue paper (variety of colors)
Scissors
Paint brushes
Black construction paper
Bowl of water

PROCEDURE —

- Step 1:** Cut tissue paper into strips.
- Step 2:** Cover paper with different colored tissue strips.
- Step 3:** Dip paintbrush in water and "paint" over the strips of tissue paper. Make sure strips are wet.
- Step 4:** Remove strips. Colors should be transferred onto paper.
- Step 5:** Draw and cut mountains out of black paper. Glue mountains on tissue - colored paper.



SCIENCE - CREATE THE NORTHERN LIGHTS

This activity will demonstrate what happens when different particles collide. **Science Behind It:** The aurora borealis (northern lights) is caused by the interaction of high-energy particles (usually electrons) with neutral atoms in earth's upper atmosphere. The bright dancing lights of the aurora are actually collisions between electrically charged particles from the sun that enter the earth's atmosphere.

MATERIALS —

For each group of students provide:

4 bowls

½ cup whole milk

½ cup 2% milk

½ cup 1% milk

½ cup skim milk

Food coloring

Dish soap (approx. 1 tablespoon)

4 Cotton swabs

4 Index cards

Teacher Prep: Decide how you will have your students record results. Prepare a recording sheet.

PROCEDURE —

- Step 1:** Instruct each group to write the different types of milk on each index card. Place one index card with each bowl on table.
- Step 2:** Fill each bowl with the type of milk written on its card.
- Step 3:** Squeeze one drop of food coloring into each of the bowls of milk. Keep the drops close together in the center of the bowl.
- Step 4:** Take a cotton swab. Predict what will happen when you touch the tip of the cotton swab to the center of the milk. Gently touch the tip to the center of the milk bowl. **IMPORTANT: DO NOT STIR THE MIX.** Record what happens.
- Step 5:** Dip the other end of the cotton swab into the dish soap. Place this end back in the middle of the milk and hold it there for about 10-15 seconds. Record what happens.
- Step 6:** Experiment with placing the soapy end of the swab into different places in the milk. Record your findings.
- Step 7:** Repeat steps 4 – 6 with each type of milk.
- Step 8:** Discuss results. (The food coloring in the whole milk should dance and move around as soon as the soap is added. Movement should decrease with 2% and 1% milk, and hardly at all in bowl of skim milk).

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

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The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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