

Click®

Look in a Book

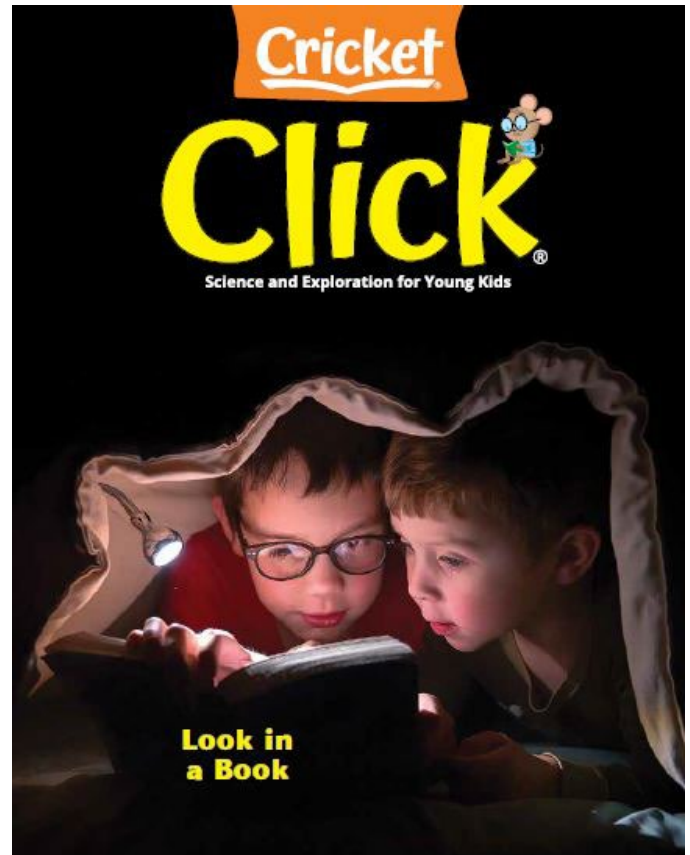
Dr. Seuss joyfully proclaimed, “The more that you read, the more things you will know. The more that you learn, the more places you’ll go!” This month’s issue of CLICK teaches young readers that reading and writing skills reinforce one another and a good book will nourish the mind as well as the soul.

CONVERSATION QUESTION

How do we communicate by writing and reading?

TEACHING OBJECTIVES

- Students will learn how communication evolved from sounds to symbols to words.
- Students will learn how pack horse librarians delivered reading materials.
- Students will obtain information from a nonfiction text.
- Students will explore the use of symbols to represent objects.
- Students will collect evidence to support claims.
- Students will represent data using a pictograph.
- Students will examine the geography of Kentucky.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

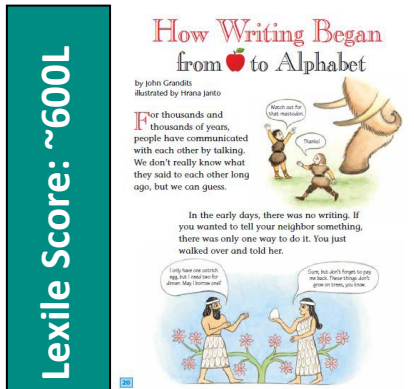
SELECTIONS

- **How Writing Began**
Expository Nonfiction, ~600L
- **Pack Horse Librarians**
Expository Nonfiction, ~780L

How Writing Began

pp. 20–23, Expository Nonfiction

Thousands of years ago, people started using written marks, or symbols, to count and communicate. Readers will learn how this process evolved into the alphabets we use today.



RESOURCES

Symbolic Representation:
From A to Z

OBJECTIVES

- Students will learn how communication evolved from sounds to symbols to words.
- Students will explore the use of symbols to represent objects.
- Students will represent data using a pictograph.

KEY VOCABULARY

- **alphabet (p. 20)** the letters of a written language
- **communicated (p. 20)** gave information about something to someone by speaking, writing, moving hands, or drawing
- **symbols (p. 21)** pictures, designs, or marks that stand for words and ideas

ENGAGE

Conversation Question: How do we communicate by writing and reading?

Show students familiar signs that use symbols instead of words to transmit meaning (recycle, stoplight ahead, no u-turn, railroad, handicap, school crossing, etc.). Challenge students to use a simple picture or design to create the following signs: No talking, Dogs must be leashed, and Playground. Remind students that they are not to use letters/words and that the meaning must be clear.

INTRODUCE VOCABULARY

Post and discuss the vocabulary words with the class. Pose this question: “How do we use **symbols** and the **alphabet** to **communicate**?” Have students share experiences as early readers, including what strategies they use and how pictures can help convey meaning.

READ & DISCUSS

Post and discuss questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed.

1. In the early days, what was the only way you could tell your neighbor something?
2. What does the character in the cartoon at the bottom of page 20 want to borrow from his neighbor?
3. Why did people start using pictographs instead of marks?
4. What do children in China learn to write instead of letters?
5. Why were letters invented?


SKILL FOCUS: Symbolic Representation

INSTRUCT: The main idea of the article is to reveal to students that formal writing began by using pictures and symbols. Review the article with students, emphasizing the illustrations. Present the *Symbolic Representation: From A to Z* graphic organizer and tell students they will use ideas from the article and their own thinking and drawing skills to complete the worksheet.

ASSESS: As students are working, circulate and discuss the information in the article. Remind students that the pictographs they create should be “readable” to others. Upon completion, have students do a Word Walk around the classroom to appreciate each other’s pictographs.

EXTEND

Mathematics Gather information about the class’s favorite fruit. First, list many different fruits on the board. Then survey the class and use tally marks to record student responses. Next, demonstrate how to represent data using pictures or symbols (example below). Then show students how to create a vertical or horizontal pictograph using the symbols. Have students take their pictographs home and interpret the data for a family member.

apple = 

From A to Z

Symbolic Representation The article tells you that long ago, people made pictographs. Pictographs were little drawings that looked like the things they stood for.

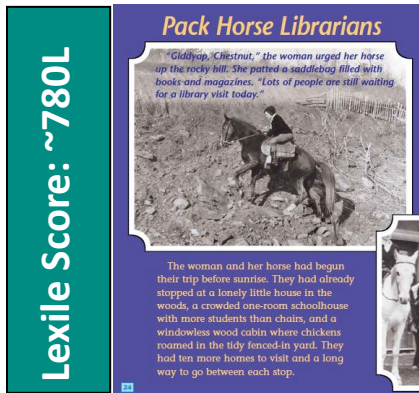
Now it's your turn! Create pictographs to stand for the classroom objects listed below.

pencil	chair
table	crayon
book	flag

Pack Horse Librarians

pp. 24–26, Expository Nonfiction

From 1935 to 1943, pack horse librarians braved the elements to bring books to thousands of people living in remote regions. This article details how horse-riding librarians were the Great Depression’s bookmobiles.



RESOURCES

Collecting Evidence: Special Delivery

OBJECTIVES

- Students will learn how pack horse librarians delivered reading materials.
- Students will collect evidence to support claims.
- Students will examine the geography of Kentucky.

KEY VOCABULARY

- **sunrise** (p. 24) the time when the sun appears above the horizon in the morning
- **schoolhouse** (p. 24) a building used as a school, especially in a small community or village

ENGAGE

Conversation Question: How do we communicate by writing and reading?

Introduce the title of the article, “Pack Horse Librarians.” Read aloud the paragraph on page 25 that begins, “From 1935 to 1943 . . .” Have students use the subtraction process or the “count on” strategy to discover how many years the pack horse delivered books. (Answer: 8 years) Discuss ways that we get reading material today.

INTRODUCE VOCABULARY

Remind students that compound words are made by putting two or more words together. Post and discuss the key vocabulary words. Inform students that these words are found in “Pack Horse Librarians.” Have students break apart and identify the two words in each compound word. As a post-reading activity, challenge students to find three more compound words in the article. (Answers: *saddlebag*, *everywhere*, *hillsides*)

READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion.

1. Why did librarians deliver books by horse?
2. What was the condition of the books and magazines?
3. What was life like for people in Kentucky from 1935 to 1943?
4. Why was it difficult to deliver books by horseback?
5. Did pack horse librarians have an important job? Explain.

SKILL FOCUS: Collecting Evidence

INSTRUCT: This article presents the reader with detailed information about the job of a pack horse librarian. Distribute the *Collecting Evidence: Special Delivery* graphic organizer. Tell students they will review the article and highlight details that provide evidence to support each of the claims listed in the graphic organizer. After they have collected evidence, they will record it in the graphic organizer. Remind them to cite information/details using page numbers.

ASSESS: This may be done as a whole-class or oral activity for younger students.

EXTEND

Geography Display a map of the United States and have students locate Kentucky. Ask students what states border Kentucky (Indiana, Ohio, West Virginia, Virginia, Tennessee, Missouri, Illinois). Next, display a state map of Kentucky. Challenge students to identify two cities, two lakes, and a mountain range.

Special Delivery

Collecting Evidence For each claim below, find evidence from the article to support it. Note the page where you found the evidence. Then write the evidence in the box.

Claim: Times were hard then. (Page _____)

Claim: The people had no way to get things to read. (Page _____)

Claim: Pack horse librarians journeyed across rough, rocky country. (Page _____)