

Adèle & Simon

IN AMERICA



by Barbara McClintock

This PDF accompanies the Teacher's Web site for this book, at www.adeleandsimon.com.

ABOUT Adèle & Simon in America

Adèle and Simon, residents of Paris, France, travel to America to visit their Aunt Cécile. Aunt Cécile takes the children on a journey across early-twentieth-century America, visiting many places with significant historical backgrounds. Barbara McClintock's rich illustrations provide a starting place for exploring the history of the people and places of America. This book may be used with children in grades K-5.

Be sure to check out Barbara McClintock's first book in the series, *Adèle & Simon* (<http://us.macmillan.com/adelesimon>), and find more information about *Adèle & Simon in America* (<http://us.macmillan.com/adelesimoninamerica>).

ABOUT THE WEB SITE **(www.adeleandsimon.com)**

The Web site for *Adèle & Simon in America* offers activities, questions, Web links with related material for every page in the book, a general overview of the activities described below, and this downloadable PDF.

The Web site includes activities related to Social Studies, Science, Language Arts, and more.



NATIONAL STANDARDS

National Standards for all of the disciplines, and an explanation of the numbering system, are available on the following Web site:

www.educationworld.com/standards/national/toc/index.shtml

GENERAL ACTIVITIES

(for any page or the entire book):

Picture Walk

- Treat students to a picture walk through the book. Ask them to look for details in the illustrations that would provide clues to the period setting of the book. Have students make their guesses about the period setting and support their opinions with evidence from the illustrations. For example, students may notice that horse-dependent forms of transportation are in use and there are few automobiles pictured. They may infer that the story is set in the time period when cars were just starting to be used by people in America. Students may do research to find out when automobiles were first available to be purchased.

Standards: NL-ENG.K-12.2 Reading for Understanding; NL-ENG.K-12.8 Developing Research Skills

U.S. Geography

- On each page, Adèle and Simon visit a new location in the United States. Reference is made to the city they are in, but usually the state is not mentioned. Develop geographical awareness by asking students to locate the state of each city or area that Adèle and Simon visit. Historical maps of the United States appear on the inside covers of the book and may be helpful.

- The number of states became 46 with the addition of Oklahoma in 1907. Note that New Mexico did not become a state until 1912.

Standards: NSS-G.K-12.2 Places and Regions

Compare and Contrast Clothing

- Compare and contrast the clothing worn by people in the illustrations from scene to scene—for example, Chicago vs. San Francisco; Grand Central Station vs. the ranch in Texas. Discuss the reasons for the different styles of clothing in each illustration. Is certain clothing just the fashion of the period, or is it worn for practical reasons?
- Compare and contrast the clothing worn by children in the illustrations with clothing worn by typical children today. Have students choose one scene from the book and describe how they would dress if they were placed in that scene at that time period. Students could fold a piece of paper in half and on one half draw a picture of themselves dressed in current clothing and on the other a picture of themselves dressed in period clothing. Written descriptions could be added.

Standards: NSS-US.H.K-4.1 Living and Working Together in Families and Communities, Now and Long Ago; NL-ENG.K-12.1 Reading for Perspective

Find Simon's Lost Belongings

- While the teacher is holding the book open to a single spread for the class, far enough away so everyone can see the picture but not necessarily all the details, have the students come up with a dozen or more questions that the teacher has to answer.

1. The students must ask yes-or-no questions. For example, “Is the pencil box under the red-and-white awning?” The game can keep going until the teacher is directed to the exact location of the missing item.

2. Focus on using language that includes prepositions and specific descriptions of the areas in which to look for the missing items.

Standards: NL-ENG.K-12.4 Communication Skills

Using Speech Tags

- Start at the beginning of the book and record all of the speech tags related to Adèle. The vivid verbs used to describe the tone of Adèle’s words provide clues to her character traits.
- Have partners practice reading Adèle’s words using appropriate intonation and inflection, as indicated in the text. One person can read Adèle’s part and the other Simon’s and/or Aunt Cécile’s part.

Standards: NL-ENG.K-12.1 Reading for Perspective; NL-ENG.K-12.4 Communication Skills; NL-ENG.K-12.12 Applying Language Skills

Web Quest

- Select any page from the book, perhaps a page that focuses on the region in which you live, and create a Web quest for your students using links contained in the corresponding Web page. This activity would require high-level reading and computer skills, but may be done at a computer center with the assistance of an older student, adult volunteer, or aide. It may also be accomplished as a whole-class activity using a Smart Board or other large-format Internet viewing device.
- For more information on Web quests, connect to the following link:

<http://webquest.org/index.php>

Standards: NL-ENG.K-12.8 Developing Research Skills

Postcards from America

- Have students create a picture postcard for each location that Adèle and Simon visit and write a note home to their parents on the back of the card in either Adèle, Simon, or Aunt Cécile’s voice.

Standards: NA-VA.K-4.1 Understanding and Applying Media, Techniques, and Processes; NA-VA.K-4.4 Understanding the Visual Arts in Relation to History and Cultures; NL-ENG.K-12.4 Communication Skills; NL-ENG.K-12.5 Communication Strategies; NL-ENG.K-12.12 Applying Language Skills

Plan a Trip

- Ask the students to choose one or more places they might like to visit, and research the various things they could do there. Together, develop an itinerary for the trip. Ask them: How will you get there? What types of things would you take along on your trip? How would you make sure not to lose your things?

Standards: NL-ENG.K-12.8 Developing Research Skills; NL-ENG.K-12.12 Applying Language Skills; NSS-G.K-12.2 Places and Regions

How Far?

- How far did Adèle, Simon, and Aunt Cécile travel on their journey across America? Use maps, an atlas, and/or an Internet mapping site, such as Google Maps or MapQuest, to find the actual distance between each of the places they visited. Find the sum of miles or kilometers they traveled.
- How many days do you think they spent on their trip? Make an estimate based on evidence in the book. For example, it took two days to travel between New York and Chicago.

Standards: NSS-G.K-12.1 The World in Spatial Terms; NSS-G.K-12.2 Places and Regions; NM-MEA.PK-5.1 Understand Measurable Attributes of Objects and the Units, Systems, and Processes of Measurement; NM-MEA.PK-5.2 Apply Appropriate Techniques, Tools, and Formulas to Determine Measurements



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www.fsgkidsbooks.com

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