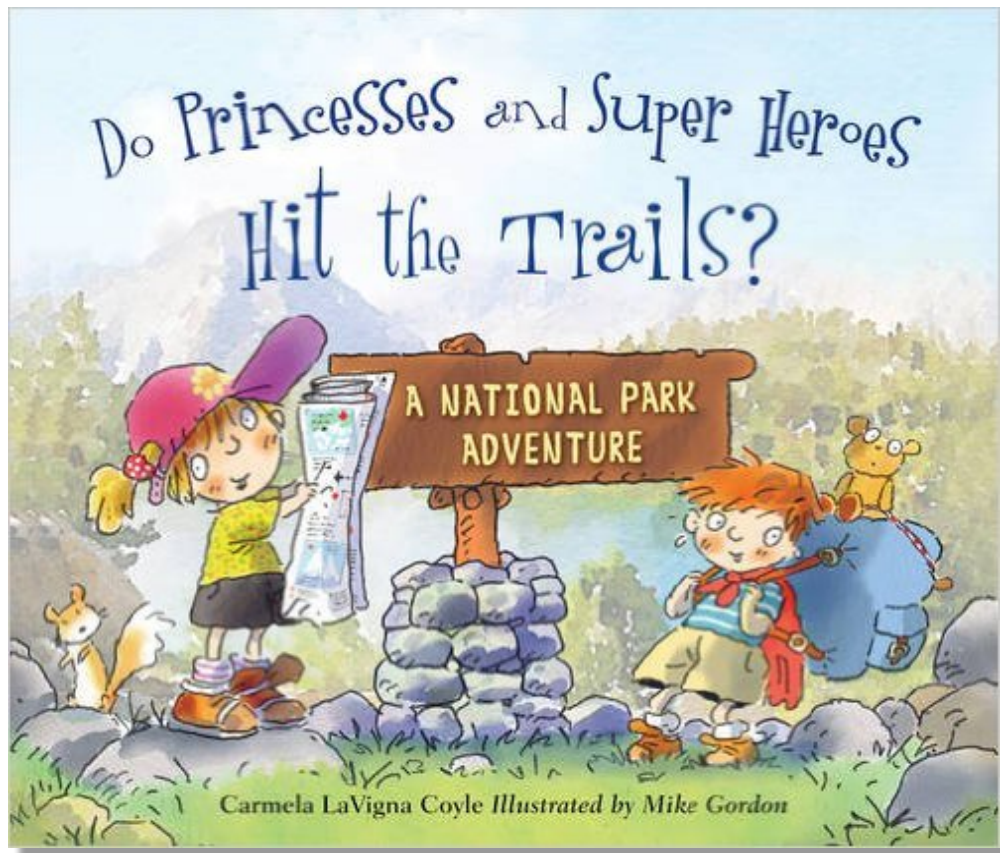


Do Princesses and Super Heroes Hit the Trails?

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Carmela LaVigna Coyle
and illustrated by Mike Gordon



Published by Muddy Boots
Guilford, Connecticut

Carmela LaVigna Coyle

Author, *Do Princesses and Super Heroes Hit the Trails?*

Carmela LaVigna Coyle strives to visit all our national parks over the next few years. She has a way to go still, but with a new pair of hiking boots and a map in her hand, she's on it! She hopes children everywhere will become as enthralled with our parks beauty as she has! She's also very intent on finding ways to protect our national parks. This is her eighth book in her popular Do Princesses... series. Visit her at www.carmelacoyle.com.

Mike Gordon

Illustrator, *Do Princesses and Super Heroes Hit the Trails?*

As a fairly recent transplant from England, Mike Gordon is still coming to terms with the sheer size, scope, and diversity of his adopted country. While he has a few national park visits under his belt, illustrating this book has made Mike hungry to experience more of these national treasures. Mike makes his home in Santa Barbara, California. Visit him at www.gordonillustration.com.

Marcie Colleen

Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from New York University. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California.

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How to Use This Guide

This classroom guide for *Do Princesses and Super Heroes Hit the Trails?* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Do Princesses and Super Heroes Hit the Trails?* into English language arts (ELA), mathematics, science, and social studies curricula.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

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English Language Arts

Reading Comprehension

Before reading *Do Princesses and Super Heroes Hit the Trails?*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

Consider checking out *Do Super Heroes Have Teddy Bears?* and a couple of the other *Do Princesses...* titles to familiarize the class with the characters and their ongoing can-do outdoor enthusiasm.

The Front Cover~

- Describe the cover illustration.
 - Who do you see?
 - What are the characters doing?
- Mimic what the characters are doing.
 - How does it make you feel?
 - What do you think they are thinking?
- Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What are some clues?

The Back Cover ~

- Describe what you see.
- Read the text on the back cover aloud. Can you predict what the story might be about?
- Do you know what a national park is? If so, explain. If not, can you make a guess?
- National parks, national monuments, and the national seashore are often confused as the same thing even though they are different. Conduct an Internet search to determine the difference between these three categories.

The Endpapers ~

- Describe what you see.
- What do you think is marked on the map?

- Count (and name) the parks on the map.
- How many have you heard of?
- Have you ever been to a national park?
- Can you find where you live on the map? Which national park is closest to you?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Without looking at the book, can you remember some of the nature the Princess and the Super Hero saw on their travels? What about the name of some of the parks?
- Create a list as a class and then read the book again to see if you forgot anything.
- At the end of the book there is a take-away map.
 - Discuss why a map might have been included.
 - What do you think the author wants the reader to take-away from the story?

Let's talk about the people who made *Do Princesses and Super Heroes Hit the Trails?*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Check out some of the following details. Can you find:
 - Red striped socks
 - Four mules
 - Two frogs
 - A red bike pulling a wagon
 - A purple thermos

- o Bumblebees (Can you count them all?)
- o Four starfish
- o A moose
- o A wet teddy bear
- o A teddy bear wearing a Super Hero's baseball cap
- o A tunnel
- o Four fish
- o A waterfall
- o A squirrel hitching a ride

Find the teddy bear (or squirrels) in the illustrations.

- What do you think the teddy bear (or squirrels) is/are feeling or thinking?
- Create a "thought bubble" to express what the teddy bear (or squirrels) might be thinking.

The dog (usually a regular in the series) only appears on one page.

- Can you find him?
- Why do you think he is not featured in the rest of the book? [Answer: Most National Parks do not allow dogs.]
- Can you do research to find which National Parks the dog would be allowed in?

Writing Activities

Write the Scene

Choose one of the fun adventures in *Do Princesses and Super Heroes Hit the Trails?* and create the scene.

For example,

- What happens when the family ride mules into the Grand Canyon?
- How does Princess feel? How does Super Hero feel?
- What do they say?
- What do they do?
- What happens?
- Is it a wild ride? A scary ride? A bumpy ride?

Be sure to include a beginning, middle, and end.

“What Can We Do For a Super Fun Day?” Persuasive Essay

At the beginning of *Do Princesses and Super Heroes Hit the Trails?* the family asks the question of where they should go on vacation.

Discuss.

- If your family asked you, where would you want to go? (It doesn't have to be a national park.)
- Sometimes families don't agree. You might have to try and persuade your family to go where you want to.
- Do you know what “persuade” means? If not, can you make any guesses?
- Look up the definition of “persuade” in the dictionary.
- List times or situations in which you might want to persuade someone (i.e., persuade your parents to let you stay up late)

When you write to persuade, you are trying to convince the reader to share your thoughts and feelings. Your persuasive essay should: tell the reader what you believe; give the reader at least three reasons why you believe it (and why they should, too); have a good concluding sentence.

Students should think of where they would like to go on vacation and an adventure. Then, write a persuasive essay to their family called “A Super Fun Day” using the following TREE structure:

T = Topic sentences

The topic sentence tells the reader (themselves, in this case) what you think or believe.

Example: Our family will have a super fun day if we travel to the Petrified Forest National Park.

R = Reasons

The reasons tell the reader (or themselves, in this case) why you believe a trip to the Petrified Forest would be the best choice. Write at least 2 -3 sentences supporting 3 reasons.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Does your essay have all the necessary parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

Wish You Were Here ~ Postcards from a Princess

Pick a national park and imagine you were going to travel there.

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?

Create a large postcard of your trip. Illustrate one side and include a note to a best friend or family member on the other side. Be sure to be descriptive, so that the person who gets the postcard can best imagine your trip.

Display the postcards on a bulletin board, along with a map indicating where the national park is located.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Do Princesses and Super Heroes Hit the Trails?* to life in your classroom while having fun with speaking and listening skills!

Choral Reading

- Turn *Do Princesses and Super Heroes Hit the Trails?* into a script. Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Brainstorm a list of activities to do outdoors. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which situation the student is acting out.
- Create a TV commercial to boost tourism at the national parks, referencing the adventures in *Do Princesses and Super Heroes Hit the Trails?* as necessary.

Asking Questions, Building Curiosity

Asking questions like the kids in *Do Princesses and Super Heroes Hit the Trails?* is how we learn more about the world we live in. A wonderful way to practice question asking is to read nonfiction books.

What Makes a Good Question?

- Good questions usually start with who, what, why, when, or how come.
- Good questions ask something we want to know the answer to.
- No question is a bad question.
- Listeners need to be respectful of the questions other students may ask. You never know what new things you might learn!

Inquisitive Reading

Choose a topic of study and find a nonfiction picture book about that topic to read aloud to the class.

While listening to the book, have students take notes in two columns:

- Things We Learned
- Questions We Have

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

Once the story is read, discuss the Questions We Have column.

- Were any of these questions answered as the story went along?
- If so, ask students to find the answer within the text.
- Record the answer next to the question in a third column labelled Answers We Found.

For all remaining questions in the Questions We Have column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.

- Discuss how to find answers to questions through research.
- Assign students to specific questions to help them focus.
- Record all answers in the Answers We Found column.

After the answers have been shared with the class, engage in a discussion on research practices.

- What was most difficult about finding answers?
- Was it easier to find answers on the Internet or in a book?
- Which source is more reliable, the Internet or a printed book? Why?
- How can you determine whether to trust a source?

- What tips would you give someone who is about to do research?

Extension: Design and illustrate posters representing each Fact, Question, and re-researched Answer based on the nonfiction book and display them within the classroom.

Twenty Questions

Invite a guest speaker to your class or ask them to visit via Skype. This can be someone from the school community, a park ranger, or maybe even an author like Carmela Coyle!

Explain to the class they will be meeting a special guest who has a secret, but do not share with them any further information about this guest.

Students will then have to come up with a list of twenty questions to ask the guest to try and guess what their secret is. These must be questions that can be answered either "yes" or "no."

Once students successfully guess the secret of the special guest, use questioning skills to ask follow-up questions related to the secret.

It's Okay to Be Silent ~ Soaking in Your Surroundings

While on a trip to several national parks, the Princess and the Super Hero learn to pay attention using her five senses.

What are some of the details they might have observed on their adventures? What did they smell? What did they see? What did they hear? Pick a spread in the book and brainstorm a list.

Create a Sensory Journal:

- Gather together 6-8 pieces of paper (some can be lined for writing, others blank for drawing).
- Add on top a piece of blank paper for the cover.
- Punch three holes through the pieces of paper and the cover sheet.
- Cut a piece of cardboard just a bit larger than your paper.
- Punch three corresponding holes in the cardboard.
- Place the papers on top of the cardboard and top everything with the cover sheet.
- Line up the paper and cardboard holes. Then tie together with yarn or string.
- Write "Sensory Journal" on the cover and decorate.
- You are now ready to head outside and observe your surroundings using all five of your senses.

Be Silent.

- Find a “sit spot” where you can sit quietly and observe. It can be anywhere inside or outside. Be sure to have your Sensory Journal and something to write with. You may use colored pencils, crayons or markers if you prefer.
- Sit for at least 10-15 minutes. You may set an alarm.
- Look all around you. What do you see? What do you hear? What do you smell? What do you feel?” Try to use your five senses.
- Find something you want to write about or draw and record it in your Sensory.
- Continue to observe in the same spot, 10-15 minutes at a time, for a whole week. Every day, take care to notice something different to write about or draw.

Share your Senses.

- Share your notebook with the class.
- What did you find when you paid attention?
- What did you feel? What did you smell? What did you hear? What do you see?
- Did anything ever change? How?
- What did you observe that surprised you?
- If you were to continue observing, what spot would you choose? Why?

Mindful Activities

Noisy Silence

What is silence?

Allow students to brainstorm as a class. Then together, look up the definition of the word “silence.” When we go outside, sometimes it can seem so quiet (especially in nature) but if we listen carefully, we can hear many different and sometimes unexpected things. Silence isn’t always silent.

Read picture book *Silence*, by Lemniscates.

- What do you think you would hear at the ocean?
- What do you think you would hear on a hike in the woods?
- The desert? Alongside a river? On the moon?
- What might be some of the “unexpected sounds?”

In *Do Princesses and Super Heroes Hit the Trails?*, the family stops at Yosemite National Park to admire the waterfall.

The young princess says: "Sometimes I can't find the words in my head."

Her father answers: "Maybe it's okay to be silent instead."

- Ask students why they think she couldn't find the words in her head?
- Do any of the students remember seeing something so beautiful that they felt speechless?
- What do you think it feels like to be silent on the inside?
- Write down your thoughts in your Sensory Journal.

Bells and Chimes

While students are sitting at their desks or in a circle, the teacher rings a chime or bell. The students are instructed to simply listen to the vibration of the bell.

Next, the teacher instructs the students to close their eyes. The teacher rings the bell again. Students raise their hands or open their eyes when they can no longer hear the bell. Students share with each other what they noticed.

- Could you hear your own heartbeat?
- Your breathing?

This exercise encourages students to be in the present moment.

Resource: <http://www.mindbodygreen.com/0-18136/7-fun-ways-to-teach-your-kids-mindfulness.html>

Walk and Listen

Read *The Listening Walk* by Paul Showers aloud to the class.

During non-recess hours, the class goes on their own "listening walk" around the school grounds or nearby neighborhood. Occasionally the group stops, closes their eyes and observes all the sounds.

Encourage students to jot down their thoughts in their Sensory Journals.

Suggested Reading List

Silence by Lemniscates

The Quiet Book by Deborah Underwood, illustrations by Renata Liwska

The Listening Walk by Paul Showers, illustrations by Alikei

I Am Yoga by Susan Verde, illustrations by Peter H. Reynolds

Language Activities

It's Rhyme Time

Do Princesses and Super Heroes Hit the Trails? is written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read Do Princesses and Super Heroes Hit the Trails? aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"I hope we see salamanders, toads, and some frogs!

I hear they like living near moss-covered _____."

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

Try Your Own Rhyme

Each page of *Do Princesses and Super Heroes Hit the Trails?* features a sign with the name of the national park on it. Why do you think that is? Well, then the author did not have to include the name of the park in each rhyming couplet.

See how you do? Experiment with writing your own rhyming sentences, like in *Do Princesses and Super Heroes Hit the Trails*, but include the name of the national park in your rhyme.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *Do Princesses and Super Heroes Hit the Trails?* or any other book of study.

- 1) The family packed 5 sandwiches in the cooler for their hike. The Super Hero got hungry and ate 1 sandwich before the hike even started. How many sandwiches are left in the cooler?

$$(5 - 1 = ?)$$

- 2) The princess counts 4 frogs sunning themselves on a log. Just then, 3 more frogs hop onto the log. How many frogs are on the log.

$$(4 + 3 = ?)$$

- 3) Old Faithful, the geyser, is supposed to blow in 6 minutes. The Princess patiently waits for 5 minutes. How many more minutes until Old Faithful blows?

$$(6 - 5 = ?)$$

4) The princess takes 2 photos of her family. She then takes 1 more photo in front of a cactus. How many photos does the princess take?

$$(2 + 1 = ?)$$

5) The Princess asks, "Are we there yet?" Her father tells her 9 more miles. They travel 7 miles. How many more miles until they are there?

$$(9 - 7 = ?)$$

BONUS: Count how many national parks there are in the United States, using the map provided in the book.

Let's Pack Math

Sorting clothes teaches math skills: color recognition, categorizing and counting skills.

Ask each student to bring in an item of clothing from home to place in a large pile. This can also be done with jackets, hats, gloves, etc. that the students have worn to school.

Instruct students to make a pile separating the clothes into certain categories based on color or type of clothing.

Examples:

- Count the number of shirts in the pile
- Find all the items with red on them
- Separate out the hats and gloves

What we choose to wear has a lot to do with the climate and weather where we will be.

Look closely at the clothes worn by the family in Do Princesses and Super Heroes Hit the Trails?

Then, as a class or individually:

- Determine the weather in that area
- Decide what you would pack in your own suitcases for a trip

Reading Maps: Quadrants

Bring in several maps to share with the class. Show how some maps are created on a grid.

The "y" axis, or up and down is divided by numbers.

The "x" axis, or across, is divided by letters.

Divide the map at the back of *Do Princesses and Super Heroes Hit the Trails?* into quadrants.

- What is located at D3?
- Locate a quadrant containing water.
- Locate a quadrant with a cactus.
- What is located at G6?
- In which quadrant is the moose?
- In which quadrant is Denali National Park?
- In which quadrant is the Great Smoky Mountains?
- Which quadrant do you live in?

Create a classroom map:

- Draw a grid or cut square pieces of different colored paper.
- Give each student their own piece of the grid. Allow them to decorate their quadrant any way they would like. They can add roads, rivers, mountains, etc.
- When students have completed their quadrant, piece them all together to form a giant map.
- Add the x and y axis coordinates.
- Add a Compass Rose.
- You can even add a legend and Fun Facts, like the ones used in the "Did You Know" sections of *Do Princesses and Super Heroes Hit the Trails?*.

Reading Maps: Scale

Map Scale is the relationship between distances on a map and the corresponding distances on the earth's surface expressed as a fraction or a ratio.

Look at a variety of maps.

- Locate the map's key to find out the distance equivalent of 1 inch.
- Determine the length of the map from North to South and East to West.
- Pick two points on the map and determine their distance, using scale.

Find a map of your city, town, or neighborhood.

- Create a floor-sized version of the same map. Convert 1 inch to 6 inches or 1 foot.

Further Application:

- As a class, create a map of the classroom.
- Determine the scale: Allow students to discover their own method of measuring the classroom. (ie. How many hops/skips/big steps does it take to get from one wall to another?) Measure the distance between items in the classroom in this manner.
- Measure the actual size of the entire classroom, using a tape measure. Then, create a 1 foot = 1 inch scaled map complete with key of classroom furniture, etc.
- Have students construct maps of environments they are familiar with such as their home, bedroom, playground etc. Each student should determine the 1 inch scale.

Science

National Parks Research Project

There are many national parks featured in *Do Princesses and Super Heroes Hit the Trails?*

NOTE: National parks, national monuments, and the national seashore are often confused as the same thing even though they are different. Before this research

project, it would be beneficial to first conduct an Internet search to determine the difference between these three categories.

Assign each student or pairs of students one of the featured national parks to research on the Internet or with books from the library.

Information to be gathered must include:

- Location.
- Climate.
- What kinds of animals live there?
- What kinds of vegetation and natural elements can be found there?
- Draw a picture.
- Write 3 words that describe your national park.
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

OR

Make a travel brochure. Students will draw their national park and include the facts they have researched.

Sense Your Surroundings

- Review the five senses.
- Encourage students to be sensory detectives.
- Embark on a class field trip to the playground, library, art room, etc. Have students look for ways to use all five senses and record their findings.
- As an independent activity, students record how they've used their senses in another place like a home, zoo, or doctor's office.

- Additional activity: Students write a story or poem about the above place incorporating the five senses, so readers can experience the environment.

Cardinal Direction and Compass Use

Another helpful tool, besides maps, to help you find your way is a compass. Demonstrate the use of a compass.

- Explain that the needle always points north, due to the magnetic nature of the North Pole.
- Help students locate north.

Label the classroom with the cardinal directions (north, south, east, and west).

- Play Simon Says using the cardinal directions. (ie. "Simon Says take one step south." "Simon Says turn and face west.")
- Using any map, demonstrate how to use the compass rose and the cardinal directions of the classroom to orient and hold a map properly.
- Practice orienting and holding various maps.
- Hide an object in the classroom or out on the playground. Give directions to finding the object using a real compass. Students can take turns hiding the object and giving the cardinal directions.

Head out to the playground.

- On a sunny day, students can become "human compasses" and use their bodies to find the cardinal directions.
- One at a time, students should stand with their back to the sun, so that they can see their shadow. The shadow will point north (as long as you are in the northern hemisphere).
- Have the student extend his or her arms to each side, and hold out three fingers on each hand. Look for the shadow that makes an "E". That arm points east!
- The other arm points west and south is behind the student.
- Depending on the time of day, the shadow may point some degree northeast or northwest. Check these cardinal directions against a real compass and adjust, if need be. Although this activity is not as exact as a compass, it is an easy way to quickly get your bearings on a sunny day!

Build a Boat Challenge

There are many ways to enjoy the national parks. By boat is one of them, as seen at Denali National Park in *Do Princesses and Super Heroes Hit the Trails?*

This challenge allows students to problem solve a way to build a boat that really works! Of course, a little imagination is going to go a long way here, too!

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for other ideas of materials.
- Together as a class or individually collect materials, design, and build the boats.
- Each boat must:
 - o Float.
 - o Be a construction, not merely a long piece of cardboard.
 - o Be strong enough to hold four small items without sinking.

Once all boats have been built, test them out one by one as a class. A kiddie pool makes an excellent lake. Did their boat sink or float? What could they do to improve the boat? Allow time for reflection and more experimenting.

Create awards to increase the competition.

- o Strongest Boat
- o Most Attractive Boat
- o Most Materials Boat
- o Least Materials Boat
- o Most Artistic or Creative Boat

Social Studies

Destination: The National Parks

As a class, locate a national park on a map and or/globe. Then, conduct research on the Internet.

NOTE: National parks, national monuments, and the national seashore are often confused as the same thing even though they are different. Before this research project it can be beneficial to first conduct an Internet search to determine the difference between these three categories.

Information of interest can include:

- History
- Climate
- Geography
- Animals
- Natural elements.
- Places of interest.

Gather photographs of your national park.

Then, plan a week-long fictitious trip to the park. Be sure to plan transportation to and within the park, food, what to pack, what to do and see. Detail your trip in a daily itinerary. Include a budget, considering what you want to do and see.

The Super Heroes of the National Parks

There have been some extraordinary people whose vision, dedication, sacrifice helped to create America's national parks, and the national park system. Although they are not super heroes with supernatural powers like Spiderman or Thor, they are heroes all the same. After all, heroes are admired for their courage, outstanding achievements, and noble qualities. And in regards to the national parks, these people are truly heroes in a super way!

Assign a person for students to research in the library and on the Internet. A list of 10 are below, but do not feel limited to those on the list.

- John Muir
- Theodore Roosevelt
- Stephen Mather
- George Massa
- Horace Kephart

- Marjory Stoneman Douglas
- Captain Charles Young
- Horace Albright

Take notes and gather as much information as possible on the following five topics:

- Early Life/Childhood/Family
- Contribution to the national parks
- Other fun facts

Once the information is gathered, create a Thank You card to the person which includes some of your research and illustrations. Be sure to include why you believe they deserve to be thanked.

Get Involved with the National Parks

There are several ways kids can get involved with national parks projects throughout the country. In fact, many national parks have novice and kid science programs. Check the following Internet links for more information.

The Sierra Club: <http://www.sierraclub.org/sierra/2016-4-july-august/green-life/five-national-park-citizen-science-projects-anyone-can-join>

“Every Kid in a Park” Program: <https://www.nps.gov/kids/index.cfm>

Become a Junior Ranger: <https://www.nps.gov/kids/jrangers.cfm>

My Day in Pictures

Throughout their adventures, the family in *Do Princesses and Super Heroes Hit the Trails?* take many photographs.

Why might they want to take photographs? What purpose do photos have? Why did you think each photo was taken? What memories do they hold?

Pick a day of the week to document your own life through photos. Borrow someone’s camera, if you don’t have your own, and be sure to click away.

Show your viewers what your morning, day and night were like.

What you ate. What you wore. Where you went. And what you did.

Create a scrapbook page of your day to present to the rest of the class. The final scrapbook pages can then be combined into a large class book or hung on a bulletin board display.

Reading Our World Through Maps

Throughout *Do Princesses and Super Heroes Hit the Trails?* maps are shown. The family is using them to help navigate unknown territories and locate things they want to see. Have fun exploring maps, learning to read maps, and creating some of your own!

Reading Treasure Maps

Have students draw a map of the playground or another part of the school with landmarks like the slide, the water fountain, etc.

Then, students can take turns hiding “treasure”, marking it with an X on the map and having their fellow students find it. This is great way to build map reading skills.

Real Pictures vs. Maps

- Show students picture of different places. Great examples would be bridges, buildings, rivers, or other prominent places the students might recognize from their own neighborhoods.
- Then show the students a map of the place seen in the picture.
- What differences do they see between the picture and the map?

Bird’s (or Owl’s) Eye Views

- Explain that maps are usually drawn from a “bird’s eye view”.
- Place some simple objects on each child’s desk.
- Pretending they are birds, students should draw what those items look like when viewed from above, like on a map.

The World Globe vs. Map

Show students a world globe and a world map.

- What are the similarities?
- What are the differences?

Explain that the map and the globe are drawn from a “spaceman’s view”.

- Show a picture of the Earth from Space.
- Which do they think is more accurate, the map or the globe?
- Can they find where they are located on the globe? The map?

My World

Show the class a map of their town and have them locate their house and the school.

- Each student should create a map of their path from home to school.
- Decorate it with what they see along the way.

Locate where each member of a student’s extended family lives on a map or globe.

Have each student bring a toy for Show n’ Tell.

- Help students find out where the toy was made.
- Locate the origin of the toy on the world map or globe. Indicate with a dot sticker.
- Discuss how the toy may have traveled to their house from its origin.
- This activity can also be done with clothing. Have each student check the label on their shirt and locate where it was made on the globe or world map.

Find a school in a distant city to be pen pals with.

- Help students locate where the other class is using a map or globe.
- Either write a letter as a class, or allow students to write individual letters to individual students.
- Have a Skype conversation with the pen pal class.
- See what life is like where they live.
- Show what life is like in your area.