

Teacher Guide Basics

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SCBWI-IL

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Presentation Summary

- What is a Teacher Guide?
- Why would I need a Teacher Guide?
- Types of Teacher Guides
- What are academic standards?
- How can I use teacher guides?



My background

- Author
- Educator
- Pinterest Specialist



My background

- Special Ed – Undergrad
- PBS Barney Schoolhouse teacher
- Dallas Can Academy
- Cooperative Educational Partnership
- Simple Saturday Blog
- Creating teacher guides since 2009



My background

Guides
by
dēb   simple Saturdays



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What is a teacher guide?

Supplemental content designed to enhance, compliment, highlight, or promote a book or digital product through educational discussion topics activities which can be aligned by academic standards.



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Types of Teacher Guides

- Projects & activities
- One-page flyers
- In-depth Discussion
- Vary in size
- Academically sound



Types of Teacher Guides

What's your goal?
Who's your intended audience?
How do you want to inform your audience about the rich content your project offers?



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A Standards-Aligned Educator Guide for Grades 2-6

THE FARM THAT FEEDS US

About the book:
Where does our food come from? What role do farms play? What's it like to be a farmer? In this charmingly illustrated book, follow a farm throughout the year to discover how the farmer grows fresh and tasty food for us to eat in a sustainable and natural way.

Explore the workings of a small-scale, organic family farm and experience the rhythm of farm life. In the spring, visit the chicken coop, till the fields, and tour the farm machinery. When summer comes, plant corn, meet the pollinators, and head to the county fair. In the fall, make pies and preserves, harvest pumpkins, and put the fields to sleep. Winter activities include trimming and pruning the orchard, seed shopping, and baking bread.

About the author—Nancy Castaldo:
Nancy Castaldo has been writing books about the planet for over 20 years. Her award-winning titles have been Bank Street College of Education Best Books selections, National Science Teachers Association Notable titles, and winners of the Green Earth Book Award. Nancy loves writing books that inform, inspire, and empower her young readers. She loves sharing her research and writing in schools and libraries. Learn more about Nancy by accessing her website at www.nancycastaldo.com.

About the illustrator—Ginnie Hsu:
Ginnie is an illustrator, a designer, an educator and a maker living in New York. Her work is often inspired by everyday life, nature, human living, and she loves mixing new and traditional media to create magic. If she's not in the woods foraging or on her yoga mat practicing, she's probably a teacher and yogi in training. Stop by her website at www.helloinmind.com for her fascinating artwork.

Pre-Reading Discussion:

- Consider the illustrations featured on the front and back covers. Identify the shapes depicted in the illustrations. Identify the colors used and describe the ways that the plants and animals associate with those colors.
- The word *ecosystem* is defined as a biological community of interacting organisms and their physical environment. Describe ways that a farm can be an ecosystem.
- Discuss how patience, responsibility, and hard work are essential to the establishment of a flourishing farm as it grows.

www.nancycastaldo.com
www.helloinmind.com



A Common Core & Next Generation Science Standards Aligned Discussion/Activity Guide for Grades PK-3

The Sea Knows

Written by Alice McGinty & Alan Havis
Illustrated by Stephanie & Paula Wiseman Books
Published by Simon & Schuster/Paula Wiseman Books

ISBN-10: 153443822X
ISBN-13: 978-1534438224

We are young. The sea is old. The sea has secrets to unfold. The sea knows. In this playful, rhyming celebration of the marine world, readers can explore all of the wondrous things the sea knows. It knows huge whales and small krill; it knows short crabs and tall, giant kelp; it knows brightly colored starfish in shallow pools; and in the inky depths it knows the alluring jewel of an anglerfish's glowing lure.

Discover all of the strange and magnificent underwater creatures in this accessible tribute to the power and mystery of the ocean.

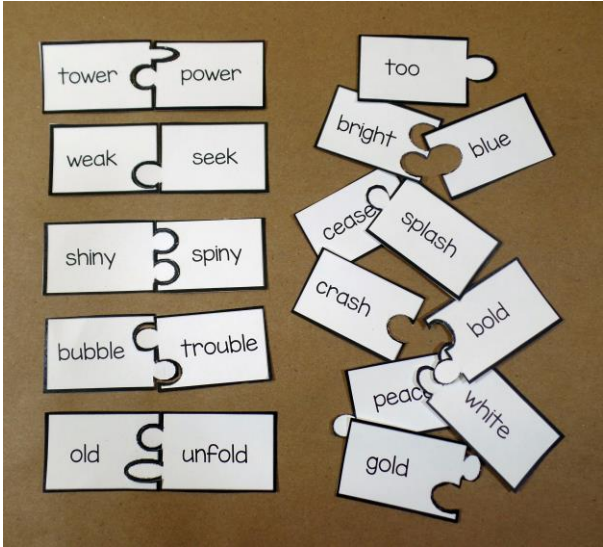
Guide created by
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Types of Teacher Guides



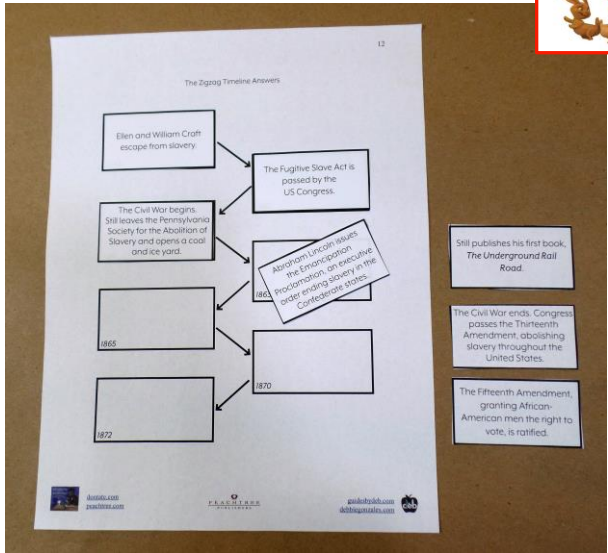
GO Big BinGO

I can play BinGO on any day that ends in Y!

I DREAM BIG by...	You can do...	I believe in us! We are...	We can share by...	I can go for extraordinary by...
You can be...	Draw your wished-upon star	You can have...	You can celebrate life by...	You can love & be loved by...
I believe in me! I AM...	I believe in you! You are...	FREE SPACE	Draw your smile, CATCH-M	I share goodness by...
I LOVE BIG by...	We can be kind by...	Draw you—I AM extraordinary	We can listen by...	We can care by...
I THINK BIG by...	Illustrate your gifts & passions	I AM grateful by...	I AM giving by...	I AM my best me by...

Play individually! Star the squares you can answer. Try for a blackout by answering every square!
 Play socially! Go around a room at home or school & have folks initial the square they can answer for you! Go for 4-corners, an X, a blackout, the list goes on.

Content based on The Live Big Series
katkronenberg.com



Academic Standards

Document strategies for students to practice demonstration of knowledge.

A skilled educator recognizes depth, creativity, and applicability to curriculum.



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Academic Standards



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Video Map Search

Padres: para más información sobre los Estándares Académicos Fundamentales, de clic aquí.

HOME · ABOUT THE STANDARDS · WHAT PARENTS SHOULD KNOW · STANDARDS IN YOUR STATE · READ THE STANDARDS · OTHER RESOURCES

English Language Arts Standards

 [DOWNLOAD THE STANDARDS](#)  [PRINT THIS PAGE](#)

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career.

Kindergarten-Grade 12

Introduction

Anchor Standards

Reading: Literature

Reading: Informational Text

Reading: Foundational Skills

Writing

Speaking & Listening

Language

Standard 10: Range, Quality, & Complexity

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

History/Social Studies

Science & Technical Subjects

Writing

ELA Appendices

English Language Arts Appendix A

English Language Arts Appendix B

English Language Arts Appendix C

Supplemental Information

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Academic Standards

English Language Arts Standards » Writing		Discussion	Active Reading	Vertical Puzzle	Zigzag Timeline
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		•		•
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.2.8	Recall information from experiences or gather information from provided sources to answer a question.		•		•
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.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.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.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•		•
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.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.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	•	•	•	•
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•

Academic Standards

The screenshot shows the top of the Next Generation Science Standards website. At the top left is the logo for "NEXT GENERATION SCIENCE STANDARDS For States, By States". To the right are navigation links: "THE STANDARDS - INSTRUCTION AND ASSESSMENT - PLANNING AND COMMUNICATION -". A "SEARCH" button is in the top right corner. The main image shows a teacher and three students in a science classroom. One student is using a microscope. A search overlay is positioned in the bottom right of the image. The overlay has a title "QUICK SEARCH NEXT GENERATION SCIENCE STANDARDS" and an "ADVANCED SEARCH" link. It contains three search filters: "KEYWORD SEARCH" with an input field, "BY PRACTICE" with a dropdown menu, and "BY GRADE" with a dropdown menu. On the right side of the overlay, there are two more dropdown menus: "BY CROSSCUTTING CONCEPT" and "BY DISCIPLINARY CORE IDEA". A "SEARCH" button is at the bottom right of the overlay. A blue banner at the bottom of the image reads "Improving Science Education Through Three-Dimensional".

Academic Standards

		Discussion	Rhyming Match	Crossword	Sink & Float	Ocean in a Bottle
2.Earth's Systems: Processes that Shape the Earth						
2-ESS1-1	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	•				
2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land	•				
2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.				•	•
Disciplinary Core Ideas						
ESS1.C:	The History of Planet Earth - Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	•				•
ESS2.A:	Earth Materials and Systems - Wind and water can change the shape of the land.	•				•
ESS2.C:	The Roles of Water in Earth's Surface Processes - Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.	•				•
4-PS4-1 Waves and Their Applications in Technologies for Information Transfer						
4-PS4-1.	Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.					•
Disciplinary Core Ideas						
PS4.A:	Wave Properties - Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.					•
PS4.A:	Wave Properties - Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).					•
Crosscutting Concepts						
	Patterns - Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena.					•

How to share guide?

- Add to your website
 - Use it as an opt-in for your newsletter
- Use it as part of your media packet
- Include it as part of school visit promotion
- Share on Pinterest

How to share guide?

Debbie Gonzales | Author, Educator & Entrepreneur
389.8k monthly viewers

guidesbydeb.com

A website consisting of hundreds of free, standards-aligned kidlit educator guides crafted by Debbie Gonzales, MFA - author, educator, podcaster & entrepreneur.

Activity Community Boards Pins

5,237 Pins

What is STEAM and Why is it Important?
4 0 0

Girls with Guts: The Road to Breaking Barriers and Bashing Records
1.6k 1 0

Girls with Guts: The Road to Breaking Barriers and Bashing...
182 0 0

William Still and His Freedom Stories — Guides by Deb
1.8k 4 3

William Still and His Freedom Stories — Guides by Deb
236 0 0

Easy Heart Pop Up Cards - Red Ted Art
5 0 0



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How to share guide?



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GIRLS WITH GUTS: THE ROAD TO BREAKING BARRIERS AND BASHING RECORDS



Girls with Guts!
The Road to Breaking Barriers and Bashing Records

A celebration of the strength, endurance, and athleticism of women and girls throughout the ages. *Girls With Guts!* keeps score with examples of women athletes from the late 1800s up through the 1970s, sharing how women refused to take no for an answer, and how finally, they pushed for a law to protect their right to play, compete, and be athletes.


Guides by deb

Guides by Deb is featuring resources to assist in understanding the plight of marginalized populations. Author/Educator Deb Gonzales believes that reading empowers compassion, competence and confidence. She hopes that her teacher guides might serve as a tool to make these attributes become reality.

1.6k 1 0

Girls with Guts: The Road to Breaking Barriers and Bashing...

WILLIAM STILL AND HIS FREEDOM STORIES



WILLIAM STILL and His FREEDOM STORIES
The Father of the Underground Railroad

William Still's parents escaped slavery but had to leave two of their children behind, a tragedy that haunted the family. As a young man, William went to work for the Pennsylvania Anti-Slavery Society, where he raised money, planned rescues, and helped freedom seekers who had traveled north. And then one day, a strangely familiar man came into William's office, searching for information about his long-lost family. Could it be?

Guides by deb

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1.8k 4 3

William Still and His Freedom Stories — Guides by Deb

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Questions?

