

Teacher Guide

Goodnight Dallas

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Grades K-3

Nonfiction

Goodnight Dallas

Skills Reinforced

compare and contrast

vocabulary development

listening

main idea

recalling details

rhyming

parts of speech

oral language

Themes

points of interest

landmarks

saying farewell

cultural sites

historic sites

traditional events

city places

About the book

GOODNIGHT DALLAS traces landmarks in the city of Dallas, Texas, from cultural to historical to recreational sites specific to its heritage. It shows the unique places and locations that portray and make up this dynamic, culture-laden city while bidding each one goodnight.

This illustrated picture book contains an about Dallas section and an informational section about each location visited in the text.

Before reading the book

Show and discuss the cover, back, and title page of the book. Ask what it might be about.

Ask the students to name places in Dallas that they've visited. Discuss those places and then ask what makes Dallas a special city. Talk about the things they mention and why those places make it special.

Picture walk through the book and see how many locations they can identify. Then read the book.

After reading the book

Go through the book again and ask the students to name the places they remember from the reading. Remind them the names of those they can't recall.

Discussion

General discussion.

Lead a discussion about what a city is and the things it has to offer. Talk about general characteristics of a city. Relate Dallas as being their city and then ask about other cities they know or live in (from travels, family, pictures).

Discuss the word suburb. Name some of the Dallas suburbs and point out where they are in relation to Dallas on a large map.

Mention city government, paying taxes, and ask who is in charge of running a city.

What river is featured in the book? Discuss the word river and its meaning, the characteristics of rivers, and where this river is located in relation to downtown Dallas. Show the location of the Trinity River on a Dallas map.

<http://www.mapquest.com/us/tx/dallas>

Show the picture of downtown Dallas. Discuss the building you can see and define skyline.

http://www.skylinescenes.com/dallas-texas/dallas-texas_a59p1.html

Project an image of John Neely Bryan's cabin, located downtown, after reviewing the page from the book. Briefly explain who he was and his contribution to Dallas. Discuss and describe the structure and talk about how it differs from homes of today. Identify the word pioneers and explain how cities begin.

http://www.virtualtourist.com/travel/North_America/United_States_of_America/Texas/Dallas-876982/Things_To_Do-Dallas-John_Neely_Bryan_Cabin-BR-1.html

More information can be found here. <http://mcadams.posc.mu.edu/organ5.htm>

Locations discussion.

Lead discussions about the types of restaurant Sonny Bryan's, El Fenix, Campisi's, or La Calle Doce are. Name examples of the kinds of food they serve. Talk about their favorite food from each kind of restaurant.

Review the image of the Farmer's Market from the book. Discuss the word market and what it means. Ask who has been to this market and talk about the kinds of things sold there.

Define and discuss hotels and the things they include. Ask students to share their experiences with hotels.

Define and discuss museums. Recount museum experiences and review the museums in the book.

Explain the meaning of architecture. Show some examples of the architecture found in Dallas and have the group describe the buildings in the images. Discuss why architecture differs from place to place. Use this website to show some examples or locate others.

<http://www.archdaily.com/108515/architecture-city-guide-dallas/>

Use the Klyde Warren Park page to introduce parks and their purpose. Show the Klyde Warren Park and talk about why it is unique. Include the value of parks in a city and talk about why they are needed. Then show the food trucks on the park page. Talk about what they are and why they are there.

<http://www.klydewarrenpark.org/>

Show the Southern Methodist University (SMU) page. Discuss what a university is and explain how it furthers your education through study.

Discuss the State Fair and the kinds of things there. Find Fair Park on a city map and talk about their experiences going there. Include describing Big Tex and the role of a representative at the fair. Describe him and ask why he's dressed as he is.

Discuss malls, what they are, and what you'd find there. Show Northpark Mall images to give an overview. Use the slideshow to include the art in the discussion and why it is there.

<http://www.northparkcenter.com/pages/northpark-art-collection#openModal>

Show the page depicting Pioneer Plaza. Review the meaning of pioneer and tell why pioneers were important to Dallas and discuss the part cattle played in Texas history. Show images of the plaza (Wikipedia has a good slide show).

ELA

Discuss what the book is about. Identify the main idea. Next, read the picture, *Goodnight Moon*, aloud. Compare and contrast the two books. Have the students make a list of things in their

classroom (or you could do their homes) that they'd like to say goodnight to. Then write their own story based on the pattern of the two books.

Go through the book and show the pictures, listing nouns you find in it on a chart, board, or whiteboard. Have the students to look for people, places, and things they see in the book. Then have the students categorize them as people, place, or thing by writing them in three columns individually or in small groups. Pair share to check their results.

Locate the rhyming words and write them as pairs. In groups, assign 2-3 words from the book and have them think of words that rhyme with those words. See how many they can find.

Find words that are close to rhyming but don't rhyme exactly. List them in pairs.

Perform the book as a reader's theater. Encourage the students to memorize their part. Video tape the performance and show it. Talk about what makes a good performance.

After a discussion about the kinds of stores found in malls, design a mall of your own. Make a map of your mall and label the stores. Under each store, list some of the items found in each one. Explain the plan. This could be done in small groups, too.

Plan a one week vacation in Dallas. Choose where you want to go for each day and explain why. This could be done in small groups or individually. Include the hotel where they'd stay, the day by day visits, and why they chose those places to visit.

Choose one location in Dallas where you haven't been and make a list of questions about that place. What would you like to see there? Do there? Tell why.

Choose an image from the book and write as many adjectives that would go with that picture as possible. Share the adjective lists with the group.

Locate a simple book about the myth of Pegasus or explain the myth. Ask why the students think the Magnolia Building used Pegasus as a symbol on top of their roof. The Magnolia website has the background and history of the building.

<http://www.magnoliahotels.com/pdf/pegasus-article-121211.pdf>

Review President George W. Bush and tell the students Laura Bush, his wife, was interested in student reading. Aloud, read several of her choices listed on the Bush library website and discuss the books. Have the students tell which was their favorite and why.

<http://www.georgewbushlibrary.smu.edu/Teachers/The-First-Lady-and-Education/Laura-W-Bush-Favorites.aspx>

Discuss and describe the jobs of firefighters and police. Then make a Venn diagram to compare and contrast their duties and jobs.

Write a poem (any kind) about one of the places from the book.

Writing

Review the pages showing El Fenix and La Calle Doce. After a discussion about their favorite Mexican food, write a paragraph telling what their favorite food is and why. Include a description of what the food looks like that would show someone who has never eaten it what it looks like.

This activity also could be done orally. Brainstorm descriptive words by categories (color, shape, size, taste, components) students might use have them describe it in small groups or in front of the class.

Plan a sample menu of appetizers, main course, and dessert around a theme. Include two or three choices for each category. Design a menu with their choices and share. Discuss their choices.

Using pages from the book and specific locations or items, write a caption for 2-3 places that explain something more about the picture.

Choose an image from the book and write as many adjectives that would go with that picture as possible. Share the adjective lists with the group. Then write a descriptive paragraph about that place using some of your adjectives listed.

Write about one of the places or items from the book with which they are familiar. Write the paragraph about their experience and why it was good or not successful.

Choose one of the places and research it. Take notes about important ideas related to it. Then write a report about the place, persuading people about the reasons it would be a good place to visit.

Math

Practice clock skills. Show the cuckoo clock on the Kuby's page and explain how a cuckoo clock works. Then use a clock face to practice reading clocks with hands. Discuss the difference in digital clocks and traditional clocks.

If you want, print a clock for each person using a site like this one.

http://www.math-aids.com/cgi/pdf_viewer_10.cgi?script_name=clock_faces_with_hands.pl&numbered=1&language=0&memo=&x=51&y=18 or
<http://www.minieco.co.uk/tell-the-time-clock-free-printable/>

Find examples of basic geometric shapes in the book. These pages will give you some ideas about where to begin:

ferris wheel

clock on Kuby's page

Campisi's sign

El Fenix sign

bicycle wheel

balls

Neiman's shopping bags

cones on old Red

The distance around White Rock Lake is 11 miles by road. The hike and bike path is about 9 miles. Write simple number sentences using greater than and less than, and a couple of word problems to show examples about how to do it. Then use the distance chart and the trail chart to write examples of their own.

Write story problems or greater than and less than equations using the distances between Dallas and other cities.

Distance chart

Dallas to:

San Antonio	275 miles
Ft. Worth	35 miles
Houston	239 miles
Amarillo	362 miles
El Paso	631 miles
Nacogdoches	163 miles
Brownsville	545 miles
Corpus Christi	397 miles

Trail chart

Trail	City	Length of trail
Turtle Creek Trail	Dallas	2 miles
Kiest Park	Dallas	3 miles
Duck Creek Park	Garland	4 miles
Breckinridge Park	Richardson	4 miles
Greenbelt Park Trail	Carrollton	2 miles
Chisholm/Bluebonnet/Preston Ridge Trails	Plano	12 miles
River Legacy Parks	Arlington	5 miles
Sante Fe/Bob Woodruff Park	Plano	4 miles
Northshore Trail	Grapevine	10 miles

(all numbers are rounded to nearest whole number)

Using the sports page from the book, rank the balls by size from greatest to least or least to greatest using words. Check the rankings by bringing in an example and comparing them in person.

Science

Define arboretum and show the page from the book of the Arboretum. Discuss plants they know and point out some of them in the other pages. Explore the life cycle of a plant and identify what plants need to grow. These resources will help show this information.

http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks2/science/plants_pt2/index.htm

Then read *Planting the Wild Garden* by Kathryn Galbraith. Review the different ways seeds are spread. Draw and label a plant life cycle.

Look at the *T. rex* skeleton in the book. Talk about dinosaurs and the word extinct. Using books from the library about dinosaurs, have each student choose their favorite and find 5-10 interesting facts about it. Draw a picture of their dinosaur and add their facts to the page. Post around the room to share.

This diagram shows the correct amounts of the four basic food groups. Discuss each category and create a chart listing examples of foods that go in each group. Compare the sizes and talk about why some are larger than others.

Then use the sheet at <http://www.choosemyplate.gov/kids/downloads/ColoringSheet.pdf> or <http://www.choosemyplate.gov/kids/downloads/ColoringSheetBlank.pdf> or draw their own.



<http://www.choosemyplate.gov/kids/>

After the discussion of healthy food, review food trucks. Then group the children and have them design a limited menu of food truck items around a central theme that they might want to serve. Label and draw their menu. Share their menus with the class and have them guess the theme of their food truck.

Ask what kinds of foods are vegetables and name some of them. Discuss places where you can find vegetables. Include the Farmer's Market. Show a vegetable list and review some of the different kinds. The highlighted vegetables show an image.

<http://www.choosemyplate.gov/food-groups/vegetables.html#>

Identify the vegetables on the Farmer's market page. Draw five of their favorite vegetables.

Define zoo and discuss what kind of animals might be found at the Dallas Zoo. Then use this map to help locate animals at Zoo North and define the words they may not know.

<http://www.dallaszoo.com/wp-content/uploads/2014/06/DallasZooNorth062414.pdf>

Next, explore The Wilds of Africa map.

<http://www.dallaszoo.com/wp-content/uploads/2014/06/DallasZooWOACoolZones062414.pdf>

Choose a zoo animal from either section of the Dallas Zoo and look up facts about it. Then write a report about the animal, individually or in groups.

Place the students into groups and have them choose an animal from the list that they don't know. Look up their animals and find out:

1. where they live
2. what they eat
3. a description
4. their life cycle
5. draw their animal

Have each group present their information.

Print out the zoo map to plan a route for a zoo trip that allows them to see every animal in the most efficient way. Use numbers or an arrow to indicate the route they'd choose to go to see the largest number of animals.

Explore the Orinoco rainforest section of the Dallas World Aquarium. See the website

<http://www.dwazoo.com/exhibit/orinoco/>

Look at the animals there and name them for the children. Discuss the meaning of rainforest and its characteristics. Return to the animal pages and categorize each into bird, mammal, fish, reptile, or amphibian. You may need to guide the students to the correct group. Then identify the

main characteristics of birds. Each student will then draw their own bird (be creative) and name what kind they drew.

Show the life cycle of a bird using this simple page.

<http://www.kidzone.ws/animals/penguins/ws2.htm>

Then copy the following pages and cut them apart. Have groups sequence the sentence strips.

<https://www.arbordalepublishing.com/documents/StoryTimeEvents/Loon-Craft.pdf>

Review the Aquarium page. Identify the animal in the art (sloth). Read a nonfiction book about sloths. Discuss their habits and why they live where they do and how their actions help suit them for where they live.

Social Studies

Define and describe a lake. Review the page showing White Rock Lake. Call attention to the city skyline in the background. Show the map of White Rock Lake. Identify various points around the lake and the features there that people enjoy. Point out the map key and how it helps you navigate a map. <http://www.dallasplanks.org/DocumentCenter/View/1009>

Explain the history of White Rock Lake. Lead a discussion about the kinds of activities people can do at the lake, or at any lake.

Review President John F. Kennedy and his role as a president. Define and explain the job of president. Look at Dealy Plaza and the talk about the Sixth Floor Museum and the role it played in his assassination. Discuss why it became a museum and the value of remembering what happened in a tragic event.

<http://www.jfk.org/go/about>

Using a map of Texas, have the students mark the location of Dallas on it. Add San Antonio, Ft. Worth, Houston, Amarillo, El Paso, Nacogdoches, and Brownsville locations to the map. Identify two other rivers in Texas and include them.

Show the map of Dealy Plaza. <http://mcadams.posc.mu.edu/plazao.jpg>

Discuss its history and function today and look at its changes.

<http://mcadams.posc.mu.edu/organ5.htm>

Read some of the fun facts about Dallas that of interest to your grade level.

<http://www.visitdallas.com/about/stats/>

Locate places from the book on this map of Dallas. Use north, south, east, and west to describe the locations of some in relation to other landmarks. Point out the suburbs and review map keys.
http://www.visitdallas.com/includes/content/docs/media/MapTearSheet_2013.pdf

Look at the Latino Cultural Center in the book and then view a photograph of the actual building. Talk about what cultural center is and then explore various aspects of the Latino culture, identifying parts of it the children may know.

<http://www.dallasculture.org/latinoculturalcenter/photos.asp>

Show the page of City Hall and look at a photograph of it.

<http://www.bluffton.edu/~sullivanm/texas/dallas/cityhall/pei.html>

Make a list of city jobs, from mayor and city manager to the wide range of city workers.

Educator background information can be found here. <http://www.ci.dallas.or.us/>

Locate Germany on a map. Relate the country to Kuby's and tell about its history. Name several kinds of food served there. <http://www.kubys.com/history.asp>

Give an overview of the Crow family collection and its history.

<http://crowcollection.org/explore/about-the-museum/history/>

Locate China, Japan, India, Korea and Southeastern Asia on a map. Find a fact about each country. This could be done in groups.

Then show examples of the art in the collection.

<http://crowcollection.org/explore/the-collection/collection-highlights/#gallery?view=small-grid&id=&period=&material=&collection=&paged=1>

Art

Discuss the meaning of the word sculpture. View some of the sculptures at the Nasher here:

<http://www.nashersculpturecenter.org/art/collection>

Using construction paper, have the students create their own three-dimensional sculpture. Write a paragraph describing it and what inspired them.

Discuss bridges and their purpose. Use this NOVA site to explore four kinds of bridges.

<http://www.pbs.org/wgbh/nova/tech/build-bridge-p3.html>

As a group, decide which bridge fits best over each of the images and read why.

<http://www.pbs.org/wgbh/nova/tech/build-bridge-p3.html>

Show some examples of famous bridges.

Use a site similar to <http://www.touropia.com/most-famous-bridges-in-the-world/>

Have each student design and draw their own bridge. Label the kind of bridge they made and share with the class.

Show the page from the book with Reunion Tower. Design a light pattern of their own choosing for the Reunion ball. Explain how they developed their pattern.

Music

Play a piece from an opera or a classical piece while the students work.

Play folklorico music.

Take a field trip to see folklorico dancers or bring in dancers.

Learn a simple song relating to Hispanic culture.

Sports

Use the Byron Nelson page and the sports teams page to identify each sport. Name the team name for each sport that has one.

Choose one of the sports and look it up. Find three examples of how numbers are used in the sport.

Have each student write down the name of his/her favorite sport beside his/her own name. Then collect the papers and use them to create a set of data. Use the data to make a bar graph and rank the sports more people like from most to least.

You can print your own graph paper from sites like this.

<http://www.printablepaper.net/preview/grid-portrait-letter-1-index>

Extension Activities

Take a field trip to the Perot Museum, the Zoo, or one of the museums.

Using the distances between cities, write additional story problems containing two steps.

Read another of the author's books and compare the Dallas book to another city. Discuss what they have in common and how they are different.

Write and explain the rules of one of the sports.

Explore the construction of Reunion Tower.

Investigate ways to support a particular animal at the zoo. Do a class project about one of the animals.

Create a Dallas mural or collage of the places they've studied.

Invite a speaker from the Arboretum to present to the class.

Research one of the Dallas suburbs. Present the information learned through a visual or PowerPoint presentation.

Explore city government in more detail.

Write a letter to one of the city officials requesting the construction of a new park or museum.

Resources

Websites

Dallas map and map of Fair Park

http://www.visitdallas.com/includes/content/docs/media/MapTearSheet_2013.pdf

See images of a number of Dallas locations

http://www.dallascityhall.com/html/photo_tour_of_city_facilities.html

TEKS supported by the book

Kindergarten

§110.11. English Language Arts and Reading, Kindergarten

b 2 c, d; b 4 a, d; b 5 a; b 6 a, b, c; b 7; b 9; b 10 a, b, c, d; b 16 a, b, c; b 19 a; b 21 a, b; b 22; b 23

§111.2. Mathematics

a 4 a, b, c; b 1 a, b; b 2 a-i; b 3 a, b, c

§112.11. Science

a 4 d; b 2 a, e; b 4 b; b 9 a, b; b 10 a, d

§113.11. Social Studies

a 1; a 2; b 3 b; b 4 c; b 5 a; b 7 a; b 8 a; b 9 a; b 11 b; b 14 a; b 15 a, b

§117.2.

Art

a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 a, b, c

§117.3. Music
b 3 a

Grade 1

§110.12. English Language Arts and Reading, Grade 1
b 1 f; b 4 a, b, c; b 6 a, c, d; b 10; b 11; b 13; b 14 a, b, d; b 16 a; b 17 a, b, e; b 19 a, c; b 20 a, b, c; b 23 a; b 26; b 27 a, b; b 28; b 29

Mathematics

§111.3. Grade 1
a 4 b, c; b 1 a, b; b 2 c; b 3 a, c; b 6 a, d; b 7 c, e; b 8 a, b, c

§112.12. Science

a 4 d; b 2 a, e; b 4 a, b; b 9 a; b 10 b

§113.12. Social Studies

a 1; a 2; a 5; b 3 a; b 5 a, b; b 6 a; b 8 c; b 12 a, b; b 15 a; b 17 a, b; b 18 a, b

§117.5. Art

a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 a, c; b 4 a, b

§117.6. Music

b 5 a

Grade 2

§110.13. English Language Arts and Reading, Grade 2
b 3 a, b, c; b 5 b; b 7; b 10; b 11; b 13; b 14 a, b, c, d; b 16 a; b 17 a, b; b 18 a, b; b 19 a, b, c; b 20; b 21 a; b 24 a; b 25 b; b 27; b 28 a; b 29; b 30

§111.4. Mathematics

a 4 a, b; b 1 a, b; b 4 a, b, c, d; b 8 b; b 9 g; b 10 a, b, c, d

§112.13. Science

a 4 c; b 2 a; b 3 b; b 4 a, b; b 9 a, c; b 10 a, b

§113.13. Social Studies

a 1; a 2; b 1 b; b 4 c; b 5 a; b 6 a; b 12 a; b 15 a, b; b 18 a, b, e; b 19 a, b

§117.8. Art

a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 a; 4 a, b

§117.9. Music

b 5 c

Grade 3

§110.14. English Language Arts and Reading, Grade 3

b 2 a, b; b 4 b; b 5 a, b; b 9; b 10; b 12; b 13 a, b, c; b 14; b 17 a, b; b 19; b 20 a, c; b 21; b 22 a, b; b 23 b; b 27; b 28; b 29 a, b; b 30; b 31

§111.5. Mathematics

a 4; b 1 a, b; b 2 d; b 4 a; b 5 a; b 6 a

§112.14. Science

a 4 c; b 3 a; b 4 a; b 9 a; b 10 a, b

§113.14. Social Studies

a 1; a 2; b 1 a; b 3 a; b 4 a; b 5 d; b 9 a, b; b 17 a; b 18 a, c

§117.11. Art

a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 c b 4 a

§117.12. Music

b 5 a, c