

Teacher Guide

Goodnight San Antonio

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ISBN: 978-0988602304

Grades K-3

Nonfiction

Goodnight San Antonio

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 SAN ANTONIO traces landmarks in the city of San Antonio, Texas, from cultural to historical to recreational sites specific to its heritage. It shows the unique places and events that portray and make up this dynamic, culturally rich place while bidding each one goodnight.

This illustrated picture book contains an about San Antonio 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 San Antonio that they've visited. Discuss those places and then ask what makes San Antonio a special city. Talk about the things they mention and why they make it special.

Picture walk through the book and see how many places 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 San Antonio as their city and then ask about other cities they know (from travels, family, pictures)

Mention city government and 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 how this river adds to San Antonio life.

Talk about what a tourist is and why they come to visit San Antonio. Discuss what is good and bad about having tourists around much of the time.

Locations discussion.

Ask who has been to Casa Rio. Have them talk about and describe what they ate.

Lead a discussion about the kinds of food served at restaurants like Casa Rio.

Discuss mariachis and flamencos. Define and describe what they do. Look at the picture on the Arneson Theater page and describe what they are wearing.

Talk about what a mission is. Then lead a discussion about why missions were established when settlers first came to the area.

Define architecture and discuss their homes and what they look like on the outside. Explain what the King William Take a virtual walk around the King William district.

http://www.virtualtourist.com/travel/North_America/United_States_of_America/Texas/San_Antonio-880792/Things_To_Do-San_Antonio-King_William_Historic_District-BR-1.html

Look at some of the homes pictured. Identify characteristics that the different homes have. Talk about their differences.

Use the page with the Spanish Governor's Palace to explain that in 1772, San Antonio was the place where the Spanish government in Texas was run. Spain claimed Texas as part of its lands.

Locate Spain on a globe and point out San Antonio. Moses Austin asked permission here to settle U.S. citizens in Spanish Texas. This was the earliest start of settlers from the U.S. and led to the Republic of Texas.

El Mercado is a market. Ask who has ever been to a market. Describe what markets are like and discuss the kinds of things you can buy there. Talk about their market experiences.

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.

Look at the art of the missions following the Alamo page from the book. Show photos of the four missions (can be found here: <http://www.nps.gov/saan/photosmultimedia/photogallery.htm>). As you look at the pictures, make a list of new words that arise from the photo discussion. Include words that describe the mission, like convent or Rose Window.

Have the students make a chart by folding art paper into half and then half again to make four rectangles. Write the name of each of the missions in one section.

Return to the images and identify the vocabulary that is shown in each. Categorize and list the vocabulary under the appropriate mission.

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.

Use the rides page of the Kiddie Park homepage to show the different rides. Discuss the ones they have ridden. Choose 3 or 4 rides and name them. Ask the students to suggest words that

describe things about the rides. Direct them to incorporate words that include size, color, shape, and how they might feel on the ride.

Plan a one week vacation in San Antonio. Choose where you want to go for each day and explain why. This could be done in a small group or individually.

Writing

Review the pages showing Casa Rio and Mi Tierra. 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 by speaking. 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. Include two or three choices for each category. Design a menu with their choices and share. Discuss their choices.

Point out El Mercado in the book. Then have the students write about an item they'd like to buy there. Name it, describe it, and explain why they want that particular item.

Social Studies

Look at the Texas flag on the Alamo page. Ask each student to draw a Texas flag and write a paragraph description under it. Then list three things they like about living in San Antonio.

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

With a map of San Antonio, identify some of the places stated in the book. Choose how many each group will include. Label them on the map. This could be done as a large group, small groups, or individually.

Read some of the fun facts about the Alamo. <http://www.thealamo.org/education/fun-facts.html> Then share the map to see it. <http://www.thealamo.org/plan-a-visit/interactive-map/index.html> Use a copy of the map to trace how the route you'd take to see all the spaces in the Alamo if you were planning to go. <http://www.thealamo.org/pdf/Alamo-Visitor-Map.pdf>

Science

This diagram shows the correct amounts of four 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.

Show the bilingual video at <https://www.youtube.com/watch?v=eg0uVx0UiI0>

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/>

San Antonio Zoo

Discuss what kind of animals might be found in a zoo. Then review some of the kinds of animals in the San Antonio zoo. Use this link to choose some your students may be familiar with.

<https://sazoo.org/animals-and-exhibits/animals/>

Look at the four groups of animals (reptiles, amphibians, mammals, and birds) represented at the San Antonio zoo. Remind the students that the fish are usually found in the aquarium.

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.

Use the zoo's printable 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.

Identify the kinds of chiles found in their favorite dishes. Use: for chiles specifically in Mexican food here: (green) <http://mexicanfood.about.com/od/chileinformation/tp/Types-Of-Green-Chiles.htm>

(red) <http://mexicanfood.about.com/od/chileinformation/tp/Types-Of-Red-Chiles.htm> to help name them. Tie them to the foods in which they are cooked.

Use the koi page to locate interesting facts about koi.

http://www.softschools.com/facts/animals/koi_fish_facts/474/

Read them and discuss.

Research and write a report about orcas or seals after reviewing the Seaworld page.

Name the military bases in San Antonio. Introduce the different branches. Then relate the military to camouflage and discuss what it is and why it's worn. Show examples of camouflage and talk about where the various forms are used. See examples here:

<http://repositorymag.com/fabrics/know-your-camo/>

Tell the students animals use protective coloring as camouflage, too. Talk about why they might have a need to camouflage themselves. Show examples of camouflage in nature. These images suggest some:

<http://www.mnn.com/earth-matters/animals/photos/14-amazing-camouflaged-animals/blending-in>

<http://www.bbc.co.uk/nature/adaptations/Camouflage#intro>

http://education.nationalgeographic.com/education/encyclopedia/camouflage/?ar_a=1

Math

Write story problems using the distances between San Antonio and other cities.

Distance chart

San Antonio to:

Dallas	274 miles
Ft. Worth	268 miles
Houston	197 miles
Amarillo	510 miles
El Paso	549 miles
Nacogdoches	304 miles
Brownsville	277 miles
Corpus Christi	143 miles

Use the zoo worksheet appropriate for your grade to write and complete some math problems.

<https://sazoo.org/education/teachers-and-schools/>

Choose two places to visit after seeing the zoo and write number sentences about them. Include three additional greater than/less than problems, too.

(numbers have been rounded)

Mi Tierra to San Antonio Zoo 5 miles

McNay museum Zoo	3 miles
Ft. Sam Houston to Zoo	4 miles
Kiddie Park to Zoo	1 mile
Witte museum to Zoo	2 miles
Alamodome to Zoo	4 miles

Music

Play mariachi music as they work.

Play flamenco music.

Take a field trip to see flamenco dancers or bring in dancers or mariachis.

Learn a simple song relating to Hispanic culture.

Art

Design their own flamenco or mariachi clothing. Use a preprinted outline of the dress or suit and the children can add the embellishments or draw their own. Use crayons or paint, or bring in yarn, rickrack, or glitter for trim.

Make fiesta flowers using tissue paper and decorate the room during Fiesta.

Instructions can be found here:

<http://www.instructables.com/id/Tissue-Paper-Flowers/?ALLSTEPS>

<https://www.youtube.com/watch?v=lXNeVq2RxFU>

<http://www.iheartnaptime.net/how-to-make-tissue-paper-flowers/>

Post this image of how to draw a koi and have the students draw their own fish and color it in.

<http://artprojectsforkids.org/koi-fish-painting/> or

<http://artforkidshub.com/wp-content/uploads/2014/07/how-to-draw-a-koi-fish.pdf>

View some of the outdoor sculptures at the McNay here:

<http://collection.mcnayart.org/search.do?highlight=14>

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

Extension Activities

Bring in pan dulces from Mi Tierra. Discuss Mi Tierra, including what it is and what is there. Ask the students to observe their choice and write down sensory words (sight, smell, touch,

hearing, and taste), but do taste last. As they eat, write a descriptive paragraph about their own pan dulce.

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

Plan a zoo field trip. Use the planned map from the prior activity as a guide. The zoo has grant applications to help fund a visit.

<https://www.surveymonkey.com/s/2014-15ZooFieldTripFundingApplication>

Make a variety of different kinds of folded paper flowers.

<http://www.partycity.com/content/tissue+paper+flowers+how-to.do>

Resources

Websites

Bases

<http://visitsanantonio.com/english/Explore-San-Antonio/Only-in-San-Antonio/Military-City-USA/Bases-and-Forts>

This resource for My Plate food groups has information and games.

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

This site for virtual tourists shows slideshows of views and provides a brief written overview of the popular sites in San Antonio.

http://www.virtualtourist.com/travel/North_America/United_States_of_America/Texas/San_Antonio-880792/Things_To_Do-San_Antonio-Arneson_River_Theatre-BR-1.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; 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, b

§113.11. Social Studies

a 1; a 2; b 1 a; b 3 b; b 4 c; b 5 a; b 8 a; b 9 a; b 10 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 5 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; b 1 a, b; b 2 c; b 3 a, c; b 5 g

§112.12. Science
a 4 d; b 2 a, e; b 9 a; b 10 a, c

§113.12. Social Studies
a 1; a 2; a 5; b 1 a; b 3 a; b 5 a, b; b 6 a; b 8 c; b 11 a; b 12 a, b; b 14 a, e; b 15 a; b 17 a, b

§117.5. Art
a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 a, b, c

§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 19 a, 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 2 b; 4 a, b, c, d

§112.13. Science
a 4 c; b 2 a; b 3 b; b 5 a; b 9 a, c; b 10 a

§113.13. Social Studies
a 1; a 2; b 1 a, b; b 4 c; b 5 a, b; b 6 a, b; b 9 a; b 12 a; b 14 d; b 15 a, b; b 16 a; b 18 a, b; b 19 a, b

§117.8. Art
a 1; a 2; b 1 a, b; b 2 a, b, c; b 3 a, b, c

§117.9. Music

b 5 a

Grade 3

§110.14. English Language Arts and Reading, Grade 3

b 2 a, b; b 4 b; b 5 a; b 9; b 10; b 12; b 13 a, b, c; b 14; b 17 a, b; b 19; b 20 a, c; 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 1a, b; b 2 d; b 4 a; b 5 a

§112.14. Science

a 4 c; b 3 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 a, d; b 9 a, b; b 13, a b; b 15 a, b; b 16 a, c, e, f; b 18 a, b

§117.11. Art

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

§117.12. Music

b 5 a