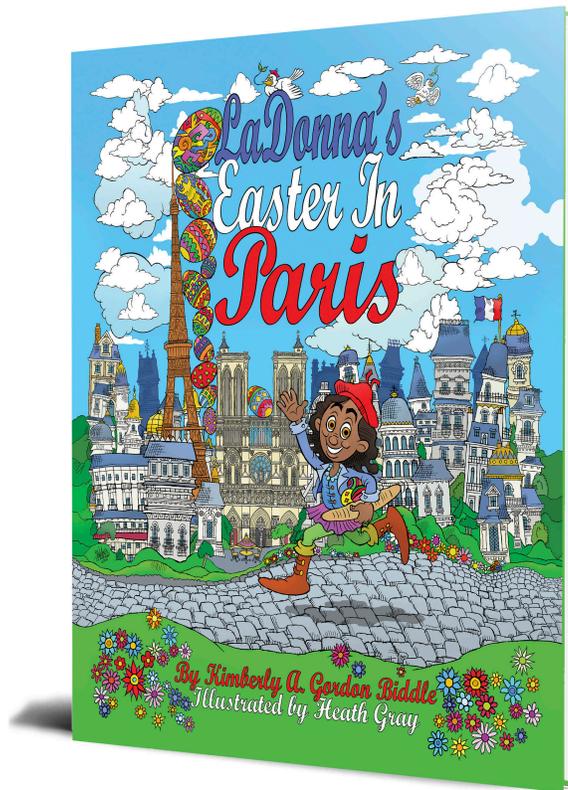


LaDonna's Easter in Paris

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Kimberly A. Gordon Biddle and illustrated by Heath Gray



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Kimberly A. Gordon Biddle
Author, *LaDonna's Easter in Paris*

Kimberly A. Gordon Biddle is a lover of books. Her nose was always in a book when she was younger. She still loves to read, when she gets the chance, and she also loves to write. She has co-authored a textbook on early childhood education and one about child development careers. *LaDonna Plays Hoops* was her first book of fiction. It was a finalist in the American Fiction Awards of 2019. This picture book, *LaDonna's Easter in Paris*, is her second. For her day job, she is a professor of child development. Kimberly is also a member of the Society of Children's Book Writers and Illustrators (SCBWI). She is also a loving wife to her husband and a loving mother to

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Heath Gray
Illustrator, *LaDonna's Easter in Paris*

Heath James Gray was born in West Auckland, New Zealand. He has had a passion for illustration from the time he could pick up a pencil. He started out as a sign writer from the age of fifteen. Heath worked as a 2d character animator for eight years, where he trained under a Disney animator, John Ewing. Here he worked on television shows for Disney, and Warner Bros. Heath Gray also worked on many New Zealand TV series, and commercials. And directed two of these TV commercials. Heath has dedicated his life to illustration, and specializes in children's book, and cartoon illustrations. There is nothing else Heath Gray would

rather do than illustration, except perhaps travel the world in a hot air balloon.

Marcie Colleen, Curriculum Writer This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *LaDonna's Easter in Paris* is designed for students in second through fourth 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 *LaDonna's Easter in Paris* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

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

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Illustrator: Heath Gray

Ages: 5-12/Grades: 2-6

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Brief synopsis:

In LaDonna's second adventure she is traveling. Due to an unexpected business trip, LaDonna's mom wants to spend Easter in Paris. LaDonna is reluctant at first and faces some challenges, however she comes to understand the universality of hope and love. This book has some French phrases that are understandable or translated in the story.

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English Language Arts

Reading Comprehension

Before reading *LaDonna's Easter in Paris*, help students identify the basic parts of a picture book: front cover, back cover, copyright page, and title page.

Describe the cover illustration.

- o Who do you see? Describe in your own words.
- o Choose two words to describe the character you see. Explain your answer using evidence from the illustration.

Look at the girl and mimic what she is doing.

- o How does it make you feel?
- o How do you think she is feeling? What do you think she is thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

Now read or listen to the book.

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

- What does Mommy announce when she arrives home?
- What does LaDonna first think about going to Paris for Easter? Why? What changes her mind?
- What plans does the family have for their time in Paris?
- Who will take care of Freddy when LaDonna is gone?
- The family experiences some travel delays. Describe what happened in your own words.
- How would you feel if you were stuck grounded on a plane for over two hours? What would you do to pass the time?
- What are some of the positive things LaDonna's parents try to think about when they are frustrated with the travel delays?
- What problems did the travel delays cause?
- Name three things the family does in Paris.

- Why does the family sleep in late on Easter?
- What disappointing news does Daniele share with the family?
- LaDonna is disappointed about missing Easter service at Notre Dame, but what lifts her spirits?
- In your own words, what is the true meaning of Easter?

Help students define the events in terms of a plot arc by using the following chart.

Beginning	Middle	End
<p>LaDonna’s mother announces the family will be spending Easter in Paris.</p> <p>Introduce characters:</p>	<p>LaDonna and her parents travel to Paris on a plane.</p> <p>Describe:</p> <p>The Climax, when everything changes...</p>	<p>Resolution. How are things solved?</p> <p>The ending...</p>

- BONUS: Using the basic plot structure above, students can create an original story about a trip. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Let’s talk about the people who made *LaDonna’s Easter in Paris*.

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

Now, let’s look closely at the illustrations.

- Check out some of the following details that Heath Gray includes. Can you find:
 - A rocking chair.
 - A straw hat with a yellow flower.
 - A teddy bear.
 - A green coffee mug.
 - Rain puddles.
 - Two men fishing.
 - Three orange suitcases.
 - Church bells.

Writing Activities

Who is LaDonna? ~ Character Study

How a character acts says can tell readers a lot about who the character is.

Read *LaDonna's Easter in Paris*. Scene by scene, record your thoughts regarding character, in a chart like the one below.

What LaDonna says	What LaDonna does	How would you describe LaDonna?
Example: " <i>No Easter eggs or candy and no Easter church friends,</i> " I say with a frown. 'Can I take Freddy?' I ask."	Says what she would miss about Easter at home and her concerns for Freddy.	Disappointed, nervous

After gathering information regarding LaDonna's character, use the scenarios below to write a new scene for *LaDonna's Easter in Paris*. What would LaDonna do in one of the following situations?

- LaDonna plans a special trip for her birthday.
- LaDonna and her family decide to make a scrapbook of their time in Paris.

- It's a year later and time to make plans for Easter.

My Easter in Paris

Imagine that you will be joining LaDonna's family in Paris for Easter.

Create a fictional story about how you get there, what you pack to take with you, and what you would do when you get there.

Remember all stories need to have a beginning (traveling to Paris), a middle (in Paris), and an ending (heading home).

Optional: Create the story together as a class.

Getting From Here to There

When traveling to any new area, it's important to be able to follow directions and get from place to place. Here are a few activities to introduce maps and directions.

- Show several maps and discuss how big cities, small towns, and rural areas are presented on maps.
- Show a map of the immediate neighborhood.
 - Mark an X where the school is.
 - Identify names of familiar streets, points of interest, and intersections.
 - Choose a destination.
 - Together, write directions from the school to the destination. Simple instructions like "walk 3 steps" or "turn right" should be introduced.
- Create a map of the classroom or of the inside of the school.
 - Have students take turns hiding simple objects.
 - Ask them to write directions for others to follow in order to locate the hidden object.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring *LaDonna's Easter in Paris* to life in the classroom and have fun with speaking and listening skills.

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

- Create a TV commercial to encourage people to read *LaDonna's Easter in Paris*.
- In small groups, act out *LaDonna's Easter in Paris* as an opera, a western, a "breaking news" story, a thriller, etc. The rest of the class should guess what the "style" is.
- Use the *LaDonna's Easter in Paris* Reader's Theatre script to perform the entire book as a class.

Language Activities

Exploring New Vocabulary

LaDonna's Easter in Paris contains many travel-related words, not just French, which may be new for students. Encourage them to use context clues from both the text and illustrations to infer meanings.

layover	culture	connection	delay	touring	landing
luggage	boutique	hotel	scenic	bistro	baguettes
Gothic	chimera	gargoyles	cathedral		

Additional Exploration:

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.

- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

My Language Portrait

LaDonna travels to Paris where they speak French. LaDonna is an English speaker, but also speaks some French.

This activity shines a light on all the different languages that children speak and help them celebrate multilingualism as something that makes them unique and exceptional.

Draw an outline of a human figure. Have students choose a number of coloring pencils that equals the number of languages they speak. They are then free to decorate their human outline in any way they wish to symbolize the many languages they speak.

Finished Language Portraits can be displayed and shared with the class.

BONUS: What languages would you like to speak, that you don't already? What are some ways to learn a new language?

Math

Under Where? Spatial Sense

Look at the "Scenic Route Through Paris" illustration in *LaDonna's Easter in Paris*.

Describe where the taxi is.

[examples: on the bridge, in the city, over the river]

Describe where the men are fishing.

[example: under the bridge, in the river]

Describe where the moon is.

Describe where the Eiffel Tower is.

Describe where LaDonna is.

Have students pick another illustration in *LaDonna's Easter in Paris* and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.

- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Packing Luggage Math

Sorting and packing 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 of the items with red on them
- Separate out the hats and gloves

An Easter Egg Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of paper cut-outs of Easter eggs.
- Make several sets of five different colored Easter eggs.
- Number each different color set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain color egg.
- Ask students to find their set of colored eggs numbered 1-5. If a student sees a color they are NOT collecting, he/she must leave it for another student to find.
- The first student to find an Easter egg 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

LaDonna's Trip to Paris Math Board Game

Create your own path-style board game (like Candy Land or Chutes and Ladders) to sharpen math skills and help LaDonna travel around Paris.

How?

- Create your board. The "start" will be the boutique hotel. The "finish" is Notre Dame.
Include as many details of LaDonna's trip as possible by referring to the book.
- Create the rules of the game.
The game must include elements of addition, subtraction, multiplication, or division.
- Add obstacles such as rain or traffic jams.
- Label all game pieces or add things to make them look pretty. People don't want to play games that are just plain pieces of paper.
- Place the game in a box or large envelope. If you have small pieces, place them in a bag. Label your box with the name of the game, who made the game, and a picture in the background to decorate.
- Present the game to the class, along with the playing instructions, and enjoy!

The Euro Currency

Spend some time helping students identify American money coins (penny, nickel, dime and quarter) and dollar bills, while also discussing the values of the money.

- What is the purpose of money (to buy food, toys, clothes, give to charity, etc.)?
- Which do you think costs more—a car or a loaf of bread; a beach ball or a diamond ring?

Brainstorm some ways to earn money.

The Euro

The currency or money in France, where LaDonna visits, is called the Euro and there are 109 United States cents to one Euro. *Note that this changes daily.

The Euro is available in a range of bank notes from 5, 10, 20, 50, 100, 200, and 500. There is also a selection of coins in use which come in values of 1, 2, 5, 10, and 20.

View images of the Euro bank notes and coins at https://europa.eu/european-union/about-eu/euro_en.

The *euro* became the official currency of France and most of Europe in 2002.

If you are travelling to France many places will accept U.S. dollars as a form of payment particularly in places such as restaurants, supermarkets and large shops.

- Set up a “marketplace” in the classroom filled with some of the items LaDonna might want to buy on her trip.
- Place *euro* prices on all of the items.
- Using the conversion of 1 euro = 1.09 U.S. dollar, have students complete the following tasks:
 - Convert all prices to U.S. dollars.
 - Purchase a lunch of a baguette, cheese, and grapes for a picnic in Paris.
 - Add an item to sell at the market, setting the price in both the euro and U.S dollars. Determine how many items you would need to sell in order to make a certain amount of money.

Science

Build an Airplane

This challenge allows students to test out the Engineering Design Process (below) for themselves as they problem solve a way to build an airplane that really works! Of course, a little imagination is going to go a long way here, too!

- Explain to students that they will be working to build an airplane that can fly.
- Provide the students with several craft items (paper, paperclips, stapler and staples, rubber bands, etc.)
- Each airplane must:
 - Be able to travel in the air from one point to another.
 - Be a construction, not merely a folded piece of paper.
- Each student must create a Design Notebook for their airplane and carefully document their use of the Engineering Design Process throughout the process of building their airplane.

Once all airplanes have been constructed, test them out one by one as a class. Did they work? Retest? If they didn’t work, head back to the drawing board like a real inventor.

Offer up awards to increase the competition.

- Longest Flight
- Highest Flight
- Most Materials Airplane
- Least Materials Airplane
- Best Looking Airplane

The Engineering Design Method

The Engineering Design Process is a process that engineers, scientists and inventors use to problem solve.

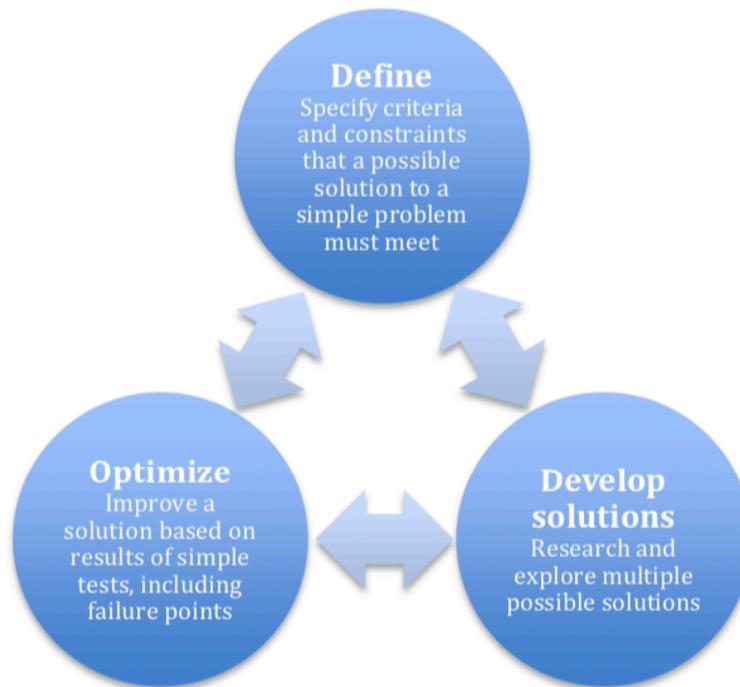


Figure 1 Next Generation Science Standards www.nextgenerationscience.org

After introducing the process to the class, lead them through a discussion.

- Describe how these three steps help with problem solving.
- What do you think would happen if you skipped a step?
- Why do you think there are two way arrows between the circles denoting the different parts of the process?

Social Studies

All About Me; All About My Family

LaDonna and her family take a very special trip to Paris and even though there is some trouble with travel, her father points out that the family being together is the most important thing.

This project allows students the opportunity to get to know one another and their families better.

Students will make books that contain pages with answered questions and pictures about themselves and other loved ones in their lives.

Yarn is used to bind the pages together.

Each student should have a special day that he reads his book to the class.

- Pages in each book include:

A portrait

I am called _____

My first and last name is _____

My address is _____

I live in _____ (the country, a city, etc.)

I live with _____

I am good at _____

- In addition to the page about themselves, additional pages should be created about other loved ones in the student's life. This is their community.

Family Traditions

Many families have traditions. A tradition is something that is done year after year and passed down from generation to generation. Some family traditions involve how holidays or birthdays are celebrated. Some families celebrate Easter, like LaDonna's.

- Describe what Easter means to LaDonna.
- How does she usually celebrate?
- Why does LaDonna's mother want to celebrate in Paris this year?
- How is LaDonna's family tradition alike or different from your own family's traditions for Easter?
- Does your family have a special holiday or birthday tradition?
- What is your favorite family tradition?
- Is there a tradition you would like your family to adopt?
- Would you like it if your family celebrated your favorite holiday or your birthday on a trip? Explain your opinion.

Destination: Paris

As a class, locate Paris, France on the globe or map. Then, conduct research about Paris on the Internet.

Information of interest can include:

- History
- Culture
- Music and dance
- Diet
- Shelter
- Climate
- Geography
- Economy

Gather photographs of places and people in Paris.

Then, plan a week-long fictitious trip. Be sure to plan transportation to and within Paris, food, what to pack, what to do and see. Detail your trip in a daily itinerary. Include a budget, considering local economy and the currency of the euro.

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?

Create a large postcard of your trip. Be sure to 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 it is located in the world.

Our Holiday Traditions and Celebrations

There are many holidays we share—yet some that we don't, based on differing religions or cultures. And even those we share, we might have different ways of celebrating.

Ask students to tell about their favorite holidays/celebrations (especially cultures other than American).

Have students describe their celebration in a paragraph and draw a picture to go along with it, if they choose.

Then, create a class calendar to keep track of students' birthdays, holidays, and other celebrations.