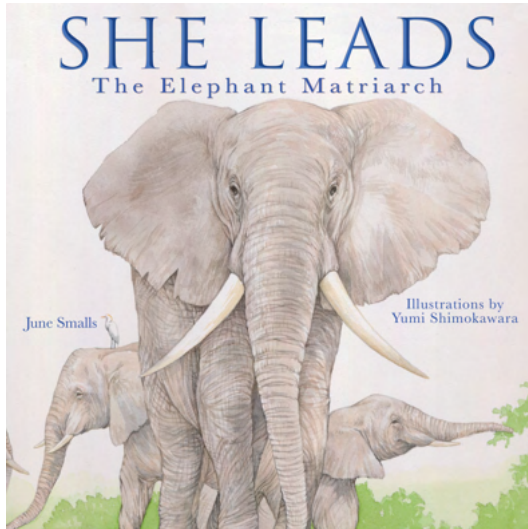


She Leads

Teacher's Guide

About the Book:



She is the Queen. The matriarch.

She leads her daughters and their daughters.

Inspiring text and striking illustrations follow the empowering journey of an elephant matriarch as she leads her family through the wilds of Africa. With facts about African elephants on every spread and a message that will encourage young girls to be the trailblazers of their generation, *She Leads* offers an incredible story and an unforgettable tribute to the strength of a true leader.

Open your eyes, princess. One day you will lead.

About the Author: June Smalls

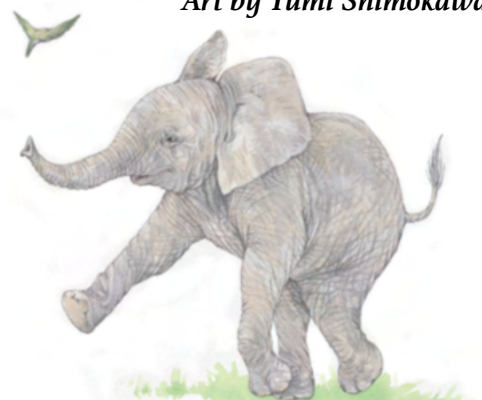
June Smalls has been making up stories since she only had pets and stuffed animals to share them with. With her first poem published in first grade June got the writing bug and never quit. June is a member of the Society of Children's Book Writers and Illustrators and a lover of literature. She resides in Northern Virginia with her hubby, The Kid, and an ever-growing assortment of animals. When not writing June is researching, visiting zoos or aquariums, reading, or trying to convince her hubby they have room for just one more pet.

Website: www.junesmalls.com

About the Illustrator: Yumi Shimokawara

Yumi Shimokawara is an illustrator, picture book writer, and animal lover living in Japan. Yumi studied Japanese literature in college and then studied painting while doing various jobs.

Art by Yumi Shimokawara



Author: June Smalls

Illustrator: Yumi Shimokawara

Publisher: Familius

Content Standards:

Anchor Standards

CCSS: ELA: LITERACY.CCRA: R.1, R.2, R.7, R.9, W.1, W.2, W.4, W.7, W.9, SL.1, SL.2, SL.4, SL.5

1st Grade

CCSS: ELA: LITERACY.RI.1.1, RI.1.2, RI.1.3, W.1.2, W.1.7, SL.1.1, SL.1.2, SL.1.4, SL.1.5
MATH: CONTENT.1.OA.C.6
NGSS: 1-PS4-1, 1-PS4-4, 1-LS1-2

2nd Grade

CCSS: ELA: LITERACY.RI.2.1, RI.2.2, RI.2.6, W.2.2, W.2.7, SL.2.1, SL.2.2
MATH: CONTENT.2.NBT.B.5
NGSS: 2-ESS2-3

3rd Grade

CCSS: ELA: LITERACY.RI.3.1, RI.3.2, RI.3.9, W.3.2, W.3.4, W.3.7, SL.3.1, SL.3.2, SL.3.4
MATH: CONTENT.3.OA.C.7, 3.NBT.A.1
NGSS: 3-LS2-1

4th Grade

CCSS: ELA: LITERACY.RI.4.1, RI.4.2, RI.4.5, RI.4.9, W.4.2, W.4.4, W.4.7, SL.4.1, SL.4.2, SL.4.4, SL.4.5
NGSS: 4-PS3-2, 4-LS1-1

5th Grade

CCSS: ELA: LITERACY.RI.5.2, RI.5.7, W.5.2, W.5.4, W.5.7, SL.5.1, SL.5.2, SL.5.4, SL.5.5

About This Guide:

This teacher's guide for *She Leads* by June Smalls and illustrated by Yumi Shimokawara is aligned with Common Core State Standards and Next Generation Science Standards. Its activities and assignments are geared toward students in 1st -5th grade. It is assumed the teacher will adapt and scaffold the assignments based on their students' needs and level.

This guide can be printed but was created for easy viewing as a digital PDF (pages 1-9). All printables for students are located on pages 10-17. It is available for educational use only, free of charge. It is not to be resold or distributed for profit.

This guide was created by DK Ryland - credentialed K-12 teacher and picture book author/illustrator. Visit her at www.DKRyland.com

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- Science pages 6 - 7
- Math page 7
- Social Studies page 8
- Art page 9
- Printables pages 10 - 17



English Language Arts

Pre-Reading Questions:

- Who is the author and who is the illustrator?
- What do you think this book will be about?
- Do you think this is a fiction or non-fiction book? Why?
- Have you ever seen an elephant? Maybe at the zoo? What do you know about them?
- Look at the title *She Leads*. What do you think it means?

Post Reading Discussion:

- What is a matriarchal society? What is the matriarch's job?
- How is an elephant's family structure similar and different to your own family structure?
- What do elephants eat? Are they herbivores or carnivores?
- Water is vital to an elephant's survival. What are two ways in which water is important to elephants?
- How do you think young elephants learn from older elephants?
- Explain how elephants find watering holes during the dry season. How might this help other animals survive as well?
- How does living in a group help elephant babies to survive? Do you think elephants could survive if they didn't live in a group? Why or why not?
- How are young elephants similar to human kids? How are they different?
- What is special about an elephant's trunk?
- Do you think elephants have emotions? Why or why not?
- Can anyone make a elephant "trumpet" sound? Why do you think an elephant's ability to communicate is an important survival skill?
- How would you describe an elephant family? Supportive? Protective? Etc.?

Writing Prompts:

- Write about your family. Who do you look to when you need comfort? For fun? For support? For knowledge?
- If you could have an elephant trunk, would you? Why or why not?
- Do you think being caring is an important trait for a leader to have? Why or why not?
- Write about an important skill your family has taught you. Why is this skill important?

English Language Arts

Main Idea and Supporting Details:

Discuss as a class:

- What is the main idea of the book *She Leads*?
- How would you summarize it in 1 sentence?
- What are some details and facts from the book that support the main idea?

Students will use page 10 to record the main idea of the book, *She Leads*, as well as supporting details.

Answer Key (Answers May Vary):

Main Idea: An elephant herd is led by a matriarch, whose role is to lead, protect, teach, and guide her family.

Supporting Details:

1. The matriarch shows her family where to find food and water.
2. She teaches new mothers how to care for their babies.
3. She protects her family from predators and threats.

Group Research and Comparison:

Divide students into groups of 3-4 and assign them an animal that lives in groups to research. Research can be conducted online or with books from the library.

Potential options include (but are not limited to):

- | | | |
|------------|------------|------------|
| • Zebras | • Meerkats | • Giraffe |
| • Lions | • Bats | • Penguins |
| • Dolphins | • Bees | • Wolves |
| • Caribou | • Gorillas | • Hyenas |

Students will use page 11 to record their research on their assigned or chosen group of animals.

Once students have recorded their research, have them use the venn diagram on page 12 to compare and contrast the reasons elephants and the animals they researched live in groups.

Note: For younger students, you may want to pick an animal group as a class so you can guide them through how to conduct research and how to compare and contrast.

Science

An Elephant's Trunk:

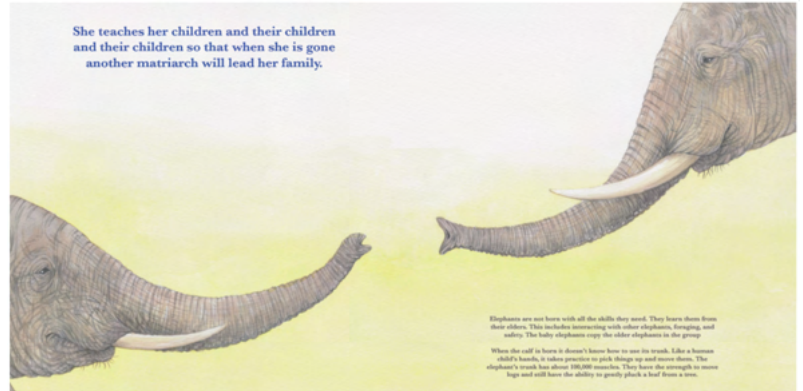
Revisit this spread from *She Leads*.

Discuss as a class:

- How is an elephant's trunk similar to a human hand?
- How is it different?
- Other than picking up objects, what else might an elephant use their trunk for?

After a class discussion, watch the video:

<https://www.youtube.com/watch?v=DjpRgi-73bU>



Students will use page 13 to record what they've learned about elephant trunks while they watch the video.

Sound Waves:



Revisit this spread from *She Leads*.

Discuss as a class:

- Elephants make many kinds of sounds. Some are made with their vocal cords like us.
- The trumpet sound is made by blowing air through their trunks. Have you ever blown throw a party blower? It's very similar.
- All sounds are made up of vibrations that travel through liquids, solids, or gases (air).

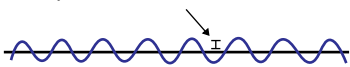
Activity:

1. Stretch different sized rubber bands around a metal loaf pan. Have your students pluck each rubber band and observe:

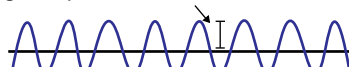
- Does the thickness of the rubber band effect how it sounds?
- What do you notice about the rubber band after you pluck it? (it vibrates)
- What happens when you stop the rubber band from vibrating? (the sound stops)
- What happens when you pluck the rubber bands softly? What about when you pull them hard?

2. On the board, draw 4 different kinds of sound waves (vibrations):

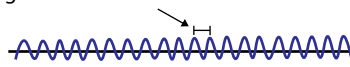
Low Amplitude Sound Waves:



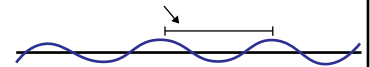
High Amplitude Sound Waves:



High Pitch Sound Waves:



Low Pitch Sound Waves:



Author: June Smalls

Illustrator: Yumi Shimokawara

Publisher: Familius

- Explain that amplitude means volume. The lower the amplitude, the shorter the vibrations or sound waves. Examples include plucking the rubber band softly, a whisper, or leaves blowing in the wind.
- The higher the amplitude, the taller the sound waves. Examples include a honking horn, yelling, or a siren.
- Pluck the rubber bands both soft and hard again and have students observe the difference in vibrations.
- Pitch refers to the highness or lowness of a tone. Both high and low pitch sounds can have high or low amplitudes.
- High pitched sounds waves are close together. Examples include a whistle, a bell, or a small dog barking.
- Low pitch sound waves are far apart. Examples include a lion's roar, a frog's croak, or a tuba.

Students will use page 14 to record what they have learned about sound waves.

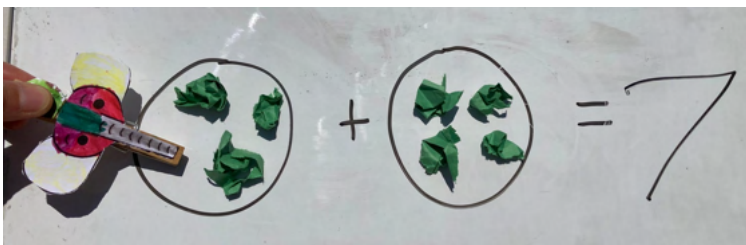
Math

Pom-Pom Equations:

Print page 15 on cardstock and give an elephant card to each student/partnership/ or group. This activity works best as partner/ group work or math stations.

1. Students will color then cut out the elephant template and glue the trunk along a clothespin.
2. They will then use the elephant clothespin to pick up pom-poms (or other small objects) to create math problems (addition, subtraction, multiplication, or division) for their partner or group.
3. Have them create their equation on a small white board so they easily create new equations.
4. Have students take turns creating equations for their partner or group.

Example:



Rounding:

Use the elephant themed word problems on page 16 to practice rounding numbers to the nearest 10 or 100.

Answer Key:

Elephant Math: Rounding	
1. An elephant herd traveled 48 miles in one day. Rounding to the nearest 10, about how many miles did the herd travel?	50 miles
2. In one week, the elephant herd traveled 302 miles. Rounding to the nearest 100, about how many miles did the herd travel?	300 miles
3. One elephant drank 52 gallons of water in one day. Rounding to the nearest 10, about how many gallons did the elephant drink?	50 gallons
4. An entire herd of elephants drank 823 gallons of water in one day. Rounding to the nearest 100, about how many gallons did the elephants drink?	800 gallons
5. An elephant ate 278 pounds of food in one day. Rounding to the nearest 10, about how many pounds of food did the elephant eat?	280 pounds
6. An elephant ate 278 pounds of food in one day. Rounding to the nearest 100, about how many pounds of food did the elephant eat?	300 pounds

Social Studies

Women in Leadership Poster:

Discuss as a class:

Elephants and many other animal groups/societies are led by a matriarch.

There are countless women across the world, in all kinds of fields, who have been, and are, great leaders.

1. Can you think of any strong female leaders in science, business, sports, or even your own family?
2. What makes them great leaders?

Research Report:

1. Divide the class into partners or groups and assign each group a female leader to study.

Potential women to study include (but are not limited to):

Ruth Bader Ginsburg
Jane Goodall
Serena Williams
Dolores Huerta

Malala Yousafzai
Sonia Sotomayor
Hillary Clinton
Isatou Ceesay

Michelle Obama
Eugenie Clark
Wangari Maathai
Maria Tallchief

There are many more female leaders to study in all kinds of fields. The list above is a jumping off point and each of these women have at least one picture book written about them.

2. Each partnership/group will conduct research using books or online resources about their assigned or chosen female leader. Have them focus on 5 things:

- early life
- education
- major events
- important relationships
- achievements

3. Students will work together to create a poster about a female leader with the leader's name and 5 key facts about them.

Note: For younger grades, you may want to pick a female leader to study as a class.

Presentation and Active Listening:

Once partners/groups have finished their posters, they will present their findings to the class. The goal of their presentations and posters are to clearly and concisely give insight into who the person they studied is, or was, and why their contributions are, or were, so important.

Students will use page 17 to take notes while other groups are presenting. They will record the names of the person being presented and one of their amazing achievements.

Art

Mud Cloth (Bogolanfini):

Africa is rich in art history. In Mali, where there are desert elephants, local artisans make fabric called Bogolanfini - which roughly translates to mud cloth. In this art project, your students are going to make their own mud cloth art.

1. Ahead of time, steep multiple jars of black tea. Use at least two tea bags per jar to get a dark, rich color. Your students will use the tea as paint - make sure to let it cool before using.

2. Watch this video for more about how mud cloth is made:

<https://www.youtube.com/watch?v=vcI8bWHcypw>

3. Students will then paint their watercolor paper with the black tea “paint.” This process is replicating how Malian artisans dye cotton cloth with boiled leaves and fruit.

4. Once the tea-dyed paper dries, have students use black, brown, and/or white paint to create bogolanfini patterns across their paper. Patterns on mud cloth have meaning and are typically made up of circles, triangles, stripes, and diamonds.

Check out this website for pattern inspiration and pictures of authentic mud cloth:

<https://www.theethnichome.com/the-bogolan-mudcloth/>

Supplies Needed

- Black Tea Bags
- Paintbrushes
- Watercolor Paper
- Acrylic Paint
(Black, Brown, White)

Example:



Prints and Textures:

Take a look at the endpapers in *She Leads*. Ask your students:

- What does the pattern on the endpapers look like? (elephant skin) This is an example of applied texture in art. The endpapers look like you could feel elephant skin if you touch it but it is actually smooth paper.

Supplies Needed

- Copy Paper
- Pencil
- Crayons
- Acrylic Paint
- Found Materials

Go on a texture hunt around campus. Have students collect objects that have interesting textures - rough, smooth, soft, fluffy, spiky, bumpy, etc. These are examples of real texture - texture that you can truly feel.

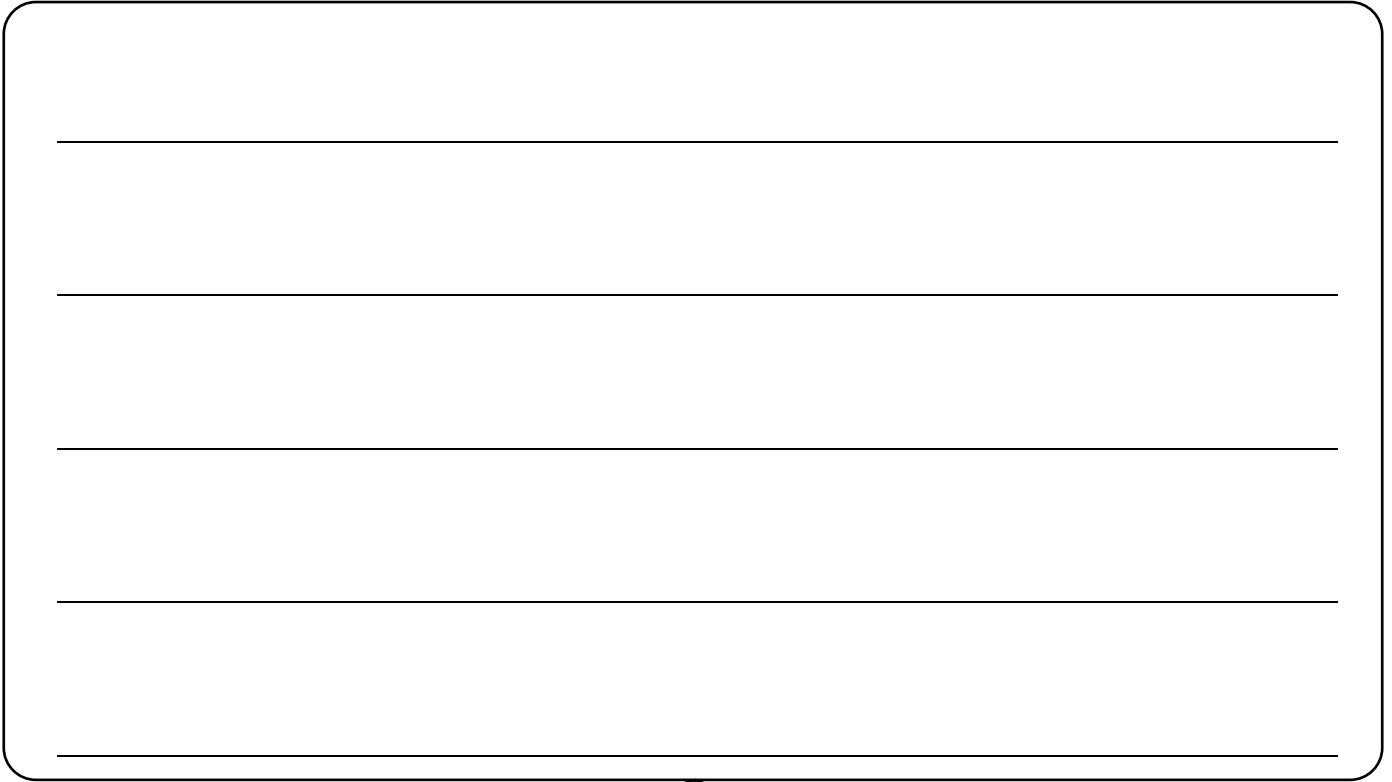
Activity:

1. Students will use *She Leads* as reference and inspiration for drawing a scene with African elephants. This is open-ended but can include anything one might see in the African savanna. Have students outline their drawing with black marker.
2. Students will then use their found objects to color their artwork. Either by using them as stamps by dipping them in paint and pressing onto their paper, or by using the found objects as rubbings by putting them under the paper and rubbing a crayon over them. (You can also bring in recycled materials to use as texture stamps/rubbings. Examples: foil, bubble wrap, string, sponges, etc.)

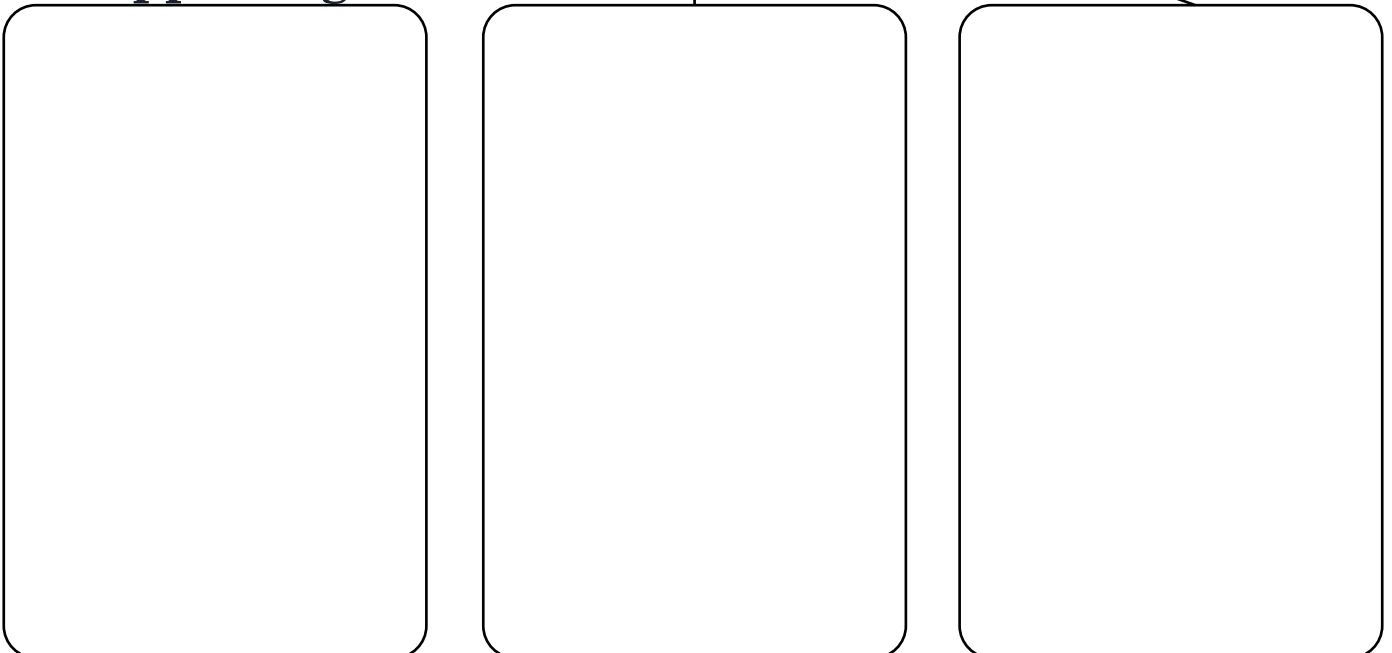
The Main Idea

Summarize the main idea of *She Leads* in the big box below. Write or draw 3 supporting details in the smaller boxes.

Main Idea



3 Supporting Details



Animal Group: _____

Drawing of animal:

Matriarchal?: _____

Herbivore?: _____

Habitat: _____

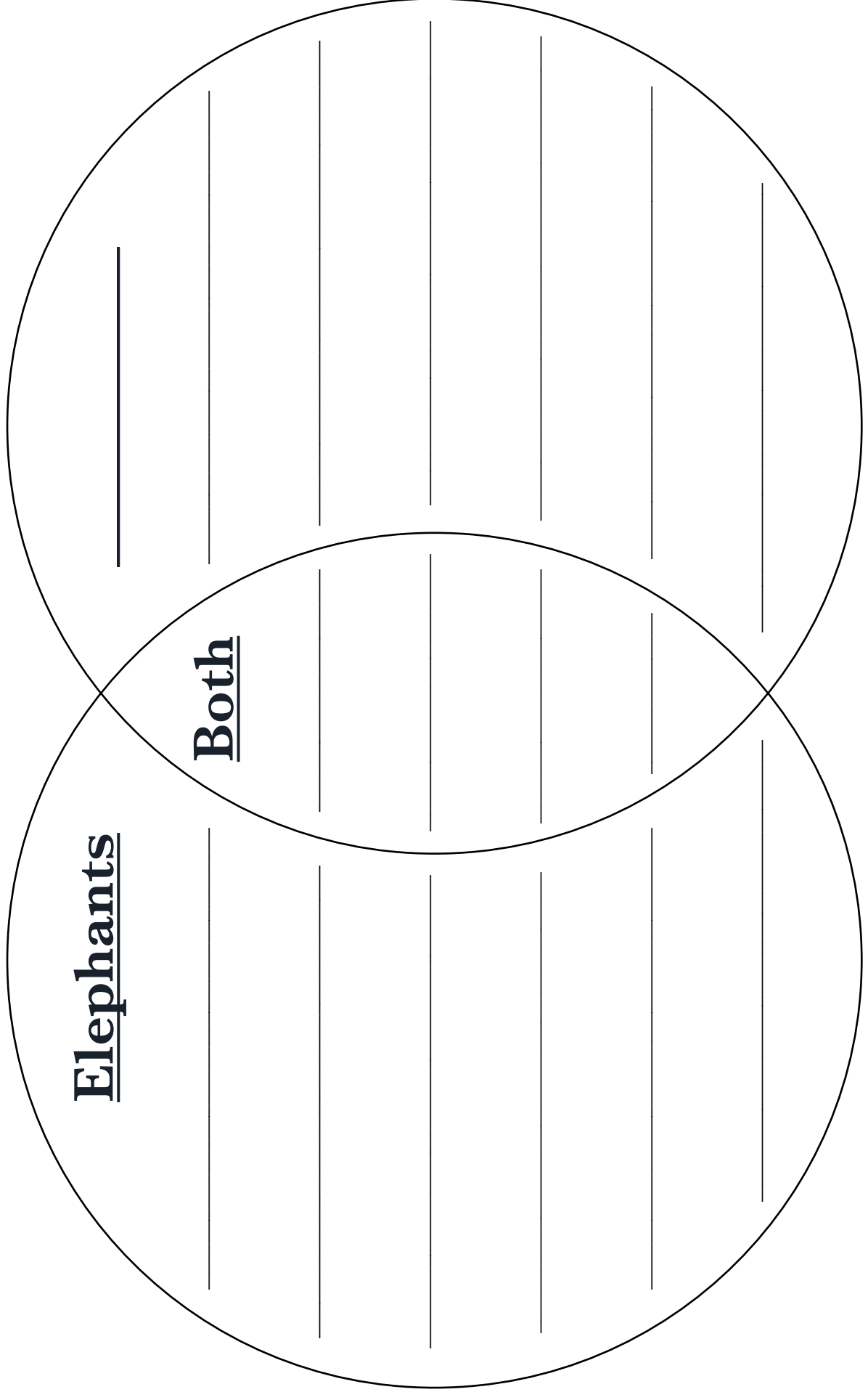
Why they live in groups:

- _____
- _____
- _____
- _____

Sources:

- _____
- _____

Venn Diagram



An Elephant's Trunk

Answer the questions below about elephant trunks using complete sentences.

What is an elephant's trunk made up of?

What kind of organ is an elephant trunk?

List 3 things an elephant uses its' trunk for?

1. _____

2. _____

3. _____

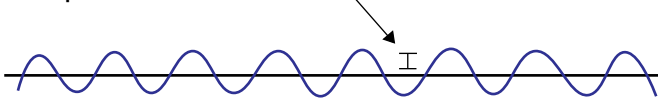
Sound Waves

SOUND is made up of vibrations that we can hear. Sound waves travel through air, liquids, and solids as vibrations, then vibrate against our ear drums. This allows us to hear these vibrations as sound.

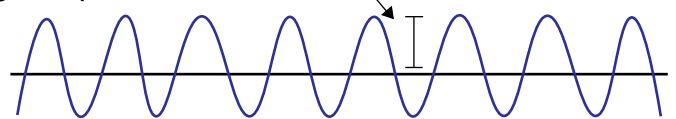
Loud vs. Quiet Sound Waves

The volume of sound is called **AMPLITUDE**. A low amplitude sound wave is short and quiet. A high amplitude sound wave is tall and loud.

Low Amplitude Sound Waves:



High Amplitude Sound Waves:

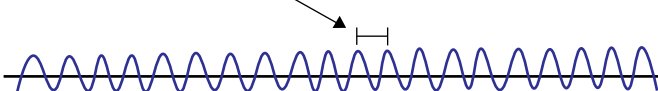


Do you think an elephant's trumpet is an example of a low or high amplitude sound wave?:

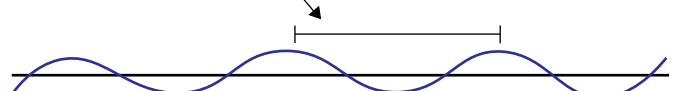
Low vs. High Pitched Sound Waves

A sound wave that vibrates very quickly has high **PITCH**. An example of high pitch is a whistle. A sound wave that vibrates very slowly has low **PITCH**. An example of low pitch is a dog's growl.

High Pitch Sound Waves:

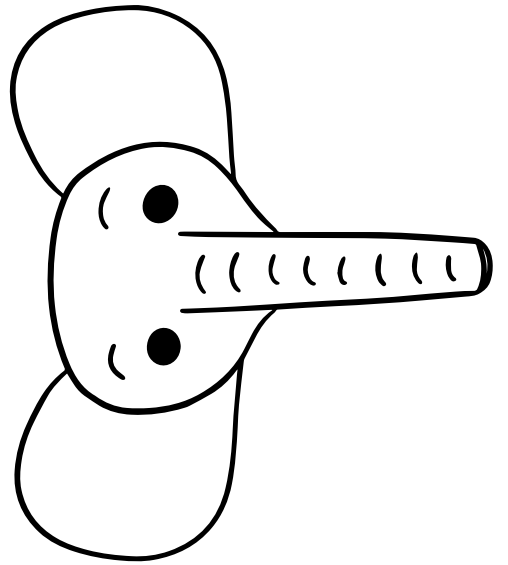
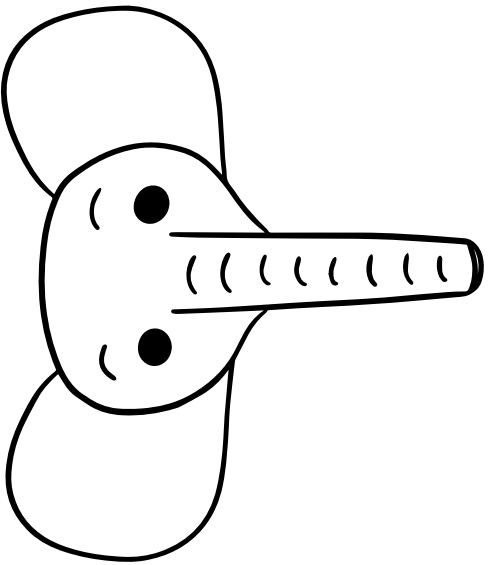
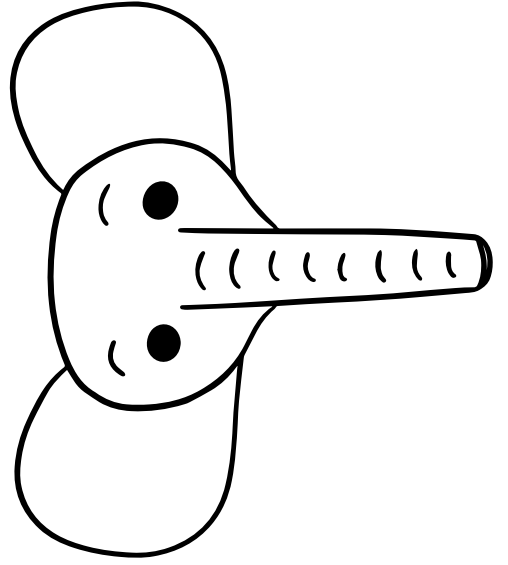
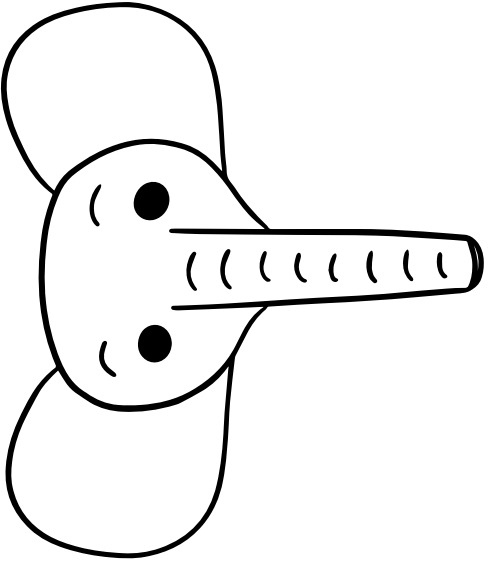
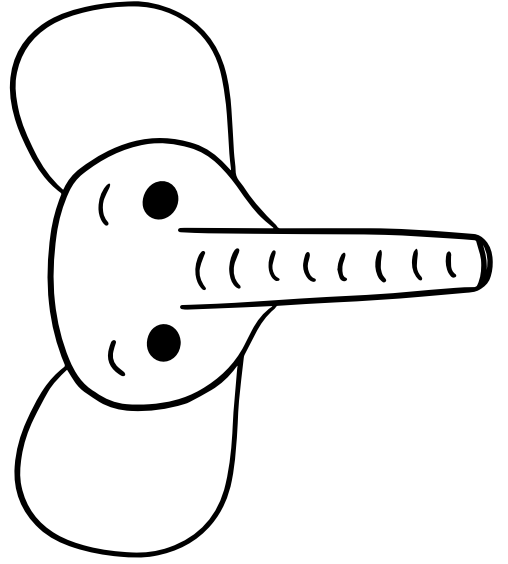
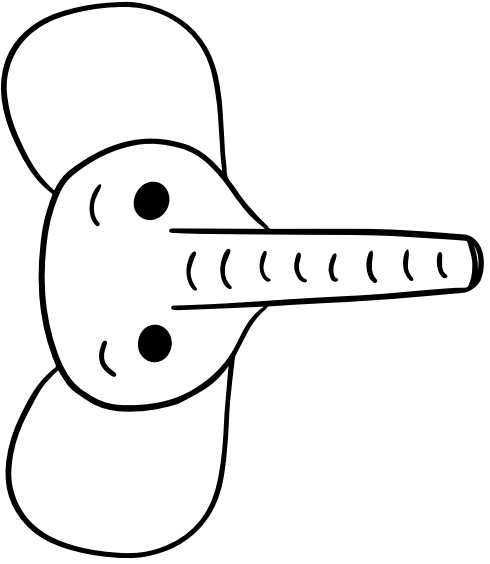


Low Pitch Sound Waves:



An example of a high pitch sound:

An example of a low pitch sound:



Elephant Math: Rounding

1. An elephant herd traveled 48 miles in one day. Rounding to the nearest 10, about how many miles did the herd travel?

_____ miles

2. In one week, the elephant herd traveled 302 miles. Rounding to the nearest 100, about how many miles did the herd travel?

_____ miles

3. One elephant drank 52 gallons of water in one day. Rounding to the nearest 10, about how many gallons did the elephant drink?

_____ gallons

4. An entire herd of elephants drank 823 gallons of water in one day. Rounding to the nearest 100, about how many gallons did the elephants drink?

_____ gallons

5. An elephant ate 278 pounds of food in one day. Rounding to the nearest 10, about how many pounds of food did the elephant eat?

_____ pounds

6. An elephant ate 278 pounds of food in one day. Rounding to the nearest 100, about how many pounds of food did the elephant eat?

_____ pounds

Female Leader

An Amazing Accomplishment
