

curriculum
connections

- * Vocabulary
- * Transportation
- * Spatial Relations

Ages 3-6



ALONG A LONG ROAD

By **FRANK VIVA**





BUILDING BACKGROUND

Up, Down, and Into-Prepositions

In the story *Along a Long Road*, the bicycle rider goes up, down, and all around. Reinforce prepositions with a hands-on activity. Have each student draw a bicycle, or provide a picture of a bicycle to them. Then, glue the picture to a craft stick. Discuss the meaning of the words down, up, over, along, into, out, around, by, and near. Write these words on cards and place in a pocket chart. Show each word and read it aloud; have students move their bicycle according to the word being shown. For example, for "up" have students raise their bikes or for "into" have them put their bikes inside their cupped hands. Model each of the actions as you introduce the words. As students show mastery of the concepts, have students silently read the words on the cards as they are held up and respond by moving their bicycles. Then, have students read *Along a Long Road* in pairs. As one student reads, have the other student act out the story with their bicycle. As an assessment, encourage students to write sentences using the prepositions and draw a picture to go with each one.

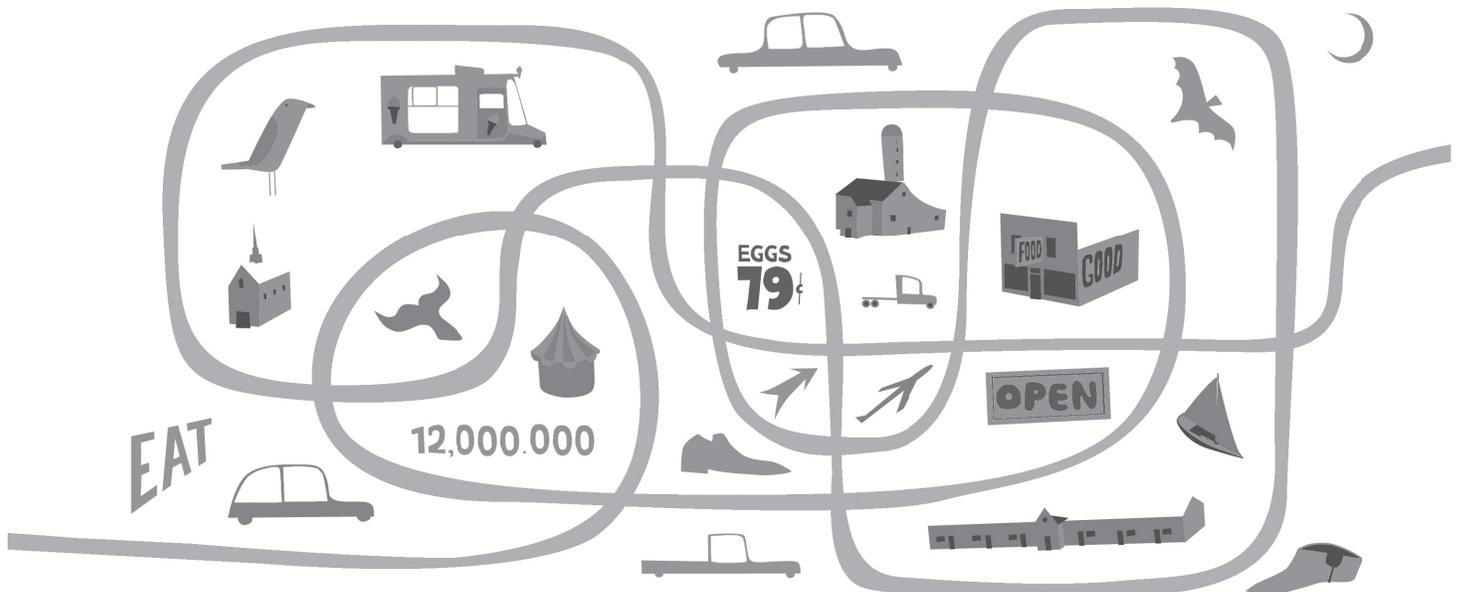
Bump in the Road

In *Along a Long Road*, the rider hits a bump in the road. He falls off the bicycle when he runs over the apple, but soon he is "back on track." Discuss with students what this means at a literal level and then extend by discussing its meaning as an idiom. What "bumps in the road" have students encountered in their own lives? Thinking about other books they have read, what bumps in the road did the characters encounter? How did they get back on track? Have students write a journal entry either from their own perspective or from the point of view of a character in a book they have read. Have students identify the problem (bump in the road) and the solution (how they got back on track).

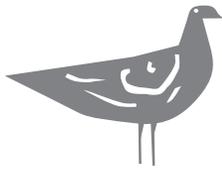
SUMMARIZING

Story Road Map

There is a continuously illustrated map of the cyclist's journey on the first and last pages of *Along a Long Road*. Mr. Viva has placed symbols from the journey along the path. Building on this idea, talk about other stories students have read or a book you are reading aloud. How are stories like a journey? Choose a story and then work together to create a map that shows the twists and turns of the plot as well as major events along the way. Use the map in *Along a Long Road* for inspiration.



WRITING



I Took a Ride and Saw a...

The cyclist in *Along a Long Road* follows a path full of twists and turns, and he sees many interesting things on his journey. Encourage students to carefully study the pictures on each page. Then, have them write a letter from the perspective of the cyclist, describing the three things they found most interesting. As an extension, have students rank the three things they chose. Then, graph the results. Did they each choose the same things? Why or why not?

SOCIAL STUDIES

A Safety Message

Bicycle safety is important for students to understand. Many places have laws requiring children or all cyclists to wear helmets. Have students research safe bike-riding practices and local bicycle laws. Then, have them design a public service announcement explaining the importance of wearing a helmet or observing traffic rules. Their campaign could be a poster or short video. Students may want to watch professionally produced public service announcements for inspiration. To showcase the students' hard work, the class might want to host an open house to display their creations.

Rural, Urban, Suburban

The cyclist in this story travels through several different types of communities. Introduce or review the three types of communities: rural, urban, and suburban. Discuss the characteristics of each. After students have a clear understanding of the different types of communities, have students choose scenes from *Along a Long Road* and identify whether it is rural, urban, or suburban. Have students defend their statements by using evidence from the picture and their knowledge of communities to support their claims. Encourage them to bring in photographs or draw pictures of their own community and communities around the world. Help students connect to their own lives by categorizing these pictures in the same way.

A Path to Better Living

Designated bike paths give cyclists a safe way to ride their bikes for leisure, exercise, or transportation. From Amsterdam, Netherlands, (known as the "Bike Capital of the World") to Portland, Oregon, USA, to Copenhagen, Denmark, many cities around the globe have plans to promote and encourage cycling. Read about cities with a planned system to promote cycling. Make sure to investigate Trondheim, Norway, where they have a bicycle lift (like a ski lift for bikes) to transport cyclists up the hills. Discuss how these places are similar and different from your community. What could your community do to promote bicycling? Discuss a few ideas and then draft a class letter to your community's planning board, town board, or other governmental agency explaining the ideas developed by the class.

Questioning History

Review question words such as what, who, how, where, why, and when. Then, apply these to learn about the history of bicycles. Divide students into small groups and have each group generate a list of questions about bicycles for each word. For example: "Who invented the first bicycle?" "What did it look like?" "How did it change over time?" Decide as a class which questions to research. Then, research them together or assign as a family project to be completed at home. Have students create posters or presentations to display the information they collected.

Longest Road

The cyclist in *Along a Long Road* takes a very long journey, but that is certainly not the longest road. Have students work in pairs or small groups to research other long roads. For example, the Pan-American Highway is considered the longest road by many people. It begins in Fairbanks, Alaska, and ends in Brasilia, Brazil. Of course, there are parts of this "road" in Panama that are unable to be navigated by car or bike. Other long roads are found in Europe, Africa, and Australia. Assign each pair of students a road to research. Have them tell where the road is located and what they might see if they traveled on that road.

The Note-Card Biography: Racing Greats

Bicycle racing is a sport that is popular around the world. There are different types of bicycles and different types of races. One of the most famous is the Tour de France, but there are many other races. Invite students to learn more about races held around the world and the people who participate in them with a note-card biography assignment. Provide a list of famous cyclists or winners of cycling races such as Lance Armstrong, Alberto Contador Velasco, and Jeannie Longo. Include winners of local races too. Then, have students choose one person to present to the class. The note-card biography is only a brief introduction to a person, just enough information to fill an index card. Students should know the person's name, age, nationality, what they are famous for in the world of biking, and one other interesting fact. Students can provide a photograph or a hand-drawn illustration to accompany their simple biography.

Planning a Bicycle Trip

Some travel agencies specialize in designing bicycle tours. Have students imagine they are travel agents in charge of designing a biking tour of your community (or a place they have always wanted to visit). Divide students into groups and have each group brainstorm a list of places or landmarks they think should be included on the tour. They might consider historical buildings, favorite restaurants, museums, or parks. Have them choose three or four to feature on their tour. Then, using a map of your community (or the community they chose) have them highlight a round trip bicycle tour. They can create a brochure describing all of the places the people on the tour might see and why they were included on the tour.

MOVEMENT AND GAMES

The Tricycle Relay

Assess understanding of prepositions with a tricycle relay race. Divide students into two teams and provide a tricycle to ride. Set up a simple obstacle course and write sentences using prepositions from *Along a Long Road* such as, "Ride around the cone" or "Ride along the blue line." Make the sentences fit the environment you have available. If you have access to a school gymnasium, use the equipment available. If you are holding the relay outside, use outdoor landmarks. Once you have set up

the course and have sentences ready, choose one team to begin. Then, have the first person on that team read the sentence and complete the activity. As soon as they have finished their activity, they should ride back to their team and let the next person in line read the next sentence and complete the action. Use a stop watch to record the time. After all members of the first team have completed the obstacle course, have members of the second team take their turns. The idea is to have an active way to show understanding of prepositions. If students are better suited to a cooperative effort, form one team and have the team try to beat their own fastest time. As a logistical note, it is helpful if students bring in their own bicycle helmets.

SCIENCE

Why Wheels?

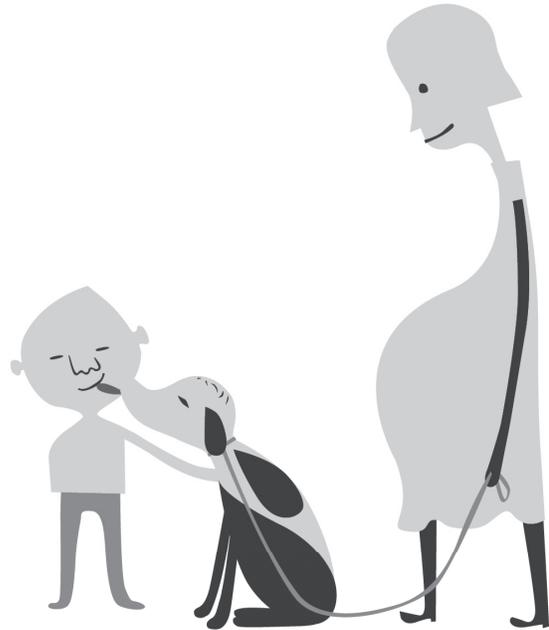
Bicycles would not get very far without wheels, but why are wheels so important? A simple experiment can illustrate their importance. Have students predict whether a sled or a bike would be faster. Then, have a competition between a person on a bike and a person pulling a sled. Which is faster? Would it make a difference if someone else is pulling the sled, like...the school's principal? Why or why not? Introduce the vocabulary words: friction, inertia, and force. How do these concepts explain how wheels (and bikes) work? Encourage students to think of situations where the sled might be faster and why (such as in the winter because of reduced friction). Compare the results of the experiment to student predictions. Some students may want to read more about how bikes work and share with the class.



ART

Artistic Style Stories

The author and illustrator Frank Viva uses a unique artistic style to tell his story. Have students study the artwork in the book. What do they notice about his color choice? What about the way he has chosen to draw people, animals, and vehicles in this story? How does his use of colors and shapes help tell his story? Have students choose a color scheme (similar to or different from Mr. Viva's) and create a picture using these color combinations. Have students focus on using geometric shapes to tell their story, as Mr. Viva has done, and write a sentence or two to go along with their artwork. Students may want to collaborate to create a short story with each page illustrated by a different artist.



WORKING WITH WORDS

The OA Chant

Remembering the sound of the vowel combination “o-a” can be challenging for some students, but this interactive chant uses many “o-a” words to help them remember. Write the chant on chart paper. Then, introduce the actions for each line. Have students chant along as they act out the story.

I took a ride along a long road
(students pretend to ride a bicycle)
Up and down went the bike
With its heavy load
O-A /ō/ UP! (jump up)
O-A /ō/ DOWN! (squat down)
O-A /ō/ UP! (jump up)
O-A /ō/

At the top of the hill we started to roll
(show rolling with hand motions)
I waved at a friend (wave)
As he made a field goal (kick)
O-A /ō/ Score! (kick)
O-A /ō/ Score! (kick)
O-A /ō/ Score! (kick)
O-A /ō/

I rode through a tunnel, dark as coal
(crouch as if going through a tunnel)
When I came out
I felt like a mole
(close eyes and pretend it is too bright to see)
O-A /ō/ My Eyes! (shield eyes)

O-A /ō/ My Eyes! (shield eyes)
O-A /ō/ My Eyes! (shield eyes)
O-A /ō/

I crossed a bridge and flew past a boat
(put arms out as if flying)
Hey, that's a river (point)
Not a moat! (shake head)
O-A /ō/ Ahoy, Matey! (salute)
O-A /ō/ Ahoy, Matey! (salute)
O-A /ō/ Ahoy, Matey! (salute)
O-A /ō/

I road through a town and along the coast
(pretend to surf)
Made record time (point to watch or wrist)
If I may boast (puff out chest)

Along twists and turns (twist in place)
My bike did roam (pretend to ride bike)
But, now I am...
Finally home
O-A /ō/ (Wipe brow and say “Phew” and stumble a bit)
O-A /ō/ (Wipe brow and say “Phew” and start to fall toward the ground)
O-A /ō/ (Wipe brow and say “Phew” and fall to the ground)
O-A /ō/ (End by pretending to snore)

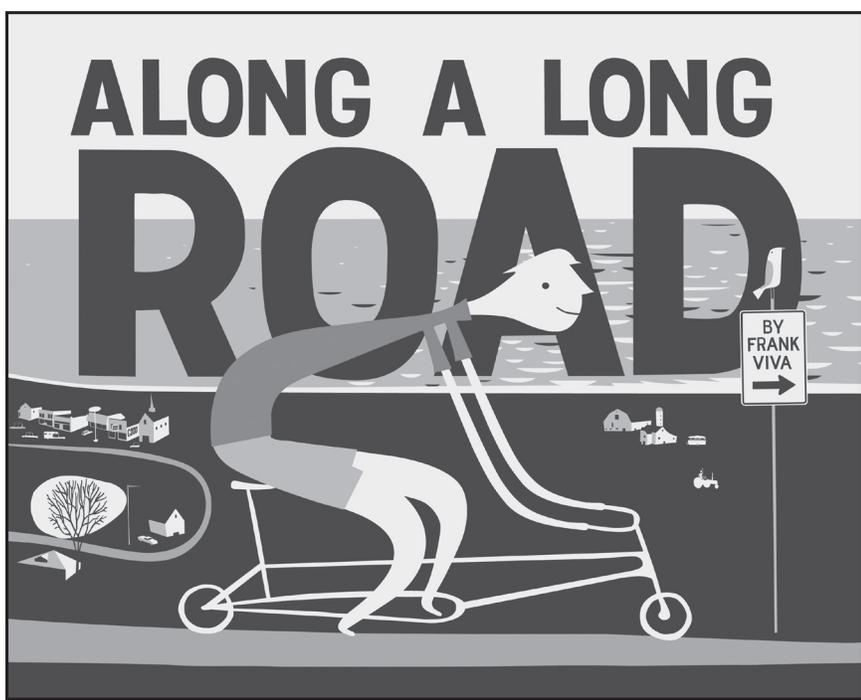
CHARACTER EDUCATION

Bikes for Change

Riding bicycles can be a relaxing activity, a competitive sport, or a mode of transportation. In some parts of the world, owning a bicycle can change a family's standard of living. Consider sponsoring a "bike drive" through an organization such as Bikes for the World (www.bikesfortheworld.org) or another charitable organization that ships used bicycles to people in

need around the globe. Help students understand the importance of bicycles in developing countries by showing videos or reading stories about the impact of bicycles such as the ones at www.worldbicyclerelief.org.

ABOUT THE BOOK



978-0-316-12925-1

Follow that road!

Speed off on an eventful bicycle ride along the bold yellow road that cuts through town, by the sea, and through the country. Ride up and around, along and through, out and down.

Frank's striking graphic style is executed in just five joyous colors, and his spare, rhythmic language is infectious.

*Hit a bump?
Get back on track!
Reach the end?
Start again!*

ABOUT THE AUTHOR



FRANK VIVA is an illustrator and graphic designer who has won more than 300 awards. His illustrations have appeared in *Time*, *Esquire*, *the New York Times*, *Boston Globe*, and on the cover of *The New Yorker*. A past president of The Advertising & Design Club of Canada, he is passionate about cooking, wine, and his daily bike ride to the office. This is his first children's picture book.