

Sandy's Circus: ***A Story About Alexander Calder***

By Tanya Lee Stone
Illustrated by Boris Kulikov

Grades 1-3

Anchor Standards Reading

Key Ideas and Details

- Where did Alexander get the name Sandy? What did he do as a child that showed his interest in making things? Can you find a sentence in the book that shows this early interest?
- **CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - What was the most important idea the book wanted you to know? Tell three things from the book that proves this main idea.
- **CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - How did Sandy's work on the circus help him become a famous artist who made mobiles and sculptures later in life?
- **CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- Why did seeing "the fiery red sunrise" and the full moon that shone "like a silver coin" make Sandy decide to go to art school? What does each phrase mean?
- Explain this phrase from the book and tell what the author meant by using these words? Tanya Lee Stone wrote, "Sandy started to see a whole circus come to life before his eyes."
- **CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - Picture walk through the book and then discuss how each spread leads to a new action on the subsequent pages.
 - Why did the public love how Sandy's work was "always in motion?" What words from the book show this motion?

- **CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - What did the author want the readers to know about Sandy?
- **CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- Why are the pictures helpful when reading this book? What do they show besides Sandy and his circus?
- **CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - Give an example from the book that shows Sandy’s interest in making a different kind of art.
 - Is there more than one way of making art shown in the book?
- **CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Compare *Sandy’s Circus* with Stone’s picture book, *Who Says a Woman Can’t Be a Doctor?* What kinds of ideas or thoughts do Sandy and Elizabeth have in common? How were they different?
- **CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor Standards Language

Vocabulary Acquisition and Use

- Find two or more examples of vocabulary directly related to the book’s topic and discuss how the context and art support the meanings of those words.
- **CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - Explain the meaning of the quote: “His art ‘has the force of the ocean.’” and tell what it means in the context of the book.
- **CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading: Informational Text

Key Ideas and Details

- Identify one or more key details from the book that shows an example of how Sandy's wire and sense of fun led to the creation of his circus and eventually, his art.
 - **CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.
 - **CCSS.ELA-Literacy.RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
 - **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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- Identify the main idea of the book. Use key details found in the text to summarize the story in your own words. State the theme of the book.
 - **CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.
 - **CCSS.ELA-Literacy.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
 - **CCSS.ELA-Literacy.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
 - **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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- What were two ideas stated in the book about how Sandy's interests in childhood made him the artist he became in later life?
 - Identify the different steps Sandy followed throughout his life that show his increasing artistic ability.
 - How did Sandy's newspaper assignment have an influence on his life?
- **CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - **CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - **CCSS.ELA-Literacy.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 - **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 - **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- Identify vocabulary from the book that relate to art. Use the context and illustrations to explain the word and rewrite the sentence from the book in your own words.
 - **CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
 - **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
 - **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
 - **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
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- Describe the resources used in the back matter and discuss their purpose.
 - Identify the different text features in the book.
 - How is the book structured? Identify key events in it to support your ideas.
 - Compare and contrast the events or ideas in *Sandy's Circus* and *Who Says Women Can't Be Doctors?* or *Elizabeth Leads the Way*.
 - **CCSS.ELA-Literacy.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 - **CCSS.ELA-Literacy.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
 - **CCSS.ELA-Literacy.RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
 - **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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- Use the illustrations in the book to review the story and retell it in your own words.
 - Discuss what the author wants to explain or describe about Alexander Calder.
 - Write a paragraph about why you think it's important for people to follow their dreams and to be the person they want to be. Write a sentence telling how Alexander Calder did this.
 - Read another account of Alexander Calder. Compare and contrast the two accounts.
 - Read other texts, articles, or books about the artist using articles or books and discuss the differing points of view.
 - **CCSS.ELA-Literacy.RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- **CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.
- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- Discuss or analyze the use of the illustrations to convey ideas or explain how they contribute to understanding the ideas and details in the book.
- Name some key details that the art provides about Sandy.
- Use the art to determine the time in Sandy’s life that the actions in the text were taking place.
- Choose a key fact or event and find evidence of that fact in two or more other sources.
- **CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - The author states on the last page that Sandy’s art began from his moveable circus. Find examples in the book that support this statement.
- **CCSS.ELA-Literacy.RI.1.8** Identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.2.8** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Read another book about Sandy or another artist who created mobiles. Discuss how they are alike and different in their topics or write to explain their similarities or differences of ideas.

- Combine knowledge learned from another book on the same topic to write a discussion that presents the ideas from both books or the two texts.
- **CCSS.ELA-Literacy.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **CCSS.ELA-Literacy.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.