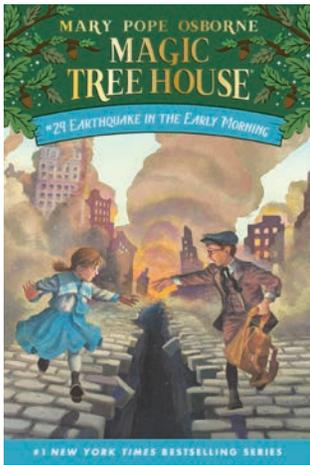




## ***Earthquake in the Early Morning***



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Grades: 1-4  
F&P: M • Lexile: 350L

### **ABOUT** *Earthquake in the Early Morning*

Jack and Annie travel back to the morning of the great San Francisco earthquake. While they are there, they meet a reporter and help get some kids to safety.

# CLASSROOM CONNECTIONS

### **Signs for Safety**

After discussing with the class what they already know about earthquakes, ask them to research on their own to discover other interesting facts. Have students look into safety information about earthquakes using the facts found in the back of the book as well as outside resources. Encourage them to organize their research in the most efficient way. Spend time discussing with the class how to distinguish the most important information from less significant material. Lastly, have students each design a poster with relevant safety information based on their research for display in the classroom.

**CURRICULUM:** *Science • Art • Organizational • Research Skills*

### **Eyewitness Accounts**

As Jack and Annie experience the San Francisco earthquake of 1906, they encounter many interesting characters.

Ask each child to imagine that they were present during the terrible events of April 18, 1906. They may imagine themselves as a child or perhaps as one of the characters in the book. What did they see, hear, smell, and feel? How did this extraordinary day affect their life? Have each child write an “eyewitness account” of that day. When final copies have been written, ask students to share their accounts with the class and then prepare a class diary.

**CURRICULUM:** *Language Arts • History*

*Teaching ideas by Rosemary B. Stimola, Ph.D., former professor of children's literature at City University of New York.*