

# Teaching Guide to *Shortcuts* by Jeff Harris

## Introduction

*Shortcuts* by Jeff Harris is a beautifully illustrated, fact-packed page that makes learning fun. Each week, *Shortcuts'* multicultural cast (Juanita, K., Roland, Junior and James) offers facts, riddles, jokes and puzzles to help kids learn about science, geography, animals, food, history and holidays.

Each teaching guide provides ideas for expanding the lesson and creating discussion and learning activities for your students. The grade level for the guides is usually 3<sup>rd</sup> to 4<sup>th</sup>, but they can be adapted for use at other levels. The guides are broken down into four areas :

### **1. Questions for Discussion and Further Study**

Designed to help students think and research, not just give one-word answers

### **2. Activity Ideas**

Designed to allow students to be creative and teach themselves

### **3. Use the News**

Designed to have students use the news in studying each topic

### **4. Quick Quiz**

Designed to be adaptable to several grade levels, evaluate students' comprehension and build vocabulary and math skills

You might use the teaching guides in the following ways:

**Questions for Discussion and Further Study:** Engage the entire class by asking each question aloud and listing the students' answers on the board. Or have them use reference resources to give their own answers to the questions. Allow them to discuss other students' answers after they've researched the topics. Key words or phrases that can help students search for more information are italicized.

**Activity Ideas:** Give the students a time limit to research their projects, using library or study time. By having the students cite their resources you can check their work; or, alternatively, tell them which resource(s) you prefer them to use.

**Use the News:** These can be worked on individually but we suggest they work in groups to learn teamwork skills.

- **Quick Quiz:** We suggest you review the quizzes ahead of time and change the phrasing or difficulty level based on the students' abilities.

# **Shortcuts: DRAWING CONCLUSIONS ABOUT FRANK LLOYD WRIGHT**

For release the week of: April 8, 2013

**Objective:** After completing the exercises, students should have a better understanding of Frank Lloyd Wright.

**Subject Areas:** The following information about Frank Lloyd Wright will be discussed:

- Types of buildings he designed
- His famous buildings
- What does an architect do?

**Evaluation:** Students may be evaluated using the following point scale:

*Four points:* Information is accurate, organized, shows creative thought/use of materials

*Three points:* Information is accurate and organized

*Two points:* Information is mostly accurate; organization needs some work

*One point:* Significant inaccuracies; lacks organization

## **Topics for Discussion and Further Study**

1. Who did Wright design buildings for? Who were some of his biggest clients?
2. Did he design more homes or business buildings?

## **Activity Ideas**

- Frank Lloyd Wright's buildings are works of art. Take a look at some pictures of his famous buildings and choose one to research and report on, such as Falling Water or the Guggenheim. What makes it special? How was it innovative? Include descriptions and pictures on the important aspects of the building you choose to report on.
- Mr. Wright was an architect. What does that mean? What exactly do architects do? What do they have to study and learn to be a professional? Research the field of architecture and report on what kinds of things architects need to learn to become one. You might check out a university's requirements for the degree.

### **Use the News**

- Some buildings are referred to only as an address -- others have a name. Read the news for references to buildings, such as their address and/or name. Why do you think some have names while others don't? Is the name of the building ever different from the actual business that occupies it?

## **Answers to the Quiz**

- 1.) a, 2.) d, 3.) b, 4.) a, 5.) b, 6.) c , 7.) Water, 8.) Prairie, 9.) 190 ft, 10.) 63 sq. ft.

# Quick Quiz — Frank Lloyd Wright

1. Frank Lloyd Wright was born in the 19<sup>th</sup> century.  
a. True b. False
2. Frank Lloyd Wright was a professional \_\_\_\_\_.  
a. scientist b. engineer c. artist d. architect
3. He liked to design homes with many interior walls dividing the rooms.  
a. True b. False
4. In 1911, he began to build his own home, Taliesin, in the state of \_\_\_\_\_.  
a. Wisconsin b. New York c. California d. Wyoming
5. His Guggenheim Museum is located in Paris.  
a. True b. False
6. Frank Lloyd Wright died in \_\_\_\_\_.  
a. 1859 b. 1910 c. 1959 d. 2009

## Vocabulary Comprehension

7. Falling \_\_\_\_\_ is the name of one of his most famous homes.
8. He was famous for his “\_\_\_\_\_ style” homes that had low, horizontal lines of design.

## Math Comprehension (subtraction, division, addition, fractions)

9. If a four-sided home had two sides that were 40 feet long, and two sides that were 55 feet long, how far around (perimeter) would the whole home be?
10. What is the surface area of a wall that is 9 ft. wide and 7 ft. tall?