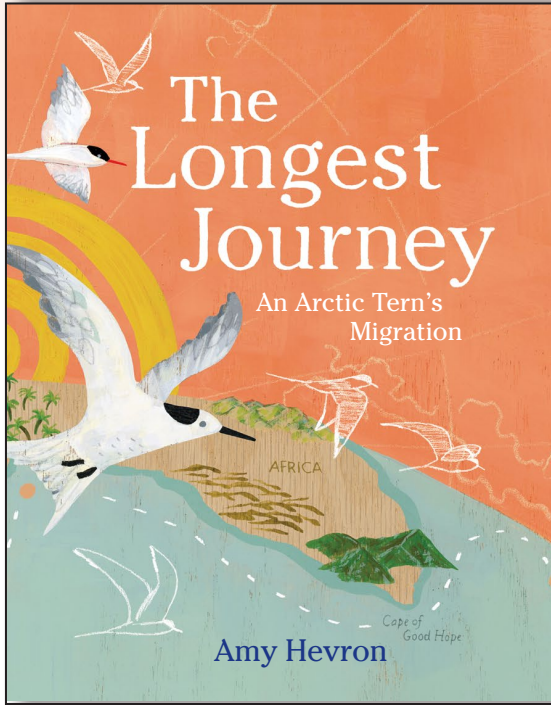


# HOLIDAY HOUSE EDUCATOR'S GUIDE



HC: 9780823447008 · e-book: 9780823453023

Neal Porter Books

## *The Longest Journey* by Amy Hevron

### ABOUT THE BOOK

*The Longest Journey* traces the life of a young tern from her early colony days through the growth and progress she makes while making the long migration with other terns from Greenland to the Weddell Sea by Antarctica.

Resting and eating along the route, the tern faces different obstacles, as well as managing the huge distance the migration requires. Safely arriving in Antarctica, the tern rests, recuperates, and molts until the time comes to return to Greenland for the upcoming summer.

### NEXT GENERATION SCIENCE STANDARDS

- LS1.C:** Food and Growth
- ESS3.B:** Natural Hazards
- LS1.B:** Growth and Development of Organisms
- LS3.A:** Inheritance of Traits
- LS2.D:** Social Interactions and Group Behavior

### THEMES

- Migration
- Cycles
- Life cycle
- Survival needs
- Endurance

### BEFORE YOU READ

- Examine the front cover of the dust jacket. Ask the students to predict what they think the story might be about and tell why.
- Ask what the dotted white line on the cover might mean. Discuss and explain.
- Examine the tern images and ask the students to describe the two birds. Compare and contrast the two examples. Explain that adult terns have gray or white feathers. Their beaks and legs are red when they are mating, and they have a black patch on their head. When mating season is over, their beaks and legs are black. (For younger students, use the term “pairing up to lay eggs” for the word “mating.”)

### INSTRUCTIONAL STANDARDS

- RI.K-3.2, 4, 7
- RF.2-3.3, 4
- W.1-3.2, 3
- SL.K-3.1, 2, 3, 5, 6
- L.2-3.3, 4, 4a, 4e, 6

### SKILLS

- Listening
- Observing
- Vocabulary development
- Comprehension
- Reasoning
- Critical thinking



- Show the map illustration at the end of the book and explain that it shows the journey of the bird you'll be reading about to them. Then show the route from Greenland to the Weddell Sea near Antarctica using a globe, pointing out your location first.
- Discuss journeys and have the students share a journey they have made. Explain that the book is about a long journey made by the arctic tern.
- Ask the students to listen for a fact about the arctic tern that they find most interesting.

## AS YOU READ

- Point out the locations along the terns' journey and describe where they are. Show the pictures, allowing enough time for the students to carefully observe the art and the location.

## AFTER YOU READ

- Ask the students to name their interesting fact about terns. List them on a chart or whiteboard and label the child's name. Repeated favorite facts can be labeled with multiple names, but collect a variety. If they don't have one, remind them they can listen as you read the book again and find a fact they like.
- Reread the book, pointing out some of the information they might find interesting. Add the facts to the list.
- Discuss the main idea of the book. Remind the students that the facts they have listed are the details.
- Ask if the book is fiction or nonfiction and why.

## ACTIVITIES

### Writing

Write a paragraph about terns using the point of view of the young tern making the voyage. Use the interesting fact list to help students to remember and to write their paragraphs.

### Vocabulary

List these vocabulary words from the book where everyone can see them: migration, voyage, krill, scavenging, and predators. Read the sentence/passage from the book and discuss the meaning. Show the pages from the book and observe the art there. Allow the listeners to try to figure out the meaning and then explain.

- Her first days were spent in a noisy colony of thousands, growing up fast, preparing for her first voyage, only two months away, cared for by her parents, surviving flooding rains and Arctic predators, often with a hungry belly.
- Off on her epic migration, a daring journey chasing sun and food from North Pole to South Pole, across four oceans and three continents, and back in a year—sixty-thousand miles—the longest migration of any living creature on Earth.
- Her first days were spent in a noisy colony of thousands, growing up fast, preparing for her first voyage, only two months away,
- . . . where they stay for a month to fill their bellies for the long trek ahead, catching cold-water krill and fish that are schooling deeper in the ever-changing, ever-warming North Atlantic Ocean.
- Pyeh! Pyeh! A scavenging pirate! A great skua lunges toward her, trying to make her drop her food.

### Figurative speech

Discuss the meaning of each phrase by asking the students what it actually means. Use the art in the book to help explain the meaning.

- scavenging pirate
- hungry belly
- fill their bellies
- angry storm
- chasing sun and food

## ABOUT THE CREATOR



**Amy Hevron** is an illustrator, designer and children's book author. She wrote and illustrated *Dust Bunny Wants a Friend* and illustrated *Trevor* by Jim Averbeck, which received multiple starred reviews. She also illustrated *The Tide Pool Waits*, by Candace Fleming. In both 2015 and 2016, she received the Portfolio Honor Award from the Society of Children's Book Writers and Illustrators. She lives in Seattle with her family.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## VOCABULARY REVIEW ACTIVITY

Fill in the line

angry storm

chasing sun and food

fill their bellies

hungry belly

krill

migration

predator

scavenging pirate

scavenging

voyage

\_\_\_\_\_ A. animal that will eat other animals

\_\_\_\_\_ B. a journey or trip each year

\_\_\_\_\_ C. a trip

\_\_\_\_\_ D. tiny, shrimp-like food in the oceans

\_\_\_\_\_ E. getting food by picking it up from others

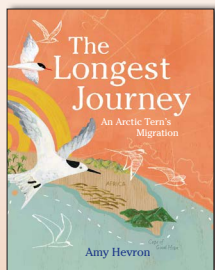
\_\_\_\_\_ F. skua

\_\_\_\_\_ G. wanting food to eat

\_\_\_\_\_ H. have enough food to be full

\_\_\_\_\_ I. bad storm

\_\_\_\_\_ J. following the daylight and hunting food



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**Answer Key**  
predator A.  
journey B.  
krill D.  
scavenging E.  
scavenging pirate F.  
hungry belly G.  
fill their bellies H.  
angry storm I.  
chasing sun and food J.



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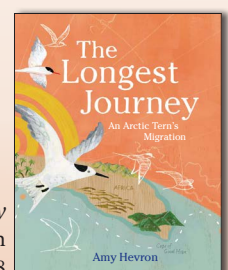


#TheLongestJourney

Date: \_\_\_\_\_

Complete the Life Stages of an Arctic Tern page by drawing the Arctic tern in each stage. Then cut out the five boxes and put them into the correct sequence, pasting them on a large sheet of paper. For older students, ask them to add a descriptive sentence about each stage under their pictures.

Adult	Chick
_____	_____
Egg	Fledgling
_____	_____
Juvenile	
_____	



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