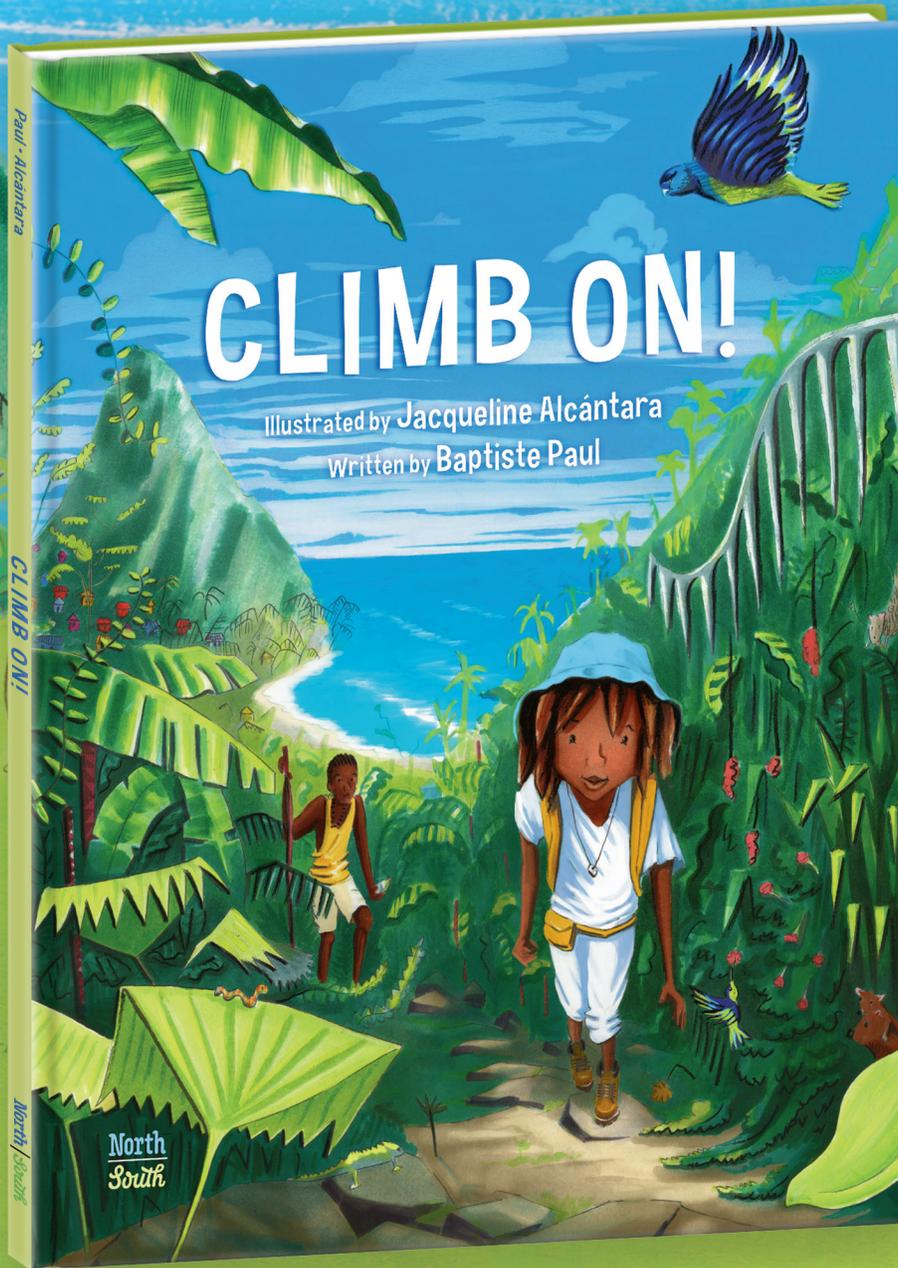


CLIMB ON!

Teachers Guide



North
South



CLIMB ON!

Teacher Resource Guide

The Book

“When a young child reminds her dad about the hike they planned, her father is hesitant— *To the tippy top?* But as the two climb on, her enthusiasm is contagious.”

The Creators

“Baptiste Paul and Jacqueline Alcántara’s playful tale— with vibrant illustrations and a sprinkling of Creole words straight from the Pitons— captures the wonder of the trail, the special relationship between a parent and a child, and the power of a shared experience.”

The Author

BAPTISTE PAUL is a children’s picture book author. His first book for NorthSouth, *The Field*, received three starred reviews and won the Sonia Lynn Sadler Award, was a Junior Library Guild selection, and also appeared on The Horn Book Fanfare Best of 2018, the School Library Journal Best of 2018, and the CCBC 2018 Choices lists. Baptiste loves sports, likes to roast his own coffee, and grills. He lives in Wisconsin with his family.

The Illustrator

JACQUELINE ALCÁNTARA is a children’s picture book illustrator. Her debut picture book, *The Field*, written by Baptiste Paul, received three starred reviews and won the Sonia Lynn Sadler Award, was a Junior Library Guild selection, and also appeared on The Horn Book Fanfare Best of 2018, the School Library Journal Best of 2018, and the CCBC 2018 Choices lists. Jacqueline’s favorite days are spent drawing, painting, writing, and walking her dog. She lives in Michigan.

The Guide

This guide highlights geography, culture, equity, and social-emotional well-being. It is formatted into WOW moments for social-emotional, English/language arts, social studies, science, and art activities for students ages PreK through 5th grade. Discussion and activities were created in conjunction with the [Common Core Standards](#) and the pursuit of information according to the [American Association of School Librarians \(AASL\)](#). Activities may be adapted for each grade level as necessary.

The Curriculum Writer

Carrie Charley Brown holds a BS in Elementary Education and a M.Ed. in School Media Library. She is a certified teacher and librarian, endorsed in literacy, and is an elementary school library media specialist in Louisville, Kentucky.

The Publisher and Copyright

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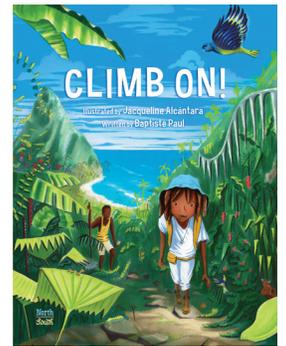
Before Reading

Curricular Connections

- Use illustrations and details in a story to describe its characters, setting, or events
- Analyze how particular elements of a story interact
- Identify facts and concepts associated with a supporting question
- Experiment with gravitational force

Story Introduction and Real-World Connections

In our story, a young girl and her father hope to hike to the top of a Piton! Display the cover and study the illustration. Use inquiry to guide your discussion: Where are the girl and the dad hiking? Which direction are they going? Imagine yourself in the picture. What would you like/not like about this hike? Notice what the girl is wearing. (Hat, backpack, fanny pack, hiking boots) What do you think is in her backpack? Why does her dad have a long stick? What is harder: Standing, walking, or climbing up hill? Allow students to predict. Record their “votes” on the board.



Let's Experiment!

Explain that you will direct a quick game of Simon Says. With each direction, ask students to rate the level of difficulty by using a “thumb scale.” Ask them to pay attention to when they need to balance more or think harder about staying upright.

Thumb scale

Thumb up= easy
Thumb middle= a little harder
Thumb down= hardest

Allow students to spread out. Then give directions one at a time. Simon Says:

- Stand still with eyes closed
- Stand on one foot
- Walk
- Hop on one foot
- Leap

As students return to the story area, assist them as needed to

- Step up on a step stool
- Step up onto a chair

Discuss which actions were most challenging and why.
(Extensions: [Gravity Earth/Human Image](#) , [NASA's Gravity Page](#))

Look back at the Climb On! book cover and reflect again:

Would it be challenging to climb something so high? Fun? Peaceful? Discuss.



During Reading

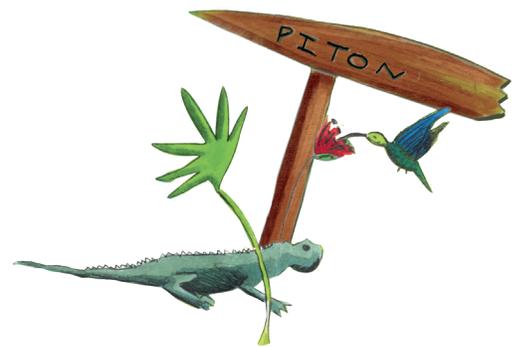
Curricular Connections

- Use illustrations and details in a story to describe its characters, setting, or events
- Ask and answer questions about key details in a text
- Ask and answer questions about unknown words in a text
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Use sentence-level context as a clue to the meaning of a word or a phrase

Locate the “Piton” sign and steps on the end papers of *Climb On!* (page 2/3)

Guided discussion:

- Where is the sign pointing?
- What do you think a Piton could be?
- Does the landscape resemble the one outside your window?
- How is it the same or different?
(E.g. Vegetation, high incline, vs. neighborhood, etc.)
- How would you feel if you were standing in this scene?
- How do you feel when you are outside?
- Where do you feel nature is most beautiful?
- Where do you think this story takes place?



I Spy Animals

As you read, ask students to raise their hands when they see new animals. Make a list of the animals they see to use after reading concludes.

(Animals found in this story include: Goats, cows, parrots & other tropical birds, hummingbirds, iguana, gecko, caterpillar, mongoose, agouti, maniocu (opossum))





Language has Power- The WOW Factor of Language

Did you know that Creole words are a mixture of different languages? Creole is different from place to place! In St. Lucia, Creole is a mixture of French and West African languages, as well as English and Carib.

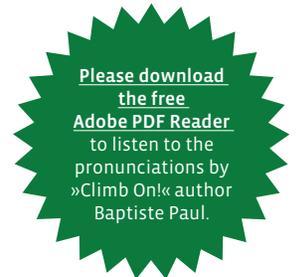
The Creole words below are featured in the text of our story, and come directly from the Creole language as spoken in the Pitons area of St. Lucia. Have a WOW moment with Creole language by infusing these words into your conversations.



Creole Words

English

Anlé	(anh-LEH)	Up
Annou ale!	(an-oo-ah-LAY)	Off we go! Let's go!
Bwe	(BWEH)	Drink
Chonjé	(shoh-ZHAY)	Remember
Dwèt	(DWETT)	Right
Fé vit!	(FAIR VEET)	Hurry up!
Futbol	(FUT-boll)	Soccer
Gadé	(gar-DAY)	Look
Góch	(GOSH)	Left
Hadi	(hay-DEE)	Pull
Lanmén	(La-MAEH)	Hand
Manjé	(mah-ZHAY)	Eat, snack, food
Mouté	(moo-TAY)	Climb on, climb
Mwen las	(MWAY LAHSS)	I'm tired.
Pawe?	(PAH-way)	Ready?



Other Vocabulary

Summit (p.6/7)

The highest point on a hill or mountain.

Which two words on this page are context clues? (tippy-top)

First Aid Kit (p.8/9)

To give first aid means to provide medical help. Why would they need to pack a first aid kit for their hike? What might be included in a first aid kit?

Courage (p.8/9)

Strength in the face of pain or grief. Why might they need courage to hike up the Pitons?

Canopy (p.10/11)

The highest branches of the trees form a continuous layer of shade and protection, similar to an umbrella. How is the canopy helpful as they hike?

Vine (p.12/13)

A long trailing stem from a plant; usually strong and can be woody. Which plants do you know of that have vines?

Mosaic (p.22/23)

A colorful and varied pattern. Study the artwork on this page. What is the colorful pattern composed of? How is the vegetation mosaic, also?



After Reading

Curricular Connections

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- Determine a theme from details in a text
- Develop a model to represent the shapes of landforms
- Enhance global and culturally competent citizenship
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
- Identify a map as a model
- Locate landforms and bodies of water on a map

Pace Yourself with WOW Language

In the story, positive language is used to keep the characters moving toward their goal as they climb the Piton. **“Step-Breathe-Sweat!”** is repeated. There’s an all-around self-awareness in this language.

How does this language tie into the underlying theme of the story? (Theme: Perseverance)

Think about something that is hard for you. State your obstacle.

Create a simple three-word mantra, similar to **“Step-Breathe-Sweat.”**

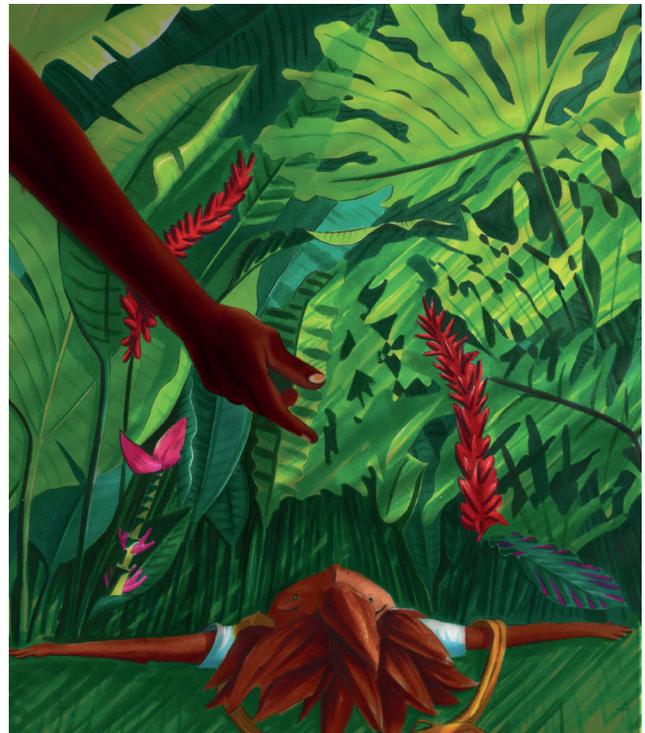
Which three steps will you use to make it past your obstacle?

Here are some words to get you started:

- Think
- Breathe
- Calm
- Clear
- Reset
- Stay
- Look
- Pause
- Envision
- Visualize

Example: Reading is hard for me—
“Pause-Think-Read.”

**Let this be your new mantra,
or motivating chant!**

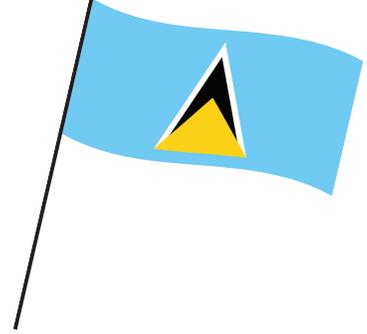


Mantra Flag

Now that you have your three words, it's time to turn them into a flag!

Flags carry a lot of meaning. For example, let's look at St. Lucia's flag. *(Remember, the setting for this story is St. Lucia.)*

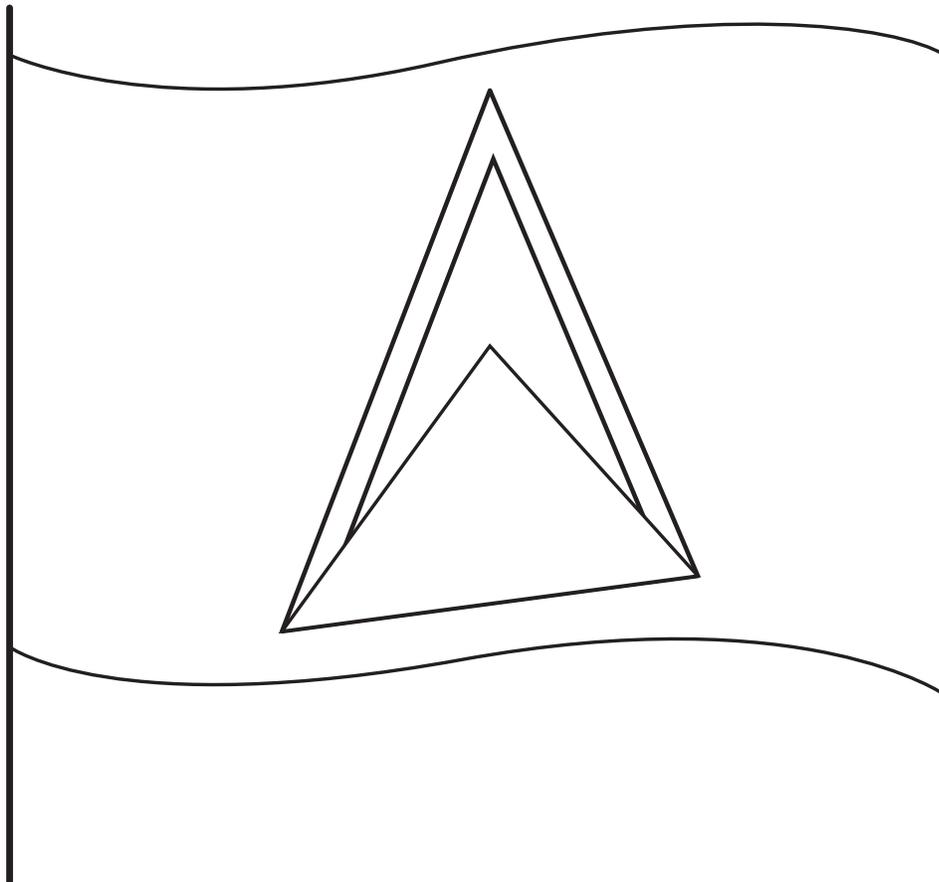
St. Lucia adopted a new flag after becoming independent from the British in 1967.



Did you know the two triangles represent **the Pitons**?

The black and white colors represent the harmony established by the people who live on the island. The yellow stands for sunshine and prosperity.

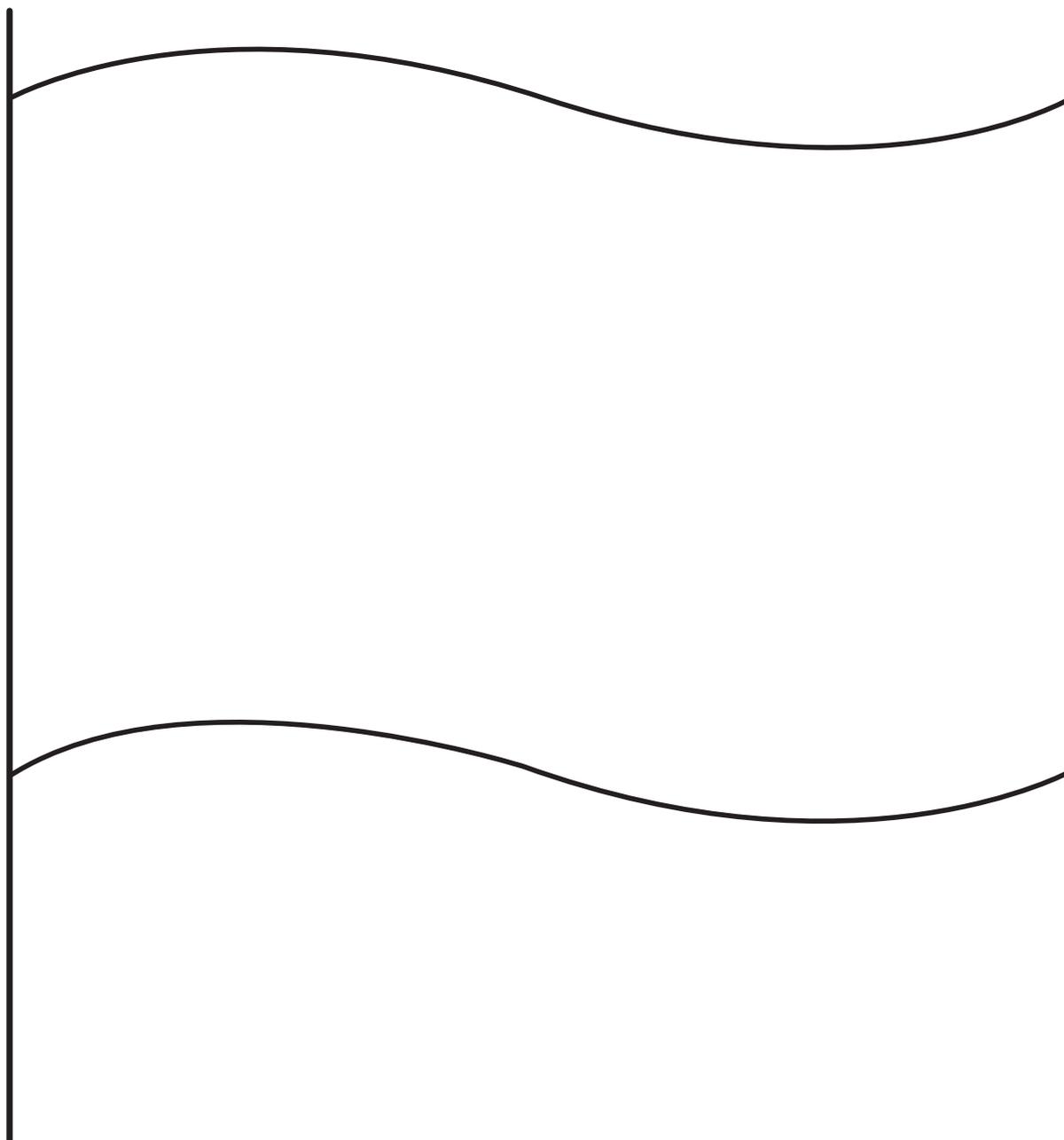
In other words, the flag's three-word mantra could be **connect-love-grow!**





Mantra Flag Template

What will your flag look like? The colors you choose should have meaning. Even the background blue color of the St. Lucian flag represents the sky and sea. Use the template below to create your design! Include your mantra words, as well!



What are the Pitons?

The Pitons are located in St. Lucia. They are considered its most famous landmark.

Gros Piton is 2,530 ft high.

Petit Piton is 2,438 ft high.

That's about 175 schools (or houses) stacked on top of each other!

For a photographic view of **The Pitons**, visit stlucia.org.



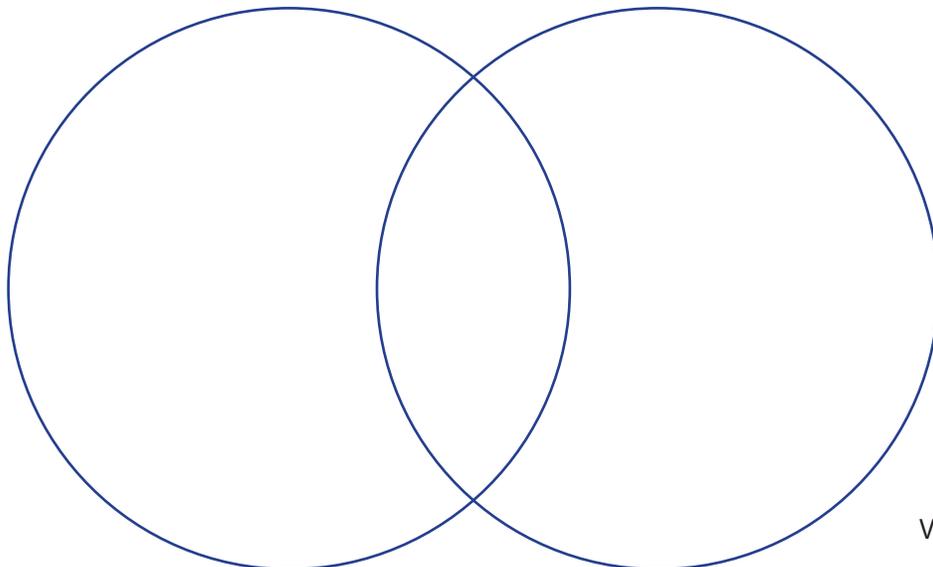
Where did The Pitons come from?

It's hard to imagine that these beautiful landforms were not always part of the landscape. **The Pitons** consist of two peaks, or volcanic plugs. They formed when magma erupted and hardened in an active volcano vent about 200,000-300,000 years ago!

To understand how **The Pitons** formed, let's imagine a volcano (Learn Bright video resource). (Additional [Time for Kids print](#) resource.)

Animal Comparison

Look back at the list of animals you found while reading. How does this compare to the animals you see in nature around your house or at a park near you?



Venn Diagram



Facing Challenges with WOW Brain Power

When something is hard, it's natural to wonder if you'll ever reach your goal. On page 10-11 of our *Climb On!* story, Dad stumbles over the rocks and encounters a swarm of bugs. He thinks about turning back toward home. When he sees his daughter's will to keep going, he climbs on. Look at the pictures on pages 12-13. (Dad stretches, takes a break, etc.)

What could Dad tell himself to keep going?

(Possible answers: "I can do this if I take a break." "I can do this if I stretch.")
Give it a try! Think of something that is hard for you. What's your goal?

How will you use positive self-talk when your brain says:

"I am no good at this." Replace it with: **"I'll get better if I keep trying."**

"I will never learn how." Replace it with: **"I will learn one step at a time."**

"I can't go on." Replace it with: **"I can take a break, then try again."**

Dialogue/Point of View

This story is told in all dialogue. That means someone is always speaking.
Display *Climb On!* (p. 6) and reread it aloud:

"Morning, Dad!"

"Morning!"

"It's a great day for watching futbol."

How can we tell who is speaking? Which words help us identify the speaker in the first line?

How did you identify the speaker in the second and third lines? What did you think about?

Which character encourages the forward-moving action of the story?
How do the child and Dad experience role reversal?

Distribute the Reader's Theater script. Allow students to work in groups to decode who is speaking each line throughout the story and pronounce the Creole words using the pronunciation guide. Then, assign partners to work on the Reader's Theater together. Model how to use expression and intonation, and use the pronunciation guide for the Creole words.

Climb On Reader's Theater Script

Adapted from *Climb On!* by Baptiste Paul
 Script based on *Climb On!* book by Baptiste Paul. Adapted for independent readers.
 Illustrated by Jacqueline Alcantara

Character	Student Playing the Character
Child	
Dad	

To start: label the character for each quote.

Then, highlight your lines before practicing.

Prop suggestions: A map/list for Dad, water bottle, first aid kit, camera, snacks.

Costumes: Backpacks for both, a bucket hat for the child.

[Child approaches Dad who is laying on couch.]

____: Morning, Dad!

____: Morning! It's a great day for watching futbol!

____: No, Dad! We're going on a hike. Remember?

____: To the tippy top of The Pitons?

____: It's called the summit, Dad!

____: Pawe? Ready to go?

[Dad checks his list and map.]

____: Wait! We need water, snacks, first aid, and the camera.

____: And courage, too! Annou ale!





[Child and Dad climb]

____: The big stone steps are steep, Dad! Be careful!

____: Are we there yet? I am out of breath!

____: We'll get there, Dad. Step, breathe, sweat. Keep going!

____: Right or left?

____: Both! Dwèt and góch.

____: It's hot!

____: It's okay. We are shaded by the canopy. Step-breathe-sweat.

[Dad smacks at bugs that lands on him and buzz his face.]

____: So many bugs! Should we turn back?

____: No way! Mouté. Climb on.

____: Do we have to go up this ladder? Hold on tight!

[They climb the ladder with the child first.]

____: It's the only way to the summit, Dad! We're almost halfway!

____: Only halfway?! It burns! Step, breathe, sweat.

____: Let's take a quick break.

[They drink and snack.]

____: Bwe. Manjé.

____: Look! A caterpillar! Mouté! Climb on!

[They climb higher.]

____: Be careful! The rocks look slippery from the rain!

____: Uh-ohhhh! Oof! Ow.

[The child slips and falls. Dad hurries to her side.]

____: You okay?

____: It hurts a little, but I'm fine. What's that?

[They push the plants aside and peek through to see the view.]

____: Wow, the town! Way down there!

____: I'm tired. Carry me?

[Dad carries the child on piggy back.]

____: Mouté! Climb on. Anlé anlé anlé! Up up up we go!

____: It's steep!

BOTH: Step, breath, sweat! We're here! WOW!

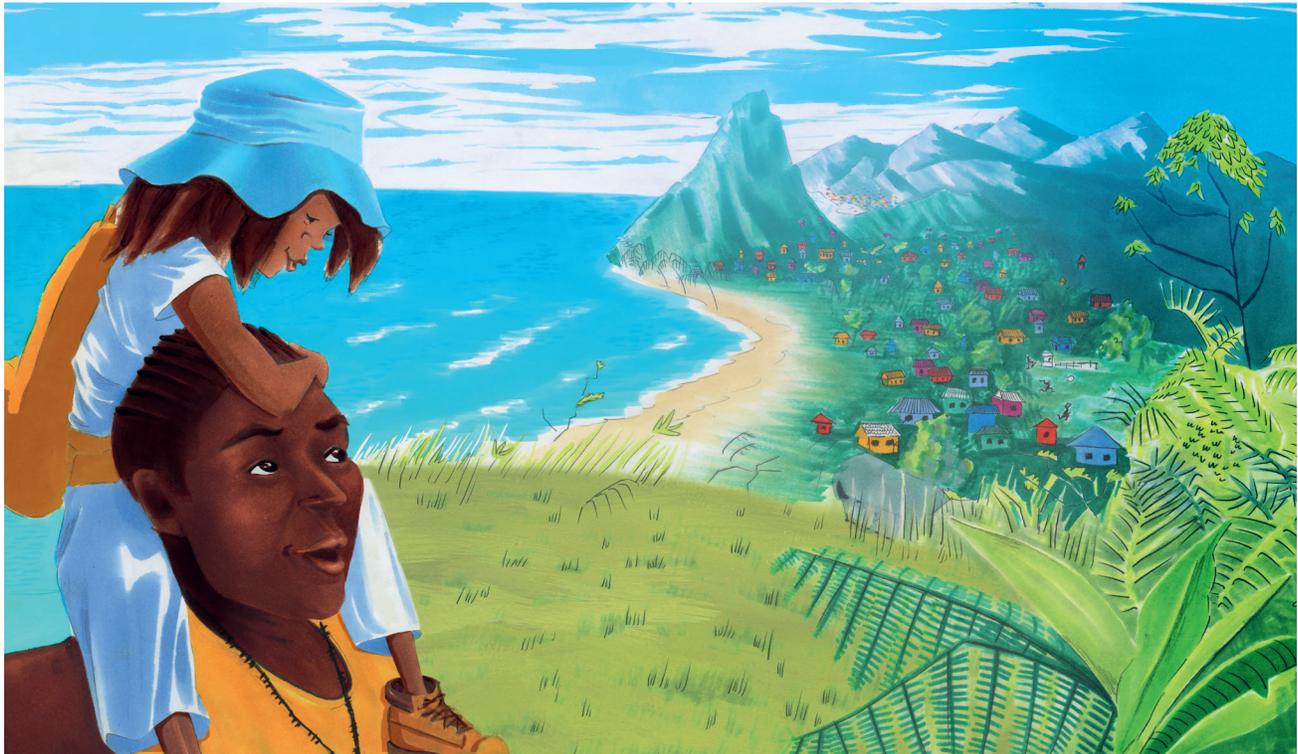
____: Get the camera, Dad!

____: Can't find it. Chonjé. Remember.

[They pretend to take pictures.]

____: Ready to go back down?

____: No way! *[They laugh.]*



(NorthSouth Books grants non-exclusive performance rights. Broadcasting the performance is not allowed.)



Reconnecting with our Outdoor Spaces

Taking time to connect with nature is one of the greatest WOW moments you can give yourself. Are you aware of the great outdoor spaces available near your community? Will you be the voice in your family to promote outdoor wellness? Take the Great Outdoor Challenge to reclaim your outdoor space! Celebrate outside when you get a bingo. Then, make new goals and mark your progress on the mountain below. Enjoy your new time connecting with nature and people!

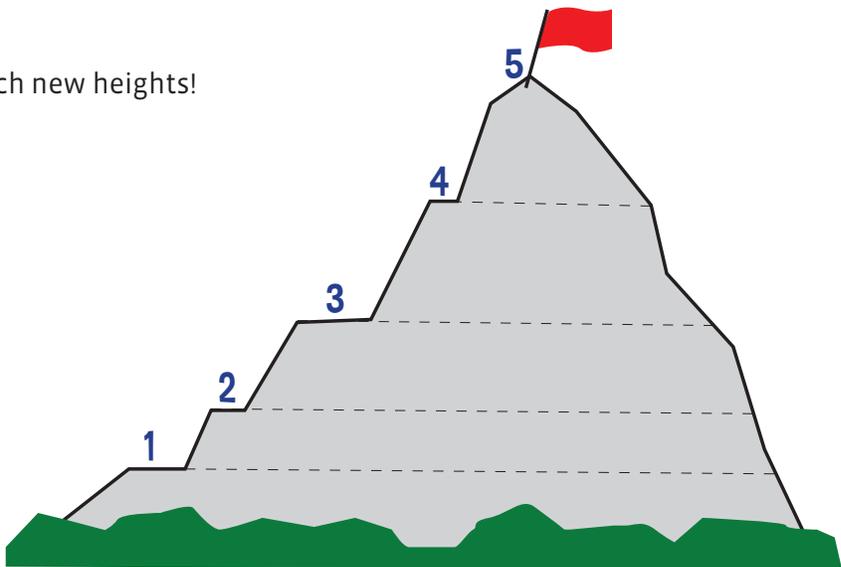
The Great Outdoor Challenge

Research parks and trails in your area.	Research hills or mountains within driving distance.	Create a weekly schedule for outdoor time.	Create invitations for family or neighbors to join your outdoor time.
Brainstorm activities that you can do outside at home.	Create neighborhood safe spaces outdoors. Then, create a map and share with kids in your neighborhood.	Go outside to draw a nature scene. Draw the same scene from a different angle each day.	Unite with neighbors to clean up yard spaces together.
Create and tend to a garden	Visit a new outdoor destination for a hike or picnic. Use a compass app to identify which direction you move.	Observe different birds or animals outside at a park vs. neighborhood.	Unite volunteers to clean up a neighborhood park or a vacant lot.

Goal Mountain

Draw yourself on the mountain every time you complete a new activity!

Move up the mountain as you reach new heights!



WOW Art inspired by the Pitons

Make your own mosaic masterpiece, choosing one of these techniques:

Pointillism is an art technique that uses tiny dots to compose an illusion of a larger image. Use the linked video as a warm-up.

Mosaic art uses closely set small pieces to compose a larger design. Use the linked video to see paper mosaics in action.

Choose your Scene

Refer back to the Climb On! story.

Will you make The Piton (p.2/3)?

OR

The summit view of the town (p.22/23)?

Possible Materials

- Pencil
- Varied shades of markers, colored pencils, crayons, or chalk (pointillism)
- Beans (mosaics)
- Precut construction or tissue paper shapes (mosaics)
(For extra challenge, allow students to cut the colored shapes.)
- Traced pattern blocks (mosaics)
- Piton template (p.16 of this guide)

Extension

Build **The Pitons** (or the summit view) with LEGO or another interactive technology such as [Google Draw](#).

Photo References

Artists use other pictures and art as references to help them research and create more accurately. Refer to [Google images](#) for photographic references of **The Pitons**.

Start by drawing an outline of **The Pitons**.

(To scaffold this activity, use the Piton template on the next page.)



Piton Template

