



TeachersFirst READING TREKS

Every Single Second

Teacher Guide

Access Reading
Trek Map

Grade Level & Content Areas

Ages: 10+

Grades: 3–7 (independent)

Reading Level: 3rd grade

Lexile Measure: HL580L

Guided Reading Level: O

Developmental Reading

Assessment (DRA): 31

Content Areas: English/language arts, reading, literature, social studies.

Synopsis of Book

In this novel by Tricia Springstubb, Nella and her best friend, Clem, seek a perfect, memorable way to capture the leap second—an extra second that is sometimes added to the world clock. The novel captures twelve-year-old Nella's emotions and expectations as she encounters the struggles of growing up in a large family, the revelation of a tragic family secret, controversial ethnic mindsets within her community, the dynamics of changing relationships and their reconciliations, and the death of a stranger at the hands of her friend Anthony. This text realistically portrays a veteran's struggle with Post-Traumatic Stress Disorder (PTSD) and its impact on his family and community and openly shares controversial beliefs and prejudices that influence the characters as they work through adversity and catastrophes. As with Springstubb's other works, hope endures, and Nella learns the importance of every single second.

Standards

Common Core State Standards for K–5

Reading: Literature

- Key Ideas and Details

Speaking and Listening

- Comprehension and Collaboration

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

Common Core State Standards for 6–12

Reading: Literature

- Key Ideas and Details

Speaking and Listening

- Comprehension and Collaboration

Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

National Curriculum Standards for Social Studies

- Theme 1: CULTURE
- Theme 2: TIME, CONTINUITY, AND CHANGE
- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS
- Theme 4: INDIVIDUAL DEVELOPMENT AND IDENTITY
- Theme 6: POWER, AUTHORITY, AND GOVERNANCE

National Core Arts Standards for Visual Arts

- CREATING
- RESPONDING

Using a TeachersFirst® Reading Trek to Explore This Book

TeachersFirst Reading Treks create a virtual field trip of resources about a piece of literature or a text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to the contents of a book.

TeachersFirst has done the hard work for you! Use the activities in this teacher guide and the accompanying [Reading Trek map](#) as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Using This Reading Trek in Class

Below is a list of ideas for how to use this Reading Trek in your educational setting.

Working with the Map:

1. Introduce the book to the whole class by displaying the [Reading Trek map](#) on an interactive whiteboard and highlighting its various layers.
2. Create a timeline of friendships using Preceden ([TeachersFirst review](#)). For younger students, try Canva's Timeline Infographic Templates ([TeachersFirst review](#)).
3. Discuss the positive and negative consequences of both appropriate and inappropriate actions. Include conversations regarding gray areas. Use WordClouds ([TeachersFirst review](#)) to create two different word clouds containing student

suggestions of consequences for appropriate and inappropriate actions. Another option is Poll Everywhere ([TeachersFirst review](#)), where students can anonymously suggest ideas that are used to create the word cloud.

4. Visit illustrator [Diana Sudyka's collection of natural history paintings](#) with the class. Compare these with her [folk art paintings](#). Have students choose one from each category and compose a written response or create a graphic organizer using 2 and 3 Circle Interactive Venn Diagrams ([TeachersFirst review](#)).
5. Discuss what it means to be an American after taking a [virtual field trip to Ellis Island](#).
6. Take a virtual field trip/walking tour to some of these Little Italy communities around the United States:

- [Walking Tour of Little Italy - New York](#)
- [New York City's Little Italy - The Suzy Guides](#)
- [Tour of Little Italy - New York City](#)
- [Little Italy Mott Street Exploration - Then and Now](#)
- [Little Italy - Baltimore](#)
- [Little Italy - Chicago](#)

7. Research Italy and the characteristics of Italian culture, then find the country on a world map. Plot the Little Italys in Baltimore, Chicago, New York and other cities on a US map. For a virtual option, plot the locations using Google My Maps ([TeachersFirst review](#)).

Extension Activities:

1. Make lemon Italian ice (or granita) similar to what Terraci's would have served and enjoy it the following day. Boil 4 cups of water with 1 cup of granulated sugar to create a syrup. While the solution is cooking, zest 2 lemons to yield 1 tablespoon lemon zest with no pith, and juice 5 lemons to yield $\frac{3}{4}$ cup fresh lemon juice (not bottled). Then add the lemon zest and juice to the solution when the sugar is completely dissolved. Pour into a shallow metal dish. Freeze for 1 hour, then stir with a fork. Repeat the freezing and stirring process until all of the solution is frozen, but not completely solid. To serve, drag a large metal spoon across the surface and place it in small cups.
2. Contact the Public Affairs Office at a nearby veterans hospital to learn the procedure for having students send handwritten notes of encouragement to disabled service members. For a digital option, students can create an online project at Printing Press ([TeachersFirst review](#)). Be sure to discuss PTSD with the class before this assignment and collect notes in unsealed envelopes for distribution.
3. Sketch a statue that might be found in an old cemetery or sculpt one from clay; consider using Google Drawings ([TeachersFirst review](#)). This activity could be done in conjunction with the art teacher. Write a statement or collection of statements of what the statue might say if it could.
4. Have a class discussion about what constitutes an emergency, when and how to call for help, the importance of taking it seriously, and why students shouldn't play around when it comes to using 911 and emergency resources.
5. Talk about leap year, the rotation of the Earth, how often we add a second to the clock or a day to the calendar, and why these things happen. Research cultural celebrations or

traditions related to the calendar and the changes it undergoes.

6. Have students think about the friendships they have. Ask each student to list qualities they think a good friend possesses. Make a class list of these qualities using a tool such as Padlet ([TeachersFirst review](#)). Have each student write a short thank-you note to a

friend. Students can create online thank-you notes using Microsoft Designer ([TeachersFirst review](#)).

7. Make a Venn Diagram comparing Clem and Nella using Canva's Venn Diagram Creator ([TeachersFirst review](#)). How were they alike? Different? Then have students make one comparing themselves to a close friend.

Helpful Resources

From TeachersFirst:

- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Building Background Knowledge with Reading Treks](#)
- [OK2Ask: No Passport Required: Cross-Curricular Learning Journeys with Google My Maps](#)

Other Resources:

- [Tricia Springstubb](#) and her [discussion guide](#) for the text
- [Diana Sudyka](#)