



TeachersFirst **READING TREKS**

Every Single Second

[TeachersFirst Reading Treks Link](#)

Synopsis of Book

Tricia Springstubb communicates the array of emotions and expectations of twelve-year-old Nella as she encounters the struggles of growing up in a large family, the revelation of a tragic family secret, controversial ethnic mindsets within communities, the dynamics of changing relationships and their reconciliations, and the death of a stranger at the hands of a friend. This text realistically portrays a veteran's struggle with PTSD and its impact on his family and ultimately the community. Controversial beliefs and prejudices are openly shared as the story's characters work through adversity and catastrophes. Through all of this, Nella and best friend, Clem, seek the perfect way to capture the "leap second" in the most memorable way. In the end, as with Mrs. Springstubb's other works, hope endures, and Nella learns the importance of every single second.

Using a TeachersFirst Reading Trek to Explore This Book

TeachersFirst Reading Treks are a way of creating a virtual field trip of resources about a piece of literature or 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 a book.

TeachersFirst has done the hard work for you! Use the activities in this Instructional Guide and the accompanying Reading Trek 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!

Grade Level & Content Areas

Grades 4-8 (or ages 10+) English/language arts, English, reading, literatures, social studies. RL = 5.3, AR = 4.2, Lexile =HL580L.

Common Core State Standards for K-6 and MS/HS

Reading

- **Literature** (key ideas and details and craft and structure)

Writing

- **Text Types and Purposes** (claims and support)
- **Research** (to build and present knowledge)

Speaking and Listening

- **Comprehension and Collaboration** (collaborative discussions)

ISTE: Student Standards

- (1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- (3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- (6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

National Curriculum Standards for Social Studies

- **Theme: CULTURE**
- **Theme: TIME, CONTINUITY, AND CHANGE**
- **Theme: PEOPLE, PLACES, AND ENVIRONMENT**
- **Theme: INDIVIDUAL DEVELOPMENT AND IDENTITY**
- **Theme: POWER, AUTHORITY, AND GOVERNANCE**

National Core Arts Standards for Visual Arts

- **CREATING**
- **RESPONDING**

Using the Reading Trek in Class

This title has connections to culture, and people, places, and environment; additionally, this text has history connections in the realm of time, continuity, and change.

1. Introduce the book to the whole class on an interactive whiteboard using the Reading Trek map, and highlighting the various layers.

2. Create a Timeline of Friends using [Preceden \(TeachersFirst review\)](#), or [History in Motion](#) for older students ([TeachersFirst review](#)), or [Timeline Maker](#) for younger students ([TeachersFirst review](#)).
3. Discuss consequences of actions, both appropriate/good and inappropriate/bad. Include conversations regarding gray areas. Create two different word clouds of consequences, using [WordClouds \(TeachersFirst review\)](#) as students offer suggestions, to represent the consequences for appropriate and inappropriate actions. Another option would be [Poll Everywhere \(TeachersFirst review\)](#) where students can suggest their ideas anonymously and the word cloud appears.
4. Visit illustrator [Diana Sudyka's collection of natural history paintings](#) with the class. Compare these with her [folk art paintings](#). Students could choose one from each category to compose a written response or create a graphic organizer using [Venn Diagram Maker \(TeachersFirst review\)](#).
5. Discuss what it means to be an American. Take a [Virtual Field Trip to Ellis Island](#) (31 minutes) ([TeachersFirst review](#)).

Additional Activities

1. As a part of recess or in conjunction with the physical education class, play Bocce Ball, researching the rules and materials needed.
2. Make Lemon Italian Ice (or Granita), such as Terraci's would have served, as a class and enjoy it the following day. Boil together 4 cups of water with 1 cup granulated sugar; while the water sugar solution is cooking, zest 2 lemons to yield 1 Tablespoon lemon zest with no pith; juice 5 lemons to yield $\frac{3}{4}$ cup fresh lemon juice (not bottled) and add the juice and zest to the completely dissolved sugar solution. Pour into a shallow dish, preferably metal. Freeze for 1 hour and then stir with a fork. Repeat the freezing and stirring until the all of the solution is frozen, but not completely solid. To serve, drag a large metal spoon across the surface and place in small cups.
3. Contact the Public Affairs Office at a nearby veteran's hospital regarding the procedure for students to hand write notes of encouragement to disabled service members. Be certain to discuss PTSD with the class prior to this assignment and collect notes for distribution in unsealed envelopes.
4. Sketch a statue that might be found in an old cemetery or sculpt one from clay. This activity could be in conjunction with the art teacher. Write a statement or collection of statements that the statue might say if it could.
5. Take a virtual field trip/walking tour to some of the Little Italy communities around the United States.
 - a. [Walking Tour of Little Italy - New York](#)
 - b. [New York City's Little Italy - The Suzy Guides](#)
 - c. [Tour of Little Italy - New York City](#)
 - d. [Little Italy Mott Street Exploration - Then and Now](#)
 - e. [Little Italy - Baltimore](#)
 - f. [Little Italy - Chicago](#)

Helpful Resources

- [Tricia Springstubb](#) and her [Discussion Guide](#) for the text
- [Diana Sudyka](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Google MANIA - Google Maps: Make Learning a Journey with Reading Treks](#)