

Teacher's Guide

Pre-K to 2nd Grade

By: Tyler White and Erin Morris
Version 1.0

For questions, comments, or suggestions related to this guide, please contact Erin Morris at erin@samthesoldier.com. We are always trying to improve these materials to provide teachers what they need and therefore we welcome your contact!



Who is Sam the Soldier?

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TYLER'S BIOGRAPHY

Tyler White is an elementary school teacher in North Carolina and was a significant contributor to the writing of *Who Is Sam the Soldier?*. Tyler graduated 2008 Arizona State University with a Bachelor of Arts in Early Childhood Education. Tyler has taught for twelve years with experience teaching in Pre-K, Kindergarten, 1st grade, 2nd grade, and 3rd grade. Additionally, Tyler is a Teacher Mentor and a Technology Leader in her school district. In her free time, Tyler volunteers as an instructor and teacher advisor to the student-run newspaper she established at her elementary school. Tyler also enjoys spending time with her family as well as crafting pieces of art.

ERIN'S BIOGRAPHY

Erin Morris is an Army veteran and former Major in the United States Army Judge Advocate General's Corps. She spent nine years in the Army and deployed to Afghanistan in 2013 with the 101st Airborne Division. Since leaving the Army, Erin continues to practice law in Colorado where she lives with her husband, also an Army veteran, and her family. In her free time, Erin volunteers to support veterans through various outreaches and is the legal advisor to a veteran-support non-profit in Texas. Erin also enjoys traveling and adventuring in the great outdoors.



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INTERACTIVE READ ALOUD

Before you read:

Tasks:	Discussions:	Activities:
<p>Look at the cover and read the title.</p> <p>Do a picture/word walk. Skim through the book and identify words that might be unfamiliar to students and define them.</p>	<p>KWL: What do you know about soldiers and/or the US Army? What do you want to know about soldiers? What are you wondering about soldiers as you look at the cover?</p>	<p>Start a class KWL chart.</p>

During the reading:

Tasks:	Discussions:	Activities:
<p>Periodically stop on a page and discuss details, topics and themes from the page.</p>	<p>P. 3 Do you know a soldier?</p> <p>P. 5 What is this part mostly about? How do you know? How does the illustration help you understand diversity?</p> <p>P. 7 What rank is Sam Smith? How do you know?</p> <p>P. 9 What symbol shows Sam's a Private First Class? How do you know?</p> <p>P.11 If you see a soldier in uniform, what are some things you could ask?</p> <p>P. 12-13 What kinds of jobs could you have in the army? What do you want to be when you grow up?</p> <p>P. 17 Why is it important for soldiers to stay healthy and strong? What do you do to stay healthy?</p>	<p>None.</p>



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	<p>P.21 Why do you think his battalion works out together? Why is teamwork so important in the army? Is teamwork important at school? How can teamwork help you in your life?</p> <p>P. 22 Does the DFAC remind you of anything?</p> <p>P. 25 Is Sam's life in the army similar to yours? Does he do anything like you and your friends?</p> <p>P. 27 How are soldiers like other community helpers? What makes you think that?</p> <p>P. 29 Have you ever had an argument with someone? How did you talk through it?</p> <p>P. 31 Who do think are in Sam's family? Is Sam's family like yours? How?</p>	
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After you read:

<p>Tasks:</p> <p>Have students retell parts of the story.</p>	<p>Discussions:</p> <p>What was the most interesting fact you learned from this book?</p> <p>Ask questions about what they learned to further understanding.</p>	<p>Activities:</p> <p>Complete class KWL chart.</p> <p>Complete Text Connections.</p> <p>Complete Main Idea.</p> <p>Complete Character Traits.</p> <p>Complete Determining Importance.</p>
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VOCABULARY

Diverse - (adj.) having a lot of differences

Religion - (n.) a system of beliefs, faith, and/or worship, typically surrounding a god or gods.

Ethnicity - (n.) belonging to a group based on cultural traditions.

Race - (n.) a characterization of a person based on the way he or she looks.

Rank - (n.) a position within an organization. Different ranks are designated as being one on top of the other.

Achievement - (n.) something done successfully after some effort.

Competition - (n.) a contest between two or more people.

Physical Training (PT) - (n.) exercise.

Formation - (n.) an arrangement of soldiers.

Salute - (v.) a gesture used to show respect by a soldier.

Boss - (n.) the person in charge of an employee; a person under whom someone works.

Company - (n.) a designated group of about 100 to 250 soldiers.

Battalion - (n.) a group that typically consists of 4 to 6 companies.

DFAC - (n.) dining facility; cafeteria.

Barracks - (n.) a group of rooms where soldiers live similar to a hotel or dorm.

Supplies - (n.) resources that people need.

First Aid - (n.) medical treatment for an injured person.






Agreement - (n.) resolution of a different opinions.



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ADDITIONAL POINTS OF INTEREST

 Pages 2-3	<p>-The flag on Sam's right shoulder appears backwards. However, it is actually correct. Imagine holding a flag while running forward: the side with the stars is connected to the flagpole so when you are running "toward the fight", the flag appears backwards.</p>
 Pages 4-5	<p>-There are many interesting people in this picture. However, the one who is most distinct is "Captain Singh" who is the person fifth from the right with the beard and turban. Captain Singh is a Sikh and as presented in this picture, was granted an exception to the grooming standards based on his religious beliefs.</p>
 Page 6	<p>-Sam stands here in a position called "parade rest". It is more relaxed than the position of "attention" but more rigid than the position of "at ease".</p>
 Page 7	<p>-When soldiers of the same rank stand and speak to one another, their posture is usually relaxed. In this picture, the female soldier and Sam are the same rank. However, the male soldier, Specialist Moore, is more senior than Sam so Sam's posture is closer to the position of attention.</p>
 Page 8	<p>-For a private first class to be shaking hands with a 1-star general in their dress uniforms, Sam must have done something very good. Most private first classes do not interact personally with a general officer.</p>



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Page 9

-The enlisted soldier's uniform is distinguishable from the officer's uniform in a few, very noticeable ways: 1. the shoulders of the enlisted soldier's uniform do not have rank while the officer's uniform does have "shoulder-boards" which indicate the officer's rank; 2. the enlisted soldier's uniform has the rank on the upper sleeve while the officer's uniform has nothing on the upper sleeve; and 3. the enlisted soldier's uniform has gold-colored metal disks on the upper lapel showing "US" on the right side and the soldier's branch on the left side: the officer's uniform gives the same information but with differently styled metal pins.



Page 10

-Ribbons are put in a specific order based on what the ribbons represent.
 -Sam has 4 ribbons: Army Achievement Medal, National Defense Service Medal, Global War on Terrorism Service Medal, and the Army Service Ribbon.
 -Sam also has two badges: Expert Marksmanship Qualification Badge (Rifle) and Driver and Mechanic Badge (Mechanic).



Page 11

-Veterans are allowed to wear their dress uniforms, even after they leave the service, on certain occasions.
 -You can tell the veteran on the left is a Korean War veteran because of the blue and white striped ribbon on his ribbon rack in addition to the Republic of Korea Presidential Unit Citation ribbon located above his name plate.
 - You can tell the veteran on the right is a Vietnam War veteran because of the green, yellow, and red ribbon on his ribbon rack in addition to the Vietnam Presidential Unit Citation ribbon above his name plate.



Page 12

-Both men and women can be in the Infantry.
 -Army medics are often called "Doc" by the soldiers even though they are not actually doctors.



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Page 13

-To be a helicopter pilot in the Army, you must be a warrant officer or an officer.
 -Artillery cannons are often referred to as "guns" in the Army while rifles are often referred to as "weapons".



Pages 14-15

-Sam is working on the engine of a HMMWV (pronounced hum-vee) which stands for High Mobility Multipurpose Wheeled Vehicle.



Page 16

- Single soldiers usually live in barracks rooms either alone or with another soldier as a roommate.



Page 17

-This is called "standing in formation". The person in the front of the group is holding the unit guidon which is a flag identifying the specific unit. The soldier holding the flag is called the guidon bearer.



Page 18

-Saluting the flag starts from the position of attention. Notice how the soldiers have their feet together, backs straight, and left arm down close by their sides in a fist-like position.



Page 19

-A company commander and a first sergeant are usually in charge of a company. The company commander is an officer and most often in the rank of captain. A typical captain has been in the Army 4-7 years. The first sergeant is an enlisted soldier and often in the rank of master sergeant. A typical master sergeant has been in the Army 14-18 years.



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Pages 20-21

-A battalion commander and a command sergeant major are usually in charge of a battalion. The battalion commander is an officer and most often in the rank of lieutenant colonel. A typical lieutenant colonel has been in the Army 14-18 years. The command sergeant major is an enlisted soldier and often in the rank of sergeant major. A typical sergeant major has been in the Army 16-22 years.



Page 22

-Soldiers do not wear headgear (hats) inside unless they are carrying a weapon in an official capacity such as a military police officer or while working as a cook.



Page 23

-Military and government vehicles are stored and maintained in "motor pools".



Pages 24-25

- Soldiers spend a lot of time together, much like a family.



Page 26

-Soldiers are just one type of community helper. There are many careers, whether inside the military or not, that provide opportunities for a person to help others.



Page 27

-Usually, the state's National Guard soldiers and units help out with natural disasters that occur within the United States and its territories. If the disaster is very large, such as Hurricane Katrina, the active duty units stationed at the bases nearby will assist the state's National Guard.



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Pages 28-29

-It is not unusual for soldiers to run into and interact with children on "the battlefield" when deployed.



Pages 30-31

-For every soldier that serves, there is an extended network of family and friends who are affected by his or her service. The support of a family is very important to a soldier.



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ACTIVITY - KWL

Before you read, list things you already (K)now about soldiers or the Army. Then list (W)hat you would like to know, or question you have. After you read, list some new things that you (L)earned from the story.

K	W	L



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ACTIVITY - TEXT CONNECTIONS

Is Sam's life like yours? How? Find specific examples of how Sam's life is similar to yours and explain the connection in the table below.

Specific Text	Self-Connection



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ACTIVITY - MAIN IDEA

Find the main idea of the text and list specific text evidence.

Main Idea:

List text evidence below:

-
-
-
-
-
-
-



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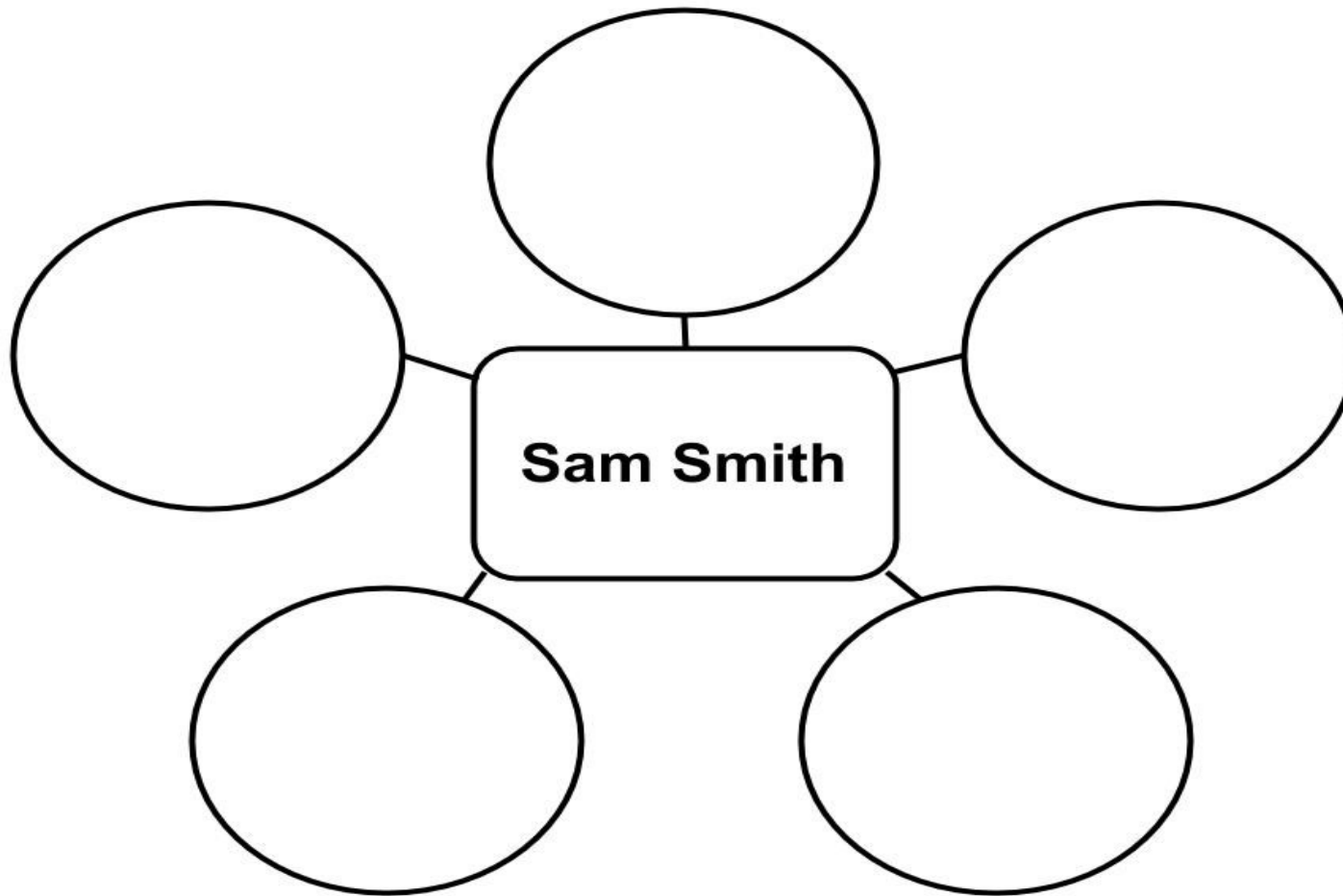
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ACTIVITY - CHARACTER TRAITS

Think about Sam Smith. What kind of character traits do you think he shows? How do you know? What kind of character traits do you think a soldier would have to have? How do you know? What evidence from the text tells you that?





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ACTIVITY - DETERMINING IMPORTANCE

List facts from the story:

What are 3 **BIG** ideas from the text?

#1

#2

#3