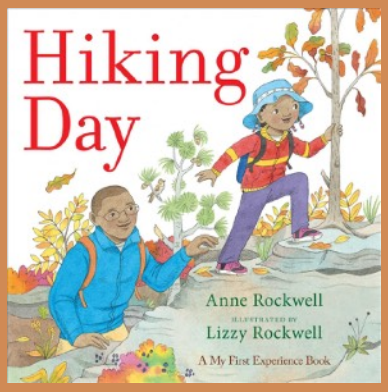

AUTHOR:
Anne Rockwell

ILLUSTRATOR:
Lizzy Rockwell

Follow a family on their hiking adventure up Hickory Hill. Can you spot the different animals they see?

Ages: 4 to 8 years

ATOS Reading Level: 2.7

Lexile: AD640L

ISBN: 9781481427388

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Hiking Day

What surprises will the family see on their hike?

Topics: time, distance, mapping, positional words

Activities To Do Together:

Use *Hiking Day* to explore time, following directions, mapping, and positional words.

Before reading, Hiking Day, with your child:

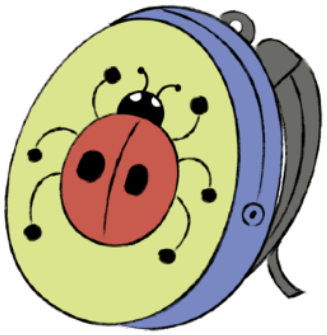
- Before going somewhere, look up directions with your child. Have fun drawing a map of your route.
- While outside or on a hike think about animals you may encounter. What clues would you look and listen for to indicate that animals are near by?

While reading the book, ask your child:

- What clues suggested that an animal was near by in the story?
- To use positional words to describe where the animals are in relation the the girl and her family.
- To compare the different sounds the animals make. Have they heard those animals before?

When you have finished reading the story try the following:

- While hiking, consider the distance you will be traveling. Do you have a way to keep track of how far you have traveled and how long you have been hiking? How can you use that information to predict what time you will finish? What influences the time it takes you to finish your hike? Does elevation affect the speed of your hiking? What other factors might impact how quickly you travel?
- While exploring outside, use positional words to talk about the location of different animals in relation to you and the things around you. Use words like up, down, inside, and below. For example, "The squirrel is *above* us and is *on top* of the branch.
- Explore the concept of time with your child. Figure out how long it takes to complete some of your daily activities. For example, how long does it take to travel to school in the morning?



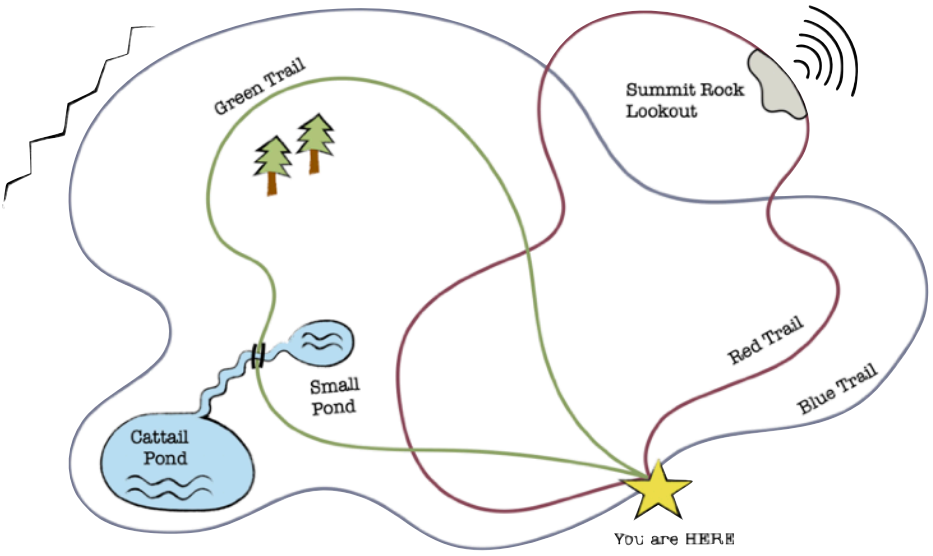
Questions for Mathematical Thinking:

1. Why is following directions an important skill? What are some examples of activities that require you to follow directions?
2. Why do you think it was important for the family to stay on the path?
3. How far away is one of your favorite destinations? How long does it take to get there?
4. In the story, what were some of the clues that an animal was near by?

Early Math Project Resources:

Visit Hiking Day Activities (earlymathca.org/hiking-day)

Follow this link or visit earlymathca.org/external-resources for additional online resources.



Vocabulary

Math words found in the story: across, away, below, bigger, down, fewer, fill, flat, higher, in, inside, louder, map, minutes, more, on, one, slowly, tall, top of, twenty, up

Related math words: compass, east, elevation gain, hours, north, seconds, sequence, south, west

Words to build reading comprehension: crunching, decided, favorite, furry, hickory, kneel, leaps, marker, porcupine, prickly, scurries, summit, surrounded, terrarium, trails, tree trunk, wonder, yuck

Related Books: *Just a Second* by Steve Jenkins

Click this link to the World Catalog or enter https://bit.ly/44dTj2n to find *Hiking Day* in the public library.

Math Connections: Use *Hiking Day* to explore time, following directions, mapping, and positional words.

Traveling is a great opportunity to expand your child's mathematical thinking, whether it is a quick trip to the grocery store, going to the park, a road trip, a bus ride, or going on a hike. The preparation for a trip or event allows for conversations about time, maps, positional words, and following directions. For example, go on a hike through a park, through your neighborhood, through a national park, or through other natural spaces. Consider the distance of the hike, environment, and route. How do you prepare for a hike? What might you have to consider?

While hiking, consider the distance you will be traveling. Do you have a way to keep track of how far you have traveled and how long you have been hiking? How can you use that information to predict what time you will finish? What influences the time it takes you to finish your hike? Does elevation affect the speed of your hiking? What other factors might impact how quickly you travel?

The story's family spotted different animals while they hiked. What clues suggested that an animal was near by? While outside or on a hike think about animals you may encounter. What clues would you look and listen for to indicate that animals are near by? Are there smells that indicate an animal is near by? Can you find animal tracks? What else may indicate an animal's presence?

While exploring outside, use positional words to talk about the location of different animals in relation to you and the things around you. Use words like up, down, inside, and below. For example, "The squirrel is *above* us and is *on top* of the branch."

Before going somewhere, look up directions with your child. Have fun drawing a map of your route. Review the directions together. Count the number of turns the directions say to take. Are there more left turns or right turns? Predict how long it takes to get to your destination. Before heading out make sure to start a timer to see how long it actually takes. Ask your child to compare their prediction with how long it actually took. As you travel to your location, ask your child to give you the directions.

Explore the concept of time with your child. Figure out how long it takes to complete some of your daily activities. For example, how long does it take to travel to school in the morning? Children can also explore how long it takes to do a favorite activity, like an obstacle course at a park or riding their bike around the block. Talk about ways people can measure time. When would it make more sense to time an activity by seconds? minutes? hours? What strategies or tools do people use to measure the passage of time?

Age Level	Related Preschool Foundations and CA State Standards
Preschool/ TK	**Geometry 2.0** Children begin to understand positions in space. **2.1** Identify positions of objects and people in space, such as in/on/ under, up/down, inside/outside, beside/ between, and in front/behind. **Mathematical Reasoning 1.0** Children use mathematical thinking to solve problems that arise in their everyday environment.
Kindergarten	**Mathematical Practice 1** Make sense of problems and persevere in solving them. **Mathematical Practice 4** Model with mathematics.
Grade 1	**Measurement and Data 1.MD.3** Tell and write time.
Grade 2	**Measurement and Data 2.MD.7** Work with time and money.
Grade 3	**Measurement and Data 3.MD.1** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.