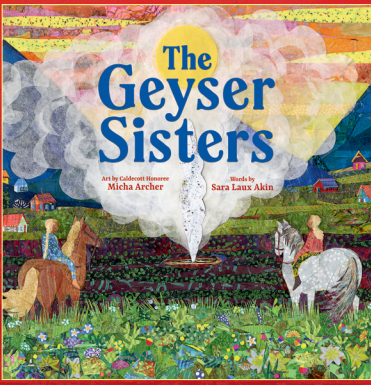




THE GEYSER SISTERS

Art by Caldecott Honoree
Micha Archer

Words by
Sara Laux Akin



TEACHING TIPS

Readers respond in multiple ways, including making connections to themselves, their families and communities, and their literacy experiences. They pursue their curiosity through discussion, inquiry, and self-expression. They may even change their attitudes and behaviors. This guide provides suggestions for supporting and extending students' authentic reading responses. Select activities that best meet the needs and interests of your students.

BEFORE READING: BUILDING BACKGROUND KNOWLEDGE

PREDICTIONS, THOUGHTS, AND REASONING

Before reading, share the front cover and endpapers with students. Invite them to study the title and illustrations closely. Encourage students to make predictions about the story and explain the reasoning behind their ideas. Ask:

- What do you think this story will be about?
- What clues do the title and illustrations provide about the story? What do you know about geysers?

BEFORE READING QUESTIONS

Invite students to discuss the following questions:

- Have you ever visited a special outdoor place?
- What was special about it?
- Why are some places in nature important to people?
- What shared spaces do we use in our school, classroom, or community?
- Why is it important to care for shared spaces?
- What are some ways we can show care and respect for shared spaces?
- Why is it important to care for the environment?
- What might happen if people do not take care of the environment?
- What responsibilities do people have when using shared natural resources?
- How can individual choices affect an entire community?

BUILDING KNOWLEDGE

Locate the Arctic Circle on a map. Encourage students to share their background knowledge about the Arctic Circle. Discuss the weather, landscape, and how people adapt to living in that environment.

Introduce the concept of natural resources and discuss why communities depend on them.

Share images of geysers and encourage students to make observations and ask questions.

VOCABULARY

Introduce and discuss the following words before reading:

- | | |
|-------------|------------------|
| • geyser | • environment |
| • village | • responsibility |
| • community | • consequence |
| • resource | • preserve |

DURING READING

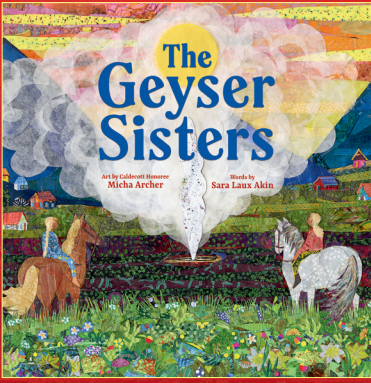
Pause periodically to encourage discussion and reflection. Invite students to consider:

- How do the sisters feel about the geyser?
- Why is the geyser important to them?
- Why is the geyser important to the island and villagers?
- What clues show that the sisters respect and care for nature?
- How do the illustrations help tell the story?
- What choices do the villagers make at the beginning of the story?
- How do those choices affect the community?
- How do the sisters feel about the villagers' actions?
- How do the sisters respond to the villagers' actions?

Encourage students to make predictions as the story unfolds. Ask:

- What do you think will happen when the villagers begin throwing garbage into the geyser?
- What clues from the story support your prediction?





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TEACHING TIPS

Invite students to identify examples of cause and effect throughout the story. Encourage students to discuss:

- What is the problem in the story?
- What causes the problem?
- How is the problem eventually resolved?

AFTER READING: REFLECTIONS

Invite students to discuss:

- Why was the geyser valuable to the community?
- How did the villagers' actions affect everyone?
- What role did the sisters play in the story?
- What lesson did the villagers learn?
- How does this story connect to caring for the environment today?

PERSONAL CONNECTIONS

Encourage students to reflect on their own experiences.

Consider:

- How would you feel if you were one of the sisters?
- Have you ever helped care for something that was important to your family, school, or community?
- What can you do to help protect shared spaces and natural resources?

EXPLORING THEMES

Discuss the themes of the story and invite students to find examples that support their thinking.

- Respect for nature
- Community responsibility
- Conservation
- Cause and effect

Encourage students to use both the text and illustrations to support their responses.

CURRICULUM CONNECTIONS:

SCIENCE

Invite students to investigate how geysers form and why they erupt. Encourage them to compare geysers with other

natural wonders such as volcanoes, waterfalls, or hot springs. Students can share their findings through a poster, drawing, or presentation.

SOCIAL STUDIES

Discuss the responsibilities communities have in caring for shared natural resources. Invite students to identify natural spaces in their own community and brainstorm ways citizens can help protect them.

LANGUAGE ARTS

Encourage students to explore point of view by writing a journal entry from the perspective of one of the sisters, a villager, or the geyser itself.

ART

Invite students to create a poster illustrating ways people can care for the environment or protect a natural resource in their community.

EXTENSION ACTIVITY

Invite students to identify a natural place or shared outdoor space that is important to them, their family, or their community. Encourage students to discuss why the place is special and how it benefits the people who use it.

Working individually or as a class, have students create a Community Care Plan that outlines ways to protect and care for the space. Students may share their ideas through writing, drawings, posters, or presentations.

ADDITIONAL RESOURCES FOR INTERDISCIPLINARY CONNECTIONS

Students' questions, paired with accessible resources, can support deeper inquiry and interdisciplinary connections. Partner with your school librarian, media specialist, or local public librarian to compile a list of websites, books, school library databases, organizations, and community experts that can extend students' learning.

These Teaching Tips were created by Hadeal Salamah, Children's Librarian.



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