

My World Series

Guided readers ~ Levels A–J Set

The *My World* reading series is a set of non-fiction books that are designed to help young children become enthusiastic and motivated readers. Each book is geared to a specific reading level and has colorful, child-friendly photos. All the books have great kid appeal through use of humor and introspection. By using this *Teacher's Guide*, you have an opportunity to tap into high student interest while exposing students to a wide range of subjects. The books have been color-coded by rainbow colors to make it easier for children to identify which books they can read next.

Participation in the lessons in this guide will lead students to make connections and understand concepts such as classification, patterns, and how families, friendships, and communities work. Students will become aware of what they need, how they can cooperate, and how they share resources with people and animals. They will realize that they can make a positive difference through their actions.

The lesson plans are tailored for grades K–1 and address various subjects, such as science, language arts, performing arts, mathematics, and social studies. The book titles referenced in this guide include:

Level A

I can count
I eat a rainbow
Who am I?
My toys have shapes

Level D

My big and small pets
My healthy body
My senses help me
I move like this

Level H

An animal community
How do animals hide?
My backyard community
Where do animals live?

Level B

Arms and legs, fingers and toes
I have feelings
It is my birthday
What do I see?

Level E

Hip-hop dancers
This is my family
This is my home
What are my jobs?

Level I

Fun ways to learn
Getting from place to place in my community
What are landforms?
Where on Earth do animals live?

Level C

Baby animal names
I am growing and changing
I can do it!
The clothes I wear

Level F

What do I need?
Where am I?
Rodent Rap
These are my friends

Level J

Can you solve these animal mysteries?
Let's learn about Earth's continents
What kind of animal is it?
What will I write?

Level G

My family community
My school community
Places in my community
Helpers in my community

The 40 color-coded books in the reading series are divided into ten different reading levels, allowing children to move from level to level as their skills progress.



A—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
I can count	<p>Mathematics Students will read, use, and print numbers from zero to ten. Students will represent, compare, and order numbers.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
I eat a rainbow	<p>Health Students will investigate the benefits of nutritious foods. Students will identify a variety of foods needed for personal health and growth.</p> <p>Mathematics Students will identify colors.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Who am I?	<p>Social Studies Students will demonstrate a sense of identity and a positive self-image. Students will identify important relationships in their lives and examine the responsibilities that are part of these relationships: as an individual member of a family, school, and community.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My toys have shapes	<p>Mathematics Students will identify, name, and describe a variety of 2-D and 3-D shapes. Students will recognize geometric shapes and structures in the environment.</p> <p>Visual Arts Students identify connections between the visual arts and other disciplines in the curriculum.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

A—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
I can count	Math	<ul style="list-style-type: none"> • number words and numerals
I eat a rainbow	Health Math	<ul style="list-style-type: none"> • identifying fruits and vegetables • understanding the importance of balanced nutrition • identifying colors
Who am I?	Social Studies	<ul style="list-style-type: none"> • positive self-image • identifying important relationships and personal responsibilities
My toys have shapes	Math Art	<ul style="list-style-type: none"> • identifying two-dimensional shapes • using two-dimensional shapes to create picture

A—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
I can count	1–2 class periods	numerals and number words from zero to ten	<p>Monitor students for participation and check student reproducibles for comprehension of major concepts.</p> <p>*For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see Blackline Masters)</p>
I eat a rainbow	1–2 class periods	apple banana blueberry cherry child orange pepper rainbow	<p>Monitor student participation and ability to follow directions.</p> <p>Check student reproducibles for coloring and printing accuracy.</p>
Who am I?	1 class period	boy brother child daughter Earth friend girl grandchild sister son student	Engage students in classroom discussion to assess student understanding of major concepts.
My toys have shapes	1–2 class periods	circle diamond hexagon octagon oval pentagon rectangle square triangle	Assess shape drawings for understanding of major concepts.

A—I can count

A lesson on numbers

Content

Students will enhance their understanding of number words, numerals, and quantities.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students will read, use, and print numbers from zero to ten.

Students will represent, compare, and order numbers.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Objectives

The child will be able to...

- recognize numerals 0–10.
- recognize number words from zero to ten.
- match the appropriate number of objects to numerals and number words.
- sequence the numbers in correct order.

Prerequisites

Photocopy attached *I can count* blackline masters to create sets of number word cards and numeral cards. Small groups of children may share one set of cards or each child can receive their own set.

Each child or group will need 55 small objects to make up number sets 0 to 10. (e.g. shells, plastic animals, bread tags, etc.)

Each child or group will need 11 copies of blackline master #3: one for each number set.

Remember to create a teaching set of materials so teacher can model activity for children.

Materials

- *I can count* book
- Chart stand, paper, and markers
- Sets of number words (see blackline master)
- Sets of numerals (see blackline master)
- Sets of objects (55 in each)
- Sets of 11 copies of blackline master #3 for the children to use to differentiate each number set they make
- Extra blank cards for children to print their own numerals and number words, if they are able

Instructional Procedure

Anticipatory Set

Before reading the book out loud, help the children connect with their previous experiences and understandings of numbers.

Examples:

Comment on the book cover, draw their attention to the illustration, title and author and ask the children, “What do you think this book is going to be about? How did you know that?”

Ask the children how old they are and to demonstrate that number by holding up the appropriate number of fingers.

Set a purpose for reading,

Example:

“As I am reading, I would like you to look for the number on each page. There is also a word for that number on each page. Find that word.”

Class Discussion

Engage the children while you are reading.

Examples:

On page 4, say to the children, “I can see the word “dogs” on this page” and locate it for the children.

“I don’t see any dogs though...I wonder why?” Ask for ideas. If they notice the numeral zero, congratulate them.

Expand on how they found that information and how that is helpful in their reading. Locate the word “zero” on the page.

Remind or praise the children for use of the visual information on each page. For example you may say, “Look carefully at the illustrations and numerals, as well as watching my finger and the word as I read. (Move your finger left to right under the print as you read.)

After the language pattern and number patterns have been established by reading the first couple of pages, encourage the children to interact and join in.

Then have the students read the book *I can count* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Have children move and sit in a circle. Encourage the children to talk about the use of numerals, number words, and the illustrations that show the same numbers in the book.

Place one copy of blackline master #3 on the floor for all children to see. Have one of the children choose a number from zero to ten. Take the appropriate numeral card from the teacher set you have prepared. Place it on the oval on the bottom right side of the paper. Ask the children to assist you in counting out the appropriate number of objects from your teaching set and putting them on the large square on the top of the page. Now, lay out the number words. See if the children can identify the correct number word. Have one of them place it on the rectangular box on the bottom left side of the paper. Continue to model this process until the children understand the procedure.

Explain to the children that they are going to make their own sets of numerals and number words and that they are going to place the correct number of objects on each piece of paper. They are going to do this for each number.

Remind them that there is an order (pattern) to the numbers. Ask, “Which number are you going to start with? What comes next?” etc.

Have the children collect the sets of numerals, number words, objects, and papers that you have prepared for them.

Have them find spaces around the room where they can arrange their work.

Ask the children to arrange the numerals, number words, and appropriate objects in sequence starting from zero.

Accommodations and Extensions

Accommodation:

Work directly with students who have difficulty working independently and/or managing materials.

If children are able to print their own numerals and number words, give them blank cards on which to do so.

As an extension, some children may wish to explore the patterns in numbers. In the previous activity, the children have been counting by ones. The pattern is to add one to the last number. Ask children to create number sets by twos. Which numbers would be used? Which numbers would be left out?

Children may be asked to record their findings in charts or by creating their own counting book. Be open to the children’s ideas about demonstrating and recording their work in their own way.

Closure

Ask the children to return the materials that they have used to the appropriate places within the classroom.

Example:

This material goes in the math center and may be used for a variety of activities.

Assessment

Teacher observes as the children participate in the reading and in the activities.

Record the individual child’s level of comprehension of numerals, number words, order of number, and matching of objects to number.

Record their ability to read the book and the accuracy with which they complete the reproducible.

A—I eat a rainbow

A lesson about color and nutrition

Content

Students see healthy food choices in relation to colors in a rainbow.

National Standards

The following standards will be addressed in the lesson:

Health

Students will investigate the benefits of nutritious foods.

Students will identify a variety of foods needed for personal health and growth.

Mathematics

Students will identify colors.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Bodily-Kinesthetic



Interpersonal

Objectives

The child will be able to...

- orally explain that eating foods of rainbow colors every day is healthy for their bodies.
- identify colors and color names.
- experience the fact that eating fruits of many colors is enjoyable.

Prerequisites

Check for allergy information to ascertain that the fruits you choose are safe for the children to eat.

Choose a variety of fruits that reflect different colors in a rainbow.

Buy enough fruit so that each child can include a small amount in the individual fruit salad that they will make.

Bring a sharp knife for you to cut the fruit that the children will not be able to cut with a plastic knife.

Before the lesson:

Set up the 6 color bowls so that the children can circulate from one to another. Have the plastic cups near the first bowl and the spoons and napkins near the last bowl.

Photocopy a class set of *I eat a rainbow* blackline master.

Materials

- A copy of *I eat a rainbow*
- 1 large bowl for each color of fruit (6 colors, 6 bowls)
- 1 serving spoon for each bowl
- 1 spoon per child
- 1 see-through cup or container per child
- 1 napkin per child
- Plastic knives for the children to help cut the fruit
- Classroom set of *I eat a rainbow* blackline master (one set for each student)

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of colors and rainbows.

Examples:

Ask, "Have you ever seen a rainbow? What colors did you see in a rainbow?"

You can show them the back cover of the book, *I eat a rainbow* to identify the rainbow colors.

Print the words on the board or on chart paper using the same color of chalk or marker. Continue a thick line from the word in the shape of a rainbow. The children probably will not give you the colors in rainbow order. Organize the printing of the words in that order so that a rainbow will be created.

Set a purpose for reading,

Example:

"We are going to eat a rainbow. As I am reading, I would like you to look for some of the fruits we might be going to eat and tell me their colors."

Class Discussion

Engage the children while you are reading by stopping before saying the color word and inviting them to “chime in.”

On page 11, ask, “Is this a fruit?”

Ask the children to read *I eat a rainbow* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

After reading, show the children the fruits you are going to use. Discuss the color, shape, and size and explain why they are good for our bodies, giving us energy. Ask them if they know why their bodies need energy. How does it feel when they have no energy? (They are tired or do not feel good.)

Activity

Have the children wash their hands before starting the activity.

Throughout the activity, discuss with the children the color of the fruits and the nutritional value of eating fruits and vegetables of different colors every day. Tell them that each color helps a different function in their bodies. Make sure they know that it has to be real food—not candy or other processed-food colors.

If they are assisting in cutting up the fruit, have them cut the fruit and put one color of fruit into one bowl.

Ask the children to assist in arranging the bowls in rainbow order.

Ask the children to serve themselves to a small amount of each fruit in their cups, using the serving spoons.

After snack and clean-up, children can complete *I eat a rainbow* blackline masters to create a book. Explain to children that they must color the fruits and vegetables on their reproducibles using the correct colors. Children will then practice printing skills by tracing the words on each page.

Accommodations and Extensions

As an extension, children can draw a picture of the fruits used in their rainbow fruit salad. Each child could be asked to tell about these healthy foods. The teacher could record a sentence underneath the picture, or assist the child in recording a sentence.

Closure

Have the children wash their dishes if they are going to be used again in other activities. Give children responsibilities in cleaning up the classroom, too.

Reinforce the colors of the rainbow and discuss other fruits and vegetables that they eat, which are healthy for their bodies.

Assessment

Record the child’s ability to read the book.

Check *I eat a rainbow* reproducibles for accuracy and completion.

A—Who am I?

What are the different roles people play?

Content

This book describes some of the different roles every child has, son/daughter, brother/sister, grandchild, friend, etc. The individuality of each child is explored.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will demonstrate a sense of identity and a positive self-image.

Students will identify important relationships in their lives and examine the responsibilities that are part of these relationships: as an individual member of a family, school, and community.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Interpersonal
-  Intrapersonal

Objectives

The child will be able to...

- share his or her sense of individual identity and self-image.
- identify persons with whom they have an important relationship.
- identify what groups they belong to, family, school, and community.

Prerequisites

Have enough large pieces of paper—one per child.

Arrange to have a light source available so that the shadow of the child may be seen on the sheet of paper.

Materials

- A copy of *Who am I?*
- 1 large piece of construction paper per child
- Light source: flashlight, overhead or data projector
- Pencil or marker for tracing profiles
- 1 pair of scissors for each child
- tape
- 1 small piece of paper for each child to print his/her name as a label for their profile

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of their roles. Explain the meaning of the word “role” and expand their appreciation of the fact that they have many roles. Because they are all individuals, their roles may vary.

Ask them questions such as:

- “What is your name?”
- “Why do you think we have different names?”
- “Are you a boy or a girl?”
- “Are you a sister or brother?”
- “Do you have grandparents? What does that make you?”
- “Can you describe how you look?”
- “Is there anyone else just like you?”
- “What do you like best about yourself?”
- “Who are your family members?”
- “Are you a member of other groups, in school or in the community?”
- “What are your responsibilities as a member of your family or group?”

Set a purpose for reading,

Example:

“As I am reading I’d like you to look for the roles that the children have in this book and how they show that they are individuals, too. I’d also like you to think about the roles you have that make you feel good inside.”

Class Discussion

Engage the children while you are reading.

Examples:

Pages 4–5: Ask the children to look at the pictures and then ask, “What clues do the pictures give?” ie. painting, smile, girl.

Read the text, moving your finger under the words from left to right as you read.

Pages 6–7: On this page, ask the children to look at the picture and then look carefully at the text. Locate the word “sister” and ask them to look at the beginning letter. Once they have successfully recognized the letter and sound, encourage them to read the word. On page 7, do the same with the word “brother.”

As you go through the book, discuss how the children look. How are they the same, and how are they different?

Ask the children to read *Who am I?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

“My Profile”

Post one of the large pieces of paper on the wall. Have the first child stand sideways in front of the paper.

Darken the classroom and use the light source you have chosen to shine the light on the child so that his or her shadow is projected onto the paper.

Trace the outline of the child’s shadow profile. Then ask the child to cut out his/her profile.

Ask the children to either color their hair, eyes, etc. and/or label their features. Continue one child at a time until all the profiles are complete.

Ask the children to print their names on the small labels, but if you plan to do the extension activity, do not attach them to a profile until the extension is finished.

Accommodations and Extensions

Extension suggestion:

Once all the profiles are finished and displayed around the room, point to a profile and ask the children to guess whose profile it is. When a consensus is reached, ask the child who has been picked, if it is his or her profile. If it is, have the child stand in front of his/her profile and put his/her label below it. Play this game until each child is matched with the right profile.

Discuss with the children what clues they used to match the profiles to each child. Examine likenesses and differences, but emphasize the individuality of each profile.

Closure

Bring the children together as a large group.

Talk about how the profiles have similarities and differences, and how they are all unique.

Ask the children questions such as:

“We are all unique on the outside and that is the same for us on the inside. What are the things that makes us feel good inside?”

“What roles do you have on the outside?”

“What makes you feel good on the inside about having those roles?”

Assessment

Record the child’s ability to read the book *Who am I?*

Through participation in individual discussions and large group discussion, record each child’s understanding of his/her roles and how being in those roles makes him/her feel good on the inside.

A—My toys have shapes

A lesson about shapes in familiar objects

Content

Students will explore how geometric shapes can be viewed in familiar objects.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students will identify, name, and describe a variety of 2-D and 3-D shapes.

Students will recognize geometric shapes and structures in the environment.

Visual Arts

Students will identify connections between the visual arts and other disciplines in the curriculum.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Visual-Spatial

Objectives

The children will be able to...

- identify familiar 2-D and 3-D shapes.
- identify 2-D and 3-D shapes in objects in their environment.
- use shapes to create pictures of objects in their environment.

Prerequisites

Prepare by using attached *My toys have shapes* blackline masters to create sets of 2-D shapes for each student.

Materials

- *My toys have shapes* book
- 1 glue stick or bottle per child
- 1 piece of construction paper per child
- Pencils, crayons, markers, etc.
- A set of 2-D shapes for each child (see attached blackline masters)

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of shapes.

Example:

Say, “Look around the room, what shapes do you see?”

Show the cover of the book and ask the same question.

Set a purpose for reading,

Example:

“As I am reading I’d like you to look for the shapes that are in the pictures.”

Class Discussion

Engage the children while you are reading.

Example:

On pages 4–5, point to the shapes and ask the children to tell you what they are before reading the sentences.

On page 9, if the children have not already recognized that there is a square shape depicted on that page in addition to the rectangle (the two ends of the rectangular blocks), bring it to their attention through questioning.

Ask the children to read *My toys have shapes* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

When you have finished reading, explain to the children that they are going to use shapes to create a picture. Their picture may be about anything they like, but they are to use shapes to build their picture.

Demonstrate a sample shape picture by gluing shapes from *My toys have shapes* blackline masters to chart paper.

Accommodations and Extensions

Extension:

Challenge children to see how many shapes they can find in a certain area of the room.

Closure

Bring the children together to celebrate and discuss their pictures.

Assessment

Record the child's ability to read the book.

Evaluate shape pictures (*Did child use a variety of shapes? Do the shapes form a picture?*)

Display in the classroom the pictures created by the children and use them as formative assessment.

B—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
Arms and legs, fingers and toes	<p>Language Arts Children use spoken language to communicate effectively. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p>Health and Physical Education Acquire knowledge and skills necessary for an active life: movement and physical fitness. Students will describe the basic structure and functions of the human body systems.</p>
I have feelings	<p>Health and Physical Education Students will demonstrate healthy ways to express needs, wants, and feelings. Students will demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>Social Studies Students will develop their personal identities through exploration, identification, and analysis of how individuals understand themselves and relate to others.</p> <p>Visual Arts Students use visual structures and functions of art to communicate ideas.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
It is my birthday	<p>Social Studies Students consider how individuals and families share both common and unique aspects of culture and values through traditions and celebrations. Students locate events such as birthdays on a calendar.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
What do I see?	<p>Science Science as Inquiry: Students will use simple equipment and tools to gather data and extend the senses. Students will understand that simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. Life Science: Students should develop an understanding of the characteristics of organisms.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

B—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Arms and legs, fingers and toes	Physical Education Language Arts	<ul style="list-style-type: none"> parts of the body
I have feelings	Health Social Studies	<ul style="list-style-type: none"> identifying and demonstrating various emotions
It is my birthday	Social Studies	<ul style="list-style-type: none"> celebrations and traditions identifying the month of his/her birth
What do I see?	Science	<ul style="list-style-type: none"> sense of vision observing using eyes, magnifying glass, and binoculars

One class period is approximately 40 minutes.

B—Pacing Chart and Vocabulary

Lesson Plan Title	Pacing	Vocabulary	Assessment
Arms and legs, fingers and toes	1–2 class periods	ankle arm elbow fingers fist foot hand knee leg thumb toes wrist	<p>Use checklist to record child's ability to identify body parts.</p> <p>*For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric. (see blackline masters)</p>
I have feelings	1–2 class periods	angry brave happy mad proud sad scared silly	Evaluate student participation and portrait to assess understanding of major concepts.
It is my birthday	1 class period	balloon balloon animal birthday party cake candle clown present	Make anecdotal notes based on teacher observation during group discussion.
What do I see?	1–2 class periods	bee bunny butterfly chimpanzee dolphin raccoon seashell	Make anecdotal notes based on teacher observation during field trip.

B—Arms and legs, fingers and toes

A lesson about body parts relating to their limbs

Content

Students will learn to identify parts of their body and how they move.

National Standards

The following standards will be addressed in the lesson:

Language Arts

Children use spoken language to communicate effectively.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Physical Education

Acquire knowledge and skills necessary for an active life: movement and physical fitness.

Students will describe the basic structure and functions of the human body systems.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

Access to large open area or gym.

Materials

- The *Arms and legs, fingers and toes* book
- Music (optional)
- Song on CD, “Head and shoulders, knees and toes.”

Instructional Procedure

Anticipatory Set

Take the *Arms and legs, fingers and toes* book with you to the gym. Before reading the book, help children connect with their previous experiences and understandings of body parts.

Use the book cover to elicit as many body part labels as you can.

Set a purpose for reading.

Example:

“As I am reading, look at the parts of the body that have been labeled and point to those parts on your body.”

Class Discussion

Engage the children while you are reading. “Put up your hand if you can tell me that body part.”

Have the students read the book *Arms and legs, fingers and toes* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- demonstrate an understanding of the names of body parts by the way she/he uses them.
- verbally identify body parts discussed in the book.

Activity

Explain that now they are going to be using different parts of their body.

Give verbal instructions incorporating the body parts used in the book, such as:

“Run on your tiptoes.”

“Move just your fingers and toes.”

“Move with your knees and hands touching the ground. Are your wrists bent or straight as you move? Are your ankles bent or straight?”

“Show me which parts of your body you use for running.”

“Do you bend your elbows when you dance? Show me.”

Give each child a large hoop, and ask him/her to lay it down on the floor. Tell the children to have certain body parts inside the hoop.

Examples:

Put the toes of your right foot and the fingers of your left hand inside the hoop.

Put your left arm and your right leg inside the hoop.

Play the song “Head and shoulders, knees and toes,” and ask the children to point to the body parts in the song as it plays.

Closure

Review the parts of the body described in the book and have the children touch the body parts as you name them.

Assessment

Record the child’s ability to read the book.

Have a chart with the class list down the side and with the body parts you wish to assess across the top. Ask the children to identify those body parts on their bodies and record responses on the chart.

Accommodations and Extensions

Teacher can use hoop and model actions for children to follow.

Children with physical limitations can point to their body parts rather than using hoop.

B—I have feelings

A lesson on emotions

Content

Students will view children demonstrating a variety of emotions.

National Standards

The following standards will be addressed in the lesson:

Health

Students will demonstrate healthy ways to express needs, wants, and feelings.

Students will demonstrate ways to communicate care, consideration, and respect of self and others.

Social Studies

Students will develop their personal identities through exploration, identification, and analysis of how individuals understand themselves and relate to others.

Visual Arts

Students use visual structures and functions of art to communicate ideas.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Interpersonal
-  Intrapersonal
-  Visual-Spatial

Prerequisites

Read *I have feelings* with the children.

Materials

- *I have feelings* book
- Blackboard or chart paper
- Chalk or markers
- Various paints for extension activity

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their own experiences and understandings of different kinds of feelings. Write the feelings words on the board or chart paper.

Set a purpose for reading.

Example:

“As I am reading I’d like you to listen for the feelings words...”

Class Discussion

Engage the children while you are reading.

Example:

“Put your hand up when you hear a “feelings” word.”

After reading out loud, ask the children to read *I have feelings* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- recognize a variety of feelings as depicted in the book.
- verbalize and understand a variety of emotions in discussions.
- recognize different feelings in him or herself and in others.

Activity

Part I: Sympathizing with others

Read these situations out loud and ask the children to respond. You could change the names to include the names of children in your class, if you wish.

- *Chloe's hamster died. Chloe cried. How did she feel?*
- *Shiv drew a picture and entered it in the school contest. His picture came second in the contest. Shiv got a blue ribbon. How do you think he felt?*
- *Patty was running down the street. She was not looking where she was going. She ran into Mrs. Gordon, causing her to drop all her parcels. Mrs. Gordon was angry with her. How do you think Patty felt?*
- *Tom went over to his friend Peter's house to play. Tom and Peter played together for a while until Peter's friend Sarah came over. Then, Peter told Tom that he didn't want to play with him anymore. He wanted to play only with Sarah. How did Tom feel?*
- *Anna was wearing her sister's favorite red sweater. She fell and ripped it. How did Anna feel?*
- *Ryan was walking in the fields late one evening. It was dark. Suddenly, Ryan heard a loud noise right behind him. He jumped. How did he feel?*

Have each child draw or paint a self-portrait expressing an emotion. Have the child tell you about the picture and the emotion. With permission, print what the child said on the picture or painting. Otherwise, use a different piece of paper to print on and attach it to the picture.

Accommodations and Extensions

Put children into pairs or small groups. Assign one of the situations above to each pair/group. Invite children to act out the scenario in front of their classmates.

Closure

Discuss the various emotions and talk about how sometimes we need to control the reaction to our emotions.

Give some examples: i.e.

“It is all right to feel angry and express the anger in words, but it is not all right to hit anyone.”

“It is all right to feel frustrated or upset and express it in words. If you feel upset with one person, it is not all right to get upset with another person.”

Assessment

Record the child's ability to read the book.

Observe how the children respond to your request to put up their hands when emotion words are used.

Decide on a number of children beforehand and take note of their participation in discussions and their reactions to the questions asked in the activity.

If the extension is used, the pictures and retelling about the pictures may be used as a formative assessment of a child's understanding of his or her emotions.

B—It is my birthday

A lesson on birthday celebrations

Content

Students will describe some of the activities in which children may participate as part of a birthday celebration.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will consider how individuals and families share both common and unique aspects of culture and values through traditions and celebrations.

Students will locate events such as birthdays on a calendar.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Interpersonal



Intrapersonal

Objectives

The child will be able to...

- demonstrate ability to state his/her age in years.
- demonstrate ability to state the months and dates of his/her birth.
- demonstrate ability to state some specific activities that occur on his/her birthday to celebrate the occasion.
- locate his/her birthday on the chart calendar.

Prerequisites

Prepare a blank chart with the months of the year.

Example:

Make sure the spaces are large enough for the symbols to fit.

	Our Birthdays
January	
February	
March	
April	
May	
June	
July	
August	
September	
October	
November	
December	

Make copies of *It is my birthday* blackline master so each child has one symbol.

Materials

- *It is my birthday* book
- Our Birthdays chart
- 1 symbol for each child (see blackline master)
- Tape if necessary to attach the symbol to the chart.
- Pencils, crayons, markers

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences of birthday celebrations and traditions. Use the words celebrate and tradition. If the words are unfamiliar, explain them, i.e. a celebration is something that is joyfully remembered, and a tradition is something that happens over and over.

Ask the children to talk about their birthdays or that of their friends. Discuss how the celebrations were similar and how they were different.

Ask questions such as:

“How old are you?”

“When is your birthday?”

“How do you celebrate?”

“Do you have any traditions, things that you do on your birthday every year?”

Set a purpose for reading.

Example: “As I am reading I’d like you to look at the pictures and see if you can find activities that are traditions on your birthday.”

Class Discussion

Engage the children while you are reading.

Examples:

Draw the children's attention to the cover, title, and author. Ask questions such as:

“What are all the children wearing?

Raise your hand if you wear hats at your birthday every year.”

Identify this as a tradition for the children who raised their hands.

“What else do you see?” Again, ask which children have balloons, presents, and a birthday cake, at their birthday celebrations.

Page 10 “Have any of you ever had a clown at your birthday celebrations?”

Ask the children to read *It is my birthday* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Show the children the chart you have prepared and explain that they are going to show the month in which their birthday occurs.

Give the children each a symbol (blackline master). Ask them to print their name on it and the number of the day of their birthday. Then invite each child to come and place his/her symbol on the chart.

Once each child has put their symbol on the chart, you can discuss which months have the most number of birthdays and which have the fewest.

Accommodations and Extensions

Extension:

Discuss traditions they would like to have in the classroom to celebrate each child's birthday. Come to a consensus as to what would be possible and make plans to celebrate each child on his/her special day.

Examples:

Have a special birthday badge that the child will wear on that day.

Make a birthday card and have the other children print their names on it.

Sing “Happy Birthday” and do kind things.

The children will come up with a lot of ideas themselves.

Closure

Remind children that families celebrate birthdays in different ways, which reflect their values and traditions. Every birthday is special because it is the day that a child was born. It is a day to be joyful and to remember that each child is unique and special.

Assessment

Assess each child's ability to read the book.

Observe the children as they participate in group discussions. Are they able to tell:

- how old they are?
- in which month their birthday occurs and on what date?
- how they celebrate?

Record each child's level of understanding.

B—What do I see?

A lesson on observation

Content

Students will make observations based on using his/her eyes, binoculars, and magnifying glasses.

National Standards

The following standards will be addressed in the lesson:

Science

Science as Inquiry: Students will use simple equipment and tools to gather data and extend the senses.

Students will understand that simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses.

Life Science: Students should develop an understanding of the characteristics of organisms.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Naturalist



Visual-Spatial

Prerequisites

Prepare a letter for parents explaining that you wish to give the children an opportunity to compare what they see with their eyes to what they can see with binoculars and magnifying glasses. Ask if they have any binoculars that the children could use.

Some teacher resource centers will have sets of magnifying glasses and binoculars.

Materials

- The *What do I see?* book
- At least one pair of binoculars per group of 4 students
- 1 magnifying glass for each of the other members of a group of students

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of binoculars and magnifying glasses.

Examples:

Say, “Look at the cover, what are the children doing?”

“Which ones are looking with just their eyes?”

Point to the girl with the binoculars and say:

“What is this girl using to see?”

“How does it help her see?”

“Can you name something that helps our eyes see things up close?”

Set a purpose for reading.

Example: “As I am reading, look carefully to see if the pictures are real or made up in someone’s imagination.”

Class Discussion

Engage the children while you are reading by using “think alouds” to extend the children’s understanding of the different habitats in which different animals live.

Examples:

Page 5 “Where does that bunny live?”

Page 7 “The end of that tree looks like it’s been cut with something like a saw. Why would the tree be cut?”

“Where do you think the tree is and why did the raccoons chose it as their home?”

Depending on the responses you get from the children, you can add more or less information about habitats.

Ask the children to read *What do I see?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- recognize and state the differences between using his/her eyes and using instruments to assist in seeing things in different ways.

Activity

Show the children a pair of binoculars and demonstrate how to hold and focus them correctly and emphasize the care that must be taken with them.

Repeat with the magnifying glasses.

Explain that you are all going outside to the playground to find out what you can see with only your eyes, with the binoculars, and with the magnifying glasses. You may wish to set up a signal to indicate when the binoculars and magnifying glasses are to be given to the next child.

Divide the class into groups of 4.

Hand out the binoculars—one pair per group of students. Hand out one magnifying glass to each child who does not have binoculars.

Dress appropriately for the weather and head out to the playground.

Ask each child to look at objects with just their eyes and then with binoculars or magnifying glasses.

Accommodations and Extensions

Children may be asked to record their findings using the 3 headings: binoculars; eyes; and magnifying glasses.

This recording may be done as a chart, or a mobile, or in pictures.

Closure

Collect the binoculars and magnifying glasses.

Ask the children to share and discuss their findings. Depending on the weather, this discussion can take place outside or inside.

Emphasize the differences between natural sight, what may be seen with binoculars (things that are far away), and what can be seen with magnifying glasses (things up close).

Ask the children how they think each of these instruments could be used to help in everyday life. i.e. bird observations, star gazing, looking at insects, etc.

Ask the children why they think some people wear glasses.

Assessment

During the activity, talk to selected children about what they are doing and seeing and note if they can state the differences between natural sight, sight through binoculars, and sight through a magnifying glass.

Teacher to record anecdotal comments based on these observations.

C—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
Baby animal names	<p>Science Life cycles of organisms</p> <p>Mathematics Sorting and classification Creating a pictograph</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
I am growing and changing	<p>Social Studies Students will develop a sense of timelines as related to themselves by arranging their life events in chronological order. Students will gather data from multiple sources and use a variety of primary sources such as photographs, documents, and artifacts to gain an understanding of past events in their own lives.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
I can do it!	<p>Health Students will develop their sense of self-esteem. Students will develop a basic awareness of their own well-being.</p> <p>Visual Arts Students use visual structures and functions of art to communicate ideas.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
The clothes I wear	<p>Physical Education Students will develop motor skills and movement concepts.</p> <p>Science Weather changes from day to day and over the seasons.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

C—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Baby animal names	Science Math	<ul style="list-style-type: none"> identifying animals by their adult and baby names sorting and classifying pictures of baby animals
I am growing and changing	Social Studies	<ul style="list-style-type: none"> understanding chronological order and how it applies to his or her personal life cycle
I can do it!	Health Art	<ul style="list-style-type: none"> developing a positive self-image celebrating personal accomplishments
The clothes I wear	Physical Education Science	<ul style="list-style-type: none"> identify proper clothing for each season dressing quickly and efficiently

One class period is approximately 40 minutes.

C—Pacing Chart and Vocabulary

Lesson Plan Title	Pacing	Vocabulary	Assessment
Baby animal names	1 class period	bear cub fox kit or pup goat kid kangaroo joey koala joey pouch raccoon kittens wolf cubs	Evaluate student ability to match baby to adult animal during classroom discussion. Evaluate student ability to sort animal cards based on habitat. *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric. (see blackline masters)
I am growing and changing	2–3 class periods	baby crawling teeth toddler tricycle	Presentations can be used to assess: <ul style="list-style-type: none"> verbal communication skills organization of chronological information ability to maintain organization of cue cards self-confidence in presenting in front of class group
I can do it!	1 class period	baseball dolphin drums laptop computer tiger cub	Monitor student groups for participation, and evaluate student reproducibles for accuracy and comprehension of major concepts.
The clothes I wear	1 class period	fall clothes hat jacket rubber boots spring clothes summer clothes winter clothes	Evaluate student participation and ability to work with other students.

C—Baby animal names

A lesson about baby animals

Content

Students are introduced to the correct names for a number of young animals.

National Standards

The following standards will be addressed in the lesson:

Science

Life cycles of organisms

Mathematics

Sorting and classification

Creating a pictograph

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Naturalist



Visual-Spatial



Linguistic



Logical-Mathematical

Prerequisites

Make a chart with the heading: Baby Animals.

Have three columns with the headings: Pet, Farm, and Zoo.

Photocopy *Baby animal names* blackline master to create a set of animal cards.

Materials

- The *Baby animal names* book
- Chart
- Animal cards (see blackline master)

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of baby animals.

Examples:

Ask, “Do you have any pets living in your home?”

“Did you get them when they were babies?”

“What did you call them when they were babies?”

Set a purpose for reading.

Example:

“As I am reading, I’d like you to think about how many baby animal names you know.”

Class Discussion

Engage the children while you are reading. Pause before the words in bold and encourage the children to predict the word. Locate the word for them and congratulate successful predictions.

Ask the children to read the *Baby animal names* book on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- identify animals by their adult and baby names.
- participate in sorting and classifying pictures of baby animals.

Activity

Have children move and sit in a circle.

As a class group, have the children assist in identifying, sorting, and classifying the baby animal picture cards. Hold up each animal card and have students identify the baby animal name and the adult animal name.

Next, introduce the chart/pictograph. Explain to the students that they will put the animals in groups using the three headings.

Distribute cards to students. Have a different child come up each time and place the picture in the correct column on the pictograph you are creating.

Accommodations and Extensions

This activity may lead to further lessons on growth and development and the life cycles of animals.

Children may use animal cards to create their own pictograph.

Closure

Celebrate the completion of the pictograph.

Tell the children what it is called (pictograph) and display it in the classroom.

Assessment

Assess the child's ability to read the book.

Select a number of children to complete formative assessments on their present knowledge of baby animal vocabulary.

C—I am growing and changing

A lesson on awareness of growth and change

Content

Students will reinforce their understanding of the concept of growth and change in their own lives.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will develop a sense of timelines as related to themselves by arranging their life events in chronological order.

Students will gather data from multiple sources and use a variety of primary sources such as photographs, documents, and artifacts to gain an understanding of past events in their own lives.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Interpersonal
-  Intrapersonal
-  Visual-Spatial
-  Linguistic

Objectives

The children will be able to...

- arrange material from their life cycles in chronological order.
- gather and use resources from primary sources to gain understanding of their life cycles.

Prerequisites

Prepare a letter to parents, explaining that their child has been asked to prepare a short oral presentation that they will be doing for the children in their class. Parents are asked to select, with their child, photographs and objects representing different periods of growth and change for their child, up to a maximum of six items. The cards are to be used as cue cards for the child and should be numbered chronologically.

Examples:

Hospital bracelets to show how small their wrists were, baby booties to show how their feet have grown, baby pictures, and photos of significant periods in their lives as they grew.

Emphasize that all items brought to school will be returned after the presentation.

You may also choose to invite parents to come and watch their child make their presentation to the class.

Prepare a demonstration presentation of your own childhood from the time you were born to the age of the children in your class. Use small cards to help you organize your information into a chronological timeline.

Materials

- The *I am growing and changing* book
- Letter to parents of each child
- 6 small cards for each child to be used as cue cards—one event or story per card
- A large envelope or ziplock bag per child to keep the letter cards and any “props” which the child will be using safe during transport back and forth from school
- Your demonstration presentation

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous understanding of change.

Example:

Ask, “Were you a baby once?”
“When were you born?”
“Were you born in a hospital or at home?”
“How are you different now than when you were a baby?”

Set a purpose for reading.

Example:

“As I am reading, I would like you to see how the children in the book grow and change and to think about how you have grown and changed.”

Class Discussion

Engage the children while you are reading.

Examples:

Page 5 Ask, “Who do you think the other people in this picture are?”

“Did you have brothers or sisters when you were born?”

On each page, ask the question,
“What changes do you see now?”

Ask the children to read *I am growing and changing* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Explain to the children that they are going to prepare a short presentation that they will be doing for the children in their class. The presentation may include photographs, or documents and artifacts from their life histories, which will reflect how they have grown and changed.

Then present your demonstration presentation to assist them in understanding how they can prepare their presentation.

Example:

Card 1: (Baby Photo clipped to card 1)

When I was born, my name was _____.

I was born in _____ on _____.

It was a very important day for me, my mom and dad, and my big brother.

Card 2: (Photo clipped to card 2)

Here, I am with my mommy in our back yard. My nan had made me a hat and coat for Christmas. They were very special to me. My mom knitted my gloves, too.

Card 3: (Stuffed animal—card could have a picture of stuffed animal or name Squiggy as a cue) When I was three years old, my grandma and grandpa bought me a stuffed animal for my birthday. His name is Squiggy squirrel, and I love him very much.

Card 4: (Photo clipped to card 4) When I was ___ years old, I found a kitten soaking wet in a rainstorm on my way home from school. It was so weak and tiny, it fit into the palm of my hand. We made a special box for her and put it near the fire to keep her warm. We fed her warm milk. We tried to find who owned her but couldn't, so my mom and dad said we could keep her. I was so happy.

Card 5: etc...

After seeing your demonstration lesson, the children now have a sense of what they are to do and will be able to help explain your letter to parents.

Accommodations and Extensions

Extension suggestion:

Photocopy each child's baby picture when he or she brings it in for the presentations.

Make a classroom display and see if the children can identify each other before you label the pictures.

Have the children print their own names on small cards for you to use as labels.

Closure

After the presentations have been completed, have a class discussion on how the children think they are going to grow and change in the future.

Assessment

Assess the child's ability to read the book on his/her own.

The presentations can be used for assessment in a variety of ways.

Examples:

- verbal communication skills
- organization of chronological information
- ability to maintain organization of their cue cards
- self-confidence in presenting in front of a class group

C—I can do it!

A lesson about self-confidence

Content

Descriptions of some activities that show children succeeding in a variety of ways.

National Standards

The following standards will be addressed in the lesson:

Health

Students will develop their sense of self-esteem.

Students will develop a basic awareness of their own well-being.

Visual Arts

Students use visual structures and functions of art to communicate ideas.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Intrapersonal

Objectives

Students will be able to...

- verbalize some of the things they can do.
- recognize the things that the children in the book can do.
- illustrate some of the things that they can do.

Prerequisites

For those students who can, have them read *I can do it!* before starting the lesson.

Materials

- *I can do it!* book
- 1 sheet of paper for each child
- Pencils, crayons, etc.

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings.

Examples:

Ask the children:

“Are there things that you can do well? What are they?”

Some children may not be quick to think of things they do well. Suggest talents that they may not have considered, such as singing a song, playing baseball, eating spaghetti!

“Are there things that your friends can do well? What are they?”

“Are there things that you are learning to do? What are they?”

Set a purpose for reading.

Example: “As I am reading, I would like you to look for the things that the children in the book can do.”

Class Discussion

Read *I can do it!* to the class. Engage the children while you are reading. Have them signal if they can do the things that the children in the book can do.

Example:

Children use a simple “thumbs up” sign as you read.

When you have finished reading, reinforce with the children the things that they have said they can do well.

Ask the children to read *I can do it!* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Ask the children to illustrate a few of the things that they can do really well on the sheet of paper with crayons, pencil crayons, etc.

Ask children to write a sentence about their picture. Children can present their pictures to the class.

Accommodations and Extensions

Extension suggestion:

Explain to the children that they are going to have a talent exchange. The things that they illustrated that they can do, they are going to show someone else how to do.

If a child drew skipping, then when that child's paper is exchanged, that child will give a lesson on skipping to the other child.

Closure

Reinforce with the children that each person has their own list of things that they do well and things that they are learning how to do. Each person has his or her own interests. Our abilities, interests, and talents make us all individuals, and we need to value these as our gifts.

Assessment

Assess the child's ability to read the book on his/her own.

The sheets illustrating the things that each child can do well may be kept as formative assessment and compared with that child's abilities in later months.

C—The clothes I wear

A lesson about types of clothes

Content

Students will gain insight into the use of different types of clothes for different activities in conjunction with the change in seasons.

National Standards

The following standards will be addressed in the lesson:

Physical Education

The students will develop motor skills and movement concepts.

Science

Weather changes from day to day and over the seasons.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

Must have access to an area where children can sit in a large circle. A watch or clock is also required.

Materials

- *The clothes I wear* book
- Children's jackets, shoes, boots, or mittens, depending on the season.

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of seasons and the appropriate clothes to wear in each.

Examples:

Ask, “What do you wear when it is snowing?”
“What do you wear when you are going to a special occasion?”
“What do you wear when it is hot outside?”

Set a purpose for reading.

Example:

“As I am reading, look at the different kinds of clothes these children are wearing. Do you ever wear any of these kinds of clothes? If so, when?”

Class Discussion

Engage the children while you are reading.

Example:

On pages 4–9, can the children tell you the seasons by looking at the pictures before you read the text?

Ask the children to read *The clothes I wear* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters)

Objectives

The child will be able to...

- identify his/her own belongings.
- dress in that article of clothing quickly and efficiently.
- be able to choose proper clothing for each season.

Activity

Have the children bring the item you have chosen, such as a jacket, and put all the items in a pile in a circle.

Go around the circle, giving each child a number from 1 to 4, so that not all the children will be searching through the pile at one time.

Explain when you call their number that they are going to find their jacket safely, put it on as quickly as they can, and then sit down. You are going to time them to see how long it takes for everyone to be ready. When they are all ready, tell them, in minutes, how long it took them to do the activity.

Analyze with the children the things they could all do to help decrease the time: i.e. passing jackets they pick up and recognize to the children who are looking for them.

The activity can be repeated to see if the children can improve their time.

Closure

Help the children to realize that by helping each other, they can improve on a common goal.

Assessment

Assess the child's ability to read the book on his/her own.

Make anecdotal comments:
Did the children have fun?
Were they actively participating?

Accommodations and Extensions

For children who have problems doing up buttons or zippers on their coats, give the child sitting next to them permission to assist.

D—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
My big and small pets	<p>Mathematics Students will recognize the attribute of size. Students will compare and order objects according to this attribute.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My healthy body	<p>Science The characteristics of organisms Organisms have basic needs.</p> <p>Health Students will describe relationships between personal health behaviors and individual well-being.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My senses help me	<p>Science Life Science: The characteristics of organisms Humans and other organisms have senses that help them detect internal and external cues.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
I move like this	<p>Physical Education Students gain knowledge and skills necessary to maintain an active life style.</p> <p>Mathematics Specify locations and describe spatial relationships using coordinate geometry and other representational systems</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

D—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
My big and small pets	Math	• understanding and applying the attribute of size
My healthy body	Science Health	• identifying the basic needs of living things • identifying behaviors that encourage health and well-being
My senses help me	Science	• identifying the senses and their purposes
I move like this	Physical Education Math	• movement and personal fitness • identifying spatial relationships

D—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
My big and small pets	1–2 class periods	big/bigger/biggest large little medium short small/smaller/smallest tall tiny	Check reproducibles for accuracy. *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see blackline masters)
My healthy body	1–2 class periods	bath dentist doctor fruits sports sunlight vegetables water	Evaluate student participation and picture to assess understanding of major concepts.
My senses help me	1 class period	glasses hear listening see smell taste tongue touch	Check reproducibles for accuracy. Take anecdotal notes to record: <ul style="list-style-type: none">• identification of ear as a body part• identification of ear function as hearing• identification of the ear being used to listen for signs of danger, to help learn about the world, and for enjoyment
I move like this	1 class period	around backward behind beside between forward high in in front inside on outside over through under up upside down	Observe students during activity to assess understanding of positional vocabulary and ability to follow instructions.

D—My big and small pets

A lesson about comparative size

Content

Students will expand their understanding of comparative size.

National Standards

The following standards will be addressed in the lesson:

Mathematics

Students will recognize the attribute of size.

Students will compare and order objects according to this attribute.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Logical-Mathematical



Linguistic

Objectives

The child will be able to...

- find 5 objects of various sizes and place them in order from big to biggest or small to smallest.
- use the mathematical vocabulary discussed in the lesson appropriately when describing the objects.
- use size vocabulary appropriately when discussing the book.

Prerequisites

Photocopy a class set of *My big and small pets* blackline master.

Gather five objects of various sizes to use for a demonstration of ordering objects by size.

Materials

- *My big and small pets* book
- Five objects of varying size per child. (These can be any objects from the classroom)
- Class set of photocopies of *My big and small pets* blackline master

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of comparative size.

Stand up and then ask a child to come and stand by you.

Ask, “Who is taller?”

“Who is shorter?”

Show the cover of the book. Say:

“In this picture, the boy has three pets. Which is the biggest animal? Which is the smallest? Which animal is medium-sized?”

You may want to draw to the children’s attention that, sometimes in pictures, there may be a small horse and a large mouse. There may be a difference comparing animals in pictures and comparing their real-life sizes.

Set a purpose for reading.

Example:

“As I am reading, I would like you to listen for the words which tell you about size.”

Engage the children while you are reading by drawing their attention to the words about size that have been bolded. You may also wish to draw attention to the words that rhyme as you go through the book.

Ask the children to read *My big and small pets* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Class Discussion

Show the children the five objects you have chosen and lay them out in front of you so that all the children can see them.

As you discuss, frequently use the vocabulary of compare, size, order, big, bigger, biggest, and small, smaller, smallest.

Through discussion with the children, place the objects in order, using the terms big, bigger, biggest, or small, smaller, smallest.

Now explain that each child is going to find five objects in the room, which they will then compare in size and put in order.

Activity

Give each child a copy of the *My big and small pets* blackline master.

Review the first example with the children so they understand the process.

Have children complete the blackline master on their own.

Accommodations and Extensions

Extension suggestion:

The children could then record their work either in pictures, or in writing. If the children draw pictures, they will need to be careful that they reflect the comparative sizes of their objects correctly.

Closure

Ask the children to draw pictures of their pets or pets they might like to have.

When the pictures are done, lay them out on the floor.

Sort the pictures in random groups, with three pictures in each group.

Show the groups of pictures to the class, asking which animal in each group is the biggest, smallest, shortest, or tallest, and so on.

Assessment

Select a group of children and record anecdotal notes of their ability to place the objects in correct comparative size and to use mathematical vocabulary used in the lesson correctly.

Record their ability to read the book and the accuracy with which they complete the reproducible.

D—My healthy body

A lesson about staying healthy

Content

Raising student awareness about the things they can do to stay healthy

National Standards

The following standards will be addressed in the lesson:

Science

The characteristics of organisms
Organisms have basic needs.

Health

Students will describe relationships between personal health behaviors and individual well being.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Visual-Spatial
-  Linguistic

Objectives

The children will be able to...

- describe some ways in which they can help themselves stay healthy.
- explain why each of the ways stated is important i.e. If the child has stated to drink water is a way to stay healthy, she/he can also explain that our body is mostly made up of water and our bodies need it to function well.

Prerequisites

Prepare bulletin board

Materials

- A copy of *My healthy body*
- Variety of crayons, markers, paints, etc.
- 1 large sheet of white construction paper for each child

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of what it means to be healthy.

Examples:

Ask, “Why do you think this girl on the cover is eating salad?”
“What are the other children doing? Why?”
“How can staying healthy also be fun?”

Set a purpose for reading.

Example:

“As I am reading, I would like you to count the different ways of staying healthy that are shown in the book.”

Class Discussion

Engage the children while you are reading by counting the ways to stay healthy and recording them on chart paper.

Make a list of the different exercises children do in a day by asking them to recall every way they have moved the day before.

Ask them to name five things they ate yesterday, which they believe were healthy foods.

What three things did they do to keep clean?

Ask them to name all the people in their lives who help keep them healthy. (doctor, dentist, school nurse, parents)

Ask the children to read *My healthy body* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

After reading the book, discuss with the children the different ways of staying healthy.

Have the children look at the list you have printed on the chart paper. Ask them to choose one way they enjoy staying healthy and ask them to draw a picture of it.

When finished, ask each child to describe the picture to you and help the child to write a sentence about their picture.

Accommodations and Extensions

Extension suggestion:

Have the children read the book *What do I need?* and ask what they need other than the things that keep them healthy.

Closure

Decorate the bulletin board with the pictures of good health habits.

Assessment

Record the child's ability to read the book.

Was the child's picture on topic?

Could the child recall several ways that she/he could stay healthy?

D—My senses help me

A lesson on hearing

Content

Students will recognize the importance of the function of the ear and ways to keep the ear healthy.

National Standards

The following standards will be addressed in the lesson:

Science

Life Science: The characteristics of organisms
Humans and other organisms have senses that help them detect internal and external cues.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Logical-Mathematical

Prerequisites

Photocopy a class set of *My senses help me* blackline master.
Make a recording of various types of sounds.
Gather a variety of sound making objects.

Materials

- A copy of *My senses help me*
- Sources for a variety of sounds (actual objects that make sounds or recordings)
- Class set of *My senses help me* blackline master

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of sight, sound, taste, smell, and hearing.

Examples:

Say, “Look at the cover, what do you think this book is about? What clues did you use?”

Ask the children to predict which senses will be discussed in the book.

Set a purpose for reading.

Example: “Let’s see if your predictions were correct.”

Class Discussion

Engage the children while you are reading by asking them to share how they use their senses.

Ask the children to read *My senses help me* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- identify the ear as a body part.
- identify the function of the ear as hearing.
- identify the functions of the ear in assisting in listening for warning signs, learning about the world, and for enjoyment.

Activity

Ask the children to close their eyes and listen for sounds in their environment.

Ask, "Which part of your body did you use? Why do we have ears?"

Explain that you are going to make some sounds that you will ask them to identify.

Again, ask the children to close their eyes.

When they have heard all the sounds and identified them, ask the children to categorize them in these categories.

Some sounds warn of danger.

Some sounds help us learn about the world by identifying an object.

Some sounds are for enjoyment.

Review the five senses.

Introduce blackline master and provide instruction. Children can complete worksheet on their own or in pairs.

Accommodations and Extensions

Extension suggestion:

Have the children choose one category: warning, learning, or enjoyment, and create an illustration of one of these ways sound is used.

Make three mobiles, one for each category, and hang the illustrations on them.

Have children participate in similar activities for the remaining senses.

Closure

Remind the children of the importance of hearing.

Ask the children, how people who do not hear compensate for the loss of this sense.

Assessment

Record the child's ability to read the book *My senses help me.*

Check reproducibles for accuracy.

Take anecdotal notes to record:

- identification of ear as a body part.
- identification of ear function as hearing.
- identification of the ear being used to listen for signs of danger, to help learn about the world, and for enjoyment.

D—I move like this

A lesson about ways to move

Content

Students will be encouraged to become aware of different ways of moving and of prepositions of location as used in the book.

National Standards

The following standards will be addressed in the lesson:

Physical Education

Students gain knowledge and skills necessary to maintain an active life style.

Mathematics

Specify locations and describe spatial relationships using coordinate geometry and other representational systems

Language Arts

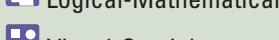
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

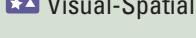
The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Logical-Mathematical



Visual-Spatial

Prerequisites

Large area for class to perform a variety of movements:
i.e. gym, outdoors

Source for music: i.e. ipod, CD player

Materials

- *I move like this* book
- music

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of location and ways of moving: use the cover of the book to assist.

Example:

Ask, “Where is the girl?” and reinforce the use of her position.
“Yes, she is on the ball.”

Ask, “How many different ways can we move?”

Set a purpose for reading.

Example:

“As I am reading, you will see some words have been printed in bold letters. Some of these words are called prepositions. Watch for them as I read.”

Class Discussion

Engage the children while you are reading. Reinforce the bolded words that are prepositions of location. They tell where the person is in relation to other objects in their environment.

Reinforce the difference between the movement and the activity.

After the discussion, ask the children to read the book *I move like this* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- identify that movement for health can be fun.
- orally use the prepositions of location used in the lesson correctly.

Activity

Discuss with your students the different ways the children in the book are moving and the activities in which they are involved, i.e. the movement is walking; the activity is taking the dog for a walk.

Find out in which activities the children in the class are often involved and which movements they are doing as part of that activity. Reflect on the fact that exercising and moving to stay healthy can also be a lot of fun.

Divide the class into groups of 3.

The children stand in a line and form a train by holding the hips or shoulders of the child in front. Emphasize the prepositions of location as you give directions.

Play the music and ask the groups of children to move around in time with the music. Gradually direct the groups to join up with other “trains” until there is only one long “train.”

When the train is complete, direct the children by using as many prepositions of location as you can, i.e. go far, up, down, in, out, over, under, etc.

You might consider using large blocks, hoops, and mats to set up a simple obstacle course. Teacher can demonstrate how to use the obstacle course while reinforcing location words.

Accommodations and Extensions

Extension suggestion:

Make a chart with the children’s names and print the activities and sports in which the children are involved or enjoy doing. The activities are not limited to organized sports team membership.

Modification:

Modify physical activities and pace to accommodate children with physical disabilities.

Example:

Perform movements while sitting down or using only certain parts of the body.

Closure

Encourage the children to be active in their daily lives.

Discuss with them the activities they could do when they are playing outside at school or when they are at home.

Assessment

Record the child’s ability to read the book.

Did the child enjoy their activity?

Could the child understand the prepositions used in the activities?

E—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
Hip-hop dancers	<p>Arts Dance: Identifying and demonstrating movement elements and skills in performing dance</p> <p>Physical Education Participate in physical activities that are enjoyable and challenging</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
This is my family	<p>Social Studies Living and working together in families and communities, now and long ago</p> <p>Language Arts Students will use spoken, written, and visual language for learning and for the exchange of information.</p> <p>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
This is my home	<p>Art Students will use different media techniques and processes to communicate ideas.</p> <p>Social Studies Living and working together in families and communities, now and long ago</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
What are my jobs?	<p>Social Studies Students will describe some responsibilities that people have in the home.</p> <p>Mathematics Students will sort and classify pictures.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

E—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Hip-hop dancers	Arts (Dance) Physical Education	<ul style="list-style-type: none"> • demonstrate different types of animal movements through dance • identify dance sequences in terms of beginning, middle, and end
This is my family	Social Studies Language Arts	<ul style="list-style-type: none"> • identify different family roles and responsibilities • organize and present information to convey meaning
This is my home	Social Studies Visual Art	<ul style="list-style-type: none"> • describe different rooms in a home and identify their functions • create a model of a room
What are my jobs?	Social Studies Math	<ul style="list-style-type: none"> • describe personal responsibilities in the home • sort images into categories

E—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Hip-hop dancers	1–2 class periods	bunny cat chimpanzee elephant sifaka lemur	Take anecdotal notes to record: <ul style="list-style-type: none"> student ability to create dance sequence to mimic animal student ability to explain their dance sequence using the terms: beginning, middle, and end *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see blackline masters)
This is my family	2–3 class periods	adopted divorced grandfather grandmother grandparent quadruplets stepmother triplets twins	Evaluate student participation and poster to assess understanding of major concepts and use of family vocabulary. Take anecdotal notes focusing on the following skills: <ul style="list-style-type: none"> use of descriptive language in oral presentations fine motor control in creating a family poster understanding of different family units
This is my home	2–3 class periods	apartment building back yard balcony house mobile home townhouses	A checklist or rubric could be made to record each child's ability to: <ul style="list-style-type: none"> state the type of home in which they live describe a variety of rooms in a home describe the function of those rooms fine motor development in creation of the model room detail shown in the model oral communication in the description of the model
What are my jobs?	1 class period	caring cleaning folding helping jobs recycling washing	Fine motor coordination can be assessed as the children cut out the pictures. Assess the ability of a group of children in sorting and classifying their pictures into work and play sets. Assess reproducibles for accuracy.

E—Hip-hop dancers

A lesson on movement

Content

Students will identify different animal movements and incorporate these movements into their own dance sequence.

National Standards

The following standards will be addressed in the lesson:

Arts

Dance: Identifying and demonstrating movement elements and skills in performing dance

Physical Education

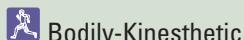
Participate in physical activities that are enjoyable and challenging.

Language Arts

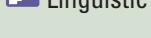
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

Arrange to work in the gym or other large open area.

Materials

- *Hip-hop dancers* book

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of dance.

Example:

Ask, “What do people do when they dance?”

“What kinds of dances do you like to do?”

“Do you think animals can dance?”

Set a purpose for reading.

Example:

“As I am reading, look at the animals in the book and see how they move as they dance.”

Class Discussion

Engage the children while you are reading by emphasizing the beat and rhythm of the language.

After each line you read, ask them to repeat it with a beat. Encourage the children to move with the beat as they chime in.

Ask the children to read *Hip-hop dancers* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- demonstrate three different types of animal movement through dance.
- explain his/her dance sequence in terms of beginning, middle, and end.

Activity

After reading the book, go through the pages and discuss the gestures that the animals used.

Bring students to the gym or other large open area. Have the children warm up by asking them to find a space. Call out the name of each animal and ask the children to move like that animal. Encourage gesture and rhythm in their movements.

Signal the children to stop. Now it is your turn to demonstrate three different movements of three different animals. Have the children guess which animal was at the beginning of your sequence, in the middle of your sequence, and at the end of your sequence.

Now ask the children to create their own sequences of three movements to show three different animals.

Give them time to practice and then signal them to stop.

Now have the children work in pairs. One child watches while the other child dances. The watching child guesses which animals their partner is portraying. The children then exchange roles.

Accommodations and Extensions

Extension suggestion:

Music may be added to this experience and the children asked to incorporate their animal dance or to create other dance steps and gestures in rhythm to the music.

Closure

Reinforce the concepts of beginning, middle, and end.

Discuss how rhythmic movement and gesture is important in conveying the way different animals move.

Assessment

Assess child's ability to read the book.

Select a group of children and assess their ability to create a sequence of three different animals dancing.

Assess their ability to explain their dance sequence using the terms: beginning, middle, and end.

E—This is my family

A lesson about family structure

Content

Students will increase their awareness of the composition of families.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Living and working together in families and communities, now and long ago

Language Arts

Students will use spoken, written, and visual language for learning and for the exchange of information.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



- Linguistic
- Visual-Spatial
- Interpersonal

Objectives

The child will be able to...

- organize visual information to convey meaning.
- write simple descriptive sentences to convey information.
- give a short presentation to a group, presenting the members of his/her family.

Prerequisites

Prepare a letter to parents stating that the children will be involved in an activity in which they will be introducing the members of their families. Ask if photographs could be sent to school to be used. Describe the activity. Ensure the parents that the photographs will be returned.

Buy photo corners for the children to use so that the photographs will not be damaged by attaching them to construction paper.

Create a model of the activity using photos of your family arranged on bristol board with names of family members printed underneath.

Materials

- A copy of *This is my family*
- 4 packages of photo corners to protect photographs
- 1 sheet of bristol board per child
- Gluesticks for gluing printed sentences
- Children's family photographs
- Pencils, crayons, etc. for printing
- Paper for the children to print on

Instructional Procedure

Anticipatory Set

Before reading the book, assist children in connecting with their understandings of their own families.

Examples:

Ask, "Who is in your family?" Some children may wish to include pets as family members.
"Do all your family members live in your home?"
"Do you have brothers and sisters?"
"Do any of them have the same birthday?"

Set a purpose for reading.

Example:

"As I am reading, you will notice different members that some families have. How are they the same or different from your family?"
"Do you have any triplets or quadruplets in your family?"

Class Discussion

Engage the children while you are reading, bringing out different names that children may use for family members, i.e. mommy, mom, momma, etc. You may wish to print the title My Family, and a list of family words on chart paper as a reference. You can add these words to the word wall.

After discussion, ask them to read *This is my family* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Show the children the photographs of your family, and how you have arranged them on the bristol board. Remember to print the title, "My Family."

With your last photograph, demonstrate how you put the photo corners onto the photo by peeling the backings and then placing the photo carefully on the board.

Print a sentence describing the photo on a piece of paper and then glue that underneath your photo.

Invite the children to start their family posters.

Accommodations and Extensions

Any children who were unable to bring in photographs can draw their own pictures and then glue those to the bristol board.

Closure

Have children describe their family poster, either in small groups, or in short presentations to the class.

Assessment

Record the child's ability to read the book.

This activity gives opportunities for assessment of oral language and fine motor control.

Take anecdotal notes focusing on the following skills:

- use of descriptive language in oral presentations
- fine motor control in creating a family poster
- understanding of different family units

E—This is my home

A lesson about homes

Content

Students identify different types of homes, as shown in the book. They recognize the functions of various rooms in a home.

National Standards

The following standards will be addressed in the lesson:

Art

Students will use different media techniques and processes to communicate ideas.

Social Studies

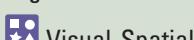
Living and working together in families and communities, now and long ago

Language Arts

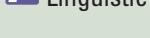
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Linguistic

Objectives

The child will be able to...

- identify the type of home in which he or she lives, i.e. single family home, townhouse, apartment, etc.
- describe different rooms in a home and their functions.
- create a model of a room in a home and furnish and decorate it appropriately for the stated function.

Prerequisites

Book a large block or blocks of time for this art activity.

Have children bring in boxes (shoe boxes or other types of cardboard boxes), which can be used to create diorama models of a room in their home.

Make or buy play dough and/or plasticine.

Have “paint shirts” ready or ask children to bring a paint shirt from home to protect their clothes.

Gather supplies of yarn, paper, cardboard, etc.

Prepare a place, away from their working area, where the children can leave their boxes to dry.

Teacher may wish to create a model diorama to use as an example for students.

Materials

- A copy of *This is my home*
- Boxes to give structure to the room the children are going to create.
- Play dough and/or plasticine for each child to create furnishings for their “home” room
- Paint and paint brushes to paint the boxes
- Newspaper to protect desks or tables
- Paint shirt for each child
- Materials from the art center, i.e. construction paper, yarn, markers, material scraps, etc.
- Children may wish to bring in miniature furniture from home to use in their diorama.

Instructional Procedure

Anticipatory Set

Before reading the book, assist children in connecting with their previous experiences and understandings of home.

Examples:

“What is a home?”

“Why do we have homes?”

“Are there different rooms in your home?”

“What are the rooms used for?”

Set a purpose for reading.

Example:

“This is a book about homes. As I am reading, I’d like you to think about the rooms in your home, what happens in the rooms, and what kind of furniture is in them.”

Class Discussion

Engage the children while you are reading; discuss the types of homes and the functions of the rooms which are shown.

Ask the children to read *This is my home* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Explain that each child is going to make a model of a room in a home. Encourage children to choose different rooms so that in the end, there will be a wide variety of room models.

The children can choose to make a model of a room they have in their house as it is, or they can choose to create a room that they would like to have in their home.

Children prepare the area they are going to be using by covering it in newspaper, and then they put on their paint shirts.

Select cardboard boxes, cut them to size if necessary, and paint them.

While the paint is drying, the children can use the play dough or plasticine to create the furniture for their rooms.

They may opt to use pieces of cardboard, paper, yarn, material scraps, etc. to enhance their work.

Accommodations and Extensions

Some children may require extra time to complete their dioramas to their own satisfaction. If the painting is done in the first block of time, then the actual creating of the furniture and decorating of the room may be completed on an ad hoc basis.

Closure

Celebrate the dioramas with the children and display them in the classroom. A number of them may be put together to create a “house.”

Again, discuss the functions of the rooms and how the furnishings reflect these functions.

Assessment

Record the child’s ability to read the book *This is my home*.

A checklist could be made to record each child’s ability to:

- state the type of home in which he or she lives
- describe a variety of rooms in a home
- describe the function of those rooms
- fine motor development in creation of the model room
- detail shown in the model
- oral communication in the description of the model

E—What are my jobs?

A lesson about responsibilities

Content

Students examine the roles and responsibilities that children may have in the home.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will describe some responsibilities that people have in the home.

Mathematics

Students will sort and classify pictures

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Logical-Mathematical

Prerequisites

Photocopy class set of *What are my jobs?* blackline master.

Recreate blackline master on chart paper by writing the title “Work and Play.” Make two large columns. Label one column “work” and the other column “play.”

Materials

- *What are my jobs?* book
- chart paper and markers
- class set of *What are my jobs?* blackline master
- scissors (one pair for each child)
- glue sticks
- pencils

Instructional Procedure

Anticipatory Set

Before reading the book, assist the children in connecting with their previous experiences and understandings of what a responsibility is.

Example:

“Is it a job? Is it work? Is it play? Is it something you are asked to do or something you should do?”

Set a purpose for reading.

Example:

“As I am reading, look at the responsibilities that these children and adults have and think about the responsibilities that the people in your home have.”

Class Discussion

Engage the children while you are reading.

Examples:

Page 4: “Raise your hand if both your parents work.”

Page 6: “Does this sometimes happen to you?”

When you have finished reading the book, ask questions such as:

“What are your jobs at home?”

“What are your jobs at school?”

“Do you like having responsibilities?”

“Which play activities do you like?”

“What is the difference between work and play?”

Have children read *What are my jobs?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Objectives

The child will be able to...

- describe some of the responsibilities she/he has in the home.
- cut out appropriate pictures from magazines and sort them into two sets, depicting work and play.

Activity

Introduce chart to children. Review the differences between “work” and “play.”

Show children a picture from the blackline master. Have students discuss if the picture shows “work” or “play.”

Place picture in correct column. Repeat with another picture if an additional example is needed.

Show *What are my jobs?* blackline master to students. Explain that they will follow the same process as the example done as a class.

Have the children cut out the pictures and sort them into two piles before gluing the pictures in the columns.

Accommodations and Extensions

Extension suggestion:

Invite students to add to their charts by drawing pictures of their own examples of “work” and “play” tasks.

Closure

Explore with the children the consequences of people not following through on their responsibilities in both work and play.

Choose particular situations, such as not doing the laundry, not washing dishes, not buying groceries, not walking the dog, and so on.

Ask the children what would happen if they did not do some of their chores and no one else in their home did them, either.

Assessment

Record the child’s ability to read the book.

Fine motor coordination can be assessed as the children cut out the pictures.

Assess the ability of a group of children in sorting and classifying their pictures into work and play sets.

Assess reproducibles for accuracy.

F—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
What do I need?	<p>Science Life Science: The characteristics of organisms: Organisms have basic needs.</p> <p>Health Students will identify personal health needs. Students will identify responsible health behaviors. Students will describe relationships between personal health behaviors and individual well being.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Where am I?	<p>Social Studies Geography: Students know and understand the physical characteristics of places.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Rodent rap	<p>Science Life Science: The characteristics of organisms: Organisms have basic needs. Science as Inquiry: Abilities necessary to do scientific inquiry Ask a question about objects, organisms, and events in the environment.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
These are my friends	<p>Health Students understand how emotions affect personal health.</p> <p>Art Visual Arts: Students use different media, techniques, and processes to communicate ideas, experiences, and stories. Theater: Acting by assuming roles and interacting in improvisations</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

F—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
What do I need?	Science Health	<ul style="list-style-type: none"> • identifying the basic needs of human beings • identifying healthy foods
Where am I?	Social Studies (Geography)	<ul style="list-style-type: none"> • identifying landforms
Rodent rap	Science	<ul style="list-style-type: none"> • categorizing rodents and their habitats • identifying the characteristics of rodents
These are my friends	Health Art	<ul style="list-style-type: none"> • identifying characteristics of being a good friend • creating a puppet • using puppets for dramatic play

F—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
What do I need?	1–2 class periods	exercise family friends fun home living things sunshine water	Check reproducibles for accuracy. Create a checklist or make anecdotal notes to record child's ability to identify basic needs and/or nutritional food choices. *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see blackline masters)
Where am I?	1–2 class periods	beach canyon cave cliff desert island mountain ocean plain wave	Use a checklist to record how many landforms each child can identify.
Rodent rap	1 class period	beaver chipmunk porcupine quills rat rodent teeth	Take anecdotal notes to record: <ul style="list-style-type: none">• Did the students respond to and enjoy the beat and rhyme used in the book?• Did the students identify that the teeth of rodents continue to grow throughout their lives?• Did students participate in categorizing animal home environments?
These are my friends	3–4 class periods	best friend brothers group hug music pets sisters team	Collect reproducibles to assess child's ability to identify positive behaviors associated with friendship. Make anecdotal notes describing the child's ability to: <ul style="list-style-type: none">• describe the range of emotions involved in friendships• express those feelings through puppetry

F—What do I need?

A lesson about the needs of human beings and other living things

Content

Students are made aware of some of the physical needs of living things and of the emotional needs of humans.

National Standards

The following standards will be addressed in the lesson:

Science

Life Science: The characteristics of organisms:
Organisms have basic needs.

Health

Students will identify personal health needs.

Students will identify responsible health behaviors.

Students will describe relationships between personal health behaviors and individual well being.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Objectives

The child will be able to...

- identify the basic needs of humans discussed in the lesson.
- identify vegetables as healthy foods.
- identify the vegetables he/she finds delicious to eat.

Prerequisites

Photocopy a class set of *What do I need?* blackline master.

Check if any of the children in your class have allergies.

Buy the ingredients to make a salad.

Materials

- *What do I need?* book
- Class set of photocopies of *What do I need?* blackline master
- 1 large bowl
- Large fork and spoon to mix and serve
- 1 small bowl for each vegetable
- A selection of vegetables i.e. lettuce, tomatoes, cucumbers, mini carrots, peppers, etc. Choose vegetables that the children can cut with plastic knives or teacher may cut the vegetables before the lesson.
- A healthy dressing (optional)
- 1 small container per child
- 1 fork per child
- 1 plastic knife per child
- 1 drinking container per child
- napkins

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of basic needs.

Examples:

Ask, "What do you need when you are hungry?" Repeat with thirsty, tired, cold.

Set a purpose for reading.

Example:

"As I am reading, I would like you to look for the things that we need to keep us healthy."

Class Discussion

Engage the children while you are reading.

Example:

On page 4, ask children to name the three kinds of living things shown on the page.

On page 5, ask the children to hold their breath for as long as they can, and then take another breath, to demonstrate how we all need air to breathe.

Ask the children how they feel when the sun does not shine for many days.

On page 6, ask the children how often they drink water. On page 7, ask the children to pay special attention to the ingredients that they will be using in their salad. Print all the things we need to stay healthy as shown in the book, on chart paper or the board. Draw pictures next to them to help children who do not yet have that sight vocabulary.

Ask the children to read the book *What do I need?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Introduce the activity, telling the children that you have some healthy food that we all need and is delicious to eat. Show them the vegetables you have chosen and discuss the various attributes, such as color, shape, size, and nutrition (they contain vitamins and minerals, as well as water).

Explain that they are going to help you make a big salad to share as a snack.

Have children roll up their sleeves and wash their hands with soap and water. Then ask them to help you prepare clean surface areas, where they can help you chop up the ingredients. (Or you can do this beforehand.)

In each work area, put one small bowl, a plastic knife for each child, and the vegetable they are going to be cutting.

Divide the children into groups and direct them to the work area. Give each child the responsibility of cutting a vegetable, or part thereof, and putting it in a small bowl.

When all the vegetables are ready, ask a child from each group to bring the small bowl and to empty the vegetables from it into the large bowl.

The children can take turns helping themselves to small portions of the salad.

Some children may prefer the salad without dressing. Give them the option, and add dressing to the salads of those who wish to have it.

While the salad is being served, other children can take their drinking containers and get some water to drink with their salads.

This is a good activity for social interaction and teaching children the manners of taking turns, saying please and thank you, waiting until all are served before eating, and so on.

When the children have finished eating, they can help clean up.

After clean up if completed, introduce *What do I need?* blackline master. Provide instructions and have students complete reproducible.

Accommodations and Extensions

Extension suggestions:

Buy extra vegetables and use them to set up a display in the classroom. Ask some children to help you make labels for the vegetables and a title, i.e. "I need food."

Ask the children to count how many colors were in the salad. Was every color of the rainbow represented? Which colors were missing?

Have a discussion about the importance of eating natural foods of every color every day. Read the book, *I eat a rainbow* to the children.

Closure

Discuss with the children the physical needs they have satisfied (food, water, movement, as they moved around the classroom helping). Review the other physical needs. Then talk about the emotional needs they have for love and friendship and how very important they are, as well.

Assessment

How many of the following basic needs of humans can the child identify—air, water, food, movement, sleep, shelter, love, and friendship?

Create a checklist or make anecdotal notes to record child's ability to identify basic needs and/or nutritional food choices.

Record their ability to read the book and the accuracy with which they complete the reproducible.

F—Where am I?

A lesson about landforms

Content

Students are introduced to the concept that Earth has different shapes and to the term landform.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Geography: Students know and understand the physical characteristics of places.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

Make or purchase enough play dough or plasticine for each child to mold landforms.

Materials

- A copy of *Where am I?* book
- Plasticine and/or play dough

Instructional Procedure

Anticipatory Set

Before reading the book help the children connect with their previous experiences and understandings of landforms.

Example:

Describe some of the local landforms that the children may recognize and ask the children to identify them. Use the word landform frequently.

Set a purpose for reading.

Example:

Show the children the cover and ask them the question, “Where are the children sitting?”

Then say, “As I am reading, I would like you to look for the different shapes on Earth’s surface, which are called landforms.” This central concept needs to be repeated throughout the lesson.

Ask the children to read *Where am I?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Class Discussion

Engage the children while you are reading. Some children may have experienced a variety of landforms while traveling. Invite them to share those experiences.

Objectives

The child will be able to...

- orally explain in his/her own words the term landform, i.e. a high level answer would be: a landform is part of the Earth’s surface that has a different shape.
- identify the landforms discussed in the lesson.

Activity

Pass out the play dough or plasticine.

Ask the children to create one type of landform.

As they work, discuss with them the significant attributes of that particular landform.

Then ask them to turn their landform into a different landform. For example, start with the children forming a mountain and then ask them to turn it into a hill. What are the differences and similarities?

Then turn the landform into a canyon, a cave, and a plain. They could even create an island by using a small tub of water.

Accommodations and Extensions

Extension suggestion:

Children could choose one landform and create it using cardboard and paint.

A landform could also be created using paper-mache.

Closure

Reinforce the vocabulary of landforms and the types of landforms that appear in the book.

Ask the children to create their favorite landform out of the play dough or plasticine.

Have them make labels for their landforms and display the finished products in the classroom.

Assessment

Record the child's ability to read the book.

Use a class list and make a chart with the list of the landforms shown in the book, and the term landform, across the top. Put in the landforms that you may have added, too.

Check off how many landforms each child can identify.

Does the child use and understand the term landform?

F—Rodent rap

A lesson about rodents and their home environments

Content

Students will increase their knowledge about animals that are rodents.

National Standards

The following standards will be addressed in the lesson:

Science

Life Science: The characteristics of organisms: Organisms have basic needs.

Science as Inquiry: Abilities necessary to do scientific inquiry

Ask a question about objects, organisms, and events in the environment.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Logical-Mathematical

Objectives

The child will be able to...

- enjoy the use of beat and rhyme within an informational text.
- assist in categorizing rodents and their home environments.
- identify rodents as animals with teeth that continue to grow throughout their lives.

Prerequisites

Make three different environment representations for tree, ground, and water. These could be cut out from large sheets of construction paper.

Make three labels: tree, ground, water

Read the book so that you get a sense of the beat to emphasize when you read to the children.

Materials

- A copy of *Rodent rap*
- The 3 environment representations

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of rodents. Turn to the title page and ask the children to identify the rodents on that page.

Also look at the cover and ask the children why they think the book is titled “Rodent rap.” Find out how much knowledge or experience the children have with rap music.

Set a purpose for reading.

Example:

“As I read, see if you can discover what makes a rodent a rodent.” As you read each line, ask the children to echo back that line in a rap beat. Some of the children can clap their hands or stomp their feet to keep the beat.

Ask the children to read *Rodent rap* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Class Discussion

Engage the children while you are reading by drawing their attention to the use of beat and rhyme in rap.

Activity

After reading the book, tape the three prepared environments to the board and have the children help you put the labels on them: tree, ground, and water.

Go through the book again, finding the rodents and asking the question: “Where does this rodent make its home?”

Print, or have a student print, the name of the rodent on the appropriate environment.

There will be some discussion around a few of the rodents, i.e. Where does a rat live? The answer may be different for a wild rat or a domesticated rat, and you may have to add to your environments to accommodate expanding information. The intent is not to have all the “right” answers but to stimulate the children’s thinking when asking scientific inquiry questions.

Accommodations and Extensions

Extension suggestion:

Students may go on to do a more in-depth study of one or more rodents.

Closure

Bring the discussion back to the question you asked, “What makes a rodent a rodent?”

Congratulate those who had the answer.

Celebrate the information learned by referring to the environments on the board and reinforce how helpful it is to ask questions when we want to find out information.

Assessment

Record the child’s ability to read the book *Rodent rap*.

Did the students respond to and enjoy the beat and rhyme used in the book?

Did the students identify that the teeth of rodents continue to grow throughout their lives?

Did students participate in categorizing animal home environments?

F—These are my friends

A lesson about friendship

Content

Students raise their awareness of what friendship is all about.

National Standards

The following standards will be addressed in the lesson:

Health

Understands how emotions affect personal health.

Art

Visual Arts: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Theater: Acting by assuming roles and interacting in improvisations

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Bodily-Kinesthetic



Linguistic

Objectives

The child will be able to...

- express a range of emotions that happen within friendships.
- express a range of emotions through puppetry.
- recognize that friends and good relationships are an important part of feeling happy and healthy.

Prerequisites

Photocopy a class set of the *These are my friends* blackline master.

Decide if the children are going to be given a choice in the kind of puppet that they are going to make.

Prepare an example of each type of puppet you are going to use.

Gather required art supplies.

Materials

- *These are my friends* book
- Class set of *These are my friends* blackline master
- Paper bags and/or Styrofoam cups and/or paper plates
- Colored paper
- Glue
- Pipe cleaners
- Felt scraps
- Markers, crayons, colored pencils, etc.
- pencils

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of friendship.

Examples:

“Put up your hand if you like playing with your friends?”

“What does it mean to be a good friend?”

“What are some of the ways in which you have fun with your friends?”

“What games do you play when you are indoors?”

Set a purpose for reading.

Example:

“As I am reading, look at the activities in which these friends are involved and think about the activities you like to do with your friends. How does being with your friends make you feel?”

Class Discussion

Engage the children while you are reading.

Examples:

Page 4: “What do you think these friends are going to do?”

Pages 10–11: “What talents do you have that you share with friends?”

“How do you feel when you share with your friends?”

Ask the children to read *These are my friends* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Discuss both positive and negative emotions that are part of all relationships and brainstorm positive ways of resolving negative feelings.

Then introduce the activity with questions such as:

“Do you ever play with puppets?”

“What do you do with puppets?”

“Which actions and feelings might you act out when you play with puppets?”

Explain that they are going to make puppets. Include one or more types:

Styrofoam puppets

Make an animal from a Styrofoam cup. Use felt pens to draw a face on the cup or cut facial features from colored paper and glue them onto a cup. Glue paper ears to the top of the cup. Glue a pipe-cleaner tail to the back of the cup.

Paper-bag puppets

Bring brown paper bags to class. Use the flap of the bag to form the mouth of the puppet. Glue a felt or paper tongue in the mouth. Draw or glue eyes, a nose, and hair onto the bag. Glue a long tail onto the back of the bag.

Paper-plate puppets

Use felt pens to draw a face on the front of the plate or cut facial features from colored paper and glue them onto a plate. Attach the paper plate to a ruler or other strong object to support the plate so children can manipulate the puppet.

On completion of the puppets, the puppetry can begin.

Determine with the children the social rules that they will follow during the puppetry activity, i.e. that they express any negative feelings in a controlled manner.

Divide students in to pairs. Ask them to act out a play situation with their puppets.

Ask the children to share any feelings that their puppets had while they were playing.

Puppetry can be an excellent aid in developing the child's social awareness. By using a variety of puppets, the child can take on many roles and express his or her innermost thoughts and feelings. The child can take on, and objectively evaluate, the behavior of others. Puppets can also help children increase self-awareness and develop self-confidence. Puppetry can be used in free play or teacher-directed situations.

Children can later complete the *These are my friends* blackline masters to write and illustrate positive friendship traits.

Accommodations and Extensions

The number of types of puppets demonstrated and made available for the children to make will depend on the ability of the children in the class to handle multiple choices.

Closure

Discuss the emotions that are present in friendships and reinforce the helpful ways in which children can deal with negative emotions. Ask them about the positive joys they feel about having friends and sharing. End on a positive note.

Assessment

Record the child's ability to read the book.

Collect reproducibles to assess child's ability to identify positive behaviors associated with friendship.

Make anecdotal notes describing the child's ability to:

- describe the range of emotions involved in friendships.
- express those feelings through puppetry.

G—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
My family community	<p>Social Studies Identify rules and responsibilities within the family community Record in simple sentences relevant information using appropriate vocabulary</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My school community	<p>Social Studies Living and working in communities now</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Places in my community	<p>Social Studies Students will learn how to use maps to report information about their local neighborhood community.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Helpers in my community	<p>Social Studies Students will learn to identify a variety of occupations in the community and explain how the people that do them meet the community's needs.</p> <p>Visual Arts Students use visual structures and functions of art to communicate ideas.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

G—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
My family community	Social Studies	• identifying rules and responsibilities in the home
My school community	Social Studies	• identifying roles and responsibilities of the people in a school community
Places in my community	Social Studies	• introduction to basic map skills
Helpers in my community	Social Studies Visual Arts	• identifying community helpers and the jobs they do • painting pictures of community helpers

G—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
My family community	1 class period	communication culture jobs money rules sharing teaching travel working	Monitor student participation in classroom discussion and assess student T-charts for accuracy and completion. *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see blackline masters)
My school community	1–2 class periods	classroom cultures education healthy jobs rules sharing travel	Monitor student participation in group setting and assess student work for accuracy and completion. Observe fine motor skills during cutting portion of the activity.
Places in my community	1–2 class periods	food home hospitals museums outdoor safety schools shopping malls work places	Evaluate maps to determine students' ability to follow instructions and organize visual information.
Helpers in my community	1–2 class periods	builders electricians emergency helpers firefighters medical helpers plumbers police officers school helpers volunteers	Observe student participation and use classroom discussion to evaluate student understanding of major concepts.

G—My family community

A lesson about the benefits of being a part of a family and community

Content

Students learn that a family is a community and how the different aspects of a community relate to a family. Children will also investigate the concept that when one is a member of a community, there are laws (rules) and responsibilities (jobs) that are part of that experience.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Identify rules and responsibilities within the family community

Record in simple sentences relevant information using appropriate vocabulary

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:

-  Linguistic
-  Interpersonal
-  Intrapersonal

Objectives

Children will be able to...

- orally identify the many ways family members help one another.
- orally identify specific rules and responsibilities they have at home.
- explain in simple terms how rules and responsibilities help them and others.
- organize and print simple sentences using information and appropriate vocabulary.

Prerequisites

Depending on the ability level of the students, you may wish to prepare charts for the students to use.

Materials

- The *My family community* book
- 1 sheet of white paper for each child
- 1 pencil for each child
- 1 ruler for each child

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of rules and responsibilities and relate them to those in their home.

Examples:

Draw a T chart on chart paper or the board with the title:

My Family Community	
Rules	Responsibilities

Ask, “Which jobs do you do at home?”
“Which rules must you follow at home?”

Help the children categorize their answers into rules and responsibilities. Print their answers in the appropriate columns.

Help children realize that rules and responsibilities may be different in different homes.

Set a purpose for reading.

Example:

“As I am reading, I would like you to think about your family and how it is the same or different from the family community shown in the book.”

Class Discussion

Engage the children while you are reading. Ask them which things their family provides for them that are the same as the ones in the book—home, food, caring for one another, clothing, medical care, and fun. Do they feel grateful for these things?

Look at page 20 and ask them to which cultures they belong.

Do they wear special clothes like the ones on page 21?
Do they eat different foods?

Look at the picture on page 19 and ask which ways the children communicate with other family members.

Add more of their information to the demonstration chart.

Activity

Pass out the white paper, pencils, and rulers.

Ask the children to draw a line horizontally, leaving room at the top of the paper to print the title.
Then ask them to draw a line vertically down the middle of the page.

Having the children fold the paper in half first may assist some children in drawing the lines with the help of a ruler.

Have the children print the main title and the titles for the columns.

They then print the rules and the jobs or responsibilities that they have at their homes in the appropriate columns.

They may use the demonstration chart as a reference for vocabulary and ideas.

Ask the children to read *My family community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Accommodations and Extensions

Ask the children to act out chores that are done around their home, such as cooking, gardening, or doing laundry. The other children can guess which chore is being presented.

Discuss whether this chore is done by the children or the parents in the family.

Discuss reasons why parents may do different chores than the ones done by children.

Closure

Review the rules and responsibilities that the children have written and then guide them, using questions, to the awareness of the bigger concept why rules and responsibilities help them and others in their family community.

Assessment

Assess child's ability to read the book.

Child verbally identifies rules and responsibilities that he/she has at home.

Child can explain in simple terms how rules and responsibilities help family communities.

Charts may be used for formative assessment of organization, printing, etc.

G—My school community

A lesson on relationships within community

Content

Students will identify elements that are part of the school community and focus on how individuals within this community help one another by working together.

National Standards

The following standards will be addressed in the lesson:

Social Studies

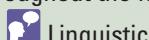
Living and working in communities now

Language Arts

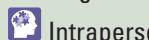
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

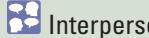
The following intelligences will be activated throughout the lesson:



Linguistic



Intrapersonal



Interpersonal

Prerequisites

Inform the staff ahead of time about your lesson.

Set up short appointments with people around the school who are doing different jobs.

Ask them to explain what their responsibilities are and how they help the school community by doing their jobs.

Photocopy the *My school community* blackline master for each student.

Teacher may wish to complete the activity to provide a model for students to follow.

Materials

- The *My school community* book
- Members of staff who are willing to talk about the roles and responsibilities of their jobs and how they are a part of the school community that works together
- Student copies of *My school community* blackline master
- Markers, crayons, etc.
- 1 pair of scissors per child
- 1 piece of construction paper per child

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of how people in the school community have different jobs, but they all work together to make the school community a safe place of learning for children. Take them on the tour of the school. When you get back to the classroom, set a purpose for reading.

Example:

“As I am reading, look for people in the book who are part of the school community and think about their roles and the way they help the community.”

Class Discussion

Engage the children while you are reading by focusing on the child as part of the community and his/her jobs or responsibilities as a learner.

Examples:

Page 7: “Who are the people in this part of the school community?”

Continue to focus on the child’s responsibilities as you go through the book.

Objectives

The child will be able to...

- identify roles and responsibilities of the people in his/her school community.
- identify his/her own role and responsibilities within the school community.

Page 8: "What is the girl doing? How is she behaving that shows she is being a helpful learner?"

Other pages show positive behavior in different environments, i.e. sitting in the bus, attention skills, listening skills, etc.

Ask the children to read *My school community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Have children work in groups, rather than at individual desks.

Encourage social interaction—children helping children—when necessary, i.e. handing out supplies, assisting someone who is having difficulty, sharing ideas.

Distribute blackline masters. Explain process:

1. On the circle, have the children draw pictures of themselves and label them with their community role as learner.
2. On each of the petals, ask the children to draw a picture of a school community helper and label his/her role.
3. Cut out each petal and tape or glue the petals onto the circle to create a flower. You may wish to have children glue their flower onto a piece of construction paper (optional).

Accommodations and Extensions

You may wish to cut out the circle and petals ahead of time to assist children with weaker fine motor skills.

Closure

Celebrate the creation of the flowers and question the students as to why they think you asked them to make it into a flower, i.e. many parts together make a whole.

Review their roles and responsibilities as learners, but also discuss the ways that they are helpers to others.

Assessment

Assess the child's ability to read the book.

Determine child's ability to:

- identify his/her role and responsibilities in the school community.
- identify community helpers and their role in the school community.

Observe child's fine motor control in cutting out flower petals.

G—Places in my community

A lesson on basic mapping skills

Content

Students will identify landmarks in their community and use symbols to place them on a simple map of their neighborhood.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will learn how to use maps to report information about their local neighborhood community.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Visual-Spatial



Linguistic

Prerequisites

Prepare a simple map of the community. Make it large enough so that the children can label streets and landmarks. Put on a north/south directional aid. Photocopy one for each child and make a few extras.

Make a bigger map of the community on chart paper.

Take the children for a walk around the local neighborhood. Take a map with you and point out north, south, east, and west directions. Focus on landmarks and their attributes as you go, i.e. road names, parks, buildings which give service to the community, types of living accommodations, houses, apartments, townhouses, etc.

Discuss the route you are taking and how the map helps you know where you are going.

Materials

- The *Places in my community* book
- Photocopy a map of the community for each child
- Pencils, markers, colored pencils, etc.

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of places in the community by discussing your community walk and the places that they saw.

Set a purpose for reading.

Example:

“As I am reading, look for all the community places that are described in the book.”

Class Discussion

Engage the children while you are reading.

Spend extra time on page 5. Discuss the map layout and the use of symbols to show different places. Explain that they are going to be using a map and symbols in their activity.

Objectives

The child will be able to...

- place landmarks correctly on a simple map.
- associate a symbol with the location on the map.
- correctly draw and label a key on a given map.

Activity

Using the map on the chart paper, ask the children to locate landmarks in their community, i.e. playground, school, their house, stores, fire station, etc.

Demonstrate how to make a key for the map using symbols and labels, and discuss that having a key helps other people who do not know the neighborhood find places or landmarks.

Ask the children to locate landmarks on their maps and make symbols for the landmarks. This can be done as a group or independently.

Ask the children to also make a key for their maps.

Ask the children to read *Places in my community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Closure

Review the importance of maps as a tool for finding places. Emphasize the use of the directional aids of north, south, east, and west. Discuss the landmarks in the community and review the symbols used on the maps the children have completed.

Assessment

Assess the child's ability to read the book.

Maps can be used for formative assessment of:

- following teacher directions
- visual organization of information
- the children's ability to locate and identify the symbols used on their maps

Accommodations and Extensions

For some children, the key landmarks may already have been placed on the map.

As an extension, children could make 3-D models of their community using “junk materials.” This would be a group activity with different children making different landmarks. The models could then be placed together to create a community. The community could be realistic or imagined.

G—Helpers in my community

A lesson about identifying community helpers

Content

Students will raise their awareness of service workers within their community.

National Standards

The following standards will be addressed in the lesson:

Social Studies

Students will learn to identify a variety of occupations in the community and explain how the people that do them meet the community's needs.

Visual Arts

Students will use visual structures and functions of art to communicate ideas.

Language Arts

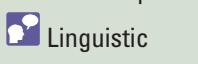
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Linguistic

Objectives

The child will be able to...

- identify community helpers by their occupation titles.
- describe in simple terms the jobs they do.
- describe how specific jobs help people in the community.

Prerequisites

Set aside a large block of time.

Paint shirts for each child.

A large area is needed where children can lie down to have their bodies traced and to paint them. (A tiled hallway works well; it can be easily mopped clean afterward.)

Gather paints of various colors reflecting the uniforms worn by community helpers. The paint should be placed in a central location where children have easy access to it.

Wall space will be needed to display the finished products.

Materials

- The *Helpers in my community* book
- Mural paper
- Paints
- Paintbrushes of various sizes
- Newspaper
- Paint shirts
- Paper for child to label community helper
- Markers, pencils

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of community helpers.

Show them the cover of the book and ask them to identify the occupations of the people they see.

Read the title and ask the children to name other helpers in the community. Make a list on chart paper or the board.

Set a purpose for reading.

Example: “As I am reading, I’d like you to look for helpers that we haven’t put on our list yet.”

Class Discussion

Engage the children while you are reading by noting the words in bold print. Discuss how those words are important words in the book and how they can be helpful as reference words when they start to work on their activity.

Ask the children to read *Helpers in my community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Explain to the children that they are going to make paintings of community helpers by drawing around their bodies as they lie on the floor and then painting each outline to portray a community helper. The children will ask a friend to draw around them and then do the same for their friend. Point out that this exchange is an act of being a helper in the classroom community.

Assist the children in deciding on a variety of community helpers.

When the portraits have been completed, ask the children to print a label to identify each one in writing.

Accommodations and Extensions

Accommodations:

Children can work individually or in small groups if the painting of the outline is too much for one child to do.

Having larger brushes available also helps.

Extension suggestions:

Children can write information about the community helper's job to go beside the painted portrayal.

Arrange a class visit to a community helper's jobsite.

Invite community helpers to come to the classroom to talk about their occupations.

Closure

After cleaning up, discuss which community helpers the children chose. Ask why they chose that helper.

Expand on the jobs the community helpers do and how that service fulfills the needs of people of all ages in a community.

Discuss occupation choices that they might want to make when they are adults.

When the portraits are dry, display them with their labels on the walls of the hallway or in the classroom.

Assessment

Assess the child's ability to read the book.

Can the child identify the community helpers discussed in the lesson?

Can the child explain in simple terms the jobs of various community helpers and how their services help people in the community?

H—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
An animal community	<p>Science The characteristics of organisms: An organism's patterns of behavior are related to the nature of that organism's environment.</p> <p>Visual Art Students will use different media to communicate ideas and experiences. Students will use art materials in a safe and responsible manner.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
How do animals hide?	<p>Science The characteristics of organisms: An organism's patterns of behavior are related to the nature of that organism's environment.</p> <p>Visual Art Students will use different media to communicate ideas and experiences. Students will use art materials in a safe and responsible manner.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My backyard community	<p>Science The characteristics of organisms: Organisms have basic needs; water and food. Organisms and their environment: All animals depend on plants for food. Other animals eat animals that eat plants.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Where do animals live?	<p>Science Science as inquiry: Students will plan and conduct a simple investigation. Students will communicate their investigation and explanations.</p> <p>Language Arts Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students will conduct research by generating ideas and questions. They will gather data from a variety of sources to communicate to an audience.</p>

For state specific educational standards, please visit www.crabtreebooks.com.

H—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
An animal community	Science Visual Arts	<ul style="list-style-type: none"> • identify similarities between prairie dog towns and human communities • paint a prairie dog habitat or community
How do animals hide?	Science Visual Arts	<ul style="list-style-type: none"> • understanding camouflage • painting a picture to convey the concept of camouflage
My backyard community	Science	<ul style="list-style-type: none"> • identifying the basic needs of organisms
Where do animals live?	Science Language Arts	<ul style="list-style-type: none"> • identifying different habitats • researching a specific animal and its habitat

H—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
An animal community	2–3 class periods	communication cooperation families food guards predators pups rodents towns	Engage students in classroom discussion to assess student understanding of major concepts (the ability to identify different habitats). Collect artwork to assess fine motor control in cutting and painting. *For any of the titles in the <i>My World</i> series, teachers may choose to work with select students individually to assess literacy skill development using the Reading Comprehension Rubric or Reading Fluency Rubric (see blackline masters)
How do animals hide?	1–2 class periods	camouflage colors patterns predators prey shapes texture warnings	Engage students in classroom discussion to assess student understanding of major concepts (child's ability to explain the concept of camouflage). Collect artwork to evaluate ability to communicate ideas using different art forms.
My backyard community	1 class period	carnivores food helpers herbivores insects living things non-living things omnivores plants	Check reproducibles for accuracy. Make anecdotal comments based on child's ability to categorize animals into groups: carnivores, herbivores, and omnivores.
Where do animals live?	3–4 class periods	Antarctica Arctic deserts food forests grasslands mountains oceans wetlands	Collect final report and/or use oral presentation for formative evaluation of: <ul style="list-style-type: none"> • ability to choose animal and describe its habitat: oral, written communication skills • organizational ability, title, picture, and print on the page • research skills, use of resources • oral presentation skills

H—An animal community

An introduction to a prairie grassland habitat, prairie dogs, and community

Content

Students will gain information about prairie dogs and their community life.

National Standards

The following standards will be addressed in the lesson:

Science

The characteristics of organisms:
An organism's patterns of behavior are related to the nature of that organism's environment.

Visual Art

Students will use different media to communicate ideas and experiences.

Students will use art materials in a safe and responsible manner.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Linguistic

Objectives

The child will be able to...

- identify some community resources, systems, and jobs that are similar in prairie dog towns and human communities: resources: food, shelter, families; systems: cooperation, communication; roles: teachers, guards, daycare workers.
- create a painting using appropriate colors.

Prerequisites

Display a prairie dog town drawn on mural paper.

Use pages 6–7 as reference. Include the many rooms where prairie dogs “live.”

Materials

- The *An animal community* book
- Paints in prairie dog colors
- Paint shirt and paintbrush for each child
- 1 pair of scissors per child
- Newspaper to cover tables or desks
- Paper for painting and for labels
- Pencils, markers, etc.

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of communities.

Ask “What can you tell me about communities?”
“What kinds of jobs do people have?”

Set a purpose for reading.

Example:

Say, “This book is about an animal community. How is it the same as a people community and how is it different? As I am reading, I would like you to think about that question, and then we will talk about your ideas.”

Class Discussion

Engage the children while you are reading; encourage them to discuss their thoughts and ideas about prairie dog communities and human communities.

Introduce the students to the concept of habitat, which is the natural place where plants and animals live.

Introduce the prairie habitat, which is a type of grassland. Ask them how prairie dogs find food, build homes, stay safe, and need one another's help in this habitat.

After this discussion, also talk about the attributes of the prairie dog, i.e. its shape, size, and color.

Ask the children to read *An animal community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Let the children know that they are going to create an underground prairie dog town, including the above-ground prairie around it. Show them the one you have mapped out. Ask each of them to paint a prairie dog for the town or the prairie.

Discuss possibilities for the subject of their paintings. Some children may wish to give different postures, i.e. eating plants, watching for danger, digging, or a baby prairie dog sleeping in a nursery.

Pass out the art paper and ask the children to paint their prairie dog.

Have children place the art in a convenient place to dry. Doing the painting activity just before a scheduled break in the day facilitates drying time.

Closure

When the paintings have dried, have the children cut them out and place them on the prairie dog community mural.

Assessment

Teacher can engage children in classroom discussion to determine if child is able to identify some community jobs that are similar in both human and prairie dog communities.

Teacher can make anecdotal comments based on child's fine motor control in painting and cutting out his/her prairie dog.

Accommodations and Extensions

Extension suggestion:

Some children may enjoy working on creating the prairie dog community mural.

H—How do animals hide?

A lesson about camouflage

Content

Students will learn how some animals use color, shape, texture, and pattern to help them hide.

National Standards

The following standards will be addressed in the lesson:

Science

The characteristics of organisms: An organism's patterns of behavior are related to the nature of that organism's environment.

Visual Art

Students will use different media to communicate ideas and experiences.

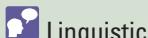
Students will use art materials in a safe and responsible manner.

Language Arts

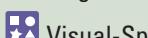
Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Visual-Spatial

Objectives

The child will be able to...

- select an animal that uses camouflage and paint it in its habitat.
- use paint as a media to convey the concept of camouflage.
- incorporate other art media into a painting.
- explain in simple terms the concept of camouflage.

Prerequisites

Gather further reference materials of familiar animals in pictures that demonstrate how the animals use color, shape, and pattern as camouflage.

Gather paint shirts for students to wear during the activity.

Materials

- The *How do animals hide?* book
- References gathered in prerequisite
- Art paper
- Paints
- Paintbrushes
- Water
- Scissors
- Various materials from the art center
- Outdoor materials such as grasses, twigs, etc. (optional)

Instructional Procedure

Anticipatory Set

Before reading the book, help the children to connect with their previous experiences and understandings of camouflage in nature.

Example:

Ask, “Are caterpillars easy to see on a leaf? Why is that?”

Show some other examples of familiar animals from gathered references. Guide the children to look for color, shape, and pattern as ways used by animals to hide.

Raise the question, “Why do animals hide?” Use the words predator and prey and explain these words. Make the children aware that predators hide, too, so that they can hunt prey to eat.

Use the words color, shape, pattern, texture, blend, and camouflage often in your discussion.

Print unfamiliar words on a chart, board, or add these words to your word wall.

Set a purpose for reading.

Example:

“As I am reading, I would like you to look at these animals and tell me how they are using color, shape, and pattern to hide.”

Name the animals that are predators. Name the prey animals.

Ask the children to read *How do animals hide?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Class Discussion

Engage the children while you are reading by drawing attention to the words in bold print and by discussing the various animals in their habitat as you read the book.

Activity

After reading the book, ask the children to choose an animal that uses pattern, shape, and/or texture to help them hide from other animals that would like to eat them.

Then paint the animal in its habitat in such a way that it would be camouflaged from its predators. The children can add other materials, if available, to enhance the environment, i.e. grasses, twigs, etc.

You may wish to do this activity just before a break in the day to facilitate drying before the children walk around to look at them.

Closure

When paints, water, and brushes have been cleaned up, have the children circulate around the room and look at each other's paintings. Can they find the animals in the paintings and describe how the animals have used camouflage?

Assessment

Was the child able to read *How do animals hide?* by him or herself?

Did the child choose an appropriate animal and paint it camouflaged in its habitat?

Can the child explain in simple terms the concept of camouflage, i.e. animals use camouflage of pattern, color, shape, and texture, to hide from other animals that want to eat them or that they want to eat.

Accommodations and Extensions

Extension suggestion:

Children may be asked to write descriptions of their animal and their habitat to be displayed with their paintings.

H—My backyard community

A lesson about backyard animals and what they eat

Content

Students will raise their awareness about the things that different animals eat and be able to categorize backyard animals into herbivores, carnivores, and omnivores.

National Standards

The following standards will be addressed in the lesson:

Science

The characteristics of organisms: Organisms have basic needs; water and food.
Organisms and their environment: All animals depend on plants for food. Other animals eat animals that eat plants.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic

Objectives

The child will be able to...

- identify 3 animals that are herbivores, carnivores, and omnivores.
- complete a chart categorizing backyard animals as herbivores, carnivores, and omnivores.

Prerequisites

Photocopy a class set of the *My backyard community* blackline master. Recreate this same chart on a large piece of chart paper.

Materials

- *My backyard community* book
- Photocopies of *My backyard community* chart—one for each student (see blackline master)
- Chart paper
- Pencils, markers, etc.

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of animals in their back yard.

Example:

Ask, “Which animals live in your back yard?”
“What are they doing when you see them?”
“What do they eat?”

Introduce the words herbivore, carnivore, and omnivore and their meanings. Introduce the prepared chart and reinforce the words in printed form.

Set a purpose for reading.

Example:

“As I am reading, listen for the words:
• herbivore and the animals that are herbivores
• carnivore and the animals that are carnivores
• omnivore and the animals that are omnivores

Class Discussion

Engage the children while you are reading.

Example:

A pause may be taken to discuss living and non-living things on pages 4–5 and 8–9.

Ask the children which insects they have seen in their back yards.
“How many legs do insects have?”

Talk about which animals are “backyard community helpers” and why they are important. Brainstorm ways that children can be helpers in their back yards by looking at some of the ways shown on pages 22–23.

Ask the children to read *My backyard community* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Point to the chart you prepared and reinforce again the vocabulary of herbivore, carnivore, and omnivore.

Demonstrate through questioning how the chart is going to work, i.e.

“Can anyone tell me the name of an animal that goes in this column?”

Point to a herbivore and the picture clue. Wait for answers and then ask,
“Can anyone remember the word we used for an animal that eats plants?”

Give a couple of examples and then hand out the children’s copies of the chart.

Ask the children to print or draw at least three animals in each column. Children may refer to the book for help.

Closure

Give children time to share and discuss their charts with a partner.

Assessment

Assess the child’s ability to read the book.

With a selected group of children:

Make anecdotal records of their abilities to categorize the animals discussed in the lesson into herbivores, carnivores, and omnivores.

Accommodations and Extensions

The number of animals to go on the chart may be adjusted according to the child’s ability.

This could also be done as a pictograph using animal pictures cut out from magazines or children’s own drawings.

H—Where do animals live?

A lesson about animals and their habitats.

Content

Students learn the meaning of habitat and explore what kinds of animals live in various habitats.

National Standards

The following standards will be addressed in the lesson:

Science

Science as inquiry: Students will plan and conduct a simple investigation.

Students will communicate their investigation and explanations.

Language Arts

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Students will conduct research by generating ideas and questions. They will gather data from a variety of sources to communicate to an audience.

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Visual-Spatial



Interpersonal

Objectives

The child will be able to...

- state that different animals live in different habitats
- identify some habitats
- describe, using appropriate vocabulary, one or more animals and the habitats in which they may be found

Prerequisites

Gather resources for the children to use relating to the concept of habitat and the animals that live in different habitats. Resources may include DVDs, artwork, books, magazines, Web sites, etc.

Photocopy a class set of *Where do animals live?* blackline master.

Materials

- *Where do animals live?* book
- Gathered resources referred to in prerequisites
- Large pictures of animals shown in various habitats that are different from those in *Where do animals live?*
- Paper
- Markers, pencil crayons, etc.

Instructional Procedure

Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of where different animals live.

Ask them to identify some animals and then ask them to describe where each animal lives.

Help them learn the words: habitat, grassland, meadow, prairie, forest, mountain, ocean, water, wetland, Arctic, and Antarctic, and print the words on chart paper or add the words to your word wall.

Set a purpose for reading.

Example:

“In the book *Where do animals live?* there are many different animals living in different places. As I read, I would like you to look at the different habitats and see if you can name the habitat before I read it.”

Class Discussion

Engage the children while you are reading by pausing and asking for input before you read the description of habitats, i.e. page 7, pause after “The crocodile lives in _____” and see if the children can identify its habitat as water.

Page 9 Show the picture of the forest and see if the children can identify the habitat before you start reading the text.

After reading to the class, ask the students to read *Where do animals live?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skill development using the Reading Comprehension Rubric or the Reading Fluency Rubric (see blackline masters).

Activity

Discuss the book with the children and explain that they are going to do a scientific inquiry. You may introduce this term or use the word “project” if you prefer.

Show the title of the book *Where do animals live?* Draw attention to the question. That is going to be the question that they are going to answer for the animal that they choose.

Recreate the blackline master for this lesson on chart paper. Choose an animal from the book to use as a model for a report. Work as a class to complete the report so children understand the process and expectations.

Each child chooses an animal.

Distribute blackline masters to students and provide time for students to research and complete their reports.

Closure

Each child presents his or her animal and its habitat to the class using their findings from their investigation.

Assessment

Record the child’s ability to read the book.

The final products may be used for formative assessment of:

- ability to choose animal and describe its habitat:
oral, written
- organizational ability; title, picture, and print on the page
- research skill level, use of resources
- oral presentation skills

Accommodations and Extensions

Extension suggestion:

This could be extended to incorporate an art lesson, while completing the animal, using various media for creating the animals. (Both 2-D and 3-D media could be used, i.e. scrap pieces of material, tissue paper, paints, 3-D cardboard models, paper-mache, etc.)

Accommodation:

Children who struggle with fine motor skills may prefer to complete their report on a computer instead of writing the information.

I—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
Where on Earth do animals live?	<p>Science Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>Language Arts Identify the main topic and retell key details of a text. Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
What are landforms?	<p>Geography Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places</p> <p>Visual Arts Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
Getting from place to place in my community	<p>Math Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Social Studies Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
Fun ways to learn	<p>Science Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Participate in shared research and writing projects. Read grade-level text with purpose and understanding.</p> <p>Social Studies Ask and answer questions about explanations.</p>

I—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Where on Earth do animals live?	Science Language Arts	<ul style="list-style-type: none">identify different habitats based on their characteristicsunderstand how animals adapt to their habitatsidentify key points in a text
What are landforms?	Geography Visual Arts Language Arts	<ul style="list-style-type: none">identify different landformspaint a picture to represent a landformidentify key points in a textwrite informational text
Getting from place to place in my community	Math Social Studies Language Arts	<ul style="list-style-type: none">identify appropriate modes of transportationrepresent data in a graphidentify key points in a text
Fun ways to learn	Science Language Arts	<ul style="list-style-type: none">understand and partake in the investigation processidentify their modes of learningidentify key points in a text

I—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Where on Earth do animals live?	3-4 class periods*	adapt continent desert forests freshwater grassland habitat island mountains ocean rain forests savanna	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess students' observation drawings and writing. Use the attached rubric to assess students' habitat creations and presentations.
What are landforms?	2-3 class periods	bay beach cave cavern coast landform plain	Assess students' understanding during lessons using observational and anecdotal notes. Use the attached rubric to assess students' understanding of landforms on their landform book page.
Getting from place to place in my community	2-3 class periods	bar graph community data line graph point graph tally chart transportation	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess the student's ability to organize data and display it using a graph.
Fun ways to learn	3-4 class periods	observations predictions	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess students' reflection on learning type and observations of their environments. Use attached rubric to assess students' ability to formulate and answer questions in I Wonder activity.

I—Where on Earth do animals live?

An introduction to animal habitats and where they can be found.

Content

Students will understand and represent animal habitats and where on Earth they can be found.

National Standards

The following standards will be addressed in the lesson:

Science

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Language Arts

Identify the main topic and retell key details of a text.

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *Where on Earth do animals live?* book
- Large world map
- Sticky notes
- Chart stand and paper
- *Habitat Chart Worksheet*
- "Which Animal Doesn't Belong?" Game
- *Our Neighborhood Habitat Worksheet*
- *Our Neighborhood Habitat Checklist*
- *My Habitat Design Plan*
- *My Habitat Rubric*
- Art supplies (i.e. paints, glue, shoe boxes, painting paper, brushes, construction paper etc)

Objectives

The children will be able to...

- understand what a habitat is.
- understand what a continent is.
- recognize key features of different habitats.
- highlight key points in a text.
- match the appropriate animal to their habitat.
- create a habitat based on appropriate facts.

Instructional Procedure

Anticipatory Set

Before reading the book, help children connect with their previous experiences and understandings of habitats.

Ask your students:

- Where do animals live?
- Do all animals live in the same places?
- What are animals' homes called?"

Through this questioning, bring students to the understanding that animals live all over the world in different places. Their homes are called **habitats** and there are many different types of habitats.

Show the students the front cover of *Where on Earth do animals live?* and ask them what they think the book will be about. Let students know that we are going to be learning about what kind of habitats different animals live in.

Set a purpose for reading:

Hand out a *Habitat Chart Worksheet* and a pencil to each student. Inform students that when we start reading about a habitat, that they are to write down key features of the habitat in the chart. Features could include:

- Temperature
- What it looks like
- Animals that may be found there
- How animals adapted to living there
- What the land is like.

Class Discussion

Engage the children with prompts and questions while you are reading the text. For example:

- On page 4 of the book, different continents are listed. Have a map located at the front of the room, with the continents labeled. After discussing each habitat, you can refer to the map to show students where these habitats are located on Earth.
- After each habitat you introduce to them, give them some time to jot down point-form notes on their *Habitat Chart Worksheet*. Ask students to share their ideas and add new ideas to their charts.

Activity

After you have read the text and students have filled out their charts, put students into groups (group size will depend on class size).

Each group will be given a piece of chart paper, sticky notes, and pencils. Each chart already has a habitat written in the center.

Each group is responsible for transferring their notes about the habitat on their worksheet onto the chart paper. Encourage students to use words, sentences and pictures. Depending on the amount of information for each habitat, some groups can be assigned more than one habitat. Place these charts in your room so students can reference them.

Play the game “Which Animal Doesn’t Belong?” with students. Create various cards portraying different habitats. Have various animals on these cards (some which belong to the habitat and some that do not). Ask students to identify which animals they think do not belong and why.

- For example, you may have a card that shows a desert habitat, with pictures of a camel, a meerkat, and an alligator. Students will say that the alligator does not belong, because they live in fresh water habitats and the desert does not have bodies of fresh water.

Have a discussion about the types of animals that live in your school neighborhood. Hand students the *Our Neighborhood Habitat Worksheet*. Take students outside to observe the local habitat.

On their worksheets, have them draw/sketch the habitat that they see. Have them observe and make notes of all the different animals they see.

- If your school lacks ecological diversity you may want to take children to a local park or open green space for this activity.

Have students choose an animal and have them do research on it to find out what type of habitat it lives in.

Have students visually create the habitat through a means of their choice i.e. painting, 3D diorama, digital creation etc.

Ensure the student artistic representation of the habitat includes its main features as well as the animal in it. Prior to the creation of their habitats, have students plan out a rough design and the materials they will need, using the *My Habitat Design Plan Worksheet*.

Accommodation and Extensions

Accommodation suggestions:

By having students choose how they want to create their habitat (i.e painting, 3D diorama, etc) students are able to pick a form that they are comfortable with.

Work directly with students who have difficulty working independently.

Extension suggestions:

Students may enjoy creating their own informational texts on a habitat, different habitats or animals. Discussions on what an informational text is and how it is created is needed.

Have students conduct their own additional research on the habitats that you have discussed in class. Have students add additional information to the anchor charts created.

Closure

Have students present their habitats to the class. Presentations should include the following information:

- The type of habitat they created
- The animal that lives there
- Two key features of their habitat.

Set up students’ work in your classroom in the form of a gallery.

Assessment

Assess students’ understanding during lessons using observational and anecdotal notes. Use the *Our Neighborhood Habitat Checklist* to assess student’s observational drawings and writing. Use the *My Habitat Rubric* attached to assess students’ habitat creations and presentations.

I—What are landforms?

An exploration of landforms and their features.

Content

Students will identify and describe features of landforms, then show their understanding by painting a picture of a landform.

National Standards

The following standards will be addressed in the lesson:

Geography

Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Visual Arts

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *What Are Landforms?* book
- Large world map
- Pictures of different types of landforms (can be taken from the book, or from Google images)
- “Which landform am I?” Clues Sheet
- *Landform Book Page Rubric*
- Chart paper
- Sticky notes
- Art supplies (paints, paint brushes, painting paper, news papers)

Instructional Procedure

Anticipatory Set

Show students the *What are landforms?* book cover and ask them what they think they will be learning about today.

Set a purpose for reading:

- Tell students we are going to be learning about what a landform is and the different types of landforms. As we read, look for different types of landforms and their features (what they look like or where they are located).

Class Discussion

Engage the children with prompts and questions while you are reading the text. For example:

- Have students point out the different landforms and name them as you read through the pages.
- Use your large world map to point out the oceans, continents and where some of these landforms are located. For example, The Rocky Mountains are located in parts of Canada and the USA.
- Ask students if they have ever been to or seen these different landforms (i.e. volcanoes, beaches, mountains, hills etc.)
- After you read each type of landform, have students relay key points back to you about the landform. Have chart paper with the landform drawn on it, and have students add their points to them using sticky notes.

Objectives

The children will be able to...

- identify what a landform is.
- identify different types of landforms.
- paint a picture of a landform using appropriate color.
- describe different landforms using information from the text.

Activity

Play the game “Which landform am I?”

Read out “Which landform am I?” clues (found on the clues sheet) to your students and have them guess which landform you are describing. Ask them to tell you which words from the clue helped them figure out the answer.

You can also play the game “landform heads up.” Have a student stand up at the front with a landform picture above their heads. Have the students then give that student clues in order for them to guess the landform. Tell the student guessing that they have to hear three clues before guessing the landform.

As a class, create your own landform book.

- Have each student pick a landform from a hat.
- Once every student has chosen a landform, have them paint a picture of that landform.
- Provide students with pictures of the landform from What are landforms? in order for them to try to create a realistic painting using appropriate colors.

After students have created their paintings, have students write a few sentences describing their landforms using these sentence prompts. Students should write the sentences on a blank piece of paper.

This is a _____
(name of landform).

It is a type of landform that can be found in

(name a place where it can be found).

(Landforms) _____ are cool because

(interesting fact about their landform).

Have the prompts written on the board for students to copy and fill in the blanks. Students may need to do some research to find where on Earth their landforms can be found, order to complete the written component.

Accommodations and Extensions

Accommodations suggestions:

For students with fine motor difficulties, try having them create a story page using technology or another form that is better suited for their abilities.

Work closely with students who have trouble working independently.

Extension suggestions:

Instead of providing the sentence prompts for the students, they can try to write their own sentences providing information about their landform.

Have students bring in a picture of them at a landform (could be any kind of landform i.e. beach, hill, mountain etc). Have them share the story about that picture.

Closure

After all the students have completed their pictures and sentences, bind all of the pages together and read it as a class.

You can have the students sit in a circle in the order the pages are bound and have them read their own page to the class.

Assessment

Assess students' understanding during lessons using observational and anecdotal notes.

Use Landform Book Page Ruric to assess students landform book page.

I—Getting from place to place in my community

A lesson that explores transportation in different communities and builds data skills.

Content

Students identify different forms of travel, collect classroom data about travel modes, and create a graph.

National Standards

The following standards will be addressed in the lesson:

Math

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

Compare how people in different types of communities use local and distant environments to meet their daily needs.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *Getting from place to place in my community* book
- Graphing Chart Paper
- “Transportation Scenarios” Page
- *How Do You Get to School? Checklist*
- Markers
- Graphing Paper
- Pencils
- Rules

Instructional Procedure

Anticipatory Set

Before reading *Getting from place to place in my community*, help children connect with their previous experiences and understandings of transportation and community.

Ask students:

- What is transportation?
- What is a community?
- What are examples of different types of transportation that you use?

Bring out the book *Getting from place to place in my community*, show students the cover and ask what they think the book is going to be about.

Let students know that today we are going to explore all the different ways we and other people get around our communities and other places around the world.

Class Discussion:

Engage the children with prompts and questions while you are reading the text. For example:

- When going through the different types of transportation (i.e. a scooter, cars, taxis, trains etc.), ask students if they have ever been on them before. Ask students where they were going when they used this type of transportation.
- Throughout the book, ask students if they see any of these kinds of transportation in their neighborhoods and communities. Ask students how they get around their neighborhoods.

Objectives

The children will be able to...

- identify different modes of transportation.
- identify which modes of transportation are appropriate for getting to certain places.
- highlight key points from a text.
- understand how to represent data in a graph.

Activity

Read students scenarios from the “Transportation Scenarios” page.

Have students choose the form of transportation that is most suitable for the journey.

- For example, your family is going on vacation to Italy! Are you going to take a car? A bike? Or an airplane?

Introduce a tally chart to your students. Tell them that this is a way we organize data and data is a collection of information.

Ask students how they get to school and create a tally chart for the different modes of transportation, together as a class.

Put students into groups of three and assign each different group a type of graph, including:

- bar graph
- pictograph
- point graph
- horizontal bar graph
- pie chart
- line graph

Give each group a piece of graphing chart paper and some markers. Have them create their assigned graph using the data from the tally chart.

Before you can do this activity, math lessons about each type of graph need to be taught. Or, this can be a mathematics lesson in which one graph only is taught and used by students.

Accommodations and Extensions

Accommodation suggestions:

Work with students closely who have troubles working independently.

Have students create rough copies of their work before they start on the chart paper.

Create purposeful groupings putting students together with mixed abilities.

Extension suggestions:

Extend this survey question to the entire school and figure out what are the most popular ways children in your school get to school. You can divide students into groups and assign them certain grades to go to their class and collect data. Together as a class, you can put the data together and create the graphs to organize the data.

Create a class Venn Diagram and compare modes of transportation from long ago vs. modern times, page 20-21. You can also get your students to work together in pairs or by themselves to work on this.

Closure

Display the students' work to show how many different ways you can represent data.

Have discussions based on the graphs. Ask students:

- Which transportation is the most common? Which is the least?
- How many more people take a car to school than walking?
- If we looked at a different chart would we get the same answers? Why?

Assessment

Assess students' understanding during lessons using observational and anecdotal notes.

Use *How Do You Get to School?* Checklist to assess the students' graphs.

I—Fun ways to learn

Investigating ways to ask questions, explore, and learn in a school community

Content

Students will identify and formulate questions that will guide their varied learning about different subjects.

National Standards

The following standards will be addressed in the lesson:

Science

Make observations of plants and animals to compare the diversity of life in different habitats.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Participate in shared research and writing projects.

Read grade-level text with purpose and understanding.

Social Studies

Ask and answer questions about explanations.

Materials

- *Fun ways to learn* book
- *How I Learn Worksheet*
- Chart Paper
- Marker
- White Paper
- Pencils
- Clipboards
- Seeds (your choice)
- Planting Soil
- Planting Pots
- *Observation Tracker Sheets*
- *I Wonder Reports*
- *Lesson 4 Worksheet Checklist*
- *I Wonder Rubric*

Instructional Procedure

Anticipatory Set

Show students *Fun ways to learn* book cover and ask them what they think they will be learning about today.

Tell students we are going to learn about different ways people learn. Tell them we are also going to learn about ourselves as learners and what works best for us.

Class Discussion

Set purpose for reading:

- Tell students while you are reading you want them to pay attention to all the different ways that people can learn. For example, reading books, watching TV, computers, videos, music, art etc.

Engage the children with prompts and questions while you are reading the text. For example:

- Pause after each page and ask students if there were any examples of how people can learn i.e. pg 6 “people can learn about history by watching videos”.
- As you go through the text, write down all the ways you can learn on a piece of chart paper in the form of a mind map.

Objectives

The children will be able to...

- understand the different ways they can learn and better understand themselves as learners.
- make observations and formulate questions to guide learning.
- examine a text and highlight key points.

Activity

Ask students to examine the list you've created.

- Ask them to take a moment and think about the different ways they learn.
- Ask them to think about which ways work really well for them and which ways do not.

Have them complete the *How I Learn Worksheet* independently. This is a great tool to help students become independent learners and give you insight on how to plan lessons and differentiate your own instruction in order to support your students.

Tell students that one way we learn is through careful observations.

- **Observations are when we use our eyes and ears to watch and hear something very carefully and record what we see and/or hear.**

Bring some seeds, planting soil, and planting pots to class. Don't tell students what kind of seeds you brought in.

Put students into groups of three and have them plant some seeds in a pot. Give students *Observation Tracker Sheets* and have them draw the stages of growth and have them make predictions of what kind of plant is growing.

- Teach students how to make observational drawings (details, realistic etc).
- Lessons on how plants grow will need to precede this lesson.

Take students outside to do more observations. Have them sit somewhere in the school yard, or if your school yard lacks ecological diversity take them to a near by field or park.

Each student finds a spot in nature and observes with their eyes and ears. Give each student a paper, pencil, and clipboard, and have them draw something in nature that caught their eye. Then, ask students to come up with a wonder statement based on what they observed in nature and what they are interested in.

- For example, how do birds make their nests? How do rainbows form? How do trees grow?

Have students do research to answer their wonder questions and fill out an *I Wonder Report*. Encourage them to learn about their wonder question in the ways they have stated that help them learn.

Accommodations and Extensions

Accommodation Suggestions:

Work closely with students who have troubles working independently.

Instead of having students write a report give them the option of recording or filming their reports.

Extension Suggestions:

Have students create a visual or artistic representation of their wonder question i.e. poem, song, picture, diagram, video etc.

Closure

When the plants have fully grown have the students gather together and discuss the type of plant the seeds grew into and what helped them determine their predictions.

- For example, discuss the color of the stem, the height of the plant, what the bud looked like, etc.

Have students present their wonder questions and present their *I Wonder Reports* in groups of five. Have students fill out a peer assessment in the form of 2 stars and a wish.

Assessment

Assess students' understanding during lessons using observational and anecdotal notes. Use *Lesson 4 Worksheet Checklist* to assess students' *How I Learn Worksheets* and *Observational Tracker Sheets*. Use *I Wonder Rubric* attached to assess students *I Wonder Reports*.

J—National Standards Correlation

Lesson Plan Title	Correlation to National Standards
Let's learn about Earth's continents	<p>Language Ask and answer questions about key details in the text. Identify the main topic and retell key details of a text. Read grade-level text with purpose and understanding.</p> <p>Social Studies Construct maps, graphs, and other representations of familiar places. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p>Visual Arts Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.</p>
What will I write?	<p>Language Ask and answer questions about key details in the text. Know and use various text features to locate key facts or information in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Read grade-level text with purpose and understanding.</p> <p>Science Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>
What kind of animal is it?	<p>Language Identify the main topic and retell key details of a text. Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p> <p>Science Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. Make observations of plants and animals to compare the diversity of life in different habitats. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
Can you solve these animal mysteries?	<p>Language Distinguish between information provided by pictures or other illustrations and information provided by the words in a text Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Read grade-level text with purpose and understanding.</p> <p>Science Use evidence to support the explanation that traits can be influenced by the environment.</p>

J—Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Let's learn about Earth's continents	Language Social Studies Visual Art	<ul style="list-style-type: none">label and identify Earth's continents, oceans, equator, poles, and hemispheres on a mapdemonstrate understanding of the features of Earth's continents
What will I write?	Language Social Studies Science	<ul style="list-style-type: none">show understanding of animal life cyclescreate a diagram, using captions, transition words, and illustrations, to detail the process of a life cycleintegrate simple text forms when writing a piece identifying people, places, and things important in their life
What kind of animal is it?	Language Science	<ul style="list-style-type: none">categorize the characteristics of different types of animalsidentify the things animals need to survive
Can you solve these animal mysteries?	Language Science	<ul style="list-style-type: none">identify the factors that allow them to distinguish a fictional illustration from a realistic oneask questions and create a presentation about an animal mystery

J—Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Let's learn about Earth's continents	3-4 class periods	Antarctica Arctic Ocean Asia Atlantic Ocean Australia continents equator Europe hemispheres Indian Ocean North America Pacific Ocean poles South America Southern Ocean	Assess student Continent and Ocean Lap-Books using Continent and Oceans Lap-Book Checklist. * For any of the titles in the My World Series, teachers may choose to work with select students individually to assess literacy skill development using the <i>Reading Comprehension Rubric</i>
What will I write?	3-4 class periods	captions diagram fiction headings nonfiction text transition words	Diagram may be used for formative assessment: <ul style="list-style-type: none">• Ability to choose animal and describe its life cycle• Organizational ability; life cycle is depicted accurately and is labeled• Research skill level, use of resources Meet with individual students during the writing process and take anecdotal notes on their understanding of the task and their understanding of text forms. Use Text Checklist as a formative assessment piece as well as assessment as learning. Assess student understanding of text forms by ensuring informational text features were included in writing and that it was used correctly.
What kind of animal is it?	1 class period	amphibian bird fish invertebrate living thing mammal reptile vertebrate	With a select group of students: <ul style="list-style-type: none">• Make anecdotal records of their abilities to categorize animals into reptiles, amphibians, mammals, etc.• Collect anchor charts as a form of formative assessment and check for student understanding (re-visit students that require follow-up).
Can you solve these animal mysteries?	3 class periods	adaptation mystery news broadcast survive	Rubric as form of formative assessment. Anecdotal notes on student engagement and understanding during class discussions and brainstorming sessions.

J—Let's learn about Earth's continents

A lesson about the features and geography of Earth's continents.

Content

Students will identify the features of Earth's continents and use a map to find and label the parts of Earth.

National Standards

The following standards will be addressed in the lesson:

Language

Ask and answer questions about key details in the text.

Identify the main topic and retell key details of a text.

Read grade-level text with purpose and understanding.

Social Studies

Construct maps, graphs, and other representations of familiar places.

Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

Visual Arts

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Materials

- Let's learn about Earth's continents book

- White board or Chalkboard with markers or chalk

- Pencil Crayons, Markers, etc.

- Scissors

- Glue

- Manila Folders

- Colorful Card Stock

- World Maps (Various sizes 4x6, 2x3)

- Post it notes

- Continent and Oceans Lap-Book Assessment

Objectives

The children will be able to...

- label and identify Earth's continents, oceans, equator, poles, and hemispheres on a map.
- create a lap-book that illustrates their understanding of various aspects of Earth and its continents.

Instructional Procedure

Anticipatory Set

Prior to reading *Let's learn about Earth's continents*, assist students in activating their knowledge, experiences, and understandings about Earth's continents. Ask students:

- Do you know how many continents Earth has?
- Do you know which continent is the largest?"
- Do you know which continent hardly has any people living on it because it is so cold?

Read the title of the book to the students and ask students to name the continents they know. Teacher may write down answers on the white board.

Set a purpose for reading.

- As I am reading through this book, I would like you to think about the different characteristics of Earth's continents. I would also like you to think about what else is important to understanding our Earth (i.e. why are certain continents warmer than others?)

Class Discussion

Engage the children with prompts and questions while you are reading the text.

A pause may be taken after page 13 of the text.

Ask the following questions:

- Has anyone in the class been to another continent?
- How was the weather different from what we experience here?
- Did you notice anything different about people's clothing that would indicate how they have adapted to a different climate?
- How do we adapt in our climate? What are some things we do?
- What continent do we live on?
- Is our continent close to the equator or farther away? How does this affect us?

Ask students to read *Let's learn about Earth's continents* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using *Reading Comprehension Rubric*.

Activity

Students will create a Continents and Oceans Lap-Book. Teacher should show students an exemplar (i.e. their own, a previous student's examples online, etc.)

A lap-book is similar to a pop-up book, with a lot of information that can be used for testing, for review, and as a textbook. See example here: <https://bit.ly/1AUy2Kw>

Teacher will provide students with information on what a Lap-book is and the various ways they can be created.

The Continents and Oceans Lap-Book should include:

- **Title page**
- **World Map Guess and Check**
(Students will label all the continents on one map and have another map on top of it cleared of all answers; students will be able to quiz themselves and/or a partner in regards to the location of each continent)
- **Continents Flip Book**
(Students will create a flip book of all the continents. Each page should include a drawing of the continent, what the climate is like, a major landmark, and 2 interesting facts)
- **5 Ocean Foldable Tab**
(Label each ocean on a separate world map. Cover maps with post-it-notes so they may quiz themselves about the location of each ocean)..
- **Where Am I From Animal Identification**
(Draw and describe an animal that can be found on each of the continents)
- **Continents Poem/Song**
(Write a poem or song similar to page 4 of the text **and place it on the back of the lap-book**).
- **Labeled Globe**
(Students will draw a picture of the globe and label the equator, north hemisphere, and south hemisphere.)

Display this criteria for students, or compile it into a checklist students can fill out as they complete their lap-books. Students should refer to Let's learn about Earth's continents book for the information they need.

Accommodations and Extensions

The amount of information required for the activity may be limited or extended according to the student's abilities (i.e. less or more detail included about the continents).

Accommodation Suggestion:

Students that require accommodations may work with a peer on creating a poem/song that characterizes the continents (Student ability grouping).

Students that struggle with fine motor skills may prefer to complete the tasks on a computer instead of writing the information.

Closure

Children may circulate around the room and look at each other's lap-books.

Invite students to share their poems/songs that they created in front of the class.

Assessment

Assess Continent and Ocean Lap-Books using *Continent and Oceans Lap-Book Assessment*.

J—What will I write?

Learning about different text types and ways to write them.

Content

Students will learn about text types and write informational texts including the features of the text type.

National Standards

The following standards will be addressed in the lesson:

Language

Ask and answer questions about key details in the text.
Know and use various text features to locate key facts or information in a text.
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Read grade-level text with purpose and understanding.

Science

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle

Materials

- *What will I write?* book
- Pencils, Pens, Markers, etc.
- Paper
- Post-it Notes
- Computer (Research)
- Text Checklist

Instructional Procedure

Anticipatory Set

Read the title of the book and ask students what they believe the book will be about.

Scan the contents list of the text (page3) and discuss whether the topics listed provide more insight into what they will learn.

Help students activate their knowledge, experiences, and understandings of writing forms. Ask them:

- Why do people write? Is there a purpose to writing?
Set a purpose for reading.
- As I am reading, I would like you to think about all the different reasons why we write and how a particular purpose for writing can change the form in which it is written.

Class Discussion

Engage the children with prompts and questions while you are reading the text.

Take a pause after reading page 13 of the text and ask the following questions:

- How do pictures, photos, and diagrams help readers understand the text?
- What do you notice about the pictures used in nonfiction writing versus those used in fiction?
- Why do you think adjectives are an important part of the writing process?
- What are some adjectives you would use to describe yourself?
Think of 5 adjectives and write them on your Post-It note

Ask students to read *What will I write?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.

Objectives

The children will be able to...

- create a diagram of a chosen animal's life cycle, using captions, transition words, and illustrations to detail process
- integrate informational text features when writing a piece identifying people, places, and things important in their life

Activity

Using page 7 in the book as a guide, students will choose a mammal, insect, or amphibian and draw a diagram that represents its life cycle.

For each step in the cycle, students will write a caption and include sentences that detail the change the animal of choice is going through. They will use words such as “first”, “next”, “then”, and “finally”, to describe the transitions between stages.

Students will write an informational piece about themselves, detailing the significant people, places, and things in their life. The piece should include at least 5 details. Students will:

- Use headings to organize information on the page
- Include a contents list
- Include illustrations and/or photographs that are accompanied by captions that describe what is being depicted
- Include a cover page with a creative title

Teacher should discuss success criteria with students and provide them with a final outline.

Accommodations and Extensions

Accommodation Suggestions:

Students that struggle with fine motor skills may prefer to complete the tasks on a computer instead of writing the information.

Extension Suggestions:

Have students write an accompanying fiction piece for either of the nonfiction pieces they wrote in the activity today. Their fiction piece should complement the nonfiction piece and include the features of fiction text types. Ask students to compare the difference between the pieces, focusing on the differences in how information is conveyed.

Closure

Invite students to share their research with the class. Invite them to read their pieces to their peers. Students who choose not to read can listen carefully and respectfully.

Assessment

Diagram may be used for formative assessment:

- Ability to choose animal and describe its life cycle
- Organizational ability; life cycle is depicted accurately and is labeled
- Research skill level, use of resources

Meet with individuals students during the writing process and take anecdotal notes on their understanding of the task and their understanding of text forms.

Use *Text Checklist* as a formative assessment piece as well as assessment as learning. Assess student understanding of text forms by ensuring informational text features were included in writing and that it was used correctly.

J—What kind of animal is it?

Investigating animal groups and their characteristics.

Content

Students will identify and describe animal groups, and classify different animals into their group.

National Standards

The following standards will be addressed in the lesson:

Language

Identify the main topic and retell key details of a text.

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Science

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Make observations of plants and animals to compare the diversity of life in different habitats.

Use observations to describe patterns of what plants and animals (including humans) need to survive.

Materials

- *What kind of animal is it?* book
- White board or Chalkboard
- White board Marker or Chalk
- Pens, Pencils, Markers, etc.
- Chart Paper
- K-W-L Chart

Objectives

The children will be able to...

- complete a chart categorizing animal groups and their characteristics.
- explain that animals are living things that require air, water, food, and shelter to survive.

Instructional Procedure

Anticipatory Set

Prior to reading the book, assist students in activating their knowledge, experiences, and understandings about animals.

Ask students:

- What kind of animals do some of you have at home?
- What are some of the ways we can categorize animals?
- How would you describe a living thing?

Introduce the words reptiles, amphibians, mammals, vertebrates, and invertebrates and write their names on the white board or a word wall.

Hand out K-W-L Chart and ask students to fill out column K (What do you know about reptiles, amphibians, mammals, etc.). Invite students to share some of their responses.

Pose the question:

- What about birds and fish? Do they belong in any of the groups we just discussed?

Take a poll on how many students believe birds and fish belong in their own groups and how many students believe they fall within the groups of reptiles, amphibians, and/or mammals. Explain to students that birds and fish fit are their own groups.

Set a purpose for reading. For example, tell students:

- As I am reading, listen for the words:
 - Reptiles and their characteristics
 - Amphibians and their characteristics
 - Mammals and their characteristics
 - Vertebrates and their characteristics
 - Invertebrates and their characteristics”

Class Discussion

Engage the children with prompts and questions while you are reading the text.

A pause may be taken after page 9 of the text. Ask students to fill out column W of their K-W-L Chart (What do you want to know about animals who are reptile, amphibians, mammals, etc.?).

Students will turn to peer beside them and discuss one fact that they found interesting about animals from the text. Students will fill out column L of their K-W-L Chart (What did you learn?).

Ask students to read *What kind of animal is it?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.

Activity

Place students in small groups of approximately four.

Using the animals illustrated on page 4 and 5 of the text, students will use chart paper to make a chart that categorizes each animal in columns according to the animal group to which it belongs.

On the chart, students also need to list each animal group's physical characteristics (i.e. body parts and coverings, whether they are a vertebrate or invertebrate, how they are born, etc.).

Students will also list 3 additional animals that belong to each of the categories.

Have students use What kind of animal is it? book to find the information they need.

Have students share their answers. Compare the basic needs of each living thing—coming to the conclusion that all living things need the same things to survive (food, air, water, shelter).

Accommodations and Extensions

Accommodation Suggestion:

The number of animals added to each column may be adjusted based on student's abilities.

Extension Suggestion:

Invite students to create a diagram of one of the animals listed on their anchor chart and label the physical attributes that help to identify it into a particular category of animal.

Closure

Hold class discussion. Ask students:

- Which animal group did you find to be the most interesting?
- Which group do you belong in? How are you different from the other animals that you placed in that group?
- What physical attributes cause birds and fish to be placed in their own categories?
- What was the common characteristic you found across all categories? What makes all animals the same?

Assessment

With a select group of students:

- Make anecdotal records of their abilities to categorize animals into reptiles, amphibians, mammals, etc.
- Collect anchor charts as a form of formative assessment and check for student understanding (re-visit students that require follow-up)..

J—Can you solve these animal mysteries?

Investigating animal mysteries by understanding adaptations.

Content

Students will formulate and answer questions about animal mysteries by learning about animal adaptations.

National Standards

The following standards will be addressed in the lesson:

Language

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Read grade-level text with purpose and understanding.

Science

Use evidence to support the explanation that traits can be influenced by the environment.

Materials

- *Can you solve these animal mysteries?* book
- Pens, Pencils, Markers, etc.
- Computers (Research)
- Paper
- Post-it notes
- *News Broadcast Rubric*

Instructional Procedure

Anticipatory Set

Read the title of *Can you solve these animal mysteries?* and ask students what they believe the book will be about.

Help students connect with their previous knowledge and experiences with animals by having them analyze the illustrations on the title page.

Tell and ask students:

- Some of the illustrations on the title page are realistic while others are fictional. How are we able to differentiate between the two?
- Do you think that being able to distinguish between fact and fiction will help you navigate through this text?

Set a purpose for reading. For example:

- As I am reading the text, I would like you to think about the information being provided by the words and the information being provided by the pictures and/or illustrations. Think about how being aware of the information given to you makes you a more informed learner.

Class Discussion

Engage the children with prompts and questions while you are reading the text.

- Encourage them to discuss how they know pictures are real or unreal.
- Ask students to share the most surprising facts they learned from the book.

Ask students to read *Can you solve these animal mysteries?* on their own.

Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.

Objectives

The children will be able to:

- identify the factors that allow them to distinguish a fictional illustration from a realistic one.
- formulate and answer questions about animal mysteries.
- understand and describe animal adaptations.
- create a news report on an animal mystery of their choosing.

Activity

Students will brainstorm some animal mysteries they are curious about. They can use the book for examples, or come up with their own examples. They should pose the mystery as a question. For example:

- How do dolphins communicate under water?
- How can bats navigate through the dark?
- What are zebras' stripes for?
- How do monarch butterflies know where to fly when they migrate?

Have students write one or two questions on Post-it notes and stick the notes on the white board or chalkboard at the front of the room.

This may be done in small groups, in pairs, or individually.

Review animal mysteries that students came up with. Choose a couple of Post-it notes to "answer" together. Ask students if they know the answers to any of the questions. Refer to Can you solve these animal mysteries? book for some answers.

Have a class discussion in which activity is introduced. Ask students:

- What are animal adaptations?
- Do you think that the animal characteristics on page 18 and 19 of the book are types of adaptations? Why or why not?
- How do understanding animal adaptations help us solve animal mysteries?

In small groups of 2-3, students will choose an animal adaptation they are curious about and create a news broadcast explaining their question and the answer they came up with. They can choose one of the questions from the Post-it notes, or come up with a new question.

Give students sentence starters to guide them:

I wonder how/what _____.

The adaptation that answers my question is _____.

Three facts about my animal and adaptation are:

- _____
- _____
- _____

Students should use Can you solve these animal mysteries? book, other books in the school or classroom library, and computers for research.

Success criteria may include, but not be limited to:

- Broadcast must introduce the animal mystery and explain the question that is being asked.
- Broadcast must explain the animal adaptation and how it answers the question.
- Every group member must have a speaking role
- Includes a visual aid that enhances/supports information being provided
- Includes a minimum of 3 facts related to their animal and animal adaptation

Accommodations and Extensions

Accommodation Suggestion:

Students who struggle with oral communication may prefer to complete task in the form of a Power-Point presentation.

Extension Activity:

Invite students to create their own mystery animal and include an adaptation that helps it survive its environment.

Closure

Students will present their news broadcast to the class. Broadcasts should be no longer than 5 minutes each.

Assessment

Use *News Broadcast Rubric* to assess presentations.

Anecdotal notes on student engagement and understanding during class discussions and brainstorming sessions.

Reading Comprehension Rubric

Name: _____ Date: _____

Book Title: _____ G.R. Level: _____

Skill	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Predicting before, during, and after reading	Student does not make predictions before, during, or after reading; does not cite supporting text with prompting cues.	Student makes few predictions before, during, or after reading; may cite supporting text with prompting cues.	Student makes predictions before, during, and after reading; cites supporting text; some prompting cues may be used.	Student consistently makes predictions before, during, and after reading; cites supporting text; confirms or modifies predictions without prompting.	
Identifying topic/main idea	Student does not identify the topic using information from the text and illustrations with prompting cues.	Student identifies the topic using minimal information from the text and illustrations with consistent prompting cues.	Student identifies the topic using information from the text and illustrations; prompting cues may be used occasionally.	Student consistently identifies the topic using information from the text and illustrations without prompting cues.	
Recall	Student struggles to provide minimal recall of details and information with little to no accuracy.	Student provides some recall of details and information with partial accuracy.	Student provides accurate recall of some key information and some details.	Student provides accurate recall of most key information and significant details.	
Connecting with text • connecting text to personal experiences, other texts, other media forms, etc.)	Student makes limited connection to text: • requires one-to-one coaching to offer response	With prompting, student makes simple connections with text.	Student makes simple and effective connections with text using background knowledge and personal experiences.	Student makes meaningful connections with text using background knowledge and personal experiences. • uses direct evidence from text to support connection	
Teacher's Notes (observed behaviors, teaching strategies, etc.)				Total score	

Reading Fluency Rubric

Name: _____ Date: _____

Book Title: _____ G.R. Level: _____

Objective	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Recognizes and applies letter-sound relationships	Does not apply letter-sound knowledge to decode quickly and accurately. Often skips over words.	Sometimes applies letter-sound knowledge to decode some unknown words. Often requires prompting to apply this knowledge.	Usually applies letter-sound knowledge to decode unknown words quickly and accurately. Requires little to no prompting to apply this knowledge.	Consistently applies letter-sound knowledge to decode unknown words quickly and accurately. Requires no prompting to apply this knowledge.	
High-frequency words	Recognizes few high-frequency and familiar words within text	Recognizes some high frequency and familiar words within text	Automatically recognizes most high frequency and familiar words within text	Automatically recognizes all high frequency and familiar words within text	
Expression	Does not read grade-level text with appropriate expression	Reads grade-level text using some expression	Reads grade-level text using consistent expression	Reads grade-level text using exceptional expression	
Decoding Strategies (context clues, similar words, picture clues, etc.)	Does not use decoding strategies and cannot identify strategies	Needs assistance using strategies and has difficulty identifying strategy used	Uses strategies with minimal prompting and can identify strategy with some prompting	Independently uses strategies and can identify strategies	
Phrasing	All word-by-word reading with some long pauses in between words	Mostly word-by-word reading but with some two- or three-word phrases	Reading is phrased using a combination of word-by-word and fluent reading	Fluent, phrased reading with a few word-by-word episodes for problem solving	
Teacher's Notes (observed behaviors, teaching strategies, etc.)					Total score

I can count

zero

one

two

three

four

five

six

seven

eight

nine

ten

I can count

0

1

2

3

4

5

6

7

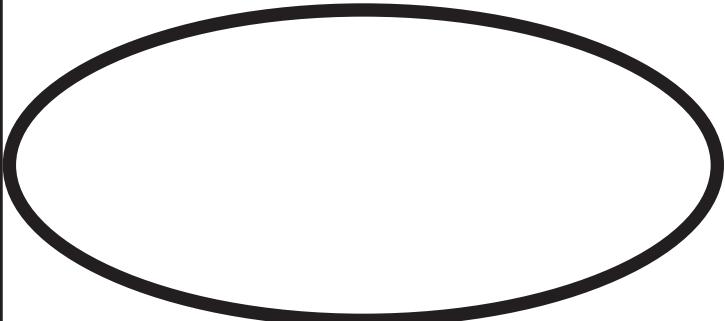
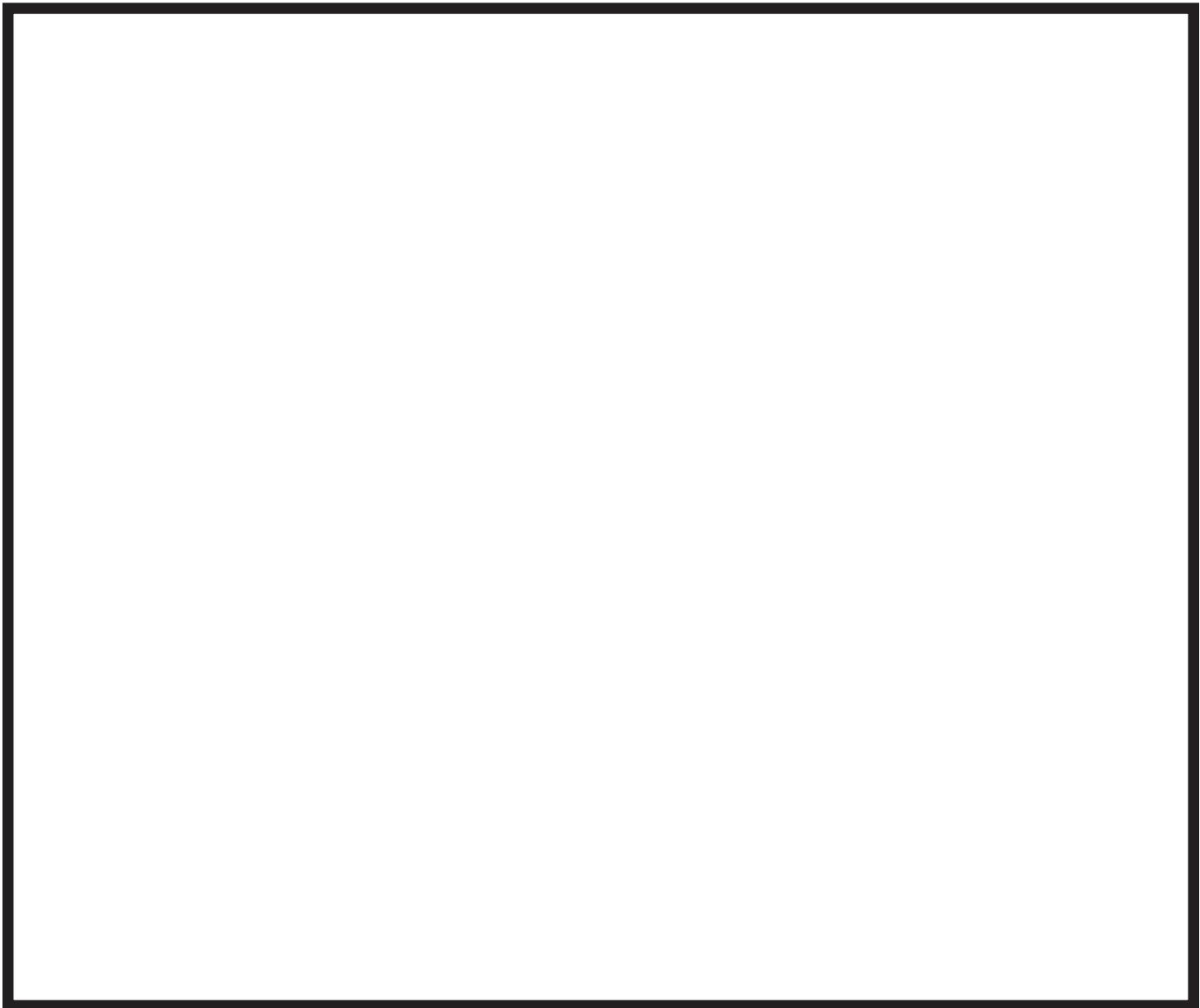
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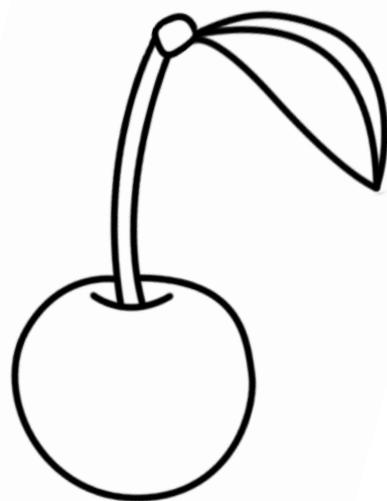
10

I can count

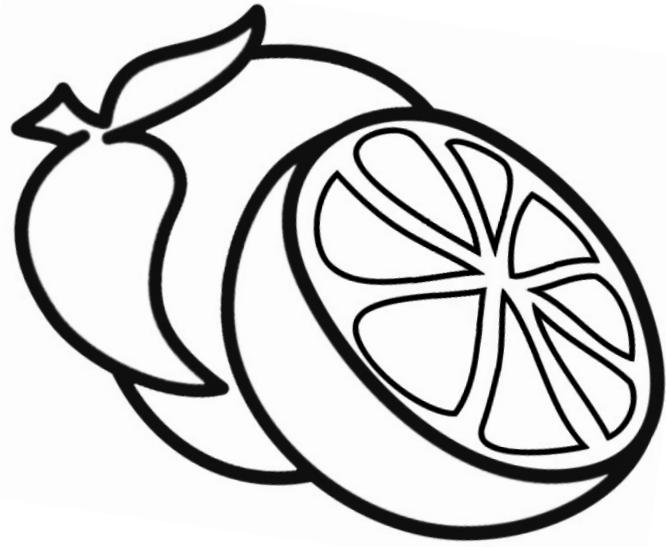
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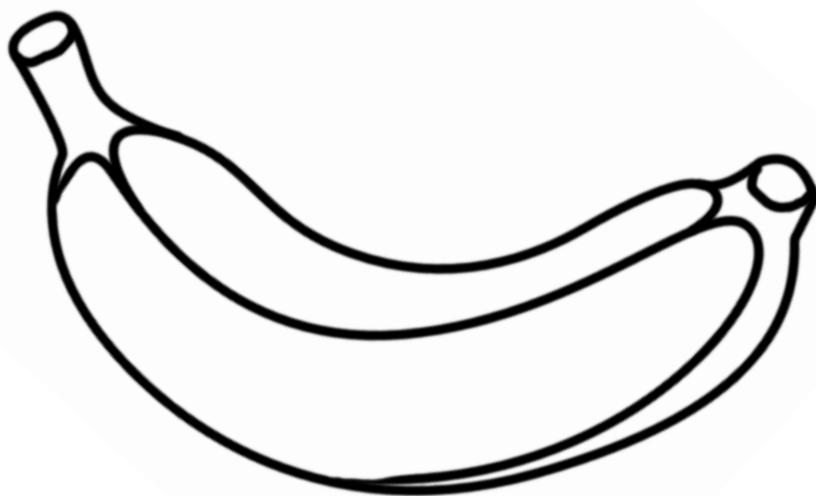
I eat a rainbow



Cherry



ORANGE



BANANA

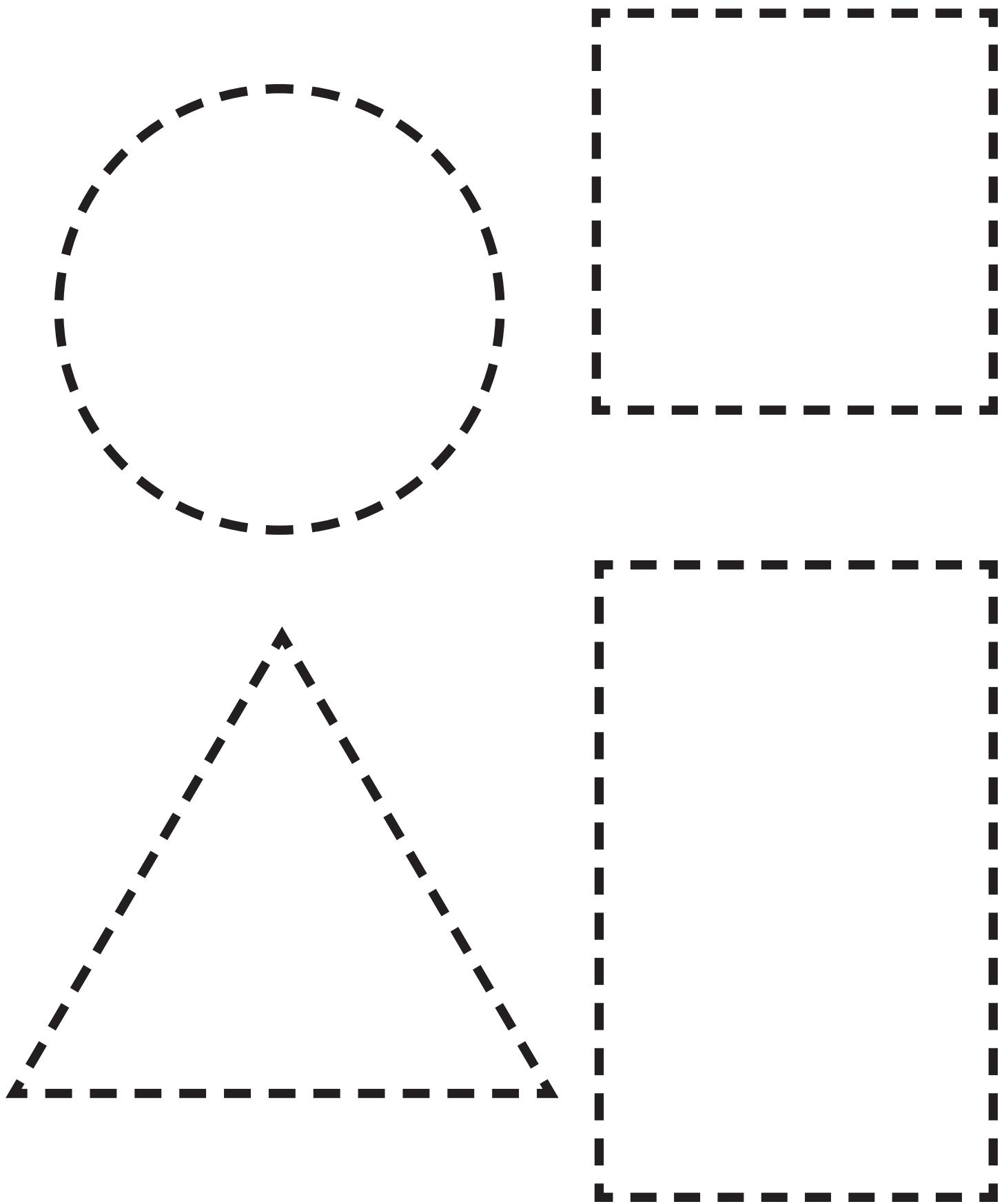


tomato

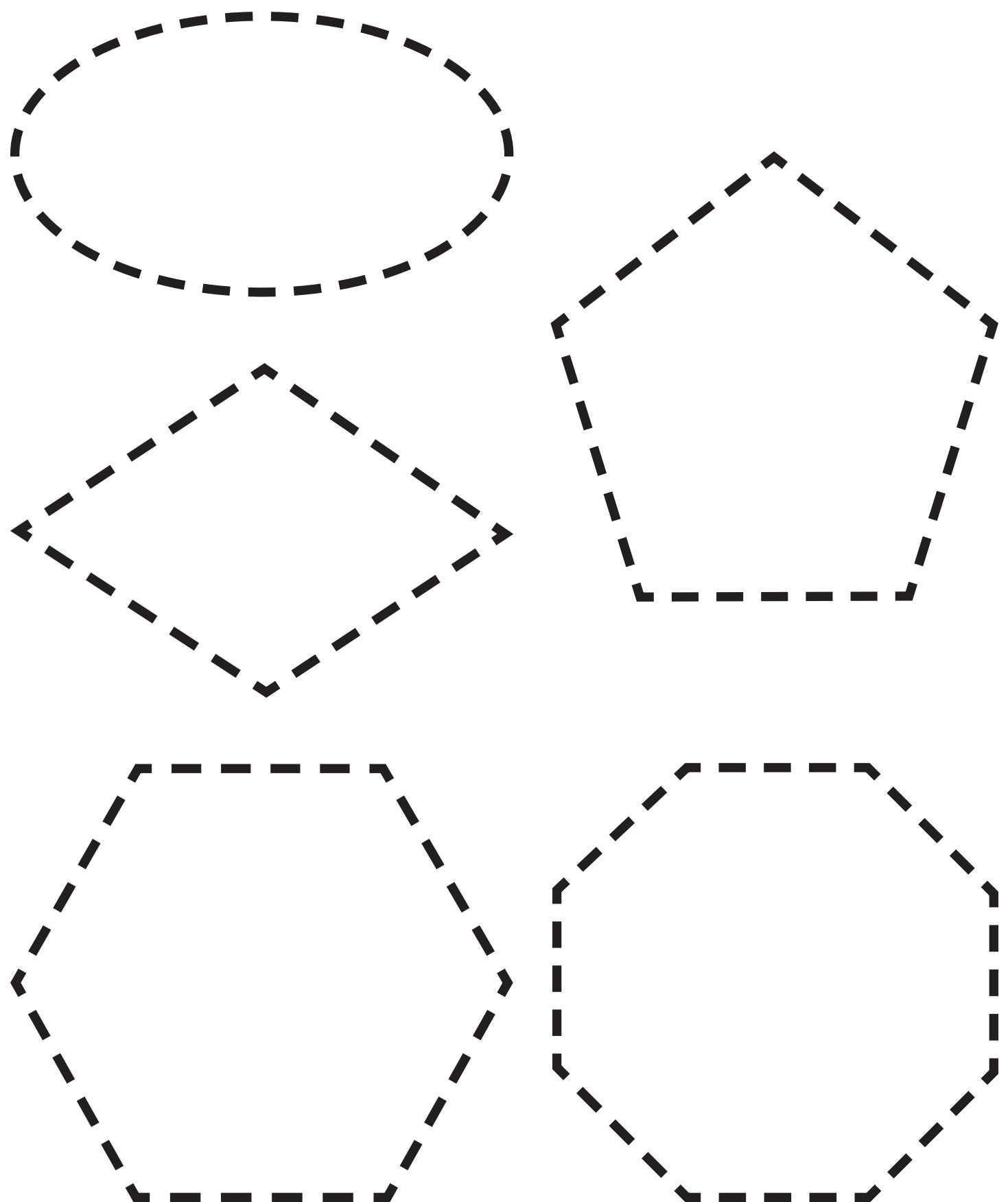


pepper

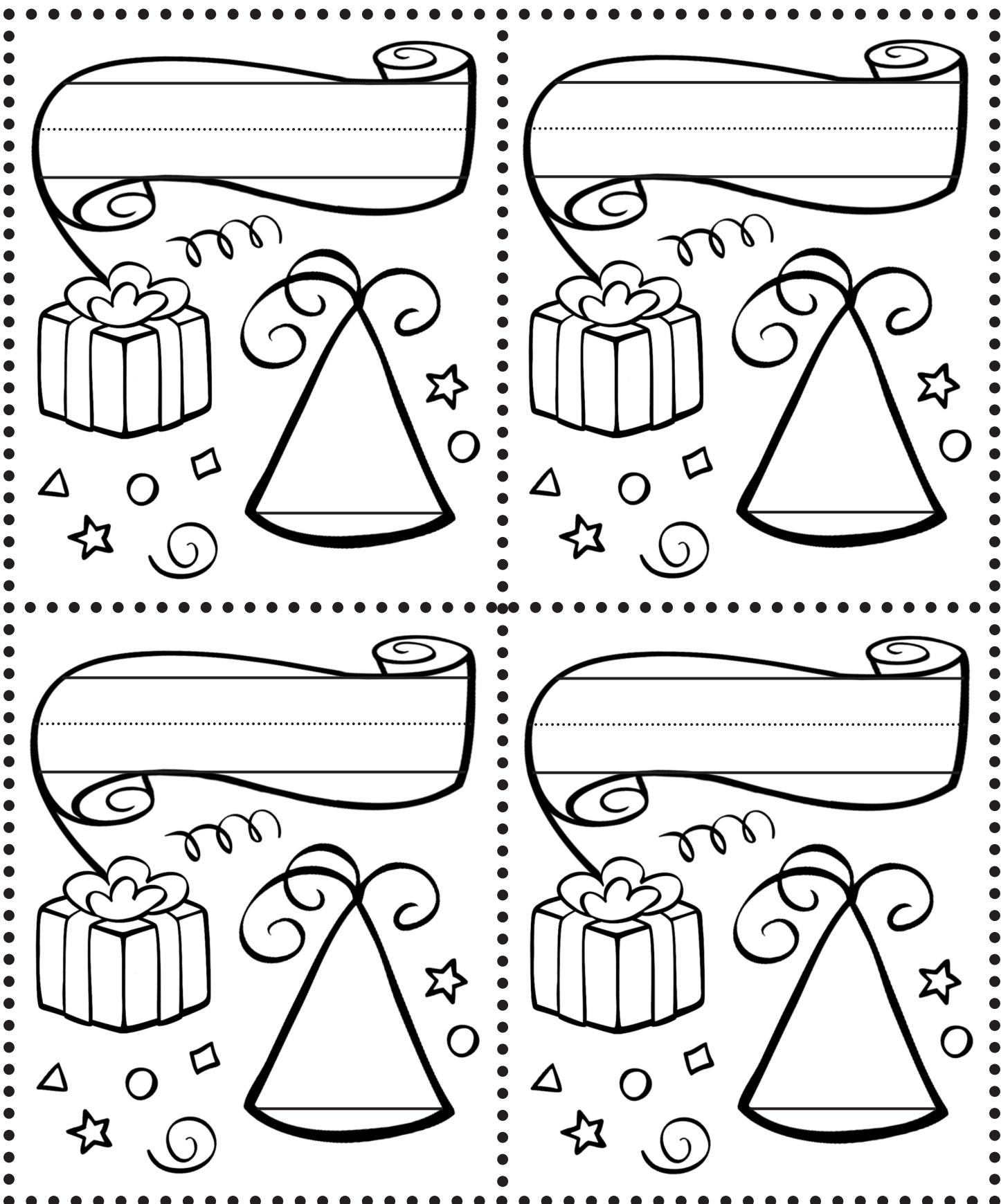
My toys have shapes



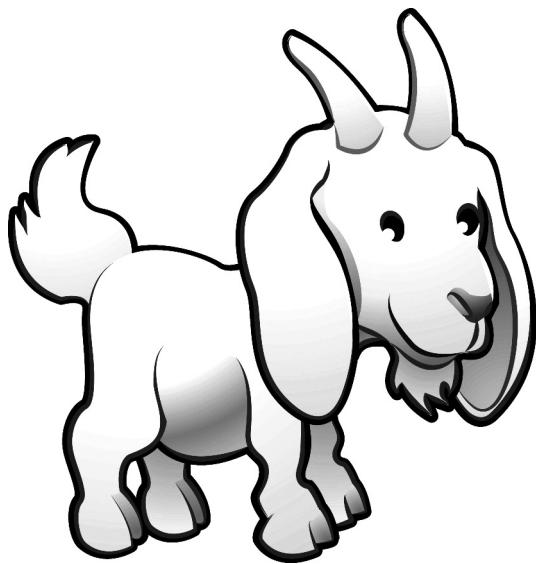
My toys have shapes



It is my birthday



Baby animal names



kid



kitten



joey



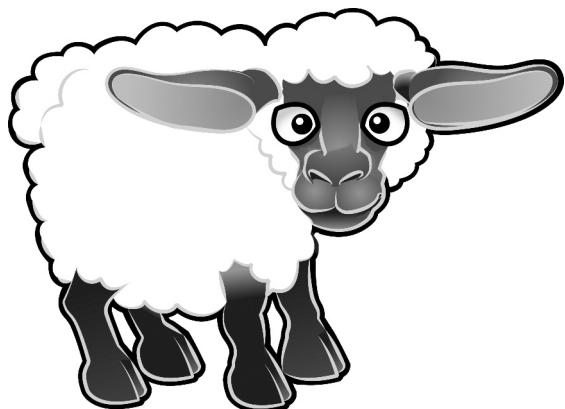
bunny



bear cub



fawn



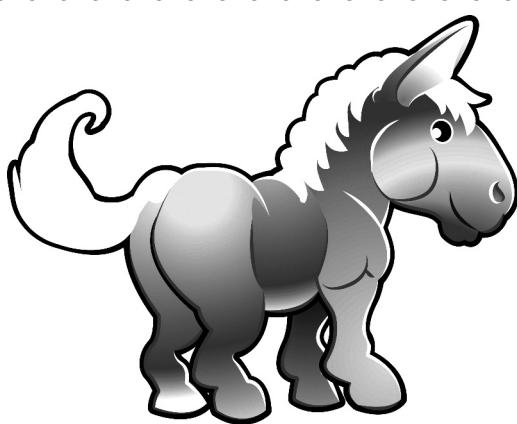
lamb



puppy



wolf cub



foal

Name: _____

My senses help me

Draw a line to connect the picture to the matching words.

hear



eye

see



nose

smell



ear

taste



tongue

touch



skin

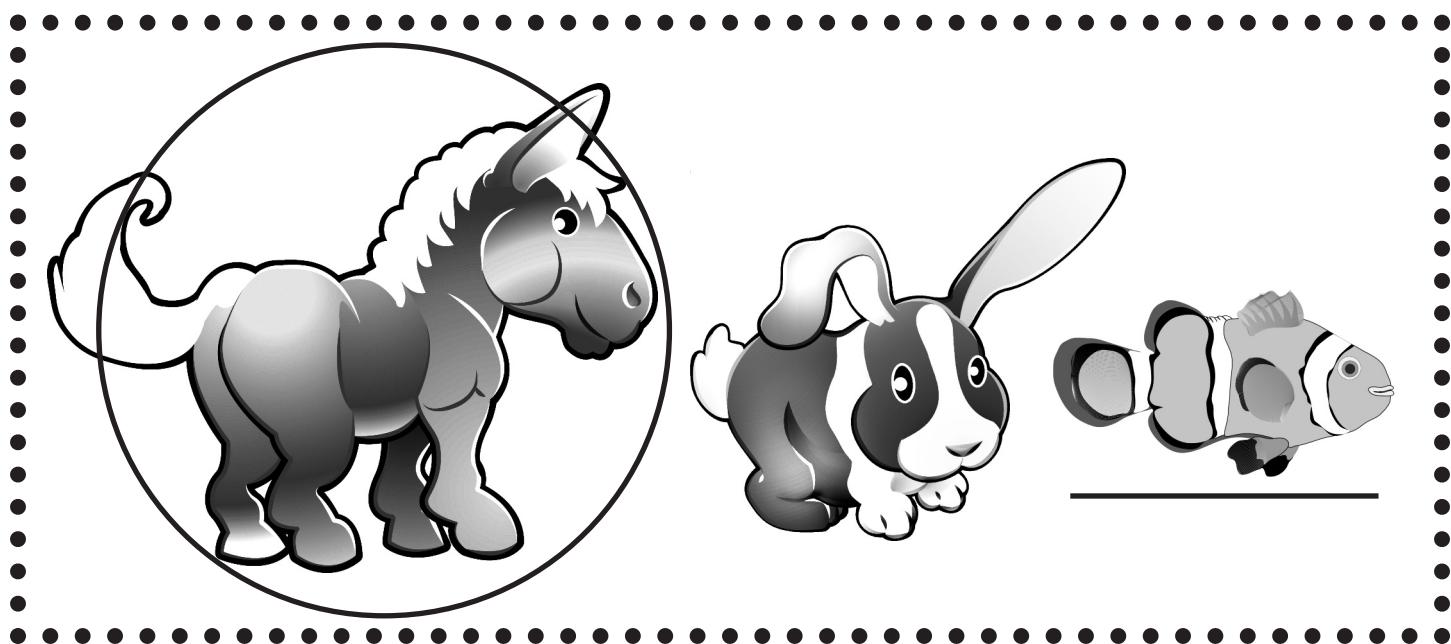
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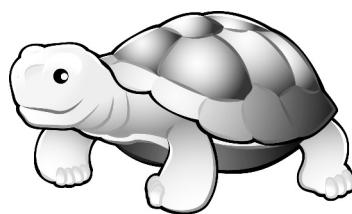
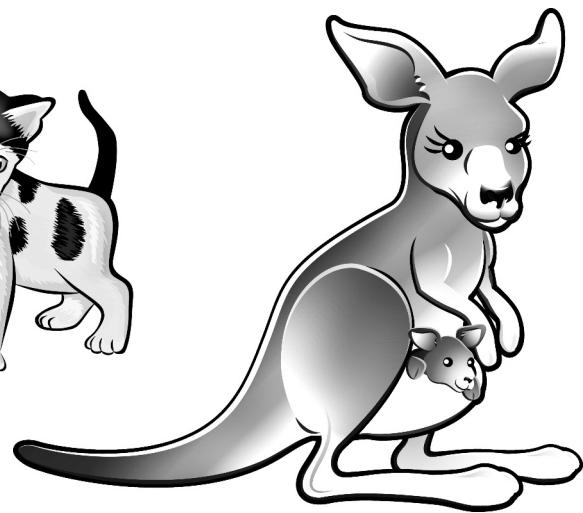
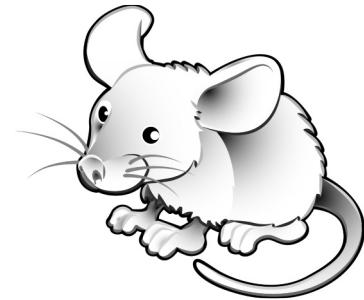
My big and small pets

Look at the pictures.

Draw a circle around
the biggest animal.

Draw a line under
the smallest animal.





Name: _____

What are my jobs?

Work	Play



Name: _____

These are my friends

I am a good friend when I

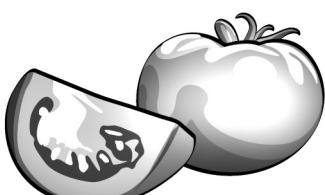
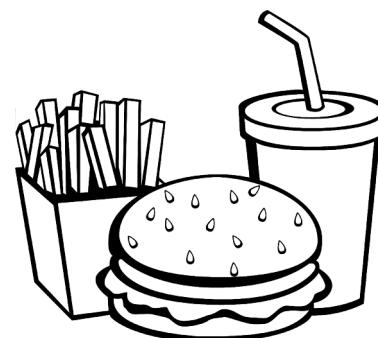
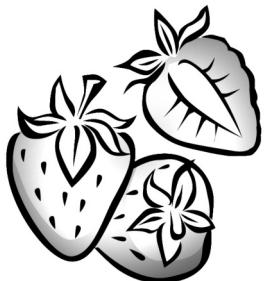
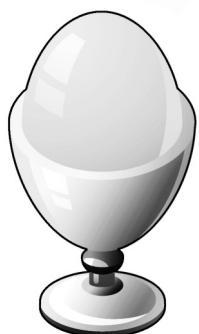
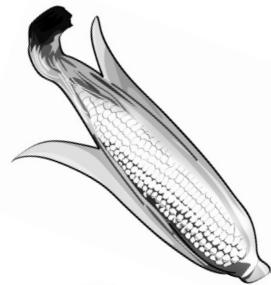
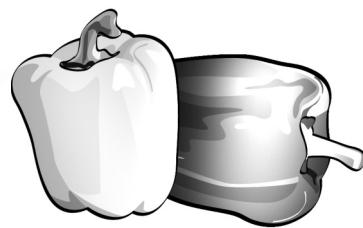
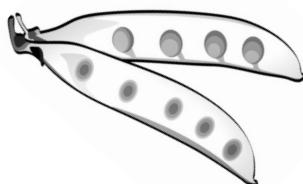


Name: _____

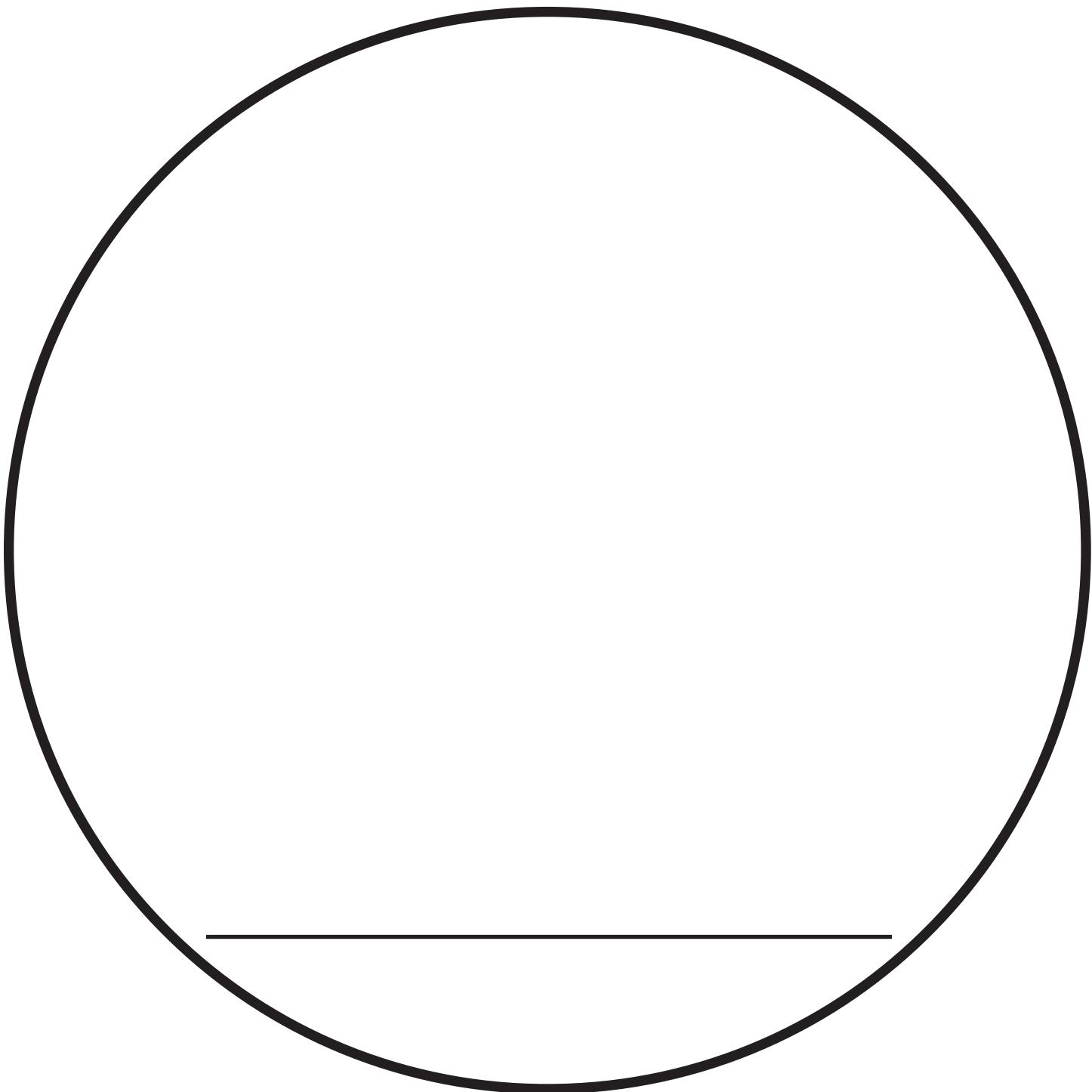
What do I need?

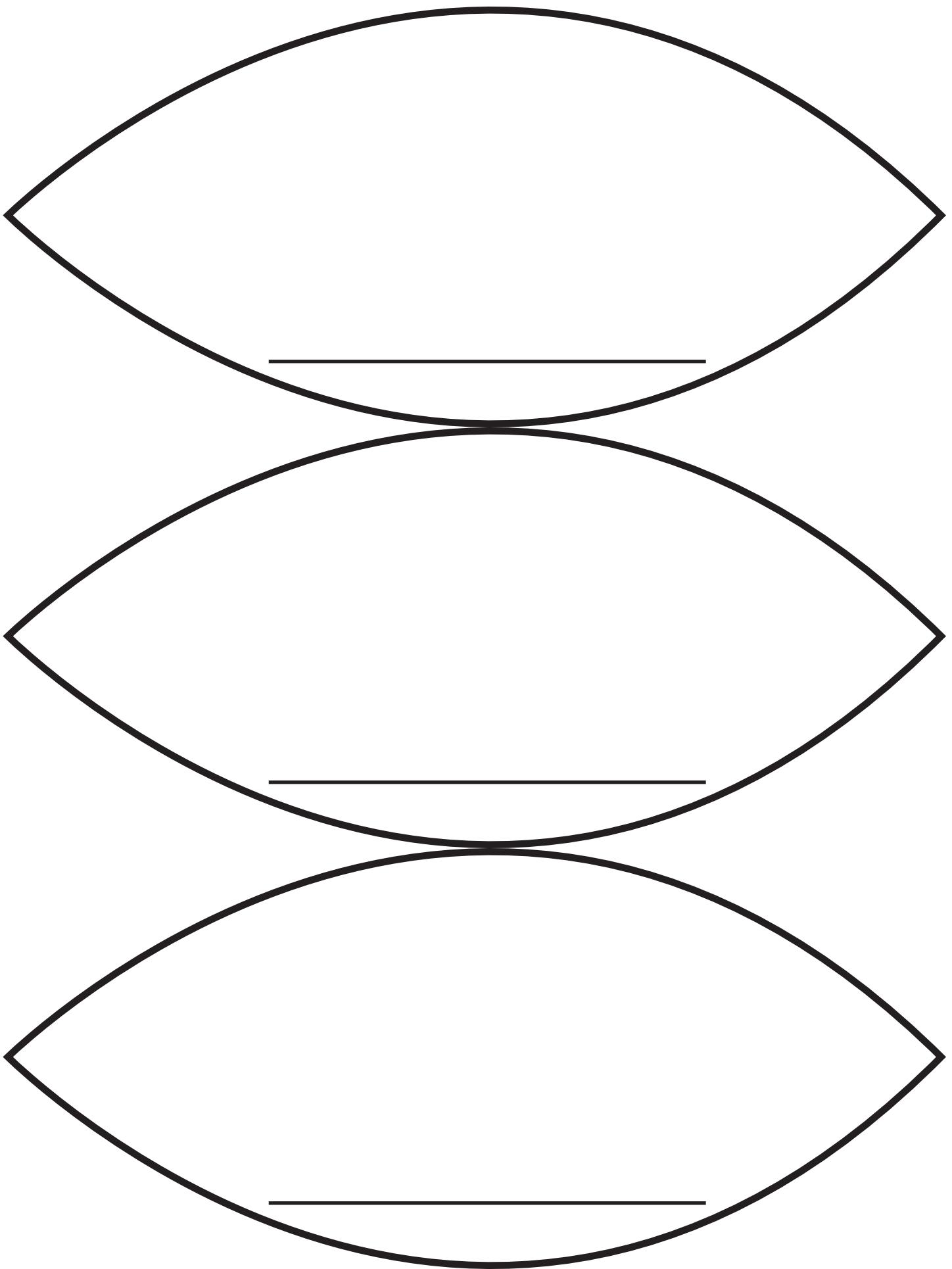
Color the foods that are healthy.

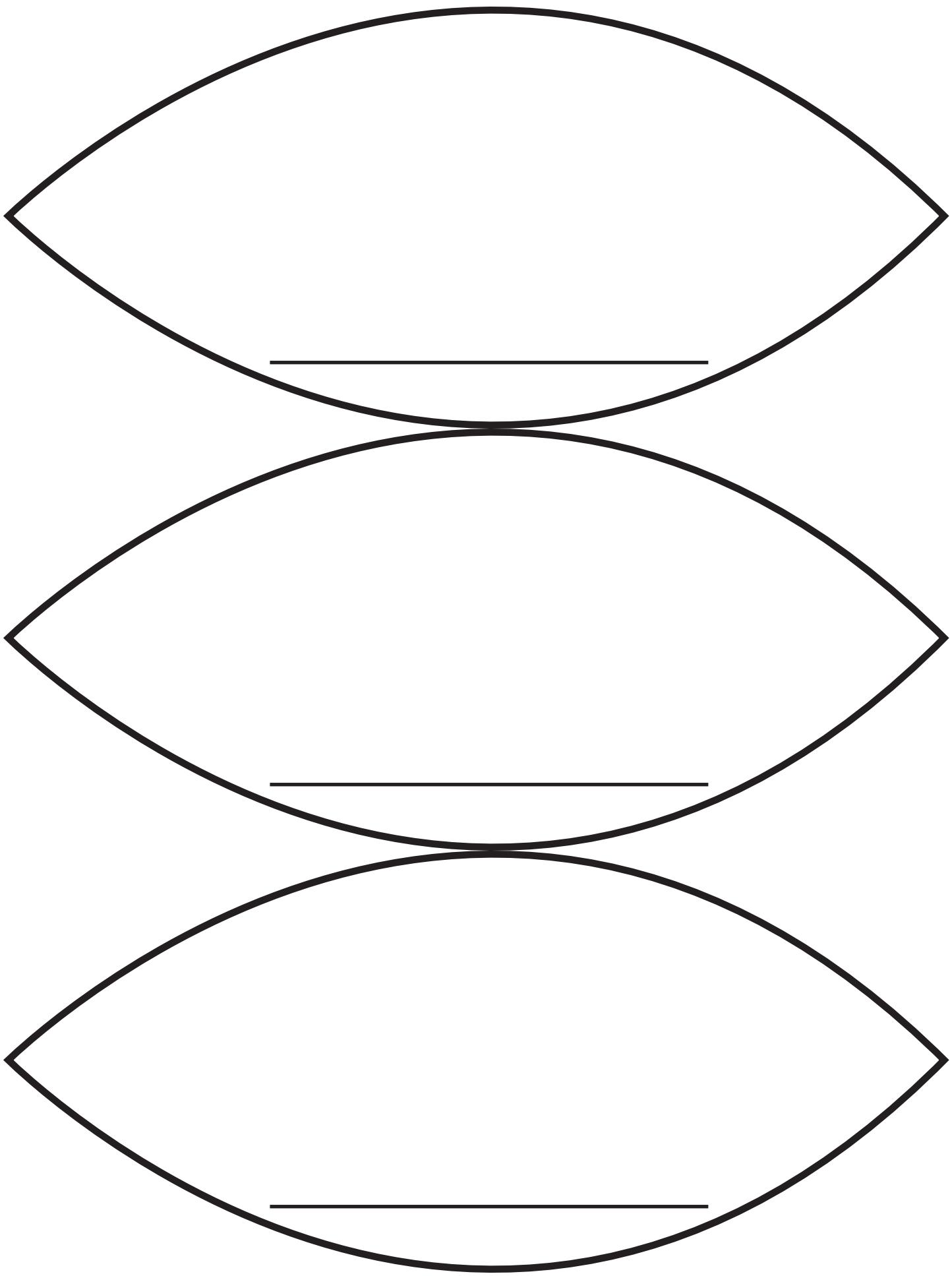
Put an X on the foods that are not healthy.



My school community







Name: _____

My backyard community

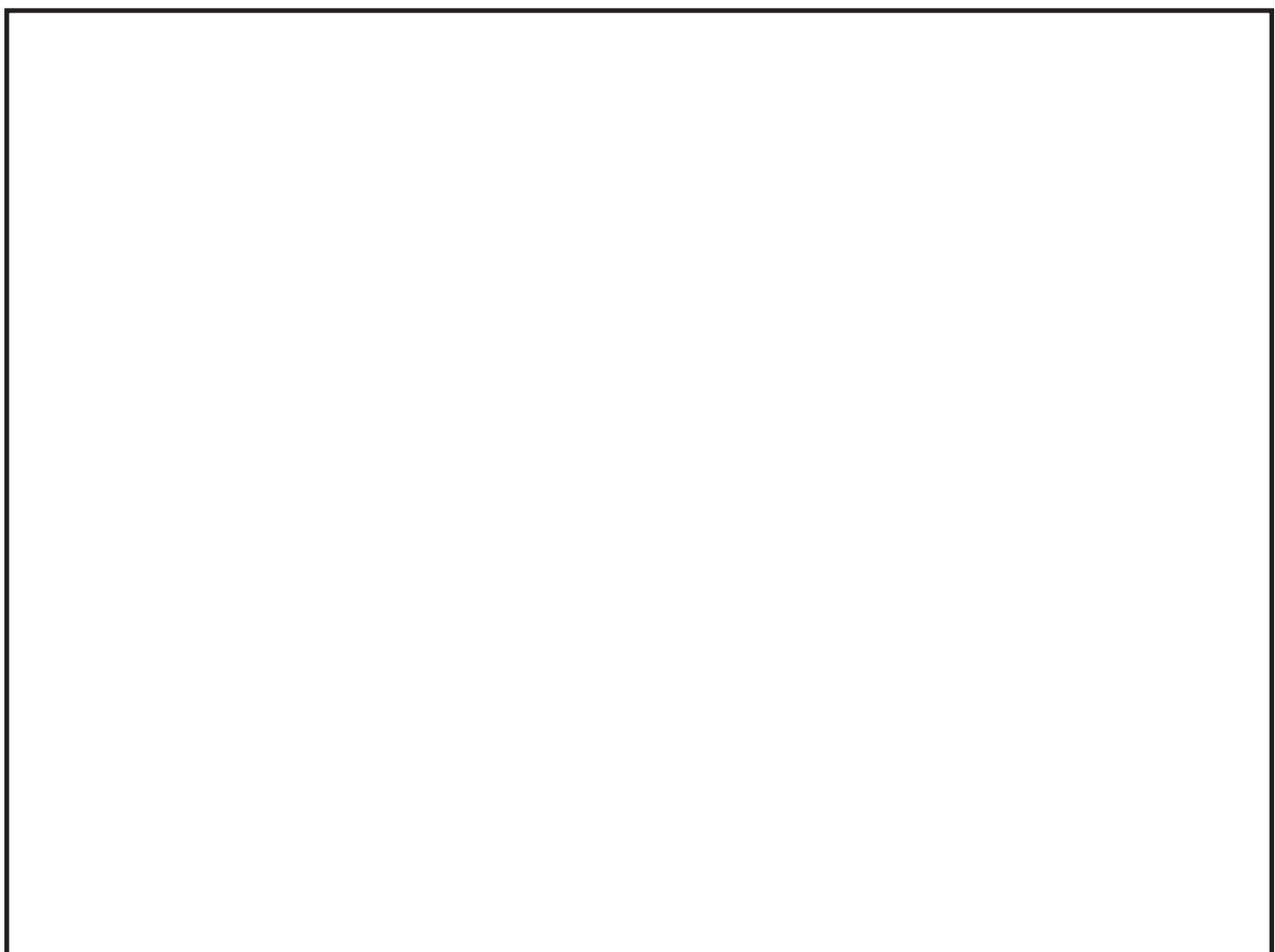
An herbivore eats plants.	A carnivore eats meat.	An omnivore eats both plants and meat.

Where do animals live?

My report

Name: _____

Where does my animal live?



A _____ lives in _____.

Habitat: _____

Name: _____

Date: _____

Habitat Chart

Name of Habitat	Key Features
Desert	
Polar Habitat	
Mountains	
Amazon Rain Forest	
Northern Forests	

Habitat Chart

Name of Habitat	Key Features
Mixed Forests	
Grasslands (Prairies or Plains)	
Savanna	
Ocean	
Freshwater	
Islands	

Name: _____ Date: _____

Our Neighborhood Habitat

Draw/sketch the habitat found around your school in the box below.



List all the animals you see. Draw the animals you see in your sketch above.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Student name: _____ **Date:** _____

Our Neighborhood Habitat Checklist

	Achieved	Somewhat Achieved	Has Not Achieved Yet
The student's drawing is an accurate, realistic, and detailed drawing of the habitat observed.			
The student added appropriate animals to the drawing based on observations made.			
The student has produced an accurate list of animals found within the habitat. List was made through observations.			

Teacher Feedback

Name: _____

Date: _____

My Habitat Design Plan

Draw a design of your habitat below. On the lines, list the materials you will need to build it.



Make a list of the materials you might need to create your habitat.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Student name: _____

Date: _____

Habitat Project Rubric

	Level 4	Level 3	Level 2	Level 1
Accuracy	The student was able to create a creative and accurate artistic representation of the habitat. Vegetation, animal, and the environment displayed and created belonged to that habitat. Realistic colors were used. It is evident from the student's work that extensive prior research was conducted.	The student was able to create an accurate artistic representation of the habitat. Vegetation, animal, and the environment displayed and created belonged to that habitat. Realistic colors were used. It is evident from the student's work that prior research was conducted.	The student was able to create a somewhat accurate representation of the habitat. The vegetation and/or animal and/or environment and/or colors chosen were somewhat accurate for this habitat. It is evident from the student's work that some prior research was conducted.	The student's work is missing multiple aspects of the habitat (i.e vegetation, animal). The features chosen do not belong to that habitat. It is evident from the student's work that little to no prior research was conducted.
Construction	The student's work is complete and extremely neat.	The student's work is complete and neat.	The student's work is somewhat complete and neat.	The student's work is incomplete and/or not neat.
Oral Mini-Presentation	The student has accurately identified their habitat, multiple animals that live there, (in addition to the one they chose) and more than two facts about their habitats. The student used a clear speaking voice and made continuous eye contact while presenting.	The student has accurately identified their habitat, the animal they chose that lives there, and two facts about their habitats. The student used a clear speaking voice and made eye contact while presenting.	The student has accurately identified their habitat and the animal they chose that lives there. The student identified one fact about their habitat. The student used a clear speaking voice but did not make eye contact while presenting. Or The student made eye contact while presenting but did not use a clear speaking voice.	The student's presentation was inaccurate (i.e. habitat was incorrectly identified, facts were not correct, animal chosen did not live there). The students did not use a clear speaking voice and did not make eye contact while presenting.

Teacher feedback

Which landform am I? Clues Sheet

1. I am very large and can be found above or under the water. Sometimes I shoot out hot, melted rock from my top. What landform am I?

Answer: A volcano

2. I am covered in sand and pebbles and I am found right by the ocean. Children love to play on me. What landform am I?

Answer: Beach

3. I am land that has been created in the ocean. There is water all around me. What landform am I?

Answer: An Island

4. I am larger than a hill, and sometimes people try to climb me. What landform am I?

Answer: A Mountain

5. I am found underground or inside hills and cliffs. I am usually very dark inside and have rock all over. What landform am I?

Answer: A Cave

6. I am the land area at the very edge of the ocean. I am part of the beach. What landform am I?

Answer: The Coast

7. I am a very flat piece of land, with lots of a certain kind of green plant all over me. What landform am I?

Answer: Plains

8. I am smaller than a mountain, but I can still be pretty tall. What landform am I?

Answer: A Hill

Student name: _____

Date: _____

Landform Book Page Rubric

	Level 4	Level 3	Level 2	Level 1
Accuracy	The student used appropriate colors to create an accurate representation of the landform.	The student used appropriate colors to create a representation of the landform.	The student is learning how to use appropriate colors to create a representation on the landform.	The student did not produce an accurate painting of the landform
Construction	The construction of their book page was exceptionally neat.	The construction of their book page was neat.	The construction of their book page was somewhat neat.	The construction of their book page was not neat.
Written Component	The student was able to create their own sentences without using the prompts. All sentences were accurate and well written.	The student was able to complete the sentences using the prompts. All sentences were accurate and well written.	The student was able to complete the sentences using the prompts however some sentences were inaccurate.	The student was unable to complete the Sentences or all the sentences were inaccurate.

Teacher feedback

Name: _____

Date: _____

Transportation Scenarios

1. You are going on a camping trip and your camping site is down a river. Which mode of transportation do you use?
A. a cruise ship
B. a truck
C. a canoe

2. You are going to the park that is at the end of your street. Which mode of transportation do you use?
A. a car
B. a bike
C. a helicopter

3. You are at the top of a snowy hill. Which mode of transportation do you use?
A. a sled
B. a boat
C. a scooter

4. You are going to the grocery store. Which mode of transportation do you use?
A. roller blades
B. a jet
C. a car

5. You are traveling to Mexico for a vacation. Which mode of transportation do you use?
A. a plane
B. a bus
C. walk

Student name: _____ **Date:** _____

How Do You Get To School Checklist

	Achieved	Somewhat Achieved	Has Not Achieved Yet
The students were able to accurately represent the data from the tally chart into the graph or chart they were assigned.			
The students used an accurate scale to represent their data.			
The students created a neat chart or graph that is easy to read.			
The students included correct labels on their chart or graph and gave it an appropriate title.			

Teacher feedback

Name: _____ Date: _____

How I Learn

Take a moment and think about all the ways you learn. Make a list of the best ways you learn.
Use the chart we created as a class to help you.

1. _____
2. _____
3. _____
4. _____
5. _____

What does your teacher do that really helps you learn?

What else can your teacher do to help you learn better?

What are some things you are interested in?

Name: _____

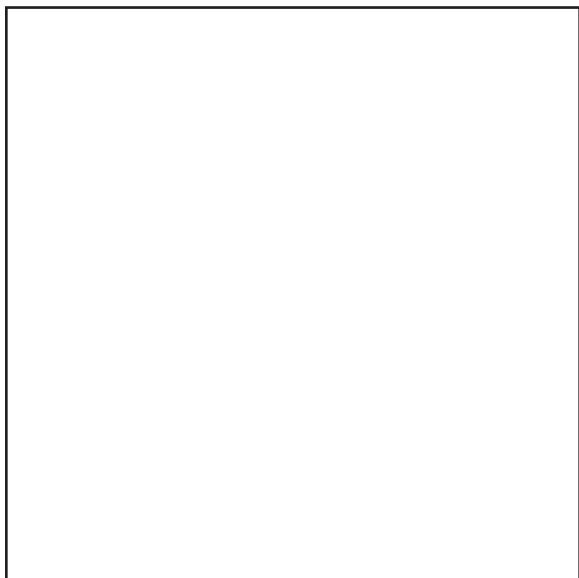
Date: _____

Observation Tracking Sheet

What do you think these seeds will grow into?

Prediction: _____

Why? _____

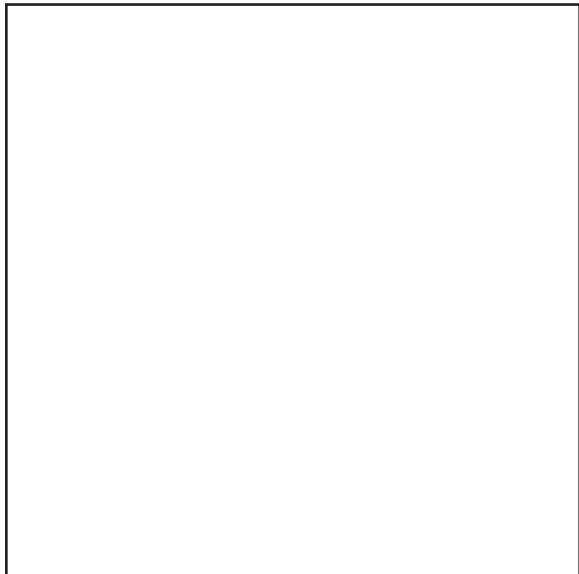


First observation _____

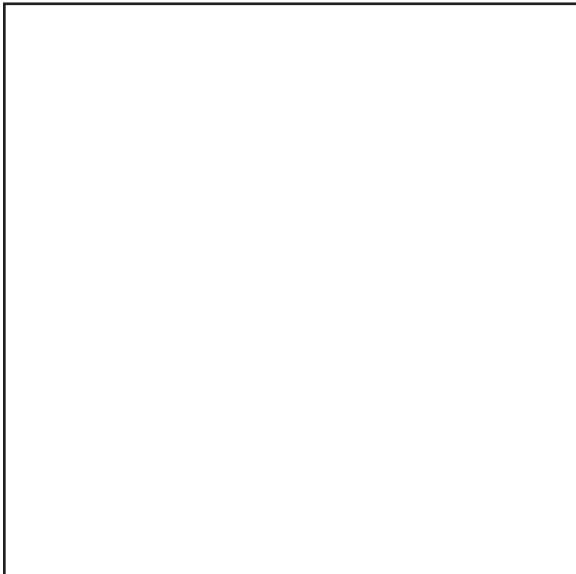
Has your prediction changed? How?

Second observation _____

Has your prediction changed? How?

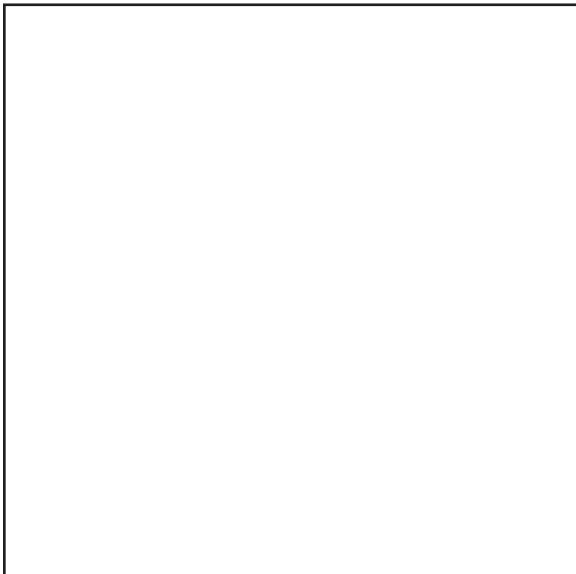


Observation Tracking Sheet



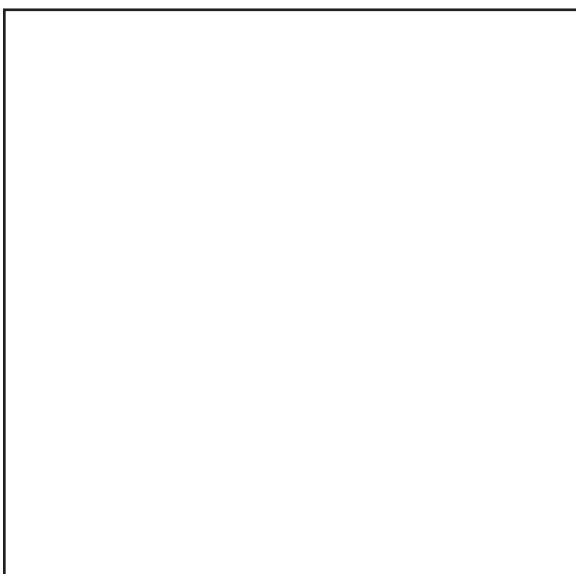
Third observation _____

Has your prediction changed? How?



Fourth observation _____

Has your prediction changed? How?



Fifth observation _____

Has your prediction changed? How?

Name: _____

Date: _____

“I Wonder” Report

I wonder _____

What can I use to help me answer my wonder question? Name 3 ways to learn that you could use.

Answer to my wonder question:

Student name: _____ **Date:** _____

Lesson 4 Worksheet Checklist

Based on observing the seeds	Achieved	Somewhat Achieved	Has Not Achieved Yet
The student was able to provide a reason why they gave their initial prediction.			
The student's observational drawings are realistic, accurate and used appropriate colors. Their drawings are neat.			
The student was able to make realistic further predictions based on their observations.			

Teacher feedback

Student name: _____

Date: _____

I Wonder Rubric

	Level 4	Level 3	Level 2	Level 1
Wonder Questions	The student has stated a well-thought out wonder question based on their observations and own interests connected to nature.	The student has stated a wonder question based on their observations and own interests connected to nature.	The student has stated a wonder question that is somewhat related to their observations in nature.	The student was unable to produce a wonder question Or The student's wonder question was not related to nature.
Self-Directed Learning	The student has identified appropriate ways on how to learn about their wonder question. The student has stated at least 3 ways. Their strategies support the way they learn best based on what they have previously stated on the <i>How I Learn Worksheet</i> .	The student has identified appropriate ways on how to learn about their wonder question. The student has stated 3 ways.	The student has identified some appropriate ways on how to learn about their wonder question. The student has stated less than 3 ways.	The student has not identified appropriate ways on how to learn about their wonder question. The ways provided are not realistic for the time period of this assignment.
Explanation	The student has provided an exceptional explanation and response to their wonder question. It is evident that the student has done thorough research on their topic. Their sentences are well written and are easy to follow.	The student has provided a good explanation and response to their wonder question. It is evident that the student has done research on their topic. Their sentences are well written.	The student is still learning how to provide a good explanation and response to a question. It is somewhat evident that the student has done research on their topic. Their sentences are somewhat well written.	The student has provided an inaccurate explanation and response to their wonder question. It is not evident that the student has done research on their topic. Sentences are incomplete.

Teacher feedback

Student name: _____ **Date:** _____

Continents and Oceans Lap-Book Assessment

	Very Well Done	Adequate	Somewhat Limited
Lapbook includes a title page that is reflective of the subject.			
Continents are labeled neatly and correctly.			
Continent flip-books include a drawing of the continent, a description of the climate, the name of a landmark, and 2 correct facts.			
Animal identifications correctly identify an animal that is native to the continent, and animal has been drawn.			
Equator and hemispheres have been correctly labeled on a globe.			
Poem/Song reflects material discussed in class and includes the names of every continent and oceans.			
Lap-book is neat and organized and reflects a high degree of effort.			

Teacher feedback

Student name: _____

Date: _____

Text Checklist

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement
Student identifies some of the significant people, places, and things in their life and provides detailed information about each topic.			
Piece is organized and transitions well between topics.			
Illustrations and/or photographs enhance and support the information provided.			
Student integrates various text forms in their writing (i.e. captions, headings, contents, etc.)			
There are very few (2-3) mechanical errors such as grammar and spelling.			
Title page captures the audience's attention.			

Teacher feedback

Name: _____ Date: _____

K-W-L Chart

	What do you KNOW?	What do you WANT to know?	What did you LEARN?
Reptiles			
Amphibians			
Mammals			
Vertebrates			
Invertebrates			
Birds			
Fish			

Student name: _____

Date: _____

Partner(s): _____

Animal: _____

News Broadcast Rubric

Objective	Beginning 1	Developing 2	Developing 2	Exemplary 4
Communication	Ideas and information are unorganized. Student is unable to speak coherently or clearly.	Ideas and information are organized with some degree of effectiveness. Student has difficulty remaining focused which affects their ability to speak clearly.	Ideas and information are organized with a considerable degree of effectiveness. Student is mostly focused and speaks in a clear manner.	Ideas and information are organized with a high degree of effectiveness. Student is consistently focused and speaks in a clear, coherent manner.
Content	Demonstrates very limited knowledge on the topic at hand. Does not make any reference to the visual aid and does not have any examples to support ideas.	Demonstrates some knowledge on the topic at hand. Makes reference to visual aid but it does not support ideas and/or claims.	Demonstrates a considerable amount of knowledge on the topic at hand. Makes reference to visual aid in a way that contributes to the presentation.	Demonstrates a high degree of knowledge. Describes topic with ease. Reference made to visual aid enhances content and presentation. Pertinent examples support ideas.
Engagement	Shows no interest in topic being presented on. No eye contact is made with the audience. Audience does not gain any information about the topic.	Demonstrates a limited amount of enthusiasm about the topic. Maintains little eye contact and does not have a consistent tone.	Demonstrates an adequate amount of enthusiasm about the topic during most of the broadcast. Maintains eye contact and consistent tone through most of presentation.	Demonstrates strong enthusiasm about the topic during entire broadcast. Maintains eye contact and a consistent tone throughout entire presentation.

Teacher feedback

Student name: _____

Date: _____

Book Title: _____

G.R. Level: _____

Reading Comprehension Rubric

Skill	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Predicting before, during, and after reading	Student does not make predictions before, during, or after reading; does not cite supporting text with prompting cues.	Student makes few predictions before, during, or after reading; may cite supporting text with prompting cues.	Student makes predictions before, during and after reading; cites supporting text; some prompting cues may be used.	Student consistently makes predictions before, during, and after reading; cites supporting text; confirms or modifies predictions without prompting.	
Identifying topic/main idea	Student does not identify the topic using information from the text and illustrations with prompting cues.	Student identifies the topic using minimal information from the text and illustrations with consistent prompting cues.	Student identifies the topic using information from the text and illustrations; prompting cues may be used occasionally.	Student consistently identifies the topic using information from the text and illustrations without prompting cues.	
Recall	Student struggles to provide minimal recall of details and information with little to no accuracy.	Student provides some recall of details and information with partial accuracy.	Student provides accurate recall of some key information and some details.	Student provides accurate recall of most key information and significant details.	
Connecting with text • connecting text to personal experiences, other texts, other media forms, etc.)	Student makes limited connection to text: • requires one-to-one coaching to offer response	With prompting, student makes simple connections with text.	Student makes simple and effective connections with text using background knowledge and personal experiences.	Student makes meaningful connections with text using background knowledge and personal experiences. • uses direct evidence from text to support connection	
				Total Score	

Teacher feedback
