

# My World Series

## Guided readers ~ Level A 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 B

*Arms and legs, fingers and toes*

*I have feelings*

*It is my birthday*

*What do I see?*

### Level C

*Baby animal names*

*I am growing and changing*

*I can do it!*

*The clothes I wear*

### Level D

*My big and small pets*

*My healthy body*

*My senses help me*

*I move like this*

### Level E

*Hip-hop dancers*

*This is my family*

*This is my home*

*What are my jobs?*

### Level F

*What do I need?*

*Where am I?*

*Rodent rap*

*These are my friends*

### Level G

*My family community*

*My school community*

*Places in my community*

*Helpers in my community*

### Level H

*An animal community*

*How do animals hide?*

*My backyard community*

*Where do animals live?*

The 32 color-coded books in the reading series are divided into eight different reading levels, allowing children to move from level to level as their skills progress.



# National Standards Correlation

Lesson Plan Title	Correlation to National Standards
I can count	<p><b>Mathematics</b> Students will read, use, and print numbers from zero to ten. Students will represent, compare, and order numbers.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
I eat a rainbow	<p><b>Health</b> Students will investigate the benefits of nutritious foods. Students will identify a variety of foods needed for personal health and growth.</p> <p><b>Mathematics</b> Students will identify colors.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Who am I?	<p><b>Social Studies</b> 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><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My toys have shapes	<p><b>Mathematics</b> 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><b>Visual Arts</b> Students identify connections between the visual arts and other disciplines in the curriculum.</p> <p><b>Language Arts</b> 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](http://www.crabtreebooks.com).

## Overview and Scope of Lesson Plan Activities

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

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>I can count</b>	1–2 class periods	numerals and number words from zero to ten	Monitor students for participation and check student reproducibles for comprehension of major concepts.  *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)
<b>I eat a rainbow</b>	1–2 class periods	apple banana blueberry cherry child orange pepper rainbow	Monitor student participation and ability to follow directions.  Check student reproducibles for coloring and printing accuracy.
<b>Who am I?</b>	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.
<b>My toys have shapes</b>	1–2 class periods	circle diamond hexagon octagon oval pentagon rectangle square triangle	Assess shape drawings for understanding of major concepts.

# 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:



Logical-Mathematical



Visual-Spatial

### 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.

# 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.

# 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.

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.

## Closure

# 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.

# 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	
				Total score	

Teacher's Notes (observed behaviors, teaching strategies, etc.)

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# 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	
<b>Total score</b>					

Teacher's Notes (observed behaviors, teaching strategies, etc.)

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**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

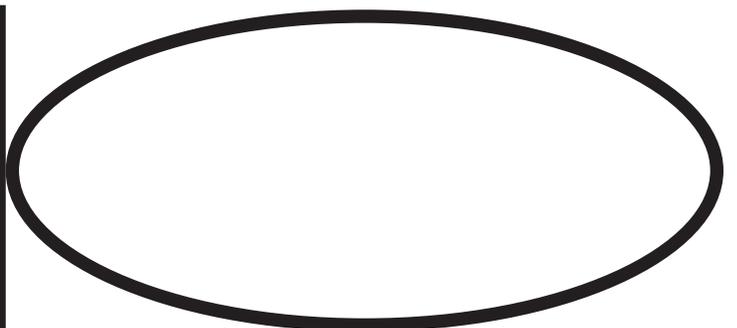
8

9

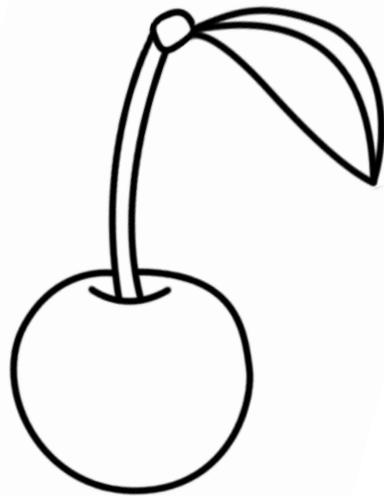
10

# I can count

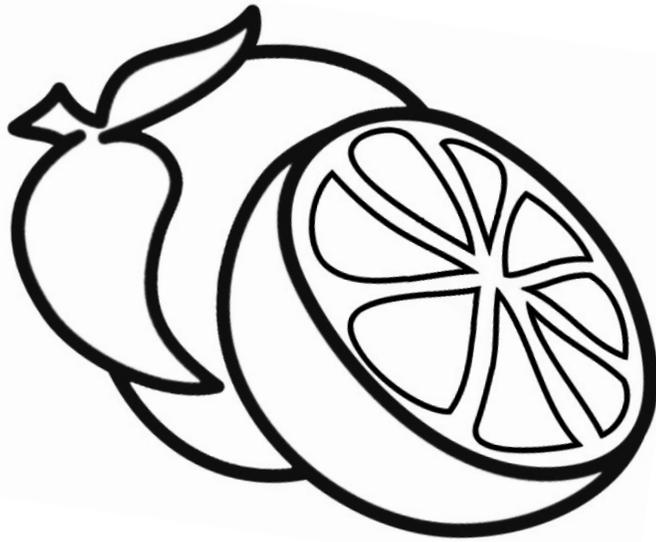
(Blackline master #3)



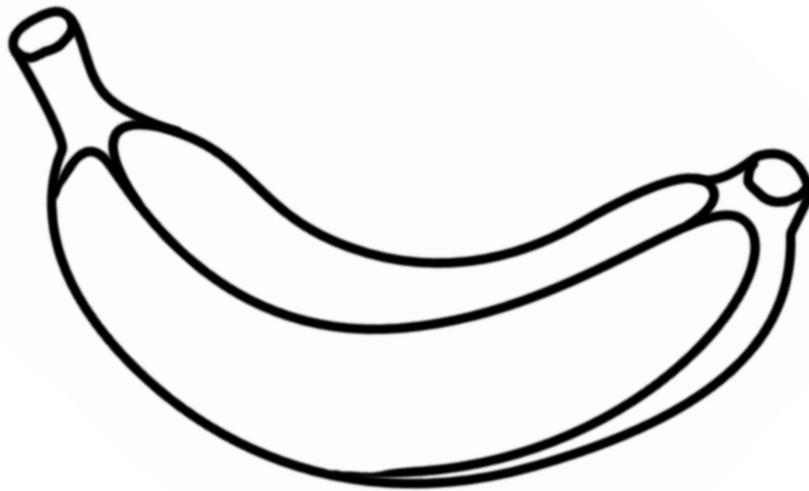
**I eat a rainbow**



cherry



orange



banana

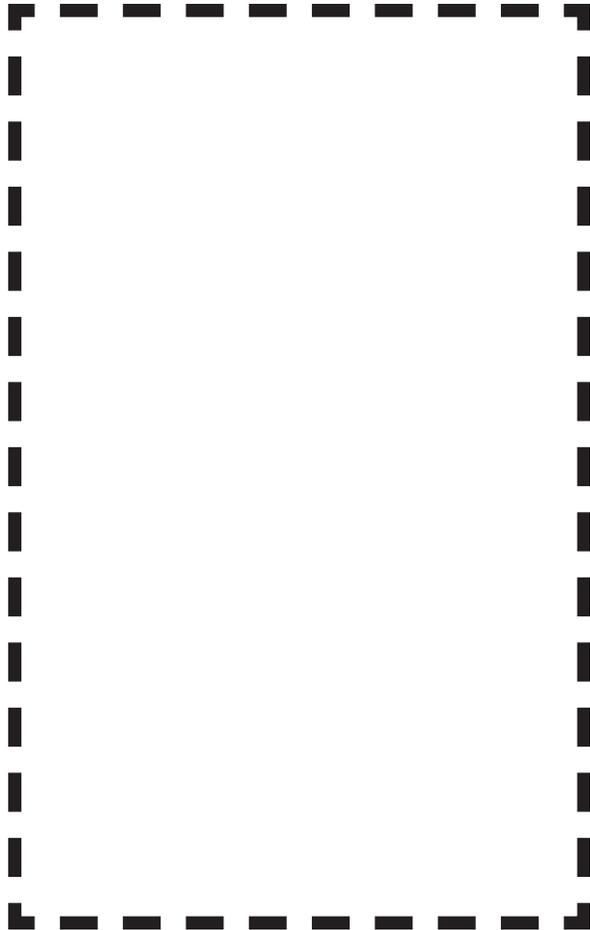
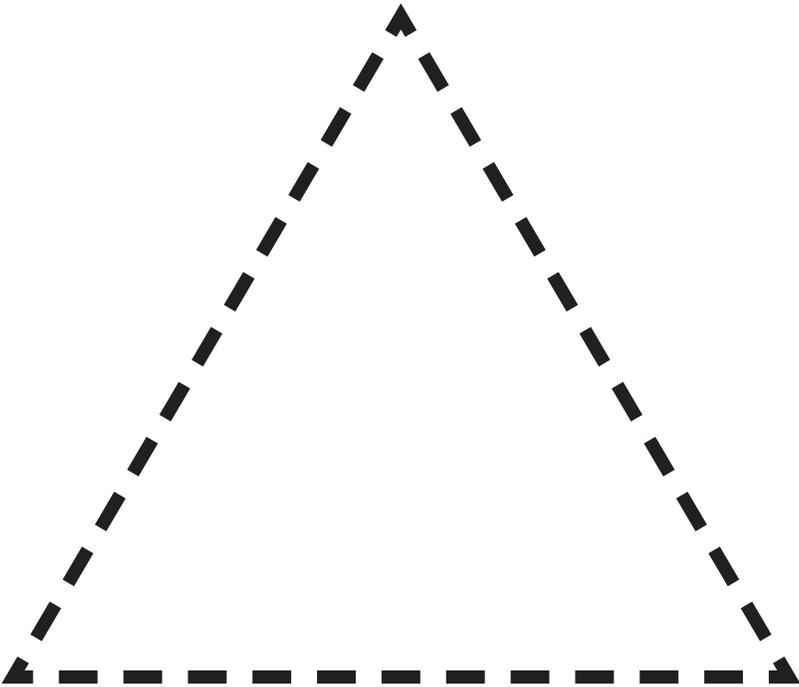
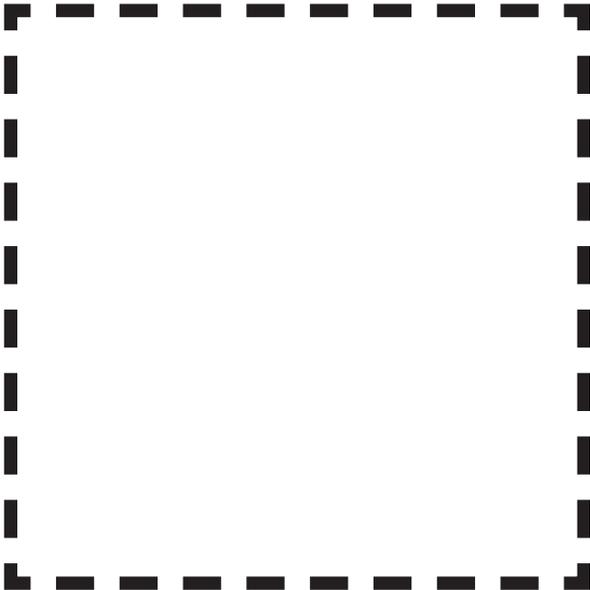
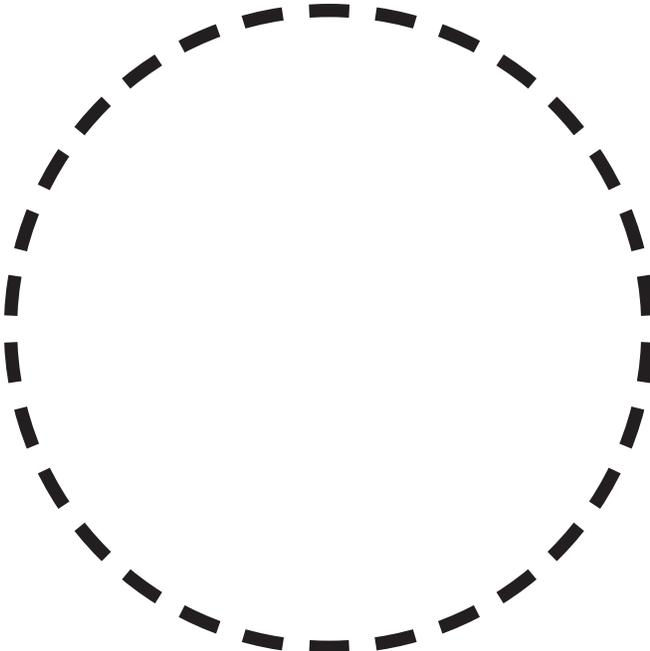


blueberry



pepper

# My toys have shapes



# My toys have shapes

