

# My World Series

## Guided readers ~ Level B 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 animals and people. 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
<p><b>Arms and legs, fingers and toes</b></p>	<p><b>Language Arts</b> Children use spoken language to communicate effectively. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p> <p><b>Health and Physical Education</b> 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>
<p><b>I have feelings</b></p>	<p><b>Health and Physical Education</b> 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><b>Social Studies</b> Students will develop their personal identities through exploration, identification, and analysis of how individuals understand themselves and relate to others.</p> <p><b>Visual Arts</b> Students use visual structures and functions of art to communicate ideas.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<p><b>It is my birthday</b></p>	<p><b>Social Studies</b> 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><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<p><b>What do I see?</b></p>	<p><b>Science</b> 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><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
<b>Arms and legs, fingers and toes</b>	Physical Education Language Arts	<ul style="list-style-type: none"> <li>parts of the body</li> </ul>
<b>I have feelings</b>	Health Social Studies	<ul style="list-style-type: none"> <li>identifying and demonstrating various emotions</li> </ul>
<b>It is my birthday</b>	Social Studies	<ul style="list-style-type: none"> <li>celebrations and traditions</li> <li>identifying the month of his/her birth</li> </ul>
<b>What do I see?</b>	Science	<ul style="list-style-type: none"> <li>sense of vision</li> <li>observing using eyes, magnifying glass, and binoculars</li> </ul>

One class period is approximately 40 minutes.

## Pacing Chart and Vocabulary

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>Arms and legs, fingers and toes</b>	1–2 class periods	ankle arm elbow fingers fist foot hand knee leg thumb toes wrist	Use checklist to record child’s ability to identify body parts.  *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 have feelings</b>	1–2 class periods	angry brave happy mad proud sad scared silly	Evaluate student participation and portrait to assess understanding of major concepts.
<b>It is my birthday</b>	1 class period	balloon balloon animal birthday party cake candle clown present	Make anecdotal notes based on teacher observation during group discussion.
<b>What do I see?</b>	1–2 class periods	bee bunny butterfly chimpanzee dolphin raccoon seashell	Make anecdotal notes based on teacher observation during field trip.

# 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.

## 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.

## 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.

# 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.

# 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.

# 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

### 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.

### 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).*

## 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.

# 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	
				Total score	

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

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# It is my birthday

