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.
<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Correlation to National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby animal names</td>
<td><strong>Science</strong>&lt;br&gt;Life cycles of organisms&lt;br&gt;<strong>Mathematics</strong>&lt;br&gt;Sorting and classification&lt;br&gt;Creating a pictograph&lt;br&gt;<strong>Language Arts</strong>&lt;br&gt;Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>I am growing and changing</strong></td>
<td><strong>Social Studies</strong>&lt;br&gt;Students will develop a sense of timelines as related to themselves by arranging their life events in chronological order.&lt;br&gt;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.&lt;br&gt;<strong>Language Arts</strong>&lt;br&gt;Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>I can do it!</strong></td>
<td><strong>Health</strong>&lt;br&gt;Students will develop their sense of self-esteem.&lt;br&gt;Students will develop a basic awareness of their own well-being.&lt;br&gt;<strong>Visual Arts</strong>&lt;br&gt;Students use visual structures and functions of art to communicate ideas.&lt;br&gt;<strong>Language Arts</strong>&lt;br&gt;Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>The clothes I wear</strong></td>
<td><strong>Physical Education</strong>&lt;br&gt;Students will develop motor skills and movement concepts.&lt;br&gt;<strong>Science</strong>&lt;br&gt;Weather changes from day to day and over the seasons.&lt;br&gt;<strong>Language Arts</strong>&lt;br&gt;Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
</tbody>
</table>

For state specific educational standards, please visit www.crabtreebooks.com.
Overview and Scope of Lesson Plan Activities

<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Subject Areas</th>
<th>Major Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby animal names</td>
<td>Science, Math</td>
<td>• identifying animals by their adult and baby names</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• sorting and classifying pictures of baby animals</td>
</tr>
<tr>
<td>I am growing and changing</td>
<td>Social Studies</td>
<td>• understanding chronological order and how it applies to his or her personal life cycle</td>
</tr>
<tr>
<td>I can do it!</td>
<td>Health, Art</td>
<td>• developing a positive self-image</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• celebrating personal accomplishments</td>
</tr>
<tr>
<td>The clothes I wear</td>
<td>Physical Education, Science</td>
<td>• identify proper clothing for each season</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• dressing quickly and efficiently</td>
</tr>
</tbody>
</table>

Pacing Chart and Vocabulary

<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Pacing</th>
<th>Vocabulary</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby animal names</td>
<td>1 class period</td>
<td>bear cub, fox kit or pup, goat kid, kangaroo joey, koala joey, pouch, raccoon kittens, wolf cubs</td>
<td>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 My World 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)</td>
</tr>
<tr>
<td>I am growing and changing</td>
<td>2–3 class periods</td>
<td>baby, crawling, teeth, toddler, tricycle</td>
<td>Presentations can be used to assess: • verbal communication skills • organization of chronological information • ability to maintain organization of cue cards • self-confidence in presenting in front of class group</td>
</tr>
<tr>
<td>I can do it!</td>
<td>1 class period</td>
<td>baseball, dolphin, drums, laptop computer, tiger cub</td>
<td>Monitor student groups for participation, and evaluate student reproducibles for accuracy and comprehension of major concepts.</td>
</tr>
<tr>
<td>The clothes I wear</td>
<td>1 class period</td>
<td>fall clothes, hat, jacket, rubber boots, spring clothes, summer clothes, winter clothes</td>
<td>Evaluate student participation and ability to work with other students.</td>
</tr>
</tbody>
</table>
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**
- **Mathematics**
- **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

**Content**

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.
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

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
**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.
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.

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.

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?
# Reading Comprehension Rubric

Name: ____________________________________ Date: __________________

Book Title: ____________________________________ G.R. Level: __________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting before, during, and after reading</td>
<td>Student does not make predictions before, during, or after reading; does not cite supporting text with prompting cues.</td>
<td>Student makes few predictions before, during, or after reading; may cite supporting text with prompting cues.</td>
<td>Student makes predictions before, during, and after reading; cites supporting text; some prompting cues may be used.</td>
<td>Student consistently makes predictions before, during, and after reading; cites supporting text; confirms or modifies predictions without prompting.</td>
<td></td>
</tr>
<tr>
<td>Identifying topic/main idea</td>
<td>Student does not identify the topic using information from the text and illustrations with prompting cues.</td>
<td>Student identifies the topic using minimal information from the text and illustrations with consistent prompting cues.</td>
<td>Student identifies the topic using information from the text and illustrations; prompting cues may be used occasionally.</td>
<td>Student consistently identifies the topic using information from the text and illustrations without prompting cues.</td>
<td></td>
</tr>
<tr>
<td>Recall</td>
<td>Student struggles to provide minimal recall of details and information with little to no accuracy.</td>
<td>Student provides some recall of details and information with partial accuracy.</td>
<td>Student provides accurate recall of some key information and some details.</td>
<td>Student provides accurate recall of most key information and significant details.</td>
<td></td>
</tr>
<tr>
<td>Connecting with text • connecting text to personal experiences, other texts, other media forms, etc.)</td>
<td>Student makes limited connection to text: • requires one-to-one coaching to offer response</td>
<td>With prompting, student makes simple connections with text.</td>
<td>Student makes simple and effective connections with text using background knowledge and personal experiences.</td>
<td>Student makes meaningful connections with text using background knowledge and personal experiences. • uses direct evidence from text to support connection</td>
<td></td>
</tr>
</tbody>
</table>

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

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Total score
<table>
<thead>
<tr>
<th>Objective</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and applies letter-sound relationships</td>
<td>Does not apply letter-sound knowledge to decode quickly and accurately. Often skips over words.</td>
<td>Sometimes applies letter-sound knowledge to decode some unknown words. Often requires prompting to apply this knowledge.</td>
<td>Usually applies letter-sound knowledge to decode unknown words quickly and accurately. Requires little to no prompting to apply this knowledge.</td>
<td>Consistently applies letter-sound knowledge to decode unknown words quickly and accurately. Requires no prompting to apply this knowledge.</td>
<td></td>
</tr>
<tr>
<td>High-frequency words</td>
<td>Recognizes few high frequency and familiar words within text</td>
<td>Recognizes some high frequency and familiar words within text</td>
<td>Automatically recognizes most high frequency and familiar words within text</td>
<td>Automatically recognizes all high frequency and familiar words within text</td>
<td></td>
</tr>
<tr>
<td>Expression</td>
<td>Does not read grade-level text with appropriate expression</td>
<td>Reads grade-level text using some expression</td>
<td>Reads grade-level text using consistent expression</td>
<td>Reads grade-level text using exceptional expression</td>
<td></td>
</tr>
<tr>
<td>Decoding Strategies (context clues, similar words, picture clues, etc.)</td>
<td>Does not use decoding strategies and cannot identify strategies</td>
<td>Needs assistance using strategies and has difficulty identifying strategy used</td>
<td>Uses strategies with minimal prompting and can identify strategy with some prompting</td>
<td>Independently uses strategies and can identify strategies</td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td>All word-by-word reading with some long pauses in between words</td>
<td>Mostly word-by-word reading but with some two- or three-word phrases</td>
<td>Reading is phrased using a combination of word-by-word and fluent reading</td>
<td>Fluent, phrased reading with a few word-by-word episodes for problem solving</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Notes (observed behaviors, teaching strategies, etc.)
Baby animal names

- kitten
- kid
- joey
- bunny
bear cub
fawn
lamb
puppy
wolf cub
foal