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

<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Correlation to National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My big and small pets</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Students will recognize the attribute of size.</td>
</tr>
<tr>
<td></td>
<td>Students will compare and order objects according to this attribute.</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>My healthy body</strong></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>The characteristics of organisms</td>
</tr>
<tr>
<td></td>
<td>Organisms have basic needs.</td>
</tr>
<tr>
<td></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Students will describe relationships between personal health behaviors and individual well-being.</td>
</tr>
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<td>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>My senses help me</strong></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Life Science: The characteristics of organisms</td>
</tr>
<tr>
<td></td>
<td>Humans and other organisms have senses that help them detect internal and external cues.</td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</td>
</tr>
<tr>
<td><strong>I move like this</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Students gain knowledge and skills necessary to maintain an active lifestyle.</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Specify locations and describe spatial relationships using coordinate geometry and other representational systems</td>
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<td></td>
<td>Language Arts</td>
</tr>
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<td></td>
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</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><strong>My big and small pets</strong></td>
<td>Math</td>
<td>• understanding and applying the attribute of size</td>
</tr>
<tr>
<td><strong>My healthy body</strong></td>
<td>Science, Health</td>
<td>• identifying the basic needs of living things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identifying behaviors that encourage health and well-being</td>
</tr>
<tr>
<td><strong>My senses help me</strong></td>
<td>Science</td>
<td>• identifying the senses and their purposes</td>
</tr>
<tr>
<td><strong>I move like this</strong></td>
<td>Physical Education, Math</td>
<td>• movement and personal fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• identifying spatial relationships</td>
</tr>
</tbody>
</table>
One class period is approximately 40 minutes.

<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Pacing</th>
<th>Vocabulary</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **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 *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)*  |
| **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:  
• 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.                   |
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.

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**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.
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

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?
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.
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 lifestyle.

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?
# 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</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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__________________________________________________________________________
__________________________________________________________________________
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Total score
## Reading Fluency Rubric

<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.)

________________________________________________________________________
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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.
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