

My World Series

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

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

Overview and Scope of Lesson Plan Activities

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

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

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

Hip-hop dancers

A lesson on movement

Content

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

National Standards

The following standards will be addressed in the lesson:

Arts

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

Physical Education

Participate in physical activities that are enjoyable and challenging.

Language Arts

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

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Bodily-Kinesthetic



Linguistic

Prerequisites

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

Materials

- *Hip-hop dancers* book

Instructional Procedure

Anticipatory Set

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

Example:

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

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

“Do you think animals can dance?”

Set a purpose for reading.

Example:

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

Class Discussion

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

After each line you read, ask them to repeat it with a beat.

Encourage the children to move with the beat as they chime in.

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

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

Objectives

The child will be able to...

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

Activity

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

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

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

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

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

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

Accommodations and Extensions

Extension suggestion:

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

Closure

Reinforce the concepts of beginning, middle, and end.

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

Assessment

Assess child's ability to read the book.

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

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

This is my family

A lesson about family structure

Content

Students will increase their awareness of the composition of families.

National Standards

The following standards will be addressed in the lesson:

Social Studies

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

Language Arts

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

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

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Visual-Spatial



Interpersonal

Objectives

The child will be able to...

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

Prerequisites

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

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

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

Materials

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

Instructional Procedure

Anticipatory Set

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

Examples:

Ask, "Who is in your family?" Some children may wish to include pets as family members.

"Do all your family members live in your home?"

"Do you have brothers and sisters?"

"Do any of them have the same birthday?"

Set a purpose for reading.

Example:

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

"Do you have any triplets or quadruplets in your family?"

Class Discussion

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

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

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

Activity

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

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

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

Invite the children to start their family posters.

Accommodations and Extensions

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

Closure

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

Assessment

Record the child's ability to read the book.

This activity gives opportunities for assessment of oral language and fine motor control. Take anecdotal notes focusing on the following skills:

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

This is my home

A lesson about homes

Content

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

National Standards

The following standards will be addressed in the lesson:

Art

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

Social Studies

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

Language Arts

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

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Linguistic

Objectives

The child will be able to...

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

Prerequisites

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

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

Make or buy play dough and/or plasticine.

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

Gather supplies of yarn, paper, cardboard, etc.

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

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

Materials

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

Instructional Procedure

Anticipatory Set

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

Examples:

“What is a home?”

“Why do we have homes?”

“Are there different rooms in your home?”

“What are the rooms used for?”

Set a purpose for reading.

Example:

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

Class Discussion

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

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

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

Activity

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

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

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

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

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

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

Accommodations and Extensions

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

Closure

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

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

Assessment

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

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

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

What are my jobs?

A lesson about responsibilities

Content

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

National Standards

The following standards will be addressed in the lesson:

Social Studies

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

Mathematics

Students will sort and classify pictures

Language Arts

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

Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Visual-Spatial



Logical-Mathematical

Objectives

The child will be able to...

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

Prerequisites

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

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

Materials

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

Instructional Procedure

Anticipatory Set

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

Example:

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

Set a purpose for reading.

Example:

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

Class Discussion

Engage the children while you are reading.

Examples:

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

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

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

“What are your jobs at home?”

“What are your jobs at school?”

“Do you like having responsibilities?”

“Which play activities do you like?”

“What is the difference between work and play?”

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

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

Activity

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

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

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

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

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

Accommodations and Extensions

Extension suggestion:

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

Closure

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

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

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

Assessment

Record the child’s ability to read the book.

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

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

Assess reproducibles for accuracy.

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.)

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.)

Name: _____

What are my jobs?

Work	Play

