

# My World Series

## Guided readers ~ Level F 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
<b>What do I need?</b>	<p><b>Science</b> Life Science: The characteristics of organisms: Organisms have basic needs.</p> <p><b>Health</b> Students will identify personal health needs. Students will identify responsible health behaviors. Students will describe relationships between personal health behaviors and individual well being.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>Where am I?</b>	<p><b>Social Studies</b> Geography: Students know and understand the physical characteristics of places.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>Rodent rap</b>	<p><b>Science</b> Life Science: The characteristics of organisms: Organisms have basic needs. Science as Inquiry: Abilities necessary to do scientific inquiry Ask a question about objects, organisms, and events in the environment.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>These are my friends</b>	<p><b>Health</b> Students understand how emotions affect personal health.</p> <p><b>Art</b> Visual Arts: Students use different media, techniques, and processes to communicate ideas, experiences, and stories. Theater: Acting by assuming roles and interacting in improvisations</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>What do I need?</b>	Science Health	<ul style="list-style-type: none"> <li>identifying the basic needs of human beings</li> <li>identifying healthy foods</li> </ul>
<b>Where am I?</b>	Social Studies (Geography)	<ul style="list-style-type: none"> <li>identifying landforms</li> </ul>
<b>Rodent rap</b>	Science	<ul style="list-style-type: none"> <li>categorizing rodents and their habitats</li> <li>identifying the characteristics of rodents</li> </ul>
<b>These are my friends</b>	Health Art	<ul style="list-style-type: none"> <li>identifying characteristics of being a good friend</li> <li>creating a puppet</li> <li>using puppets for dramatic play</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>What do I need?</b>	1–2 class periods	exercise family friends fun home living things sunshine water	Check reproducibles for accuracy. Create a checklist or make anecdotal notes to record child’s ability to identify basic needs and/or nutritional food choices.  *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>Where am I?</b>	1–2 class periods	beach canyon cave cliff desert island mountain ocean plain wave	Use a checklist to record how many landforms each child can identify.
<b>Rodent rap</b>	1 class period	beaver chipmunk porcupine quills rat rodent teeth	Take anecdotal notes to record: <ul style="list-style-type: none"> <li>• Did the students respond to and enjoy the beat and rhyme used in the book?</li> <li>• Did the students identify that the teeth of rodents continue to grow throughout their lives?</li> <li>• Did students participate in categorizing animal home environments?</li> </ul>
<b>These are my friends</b>	3–4 class periods	best friend brothers group hug music pets sisters team	Collect reproducibles to assess child’s ability to identify positive behaviors associated with friendship.  Make anecdotal notes describing the child’s ability to: <ul style="list-style-type: none"> <li>• describe the range of emotions involved in friendships</li> <li>• express those feelings through puppetry</li> </ul>

# What do I need?

## A lesson about the needs of human beings and other living things

### Content

Students are made aware of some of the physical needs of living things and of the emotional needs of humans.

#### National Standards

The following standards will be addressed in the lesson:

##### Science

Life Science: The characteristics of organisms: Organisms have basic needs.

##### Health

Students will identify personal health needs.

Students will identify responsible health behaviors.

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:



Bodily-Kinesthetic



Linguistic

### Objectives

The child will be able to...

- identify the basic needs of humans discussed in the lesson.
- identify vegetables as healthy foods.
- identify the vegetables he/she finds delicious to eat.

### Prerequisites

Photocopy a class set of *What do I need?* blackline master.

Check if any of the children in your class have allergies.

Buy the ingredients to make a salad.

### Materials

- *What do I need?* book
- Class set of photocopies of *What do I need?* blackline master
- 1 large bowl
- Large fork and spoon to mix and serve
- 1 small bowl for each vegetable
- A selection of vegetables i.e. lettuce, tomatoes, cucumbers, mini carrots, peppers, etc. Choose vegetables that the children can cut with plastic knives or teacher may cut the vegetables before the lesson.
- A healthy dressing (optional)
- 1 small container per child
- 1 fork per child
- 1 plastic knife per child
- 1 drinking container per child
- napkins

### Instructional Procedure

#### Anticipatory Set

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

#### Examples:

Ask, "What do you need when you are hungry?" Repeat with thirsty, tired, cold.

Set a purpose for reading.

#### Example:

"As I am reading, I would like you to look for the things that we need to keep us healthy."

#### Class Discussion

Engage the children while you are reading.

#### Example:

On page 4, ask children to name the three kinds of living things shown on the page.

On page 5, ask the children to hold their breath for as long as they can, and then take another breath, to demonstrate how we all need air to breathe.

Ask the children how they feel when the sun does not shine for many days.

On page 6, ask the children how often they drink water. On page 7, ask the children to pay special attention to the ingredients that they will be using in their salad. Print all the things we need to stay healthy as shown in the book, on chart paper or the board. Draw pictures next to them to help children who do not yet have that sight vocabulary.

Ask the children to read the book *What do I need?* 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 the activity, telling the children that you have some healthy food that we all need and is delicious to eat. Show them the vegetables you have chosen and discuss the various attributes, such as color, shape, size, and nutrition (they contain vitamins and minerals, as well as water).

Explain that they are going to help you make a big salad to share as a snack.

Have children roll up their sleeves and wash their hands with soap and water. Then ask them to help you prepare clean surface areas, where they can help you chop up the ingredients. (Or you can do this beforehand.)

In each work area, put one small bowl, a plastic knife for each child, and the vegetable they are going to be cutting.

Divide the children into groups and direct them to the work area. Give each child the responsibility of cutting a vegetable, or part thereof, and putting it in a small bowl.

When all the vegetables are ready, ask a child from each group to bring the small bowl and to empty the vegetables from it into the large bowl.

The children can take turns helping themselves to small portions of the salad.

Some children may prefer the salad without dressing. Give them the option, and add dressing to the salads of those who wish to have it.

While the salad is being served, other children can take their drinking containers and get some water to drink with their salads.

This is a good activity for social interaction and teaching children the manners of taking turns, saying please and thank you, waiting until all are served before eating, and so on.

When the children have finished eating, they can help clean up.

After clean up if completed, introduce *What do I need?* blackline master. Provide instructions and have students complete reproducible.

## Accommodations and Extensions

*Extension suggestions:*

Buy extra vegetables and use them to set up a display in the classroom. Ask some children to help you make labels for the vegetables and a title, i.e. "I need food."

Ask the children to count how many colors were in the salad. Was every color of the rainbow represented? Which colors were missing?

Have a discussion about the importance of eating natural foods of every color every day. Read the book, *I eat a rainbow* to the children.

## Closure

Discuss with the children the physical needs they have satisfied (food, water, movement, as they moved around the classroom helping). Review the other physical needs. Then talk about the emotional needs they have for love and friendship and how very important they are, as well.

## Assessment

How many of the following basic needs of humans can the child identify—air, water, food, movement, sleep, shelter, love, and friendship?

Create a checklist or make anecdotal notes to record child's ability to identify basic needs and/or nutritional food choices.

Record their ability to read the book and the accuracy with which they complete the reproducible.

# Where am I?

## A lesson about landforms

### Content

Students are introduced to the concept that Earth has different shapes and to the term landform.

### National Standards

The following standards will be addressed in the lesson:

#### Social Studies

Geography: Students know and understand the physical characteristics of places.

#### 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

Make or purchase enough play dough or plasticine for each child to mold landforms.

### Materials

- A copy of *Where am I?* book
- Plasticine and/or play dough

### Instructional Procedure

#### Anticipatory Set

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

#### Example:

Describe some of the local landforms that the children may recognize and ask the children to identify them. Use the word landform frequently.

Set a purpose for reading.

#### Example:

Show the children the cover and ask them the question, “Where are the children sitting?”

Then say, “As I am reading, I would like you to look for the different shapes on Earth’s surface, which are called landforms.” This central concept needs to be repeated throughout the lesson.

Ask the children to read *Where am I?* on their own.

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

#### Class Discussion

Engage the children while you are reading. Some children may have experienced a variety of landforms while traveling. Invite them to share those experiences.

### Objectives

The child will be able to...

- orally explain in his/her own words the term landform, i.e. a high level answer would be: a landform is part of the Earth’s surface that has a different shape.
- identify the landforms discussed in the lesson.

## Activity

Pass out the play dough or plasticine.

Ask the children to create one type of landform.

As they work, discuss with them the significant attributes of that particular landform.

Then ask them to turn their landform into a different landform. For example, start with the children forming a mountain and then ask them to turn it into a hill. What are the differences and similarities?

Then turn the landform into a canyon, a cave, and a plain. They could even create an island by using a small tub of water.

## Accommodations and Extensions

*Extension suggestion:*

Children could choose one landform and create it using cardboard and paint.

A landform could also be created using paper-mache.

## Closure

Reinforce the vocabulary of landforms and the types of landforms that appear in the book.

Ask the children to create their favorite landform out of the play dough or plasticine.

Have them make labels for their landforms and display the finished products in the classroom.

## Assessment

Record the child's ability to read the book.

Use a class list and make a chart with the list of the landforms shown in the book, and the term landform, across the top. Put in the landforms that you may have added, too.

Check off how many landforms each child can identify.

Does the child use and understand the term landform?

# Rodent rap

## A lesson about rodents and their home environments

### Content

Students will increase their knowledge about animals that are rodents.

#### National Standards

The following standards will be addressed in the lesson:

##### Science

Life Science: The characteristics of organisms: Organisms have basic needs.

Science as Inquiry: Abilities necessary to do scientific inquiry

Ask a question about objects, organisms, and events in the environment.

##### Language Arts

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

#### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Logical-Mathematical

### Objectives

The child will be able to...

- enjoy the use of beat and rhyme within an informational text.
- assist in categorizing rodents and their home environments.
- identify rodents as animals with teeth that continue to grow throughout their lives.

### Prerequisites

Make three different environment representations for tree, ground, and water. These could be cut out from large sheets of construction paper.

Make three labels: tree, ground, water

Read the book so that you get a sense of the beat to emphasize when you read to the children.

### Materials

- A copy of *Rodent rap*
- The 3 environment representations

### Instructional Procedure

#### Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of rodents. Turn to the title page and ask the children to identify the rodents on that page.

Also look at the cover and ask the children why they think the book is titled “Rodent rap.” Find out how much knowledge or experience the children have with rap music.

Set a purpose for reading.

#### Example:

“As I read, see if you can discover what makes a rodent a rodent.”

As you read each line, ask the children to echo back that line in a rap beat. Some of the children can clap their hands or stomp their feet to keep the beat.

Ask the children to read *Rodent rap* 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

Engage the children while you are reading by drawing their attention to the use of beat and rhyme in rap.

## Activity

After reading the book, tape the three prepared environments to the board and have the children help you put the labels on them: tree, ground, and water.

Go through the book again, finding the rodents and asking the question: “Where does this rodent make its home?”

Print, or have a student print, the name of the rodent on the appropriate environment.

There will be some discussion around a few of the rodents, i.e. Where does a rat live? The answer may be different for a wild rat or a domesticated rat, and you may have to add to your environments to accommodate expanding information. The intent is not to have all the “right” answers but to stimulate the children’s thinking when asking scientific inquiry questions.

## Accommodations and Extensions

### *Extension suggestion:*

Students may go on to do a more in-depth study of one or more rodents.

## Closure

Bring the discussion back to the question you asked, “What makes a rodent a rodent?”

Congratulate those who had the answer.

Celebrate the information learned by referring to the environments on the board and reinforce how helpful it is to ask questions when we want to find out information.

## Assessment

Record the child’s ability to read the book *Rodent rap*.

Did the students respond to and enjoy the beat and rhyme used in the book?

Did the students identify that the teeth of rodents continue to grow throughout their lives?

Did students participate in categorizing animal home environments?

# These are my friends

## A lesson about friendship

### Content

Students raise their awareness of what friendship is all about.

### National Standards

The following standards will be addressed in the lesson:

#### Health

Understands how emotions affect personal health.

#### Art

Visual Arts: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Theater: Acting by assuming roles and interacting in improvisations

#### 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



Bodily-Kinesthetic



Linguistic

### Objectives

The child will be able to...

- express a range of emotions that happen within friendships.
- express a range of emotions through puppetry.
- recognize that friends and good relationships are an important part of feeling happy and healthy.

### Prerequisites

Photocopy a class set of the *These are my friends* blackline master.

Decide if the children are going to be given a choice in the kind of puppet that they are going to make.

Prepare an example of each type of puppet you are going to use.

Gather required art supplies.

### Materials

- *These are my friends* book
- Class set of *These are my friends* blackline master
- Paper bags and/or Styrofoam cups and/or paper plates
- Colored paper
- Glue
- Pipe cleaners
- Felt scraps
- Markers, crayons, colored pencils, etc.
- pencils

### Instructional Procedure

#### Anticipatory Set

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

#### Examples:

“Put up your hand if you like playing with your friends?”

“What does it mean to be a good friend?”

“What are some of the ways in which you have fun with your friends?”

“What games do you play when you are indoors?”

Set a purpose for reading.

#### Example:

“As I am reading, look at the activities in which these friends are involved and think about the activities you like to do with your friends. How does being with your friends make you feel?”

#### Class Discussion

Engage the children while you are reading.

#### Examples:

Page 4: “What do you think these friends are going to do?”

Pages 10–11: “What talents do you have that you share with friends?”

“How do you feel when you share with your friends?”

Ask the children to read *These are my friends* 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

Discuss both positive and negative emotions that are part of all relationships and brainstorm positive ways of resolving negative feelings.

Then introduce the activity with questions such as:

“Do you ever play with puppets?”

“What do you do with puppets?”

“Which actions and feelings might you act out when you play with puppets?”

Explain that they are going to make puppets. Include one or more types:

### *Styrofoam puppets*

Make an animal from a Styrofoam cup. Use felt pens to draw a face on the cup or cut facial features from colored paper and glue them onto a cup. Glue paper ears to the top of the cup. Glue a pipe-cleaner tail to the back of the cup.

### *Paper-bag puppets*

Bring brown paper bags to class. Use the flap of the bag to form the mouth of the puppet. Glue a felt or paper tongue in the mouth. Draw or glue eyes, a nose, and hair onto the bag. Glue a long tail onto the back of the bag.

### *Paper-plate puppets*

Use felt pens to draw a face on the front of the plate or cut facial features from colored paper and glue them onto a plate. Attach the paper plate to a ruler or other strong object to support the plate so children can manipulate the puppet.

On completion of the puppets, the puppetry can begin.

Determine with the children the social rules that they will follow during the puppetry activity, i.e. that they express any negative feelings in a controlled manner.

Divide students in to pairs. Ask them to act out a play situation with their puppets.

Ask the children to share any feelings that their puppets had while they were playing.

Puppetry can be an excellent aid in developing the child's social awareness. By using a variety of puppets, the child can take on many roles and express his or her innermost thoughts and feelings. The child can take on, and objectively evaluate, the behavior of others. Puppets can also help children increase self-awareness and develop self-confidence. Puppetry can be used in free play or teacher-directed situations.

Children can later complete the *These are my friends* blackline masters to write and illustrate positive friendship traits.

## Accommodations and Extensions

The number of types of puppets demonstrated and made available for the children to make will depend on the ability of the children in the class to handle multiple choices.

## Closure

Discuss the emotions that are present in friendships and reinforce the helpful ways in which children can deal with negative emotions. Ask them about the positive joys they feel about having friends and sharing. End on a positive note.

## Assessment

Record the child's ability to read the book.

Collect reproducibles to assess child's ability to identify positive behaviors associated with friendship.

Make anecdotal notes describing the child's ability to:

- describe the range of emotions involved in friendships.
- express those feelings through puppetry.

# Reading Comprehension Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ G.R. Level: \_\_\_\_\_

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

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

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# Reading Fluency Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ G.R. Level: \_\_\_\_\_

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

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

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Name: \_\_\_\_\_

# These are my friends

I am a good friend when I

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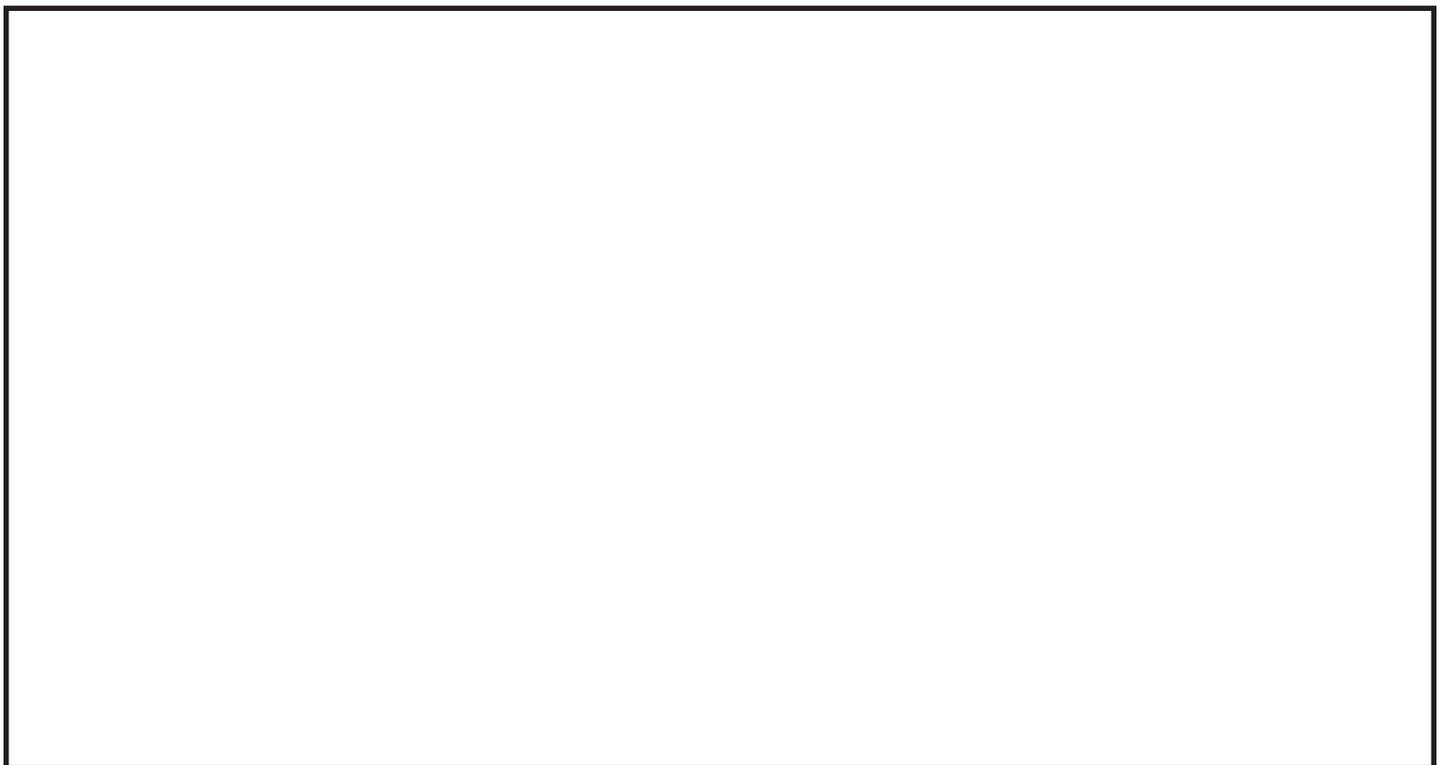
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Name: \_\_\_\_\_

# What do I need?

Color the foods that are healthy.

Put an X on the foods that are not healthy.

