

# My World Series

## Guided readers ~ Level G 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>My family community</b>	<p><b>Social Studies</b> Identify rules and responsibilities within the family community Record in simple sentences relevant information using appropriate vocabulary</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>My school community</b>	<p><b>Social Studies</b> Living and working in communities now</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>Places in my community</b>	<p><b>Social Studies</b> Students will learn how to use maps to report information about their local neighborhood community.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
<b>Helpers in my community</b>	<p><b>Social Studies</b> Students will learn to identify a variety of occupations in the community and explain how the people that do them meet the community's needs.</p> <p><b>Visual Arts</b> Students use visual structures and functions of art to communicate ideas.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>

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>My family community</b>	Social Studies	<ul style="list-style-type: none"> <li>identifying rules and responsibilities in the home</li> </ul>
<b>My school community</b>	Social Studies	<ul style="list-style-type: none"> <li>identifying roles and responsibilities of the people in a school community</li> </ul>
<b>Places in my community</b>	Social Studies	<ul style="list-style-type: none"> <li>introduction to basic map skills</li> </ul>
<b>Helpers in my community</b>	Social Studies Visual Arts	<ul style="list-style-type: none"> <li>identifying community helpers and the jobs they do</li> <li>painting pictures of community helpers</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>My family community</b>	1 class period	communication culture jobs money rules sharing teaching travel working	Monitor student participation in classroom discussion and assess student T-charts for accuracy and completion.  *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>My school community</b>	1–2 class periods	classroom cultures education healthy jobs rules sharing travel	Monitor student participation in group setting and assess student work for accuracy and completion. Observe fine motor skills during cutting portion of the activity.
<b>Places in my community</b>	1–2 class periods	food home hospitals museums outdoor safety schools shopping malls work places	Evaluate maps to determine students' ability to follow instructions and organize visual information.
<b>Helpers in my community</b>	1–2 class periods	builders electricians emergency helpers firefighters medical helpers plumbers police officers school helpers volunteers	Observe student participation and use classroom discussion to evaluate student understanding of major concepts.

# My family community

A lesson about the benefits of being a part of a family and community

## Content

Students learn that a family is a community and how the different aspects of a community relate to a family. Children will also investigate the concept that when one is a member of a community, there are laws (rules) and responsibilities (jobs) that are part of that experience.

### National Standards

The following standards will be addressed in the lesson:

#### Social Studies

Identify rules and responsibilities within the family community

Record in simple sentences relevant information using appropriate vocabulary

#### 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
-  Interpersonal
-  Intrapersonal

## Objectives

Children will be able to...

- orally identify the many ways family members help one another.
- orally identify specific rules and responsibilities they have at home.
- explain in simple terms how rules and responsibilities help them and others.
- organize and print simple sentences using information and appropriate vocabulary.

## Prerequisites

Depending on the ability level of the students, you may wish to prepare charts for the students to use.

## Materials

- The *My family community* book
- 1 sheet of white paper for each child
- 1 pencil for each child
- 1 ruler for each child

## Instructional Procedure

### Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of rules and responsibilities and relate them to those in their home.

### Examples:

Draw a T chart on chart paper or the board with the title:

My Family Community	
Rules	Responsibilities

Ask, "Which jobs do you do at home?"  
"Which rules must you follow at home?"

Help the children categorize their answers into rules and responsibilities. Print their answers in the appropriate columns.

Help children realize that rules and responsibilities may be different in different homes.

Set a purpose for reading.

### Example:

"As I am reading, I would like you to think about your family and how it is the same or different from the family community shown in the book."

### **Class Discussion**

Engage the children while you are reading. Ask them which things their family provides for them that are the same as the ones in the book—home, food, caring for one another, clothing, medical care, and fun. Do they feel grateful for these things?

Look at page 20 and ask them to which cultures they belong.  
Do they wear special clothes like the ones on page 21?  
Do they eat different foods?

Look at the picture on page 19 and ask which ways the children communicate with other family members.

Add more of their information to the demonstration chart.

### **Activity**

Pass out the white paper, pencils, and rulers.

Ask the children to draw a line horizontally, leaving room at the top of the paper to print the title. Then ask them to draw a line vertically down the middle of the page.

Having the children fold the paper in half first may assist some children in drawing the lines with the help of a ruler.

Have the children print the main title and the titles for the columns.

They then print the rules and the jobs or responsibilities that they have at their homes in the appropriate columns.

They may use the demonstration chart as a reference for vocabulary and ideas.

Ask the children to read *My family community* 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).*

### **Accommodations and Extensions**

Ask the children to act out chores that are done around their home, such as cooking, gardening, or doing laundry. The other children can guess which chore is being presented.

Discuss whether this chore is done by the children or the parents in the family.

Discuss reasons why parents may do different chores than the ones done by children.

### **Closure**

Review the rules and responsibilities that the children have written and then guide them, using questions, to the awareness of the bigger concept why rules and responsibilities help them and others in their family community.

### **Assessment**

Assess child's ability to read the book.

Child verbally identifies rules and responsibilities that he/she has at home.

Child can explain in simple terms how rules and responsibilities help family communities.

Charts may be used for formative assessment of organization, printing, etc.

# My school community

## A lesson on relationships within community

### Content

Students will identify elements that are part of the school community and focus on how individuals within this community help one another by working together.

#### **National Standards**

The following standards will be addressed in the lesson:

##### **Social Studies**

Living and working in communities now

##### **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



Intrapersonal



Interpersonal

### Objectives

The child will be able to...

- identify roles and responsibilities of the people in his/her school community.
- identify his/her own role and responsibilities within the school community.

### Prerequisites

Inform the staff ahead of time about your lesson.

Set up short appointments with people around the school who are doing different jobs.

Ask them to explain what their responsibilities are and how they help the school community by doing their jobs.

Photocopy the *My school community* blackline master for each student.

Teacher may wish to complete the activity to provide a model for students to follow.

### Materials

- The *My school community* book
- Members of staff who are willing to talk about the roles and responsibilities of their jobs and how they are a part of the school community that works together
- Student copies of *My school community* blackline master
- Markers, crayons, etc.
- 1 pair of scissors per child
- 1 piece of construction paper per child

### Instructional Procedure

#### **Anticipatory Set**

Before reading the book, help children connect with their previous experiences and understandings of how people in the school community have different jobs, but they all work together to make the school community a safe place of learning for children. Take them on the tour of the school. When you get back to the classroom, set a purpose for reading.

#### **Example:**

“As I am reading, look for people in the book who are part of the school community and think about their roles and the way they help the community.”

#### **Class Discussion**

Engage the children while you are reading by focusing on the child as part of the community and his/her jobs or responsibilities as a learner.

#### **Examples:**

Page 7: “Who are the people in this part of the school community?”

Continue to focus on the child’s responsibilities as you go through the book.

Page 8: “What is the girl doing? How is she behaving that shows she is being a helpful learner?”

Other pages show positive behavior in different environments, i.e. sitting in the bus, attention skills, listening skills, etc.

Ask the children to read *My school community* 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

Have children work in groups, rather than at individual desks.

Encourage social interaction—children helping children—when necessary, i.e. handing out supplies, assisting someone who is having difficulty, sharing ideas.

Distribute blackline masters. Explain process:

1. On the circle, have the children draw pictures of themselves and label them with their community role as learner.
2. On each of the petals, ask the children to draw a picture of a school community helper and label his/her role.
3. Cut out each petal and tape or glue the petals onto the circle to create a flower. You may wish to have children glue their flower onto a piece of construction paper (optional).

## Accommodations and Extensions

You may wish to cut out the circle and petals ahead of time to assist children with weaker fine motor skills.

## Closure

Celebrate the creation of the flowers and question the students as to why they think you asked them to make it into a flower, i.e. many parts together make a whole.

Review their roles and responsibilities as learners, but also discuss the ways that they are helpers to others.

## Assessment

Assess the child’s ability to read the book.

Determine child’s ability to:

- identify his/her role and responsibilities in the school community.
- identify community helpers and their role in the school community.

Observe child’s fine motor control in cutting out flower petals.

# Places in my community

## A lesson on basic mapping skills

### Content

Students will identify landmarks in their community and use symbols to place them on a simple map of their neighborhood.

#### **National Standards**

The following standards will be addressed in the lesson:

##### **Social Studies**

Students will learn how to use maps to report information about their local neighborhood community.

##### **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



Visual-Spatial



Linguistic

### Prerequisites

Prepare a simple map of the community. Make it large enough so that the children can label streets and landmarks. Put on a north/south directional aid. Photocopy one for each child and make a few extras.

Make a bigger map of the community on chart paper.

Take the children for a walk around the local neighborhood. Take a map with you and point out north, south, east, and west directions. Focus on landmarks and their attributes as you go, i.e. road names, parks, buildings which give service to the community, types of living accommodations, houses, apartments, townhouses, etc.

Discuss the route you are taking and how the map helps you know where you are going.

### Materials

- The *Places in my community* book
- Photocopy a map of the community for each child
- Pencils, markers, colored pencils, etc.

### Instructional Procedure

#### **Anticipatory Set**

Before reading the book, help the children connect with their previous experiences and understandings of places in the community by discussing your community walk and the places that they saw.

Set a purpose for reading.

##### **Example:**

“As I am reading, look for all the community places that are described in the book.”

#### **Class Discussion**

Engage the children while you are reading.

Spend extra time on page 5. Discuss the map layout and the use of symbols to show different places. Explain that they are going to be using a map and symbols in their activity.

### Objectives

The child will be able to...

- place landmarks correctly on a simple map.
- associate a symbol with the location on the map.
- correctly draw and label a key on a given map.

## Activity

Using the map on the chart paper, ask the children to locate landmarks in their community, i.e. playground, school, their house, stores, fire station, etc.

Demonstrate how to make a key for the map using symbols and labels, and discuss that having a key helps other people who do not know the neighborhood find places or landmarks.

Ask the children to locate landmarks on their maps and make symbols for the landmarks. This can be done as a group or independently.

Ask the children to also make a key for their maps.

Ask the children to read *Places in my community* 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).*

## Accommodations and Extensions

For some children, the key landmarks may already have been placed on the map.

As an extension, children could make 3-D models of their community using “junk materials.” This would be a group activity with different children making different landmarks. The models could then be placed together to create a community. The community could be realistic or imagined.

## Closure

Review the importance of maps as a tool for finding places. Emphasize the use of the directional aids of north, south, east, and west. Discuss the landmarks in the community and review the symbols used on the maps the children have completed.

## Assessment

Assess the child’s ability to read the book.

Maps can be used for formative assessment of:

- following teacher directions
- visual organization of information
- the children’s ability to locate and identify the symbols used on their maps

# Helpers in my community

## A lesson about identifying community helpers

### Content

Students will raise their awareness of service workers within their community.

#### National Standards

The following standards will be addressed in the lesson:

#### Social Studies

Students will learn to identify a variety of occupations in the community and explain how the people that do them meet the community's needs.

#### Visual Arts

Students will 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



Linguistic

### Objectives

The child will be able to...

- identify community helpers by their occupation titles.
- describe in simple terms the jobs they do.
- describe how specific jobs help people in the community.

### Prerequisites

Set aside a large block of time.

Paint shirts for each child.

A large area is needed where children can lie down to have their bodies traced and to paint them. (A tiled hallway works well; it can be easily mopped clean afterward.)

Gather paints of various colors reflecting the uniforms worn by community helpers. The paint should be placed in a central location where children have easy access to it.

Wall space will be needed to display the finished products.

### Materials

- The *Helpers in my community* book
- Mural paper
- Paints
- Paintbrushes of various sizes
- Newspaper
- Paint shirts
- Paper for child to label community helper
- Markers, pencils

### Instructional Procedure

#### Anticipatory Set

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

Show them the cover of the book and ask them to identify the occupations of the people they see.

Read the title and ask the children to name other helpers in the community. Make a list on chart paper or the board.

Set a purpose for reading.

*Example:* "As I am reading, I'd like you to look for helpers that we haven't put on our list yet."

#### Class Discussion

Engage the children while you are reading by noting the words in bold print. Discuss how those words are important words in the book and how they can be helpful as reference words when they start to work on their activity.

Ask the children to read *Helpers in my community* 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 make paintings of community helpers by drawing around their bodies as they lie on the floor and then painting each outline to portray a community helper. The children will ask a friend to draw around them and then do the same for their friend. Point out that this exchange is an act of being a helper in the classroom community.

Assist the children in deciding on a variety of community helpers.

When the portraits have been completed, ask the children to print a label to identify each one in writing.

## Accommodations and Extensions

### *Accommodations:*

Children can work individually or in small groups if the painting of the outline is too much for one child to do.

Having larger brushes available also helps.

### *Extension suggestions:*

Children can write information about the community helper's job to go beside the painted portrayal.

Arrange a class visit to a community helper's jobsite.

Invite community helpers to come to the classroom to talk about their occupations.

## Closure

After cleaning up, discuss which community helpers the children chose. Ask why they chose that helper.

Expand on the jobs the community helpers do and how that service fulfills the needs of people of all ages in a community.

Discuss occupation choices that they might want to make when they are adults.

When the portraits are dry, display them with their labels on the walls of the hallway or in the classroom.

## Assessment

Assess the child's ability to read the book.

Can the child identify the community helpers discussed in the lesson?

Can the child explain in simple terms the jobs of various community helpers and how their services help people in the community?

# Reading Comprehension Rubric

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

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

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

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

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# Reading Fluency Rubric

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

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

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

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

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# My school community





