

My World Series

Guided Readers ~ Level I 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?

LEVEL I

Fun ways to learn
Getting from place to place
in my community
What are landforms?
Where on Earth do
animals live?

LEVEL J

Can you solve these
animal mysteries?
Let's learn about Earth's continents
What kind of animal is it?
What will I write?

The 40 color-coded books in the reading series are divided into ten 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
<p>Where on Earth do animals live?</p>	<p>Science Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>Language Arts Identify the main topic and retell key details of a text. Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
<p>What are landforms?</p>	<p>Geography Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places</p> <p>Visual Arts Generate and conceptualize artistic ideas and work. Organize and develop artistic ideas and work. Refine and complete artistic work.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
<p>Getting from place to place in my community</p>	<p>Math Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>Social Studies Compare how people in different types of communities use local and distant environments to meet their daily needs.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. Read grade-level text with purpose and understanding.</p>
<p>Fun ways to learn</p>	<p>Science Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p>Language Arts Use the illustrations and details in a text to describe its key ideas. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Participate in shared research and writing projects. Read grade-level text with purpose and understanding.</p> <p>Social Studies Ask and answer questions about explanations.</p>

Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Where on Earth do animals live?	Science Language Arts	<ul style="list-style-type: none"> • identify different habitats based on their characteristics • understand how animals adapt to their habitats • identify key points in a text
What are landforms?	Geography Visual Arts Language Arts	<ul style="list-style-type: none"> • identify different landforms • paint a picture to represent a landform • identify key points in a text • write informational text
Getting from place to place in my community	Math Social Studies Language Arts	<ul style="list-style-type: none"> • identify appropriate modes of transportation • represent data in a graph • identify key points in a text
Fun ways to learn	Science Language Arts	<ul style="list-style-type: none"> • understand and partake in the investigation process • identify their modes of learning • identify key points in a text

Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Where on Earth do animals live?	3-4 class periods*	adapt continent desert forests freshwater grassland habitat island mountains ocean rain forests savanna	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess students' observation drawings and writing. Use the attached rubric to assess students' habitat creations and presentations.
What are landforms?	2-3 class periods	bay beach cave cavern coast landform plain	Assess students' understanding during lessons using observational and anecdotal notes. Use the attached rubric to assess students' understanding of landforms on their landform book page.
Getting from place to place in my community	2-3 class periods	bar graph community data line graph point graph tally chart transportation	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess the student's ability to organize data and display it using a graph.
Fun ways to learn	3-4 class periods	observations predictions	Assess students' understanding during lessons using observational and anecdotal notes. Use attached checklist to assess students' reflection on learning type and observations of their environments. Use attached rubric to assess students' ability to formulate and answer questions in I Wonder activity.

Where on Earth do animals live?

An introduction to animal habitats and where they can be found.

Content

Students will understand and represent animal habitats and where on Earth they can be found.

National Standards

The following standards will be addressed in the lesson:

Science

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Language Arts

Identify the main topic and retell key details of a text.

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *Where on Earth do animals live?* book
- Large world map
- Sticky notes
- Chart stand and paper
- *Habitat Chart Worksheet*
- “Which Animal Doesn’t Belong?” Game
- *Our Neighborhood Habitat Worksheet*
- *Our Neighborhood Habitat Checklist*
- *My Habitat Design Plan*
- *My Habitat Rubric*
- Art supplies (i.e. paints, glue, shoe boxes, painting paper, brushes, construction paper etc)

Objectives

The children will be able to...

- understand what a habitat is.
- understand what a continent is.
- recognize key features of different habitats.
- highlight key points in a text.
- match the appropriate animal to their habitat.
- create a habitat based on appropriate facts.

Instructional Procedure

Anticipatory Set

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

Ask your students:

- Where do animals live?
- Do all animals live in the same places?
- What are animals’ homes called?”

Through this questioning, bring students to the understanding that animals live all over the world in different places. Their homes are called **habitats** and there are many different types of habitats.

Show the students the front cover of *Where on Earth do animals live?* and ask them what they think the book will be about. Let students know that we are going to be learning about what kind of habitats different animals live in.

Set a purpose for reading:

Hand out a *Habitat Chart Worksheet* and a pencil to each student.

Inform students that when we start reading about a habitat, that they are to write down key features of the habitat in the chart. Features could include:

- Temperature
- What it looks like
- Animals that may be found there
- How animals adapted to living there
- What the land is like.

Class Discussion

Engage the children with prompts and questions while you are reading the text. For example:

- On page 4 of the book, different continents are listed. Have a map located at the front of the room, with the continents labeled. After discussing each habitat, you can refer to the map to show students where these habitats are located on Earth.
- After each habitat you introduce to them, give them some time to jot down point-form notes on their *Habitat Chart Worksheet*. Ask students to share their ideas and add new ideas to their charts.

Activity

After you have read the text and students have filled out their charts, put students into groups (group size will depend on class size).

Each group will be given a piece of chart paper, sticky notes, and pencils. Each chart already has a habitat written in the center.

Each group is responsible for transferring their notes about the habitat on their worksheet onto the chart paper. Encourage students to use words, sentences and pictures. Depending on the amount of information for each habitat, some groups can be assigned more than one habitat. Place these charts in your room so students can reference them.

Play the game “Which Animal Doesn’t Belong?” with students. Create various cards portraying different habitats. Have various animals on these cards (some which belong to the habitat and some that do not). Ask students to identify which animals they think do not belong and why.

- For example, you may have a card that shows a desert habitat, with pictures of a camel, a meerkat, and an alligator. Students will say that the alligator does not belong, because they live in fresh water habitats and the desert does not have bodies of fresh water.

Have a discussion about the types of animals that live in your school neighborhood. Hand students the *Our Neighborhood Habitat Worksheet*. Take students outside to observe the local habitat.

On their worksheets, have them draw/sketch the habitat that they see. Have them observe and make notes of all the different animals they see.

- If your school lacks ecological diversity you may want to take children to a local park or open green space for this activity.

Have students choose an animal and have them do research on it to find out what type of habitat it lives in.

Have students visually create the habitat through a means of their choice i.e. painting, 3D diorama, digital creation etc.

Ensure the student artistic representation of the habitat includes its main features as well as the animal in it. Prior to the creation of their habitats, have students plan out a rough design and the materials they will need, using the *My Habitat Design Plan Worksheet*.

Accommodation and Extensions

Accommodation suggestions:

By having students choose how they want to create their habitat (i.e painting, 3D diorama, etc) students are able to pick a form that they are comfortable with.

Work directly with students who have difficulty working independently.

Extension suggestions:

Students may enjoy creating their own informational texts on a habitat, different habitats or animals. Discussions on what an informational text is and how it is created is needed.

Have students conduct their own additional research on the habitats that you have discussed in class. Have students add additional information to the anchor charts created.

Closure

Have students present their habitats to the class. Presentations should include the following information:

- The type of habitat they created
- The animal that lives there
- Two key features of their habitat.

Set up students’ work in your classroom in the form of a gallery.

Assessment

Assess students’ understanding during lessons using observational and anecdotal notes. Use the *Our Neighborhood Habitat Checklist* to assess student’s observational drawings and writing. Use the *My Habitat Rubric* attached to assess students’ habitat creations and presentations.

What are landforms?

An exploration of landforms and their features.

Content

Students will identify and describe features of landforms, then show their understanding by painting a picture of a landform.

National Standards

The following standards will be addressed in the lesson:

Geography

Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Visual Arts

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *What Are Landforms?* book
- Large world map
- Pictures of different types of landforms (can be taken from the book, or from Google images)
- "Which landform am I?" Clues Sheet
- *Landform Book Page Rubric*
- Chart paper
- Sticky notes
- Art supplies (paints, paint brushes, painting paper, news papers)

Objectives

The children will be able to...

- identify what a landform is.
- identify different types of landforms.
- paint a picture of a landform using appropriate color.
- describe different landforms using information from the text.

Instructional Procedure

Anticipatory Set

Show students the *What are landforms?* book cover and ask them what they think they will be learning about today.

Set a purpose for reading:

- Tell students we are going to be learning about what a landform is and the different types of landforms. As we read, look for different types of landforms and their features (what they look like or where they are located).

Class Discussion

Engage the children with prompts and questions while you are reading the text. For example:

- Have students point out the different landforms and name them as you read through the pages.
- Use your large world map to point out the oceans, continents and where some of these landforms are located. For example, The Rocky Mountains are located in parts of Canada and the USA.
- Ask students if they have ever been to or seen these different landforms (i.e. volcanoes, beaches, mountains, hills etc.)
- After you read each type of landform, have students relay key points back to you about the landform. Have chart paper with the landform drawn on it, and have students add their points to them using sticky notes.

Activity

Play the game “Which landform am I?”

Read out “Which landform am I?” clues (found on the clues sheet) to your students and have them guess which landform you are describing. Ask them to tell you which words from the clue helped them figure out the answer.

You can also play the game “landform heads up.” Have a student stand up at the front with a landform picture above their heads. Have the students then give that student clues in order for them to guess the landform. Tell the student guessing that they have to hear three clues before guessing the landform.

As a class, create your own landform book.

- Have each student pick a landform from a hat.
- Once every student has chosen a landform, have them paint a picture of that landform.
- Provide students with pictures of the landform from What are landforms? in order for them to try to create a realistic painting using appropriate colors.

After students have created their paintings, have students write a few sentences describing their landforms using these sentence prompts. Students should write the sentences on a blank piece of paper.

This is a _____
(name of landform).

It is a type of landform that can be found in

(name a place where it can be found).

(Landforms) _____ interest me because

(interesting fact about their landform).

Have the prompts written on the board for students to copy and fill in the blanks. Students may need to do some research to find where on Earth their landforms can be found, order to complete the written component.

Accommodations and Extensions

Accommodations suggestions:

For students with fine motor difficulties, try having them create a story page using technology or another form that is better suited for their abilities.

Work closely with students who have trouble working independently.

Extension suggestions:

Instead of providing the sentence prompts for the students, they can try to write their own sentences providing information about their landform.

Have students bring in a picture of them at a landform (could be any kind of landform i.e. beach, hill, mountain etc). Have them share the story about that picture.

Closure

After all the students have completed their pictures and sentences, bind all of the pages together and read it as a class.

You can have the students sit in a circle in the order the pages are bound and have them read their own page to the class.

Assessment

Assess students’ understanding during lessons using observational and anecdotal notes.

Use Landform Book Page Ruric to assess students landform book page.

Getting from place to place in my community

A lesson that explores transportation in different communities and builds data skills.

Content

Students identify different forms of travel, collect classroom data about travel modes, and create a graph.

National Standards

The following standards will be addressed in the lesson:

Math

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

Compare how people in different types of communities use local and distant environments to meet their daily needs.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

Materials

- *Getting from place to place in my community* book
- Graphing Chart Paper
- "Transportation Scenarios" Page
- "How Do You Get to School?" Checklist
- Markers
- Graphing Paper
- Pencils
- Rules

Objectives

The children will be able to...

- identify different modes of transportation.
- identify which modes of transportation are appropriate for getting to certain places.
- highlight key points from a text.
- understand how to represent data in a graph.

Instructional Procedure

Anticipatory Set

Before reading *Getting from place to place in my community*, help children connect with their previous experiences and understandings of transportation and community.

Ask students:

- What is transportation?
- What is a community?
- What are examples of different types of transportation that you use?

Bring out the book *Getting from place to place in my community*, show students the cover and ask what they think the book is going to be about.

Let students know that today we are going to explore all the different ways we and other people get around our communities and other places around the world.

Class Discussion:

Engage the children with prompts and questions while you are reading the text. For example:

- When going through the different types of transportation (i.e. a scooter, cars, taxis, trains etc.), ask students if they have ever been on them before. Ask students where they were going when they used this type of transportation.
- Throughout the book, ask students if they see any of these kinds of transportation in their neighborhoods and communities. Ask students how they get around their neighborhoods.

Activity

Read students scenarios from the “Transportation Scenarios” page.

Have students choose the form of transportation that is most suitable for the journey.

- For example, your family is going on vacation to Italy! Are you going to take a car? A bike? Or an airplane?

Introduce a tally chart to your students. Tell them that this is a way we organize data and data is a collection of information.

Ask students how they get to school and create a tally chart for the different modes of transportation, together as a class.

Put students into groups of three and assign each different group a type of graph, including:

- bar graph
- pictograph
- point graph
- horizontal bar graph
- pie chart
- line graph

Give each group a piece of graphing chart paper and some markers. Have them create their assigned graph using the data from the tally chart.

Before you can do this activity, math lessons about each type of graph need to be taught. Or, this can be a mathematics lesson in which one graph only is taught and used by students.

Accommodations and Extensions

Accommodation suggestions:

Work with students closely who have troubles working independently.

Have students create rough copies of their work before they start on the chart paper.

Create purposeful groupings putting students together with mixed abilities.

Extension suggestions:

Extend this survey question to the entire school and figure out what are the most popular ways children in your school get to school. You can divide students into groups and assign them certain grades to go to their class and collect data. Together as a class, you can put the data together and create the graphs to organize the data.

Create a class Venn Diagram and compare modes of transportation from long ago vs. modern times, page 20-21. You can also get your students to work together in pairs or by themselves to work on this.

Closure

Display the students’ work to show how many different ways you can represent data.

Have discussions based on the graphs. Ask students:

- Which transportation is the most common? Which is the least?
- How many more people take a car to school than walking?
- If we looked at a different chart would we get the same answers? Why?

Assessment

Assess students’ understanding during lessons using observational and anecdotal notes.

Use *How Do You Get to School?* Checklist to assess the students’ graphs.

Fun ways to learn

Investigating ways to ask questions, explore, and learn in a school community

Content

Students will identify and formulate questions that will guide their varied learning about different subjects.

National Standards

The following standards will be addressed in the lesson:

Science

Make observations of plants and animals to compare the diversity of life in different habitats.

Language Arts

Use the illustrations and details in a text to describe its key ideas.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Participate in shared research and writing projects.

Read grade-level text with purpose and understanding.

Social Studies

Ask and answer questions about explanations.

Materials

- *Fun ways to learn* book
- *How I Learn Worksheet*
- Chart Paper
- Marker
- White Paper
- Pencils
- Clipboards
- Seeds (your choice)
- Planting Soil
- Planting Pots
- *Observation Tracker Sheets*
- *I Wonder Reports*
- *Lesson 4 Worksheet Checklist*
- *I Wonder Rubric*

Instructional Procedure

Anticipatory Set

Show students *Fun ways to learn* book cover and ask them what they think they will be learning about today.

Tell students we are going to learn about different ways people learn. Tell them we are also going to learn about ourselves as learners and what works best for us.

Class Discussion

Set purpose for reading:

- Tell students while you are reading you want them to pay attention to all the different ways that people can learn. For example, reading books, watching TV, computers, videos, music, art etc.

Engage the children with prompts and questions while you are reading the text. For example:

- Pause after each page and ask students if there were any examples of how people can learn i.e. pg 6 “people can learn about history by watching videos”.
- As you go through the text, write down all the ways you can learn on a piece of chart paper in the form of a mind map.

Objectives

The children will be able to...

- understand the different ways they can learn and better understand themselves as learners.
- make observations and formulate questions to guide learning.
- examine a text and highlight key points.

Activity

Ask students to examine the list you've created.

- Ask them to take a moment and think about the different ways they learn.
- Ask them to think about which ways work really well for them and which ways do not.

Have them complete the *How I Learn Worksheet* independently. This is a great tool to help students become independent learners and give you insight on how to plan lessons and differentiate your own instruction in order to support your students.

Tell students that one way we learn is through careful observations.

- **Observations are when we use our eyes and ears to watch and hear something very carefully and record what we see and/or hear.**

Bring some seeds, planting soil, and planting pots to class. Don't tell students what kind of seeds you brought in.

Put students into groups of three and have them plant some seeds in a pot. Give students *Observation Tracker Sheets* and have them draw the stages of growth and have them make predictions of what kind of plant is growing.

- Teach students how to make observational drawings (details, realistic etc).
- Lessons on how plants grow will need to precede this lesson.

Take students outside to do more observations. Have them sit somewhere in the school yard, or if your school yard lacks ecological diversity take them to a near by field or park.

Each student finds a spot in nature and observes with their eyes and ears. Give each student a paper, pencil, and clipboard, and have them draw something in nature that caught their eye. Then, ask students to come up with a wonder statement based on what they observed in nature and what they are interested in.

- For example, how do birds make their nests? How do rainbows form? How do trees grow?

Have students do research to answer their wonder questions and fill out an *I Wonder Report*. Encourage them to learn about their wonder question in the ways they have stated that help them learn.

Accommodations and Extensions

Accommodation Suggestions:

Work closely with students who have troubles working independently.

Instead of having students write a report give them the option of recording or filming their reports.

Extension Suggestions:

Have students create a visual or artistic representation of their wonder question i.e. poem, song, picture, diagram, video etc.

Closure

When the plants have fully grown have the students gather together and discuss the type of plant the seeds grew into and what helped them determine their predictions.

- For example, discuss the color of the stem, the height of the plant, what the bud looked like, etc.

Have students present their wonder questions and present their *I Wonder Reports* in groups of five. Have students fill out a peer assessment in the form of 2 stars and a wish.

Assessment

Assess students' understanding during lessons using observational and anecdotal notes. Use *Lesson 4 Worksheet Checklist* to assess students' *How I Learn Worksheets* and *Observational Tracker Sheets*. Use *I Wonder Rubric* attached to assess students *I Wonder Reports*.

Name: _____ Date: _____

Habitat Chart

Name of Habitat	Key Features
Desert	
Polar Habitat	
Mountains	
Amazon Rain Forest	
Northern Forests	

Habitat Chart

Name of Habitat	Key Features
Mixed Forests	
Grasslands (Prairies or Plains)	
Savanna	
Ocean	
Freshwater	
Islands	

Name: _____ Date: _____

Our Neighborhood Habitat

Draw/sketch the habitat found around your school in the box below.



List all the animals you see. Draw the animals you see in your sketch above.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Student name: _____ Date: _____

Our Neighborhood Habitat Checklist

	Achieved	Somewhat Achieved	Has Not Achieved Yet
The student's drawing is an accurate, realistic, and detailed drawing of the habitat observed.			
The student added appropriate animals to the drawing based on observations made.			
The student has produced an accurate list of animals found within the habitat. List was made through observations.			

Teacher feedback

Name: _____ Date: _____

My Habitat Design Plan

Draw a design of your habitat below. On the lines, list the materials you will need to build it.



Make a list of the materials you might need to create your habitat.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Student name: _____

Date: _____

My Habitat Rubric

	Level 4	Level 3	Level 2	Level 1
Accuracy	The student was able to create a creative and accurate artistic representation of the habitat. Vegetation, animal, and the environment displayed and created belonged to that habitat. Realistic colors were used. It is evident from the student's work that extensive prior research was conducted.	The student was able to create an accurate artistic representation of the habitat. Vegetation, animal, and the environment displayed and created belonged to that habitat. Realistic colors were used. It is evident from the student's work that prior research was conducted.	The student was able to create a somewhat accurate representation of the habitat. The vegetation and/or animal and/or environment and/or colors chosen were somewhat accurate for this habitat. It is evident from the student's work that some prior research was conducted.	The student's work is missing multiple aspects of the habitat (i.e vegetation, animal). The features chosen do not belong to that habitat. It is evident from the student's work that little to no prior research was conducted.
Construction	The student's work is complete and extremely neat.	The student's work is complete and neat.	The student's work is somewhat complete and neat.	The student's work is incomplete and/or not neat.
Oral Mini-Presentation	The student has accurately identified their habitat, multiple animals that live there, (in addition to the one they chose) and more than two facts about their habitats. The student used a clear speaking voice and made continuous eye contact while presenting.	The student has accurately identified their habitat, the animal they chose that lives there, and two facts about their habitats. The student used a clear speaking voice and made eye contact while presenting.	The student has accurately identified their habitat and the animal they chose that lives there. The student identified one fact about their habitat. The student used a clear speaking voice but did not make eye contact while presenting. Or The student made eye contact while presenting but did not use a clear speaking voice.	The student's presentation was inaccurate (i.e. habitat was incorrectly identified, facts were not correct, animal chosen did not live there). The students did not use a clear speaking voice and did not make eye contact while presenting.

Teacher feedback

Which landform am I? Clues Sheet

1. I am very large and can be found above or under the water. Sometimes I shoot out hot, melted rock from my top.

What landform am I?

Answer: A volcano

2. I am covered in sand and pebbles and I am found right by the ocean. Children love to play on me. What landform am I?

Answer: A Beach

3. I am land that has been created in the ocean. There is water all around me. What landform am I?

Answer: An Island

4. I am larger than a hill, and sometimes people try to climb me. What landform am I?

Answer: A Mountain

5. I am found underground or inside hills and cliffs. I am usually very dark inside and have rock all over. What landform am I?

Answer: A Cave

6. I am the land area at the very edge of the ocean. I am part of the beach. What landform am I?

Answer: The Coast

7. I am a very flat piece of land, with lots of a certain kind of green plant all over me. What landform am I?

Answer: Plains

8. I am smaller than a mountain, but I can still be pretty tall. What landform am I?

Answer: A Hill

Student name: _____

Date: _____

Landform Book Page Rubric

	Level 4	Level 3	Level 2	Level 1
Accuracy	The student used appropriate colors to create an accurate representation of the landform.	The student used appropriate colors to create a representation of the landform.	The student is learning how to use appropriate colors to create a representation on the landform.	The student did not produce an accurate painting of the landform
Construction	The construction of their book page was exceptionally neat.	The construction of their book page was neat.	The construction of their book page was somewhat neat.	The construction of their book page was not neat.
Written Component	The student was able to create their own sentences without using the prompts. All sentences were accurate and well written.	The student was able to complete the sentences using the prompts. All sentences were accurate and well written.	The student was able to complete the sentences using the prompts however some sentences were inaccurate.	The student was unable to complete the Sentences or all the sentences were inaccurate.

Teacher feedback

Transportation Scenarios

1. You are going on a camping trip and your camping site is down a river. Which mode of transportation do you use?
 - A. a cruise ship
 - B. a truck
 - C. a canoe

2. You are going to the park that is at the end of your street. Which mode of transportation do you use?
 - A. a car
 - B. a bike
 - C. a helicopter

3. You are at the top of a snowy hill. Which mode of transportation do you use?
 - A. a sled
 - B. a boat
 - C. a scooter

4. You are going to the grocery store. Which mode of transportation do you use?
 - A. roller blades
 - B. a jet
 - C. a car

5. You are traveling to Mexico for a vacation. Which mode of transportation do you use?
 - A. a plane
 - B. a bus
 - C. walk

Student name: _____ Date: _____

"How Do You Get To School?" Checklist

	Achieved	Somewhat Achieved	Has Not Achieved Yet
The students were able to accurately represent the data from the tally chart into the graph or chart they were assigned.			
The students used an accurate scale to represent their data.			
The students created a neat chart or graph that is easy to read.			
The students included correct labels on their chart or graph and gave it an appropriate title.			

Teacher feedback

Name: _____ Date: _____

How I Learn

Take a moment and think about all the ways you learn. Make a list of the best ways you learn. Use the chart we created as a class to help you.

1. _____
2. _____
3. _____
4. _____
5. _____

What does your teacher do that really helps you learn?

What else can your teacher do to help you learn better?

What are some things you are interested in?

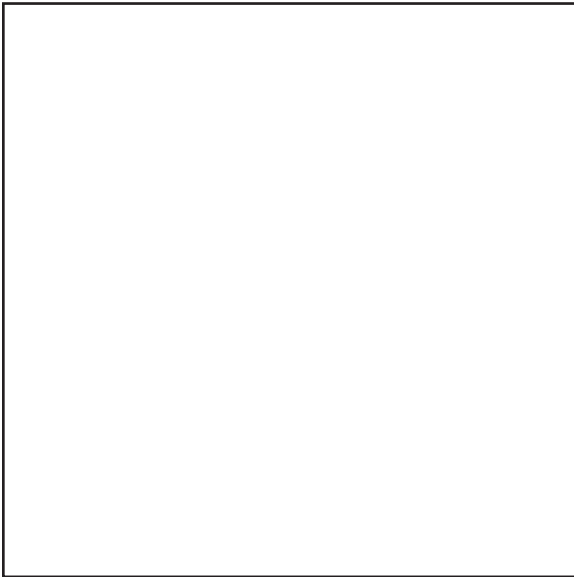
Name: _____ Date: _____

Observation Tracking Sheet

What do you think these seeds will grow into?

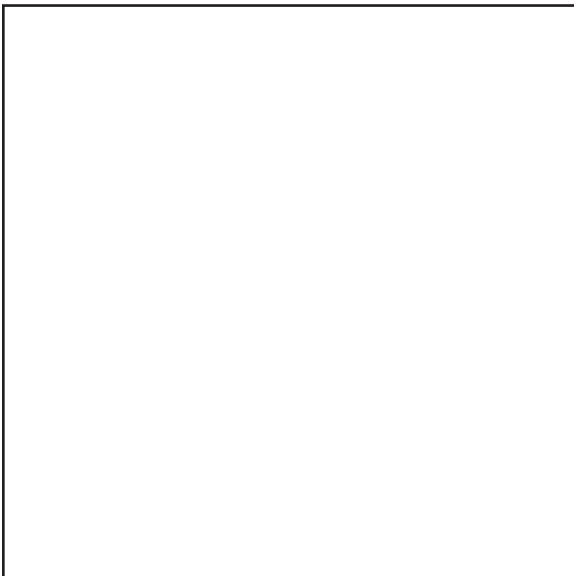
Prediction: _____

Why? _____



First observation _____

Has your prediction changed? How?



Second observation _____

Has your prediction changed? How?

Observation Tracking Sheet

Third observation _____

Has your prediction changed? How?

Fourth observation _____

Has your prediction changed? How?

Fifth observation _____

Has your prediction changed? How?

Name: _____ Date: _____

"I Wonder" Report

I wonder _____

What can I use to help me answer my wonder question? Name 3 ways to learn that you could use.

Answer to my wonder question:

Student name: _____ Date: _____

Lesson 4 Worksheet Checklist

Based on observing the seeds	Achieved	Somewhat Achieved	Has Not Achieved Yet
The student was able to provide a reason why they gave their initial prediction.			
The student's observational drawings are realistic, accurate and used appropriate colors. Their drawings are neat.			
The student was able to make realistic further predictions based on their observations.			

Teacher feedback

Student name: _____

Date: _____

I Wonder Rubric

	Level 4	Level 3	Level 2	Level 1
Wonder Questions	The student has stated a well-thought out wonder question based on their observations and own interests connected to nature.	The student has stated a wonder question based on their observations and own interests connected to nature.	The student has stated a wonder question that is somewhat related to their observations in nature.	The student was unable to produce a wonder question Or The students wonder question was not related to nature.
Self-Directed Learning	The student has identified appropriate ways on how to learn about their wonder question. The student has stated at least 3 ways. Their strategies support the way they learn best based on what they have previously stated on the <i>How I Learn Worksheet</i> .	The student has identified appropriate ways on how to learn about their wonder question. The student has stated 3 ways.	The student has identified some appropriate ways on how to learn about their wonder question. The student has stated less than 3 ways.	The student has not identified appropriate ways on how to learn about their wonder question. The ways provided are not realistic for the time period of this assignment.
Explanation	The student has provided an exceptional explanation and response to their wonder question. It is evident that the student has done thorough research on their topic. Their sentences are well written and are easy to follow.	The student has provided a good explanation and response to their wonder question. It is evident that the student has done research on their topic. Their sentences are well written.	The student is still learning how to provide a good explanation and response to a question. It is somewhat evident that the student has done research on their topic. Their sentences are somewhat well written.	The students has provided an inaccurate explanation and response to their wonder question. It is not evident that the student has done research on their topic. Sentences are incomplete.

Teacher feedback
