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Standards Correlation Chart

Each lesson in this book meets at least one of the following standards and benchmarks, which are used with permission from McREL.

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| Standards and Benchmarks | Pages |
|--|--|
| <p>Math</p> <p>Standard 2. Understands and applies basic and advanced properties of the concepts of numbers</p> <ul style="list-style-type: none"> • Benchmark 5. Understands basic whole number relationships (e.g., 4 is less than 10) <p>Standard 3. Uses basic and advanced procedures while performing the processes of computation</p> <ul style="list-style-type: none"> • Benchmark 1. Adds and subtracts whole numbers • Benchmark 2. Solves real-world problems involving addition and subtraction | <p>11–13</p> <p>8–10</p> <p>14–16</p> |
| <p>Language Arts</p> <p>Standard 1. Uses the general skills and strategies of the writing process</p> <ul style="list-style-type: none"> • Benchmark 1. Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, rehearses ideas, records reactions and observations) • Benchmark 2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; adds descriptive words and details) • Benchmark 3. Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations; uses available, appropriate technology to compose and publish work; shares finished product) • Benchmark 4. Evaluates own and others’ writing (e.g., asks questions and makes comments about writing) • Benchmark 5. Uses strategies to organize written work (e.g., includes a beginning, middle, and ending) • Benchmark 7. Writes in a variety of forms or genres • Benchmark 8. Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) <p>Standard 2. Uses the stylistic and rhetorical aspects of writing</p> <ul style="list-style-type: none"> • Benchmark 1. Uses descriptive words to convey basic ideas <p>Standard 3. Uses grammatical and mechanical conventions in written compositions</p> <ul style="list-style-type: none"> • Benchmark 1. Uses conventions of print in writing • Benchmark 2. Uses complete sentences in written compositions • Benchmark 4. Uses nouns in written compositions • Benchmark 5. Uses verbs in written compositions • Benchmark 6. Uses adjectives in written compositions • Benchmark 10. Uses conventions of punctuation in written compositions | <p>44–47</p> <p>44–47</p> <p>44–47</p> <p>44–47</p> <p>40–47</p> <p>44–47</p> <p>44–47</p> <p>44–47</p> <p>44–47</p> <p>44–47</p> <p>33–35</p> <p>44–47</p> <p>33–35, 44–47</p> <p>33–35, 44–47</p> <p>33–35, 44–47</p> <p>33–35</p> |

Standards Correlation Chart *(cont.)*

| Standards and Benchmarks | Pages |
|---|---|
| <p>Language Arts <i>(cont.)</i></p> <p>Standard 5. Uses the general skills and strategies of the reading process</p> <ul style="list-style-type: none"> • Benchmark 3. Creates mental images from pictures and print • Benchmark 4. Uses basic elements of structural analysis (e.g., syllables, spelling patterns) to decode unknown words • Benchmark 5. Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words • Benchmark 10. Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation) <p>Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts</p> <ul style="list-style-type: none"> • Benchmark 1. Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fables, poems, folktales, myths, etc.) • Benchmark 2. Knows the basic characteristics of familiar genres (e.g., picture books, fairy tales, nursery rhymes) • Benchmark 3. Knows setting, main characters, main events, sequence, and problems in stories • Benchmark 4. Knows the main ideas or theme of a story <p>Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts</p> <ul style="list-style-type: none"> • Benchmark 2. Understand the main idea and supporting details of simple expository information • Benchmark 3. Summarizes information found in texts | <p>25–28, 85–88</p> <p>36–39, 93–96</p> <p>21–24</p> <p>21–24</p> <p>17–20, 29–32</p> <p>21–24</p> <p>17–20, 25–32 40–43</p> <p>53–64</p> <p>53–64</p> <p>77–80</p> |
| <p>Geography</p> <p>Standard 4. Understands the physical and human characteristics of place</p> <ul style="list-style-type: none"> • Benchmark 2. Knows that places can be defined in terms of their predominant human and physical characteristics <p>Standard 5. Understands the concept of regions</p> <ul style="list-style-type: none"> • Benchmark 1. Knows areas that can be classified as regions according to physical criteria (e.g., land form regions, soil regions, vegetation regions, climate regions, water basins) and human criteria <p>Standard 10. Understands the nature and complexity of Earth’s cultural mosaics</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the basic components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities) <p>Standard 12. Understands the patterns of human settlement and their causes</p> <ul style="list-style-type: none"> • Benchmark 1. Understands why people choose to settle in different places • Benchmark 2. Knows the similarities and differences in housing and land use in urban and suburban areas <p>Standard 17: Understands how geography is used to interpret the past</p> <ul style="list-style-type: none"> • Benchmark 1: Knows how areas of a community have changed over time (e.g., changes in plant and animal population) | <p>77–80</p> <p>77–80</p> <p>65–68</p> <p>69–72</p> <p>69–72</p> <p>73–76</p> |

Standards Correlation Chart *(cont.)*

| Standards and Benchmarks | Pages |
|---|--|
| <p>History</p> <p>Standard 1: Understands family life now and in the past, and family life in various places long ago</p> <ul style="list-style-type: none"> • Benchmark 3. Knows the similarities and differences in clothes, homes, food, communication, technology, and traditions between families now and in the past <p>Standard 4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the English colonists who became revolutionary leaders and fought for independence from England (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) • Benchmark 7. Understand the reasons that Americans celebrate certain national holidays • Benchmark 6. Understands the ways in which people in a variety of fields have advanced the cause of human rights, equality, and the common good (e.g., Frederick Douglass, Clara Barton, Cesar Chavez) • Benchmark 8. Knows the history of American symbols (e.g., the eagle, the Liberty Bell, the national flag) | <p>48–51</p> <p>53–56</p> <p>21–24</p> <p>61–64</p> <p>57–60</p> |
| <p>Science</p> <p>Standard 2. Understands Earth’s composition and structure</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere • Benchmark 2. Knows that rocks come in many different shapes and sizes <p>Standard 4. Understands the principles of heredity and related concepts</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that plants and animals closely resemble their parents <p>Standard 5. Understands the structure and function of cells and organisms</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the basic needs of plants and animals • Benchmark 2. Knows that plants and animals have features that help them live in different environments <p>Standard 6. Understands relationships among organisms and their physical environment</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that plants and animals need certain resources for energy and growth (e.g., food, water, light, air) • Benchmark 2. Knows that living things are found almost everywhere in the world and that distinct environments support different types of plants and animals <p>Standard 7. Understands biological evolution and the diversity of life</p> <ul style="list-style-type: none"> • Benchmark 2. Knows that there are similarities and differences in the appearance and behavior of plants and animals <p>Standard 10. Understands forces and motion</p> <ul style="list-style-type: none"> • Benchmark 2. Knows that things near the Earth fall to the ground unless something holds them up <p>Standard 12. Understands the nature of scientific inquiry</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that learning can come from careful observations and simple experiments <p>Standard 13. Understands the scientific enterprise</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that in science it is helpful to work with a team and share findings with others | <p>93–96</p> <p>93–96</p> <p>85–88</p> <p>81–88</p> <p>81–84</p> <p>81–88</p> <p>81–84</p> <p>85–88</p> <p>89–92</p> <p>89–92</p> <p>73–76</p> |

Day 1

1. Divide the board into three sections with a marker or chalk. Have your students close their eyes. Ask them to visualize in their minds without calling out answers. Say, “You are far, far away from a city. You are out in the country. You may have heard it called a rural area. There are not a lot of houses, but there are other things to see. What do you see?”
2. Have your students open their eyes and give you examples of things that they would see in the country. (*fields, cows, crops, barns, tractors, creeks, etc.*) Write “Rural Area” over the first section of the board and list their ideas beneath. Ask your students to come up with a definition for “rural area.” (*having to do with the countryside or farming*)
3. Have your students close their eyes again. Ask them to make mental images without calling out answers to the questions you ask. Then say, “Have you ever been to a city? What did you see there? How was it different from the country?”
4. Have your students open their eyes and give you examples of things that they would see in the city. (*buses, traffic, tall buildings, sidewalks, traffic lights, parking garages, etc.*) List their ideas on the board under the heading “City.” Ask your students to think of a definition of “city.” (*a very large or important town that has many people living and/or working there*) Explain that a city is also called an urban area.
5. Have your students close their eyes. Tell them that a suburb is the area surrounding a city. Ask them to visualize without calling out answers. Say, “Have you ever been to a suburb? There are lots of homes there, but they are not as close together as the homes in a city. What else do you see in a suburb?”
6. Have your students open their eyes and tell you things that they would see in a suburb. (*school buses, malls, sidewalks, parks, parking lots, etc.*) List their ideas on the board under the heading “Suburb.” Ask your students to think of a definition for “suburb.” (*an area surrounding the edge of a city that has many homes*)

Day 2

1. Make student copies of the blank “Triple Photo Frame” graphic organizer on page 72.
2. Introduce any unfamiliar vocabulary:
 - ✧ **livestock**—domestic animals (sheep, cows, pigs, etc.) raised on a farm or a ranch
 - ✧ **settlement**—a small village or group of houses
 - ✧ **sidewalk**—a concrete path that runs along a road
 - ✧ **streetlight**—a light mounted on a pole that shines on a street at night
3. Make student copies of “Where Do You Live?” on page 70. Distribute them to the students. The article is written at a 2.9 reading level and should be read with the whole class.
4. Discuss the article. Then distribute the graphic organizers and have your students demonstrate their understanding by drawing the three “photo” areas of the picture frame. The first picture should show a scene that the child would see in the country; the second one, a scene from a city; and the third one, a scene from a suburb. Write a label beneath each photo.

Where Do You Live?

Have you ever wondered why people live in the country, in cities, or in suburbs?

Big pieces of land lie between homes in the country. This is where farmers grow crops and raise livestock. Long ago, almost everyone lived on a farm. They grew food for themselves. Today, few people live on farms. Most farmers have lots of land on which to grow crops. The farmer may have big herds of animals. Farmers earn money selling what they raise. Grocery stores buy farmers' fruits, milk, eggs, and meat.

Long ago, people settled near fresh water. They needed it to drink and to clean. That's why you find big cities along lakes and rivers. Cities began small. Each had just a few families living there. Then more people were born. More people moved to the area. Over time, the settlement grew into a city.

Many people live in a city. Their homes are close together. Cities have businesses and factories, too. There are tall office buildings and lots of places to work. People live where they can earn money. If a city has few jobs, people leave the area. They move to other places. They need jobs.

After cars were invented, people could drive to work. So people who live in the suburbs may have jobs in the city. The suburbs are the areas surrounding a city. Shopping malls are built there. So are a lot of houses. These homes have more space between them than city homes do. The yards are bigger.

City streets have sidewalks and streetlights. Some of the streets may be "one way." This means you can only drive in one direction. Rural areas and most suburbs do not have these things. City people can walk many places. The children may walk to school. But things in the country and suburbs are farther apart. The people who live there drive to get places. Most children outside a city ride a school bus.



