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Standards Correlation Chart

Each lesson in this book meets at least one of the following standards and benchmarks:

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 1. Understands basic number theory concepts (e.g., prime and composite numbers, factors, multiples, odd and even numbers, divisibility) • Benchmark 3. Understands the basic difference between odd and even numbers <p>Standard 3. Uses basic and advanced procedures while performing the processes of computation</p> <ul style="list-style-type: none"> • Benchmark 1. Adds, subtracts, multiplies, and divides whole numbers and decimals • Benchmark 5. Determines the effects of addition, subtraction, multiplication, and division on size and order of numbers • Benchmark 6. Understands the properties of and the relationships among addition, subtraction, multiplication, and division • Benchmark 7. Solves real-world problems involving number operations (e.g., computations with dollars and cents) 	<p>8–10</p> <p>8–10</p> <p>8–13</p> <p>14–16</p> <p>14–16</p> <p>8–13</p>
<p>Science</p> <p>Standard 2. Understands Earth’s composition and structure</p> <ul style="list-style-type: none"> • Benchmark 1. Knows how features on Earth’s surface are constantly changed by a combination of slow and rapid processes (e.g., weathering, erosion, transport, and deposition of sediment caused by waves, wind, water, and ice; landslides, volcanic eruptions, earthquakes, drought) • Benchmark 2. Knows that smaller rocks come from the breakage and weathering of larger rocks and bedrock • Benchmark 5. Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time <p>Standard 3. Understands the composition of the universe and Earth’s place in it</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that night and day are caused by Earth’s rotation on its axis <p>Standard 5. Understands the structure and function of cells and organisms</p> <ul style="list-style-type: none"> • Benchmark 3. Knows that the behavior of individual organisms is influenced by internal cues (e.g., hunger) and external cues (e.g., changes in the environment), and that humans and other organisms have senses that help them to detect these cues <p>Standard 6. Understands relationships among organisms and their physical environment</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the organization of simple food chains and food webs • Benchmark 2. Knows that changes in the environment can have different effects on different organisms • Benchmark 3. Knows that an organism’s patterns of behavior are related to the nature of that organism’s environment (e.g., physical characteristics of the environment) 	<p>17–20</p> <p>17–20</p> <p>21–24</p> <p>49–52</p> <p>25–28</p> <p>61–64</p> <p>25–28, 61–64</p> <p>25–28</p>

Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
<p>Science <i>(cont.)</i></p> <p>Standard 9. Understand the sources and properties of energy</p> <ul style="list-style-type: none"> • Benchmark 4. Knows that light can be reflected, refracted, or absorbed <p>Standard 11. Understands the nature of scientific knowledge</p> <ul style="list-style-type: none"> • Benchmark 3. Knows that scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations • Benchmark 4. Knows that scientists review and ask questions about the results of other scientists' work <p>Standard 13. Understands the scientific enterprise</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that people of all ages, backgrounds, and groups have made contributions to science and technology throughout history 	<p>29–32</p> <p>21–24</p> <p>21–24</p> <p>21–24</p>
<p>History</p> <p>Standard 2. Understands the history of a local community and how communities in North America varied long ago</p> <ul style="list-style-type: none"> • Benchmark 2. Knows geographical settings, economic activities, food, clothing, homes, crafts, and rituals of Native American societies long ago (e.g., Iroquois, Sioux, Hopi, Nez Perce, Pueblo, Inuit, Cherokee) <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 3. Understands how people over the last 200 years have continued to struggle to bring all groups in American society the liberties and equality promised in the basic principles of American democracy • Benchmark 8. Understands the historical events and democratic values commemorated by major national holidays (e.g., Presidents' Day, Memorial Day) • Benchmark 10. Knows the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago, and understands their significance 	<p>33–36</p> <p>41–44</p> <p>45–48</p> <p>37–40</p>
<p>Geography</p> <p>Standard 2. Knows the location of places, geographic features, and patterns of the environment</p> <ul style="list-style-type: none"> • Benchmark 3. Knows the approximate location of major continents, mountain ranges, and bodies of water on Earth <p>Standard 7. Knows the physical processes that shape patterns on Earth's surface</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the physical components of Earth's atmosphere (e.g., weather and climate), lithosphere (e.g., land forms such as mountains, hills, plateaus, plains), hydrosphere (e.g., oceans, lakes, rivers), and biosphere (e.g., vegetation and biomes) • Benchmark 3. Knows how Earth's position relative to the Sun affects events and conditions on Earth (e.g., how the tilt of the Earth in relation to the Sun explains seasons in different locations on Earth, how the length of day influences human activity in different regions of the world) <p>Standard 8. Understands the characteristics of ecosystems on Earth's surface</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the components of ecosystems at a variety of scales (e.g., fungi, insects, plants, and animals in a food chain or food web; fish and marine vegetation in coastal zones; grasses, birds, and insects in grassland areas) 	<p>53–56</p> <p>57–60</p> <p>49–52</p> <p>61–64</p>

Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
Language Arts	
Standard 1. Uses the general skills and strategies of the writing process	
Benchmark 1. Uses prewriting strategies to plan written work (e.g., uses graphic organizers, takes notes, organizes information)	77–80, 89–96
Benchmark 2. Uses strategies to draft and revise written work (elaborates on a central idea; uses paragraphs to develop separate ideas; produces multiple drafts)	89–92
Benchmark 3. Uses strategies to edit and publish written work	81–84, 89–92
Benchmark 4. Evaluates own and others' writing	81–84, 89–92
Benchmark 7. Writes expository compositions (e.g., stays on the topic, develops the topic with simple facts, details, examples and explanation, excludes extraneous information)	81–84
Benchmark 9. Writes autobiographical compositions	89–92
Standard 3. Uses grammatical and mechanical conventions in written compositions	
Benchmark 4. Uses nouns in written compositions	85–88
Benchmark 7. Uses adverbs in written compositions	85–88
Benchmark 10. Uses conventions of spelling in written compositions (e.g., uses compounds, roots, suffixes, prefixes, and syllable constructions to spell words)	85–88
Standard 5. Uses the general skills and strategies of the reading process	
Benchmark 3. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures	65–68
Benchmark 7. Uses word reference materials (glossary, dictionary, thesaurus) to determine the meaning, pronunciation, and derivations of unknown words	73–76
Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts	
Benchmark 1 Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fables, poems, fairy tales, etc.)	65–72
Benchmark 2. Knows the defining characteristics of a variety of literary forms and genre	69–72
Benchmark 8. Understands the ways in which language is used in literary texts (e.g., personification, alliteration, onomatopoeia, simile, metaphor, imagery, hyperbole, beat, rhythm)	25–28, 73–76
Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts	
Benchmark 4. Uses the various parts of a book (e.g., index, table of contents, glossary, appendix, preface) to locate information	77–80
Benchmark 5. Summarizes and paraphrases information in texts (e.g., includes the main idea and significant supporting details of a reading selection)	77–80
Benchmark 6. Uses prior knowledge and experience to understand and respond to new information	77–80

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1. Introduce any unfamiliar vocabulary:
 - ❖ **transfers**—moves
 - ❖ **wry**—lopsided
 - ❖ **tool-house**—shed
 - ❖ **till**—abbreviation of “until” to make it one syllable
 - ❖ **horrorful**—a word invented by the author to mean full of horror; explain that sometimes poets invent words because, as in this case, they need them for a rhyme.
2. Discuss the importance of “making a movie in your mind” as you read. Making mental images in your mind is one of the best ways to enjoy and understand text, as well as remember what you’ve read. Ask your students to close their eyes and keep them closed during this guided visualization exercise.
3. Make student copies of the poem “Mr. Macklin’s Jack O’ Lantern” on page 66 but don’t distribute them yet. Read the poem aloud to your class.
4. Have the students open their eyes and discuss what they visualized. Ask your class, “Did you make a movie in your mind of the events happening in Mr. Macklin’s tool-house? Which image was the most memorable? Do you think this ‘movie’ will help you to remember this poem?”
5. Pass out copies of the poem and read it again as the students follow along. Then, re-read it chorally. Discuss why the author put the last line in italics. (*for emphasis*)
6. Write this question on the board: “Picture in your mind what happened inside Mr. Macklin’s tool-house. What are the five main events?” Have your students read the poem again silently to answer this question.
7. Discuss the five main events. (*Mr. Macklin carves Jack’s face; Mr. Macklin puts his pipe in Jack’s mouth; everyone laughs; Mr. Macklin draws the shade; Mr. Macklin lights a candle inside Jack and it causes scary shadows.*)
8. Make an overhead transparency and student copies of the “Movie Film” graphic organizer on page 68.
9. Display the transparency. Explain that this is what movie films look like. Movie film comes on a big reel and is shown with a projector in theaters.
10. Ask a student to read the first stanza. Draw a picture of Mr. Macklin’s jack o’ lantern in the first film frame. Ask the students to give you details from the poem to make the picture accurate (*has two eyes, a nose, and seven teeth in the mouth*).
11. Distribute the student copies of the graphic organizer. Have your students draw the next four events (see above) in the remaining sections of the film. They should show details and colors in their pictures. Discuss things that must be included based on information given (*such as Jack should have seven teeth in each picture; the corncob pipe should be yellow/tan color*) and things that can be added from imagination (*such as what Mr. Macklin looks like and how many children are there*).
12. Collect their completed graphic organizers and check for understanding.

Mr. Macklin's Jack O' Lantern

by David McCord

Mr. Macklin takes his knife
And carves the yellow pumpkin face:
Three holes bring eyes and nose to life;
The mouth has seven teeth in place.

Then Mr. Macklin, just for fun,
Transfers the corn cob pipe from his
Wry mouth to Jack's, and everyone
Dies laughing! O what fun it is!

Till Mr. Macklin draws the shade
And lights the candle in Jack's skull
Then all the inside dark is made
As spooky and as horrible

As Halloween, and creepy crawl
The shadows on the tool-house floor.
With Jack's face dancing on the wall.
Oh, Mr. Macklin! Where's the door?



