

# My World Series

## Guided readers ~ Level H 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
An animal community	<p><b>Science</b> The characteristics of organisms: An organism’s patterns of behavior are related to the nature of that organism’s environment.</p> <p><b>Visual Art</b> Students will use different media to communicate ideas and experiences. Students will use art materials in a safe and responsible manner.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
How do animals hide?	<p><b>Science</b> The characteristics of organisms: An organism’s patterns of behavior are related to the nature of that organism’s environment.</p> <p><b>Visual Art</b> Students will use different media to communicate ideas and experiences. Students will use art materials in a safe and responsible manner.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
My backyard community	<p><b>Science</b> The characteristics of organisms: Organisms have basic needs; water and food. Organisms and their environment: All animals depend on plants for food. Other animals eat animals that eat plants.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.</p>
Where do animals live?	<p><b>Science</b> Science as inquiry: Students will plan and conduct a simple investigation. Students will communicate their investigation and explanations.</p> <p><b>Language Arts</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students will conduct research by generating ideas and questions. They will gather data from a variety of sources to communicate to an audience.</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
An animal community	Science Visual Arts	<ul style="list-style-type: none"> <li>• identify similarities between prairie dog towns and human communities</li> <li>• paint a prairie dog habitat or community</li> </ul>
How do animals hide?	Science Visual Arts	<ul style="list-style-type: none"> <li>• understanding camouflage</li> <li>• painting a picture to convey the concept of camouflage</li> </ul>
My backyard community	Science	<ul style="list-style-type: none"> <li>• identifying the basic needs of organisms</li> </ul>
Where do animals live?	Science Language Arts	<ul style="list-style-type: none"> <li>• identifying different habitats</li> <li>• researching a specific animal and its habitat</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
<b>An animal community</b>	2–3 class periods	communication cooperation families food guards predators pups rodents towns	Engage students in classroom discussion to assess student understanding of major concepts (the ability to identify different habitats). Collect artwork to assess fine motor control in cutting and painting.  *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>How do animals hide?</b>	1–2 class periods	camouflage colors patterns predators prey shapes texture warnings	Engage students in classroom discussion to assess student understanding of major concepts (child’s ability to explain the concept of camouflage).  Collect artwork to evaluate ability to communicate ideas using different art forms.
<b>My backyard community</b>	1 class period	carnivores food helpers herbivores insects living things non-living things omnivores plants	Check reproducibles for accuracy. Make anecdotal comments based on child’s ability to categorize animals into groups: carnivores, herbivores, and omnivores.
<b>Where do animals live?</b>	3–4 class periods	Antarctica Arctic deserts food forests grasslands mountains oceans wetlands	Collect final report and/or use oral presentation for formative evaluation of: <ul style="list-style-type: none"> <li>• ability to choose animal and describe its habitat: oral, written communication skills</li> <li>• organizational ability, title, picture, and print on the page</li> <li>• research skills, use of resources</li> <li>• oral presentation skills</li> </ul>

# An animal community

## An introduction to a prairie grassland habitat, prairie dogs, and community

### Content

Students will gain information about prairie dogs and their community life.

#### National Standards

The following standards will be addressed in the lesson:

##### Science

The characteristics of organisms: An organism's patterns of behavior are related to the nature of that organism's environment.

##### Visual Art

Students will use different media to communicate ideas and experiences.

Students will use art materials in a safe and responsible manner.

##### 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 some community resources, systems, and jobs that are similar in prairie dog towns and human communities: resources: food, shelter, families; systems: cooperation, communication; roles: teachers, guards, daycare workers.
- create a painting using appropriate colors.

### Prerequisites

Display a prairie dog town drawn on mural paper.

Use pages 6–7 as reference. Include the many rooms where prairie dogs “live.”

### Materials

- The *An animal community* book
- Paints in prairie dog colors
- Paint shirt and paintbrush for each child
- 1 pair of scissors per child
- Newspaper to cover tables or desks
- Paper for painting and for labels
- Pencils, markers, etc.

### Instructional Procedure

#### Anticipatory Set

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

Ask “What can you tell me about communities?”  
“What kinds of jobs do people have?”

Set a purpose for reading.

#### Example:

Say, “This book is about an animal community. How is it the same as a people community and how it is different? As I am reading, I would like you to think about that question, and then we will talk about your ideas.”

#### Class Discussion

Engage the children while you are reading; encourage them to discuss their thoughts and ideas about prairie dog communities and human communities.

Introduce the students to the concept of habitat, which is the natural place where plants and animals live.

Introduce the prairie habitat, which is a type of grassland. Ask them how prairie dogs find food, build homes, stay safe, and need one another's help in this habitat.

After this discussion, also talk about the attributes of the prairie dog, i.e. its shape, size, and color.

Ask the children to read *An animal 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

Let the children know that they are going to create an underground prairie dog town, including the above-ground prairie around it. Show them the one you have mapped out. Ask each of them to paint a prairie dog for the town or the prairie.

Discuss possibilities for the subject of their paintings. Some children may wish to give different postures, i.e. eating plants, watching for danger, digging, or a baby prairie dog sleeping in a nursery.

Pass out the art paper and ask the children to paint their prairie dog.

Have children place the art in a convenient place to dry. Doing the painting activity just before a scheduled break in the day facilitates drying time.

## Accommodations and Extensions

### *Extension suggestion:*

Some children may enjoy working on creating the prairie dog community mural.

## Closure

When the paintings have dried, have the children cut them out and place them on the prairie dog community mural.

## Assessment

Teacher can engage children in classroom discussion to determine if child is able to identify some community jobs that are similar in both human and prairie dog communities.

Teacher can make anecdotal comments based on child's fine motor control in painting and cutting out his/her prairie dog.

# How do animals hide?

## A lesson about camouflage

### Content

Students will learn how some animals use color, shape, texture, and pattern to help them hide.

### National Standards

The following standards will be addressed in the lesson:

#### Science

The characteristics of organisms: An organism's patterns of behavior are related to the nature of that organism's environment.

#### Visual Art

Students will use different media to communicate ideas and experiences.

Students will use art materials in a safe and responsible manner.

#### 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



Visual-Spatial

### Objectives

The child will be able to...

- select an animal that uses camouflage and paint it in its habitat.
- use paint as a media to convey the concept of camouflage.
- incorporate other art media into a painting.
- explain in simple terms the concept of camouflage.

### Prerequisites

Gather further reference materials of familiar animals in pictures that demonstrate how the animals use color, shape, and pattern as camouflage.

Gather paint shirts for students to wear during the activity.

### Materials

- The *How do animals hide?* book
- References gathered in prerequisite
- Art paper
- Paints
- Paintbrushes
- Water
- Scissors
- Various materials from the art center
- Outdoor materials such as grasses, twigs, etc. (optional)

### Instructional Procedure

#### Anticipatory Set

Before reading the book, help the children to connect with their previous experiences and understandings of camouflage in nature.

#### Example:

Ask, "Are caterpillars easy to see on a leaf? Why is that?"

Show some other examples of familiar animals from gathered references. Guide the children to look for color, shape, and pattern as ways used by animals to hide.

Raise the question, "Why do animals hide?" Use the words predator and prey and explain these words. Make the children aware that predators hide, too, so that they can hunt prey to eat.

Use the words color, shape, pattern, texture, blend, and camouflage often in your discussion.

Print unfamiliar words on a chart, board, or add these words to your word wall.

Set a purpose for reading.

#### Example:

"As I am reading, I would like you to look at these animals and tell me how they are using color, shape, and pattern to hide."

Name the animals that are predators. Name the prey animals.

Ask the children to read *How do animals hide?* on their own.

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

### ***Class Discussion***

Engage the children while you are reading by drawing attention to the words in bold print and by discussing the various animals in their habitat as you read the book.

### **Activity**

After reading the book, ask the children to choose an animal that uses pattern, shape, and/or texture to help them hide from other animals that would like to eat them.

Then paint the animal in its habitat in such a way that it would be camouflaged from its predators. The children can add other materials, if available, to enhance the environment, i.e. grasses, twigs, etc.

You may wish to do this activity just before a break in the day to facilitate drying before the children walk around to look at them.

### **Accommodations and Extensions**

*Extension suggestion:*

Children may be asked to write descriptions of their animal and their habitat to be displayed with their paintings.

### **Closure**

When paints, water, and brushes have been cleaned up, have the children circulate around the room and look at each other's paintings. Can they find the animals in the paintings and describe how the animals have used camouflage?

### **Assessment**

Was the child able to read *How do animals hide?* by him or herself?

Did the child choose an appropriate animal and paint it camouflaged in its habitat?

Can the child explain in simple terms the concept of camouflage, i.e. animals use camouflage of pattern, color, shape, and texture, to hide from other animals that want to eat them or that they want to eat.

# My backyard community

## A lesson about backyard animals and what they eat

### Content

Students will raise their awareness about the things that different animals eat and be able to categorize backyard animals into herbivores, carnivores, and omnivores.

### National Standards

The following standards will be addressed in the lesson:

#### Science

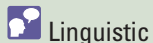
The characteristics of organisms: Organisms have basic needs; water and food.  
Organisms and their environment: All animals depend on plants for food. Other animals eat animals that eat plants.

#### 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:



### Objectives

The child will be able to...

- identify 3 animals that are herbivores, carnivores, and omnivores.
- complete a chart categorizing backyard animals as herbivores, carnivores, and omnivores.

### Prerequisites

Photocopy a class set of the *My backyard community* blackline master. Recreate this same chart on a large piece of chart paper.

### Materials

- *My backyard community* book
- Photocopies of *My backyard community* chart—one for each student (see blackline master)
- Chart paper
- Pencils, markers, etc.

### Instructional Procedure

#### Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of animals in their back yard.

#### Example:

Ask, “Which animals live in your back yard?”  
“What are they doing when you see them?”  
“What do they eat?”

Introduce the words herbivore, carnivore, and omnivore and their meanings. Introduce the prepared chart and reinforce the words in printed form.

Set a purpose for reading.

#### Example:

“As I am reading, listen for the words:

- herbivore and the animals that are herbivores
- carnivore and the animals that are carnivores
- omnivore and the animals that are omnivores

#### Class Discussion

Engage the children while you are reading.

#### Example:

A pause may be taken to discuss living and non-living things on pages 4–5 and 8–9.

Ask the children which insects they have seen in their back yards.  
“How many legs do insects have?”

Talk about which animals are “backyard community helpers” and why they are important. Brainstorm ways that children can be helpers in their back yards by looking at some of the ways shown on pages 22–23.

Ask the children to read *My backyard 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

Point to the chart you prepared and reinforce again the vocabulary of herbivore, carnivore, and omnivore.

Demonstrate through questioning how the chart is going to work, i.e.

“Can anyone tell me the name of an animal that goes in this column?”

Point to a herbivore and the picture clue. Wait for answers and then ask,

“Can anyone remember the word we used for an animal that eats plants?”

Give a couple of examples and then hand out the children’s copies of the chart.

Ask the children to print or draw at least three animals in each column. Children may refer to the book for help.

## Accommodations and Extensions

The number of animals to go on the chart may be adjusted according to the child’s ability.

This could also be done as a pictograph using animal pictures cut out from magazines or children’s own drawings.

## Closure

Give children time to share and discuss their charts with a partner.

## Assessment

Assess the child’s ability to read the book.

With a selected group of children:

Make anecdotal records of their abilities to categorize the animals discussed in the lesson into herbivores, carnivores, and omnivores.

# Where do animals live?

A lesson about animals and their habitats.

## Content

Students learn the meaning of habitat and explore what kinds of animals live in various habitats.

### National Standards

The following standards will be addressed in the lesson:

#### Science

Science as inquiry: Students will plan and conduct a simple investigation.

Students will communicate their investigation and explanations.

#### Language Arts

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

Students will conduct research by generating ideas and questions. They will gather data from a variety of sources to communicate to an audience.

### Multiple Intelligences

The following intelligences will be activated throughout the lesson:



Linguistic



Visual-Spatial



Interpersonal

## Objectives

The child will be able to...

- state that different animals live in different habitats
- identify some habitats
- describe, using appropriate vocabulary, one or more animals and the habitats in which they may be found

## Prerequisites

Gather resources for the children to use relating to the concept of habitat and the animals that live in different habitats. Resources may include DVDs, artwork, books, magazines, Web sites, etc.

Photocopy a class set of *Where do animals live?* blackline master.

## Materials

- *Where do animals live?* book
- Gathered resources referred to in prerequisites
- Large pictures of animals shown in various habitats that are different from those in *Where do animals live?*
- Paper
- Markers, pencil crayons, etc.

## Instructional Procedure

### Anticipatory Set

Before reading the book, help the children connect with their previous experiences and understandings of where different animals live.

Ask them to identify some animals and then ask them to describe where each animal lives.

Help them learn the words: habitat, grassland, meadow, prairie, forest, mountain, ocean, water, wetland, Arctic, and Antarctic, and print the words on chart paper or add the words to your word wall.

Set a purpose for reading.

#### Example:

“In the book *Where do animals live?* there are many different animals living in different places. As I read, I would like you to look at the different habitats and see if you can name the habitat before I read it.”

### Class Discussion

Engage the children while you are reading by pausing and asking for input before you read the description of habitats, i.e. page 7, pause after “The crocodile lives in \_\_\_\_\_” and see if the children can identify its habitat as water.

Page 9 Show the picture of the forest and see if the children can identify the habitat before you start reading the text.

After reading to the class, ask the students to read *Where do animals live?* on their own.

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

## Activity

Discuss the book with the children and explain that they are going to do a scientific inquiry. You may introduce this term or use the word “project” if you prefer.

Show the title of the book *Where do animals live?* Draw attention to the question. That is going to be the question that they are going to answer for the animal that they choose.

Recreate the blackline master for this lesson on chart paper. Choose an animal from the book to use as a model for a report. Work as a class to complete the report so children understand the process and expectations.

Each child chooses an animal.

Distribute blackline masters to students and provide time for students to research and complete their reports.

## Accommodations and Extensions

### *Extension suggestion:*

This could be extended to incorporate an art lesson, while completing the animal, using various media for creating the animals. (Both 2-D and 3-D media could be used, i.e. scrap pieces of material, tissue paper, paints, 3-D cardboard models, paper-mache, etc.)

### *Accommodation:*

Children who struggle with fine motor skills may prefer to complete their report on a computer instead of writing the information.

## Closure

Each child presents his or her animal and its habitat to the class using their findings from their investigation.

## Assessment

Record the child’s ability to read the book.

The final products may be used for formative assessment of:

- ability to choose animal and describe its habitat:
  - oral, written
- organizational ability; title, picture, and print on the page
- research skill level, use of resources
- oral presentation skills

# 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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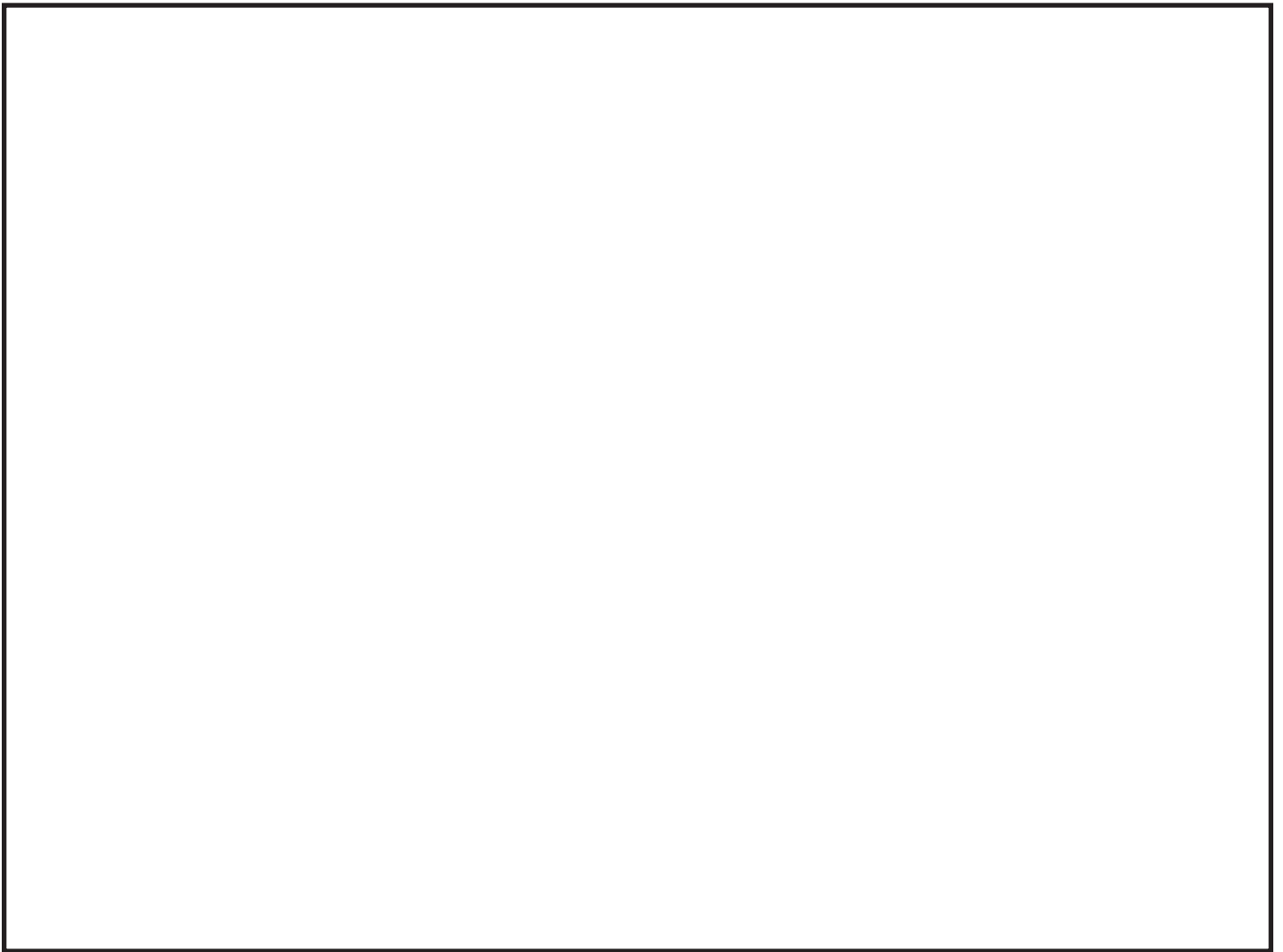
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# Where do animals live?

## My report

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

Where does my animal live?



A \_\_\_\_\_ lives in \_\_\_\_\_.

Habitat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# My backyard community

A <b>herbivore</b> eats plants.	A <b>carnivore</b> eats meat.	An <b>omnivore</b> eats both plants and meat.