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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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 2250 S. Parker Road, Suite 500. Aurora, CO 80014  
 Telephone: 303-337-0990. [www.mcrel.org/standards-benchmarks](http://www.mcrel.org/standards-benchmarks)

Standards and Benchmarks	Pages
<p><b>Math</b></p> <p><b>Standard 2. Understands and applies basic and advanced properties of the concepts of numbers</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 3.</b> Understands symbolic, concrete, and pictorial representations of numbers (e.g., written numerals, objects in sets) 8–10</li> <li>• <b>Benchmark 4.</b> Understands basic whole number relationships 9–11</li> <li>• <b>Benchmark 5.</b> Understands basic whole number relationships (e.g., 4 is less than 10) 14–16</li> </ul> <p><b>Standard 6. Understands and applies basic and advanced concepts of statistics and data analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Collects and represents information about objects or events in simple graphs 8–10</li> </ul>	
<p><b>Language Arts</b></p> <p><b>Standard 1. Uses the general skills and strategies of the writing process</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 5.</b> Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events) 37–40</li> <li>• <b>Benchmark 6.</b> Uses writing and other methods to describe familiar persons, places, objects, or experiences 33–36, 41–44</li> <li>• <b>Benchmark 7.</b> Writes in a variety of forms or genres 37–44</li> </ul> <p><b>Standard 2. Uses the stylistic and rhetorical aspects of writing</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Uses descriptive words to convey basic ideas 25–28</li> </ul> <p><b>Standard 3. Uses grammatical and mechanical conventions in written compositions</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Uses conventions of print in writing 25–28</li> <li>• <b>Benchmark 2.</b> Uses complete sentences in written compositions 33–36</li> <li>• <b>Benchmark 5.</b> Uses verbs in written compositions (e.g., verbs for a variety of situations, action words) 45–48</li> <li>• <b>Benchmark 8.</b> Writes for different purposes (e.g., to entertain, inform, learn, communicate ideas) 25–28</li> </ul> <p><b>Standard 5. Uses the general skills and strategies of the reading process</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character’s behavior) 25–28</li> <li>• <b>Benchmark 3.</b> Creates mental images from pictures and print 21–28</li> <li>• <b>Benchmark 4.</b> Uses meaning clues to aid comprehension and make predictions about content 21–28</li> <li>• <b>Benchmark 6.</b> Uses basic elements of structural analysis (e.g., syllables, spelling patterns, etc.) to decode unknown words 17–20</li> </ul>	

# Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
<p><b>Language Arts</b> <i>(cont.)</i></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 8.</b> Understands level-appropriate sight words and vocabulary</li> <li>• <b>Benchmark 10.</b> Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation)</li> </ul> <p><b>Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Uses reading skills and strategies to understand a variety of literary passages and texts (e.g. fables, poems, fairy tales, etc.)</li> <li>• <b>Benchmark 2.</b> Knows the defining characteristics of a variety of literary forms and genre</li> <li>• <b>Benchmark 3.</b> Knows setting, main characters, main events, sequence, and problems in stories</li> </ul> <p><b>Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Understands the main idea and supporting details of simple expository information</li> <li>• <b>Benchmark 3.</b> Summarizes information found in texts</li> </ul>	<p>21–28</p> <p>41–48, 57–60</p> <p>73–76</p> <p>73–76</p> <p>29–32</p> <p>89–92</p> <p>89–92</p>
<p><b>Science</b></p> <p><b>Standard 1: Understands atmospheric processes and the water cycle</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1:</b> Knows that short-term weather conditions (e.g., temperature, rain, snow) can change daily and weather patterns change over the seasons</li> <li>• <b>Benchmark 2:</b> Knows that water can be a liquid or a solid and can be made to change from one form to the other but the amount of water stays the same</li> </ul> <p><b>Standard 3: Understands essential ideas about the composition and structure of the universe and the Earth’s place in it</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1:</b> Knows the basic patterns of the Sun and Moon</li> </ul> <p><b>Standard 5. Understands the structure and function of cells and organisms</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Knows that plants and animals have features that help them live in different environments</li> </ul> <p><b>Standard 6. Understand relationships among organisms and their physical environment</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Knows that living things are found almost everywhere in the world and that distinct environments support the life of different types of plants and animals</li> </ul> <p><b>Standard 8. Understands the structure and properties of matter</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows that different objects are made up of many different types of materials (e.g., cloth, paper, wood, metal) and have many different observable properties (e.g., color, size, shape, weight)</li> <li>• <b>Benchmark 2.</b> Knows that things can be done to materials to change some of their properties (e.g., heating, freezing, mixing, cutting, bending), but not all materials respond the same way to what is done to them</li> </ul> <p><b>Standard 9. Understands the sources and properties of energy</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows that the Sun supplies heat and light to Earth</li> </ul>	<p>49–52</p> <p>49–52, 61–64</p> <p>53–56</p> <p>57–60</p> <p>57–60</p> <p>61–64</p> <p>61–64</p> <p>53–56</p>

# Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
<p><b>History</b></p> <p><b>Standard 1. Understands family life now and in the past, and family life in various places long ago</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows a family history through two generations (e.g., various family members and their connections)</li> </ul> <p><b>Standard 4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 4.</b> Knows how different groups of people in the community have taken responsibility for the common good (e.g., the police department, the fire department, senior citizen home, soup kitchen)</li> <li>• <b>Benchmark 8.</b> Knows the history of American symbols</li> <li>• <b>Benchmark 9.</b> Knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, veterans' memorials) are associated with state and national history</li> </ul> <p><b>Standard 6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Knows the differences between toys and games children played long ago and the toys and games of today</li> </ul> <p><b>Standard 7. Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Understands the main ideas found in folktales, stories of great heroism, fables, legends, and myths from around the world that reflect the beliefs and ways of living of various cultures in times past</li> </ul>	<p>65–68</p> <p>93–96</p> <p>77–80 77–80</p> <p>69–72</p> <p>73–76</p>
<p><b>Geography</b></p> <p><b>Standard 3. Understands the characteristics and uses of spatial organization of Earth's surface</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Identifies physical and human features in terms of the four spatial elements (e.g., locations [point], transportation and communication routes [line], regions [area], and lakes filled with water [volume])</li> </ul> <p><b>Standard 4. Understands the physical and human characteristics of place</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 2.</b> Knows that places can be defined in terms of their predominant human and physical characteristics</li> </ul> <p><b>Standard 11. Understands the patterns and networks of economic interdependence on Earth's surface</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows the modes of transportation used to move people, products, and ideas from place to place (e.g., barges, airplanes, automobiles, ships, railroads), their importance and their advantages and disadvantages</li> </ul> <p><b>Standard 13. Understands the forces of cooperation and conflict that shape the divisions of Earth's surface</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows ways that people solve common problems by cooperating</li> </ul> <p><b>Standard 17. Understands how geography is used to interpret the past</b></p> <ul style="list-style-type: none"> <li>• <b>Benchmark 1.</b> Knows how areas of a community have changed over time (in terms of, e.g., size and style of homes; how people earn their living; changes in the plant and animal population)</li> </ul>	<p>89–92</p> <p>89–92</p> <p>81–84</p> <p>93–96</p> <p>85–88</p>

**Day 1**

1. Studies have shown that prediction is vital to reading comprehension. This lesson helps to strengthen your students' ability to make logical predictions.
2. Be sure that you have your class's attention. Then "accidentally" knock a student's book or other unbreakable item from a desktop. Stop and ask the class, "What will I say?" (*Oops! Whoops! I'm sorry!*)
3. Ask them to predict what a person will say when he or she answers a phone. Ask them to predict what you will say to get them to line up for lunch.
4. Explain that predictions are important in reading. By making predictions, you are interacting with the text; it's as if you are a part of the story. You cannot make predictions if you are not paying attention or making mental images of what's going on in the story.
5. Tell your students to close their eyes and picture this scene:

*"The children were scared now that they had lost the paddles. They felt helpless as the stream carried their canoe along. They rounded a bend and smashed into a huge log."*

Ask students to predict what the children might say. (*Help! Oh no! I'm scared! What can we do?*)

6. Discuss their predictions. Why are these logical things to say in the situation?
7. Have the students close their eyes again and picture this scene:

*"Chloe stumbled through the blinding rain. It was falling so fast that she could barely see around her. Thunder crashed, and the ground shook. Lightning flashed all around. She had to find the cabin now!"*

Ask students to predict what this character will say. (*Help! I'm in trouble! I'm afraid! Where's that cabin?*)

8. Make and display an overhead transparency of the "What Will They Say?" graphic organizer on page 28. On the title line, write "The Storm." (**Note:** See page 27 for an example of the graphic organizer completed for this story.)
9. In the speech bubble write one of the things that the students suggested in it.

**Day 2**

1. Make student copies of the "What Will They Say?" graphic organizer on page 28 and the stories on page 26.
2. Distribute the stories and the graphic organizer. Although each story is written at a 0.8 to 1.0 reading level, you may want to read them aloud to the students.
3. Have each student pick the story he or she likes best. Each student will then draw a picture and add a speech bubble. Inside the speech bubble, he or she will write what the character says.
4. Collect these graphic organizers and check for understanding.

**Day 3**

1. Make and distribute new student copies of the graphic organizer.
2. Have the students select a second story to draw and write what the character will say.
3. Ask students who chose the first story to share their predictions for what the character will say. Do the same for the second through fourth stories. It's good for the students to see that the predictions can vary.

Draw what is going on. Write what they say.

# The Storm

Reading



Draw what is going on. Write what they say.

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