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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 2. Understands equivalent forms of basic percents, fractions, and decimal, and when one form of a number might be more useful than another • Benchmark 5. Understands the relative magnitude and relationships among whole numbers, fractions, decimals, and mixed 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 7. Solves real-world problems involving number operations (e.g., computations with dollars and cents) 	<p>14–16</p> <p>14–16</p> <p>11–13</p> <p>8–10, 11–13</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, Inuit, Cherokee) <p>Standard 3. Understands the people, events, problems and ideas that were significant in creating the history of their states</p> <ul style="list-style-type: none"> • Benchmark 2. Understands geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region, who they were, and where they settled <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 to all groups in American society the liberties and equality promised in the basic principles of American democracy • Benchmark 6. Understands historical figures who believed in the fundamental democratic values and the significance of these people both in their historical context and today • Benchmark 11. Understands how songs, symbols, and slogans demonstrate freedom of expression and the role of protest in a democracy <p>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</p> <ul style="list-style-type: none"> • Benchmark 2. Understands how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country 	<p>17–20</p> <p>29–33</p> <p>25–28</p> <p>25–28</p> <p>25–28</p> <p>21–24</p>

Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
<p>Geography</p> <p>Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies</p> <ul style="list-style-type: none"> • Benchmark 1. Knows the basic elements of maps and globes <p>Standard 2. Knows the location of places, geographic features, and patterns of the environment</p> <ul style="list-style-type: none"> • Benchmark 1. Knows major physical and human features of places as they are represented on maps and globes (e.g., large cities, rivers, mountains, locations of places discussed in history, etc.) • Benchmark 2. Knows the location of major cities in North America <p>Standard 7. Knows the physical processes that shape patterns on Earth’s surface</p> <ul style="list-style-type: none"> • Benchmark 2. Understands how physical processes help to shape features and patterns on Earth’s surface <p>Standard 8. Understands the characteristics of ecosystems on Earth’s surface</p> <ul style="list-style-type: none"> • Benchmark 2. Knows ways in which humans can change ecosystems <p>Standard 15. Understands how physical systems affect human systems</p> <ul style="list-style-type: none"> • Benchmark 4. Knows natural hazards that occur in the physical environment, including floods, hurricanes, tornadoes, and earthquakes <p>Standard 16. Understands the changes that occur in the meaning, use, distribution, and importance of resources</p> <ul style="list-style-type: none"> • Benchmark 5. Knows the advantages and disadvantages of recycling and reusing different types of materials <p>Standard 18. Understands global development and environmental issues</p> <ul style="list-style-type: none"> • Benchmark 2. Knows the ways in which resources can be managed and why it is important to do so 	<p>31, 34–36</p> <p>31, 34–36</p> <p>31, 34–36</p> <p>49–52</p> <p>41–44</p> <p>45–48</p> <p>37–40</p> <p>37–40</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., erosion, landslides, volcanic eruptions, earthquakes, etc.) • Benchmark 3. Knows that rock is composed of different combinations of minerals <p>Standard 5. Understands the structure and function of cells and organisms</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that plants and animals progress through life cycles of birth, growth, and development, reproduction, and death; the details of these life cycles are different for different organisms • 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 3. Knows that an organism’s patterns of behavior are related to the nature of that organism’s environment <p>Standard 7. Understands biological evolution and the diversity of life</p> <ul style="list-style-type: none"> • Benchmark 2. Knows different ways in which living things can be grouped and purpose of different groupings <p>Standard 10. Understands forces and motion</p> <ul style="list-style-type: none"> • Benchmark 1. Knows that magnets attract and repel each other and attract certain kinds of other materials <p>Standard 13. Understands the scientific enterprise</p> <ul style="list-style-type: none"> • Benchmark 2. Knows that although people using scientific inquiry have learned much about the objects, events, and phenomena in nature, science is an ongoing process and will never be finished 	<p>49–52</p> <p>49–52</p> <p>61–64</p> <p>57–64</p> <p>57–64</p> <p>57–60</p> <p>53–56</p> <p>49–52</p>

Standards Correlation Chart *(cont.)*

Standards and Benchmarks	Pages
Language Arts	
Standard 1. Uses the general skills and strategies of the writing process	
<ul style="list-style-type: none"> • Benchmark 1. Uses prewriting strategies to plan written work (e.g., uses graphic organizers; groups related ideas; organizes information) 	65–68, 73–76, 85
<ul style="list-style-type: none"> • Benchmark 2. Uses strategies to draft and revise written work 	73–76, 85
<ul style="list-style-type: none"> • Benchmark 3. Uses strategies to edit and publish written work 	73–76, 85
<ul style="list-style-type: none"> • Benchmark 4. Evaluates own and others' writing 	77–80, 85
<ul style="list-style-type: none"> • Benchmark 6. Uses strategies to write for a variety of purposes (e.g. to inform, entertain, explain, describe, record ideas) 	65–68, 73–76, 85
<ul style="list-style-type: none"> • Benchmark 9. Writes autobiographical compositions 	73–76
Standard 3. Uses grammatical and mechanical conventions in written compositions	
<ul style="list-style-type: none"> • Benchmark 4. Uses nouns in written compositions 	73–80
<ul style="list-style-type: none"> • Benchmark 5. Uses verbs in written compositions 	77–80
<ul style="list-style-type: none"> • Benchmark 6. Uses adjectives in written compositions 	69–72, 77–80
<ul style="list-style-type: none"> • Benchmark 7. Uses adverbs in written compositions 	77–80
<ul style="list-style-type: none"> • Benchmark 10. Uses conventions of spelling in written compositions (e.g., uses compounds, roots, suffixes, prefixes, and syllable constructions to spell words) 	69–72
Standard 4. Gathers and uses information for research purposes	
<ul style="list-style-type: none"> • Benchmark 8. Uses strategies to compile information into written reports or summaries (e.g., incorporates notes into finished product; includes simple facts, details, explanation and examples, etc.; uses appropriate visual aids) 	65–68
Standard 5. Uses the general skills and strategies of the reading process	
<ul style="list-style-type: none"> • Benchmark 3. Represents concrete information (e.g., persons, places, things, and events) as explicit mental pictures 	81–84
<ul style="list-style-type: none"> • Benchmark 5. Uses phonetic and structural analysis techniques, syntactic structure and semantic context to decode unknown words 	89–93
<ul style="list-style-type: none"> • Benchmark 8. Understands level-appropriate reading vocabulary 	89–93
<ul style="list-style-type: none"> • Benchmark 11. Understands the author's purpose 	37, 94–96
Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts	
<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, fairy tales, etc.) 	65–68, 73–76, 81–88
<ul style="list-style-type: none"> • Benchmark 2. Knows the defining characteristics of a variety of literary forms and genres 	77–84
<ul style="list-style-type: none"> • Benchmark 3. Understands the basic concept of plot 	94–96

Day 1

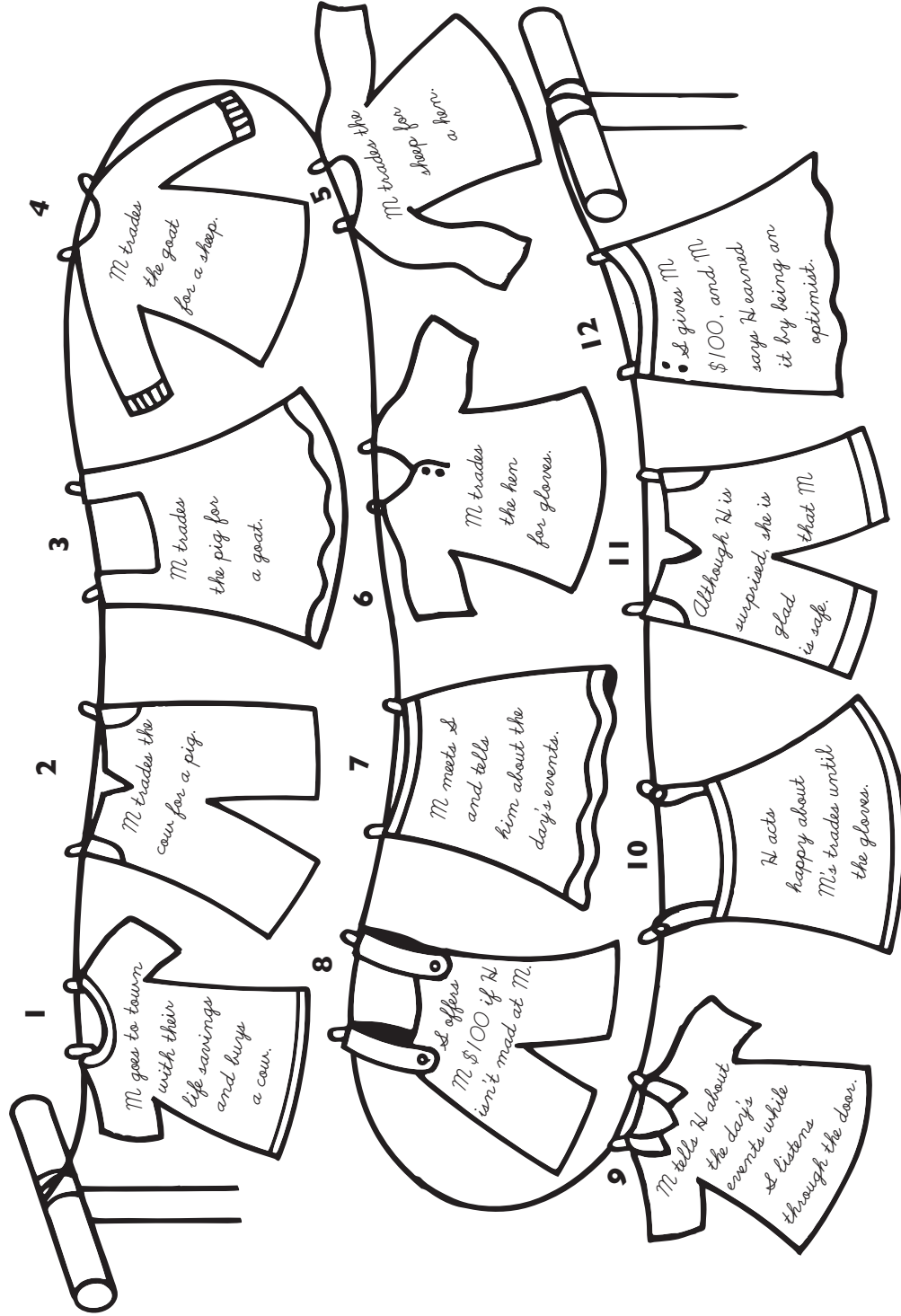
1. This lesson works well as a follow-up to the vocabulary in context lesson that begins on page 89. It is recommended that you do that lesson first. However, this lesson can be done independently.
2. Make and distribute student copies of “The Optimist” on pages 90–91.
3. If you have not done the “Vocabulary in Context” lesson, introduce unfamiliar words:
 - ✧ **optimist**—person who sees the bright side of any situation
 - ✧ **graze**—eat grass
 - ✧ **frostbite**—damage to flesh caused by extreme cold
 - ✧ **astonished**—amazed, surprised
 - ✧ **prosperous**—wealthy, rich, well-to-do
 - ✧ **incredulous**—unbelieving; amazed
 - ✧ **furious**—angry; very mad
 - ✧ **stunned**—shocked
4. Distribute the copies and have your students read the story independently. It is written at a 2.9 reading level.
5. Make an overhead transparency and student copies of the “Storyline” graphic organizer on page 96.
6. Display the transparency and distribute the student copies. Explain that a story’s plot is the series of events that make up its storyline. As much as possible, have the students volunteer the information for each part of the graphic organizer. They can abbreviate names when writing on the articles of clothing. They can use “M” for Morris, “H” for Hilda, and “S” for Sherwin. Have students fill in their graphic organizers at their seats while you do so at the overhead.
7. Do not answer the question at the bottom of the graphic organizer.

Day 2

1. Tell your students that when authors write, they want to have an effect on their readers. They want to make their readers think. Authors write for three main purposes: to inform, to entertain, or to persuade. Ask your class, “When you read, how can you tell the author’s purpose? What kind of things would indicate that the author wanted to inform? entertain? persuade?”
2. Have your students get out their “Storyline” graphic organizers from yesterday. Then discuss, “Why did the author write ‘The Optimist?’” Guide them to understand that even when the author’s purpose is to entertain, there is usually an underlying message that the author wants to convey. As a class, decide what to write at the bottom of the graphic organizer.
3. Make new student copies of the “Storyline” graphic organizer.
4. Choose a story from your basal series or find and make student copies of another short story.
5. Depending upon the needs of your class, have your students read the story independently or in pairs. Then have them fill out a new “Storyline” graphic organizer.
6. Collect these graphic organizers and evaluate for understanding.

Title: *The Optimist* Major Characters: *Morris (M)* *Sherwin (S)*

Setting: *N and M's house; along the road from their home to the town* *Hilda (H)*

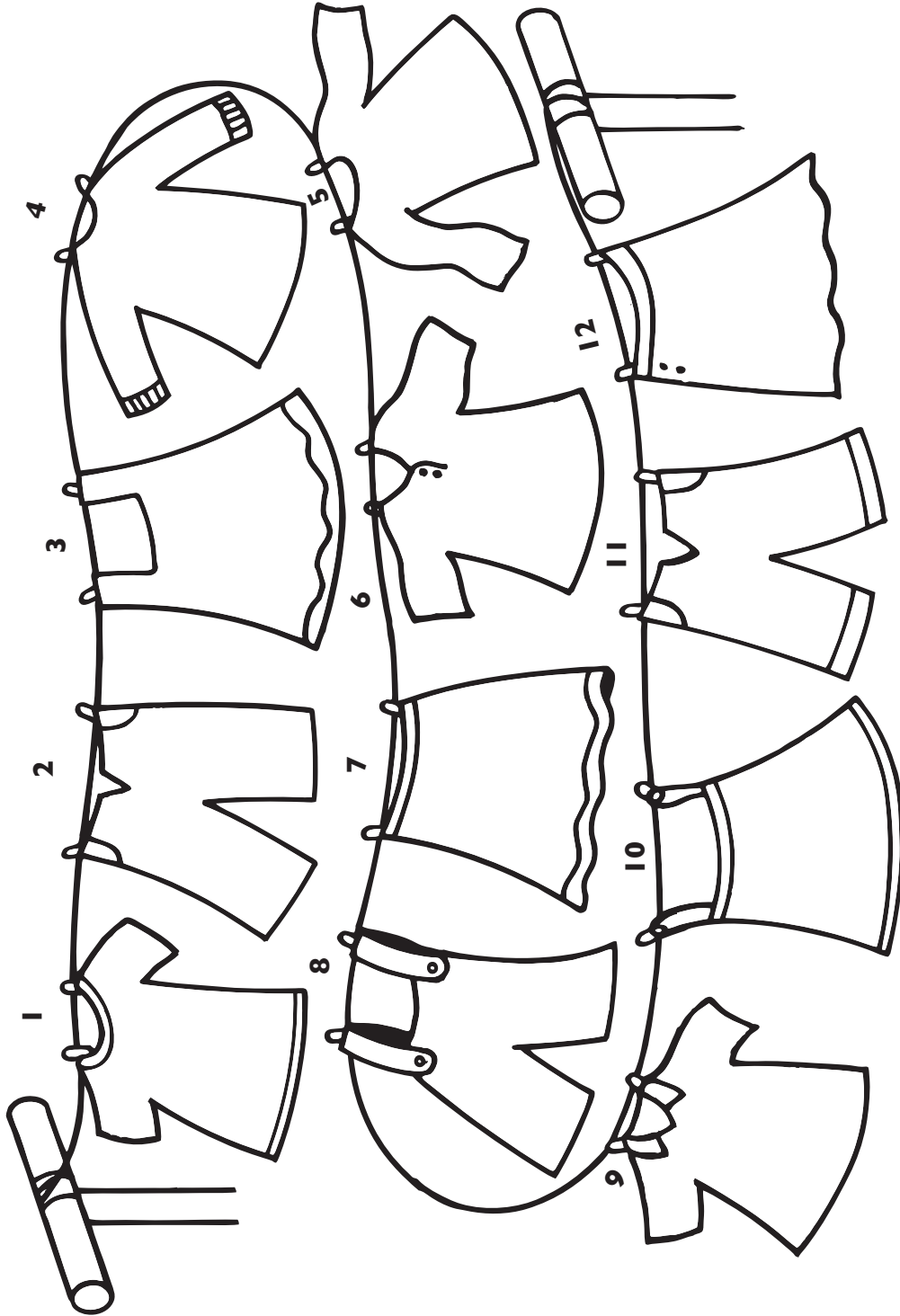


Why did the author write this story?

The author wrote this story to entertain readers and to encourage them to be optimists.

Title: _____ Major Characters: _____

Setting: _____



Why did the author write this story?