

Table of Contents

Around Town.....	2
Coolies.....	6
Dear Santa.....	9
Jin Woo.....	12
The Last Dragon.....	14
My Brother Martin.....	16
Molly Bannaky.....	19
Momma, Where Are You From?	22
More Than Anything Else.....	25
Peacebound Trains.....	29
Saturdays and Teacakes.....	33
Silver Packages.....	36
So Far From the Sea.....	38
Something Beautiful.....	40
Where is Grandpa?	43

The integrated lesson plans were developed by

Lallie Brown—Sanders Middle
Sindora F. Hammonds—Greenview Elementary
Jaquetta Larymore—Greenview Elementary
Gwen Lockett—Sanders Middle
Sharona M. Pearson—Greenview Elementary
Tambra Pingle—Gibbes Middle
Sheila M. Salters—J.P. Thomas Elementary

for grades 3-8. Plans for grades 6-8 may be found on the Title I webpage. All indicated attachments can be found on the Title I webpage.

Title: Around Town
 Theme: Saturday Pastimes
 Author: Chris Soentpiet
 Illustrator: Chris Soentpiet
 Genre: Fiction
 Grades: 3-5

Annotation: Different activities that take place in the city on a Saturday

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.5, 4-R1.5, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R2.10, 4-R2.11, 5-R2.10 Demonstrate the ability to categorize and classify ideas.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Use a three-column recall chart as an instructional tool to recall information about things, people, and other interesting facts from the story. • Write a summary about what the apple and puppet symbolize throughout the story. • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. • Respond orally to the following questions. <p>Think and Response Questions</p> <ul style="list-style-type: none"> ❖ What is the setting? 	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Discuss with students prefixes, suffixes, and roots throughout the selection. • Create and use a <u>Parts of a Word Chart</u> to record words found in selection. • Create a <u>Venn diagram</u> and scan textbooks or a dictionary to find more words using the same prefixes, suffixes, and root words found throughout the selection. • Create a chart showing students how compound words are created. <p>Key Vocabulary: Suburbs Hydrants Busker</p>	<p>Standards: 3-W1.1, 4-W1.1, 5-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies. 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Research street musicians • Write about a city you have visited, tell how it is different from your city. • Record the writing prompt on the board or overhead. • Respond to the prompt in writing. • Using the students’ responses from the writing prompt, the teacher will assess the students’ writing for neatness, legibility, and the formation of letters. <p>Writing Prompt:</p> <p>Summer is coming soon. Your cousin is coming to stay with you for two weeks. Where will you take your cousin? What are some things the two of you will do to pass the time?</p> <p>Materials: paper pencil board chalk overhead projector markers chart paper</p>

<ul style="list-style-type: none"> ❖ What is the main idea? ❖ What are some of the activities taking place around town? ❖ What are some of the modes of transportation used in this story? <ul style="list-style-type: none"> • Record their responses to the questions in their Reading Response Journals. • Conduct a book talk after the story is read. • Revisit the student's predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. <p>Materials: paper pencil board chalk overhead projector chart paper markers</p>	<p>Example:</p> <p>Compound Word Chart</p> <p>sea + shore = seashore</p> <ol style="list-style-type: none"> 1. Identify which two words make up these compound words: <ol style="list-style-type: none"> 1. backyard 2. sometimes 3. everything 4. sidewalks 5. railroads 6. without 7. inside <p>Materials: activity paper pencil board chalk overhead projector chart paper markers</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Cross-Curricular Connection		
Math	Health/Science	Social Studies
<p>Number and Operations Standards: III-F Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>III-F.3 Select appropriate methods and tools to solve addition and subtraction problems.</p> <p>III-F.4 Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.</p> <p>III-F.5 Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.</p> <p>Objective: The students will add, subtract, multiply, or divide to solve math problems</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Teacher will write questions on chalkboard or overhead. 2. Students will respond to the following questions: <ul style="list-style-type: none"> ❖ Taking the subway to the park will cost \$1.50. How much money would they need to go and return home from the park? ❖ Estimate the amount of money you think the Busker has received in tips. ❖ Spaghetti costs \$1.75, salad costs \$.75 ❖ breadsticks cost \$.10 each, and the tea costs \$1.00 at Pastano’s. How much did the family spend on lunch? ❖ How much money did they spend to enjoy their Saturday pastime? 	<p>Standard: B-1-a Observe daily and seasonal weather patterns.</p> <p>Objective: Students will identify appropriate dress based on the weather.</p> <p>Procedure: Students will respond to the following statements.</p> <ul style="list-style-type: none"> ❖ The event in this story takes place in the summer. Our state fair takes place in the fall. Compare the way you dress to attend our fair with the way they’re dressed in this story. ❖ According to the author, “a city on a summer Saturday is like a country county fair.” Use a T-Chart to compare our fair with the summer activities in this book. <p>Materials: paper pencil student created T-Chart</p>	<p>Standard: Demonstrate an understanding of the way individuals, families, and communities lived and worked together in the past.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will discuss the ways families live and work together in the selection. 2. Students will depict a scene from their city or town showing family life. <p>Procedures:</p> <ol style="list-style-type: none"> 1. Students will describe scenes from the selection that display family life. 2. Students will illustrate scenes from their city or town depicting family life. <p>Materials: paper pencils board chalk overhead projector markers colored pencils chart paper</p>

<ul style="list-style-type: none">❖ If they started the day with \$15.00, how much money did they have left at the end of the day?❖ Would they have any change left? If so, how much? Show your work. <p>3. The following websites may be accessed to extend the lesson.</p> <p>http://illuminations.nctm.org/index_o.aspx?id=99</p> <p>http://www.321know.com/mny.htm</p> <p>Materials overhead chalkboard pencil paper computer calculator</p>		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.

Title: Coolies
 Theme: Family
 Illustrator: Chris Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about a story. 3-R1.15, 4-R1.16, 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. 3-R1.5, 4-R1.6, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R1.12, 4-R1.13, 5-R1.12 Demonstrate the ability to distinguish between fact and opinion. 3-R2.1, 4-R2.1, 5-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read the story aloud to the students. • Conduct a book talk after the story is read. • Revisit the students’ predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Respond orally and record their responses to the following 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.2, 4-R3.2, 5-R3.2 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice. 3-R3.3, 4-R3.3, 5-R3.3 Begin applying a knowledge of roots and affixes to analyze the meanings of complex words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. <p>Key Vocabulary: Tofu Occasion Festival Bowing Ancestors Desperate Reassured Frantic Exhausting Blistered Dynamite Astonishing Discriminated Protruding Cradled</p>	<p>Standards: 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3-W1.5, 4-W1.5, 5-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage. 3-W1.6.2, 4-W1.6.2, 5-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends. 3-W2.1, 4-W2.1, 5-W2.1 Demonstrate the ability to use writing to explain and inform. 3-W2.2, 4-W2.2, 5-W2.2 Continue using writing to learn, entertain, and describe. 3-W4.1, 4-W4.1, 5-W4.1 Demonstrate the ability to write legibly using print or cursive writing. 3-W1.4, 4-W4.1, 5-W4.1 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. 3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Using the student’s responses to the writing prompt, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters.

<p>questions in their Reading Response Journals.</p> <p>Reading Response Questions</p> <ol style="list-style-type: none"> 1. What are ancestors? 2. How do you show respect and honor to your ancestors? 3. It took almost 2 months for Shek and Little Wong to reach America. About how many weeks did it take for them to reach the New Land? 4. What continent do you live on? 		<p>Writing Prompt:</p> <ul style="list-style-type: none"> ❖ In the story, Shek took care of his younger brother. Do you have an older sister or brother? If so, how does he or she help take care of you? ❖ Do you have a younger brother or sister? How do you help take care of him or her? ❖ Write a letter to a relative that lives in another city
Cross-Curricular Connection		
<p style="text-align: center;">Math</p> <p>Number and Operations Standards: III-F Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>III-F.3 Select appropriate methods and tools or tool to solve addition and subtraction problems.</p> <p>III-F.4 Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.</p> <p>III-F.5 Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.</p> <p>Standards: Measurement: II.B.3 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p>Determine the amount of elapsed time in hours and minutes within a twelve-hour period.</p> <p>Objective: The students will add, subtract, multiply, or divide to solve math problems.</p>	<p style="text-align: center;">Health/Science</p> <p>Standard: Content Area I: Personal Health and Wellness I.5 Comprehend health promotion and disease prevention concepts. By the end of fifth grade, students should be able to explain how the environment affects health.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will define frostbite. 2. The students will read to determine how to prevent frostbite. 3. The students will list ways to prevent frostbite. <p>Procedures:</p> <ol style="list-style-type: none"> 1. The students will access the following websites to define frostbite. http://www.kidshealth.org/kid/word/f/word_frostbite.html 2. The students will access the following website to discover ways to prevent frostbite. http://www.kidshealth.org/kid/watch/out/winter_safety_p3.html 3. The students will use information from the website to list ways to prevent frostbite. <p>Materials: computer paper pencil</p>	<p style="text-align: center;">Social Studies</p> <p>Standard: Demonstrate an understanding of the way individuals, families, and communities lived and worked together in the past.</p> <p>Objective: Analyze the ways individuals, families, and communities live and work together now and in the past.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students read and discuss the history of trains. 2. The students will research facts about California. The students will access the following website about California http://www.ipl.org/div/kidspace/stateknow/ca1.html 3. The students will research facts about South Carolina. The students will access the following website about South Carolina. http://www.ipl.org/div/kidspace/stateknow/sc1.html 4. The students will compare and contrast California and South Carolina. 5. The students will access the following website to read about trains. http://plaza.ufl.edu/ionrubin/project2/. <p>Materials: computer paper</p>

<p>Procedures:</p> <ol style="list-style-type: none">1. Do you get an allowance?2. How much do you get a week?3. How much is that for one month? 3 months?4. If you are given \$8.00 a week for your allowance, how much money is that for 2 months?5. If your brother gets paid \$6.25 per hour and he works 5 hours, 5 days a week, how much money does he make monthly?6. Your brother gives you \$10.00; you go to the store and buy a \$3.00 book and a \$2.50 puzzle. How much did you spend? How much do you have left?7. If you started school at 8:00 a.m. and the day ended 12 hours later, what time would the school day end?		pencil
<p>Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.</p>		

Title: Dear Santa, Please Come to the 19th Floor

Theme: Caring/ Character Education

Author: Yin

Paintings: Chris K. Soentpiet

Genre: Fiction

Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.3, 4-R1.3, 5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world. 3-R1.5, 4-R1.6, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R1.6, 4-R1.7, 5-R1.6 Demonstrate the ability to ask and answer questions about texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about a story 3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 3-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Read the title of the selection to the students and, the students will make predictions. • Conduct a picture walk with students prior to the Read-Aloud. • Read the selection to the students. • Conduct follow-up with discussion using book talk. • Include an opportunity for students to confirm or revise predictions. • After the book talk, have students address the think and respond questions. • Use a character map and write one character trait and one supporting detail in each section provided. 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.2, 4-R3.2, 5-R3.1 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice. 3-R3.9 Demonstrate the ability to recognize and use common idioms. 3-R3.10, 4-R3.5, 5-R3.5 Begin explaining the figurative use of words in context.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Develop key vocabulary by pronouncing, defining, and using words in context. • Identify idioms used in the story and explain what their real meaning. • Identify figurative language used in the story and explain their real meaning. <p>Key vocabulary: navigate bodega elevator frustrated collapses</p>	<p>Standards: 3W-3.1, 4W-3.1, 5W-3.1: Demonstrate the ability to respond both orally and in writing. 3W-1.3, 4W-1.3, 5W-1.3: Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-W1.6.1, 4-W1.6.1, 5-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Create a Venn diagram comparing and contrasting the Silver Packages and Dear Santa. • Rewrite another ending for the selection. • Write a letter to Santa or a thank you note for a gift you received.

<p>Think and Respond:</p> <ul style="list-style-type: none"> • What does the author mean when he says the boys were like “two peas in a pod”? • What kind of accident do you think Carlos was in? Why? • Why do you think the boys feel Santa would not come to their neighborhood? • Did the boys get the gifts they were expecting? • Why do you think Santa left his clothes in the stairwell? <p>Materials: paper pencil</p> <p>Assessment: Students will share their written and/or oral responses with the class.</p>		
Cross-Curricular Connection		
Math	Science/Health	Social Studies
<p>Standards: Numbers and operations I Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</p> <p>I-1.B Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.</p> <p>Objectives: Students will write numbers in standard, word, and expanded form.</p> <p>Procedure: Students will write the ordinal numbers specified by the teacher in standard, word, and expanded form.</p> <p>Assessment: Informal assessment – Teacher observation</p>	<p>Standards: Content Area I – Personal Health and Wellness</p> <p>I. Comprehend health promotion and disease prevention concepts.</p> <p>I.2 Identify the structure and functions of the major systems of the human body.</p> <p>3 Demonstrate the ability to practice behaviors that enhance health.</p> <p>3.2 Demonstrate strategies to improve or maintain personal health, dental care, hygiene, wellness, and disease prevention.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will describe the respiratory system. 2. Students will develop a plan for good health. 3. Students will explain the importance of exercising. <p>Procedures:</p> <ol style="list-style-type: none"> 1. The teacher and students will discuss: Why Santa was out of breath, wheezing, sweating, 	

	<p>and shedding his clothes in the stairwell.</p> <ol style="list-style-type: none">2. The teacher will explain the importance of the respiratory system.3. The teacher will provide students with a model health plan. <p>http://www.kidshealth.org/kid/body/mybody.html</p> <p>Assessment: Teacher created rubric</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Title: Jin Woo
 Theme: Adoption
 Authors: T.A. Barron, Eve Bunting
 Illustrator: Chris K. Soentpiet
 Genre: Non-Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access students’ prior knowledge by discussing the concepts of “families” and memories” with them. • Cite memories from childhood; vacations, events, etc. • Access the following website to show hanboks. http://www.lifeinkorea.com/culture/clothes/clothes.cfm • Read selection <i>Jin Woo</i>. • Allow students the opportunity to share their thoughts/feelings about the selection in groups. • Revisit the students’ predictions • Confirm or revise their predictions. • Conduct a book talk after the story is read. • Draw conclusions and make inferences based on the events and outcome of the story. <p>Materials: selection website</p>	<p>Standards: 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use a knowledge of roots and affixes to analyze the meaning of complex words. 3-R3.6 Demonstrate the ability to use knowledge of homonyms, antonyms, and synonyms to determine the meaning of unfamiliar words. 3-R2.9, 4-R2.9, 5-R2.9 Begin identifying elements of poetry such as rhyme scheme, refrain, and stanza. 3-R3.5 Demonstrate the ability to decode polysyllabic words.</p> <p>Key Vocabulary Thermos Blurry Hoopla adopted -to take voluntarily (a child of other parents) as one's own child custom – long-established practice considered as unwritten law hanbok – Korean dress</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce focus vocabulary for selection by emphasizing key words and the meanings. • Discuss with students prefixes, suffixes, and roots throughout the selection. <ul style="list-style-type: none"> ○ -al ○ -ing ○ -ed ○ -ly • Create and use a <u>Parts of a Word Chart</u> to record words found in the selection. • Create a <u>Venn diagram</u> and scan textbooks or a dictionary 	<p>Standards: 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to text both orally and in writing. 3-RS2.2, 4-RS2.2, 5-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology. 3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Respond orally or in writing to the following questions. • Record the following prompt on the board or overhead. • Respond to the prompt in writing • Research the adoption process to find out how to adopt your favorite toy or pet. <p>Writing Prompt: David and his family celebrated the expected arrival of Jin Woo by going to a restaurant for dinner. How do you and your family celebrate special events?</p> <p>Think and Respond Questions</p> <ol style="list-style-type: none"> 1. What was the setting of the story? 2. What kind of person was David? How do you know? 3. What was the problem in the story? 4. How was the problem resolved? 5. Do you think David should be able to empathize with Jin Woo? Why or why not?

	<p>to find more words using the same prefixes, suffixes, homonyms, and root words found throughout the selection.</p>	<p>Using the student’s writing, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters.</p>
<p>Cross-Curricular Connection</p>		
<p style="text-align: center;">Math</p> <p>Standard: Grades 3-5</p> <p>Measurement</p> <p>I. Understand measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>A. Understand such attributes as length, area, and weight and select the appropriate type of unit for measuring each attribute.</p> <p>Objective: Students will identify units of measurement.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Students will research their birth weights and length at birth. 2. Using a class scale the teacher will weigh the students. 3. Using a yardstick the teacher will take the students’ heights. 4. Using their birth length, students will subtract to find out how much taller they are now than at birth. 5. Students will respond to the following questions. <ul style="list-style-type: none"> ❖ How many inches are in a foot? ❖ How many feet are in a yard? 6. Students will access the following website: <p>http://www.321know.com/mea.htm</p> <p>Materials: scale yard stick pencil paper</p>	<p style="text-align: center;">Health/Science</p> <p>Standards: Content Area V: Mental Health</p> <p>Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.</p> <p>Demonstrate coping strategies for dealing with change within the family.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will discuss ways adoption affects the family. 2. Students will discuss how a baby would change the family. 3. Students will discuss how younger siblings affect their lives. 4. Students will discuss how they feel their lives would be different if they were an only child. <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students will discuss changes within the family. 2. The following websites can be used for additional information and discussion. <p>http://kidshealth.org/kid/feeling/home_family/adoption.html</p> <p>http://kidshealth.org/kid/feeling/home_family/new_baby.html</p>	<p style="text-align: center;">Social Studies</p> <p>Standards: Demonstrate an understanding of the role of human systems in the United States.</p> <p>Investigate how culture changes.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will connect text to real world experiences. 2. Students will create a Venn diagram to compare and contrast <i>Jin Woo</i> and <i>Where is Grandpa?</i> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Students will create a Venn diagram to compare and contrast the stories <i>Jin Woo</i> and <i>Where is Grandpa?</i> <p>Materials: paper pencil student created Venn diagrams</p> <p>Assessment: Venn diagram</p>

Title: The Last Dragon
 Theme: Diversity/Customs
 Author: Susan Miho Nunes
 Paintings: Chris K. Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.15, 4-R1.16, 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. 3-R1.1, 4-R1.1, 5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently. 3-R2.1, 4-R2.1, 5-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Activate prior knowledge by exploring the students’ perceptions of “Dragons” and discuss the Chinese culture. • Read the author’s note. • Develop a list of key vocabulary words with affixes (prefixes and suffixes) and define the words as the story is read and discussed. • Draw a picture of what you know about the story. • Pair reading • Students will respond to the following questions. <p>Think and Respond:</p> <ol style="list-style-type: none"> 1. Discuss questions about the setting, characters, plot, and problems. 2. What is the significance of the title of the book: “The Last Dragon?” 3. What is the significance of the dragon? 4. Explain how Peter’s feelings changed from the beginning of the story to the end. 5. Why was Peter anxious to purchase the dragon? 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.2, 4-R3.2, 5-R3.2 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Play wordo • Use dictionary to check the origin of unfamiliar words. • Use a thesaurus to determine alternative word choices. <p>Key Vocabulary: speechless shipping trading finally impatient unfortunately</p>	<p>Standards: 3-W3.1, 4-W3.1, 5-W3.1: Demonstrate the ability to respond both orally and in writing. 3-W1.3, 4-W1.3, 5-W1.3: Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-W1.4, 4-W1.3, 5-W1.3 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Compose an essay describing Peter’s feelings about his summer experience in China Town. • Create a Book report in order to give a recommendation to your classmates • Using the essay, collaborate with your classmates like the ladies collaborated with the dragon head.

<p>6. Explain how Peter’s Aunt was supportive of him purchasing the dragon.</p>		
Cross-Curricular Connection		
Math	Science/Health	Social Studies
<p>Standards: Art/Math ID3, ID4, ID5 Understand measurable attributes of objects and the unit systems and processes of measurement.</p> <p>Objective: The students will design a dragon using the system/process of measurement</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Students will access the following website to assist in creating a dragon. http://drawsketch.about.com/library/bl-draw-dragon-head.htm 2. Students will create 2-3 dimensional dragons. <p>Assessment: Teacher’s observation of student’s completed project</p>	<p>Standards: Health/Social Studies Content Area 1:Personal Health and Wellness</p> <p>Standard – 5 Use interpersonal communication skills to enhance health.</p> <p>Standard – 5.2 Demonstrate ways to communicate care, consideration, and respect for self, parents and family, and for the diversity of others.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will respond to the questions about the selection. 2. The students will make a list of supportive activities demonstrated in this selection. <p>Procedure: Students will respond to the questions:</p> <ul style="list-style-type: none"> ❖ How was the last dragon saved? ❖ Could he have saved the dragon by himself? ❖ How did the community support Peter’s efforts in restoring the dragon? <p>Assessment: Teacher’s response of class discussion</p> <p>*The following site can be used to extend the activity. http://games.funschool.com/game.php?g=1602&category=0&level=8</p>	

Title: My Brother Martin
 Theme: Memories
 Author: Christine King Farris
 Illustrator: Chris Sonetpiet
 Genre: Realistic Fiction
 Grades: 3-5

Annotation: Martin L. King's sister, Christine, shares memories from their childhood.

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.13, 4-R1.13, 5-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about a selection. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R2.1, 4-R2.1, 5-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work. 3-R2.6, 4-R2.6, 5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Rewrite the story in logical sequence • Create a story map using Inspiration including the following elements: main character, secondary characters, setting, problems/solutions, and major events. • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. 	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words. 3-R3.6 Demonstrate the ability to use a knowledge of homonyms, antonyms, and synonyms to determine the meaning of unfamiliar words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Select five words from the story to look up synonyms and antonyms. • Write a descriptive paragraph using at least four of the words above. • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Discuss with students prefixes, suffixes, and roots throughout the selection. • Create and use a <u>Parts of a Word Chart</u> to record words found in selection. • Identify proper nouns. 	<p>Standards: 3-W1.6, 4-W1.6, 5-W1.6 Demonstrate the ability to write and publish in a variety of formats. 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Design a flip book on the life of Martin. • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Using students’ response journal, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters. <p>Writing Prompt:</p> <p>Dr. King was a positive role model in his community and the world. Who is a positive role model in your community? What makes this person a leader?</p> <p>Materials: Response Questions paper pencil board chalk overhead projector chart paper community project instruction/rubric</p>

<ul style="list-style-type: none"> • Conduct a book talk after the story is read. • Revisit the students’ predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Respond orally and record their responses to the following questions in their Reading Response Journals. <p>Think and Respond Questions</p> <ol style="list-style-type: none"> 1. Is your community in any way like Dr. King’s childhood community? If so, how? 2. Do you have a nickname? If so, what is it? 3. How did you get your nickname? 4. What games do you and your family enjoy playing together? <p>Materials: paper pencil board chalk overhead projector chart paper markers</p>	<ul style="list-style-type: none"> • Categorize proper nouns. • Discuss examples of figurative language <ul style="list-style-type: none"> • ...like three peas in a pod, we grew together pg. 8 • We three stuck together like the pages in a brand new book pg. 10 • These stones were as nourishing as the food that was set before us pg. 30 <p><u>Person Place Thing</u></p> <p>Materials: activity paper pencil board chalk overhead projector chart paper markers dictionary thesaurus</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Cross-Curricular Connection

Math	Health	Social Studies
<p>Standards: Number and Operations III-F Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>III-F.3 Select appropriate methods and tools or tool to solve addition and subtraction problems.</p> <p>III-F.4 Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.</p> <p>III-F.5 Create and solve problems involving addition, subtraction, multiplication, and division of whole</p>	<p>Standard: Content Area III: Mental Health Standard 3 Demonstrate the ability to practice behaviors that enhance health and reduce risks.</p> <p>III.3.1 Demonstrate use of positive self-management skills (i.e., ways to manage frustration and emotions, such as fear, anger, sadness, disappointment, happiness)</p> <p>Standard 5: Use interpersonal communication skills to enhance health.</p> <p>III.5.2 Demonstrate ways to communicate care, consideration, and respect for self, for parents and</p>	<p>Standard: Describe the purposes and characteristics of geographic representations, such as maps.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will develop a map of their community. 2. Students will construct a 3-4 image of their community. <p>Procedure:</p> <ol style="list-style-type: none"> 1. The students will review map key. 2. The students will draw a map of their community (include key landmarks). 3. Students will construct their community from their map.

<p>numbers using appropriate methods and tools.</p> <p>Measurement: II.B.3 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p>Determine the amount of elapsed time in hours and minutes within a twelve-hour period.</p> <p>Objective: The students will add, subtract, multiply, or divide to solve math problems.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The teacher will give each student a hundreds chart and a crayon. 2. The teacher will read math problems for students to solve. 3. The students will color in the answer to each question. <p>Materials: hundreds chart crayons math questions</p> <p>Assessment: Completed hundreds chart</p>	<p>family, and for the diversity of others.</p> <p>Objective: The students will discuss the importance of treating people fairly.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. The students will discuss ideas about the meaning of diversity. 2. The students will discuss the meaning of prejudice. 3. The following website can be accessed for information about diversity and prejudice: http://www.kidshealth.org/kid/feeling/emotion/diversity.html 4. The students will list various ways prejudices are shown on a T-Chart. 5. The students will list positive ways to address the prejudices they listed. <p>Materials: paper pencil computer</p> <p>Assessment: - T-Charts</p>	<p>Materials: poster board maps markers</p>
<p>Note: The following is a website on playing Chinese checkers that may be used as an extended activity. http://www.jgames.com/chinesecheckers/</p> <p>After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.</p>		

Title: Molly Bannaky
 Theme: Family
 Author: Alice McGill
 Illustrator: Chris Soentpiet
 Genre: Realistic Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.6, 4-R1.7, 5-R1.6 Demonstrate the ability to ask and answer questions about texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R1.11, 4-R1.12, 5-R1.11 Demonstrate the ability to determine cause and effect. 3-R2.10, 4-R2.10, 5-R2.10 Continue identifying the author’s purpose in a variety of texts.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. • Conduct a book talk after the story is read. • Revisit the students’ predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Respond orally and record their responses to the following questions in their Reading Response Journals. <p>Think and Respond Questions</p>	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.4, 4-R3.4, 5-R3.4 Demonstrate the ability to use word families to generate and decode unfamiliar words. 3-R3.8 Demonstrate the ability to use sentence structure (syntax) and context to determine the meanings of unfamiliar words and to recognize multiple-meaning words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Ask the students meaningful questions. • Answer questions with sentences that show what the vocabulary words mean. • Identify and explain different meanings for the words cure, bondage, and callused. 	<p>Standards: 3-W1.3, 4-W1.3, 5-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Students will write legibly using print or cursive writing. 3-W1.6, 4-W1.6, 5-W1.6 Demonstrate the ability to write and publish in a variety of formats. 3-W1.6.1, 4-W1.6.1, 5-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. 3-RS2.2, 4-RS2.2, 5-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology. 3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Using student’s writing, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters. • Research Benjamin Bannaker • Create a timeline beginning in 1683.

<p>1. Who showed tolerance and acceptance towards Molly? 2. How did Molly show tolerance and acceptance? How did this affect her family? 3. How have you shown tolerance and acceptance towards others? 4. How have other people shown tolerance and acceptance towards you? Give an example. 5. How would their lives have been different if Bannaky had not died? 6. Why did the author write this story?</p> <p>Materials: paper pencil board chalk overhead projector chart paper markers</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Obstinate Udder Dairymaid Scullery maid Gallows Jittery Penalty Bondage Callused Lone Cure Furrows Outbuildings</p> <p>Sample Questions: ❖ How can you use “milkmaid” in a sentence? (Example) ❖ What does a manor house look like? (Description) ❖ How does the word “slave” relate to the word “indentured servant”? (Related Words)</p> <p>Materials: activity paper pencil board chalk overhead projector chart paper markers</p>	<p>Writing Prompt: Tell of a time when you had to show tolerance. Explain.</p> <p>Materials: paper pencil board chalk overhead projector chart paper</p>
<p style="text-align: center;">Math/Science</p> <p>Standard: Inquiry I.A.1.a Observe and use the senses and simple tools to gather information about objects or events such as size, shape, color, texture, sound, position, and change.</p> <p>Objective: Students will create a shadow clock.</p> <p>Procedure: Students will access the following website for directions on creating their shadow clock. http://www.teachercreated.com/lessons/020208ps.shtml</p> <p>Materials: (see website)</p>	<p style="text-align: center;">Cross-Curricular Connection</p> <p style="text-align: center;">Health/Science</p> <p>Standard: Content Area I: Personal Health and Wellness Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.</p> <p>Objective: Students will analyze the respiratory system.</p> <p>Procedure: Students will access the following website to explore the respiratory system. http://kidshealth.org/kid/body/mybody.html</p> <p>Materials: website</p>	<p style="text-align: center;">Social Studies</p> <p>Standard: Demonstrate an understanding of the major developments in the Unites States from the end of Reconstruction through World War II.</p> <p>Objective: Students will identify scientists and inventors in America during this period.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Research scientists and inventors of this period. • Create a model of their inventions or accomplishments. • Write about life today if one invention had not been invented.

		<ul style="list-style-type: none">• Model Benjamin Bannaker's life in the form of a family tree. Have students create a family tree depicting their family. <p>http://www.princeton.edu/~mcbrown/display/banneker.html</p>
<p>Note: Extending the lesson:</p> <p>After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.</p>		

Title: Momma, Where Are You From?

Theme: City and Town Life

Author: Marie Bradby

Illustrator: Chris K. Soentpiet

Genre: Fiction

Grades: 3-5

Annotation: Momma responds to her daughter’s questions with memories from the past about her city life.

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.1, 4-R1.1, 5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read fluently. 3-R1.7, 4-R1.8, 5-R1.7 Make predictions about a story. 3-R1.9, 4-R1.10, 5-R1.9 Draw conclusions and make inferences. 3-R2.4, 4-R2.4, 5-R2.4 Continue summarizing the theme of a particular text. 3-R1.16, 4-R1.18, 5-R1.17 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the book to the students by reading the title and displaying the cover and make predictions about the story based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. • Conduct a book talk after the story is read. • Revisit the students’ predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.8, 4-R3.4, 5-R3.4 Use the sentence structure (syntax) and context to determine the meaning of unfamiliar and multiple-meaning words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Ask the students to write questions. • Answer questions with sentences that show what the vocabulary words mean. <p>Questions:</p> <ul style="list-style-type: none"> ❖ How can you use “wringer washer” in a sentence? (Example) ❖ What does a clothesline look like? (Description) ❖ What word has a meaning similar to bundle? (Synonyms) ❖ What word means the opposite of wondered? (Antonyms) ❖ How does the word “peddler” relate to the word “salesman”? (Related Words) <p>Materials: activity</p>	<p>Standards: 3-W3.1, 4-W3.1, 5W-3.1 Respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Write legibly using print or cursive writing. 3-W1.6.1, 4-W1.6.1, 5-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Using the student’s response journal, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters. <p>Writing Prompt:</p> <p>Can you identify with any of Momma’s memories? Which ones? Explain your answers.</p> <p>Materials: paper pencil board chalk overhead projector chart paper</p>

<ul style="list-style-type: none"> Respond orally and record their responses to the following questions in their Reading Response Journals. <p>Think and Respond Questions</p> <ol style="list-style-type: none"> 1. What kind of life did momma have? 2. What does “walking down memory lane,” mean? 3. When you travel down memory lane, what do you see? <p>Materials: paper pencil selection journals board chalk overhead projector chart paper markers</p>	<p>paper pencil board chalk overhead projector chart paper markers</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	--

Cross-Curricular Connection

Math	Health/Science	Social Studies
<p>Standards: Math: Number and Operations Standards: III-F Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>III-F.3 Select appropriate methods and tools or tool to solve addition and subtraction problems.</p> <p>III-F.4 Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.</p> <p>III-F.5 Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.</p> <p>Measurement: II.B.3 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p>	<p>Standard: Nutritional Choices II-4 Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will create a T-Chart comparing nutritious and non-nutritious foods. 2. Students will compare foods eaten at their family gatherings to the foods eaten at the family gathering in the selection. <p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students create a T-Chart. 2. Have students list nutritious and non-nutritious foods on the T-Chart. 3. Have students complete a Venn diagram comparing foods eaten at their family gatherings to the foods eaten at the family gathering in the selection. <p>Materials: student created T-Chart</p>	<p>Standard: Demonstrate an understanding of the way individuals, families, and communities live and work together in the past.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will list ways the characters from the selection lived and worked together. 2. Using a Venn diagram, students will use their list to compare and contrast ways people live and work together today. 3. Students will create a scrapbook depicting their lives. <p>Procedures:</p> <ol style="list-style-type: none"> 3. Students will list ways the characters from the selection lived and worked together. 4. Using a Venn diagram, students will take the information from step one and compare it to the ways people live and work together today. 5. Students will create a scrapbook of their life.

<p>Objective: The students will add, subtract, multiply, or divide to solve math problems.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. The teacher will write the following questions on the board or overhead. 2. Check for understanding of the questions. 3. Students will copy and solve to the following questions. 4. Review the students' responses. <ul style="list-style-type: none"> ❖ How many ounces are in a pound? ❖ If the rags were sold for \$.10 a pound, how many pounds would they have to sell to make \$10.00? ❖ In the story the author said that the pot simmered for 1 hour. How many minutes are in an hour? ❖ If the fisherman sold croakers for \$3.27 per pound, trout \$2.99 per pound, and spots for \$1.50 per pound. How much would it cost for you to buy a pound of each. 5. Students may access the following website to review basic facts. http://www.321know.com/mny.htm <p>Materials: paper pencil computer</p> <p>Assessment: Informal assessment of students responses</p>	<p>student created Venn diagram paper pencil</p> <p>* The following website www.kidshealth.org may be used as a resource on nutrition.</p> <p>Assessment: Informal assessment of the students Venn-diagrams and T-Charts</p>	<p>Materials: Venn diagram paper pencils board chalk overhead projector markers chart paper</p> <p>Assessment: Informal assessment of the student's completed Venn diagram and scrapbook</p>
<p>Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.</p>		

Title: More Than Anything Else
 Theme: Self-Determination
 Illustrator: Chris Soentpiet
 Genre: Historical Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.4, 4-R1.4, 5-R1.4 Begin summarizing texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R1.15, 4-R1.16, 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art. 3-R2.5, 4-R2.5, 5-R2.5 Continue identifying elements of style such as word choice and sentence structure (syntax). 3-R2.6, 4-R2.6, 5-R2.6 Demonstrate the ability to identify devices of figurative language such as similes, metaphors, and hyperbole and sound devices such as alliteration; begin identifying onomatopoeia.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the book to the students by reading the title and displaying the cover make predictions about the story based on the title and cover. • Record students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. • Confirm and revise their predictions. • Conduct a book talk after the story is read. • Revisit the student’s predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Respond orally to the following 	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use a knowledge of roots and affixes to analyze the meaning of complex words. 3-R3.9 Demonstrate the ability to recognize and use common idioms. 3-R3.10, 4-R3.5, 5-R3.5 Begin explaining the figurative use of words in context.</p> <p>Key Vocabulary: Kanawha River Coopers Linger</p> <p>Figurative language phrases: A white mountain of snow Grab a bite Hunger still in my head Book learning swims freely It is as brown as me Hold that thought in my hands She feels my hunger Trying to jump without legs Thoughts get slippery I can’t keep up with what I want to be Catch the tune of what I see I have jumped into another world</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word 	<p>Standards: 3-W3.1, 4-W3.1, 5-W3.1 Demonstrate the ability to respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Using the student’s responses, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters. <p>Writing Prompt: If you could work right now, what kind of work would you be doing? Why is being able to read important?</p> <p>Materials: paper pencil board overhead projector</p>

<p>questions.</p> <ul style="list-style-type: none">Record their responses to the following questions in their Reading Response Journals. <p>Think and Respond</p> <ul style="list-style-type: none">Have you ever wanted something so badly that you would be willing to do most anything to get it? What was it? What did you have to do to get it? Was it worth it?	<p>choices.</p> <ul style="list-style-type: none">Discuss with students prefixes, suffixes, and roots throughout the selection.Create and use a <u>Parts of a Word Chart</u> to record words found in selection.Create a <u>Venn diagram</u> and scan textbooks or a dictionary to find more words using the same prefixes, suffixes, and root words found throughout the selection. <p>Materials: paper pencil</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Cross-Curricular Connection		
<p style="text-align: center;">Math</p> <p>Standards: Number and Operations III-F Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>III-F.3 Select appropriate methods and tools or tool to solve addition and subtraction problems.</p> <p>III-F.4 Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.</p> <p>III-F.5 Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.</p> <p>Measurement: II.B.3 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p>Determine the amount of elapsed time in hours and minutes within a twelve-hour period.</p> <p>Objective: The students will add, subtract, multiply, or divide to solve math problems.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. The teacher will record the following word problems on the board. 2. The students will copy and solve each word problem. 3. The teacher will allow students to share their responses. <p>Problem Solving:</p> <ul style="list-style-type: none"> ❖ What time do you think it is when the author says “before 	<p style="text-align: center;">Health/Science</p> <p>Standards: II.A.1.a Classify/group foods by their type, function, and nutritional content. Define nutrition and nutrients.</p> <p>3-RS2.5, 4-RS2.4, 5-RS2.4 Begin conducting independent research using available resources, including technology.</p> <p>II.A.2.a Explain how your body gets and uses nutrients.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will identify the nutrients salt carries. 2. The students will list the uses of salt. 3. The students will discuss the effects salt can have on the human body. 4. The students will identify ways salt affects ice. <p>Procedure: The teacher/students may access the following websites to discover the various uses of salt.</p> <p>http://www.saltsense.co.uk/aboutsalt-what01.htm</p> <p>http://www.saltsense.co.uk/aboutsalt-uses01.htm</p> <p>http://www.saltsense.co.uk/salt-nutrition01.htm</p> <p>http://www.saltsense.co.uk/salt01.htm</p> <p>http://www.saltsense.co.uk/</p> <p>http://www.saltsense.co.uk/aboutsalt-prod03.htm</p> <p>http://www.saltsense.co.uk/deicing01.htm</p> <p>Materials: paper pencil computer</p> <p>Assessment:</p>	<p style="text-align: center;">Social Studies</p> <p>Standards: Demonstrate an understanding of the major developments in the United States from the end of World War II to the present.</p> <p>Recognize how events, people, and various cultures influenced the U.S. during this period.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will research the life of Booker T. Washington. 2. The students will make a fan paged book depicting the life of Booker T. Washington. <p>Procedures:</p> <ol style="list-style-type: none"> 1. The teacher/students may access the following websites to obtain information about Booker T. Washington. http://www.galegroup.com/free_resources/bhm/bio/washington_b.htm http://www.ushistory.net/toc/washington 2. The students will create a fan paged book about Booker T. Washington’s life. <p>Materials: pencil paper crayons/markers/colored pencils computer</p> <p>Assessment: Student’s completed fan paged book (see attachment for making a fan paged book).</p>

<p>light?"</p> <ul style="list-style-type: none">❖ Estimate how much salt a shovel holds. How many times would you have to shovel to fill a barrel?❖ How much does salt weigh?❖ How many miles did they walk to the salt mines?❖ What time is midnight?❖ What tools would you use to measure salt? <p>Materials: paper pencils board</p> <p>Assessment: Student's responses to the word problems</p>	<p>Informal assessment of lists and discussions</p>	
<p>Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center.</p>		

Title: Peacebound Trains
 Theme: Choices
 Author: Haemi Balgassi
 Illustrator: Chris Sonetpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about a story. 3-R1.5, 4-R1.6, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R1.6, 4-R1.7, 5-R1.6 Demonstrate the ability to ask and answer questions about texts. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R1.11, 4-R1.12, 5-R1.11 Demonstrate the ability to determine cause and effect. 3-R2.1, 4-R2.1, 5-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Explore the concept of trains with students using a KWL Chart. (Complete the first two blocks.) • Read the story aloud to the students. • Conduct a book talk after the story is read. • Revisit the KWL Chart during the discussion. • Students will confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Have students think and respond 	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Discuss with students prefixes, suffixes, and roots throughout the selection. • Create and use a <u>Parts of a Word Chart</u> to record words found in selection. • Create a <u>Venn diagram</u> and scan textbooks or a dictionary to find more words using the same prefixes, suffixes, and root words found throughout the selection. <p>Materials: paper pencil book dictionary thesaurus</p> <p>Assessment: Informal Assessment of students’ word charts and Venn diagrams</p>	<p>Standards: 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing. 3-W1.6.1, 4-W1.6.1, 5-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions.</p> <p>Writing Prompts:</p> <ul style="list-style-type: none"> • If I had to leave home in a hurry and could only take one thing, I would take... • Pretend you are Sumi and write a letter to your mother while she is away. Remember to thank her for the birthday gift. <p>Materials: paper pencil</p>

<p>to the following questions:</p> <ul style="list-style-type: none">a) What is the setting of this story?b) Who are the main characters?c) Why was Sumi crying?d) Explain the concept of a story within a story. Peacebound Train is a story within a story. What is the significance of the train in both stories?e) What would you have done differently if you were Harabuji?f) What Genre is the story?g) Do you think traveling on the roof of the train was make-believe or real? <p>Materials: KWL Chart paper pencil</p> <p>Assessment: Informal assessment Completed KWL Chart</p>		
Cross-Curricular Connection		

Math	Science/Health	Social Studies
<p>Standard: I.A.C. Represent data using tables and graphs such as line plots, bar graphs, and line graphs.</p> <p>Objectives: 1. Students will make a class chart of names they call their grandmother. 2. Students will tally their count to see which name is used most commonly.</p> <p>Procedure: 1. Compile a list of names students call their grandmother. 2. Tally the information to determine which name is most commonly used. 3. Design a graph of the names given.</p> <p>Materials: paper pencil chart paper</p> <p>Assessment: Informal assessment of student’s graph</p>	<p>Standard: Content Area I: Personal Health and Wellness</p> <p>I.5: Comprehend health promotion and disease prevention concepts. By the end of fifth grade, students should be able to explain how the environment affects health.</p> <p>Content Area III: Mental Health</p> <p>Demonstrate use of positive self-management skills (i.e., way to manage frustration and emotions, such as fear, anger, sadness, disappointment, happiness).</p> <p>Objectives: 1. The students will identify seasons throughout the selection. 2. The students will create a graph displaying the seasons throughout the selection. 3. The students will discuss how choices affect their lives.</p> <p>Procedures:</p> <ul style="list-style-type: none"> ❖ Students will construct a graph of seasons. ❖ Students will record when the various events in the stories occurred. ❖ Discuss with students about making choices. ❖ Ask them to identify some events in the story where choices were made and why? ❖ The students will access the following website to extend the lesson; http://kidshealth.org/kid/feeling/thought/talk_feelings.html <p>Materials: paper pencil computer</p> <p>Assessment: Informal assessment of student’s graph</p>	<p>Standard: Demonstrate an understanding of the major developments in the United States from the end of Reconstruction through World War II.</p> <p>Objective: Students will identify and discuss developments in the United States from the end of Reconstruction through World War II.</p> <p>Procedure: Discuss with students the meaning of Civil War. Research the Civil War in this area. a) What caused it? b) Who was it between? c) When was it? How long did it last? d) How was it resolved?</p> <p>Assessment: Informal Assessment – Class Discussion</p> <p>* The following site can be accessed for additional information on trains. http://plaza.ufl.edu/jonrubin/project2/</p>

Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.

Title: *Saturdays and Teacakes*

Theme: Saturday Pastime

Author: Lester L. Laminack

Illustrator: Chris Soentpiet

Genre: Fiction

Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.3, 4-R1.3, 5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world. 3-R1.16, 4-R1.18, 5-R1.17 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences. 3-R2.9, 4-R2.9, 5-R2.9 Demonstrate the ability to identify elements of poetry such as rhyme scheme, refrain, and stanza.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Compare Saturdays and teacakes to a TV show set in a small town in the mid-sixties. (Leave it to Beaver) • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • Conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Conduct a book talk after the story is read. 	<p>Standards: 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words. 3-R3.7 Demonstrate the ability to identify common prefixes such as <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>, <i>mis-</i>, <i>dis-</i> and suffixes such as <i>-er</i>, <i>-est</i>, <i>-ful</i> to determine the meaning of words. 3-R3.8, 4-R3.4, 5-R3.4 Demonstrate the ability to use the sentence structure (syntax) and context to determine the meaning of unfamiliar and multiple-meaning words.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Select words from the story to develop a prefix chart. Include the word, prefix, and meaning. • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. • Discuss with students prefixes, suffixes, and roots throughout the selection. • Create and use a <u>Parts of a Word Chart</u> to record words found in selection. • Create a <u>Venn diagram</u> and scan 	<p>Standards: 3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to texts both orally and in writing. 3-R2.4 Continue summarizing the theme of a particular text. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Write a friendly letter to a special person or a person you admire. • Write a summary of an adult person who made you feel incredibly special. • Record the following prompt on the board or overhead. • Respond to the prompt in writing. • Will share their responses. • Using the student’s response journal, the teacher will assess the student’s writing for neatness, legibility, and the formation of letters. <p>Writing Prompt: The boy in the story looked forward to Saturdays with his grandmother. What is the one thing you always look forward to?</p> <p>Assessment: Writing Prompt</p>

<ul style="list-style-type: none"> • Revisit the students’ predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story. • Explain the elements of a diamante poem: • http://teams.lacoe.edu/documentati on/classrooms/amy/algebra/5-6/activities/poetry/diamante.html. • Assist the students in producing a class diamante poem • http://www.eduplace.com/activity/pdf/diamante_poetry.pdf • Have students write a diamante poem about the season in <i>Saturdays and Teacakes</i>. • Have students illustrate the poem. • Record responses to the following questions in their Reading Response Journals. <p>Think and Respond Questions</p> <ol style="list-style-type: none"> 1. How do you spend your Saturdays? 2. Do you think <i>Saturdays and Teacakes</i> is an appropriate title for this book? Explain your answer. 3. If you were to write about your favorite pastime, what would the title of your book be? Explain your answer. <p>Assessment: Diamante Poem Rubric: http://www.readwritethink.org/lesson_images/lesson258/power_rubric.pdf</p>	<p>textbooks or a dictionary to find more words using the same prefixes, suffixes, and root words found throughout the selection.</p> <ul style="list-style-type: none"> • Ask the students meaningful questions. • Answer questions with sentences that show what the vocabulary words mean. • Write the vocabulary words on the chart or board. <p>Key Vocabulary sputtered grinned smiled skimmed scanned teacakes appeared disappeared</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> ❖ How can you use sputtered in a sentence? (Example) ❖ What do teacakes look like? (Description) ❖ What word has a meaning similar to grinned? (Synonyms) ❖ What word means the opposite of appeared? (Antonyms) ❖ How does the word skimmed relate to the word scanned? (Related Words) 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Cross-Curricular Connection

Math	Health/Science	Social Studies/Art
<p>Standards: Grades 3-5</p> <p>Measurement</p> <p>I Understand the measurable attributes of objects and the units, systems, and processes of measurement.</p> <p>IB Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.</p> <p>Objectives: 1. The students will follow instructions</p>	<p>Standard: Content Area I: Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will discuss the importance of exercise. 2. The students will list/survey things they do to exercise. 3. The students will graph the results. <p>Procedures: 1. Have students respond to the</p>	<p>Standards: Demonstrate an understanding of the way individuals, families, and communities live and work together now and in the past.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. The students will complete a Venn diagram to compare and contrast their lives to the boy in the story. 2. The students will bring in their favorite recipes from home. 3. The students will make a class cookbook (cultural). 4. The students will bring in

<p>to make teacakes. 2. The students will identify units of measurements.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students read and follow directions from <i>Saturdays and Teacakes</i> to make teacakes. 2. Have students answer the following questions to identify units of measurement: <ol style="list-style-type: none"> a) How many cups are in one stick of margarine? b) How many tablespoons are in one stick of margarine? c) How many cups of margarine were used in the recipe in the story? d) How many tablespoons of margarine were used in the recipe in the story? e) What is a fistful of flour? What is it equivalent to? <p>Assessment: Student’s responses to questions</p>	<p>following:</p> <ol style="list-style-type: none"> a) Why is exercise important? b) What type of exercise did the boy in the story get? c) How do you exercise? d) Do you participate in any sports? Name them (tennis, football, baseball, etc.) <ol style="list-style-type: none"> 2. Teacher will list activities. 3. Have students graph the results. <p>Materials: paper pencil</p> <p>Assessment: Student’s response to questions.</p>	<p>prepared recipes from home for “taste test”.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Have students complete a Venn diagram comparing themselves to the boy in the story. 2. Have students read their favorite recipe from home. 3. Have students compile all recipes to make a class cookbook. 4. Have students bring in prepared recipes to share with the class. <p>Materials: paper Pencil</p> <p>Assessment: Completed Venn diagrams and Recipe Book</p>
<p>Note: After the teacher has completed the activities for the read-aloud, record the selection on cassette tape or CD and place in reading center. Students can reread the selection and continue extended activities.</p>		

Title: Silver Packages: An Appalachian Christmas Story
 Theme: Caring/ Character Education Trait
 Author: Cynthia Rylant
 Paintings: Chris K. Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.5, 4-R1.6, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R.1.6, 4-R1.7, 5-R1.6 Demonstrate the ability to ask and answer questions about texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about stories. 3-R1.8, 4-R1.9, 5-R1.8 Demonstrate the ability to summarize the main idea of a particular text. 3-R2.1, 4-R2.1, 5-R2.1 Demonstrate the ability to analyze characters, setting, and plot in a literary work.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Activate prior knowledge and set a purpose for reading to explore Christmas traditions in different communities • Explore students’ perceptions of Christmas and Santa Claus. • Respond orally and in writing to the following questions. • Develop a web that will include questions, your thoughts and a summary of your thoughts for the setting of the story. • Use the Predict-o-gram and write the vocabulary word under the story element it best represents. <p>Think and Respond:</p> <ol style="list-style-type: none"> 7. Discuss questions about the setting, characters, plot, and problems. 8. What is the significance of the train? 9. How did the man’s desire to repay a debt affect Frankie’s life? 10. How do you feel about the kinds 	<p>Standards: 3-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.</p> <p>Activities:</p> <ul style="list-style-type: none"> ❖ Develop key vocabulary by discussing pronunciation and meanings along with examples of words they encounter. ❖ Draw a picture of each vocabulary word to help you remember the word. <p>Key Vocabulary: debt caboose particular antlers platform sparkling</p>	<p>Standards: 3W-1.3, 4W-1.3, 5W-1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-W2.1, 4-W2.1, 5-W2.1 Demonstrate the ability to using writing to explain and inform. 3W-3.1, 4W-3.1, 5W-3.1 Demonstrate the ability to respond both orally and in writing. 3-W4.1 Begin using cursive handwriting. 3-W1.6.1, 4-W1.6.1, 5-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. 3-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. 3-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.</p> <p>Activities:</p> <ul style="list-style-type: none"> ❖ Research life in the Appalachian mountains. ❖ Write a thank you letter to the man thanking him for the gifts. ❖ Record the following prompt on the board or overhead. ❖ Choose one of the following prompts and respond. <p>Writing prompt:</p> <ul style="list-style-type: none"> ❖ The real meaning of Christmas is... ❖ When I grow up, I want to be.... Why?

<p>of gifts the man gave?</p> <p>Materials: paper pencil</p>		<p>❖ What contributions have you made to your community?</p>
<p>Cross-Curricular Connection</p>		
<p>Math</p>	<p>Science/Health</p> <p>Standards: Health/Science/Math Content Area IV: Preventing Injuries Standard I: Comprehend health promotion and disease prevention concepts. I.4 Students will identify steps to follow for emergencies related to the six types of injuries in home, school, and community environments, including varying weather conditions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify how the weather in Appalachia affects the lives of humans. 2. Chart Appalachia weather and create a bar graph. 3. Compare and contrast Appalachia’s weather with South Carolina’s weather. <p>Procedures:</p> <ol style="list-style-type: none"> 1. Access the following website to collect weather data: www.weatherforyou.com www.answers.com/topic/appalachia-virginia www.kidshealth.org/kid/watch/out/wintersafeth 2. Create a bar graph using Graph Master. 3. Create a weather chart and bar graph using temperature data. <p>Assessment: Rubric</p>	<p>Social Studies</p> <p>Standards: Geography Demonstrate an understanding of places and regions.</p> <p>Explain how people perceive place and regions differently.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will identify the Appalachian Mountains using a map. 2. Students will research the people and culture of Appalachia using appropriate Internet sites that have been approved. <p>Procedures:</p> <ol style="list-style-type: none"> 1. Using a map or globe students will locate the Appalachian area. 2. Students will research the people/culture of the Appalachia. 3. The following website may be used to assist with the research. www.weatherforyou.com http://en.wikipedia.org/wiki/Appalachian http://en.wikipedia.org/wiki/Category:Appalachian_culture www.answers.com/topic/appalachia-virginia <p>Materials: map globe computer</p> <p>Assessment: Informal Assessment - Teacher observation</p>

Title: So Far From The Sea
 Theme: Japanese Americans
 Author: Eve Bunting
 Paintings: Chris K. Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.7, 4-R1.8, 5-R17: Demonstrate the ability to make predictions about stories. 3-R1.14, 4-R1.14, 5R1.14: Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a mean of organizing information and events logically. 3-R2.1, 4-R2.1, 5-R2.1: Demonstrate the ability to analyze characters, setting, and plot in a literary work. 3-R1.8, 4-R1.8, 5R1.8: Demonstrate the ability to summarize the main idea of a particular text.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Access student’s prior knowledge about wars. Include in that discussion 9/11, Spanish-American War (see Harcourt Trophies-Teacher Edition “On Your Mark”, page 146, and the War in Iraq to enable students to make connections. • Introduce selection by sharing background information on Pearl Harbor and War Relocation Centers. • Have students preview book, by viewing the illustrations with you. After reading story aloud, ask why some illustrations are in black and white and some are in color. • Have students make predictions as to what they think the story is about. • Teacher will read selection. • Discuss main points on each page as you go along. • Students will confirm or revise predictions. • Have students complete a Story 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.2, 4-R3.1, 5-R3.1 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice.</p> <p>Key Vocabulary: Whooshes Neckerchief Squinches Scrubby Barracks Monument Origami Pneumonia</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss possible meanings of vocabulary words. • Draw pictures of vocabulary words. • Determine how many times each vocabulary word was used in the story. • Write a story/poem using as many vocabulary words as possible. 	<p>Standards: 3W-3.1, 4W-3.1, 5W-3.1 Demonstrate the ability to respond both orally and in writing. 3W-1.3, 4W-1.3, 5W-1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-RS2.1, 4-RS2.1, 5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information. 3-RS2.2, 4-RS2.2, 5-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Visit a website about internment camps the make a list of items you would take with you if you had to leave home. Explain why would you take those items? • Record the following prompt on the board or overhead. • Respond to the prompt in writing. <p>Writing Prompt: What feelings did you experience after hearing the story?</p> <p>Materials: paper pencil</p>

<p>Map (graphic organizer) after hearing the selection.</p> <p>Materials: paper pencil</p> <p>Assessment: Informal assessment of completed Story Map</p>		
Cross-Curricular Connection		
Math	Science/Health	Social Studies
	<p>Standards: Health/Science – Personal Health and Wellness Identify the structure of the major systems of the human body.</p> <p>Objectives: 1. Students will read to define pneumonia. 2. Students will read to identify the causes and symptoms of pneumonia. 3. Students will identify the parts of the respiratory system.</p> <p>Procedures: 1. The students will access the following website to define pneumonia. http://kidshealth.org/kid/ill/injure/sick/pneumonia.html 2. The students will read to identify the causes and symptoms of pneumonia. http://kidshealth.org/kid/word/p/word_pneumonia.html 3. The students will access an interactive website on the functions of the respiratory system. http://kidshealth.org/kid/closet/how_the_body_works_interim.html</p> <p>Materials: Computer</p> <p>Assessment: Informal assessment teacher observation</p>	<p>Standards: Social Studies/Math AC-3, AC-4, AC-5: Represent data using tables and graphs such as line plots, bar graphs, and line graphs.</p> <p>Objectives: 1. The students will research the War Relocation Centers and analyze and record the population of each site. These sites are to be supervised by the teacher. http://www.sfmuseum.or/hist10/relocboer.html http://www.csuohio.edu/art_photos/manzanar/manzanar.html http://www.csuohio.edu/art_photos/gallery.html 2. The students will record the data using graphic representations (bar graph).</p> <p>Procedures: 1. Students will research the War Relocation Centers. 2. Students will analyze and record data. Information should include the name of the site and population. 3. Students will compare the sites using their chart.</p> <p>Materials: website pencil paper</p>

Title: Something Beautiful
 Theme: City and Town Life
 Author: Sharon Dennis Wyeth
 Paintings: Chris K. Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.3, 4R1.3, 5-R1.3: Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world. 3-W1.7, 4-W1.8, 5-W1.7: Demonstrate the ability to make predictions about stories. 4-R1.4 Demonstrate the ability to summarize texts. 4-R1.5 Begin paraphrasing texts. 3-R1.15, 4-R1.16, 5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Conduct a picture walk and allow the students to preview illustrations before the selection is read to them. • Make predictions about the text based on the title and cover. • Read aloud the story to the students. • Confirm or revise predictions. • List the compound words used in the story. • Create a chart and list the proper nouns according to person, place, or thing. • Respond orally to the questions. <p>Think and Respond:</p> <ol style="list-style-type: none"> 1. What do you see when you look out your window? 2. What do you have in your life that’s beautiful? 3. What is your something beautiful? 4. What does beautiful mean to you? 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.11 Demonstrate the ability to recognize simple analogies.</p> <p>Vocabulary: Sizzles</p> <p>Activities:</p> <ul style="list-style-type: none"> • Create analogies with words from story 	<p>Standards: 3W-3.1, 4W-3.1, 5W-3.1 Demonstrate the ability to respond both orally and in writing. 3W-1.3, 4W-1.3, 5W-1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 4-W3.3, 5-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing. 3-W1.6, 4-W1.6, 5-W1.6 Demonstrate the ability to write and publish in a variety of formats. 3-R2.9, 4-R2.9, 5-R2.9 Begin identifying elements of poetry such as rhyme scheme, refrain, and stanza. 3-W1.5, 4-W1.5, 5-W1.5 Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, and word usage.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Use the attachment, “Acrostic Poem” from ... • Create an acrostic poem for the word “beautiful”. <p>Assessment: Use the following website to assess the acrostic poem. http://rubistar.4teachers.org/index.php</p>

<p>Materials: paper pencil</p>		
Cross-Curricular Connection		
Math	Science/Health	Social Studies
<p>Standards: Math – Geometry I.A.3.1, I.A.4.1, I.A.5.1 Identify, compare, and analyze attributes of two and three-dimensional shapes and develop vocabulary to describe the attributes.</p> <p>Objectives: 1. Students will create and complete a chart identifying the geometric shapes used throughout the book. 2. Students will use pattern blocks to create a scene. 3. Students will complete tessellation activities.</p> <p>Procedures: 1. The teacher will introduce tessellations by accessing the following websites: http://www.coolmath.com/tesspag1.htm http://library.thinkquest.org/16661/ http://mathforum.org/sum95/suzanne/active.html 2. The students will create tessellations by accessing the following websites: http://www.licm.com/shtml_content/s_quilt.shtml http://www.boxermath.com/plp/modules/online/workshop/toolbox/mosaicool.html?offer_id=PMTHF</p> <p>Materials: website pattern blocks colored pencils paper</p> <p>Assessment: Students will be assessed on the completion of their charts and maps.</p>	<p>Standard: Health/Science/Art – 2 Access valid health information, products, and services.</p> <p>Objectives: 1. Students will discuss how litter affects citizens and the community. 2. Students will create a poster about littering. 3. Students will use the internet to research South Carolina’s homelessness.</p> <p>Procedures: 1. Students will research the reasons why people are homeless. http://www.endhomelessness.org/public/toolkit/facts.pdf 2. Students will create a community beautification poster (littering).</p> <p>Materials: computer poster board markers paper pencils</p> <p>Assessment: Poster Rubric</p>	<p>Standards: Demonstrate the ability to identify the parts of map.</p> <p>Objectives: 1. Students will draw a map of their neighborhood. 2. Students will write directions to show how to get from their house to the nearest grocery store. 3. Students will create a 3-D community.</p> <p>Attachments (Available on Title I Website): Poster rubric Community project rubric</p>

Teacher may use the attachments for assessments.		
--------------------------------------------------	--	--

Title: Where Is Grandpa?
 Theme: Grandparents
 Author: T. A. Barron
 Paintings: Chris K. Soentpiet
 Genre: Fiction
 Grades: 3-5

Reading/Comprehension	Word Study	Writing
<p>Standards: 3-R1.3, 4-R1.3, 5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world. 3-R1.5, 4-R1.6, 5-R1.5 Demonstrate the ability to recall details in texts. 3-R1.7, 4-R1.8, 5-R1.7 Demonstrate the ability to make predictions about story. 3-R1.16, 4-R1.18, 5-R1.17 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material. 3-R1.9, 4-R1.10, 5-R1.9 Demonstrate the ability to draw conclusions and make inferences.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Develop a spider web on the places grandpa has been • Develop a family tree • Introduce the book to the students by reading the title and displaying the cover. • Make predictions about what they think the story is about based on the title and cover. • Write down a few of the students’ predictions. • The teacher will conduct a picture walk and allow the students to preview the illustrations before the selection is read to them. • Read aloud the story to the students. • Conduct a book talk after the story is read. 	<p>Standards: 3-R3.1, 4-R3.1, 5-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word. 3-R3.2, 4-R3.2, 5-R3.2 Begin identifying word origins and derivatives to determine the meaning of words and phrases and to refine word choice. 3-R3.3, 4-R3.3, 5-R3.3 Demonstrate the ability to apply and use knowledge of roots and affixes to analyze the meaning of complex words. 3-R2.1, 4R2.1, 5R2.1 Demonstrate the ability to determine word meanings, pronunciations, alternate word choices, and parts of speech by using a dictionary and a thesaurus.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Discuss with students prefixes, suffixes, and roots throughout the selection. <ul style="list-style-type: none"> ○ -al ○ -ing ○ -ed ○ -ly • Create and use a <u>Parts of a Word Chart</u> to record words found in the selection. • Create a <u>Venn diagram</u> and scan textbooks or a dictionary to find more words using the same prefixes, suffixes, and root words found throughout the selection. • Record unfamiliar words as the story is being read to them. • Use a dictionary to check the origin of the unfamiliar words. • Use a thesaurus to determine alternative word choices. 	<p>Standards: 3-W1.3, 4-W1.3, 5-W1.3 Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details. 3-W1.4, 4-W1.4, 5-W1.4 Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation. 3-W3.1, 4-W3.1, 5W-3.1 Demonstrate the ability to respond to text both orally and in writing. 3W-4.1, 4-W4.1, 5W-4.1 Demonstrate the ability to write legibly using print or cursive writing.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Write a summary about a favorite place where you spend a lot of time. • Respond orally to the following questions. • Record their responses to the following questions in their Reading Response Journals. • Record the following prompt on the board or overhead. • Respond to the prompt in writing. <p>Think and Respond Questions</p> <ol style="list-style-type: none"> 1. What was the setting of the story? 2. What can you infer about dad’s behavior as he exits the car? 3. Describe the main characters’ feelings when the family learned of

<ul style="list-style-type: none"> • Revisit the student’s predictions. • Confirm or revise their predictions. • Draw conclusions and make inferences based on the events and outcome of the story <p>Materials: paper pencil</p>	<ul style="list-style-type: none"> • Create and use a <u>Parts of Speech Word Chart</u> to record the words, meanings, and alternative word choices. <p>Focus Words: piccolos passel jumbled waterfall chatter Never Summer range cottonwood branches carved lantern scarecrow enormous roasted</p>	<p>Grandpa’s death.</p> <p>4. Has anyone ever experienced these changes/feelings within their family? If so, explain.</p> <p>Writing Prompt:</p> <p>Students will write a brief summary about how they felt about the two selections.</p> <p>Procedure: Using the student’s writing the teacher will assess the student’s writing for neatness, legibility, and the formation of letters.</p>
<p>Cross-Curricular Connection</p>		
<p style="text-align: center;">Math</p> <p>Standards: III. Compute fluently and make reasonable estimates. F. Select appropriate methods and tools from computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</p> <p>Activities: Determine the age difference between you and you parents, you and your grandparents. Then estimate your great-grandparents age.</p>	<p style="text-align: center;">Science/Health</p> <p>Standards: III. Earth Science Earth Materials Properties of Earth Materials B. Changes in the Earth 1. Surface of the earth changes a. describe surface features of the earth (mountains, hills, valleys, plateaus, oceans, lakes and rivers) b. construct and interpret models that illustrate features of the earth.</p>	<p style="text-align: center;">Social Studies</p> <p>Standards: 5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources an expansion of transportation systems.</p> <p>Activity: Discuss how you would get to the other side of the mountain.</p>