

Level
C&D

**Welcome
to**

**Content
Area
READING**

Teacher's Guide

Welcome to

For teachers' inspection ONLY

Content Area Reading Teacher's Guide Level C

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Science Lesson 1

Sight Words

for is she this was

Essential Words

biggest: Show students three objects that are the same but different sizes. They could be three pencils, pieces of paper, books, or pieces of furniture. Show them that one object is bigger than the other and that one object is the biggest of the three. Explain that the “biggest” is the largest object.

bones: Try to gather different examples of bones and skeletons to show students. Pictures of bones and skeletons can be used. Tell them that “bones” are pieces of our skeleton. They make up the frame of our body. Make sure that they understand that humans and many animals have bones and skeletons.

find: Explain to students that they are probably more familiar with the verb form of the word “find,” meaning to locate something or someone. Tell them that a “find” can also be an exciting discovery. Give some examples of a good find, such as a scientist discovering a new species, a shopper locating a rare piece of furniture, or a lucky person seeing a twenty-dollar bill on the ground.



Teaching Strategies

1. Find pictures of pairs of objects that represent multiple-meaning words. Some clear examples for first graders could be “orange,” “watch,” “bat,” “light,” “sink,” “play,” “roll,” and “nail.” Show or draw each pair of pictures on a piece of chart paper. Point out that these words have more than one meaning, but are spelled and pronounced exactly the same. As you show or draw each pair of pictures, write the word below so that students connect the two pictures to a single word. Keep this list displayed in a prominent place in the classroom. You might want to add examples at a later point.
2. Spend some time talking about dinosaurs. Gather books and pictures that show various kinds of dinosaurs, including pictures of a Tyrannosaurus Rex. Let students share their own knowledge about dinosaurs. Discuss the work of paleontologists, scientists who study ancient animal bones.
3. Have students turn to Science Lesson 1 in the student book. Point to the picture of the dinosaur bones discovered by Sue Hendrickson. Read the title aloud, explaining that the dinosaur was named after the scientist who discovered the bones. Continue reading Science Lesson 1 aloud and ask students to follow along. Point to each word as you are reading.
4. When you finish reading, point out multiple-meaning words in the article, such as “hunt,” “find,” “looked” and “called.” Talk about the multiple meanings of each word. Use the Exercise to give students additional practice with multiple-meaning words.

Science Lesson 1: Magazine Article

A Dino Named Sue

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the lesson.

1. **called**—a name by which someone is known
2. **find**—discovery, to get something by searching for it
3. **hunts**—looks for
4. **named**—given a name

Comprehension Connection Answers

The following are suggested answers to the Comprehension Connection section in the student reading lesson. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Some students may know quite a lot about dinosaurs. Encourage them to share some of this information by focusing on one particular dinosaur.
2. Allow students to share their memories of visiting museums with animal bones.



During Reading

1. Sue Hendrickson first began looking for dinosaur bones in 1990.
2. The dinosaur is named after Sue Hendrickson, the woman who found the bones.



After Reading

1. Sue Hendrickson must have started her hunt in about 1962. She has looked for bones for 30 years. $2002 - 30 = 1962$. (Answers will vary depending on the current year.)
2. Make sure students support their answers with reasons. Some may think it would be an adventure because they would get to travel around the world and make new discoveries. Others might disagree because dinosaur bones are found only in remote, difficult places and a person probably has to do a lot of looking to find any bones at all.

Science Lesson 2

Sight Words

a do one said we

Essential Words

healthy: Show pictures of children engaging in healthy habits, such as brushing their teeth, eating fruits and vegetables, wearing a helmet when riding a bike, or exercising by playing soccer. Tell students that to be “healthy” means to take good care of your body and to be safe.

proud: Share an example of a time in your life when you felt proud. Tell students about the experience. Explain that feeling “proud” means to feel good about something that you or someone else accomplished.

zookeeper: Gather pictures of animals that can be found in zoos. Let students share their own experiences with visiting a zoo. Tell them that a “zookeeper” cares for animals in a zoo.



Teaching Strategies

1. Start the lesson by discussing the difference between a fact and an opinion using visuals that are familiar to students. They could be pictures of a beach scene, a snowy day, a baseball game, or a birthday party. Share a fact and an opinion that are related to the visual. For example, if you show a picture of a beach scene, a factual statement could be “The waves are very large at the beach.” An opinion could be “I love to walk along the beach with my dog like the person in the picture.” Do this modeling with several props or visuals.
2. Give students an opportunity to share an opinion and a fact with a partner. Choose a topic that is familiar, such as a school event, an upcoming holiday, or a favorite television show. Let them talk about the topic with a partner. When the partner groups are finished, students may volunteer to share their opinions and facts with the rest of the class.
3. Have students turn to Science Lesson 2 in the student book. Tell students that they are going to hear a news story. Explain that some authors include both facts and opinions in their writing. Challenge students to look for opinions and facts while you read the news story aloud.
4. Read aloud the newspaper title and date at the beginning of the lesson. Point out that the news story starts with a headline, subheading, and the location of the story. Tell students that these are common features of a news story. Show them where Kansas City is on a map of the United States.
5. Read the entire story aloud at a slow-to-normal pace and have students point to each word as you read. When you are finished, identify facts and opinions in the story.
6. Use the Exercise so that students can practice distinguishing between facts and opinions.

Science Lesson 2: News Story

It's a Girl!

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the lesson.

1. **exactly**—absolutely, precisely
2. **healthy**—not sick
3. **proud**—pleased or happy with his or her achievements
4. **wild**—living in nature
5. **zookeeper**—someone who works at a zoo and takes care of animals

Comprehension Connection Answers

The following are suggested answers to the Comprehension Connection section in the student reading lesson. The answers are suggestions to help in your classroom discussions.



Before Reading

1. Let students tell about their experiences going to zoos. They probably know that you see all kinds of animals at a zoo.
2. Students will likely know that a rhinoceros is a large animal with one or two horns on its nose. They may also know that *rhino* is another name for a rhinoceros.



During Reading

1. Luyisa and her baby live in the Kansas City Zoo.
2. There are 66 black rhinos living in zoos.



After Reading

1. The title ends with an exclamation mark. The writer wanted to show excitement and happiness, and using an exclamation mark is one way to do that.
2. There are only 566 rhinos left in the whole world. So, every new rhino is an important addition to a dangerously dwindling population.

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