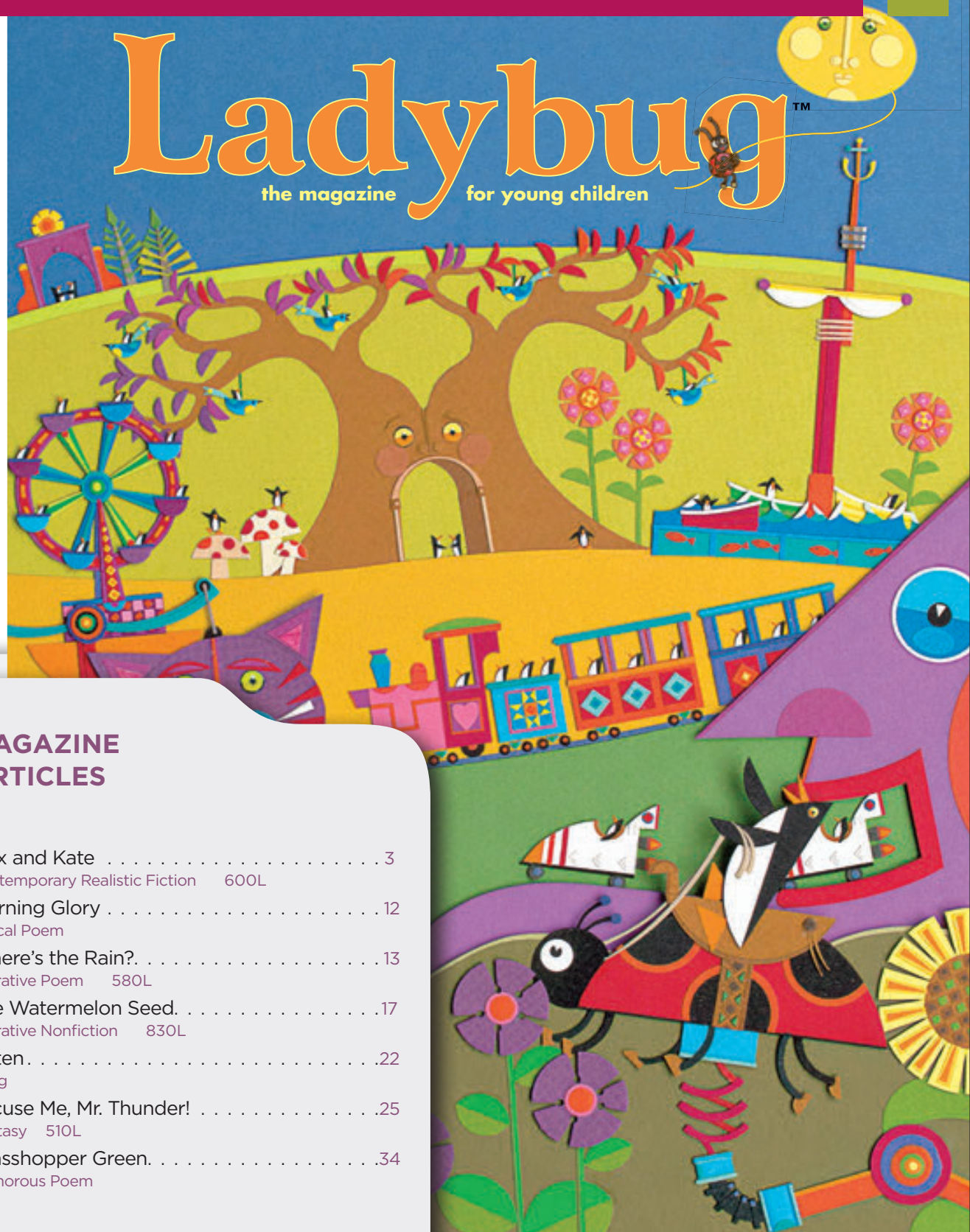


# Teacher's Guide

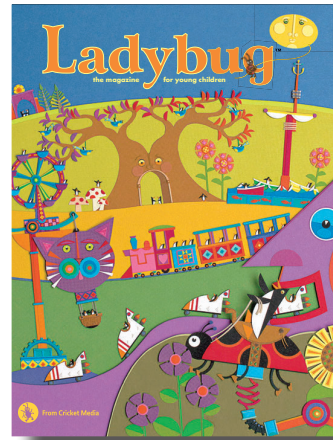


## MAGAZINE ARTICLES

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## Teacher's Guide for *Ladybug*: May/June 2017

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## OVERVIEW

*In this magazine,  
readers will learn  
how authors use  
sensory details  
in their writing.*

**Ladybug: May/  
June 2017** *includes  
information about  
plants, flowers and*

*insects; a visit to a carnival; the quiet sounds of summer; and baseball and thunderstorms.*

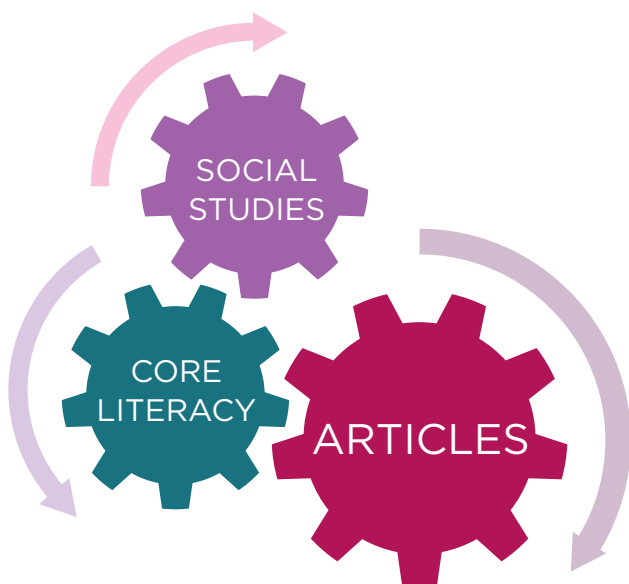
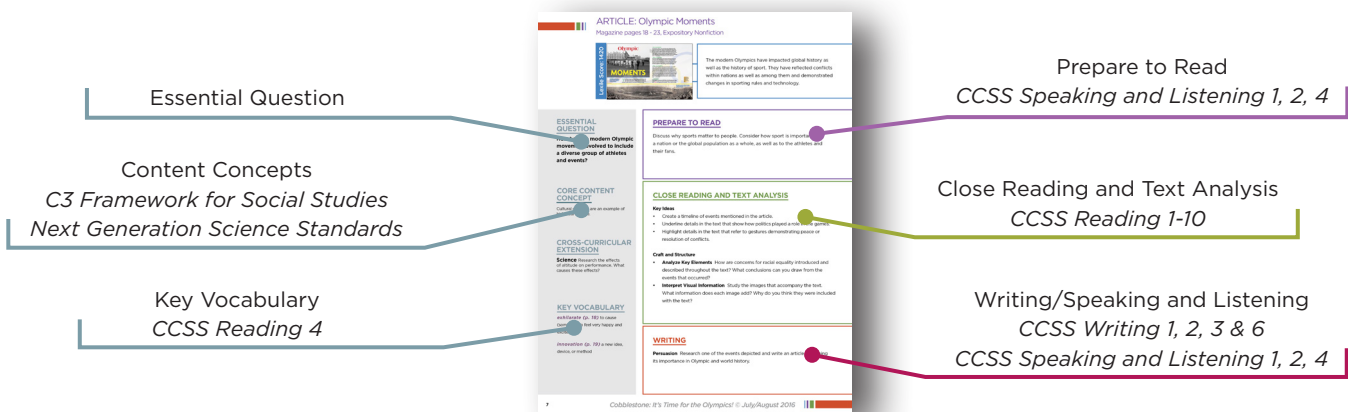
## ESSENTIAL QUESTION:

### ***How do authors use sensory details?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ INDIVIDUAL ARTICLES PAGES 4 - 10

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 12 - 14

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

**Essential Question:** How do authors use sensory details?

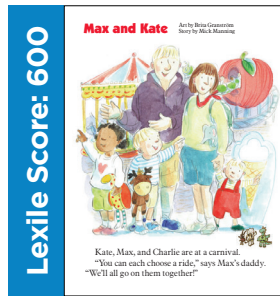
MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Max and Kate</b> Contemporary Realistic Fiction	Illustrations can help readers learn about the setting of a story.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Word Choice</li> <li>Interpret Visual Information</li> <li>Write a Story Summary</li> </ul>	<i>Reading 1, 3, 4 &amp; 7</i> <i>Writing 2</i>
<b>Morning Glory</b> Lyrical Poem	Sensory details are words that describe what you hear, smell, see, taste and touch.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Identify Sensory Details</li> <li>Interpret Visual Information</li> <li>Research and Write</li> </ul>	<i>Reading 1, 3, 4 &amp; 7</i> <i>Writing 2</i>
<b>Where's the Rain?</b> Narrative Poem	Rhyming words are words that have the same ending sound. Example: <i>bag</i> and <i>tag</i> .	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Identify Sound Devices</li> <li>Interpret Visual Information</li> <li>Write an Acrostic Poem</li> </ul>	<i>Reading 3, 4 &amp; 7</i> <i>Writing 3</i>
<b>The Watermelon Seed</b> Narrative Nonfiction	The illustrations in a nonfiction article help readers understand the facts an author presents.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Identify Sensory Details</li> <li>Collaborate</li> </ul>	<i>Reading 1, 4 &amp; 7</i> <i>Speaking &amp; Listening 1</i>
<b>Listen</b> Song	Song writers may repeat words and sentences in their songs.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Identify Sound Devices</li> <li>Interpret Visual Information</li> <li>Write a Listening Poem</li> </ul>	<i>Reading 1, 3, 4 &amp; 7</i> <i>Writing 3</i>
<b>Excuse Me, Mr. Thunder!</b> Fantasy	Authors can turn almost anything into a story character—even rain, wind, and thunder.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Fiction</li> <li>Analyze Word Choice</li> <li>Act Out a Story</li> </ul>	<i>Reading 3, 4 &amp; 5</i> <i>Writing 3</i>
<b>Grasshopper Green</b> Humorous Poem	Poets use rhyme to make their poems fun to read.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Identify Sensory Details</li> <li>Identify Sound Devices</li> <li>Write a Bug Poem</li> </ul>	<i>Reading 3 &amp; 4</i> <i>Writing 3</i>

**Comparing Texts:** *Reading 9; Writing 1 & 2; Speaking & Listening 1*

**Mini-Unit:** *Reading 1; Writing 3; Speaking & Listening 1*

# ARTICLE: Max and Kate

Magazine pages 3 - 7, Contemporary Realistic Fiction



Kate, Max, and Charlie are at a carnival with Max's mom and dad. They each get to choose a ride that everyone will go on.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Illustrations can help readers learn about the setting of a story.

## CROSS-CURRICULAR EXTENSION

**Art** Draw a picture of you and your friends on a carnival ride. Include fun details in your picture that show what you and your friends see, hear, smell, taste, and feel. Write sentences to describe what is happening in your picture.

## KEY VOCABULARY

**carnival (p. 3)** a form of entertainment that travels to different places and includes rides and games you can play to win prizes

**roller coaster (p. 4)** a ride at an amusement park which is like a small, open train with tracks that are high off the ground and that have sharp curves and steep hills

## PREPARE TO READ

Show students some photos of carnival rides and ask if they have been to a carnival. Invite them to tell about the rides they went on and the things they noticed. Finally, tell students that the next story is about friends who have fun at a carnival.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What do Kate and Max see at the carnival? What do they hear? Use details from the text and pictures to support your answer. *CCSS Reading 3*
- What does a carousel look like? How does it move? Use details from the text and pictures to support your answer. *CCSS Reading 1*
- What happens after the pirate ride? Use details in the words and picture on page 7 to explain what happens. *CCSS Reading 3*

### Craft and Structure

- **Analyze Word Choice** What do you think Max's mommy means when she says "This is more my speed"? Work with a partner to talk about this. Use the words and pictures to help you. *CCSS Reading 4*
- **Interpret Visual Information** What happens at a carnival? How do the characters feel about being at the carnival? Use details in the pictures to support your answer. *CCSS Reading 7*

## WRITING

**Write a Story Summary** Work with a partner to summarize the story by writing answers to these questions:

- Who are the important characters?
- Where does the story take place?
- What do the characters do?

Share your summary with a partner.

# ARTICLE: Morning Glory

Magazine page 12, Lyrical Poem



In this poem, the speaker describes a morning glory as he talks to it. Extra pictures show how you can imitate a morning glory as it grows.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Sensory details are words that describe what you hear, smell, see, taste and touch.

## CROSS-CURRICULAR EXTENSION

**Science** Take a walk in a park with your sketchbook and pencil. Look for flowers of different colors and draw them on different pages in your book. Label each flower with its color. At home, color your sketches according to the labels.

## KEY VOCABULARY

**twining (p. 12)** twisting or wrapping something

**trumpet (p. 12)** a brass musical instrument that you blow into that has three buttons which you press to play different notes

## PREPARE TO READ

Read aloud the title and examine the illustration with students. Explain that the flower shown in the picture is called a morning glory and that it is a vine. Explain that vines climb when they grow. Discuss and show some photos of other types of vines such as grapes, sweet peas, honeysuckle, and ivy.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does a morning glory vine do as it grows? Use words from the text to support your answer. *CCSS Reading 1*
- What is the morning glory reaching for? Find words in the poem to support your answer. *CCSS Reading 1*
- Who is the speaker talking to in the poem? Support your answer with details from the poem. *CCSS Reading 3*

### Craft and Structure

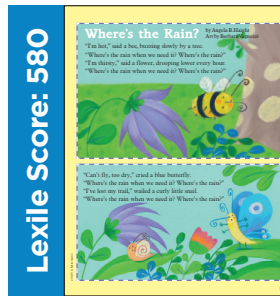
- **Identify Sensory Details** Find a detail that appeals to your sense of sight. Then find a detail that appeals to your sense of hearing. Share what you find with a classmate. *CCSS Reading 4*
- **Interpret Visual Information** Look at the morning glory picture. Find places where it is twisting, climbing, wrapping, and reaching. Then pretend to be the vine and do what the boy in the pictures does. *CCSS Reading 7*

## WRITING

**Research and Write** Why is a morning glory called a morning glory? Look online or in a library book to answer this question. Then find another interesting fact about morning glories. Draw your own morning glory picture and write your facts below it.

# ARTICLE: Where's the Rain?

Magazine pages 13 - 15, Narrative Poem



On a hot day, a bee, a flower, a butterfly, and a snail all ask "Where's the rain?" Finally, a girl brings the rain to them.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Rhyming words are words that have the same ending sound. Example: *bag* and *tag*.

## CROSS-CURRICULAR EXTENSION

**Science** Fill two cups with soil and plant some flower seeds in each. Place the cups by a sunny window. Regularly water one cup but not the other. Draw pictures every day or so to track what happens to the seeds. Share your pictures.

## KEY VOCABULARY

**drooping (p. 13)** bending or hanging down

**spout (p. 14)** a tube, pipe, or hole out of which a liquid flows

**sprout (p. 14)** a new part, such as a leaf or bud, that is growing on a plant

**spry (p. 14)** full of life and energy

## PREPARE TO READ

Read the title aloud and preview the illustrations with students. Ask students to predict what the poem will be about. Record predictions on the board and then read the poem. After you read, revisit and revise predictions.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why do the different characters need rain? Find details in the poem that explain this. *CCSS Reading 3*
- How do the characters get water? Does the rain come? Find details in the words and pictures to support your answer. *CCSS Reading 3*
- What kind of day is it in the poem? Describe the weather. Support your answer with details from the poem. *CCSS Reading 3*

### Craft and Structure

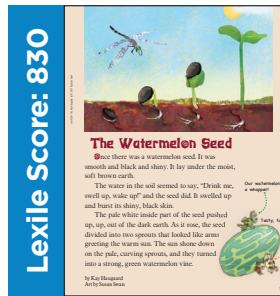
- **Identify Sound Devices** Take turns reading the poem aloud with a partner. Then work together to find the rhyming words in the poem. Write the word pairs that rhyme. *CCSS Reading 4*
- **Interpret Visual Information** How do the bee, the flower, the butterfly, and the snail feel at the beginning of the poem? How do they feel at the end? Use clues in the pictures to answer these questions. *CCSS Reading 7*

## WRITING

**Write an Acrostic Poem** Use the Rain Poem frame (p. 17) to write an acrostic poem about rain. Use the first letter of each line to spell a word or phrase that tells about rain. Draw a picture to go with your poem. Then read it to the class.

# ARTICLE: The Watermelon Seed

Magazine pages 17 - 21, Narrative Nonfiction



How do tiny black seeds end up at a farmer's market as big watermelons? This article explains how a watermelon grows.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** The illustrations in a nonfiction article help readers understand the facts an author presents.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Visit a farmers' market where you live. Find out where the fruits, vegetables, and flowers come from. Notice what kinds of fruits and vegetables are for sale. Then share your experiences with the class.

## KEY VOCABULARY

**nourishment (p. 18)** food and other things that are needed for health and growth

**nectar (p. 18)** a sweet liquid produced by plants and used by bees in making honey

**swelled (p. 19)** grew bigger

## PREPARE TO READ

Ask students if they have eaten watermelon and what they do when they feel a seed in their mouths. Then discuss how a little seed becomes a big watermelon—what does it need to grow and what stages does it go through? Finally, tell students this story describes how a watermelon grows.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What color is a watermelon seed on the inside and the outside? Cite details from the story to support your answer. *CCSS Reading 1*
- How do the roots of the watermelon help it grow? Support your answer with details from the text. *CCSS Reading 1*
- How do the bees help the watermelon grow? Use details from the story to support your answer. *CCSS Reading 1*

### Craft and Structure

- **Interpret Visual Information** Use the pictures to help you explain how a watermelon grows. Point to each picture and tell a partner what it shows. Then listen as your partner tells you about the pictures. *CCSS Reading 7*
- **Identify Sensory Details** Look for words and details that help you see, hear, feel, taste, and smell the watermelon. Record them in the Sensory Details chart (p. 18). *CCSS Reading 4*

## SPEAKING AND LISTENING

**Collaborate** With a group of classmates, take turns asking and answering questions about the article. Use the words *who*, *what*, *why*, *where*, *when*, and *how*. Use details and information in the article to answer the questions.



This song is about listening to very quiet sounds.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Songwriters may repeat words and sentences in their songs.

## CROSS-CURRICULAR EXTENSION

**Listening** Go outside in the daytime and spread a blanket on the grass. Lie down on the blanket, close your eyes, and be still. What sounds do you hear? Do this again at night. Are the sounds the same or different?

## KEY VOCABULARY

**murmur (p. 22)** a low, quiet, and continuous sound

## PREPARE TO READ

Have students close their eyes and be very quiet. Ask them to listen to the sounds around them. Invite volunteers to share the sounds they heard. Finally, tell students they are about to read a song about being still and listening.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Are the sounds in the poem loud or quiet? Support your answer with details from the poem. *CCSS Reading 1*
- Which sounds would be hard to hear? Which sounds would be easier to hear? Cite details from the poem to support your answer. *CCSS Reading 1*
- Does this poem tell about the city or the country? Which words and details in the poem help you know this? *CCSS Reading 3*

### Craft and Structure

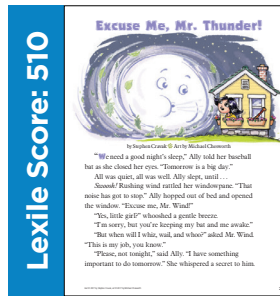
- **Identify Sound Devices** Songwriters sometimes repeat words and sentences. What word is repeated in this poem? What sentence is repeated? Why do you think the songwriter did this? *CCSS Reading 4*
- **Interpret Visual Information** What other sounds can the people in the picture probably hear? Look for details in the picture to help you answer. Compare answers with a partner. *CCSS Reading 7*

## WRITING

**Write a Listening Poem** Write your own listening poem or song. You might write about loud noises (Listen to the honking of the car horns), animal noises on a farm (Listen to the mooing of the cows), or even dinnertime noises (Listen to the slurping of the soup), or choose another kind of noise. Begin every sentence with the word *listen*. Make a picture to go with your words. Then share your work with the class.

# ARTICLE: Excuse Me, Mr. Thunder!

Magazine pages 25 - 31, Fantasy



Ally needs to rest up for the big game tomorrow, but she is awakened first by the wind, then the rain, and finally thunder. She politely asks them to leave, which they do, until game time.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Authors can turn almost anything into a story character—even rain, wind, and thunder.

## CROSS-CURRICULAR EXTENSION

**Physical Education** Play baseball, t-ball, or softball with some friends. If you don't have enough players for two big teams, just play with fewer bases.

## KEY VOCABULARY

**evaporating (p. 27)** changing from a liquid into a gas

**umpire (p. 30)** a person who controls play and makes sure that players act according to the rules in a sports event, such as a baseball game

**postponed (p. 30)** set to be done at a later time instead

## PREPARE TO READ

Tell students that the wind, rain, and thunder are characters in the next story. Invite students to make wind sounds together. Then invite students to make rain sounds and thunder sounds. Finally, tell students to listen and look for words the author uses to make sounds for wind, rain, and thunder.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What secret do you think Ally whispers to Mr. Wind? Support your answer with details from the text. *CCSS Reading 3*
- Why is tomorrow a big day for Ally? Use details from the story to support your answer. *CCSS Reading 3*
- Why do you think Ally says “Storms and sports don’t mix”? Support your answer with details from the story. *CCSS Reading 3*

### Craft and Structure

- **Analyze Fiction** How do you know this story is made up? Which details and events in this story could never happen in real life? Work with a partner to make a list of these details and events. *CCSS Reading 5*
- **Analyze Word Choice** Look for words that describe how the wind, rain, and thunder sound. Then look for any other sound words the author uses. Make a list of these words. *CCSS Reading 4*

## SPEAKING AND LISTENING

**Act Out a Story** Work with your classmates to act out this story. First decide who will play Ally, Mr. Wind, Miss Rain, and Mr. Thunder. Other classmates can be the other players on the baseball team, the umpire, and people watching the game. Act out what happens at Ally’s house and at the game. Practice your play and then perform for another class.

# ARTICLE: Grasshopper Green

Magazine page 34, Lyrical Poem



Read this poem about a grasshopper having some summer fun.

## ESSENTIAL QUESTION

**How do authors use sensory details?**

## CORE CONTENT CONCEPT

**English Language Arts** Poets use rhyme to make their poems fun to read.

## CROSS-CURRICULAR EXTENSION

**Reading** Ask your teacher or librarian to help you read the fable “The Ant and the Grasshopper.” How is the ant in the story like Grasshopper Green?

## KEY VOCABULARY

**comical (p. 34)** causing laughter, especially by being unusual or unexpected

**chap (p. 34)** a man

**fare (p. 34)** a range of food

**trousers (p. 34)** pants

**wear (p. 34)** clothing that is designed for a specified kind of person, occasion, or use

## PREPARE TO READ

Share photos of grasshoppers with students. Ask if students have ever seen grasshoppers before. Invite them to share their observations and experiences. Then tell students they will read a humorous poem about a grasshopper.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How is Grasshopper Green like a person? Use details in the poem and the picture to support your answer. *CCSS Reading 3*
- What makes Grasshopper Green seem funny? Find details in the words and picture to support your answer. *CCSS Reading 3*
- What does Grasshopper Green do to have fun in summer? Find details in the words and picture to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Identify Sensory Details** Which of your five senses do the details in this poem appeal to—your sense of sight, smell, sound, touch, or hearing? Work with a partner to decide. *CCSS Reading 4*
- **Identify Sound Devices** Work with a partner to find the rhyming words in the poem. Write the word pairs that rhyme. Then write another word to rhyme with each pair you found. *CCSS Reading 4*

## WRITING

**Write a Bug Poem** Write a funny poem about another insect such as a ladybug, a bee, a butterfly, or an ant. What does your bug wear? Where does it live? What does it like to do for fun? You can choose to make your poem rhyme. When you are finished writing, draw a picture to go with your poem. Share your work with the class.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Look for words that describe sounds in “Max and Kate” and “Excuse Me, Mr. Thunder!” Are the sounds made by people or by things? Make a two-column chart. Label the columns “People” and “Things.” Then, fill in the chart with sound words from the stories.
- Many of the stories and poems in this magazine tell about fun summertime activities. Make a list of the activities in “Max and Kate,” “The Watermelon Seed,” “Excuse Me, Mr. Thunder!” and “Grasshopper Green.” Which of these activities do you enjoy? Discuss your ideas with a group of classmates.
- Think about “Where’s the Rain?” and “The Watermelon Seed.” Both texts tell about summer and gardens. Compare the stories using the questions below. Write sentences to answer the questions.

How do the texts look on the page?

Which text has facts and which has made-up information?

How are bees important in each text?

- Work with a partner to look for animals and objects that act like people. Look in “Where’s the Rain,” “The Watermelon Seed,” “Excuse Me, Mr. Thunder!” and “Grasshopper Green.” Talk about what makes the animals and objects seem human.
- Which is your favorite poem or song in this magazine? Choose from “Morning Glory,” “Where’s the Rain?,” “Listen,” and “Grasshopper Green.” Write sentences to tell which you liked best and why.

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

### ENGAGE

### READ FOR A PURPOSE

### APPLY

This mini-unit offers students the opportunity for an in-depth look at how authors use sensory details in their writing. Students will use their senses to describe what they experience when they eat breakfast. Then, after identifying sensory details in a magazine text, they will go outside and use their own senses to collect details for a poem.

**ENGAGE:** Engage students in the topic of sensory details by first reviewing the Essential Question: How do authors use sensory details? Then have students use their senses to describe what they experience at breakfast (or another experience of your choice). Record responses in a chart like the one below.

When I am at the breakfast table . . .

I see	
I hear	
I feel	
I smell	
I taste	

## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: WRITING WITH OUR SENSES** Tell students that they will be going outside and using their eyes, ears, noses, and fingers to collect sensory details. Explain that they will use these details to help them write a poem about their experiences. Tell students that their details will help others to imagine what happened outside. Students will draw a picture to go with their writing.

**OPTIONAL:** Have students take their snacks outside or prepare popcorn for students to eat outside so they will have a taste detail to include in their writing.

**RETURN TO THE TEXT:** Tell students that before they begin to write, they will work together to look for sensory details in “Max and Kate.” Remind students that the “Max and Kate” story tells about going to a carnival. One at a time, read each page aloud and help students identify sensory details. Add them to a chart like the one below. When you’ve finished, read the details aloud and explain that the author used these details to help readers imagine what it’s like to be at a carnival. Tell students to look at the illustrations and use their imaginations to pretend they are at the carnival. Have students name more details for the chart.

Finally, tell students they will go to the school yard and gather details that will help readers of their poems imagine what it’s like to be outside.

### Carnival Details

see	“green caterpillar roller coaster” “Kate waves Kiwi above her head” “beautiful roller coaster”
hear	“Everyone whoops and squeals!” “‘Mo loves it!’ he shouts” “Kersplash!” “‘Wheel!’ he says with a laugh”
feel	“they go downhill” “dip up and down” “they sit and dry off”
smell	food
taste	ice cream

**APPLY: WRITING WITH OUR SENSES** Now that students have looked closely at sensory details in “Max and Kate,” they are ready to collect their own details and use them to write a poem.

### MATERIALS

- Outside Details graphic organizer (p. 15)
- Sensory Poem frame (p. 16)
- pencils
- clipboards
- colored pencils and markers

### STEP 1: Prepare to Go Outside

Tell students that the first step in writing their poems is to go outside and collect details. Go over your behavior expectations with students. Then distribute a copy of the Outside Details graphic organizer to each student and read the sections aloud. Explain that students will have a few minutes to gather information for each of their senses. Decide how much time you will give students to collect details for each sense.

### STEP 2: Collect Sensory Details

Take students outdoors to collect sensory details. Tell students they need to gather 1-3 details for each sense. Have all students go through the chart at the same pace and order. You may want to use these prompts for the different senses:

- “What do you see with your eyes? Look and then write.”
- “What do you hear with your ears? Close your eyes and listen. Then open your eyes and write.”
- “What smells does your nose find? Sniff and then write.”
- “What do you feel with your body and skin? How does the air feel? Think and then write.”
- OPTIONAL: “What flavors do you taste in your mouth? Chew and then write.”

When you are finished, head back inside.

### STEP 3: Write and Draw

Distribute one copy of the Sensory Poem frame to each student. Have students add the sensory details they collected during their field observations to the frame. Tell students that they can use one or more details for each sense.

When students have finished writing, have them draw pictures to go with their poems.

### STEP 4: Have a Poetry Reading

Have students take turns sharing their poems and pictures with the class. Then post them on a bulletin board.

## OUTDOOR DETAILS

I see	
I hear	
I feel	
I smell	
I taste	

NAME: \_\_\_\_\_

### SENSORY POEM FRAME

When I went outside today . . .

I saw	
I heard	
I felt	
I smelled	
I tasted	

NAME: \_\_\_\_\_

## RAIN POEM FRAME

R	
A	
I	
N	

**NAME:** \_\_\_\_\_

## SENSORY DETAILS CHART

How Things Taste	
How Things Smell	
How Things Feel	
How Things Sound	
How Things Look	



## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

## CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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### KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

### CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

### INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

### WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects.</b>	Writing 10	



## CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

### C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

### STATE OR DISTRICT STANDARD

#### CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

#### ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

#### GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

#### HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

### LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

### PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

### EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

### SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

