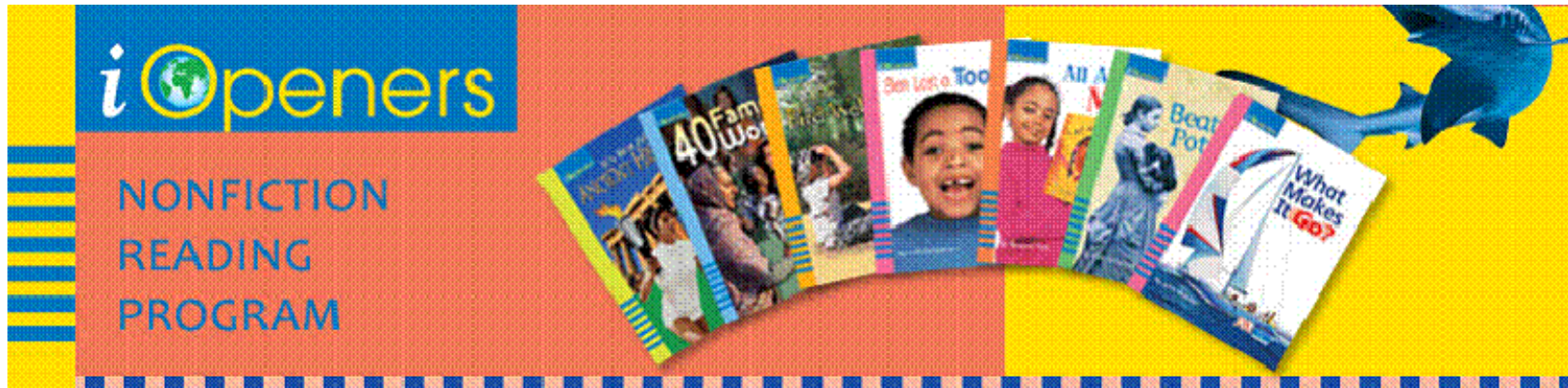


A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★  
**SOCIAL STUDIES**



Scott Foresman Social Studies © 2011 and iOpeners © 2003  
to

Scott Foresman Reading Street © 2008

Grades K – 3



D/SS-4

## Introduction

This document has been created to provide the teachers with a correlation of the *Scott Foresman Social Studies* © 2011 and *iOpeners* © 2003 to the selection titles in *Scott Foresman Reading Street* © 2008. Correlation references for *Scott Foresman Social Studies* are to the Teacher's Edition and the Leveled Readers. The lessons in the Teacher's Edition include facsimile pages of the Student Edition. *iOpeners* correlation references are to the Teaching Plans (TP).

### **Scott Foresman Social Studies Student Edition and Teacher's Editions**

***Scott Foresman Social Studies*** Student Edition provides compelling primary sources, numerous colorful visuals, and the You Are There writing style captivates students and engages their interest in social studies. Through special lessons and activities, students learn the responsibilities of citizenship at every grade level. Each unit provides explicit, built-in reading and vocabulary instruction to build comprehension and test-taking skills. Teacher's Editions develop students' social studies and literacy skills with flexible, comprehensive social studies content. The Teacher's Edition helps keep things simple with the Quick Teaching Plan, or adds depth with explicit, four-step reading instruction.

### **Scott Foresman Social Studies Leveled Readers**

Three *content* leveled readers per unit for every grade reinforce the same key social studies content at below-level, on-level, and advanced reading levels.

### **iOpeners**

***iOpeners*** equips K-6 students with the skills and strategies they need to access and comprehend nonfiction so that they're not only learning to read but reading to learn. The high-interest content and eye-popping photography of *iOpeners* brings science, social studies, and math topics to life, raises student achievement in reading, and boosts standardized test scores. *iOpeners* also helps to:

- Empower students to succeed on high-stakes tests through ample, built-in standardized test practice.
- Build comprehension and raises student achievement in reading through specific nonfiction text features and genres.
- Connect nonfiction reading to nonfiction writing with activities that prepare students for life.
- Support curriculum requirements in science and social studies, with links to standards.
- Motivate students with high-interest content and striking visuals.

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**Scott Foresman Social Studies © 2011 and iOpeners © 2003  
to the  
Scott Foresman Reading Street © 2008  
Kindergarten**

Scott Foresman Reading Street © 2008	Scott Foresman Social Studies © 2011	iOpeners © 2003
<b>Unit 1 - All Together Now</b>		
<p><b>The Little School Bus</b> pp. 1-63</p> <p><b>Skill:</b> Character <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> School Rules, 35-38; School Helpers, 43-46; Needs/Clothing, 151-154; Changes in Travel, 274 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Rules</i> On Level: <i>Why We Have Rules</i> Above Level: <i>Rules Make Life Work</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i></p>	<p><b>Content</b> Ways to Travel: <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Cooperating: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Character: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Preview and Predict: See Section 1 of each Teaching Plan throughout: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book</p>

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	<p>Above Level: <i>Birthday Celebrations</i></p>	<p><i>Looking at Cities</i>; <b>TP: 1</b> Introduce the Book  <i>The Way Things Were</i>; <b>TP: 1</b> Introduce the Book  <i>Encyclopedia of Places</i>; <b>TP: 1</b> Introduce the Book  <i>Lend a Hand</i>; <b>TP: 1</b> Introduce the Book  <i>My Gymnastics Class</i>; <b>TP: 1</b> Introduce the Book  <i>A Trip to the Beach</i>; <b>TP: 1</b> Introduce the Book  <i>Make a House</i>; <b>TP: 1</b> Introduce the Book  <i>Planes, Trains, and More</i>; <b>TP: 1</b> Introduce the Book  <i>Where Does Breakfast Come From?</i> <b>TP: 1</b> Introduce the Book  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout:  <i>Homes Around the World</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text  <i>Looking at Cities</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text  <i>The Way Things Were</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text  <i>Encyclopedia of Places</i>; <b>TP: 2</b> How to Read a Reference Book; 3</p>

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		<p>Learn Through the Text <i>Lend a Hand</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>A Trip to the Beach</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Planes, Trains, and More</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
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	<p>327, 331  <b>Leveled Readers/Teacher Guides:</b>  Recall and Retell  Below Level: <i>It Is My Birthday</i>  On Level: <i>Happy Birthday To Me!</i>  Above Level: <i>Birthday Celebrations</i></p>	<p>Setting:  <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Looking at Cities</i>; <b>TP:</b> 1 Introduce the Book; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text  Preview and Predict:  See Section 1 of each Teaching Plan throughout.  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>
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<p><b>Skill:</b> Classify and Categorize <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p>Above Level: <i>Neighbors Near and Far</i> Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Classify and Categorize, 64, 71, 78, 79, 90, 98, 99, 273, 307; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Classify and Categorize Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p>Jobs: <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Community Helpers: <i>Lend a Hand;</i> <b>TP:</b> 3 Learn Through the Text Economics: <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Classify and Categorize: <i>Homes Around the World;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Planes, Trains and More;</i> <b>TP:</b> 2 Read the Book Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>

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<p><b>Julius</b> pp. 255-315</p> <p><b>Skill:</b> Character <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Families, 19-22; Getting Along, 27-30; Solving Problems, 39-42 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Rules</i> On Level: <i>Why We Have Rules</i> Above Level: <i>Rules Make Life Work</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Families: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book <i>Lend a Hand; TP: 1</i> Introduce the Book; 2 Read the Book <i>A Trip to the Beach; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text Working Together: <i>Lend a Hand; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Character: <i>Lend a Hand; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Dig Dig Digging</b> pp. 317-377</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Jobs, 123-126; From Here to There, 159-162 <b>Leveled Readers/Teacher</b></p>	<p><b>Content</b> Neighborhood Map: <i>Make a House; TP: 3</i> Learn Through the Text Jobs:</p>

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<p><b>Skill:</b> Classify and Categorize <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Guides:</b> Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Classify and Categorize, 64, 71, 78, 79, 90, 98, 99, 273, 307; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Classify and Categorize Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Classify and Categorize: <i>Homes Around the World;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Planes, Trains and More;</i> <b>TP:</b> 2 Read the Book</p> <p>Preview and Predict: See Section 1 of each Teaching Plan throughout.</p> <p>Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p align="center"><b>Unit 2 - Animals Live Here</b></p>		
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<p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Preview and Set Purpose Recall and Retell</p>	<p>Below Level: <i>This Is Our World</i> On Level: <i>Helping the Earth</i> Above Level: <i>Earth: How Can I Help?</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Compare and Contrast, 21, 25, 44, 75, 91, 114, 120, 121, 129, 132, 152, 164, 165, 223, 230, 257, 273, 303, 307, 315; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><i>Make a House;</i> <b>TP:</b> 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Homes Around the World;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>My Gymnastics Class;</i> <b>TP:</b> 2 Read the Book <i>A Trip to the Beach;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Make a House;</i> <b>TP:</b> 2 Read the Book <i>Planes, Trains, and More;</i> <b>TP:</b> 2 Read the Book <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book</p> <p>Preview and Set Purpose: See Section 1 of each Teaching Plan throughout.</p> <p>Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>

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<p><b>Armadillo's Orange</b> pp. 63-123</p> <p><b>Skill:</b> Setting <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Needs/Shelter, 155-158; Positions, 31-34 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Geography: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of Places; TP: 1</i> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>A Trip to the Beach; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Setting: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of Places; TP: 1</i> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>My Gymnastics Class; TP 1</i> Introduce the Book; 3 Learn Through Text</p>

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		<p><i>A Trip to the Beach</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP 3</b> Learn Through the Text Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Animal Babies in Grasslands</b> pp. 125-185</p> <p><b>Skill:</b> Main Idea <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Plains, 197-200 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>This Is Our World</i> On Level: <i>Helping the Earth</i> Above Level: <i>Earth: How Can I Help?</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Main Idea, 29, 79, 83, 137, 145, 280; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i></p>	<p><b>Content</b> Animal Environments <i>Encyclopedia of Places</i>; <b>TP: 1</b> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea <i>Looking at Cities</i>; <b>TP 3</b> Learn Through the Text <i>Encyclopedia of Places</i>; <b>TP 2</b> How to Read a Reference Book <i>A Trip to the Beach</i>; <b>TP 3</b> Learn Through the Text Preview and Predict: See Section 1 of each Teaching</p>

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	<p>Above Level: <i>Birthday Celebrations</i></p>	<p>Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Bear Snores On</b> pp. 187-249</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Seasons, 189-192</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>My Gymnastics Class</i>; <b>TP:</b> 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>A Bed for the Winter</b> pp. 251-311</p> <p><b>Skill:</b> Sequence <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Needs/Shelter, 155-158; Seasons, 189-192</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Sequence, 48, 246, 273, 281; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p>	<p><b>Content</b> Shelter: <i>Homes Around the World</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence:</p>

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	<p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>George Washington</i> On Level: <i>George Washington: Our First President</i> Above Level: <i>George Washington: Father of Our Country</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Whose Garden Is It?</b> pp. 313-373</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Weather, 185-188</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i></p>	<p><b>Content</b> Respect for Living Things: <i>A Trip to the Beach</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>My Gymnastics Class</i>; <b>TP:</b> 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text Preview and Predict: See Section 1 of each Teaching</p>



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	<p>Above Level: <i>Birthday Celebrations</i></p>	<p>Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p align="center"><b>Unit 3 - Watch Me Change</b></p>		
<p><b>Little Panda</b> pp. 1-61</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Compare and Contrast, 21, 25, 44, 75, 91, 114, 120, 121, 129, 132, 152, 164, 165, 223, 230, 257, 273, 303, 307, 315; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Time Line/Chronological Order: <i>The Way Things Were; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>My Gymnastics Class; TP: 2</i> Read the Book; 3 Learn Through the Text <i>A Trip to the Beach; TP: 3</i> Learn Through the Text <i>Where Does Breakfast Come From?; TP: 2</i> Read the Book</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>

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		<p><i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book  <i>A Trip to the Beach</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP:</b> 2 Read the Book  <i>Planes, Trains, and More</i>; <b>TP:</b> 2 Read the Book  <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book            Preview and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:            See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Little Quack</b> pp. 63-123</p> <p><b>Skill:</b> Plot  <b>Strategy:</b> Preview and Predict            Recall and Retell</p>	<p><b>Comprehension Skills/Strategies Teacher's Edition:</b>            Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331  <b>Leveled Readers/Teacher Guides:</b>            Recall and Retell            Below Level: <i>It Is My Birthday</i>            On Level: <i>Happy Birthday To Me!</i>            Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b>            Responsibility:  <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text            Order/Sequence:  <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text</p>

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		<p><i>Where Does Breakfast Come From?</i>; <b>TP:</b> 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b>  Preview and Predict:  See Section 1 of each Teaching Plan throughout.  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>See How We Grow</b> pp. 125-185</p> <p><b>Skill:</b> Cause and Effect  <b>Strategy:</b> Preview and Predict  Recall and Retell</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  Families, 19-22</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>  Cause and Effect, 180, 187, 190, 191, 195, 199, 218, 226, 227, 231; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b>  Cause and Effect  Below Level: <i>This Is Our World</i>  On Level: <i>Helping the Earth</i>  Above Level: <i>Earth: How Can I Help?</i>  Recall and Retell  Below Level: <i>It Is My Birthday</i>  On Level: <i>Happy Birthday To Me!</i>  Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b>  Growing and Changing:  <i>The Way Things Were</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Cause and Effect:  <i>Lend a Hand</i>; <b>TP:</b> 2 Read the Book  <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book  <i>A Trip to the Beach</i>; <b>TP:</b> 2 Read the Book  Preview and Predict:  See Section 1 of each Teaching Plan throughout.  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>

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<p><b>Farfallina and Marcel</b> pp. 187-247</p> <p><b>Skill:</b> Plot <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Weather, 185-188; Seasons, 189-192</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Friendship: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Seeds</b> pp. 249-309</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Seasons, 189-192</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Draw Conclusions, 21, 33, 37, 41, 75, 79, 83, 87, 95, 98, 125, 137, 141, 149, 153, 161, 199, 203, 211, 227, 253, 277, 311, 319; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b></p>	<p><b>Content</b> Growing plants: <i>Where Does Breakfast Come From?</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>The Way Things Were</i>; <b>TP:</b> 2 Read the Book <i>Lend a Hand</i>; <b>TP:</b> 2 Read the Book <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book</p>

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	<p>Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><i>Planes, Trains, and More</i>; <b>TP: 2</b> Read the Book Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Hide, Clyde!</b> pp. 311-371</p> <p><b>Skill:</b> Main Idea <b>Strategy:</b> Visualize Recall and Retell</p>	<p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Main Idea, 29, 79, 83, 137, 145, 280; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Events in a Sequence: <i>My Gymnastics Class</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP: 3</b> Learn Through the Text <i>Where Does Breakfast Come From?</i>; <b>TP: 2</b> Read the Book</p> <p><b>Comprehension Skills/Strategies</b> Main Idea: <i>Looking at Cities</i>; <b>TP 3</b> Learn Through the Text <i>Encyclopedia of Places</i>; <b>TP 2</b> How to Read a Reference Book <i>A Trip to the Beach</i>; <b>TP 3</b> Learn Through the Text Visualize: <i>Looking at Cities</i>; <b>TP: 2</b> Read the</p>

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		<p>Book <i>A Trip to the Beach</i>; <b>TP 3</b> Learn Through the Text Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p align="center"><b>Unit 4 - Let's Explore</b></p>		
<p><b>Bunny Day</b> pp. 1-61</p> <p><b>Skill:</b> Sequence <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Everyday Routines, 305-308</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Sequence, 48, 246, 273, 281; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>George Washington</i> On Level: <i>George Washington: Our First President</i> Above Level: <i>George Washington: Father of Our Country</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Cooperation <i>Lend a Hand</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence: <i>My Gymnastics Class</i>; <b>TP: 2</b> Read the Book; <b>3</b> Learn Through the Text <i>Make a House</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text <i>A Trip to the Beach</i>; <b>TP: 3</b> Learn Through the Text <i>Where Does Breakfast Come From?</i> <b>TP: 2</b> Read the Book</p> <p>Preview and Predict: See Section 1 of each Teaching Plan throughout.</p> <p>Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>

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<p><b>My Lucky Day</b> pp. 63-125</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Use Illustrations Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Special Foods, 317-320</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Cause and Effect, 180, 187, 190, 191, 195, 199, 218, 226, 227, 231; Use Illustrations, 14, 21, 25, 29, 33, 48, 49, 79, 327; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>This Is Our World</i> On Level: <i>Helping the Earth</i> Above Level: <i>Earth: How Can I Help?</i> Use Illustrations Below Level: <i>Rules</i> On Level: <i>Why We Have Rules</i> Above Level: <i>Rules Make Life Work</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Chronological Time: <i>The Way Things Were</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Lend a Hand</i>; <b>TP:</b> 2 Read the Book <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book <i>A Trip to the Beach</i>; <b>TP:</b> 2 Read the Book</p> <p>Use Illustrations: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Lend a Hand</i>; <b>TP:</b> 2 Read the Book <i>My Gymnastics Class</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the</p>

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		<p>Book  <i>A Trip to the Beach</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Where Does Breakfast Come From?</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>One Little Mouse</b> pp. 127-187</p> <p><b>Skill:</b> Sequence  <b>Strategy:</b> Preview and Predict  Recall and Retell</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  Needs/Shelter, 155-158</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>  Sequence, 48, 246, 273, 281;  Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b>  Sequence  Below Level: <i>George Washington</i>  On Level: <i>George Washington: Our</i></p>	<p><b>Content</b>  Make a map:  <i>Make a House</i>; <b>TP:</b> 3 Learn Through the Text</p> <p>Shelters:  <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Sequence:  <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read</p>



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	<p><i>First President</i> Above Level: <i>George Washington: Father of Our Country</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p>the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 3 Learn Through the Text <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Goldilocks and the Three Bears</b> pp. 189-251</p> <p><b>Skill:</b> Character <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Needs/Food, 147-150; Needs/Shelter, 155-158</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Citizenship/Character: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Shelters: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Preview and Predict: See Section 1 of each Teaching</p>

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		<p>Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>If You Could Go to Antarctica</b> pp. 253-313</p> <p><b>Skill:</b> Classify and Categorize <b>Strategy:</b> Use Text Features to Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Weather, 185-188; World Map, 217-220; Globe, 221-224</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Classify and Categorize, 64, 71, 78, 79, 90, 98, 99, 273, 307; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Classify and Categorize Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Physical Characteristics of Places/ Landforms: <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>A Trip to the Beach</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Use Text Features to Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Abuela</b> pp. 315-377</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Families, 19-22; Communities, 89-92; Places We Go, 325-328</p> <p><b>Leveled Readers/Teacher</b></p>	<p><b>Content</b> Families: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>

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<p><b>Skill:</b> Setting <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Guides:</b> Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>A Trip to the Beach</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Working Together: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Cities: <i>Looking at Cities</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Travel/Transportation: <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Setting: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>My Gymnastics Class</i>; <b>TP</b> 1</p>

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		<p>Introduce the Book; 3 Learn Through Text  <i>A Trip to the Beach</i>; <b>TP: 1</b>            Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP 3</b> Learn Through the Text            Preview and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:            See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p align="center"><b>Unit 5 - Going Places</b></p>		
<p><b>Max Takes the Train</b> pp. 1-61</p> <p><b>Skill:</b> Realism and Fantasy  <b>Strategy:</b> Preview and Predict            Recall and Retell</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            Changes in Travel, 271-274; Special Foods, 317-320; Places We Go, 325-329  <b>Leveled Readers/Teacher Guides:</b>            Below Level: <i>Who Is My Neighbor?</i>            On Level: <i>My Neighborhood</i>            Above Level: <i>Neighbors Near and Far</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>            Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p>	<p><b>Content</b>            Travel/Transportation:  <i>Planes, Trains, and More</i>; <b>TP: 1</b>            Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Realism and Fantasy:  <i>My Gymnastics Class</i>; <b>TP: 3</b> Learn Through the Text  <i>A Trip to the Beach</i>; <b>TP: 3</b> Learn Through the Text            Preview and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:</p>

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	<p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p>See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Mayday! Mayday!</b> pp. 63-125</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Jobs, 123-126; Weather, 185-188 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Cause and Effect, 180, 187, 190, 191, 195, 199, 218, 226, 227, 231; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>This Is Our World</i> On Level: <i>Helping the Earth</i> Above Level: <i>Earth: How Can I Help?</i> Recall and Retell Below Level: <i>It Is My Birthday!</i></p>	<p><b>Content</b> Economics/Jobs: <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Lend a Hand;</i> <b>TP:</b> 2 Read the Book <i>My Gymnastics Class;</i> <b>TP:</b> 2 Read the Book <i>A Trip to the Beach;</i> <b>TP:</b> 2 Read the Book Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>

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	<p>On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	
<p><b>Messenger, Messenger</b> 127-187</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Community Helpers, 85-88; Communities, 89-95; Jobs, 123-126 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, 21, 25, 44, 75, 91, 114, 120, 121, 129, 132, 152, 164, 165, 223, 230, 257, 273, 303, 307, 315; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Making Things: <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Moving People and Things: <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Jobs/Economics: <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book <i>A Trip to the Beach</i>; <b>TP:</b> 2 Read</p>

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		<p>the Book; 3 Learn Through the Text  <i>Make a House</i>; <b>TP:</b> 2 Read the Book  <i>Planes, Trains, and More</i>; <b>TP:</b> 2 Read the Book  <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book            Preview and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:            See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>The Little Engine That Could</b> pp. 189-251</p> <p><b>Skill:</b> Plot  <b>Strategy:</b> Preview and Predict            Recall and Retell</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>            Solving Problems, 39-42; From Here to There, 159-163; Changes in Travel, 271-274</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>            Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b>            Recall and Retell            Below Level: <i>It Is My Birthday</i>            On Level: <i>Happy Birthday To Me!</i>            Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b>            Trains:  <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text            Landforms:  <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text            Solving Problems/Helping Others:  <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Preview and Predict:</p>

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		<p>See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>On the Move!</b> pp. 253-313</p> <p><b>Skill:</b> Main Idea <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> World Map, 217-220; Changes in Travel, 271-274</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Main Idea, 29, 79, 83, 137, 145, 180; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Movement/Travel/Transportation: <i>A Trip to the Beach</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Geography: <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p>Working Together: <i>Lend a Hand</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea: <i>Looking at Cities</i>; <b>TP</b> 3 Learn Through the Text <i>Encyclopedia of Places</i>; <b>TP</b> 2 How to Read a Reference Book <i>A Trip to the Beach</i>; <b>TP</b> 3 Learn Through the Text</p>



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		<p>Preview and Predict: See Section 1 of each Teaching Plan throughout.</p> <p>Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>This Is the Way We Go to School</b> pp. 315-377</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Communities, 89-92; World Map, 217-220</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Draw Conclusions, 21, 33, 37, 41, 75, 79, 83, 87, 95, 98, 125, 137, 141, 149, 153, 161, 199, 203, 211, 227, 253, 257, 311, 319; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Town/Countryside Communities: <i>Looking at Cities</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP: 3</b> Learn Through the Text</p> <p>Transportation: <i>Planes, Trains, and More</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>The Way Things Were</i>; <b>TP: 2</b> Read the Book <i>Lend a Hand</i>; <b>TP: 2</b> Read the Book <i>My Gymnastics Class</i>; <b>TP: 2</b> Read the Book <i>Planes, Trains, and More</i>; <b>TP: 2</b> Read the Book</p> <p>Preview and Predict: See Section 1 of each Teaching Plan throughout.</p> <p>Recall and Retell:</p>

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		<p>See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p align="center"><b>Unit 6 - Building Our Homes</b></p>		
<p><b>Homes Around the World</b> pp. 1-61</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Communities, 89-92; Needs/Shelter, 155-158; World Map, 217-220 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Who Is My Neighbor?</i> On Level: <i>My Neighborhood</i> Above Level: <i>Neighbors Near and Far</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, 21, 25, 44, 75, 91, 114, 120, 121, 129, 132, 152, 164, 165, 223, 230, 257, 273, 303, 307, 315; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i></p>	<p><b>Content</b> Homes/Communities: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities</i>; <b>TP</b> 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Homes Around the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>The Way Things Were</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>My Gymnastics Class</i>; <b>TP:</b> 2 Read the Book <i>A Trip to the Beach</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>

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	<p>Above Level: <i>Birthday Celebrations</i></p>	<p><i>Make a House</i>; <b>TP:</b> 2 Read the Book  <i>Planes, Trains, and More</i>; <b>TP:</b> 2 Read the Book  <i>Where Does Breakfast Come From?</i> <b>TP:</b> 2 Read the Book            Preview and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:            See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Old MacDonald had a Woodshop</b> pp. 63-123</p> <p><b>Skill:</b> Character  <b>Strategy:</b> Visualize and Predict            Recall and Retell</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>            Communities, 89-92; Jobs, 119-122  <b>Leveled Readers/Teacher Guides:</b>            Below Level: <i>Who Is My Neighbor?</i>            On Level: <i>My Neighborhood</i>            Above Level: <i>Neighbors Near and Far</i>            Below Level: <i>Jobs, Jobs, Jobs</i>            On Level: <i>Who Does This Job?</i>            Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>            Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331  <b>Leveled Readers/Teacher Guides:</b></p>	<p><b>Content</b>            Building Things:  <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Visualize and Predict:            See Section 1 of each Teaching Plan throughout.            Recall and Retell:            See Sections 2 and 3 of each Teaching Plan throughout.</p>

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	<p>Recall and Retell: Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	
<p><b>Building Beavers</b> pp. 125-185</p> <p><b>Skill:</b> Main Idea <b>Strategy:</b> Recognize Text Structure Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> United States Map, 213-216</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Main Idea, 29, 79, 83, 137, 145, 280; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p> <p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Homes/Communities: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP 2</i> Read the Book; 3 Learn Through the Text <i>Make a House; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Farms: <i>Where Does Breakfast Come From? TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea: <i>Looking at Cities; TP: 3</i> Learn Through the Text <i>Encyclopedia of Places; TP: 2</i> How to Read a Reference Book <i>A Trip to the Beach; TP: 3</i> Learn Through the Text</p> <p>Recognize Text Structure: <i>Looking at Cities; TP: 2</i> Read the</p>

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		<p>Book  <i>The Way Things Were</i>; <b>TP:</b> 2 Read the Book  <i>Encyclopedia of Places</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book  <i>Make a House</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Where Does Breakfast Come From?</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>The Night Worker</b> pp. 187-249</p> <p><b>Skill:</b> Plot  <b>Strategy:</b> Preview and Predict  Recall and Retell</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  Families, 19-22; Jobs, 123-126  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Jobs, Jobs, Jobs</i>  On Level: <i>Who Does This Job?</i>  Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>  Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331</p>	<p><b>Content</b>  Machines:  <i>Planes, Trains, and More</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Preview and Predict:  See Section 1 of each Teaching Plan throughout.  Recall and Retell:  See Sections 2 and 3 of each Teaching Plan throughout.</p>

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	<p><b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	
<p><b>The House That Tony Lives In</b> pp. 251-311</p> <p><b>Skill:</b> Setting <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Jobs, 123-126; Needs/Shelter, 155-158; From Here to There, 159-162 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Jobs, Jobs, Jobs</i> On Level: <i>Who Does This Job?</i> Above Level: <i>Jobs In My Community</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Homes/Communities: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP 2</i> Read the Book; 3 Learn Through the Text <i>Make a House; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Setting: <i>Homes Around the World; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Looking at Cities; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of Places; TP: 1</i> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>My Gymnastics Class; TP 1</i></p>

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		<p>Introduce the Book; 3 Learn Through Text <i>A Trip to the Beach</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make a House</i>; <b>TP 3</b> Learn Through the Text Preview and Predict: See Section 1 of each Teaching Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.</p>
<p><b>Animal Homes</b> pp. 313-375</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Preview and Predict Recall and Retell</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Needs/Shelter, 155-158</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Draw Conclusions, 21, 33, 37, 41, 75, 79, 83, 87, 95, 98, 125, 137, 141, 149, 153, 161, 199, 203, 211, 227, 253, 277, 311, 319; Predict, 45, 121, 129, 227; Recall and Retell, 296, 303, 307, 319, 326, 327, 331 <b>Leveled Readers/Teacher Guides:</b> Recall and Retell Below Level: <i>It Is My Birthday</i> On Level: <i>Happy Birthday To Me!</i> Above Level: <i>Birthday Celebrations</i></p>	<p><b>Content</b> Homes Around the World: <i>Homes Around the World</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>The Way Things Were</i>; <b>TP: 2</b> Read the Book <i>Lend a Hand</i>; <b>TP: 2</b> Read the Book <i>My Gymnastics Class</i>; <b>TP: 2</b> Read the Book <i>Planes, Trains, and More</i>; <b>TP: 2</b> Read the Book Preview and Predict: See Section 1 of each Teaching</p>

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		Plan throughout. Recall and Retell: See Sections 2 and 3 of each Teaching Plan throughout.



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**Grade One**

<b>Scott Foresman Reading Street © 2008</b>	<b>Scott Foresman Social Studies © 2011</b>	<b>iOpeners © 2003</b>
<b>Unit 1 - Animals, Tame and Wild</b>		
<p><b>Sam, Come Back!</b> pp. 10a-29b</p> <p><b>Puppy Games</b> pp. 26-27</p> <p><b>Skill:</b> Character</p> <p><b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content Teacher's Edition:</b> Ben's Jobs, 94a, 94-95; Use a Chart, 99, 99a</p>	<p><b>Comprehension Skills/Strategies</b> Character: <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Monitor and Fix Up <i>Tick Tock World Clocks</i>; <b>TP:</b> 3 Learn Through the Text <i>Get the Message</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What's the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter</i>; <b>TP:</b> 3 Learn</p>

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		<p>Through the Text <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>Pig in a Wig</b> pp. 30a-51b <b>We Are Vets</b> pp. 48-49</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Summarize</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Welcome to Job Day!, 108a, 108-111, 115a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i></p>	<p><b>Content</b> Careers: <i>Beatrix Potter</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Great Inventions</i>; <b>TP: 3</b> How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>Beatrix Potter</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text <i>Oscar’s Day</i>; <b>TP: 3</b> Learn Through the Text</p> <p>Summarize: <i>Tick Tock World Clocks</i>; <b>TP: 2</b> Read the Book <i>Then and Now</i>; <b>TP: 2</b> Read the Book <i>What’s the Address?</i> <b>TP: 2</b> Read the Book <i>Eat Your Vegetables!</i> <b>TP: 2</b> Read the Book</p>

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		<p><i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book  <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book  <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book  <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
<p><b>The Big Blue Ox</b> pp. 52a-73b  <b>They Can Help</b> pp. 68-71</p> <p><b>Skill:</b> Character and Setting  <b>Strategy:</b> Visualize</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Interview with a Farmer, 116a, 116-119, 123a  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Working</i>  On Level: <i>People at Work</i>  Above Level: <i>Where We Work</i></p>	<p><b>Content</b>  Transportation:  <i>Then and Now</i>; <b>TP:</b> 3 Learn Through the Text  Animals:  <i>Then and Now</i>; <b>TP:</b> 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b>  Character and Setting:  <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  Visualize:  <i>Follow a River</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>A Fox and a Kit</b> pp. 74a-93b  <b>The Zoo in the Park</b> pp. 90-91</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Lots of Jobs, 88-89</p>	

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<p><b>Skill:</b> Main Idea <b>Strategy:</b> Ask Questions</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Main Idea, H14, H15, 15, 33, 36, 45, 55, 63, 65, 72, 81, 102, 106, 108, 113, 115, 119, 127, 140-141, 142, 144, 156, 170, 173, 179, 196</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea Below Level: <i>Find It!</i> On Level: <i>Maps and Globes</i> Above Level: <i>Reading Maps and Globes</i></p>	<p><b>Comprehension Skills/Strategies</b> Main Idea: <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>What’s the Address?</i> <b>TP:</b> 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book <i>Follow a River</i>; <b>TP:</b> 2 Read the Book <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Oscar’s Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Ask Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>
<p><b>Get the Egg!</b> pp. 94a-113b <b>Help the Birds</b> pp. 110-111</p>	<p><b>Content Teacher’s Edition:</b> Endangered Animals, 170a, 174-175, 175a</p> <p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Working</i> On Level: <i>People at Work</i></p>	<p><b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 3 Learn Through the Text <i>Oscar’s Day</i>; <b>TP:</b> 3 Learn Through</p>

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<p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Story Structure</p>	<p>Above Level: <i>Where We Work</i></p>	<p>the Text</p>
<p><b>Animal Park</b> pp. 114a-133b <b>Poetry Collection</b> pp. 130-131</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Endangered Animals, 170a, 174-175, 175a</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Cause and Effect, 11, 18, 33, 35, 63, 70, 115, 123, 158, 163, 171, 251</p>	<p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>What’s the Address?</i> <b>TP:</b> 2 Read the Book <i>Follow a River</i>; <b>TP:</b> 2 Read the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book Monitor and Fix Up: <i>Tick Tock World Clocks</i>; <b>TP:</b> 3 Learn Through the Text <i>Get the Message</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What’s the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter</i>; <b>TP:</b> 3 Learn Through the Text</p>

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		<p style="text-align: center;"><i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p>
<p style="text-align: center;"><b>Unit 2 - Communities</b></p>		
<p><b>Max and Ruby: A Big Fish for Max</b> pp. 10a-35b <b>At Home</b> pp. 30-33</p> <p><b>Skill:</b> Main Idea <b>Strategy:</b> Predict</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Welcome to My Neighborhood, 50a, 50-53, 55a; Ben’s Jobs, 94a, 94-95, 99a; Needs and Wants, 100a, 100-101, 103a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Main Idea, H14, H15, 15, 33, 36, 45, 55, 63, 65, 72, 81, 102, 106, 108, 113, 115, 119, 127, 140-141, 142, 144, 156, 170, 173, 179, 196; Predict, 23, 59, 91, 236-237, 266, 269; Predict, 23, 59, 91, 236-237, 266, 269 <b>Leveled Readers/Teacher Guides:</b> Main Idea Below Level: <i>Find It!</i> On Level: <i>Maps and Globes</i> Above Level: <i>Reading Maps and</i></p>	<p><b>Content</b> Home/Communities <i>What’s the Address?</i> <b>TP: 3</b> Learn Through the Text <i>Oscar’s Day</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea: <i>Then and Now</i>; <b>TP: 2</b> Read the Book <i>What’s the Address?</i> <b>TP: 2</b> Read the Book <i>Eat Your Vegetables!</i> <b>TP: 2</b> Read the Book <i>Follow a River</i>; <b>TP: 2</b> Read the Book <i>Great Inventions</i>; <b>TP: 2</b> How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text <i>Oscar’s Day</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text Predict: <i>Tick Tock World Clocks</i>; <b>TP: 1</b> Introduce the Book</p>

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	<p><i>Globes</i> Predict: Below Level: <i>On the Move</i> On Level: <i>How Travel Has Changed</i> Above Level: <i>Changes in Transportation</i></p>	<p><i>Then and Now; TP: 1</i> Introduce the Book; 2 Read the Book <i>Get the Message; TP: 1</i> Introduce the Book; 2 Read the Book <i>What's the Address? TP: 1</i> Introduce the Book <i>Eat Your Vegetables! TP: 1</i> Introduce the Book; 2 Read the Book <i>Follow a River; TP: 1</i> Introduce the Book; 2 Read the Book <i>Beatrix Potter; TP: 1</i> Introduce the Book <i>Great Inventions; TP: 1</i> Introduce the Book <i>Inventing the Telephone; TP: 1</i> Introduce the Book; 2 Read the Book <i>Oscar's Day; TP: 1</i> Introduce the Book; 2 Read the Book</p>
<p><b>The Farmer in the Hat</b> pp. 36a-63b <b>Helping Hands at 4-H</b> pp. 56-61</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Different Kinds of Communities, 56a, 56-57, 61a; Kid's Kitchen, 112-113; Interview with a Farmer, 116a, 116-119, 123a; Interview About Farm History, 164a, 164-167, 169a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Working</i> On Level: <i>People at Work</i></p>	<p><b>Content</b> Groups/Communities: <i>What's the Address? TP: 3</i> Learn Through the Text <i>Oscar's Day; TP: 2</i> Read the Book; 3 Learn Through the Text <b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Then and Now; TP: 2</i> Read the Book</p>

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<p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Monitor and Fix Up</p>	<p>Above Level: <i>Where We Work</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Cause and Effect, 11, 18, 33, 35, 63, 70, 115, 123, 158, 163, 171, 251</p>	<p><i>What’s the Address?</i> <b>TP:</b> 2 Read the Book <i>Follow a River;</i> <b>TP:</b> 2 Read the Book <i>Beatrix Potter;</i> <b>TP:</b> 2 Read the Book <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book Monitor and Fix Up: <i>Tick Tock World Clocks;</i> <b>TP:</b> 3 Learn Through the Text <i>Get the Message;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What’s the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River;</i> <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter;</i> <b>TP:</b> 3 Learn Through the Text <i>Inventing the Telephone;</i> <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Who Works Here?</b> pp. 64a-83b <b>Neighborhood Map</b> pp. 80-81</p>	<p><b>Content Teacher’s Edition:</b> Geography Skills, H22-H26; Welcome to My Neighborhood, 50a, 50-53; Use a Map Key, 54-55, 55a; Community Laws and Leaders, 70a,</p>	<p><b>Content</b> Groups/Communities: <i>What’s the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Oscar’s Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>



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<p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Ask Questions</p>	<p>70-71, 73a; Welcome to Job Day!, 108a, 108-111, 115a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i> Below Level: <i>Find It!</i> On Level: <i>Maps and Globes</i> Above Level: <i>Reading Maps and Globes</i></p>	<p>Maps: <i>Tick Tock World Clocks</i>; <b>TP: 3</b> Learn Through the Text <i>What's the Address?</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>Tick Tock World Clocks</i>; <b>TP 2</b> Read the Book <i>Then and Now</i>; <b>TP 2</b> Read the Book <i>Eat Your Vegetables</i>; <b>TP 2</b> Read the Book <i>Follow a River</i>; <b>TP 2</b> Read the Book <i>Inventing the Telephone</i>; <b>TP 2</b> Read the Book</p> <p>Ask Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>
<p><b>The Big Circle</b> pp. 84a-111b <b>Class Paper</b> pp. 106-109</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Endangered Animals, 170a, 174-175, 175a</p>	<p><b>Comprehension Skills/Strategies</b> Sequence: <i>Then and Now</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP: 1</b></p>

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<p><b>Skill:</b> Sequence <b>Strategy:</b> Monitor and Fix</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Sequence, 14, 15, 26, 92-94, 116, 117, 118, 123, 131, 164, 166, 252 <b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i></p>	<p>Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 2 Read the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Oscar’s Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Monitor and Fix: <i>Tick Tock World Clocks</i>; <b>TP:</b> 3 Learn Through the Text <i>Get the Message</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What’s the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter</i>; <b>TP:</b> 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Life in the Forest</b> pp. 112a-137b</p>	<p><b>Content Teacher’s Edition:</b></p>	<p><b>Content</b> Plants:</p>

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<p><b>Mangrove Forest</b> pp. 132-135</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Preview the Text</p>	<p>Tree Musketeers, 156a, 160-161, 163a; Meet Elvia Niebla, 162-163, 163a</p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Preview, 6, 8, 10, 14, 18, 20, 22, 26, 28, 32, 34, 36, 48, 50, 54, 56, 58, 60, 62, 66, 68, 70, 72, 74, 78, 80, 92, 94, 98, 100, 102, 104, 106, 108, 112, 114, 116, 120, 122, 124, 126, 128, 140, 142, 146, 150, 154, 160, 162, 164, 168, 170, 174, 176, 188, 190, 192, 194, 196, 200, 202, 206, 208, 210, 212, 216, 218, 222, 224, 236, 238, 240, 242, 244, 246, 250, 252, 254, 256, 258, 262, 264, 266</p>	<p><i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>Tick Tock World Clocks;</i> <b>TP</b> 2 Read the Book <i>Then and Now;</i> <b>TP</b> 2 Read the Book <i>Eat Your Vegetables;</i> <b>TP</b> 2 Read the Book <i>Follow a River;</i> <b>TP</b> 2 Read the Book <i>Inventing the Telephone;</i> <b>TP</b> 2 Read the Book Preview the Text: <i>Tick Tock World Clocks;</i> <b>TP:</b> 1 Introduce the Book <i>Then and Now;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 1 Introduce the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book <i>Follow a River;</i> <b>TP:</b> 1 Introduce the Book <i>Beatrix Potter;</i> <b>TP:</b> 1 Introduce the Book</p>

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		<p><i>Great Inventions</i>; <b>TP: 1</b> Introduce the Book  <i>Inventing the Telephone</i>; <b>TP: 1</b> Introduce the Book  <i>Oscar's Day</i>; <b>TP: 1</b> Introduce the Book</p>
<p><b>Honey Bees</b> pp. 138a-163b  <b>The Ants Go Marching</b> pp. 160-161</p> <p><b>Skill:</b> Compare and Contrast  <b>Strategy:</b> Preview</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Tree Musketeers, 156a, 160-161, 163a</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Compare and Contrast, 9, 19, 21, 23, 24, 29, 30, 35, 36, 47, 48-49, 50, 52, 56, 57, 59, 62, 66, 74, 75, 80, 89, 91, 95, 100, 103, 107, 147, 150, 152, 153, 191, 205, 211, 249, 251, 253, 258, 259, 263;  Preview, 6, 8, 10, 14, 18, 20, 22, 26, 28, 32, 34, 36, 48, 50, 54, 56, 58, 60, 62, 66, 68, 70, 72, 74, 78, 80, 92, 94, 98, 100, 102, 104, 106, 108, 112, 114, 116, 120, 122, 124, 126, 128, 140, 142, 146, 150, 154, 160, 162, 164, 168, 170, 174, 176, 188, 190, 192, 194, 196, 200, 202, 206, 208, 210, 212, 216, 218, 222, 224, 236, 238, 240, 242, 244, 246, 250, 252, 254, 256, 258, 262, 264,</p>	<p><b>Content</b>  Plants:  <i>Eat Your Vegetables!</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Compare and Contrast:  <i>Tick Tock World Clocks</i>; <b>TP 2</b> Read the Book  <i>Then and Now</i>; <b>TP 2</b> Read the Book; 3 Learn Through the Text  <i>Get the Message</i>; <b>TP 2</b> Read the Book  <i>What's the Address?</i> <b>TP 2</b> Read the Book  <i>Eat Your Vegetables!</i> <b>TP 2</b> Read the Book  <i>Follow a River</i>; <b>TP 2</b> Read the Book  <i>Inventing the Telephone</i>; <b>TP 2</b> Read the Book  <i>Oscar's Day</i>; <b>TP 2</b> Read the Book  Preview:  <i>Tick Tock World Clocks</i>; <b>TP: 1</b></p>

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	<p>266 <b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i></p>	<p>Introduce the Book <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 1 Introduce the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book <i>Follow a River</i>; <b>TP:</b> 1 Introduce the Book <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book <i>Great Inventions</i>; <b>TP:</b> 1 Introduce the Book <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book</p>
<p align="center"><b>Unit 3 - Changes</b></p>		
<p><b>An Egg is an Egg</b> pp. 10a-35b <b>Nothing Fits</b> pp. 30-33</p>	<p><b>Content Teacher's Edition:</b> Learning About My School, 28a, 28-31; Things We Use, 34-35, 35a; How a Community Changed, 56a, 58-59; Changing Toys, 102-103; Weather and Seasons Long Ago, 142a, 148-149, 149a; Interview About Farm History, 164a, 164-167, 169a; How Things Have Changed, 242a, 242-</p>	<p><b>Content</b> Changes: <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Tick Tock World Clocks</i>; <b>TP</b> 2 Read the Book</p>

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<p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Predict</p>	<p>243, 245a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Compare and Contrast, 9, 19, 21, 23, 24, 29, 30, 35, 36, 47, 48-49, 50, 52, 56, 57, 59, 62, 66, 74, 75, 80, 89, 91, 95, 100, 103, 107, 147, 150, 152, 153, 191, 205, 211, 249, 251, 253, 258, 259, 263; Predict, 23, 59, 91, 236-237, 266, 269</p> <p><b>Leveled Readers/Teacher Guides:</b> Compare and Contrast Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i> Predict Below Level: <i>On the Move</i> On Level: <i>How Travel Has Changed</i> Above Level: <i>Changes in Transportation</i></p>	<p><i>Then and Now</i>; <b>TP 2</b> Read the Book; 3 Learn Through the Text <i>Get the Message</i>; <b>TP 2</b> Read the Book <i>What's the Address?</i> <b>TP 2</b> Read the Book <i>Eat Your Vegetables!</i> <b>TP 2</b> Read the Book <i>Follow a River</i>; <b>TP 2</b> Read the Book <i>Inventing the Telephone</i>; <b>TP 2</b> Read the Book <i>Oscar's Day</i>; <b>TP 2</b> Read the Book Predict: <i>Tick Tock World Clocks</i>; <b>TP: 1</b> Introduce the Book <i>Then and Now</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>What's the Address?</i> <b>TP: 1</b> Introduce the Book <i>Eat Your Vegetables!</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Follow a River</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Beatrix Potter</i>; <b>TP: 1</b> Introduce the Book <i>Great Inventions</i>; <b>TP: 1</b> Introduce the Book</p>

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		<p><i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Ruby in Her Own Time</b> pp. 36a-67b <b>I'm Growing</b> pp. 64-65</p> <p><b>Skill:</b> Plot <b>Strategy:</b> Summarize</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Learning About My School, 28a, 28-31; Then and Now, 34-35, 35a; School Today, 36a, 36-37 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Curriculum Connection: Reading, 123a</p>	<p><b>Content</b> Time and Time Lines: <i>Tick Tock World Clocks</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Then and Now</i>; ; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Respecting Differences: <i>Eat Your Vegetables!</i> ; <b>TP:</b> 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <b>Comprehension Skills/Strategies</b> Summarize: <i>Tick Tock World Clocks</i>; <b>TP:</b> 2 Read the Book <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read</p>

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		<p>the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
<p><b>Jan's New Home</b> pp. 68a-91b <b>A Letter from Jan</b> pp. 88-89</p> <p><b>Skill:</b> Theme <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Where Kim Lives, 48-49; Welcome to My Neighborhood, 50a, 50-53, 55a; Different Kinds of Communities, 56a, 56-57, 61a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i></p>	<p><b>Content</b> New Places: <i>Tick Tock World Clocks</i>; ; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>What's the Address?</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Oscar's Day</i>; ; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Theme: <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book <i>Follow a River</i>; <b>TP:</b> 2 Read the</p>



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		<p>Book  <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book  <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text            Monitor and Fix Up:  <i>Tick Tock World Clocks</i>; <b>TP:</b> 3 Learn Through the Text  <i>Get the Message</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>What's the Address?</i> <b>TP:</b> 3 Learn Through the Text  <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text  <i>Follow a River</i>; <b>TP:</b> 3 Learn Through the Text  <i>Beatrix Potter</i>; <b>TP:</b> 3 Learn Through the Text  <i>Inventing the Telephone</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Frog and Toad Together</b>            pp. 92a-117b  <b>Growing Plants</b>            pp. 114-115</p> <p><b>Skill:</b> Plot  <b>Strategy:</b> Visualize</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            School Today, 36-37; Interview with a Farmer, 116a, 116-119, 123a</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>            Curriculum Connection: Reading,</p>	<p><b>Content</b>            Plants:  <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Visualize:</p>

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	123a	<i>Follow a River</i> ; <b>TP: 2</b> Read the Book
<p><b>I'm a Caterpillar</b> pp. 118a-143b <b>My Computer</b> pp. 140-141</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Text Structure</p>	<p><b>Content</b> <b>Teacher's Edition:</b> How Things Have Changed, 242a, 242-243, 245a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Things Change</i> On Level: <i>Then and Now</i> Above Level: <i>Changing Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Draw Conclusions, 5, 19, 33, 51, 66, 100, 101, 103, 104, 109, 113, 115, 125, 143, 160, 165, 177, 197, 199, 207, 209, 211, 219, 223, 238, 241, 262</p>	<p><b>Content</b> How Things Change: <i>Then and Now</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text <i>Follow a River</i>; <b>TP: 2</b> Read the Book; <b>3</b> Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>Then and Now</i>; <b>TP: 2</b> Read the Book <i>Get the Message</i>; <b>TP: 2</b> Read the Book <i>Beatrix Potter</i>; <b>TP: 2</b> Read the Book <i>Inventing the Telephone</i>; <b>TP: 2</b> Read the Book <i>Oscar's Day</i>; <b>TP: 2</b> Read the Book Text Structure: <i>Tick Tock World Clocks</i>; <b>TP: 2</b> Read the Book <i>Then and Now</i>; <b>TP: 2</b> Read the Book <i>Get the Message</i>; <b>TP: 2</b> Read the Book <i>What's the Address?</i> <b>TP: 2</b> Read the Book <i>Follow a River</i>; <b>TP: 2</b> Read the</p>

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		<p>Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Where Are My Animal Friends?</b> pp. 144a-173b <b>Poetry Collection</b> pp. 168-171</p> <p><b>Skill:</b> Sequence <b>Strategy:</b> Prior Knowledge</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Different Kinds of Weather, 142a, 142-145; Weather and Seasons Long Ago, 148-149, 149a</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Sequence, 14, 15, 26, 92-94, 116, 117, 118, 123, 131, 164, 166, 252 <b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i></p>	<p><b>Content</b> Weather/Changes in Nature: <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Follow a River</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence: <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 2 Read the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>

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		<p><i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Prior Knowledge: <i>Tick Tock World Clocks</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 1 Introduce the Book <i>What's the Address?</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Follow a River</i>; <b>TP:</b> 1 Introduce the Book <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Great Inventions</i>; <b>TP:</b> 1 Introduce the Book <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book</p>
<p align="center"><b>Unit 4 - Treasures</b></p>		
<p><b>Mama's Birthday Present</b> pp. 10a-43b</p>	<p><b>Content Teacher's Edition:</b></p>	<p><b>Content Culture:</b></p>

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<p><b>Chinese Surprises</b> pp. 40-41</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Monitor and Fix Up</p>	<p>Special Things We Do, 62a, 62-65; Chinese New Year, 66-67, 69a; Meet Laurence Yep, 262-263</p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Draw Conclusions, 5, 19, 33, 51, 66, 100, 101, 103, 104, 109, 113, 115, 125, 143, 160, 165, 177, 197, 199, 207, 209, 211, 219, 223, 238, 241, 262</p>	<p><i>What’s the Address?</i> <b>TP:</b> 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Oscar’s Day;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>Then and Now;</i> <b>TP:</b> 2 Read the Book <i>Get the Message;</i> <b>TP:</b> 2 Read the Book <i>Beatrix Potter;</i> <b>TP:</b> 2 Read the Book <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book <i>Oscar’s Day;</i> <b>TP:</b> 2 Read the Book Monitor and Fix Up: <i>Tick Tock World Clocks;</i> <b>TP:</b> 3 Learn Through the Text <i>Get the Message;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What’s the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River;</i> <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter;</i> <b>TP:</b> 3 Learn</p>

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		<p>Through the Text <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>The Dot</b> pp. 44a-71b <b>A Great Artist and His Dots</b> pp. 68-69</p> <p><b>Skill:</b> Theme <b>Strategy:</b> Graphic Organizer</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Meet Laurence Yep, 262-263</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Graphic Organizer, E17-E24 <b>Teacher Guides:</b> Graphic Organizer Below Level: All Units On Level: All Units Above Level: All Units</p>	<p><b>Content</b> Individual Talents/Contributions: <i>Beatrix Potter</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Theme: <i>Then and Now</i>; <b>TP: 2</b> Read the Book <i>What’s the Address?</i> <b>TP: 2</b> Read the Book <i>Eat Your Vegetables!</i> <b>TP: 2</b> Read the Book <i>Follow a River</i>; <b>TP: 2</b> Read the Book <i>Great Inventions</i>; <b>TP: 2</b> How to Read a Reference Book <i>Inventing the Telephone</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text <i>Oscar’s Day</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text Graphic Organizer: <i>Then and Now</i>; <b>TP: 1</b> Introduce</p>

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		<p>the Book; 3 Learn Through the Text  <i>Get the Message</i>; <b>TP: 1</b> Introduce the Book  <i>What's the Address?</i> <b>TP: 2</b> Read the Book; 3 Learn Through the Text  <i>Eat Your Vegetables!</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Follow a River</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text  <i>Beatrix Potter</i>; <b>TP: 2</b> Read the Book  <i>Inventing the Telephone</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text  <i>Oscar's Day</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text            In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>Mister Bones: Dinosaur Hunter</b>            pp. 72a-97b  <b>What's in a Museum?</b>            pp. 92-95</p> <p><b>Skill:</b> Author's Purpose  <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            Endangered Animals, 170a, 174-175, 175a</p>	<p><b>Content</b>  <b>Comprehension Skills/Strategies</b>            Author's Purpose:  <i>Tick Tock World Clocks</i>; <b>TP 2</b> Read the Book  <i>Then and Now</i>; <b>TP 2</b> Read the Book  <i>Eat Your Vegetables</i>; <b>TP 2</b> Read</p>

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		<p>the Book  <i>Follow a River</i>; <b>TP 2</b> Read the Book  <i>Inventing the Telephone</i>; <b>TP 2</b> Read the Book            Monitor and Fix Up:  <i>Tick Tock World Clocks</i>; <b>TP: 3</b> Learn Through the Text  <i>Get the Message</i>; <b>TP: 2</b> Read the Book; <b>3</b> Learn Through the Text  <i>What's the Address?</i> <b>TP: 3</b> Learn Through the Text  <i>Eat Your Vegetables!</i> <b>TP: 3</b> Learn Through the Text  <i>Follow a River</i>; <b>TP: 3</b> Learn Through the Text  <i>Beatrix Potter</i>; <b>TP: 3</b> Learn Through the Text  <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>The Lady in the Moon</b>            pp. 98a-125b  <b>My 4<sup>th</sup> of July</b>            pp. 120-123</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            Special Things We Do, 62a, 62-65; Chinese New Year, 66-67, 69a; The Colonies Become Free, 202a, 202-205, 207a; Symbols in Our Country, 208a, 208-209; Our Country's Flag, 210-211, 211a; We Celebrate Holidays, 212a, 212-215, 215a  <b>Leveled Readers/Teacher Guides:</b></p>	<p><b>Content</b>            Cultures and Customs  <i>What's the Address?</i> <b>TP: 2</b> Read the Book  <i>Eat Your Vegetables!</i> <b>TP: 3</b> Learn Through the Text  <i>Oscar's Day</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b></p>



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<p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Monitor and Fix Up</p>	<p>Below Level: <i>Happy Birthday, America!</i> On Level: <i>The Fourth of July</i> Above Level: <i>Independence Day</i></p>	<p>Realism and Fantasy: <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 3 Learn Through the Text Monitor and Fix Up: <i>Tick Tock World Clocks</i>; <b>TP:</b> 3 Learn Through the Text <i>Get the Message</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>What's the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Eat Your Vegetables!</i> <b>TP:</b> 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 3 Learn Through the Text <i>Beatrix Potter</i>; <b>TP:</b> 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Peter's Chair</b> pp. 126a-155b <b>Peter's Baby Sister</b> pp. 152-153</p> <p><b>Skill:</b> Character, Setting, and Plot <b>Strategy:</b> Story Structure</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Getting to Know Andres, 8a, 8-9, 13a; Special Things We Do, 62a, 62-65, 69a; Ben's Jobs, 94a, 94-97, 97a</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b></p>	<p><b>Comprehension Skills/Strategies</b> Character, Setting, and Plot: <i>Beatrix Potter</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>

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	<p>Curriculum Connection: Reading, 123a</p>	
<p><b>Henry and Mudge and Mrs. Hopper's House</b> pp. 156a-187b <b>Poetry Collection</b> pp. 182-185</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Preview</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Special Things We Do, 62a, 62-65, 69a; We Celebrate Holidays, 212a</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Cause and Effect, 11, 18, 33, 35, 63, 70, 115, 123, 158, 163, 171, 251; Preview, 6, 8, 10, 14, 18, 20, 22, 26, 28, 32, 34, 36, 48, 50, 54, 56, 58, 60, 62, 66, 68, 70, 72, 74, 78, 80, 92, 94, 98, 100, 102, 104, 106, 108, 112, 114, 116, 120, 122, 124, 126, 128, 140, 142, 146, 150, 154, 160, 162, 164, 168, 170, 174, 176, 188, 190, 192, 194, 196, 200, 202, 206, 208, 210, 212, 216, 218, 222, 224, 236, 238, 240, 242, 244, 246, 250, 252, 254, 256, 258, 262, 264, 266</p>	<p><b>Content</b> Community: <i>What's the Address?</i> <b>TP:</b> 3 Learn Through the Text <i>Oscar's Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Then and Now;</i> <b>TP:</b> 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 2 Read the Book <i>Follow a River;</i> <b>TP:</b> 2 Read the Book <i>Beatrix Potter;</i> <b>TP:</b> 2 Read the Book <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book</p> <p>Preview: <i>Tick Tock World Clocks;</i> <b>TP:</b> 1 Introduce the Book <i>Then and Now;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>

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		<p><i>What's the Address?</i> <b>TP:</b> 1 Introduce the Book  <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book  <i>Follow a River;</i> <b>TP:</b> 1 Introduce the Book  <i>Beatrix Potter;</i> <b>TP:</b> 1 Introduce the Book  <i>Great Inventions;</i> <b>TP:</b> 1 Introduce the Book  <i>Inventing the Telephone;</i> <b>TP:</b> 1 Introduce the Book  <i>Oscar's Day;</i> <b>TP:</b> 1 Introduce the Book</p>
<p align="center"><b>Unit 5 – Great Ideas</b></p>		
<p><b>Tippy-Toe Chick, Go!</b> pp. 10a-43b  <b>Belling the Cat</b> pp. 36-41</p> <p><b>Skill:</b> Character, Setting, and Plot  <b>Strategy:</b> Story Structure</p>	<p><b>Content Teacher's Edition:</b>  Problem on the Playground, 22a, 26-27; Needs and Wants, 100a, 100-101, 103a; The Girl and the Milk Pail, 266a, 266-267</p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b>  Curriculum Connection: Reading, 123a</p>	<p><b>Content</b>  Problem Solving:  <i>Great Inventions;</i> <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Character, Setting and Plot:  <i>Beatrix Potter;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>
<p><b>Mole and the Baby Bird</b> pp. 44a-75b  <b>Dear Dr. Know-It All</b></p>	<p><b>Content Teacher's Edition:</b>  Problems on the Playground, 22a,</p>	<p><b>Content</b>  Respecting Differences:  <i>Eat Your Vegetables!</i> ; <b>TP:</b> 3</p>

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<p>pp. 68-73</p> <p><b>Skill:</b> Sequence <b>Strategy:</b> Summarize</p>	<p>26-27</p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Sequence, 14, 15, 26, 92-94, 116, 117, 118, 123, 131, 164, 166, 252</p> <p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Working</i> On Level: <i>People at Work</i> Above Level: <i>Where We Work</i></p>	<p>Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence: <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Follow a River</i>; <b>TP:</b> 2 Read the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Great Inventions</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Summary: <i>Tick Tock World Clocks</i>; <b>TP:</b> 2 Read the Book <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 2 Read the Book</p>

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		<p><i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book  <i>Beatrix Potter;</i> <b>TP:</b> 2 Read the Book  <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book  <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book  <i>Oscar's Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
<p><b>Dot &amp; Jabber and the Great Acorn Mystery</b>  pp. 76a-109b  <b>Water</b>  pp. 104-107</p> <p><b>Skill:</b> Compare and Contrast  <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Our Earth's Resources, 156a, 156-159; Tree Musketeers, 160-161; Meet Eliva Niebla, 162-163, 163a  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Things Change</i>  On Level: <i>Then and Now</i>  Above Level: <i>Changing Communities</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Compare and Contrast, 9, 19, 21, 23, 24, 29, 30, 35, 36, 47, 48-49, 50, 52, 56, 57, 59, 62, 66, 74, 75, 80, 89, 91, 95, 100, 103, 107, 147, 150, 152, 153, 191, 205, 211, 249, 251, 253, 258, 259, 263; Curriculum Connection: Reading, 123a  <b>Leveled Readers/Teacher</b></p>	<p><b>Content</b>  Plants:  <i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  Scientific Process:  <i>Great Inventions;</i> <b>TP:</b> 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Compare and Contrast:  <i>Tick Tock World Clocks;</i> <b>TP</b> 2 Read the Book  <i>Then and Now;</i> <b>TP</b> 2 Read the Book; 3 Learn Through the Text  <i>Get the Message;</i> <b>TP</b> 2 Read the Book  <i>What's the Address?</i> <b>TP</b> 2 Read the Book  <i>Eat Your Vegetables!</i> <b>TP</b> 2 Read the Book</p>

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	<p><b>Guides:</b>            Compare and Contrast            Below Level: <i>Things Change</i>            On Level: <i>Then and Now</i>            Above Level: <i>Changing Communities</i></p>	<p><i>Follow a River</i>; <b>TP 2</b> Read the Book  <i>Inventing the Telephone</i>; <b>TP 2</b> Read the Book  <i>Oscar's Day</i>; <b>TP 2</b> Read the Book            Monitor and Fix Up:  <i>Tick Tock World Clocks</i>; <b>TP: 3</b> Learn Through the Text  <i>Get the Message</i>; <b>TP: 2</b> Read the Book; <b>3</b> Learn Through the Text  <i>What's the Address?</i> <b>TP: 3</b> Learn Through the Text  <i>Eat Your Vegetables!</i> <b>TP: 3</b> Learn Through the Text  <i>Follow a River</i>; <b>TP: 3</b> Learn Through the Text  <i>Beatrix Potter</i>; <b>TP: 3</b> Learn Through the Text  <i>Inventing the Telephone</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>Simple Machines</b>            pp. 110a-139b  <b>Roy's Wheelchair</b>            pp. 134-137</p> <p><b>Skill:</b> Main Idea</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            Big Wheels, 124a, 126-127, 127a  <b>Leveled Readers/Teacher</b>  <b>Guides:</b>            Below Level: <i>On the Move</i>            On Level: <i>How Travel Has Changed</i>            Above Level: <i>Changes in Transportation</i></p> <p><b>Comprehension Skills/Strategies</b></p>	<p><b>Content</b>            Machines:  <i>Great Inventions</i>; <b>TP 3</b> Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Main Idea:  <i>Then and Now</i>; <b>TP: 2</b> Read the Book  <i>What's the Address?</i> <b>TP: 2</b> Read the Book</p>

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<p><b>Strategy:</b> Summarize</p>	<p><b>Teacher’s Edition:</b> Main Idea, H14, H15, 15, 33, 36, 45, 55, 63, 65, 72, 81, 102, 106, 108, 113, 115, 119, 127, 140-141, 142, 144, 156, 170, 173, 179, 196</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea Below Level: <i>Find It!</i> On Level: <i>Maps and Globes</i> Above Level: <i>Reading Maps and Globes</i></p>	<p><i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book <i>Follow a River;</i> <b>TP:</b> 2 Read the Book <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Oscar’s Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Summarize: <i>Tick Tock World Clocks;</i> <b>TP:</b> 2 Read the Book <i>Then and Now;</i> <b>TP:</b> 2 Read the Book <i>What’s the Address?</i> <b>TP:</b> 2 Read the Book <i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book <i>Beatrix Potter;</i> <b>TP:</b> 2 Read the Book <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book <i>Oscar’s Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
<p><b>Alexander Graham Bell</b> pp. 140a-169b <b>Inventions</b></p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Inventions and Inventors, 246a,</p>	<p><b>Content</b> Inventors and Inventions: <i>Get the Message;</i> <b>TP:</b> 2 Read the</p>

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<p>pp. 166-167</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Text Features</p>	<p>246-249; Telephones, 250-251, 251a</p> <p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>On the Move</i> On Level: <i>How Travel Has Changed</i> Above Level: <i>Changes in Transportation</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Draw Conclusions, 5, 19, 33, 51, 66, 100, 101, 103, 104, 109, 113, 115, 125, 143, 160, 165, 177, 197, 199, 207, 209, 211, 219, 223, 238, 241, 262</p>	<p>Book; 3 Learn Through the Text <i>Great Inventions</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p><i>Inventing the Telephone</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>Then and Now</i>; <b>TP:</b> 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 2 Read the Book <i>Beatrix Potter</i>; <b>TP:</b> 2 Read the Book <i>Inventing the Telephone</i>; <b>TP:</b> 2 Read the Book <i>Oscar's Day</i>; <b>TP:</b> 2 Read the Book</p> <p>Text Features: <i>Tick Tock World Clocks</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Then and Now</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Get the Message</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>What's the Address?</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>



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		<p><i>Eat Your Vegetables!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p><i>Follow a River;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p><i>Beatrix Potter;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p><i>Great Inventions;</i> <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p><i>Inventing the Telephone;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p><i>Oscar's Day;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Ben Franklin and His First Kite</b> pp. 170a-203b <b>Poetry Collection</b> pp. 198-201</p> <p><b>Skill:</b> Theme <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Benjamin Franklin, 202a, 206-207; Inventions and Inventers, 246a, 246-249 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>On the Move</i> On Level: <i>How Travel Has Changed</i> Above Level: <i>Changes in Transportation</i></p>	<p><b>Content</b> Inventors and Inventions: <i>Get the Message;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Great Inventions;</i> <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>Inventing the Telephone;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Theme: <i>Then and Now;</i> <b>TP:</b> 2 Read the</p>

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		<p>Book  <i>What's the Address?</i> <b>TP:</b> 2 Read the Book  <i>Eat Your Vegetables!</i> <b>TP:</b> 2 Read the Book  <i>Follow a River;</i> <b>TP:</b> 2 Read the Book  <i>Great Inventions;</i> <b>TP:</b> 2 How to Read a Reference Book  <i>Inventing the Telephone;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Oscar's Day;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  Ask Questions:  A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>

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**Grade Two**

<b>Scott Foresman Reading Street © 2008</b>	<b>Scott Foresman Social Studies © 2011</b>	<b>iOpeners © 2003</b>
<b>Unit 1 - Exploration</b>		
<p><b>Iris and Walter</b> pp. 12a-14b <b>Poetry Collection</b> p. 38-39</p> <p><b>Skill:</b> Character and Setting <b>Strategy:</b> Predict</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Places Where We Live, 2-3; Comparing Communities, 24a, 24-27, 29a; In the Country, In the City, 42a, 42-43; Travel Channel, 48 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Our Communities</i> On Level: <i>Communities All Over</i> Above Level: <i>Communities: Alike and Different</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Predict, 23, 99, 101, 102-103, 104, 105, 109, 121, 127, 134, 143, 280 <b>Leveled Readers/Teacher Guides:</b> Predict Below Level: <i>Who Does It? Who Buys It?</i></p>	<p><b>Content</b> Communities/Friendship: <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Time to Celebrate!</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; Learn Through the Text <i>Let’s Play</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Geography <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference</p>

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	<p>On Level: <i>Buyers Need Sellers Need Buyers</i> Above Level: <i>The Consumer-Producer Connection</i></p>	<p>Book; 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p>Exploration <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>The Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Venn Diagrams:</p> <p><b>Comprehension Skills/Strategies</b> Predict: <i>All About Me</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book <i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>They Worked Together</i>; <b>TP:</b> 1</p>

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		<p>Introduce the Book; 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 1 Introduce the Book <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Exploring Space with an Astronaut</b> pp. 42a-67b <b>A Trip to Space Camp</b> pp. 62-65</p> <p><b>Skill:</b> Main Idea and Details <b>Strategy:</b> Text Structure</p>	<p><b>Content Teacher's Edition:</b> Ellen Ochoa, 250a, 254-255</p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Main Idea and Details, H14, H15, 16, 31, 33, 51, 57, 63, 66, 70, 75, 89, 113, 115, 126, 152-153, 154, 155, 158, 161, 166, 168, 169, 172, 173, 180, 182, 191, 207, 210, 211, 218, 219, 222, 223, 231, 235, 274, 279, 280</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea and Details Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p>	<p><b>Content</b> Exploration <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>The Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea and Details: <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 2 Read the Book <i>On the Farm</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Text Structure: <i>All About Me</i>; <b>TP:</b> 2 Read the</p>

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		<p>Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book  <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>Going to School</i>; <b>TP:</b> 2 Read the Book  <i>Let's Play</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Henry and Mudge and the Starry Night</b> pp. 68a-95b  <b>Star Pictures in the Sky</b> pp. 90-93</p> <p><b>Skill:</b> Character and Setting  <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Places Where We Live, 2-3;  Comparing Communities, 24a, 24-27, 29a; In the Country, In the City, 42a, 42-43; Travel Channel, 48  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Our Communities</i>  On Level: <i>Communities All Over</i>  Above Level: <i>Communities: Alike and Different</i></p>	<p><b>Content</b>  Habitats/Communities:  <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Character and Setting:  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  Monitor and Fix Up:</p>

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		<p><i>All About Me</i>; <b>TP: 3</b> Learn Through the Text  <i>Time to Celebrate!</i> <b>TP: 3</b> Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP: 3</b> Learn Through the Text  <i>World Atlas</i>; <b>TP: 3</b> Learn Through the Text  <i>Going to School</i>; <b>TP: 3</b> Learn Through the Text  <i>Changing Shores</i>; <b>TP: 3</b> Learn Through the Text  <i>They Worked Together</i>; <b>TP: 3</b> Learn Through the Text  <i>Let's Play</i>; <b>TP: 3</b> Learn Through the Text  <i>On the Farm</i>; <b>TP: 3</b> Learn Through the Text  <i>Meet Erdene</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>A Walk in the Desert</b> pp. 96a-127b  <b>Rain Forests</b> pp. 122-125</p> <p><b>Skill:</b> Main Idea and Details  <b>Strategy:</b> Text Structure</p>	<p><b>Content</b>  <b>Teacher's Edition:</b> Where People Live, 62a, 62-65, 67a</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b> Main Idea and Details, H14, H15, 16, 31, 33, 51, 57, 63, 66, 70, 75, 89, 113, 115, 126, 152-153, 154, 155, 158, 161, 166, 168, 169, 172, 173,</p>	<p><b>Content</b>  Habitats/Environments:  <i>World Atlas</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> How to Read a Reference Book; <b>3</b> Learn Through the Text  <i>Changing Shores</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text  <i>On the Farm</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text</p>

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	<p>180, 182, 191, 207, 210, 211, 218, 219, 222, 223, 231, 235, 274, 279, 280</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea and Details Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p>	<p>Where People Live: <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea and Details: <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 2 Read the Book <i>On the Farm</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Text Structure: <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>Going to School</i>; <b>TP:</b> 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>The Strongest One</b> pp. 128a-157b</p>	<p><b>Content Teacher's Edition:</b></p>	<p><b>Content</b> Cultures/Beliefs:</p>



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<p><b>Anteaters</b> pp. 152-155</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Monitor and Fix Up</p>	<p>How and Where People Lived, 62a, 66-67, 67a; Ella Cara Deloria, 206a, 206-207, 209a; An Honest Man, 284a, 284-285</p>	<p><i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Going to School;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Let's Play;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Meet Erdene;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  Exploration/Travel:  <i>Crossing the Atlantic;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3  Geography:  <i>World Atlas;</i> <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Realism and Fantasy:  <i>Crossing the Atlantic;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>

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		<p>Monitor and Fix Up:  <i>All About Me</i>; <b>TP: 3</b> Learn Through the Text  <i>Time to Celebrate!</i> <b>TP: 3</b> Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP: 3</b> Learn Through the Text  <i>World Atlas</i>; <b>TP: 3</b> Learn Through the Text  <i>Going to School</i>; <b>TP: 3</b> Learn Through the Text  <i>Changing Shores</i>; <b>TP: 3</b> Learn Through the Text  <i>They Worked Together</i>; <b>TP: 3</b> Learn Through the Text  <i>Let's Play</i>; <b>TP: 3</b> Learn Through the Text  <i>On the Farm</i>; <b>TP: 3</b> Learn Through the Text  <i>Meet Erdene</i>; <b>TP: 3</b> Learn Through the Text</p>
<p align="center"><b>Unit 2 - Working Together</b></p>		
<p><b>Tara and Tiree, Fearless Friends</b> pp. 162a-189b  <b>Rescue Dogs</b> pp. 184-187</p> <p><b>Skill:</b> Sequence  <b>Strategy:</b> Predict</p>	<p align="center"><b>Comprehension Skills/Strategies Teacher's Edition:</b>  Sequence, 107, 109, 120, 121, 122,</p>	<p><b>Content</b>  Heroes:  <i>They Worked Together</i>; <b>TP: 1</b>  Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Sequence:</p>

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	<p>172, 173, 200-201, 202, 226, 230, 239, 256, 268; Predict, 23, 99, 101, 102-103, 104, 105, 109, 121, 127, 134, 143, 280</p> <p><b>Leveled Readers/Teacher Guides:</b>  Sequence  Below Level: <i>Abraham Lincoln</i>  On Level: <i>Abraham Lincoln: Our Sixteenth President</i>  Above Level: <i>Abraham Lincoln: Great Man, Great Words</i>  Predict  Below Level: <i>Who Does It? Who Buys It?</i>  On Level: <i>Buyers Need Sellers Need Buyers</i>  Above Level: <i>The Consumer-Producer Connection</i></p>	<p><i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Let's Play</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>On the Farm</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  Predict:  <i>All About Me</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book  <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book  <i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Let's Play</i>; <b>TP:</b> 1 Introduce the Book</p>

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		<p><i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book  <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Ronald Morgan Goes to Bat</b> pp. 190a-217b  <b>Spaceball</b> p. 214-215</p> <p><b>Skill:</b> Realism and Fantasy  <b>Strategy:</b> Prior Knowledge</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  We Remember Americans, 233</p>	<p><b>Content</b>  Cooperation/Teamwork:  <i>Crossing the Atlantic</i>; <b>TP:</b> 1  Introduce the Book; 2 Read the Book  <i>They Worked Together</i>; <b>TP:</b> 1  Introduce the Book; 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b>  Realism and Fantasy:  <i>Crossing the Atlantic</i>; <b>TP:</b> 1  Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 1  Introduce the Book; 2 Read the Book; 3 Learn Through the Text  Prior Knowledge:  <i>All About Me</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP:</b> 1  Introduce the Book  <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book</p>

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		<p><i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book  <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book  <i>Let's Play</i>; <b>TP:</b> 1 Introduce the Book  <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Turtle's Race with Beaver</b> pp. 218a-251b  <b>The Secret Life of Ponds</b> pp. 246-249</p> <p><b>Skill:</b> Sequence  <b>Strategy:</b> Summarize</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Interview with a Geographer, 56a, 58-59, 61a; How and Where People Lived, 62a, 66-67, 67a; Ella Cara Deloria, 206a, 206-207, 207a; An Honest Man, 284a, 284-285</p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Sequence, 107, 109, 120, 121, 122, 172, 173, 200-201, 202, 226, 230, 239, 256, 268</p> <p><b>Leveled Readers/Teacher Guides:</b>  Sequence  Below Level: <i>Abraham Lincoln</i>  On Level: <i>Abraham Lincoln: Our Sixteenth President</i></p>	<p><b>Content</b>  Environment:  <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Sequence:  <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>

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	<p>Above Level: <i>Abraham Lincoln: Great Man, Great Words</i></p>	<p><i>Let's Play</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>On the Farm</i>; 2 Read the Book; 3 Learn Through the Text  Summarize:  <i>All About Me</i>; <b>TP:</b> 2 Read the Book  <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book  <i>On the Farm</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>The Bremen Town Musicians</b> pp. 252a-281b  <b>Animals Helping Animals</b> pp. 276-279    <b>Skill:</b> Author's Purpose  <b>Strategy:</b> Story Structure</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Curriculum Connection: Music, 41, 77, 119a, 133a, 187a, 189, 249; An Honest Man, 284a, 284-285</p>	<p><b>Content</b>  Interdependence/Survival:  <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  Environment  <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text    <b>Comprehension Skills/Strategies</b></p>

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		<p>Author's Purpose:  <i>All About Me</i>; <b>TP: 2</b> Read the Book  <i>Time to Celebrate!</i> <b>TP: 2</b> Read the Book  <i>Changing Shores</i>; <b>TP: 2</b> Read the Book  <i>Let's Play</i>; <b>TP: 2</b> Read the Book  <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book</p>
<p><b>A Turkey for Thanksgiving</b> pp. 282a-311b  <b>Thanksgiving USA</b> pp. 306-309</p> <p><b>Skill:</b> Draw Conclusions  <b>Strategy:</b> Visualize</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Colonies, 210a, 210-213, 215a;  People Celebrate, 256a, 256-257,  263a  <b>Leveled Readers/Teacher</b>  <b>Guides:</b>  Below Level: <i>Abraham Lincoln</i>  On Level: <i>Abraham Lincoln: Our</i>  <i>Sixteenth President</i>  Above Level: <i>Abraham Lincoln:</i>  <i>Great Man, Great Words</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Draw Conclusions, H3, H12, 3, 11,  13, 18, 23, 25, 29, 31, 33, 35, 37,  41, 43, 53, 67, 75, 77, 79, 84, 87,  89, 99, 105, 106, 113, 114, 117,  121, 122, 123, 127, 128, 129, 133,  135, 136, 139, 149, 161, 171, 174,  179, 182, 186, 188, 189, 204, 207,</p>	<p><b>Content</b>  Celebrations/Traditions:  <i>Time to Celebrate!</i>; <b>TP: 1</b>  Introduce the Book; 2 Read the  Book; 3 Learn Through the Text  Working Together:  <i>Crossing the Atlantic</i>; <b>TP: 1</b>  Introduce the Book; 2 Read the  Book  <i>They Worked Together</i>; <b>TP: 1</b>  Introduce the Book; 2 Read the  Book  <i>Meet Erdene</i>; <b>TP: 1</b> Introduce the  Book; 2 Read the Book; 3 Learn  Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Draw Conclusions:  <i>Time to Celebrate!</i> <b>TP: 2</b> Read the  Book  <i>Crossing the Atlantic</i>; <b>TP: 2</b> Read  the Book</p>

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	<p>212, 213, 217, 221, 223, 229, 231, 235, 237, 245, 251, 252, 255, 259, 269, 270, 271, 273, 274, 279, 281, 283, 285</p>	<p><i>Changing Shores</i>; <b>TP: 2</b> Read the Book  <i>They Worked Together</i>; <b>TP: 2</b> Read the Book  <i>Let's Play</i>; <b>TP: 2</b> Read the Book  <i>On the Farm</i>; <b>TP: 2</b> Read the Book  Visualize:  <i>Crossing the Atlantic</i>; <b>TP: 2</b> Read the Book  <i>They Worked Together</i>; <b>TP: 2</b> Read the Book  <i>On the Farm</i>; <b>TP: 2</b> Read the Book  <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book</p>
<p align="center"><b>Unit 3 - Creative Ideas</b></p>		
<p><b>Pearl and Wagner: Two Good Friends</b> pp. 316a-343b <b>Robots at Home</b> p. 340-341</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Story Structure</p>	<p><b>Content Teacher's Edition:</b> Benjamin Banneker, 30a, 34-35; Robert Fulton, 278a, 282-283, 283a</p>	<p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>All About Me</i>; <b>TP: 2</b> Read the Book <i>Time to Celebrate!</i> <b>TP: 2</b> Read the Book <i>Changing Shores</i>; <b>TP: 2</b> Read the Book <i>Let's Play</i>; <b>TP: 2</b> Read the Book <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book</p>
<p><b>Dear Juno</b> pp. 344a-371b <b>Saying It Without Words: Signs and Symbols</b> p. 368-369</p>	<p><b>Content Teacher's Edition:</b> Living in a Neighborhood, 8a, 9, 15a; Our Country is Part of the World, 36a, 36-39; Children of the World, 40-41, 41a; Local</p>	<p><b>Content</b> Communication: <i>All About Me</i>; <b>TP: 1</b> Introduce the Book; <b>2</b> Read the Book; <b>3</b> Learn Through the Text Cultures:</p>



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<p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Visualize</p>	<p>Government, 154a, 154-157, 159a; Family History, 250a, 250-253, 255a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Meet Our Families</i> On Level: <i>Family Histories</i> Above Level: <i>Remembering Our Pasts</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Draw Conclusions, H3, H12, 3, 11, 13, 18, 23, 25, 29, 31, 33, 35, 37, 41, 43, 53, 67, 75, 77, 79, 84, 87, 89, 99, 105, 106, 113, 114, 117, 121, 122, 123, 127, 128, 129, 133, 135, 136, 139, 149, 161, 171, 174, 179, 182, 186, 188, 189, 204, 207, 212, 213, 217, 221, 223, 229, 231, 235, 237, 245, 251, 252, 255, 259, 269, 270, 271, 273, 274, 279, 281, 283, 285</p>	<p><i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Going to School;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Let’s Play;</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic;</i> <b>TP:</b> 2 Read the Book <i>Changing Shores;</i> <b>TP:</b> 2 Read the Book <i>They Worked Together;</i> <b>TP:</b> 2 Read the Book <i>Let’s Play;</i> <b>TP:</b> 2 Read the Book <i>On the Farm;</i> <b>TP:</b> 2 Read the Book Visualize: <i>Crossing the Atlantic;</i> <b>TP:</b> 2 Read the Book <i>They Worked Together;</i> <b>TP:</b> 2 Read the Book <i>On the Farm;</i> <b>TP:</b> 2 Read the Book <i>Meet Erdene;</i> <b>TP:</b> 2 Read the Book</p>

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<p><b>Anansi Goes Fishing</b> pp. 372a-401b <b>Do spiders stick to their own webs?</b> p. 398-399</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Ella Cara Deloria, 206a, 206-207, 209a; An Honest Man, 284a, 284-285</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Cause and Effect, 11, 54-55, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 109, 110, 111, 135, 156, 162, 167, 171, 179, 182, 183, 204, 211, 216, 221, 224</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>To Market, To Market</i> On Level: <i>What’s for Dinner?</i> Above Level: <i>Can We Get That Here?</i></p>	<p><b>Content</b> Animals: <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>Going to School</i>; <b>TP:</b> 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book <i>On the Farm</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p> <p>Monitor and Fix Up: <i>All About Me</i>; <b>TP:</b> 3 Learn Through the Text <i>Time to Celebrate!</i> <b>TP:</b> 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 3 Learn Through the Text <i>World Atlas</i>; <b>TP:</b> 3 Learn Through the Text <i>Going to School</i>; <b>TP:</b> 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 3 Learn Through the Text</p>

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		<p><i>They Worked Together</i>; <b>TP: 3</b> Learn Through the Text  <i>Let's Play</i>; <b>TP: 3</b> Learn Through the Text  <i>On the Farm</i>; <b>TP: 3</b> Learn Through the Text  <i>Meet Erdene</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>Rosa and Blanca</b> pp. 402a-425b  <b>The Crow and the Pitcher</b> pp. 420-423</p> <p><b>Skill:</b> Theme and Plot  <b>Strategy:</b> Predict</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>  Citizenship Skills, H4-H5; Problem Solving at the Library, 8a, 14-15; Growing Crops, 68a, 68-71, 72-73; Meet Cesar Chavez, 74-75, 75a; Bartering Goods and Services, 134a, 138-139, 139a  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Who Does It? Who Buys It?</i>  On Level: <i>Buyers Need Sellers Need Buyers</i>  Above Level: <i>The Consumer-Producer Connection</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Predict, 23, 99, 101, 102-103, 104, 105, 109, 121, 127, 134, 143, 280  <b>Leveled Readers/Teacher Guides:</b></p>	<p><b>Content</b>  Family/Cooperation:  <i>Crossing the Atlantic</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book  Culture:  <i>Time to Celebrate!</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Going to School</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Let's Play</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book; 3 Learn Through the Text  Geography:  <i>World Atlas</i>; <b>TP: 1</b> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text  Producers/Consumers:  <i>On the Farm</i>; <b>TP: 1</b> Introduce the</p>

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	<p>Predict Below Level: <i>Who Does It? Who Buys It?</i> On Level: <i>Buyers Need Sellers Need Buyers</i> Above Level: <i>The Consumer-Producer Connection</i></p>	<p>Book; 2 Read the Book; 3</p> <p><b>Comprehension Skills/Strategies</b> Predict: <i>All About Me</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book <i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 1 Introduce the Book <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book</p>
<p><b>A Weed Is a Flower</b> pp. 426a-459b <b>What's Made from Corn?</b> pp. 454-457</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Benjamin Banneker, 30a, 34-35; Growing Crops, 68a, 72-73, 75a; Meet Robert Fulton, 278a, 282-283, 283a <b>Leveled Readers/Teacher</b></p>	<p><b>Content</b> Farming <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3</p>

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<p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Guides:</b> Below Level: <i>Who Does It? Who Buys It?</i> On Level: <i>Buyers Need Sellers Need Buyers</i> Above Level: <i>The Consumer-Producer Connection</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Cause and Effect, 11, 54-55, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 109, 110, 111, 135, 156, 162, 167, 171, 179, 182, 183, 204, 211, 216, 221, 224</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>To Market, To Market</i> On Level: <i>What’s for Dinner?</i> Above Level: <i>Can We Get That Here?</i></p>	<p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic;</i> <b>TP:</b> 2 Read the Book <i>Going to School;</i> <b>TP:</b> 2 Read the Book <i>Changing Shores;</i> <b>TP:</b> 2 Read the Book <i>On the Farm;</i> <b>TP:</b> 2 Read the Book <i>Meet Erdene;</i> <b>TP:</b> 2 Read the Book Monitor and Fix Up: <i>All About Me;</i> <b>TP:</b> 3 Learn Through the Text <i>Time to Celebrate!</i> <b>TP:</b> 3 Learn Through the Text <i>Crossing the Atlantic;</i> <b>TP:</b> 3 Learn Through the Text <i>World Atlas;</i> <b>TP:</b> 3 Learn Through the Text <i>Going to School;</i> <b>TP:</b> 3 Learn Through the Text <i>Changing Shores;</i> <b>TP:</b> 3 Learn Through the Text <i>They Worked Together;</i> <b>TP:</b> 3 Learn Through the Text <i>Let’s Play;</i> <b>TP:</b> 3 Learn Through the Text <i>On the Farm;</i> <b>TP:</b> 3 Learn Through the Text</p>

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		<p><i>Meet Erdene</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p align="center"><b>Unit 4 - Our Changing World</b></p>		
<p><b>The Quilt Story</b> pp. 12a-41b <b>Making Memories: Changing with the Times</b> pp. 34-39</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Story Structure</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> How a Community Changes, 16a, 22-23, 23a; Our Country Grows, 222a, 222-225; Westward Ho!, 228-229, 229a; We Share History, 244-245 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Our Communities</i> On Level: <i>Communities All Over</i> Above Level: <i>Communities: Alike and Different</i> Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, H3, H16, 9, 17, 18, 23, 24, 25, 26, 27, 37, 41, 43, 56, 58, 59, 62, 63, 64, 78, 101, 112, 115, 119, 135, 139, 155, 156, 182, 197, 205, 212, 221, 227, 257, 261, 263, 271, 274, 277, 278</p>	<p><b>Content</b> History/Explorers and Settlers <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Changing World: <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Going to School</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book <i>Let’s Play</i>; <b>TP:</b> 2 Read the Book <i>On the Farm</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>

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<p><b>Life Cycle of a Pumpkin</b> pp. 42a-65b <b>How do seeds know which way is up?</b> pp. 62-63</p> <p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> From My Orchard to You, 68a, 68-70; Growing Crops, 72-73, 75a <b>Leveled Readers/Teacher Guides:</b> On Level: <i>Communities All Over</i> Above Level: <i>Communities: Alike and Different</i></p>	<p><b>Content</b> Growth and Change: <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Plants: <i>On the Farm</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Ask Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>
<p><b>Frogs</b> pp. 66a-95b <b>From Egg to Egg</b> pp. 90-93</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Graphic Organizer</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Interview with a Geographer, 56a, 58-59; Landforms and Water on a Map, 60-61, 61a</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, H3, H16, 9, 17, 18, 23, 24, 25, 26, 27, 37, 41, 43, 56, 58, 59, 62, 63, 64, 78, 101, 112, 115, 119, 135, 139, 155, 156, 182, 197, 205, 212, 221, 227, 257, 261, 263, 271, 274, 277, 278; Graphic Organizer, E17-E24 <b>Teacher Guides:</b> Graphic Organizer</p>	<p><b>Content</b> Growth and Change: <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Animals: <i>On the Farm</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Going to School</i>; <b>TP:</b> 2 Read the</p>

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	<p>Below Level: All Units On Level: All Units Above Level: All Units</p>	<p>Book; 3 Learn Through the Text <i>Changing Shores</i>; <b>TP: 2</b> Read the Book <i>They Worked Together</i>; <b>TP: 2</b> Read the Book <i>Let's Play</i>; <b>TP: 2</b> Read the Book <i>On the Farm</i>; <b>TP: 2</b> Read the Book <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book Graphic Organizer: <i>All About Me</i>; <b>TP: 2</b> Read the Book <i>Time to Celebrate!</i> <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text <i>World Atlas</i>; <b>TP: 2</b> How to Read a Reference Book; 3 Learn Through the Text <i>Let's Play</i>; <b>TP: 1</b> Introduce the Book <i>On the Farm</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>I Like Where I Am</b> pp. 96a-123b <b>A New House</b> pp. 118-121</p>	<p><b>Content Teacher's Edition:</b> Living in a Neighborhood, 8a, 8-11, 15a; Comparing Communities, 24a,</p>	<p><b>Content</b> Family/Friends: <i>All About Me</i>; <b>TP: 2</b> Read the Book Home/Shelter:</p>



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<p><b>Skill:</b> Plot and Theme <b>Strategy:</b> Summarize</p>	<p>24-27, 29a; Where People Live, 62a, 62-65, 67a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Our Communities</i> On Level: <i>Communities All Over</i> Above Level: <i>Communities: Alike and Different</i></p>	<p>Communities/Neighborhoods/ Families: <i>All About Me</i>; <b>TP:</b> 3 Learn Through the Text <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text Goods and Services: <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Summarize: <i>All About Me</i>; <b>TP:</b> 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book <i>On the Farm</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Helen Keller and the Big Storm</b> pp. 124a-149b</p>	<p><b>Content Teacher's Edition:</b></p>	<p><b>Content</b> Helen Keller:</p>

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<p><b>Wind</b> pp. 144-147</p> <p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Ask Questions</p>	<p>Linking Our World, 278a, 278-279, 283a</p>	<p><i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text Weather: <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Ask Questions: Ask Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>
<p align="center"><b>Unit 5 - Responsibility</b></p>		
<p><b>Firefighter!</b> pp. 154a-179b <b>Fire Fighting Teamwork</b> pp. 174-177</p> <p><b>Skill:</b> Main Idea and Supporting Details <b>Strategy:</b> Text Structure</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Citizenship in Action: Problem Solving, H4; Services in Our Community, 112a, 112-115; Fire Engine, 118-119, 119a; Can You Guess These Workers?, 140-141</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Main Idea and Supporting Details, H14, H15, 16, 31, 33, 51, 57, 63, 66, 70, 75, 89, 113, 115, 126, 152-153, 154, 155, 158, 161, 166, 168, 169, 172, 173, 180, 182, 191, 207, 210, 211, 218, 219, 222, 223, 231,</p>	<p><b>Content</b> Teamwork: <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text Jobs/Responsibilities: <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text</p>

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	<p>235, 274, 279, 280  <b>Leveled Readers/Teacher Guides:</b>            Main Idea and Supporting Details            Below Level: <i>It Is the Law</i>            On Level: <i>Making a Law</i>            Above Level: <i>Lawmaking in the United States</i></p>	<p><b>Comprehension Skills/Strategies</b>            Main Idea and Details:  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book  <i>Let's Play</i>; <b>TP:</b> 2 Read the Book  <i>On the Farm</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text            Text Structure:  <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book  <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text  <i>Going to School</i>; <b>TP:</b> 2 Read the Book  <i>Let's Play</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>One Dark Night</b>            pp. 180-207b  <b>Poetry Collection</b>            p. 204-205</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            What Will Matt Do?, 102-103;            Choosing Goods and Services, 104a, 104-107, 111a</p>	<p><b>Content</b>            Growth and Change:  <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Goods and Services</i>:  <i>On the Farm</i>; <b>TP:</b> 1 Introduce the</p>

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<p><b>Skill:</b> Sequence <b>Strategy:</b> Graphic Organizer</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Sequence, 107, 109, 120, 121, 122, 172, 173, 200-201, 202, 226, 230, 239, 256, 268; Graphic Organizer, E17-E24</p> <p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Abraham Lincoln</i> On Level: <i>Abraham Lincoln: Our Sixteenth President</i> Above Level: <i>Abraham Lincoln: Great Man, Great Words</i> Graphic Organizer</p> <p><b>Teacher Guides:</b> Graphic Organizer Below Level: All Units On Level: All Units Above Level: All Units</p>	<p>Text; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence: <i>All About Me</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Let’s Play</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>On the Farm</i>; 2 Read the Book; 3 Learn Through the Text</p> <p>Graphic Organizer: <i>All About Me</i>; <b>TP:</b> 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 3 Learn Through the Text <i>World Atlas</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Let’s Play</i>; <b>TP:</b> 1 Introduce the Book <i>On the Farm</i>; <b>TP:</b> 1 Introduce</p>

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		<p>the Book; 3 Learn Through the Text In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>Bad Dog, Dodger!</b> pp. 208a-233b <b>How to Train Your Puppy</b> pp. 228-229</p> <p><b>Skill:</b> Theme and Plot <b>Strategy:</b> Prior Knowledge</p>	<p><b>Content Teacher’s Edition:</b> Citizenship Skills, H2-H3; Citizenship in Action, H4; Problem Solving at the Library, 8a, 14-15</p>	<p><b>Content</b> Responsibility: <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Prior Knowledge: <i>All About Me</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book <i>Going to School</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book <i>Let’s Play</i>; <b>TP:</b> 1 Introduce the Book <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>

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		<p><i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>Horace and Morris but mostly Dolores</b> pp. 234a-263b <b>Good Kicking</b> pp. 258-261</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Kids Care Clubs, 12-13; Phoenix Kids Pride Program, 110-111; Meet Susan B. Anthony, 172a, 178-179, 179a <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p>	<p><b>Content</b> Friendship <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Going to School</i>; ; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Groups <i>Time to Celebrate</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text Exploration <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>All About Me</i>; <b>TP:</b> 2 Read the Book <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book <i>Let's Play</i>; <b>TP:</b> 2 Read the Book <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>

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		<p>Ask Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting information.</p>
<p><b>The Signmaker’s Assistant</b> pp. 264a-291b <b>Helping Hand</b> pp. 286-289</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Citizenship Skills, H2-H3; Kids Care Clubs, 12-13; Show You Care, 50-51; Caring for Our Resources, 82a, 82-85; The Earth Angels, 88-89, 89a; Phoenix Kids Pride Program, 110-111 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p>	<p><b>Content</b> Responsibilities/Helping Others: <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text Goods and Services: <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Text; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the</p>

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		<p>Book; 3 Learn Through the Text Monitor and Fix Up: <i>All About Me</i>; <b>TP:</b> 3 Learn Through the Text <i>Time to Celebrate!</i> <b>TP:</b> 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP:</b> 3 Learn Through the Text <i>World Atlas</i>; <b>TP:</b> 3 Learn Through the Text <i>Going to School</i>; <b>TP:</b> 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 3 Learn Through the Text <i>They Worked Together</i>; <b>TP:</b> 3 Learn Through the Text <i>Let's Play</i>; <b>TP:</b> 3 Learn Through the Text <i>On the Farm</i>; <b>TP:</b> 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p align="center"><b>Unit 6 - Traditions</b></p>		
<p><b>Just Like Josh Gibson</b> pp. 296a-321b <b>How Baseball Began</b> pp. 316-319</p>	<p><b>Content</b> <b>Teacher's Edition:</b> We Remember Americans, 233 <b>Leveled Readers/Teacher Guides:</b> On Level: <i>Family Histories</i> Above Level: <i>Remembering Our</i></p>	<p><b>Content</b> Heroes: <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Cultural Traditions: <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce</p>



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<p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Visualize</p>	<p><i>Pasts</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Compare and Contrast, H3, H16, 9, 17, 18, 23, 24, 25, 26, 27, 37, 41, 43, 56, 58, 59, 62, 63, 64, 78, 101, 112, 115, 119, 135, 139, 155, 156, 182, 197, 205, 212, 221, 227, 257, 261, 263, 271, 274, 277, 278</p>	<p>the Book; 2 Read the Book; 3 Learn Through the Text <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Geography: <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book <i>World Atlas</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Going to School</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book <i>They Worked Together</i>; <b>TP:</b> 2</p>

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		<p>Read the Book <i>Let's Play</i>; <b>TP: 2</b> Read the Book <i>On the Farm</i>; <b>TP: 2</b> Read the Book <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book Visualize: <i>Crossing the Atlantic</i>; <b>TP: 2</b> Read the Book <i>They Worked Together</i>; <b>TP: 2</b> Read the Book <i>On the Farm</i>; <b>TP: 2</b> Read the Book <i>Meet Erdene</i>; <b>TP: 2</b> Read the Book</p>
<p><b>Red, White, and Blue: The Story of the American Flag</b> pp. 322a-349b <b>You're a Grand Old Flag</b> p. 346-347</p> <p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Citizenship Skills, H6-H9; Flags Around the World, 180a, 180, 186- 187, 187a; You're a Grand Old Flag, 188a, 188-189; Cross Curriculum Connection: Art, 221a <b>Leveled Readers/Teacher</b> <b>Guides:</b> Below Level: <i>It Is the Law</i> On Level: <i>Making a Law</i> Above Level: <i>Lawmaking in the United States</i></p>	<p><b>Content</b> American Heroes: <i>They Worked Together</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text U.S. Holidays: <i>Time to Celebrate</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Monitor and Fix Up: <i>All About Me</i>; <b>TP: 3</b> Learn Through the Text <i>Time to Celebrate!</i> <b>TP: 3</b> Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP: 3</b> Learn Through the Text <i>World Atlas</i>; <b>TP: 3</b> Learn Through the Text</p>

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		<p><i>Going to School</i>; <b>TP: 3</b> Learn Through the Text  <i>Changing Shores</i>; <b>TP: 3</b> Learn Through the Text  <i>They Worked Together</i>; <b>TP: 3</b> Learn Through the Text  <i>Let's Play</i>; <b>TP: 3</b> Learn Through the Text  <i>On the Farm</i>; <b>TP: 3</b> Learn Through the Text  <i>Meet Erdene</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>A Birthday Basket for Tia</b> pp. 350a-375b  <b>Family Traditions: Birthdays</b> pp. 370-373</p> <p><b>Skill:</b> Draw Conclusions  <b>Strategy:</b> Summarize</p>	<p><b>Content</b>  <b>Teacher's Edition:</b> People Celebrate, 256a, 256-259, 263a  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Meet Our Families</i>  On Level: <i>Family Histories</i>  Above Level: <i>Remembering Our Pasts</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>  Draw Conclusions, H3, H12, 3, 11, 13, 18, 23, 25, 29, 31, 33, 35, 37, 41, 43, 53, 67, 75, 77, 79, 84, 87, 89, 99, 105, 106, 113, 114, 117, 121, 122, 123, 127, 128, 129, 133, 135, 136, 139, 149, 161, 171, 174,</p>	<p><b>Content</b>  Family Traditions:  <i>Time to Celebrate</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Draw Conclusions:  <i>Time to Celebrate!</i> <b>TP: 2</b> Read the Book  <i>Crossing the Atlantic</i>; <b>TP: 2</b> Read the Book  <i>Changing Shores</i>; <b>TP: 2</b> Read the Book  <i>They Worked Together</i>; <b>TP: 2</b> Read the Book  <i>Let's Play</i>; <b>TP: 2</b> Read the Book  <i>On the Farm</i>; <b>TP: 2</b> Read the Book  Summarize:</p>

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	<p>179, 182, 186, 188, 189, 204, 207, 212, 213, 217, 221, 223, 229, 231, 235, 237, 245, 251, 252, 255, 259, 269, 270, 271, 273, 274, 279, 281, 283, 285</p>	<p><i>All About Me</i>; <b>TP:</b> 2 Read the Book  <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Worked Together</i>; <b>TP:</b> 2 Read the Book  <i>On the Farm</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Cowboys</b> pp. 376-407b  <b>Cowboy Gear</b> pg. 404-405</p> <p><b>Skill:</b> Cause and Effect  <b>Strategy:</b> Graphic Organizer</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  Our Country Grows, 222a, 222-225;  Westward Ho! 228-229, 229a  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>It Is the Law</i>  On Level: <i>Making a Law</i>  Above Level: <i>Lawmaking in the United States</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>  Cause and Effect, 11, 54-55, 63, 67, 68, 69, 75, 79, 82, 83, 88, 93, 109, 110, 111, 135, 156, 162, 167, 171, 179, 182, 183, 204, 211, 216, 221, 224; Graphic Organizer, E17-E24  <b>Leveled Readers/Teacher Guides:</b>  Cause and Effect  Below Level: <i>To Market, To Market</i></p>	<p><b>Content</b>  American West:  <i>They Worked Together</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>  Cause and Effect:  <i>Time to Celebrate!</i> <b>TP:</b> 2 Read the Book  <i>Crossing the Atlantic</i>; <b>TP:</b> 2 Read the Book  <i>Going to School</i>; <b>TP:</b> 2 Read the Book  <i>Changing Shores</i>; <b>TP:</b> 2 Read the Book  <i>On the Farm</i>; <b>TP:</b> 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 2 Read the Book  Graphic Organizer:  <i>All About Me</i>; <b>TP:</b> 2 Read the Book  <i>Time to Celebrate!</i> <b>TP:</b> 1 Introduce the Book; 3 Learn Through the</p>

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	<p>On Level: <i>What's for Dinner?</i> Above Level: <i>Can We Get That Here?</i> Graphic Organizer <b>Teacher Guides:</b> Graphic Organizer Below Level: All Units On Level: All Units Above Level: All Units</p>	<p>Text <i>Crossing the Atlantic</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text <i>World Atlas</i>; <b>TP: 2</b> How to Read a Reference Book; 3 Learn Through the Text <i>Let's Play</i>; <b>TP: 1</b> Introduce the Book <i>On the Farm</i>; <b>TP: 1</b> Introduce the Book; 3 Learn Through the Text In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>Jingle Dancer</b> pp. 408a-433b <b>Celebrating the Buffalo Days</b> pp. 428-431</p> <p><b>Skill:</b> Character, Setting, and Plot <b>Strategy:</b> Prior Knowledge</p>	<p><b>Content</b> <b>Teacher's Edition:</b> How and Where People Lived, 62a, 66-67; The First Americans, 202a, 202-205; Della Cara Deloria, 206-207; Native Americans Meet English Colonists, 208-209, 209a</p>	<p><b>Comprehension Skills/Strategies</b> Prior Knowledge: <i>All About Me</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Time to Celebrate!</i> <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Crossing the Atlantic</i>; <b>TP: 1</b> Introduce the Book <i>World Atlas</i>; <b>TP: 1</b> Introduce the Book <i>Going to School</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book <i>Changing Shores</i>; <b>TP: 1</b> Introduce the Book <i>They Worked Together</i>; <b>TP: 1</b></p>

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		<p>Introduce the Book  <i>Let's Play</i>; <b>TP:</b> 1 Introduce the Book  <i>On the Farm</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Meet Erdene</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>

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**Grade Three**

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<b>Unit 1 - Dollars and Sense</b>		
<p><b>Boom Town</b> pp. 12a-41n <b>Mike's Teaching T-shirt</b> pp. 38-41</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Economics, E4-E5; World Communities, 26-29; People in Africa, 30-31; Moving to a New Community, 74-77; Communities and Resources, 160-165; Traveling West, 245; A Community Business, 306-311; Depending on Others, 328-333 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i> Below Level: <i>Where Does That Come From?</i></p>	<p><b>Content</b> Community: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Economics/Jobs: <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b></p>

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<p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Prior Knowledge</p>	<p>On Level: <i>Regions and Resources</i> Above Level: <i>From Sea to Shining Sea</i> Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i></p>	<p>Realism and Fantasy: <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Prior Knowledge: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Introduce the Book <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book <i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book <i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Book <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book</p>



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<p><b>What About Me?</b> pp. 42a-63n <b>Ben Franklin's Little Words to Live By</b> pp. 38-41</p> <p><b>Skill:</b> Sequence <b>Strategy:</b> Summarize</p>	<p><b>Content</b> <b>Teacher's Edition:</b> End with a Folk Tale, 194-195; Communication Over Time, 251; End with Quotations, 344; United States Government, 368 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i> Below Level: <i>Thomas Jefferson</i> On Level: <i>Thomas Jefferson: A Man of Ideas</i> Above Level: <i>Starting America: Thomas Jefferson and His Writings</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Sequence, 237, 271, 286-287, 290, 291, 292, 294, 295, 305, 314, 318, 323, 328, 330, 333, 379, 401; Summarize, 28, 183, 194, 321, 322, 354-355, 358, 359, 361, 365, 366, 367, 368, 371, 376, 377, 379, 380, 384, 385, 387, 390, 394, 395, 398, 399, 401 <b>Leveled Readers/Teacher Guides:</b> Sequence</p>	<p><b>Content</b> Natural Resources: <i>People on the Move</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Sequence: <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book Summarize: <i>New Language</i>; <i>New Friends</i>; <b>TP:</b></p>

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	<p>Below Level: <i>Do I Really Need It?</i>  On Level: <i>Save It or Spend It?</i>  Above Level: <i>What Is My Economy Like?</i>  Summarize  Below Level: <i>Thomas Jefferson</i>  On Level: <i>Thomas Jefferson: A Man of Ideas</i>  Above Level: <i>Starting America: Thomas Jefferson and His Writings</i></p>	<p>2 Read the Book  <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book  <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book  <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book  <i>People on the Move</i>; <b>TP:</b> 2 Read the Book  <i>Island Life</i>; <b>TP:</b> 2 Read the Book  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book  <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Alexander, Who Used to Be Rich Last Sunday</b>  pp. 64a-85n  <b>Tips for Saving Money</b>  pp. 84-85</p> <p><b>Skill:</b> Sequence  <b>Strategy:</b> Visualize</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>  Making Choices, 282-283; Earning, Spending, and Saving, 292-295; Choosing Wisely, 300-303  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Do I Really Need It?</i>  On Level: <i>Save It or Spend It?</i>  Above Level: <i>What Is My Economy Like?</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher’s Edition:</b>  Sequence, 237, 271, 286-287, 290, 291, 292, 294, 295, 305, 314, 318, 323, 328, 330, 333, 379, 401</p>	<p><b>Content</b>  Spending Wisely:  <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book</p> <p><b>Comprehension Skills/Strategies</b>  Sequence:  <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book  <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>

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	<p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i></p>	<p><i>Encyclopedia of World Sports; TP: 2</i> How to Read a Reference Book <i>Island Life; TP: 2</i> Read the Book <i>All About Bikes; TP: 2</i> Read the Book <i>They Changed the World; TP: 2</i> Read the Book Visualize: <i>A Year in Antarctica; TP: 2</i> Read the Book</p>
<p><b>If You Made a Million</b> pp. 86a-115n <b>Money from Long Ago</b> pp. 112-115</p> <p><b>Skill:</b> Realism and Fantasy <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Making Choices, 282-283; Earning, Spending, and Saving, 290-295; History of Money, 296-297 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i></p>	<p><b>Content</b> Income/Economy: <i>Island Life; TP: 2</i> Read the Book <b>Comprehension Skills/Strategies</b> Realism and Fantasy: <i>Days to Remember; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>A Year in Antarctica; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Changed the World; TP: 2</i> Read the Book; 3 Learn Through the Text Monitor and Fix Up <i>New Language, New Friends; TP: 3</i> Learn Through the Text <i>Make It, Wear It; TP: 3</i> Learn Through the Text <i>Travel Smart; TP: 3</i> Learn Through the Text</p>

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		<p><i>Days to Remember</i>; <b>TP: 3</b> Learn Through the Text  <i>A Year in Antarctica</i>; <b>TP: 3</b> Learn Through the Text  <i>People on the Move</i>; <b>TP: 3</b> Learn Through the Text  <i>Encyclopedia of World Sports</i>; <b>TP: 3</b> Learn Through the Text  <i>Island Life</i>; <b>TP: 3</b> Learn Through the Text  <i>All About Bikes</i>; <b>TP: 3</b> Learn Through the Text  <i>They Changed the World</i>; <b>TP: 3</b> Learn Through the Text</p>
<p><b>My Rows and Piles of Coins</b> pp. 116a-141n  <b>Learning About Money</b> pp. 138-141</p> <p><b>Skill:</b> Character and Setting  <b>Strategy:</b> Story Structure</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b> Earning, Spending, and Saving, 290-295  <b>Leveled Readers/Teacher Guides:</b>  Below Level: <i>Do I Really Need It?</i>  On Level: <i>Save It or Spend It?</i>  Above Level: <i>What Is My Economy Like?</i></p>	<p><b>Content</b>  Geography:  <i>New Language, New Friends</i>; <b>TP: 1</b> Introduce the Book  <i>Travel Smart</i>; <b>TP 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>Days to Remember</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book  <i>A Year in Antarctica</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>People on the Move</i>; <b>TP: 1</b> Introduce the Book; 2 Read the Book  <i>Encyclopedia of Sports</i>; <b>TP: 3</b></p>

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		<p>Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book Cultures: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Encyclopedia of Sports</i>; <b>TP:</b> 2 How to Read a Reference Book; 3; Learn Through the Text</p>
<p align="center"><b>Unit 2 - Smart Solutions</b></p>		
<p><b>Penguin Chick</b> pp. 150a-173n <b>Plants: Fitting into their World</b> pp. 170-173</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Living in Different Climates, 150-151 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How</i></p>	<p><b>Content</b> Cold Climates: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <b>Comprehension Skills/Strategies</b> Main Idea and Details: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book</p>

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<p><b>Skill:</b> Main Idea and Details <b>Strategy:</b> Graphic Organizers</p>	<p><i>Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Main Idea and Details, 6-7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 52, 53, 54, 55, 58, 61, 75, 76, 77, 79, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 93, 94, 95, 97, 105, 106, 107, 108, 117, 120, 122, 123, 129, 137, 145, 146, 151, 152, 154, 155, 156, 157, 162, 165, 173, 174, 177, 179, 180, 183, 185, 187, 188, 191, 201, 203, 216, 220, 223, 229, 231, 233, 244, 253, 259, 261, 262, 263, 267, 268, 276, 277, 291, 292, 297, 298, 299, 300, 301, 303, 305, 312, 319, 321, 322, 326, 329, 330, 332, 333, 335, 336, 351, 359, 361, 368, 369, 370, 371, 377, 379, 385, 391, 392, 393, 395, 399, 400, 401; Graphic Organizers, E17-E24</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea and Details Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i></p>	<p><i>Days to Remember</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>People on the Move</i>; <b>TP:</b> 2 Read the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Graphic Organizers: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>

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	<p>Above Level: <i>Land and Water: How Geography Affects our Community</i> Graphic Organizers <b>Teacher Guides:</b> Below Level: All Units On Level: All Units Above Level: All Units</p>	<p>In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>A Day's Work</b> pp. 174a-197n <b>What Is a Weed?</b> pp. 194-197</p> <p><b>Skill:</b> Character <b>Strategy:</b> Visualize</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Citizenship Skills, H2; Earning, Spending, and Saving, 290-293; An Honest Man, 396-397 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i> Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i></p>	<p><b>Content</b> Character/Citizenship: <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <b>Comprehension Skills/Strategies</b> Visualize: <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Prudy's Problem and How She Solved It</b> pp. 198a-223n</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Solve Problems, 270-271</p>	<p><b>Content</b> Helping Others: <i>New Language, New Friends</i>; <b>TP:</b></p>

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<p><b>Meeting the Challenge of Collecting</b> pp. 220-223</p> <p><b>Skill:</b> Main Idea and Details <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Main Idea and Details, 6-7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 29, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 52, 53, 54, 55, 58, 61, 75, 76, 77, 79, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 93, 94, 95, 97, 105, 106, 107, 108, 117, 120, 122, 123, 129, 137, 145, 146, 151, 152, 154, 155, 156, 157, 162, 165, 173, 174, 177, 179, 180, 183, 185, 187, 188, 191, 201, 203, 216, 220, 223, 229, 231, 233, 244, 253, 259, 261, 262, 263, 267, 268, 276, 277, 291, 292, 297, 298, 299, 300, 301, 303, 305, 312, 319, 321, 322, 326, 329, 330, 332, 333, 335, 336, 351, 359, 361, 368, 369, 370, 371, 377, 379, 385, 391, 392, 393, 395, 399, 400, 401</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea and Details Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We</i></p>	<p>2 Read the Book <i>They Changed the World: TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Personal Choices: <i>They Changed the World: TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Civic Life: <i>Days to Remember; TP: 2</i> Read the Book; <i>They Changed the World: TP: 2</i> Read the Book; 3 Learn Through the Text</p> <p>Ideas and Inventions: <i>All About Bikes; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p>Community Resources: <i>Island Life; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea and Details: <i>New Language, New Friends; TP: 2</i> Read the Book <i>Days to Remember; TP: 2</i> Read the Book; 3 Learn Through the Text</p>



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	<p><i>Live</i> Above Level: <i>Land and Water: How Geography Affects our Community</i></p>	<p><i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book  <i>People on the Move</i>; <b>TP:</b> 2 Read the Book  <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book  <i>Island Life</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  Monitor and Fix Up:  <i>New Language, New Friends</i>; <b>TP:</b> 3 Learn Through the Text  <i>Make It, Wear It</i>; <b>TP:</b> 3 Learn Through the Text  <i>Travel Smart</i>; <b>TP:</b> 3 Learn Through the Text  <i>Days to Remember</i>; <b>TP:</b> 3 Learn Through the Text  <i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn Through the Text  <i>People on the Move</i>; <b>TP:</b> 3 Learn Through the Text  <i>Encyclopedia of World Sports</i>; <b>TP:</b> 3 Learn Through the Text  <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text  <i>All About Bikes</i>; <b>TP:</b> 3 Learn Through the Text  <i>They Changed the World</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Tops and Bottoms</b> pp. 224a-249n</p>	<p><b>Content</b> <b>Teacher's Edition:</b></p>	<p><b>Content</b> Personal Responsibility:</p>

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<p><b>The Hare and the Tortoise</b> pp. 248-249</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Predict</p>	<p>End with a Folk Tale, 194-195; Welcome to My Community, 284-285; Make a Decision, 304-305; The Value of Work, 344-345</p> <p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>Where Does That Come From?</i> On Level: <i>Regions and Resources</i> Above Level: <i>From Sea to Shining Sea</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Predict, 147, 181</p>	<p><i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Climate: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p>Predict: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1</p>

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		<p>Introduce the Book <i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book <i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Book <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>William’s House</b> pp. 250a-271n <b>Log Cabins</b> p. 268</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Living in Different Climates, 153; An English Community, 230-235; Solve Problems, 270-271; Meet William Bradford, 364-365 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>A Whole New World</i> On Level: <i>Exploring a New World</i> Above Level: <i>Adventure in the Americas</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Draw Conclusions, H12, 3, 15, 19, 21, 25, 44, 50, 57, 75, 76, 77, 81, 85, 86, 91, 92, 95, 97, 113, 122, 124, 138-139, 142, 143, 145, 147,</p>	<p><b>Content</b> Change over Time: <i>People on the Move</i>; 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Adapting to Environment: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Climate: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Natural Resources: <i>People on the Move</i>; <b>TP:</b> 2 Read the Book</p>

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		<p>Book  <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book  <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>
<p align="center"><b>Unit 3 - People and Nature</b></p>		
<p><b>The Gardener</b> pp. 280a-303n <b>Worms at Work</b> pp. 300-303</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Story Structure</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> An Urban Community, 48-50; Moving to a New Community, 76-77; A Community Business, 306-311</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Cause and Effect, 93, 94, 161, 162, 188, 204-205, 208, 209, 211, 214,</p>	<p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book</p>

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	<p>215, 217, 218, 219, 221, 224, 225, 227, 230, 231, 232, 235, 238, 242, 243, 244, 246, 247, 250, 252, 253, 255, 258, 263, 266, 269, 272, 274, 306, 308, 310, 311, 323, 327, 329, 331, 333, 363, 365, 368, 370</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>A Whole New World</i> On Level: <i>Exploring a New World</i> Above Level: <i>Adventure in the Americas</i></p>	<p><i>People on the Move</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Pushing Up the Sky</b> pp. 304a-329n <b>Catch It and Run!</b> pp. 322-329</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Summarize</p>	<p><b>Content</b> <b>Teacher's Edition:</b> A Water Community, 178-179; Solve Problems, 270-271; End with Myths, 406-407</p> <p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Summarize, 28, 183, 194, 321, 322,</p>	<p><b>Content</b> Environments: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p>Summarize:</p>

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	<p>354-355, 358, 359, 361, 365, 366, 367, 368, 371, 376, 377, 379, 380, 384, 385, 387, 390, 394, 395, 398, 399, 401</p> <p><b>Leveled Readers/Teacher Guides:</b> Summarize Below Level: <i>Thomas Jefferson</i> On Level: <i>Thomas Jefferson: A Man of Ideas</i> Above Level: <i>Starting America: Thomas Jefferson and His Writings</i></p>	<p><i>New Language; New Friends; TP: 2</i> Read the Book <i>Travel Smart; TP: 2</i> Read the Book <i>Days to Remember; TP: 2</i> Read the Book <i>A Year in Antarctica; TP: 2</i> Read the Book <i>People on the Move; TP: 2</i> Read the Book <i>Island Life; TP: 2</i> Read the Book <i>All About Bikes; TP: 2</i> Read the Book <i>They Changed the World; TP: 2</i> Read the Book</p>
<p><b>Night Letters</b> pp. 330a-353n <b>dear stars</b> pp. 352-353</p> <p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher's Edition:</b> A Rural Community, 38-39 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher's Edition:</b> Draw Conclusions, H12, 3, 15, 19, 21, 25, 44, 50, 57, 75, 76, 77, 81,</p>	<p><b>Content</b> Nature/Weather: <i>A Year in Antarctica; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Draw Conclusions: <i>Make It, Wear It; TP: 2</i> Read the Book <i>Travel Smart; TP: 2</i> Read the Book; 3 Learn Through the Text <i>Days to Remember; TP: 2</i> Read</p>

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	<p>85, 86, 91, 92, 95, 97, 113, 122, 124, 138-139, 142, 143, 145, 147, 150, 152, 155, 157, 160, 161, 163, 165, 167, 168, 172, 173, 174, 175, 178, 179, 181, 186, 187, 188, 189, 195, 210, 211, 215, 217, 219, 220, 226, 227, 232, 243, 251, 255, 259, 260, 261, 267, 269, 273, 276, 283, 295, 302, 303, 305, 308, 309, 313, 336, 338, 339, 341, 345, 351, 360, 361, 363, 367, 369, 391, 407</p> <p><b>Leveled Readers/Teacher Guides:</b>            Draw Conclusions            Below Level: <i>Where Does That Come From?</i>            On Level: <i>Regions and Resources</i>            Above Level: <i>From Sea to Shining Sea</i></p>	<p>the Book  <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book  <i>Island Life</i>; <b>TP:</b> 2 Read the Book            Ask Questions:  <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Make It, Wear It</i>; <b>TP:</b> 3 Learn Through the Text  <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book  <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book  <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>



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<p><b>A Symphony of Whales</b> pp. 354a-379n <b>He Listens to Whales</b> pp. 376-379</p> <p><b>Skill:</b> Generalize <b>Strategy:</b> Ask and Answer Questions</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Living in Different Climates, 150-151; World Climate Regions, 182-183 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Generalize, H2, 46, 115, 135, 166, 262, 297, 313</p>	<p><b>Comprehension Skills/Strategies</b> Generalize: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book Ask and Answer Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting and giving information.</p>
<p><b>Volcanoes: Nature’s Incredible Fireworks</b> pp. 380a-399n <b>Natural Disasters</b> pp. 396-399</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Living in Different Climates, 150-151; World Climate Regions, 182-183</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, H11, H12, 11, 12, 20, 21, 22, 23, 27, 29, 40, 46, 49, 50, 53, 55, 69, 70-71, 74,</p>	<p><b>Content</b> Landforms/Climates: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>New Language, New Friends</i>; <b>TP:</b></p>

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	<p>75, 77, 78, 79, 81, 83, 91, 92, 93, 95, 96, 100, 104, 107, 109, 113, 114, 115, 116, 117, 121, 123, 124, 126, 129, 137, 144, 148, 149, 151, 153, 154, 173, 175, 180, 183, 188, 203, 221, 235, 239, 243, 244, 251, 253, 254, 255, 261, 283, 285, 294, 297, 302, 307, 313, 321, 322, 334, 338, 339, 359, 360, 361, 371, 386, 389, 392, 395</p> <p><b>Leveled Readers/Teacher Guides:</b>  Compare and Contrast  Below Level: <i>We Are a Part of This Place</i>  On Level: <i>What It Means to Be a Citizen</i>  Above Level: <i>A Citizen of the United States</i></p>	<p>2 Read the Book  <i>Make It, Wear It; TP: 2</i> Read the Book  <i>Island Life; TP: 2</i> Read the Book  <i>All About Bikes; TP: 2</i> Read the Book  <i>They Changed the World; TP: 2</i> Read the Book; 3 Learn Through the Text</p> <p>Monitor and Fix Up:  <i>New Language, New Friends; TP: 3</i> Learn Through the Text  <i>Make It, Wear It; TP: 3</i> Learn Through the Text  <i>Travel Smart; TP: 3</i> Learn Through the Text  <i>Days to Remember; TP: 3</i> Learn Through the Text  <i>A Year in Antarctica; TP: 3</i> Learn Through the Text  <i>People on the Move; TP: 3</i> Learn Through the Text  <i>Encyclopedia of World Sports; TP: 3</i> Learn Through the Text  <i>Island Life; TP: 3</i> Learn Through the Text  <i>All About Bikes; TP: 3</i> Learn Through the Text  <i>They Changed the World; TP: 3</i> Learn Through the Text</p>

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<p align="center"><b>Unit 4 - One of a Kind</b></p>		
<p><b>Wings</b> pp. 12a-25n <b>Beauty and the Beast</b> pp. 30-35</p> <p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Answer Questions</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Citizenship Skills, H2; Citizen Heroes: Respect in a Community, 16-17; Solve Problems, 270-271</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Cause and Effect, 93, 94, 161, 162, 188, 204-205, 208, 209, 211, 214, 215, 217, 218, 219, 221, 224, 225, 227, 230, 231, 232, 235, 238, 242, 243, 244, 246, 247, 250, 252, 253, 255, 258, 263, 266, 269, 272, 274, 306, 308, 310, 311, 323, 327, 329, 331, 333, 363, 365, 368, 370</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>A Whole New World</i> On Level: <i>Exploring a New World</i> Above Level: <i>Adventure in the Americas</i></p>	<p><b>Content</b> Citizenship/Respect: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 1 Days to Remember; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 3 Learn Through the Text</p> <p>Equality/Fairness: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>The Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>People on the Move</i>; <b>TP:</b> 2 Read the Book</p>

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		<p><i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p>Answer Questions: Ask and Answer Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting and giving information.</p>
<p><b>Hottest, Coldest, Highest, Deepest</b> pp. 36a-59n <b>Great and Small</b> pp. 56-59</p> <p><b>Skill:</b> Compare and Contrast <b>Strategy:</b> Ask Questions</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> World Climate Regions, 182-183 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Compare and Contrast, H11, H12, 11, 12, 20, 21, 22, 23, 27, 29, 40, 46, 49, 50, 53, 55, 69, 70-71, 74, 75, 77, 78, 79, 81, 83, 91, 92, 93, 95, 96, 100, 104, 107, 109, 113, 114, 115, 116, 117, 121, 123, 124, 126, 129, 137, 144, 148, 149, 151,</p>	<p><b>Content</b> World Climate Regions: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Compare and Contrast: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book <i>They Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Ask Questions: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn</p>

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	<p>153, 154, 173, 175, 180, 183, 188, 203, 221, 235, 239, 243, 244, 251, 253, 254, 255, 261, 283, 285, 294, 297, 302, 307, 313, 321, 322, 334, 338, 339, 359, 360, 361, 371, 386, 389, 392, 395</p> <p><b>Leveled Readers/Teacher Guides:</b>            Compare and Contrast            Below Level: <i>We Are a Part of This Place</i>            On Level: <i>What It Means to Be a Citizen</i>            Above Level: <i>A Citizen of the United States</i></p>	<p>Through the Text  <i>Make It, Wear It; TP: 3</i> Learn Through the Text  <i>Travel Smart; TP: 2</i> Read the Book  <i>Days to Remember; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text  <i>A Year in Antarctica; TP: 2</i> Read the Book  <i>People on the Move; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text  <i>Encyclopedia of World Sports; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text  <i>Island Life; TP: 3</i> Learn Through the Text  <i>All About Bikes; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text  <i>They Changed the World; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text</p>
<p><b>Rocks in His Head</b>            pp. 60a-85n  <b>Everybody Needs a Rock</b>            pp. 78-85</p>	<p><b>Content</b>  <b>Teacher’s Edition:</b>            An Urban Community, 53; Another Big City, 55; Transportation Over Time, 246; Meet Henry Ford, 326-327</p>	<p><b>Content</b>            Hobbies/Interests:  <i>New Language, New Friends; TP: 2</i> Read the Book\  <i>Make It, Wear It; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text  <i>Travel Smart; TP: 2</i> Read the Book; <i>3</i> Learn Through the Text</p>

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<p><b>Skill:</b> Generalize <b>Strategy:</b> Activate and Use Prior Knowledge</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Generalize, H2, 46, 115, 135, 166, 262, 297, 313</p>	<p><i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Bike; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Generalize: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p>Activate and Use Prior Knowledge: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book <i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book <i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Book</p>

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		<p><i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p><b>America’s Champion Swimmer: Gertrude Ederle</b> pp. 86a-111n <b>Women Athletes</b> pp. 108-111</p> <p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Meet Sonia Manzano, 24-25; Meet Nan’yeh (Nancy Wang), 118-119; Meet Maria Martinez, 156-157; Meet Pocahontas, 236-237; Meet Helen Keller, 272-273; Meet Madam C.J. Walker, 312-313</p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Fact and Opinion, 339</p>	<p><b>Content</b> Individuals Initiating Change: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Heroes: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text Geography: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p>

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		<p><i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p> <p><i>Encyclopedia of Sports</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book</p> <p>Sports:</p> <p><i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b></p> <p>Fact and Opinion:</p> <p><i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Monitor and Fix Up:</p> <p><i>New Language, New Friends</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>Make It, Wear It</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>Travel Smart</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>Days to Remember</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn</p>



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		<p>Through the Text <i>People on the Move</i>; <b>TP:</b> 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text <i>All About Bikes</i>; <b>TP:</b> 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Fly, Eagle, Fly</b> pp. 112a-137n <b>Purple Coyote</b> pp. 132-137</p> <p><b>Skill:</b> Plot and Theme <b>Strategy:</b> Graphic Organizers</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> World Communities, 26-29; People in Africa, 30-31; N’cwala: An African Thanksgiving, 124-125 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Graphic Organizers, E17-E24 <b>Teacher Guides:</b> Below Level: All Units On Level: All Units</p>	<p><b>Content</b> World Communities: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Graphic Organizers: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text</p>

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	<p>Above Level: All Units</p>	<p><i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book            In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p align="center"><b>Unit 5 - Cultures</b></p>		
<p><b>Suki's Kimono</b>            pp. 146a-169n  <b>Clothes: Bringing Cultures Together</b>            pp. 166-169</p> <p><b>Skill:</b> Compare and Contrast  <b>Strategy:</b> Predict</p>	<p><b>Content</b>  <b>Teacher's Edition:</b>            Citizenship Skills, H2; Another Big City: Tokyo, Japan, 54-55;            Celebrating Cultures, 104-109;            Dancing to Celebrate Culture, 112-113  <b>Leveled Readers/Teacher Guides:</b>            Below Level: <i>We Are Part of This Place</i>            On Level: <i>What It Means to Be a Citizen</i>            Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies</b>  <b>Teacher's Edition:</b>            Compare and Contrast, H11, H12,</p>	<p><b>Content</b>            Clothing and Culture:  <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text            Festivals/Holidays:  <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b>            Compare and Contrast:  <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book  <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book  <i>Island Life</i>; <b>TP:</b> 2 Read the Book  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p>

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<p><b>How my Family Lives in America</b> pp. 170a-193n <b>Communities Celebrate Cultures</b> pp.192-193</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> People in Africa, 30-31; Moving to a New Community, 74-77; Learning New Customs, 78-81; Celebrating Cultures, 104-109; Dancing to</p>	<p><b>Content</b> Immigration: <i>New Language; New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read</p>

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<p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Text Structure</p>	<p>Celebrate Culture, 112-113 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Fact and Opinion, 339</p>	<p>the Book; 3 Learn Through the Text Cultures: <i>Make It, Wear It; TP: 2</i> Read the Book; 3 Learn Through the Text <i>People on the Move; TP: 2</i> Read the Book; 3 Learn Through the Text Holidays: <i>Days to Remember; TP: 1</i> Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Fact and Opinion: <i>New Language, New Friends; TP: 2</i> Read the Book; 3 Learn Through the Text Text Structure: <i>Make It, Wear It; TP: 2</i> Read the Text; 3 Learn Through the Text <i>Travel Smart; TP: 3</i> Learn Through the Text <i>Encyclopedia of World Sports; TP: 1</i> Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p>
<p><b>Good-Bye, 382 Shin Dang Dong</b> pp. 194a-219n <b>It's a Small World</b> pp. 218-219</p>	<p><b>Content Teacher's Edition:</b> Moving to a New Community, 74-77; Learning New Customs, 78-81</p>	<p><b>Content</b> Cultures: <i>Make It, Wear It; TP: 2</i> Read the Book; 3 Learn Through the Text</p>

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<p><b>Skill:</b> Sequence <b>Strategy:</b> Monitor and Fix Up</p>	<p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Sequence, 237, 271, 286-287, 290, 291, 292, 294, 295, 305, 314, 318, 323, 328, 330, 333, 379, 401</p> <p><b>Leveled Readers/Teacher Guides:</b> Sequence Below Level: <i>Do I Really Need It?</i> On Level: <i>Save It or Spend It?</i> Above Level: <i>What Is My Economy Like?</i></p>	<p><i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Immigration: <i>New Language</i>; <i>New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Geography: <i>New Language</i>, <i>New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Encyclopedia of Sports</i>; <b>TP:</b> 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 1</p>

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		<p>Introduce the Book</p> <p>Travel:</p> <p><i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book</p> <p><i>Travel Smart</i>; <b>TP</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b></p> <p>Sequence:</p> <p><i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><i>Travel Smart</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><i>Days to Remember</i>; <b>TP:</b> 2 Read the Book</p> <p><i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book</p> <p><i>Island Life</i>; <b>TP:</b> 2 Read the Book</p> <p><i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p><i>They Changed the World</i>; <b>TP:</b> 2 Read the Book</p> <p>Monitor and Fix Up:</p> <p><i>New Language, New Friends</i>; <b>TP:</b> 3 Learn Through the Text</p> <p><i>Make It, Wear It</i>; <b>TP:</b> 3 Learn</p>

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		<p>Through the Text <i>Travel Smart</i>; <b>TP:</b> 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 3 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text <i>All About Bikes</i>; <b>TP:</b> 3 Learn Through the Text <i>They Changed the World</i>; <b>TP:</b> 3 Learn Through the Text</p>
<p><b>Jalapeño Bagels</b> pp. 220a-243n <b>Foods of Mexico—A Delicious Blend</b> pp. 240-243</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Community Celebrations, 69; Celebrating Cultures, 104-107, 109; A Community Business, 306-308 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p>	<p><b>Content</b> Ethnic Food: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Culture/Change: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b></p>

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<p><b>Skill:</b> Draw Conclusions <b>Strategy:</b> Summarize</p>	<p><b>Comprehension Skills/Strategies Teacher’s Edition:</b> Draw Conclusions, H12, 3, 15, 19, 21, 25, 44, 50, 57, 75, 76, 77, 81, 85, 86, 91, 92, 95, 97, 113, 122, 124, 138-139, 142, 143, 145, 147, 150, 152, 155, 157, 160, 161, 163, 165, 167, 168, 172, 173, 174, 175, 178, 179, 181, 186, 187, 188, 189, 195, 210, 211, 215, 217, 219, 220, 226, 227, 232, 243, 251, 255, 259, 260, 261, 267, 269, 273, 276, 283, 295, 302, 303, 305, 308, 309, 313, 336, 338, 339, 341, 345, 351, 360, 361, 363, 367, 369, 391, 407; Summarize, 28, 183, 194, 321, 322, 354-355, 358, 359, 361, 365, 366, 367, 368, 371, 376, 377, 379, 380, 384, 385, 387, 390, 394, 395, 398, 399, 401 <b>Leveled Readers/Teacher Guides:</b> Draw Conclusions Below Level: <i>Where Does That Come From?</i> On Level: <i>Regions and Resources</i> Above Level: <i>From Sea to Shining Sea</i> Summarize Below Level: <i>Thomas Jefferson</i> On Level: <i>Thomas Jefferson: A Man</i></p>	<p>Draw Conclusions: <i>Make It, Wear It;</i> <b>TP:</b> 2 Read the Book <i>Travel Smart;</i> <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Days to Remember;</i> <b>TP:</b> 2 Read the Book <i>A Year in Antarctica;</i> <b>TP:</b> 2 Read the Book <i>Island Life;</i> <b>TP:</b> 2 Read the Book Summarize: <i>New Language; New Friends;</i> <b>TP:</b> 2 Read the Book <i>Travel Smart;</i> <b>TP:</b> 2 Read the Book <i>Days to Remember;</i> <b>TP:</b> 2 Read the Book <i>A Year in Antarctica;</i> <b>TP:</b> 2 Read the Book <i>People on the Move;</i> <b>TP:</b> 2 Read the Book <i>Island Life;</i> <b>TP:</b> 2 Read the Book <i>All About Bikes;</i> <b>TP:</b> 2 Read the Book <i>They Changed the World;</i> <b>TP:</b> 2 Read the Book</p>



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	<p><i>of Ideas</i> Above Level: <i>Starting America: Thomas Jefferson and His Writings</i></p>	
<p><b>Me and Uncle Romie</b> pp. 244a-275n <b>Country to City</b> pp. 272-275</p> <p><b>Skill:</b> Author's Purpose <b>Strategy:</b> Prior Knowledge</p>	<p><b>Content</b> <b>Teacher's Edition:</b> A Rural Community, 38-39; An Urban Community, 48-50; Where Did They Come From?, 85; Meet Langston Hughes, 96-97; The United States of America, 148-149 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Communities</i></p>	<p><b>Content</b> Communities: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Author's Purpose: <i>Travel Smart</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book</p> <p>Prior Knowledge: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 1 Introduce the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book <i>People on the Move</i>; <b>TP:</b> 1</p>

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		<p>Introduce the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book <i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Book <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>
<p align="center"><b>Unit 6 - Freedom</b></p>		
<p><b>The Story of the Statue of Liberty</b> pp. 284a-303n <b>A Nation of Immigrants</b> pp. 302-303</p> <p><b>Skill:</b> Main Idea and Details <b>Strategy:</b> Text Structure</p>	<p><b>Content</b> <b>Teacher’s Edition:</b> Read Aloud, 65h; Where Did They Come From?, 84-89; A New Life in America, 90-93; The United States of America, 148-149 <b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies</b> <b>Teacher’s Edition:</b> Main Idea and Details, 6-7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20,</p>	<p><b>Content</b> Immigration: <i>New Language; New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Cultural Symbols/Traditions: <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Main Idea and Details: <i>New Language, New Friends</i>; <b>TP:</b></p>

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	<p>21, 22, 23, 24, 26, 27, 29, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 52, 53, 54, 55, 58, 61, 75, 76, 77, 79, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 93, 94, 95, 97, 105, 106, 107, 108, 117, 120, 122, 123, 129, 137, 145, 146, 151, 152, 154, 155, 156, 157, 162, 165, 173, 174, 177, 179, 180, 183, 185, 187, 188, 191, 201, 203, 216, 220, 223, 229, 231, 233, 244, 253, 259, 261, 262, 263, 267, 268, 276, 277, 291, 292, 297, 298, 299, 300, 301, 303, 305, 312, 319, 321, 322, 326, 329, 330, 332, 333, 335, 336, 351, 359, 361, 368, 369, 370, 371, 377, 379, 385, 391, 392, 393, 395, 399, 400, 401</p> <p><b>Leveled Readers/Teacher Guides:</b> Main Idea and Details Below Level: <i>The Places Where We Live</i> On Level: <i>Why We Live Where We Live</i> Above Level: <i>Land and Water: How Geography Affects our Community</i></p>	<p>2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>People on the Move</i>; <b>TP:</b> 2 Read the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Text Structure: <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Text; 3 Learn Through the Text <i>Travel Smart</i>; <b>TP:</b> 3 Learn Through the Text <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book; 2 How to Read a Reference Book; 3 Learn Through the Text</p>
<p><b>Happy Birthday Mr. Kang</b> pp. 304a-331n <b>Back to the Wild</b> pp. 328-331</p>	<p><b>Content Teacher’s Edition:</b> An Urban Community, 48-50; Learning New Customs, 78-81</p>	<p><b>Content</b> Community: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the</p>

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<p><b>Skill:</b> Cause and Effect <b>Strategy:</b> Graphic Organizer</p>	<p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Cause and Effect, 93, 94, 161, 162, 188, 204-205, 208, 209, 211, 214, 215, 217, 218, 219, 221, 224, 225, 227, 230, 231, 232, 235, 238, 242, 243, 244, 246, 247, 250, 252, 253, 255, 258, 263, 266, 269, 272, 274, 306, 308, 310, 311, 323, 327, 329, 331, 333, 363, 365, 368, 370; Graphic Organizer, E17-E24</p> <p><b>Leveled Readers/Teacher Guides:</b> Cause and Effect Below Level: <i>A Whole New World</i> On Level: <i>Exploring a New World</i> Above Level: <i>Adventure in the Americas</i> Graphic Organizer</p> <p><b>Teacher Guides:</b> Below Level: All Units On Level: All Units</p>	<p>Book; 3 Learn Through the Text Responsibility: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>The Changed the World</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p>Immigration/Cultures: <i>New Language</i>; <i>New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Cause and Effect: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book <i>Make It, Wear It</i>; <b>TP:</b> 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>People on the Move</i>; <b>TP:</b> 2 Read the Book <i>Island Life</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book Graphic Organizer:</p>

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	<p>Above Level: All Units</p>	<p><i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book  <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book  <i>Travel Smart</i>; <b>TP:</b> 1 Learn Through the Text  <i>A Year in Antarctica</i>; <b>TP:</b> 3 Learn Through the Text  <i>Encyclopedia of World Sports</i>; <b>TP:</b> 2 How to Read a Reference Book; 3 Learn Through the Text  <i>Island Life</i>; <b>TP:</b> 3 Learn Through the Text  <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text  <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book            In addition, see Graphic Organizer activities on the back of each Teaching Plan</p>
<p><b>Talking Walls: Art for the People</b> pp. 332a-353n  <b>Nathaniel’s Rap</b> pp. 352-353</p>	<p><b>Content Teacher’s Edition:</b>            An Urban Community, 48-50; End with a Song, 60-61; Where Did They Come From?, 84-89; A New Life in America, 90-95; Langston Hughes, 96-97; Giving to the Community, 298-299</p>	<p><b>Content</b>            Immigration:  <i>New Language; New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text  <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text</p>

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<p><b>Skill:</b> Fact and Opinion <b>Strategy:</b> Answer Questions</p>	<p><b>Leveled Readers/Teacher Guides:</b> Below Level: <i>We Are Part of This Place</i> On Level: <i>What It Means to Be a Citizen</i> Above Level: <i>A Citizen of the United States</i></p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Fact and Opinion, 339</p>	<p><b>Comprehension Skills/Strategies</b> Fact and Opinion: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text Answer Questions: A question-and-answer format is used throughout each Teaching Plan to emphasize the strategy as a way of getting and giving information.</p>
<p><b>Two Bad Ants</b> pp. 354a-379n <b>Hiking Safety Tips</b> pp. 378-379</p> <p><b>Skill:</b> Plot and Theme <b>Strategy:</b> Visualize</p>	<p><b>Content</b> <b>Teacher's Edition:</b> United States Communities, 22</p>	<p><b>Content</b> Environments: <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Visualize: <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book</p>
<p><b>Elena's Serenade</b> pp. 380a-407n <b>Leading People to Freedom</b> pp. 404-407</p>	<p><b>Content</b> <b>Teacher's Edition:</b> Meet Sonia Manzano, 24-25; Celebrating Cultures, 108-109; End with a Poem, 128-129; Meet Maria</p>	<p><b>Content</b> Culture/Crafts: <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the book; 2 Read the Book; 3 Learn Through the Text</p>

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<p><b>Skill:</b> Generalize <b>Strategy:</b> Predict</p>	<p>Martinez, 156-157; Leading People to Freedom, 190-191</p> <p><b>Comprehension Skills/Strategies Teacher's Edition:</b> Generalize, H2, 46, 115, 135, 166, 262, 297, 313; Predict, 147, 181</p>	<p>Change: <i>New Language, New Friends</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>People on the Move</i>; <b>TP:</b> 2 Read the Book; 3 Learn Through the Text <i>They Changed the World</i>; ; <b>TP:</b> 1 Introduce the book; 2 Read the Book; 3 Learn Through the Text Economic Opportunity: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book; 3 Learn Through the Text</p> <p><b>Comprehension Skills/Strategies</b> Generalize: <i>Days to Remember</i>; <b>TP:</b> 2 Read the Book <i>A Year in Antarctica</i>; <b>TP:</b> 2 Read the Book <i>All About Bikes</i>; <b>TP:</b> 2 Read the Book Predict: <i>New Language, New Friends</i>; <b>TP:</b> 1 Introduce the Book <i>Make It, Wear It</i>; <b>TP:</b> 1 Introduce the Book <i>Travel Smart</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book <i>Days to Remember</i>; <b>TP:</b> 1</p>

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		<p>Introduce the Book <i>A Year in Antarctica</i>; <b>TP:</b> 1 Introduce the Book <i>People on the Move</i>; <b>TP:</b> 1 Introduce the Book <i>Encyclopedia of World Sports</i>; <b>TP:</b> 1 Introduce the Book <i>Island Life</i>; <b>TP:</b> 1 Introduce the Book <i>All About Bikes</i>; <b>TP:</b> 1 Introduce the Book <i>They Changed the World</i>; <b>TP:</b> 1 Introduce the Book; 2 Read the Book</p>