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Abstract

The creation of the "Diversity" thematic units consist of three different grade levels 1st, 4th, and 6th. Each unit encompasses reading comprehension, grammar, math, and science or social studies. Each unit emphasizes mastery of the Indiana Academic State Standards that are matched with well-written objectives to go along with each standard. Along with the objectives and standards there is an appendix. The appendix includes supplemental items such as other books, worksheets and graphic organizers. The "Diversity" units were created as a guide to help educators explore and develop an appreciation and acceptance of differences among people of various cultures.

"The future belongs to those who believe in the beauty of their dreams."

- Eleanor Roosevelt
1st Grade
Reading Comprehension

1.2.7 Relate prior knowledge to what is read.

1. After reading the book *Hats, Hats, Hats*, the students will choose five pictures from the story.
2. By looking a map, the students will brainstorm a list five of possible countries where the people in the pictures could be from.
3. Using the list of brainstormed countries and the five pictures from the previous objective, the students will write down a country name, that they think the person wearing the hat in the picture might be from (infer).
4. After the students have completed the above objectives they will flip to the back of the book to see if they were correct.

Grammar

1.6.4 Identify and correctly write contractions

1. After the teacher explains that a contraction is a word made by putting two words together to make a shorter word and the apostrophe takes the place of the letters that were taken out and reviews what the word *not* means, the students will be given ten helping verbs that can be contracted using "not," they will create the contraction using elbow macaroni as the apostrophe and finish the activity in a twenty minute time period.

Math

1.4.2 Classify and sort familiar plane and solid objects by position, shape, size, roundness and other attributes.

1. Using the book *Hats, Hats, Hats*, the students will sort at least five of the hats in the story by shape and color with at least 70% accuracy.
2. Given pieces of different colored construction paper, the students will create their own hat using either a triangle, rectangle, square, circle or a combination of shapes in a twenty-five minute time period.
3. After the students have finished the previous objective, as a class they will sort each hat made by the students into a category (triangle, square, etc) with 70% accuracy.
4. Next using a Venn diagram as a graphic organizer they will list at least four similarities and differences between three hats with 70% accuracy.
Science

1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.

1. The students will feel the hidden items in the box, and complete the "Describe It" worksheet before the end of the class period is over.
2. After each student has finished the "Describe It" worksheet, the students will complete the before side of the "Sort It" worksheet with 70% accuracy.
3. After each student has finished the above objectives, the items in the box will be revealed, the student will resort the items in the after column of the "Sort It" worksheet 70%.
Tuesday

This is the Way We Go to School

Reading Comprehension

1.4.3 Write a brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

1. After reading the story This is the Way We Go to School, the students will pick one place that is talked about in the book, they will look at the picture of their chosen place and complete the five senses graphic organizer with at least 70% accuracy.
2. Using the completed graphic organizer they will write a short descriptive paragraph, using five complete sentences, about their place using the graphic organizer as a reference.

Grammar

1.6.4 Identify and correctly write contractions

1. After spiraling back to the definition of a contraction, the students will be given a series of words; and will match the contractions with the uncontracted words with 70% accuracy.

Math

1.4.7 Identify geometric shapes and structures in the environment and specify their location.

1. In a pair share format, students will be given a list of shapes and the amount to find, the students will search the room for the given shapes, they will have twenty minutes to complete the activity.
2. After the students have found the shape they must write what it is they found before moving on to the next shape.

Social Studies

1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.

1. Given a graphic organizer called “My Family Heritage,” the students will complete each section with at least two examples.
3. Using a poster board, the students will make a display about their family heritage; they must include customs, foods, games and celebrations.
4. Each student will present their posters to the class and be graded based on the criterion presented on the rubric.
5. As a newspaper reporter, the students will be given a graphic organizer; they must compare two of the presented cultures with their own.
Wednesday

*Everybody Cooks Rice*

**Reading Comprehension**

1.2.3 **Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.**

1. After reading *Everybody Cooks Rice* and the teacher explains that who are the characters, where is the place or location of the story, what are the events that occur, when is the time the story takes place, why is the reason and how is the manner in which something happened in the book, the students will be given a who, what, where, when, why and how graphic organizer, with a partner using a book if needed, the students will complete the graphic organizer in a twenty minute time period.

**Grammar**

1.6.4 **Identify and correctly write contractions.**

1. Reviewing the definition of a contraction and the previous activity, the students will be given pronouns that can be contracted using “will.”
2. The students will create six contractions using elbow macaroni as the apostrophe.
3. The students will write a story using five “will” contractions.

**Math**

1.4.4 **Classify and sort familiar plane and solid objects by position, shape, size, roundness and other attributes.**

1. After the students are in groups of 2-3 they will be given different types of food (apple, oranges, rice, macaroni noodles, etc.), the students will classify each item by its size, shape or any other attribute that they determine in a twenty minute time period.
2. The students will share how they sorted their food items in five-minute time slots.

**Science**

1.2.7 **Write a brief informational description of a real object, person, place, or event using information from observation.**

1. Using a five senses graphic organizer the students must pick a real object, person, place or an event to observe (watch and write down things you
1st grade

notice) for three days and complete the five sense graphic organizer by writing down two things you observed for each sense excluding taste.

2. Using four pieces of information from their five senses graphic organizer, they will write a brief informational description about what they observed, using five complete sentences and in two, twenty-five minute time periods.

3. The student must draw a picture of what they were observing and share it with the class with 100% accuracy.
Thursday
The Chalk Doll

Reading Comprehension

1.2.7 Relate prior knowledge to what is read.

1. After reading The Chalk Doll, the students will be given a Venn diagram graphic organizer.
2. They will compare and contrast five things between themselves and Rose's mother.
3. The students will be given different color pieces of construction paper to make their own rag doll, the doll must include head, arms, legs body and some type of clothing either a dress or pants and a shirt.

Grammar

1.1.16 Read and understand simple compound words and contractions.

1. Given a familiar story, the students will pick out words that can be written as contractions with 70% accuracy.

Math

1.2.1 Show the meaning of addition (putting together, increasing) using objects.

1. After the students watch the teacher model simple addition problems using coins as manipulatives, the students will also model simple addition problems with single digit answers using same manipulatives with 70% accuracy.

Science

1.1.1 Observe, describe, draw and sort objects carefully to learn about them.

2. After each students brings a toy to school, the students will place the toys in different categories such as shape, texture, size, weight, color and motion with 70% accuracy.
Friday
My Rows and Piles of Coins

Reading Comprehension

1.2.6 Confirm predictions about what will happen in a text by identifying key words.

1. After reading the book *My Rows and Piles of Coins*, the students will look at the pictures and make four predictions of what could happen during the story.
2. Once the teacher has read *My Rows and Piles of Coins* aloud, the students will check their predictions by giving a page number to show there predictions are correct.

Grammar

1.2.4 Identify and correctly write contractions.

1. From the books *My Rows and Piles of Coins* and *The Chalk Doll*, the students will list at least five contractions using will and not.
2. Using their lists, students will write the two words that make-up each contraction in their own complete sentences.

Math

2.2.2 Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.

1. Incorporating manipulatives, the teacher will model several single digit subtraction problems; the students will be given a set of subtraction problems and manipulatives to model the problems with 70% accuracy.

Social Studies

1.1.2 Compare past and present similarities and differences in daily life by using biographies, oral histories and folklore.

1. After reading *My Rows and Piles of Coins*, the students will make a list of as least three of Saruni’s daily activities and three of their own daily activities in a thirty minute time period.
2. Using a Venn diagram, as their graphic organizer, the students will compare and contrast their daily activities with Saruni’s activities 70% accuracy.
4th Grade
4th grade

4TH Grade
Diversity

Monday
Stand Tall Molly Lou Melon

Reading Comprehension

4.2.2 Use appropriate strategies when reading for different purposes.

1. The students will be assigned a partner in a pair-share format, each will interview the other using the “Getting to Know You” questions, they must ask all the questions on the list and write down the answers.
2. Using the “Getting to Know You” questions, as a reference, the students must select at least five of the answers that they think best describes their partner and create a poster about their partner.
3. After reading the book Stand Tall Molly Lou Melon, the students will identify at least six of Molly’s character traits and place them in a graphic organizer.

Grammar

4.6.4 Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit) adverbs (constantly, quickly), and prepositions (through, beyond, between).

1. After the teacher explains that an adverb modifies a verb and explains that there are many different kinds of adverbs the teacher will focus on adverb of place by giving examples and reading sentences that have adverbs of place, the students will then brainstorm a list of nine adverbs of time in a fifteen minute period.
2. After the students finish the above objective the teacher will explain adverb of place, and manner, the students will brainstorm a list of nine adverbs of manner and time in a two-day time period.
3. As a class the students will use the list from the previous objective to create a bulletin of adverbs, with at least fifteen adverbs of each.

Math

4.1.2 Identify and write whole numbers up to 1,000,000, given a place value model.

1. After the teacher explains the definition of place value as a place a number holds within a number, and by using base-10 blocks to model 100,000, 10,000, 1,000, 100, 10, and ones place value, the students will
get in pairs, each with base 10- blocks to model and say at least five numbers using the blocks in a twenty minute time period.

2. After one of the students has created a number using the base 10- blocks they will ask his/her partner to identify the six different place values, the numbers value, and say the number aloud, each student will make at least five numbers and identify the place value with 70% accuracy.

Science

4.4.3 Observe and describe that organisms interact with one another in various ways, such as providing food, pollination and seed dispersal.

1. Given a “Define It” graphic organizer and the word frog, the students will complete it with 70% accuracy, by using prior knowledge and research from the Internet.

2. Students will be given a frog as the class pet, they will write at least five rules using complete sentences on how to take care of a frog during a twenty minute time period.

3. The students will take care of the frog using the rules and checklist that will be completed everyday by two members of the class, which will be drawn from a hat.

4. The students will write a descriptive paragraph about frogs using the information from the above objectives in two thirty-minute periods.
Reading Comprehension

4.2.4 Use knowledge of the situations, setting, and character's traits, motivations, and feelings to determine the cause for that character actions.

1. After reviewing the character trait poster completed in the previous lesson, the class will divide into groups. Each group will be given different pictures of people, the students will study, the facial expressions, clothes, and body language of the people and infer at least five character traits about each person.
2. They will create a poster with at least five character traits from the previous objective and share.
3. After reading the book You Are Special, the students will describe at least five character traits of the main character and create their own graphic organizer to present to each other.
4. Using at least three pieces of information from graphic organizer in the previous objective, the students will write a brief paragraph describing the cause of the main characters actions.

Grammar

4.2.4 Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit) adverbs (constantly, quickly), and prepositions (through, beyond, between).

1. After reviewing the activity completed on Monday and the teacher explains an adverb of manner describes the action of a verb and gives examples, the students will brainstorm a list of 20 verbs and 20 adverbs of manner.
2. After the students complete the previous objective, they will choose one verb and one adverb from the list, the students will act out the verb and adverb; the first student to guess the adverb wins and goes to the front of the room and the game continues.

Math

4.1.2 Identify and write whole numbers up to 1,000,000, given a place value model.
4th grade

1. Referring to the activity completed on the previous day, the students will be given a set of numbers 1-9 and a place value chart, the teacher will say a one, two, three, four or five digit number, using the numbers and the place value card, the students must place the numbers in the correct space on the place value card with 70% accuracy.

2. Using the number they have created, the students will need to recognize and say the number in the requested place(s) with 70% accuracy.

Social Studies

4.2.4 Identify major state offices and the duties and powers associated with them.

1. Given a semantic web with the topic in the middle and branches coming off the topic, the students will brainstorm 10 ideas on what they know about the community (especially the government) they live in, and place their ideas in the web.

2. The students will make a list of 10 occupations, 10 buildings, 10 laws, and type of government that make up their community.

3. The students will create their own communities with at least five rules, people, government and buildings; they will do this by drawing pictures and making a list of rules and people in their community.
4th Grade
Diversity

Wednesday
Tacky the Penguin

Reading Comprehension

4.4.3 Compare and contrast information on the same topic after reading several passages or articles.

1. In groups the students will be asked to define the words same and different using a dictionary and graphic organizer with 70% accuracy.
2. The students will choose two items from the classroom and list at least five attributes of each that are the same or different between the two.
3. After reading the book Tacky the Penguin, the students will list on a chart at least five traits from the book that are the same and different between Tacky and the other penguins.

Grammar

4.4.3 Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit) adverbs (constantly, quickly), and prepositions (through, beyond, between).

1. After the teacher refers to the bulletin board of adverbs and repeats the definition of adverb of time, the student will make a list of at least five adverbs of time from the story, Tea with Milk.
2. From a teacher made list of adverbs of time; they will write seven simple sentences using the adverbs and then they will share them with the class.

Social Studies

4.5.2 Identify the different types of social groups to which people belong and the function these groups perform.

1. After the teacher describes a social group (a group of people who share common goals and interest), and tells the students which social groups she/ he belongs too, the students will brainstorm a list of at least 10 social groups.
2. The students will choose one social group and create an advertisement, which includes the name of the social group, activities and how to get involved.
3. The students will use their advertisement to persuade the class to get involved with their social group.
Science

4.4.3 Observe and describe that organisms interact with one another in various ways.

1. The students will choose either an animal or another person that they interact with on a daily bases, using a sight, sound, smell, touch, taste graphic organizer, the students will make three observations for each sense to document the interactions they make with the animal or person in a weeks time.
Reading Comprehension

4.4.3 Present important ideas or events in sequence or chronological order.

1. Students will read the book *Amazing Grace* silently to themselves, once everyone has finished reading, the teacher will model sequential/chronological order by using a graphic organizer and the events from the story, given the same graphic organizer the students will complete the same activity independently in a twenty minute time period.

Grammar

4.1.13 Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit) adverbs (constantly, quickly), and prepositions (through, beyond, between).

1. After the teacher gives a definition and refers to examples on the bulletin board of adverbs of time, the students will be given a page from the newspaper; the students will highlight at least ten adverbs of time in twenty minutes.  
2. The students will then write a story, at least 15 sentences using at least five of the adverbs and they found in the newspaper in forty-five minutes.

Social Studies

4.1.13 Organize and interpret timelines that show relationships among people, events and movements in the history of Indiana.

1. Given a historical timeline of Indiana and a timeline of Black History, the students will list 5-6 similarities and differences between the two timelines.  
2. Using the list from the previous objective, the students will create a graphic organizer to show the similarities and differences with at least 70% accuracy.
4th Grade
Diversity

Friday
The Brand New Kid

Reading Comprehension

4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar in different cultures.

1. The students will listen to the teacher define the word compare as finding things that are the same and contrast as, find things that are different, using the definitions and after reading the book The Brand New Kid, the students will compare and contrast at least five attributes of Grace and Lazlo.

2. Using the identified traits the students will write a compare/contrast essay using the Map It compare/contrast graphic organizer as the structure to arrange the essay, the essay must include at least two paragraphs, and they will be given two days to complete their essays.

Grammar

4.6.4 Identify and use in writing regular (live/lived, shout/shouted) and irregular verbs (swim/swam, ride/rode, hit/hit) adverbs (constantly, quickly), and prepositions (through, beyond, between).

1. The students will develop a list of five examples of each type of adverb from the five books read through out the week.

2. From the list of adverbs, the students will write a story using Map It: Story Recipe: Idea Generator, the stories but be at least two paragraphs and be completed in two thirty minute periods

Math

4.1.2 Identify and write whole numbers up to 1,000,000, given a place value model.

1. After referring to the definition of place value taught earlier in the week, the students will be given a bingo card with three, four, five and six and digit numbers on them, the students will listen to the teacher pull a number and a place value from the hat; the students must match that number with the number on their bingo card with 100% accuracy, the first students to match five in a row wins.
Social Studies

4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities, and rivers in Indiana and be able to place these on a blank map of the state.

1. The students will be given a map of Indiana and France; the students will first locate the capital, major cities, and rivers on both maps, and then compare/contrast the population, terrain, area and major cities using a graphic organizer with at least 70% accuracy.
6th Grade
Reading Comprehension

6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries or reports.

1. The students will make a bulletin board with 20 character traits on it.
2. After the teacher reads a descriptive short story, the students will write down the main character and list at least four character traits that were mentioned in the short story.
3. After the students read the book *Weslandia*, the students will create a graphic organizer with five character traits of Wesley.

Grammar

6.6.2 Identify and properly use indefinite pronouns.

1. After the teacher reviews the definition of a pronoun (takes the place of a noun to name persons, places, things or ideas) explains personal, possessive pronouns and gives examples, the students will be given a chart with personal, possessive and indefinite at the top, they will cut and sort pronouns into the personal, possessive or indefinite column with 70% accuracy.

Math

6.5.1 Select and apply appropriate standards units and tools to measure length, area volume, weight, time, temperature, and size of angles.

1. First the students will listen to the teacher explain perimeter of a rectangle is the distance around, and is found by measuring all four sides and then finding the sum of all four sides and give examples, the students will be given various sizes boxes (shoe box, lunch box, large and small boxes) they will find the perimeter by measuring each side and finding the sum of all four sides with at least 70% accuracy.

Science

6.2.9 Compare consumer products, such as generic and brand - name products, and consider reasonable personal trade-off among them on the basis of features, performance, durability, and cost.
1. Given five name brand products and five generic products, the students will test each product and rate each product on its features, performance, durability and cost in forty-five minutes.

2. With the data collected from the products, the students will make a graph of their results with at least 70% accuracy.
Reading Comprehension

6.2.3 Connect and clarify main ideas by identifying their relationship to multiple sources and related topic.

1. Referring to the activity on character traits completed on the previous day and after reading the story *Mufaro's Beautiful Daughters*, the students will list five traits each for Manyara and Nyasha.

2. After the students have made a list of character traits, the students will be given tags with character traits or statements about the daughters' adventures through the woods. The students must place the statement in the correct section of the Venn diagram with 70% accuracy.

Grammar

6.6.2 Identify and properly use indefinite pronouns.

1. After referring to the activity completed on the previous day and after the teacher explains what an indefinite pronoun is and makes a list of them on the board; the students will be given sentences. They must pick out the indefinite pronouns from the sentences with at least 70% accuracy.

Math

6.5.1 Select and apply appropriate standards units and tools to measure length, area volume, weight, time, temperature, and size of angles.

1. Using the formula from the previous day of perimeter, the students will be given a list of ten rectangular objects (book, computer screen, etc.) around the school. They will measure each object with a ruler, find and record the perimeter of the object. With at least 70% accuracy.

Science

6.2.9 Compare consumer products, such as generic and brand – name products, and consider reasonable personal trade-off among them on the basis of features, performance, durability, and cost.
1. Using the graphs made on the previous day, the students will read the graphs and use a graphic organizer to compare and contrast the name brand and generic products in thirty minutes.
Reading Comprehension

6.1.16 Critique the believability of characters and the degree to which a plot is believable or realistic.

1. The students will be given five different situations from five different but familiar books. They must chose whether the writing is realistic, seeking what is achievable or possible with 70% accuracy.

Grammar

6.1.16 Identify and properly use indefinite pronouns.

1. After referring to the activities on the previous day, the students will be given sentences; they must write whether the underlined pronoun is personal, possessive or indefinite with at least 70% accuracy.

Math

6.1.16 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature and the size of angles.

1. Given large dimensions (room, hallway, chalk board etc,) the students will first estimate the perimeter of each; second the students will use a yardstick or a ruler to measure the exact measurements of the perimeter with at least 70% accuracy.

Social Studies

6.1.16 Develop and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

1. Given access to informational resources, the students will write a list of at least five events with dates, from the time Japan attacked Pearl Harbor leading up to when the Americans dropping the atomic bomb on Hiroshima in fifty minutes.
2. Using the list of events from the previous objective the students will make a picture timeline with at least five dates.
6th Grade
Diversity

Thursday
Pink and Say

Reading Comprehension

6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.

1. After reading Pink and Say, the students will make a list of five realistic events that happen in the story with at least 70% accuracy.

Grammar

6.6.2 Identify and properly use indefinite pronouns.

1. Using personal, possessive and indefinite pronouns, the students will write five sentences for each type of pronoun with at least 70% accuracy.
2. After the students have finished the previous objective, the students will trade sentences with another classmate, then they find the pronouns in each sentence and identify by writing what type of pronoun it is with 70% accuracy.

Math

6.5.1 Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature and the size of angles.

1. Given different objects (book, triangular piece of sheet metal, etc), the students will decide what type of tools will be needed to measure, and weigh (scale, balance, etc.) of the object with at least 70% accuracy.
2. After the students have finished the above objective, the students will find objects in the classroom, identify what tools you would use to measure and weigh the objects with at least 70% accuracy.

Social Studies

6.3.5 Describe major physical characteristics of regions in Europe and the Americas.
1. Given a recent map of the U.S. and a map before the Civil War, the students will locate states, and major cities on both maps and use a graphic organizer to compare and contrast the two maps in fifty minutes.
Reading Comprehension

6.2.3 Connect and clarify main ideas by identifying their relationship to multiple sources and related topic.

1. After reading the book *The Butterfly*, the students will list five similarities and five differences between Monique and Sevrine.
2. Using the list from the previous objective, the students will create a graphic organizer to display all five similarities and differences with at least 70% accuracy.

Math

6.5.7 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of the objects.

1. After the teacher explains how to find the area of a cube (l^2w^2h), the students will be given materials to make their own cubes in twenty minutes.
2. After they have finished making the cube, the students will measure the area of their cube with at least 70% accuracy.
3. After the students have measured their own cube they will get in groups of four and measure the area of each other's cube with at least 70% accuracy.

Social Studies

6.1.21 Form research questions and use a variety of informational resources to obtain, evaluate, and present historical data on the people, places and development in the histories of Europe and Americas.

1. The students will be given access to the Internet, books, newspapers, databases, print media and other informational resources to research the Holocaust; using the above informational resources, they will find at least three pieces of information on the people, places and events of the Holocaust.
2. Using the data collected, the students will create a map, and a graph that relates to the Holocaust in two thirty minute time periods.
Appendix A
1st Grade
Contraction

Directions: Using the two words in the left hand column create a contraction using a piece of macaroni as the apostrophe in the right hand column.

1. Do not
   1. ________________

2. Could not
   2. ________________

3. Can not
   3. ________________

4. Did not
   4. ________________

5. Are not
   5. ________________

6. Does not
   6. ________________

7. Should not
   7. ________________

8. Is not
   8. ________________

9. Have not
   9. ________________

10. Would not
    10. ________________
"Describe It"

Name ___________________________ Date ___________________________

Directions: Feel the object in the box, write three words to describe what you felt in the box. After describing the object make a guess. Use the following word bank and any other words to describe what you felt in the box. Continue the procedures for each item.

soft hard slimy smooth rough
long metal plastic short heavy

1. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________

2. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________

3. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________

4. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________

5. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________

6. What's in the Box?
   a. ___________________________
   b. ___________________________
   c. ___________________________
   Guess: _______________________
“SORT IT”

Name_________________________ Date_________________________

Directions: In the before column choose one of the following categories that you think the object you felt could be in or create your own category. After the object in the boxes have been revealed use the after column to ressort your objects.

Food  Toy  Clothes  Plants  Animal  Furniture

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object 1: ____________________</td>
<td>Object 1: ____________________</td>
</tr>
<tr>
<td>Object 2: ____________________</td>
<td>Object 2: ____________________</td>
</tr>
<tr>
<td>Object 3: ____________________</td>
<td>Object 3: ____________________</td>
</tr>
<tr>
<td>Object 4: ____________________</td>
<td>Object 4: ____________________</td>
</tr>
<tr>
<td>Object 5: ____________________</td>
<td>Object 5: ____________________</td>
</tr>
<tr>
<td>Object 6: ____________________</td>
<td>Object 6: ____________________</td>
</tr>
</tbody>
</table>
Houghton Mifflin English

**Sense Chart**

List details for each sense in its column.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sense of Sight</th>
<th>Sense of Hearing</th>
<th>Sense of Touch</th>
<th>Sense of Taste</th>
<th>Sense of Smell</th>
</tr>
</thead>
</table>

- 🎥
- 🎧
- 🙌
- 💋
- 🍃
Match the Contractions

Name ________________________  Date ________________________

Directions: Match the uncontracted words in the left hand column with the correct contraction in the right hand column by drawing lines.

1. Did not  Could’nt
2. Can not  Isn’t
3. Are not  Don’t
4. Should not  Can’t
5. Is not  Wouldn’t
6. Does not  Shouldn’t
7. Would not  Haven’t
8. Do not  Didn’t
9. Have not  Aren’t
10. Could not  Can not
My Family Heritage

Name
Directions: Write what you know for each topic.

Date

Games/Celebrations

Customs

Traditions

Family Name

Other

Foods
Houghton Mifflin English
**Five W's Chart**
Fill in each row with details that answer the question.

<table>
<thead>
<tr>
<th><strong>What</strong> happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who</strong> was there?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> did it happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
SCAVENGER HUNT FOR SHAPES

Name ___________________________  Date ___________________________

Directions: Find objects that are made from the following shapes. Make sure you write down the object you found.

1. $\square$ 3 Square
   1.) ___________ 2.) ___________ 3.) ___________

2. $\square$ 5 Rectangles:
   1.) ___________ 2.) ___________ 3.) ___________
   4.) ___________ 5.) ___________

3. $\bigcirc$ 4 Circles:
   1.) ___________ 2.) ___________ 3.) ___________
   4.) ___________ 5.) ___________

4. $\triangle$ 3 Triangle:
   1.) ___________ 2.) ___________ 3.) ___________

5. $\diamondsuit$ 2 Diamonds:
   1.) ___________ 2.) ___________
CONTRACTIONS USING WILL

Name ___________________________ Date ___________________________

Directions: Using the two words in the left hand column make a contraction using macaroni as the apostrophe in the right and column.

1. He will 1. _________________
2. She will 2. _________________
3. I will 3. _________________
4. You will 4. _________________
5. They will 5. _________________
6. We will 6. _________________
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**Sense Chart**

List details for each sense in its column.

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Eye]</td>
<td>![Ear]</td>
<td>![Hand]</td>
<td>![Lips]</td>
<td>![Nose]</td>
</tr>
</tbody>
</table>
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**Venn Diagram**

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
PREDICTIONS

Name ___________________________  Date ______________________

Directions: Make 4 predictions about what might happen in the story.

1.

2.

3.

4.
4th Grade
Getting to Know You

Directions: Ask your partner the following questions. Make sure you complete all the questions.

1. What is your favorite color?

2. If you could be any famous person, dead or alive, who would it be and why?

3. What is your favorite hobby or hobbies?

4. Use three words to describe yourself?

5. What do you want to be when you grow up and why?

6. Name one person that is your role model or hero?

7. Use one word to describe your family?

8. If you could be any age, what age would you be and why?

9. What three words would your friends use to describe you?

10. If you go anywhere in the world where would it be and why?

11. If you would have three wishes what would they be?

12. What is your favorite movie?

13. Who is your favorite movie star?

14. What is your favorite T.V. show?

15. What is your favorite book?
Define It (Sheet B)

Unit: __________  Student: _________________  Date: __________

Directions: Use this graphic organizer to build an understanding of this word.

Category

What is it?

Properties/Attributes

What is it like?

What are some examples?

Illustrations/Examples
<table>
<thead>
<tr>
<th>Place Value Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Ones Place</td>
</tr>
<tr>
<td>Tens Place</td>
</tr>
<tr>
<td>Hundreds Place</td>
</tr>
<tr>
<td>One Thousand Place</td>
</tr>
<tr>
<td>Hundred Thousand Place</td>
</tr>
</tbody>
</table>
Directions: Cut out the numbers.
Predicted definition: ________________________________

One good sentence:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Verified definition:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Another good sentence:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Observation Chart

List details for each sense in the correct column.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sight</th>
<th>Sound</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Place Value BINGO

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67134</td>
<td>136743</td>
<td>19</td>
<td>6721</td>
<td>67421</td>
</tr>
<tr>
<td>78134</td>
<td>674213</td>
<td>14689</td>
<td>8742</td>
<td>9512</td>
</tr>
<tr>
<td>11</td>
<td>452</td>
<td>FREE</td>
<td>567891</td>
<td>345</td>
</tr>
<tr>
<td>982</td>
<td>78</td>
<td>423</td>
<td>674</td>
<td>136823</td>
</tr>
<tr>
<td>123456</td>
<td>56123</td>
<td>1</td>
<td>9</td>
<td>891</td>
</tr>
</tbody>
</table>
Houghton Mifflin English
Describing Wheel

Add describing words about your topic between the spokes.
<table>
<thead>
<tr>
<th>Idea 1</th>
<th>Idea 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>(What?)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Similarities (both what?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare</td>
<td></td>
</tr>
<tr>
<td>Differences (1 is _____ but 2 is _____)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Contrast</td>
<td></td>
</tr>
<tr>
<td>Significance (Why important?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclude</td>
<td></td>
</tr>
</tbody>
</table>

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Instructional Resource Guide for Teachers
Houghton Mifflin English

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: girl

- from America
- enjoys acting

Subject: girl from France

- from France
- classmate
- discriminated
Map It: Classification Paragraph

Unit: _______  Student: ___________________________  Date: _______

Category

Subgroup

Subgroup

Subgroup

Examples

Examples

Examples

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Instructional Resource Guide for Teachers
6th Grade
Sort the Pronouns

Name ___________________________ Date ______________________

Directions: From the attached paper, cut out each pronoun and sort them into the following categories.

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>Possessive Pronouns</th>
<th>Indefinite Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Beautiful

Greedy

Bad Tempered

Clever

Strong

Kind

DIDN'T SPEAK TO THE MAN WITH HIS HEAD TUCKED UNDER HIS ARM.

Hard Worker

Unwilling to share her food with a small hungry

Laughed back at the laughing trees.

Displeased the King

Becomes a servant

Considerate

Most Worthy

Shared her yam with the small hungry boy

Gave sunflower seeds to the old woman

Married the King

Queen
Houghton Mifflin English

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
INDEFINITE PRONOUNS

Directions: Underline the indefinite pronoun in the following sentences.

1. One of the beds looks comfortable.

2. Some of the people were afraid of the snakes.

3. There are several who prefer wheat bread to white bread.

4. All of my friends like to ride roller coasters.

5. Many of the guests were late for the party.

6. Most of the team was sick with the flu for the championship game.

7. There was someone in the wedding party that we didn’t know.

8. Both of the cars run very well.

9. There was nobody at church today.

10. Is there anyone who would like to volunteer for the job?

11. None of the people here liked the stuffed shellfish.

12. You can pick either of the answers.