



# Maggie's Earth Adventures

## Available Activities

### LANGUAGE ARTS

#### Reading/Study Skills Strand

**Park Problems** – Students read an article detailing problems currently experienced in American national parks. They demonstrate critical thinking skills based on information in the article and in the intermediate activity, students practice the use of note taking and identifying facts and opinions. This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Horsing Around With Zebras** – Students read an article that teaches about the three species of zebras. Why some zebras are now extinct is explained. Scientific vocabulary words are used in context. In the intermediate activity, students practice using context clues to define these science words. They also formulate an answer to a critical thinking comprehension question and write a paragraph explaining their reasoning. Primary students answer literal comprehension questions as well as questions that require students to draw conclusions and make inferences. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Puffin Olympics** – Students read an article about puffins, answer comprehension question on both the literal and critical levels and identify homophones and synonyms contained in the article. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**The Legend of Finn MacCool** – Students read this Irish legend and complete a storyboard activity designed to improve their ability to sequence the details of a plot. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Reading in the Content Areas, Social Studies – Africa’s People of the Cliffs, The Dogons** – Students practice using pre-reading skills including making predictions and asking appropriate questions before reading an article about these people of Mali. They write questions for further research. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**The Real Maggie!** – Students read an article about the namesake of Maggie’s Earth Adventures, Maggie Bryant. They fill in blanks to help improve comparing and contrasting skills. Students identify statements that compare and statements that contrast. They then write their own compare and contrast statements. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Cement Makers Solve “Hard” Problems** – Students read an article about the strides the cement industry has made in the environmental area. They demonstrate their ability to prove answers to comprehension questions by detailing where in the article answers can be found. This type of activity allows students to improve study skills, i.e. determining where important facts are found within a nonfiction selection. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**A “Bee” utiful Day** - Students read an article about the jobs different kinds of bees have in a beehive. They demonstrate their ability to prove answers to comprehension questions by detailing where in the article answers can be found. This type of activity allows students to improve study skills, i.e. determining where important facts are found within a nonfiction selection. Students demonstrate their ability to separate fact from fiction. They also organize information from the article in a Venn diagram. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Don’t Get Tricked!** Students practice their ability to use context clues to answer multiple choice questions. Nonsense words are included in short paragraphs and students use the meaning of the paragraph to answer the comprehension questions. This activity helps prepare students to take standardized tests. It is available on both the intermediate and primary level. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of

word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Maggie Visits Royal Chitwan National Park in Nepal** - Students read an article about an elephant ride through a jungle in Nepal. They demonstrate their ability to prove answers to literal comprehension questions by detailing where in the article answers can be found. This type of activity allows students to improve study skills, i.e. determining where important facts are found within a story. Students demonstrate their ability to comprehend a realistic fiction story by answering questions that require interpretive skills. They also apply the knowledge from the story by writing an imaginary postcard. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Saved From the Brink of Extinction: The Black Stilt** - Students will read an article about the endangered black stilt of New Zealand. They will answer multiple choice questions demonstrating their understanding of key concepts, including the main idea of the article and lessons learned from it. Students will write complete sentence answers that further demonstrate their ability to draw conclusions based on material presented in the article. Students apply their understanding by designing a poster. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Places to Visit in Mexico** - Students will read 5 nonfiction articles about places in Mexico. These places have a variety of themes: zoology, economic, history, geography, and cultural. To help develop nonfiction reading skills, students will write titles and identify the main ideas in each article. They will then demonstrate the ability to write nonfiction by writing their own article using notes provided for them. A fun page of rhymes is included for students to demonstrate their recall of the Mexican place characteristics. This activity is available on both the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**The Chinese Dragon Boat Festival** - Students will read an article about the Chinese Dragon Boat Festival. They will answer multiple choice questions demonstrating their understanding of key concepts, including the main idea of the article. Students will write complete sentence answers that further demonstrate their ability to draw conclusions based on material presented in the article. Students apply their understanding by writing a first person, multi-sensory description of the event based information they read. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for

personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**It’s Not Easy to See Pandas** - Students will read a first person account of a trek to the Wulong Panda Reserve in China. They will demonstrate their ability to understand vocabulary by matching words from the article and their meanings. Students will demonstrate their ability to recall important details by providing one or two word answers to comprehension questions. They will then answer higher level comprehension questions by writing several sentences to explain their thoughts. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**The Mighty M-I-S-S**- Children will read a nonfiction selection about the Mississippi River. Both science and social studies concepts are included in the reading. After reading they will answer questions showing both their recall of details and application of principles. A map of the United States is included for students to label rivers and the Mississippi River basin. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Tsunami Alert** - Students will read an article about the tsunami. They will learn the signs and characteristics of a tsunami. They will read about a girl who warned people of the approaching disaster and the actions of some animals. Students will use their ability to recall information along with the comprehension skills of interpretation, and application as they answer questions based on the article. They will also use personal experience to connect with the facts of the article. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Pollination Partners** - Children will article about pollinators and how plants attract these necessary animal helpers. After reading they will practice content-area comprehension skills by showing where facts can be found in the selection and by applying factual knowledge to draw conclusions. This activity is available on both the primary and intermediate levels. There is also a Bonus activity for kindergarten and first grade teachers. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Making A Difference: Jessica Govea Thorbourne** - Students will be given steps for successful previewing and setting purposes for reading of content area material. They will practice these steps as they write questions for titles and headings. Students will read an article about a Mexican-American, Jessica Govea Thorbourne, and then answer their self-generated questions. This activity is available on the primary and intermediate levels. The

activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Friends Around the World: A School in the Shadow of Mount Everest** - Students are encouraged to make connections between their school experience and those of children attending school in the shadow of Mount Everest. They compare and contrast these experiences. Then children answer questions from the three levels of comprehension. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Curling: Strategy and Skill** - An activity based on the Cloze procedure is presented. Students are given a Word Bank to practice comprehension skills along with knowledge of semantics and syntax. The article relates information about the sport of curling. The activity is available on the primary and intermediate levels. An emergent reader activity is also available. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Don't Get 'Deserted' on a Test!** - Students will read two short articles about desert and use context clues to answer multiple choice questions. Nonsense words are included in the short paragraphs to illustrate that it is not necessary to know the meaning of every word to comprehend the idea of an article. This activity helps prepare students to take standardized tests. It is available on both the intermediate and primary level. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**A Might Big Recycling “Plant”** - This language arts activity introduces children to paper made from recycled material such as elephant dung! Hints on how to better read nonfiction are given. The steps a mahout uses to make elephant dung paper are used in a sequencing activity. A companion PowerPoint is also available. This activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**The FedEx of the Animal World?** - Children will read an article about how bears bring salmon remains into the forest. This helps the food chain as essential nutrients from the ocean become part of the forest food chain. After reading they will practice content-area comprehension skills by showing where facts can be found in the selection and by applying factual knowledge to draw conclusions. This activity is available on both the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students apply a

wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**What is the Winning Title? The Envelope, Please...** Children will read ideas about how to choose the best title for a paragraph in a testing situation. They will read two paragraphs about famous teachers and choose the best title for each from a series of titles. Children are asked to write their own paragraph about a teacher and write a title for this paragraph. Ideas for follow-up/extension activities are included in the Dear Colleague letter. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**A Surprising Woman In Mathematics: Florence Nightingale** - Students will read an article about Florence Nightingale that highlights her use of statistics to solve social issues, particularly concerns about hospital cleanliness. They will use their knowledge to exhibit comprehension by providing questions for answers (a type of Jeopardy activity!) Available on both the intermediate and primary levels, the activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.”

**Beach Party Time or Ski Season?** - Students will read about the northern and southern hemisphere along with the distinction between the eastern and western hemisphere. A follow-up activity requires students to use facts to draw conclusions. This activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).” It also correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**The Wonders of the Florida Everglades** – Students will read about six Florida ecosystems. They are asked to formulate their own questions based on the material in the text and to suggest appropriate reference material for further research. Follow-up ideas are presented in the Dear Colleague letter. This activity is available on the primary and intermediate levels and correlates with Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards and with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Riding the Rails Under the Sea** - This activity reinforces skills that “good readers do.” Children read an introductory statement about the importance of asking questions as they read. A short article about subway cars serving as fish habitat is presented. Students are asked to write their own questions and then reflect on the higher order questions that were presented in the introduction to the article. This activity is available on the primary and intermediate levels and correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**People Make a Difference: Reth Chan Rattana of Cambodia** - Students will read an article about a young Cambodian woman who runs a foundation designed to build and supply elementary schools in her country. This portrait includes information about Cambodian village needs. Students are asked to reflect on information in the article as they answer inferential and critical reading questions, and they are encouraged to consider ways to make dreams a reality. This activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Never Leaving the Water** - Students will read a nonfiction article about Lake Tonle Sap in Cambodia and its inhabitants. After reading, they practice content-area comprehension skills by showing where facts can be found in the selection and by applying factual knowledge to draw conclusions. This activity is available on both the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**A Tricky Tree Test** - Children will read passages about trees. These passages contain nonsense words. Students will answer multiple choice questions designed to illustrate that a reader does not necessarily need to know all words in a text to answer questions. Ideas for using this concept in the classroom, for standardized test preparation and for content area chapter tests, are given in the Dear Colleague letter. This activity is available on both the intermediate and primary level and correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Wiggle That Nose, Saiga** - Children read text about the saiga antelope. They are encouraged to jot questions as they read. This essential component of the reading process (the *during reading* part) is highlighted in the activity and in the Dear Colleague letter. This activity is available on the primary and intermediate levels and correlates with Content Standard C, Life Science, of the National Science Standards and with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and

appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**For more nonfiction reading activities please see our science and social studies strands for a multitude of articles designed to improve content-area reading skills.**

### **Writing Strand**

**Honey Helpers** – Students read about the honeyguide, an African bird that leads people and animals to bee hives. In the intermediate activity students practice writing skills and list ways they can help others. Primary level students demonstrate their ability to write a paragraph and to find and identify compound words and words containing various features such as the vowel – vowel pattern. They also list ways to help others. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Write Your Own Guidebook** – Students study an example of an African animal guidebook. They are given facts and then demonstrate their ability to write their own guidebook based on the model given. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Reaching the Peak: Araceli Segarra Roca** – Students read an article about the first Hispanic woman to reach the summit of Mt. Everest. In the follow-up activity they demonstrate their ability to tell a personal story and to correctly address an envelope. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Women In Science Series, Marluze Pasto Santos** – Students read facts about this black woman from Brazil. With the help of the provided graphic organizer, they organize these facts into topic sentences and supporting details. Students then write an informational paragraph. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**It’s Great To Write About the Great Wall: Writing Nonfiction Paragraphs** – Students study and read facts from graphic organizers about the Great Wall of China. They write a topic sentence based on the facts. Then the student sequences the facts and/or uses facts as supporting details to write a paragraph about the Great Wall. Students on both the primary and intermediate levels are provided with specific step-by-step directions to assist them in producing a well organized paragraph. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Quotation Mark Mania** – Students read about the correct way to use quotation marks. They demonstrate their ability to use quotation marks in sentences. Then students write their own conversation based on a specific idea presented in the activity. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard,

“Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes and Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Going Batty About Nonfiction Writing!** - Students study and read facts from graphic organizers about bats and a night on a bat research project. They write a topic sentence based on the facts. Then the student sequences the facts and/or uses facts as supporting details to write a paragraph about bats. Students on both the primary and intermediate levels are provided with specific step-by-step directions to assist them in producing a well organized paragraph. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**An Olympic Accomplishment** - Students will read sentences about the Spanish architect, Santiago Calatrava. They will organize these sentences into 2 groups and take notes based on the information. They will write topic sentences and then compose a nonfiction paragraph about one of the topics. This activity allows for nonfiction writing practice in the content areas using specific step-by-step directions. The activity is available on both the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**A Food Court for Birds** - Students will read a story about wild bird feeding. Embedded in the story are many facts about how to set up a yard to feed birds. Students will find the facts and use them to write their own nonfiction “how-to” paragraph. This activity is available on two levels, intermediate and primary. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Postcards From Paradise** - Students will use two graphic organizers to plan descriptive and narrative writing based on photos of an elephant painting a picture and a person holding a baby panda. Teachers may direct that students turn one of these planners into a full length story. Directions are given for follow-up activities including using the Postcard section at [www.missmaggie.org](http://www.missmaggie.org) for more writing motivators and graphic organizers. This activity is available on both intermediate and primary levels. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Take a Tour of Rome** - Children will read a graphic organizer containing notes about ancient Rome. Intermediate children are given a four-square organizer to help them write a five paragraph essay using the information. Primary children use the four-square organizer to write an informational paragraph about one of the components Roman life. Specific directions are given for teachers along with helpful classroom tips. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Take Note of These Inventors!** - Students will read notes about three African American inventors, John Lee Love, Elijah McCoy, and Lonnie G. Johnson. They will then imagine a conversation with one of these inventors. Students will use the model format provided to correctly use quotation marks. A list of other inventors is included in the Dear Colleague letter as are ideas for additional activities. This activity correlates with the IRA/NCTE Standard,

“Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes and Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.” It also correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Smile! Show Those Teeth!** - Children will read a graphic organizer containing notes about teeth. Children are given a four-square organizer to help them write a five paragraph essay using the information. Specific directions are given for teachers along with helpful classroom tips. The activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Birds of Prey: Falcons** - Children will read a graphic organizer containing notes about birds of prey: falcons. Children are given a four-square organizer to help them write a five paragraph essay using the information. Specific directions are given for teachers along with helpful classroom tips. The activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**In the Heart of the Forbidden City** - Students will read notes about aspects of the Forbidden City in Beijing, China. They will use these notes to write postcards about these sites. Ideas for integrated, follow-up activities are provided in the Dear Colleague letter. This activity is available on the primary and intermediate levels. A companion emergent reader lesson is also available. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

## **Language Strand**

**Wildebeests** – Students demonstrate correct use of homophones. A word search is included. The bonus goal is that students learn many interesting facts about these animals of Africa! This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Quotation Obligations** – Students read about, identify, and demonstrate the correct use of quotation marks. This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Animal Award Winners** – Students read about famous “record holders” of the animal world. Attention to inflectional endings is required as students must find and unscramble words with the ending, ies, in the intermediate activity, and es in the primary activity. In both activities, students also learn about the various names for animal groups. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**It’s A Capital Idea To Help Each Other** – The content of this exercise allows students to learn about rhinos and symbiosis. Students identify and change incorrect use of capital letters. To add to motivation, the activity is organized around a secret question. They demonstrate this knowledge by completing a crossword puzzle. This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Connections** – Students demonstrate their ability to see connections between English and Spanish words. They also complete a word search comprised of English words “borrowed” from Spanish. This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.”

**Express Yourself With Similes** – Students will read about similes, identify the comparisons in various similes, and write their own similes. The examples provided highlight habitat found in Africa. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Go Exploring For Words on the Galapagos Islands** – The content of this activity packet allows students to learn more about the Galapagos Islands, particularly the penguins found here. Primary students will demonstrate their identification of subjects and verbs. Intermediate level students will demonstrate their ability to various parts of speech such as adjectives, verbs, and subjects. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Endangered Sentences** – The content of this article allows students to learn about the fourth most endangered animal in the world, the Beluga Sturgeon. Intermediate level students demonstrate their ability to demonstrate their ability to find and correct capitalization errors, punctuation errors, and to correctly write run-on sentences. Primary students demonstrate their ability to demonstrate their ability to find and correct capitalization errors and to put periods in the correct place. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Spooky Spelling** – Students cut, sort and paste words to show spelling patterns. When completed correctly, students will have jack-o-lanterns showing specific spelling/phonics patterns (Word Study). The primary activity allows practice of short vowel word families. Intermediate students practice correctly spelling words with final e drop, doubling of final consonant, and changing y to i before adding endings. The activity correlates with the

IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Postcards From Mali** – Students correct sentences about Mali. They practice using capital letters, punctuation, and homophones correctly. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**What’s the Truth About Groundhogs?** – Students identify facts and opinions about groundhogs. They also demonstrate their ability to edit sentences by using correct capital letters and punctuation. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Valentine Spelling** - Students cut, sort and paste words to show spelling patterns (Word Study). When completed correctly, students will have hearts showing specific spelling/phonics patterns. This activity is offered on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**From Worm to Dress: The Story of Silk** – Students read the legend of Chinese silk making. Then they read the steps in making silk today. Intermediate level students demonstrate their ability to edit sentences using correct capitalization, punctuation, and knowledge of possessives. Primary level sentences edit sentences using knowledge of sentence structure, capitalization, and beginning level punctuation such as periods. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Ramblin’ About Reindeer!** - Students will demonstrate their ability to correctly place punctuation and capital letters in run-on sentences. The intermediate level activity also features practice in correctly placing commas in a series, introductory phrases, and compound sentences. There may be several sentences to discern in this level’s activity. The primary level activity focuses on correctly identifying two sentences within one run-on sentence. As they complete these exercises, students will learn more about the topic of the Activity Packet, reindeer. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**Tales of the Zulu Tribe of South Africa: Who Has the Better Plan?** - Students will read a Zulu folktale. They will find and identify comparisons in the folktale. Students will complete charts showing the similes they discovered. They will then write their own comparisons along with sentences containing similes. This activity is available on both the primary and intermediate level. The activity correlates with the IRA/NCTE Standard, “Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.”

**A First Place Olympic Editor** - The content of this activity allows students to learn about the site of the 28<sup>th</sup> Olympic Games, Athens Greece. Intermediate level students demonstrate their ability to demonstrate their ability to find and correct capitalization errors, punctuation errors, and to correctly write run-on sentences. Primary students demonstrate their ability to demonstrate their ability to find and correct capitalization errors and to put periods in the correct place. The activity correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Climb Into Some Glacier Sentences** - Students will learn about glaciers in this language lesson. Intermediate level students will identify demonstrative, interrogative, and exclamatory sentences. They will also demonstrate the correct use of periods, question marks, and exclamation points along with adding commas and quotation marks to conversation. Primary students will identify sentence fragments and complete sentences. They will then place periods in the correct place in run-on sentences and add capital letters. Ideas for using these glacier facts are provided for the teacher. The activity correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Agreeing About Earth Day** - Children will read sentences about our planet's oceans, wetlands, atmosphere, and forests. They will choose or make corrections to the verb form used in these sentences. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Let the Games...Continue!** - Students will read an article about the Paralympic Games. A scrambled sentence activity helps children recall details about the Games. Students write reasons why these Games should be attended or watched by others. They are encouraged to use these ideas to create a poster. Other writing ideas are presented to the teacher. This activity is available on the primary and intermediate levels. A companion emergent activity is also available. The activity correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Is it Money, a Mask, or a Water Jug? Gourds Around the World** - Students will read sentences about gourds around the world. Intermediate students rewrite the thoughts as complete sentences with capital letters and proper punctuation while primary students identify complete sentences and fragments. A follow-up word search about gourds is included as are many ideas for making this activity a multidisciplinary study. This activity correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Compounding Our Atmosphere Troubles!** - Students will read sentences about Earth's atmosphere and global climate change. They will combine these sentences. Directions include how to write compound sentences. This activity is available on both the primary and intermediate levels. It correlates with the IRA/NCTE Standard, "Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts."

**Word Problems: Not Just For Math!** - Students will read about strategies for completing analogies. They will complete different types of analogies in a hierarchical order of thinking. Several ideas for follow-up in a variety of subject are suggested in the Dear Colleague Letter. The activity is available on the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**A Word Detective = Reading Success!** - Students will discover more about prefixes by reading sentences and short paragraphs containing specific prefixes. They will write their own sentences using words with prefixes after watching the cartoon, “Catch Up With John Smith.” This activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also available. The activity correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).”

**Where Did We First Hear That?** - Students will read how three phrases came into the English language. The activity helps children and teachers to consider how language changes over time. Follow-up activities encourage children to summarize and to think about the use of technology’s new language “shortcuts” to help them as they read and write. This activity correlates with the IRA/NCTE Standard, “Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## **Poetry Strand**

**What Are Limericks and How Do You Write A Limerick?** – The “formula” for a limerick is explained. Intermediate students read about the history of this poetic form. Both primary and intermediate students read several limericks and are given a word bank. They then compose their own limerick. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Patterns in Poetry: Writing Cinquains** – Students read cinquain poetry, discover its pattern, and analyze images in the poems. Students use a graphic organizer to help them write their own poem. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Write an Earth Day Poem** – Students read about the pattern of acrostic poetry and read several acrostic poems. They complete a step-by-step organizer that leads them to write their own acrostic poem. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Greenhouse Effect** – Students read a poem and glean from it scientific facts about earth’s atmosphere. They answer questions using these facts and are asked to draw conclusions about the causes and effects of air pollution. They also complete an activity designed to raise their awareness about the persuasive power of verbs. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.”

**The Day Before Crab Season** – Students read a poem about crabbing in the Chesapeake Bay. They demonstrate understanding of the poem by answering questions about its content and draw conclusions about the environment of the Bay. Students complete a word search using vocabulary from the poem. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.”

**Thank You, Mother Earth** - Students will read a 54 line poem about the Earth and its continents. Students demonstrate their understanding of the poem by answering questions about the knowledge conveyed in the poem and the emotions the reader may feel. Several suggestions are given for ways teachers can use the poem in the classroom. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.”

**Simply Water** - Students will read a poem about the importance of water and will respond to it by making lists designed to show them the necessity of water to the people and animals of the Earth. A follow-up interdisciplinary activity using art and technology is explained. This activity is available on two levels, primary and intermediate. The activity correlates with the IRA/NCTE Standard, “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.”

**Hurricane Questions?** - Students will read a poem about hurricanes. They will answer several questions based on information presented in the poem. Their answers to these questions will illustrate their ability to comprehend on literal, inferential, and critical levels. New vocabulary is also presented. This activity is available on both the primary and intermediate levels. The activity correlates with the IRA/NCTE Standard, “Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.”

**It’s a Diamond in the Rough: Writing A Diamante Poem** - Students read and discover pattern of writing a diamante poem. The example poem illustrates the difference between two birds, an osprey and bluebird. Students then use a graphic organizer to help them write their own diamante poem. The activity is available on the primary and intermediate levels. It correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**Descriptive and Unusual: Writing Acrostic Poems** - Examples of an acrostic poem are given. Students read step-by-step directions for creating their own poem along with tips for poetry success. The Dear Colleague letter contains ideas for using acrostic poetry as a vocabulary builder. This activity is available on the primary and intermediate levels and correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

**The Words Are Taking Shape: Writing Concrete Poetry** - Students will read directions showing how to write a concrete poem. Ideas are provided for children to create a poem about a bridge. Using this model, students are encouraged to write their own concrete poem. Ideas for expansion of this poetry form are provided in the Dear Colleague letter. This activity is available on the intermediate, primary, and emergent levels. It correlates with the IRA/NCTE Standard, “Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.”

Please see “Tara: Wild in the Sky, Too” under our Math Strand for a fun math-related poem and Smile and Save! under social studies for another content-area related poem.

**MATH** – Order our *Math Mania* for more math activities!

**An Energetic Dude Looks at Pollution Free Energy** – Facts about wave power are embedded into these math problems. Students will use these facts to solve word problems using knowledge of elapsed time and various calculation properties. This activity is offered on two levels, primary and intermediate. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM’s standards.

**You Are a Marine Biologist!** – Students read a chart in the “day of a marine biologist. They use addition, subtraction, and elapsed time to solve problems. Students also demonstrate critical thinking skills by answering questions about the profession. This activity is offered on two levels, primary and intermediate. The activity correlates with the Measurement Strand the Data Analysis and Probability Strand of NCTM’s National Standards.

**Earth Day!** - This activity strongly integrates math, science, and reading. Students read various facts about the Earth. They then use these facts and perform various operations to fill in the blanks of an imaginary essay about our planet. This activity is offered on two levels, primary and intermediate. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM’s standards.

**Dude’s Pollution Solutions** – Students will perform mathematical operations, one-step multiplication and division in the intermediate and addition and subtraction with one place regrouping in the primary. They will use their answers as ordered pairs and plot the numbers on a grid to show the location of various alternative energy sites. The activity correlates with the Geometry Strand and the Data Analysis and Probability Strand of NCTM’s National Standards.

**A Trip On the Yangtze River** – Students will demonstrate their ability to read a chart and use their knowledge of elapsed time to answer questions based on the chart. The questions help students learn more about this famous Chinese river. The activity is available on two levels, primary and intermediate. The activity correlates with the Measurement Strand and the Data Analysis and Probability Strand of NCTM’s National Standards.

**Jenny’s Foolish Math** – Students read silly situations and correct these situations by performing addition, subtraction problems in the primary level and multiplication, division, and multi-step addition and subtraction problems in the intermediate level. The problems allow students to learn more about the Great Lakes region, specifically Upper Michigan. This activity is perfect for April Fool’s Day! It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM’s standards.

**Surf’s Up: Cool Facts About the Earth!** – Students will read many interesting “biggest, deepest, and tallest” facts about the Earth. They will use these facts to complete a letter

about the Earth. In order to fill in the blanks, intermediate students will perform multiplication, division and multi-step addition and subtraction problems. A primary version of this activity is available. This activity helps students see the real world relevance of math. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**The View From the Top of the World** – Students read a chart about the Seven Summits, the tallest mountains on each of the seven continents. They use this information and mathematical operations to answer questions about these mountains. Intermediate students use multiplication, division, and multi-step addition and subtraction operations. Primary students use addition and subtraction operations. The activity correlates with the Problem Solving Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**An Epic Experience** - Students will read about the legendary home of King Arthur and Earls of Cornwall located in Tintagel, England as they answer word problems. Intermediate students will demonstrate their ability to solve word problems using multiplication and division skills where the multiplier or divisor is one digit and will solve problems requiring use of multi-step addition and subtraction. Primary students will demonstrate their ability to solve word problems requiring use of one step addition and subtraction regrouping skills. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**A Rocky Ride** - Students will perform mathematical operations, one-step multiplication and division in the intermediate and addition and subtraction with one place regrouping in the primary. They will use their answers as ordered pairs and plot the numbers on a grid to show the location of various sites and animals in a Rocky Mountain park. They will use the grid to answer questions about distance in meters and to draw a scientific conclusion about the relationship between humans and animals. The activity correlates with the Geometry Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**Maggie's Arachnid Adventure!** - Students will read many interesting facts about spiders. They will use these facts to complete one and two step multiplication problems with single digit multipliers. Other mathematical problems such as simple division and subtraction with regrouping are presented. Students are expected to show the thinking they used to solve each problem. A primary version of this activity is available. It correlates with the Number and Operations Strand, Problem Solving Strand, and the Communication Strand of NCTM's standards.

**Take Your Time** - Students will demonstrate their ability to solve problems involving time. Target skills in this activity include elapsed time, time passage, and finding and using information necessary to solve a problem within a text. The intermediate activity uses time problems to the 5 minute mark. The primary activity focuses on solving problems to the half hour. Many of the problems involve two steps (adding hours and then figuring time passage). The activity correlates with the Measurement Strand and the Problem Solving Strand of NCTM's National Standards.

**Those Ramblin' Reindeer** - Students will read a story about Maggie and her friends visiting the Arctic Circle to learn more about reindeer. Math problems are a part of the story. Intermediate students will solve multi-step addition, subtraction, and multiplication problems. Primary students solve simple addition and subtraction problems. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Hysi's Millstone** - Intermediate level students will read a Russian folktale while primary students will listen as the teacher reads the folktale to them. Then students will demonstrate their ability to solve math problems based on the content of the folktale. Intermediate level students will use their ability to add and subtract mixed numbers while primary students will demonstrate their ability to add and subtract using regrouping. Both levels contain some

problems that require multiple steps. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Tales of the Zulu Tribe of South Africa: The Mighty Rabbit** - Students will read a South African folktale and use its plot and theme as a basis to solve math problems. Two charts are provided to allow for practice in reading tables and math problems are based on information given in these charts. The intermediate activity focuses on multiplication problems with a one-digit multiplier along with addition and subtraction regrouping; while the primary activity contains addition and subtraction problems with regrouping. Both levels contain some problems that require two step processes. This activity also teaches children interesting facts about African animals. The activity correlates with the Number and Operations Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**Jenny's Foolish Math, Part 2** - Students read silly situations and correct these situations. Primary students will solve addition and subtraction problems and beginning multiplication and division problems that may be solved by using addition and subtraction. Intermediate students use multiplication, division, and multi-step addition and subtraction problems to solve their problems. Each level includes an elapsed time problem. The problems allow students to learn more about the animals and habitat of Florida. This activity is perfect for April Fool's Day! The activity correlates with the Number and Operations Strand, the Measurement Strand, and the Data Analysis and Probability Strand of NCTM's National Standards.

**Don't Get "Stumped" By These "Tree" mendous Facts!** - Students will read about 5 trees native to various parts of the United States. As part of the factual information provided in each problem, Intermediate students will demonstrate their ability to solve simple division problems. Primary students will demonstrate their ability to solve word problems requiring use of one step subtraction regrouping skills. Both a science activity and writing activity, designed to help students use the information about trees, are also included. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Rockin' Around the Natural History Museum** - Students will read many interesting facts about the three basic types of rocks: sedimentary, igneous, and metamorphic. They follow Maggie and Yoshi through a natural history museum as they talk about rock specimens. Students use these facts to complete math problems. Some of the information is given in table format so students gain practice in reading tables. One problem asks students to draw their own table. Intermediate students use regrouping in the addition and subtraction problems and perform simple multiplication and division problems. They are asked to find averages. Primary students are given addition problems designed to help them look for tens. A subtraction problem without regrouping is included. The activity correlates with the Problem Solving Strand, the Number and Operations Strand, and the Data Analysis and Probability Strand of NCTM's National Standards.

**The Bamboo Café** - Students are presented with an imaginary menu detailing the species of bamboo and other food that pandas eat. They use this information to solve math problems. Information in the problems allows students to learn about panda habits and habitat. Primary students do addition and subtraction problems, and intermediate students perform addition, subtraction, and multiplication problems. The menu allows for practice in reading and using information from charts. The activity correlates with the Problem Solving Strand, the Number and Operations Strand, and the Data Analysis and Probability Strand of NCTM's National Standards.

**Blue Ribbon Math** - Children will read about Maggie's trip to a dog show. They will solve relevant math problems based on the information. Primary students will use addition and subtraction and can be encouraged to look for the numbers that add to ten. These problems involve one place regrouping. Intermediate level students do subtraction and addition problems with regrouping and need to do multi-step calculations. In both levels, time elapse problems are presented. Primary students do hour time elapse while intermediate level students solve problems to the 15 minute mark. The activity correlates with the Number and Operations Strand and the Measurement Strand of NCTM's National Standards.

**Holiday TIME Around the World** - Students will read math problems highlighting holidays of various world cultures. Intermediate students will use multi-step multiplication and division along with elapsed time to solve problems. Primary students will use multi-step addition and subtraction with regrouping along with simple elapsed time to find answers. This activity correlates with the Measurement Strand of NCTM's National Standards.

**Amazing Ocean Math** - Students will read fascinating facts about the oceans. They will use these facts to arrive at solutions to math problems. Finding the correct fact to use is a key practice component of this activity. Intermediate students use subtraction regrouping, simple multiplication, and need an elementary understanding of the metric system (i.e. the relationship between meters and kilometers) to solve the problems. Primary students use simple addition and subtraction, and write place value in expanded format. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Oodles of Valentines** - Students will read stories about Maggie sending valentines to friends around the world. Intermediate level students will use various ways of thinking about multiplication to fill in the blanks showing the meaning behind the problems. Primary students will use mathematical properties such as the commutative property and strategies such as looking for tens to explain problem solutions. The National Standards goal, "understanding meanings of operations and they relate to one another" is addressed in this activity.

**Jenny's Foolish Math, A Tour of Washington D.C.** - Students read about a tour of Washington D.C.. They use the facts to "correct" math problems. Primary students will solve addition and subtraction problems. Intermediate students use multiplication, division, regrouping addition and subtraction to solve their problems that often require multiple steps. Both levels have components of measurement and elapsed time as part of problem solving. The activity allows students to learn more about the historic buildings of Washington D.C. This activity is perfect for April Fools' Day! This activity correlates with the Number and Operations Strand and the Measurement Strand of NCTM's National Standards.

**Moon Math** - Students will read about the moon. They will use facts about the moon to solve math word problems. Intermediate students will use multiplication, division, and regrouping of addition and subtraction. Primary students will use one step regrouping subtraction and simple multiplication (or addition) to solve the word problems. Both levels will round numbers. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Hop Into Poison Dart Frog Math** - The characteristics, habits, and how young poison dart frogs are raised are embedded into math problems. Intermediate students will solve multi-step addition, subtraction and multiplication problems, while primary students will use addition and subtraction problem solving techniques. There is an elapsed time problem in each level. Ideas for art and language arts extensions are provided. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**No Longer Extinct!** - Students will solve math problems about the recent discovery of the ivory-billed woodpecker. They will perform subtraction and simple multiplication to solve

problems. There is an emphasis on the *process* of arriving at answers along with using charts and graphs. This activity is available on the intermediate and primary levels. It correlates with the Number and Operations Strand, the Problem Solving Strand, and the Communications Strand of NCTM's standards.

**“Ex - ZOO – berant” About Zoos!** - Children will read information about zoos and zoo animals. They will organize this information in charts and graphs to make solving the math word problems more efficient. Intermediate students will use addition, subtraction, and multiplication. Primary children will use addition and subtraction with regrouping. Children are encouraged to use estimation and many of the numbers are metric. Ideas for extensions are given. This activity correlates with the Algebra Strand and Data Analysis and Probability Strand of NCTM's National Standards.

**Monarch Metrics** - Students are given a metric to English conversion table for various lengths. They will use this table to help them solve math problems involving the Monarch butterfly. Children are also asked to compare common objects to metric lengths. Emphasis is on understanding metric lengths rather than computing conversions. This activity correlates with the Measurement Strand and the Number and Operations Strand of NCTM's National Standards.

**Junky Math** - Students will read about waste in landfills and the importance of recycling. They will solve problems based on percentage of items in landfills and number of pounds of paper recycled each year. For primary students, this is a good practice activity for those just beginning work on percent. Students also create a bar graph based on percentages. This activity is available on both the intermediate and primary levels. This activity correlates with the Number and Operations Strand, the Algebra Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**Charting Olympic Progress** - Charts are presented showing Olympic medal wins, comparisons of different sleds, and time differences between gold and silver medal sledding events. Intermediate students solve problems using subtraction along with employing their knowledge of fractions and decimals. Primary children use simple addition and subtraction to solve problems. An Emergent Reader activity is also available. This activity correlates with the Algebra Strand and Data Analysis and Probability Strand of NCTM's National Standards.

**It's Not 'Irrational' to Celebrate a Number!** - Students will read about the concept of pi. A brief history is given as are interesting facts. Students use the facts to solve word problems based on the concept. Problems are designed to help children understand terms such as radius, diameter, and circumference. Other teaching suggestions are presented. This activity is available on the primary and intermediate levels. This activity correlates with the Connections Strand of NCTM's standards.

**That's 'EGG'sactly Right!** - Students will read the description of several species' eggs. They will use this information in math problems to compare the size of eggs such as penguin and flamingo eggs. Egg differences such as color are also presented. Students at the intermediate level will solve addition and subtraction problems that include simple decimals. A basic understanding of how metric units (millimeters and centimeters) relate to each other is assumed. Primary level students use whole numbers. Charts are included and all measurement units are given in the metric system. This activity correlates with the Data Analysis and Probability Strand and the Measurement Strand of NCTM's National Standards.

**Googols of Big Numbers** - Students will read and write large numbers. Instruction is presented and a chart helps students to complete activities involving the use of both numerals and words to write large numbers. The activity is available on the primary and intermediate levels and correlates with the National Principles and Standards Number and Operations Strand: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

**Time to Visit the Beaches of the World** - Students will read about several beaches in different parts of the world. They will solve elapsed time problems based on these beaches. Several ideas are presented for extending the lesson. The activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also available. The problems correlate with the Measurement Standard, "Understand Measurable Attributes of Objects and the Units, Systems, and Processes of Measurement" of the National Mathematics Standards.

**Tara: Wild in the Sky, Too!** - Students will read a poem about bird life at a lodge in Mississippi. They will use the information and other facts to solve math problems about these birds. The intermediate level uses one division and multiplication problems. The primary activity requires addition and subtraction skills with regrouping. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Maggie's Magical Math** - Students match "lost" ticket numbers to clues using various mathematical concepts and terms. Intermediate students use multiples, prime numbers, arithmetic sequence, and addition. Often these clues involve multiple steps. Primary students use the simple concept of multiples and sums in single step clues. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**What are the Chances?** - Students will complete a self-directed activity about probability. Vocabulary such as likely and certain is introduced. Children use fractions to indicate the chances of an event occurring. Intermediate-level students are also introduced to tree diagrams. Children do not need a background in probability to complete this activity. It correlates with the Data Analysis and Probability Strand of NCTM's National Standards.

**Really Wild and Stormy Math** - Students are presented with some "record-breaking storms from hurricanes to snowstorms. They use the information to solve problems. Intermediate students use a variety of operations including averaging while primary children use addition and subtraction. Both levels encourage the reading of charts. This activity correlates with the Algebra Strand and Data Analysis and Probability Strand of NCTM's National Standards.

**Hail to the Chief!** - Students will read a chart showing facts about various U.S. presidents. They will use the information on the chart to draw conclusions using mental math and to do calculations. Intermediate students create a chart of their own. Numerous math and social studies extension ideas are provided. This activity is available on the primary and intermediate levels. It correlates with the Number and Operations Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**Top O' the Math Mornin' To You!** - Children will read several math problems containing information about Ireland and its people. They will use this information to solve a variety of word problems. Students use multiplication, subtraction, simple fractions and time problems at the appropriate levels. Some intermediate problems are multi-step. To aid students in focusing on the numbers used to solve each question, students are asked to circle such numbers using a green crayon. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Order Up Some Fraction Action** - Students will learn two mathematical tips to help them order fractions. One of the tips is conceptual and the other is procedural. Practice is given so

students are able to apply both ideas. This activity is available on both the primary and intermediate level. This activity correlates with the Number and Operations Strand of NCTM's standards.

**What is Probability?** - Students will read about probability. Examples are given. Tree diagrams are introduced and step-by-step directions are provided to help children understand both the procedure for making tree diagrams and the concept behind the procedure. Students then draw their own tree diagrams based on 2 scenarios. This activity is available on the primary and intermediate levels. It correlates with the Data Analysis and Probability Strand of NCTM's National Standards.

**Edinburgh, A Happenin' Place!** - Children will read about Edinburgh Castle and will use the information to solve word problems. Intermediate students use multi-step regrouping along with money and time problems while primary students use place value and do basic three and two digit subtraction using years, time and money. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Languages of the World** - Children will read a chart showing the top ten spoken languages of the world and where these languages are spoken. They will use the information to answer subtraction and addition problem solving questions. Critical thinking questions are included. This activity can be used with a study of place value as large numbers are presented. It is available on both the primary and intermediate levels and correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Translating Roman Numerals** - Students will read about the history and current use of Roman numerals. A chart is provided to help students write Roman numerals and translate Roman numerals into Arabic numerals. A variety of extension ideas are given in the Dear Colleague letter. The activity correlates with the Communication Strand of NCTM's standards.

**Mountain Gorilla Math** - Students will read facts about mountain gorillas. Three paragraphs are presented and students will identify the embedded mathematical information to solve the problems that are presented after each paragraph. Additional follow-up extension activities are included in the Dear Colleague letter. The activity is available on the primary and intermediate levels. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Let Me Count the Ways!** - Students will read that numbers can have many names. A "warm-up activity" is provided to encourage thinking about this concept. Children then cut out and sort a sample activity. Ideas for classroom instruction, extension, and a game are included in the Dear Colleague letter. This activity is available on the intermediate, primary and emergent levels. It correlates with the Number and Operations Strand and the Communication Strand of NCTM's standards.

**The 3 M's of the Math World: Mean, Median, and Mode** - Students will read about the three measures of central tendency: mean, median, and mode. They will use the knowledge from the text to do three sets of calculations to illustrate these differences. Students will think critically about these measures and different purposes for each. This activity is available on the primary and intermediate levels and correlates with the Problem Solving Strand, the Number and Operations Strand, and the Data Analysis and Probability Strand of NCTM's National Standards.

**Millions and Millions of Insects!** - Students will read various amazing facts about the vast numbers of insects. Students use the information to solve math problems. Intermediate students use multiplication and subtraction. Primary students use addition and subtraction. A companion emergent reader activity is also available. The lessons correlate with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Famous Mathematicians: Eratosthenes and Prime Numbers** - Students will read about prime numbers and a short biography of Eratosthenes. Instructions are given so students can use the concepts in the Sieve of Eratosthenes. They discover which numbers from 1 to 100 are prime numbers. The activity is available on two levels: primary and intermediate and correlates with the Connections Strand of NCTM's standards.

**The Wetlands Restaurant** - Students will use the information from an imaginary "Wetlands Menu" to answer questions about the food animals that inhabit wetlands may "order." Intermediate students solve multiple step multiplication, addition, and subtraction problems while primary students use simple multiplication or addition and subtraction. A companion emergent reader activity is also available. The activity correlates with the Number and Operations Strand and the Data Analysis and Probability Strand of NCTM's National Standards.

**Maggie Marvels at Morocco** - Students are presented with four time-related problem solving situations involving Morocco. They are asked to solve each problem and to explain their thinking. Several ideas are given in the Dear Colleague letter, including cooperative group work to synthesize these methodologies and prepare a teacher answer key. The activity is available on the primary and intermediate levels. It correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Electoral College Math** - Students will read a passage that explains the U.S. electoral process. They will read a chart and answer math questions based on this chart. Intermediate students use regrouping to solve problems while primary students do not regroup. Ideas for pre-teaching as well as follow-up and extension ideas are provided in the Dear Colleague letter. A companion activity is also available on the emergent level. The activity correlates with NCTM's Algebra and Data Analysis and Probability Standards.

**Figuring Out the Nile River Delta** - Students will solve math problems related to the Nile River Delta and the dams in this area. Students use a variety of computational strategies to problem solve as questions are written so that students may choose a known strategy to arrive at an answer (i.e. repeated addition rather than multiplication). This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Figuring Out Your Holiday Math Traditions** - Children will solve math problems dealing with various holiday traditions around the United States. Problems are structured so that students need to identify the steps necessary to accurately solve the word problems. Primary students use addition and subtraction or perhaps simple multiplication and intermediate students use these skills along with multiplication and the addition of fractions. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Diving Into Global Great Lakes** - Students are presented with a chart showing various characteristics of many of the world's great lakes. The information on the chart is used to complete a "conversation" between Maggie and Kuma. Questions require reading the chart, comparing information, and performing calculations based on the data. This activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. This activity correlates with the Data Analysis and Probability Strand and the Number and Operations Strand of NCTM's National Standards.

**Using New Technology: President Obama's Historic Campaign** - Children will read about the various new technologies that president Barack Obama used during his run for president. In the intermediate WAP, students will learn various multiplication and division "tricks" for easy calculation. In the primary WAP, children add and subtract large numbers using boxed lines. No regrouping is necessary. The activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Paddle Through This Math** - Children will read about the Boundary Waters Canoe Area between the United States and Canada. Information is included about canoeing and about the unique ecosystem of this habitat. Intermediate students use addition, multiplication, and division to solve problems while primary students rely on addition and subtraction. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

**Wake-Up Brown Bear: Time to Share Your Life Story** - Students read several math problems about brown bears, including ways scientists are using new techniques to estimate bear populations. Students are challenged to find the required information in the information-laden problems to perform basic addition and subtraction calculations. Follow-up activities include ideas for nonfiction portrait writing along with a companion art project. This activity correlates with the Number and Operations Strand and the Problem Solving Strand of NCTM's standards.

### **Women In Mathematics Strand –**

Please see "A Surprising Woman in Mathematics: Florence Nightingale", listed in the Reading Strand of Language Arts

**The FIRST Woman of Mathematics: Hypatia** - Students read about Hypatia, a female mathematician who lived in Alexandria in 350 AD. Children are asked to think about uses for geometry and are given problems about area and perimeter to solve. This activity correlates with the Measurement Strand of NCTM's National Standards.

## **SCIENCE**

### **Women in Science Series**

**Women In Science Series: Eugenie Clark** - Students will read and demonstrate knowledge about a famous woman scientist, Eugenie Clark. They will demonstrate correct use of science vocabulary and show an understanding of environmental concepts such as habitat. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science Series: Professor Alla Tsyban, Russian Researcher** - Students will read and demonstrate knowledge about a famous woman scientist, Alla Tsyban of Russia. They will show their understanding of science and social studies vocabulary and will demonstrate critical thinking using the facts in the biography. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science Series: Wangari Maathai** - Students will read and demonstrate knowledge about this famous woman environmentalist of Africa. They will show their understanding of science and social studies vocabulary and will demonstrate critical thinking using the facts in the biography. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science Series: Ellen Ochoa** - Students will read and demonstrate knowledge about this famous Hispanic astronaut. Students practice reading skills in the content area. In the intermediate activity they practice turning headings into questions, taking notes using a graphic organizer, and answering critical reading questions. Primary level students practice setting purposes for reading and then read to answer these questions. They also answer critical reading questions. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science Series: Marluze Pasto Santos – see Language Arts Strand Above**

**Women In Science: Adriana C. Ocampo Uria** - Students will read an article describing the activities and accomplishments of Adriana C. Ocampo Uria. They will answer comprehension questions on three levels to demonstrate their understanding of this Hispanic scientist. Students will also find topic sentences to help improve their "reading in the content areas" (science) skills. Finally, a word search is included to allow for some bilingual fun! This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science: Emily McDonald, Student Scientist** - Students will read an article about a college student who is studying marine habitats. They will demonstrate their ability to understand science words in context by writing definitions for five such words. They will use interpretive and critical reading skills to answer questions about why research is done in a certain manner and they will write a paragraph detailing what preparation a scientist must have to be successful. This activity is available on two levels: intermediate and primary. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science Series: Nancy Maynard, NASA Scientist** - Students are guided to set purposes for reading this nonfiction article. After reading, they use the section headings to help them understand and remember what they read. This allows for practice of good nonfiction reading techniques. Students demonstrate their understanding of vocabulary used in the article by completing a puzzle. They learn a new word by solving the puzzle. This activity is available on two levels, intermediate and primary. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science: Dr. Susan Walls, Herpetologist** - Students will read an article about a female scientist who studies frogs and other amphibians. They will use their knowledge to answer comprehension questions requiring them to draw conclusions and make inferences. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women in Science: Dreaming Big, Dr. Aprille Joy Ericsson** - National Science Standards require that students learn of accomplished individuals in their field, including people of diverse backgrounds. This article highlights an accomplished African American female, Dr. Aprille Joy Ericsson. Students will read a short biography of her and answer questions designed to stimulate their thinking about their own dreams and goals. This activity is

available on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science: Dr. Lauren Alexander** - Students will read an article about a female scientist who studies water. They will answer high-order questions as they discover that science is a human endeavor. They look at how they exhibit characteristics of scientists. The importance of clean water is woven into the article. This activity is available on the primary and intermediate levels. It correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science, Mrs. Einstein: Credit or No Credit, You Decide** - Students will read a short biography about Mileva Maric Einstein, the first wife of Albert Einstein. They will learn that scholars are debating the importance of Mileva to Albert Einstein's work. The activity is designed to show students that scholars often have different opinions on matters and that facts need to guide us in drawing conclusions. The follow-up activity asks children to use critical thinking skills to arrive at their own conclusions. This activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science: The First Hispanic Surgeon General of the United States, Antonia Coello Novello** - Children will read an article about the first Hispanic Surgeon General of the United States, Antonia Coello Novello. They will practice "what good readers do" by matching their experiences and ideas with those of Dr. Novello. Additionally, students will use higher order reading skills to better understand how a person overcomes difficulties in life. This activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women in Science: Dr. Rebecca Cole, an Early African American Doctor** - Students will read a brief biography about Dr. Rebecca Cole. They will learn about her accomplishments and kindness. A timeline and thought questions help students to better understand her. The activity is available on the intermediate and primary levels and correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women In Science: Doctor Elizabeth Blackwell** - Students will read an article about the first female doctor in the United States, Dr. Elizabeth Blackwell. They will demonstrate their comprehension of her life by writing questions for specific answers. A prompt is provided for personal writing to demonstrate application of the lessons gleaned from Dr. Blackwell's life. This activity is available on the intermediate and primary levels and correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Women in Science: Dr. Karen Ross** - Students will read an article about Dr. Karen Ross, a scientist who studies the Okavango Delta. They will use facts about Dr. Ross's early years and preparation for her career to write paragraphs about their own career wishes and plans. This activity is available on the primary and intermediate levels and correlates with the National Social Studies Standards: Culture and People, Places and Environment and Global Connections and with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

## Science

**An Invasive Mammal, the Nutria** – Students read an article about invasive species and particularly learn about this animal that is invasive to the Chesapeake Bay area of the United States. Reading in the content area skills are practiced as students answer both literal and critical comprehension questions. Students define scientific vocabulary based on context clues. This activity is available in both the intermediate and primary levels. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Restoration of the Mexican Wolf** - Students read an article about this endangered species in the southwestern United States. Reading in the content area skills are practiced as students answer both literal and critical comprehension questions. Students practice thinking like a scientist and make conservation decisions based on information in the article. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Floods!** – Students read an article about the causes and effects of floods. An example of a flood in Russia is given to help students better understand the personal effects of floods on people. Students use practice using reading in the content area skills and answer both literal and critical comprehension questions about the article. They also define scientific vocabulary based on context clues. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Dams** – Students read an article about the effects of dams on the environment and people. Specific examples of dams in Russia and China are detailed. Students demonstrate their understanding of technical vocabulary by completing a matching exercise. They demonstrate their literal and critical comprehension of the article by answering questions. They apply their knowledge by writing a paragraph about their possible reaction to a dam. This activity is available on two levels, primary and intermediate. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard E, Science and Technology, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**The Greater Asian One-Horned Rhinoceros** – Students read an article about this endangered animal. The article details actions being taken by the Nepalese government to ensure the survival of this species. Students demonstrate their understanding by answering literal and comprehension questions. There is a social studies component to this activity as students are asked to draw conclusions using economic information presented in the article. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Amphibians, Silent Spring Again?** – Students read an article about amphibians and what herpetologists do. They answer literal and critical comprehension questions including questions that require them to use the facts in the article to think like an herpetologist. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Sea Lamprey in the Great Lakes** – Students read an article to better understand the impact of this invasive species on the Great Lakes region. Students demonstrate their comprehension by writing answers to literal and comprehension questions. This activity is available on two levels, primary and intermediate. The activity correlates with Content

Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Mercury, Too Much?** - Students read an article about mercury accumulation in fish. Mercury is defined, and the manner in which it moves through the environment is described. Students are asked to think like a scientist and draw conclusions based on information in the article. Reading in the content area skills are practiced as students use the article headings and answer comprehension questions. Students define scientific vocabulary based on context clues. This activity is available on both the intermediate and primary levels. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Reindeer, Suited to Life in the Cold** - Students read an article about reindeer. Information is presented about the characteristics that make a reindeer adapted to living in the north and the life of the reindeer herder is noted. Students define vocabulary based on context. Study skills are practiced as students take notes on article headings. Students answer questions that involve recall of information. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**A World of Insects** - Students will read an article about insects and their life cycle. In particular, cicadas and Ladybird Beetles are highlighted. Reading in the content area skills are practiced as students answer both literal and critical comprehension questions. Students define scientific vocabulary based on context clues. This activity is available in both the intermediate and primary levels. The activity correlates with Content Standard C, Life Science, of the National Science Standards.

**Up, Up, and Away** - Students will read "postcards" describing the different layers of our atmosphere. Primary students will use these facts to match names of the layers and their descriptions. They will draw a diagram illustrating their understanding of these facts. Intermediate students will begin with activating background knowledge by answering true and false questions. They will then "check" their answers by reading the postcards; after which, they will use their knowledge to answer factual questions and draw the atmospheric diagram. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Chemistry "Matters"** - Students will read an article that introduces them to the Periodic Table and the structure of the atom. They will read about scientific advances that have taken place and about practical uses of chemistry (pheromones). Students will use the context to define science vocabulary and will use the material to answer questions about the atom and advances in scientific understanding. This pack is available on two levels, primary and intermediate. The activity correlates with Content Standard B, Physical Science, of the National Science Standards.

**Scoop Up the Facts About the Eastern Brown Pelican** - Students will read a chart, interpret its information and use the facts to complete a letter about the eastern brown pelican. When finished they will have an understanding of the bird's appearance, nesting habits, and the problems that caused it to make the endangered species list in three areas. This activity is available on two levels, Intermediate and primary. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Around and Around It Goes** - Students will read an article about the components of the water cycle. They will use their knowledge to label a diagram and explain each part of this cycle. This activity is available on both the intermediate and primary level. A bonus activity for kindergarten and first graders is also available. The activity correlates with Content

Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**No School Today** – Students will read about causes of air pollution in Santiago, Chile. They will demonstrate their understanding of Chile’s pollution problems and geographical features by completing a chart and labeling a map. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Rain, Rain, Go Away!** – Students read about the causes and effects of acid rain. Critical thinking questions are posed and a simple experiment is explained. Students record results and are asked to form conclusions based on their observations. This activity is offered on two levels, primary and intermediate. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Reading Tree Leaves/Stop, Look, and Leaf** – Students will read about the different patterns of tree leaves. The primary and intermediate activities require students use observational skills to identify various patterns. The intermediate activity requires students to draw conclusions about and to make predictions about the habitat of various trees. The activity correlates with Content Standard A, Science as Inquiry, of the National Science Standards.

**It’s Not Just A Lot of Hot Air** – Students read an article about wind power. They demonstrate their understanding of scientific vocabulary used in the selection. The primary activity includes a phonics based word hunt. The intermediate activity offers ideas for extension including directions for making a pinwheel. The activity correlates with Content Standard E, Science and Technology, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**The Giant’s Causeway: A Place Where Science and Legend Meet** – Students read an article about the Giant’s Causeway in Northern Ireland where unusual rock formations are the result of underwater volcanoes. Students read about this geologic phenomenon and demonstrate their comprehension by unscrambling factual sentences and writing their own glossary using the scientific vocabulary presented in the article. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Food Webs, The Sahara Desert** – Students read an article to learn about the interaction of plants and animals in the Sahara Desert. They use the technical vocabulary presented in the selection to complete a crossword puzzle and do a word search. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, of the National Science Standards.

**New Zealand, It’s Been Invaded!** - Students will read an article about invasive mammals in New Zealand and their devastating effect on the bird population, specifically in the kiwi, kakapo, and takahe. Students will demonstrate their recall of information by matching sentences that tell about an animal with the name of that animal. They will practice taking notes based on the information in the article and they will apply their understanding of the food chain by designing a poster. This activity is available on two levels, intermediate and primary. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Tales of the Zulu Tribe of South Africa: The Clever Jackal** - Students will read an African folktale and complete follow up activities designed to teach them scientific terms used in identifying the components of a food chain. Students will unscramble sentences to learn

these terms and will then use them to identify the food chain relationship of animals in the folktale. In the third section of the packet, students place animals in a chart of a food chain. Throughout, the importance of the passage of energy is stressed. This activity is available on both the intermediate and primary levels. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Earth Day Science** - Children will read a nonfiction article about Earth Day. They will answer follow-up questions highlighting literal, inferential, and critical reading skills to achieve comprehension practice in the content area of science. This activity is available on both the primary and intermediate level. The activity correlates with Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Planting the Structure of Seed Plants in YOUR Brain!** - Students will read 24 factual sentences about seed plants. They will organize these sentences into 4 main parts, glean key words from them and write these notes as graphic organizers. The organizers and their headings are provided. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, of the National Science Standards.

**Leapin' Around Madagascar With the Lemur** - Students will read an article about lemurs. They practice several content area reading skills including activating prior knowledge, using context to understand vocabulary, and labeling a diagram. Students will also demonstrate their understanding of facts and the ability to compare by writing a first person letter as a lemur. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Happy Birthday To You!** - Students will read about clean water. They will then read an imaginative journal entry about a day spent water monitoring. Several scientific terms are woven into the article. Students will then demonstrate their ability to understand these terms by unscrambling sentences. They will apply the material by writing a nonfiction essay about a time they helped the Earth. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**A Cool Trip to Polar Bear Country** - Children will read an introduction to polar bears through an imaginary trip to Churchill, Canada. They will then read about polar bear characteristics. Reading in the content areas is emphasized as children are asked to state main ideas. They apply their new knowledge by answering comprehension questions. Students are then asked to think like scientists and formulate new questions for research. They show their understanding of reference material by making suggestions of where to find answers to their questions. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Penguin Parade** - Students will read a selection about penguins. They will demonstrate their scientific knowledge by completing sentences (primary level) or identifying and correcting true and false statements (intermediate level). Students will become familiar with the 17 penguin specie names by putting them in alphabetical order. Intermediate students will use higher level comprehension skills to write thoughtful answers to scientific questions. The activity correlates with Content Standard C, Life Science, of the National Science Standards.

**Unscramble Your Mind to Stay Fit and Well** - Students will unscramble sentences containing eight important health wellness principles. Ideas are given for follow-up projects. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Can You See the Light?** - Children will activate prior knowledge before reading an article about light waves. Various terms are defined in context. Follow-up activities include note-taking about light waves and the application of new terms. Both primary and intermediate children will draw light waves and label their work. The activity correlates with Content Standard B, Physical Science, of the National Science Standards.

**They Fly Through the Air!** - Students will read an article that shows how athletes use science concepts to help them improve their performance. Before reading, an invitation to inquiry is presented. In the article, ski jumping is specifically highlighted. Students follow up by writing definitions for key vocabulary using context. They apply their knowledge by drawing conclusions of how an understanding of the science may help other members of an Olympic team. This activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. The activity correlates with Content Standard B, Physical Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Bugs = Health** - Students will read about various ways to discover the health of rivers and streams. The Save Our Streams Program of the Izaak Walton League is highlighted. Information about this programs outreach to the country of Moldova is explained. Follow-up activities encourage children to think like scientists. This activity is available on the primary and intermediate levels. The activity correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**The Work of Mario J. Molina** - Students will read an article describing the activities and accomplishments of Mario J. Molina. They will begin by writing traits they believe make for a successful scientist. After activating background knowledge in this way, they read the article. Follow-up activities include finding details about this Hispanic scientist to support broad conclusions. Ideas for additional higher order thinking skills include making a "Wanted Poster" of themselves. This activity is available on two levels, primary and intermediate. The activity correlates with Content Standard G, History and Nature of Science, Science as a Human Endeavor of the National Science Standards.

**Twinkle, Twinkle, Great Big Star** - Students read an article about stars. The activity contains a chart showing the color, size, and make-up of three kinds of stars. Students use the information gleaned from the chart and the article to answer multiple choice questions that reflect standardized testing questions. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Don't Get Slimed By Fungi** - Students read several "mini-articles" about fungi. They learn about the fungi kingdom, different types of fungi and their purpose in the cycle of life. A follow-up activity requires them to use their knowledge to fill in words in an essay about fungi. Several ideas for increasing students' comprehension in the content areas are provided in the Dear Colleague letter. The activity correlates with Content Standard C, Life Science, of the National Science Standards.

**ANOTHER Bright Idea** - Students will read an article comparing incandescent light bulbs with fluorescent light bulbs. Higher-order questions serve as a follow-up to the text. Suggestions for developing vocabulary in the content areas are given in the Dear Colleague letter. This activity is available on the intermediate and primary levels. A companion emergent reader activity is also available. The activity correlates with Content Standard D, Earth and Space Science, Content Standard B, Physical Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Climate Change, Carbon, and Global Warning** - Students will read an article detailing the difference between climate and weather. Global climate change is explained along with

consequences for the planet. Follow-up questions help children apply their knowledge. This activity is available on both the primary and intermediate levels and correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Get Your Diving Mask, Paul Bunyan!** - Students will read an article about the logging of underwater trees. Information about greenhouse gases and storing carbon is included. The follow-up activity includes thinking about questions to answers and consideration of habitat disturbance. This activity is available on the primary and intermediate levels and correlates with Content Standard D, Earth and Space Science and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**A Changing Climate Means Changes For Deltas** - Students will read a science article about deltas. They will learn how deltas are formed and why they are important to people and animals. Problems that deltas experience because of climate change are discussed. Children complete a graphic organizer after reading. Ideas for subject matter expansion are given in the Dear Colleague letter. This activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**Pikas: Up Close and Personal!** - Students will read a story about pikas. They are encouraged to think like scientists and hypothesize some reasons why these little creatures are negatively affected by global climate change. This activity is available on the primary and intermediate levels and is correlates with Content Standard C, Life Science, and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Turtle, Tortoise, or Terrapin?** - Students will read an article detailing the differences between turtles, tortoises, and terrapins. They will create a Venn Diagram to illustrate the similarities and differences. A chart is provided to help teachers plan integrated extension activities. Many of the ideas will be transferable to any animal study in a classroom. The activity is available on both the primary and intermediate levels and correlates with Content Standard C, Life Science, of the National Science Standards.

**A Tale of Two Poles** - Children will read short paragraphs about the “polar opposite” habitats of the penguin and polar bear. Information is included regarding the impact of global climate change on these animals. Numerous follow-up activities are included. This activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also offered. The activity correlates with Content Standard C, Life Science and Content Standard D, Earth and Space Science.

**Binoculars or Radar? Tracking Birds** - Students will read a one-page article about the use of radar to better understand bird movements. Information regarding how radar may help better understand where to situate new technology is also included. Several follow-up questions, ranging from literal to analytical, help students to better understand the article. This activity is available on two levels: primary and intermediate and correlates with Content Standard B, Physical Science; Content Standard C, Life Science; and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**It's Not the End of the Story: Animal Tails!** - Students will read numerous sentences that describe how specific animals use their tails. Animals from peacocks to porcupines are discussed. Students complete an exercise that calls for organizing these facts. The activity is available on the primary and intermediate levels. An emergent reader lesson is also available. These activities correlate with Content Standard C, Life Science, of the National Science Standards.

**Scoop, Sip, or Crack?** - Students will read a chart detailing the different types of bird beaks. The intricacies of these are explained and shown to children. A follow-up activity requires

students to use the facts and design an imaginary bird. They are to write an explanation of the bird's eating habits and habitats. The activity is available on two levels, intermediate and primary and correlates with Content Standard C, Life Science of the National Science Standards.

**Wonderful World of Deltas** - Students will read short descriptions of five of the world's deltaic areas. They use the information as the basis for an inquiry-based activity. Ideas for grouping students are provided in the Dear Colleague letter. This activity is available in the primary and intermediate levels. A companion emergent activity is also available. The activity correlates with Content Standard D, Earth and Space Science, and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**One Hump or Two?: Camel Fact and Fiction** - Children will read an article about camels. Both types of camels are discussed as are the unique characteristics of these animals. Follow-up questions encourage children to consider the biological components of the camel along with environmental/habitat considerations. Additionally, these questions contain further facts, encouraging children to use all resources available to them to draw conclusions. The activity, available on the primary and intermediate levels, correlates with Content Standard C, Life Science, of the National Science Standards.

**What IS the Mystery Substance?** - Students will read a short article about magic sand (hydrophobic sand) and are asked to think critically about the scientific process, chemistry, and possible environmental uses of the material used to make this sand that is "afraid of" water. Additional consideration is given to use of magic sand as it relates to word parts and science lab safety. This activity correlates with Content Standard B, Physical Science and Content Standard F, Science in Personal and Social Perspectives, of the National Science Standards.

**A Trip to the Irrawaddy Delta** - Students will read a level-appropriate text about the Irrawaddy Delta in Myanmar. Follow-up questions include an introduction to a specific type of research based on using the senses. The Dear Colleague letter discusses the second of Richard Allington's Ts, text. This activity is available on the primary and intermediate levels and correlates with Content Standard A, Science as Inquiry and Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.

**Finding Out About Simple Machines: Pulleys** - Students will read a nonfiction article about pulleys, including the mechanics of these simple machines and interesting historical facts. As a follow-up, students write questions for answers that are presented in complete sentences. The activity correlates with Content Standard B, Physical Science, of the National Science Standards.

**Wild Weather Series –Nature Running Wild – Volcanoes!** Students read about the causes and effects of volcanoes. Intermediate students complete a comprehension activity designed to improve reading in the content area skills. Primary students demonstrate their ability to understand science words in context. Simple instructions for making your own volcano are included. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Look on the Sunny Side** - Information about the sun is presented on various diagrams. Students will read these diagrams and tables and use the information to answer questions about the sun and to create their own diagrams of its layers. Intermediate students will answer questions that require them to interpret the information. This activity is available on the primary and intermediate levels. A Bonus activity for beginning readers is also included. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Clouds: What's in a Name?** - Students will read how and why clouds are named. Both text and a chart are used to convey this knowledge. Students will use this information to identify clouds on a diagram. This activity is available on two levels, intermediate and primary. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather – Hurricanes!** - Students will read a series of facts about hurricanes. They will demonstrate an understanding of these facts by organizing them into specified categories. Comprehension of facts will also be demonstrated by writing questions for answers. Students will improve their understanding of hurricanes and practice organization of material by completing this activity. Both intermediate and primary levels are available. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather: Wind and Rain** - Children will read an article about the reasons for rain and wind. Vocabulary words such as air pressure and humidity are highlighted and explained in context. Knowledge is demonstrated by drawing a sketch and using facts to both draw conclusions and make applications. This activity is available on the primary and intermediate levels. An emergent reader activity is also available. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather: Snowstorms** - Students will read an article about the way snowstorms are formed. Explanations of “lake effect” snow and the formation of snowflakes are also included in the article. The activities focus on the application of facts from the article. This activity packet is available on both the primary and intermediate levels. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather: Twisting Tornadoes!** - Students will read about the formation of tornadoes. Vocabulary is presented in context such as Tornado Alley and the Fujita Scale is presented in context. Follow-up activities require children to apply their knowledge of tornadoes to various real-life situations. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather – It's A Heat Wave!** - Students read about the heat wave in the summer of 2006. The text talks about temperature records and explains what can happen as a result of high temperatures. A chart details three levels of a heat emergency. Students use the information in the chart to write a realistic story about heat and people. The activity correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

**Wild Weather – Fog** - Children will read a conversation designed to present facts about how fog is formed. They will learn about the foggiest place on Earth: the Grand banks. Follow-up activities include writing a weather report so that factual information can be applied. This activity is available on the intermediate and primary levels and correlates with Content Standard D, Earth and Space Science, of the National Science Standards.

## **SOCIAL STUDIES**

**Global Linkages: How Are Parts of Our Environment Connected?** - Students will read about and demonstrate knowledge of ways our environment is a global environment. Students will use a map and demonstrate use of specific geographical terms. This activity is offered on two levels, primary and intermediate. The activity correlates with the National Geography Standards: Physical Systems and Environment and Society.

**African Weather** – Students demonstrate their ability to read a chart and use the information to answer questions about African weather patterns. Students are asked to draw conclusions based on the information given. This activity is offered on two levels, primary and intermediate. The activity correlates with the National Geography Standards: Physical Systems and Environment and Society.

**Models of Leadership** – Students learn how an African folktale is used by members of the Zulu tribe to encourage leadership skills among the people. Students complete a chart based on details in the tale and draw conclusions about the leadership skills shown by the characters in the folktale. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture; Power, Authority, and Governance; and Civic Ideals and Practices.

**Pack Your Geography Terms For A Trip With Maggie and Friends** – Students read geography terms and their definitions. They then demonstrate their understanding by filling these words in the blanks of paragraphs about the Great Lakes, Africa, and South America. This activity is available on two levels, primary and intermediate. The activity correlates with the National Geography Standard, The World in Spatial Terms.

**Wild and Endangered...Przewalski Horse** – Students read this article about the land, people, and this endangered animal of Mongolia. They are asked to use background knowledge to prepare for reading the article. Students choose from several follow-up suggestions. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**The Nomad's Home** – Students read an article about gers, the home of the nomads of Mongolia. They demonstrate their literal and critical comprehension skills by answering comprehension questions. Reading in the content area skills are also developed as students are to underline the topic sentence in each paragraph of the article. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Remembering A Great Adventure...The Journey of Lewis and Clark** - Students will read an article about the Lewis and Clark expedition. They will demonstrate their ability to recall and summarize information by making lists of important facts. They will exhibit their ability to find specific content in a social studies passage by completing a timeline. Students will also demonstrate the ability to understand historic people by imagining their feelings and writing realistic conversations based on historic facts. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards, Time, Continuity, and Change and People, Places and Environment.

**Sherpa: What's In a Name?** - Students will read an article about the various ways the word Sherpa is used. They will demonstrate their ability to comprehend and synthesize information by grouping key words from the article. They will exhibit their ability to comprehend content area information in social studies by answering literal, inferential, and application reading questions. This activity is available on two levels, primary and

intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**The Vasa: The Sunken Treasure of Sweden** - Students will read an article about the Vasa, a Swedish ship that sunk in 1628. Details about decisions that led to the ship's sinking are included as is information about the restoration and preservation of the ship. Students follow up their reading by completing an activity that shows the results of good and bad decisions. They are asked to explain the lessons learned from these decisions. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Individuals, Groups, and Institutions and Power, Authority and Governance.

**Assignment: Reindeer Herders, The Sami People** - Students will read notes about the Sami people. They will use these notes to write a nonfiction social studies article. Students are provided all materials necessary to write their article including pictures for which they write captions. This activity is available on both primary and intermediate levels. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Tales of the Zulu Tribe of South Africa: A Sneaky Plan** - Children will read a South African folktale. Instruction is given in how people of the Zulu tribe use folktales to teach good leadership skills. Children will answer questions designed to encourage thinking about how this tale illustrates good leadership skills. They will analyze the traits of animals and draw conclusions as to how these traits can model leadership abilities. This activity is available on both the primary and intermediate levels. The activity correlates with the National Social Studies Standards: Culture, Power Authority and Governance, and Individuals, Groups, and Institutions.

**Places to Visit in Mexico, Part 2** - Students will read 5 nonfiction articles about places in Mexico. These places have a variety of social studies themes: economics, history, geography, and cultural. To help develop nonfiction reading skills, students will write titles and identify the main ideas in each article. They will identify the social studies area of each article. They will then demonstrate the ability to write nonfiction by writing their own article using notes provided for them. A fun page of rhymes is included for students to demonstrate their recall of the Mexican place characteristics. This activity is available on both the primary and intermediate levels. The activity correlates with the National Social Studies Standards: Culture, People, Places and Environment, and Individuals, Groups, and Institutions.

**Life in a Russian Village** - Students will read journal entries about a visit to a Russian village. They will find social studies facts about culture, history, geography, education, and economics in this realistic fiction. They will use these facts to complete an outline. Students will see how these facts can be organized for efficient learning. This activity is available on both the primary and intermediate levels. The activity correlates with the National Social Studies Standards: Culture, People, Places and Environment, and Individuals, Groups, and Institutions.

**Celebrate Maori Culture** - Students will read an article on the Maori people of New Zealand. They will answer critical thinking questions about how cultures change when changes in environments take place. Children are asked to think critically about the many positive impacts cultural festivals can have on preservation of culture. Children will make a Maori/English dictionary using the Maori words presented in the article. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**An Economic Epic** – Students will read a short story about a visit to a logging operation in Upper Michigan. They will use the context of the story to glean the definitions of 6 economic

terms. Students will unscramble sentences that define these terms. They will demonstrate the ability to apply these terms to their own lives by filling in a chart with examples illustrating these terms. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standard, Production, Distribution, and Consumption.

**Postcards From Maggie** - Students read geography terms and their definitions. They then demonstrate their understanding by filling these words in the blanks of paragraphs about Asia, Europe, and Oceania. This activity is available on two levels, primary and intermediate. The activity correlates with the National Geography Standard, The World in Spatial Terms.

**Stand Up Straight** - Students will read an article about standing stones in England and Mongolia. They will practice content area reading skills including the ability to draw conclusions and to apply facts to a creative writing piece. They find synonyms for the word big and are asked to list their own synonyms. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture; People, Places and Environment; and Global Connections.

**Amazing Alberta** - Students will complete a word search using words describing Alberta, Canada. They will use these words to complete sentences about Alberta. Students will demonstrate their understanding by answering questions requiring them to draw conclusions and apply their knowledge. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**The Hills of Tibet** - Children will read about a journey through the hills of Tibet. Facts about local life are embedded in the story. As a follow-up, children will compare their life to life in Tibet using a Venn diagram. They will also complete a graphic organizer about yaks. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**An Inheritance From Their Ancestors Helps Sustain an Area** - Children will read about a village in South Africa that re-enacts a battle of the Anglo Zulu War. They will discover ways this has helped the present day economy of the village. Social studies vocabulary words are highlighted and then defined by children as part of a crossword puzzle. They use the information in the article to write an answer to an inferential comprehension question. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and Time, Continuity and Change.

**People Helping People: Helen Lieberman** - Children will read a nonfiction article about a reformer in South Africa. They will use the context of the article to define words. Primary students will use the phonics principle of the ea sound to find words in the article. They will use the bold-face headings to exhibit their comprehension. The intermediate comprehension activity allows practice in higher level skills such as summarizing and making connections and applications. The activity correlates with the National Social Studies Standards: Culture and Individuals, Groups, and Institutions.

**A "Good Morning" in a Japanese Ryokan** - Students will read a short story about a night in a ryokan, a traditional Japanese guest house. They will use the context of the article to draw conclusions about the food, dress, art, and other cultural facets of Japan. They will practice using clues from the article to define Japanese words. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Skipping Around the Globe with the Five Themes of Geography** - Students will read about a specific town in the United States that is defined according to the five themes of geography. They will write about their hometown based on these five themes. Questions

designed to focus attention on the themes are presented. This activity is available on the primary and intermediate levels. The activity correlates with the National Geography Standards: Human Systems and Places and Regions.

**Regions of North America: The Gulf Coast of the United States** - Students will read a story about a reporter visiting New Orleans and the Gulf Coast region of the United States. They will find facts in the story about the geography, history, culture, and geography of the area. Students will organize the facts in correct categories. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: People, Places and Environment and Production, Distribution, and Consumption.

**Regions of North America: Baja, Mexico** - Children will read a fictional conversation about the Mexican state of Baja California. They will find the facts in this conversation and organize them on charts to help them remember this social studies information. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Winter Olympic Surprises** - Students will read about four countries with warm climates that will be competing in the XX Winter Olympics. They will use clues to locate these countries on a map. Students will solve riddles based on the facts they have just learned about the countries. This activity is available on both the intermediate and primary level. A companion emergent reader activity is also available. The activity correlates with the National Geography Standard, Physical Systems.

**Tourin' in Turin** - An imaginary conversation between Maggie and friends based on a trip to Turin, Italy is presented. Students will create a travel brochure based on the facts presented in the dialogue. Both primary and intermediate versions of this activity are available. A companion emergent reader activity is also offered. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Do You Know 'Whether' the Climate is Hot or Cold?** - Students will read how climate influences culture. Higher order thinking skills are used to understand the affect of climate on the culture of three distinct, yet different places. Children are invited to create their own place, describe its climate, and then detail how the culture has been affected. This activity is aligned with geography standards (physical systems affect human systems) and social studies standards (culture).

**Trouble in Paradise** - Students will read an article about the island of Tuvalu and its people. Information about the affects of sea-level rise is presented. As children read, they are asked to use good content area reading procedures, including pre-reading questioning and post-reading thinking. An application activity is presented. This activity is available on both the intermediate and primary levels. This activity is aligned with geography standards (physical systems affect human systems) and social studies standards (culture).

**Hooray For Mistakes** - Children read about various people whose mistakes have resulted in positive outcomes. Students are asked to reflect on how mistakes can be handled and viewed. This activity is available on both the primary and intermediate levels. It correlates with the National Social Studies Strand: Civic Ideals and Practices.

**The Teacher Is An Animal** - Children read about the power of animals to help others learn. Follow-up activities include thinking about how to train animals and a section asking children to reflect on ways they could improve their understanding of a difficult subject area. This activity is available on two levels, primary and intermediate and correlates with the National Social Studies Standards: Civic Ideals and Practices and Culture and Individuals, Groups, and Institutions.

**Something Big...Something Small** - Students read a nonfiction social studies article about the building of a national park in Angola, Africa. After reading, students are asked to choose

the best of three summaries. They are asked to explain their thinking for this choice. The Dear Colleague letter contains a discussion of common problems experienced by students when writing summaries and ideas for helping overcome difficulties. This activity correlates with the National Social Studies Standards: Culture; People, Places and Environment; and Global Connections.

**Regions of North America: The Prairie** - Students will read an article about life on the prairie. The effects of climate on the prairie are emphasized as is the Homestead Act of 1862. Children complete a chart about how weather may have made life difficult for settlers. They answer higher-order thinking questions about prairie life. This activity is available on the primary and intermediate levels. A companion emergent activity is also available. The activity correlates with the National Social Studies Standards: Culture and Time, Continuity and Change.

**Regions of North America: Nova Scotia** - Students learn how to use “before, during, and after” content-area reading strategies as they read about Nova Scotia. Side-by-side activities accompany the text so that children see the value of these strategies as they read. This activity is available on two levels, primary and intermediate. The activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**9-1-1 Help This Turtle!** - Students will read an article about sea turtles and about a hospital that helps sick and injured sea turtles. Follow-up questions focus on the kind of person who might own and operate such a facility. Ideas for follow-up math and science extensions are provided. This activity is available on the primary and intermediate levels. A companion emergent activity is also available. It correlates with the National Social Studies Strand: Civic Ideals and Practices.

**A Trip to Ephesus in Turkey** - Students will read a short “journal article” about Maggie’s trip to the Celsus Library at Ephesus. Prompts are provided for students to compare and contrast libraries of long ago with libraries of today. A Venn Diagram is provided to help students organize ideas. This activity is available on the primary and intermediate levels and correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**You Know the Pilgrims and Now You Know the Wampanoag!** - Students will read a one-page article about the Wampanoag. They will organize their understanding by writing words relevant to appropriate headings. This helps children practice the skill of summarizing and gives them a skill for test preparation. This activity is available on the primary and intermediate levels. It correlates with National Social Studies Standards: Culture and People, Places and Environment.

**Celebrating Mardi Gras!** - Students will read a short article about Mardi Gras traditions. They will find selected words in a word search. Ideas for a student research project on local holidays and traditional festivities are provided. This activity is available on both the primary and intermediate levels. It correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Smile and Save!** - Children will read a poem about water conservation. They will write persuasive paragraphs based on the poem along with defining key vocabulary words. Additional ideas regarding water cleanliness and scarcity are provided in the Dear Colleague letter. This activity is available on the primary and intermediate levels. A companion emergent reader lesson is also available. The activity correlates with the National Social Studies Standards: People, Places and Environment and Production, Distribution, and Consumption.

**Kids With BIG Ideas!** - Children will read about three children who invented useable products for use in the medical field. After reading the inspiring text, students are encouraged to brainstorm ideas for their own inventions and to sketch a design for an idea they particularly like. Follow-up activities are suggested in the Dear Colleague letter. The activity is

available on the primary and intermediate levels. There is a companion emergent reader activity. This lesson correlates with the National Social Studies Standards: Civic Ideals and Practices.

**Writing in the Content Areas: The Mayans** - Students will read “note cards” containing information about the Mayan civilization. The follow-up exercise requires students to organize these cards and plan an essay that tells about Mayan history. The activity is available on the primary and intermediate levels and correlates with the National Social Studies Standards: Culture, People, Places and Environment, and Individuals, Groups, and Institutions.

**Primary or Secondary?** - Students will read the differences between a primary source and a secondary source. Examples of various sources are given for children to identify. Students are asked to consider the use of Wikipedia as a source. This activity is available on the primary and intermediate levels and correlates with the National Technology Standard, Technology Problem-Solving and Decision-Making Tools.

**How Many Californias?** - Children will read a social studies article about Baja California. As a follow-up activity, they are asked to write possible multiple choice answers to several questions and to make an answer key. Thoughts on test-taking and test preparation are shared in the Dear Colleague letter. This activity is available on two levels, primary and intermediate and correlates with the National Social Studies Standards: Culture, People, Places and Environment.

**Wrestling for Gold: Henry Cejudo** - Children will read a one page biography of Henry Cejudo, Olympic gold medallist. Follow-up questions encourage children to consider influences on Henry’s life that may have contributed to his success. They are then asked to think about their own dreams. This activity is available on the primary and intermediate levels. A companion emergent reader activity is also available. This activity correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Reduce, Reuse, Recycle** - Students will read an article describing various reduce, reuse, and recycle strategies. A community-based recycling center in Spain is described as well as a school-based composting project in Virginia. Students learn there are many ways they can make a difference when it comes to these 3 Rs. As a follow-up, directions are given for a community action project, specifically creating a brochure to generate conservation awareness. This activity correlates with the National Social Studies standards: Culture, People, Places and Environment, and Individuals, Groups, and Institutions and with the National Technology Standard, Technology Problem-Solving and Decision-Making Tools.

**Schools Around the World: Cambodia** - Children will read an article about a typical school in Cambodia. They are asked to complete a Venn Diagram to compare and contrast their school with the details in the article. Several extension activities are suggested in the Dear Colleague letter, including using note-taking skills and “thick” description to write about your school. This activity correlates with the National Social Studies Standards: Culture, People, Places and Environment.

**Happy New Year – Happy Eating** - Students will read about New Year traditions in various countries. As a follow-up, they are asked to write about their own tradition. The Dear Colleague letter gives several ideas to extend the lesson including tips on collaborative work. This activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also available. This lesson correlates with the National Social Studies Strands: Culture and Civic Ideals and Practices.

**Urban Wetlands** - Students will read an article about urban wetlands. The history of thought regarding wetlands is presented as are the benefits of these natural barriers and filters. A multiple-choice follow-up activity is included. Ideas for further social studies work are given in the Dear Colleague letter. This activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also available. This activity correlates with Standard 4: Places and Regions of the National Geographic Standards.

**A Beautiful Flood?** - Children read about different views of floods. They not only understand that floods can be both dangerous and helpful, but they see that in some places floods are valued as they help with agriculture, pest control, and pollutants. Children make a list of ways floods can be helpful along with ways people can naturally prevent massive floods. As a follow-up, children are asked to become involved in helping others understand about floods. This activity correlates with the National Social Studies Standards: Culture, People, Places and Environment.

**Along the Elephant Highway** - Students read about the migratory elephants of Mali. Content area reading skills are encouraged as children use context clues to define vocabulary and use questions to set purposes for reading. Students exhibit higher order thinking skills by using details to support conclusions. This activity is available in the primary and intermediate levels and correlates with the National Social Studies Standards: Culture and People, Places and Environment.

**Winding Through the Atlas Mountains** - Students will read an article about the Atlas Mountains in northern Africa. Follow-up questions require students to use the factual information in the article to formulate their own opinions (application and evaluation questions). Ideas for classroom connections with parents are given in the Dear Colleague letter. This activity is available on the primary and intermediate levels and correlates with the National Social Studies Standards: Culture, People, Places and Environment, and Individuals, Groups, and Institutions.

**It's A Desert? A Trip to Antarctica** - Students will read an article about Antarctica. Follow-up higher order questions encourage students to consider how this continent is different from other places on Earth. Factual information from the text is used to plan a debate. Follow-up ideas for classroom projects are provided in the Dear Colleague letter. This activity is available on the emergent, primary, and intermediate levels and correlates with the National Social Studies Standards: Culture and People, Places and Environment.

### **Critical Thinking Strand –**

**Thinking About the Earth** – Students read and think about the packaging of products and answer critical thinking questions based on information provided in the activity. This activity is available on two levels, primary and intermediate.

**Re-purposing Used Things** – Students read about making personal decisions to reuse an object in a new way. They are asked to plan and present ways they would reuse several objects. This activity is available on two levels, primary and intermediate.

**Trashy History** – Students read about the many clues our trash gives us about our lives. They answer critical thinking questions and are asked to draw conclusions about people

based on what is found in their garbage. This activity is available on two levels, primary and intermediate.

**Re-imagining the World** – Students are encouraged to think about technology in their lives. They are asked to draw conclusions regarding the positive and negative impact of individual inventions. This activity is available on two levels, primary and intermediate.

## CULTURAL ARTS

**Sweden's Symbol: The Dala Horse** - Students will read a short article explaining the meaning and history of the Dala horses of Sweden. They will learn how this national symbol of Sweden is currently produced. In follow-up activities, students will demonstrate their understanding of the material by writing a skit and designing their own Dala horse. They will also respond personally by evaluating their own abilities and determining how these abilities could be used in Dala horse production. This activity is available on two levels, primary and intermediate.

**Really Remarkable Russian Art** - Students will read about the Hermitage Museum in Russia and about two traditional forms of Russian art, the matryoshka doll and decorated egg. They will then design and color their own nesting dolls and eggs. This activity is available on two levels, primary and intermediate.

**Art from the Roof the World: Mandala Sand Painting** - Students will read an article about Tibetan sand painting, the mandala. They will answer true and false questions about the article. Students will cross out the words that make a statement false. They will insert the correct words. Ideas are presented on integrating this art form with a geometry unit. The activity is available on two levels, intermediate and primary.

**Puzzled About Poinsettias?** - Children will read a series of facts about the poinsettia plant. A word search is presented to help children recall the facts. Language Arts puzzle activities are presented such as finding little words in a bigger word, and intermediate students are asked to take a poll about the poinsettia flowers. This activity is available on both the intermediate and primary level.

**Wild About Turkeys** - Students will read an article about wild turkeys. They will use the facts in the article to solve a puzzle about turkeys. Ideas for making turkey bulletin boards are detailed in the Dear Colleague letter.

**Manners Around the World** - Students will read about manners in various countries of the world. They are encouraged to write a brief play using their newfound knowledge. Other follow-up ideas are offered in the Dear Colleague letter. This activity is available on the primary and intermediate levels. A companion Emergent Reader activity is also available.

**Olympic Symbols** - Students will read about the symbolism of the five friendlies that are being used as mascots of the 2008 Summer Olympics in Beijing, China. Information about the events in the games along with knowledge about Chinese culture is imparted. Follow-up activities are included that require children to think about symbols for themselves. This activity is available on the primary and intermediate levels. A companion emergent reader activity is also available.

**Detective Scramble** - Children will visit Maggie's website at [www.missmaggie.org](http://www.missmaggie.org). They explore the various components of this website as part of this electronic scavenger hunt. An intended outcome of this activity is that students will become familiar with the vast educational resources of this site, ranging from learning games to biological information to interactive multi-subject area devices.

**Project Knapsack Helps Kids Connect** - Children will read about Project Knapsack, a program which seeks to connect the world's children through giving and a pen pal exchange. Follow-up activities include writing a letter along with ideas to integrate the arts into such an exchange.

**Maggie's "Puzzle" – d** - Children will visit Maggie's website at [www.missmaggie.org](http://www.missmaggie.org). They explore the various components of this website as part of this electronic scavenger hunt. An intended outcome of this activity is that students will become familiar with the vast educational resources of this site, ranging from learning games to biological information to interactive multi-subject area devices. Several ideas for thinking green are provided in the Dear Colleague section of this activity.