



STATE BIRDS AND FLOWERS TEACHER'S MANUAL

The *State Birds and Flowers* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–4, the *State Birds and Flowers* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 5 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 6 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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STATE BIRDS AND FLOWERS TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

Reading Literature or Informational Text

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.3.10, RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.
- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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<p>Foundational Skills</p>	<p>RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Writing</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2, W.4.2, W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3, W.4.3, W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.6, W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one/two page(s) in a single sitting.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

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CCSS

Common Core State Standards, *continued*

<p>Speaking and Listening, <i>continued</i></p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Language</p>	<p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2, L.4.2, L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 (grades 4 and 5)</i> reading and content, choosing flexibly from a range of strategies.</p>

STATE BIRDS AND FLOWERS

Summary

The book uses pictures and text to introduce information about each state's flower and bird to students.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Show students the cover of the book. Have them read the title. Ask students to predict what the book is about. Ask volunteers to name the bird and the flower on the cover. (RI.3.1, RI.3.7, RI.4.1, RI.4.7, RI.5.1)• Have students read the Publisher's Note together. Then ask them to discuss what they think the book will be about in small groups. Encourage them to explain why the particular bird and flower is on the cover. (RI.3.1, RI.3.10, SL.3.1, RI.4.1, RI.4.10, SL.4.1, RI.5.1, RI.5.10, SL.5.1)
	Present a Reading Routine <ul style="list-style-type: none">• Read the text on each page aloud or have students read silently to themselves. After each page, help students correctly pronounce the common and scientific names of each bird and flower. Help them decode each multisyllable word by segmenting the word into separate syllables aloud and then combining the syllables. (RF.3.3.c, L.3.4, RF.4.3.a, L.4.4, RF.5.3.a, L.5.4)• After reading each page, ask questions about the pictures on the page. Help students distinguish between information provided in the pictures and information provided by the text. (RI.3.1, RI.3.7, SL.3.1.e, RI.4.1, RI.4.7, SL.4.1.c, RI.5.1, SL.5.1.c)
	Provide Activities for Reading <ul style="list-style-type: none">• Read pages 26 and 27. Ask students to tell how the flowers are alike and how they are different. Help them recognize the similarities and differences between Missouri and Montana's state flowers. Create a Venn diagram on the board to compare and contrast them. Remind students to use specific details from the text. Then repeat the exercise for the state birds. (RI.3.1, RI.3.2, RI.3.7, RI.3.8, RI.3.9, SL.3.5, RI.4.1, RI.4.2, RI.4.5, RI.4.7, SL.4.5, RI.5.1, RI.5.2, RI.5.7, SL.5.5)• Tell students to think about the states that have the same flowers and birds as they are reading. Ask them if they can identify common patterns or can recognize why some states have the same flower and bird. Explain that many states that are close to each other may have the same flower or bird because they have similar environments. Show a map of the United States and have students find the states. (RI.3.1, RI.3.3, RI.3.10, RI.4.1, RI.4.3, RI.4.7, RI.4.10, RI.5.1, RI.5.3, RI.5.10)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Have students make word cards for each state by writing the state on the front of the card and writing and drawing the flower and bird on the back. Have them take turns quizzing each other on the names of each state's flower and bird. (SL.3.1, SL.3.1.a, SL.3.1.c, SL.4.1, SL.4.1.a, SL.4.1.c, SL.5.1, SL.5.1.a, SL.5.1.c)• Language Skills: Write some sentences from the book on the board and purposely make mistakes such as incorrect capitalization, punctuation, or spelling the names of the birds or flowers wrong. Have students make the necessary corrections and explain why they made the correction. Students can use dictionaries or other reference sources to spell words correctly. (L.3.1, L.3.2.a, L.3.2.f, L.3.2.g, L.3.3, L.4.1, L.4.2, L.4.2.a, L.4.2.c, L.4.2.d, L.4.3, L.5.1, L.5.2, L.5.2.e, L.5.3)

STATE BIRDS AND FLOWERS

Vocabulary	
<p>Summary Have students use dictionaries to determine the meanings of unknown words.</p>	
<p>Vocabulary Activities</p>	<p>Dictionaries As students read a page in the book, have them use dictionaries or encyclopedias to look up the words they do not know. Have them use the information they find to retell the sentences in their own words. (L.3.4.d, L.4.4.c, L.5.4.c)</p>
Writing	
<p>Summary Have students develop their writing skills by completing the following activities.</p>	
<p>Writing Activities</p>	<p>Narrative Writing Review with students the basic steps involved in writing a narrative. Have them choose a bird from the book and write a narrative including the bird as a character. Remind students to create a setting and plot, include meaningful dialogue, use temporal words to show event order, and provide an ending or a sense of closure. When students are finished, have them share their narratives. If possible, students could type and publish their work using a computer. (W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.6, W.4.3, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.4.3.e, W.4.6, W.5.3, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d, W.5.3.e, W.5.6)</p> <p>Informative/Explanatory Writing Assign each student a different state. Have students write a report about that state's bird and flower. Remind them to use interesting facts and details and linking words to connect their ideas. Suggest that they use the Internet and other sources to find information. Have students work with a partner and exchange their reports to provide each other with feedback to strengthen their writing. Then have volunteers present their reports to the class using at least one visual aid. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.5, W.3.7, SL.3.4, SL.3.6, W.4.2, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.5, W.4.7, SL.4.4, W.5.2, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.5, W.5.7, SL.5.4)</p> <p>Opinion Writing Remind students that opinion pieces state an opinion, give reasons to support the opinion, and have a concluding statement or section. Have students write a persuasive paper about why their state's bird and flower should be changed to the bird and flower of their choice. Then have them create a brochure about the new state bird and flower and present it to the class. (W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, SL.3.4, SL.3.6, W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, SL.4.4, W.5.1, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d, SL.5.4)</p>

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