



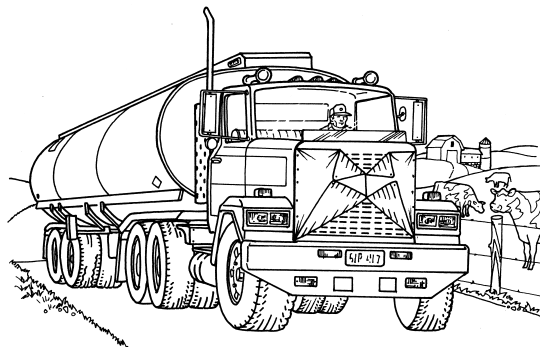
TRUCKS TEACHER'S MANUAL

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

On pages 2–3, the *Trucks* 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 4 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 children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 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 children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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TRUCKS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<p>Foundational Skills</p>	<p>RF.1.3, RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6, W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>

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<p>Writing, <i>continued</i></p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>Language</p>	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2, L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>

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Summary

The book uses pictures and text to teach children about different kinds of trucks.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Ask children to describe different types of trucks they have seen. Then show children the cover of the book and have them read the title. Discuss whether the truck on the cover matches their descriptions of a truck. Have them predict what the book is about. (RI.1.6, SL.1.1.b, L.1.5.b, RI.2.7, SL.2.1.b)• Show children the picture on pages 4–5 of the book. Ask them what they think this truck is used for. Help them conclude that the truck is used for carrying things. Ask them what other uses trucks have. (RI.1.7, SL.1.2, RI.2.7, SL.2.2)
	Present a Reading Routine <ul style="list-style-type: none">• Show children the picture on each page and ask them to identify what kind of truck or construction vehicle they see. Then have them read the name and the text in the book. Ask children to tell what they learned. Continue this procedure with other pages. (RF.1.4.c, SL.1.2, RF.2.4.c, SL.2.2)• Have children read the descriptions on each page. Ask questions about key details from the text. Ask children to tell how the trucks and construction vehicles are alike and how they are different. (RI.1.1, RI.1.3, RF.1.3, RF.1.4.a, RI.2.1, RF.2.3, RF.2.4.a)
	Provide Activities for Reading <ul style="list-style-type: none">• Reread pages 4–5 and pages 22–23. Ask children how the trucks are alike. (They have trailers.) Have children tell about things that can be found in or on the trailers. (RI.1.1, RI.1.4, RI.2.1, RI.2.4)• Reread pages 18–25 and ask children what this equipment does. Have them conclude that the equipment is used for construction. Discuss which trucks could work with the equipment (e.g., steamroller with cement mixer, front-end loader with a dump truck). (RI.1.3, SL.1.4, RI.2.1, SL.2.2)• Reread pages 20–21. Ask children when and where they might see these trucks. Ask them to name the season they would most likely see these trucks. (snowplow in winter; ice cream truck in summer) (RI.1.3, SL.1.2, RI.2.3, SL.2.2)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Ask children to tell about an experience they have had or had heard or read about with one of the trucks or construction vehicles from the book. Encourage them to include many details. (SL.1.4, SL.2.4)• Language Skills: Have children identify which trucks are named after their uses (for example, moving van, garbage truck, street sweeper). Discuss how other trucks or construction vehicles (such as crane, cherry picker, or steamroller) may have gotten their names. (SL.1.4, L.1.5.c, SL.2.4, L.2.5.a)

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Vocabulary	
Summary Have children use the following strategies to understand new vocabulary words related to trucks.	
Vocabulary Activities	<p>Categorizing Names</p> <p>Write the category names <i>construction</i>, <i>utility</i>, and <i>long haul</i> on the board and have children sort the names of the trucks and construction vehicles under the appropriate category. Teach children that construction vehicles help build and develop land and are not intended to travel long distances, utility trucks perform a public service in town, and long-haul trucks are intended to transport goods across long distances. (L.1.5.a, L.1.5.b, L.2.5.a)</p>
	<p>Understanding New Words</p> <p>Teach children synonyms to decipher vocabulary words found in the book. Consider synonyms for verbs such as <i>transport/haul/deliver</i> and synonyms for nouns such as <i>garbage/trash</i> and <i>street/roads</i>. See pages 10–11 for examples of sentence-level context clues. (L.1.4.a, L.1.5.a, RI.2.4, L.2.4.a, L.2.5.b)</p>
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Tell children that every story has a beginning, middle, and end. Have children select a truck or construction vehicle from the book and create a character to drive it. Have them give their character a name and think of a situation where their character would need to drive the truck or construction vehicle. Provide an example such as the following: <i>Max is moving to a new house. First, Max put his things in the moving van. Then he drove the moving van to his new house. Max unpacked the truck.</i> (W.1.3, L.1.2.a, W.2.3)</p>
	<p>Informative/Explanatory Writing</p> <p>Display photographs of different trucks and construction vehicles from books, references, or other online resources. Have children write an informative text describing the name, size, color, and purpose of a truck or construction vehicle. Have them read their texts aloud and have the class guess which picture each child wrote about. If necessary, provide an example: <i>This is a delivery truck. It is a small, brown truck that delivers packages to people.</i> (W.1.2, W.1.5, W.1.8, L.1.1.f, W.2.2, W.2.5 W.2.8, L.2.1.f)</p>
	<p>Opinion Writing</p> <p>Have children work with partners and write an opinion piece detailing whether they believe a school bus could be included in the <i>Trucks</i> book. Have them provide a reason for why the school bus should or should not be considered a truck. For example: <i>We think a school bus is a truck because trucks move things from place to place. A school bus brings students to and from school.</i> (W.1.1, W.1.6, W.2.1, W.2.6)</p>

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