Dear Illinois Educators,

Houghton Mifflin Harcourt® (HMH®) is pleased to announce that our new Science and Social Studies Classroom Libraries meet the Illinois ELA Reading Standards for Literature and Informational Text!

Each book title has been carefully chosen for its alignment to key science and social studies concepts and standards of learning, allowing teachers to easily embed cross-curricular content within the literary block.

Through the combination of our classroom libraries and best practices of teaching, educators will be able to address important science and social studies concepts while reinforcing the Illinois ELA standards.

Starting on page 4 you will find sample lesson plans annotated to highlight where the lesson plan meets coverage of the Illinois ELA Reading Standards for Literature and Informational Text.

Please contact us for more information or if you’re interested in receiving samples of the HMH Science and Social Studies Classroom Libraries.

Sincerely,

Your HMH Illinois Team
Science Sample Lesson Plan, Grade 1

View a complete listing of Science and Social Studies Classroom Library titles at: hmhco.com/classroomlibrary

RI.1.3  With prompting and support read informational texts approximately grade 1.

RI.1.7  Use the illustrations and details in a text to describe its key ideas.

RI.1.11  Ask and answer questions about key details in a text.

RI.1.12  Identify the main topic and retell key details of a text.

RI.1.3  Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4  Ask and answer questions to determine important details in a text.

RI.1.5  Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus) to locate key facts or information in a text.

RI.1.7  Use the illustrations and details in a text to describe its key ideas.

RI 1.7 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELA STANDARDS
RI.1.1, RI.1.2, RI.1.10

VOCABULARY
Organisms

LS1-B: Growth and Development of Organisms

DG: Survival and Adaptation

CC: Communicating Information

SEP: Obtaining, Evaluating, and Using Information

NGSS THREE DIMENSIONS
Connections to HMH Science Dimensions® 1st Edition, with lessons that help students develop an understanding of around 30 key ideas 1st and 2nd grade.

Who Lives Here?
by Helen Lepp Friesen

Build Background
Hold up the book and read the title and author’s name aloud. Discuss that the title ends with a question mark. Ask, based on the question in the title, what do you think the book will be about? Do not confirm or deny students’ predictions.

RI.1.2  Use the illustrations and details in a text to describe its key ideas.

Ask, whose home are you seeing? a spider, a bird, an ant? Discuss why other students know what these things were when they first saw them. Ask, where do these animals sleep or store their food? Explain that, just like humans, animals need shelter and build homes to keep warm and safe. Ask a volunteer to read the questions on the back cover. Ask, which animals know what kinds of homes to build? (Bee) Encourage students to identify the answer to the second question while reading Who Lives Here? Before students begin reading, have them turn to page 2 and read the Table of Contents together.

RI.1.7  Use the illustrations and details in a text to describe its key ideas.

Read the Text
Have students read the text independently. Once students have finished reading, have them turn to page 1. Call attention to the illustration of the ant. Ask, what is the ant asking? What is the ant carrying? Continue finding the ant and reading what he is asking throughout the book, finishing on page 15 where the ant finds his home. Explain to students that ants are social insects that live in structured nests (communities) throughout the world. The options determine their habitat—whether they live underground, in round balls at ground level, or in wood structures, or in plants or trees. Seed and plant matter are typically used to construct the nests. Ask, where does the ant live? (underground) (burrow) (nest)

RI.1.11  Ask and answer questions to determine important details in a text.

After Reading
Connect and Extend 2. Write a hayseed for four reasons why ants build homes. What are these homes? (Homes keep ants warm and dry, are safe places to raise animal babies, protect ants from enemies, and provide a place for ants to store their food.)

Materials/Resources Needed
pencils
paper

Note: These lesson plan pages demonstrate how the Illinois ELA standards have been met. Actual lesson plans will not include annotations of the Illinois ELA standards.

Link:  https://www.hmhco.com/classroomlibrary
Now & Ben

The Modern Inventions of Benjamin Franklin

By: Gene Barretta

Why This Text?
This highly illustrated text uses a Now and Ben (Now and Then) text structure to highlight the enduring nature of many of Benjamin Franklin’s inventions from more than two hundred years ago by contrasting Franklin’s original concept and how it is used today.

Preparing to Read
Explain that this is an informational text written to teach readers about a famous American inventor who lived more than two hundred years ago. Point out that we are still enjoying many of his inventions today. Ask how many students have heard of Benjamin Franklin. Encourage them to share what they know. Do not confirm or deny what they share. Then have students refer to the final pages of the book. Explain that this diagram represents one of Benjamin Franklin’s inventions. Ask, “How are the diagrams arranged?” (chronologically or in order from first to last) Explain that this diagram represents one of Benjamin Franklin’s inventions. Ask, “How are the diagrams arranged?” (chronologically or in order from first to last).

Now & Ben start with the invention of Benjamin Franklin’s inventors. Explain that Now & Ben start with the invention of Benjamin Franklin’s inventions. Ask, “How are the diagrams arranged?” (chronologically or in order from first to last).

Language Arts Activity
Have students write a paragraph about which of Benjamin Franklin’s inventions they think will help shape the future and how that invention may change over time.

Primary Source Activity
Remind students that Ben Franklin’s first invention was a pair of sail fins. He invented the sail fins in 1736 when he was just 16 years old. Explain that he enjoyed swimming from a young age and continued swimming throughout his life. Share the primary source provided. Explain that it is a description of Ben Franklin’s words of this invention. Ask students whether they enjoy swimming and if they have ever used sail fins for their feet.

Discuss that most inventions are created to solve a problem or simplify a job or process. Have students explain how the following of Dr. Franklin’s inventions solved a problem or made life easier:

- A pajama (people no longer needed two pieces of clothing to see near and far)
- Lightning rod (powerful lighting from striking buildings and starting fires)
- Long arm (people get things that were out of reach)
- Magnifying glass (students learn to think of a problem they would like to solve with an invention. You may want to present a class of problems. Then challenge students to plan an invention to solve the problem. Ask them to write a description of the invention as well as draw a diagram. You may prefer to have them actually create a model of their invention. Provide time for sharing)

Social Studies Activity
Remind students that Benjamin Franklin also helped draft the Constitution of the United States. This document established laws and rules for the people of the United States. Have students work with students on Ben Franklin’s role as a Founding Father. If students could meet Ben Franklin, what questions would they ask him? Encourage students to each write at least two questions. Provide time for sharing.

Materials/Resources Needed:
- pencils
- construction paper
- scissors
- crayons

Support England Learning
Oftentimes, pupils are asked to explain the introduction of the new vocabulary.
- Provide English learners context for what the new words mean and show that these words are connected to other words, such as meanings, sources, and etymologies.

Research Connection
A copy of the Declaration of Independence can be found at https://search.archives.gov/
A copy of the Constitution can be found at https://search.archives.gov/

Step 1: Write a description of the invention as well as draw a diagram. You may prefer to have them actually create a model of their invention. Provide time for sharing.

Step 2: Explain that this is an informational text written to teach readers about a famous American inventor who lived more than two hundred years ago. Point out that we are still enjoying many of his inventions today. Ask how many students have heard of Benjamin Franklin. Encourage them to share what they know. Do not confirm or deny what they share. Then have students refer to the final pages of the book. Explain that this diagram represents one of Benjamin Franklin’s inventions. Ask, “How are the diagrams arranged?” (chronologically or in order from first to last)

Step 3: Have students write a paragraph about which of Benjamin Franklin’s inventions they think will help shape the future and how that invention may change over time.

Step 4: Remind students that Ben Franklin’s first invention was a pair of sail fins. He invented the sail fins in 1736 when he was just 16 years old. Explain that he enjoyed swimming from a young age and continued swimming throughout his life. Share the primary source provided. Explain that it is a description of Ben Franklin’s words of this invention. Ask students whether they enjoy swimming and if they have ever used sail fins for their feet.

Step 5: Discuss that most inventions are created to solve a problem or simplify a job or process. Have students explain how the following of Dr. Franklin’s inventions solved a problem or made life easier:

- A pajama (people no longer needed two pieces of clothing to see near and far)
- Lightning rod (powerful lighting from striking buildings and starting fires)
- Long arm (people get things that were out of reach)
- Magnifying glass (students learn to think of a problem they would like to solve with an invention. You may want to present a class of problems. Then challenge students to plan an invention to solve the problem. Ask them to write a description of the invention as well as draw a diagram. You may prefer to have them actually create a model of their invention. Provide time for sharing)

Step 6: Remind students that Benjamin Franklin also helped draft the Constitution of the United States. This document established laws and rules for the people of the United States. Have students work with students on Ben Franklin’s role as a Founding Father. If students could meet Ben Franklin, what questions would they ask him? Encourage students to each write at least two questions. Provide time for sharing.

Note: These lesson plan pages demonstrate how the Illinois ELA standards have been met. Actual lesson plans will not include annotations of the Illinois ELA standards.
PROFESSIONAL LEARNING  

to Build Strong Readers

Support the success of your classroom library with Professional Learning Courses and Coaching from the International Center for Leadership in Education® (ICLE).

Whether your goal is to reinforce standards-aligned content into the literacy block, to improve small-group instruction, or to increase rigorous learning in your classrooms, these opportunities provide teachers with the structures and strategies for empowering students with ownership over their processes and actions as readers.

Meet the Illinois ELA Reading Standards for Literature and Informational Text

Contact your HMH Account Executive for more information or to request samples.

hmhco.force.com/relocator