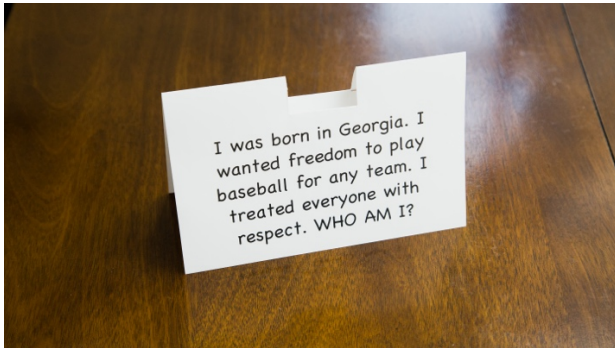




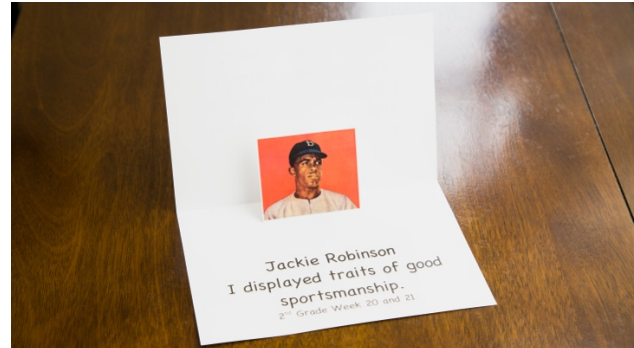
Samples From Training

Who Am I Pop Up

Outside

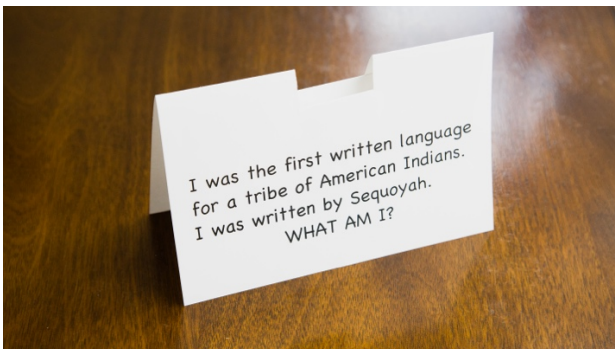


Inside

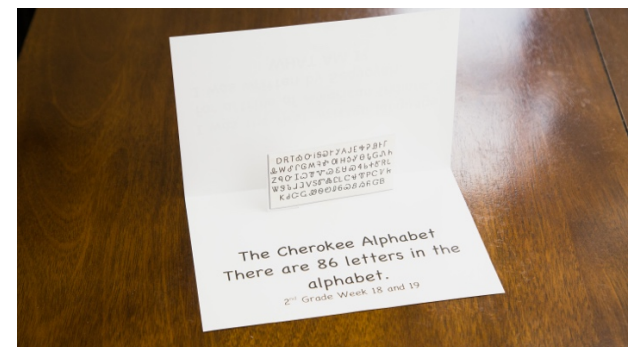


What Am I Pop Up

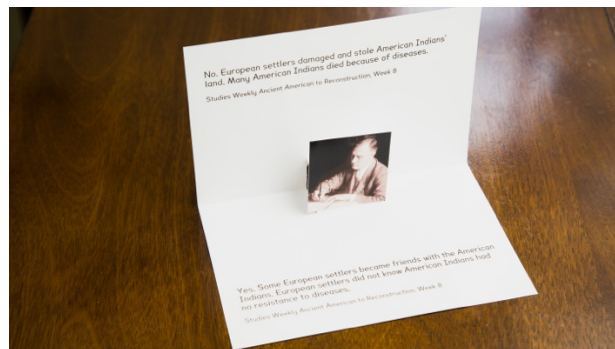
Outside



Inside

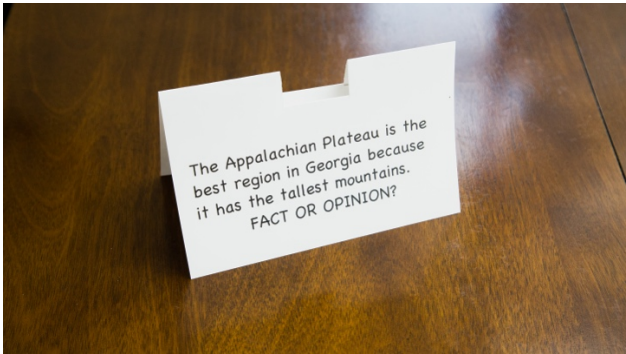


Point Of View Pop Up



Fact or Opinion Pop Up

Outside

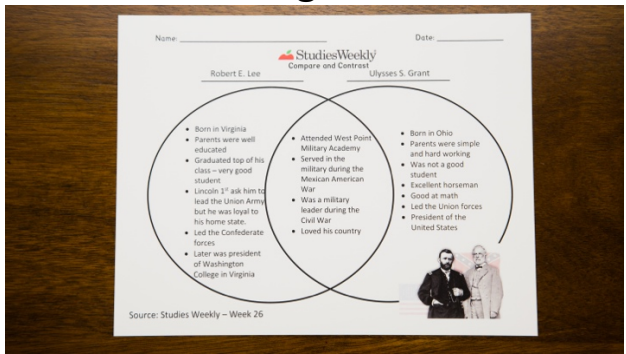


Inside

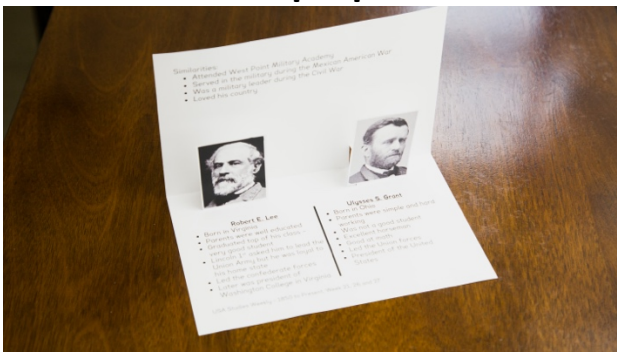


Compare and Contrast Pop Up

Diagram



Pop Up

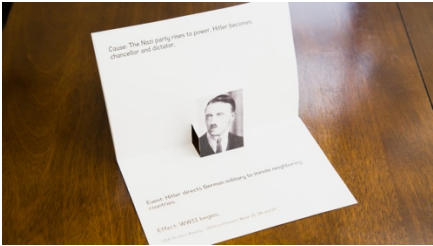


Cause and Effect Pop Up

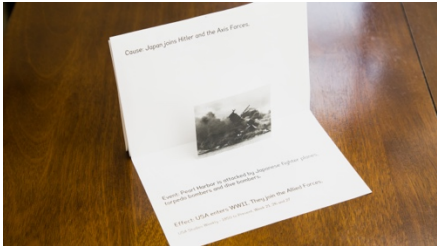
Page 1 - First Pop Up



Page 2 - Second Pop Up



Page 3 - Third Pop Up

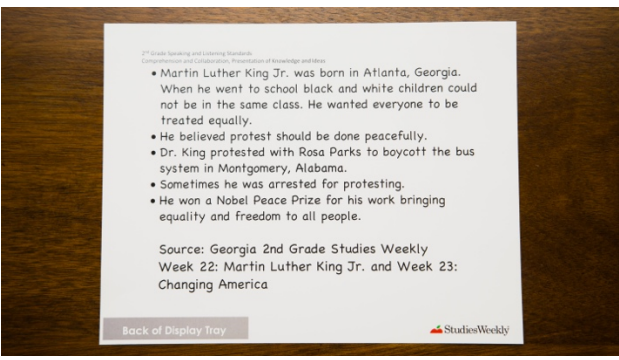


Display Tray

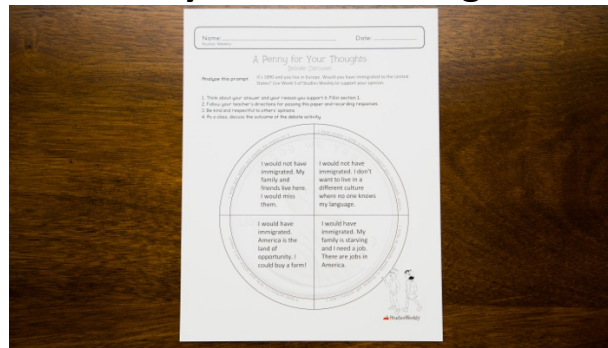
Front



Back

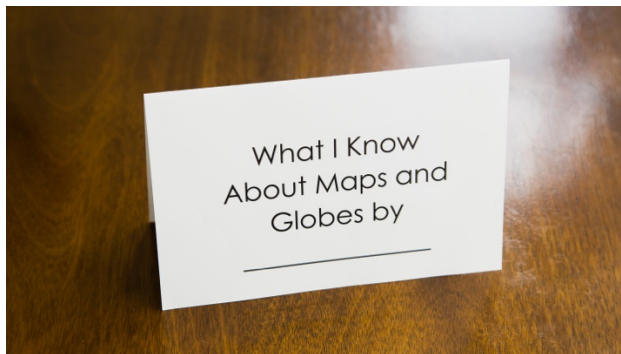


Penny For Your Thoughts



Most Important Book (Simplified)

Front



Inside

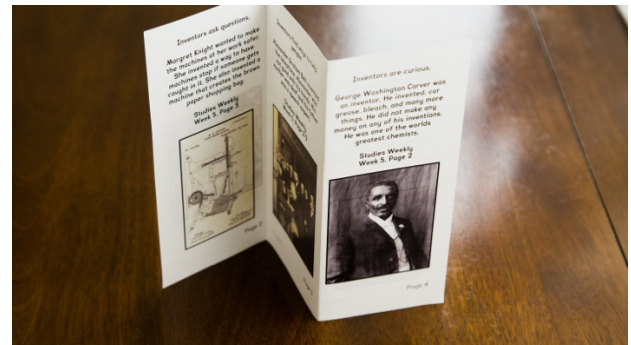


Most Important Book (Modified)

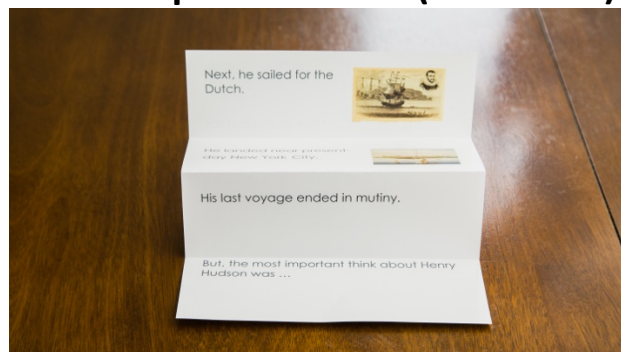
Front



Back



Most Important Book (Advanced)

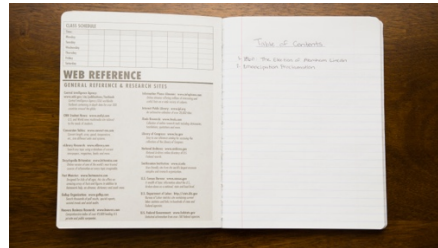


Four Steps to Good Reading (based on the Reciprocal Teaching Method)

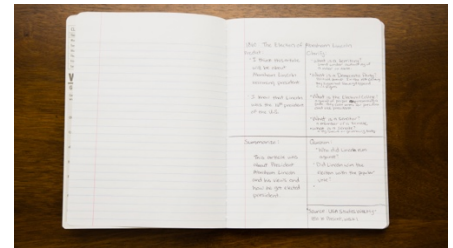
Cover



Table of Contents

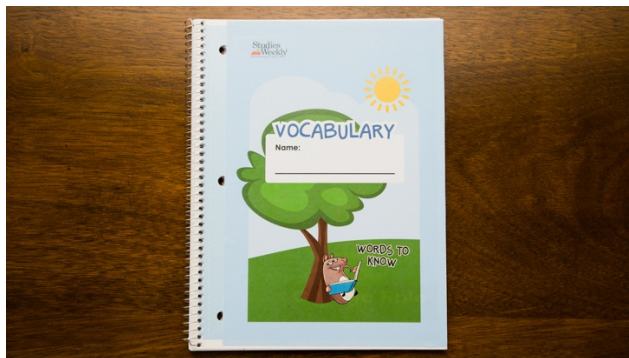


Inside



Words To Know – Vocabulary (K-2)

Cover

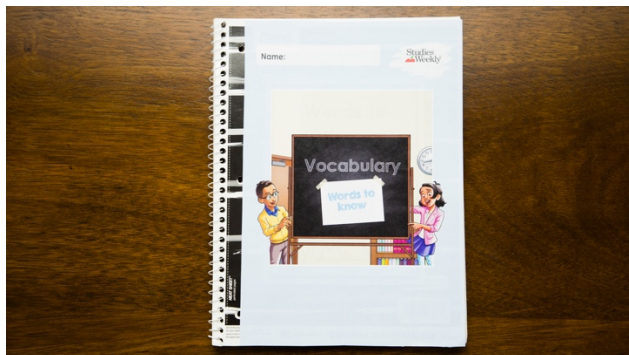


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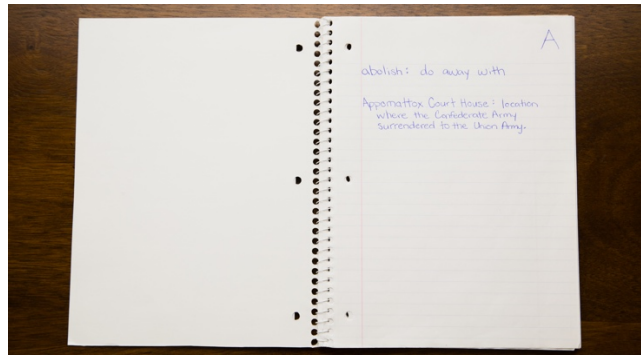


Words To Know – Vocabulary (3-5)

Cover



Inside



Close Reading (Kindergarten)

Close Reading Example for Studies Weekly
Week 2 - Where Are You?
Day One - Setting a Purpose and Introducing the Text

Inquiry Question -
 This week as we learn about maps, I want you to consider these questions:
Why are maps important?
Are all maps alike?

When we finish our study, I want you to be able to tell your classmates and me what new things you learned about maps.

Before we dig into the unit, I want you to look through pages of the unit. We are looking at the features of the text - things like big words, pictures, different colors and other interesting things we see.

- Map - since we are learning about maps I want you to look for the word MAP in the unit. I am going to write it for you on the (device). Model writing the word, talking about individual letters and letter sounds. Try to find the word MAP as many times as you can. Circle the word each time you find it. Tell us the first one with you to you can see what I mean. Model circling the word MAP, talking about individual letters and letter sounds.
- Your favorite letter - I want you to circle your favorite letter. Try to find your favorite letter as many times as you can. My favorite letter is the first letter of my last name S. I am going to circle the first S I find in the unit. Watch me so you can see what I mean. Model circling your favorite letter. Since letter recognition may differ, tell students they can use your favorite letter or their own.
- Is there anything you notice that you really wonder about? When we read we are trying to find answers to questions. As you look at the unit, if you see anything you wonder about, circle it. For example, notice this thing that looks like a star. I am going to circle that. Watch me so you can see what I mean. Model circling the star you wonder about. After we finish looking through the unit, we will have a chance to talk about all the things you may wonder about.

For this part, you can work with a partner or by yourself. I want you to think about what you know, notice and wonder. Remember, this is your publication. Good readers and writers look for clues and take notes just like you are doing today.

Close Reading (2nd Grade)

Georgia Studies Weekly Second Grade

WE WANT WHITE TENANTS IN OUR WHITE COMMUNITY

The laws that said Jimmy could not go to school with his African American friends had been changed. Segregation was against the law. But African American still faced discrimination (treating people unfairly because of their race). They had a hard time finding good jobs, because many people did not want to live with them. Many white Americans did not want African American to live in their neighborhoods or even in their towns. Jimmy wanted to change all of that. When he was elected governor of Georgia he said, "The time for racial discrimination is over."

THIS IS CARTER

Jimmy Carter wanted to be president because he wanted to help make America and the world better. He worked hard for rights and freedom for people of all races. He worked for peace in parts of the world where people did not get along with each other.

Jimmy Carter for President
 President-Elect - Day 1

Why is the peanut smiling?

Close Reading (5th Grade)

Immigration in the United States (1880s - 1950s)

Between 1880 and 1950, millions of people came to the United States. Why did they come? How did they come? What challenges did they face, and what opportunities did they have on the United States?

Where Did They Come From, and Why Did They Come?

Most immigrants came to the United States from Europe, Central America, and Asia. Many of these people came here searching for a better way of life. In their home countries, many of these people were poor, hungry, and without basic freedoms of speech and religion. For example, over 1 million people left Ireland and came to America in the late 1840s. A horrible disease destroyed the potato crop there, which caused a terrible food shortage in the country.

Immigrants' Impact on the United States

What impact did these immigrants have on the United States? They filled jobs in factories and helped the American economy grow by buying and selling. They also brought their unique languages, foods, and customs, contributing to the mix of different cultures that we know as the United States of America.

Ellis Island - Welcome to America!

Ellis Island is a small island in New York Harbor named after James Ellis. It was one of the major landing sites for immigrants and a place where many early Irish settlers lived. Eventually, the U.S. government bought the island to use as an inspection station for immigrants. The United States formed the Office of Immigration and Naturalization to manage the island. It was the main part of entry for immigrants coming to the United States. Ellis Island processed for more than 12 million immigrants between 1892 and 1954. On average, 10,000 immigrants entered the United States each day. The busiest day on record was September 17, 1954, when 17,647 people entered the United States.

Entering the United States through Ellis Island consisted of three basic steps. First, immigrants had to take their belongings to a baggage room. Then, they waited in a long line of people to go to the second floor. There, they would each receive a medical examination. Those who had no serious diseases, were healthy, and had money to support themselves were allowed to enter the country. The last step was to answer a few questions. These questions included the immigrants' names, occupations, how much money they had, where they were planning to go, and who would meet them there. If the immigrants passed through these steps successfully, they were allowed to enter the country. The whole process usually took three to five hours.

Immigration began slowing down after the 1920s and the station at Ellis Island closed in 1954. Ellis Island was made a part of the Statue of Liberty National Monument. If you'd like to get an idea of what immigrants experienced, plan to visit these amazing places.

Lillian Wald - Heroine of Children's Health

Many immigrants during this time period settled in large cities such as New York, Chicago, Boston, Philadelphia and San Francisco. American cities were growing faster with...

The Work Was Hard and the Pay Was Low

Public Schools to...

Economics

money

The Statue of Liberty

Lower New York

What can you learn about the immigrants? They're reading these questions?

In addition, people already living in the U.S. wanted some immigrant groups nearby. Some anti-immigrant feelings eventually became laws.

men carrying suitcases

Inventions

Economics

money

The Statue of Liberty

Lower New York

What can you learn about the immigrants? They're reading these questions?