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Teacher Created Materials Bookroom Grade-Level Collection Grade 2

This sample includes the following:

- Management and Assessment Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- Lesson Plan** (2 pages)
- Comprehension Assessment** (1 page)
- Oral Reading Record Assessment** (1 page)
- Reader** (18 pages)

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Teacher Created Materials
Bookroom
Grade-Level Collection

**Management and
Assessment Guide**



Table of Contents

Welcome	4
Research	5
Best Practices	12
Standards Correlations	24
How to Use This Product	26
Level L	
Journey to the Center of the Earth	42
Next Stop: Canada	44
Next Stop: The Caribbean	46
The Hare and the Tortoise	48
The Snake’s Diary by Little Yellow	50
Vroom, Vroom! Poems About Things with Wheels	52
Level M	
Eagles Up Close	54
Earthquakes!	56
Firefighters Then and Now	58
I’ll Lead the Way!	60
My Foot Fell Asleep	62
Outside the Box: New Ideas!	64
Store Clerks Then and Now	66
The Marshmallow Man	68
Volcanoes!	70
Appendices	
Appendix A: Collection Titles	72
Appendix B: Answer Key	73
Appendix C: References Cited	75



How to Use This Product

Setting up the *Teacher Created Materials Bookroom Grade-Level Collection* is as simple as unpacking the shipping box and placing the bin on a shelf. The grade 2 collection includes guided reading levels L–M. The labeled bin is pre-packed with 15 pouches, each of which includes 6 copies of a leveled book, an easy-to-use lesson plan, and a checkout card. For a complete list of books offered in this grade-level bin, see Appendix A.

Components

Leveled Books

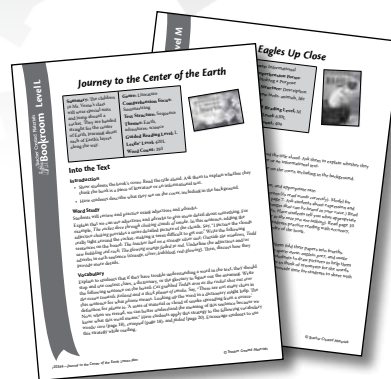
The collection of books in the *Teacher Created Materials Bookroom Grade-Level Collection* includes titles from a variety of successful series.

- ***TIME FOR KIDS Nonfiction Readers*** are designed to enhance any reading program. Each book motivates students to want to read with high-interest content and engaging photographs. The authentic reading experiences help students develop vocabulary, comprehension, and fluency skills.
- ***Read! Explore! Imagine! Fiction Readers*** have been developed to enhance any reading program. The books motivate students with engaging, well-illustrated stories that are targeted for their age and interest levels.
- ***Primary Source Readers*** are designed around primary sources that provide details about a particular subject. These primary sources include personal papers, letters, notes, photographs, drawings, government documents, and more. With primary sources, history changes from studying events in a textbook to a more intimate focus on the humans who shaped each historical event.
- ***TIME For Kids Exploring Reading*** will guide students to become strong and independent readers. These leveled readers provide exciting texts that introduce the big idea and comprehension strategy in a fun and purposeful way.



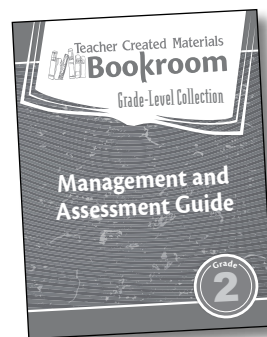
Lesson Plans

The easy-to-implement lesson plans were specifically designed to support guided reading instruction. Activities help teachers implement a balanced literacy framework with suggestions for before, during, and after reading. For detailed information on using the lessons, see “Teaching a Lesson” on page 29.



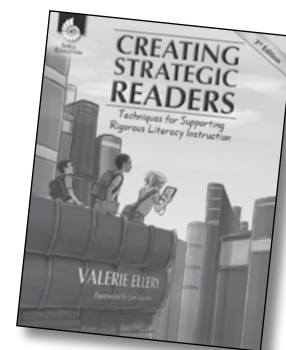
Management and Assessment Guide

The Management and Assessment Guide provides information on how to efficiently and effectively implement the *Teacher Created Materials Bookroom Grade-Level Collection* as well as best practices for implementing balanced literacy and differentiated reading instruction. The comprehension assessment and oral reading record for each title are included, along with guidance for administering the assessments.



Professional Development

One copy of *Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction* is provided as a professional resource that supports teachers in their implementation of a comprehensive literacy classroom.



Teaching a Lesson

The *Teacher Created Materials Bookroom Grade-Level Collection* lessons each contain activities to address word study, vocabulary, comprehension, and writing. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson begins with an overview box that provides key information for planning purposes. The lessons include direction for instruction and practice before, during, and after reading.

Into the Text

- **Introductory Activity:** Teachers and students will discuss observations about the book's cover and title, discuss genre, and activate background knowledge.
- **Word Study:** Each activity targets a Common Core Language or Foundational Skills standard. These standards include topics such as generalizing spelling patterns, identifying affixes, generating synonyms, or pluralizing irregular nouns.
- **Vocabulary Activity:** Students will receive an introduction to key vocabulary words in the text, or words that will help them better understand concepts in the text.

Through the Text

- **Comprehension Focus:** Within each text, a specific reading skill or strategy is taught through explicit instruction, teacher modeling, guided practice, and independent application.
- **Language Support:** Differentiation options are presented to help support English language learners access the text and/or respond to the text. Each option focuses on developing reading, writing, speaking, or listening proficiency.
- **Text-Dependent Questions:** These comprehension questions require students to think critically and cite evidence directly from the text.

Beyond the Text

- **Writing Activity:** Each writing prompt allows students to creatively reflect on their reading. Some options include friendly letters, brochures, persuasive posters, and picture books.
- **Extension Activity:** These multi-modal activities engage students as they apply new knowledge gathered from the text in a fun and creative way.



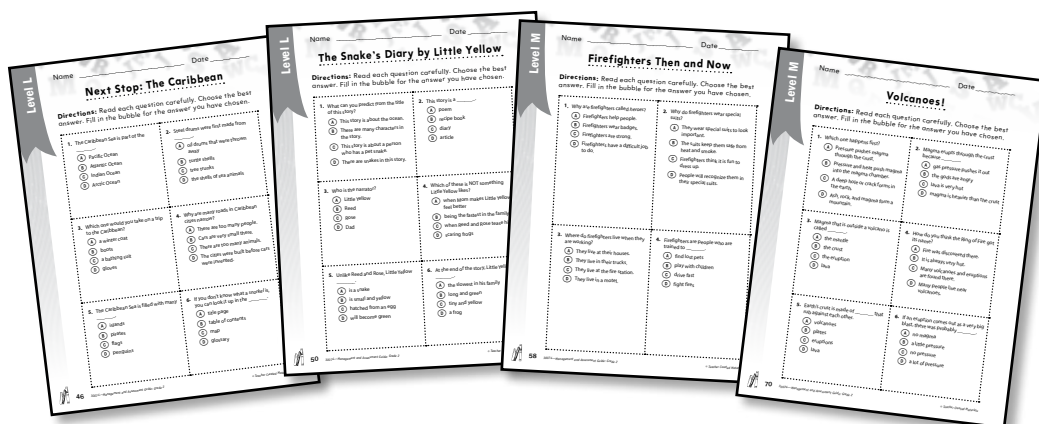
How to Use the Assessments

Assessment Opportunities

When working with the books and lessons in the *Teacher Created Materials Bookroom Grade-Level Collection*, teachers can assess students' progress and reading development in a variety of ways. Assessments are provided for all of the books in the *Bookroom Collection* resource, offering teachers the option to use any title to assess fluency or comprehension. Teachers may use them when and how they feel will best serve their classroom needs. These assessments and tools may be photocopied from the Management and Assessment Guide, or PDF files can be downloaded from the website www.tcmpub.com/download-files. To access the assessments in this resource, use the access code 32156989.

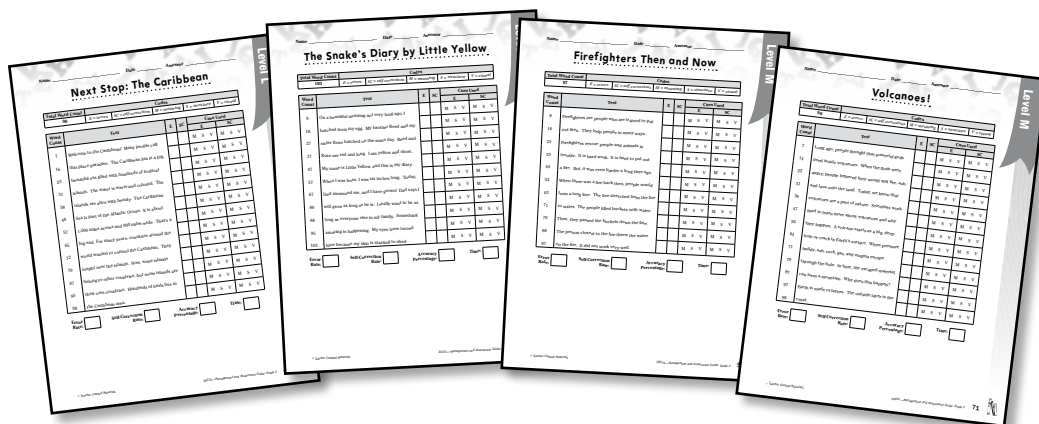
Comprehension Assessments

A comprehension assessment is included for each title. These assessments are offered in a multiple-choice format, providing an opportunity to both gauge student learning in relation to content and practice with standardized-test formats.



Oral Reading Records

An oral reading record for each book is also included. Detailed instructions for using the oral reading records are provided on the following pages of this Management and Assessment Guide. Depending on instructional needs, teachers may use the oral reading records as a diagnostic placement tool.



Firefighters Then and Now

Summary: Firefighting is an important and very dangerous job. Explore firefighting techniques and firefighting equipment from the past and present. Students will compare and contrast the similarities and differences in fire extinction through the years.

Genre: Informational

Comprehension Focus: Using Text Features

Text Structure: Compare and Contrast

Themes: courage, teamwork, communities

Guided Reading Level: M

Lexile® Level: 440L

Word Count: 1,118



Into the Text

Introduction

- Show students the book's cover. Read the title aloud. Ask them to explain whether they think the book is a piece of literature or an informational text.
- Have students describe what they see on the cover, including in the background.

Word Study

Students will review and practice forming and using past tenses of irregular verbs.

Create a two-column chart on the board and label the columns *Present* and *Past*. Write the following verbs and irregular verbs in the left column: *rescue*, *fill*, *work*, *sit*, *hide*, and *tell*. Ask students how to change these verbs into past tense. Write the regular verbs in past tense in the right column (*rescued*, *filled*, *worked*) and underline *ed*. Explain that for regular verbs, adding *ed* indicates past tense. Next, explain that words such as *sit*, *hide*, and *tell* are irregular verbs because adding *ed* does not work (*sitted*, *hided*, *telled*). Ask students how to change these into past tense and write their responses on the chart (*sat*, *hid*, *told*). Ask for examples of other irregular verbs, and write their present and past tenses on the chart (*drink/drank*, *have/had*).

Vocabulary

Review the vocabulary terms and definitions (page 30). Write each vocabulary term on a sticky note. Make one for each student. Then, place a sticky note on the back of each student. Have students move around the room asking yes or no questions to one another to figure out their words.

Through the Text

Comprehension (Using Text Features)

Student will use text features as they read the book.

Have students flip through the book and find text features (*table of contents, headings, captions, sidebars, labels, pictures, glossary, index*). Explain that it is important to reference these features throughout the reading process in order to understand the text. Turn to page 7. Have students examine the images and read the captions and sidebar. Ask them what information the text features provide. Explain that, “The top picture shows firefighters fighting a large fire in 1850. The equipment they are using is much different than the big fire trucks firefighters use today. The sidebar gives information about how a fire possibly started in Chicago in 1871.” Read the body text aloud to students. Ask them how this information relates to the text features on the page.

Language Support

Create a large Venn diagram on chart paper and label the outer circles *Then* and *Now*. Have each student write one way that firefighters are different in the past than today in the outside circles. As a class, record the similarities in the overlapping center circle.

Text-Dependent Questions

Have students reread specific portions of the text as noted below and respond to the following questions. To maximize their learning, have students share their responses with partners before discussing them as a group.

1. Reread page 6. What made it difficult for firefighters to put out fires long ago? (*Firefighters had to pass buckets of water down a line and then throw the water onto the fire to put it out.*)
2. Reread page 11. Why are turnout coats important? (*Turnout coats protect firefighters by keeping water and fire out.*)
3. Revisit page 14. How would you summarize the information on this page? (*Firefighters work long hours and often sleep at the fire station so they are ready to fight fires.*)
4. Refer to page 17. Why is it important for other cars to let firefighters have the right of way when their truck sirens and lights are on? (*It's important because firefighters are going to an emergency situation and need to get there quickly.*)

Beyond the Text

Writing About Reading

Have students write a thank-you letter to the men and women who work at the local fire station. Tell students to include the reasons why they are thankful. Remind students to use information from the book in their letters. If possible, send the letters to the fire station.

Extension Activity

Ask students to draw the floor plan of their homes. Have them think of the best escape route for each room and indicate that with red arrows on their drawings. Remind students that having a plan and practicing it is important in preparing for emergency situations. Ask students to write an evacuation plan and share it with family members.

Name _____ Date _____

Firefighters Then and Now

Directions: Read each question carefully. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Why are firefighters called *heroes*?

- (A) Firefighters help people.
- (B) Firefighters wear badges.
- (C) Firefighters are strong.
- (D) Firefighters have a difficult job to do.

2. Why do firefighters wear special suits?

- (A) They wear special suits to look important.
- (B) The suits keep them safe from heat and smoke.
- (C) Firefighters think it is fun to dress up.
- (D) People will recognize them in their special suits.

3. Where do firefighters live when they are working?

- (A) They live at their houses.
- (B) They live in their trucks.
- (C) They live at the fire station.
- (D) They live in a motel.

4. Firefighters are people who are trained to _____.

- (A) find lost pets
- (B) play with children
- (C) drive fast
- (D) fight fires



Name _____ Date _____ Assessor _____

Firefighters Then and Now

.....

Total Word Count	Codes				
97	<i>E = errors</i>	<i>SC = self-corrections</i>	<i>M = meaning</i>	<i>S = structure</i>	<i>V = visual</i>

Word Count	Text	E	SC	Cues Used					
				E			SC		
8	Firefighters are people who are trained to put			M	S	V	M	S	V
16	out fires. They help people in many ways.			M	S	V	M	S	V
22	Firefighters rescue people and animals in			M	S	V	M	S	V
33	trouble. It is hard work. It is hard to put out			M	S	V	M	S	V
44	a fire. But, it was even harder a long time ago.			M	S	V	M	S	V
53	When there was a fire back then, people would			M	S	V	M	S	V
63	form a long line. The line stretched from the fire			M	S	V	M	S	V
71	to water. The people filled buckets with water.			M	S	V	M	S	V
79	Then, they passed the buckets down the line.			M	S	V	M	S	V
88	The person closest to the fire threw the water			M	S	V	M	S	V
97	on the fire. It did not work very well.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

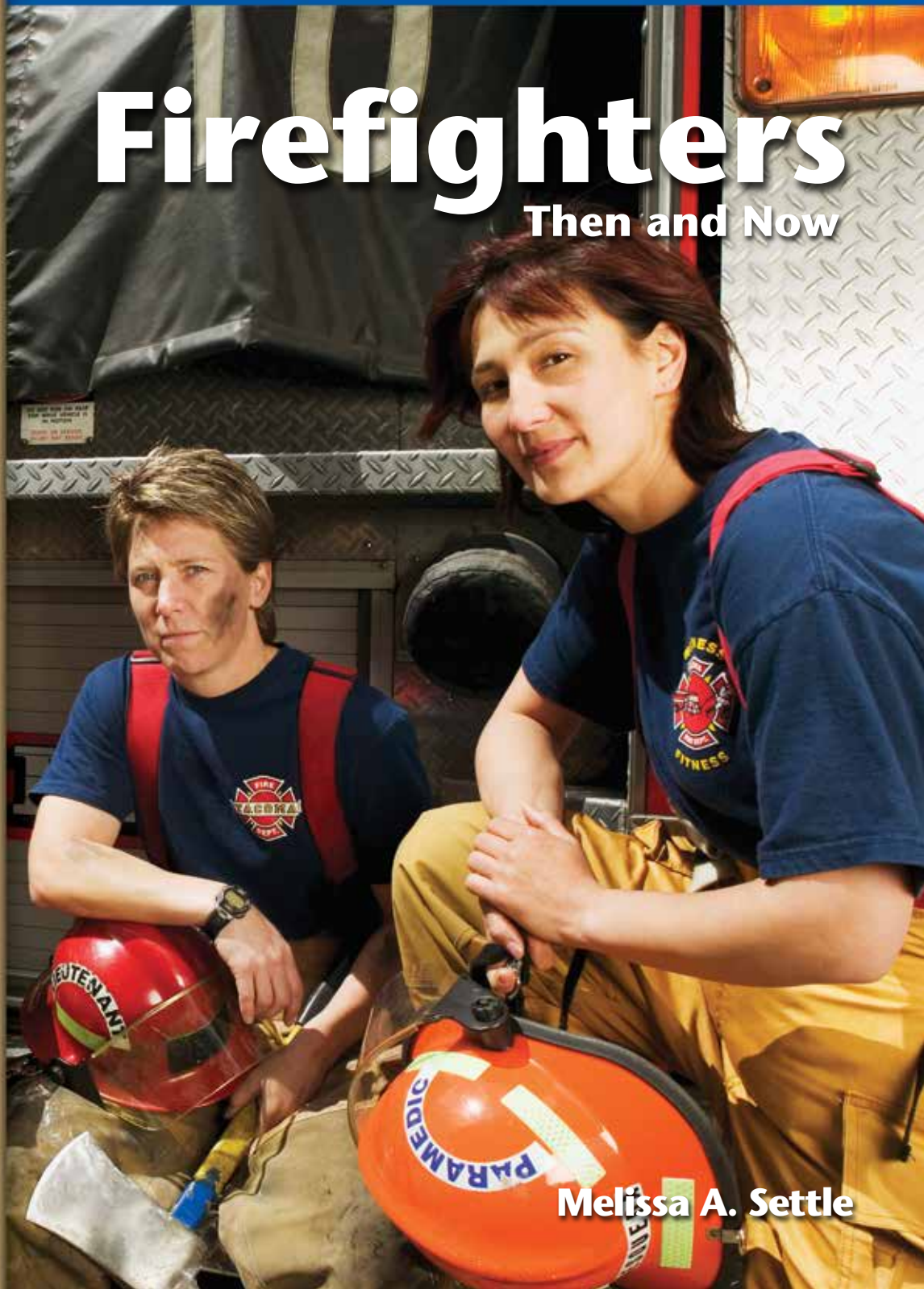
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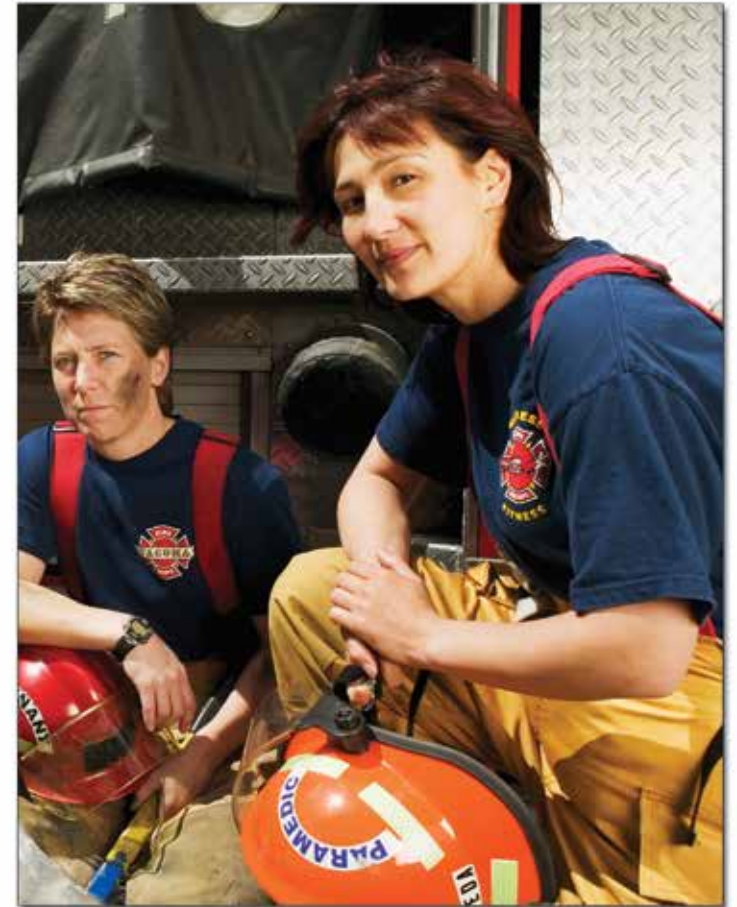
PRIMARY SOURCE READERS

Firefighters

Then and Now



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Firefighters

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Table of Contents

Neighborhood Heroes4–5

History of Fighting Fires.....6–7

A Hard Job to Get8–9

A Special Suit.....10–11

The Tools They Need12–13

Home Away from Home14–15

Not All Fire Trucks Are Engines.....16–17

A Firefighter Needs Help.....18–19

A Different Kind of Fire.....20–21

A Risky Job22–23

A Day in the Life Then.....24–25

Tools of the Trade Then26

Tools of the Trade Now.....27

A Day in the Life Now.....28–29

Glossary30

Index31

Credits.....32

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Neighborhood Heroes

Firefighters (fiy-
uhr-FIY-tuhrz) are
people who are
trained to put out
fires. They help
people in many
ways. Firefighters
rescue (RES-kyoo)
people and animals
in trouble. It is
hard work.



◆ Firefighters work hard to protect others.



◆ Both men and women work as firefighters.



History of Fighting Fires

It is hard to put out a fire. But, it was even harder a long time ago. When there was a fire back then, people would form a long line. The line stretched from the fire to water. The people filled buckets with water. Then, they passed the buckets down the line. The person closest to the fire threw the water on the fire. It did not work very well.



◆ A fireman pulling a fire wagon



◆ Firefighters fight a big fire in 1850.

Later, George Washington ordered the first fire truck. It was just a wagon. But, it was a big help. This made it easier to get water to the fire. Horses usually pulled the early fire wagons. Sometimes, men had to pull the wagons.

The city of Chicago on fire in 1871 →

An Unhappy Cow

In 1871, the city of Chicago burned to the ground. People think that a cow started the fire. She kicked over a lantern (LAN-tuhrn). Then, the barn caught on fire. And, the fire spread.



Men training to be firefighters. ▶



▶ Firefighters have to train very hard.

A Hard Job to Get

It is not easy to become a firefighter. They have to pass a written test. They also have to show that they are strong and in good shape.

Then, they must learn all about the job. They watch the real firefighters work. And, they practice using the tools. They have to prove that they have learned all of the skills that they need. If they do, they can become firefighters.



Children Fighting Fires

Long ago, you could have been a firefighter. Children helped fight fires. They carried empty buckets for the men and women to fill with water.

▶ Two firefighters carry this lady to safety.

A Special Suit



◀ Firefighters use many tools to help people.

Firefighters wear special **uniforms** (YOO-nuh-forms). These clothes help keep them safe from heat and smoke. Gloves protect their hands. Thick boots keep their feet dry.

Firefighters wear helmets on their heads. They wear masks on their faces. The masks hook up to special tanks they wear on their backs. The tanks are full of air to help them breathe.



◀ In 1855, uniforms did not protect firefighters very well.

Covering Coat

A firefighter's coat is called a turnout coat. It is made of special thick cloth. These coats are great protection. They keep out fire and water.



The Tools They Need

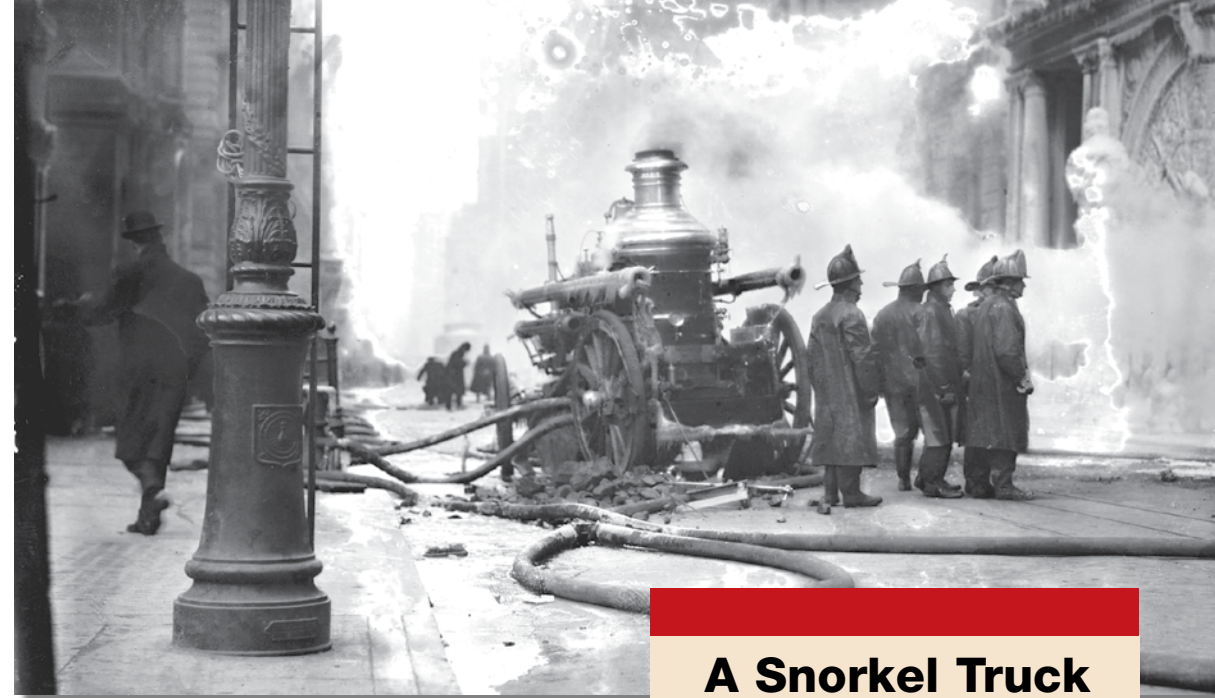
Firefighters use many tools to fight fires. One important tool is a fire hose. Firefighters use these to spray water on fires. Some hoses are small and some are very big.

Sometimes firefighters use **crowbars**. These are used to open locked doors. Firefighters also use axes to break open walls. And, they use radios to talk to each other.

Crowbar and ax ▶



Firefighters use a special ▶
tool to open a car door.



▶ An early snorkel truck

A Snorkel Truck

There is a special type of fire truck. It is called a **snorkel** (SNORE-kuhl) **truck**. It can send a water hose way up in the air to fight a fire. A firefighter works the hose from the ground.



▶ A snorkel truck today sprays water on a fire.

Home Away from Home

Firefighters work many hours in a row. They have to wait to see if they will need to go to a fire. They wait at a place called a **fire station** (STAY-shuhn). This is where they park their trucks and keep their tools.

Often, firefighters have to spend the night at work. They need to be ready to help if there is a fire in the



middle of the night. The fire station has beds and a kitchen.

At the end of a long **shift**, the firefighters go home.

- ◆ Firefighters work all night. Here, they rush to a fire early in the morning.



- ◆ Firefighters keep their uniforms ready at all times. When they need to leave, they jump in and go!

Time to Make Tasty Treats

Firefighters spend a lot of time at the fire station. They pass some of that time by cooking. They learn to make tasty meals. There are even many special cooking contests just for firefighters.



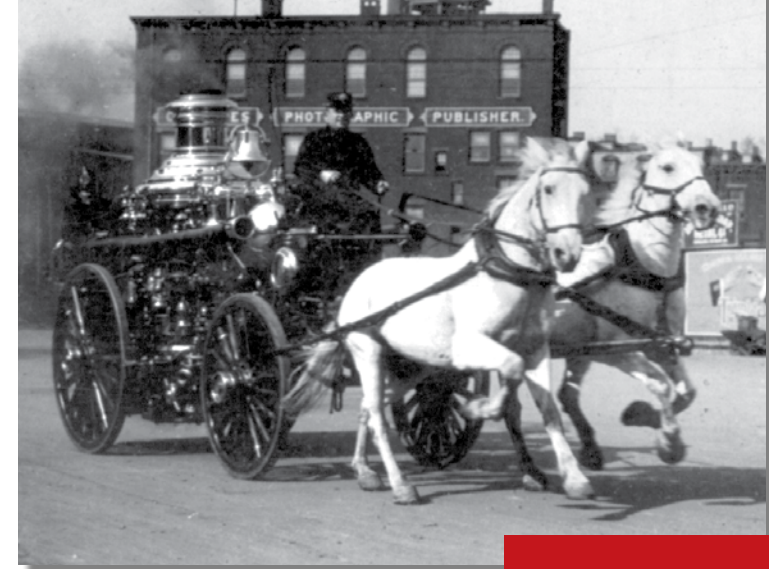
Not All Fire Trucks Are Engines

Most firefighters drive or ride in fire trucks. There are many types of fire trucks. Some fire trucks pump water or foam to help fight fires. The engine (EN-juhn) is what makes the pump work. So, they are called **fire engines** not fire trucks.

Other trucks have ladders on them. These ladders are very long. They help when people are trapped. Firefighters climb the ladders and help people down.



▲ Ladder trucks lift firefighters above fires.



▲ A horse-drawn fire engine from the early 1900s

Out of the Way!

Firefighters hurry to get to fires as quickly as they can. That is why their trucks have lights and **sirens** (SI-ruh-nz). These let other drivers know that a fire truck is coming. Drivers know to get out of the way.



◀ Firefighters enter a burning building by climbing a tall ladder.

A Firefighter Needs Help

Many people help firefighters. When there is a fire, you can call 9-1-1 for help. The **dispatcher** (dis-PACH-uhr) calls the firefighters. This person tells the firefighters where to go.

Firefighters need help when people are hurt in a fire. So, they call the **paramedics** (pair-uh-MED-iks). These people have medical training. They help people who are hurt. Then, they take them to a hospital.

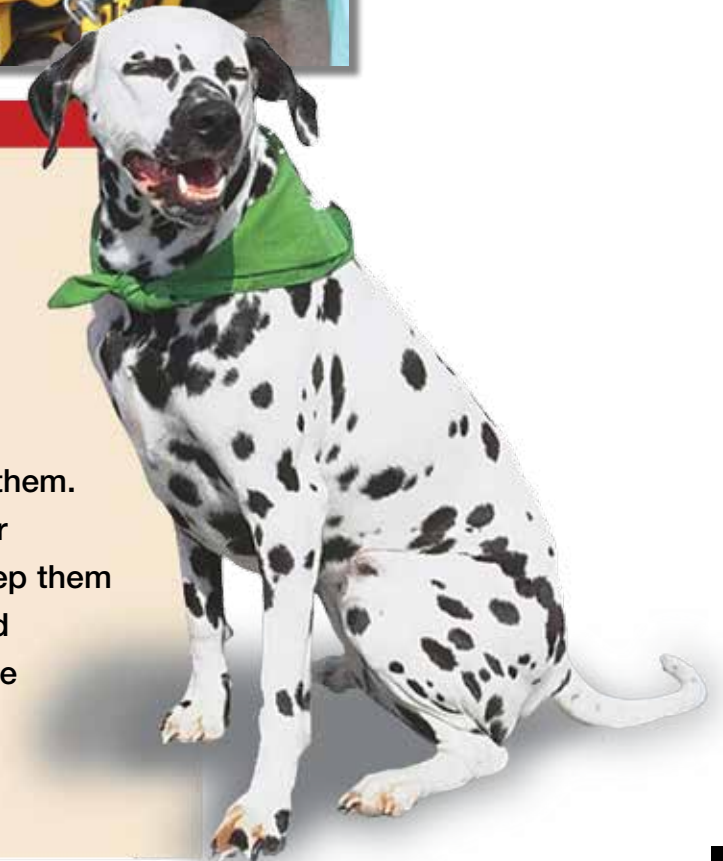
♦ This woman is answering a 9-1-1 call.



◀ Paramedics work with firefighters to save people.

A Firefighter's Best Friend

A long time ago, horses used to pull fire trucks. Dogs called **dalmatians** (dal-MAY-shuhns) helped them. A dog would run beside or between the horses to keep them safe. Then, the dog would guard the trucks during the fire. Many fire stations still have dalmatians as pets today.



A Different Kind of Fire

Not all fires are house fires. Some fires burn in forests. Lightning causes many fires. But, some fires start when people do not put out their campfires. These fires move very quickly. They can burn large areas of land.

♦ Forest fires spread very quickly.



Some firefighters get special training to fight forest fires. They are called smoke jumpers or hot shots. Helicopters (hel-ih-KOP-tuhrz) drop them right into the middle of a fire. It can be dangerous.

Smokey Bear

The Forest Service wanted people to be more careful when they were camping. So, they made up a cartoon bear. His name is Smokey Bear. He helps people remember to be careful with fire in the woods.



♦ Smokey Bear warns people to be careful around campfires.

A Risky Job



◆ Firefighters in New York City have to fight fires in tall buildings.

Fighting fires is very risky. Some firefighters have to climb very tall buildings. They have to enter rooms that are on fire. They have to be brave. And, they have to know how to stay calm.

Being a firefighter is hard. But, it is also **rewarding**. It feels good to help people when they are in trouble. Would you like to be a firefighter when you grow up?

◆ These firefighters use a ladder to reach the fire.



A Day in the Life Then

Benjamin Franklin
(1706–1790)

Benjamin Franklin lived long ago. There were no fire stations where he lived. He wanted to keep the city safe from fires. So, he started a club. It was called the Union Fire Company. Men worked in groups. They tried to stop fires.



Let's pretend to ask Benjamin Franklin some questions about his job.

When did you decide to be a firefighter?

I wanted to be a sailor. My father did not like this idea. So, I became a printer. I love to write. And, I love to help people. I always think of new ideas. The fire company is one of my best ideas. It is a great way to help my community.

What is your job like?

We carry two buckets of water at the same time. The water helps us put out the fires. We have to fill the buckets many times. It is hard work! We do not get paid. Many of us have other jobs, too. We work very long days.

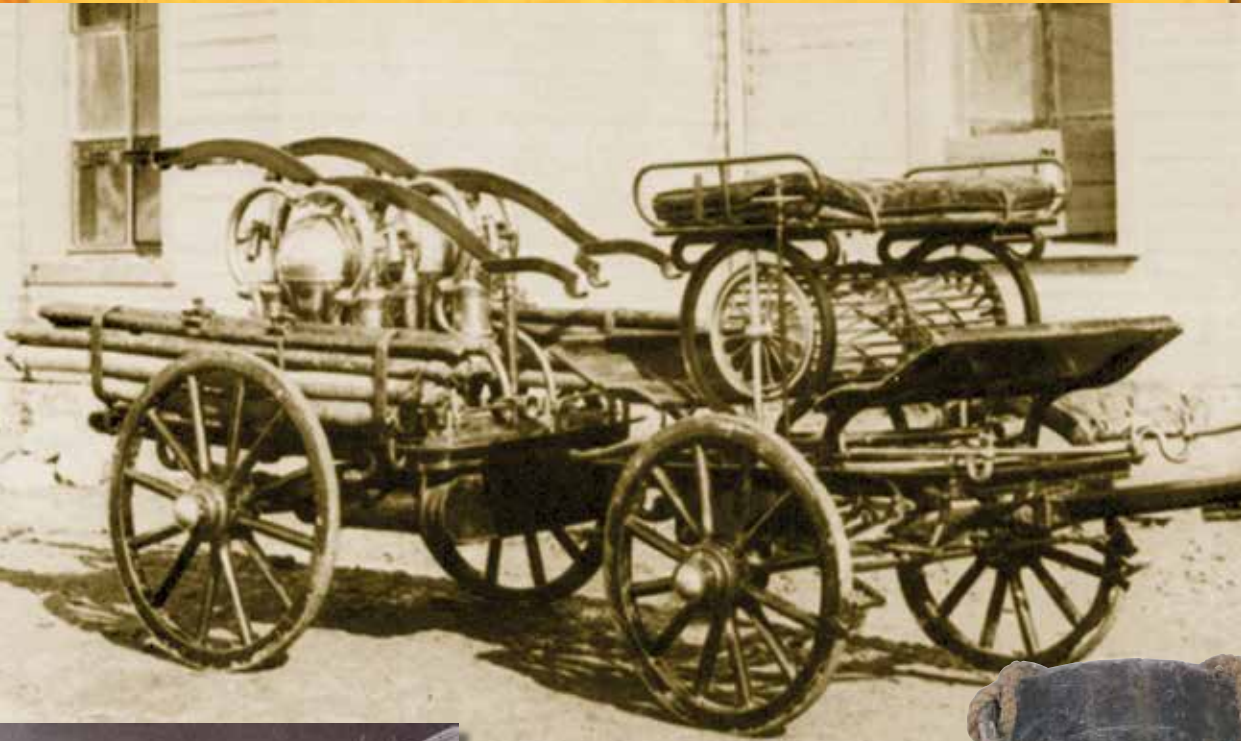
What do you like most about your job?

I think my job is important. Fires can hurt people and their homes. We help keep our city safe. The community is happy with our work. And, that makes me happy.



◆ Franklin helped cities prepare to stop fires.

Tools of the Trade Then



◆ Fire engines used to look like this. Horses pulled them. They had cans on the back. These cans held a lot of water.

◆ This firefighter is wearing a uniform from long ago. He is also wearing a helmet. It kept his head safe.



◆ Firefighters did not always have hoses. They used to carry buckets of water. It took a long time to put out fires!

Tools of the Trade Now

Some fires are very big. ▶
Helicopters can drop water from above.
This helps put out big fires.



This is a fire engine ▶
from today. It is big.
And, it goes very fast.
It can carry many tools.



◆ Firefighters use hoses today. The hoses spray a lot of water. Uniforms are very special today. They will not catch on fire. This keeps the firefighters safe.

A Day in the Life Now

Justin Fleming

Justin Fleming is a firefighter. He is also a paramedic. He works in Orange County. Mr. Fleming has been fighting fires for four years.



Why did you decide to be a firefighter?

I like to help people. And, I like to serve my community. I also enjoy riding in the fire engine. I never wanted to be anything but a firefighter.



What is your job like?

I work 24-hour shifts. We exercise (EK-suhr-size) in the mornings. This helps us stay healthy. Then, we train or do **fire inspections** (in-SPEK-shuhnz). We cook lunch and dinner every day. We get about 10–15 **calls** a day. At night, we can study or watch movies. When we go to bed, we still might have to wake up for a call.

What do you like most about your job?

I get to come to work each day and work with great friends. We laugh and have fun. But, we also help people every day. We keep them safe. I like making a difference in their lives.

Glossary

calls—dangerous events that firefighters respond to

crowbars—special tools used to pry things apart

dalmatians—dogs that are strong and fast; they are white with spots

dispatcher—person who calls fire stations to send firefighters out to a fire

fire engines—trucks that pump water with engines

fire inspections—when firefighters check buildings to make sure they are safe

fire station—a building where firefighters work

paramedics—people who help those that are hurt during an emergency

rescue—to save from danger

rewarding—feelings of pride gained from doing something good

shift—hours that a firefighter works in a row between days off

sirens—devices that make loud warning sounds

snorkel truck—a truck with a hose that shoots water high in the air

uniforms—clothes that look the same and are worn by everyone in a group

Index

buckets, 6–7, 24–25,
26–27

campfires, 20–21

Chicago, 6–7

cooking, 14–15

dalmatians, 18–19

dispatcher, 18–19

fire engine, 16–17, 26–27,
28–29

fire hose, 4–5, 12–13,
26–27

fire station, 14–15, 18–19

fire truck, 6–7, 16–17

fire wagon, 6–7

Fleming, Justin, 28–29

forest fires, 20–21

Franklin, Benjamin,
24–25

helicopters, 20–21, 26–27

helmet, 10–11, 26–27

hot shots, 20–21

ladder, 16–17, 22–23

lightning, 20–21

mask, 10–11

Orange County, 28–29

paramedics, 18–19, 28–29

sirens, 16–17

smoke jumpers, 20–21

Smokey Bear, 20–21

snorkel truck, 12–13

tools, 8–9, 10–11, 12–13,
26–27

training, 4–5, 8–9, 20–21

turnout coat, 10–11

uniforms, 10–11, 14–15,
26–27

Union Fire Company,
24–25

Washington, George, 6–7

Credits

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