

TABLE OF CONTENTS

Introduction	3
Los manzanos y las estaciones.	7
¿Cómo crecen las plantas?	15
Reglas de seguridad en las ciencias.	23
¿A quién me parezco?	30
Utilizo máquinas simples.	38
Nuestro sol produce vida.	45
Corre, nada, vuela.	53
¿Sólido o líquido?	60
Detente y sigue, rápido y lento	67
El día y la noche	75
Utilizo instrumentos científicos	82
¿De qué está hecho?	90

Introduction

My Science Library: Comprehension, Writing, and Vocabulary Skills using Informational Text is a resource specially designed to provide scaffolding and practice for developing comprehension, writing, and vocabulary skills. All activities are based on science texts, allowing teachers to simultaneously teach language arts and science standards.

WHAT'S INCLUDED?

This kit includes a set of science content nonfiction readers, and a Teacher Resource book with guided lessons with Spanish prompts and dialogue and Spanish language worksheets.

Leveled Nonfiction Readers

Three copies are provided for all of the titles in the kit. Each of the readers addresses a science topic at a student-appropriate reading level. In addition, the science focus of the readers varies so that students are introduced to, and learn about, concepts from the areas of physical science (*ciencias físicas*), Earth science (*ciencias de la Tierra*), and life science (*ciencias de la vida*).

The readers include colorful photos and illustrations that support the content. In addition, the book covers contain lively and relevant pictures that can serve as useful pre-reading tools and are referenced in prompts within the corresponding units in the Teacher Resource book. Each reader also contains a glossary. Boldface words in each reader are defined in the glossary and are further explored in connected activities presented in the Teacher Resource book. The readers include text features, such as captions (*pies de foto*), charts (*tablas*), and a table of contents (*indices*). These text features make it possible to practice important reading strategies, and are used in the teacher sections of the corresponding units included in the Teacher Resource book.



Each reader provides a Guided Reading Level, as well as word count and 100th word information. These features allow teachers to use appropriate texts for students and make this resource an excellent reading intervention tool. The readers also list the sight words (*palabras de uso frecuente*) used. This means teachers can prepare for reading by teaching or reviewing the sight words students will encounter.

Additional resources, such as related websites and teaching tips, are included in the readers. The features in the readers combined with the connected units in the Teacher Resource book give teachers the tools to teach a very comprehensive or very focused unit that is based on students' needs.

Activity CD

The activity CD contains all of the student pages from the Teacher Resource book, as well as correlations to the Common Core State Standards. The CD is located at the back of this book. All student pages are presented in PDF format and are easy to access and print. They can also be projected onto an interactive whiteboard. This ensures teachers always have quick access to their favorite activities and makes it easy to project directions on the board for reference. Using an interactive whiteboard, teachers can also guide or begin activities in a whole group format for additional scaffolding.

Standards

The lessons and activities are correlated to the Common Core State Standards for English Language Arts and to each state's science standards. Common Core correlations are provided on the CD and online at www.bluestareducation.com. Correlations to the science standards for each state can be found on the Blue Star Education site. The PDF format and chart-style presentation for the standards make the correlations easy to print and use.

Teacher Resource Book

This book is organized by topic, with a unit covering each of the titles in the kit. Each of these units contains a teacher section with information about the reader, a scripted reading comprehension guide, and a guide to the student pages with an answer key. The student pages comprise the second portion of each unit and include one or more activities from each of the following sections: Reading Application (*Aplicación de la lectura*), Writing Connections (*Conexiones de lectura*), Academic Vocabulary (*Vocabulario académico*), and Science Connections (*Conexiones científicas*). Each activity relates to the subject matter and to the specific vocabulary and reading challenges of the reader.

Introduction

TEACHER RESOURCE

LESSON STRUCTURE AND CONTENT

Teacher Section

Lessons and activities are provided for every reader in the kit. The first page of each unit contains a short guide to the book, including a summary and leveling information. It also includes the unit's science content focus as well as the reading and language focus. The latter is divided into categories for easy reference. The categories are writing craft (*escritura*); comprehension (*comprensión*); reading strategies, decoding, and phonics (*estrategias de lectura, decodificación, fonética*); and academic vocabulary (*vocabulario académico*).

The second page of each unit contains guided reading prompts, which are scripted for easy use. They are divided into four sections: Introducing the Book (*Introducción al libro*), Skimming and Scanning (*Lectura global y selectiva*), Reading the Book (*Lectura del libro*), and After Reading the Book (*Después de leer el libro*). This organization provides teachers with prompts and guidance to support students through all phases of the reading process. Each unit contains prompts that address a specific comprehension strategy as well as general content-connection prompts.

The third page of each unit provides an overview of the unit's student activities. It is divided into sections for easy navigation. Each activity is introduced with a short description of its purpose and benefits as well as the page number for easy navigation. Teachers can review this page to learn if any additional materials will be needed and to review correct answers.

Student Pages

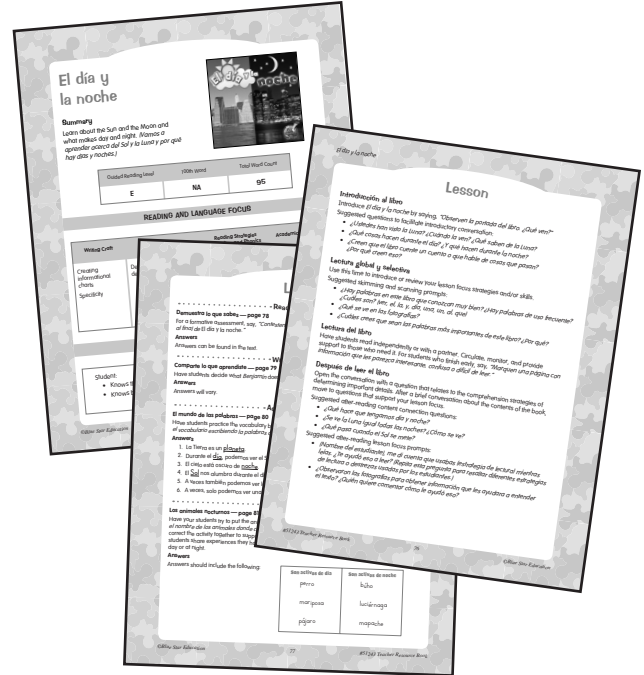
Each student page represents a stand-alone activity with tie-ins to the concepts and vocabulary introduced in the reader. The activities in each unit can be presented as a unit of study to support comprehension, vocabulary, and writing skills. Alternatively, teachers can pick and choose which activities are most needed or set some activities aside for a review later in the year. Each unit contains one or more reading applications (*aplicaciones de lectura*), writing connections (*conexiones de escritura*), academic vocabulary activities (*actividades con el vocabulario académico*), and science connections (*conexiones científicas*).

Reading Application: This page, called Show What You Know (*Demuestra lo que sabes*), can be found both in the reader and as a separate worksheet in the Teacher Resource book. Answers to the questions can be found in the text of the reader, making this a great formative assessment for reading comprehension.

Writing Connections: One or more student pages from this category are represented in each unit. These open-ended activities will help students process what they have learned and make personal connections to the subject matter. Here, students will practice a variety of fiction and nonfiction writing skills.

Academic Vocabulary: Each unit contains one or more pages from this category, which will support students as they learn academic vocabulary. Every reader has a glossary of academic vocabulary. The vocabulary words are in boldface where they are used in context in the reader. These pages provide extra practice with the vocabulary.

Science Connections: The activities suggested in this section provide a variety of approaches to the subject matter from analytical activities, such as comparing and contrasting, to science experiments. They include writing or vocabulary components so that students are practicing core language skills even as they deepen their understanding of science concepts. The hands-on nature of these activities allows students to engage a variety of learning styles.




El día y la noche Aplicación de la lectura

Nombre: _____ Fecha: _____

Demuestra lo que sabes

Instrucciones: Después de leer *El día y la noche*, contesta estas preguntas.

1. ¿Por dónde sale el sol, por el este o por el oeste?
2. ¿Cómo cambia la luna cada noche?
3. Escribe algunas cosas que vemos en el cielo.



#51247 Teacher Resource Book 78 ©Blue Star Education

Introduction

USING THE COMPONENTS

The components can be tailored to accommodate the needs and interests of an individual student, a small group, or the entire class. What follows is a general guide to using the components of one unit. This overview focuses on using the readers in conjunction with the information, prompts, and activities in the Teacher Resource. It is also possible to get quick tips and ideas relating to all phases of the reading process from the information provided on the inside covers of the readers.

Selecting a Text

You may choose to use all components of this kit, using the titles in the order in which they are introduced in the Teacher Resource book. To facilitate this, the reading levels of the titles are arranged in increasing order of difficulty, with the books at the beginning of the set representing the easiest reading levels. However, in an intervention setting, you may select texts most suited to the reading proficiency and interests of one student or a small group. Because the lessons for each title can be used independently, and contain writing, reading comprehension, and science activities, it is easy to pick and choose among the titles offered within the kit.

To select a text, refer to the first page of the title's unit in the Teacher Resource book. There, a summary, reading level information, and learning foci can be found. (Note: For convenience, Guided Reading levels for each book are shown on page 6 of this book.) On the third page of each unit, a teacher can also find short descriptions of activities and materials needed, if any are needed. In addition, the inside covers of the readers offer tips and ideas for how individual titles may tie in to other English Language Arts curricula.

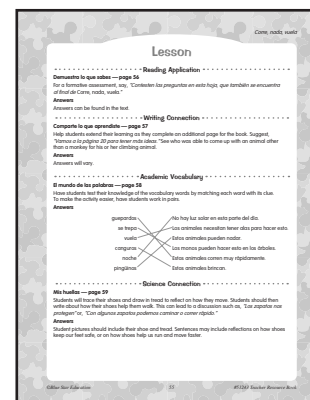
Preparing to Read

Once a title has been selected, it is time to activate students' prior knowledge in the following areas: experience with or understanding of the science concepts, ability to use pre-reading and reading-comprehension strategies, identification of already-known words, and understanding of text features. Page two of each unit in the Teacher Resource book features prompts and questions targeted to these areas. The Introducing the Book (*Introducción al libro*) and Skimming and Scanning (*Lectura global y selectiva*) sections help teachers lead students to use pre-reading strategies and discuss their prior knowledge. Scripted prompts are provided to minimize preparation time for the teacher.

Reading the Book

Teachers can choose to have students read the text individually, in pairs or small groups, or as a class. When students read with partners or in a group setting, there is more support built into the process. However, it is important to incorporate some sort of system to ensure equity of voice. For example, students can take turns reading one or two pages at a time or can alternate sentences. If a strong reader is paired with an emerging reader, the strong reader can read the body text with the emerging reader reading the captions and discussing the pictures the first time through the text. They can then repeat the process, trading roles.

There are many ways to ensure that all students receive reading practice and feel supported in their efforts. Teachers needn't choose only one. In fact, students may appreciate the opportunity to alternate group and independent reading throughout the year. Regardless of the configuration chosen, when using the lessons, teachers are encouraged to circulate and monitor students, providing necessary support. Early finishers can be asked to note words or pages they found challenging.



Processing the Reading

Once students have completed a reader, it is important to assess and develop student comprehension. A formative assessment for reading comprehension, called Show What You Know (*Demuestra lo que sabes*), is provided as a handout on the fourth page of each unit in the Teacher Resource book. The same questions are also presented at the end of each reader before the glossary and on the activities CD. Have students complete and turn in the handout as a formative assessment, or use the questions as a jumping-off point when discussing the text. Additional prompts and questions are available on the second page of each lesson. Here, the scripted prompts are divided to address two foci, making content connections (*establecer relaciones del contenido*) and addressing the lesson focus (*abordar el tema de la lección*). For each title, there is a lesson focus provided, though teachers can create a different or additional focus based on student needs.

Corre, nada, nada! Revisión de la lección

Nombre _____ Fecha _____

Demuestra lo que sabes

Instrucciones: Después de leer *Corre, nada, nada*, contesta estas preguntas.

1. ¿Puedes decir algunas de las formas en que se movilizan los animales?

2. ¿Pueden volar todas las aves?

3. ¿De cuántas formas puedes movilizarte tú?

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Introduction

USING THE COMPONENTS

Extending the Learning

All student pages can be found in the Teacher Resource book. While the student pages in each unit can be taught in any order, it is recommended to follow up the reading comprehension discussion with a writing connection activity. With the Share What You Learned (*Comparte lo que aprendiste*) activity sheet, students can recount information in their own words or make a personal connection to the topic while developing important writing skills. To create buy-in for students, it is recommended that teachers publish student writing in some way. Ways to do this include having students share all or part of what they wrote with others, putting work up in a display, or putting completed writing assignments together in a binder or booklet for students and visitors to read.

Next, the Teacher Resource book provides academic vocabulary activities. The words used in these activities are the same ones made boldface in the corresponding readers and addressed in the glossaries. These activities are a great reinforcement of newly learned vocabulary words. It is recommended to also dedicate part of a classroom wall to academic vocabulary. Put up cards with the new terms and their definitions or representative pictures. An accessible, visual presentation of academic vocabulary in the classroom supports student use of the vocabulary in reading comprehension and in writing and discussion. This can be done at the beginning of the unit or when the vocabulary lesson is introduced. It is also an option to include student work in the display, or to involve students in the work of creating the display.

Each unit is rounded off with one or more science connection activities. In the descriptions of the activities (on the third page of each unit in the teacher's guide), teachers can learn if any materials are needed and what adaptations or extensions to the activities are offered. Overall, science connection activities require a minimum of additional materials and outside preparation, with some requiring none at all.

To ensure success in the science connection activities, prepare and discuss behavior guidelines with students. The activities include a writing element or require students to record or classify information. In addition to providing writing and critical thinking practice, this provides a balance of active and reflective tasks in the activities that have a strong hands-on component. Review the directions and provide a time limit to keep students focused. For group activities, make sure student tasks are structured so that all students will participate constructively.

It is recommended that teachers encourage student reflection upon completion of activities or of the unit. Many opportunities are built into prompts and activities in the Teacher Resource book. To extend a unit further, teachers can provide variations and extensions to many of the included lessons, or they can explore the website addresses provided at the back of each reader. With the guidance and flexibility built into this program, teachers are able to save time even as they tailor units to meet their students' needs. This resource encourages differentiation, honors diverse learning styles, and promotes reflective learning, all while providing scaffolded reading support.

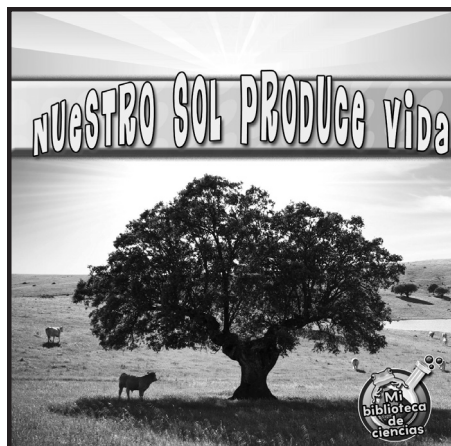
NONFICTION READERS—READING LEVELS

READER TITLE	GUIDED READING
Los manzanos y las estaciones	C
¿Cómo crecen las plantas?	C
Reglas de seguridad en las ciencias	C
¿A quién me parezco?	C
Utilizo máquinas simples	D
Nuestro sol produce vida	D
Corre, nada, vuela	D
¿Sólido o líquido?	D
Detente y sigue, rápido y lento	D
El día y la noche	E
Utilizo instrumentos científicos	E
¿De qué está hecho?	E

Nuestro sol produce vida

Summary

This book looks at how the Sun helps our planet.
(Este libro explica cómo el sol ayuda a nuestro planeta.)



Guided Reading Level	100th Word	Total Word Count
D	"no" p. 20	108

READING AND LANGUAGE FOCUS

Writing Craft	Comprehension	Reading Strategies Decoding and Phonics	Academic Vocabulary
Informative writing Using and creating text features	Summarizing information Predicting	Using picture clues Locating known or unknown words Connecting text to self using prior knowledge	agua cielo estrella frutas Sol Tierra

SCIENCE CONTENT FOCUS

Student:

- Knows the Sun appears every day (*Sabe que el Sol sale todos los días*)

Lesson

Introducción al libro

Introduce *Nuestro Sol produce vida* by asking, “¿Qué pasa todos los días cuando amanece?
¿Cuándo están más activos, en el día o en la noche?”

Suggested questions to facilitate introductory conversation:

- *Observen bien la portada. ¿Quién puede leer el título? ¿De qué creen que se trate este libro?*
- *¿En qué piensan cuando ven esta fotografía?*
- *¿Qué saben del Sol? ¿Cómo nos ayuda el Sol?*
- *¿Creen que esta historia es real o un cuento? ¿Cómo lo saben?*

Lectura global y selectiva

Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- *¿Qué palabras ven que conocen bien? ¿Y las palabras de uso frecuente que hemos aprendido?
¿Quién puede encontrar es, ver, nuestro, el, durante?*
- *Vamos a hablar ahora de las fotografías. ¿Qué ven en la foto de la página 3, 5, 7, etc.?*

Lectura del libro

Have students read independently or with a partner. Circulate, monitor, and provide support to those who need it. For students who finish early, say, “Vuelvan a leer el texto o marquen una página con información que les parezca interesante, confusa o difícil de leer.”

Después de leer el libro

Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book, move to questions that support your lesson focus.

Suggested after-reading content connection questions:

- *Vamos a hablar de la Tierra y del Sol, ¿en qué se parecen? ¿Qué los hace diferentes?*
- *¿Quién puede explicar cómo ayuda el Sol a las personas y los animales?*
- *¿Qué creen que pasaría si el Sol desapareciera?*

Suggested after-reading lesson focus prompts:

- *(Nombre del estudiante), me di cuenta que usabas (estrategia de lectura) mientras leías.
¿Te ayudó eso a leer? (Repita esta pregunta para resaltar diferentes estrategias de lectura o destrezas usadas por los estudiantes.)*
- *¿Observaron las fotografías para obtener información que les ayudara a entender el texto?
¿Quién quiere comentar cómo le ayudó eso?*

Lesson

..... Reading Application

Demuestra lo que sabes — page 48

For a formative assessment, say, *“Contesten las preguntas en esta hoja, que también se encuentra al final de Nuestro Sol produce vida.”*

Answers

Answers can be found in the text.

..... Writing Connection

Comparte lo que aprendiste — page 49

Have students use what they have learned as well as their prior knowledge to write about why it is not good to look directly at the Sun. Say, *“Escriban ahora por qué no es bueno mirar directamente al Sol.”* Consider using this as a jumping-off point for a safety discussion.

Answers

Answers may vary.

..... Academic Vocabulary

El mundo de las palabras — page 50

Use this cloze activity for vocabulary practice.

Answers

El Sol es muy brillante. Es la única estrella que podemos ver en el día. El Sol calienta la tierra y el agua. Ayuda a las plantas a crecer y a dar frutas. Se puede ver el Sol en el cielo, pero no se debe ver directamente. El Sol es la estrella que está más cerca de nosotros. Nuestro mundo se llama Tierra.

..... Science Connections

Las sombras — page 51

Use sunshine or artificial light for this shadow activity. You may need to use table lamps or flashlights, depending on the weather. Say, *“Vamos a compartir lo que pensamos de la luz del sol después de hacer esta actividad.”*

Answers

Pictures will vary.

Los seres vivos — page 52

Have students brainstorm what living things need the Sun. Consider having students work together or share answers.

Answers

Answers will vary.

Nombre _____ Fecha _____

Demuestra lo que sabes

Instrucciones: Después de leer *Nuestro Sol produce vida*, contesta estas preguntas.

1. ¿Dónde puedes ver una estrella?

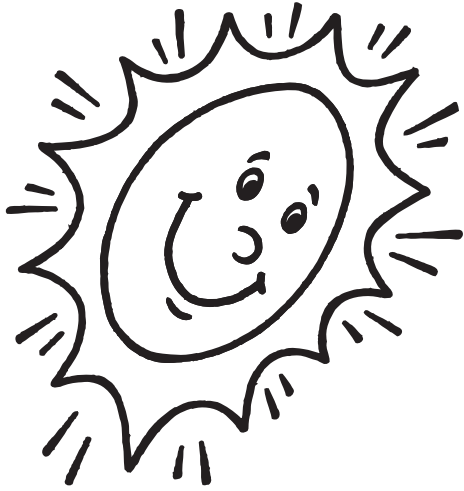
2. ¿Por qué es importante nuestro Sol?

3. ¿Cómo ayuda el Sol a las plantas?

Nombre _____ Fecha _____

Comparte lo que aprendiste

Instrucciones: No es bueno ver el Sol directamente. ¿Por qué crees eso? Escribe lo que sabes del Sol y por qué piensas que es peligroso verlo directamente.



Nombre _____ Fecha _____

El mundo de las palabras

Instrucciones: Rellena los espacios en blanco escogiendo la palabra correcta de la lista. Cada palabra se debe usar por lo menos una vez. Algunas palabras se usan más de una vez.

agua

cielo

estrella

frutas

Sol

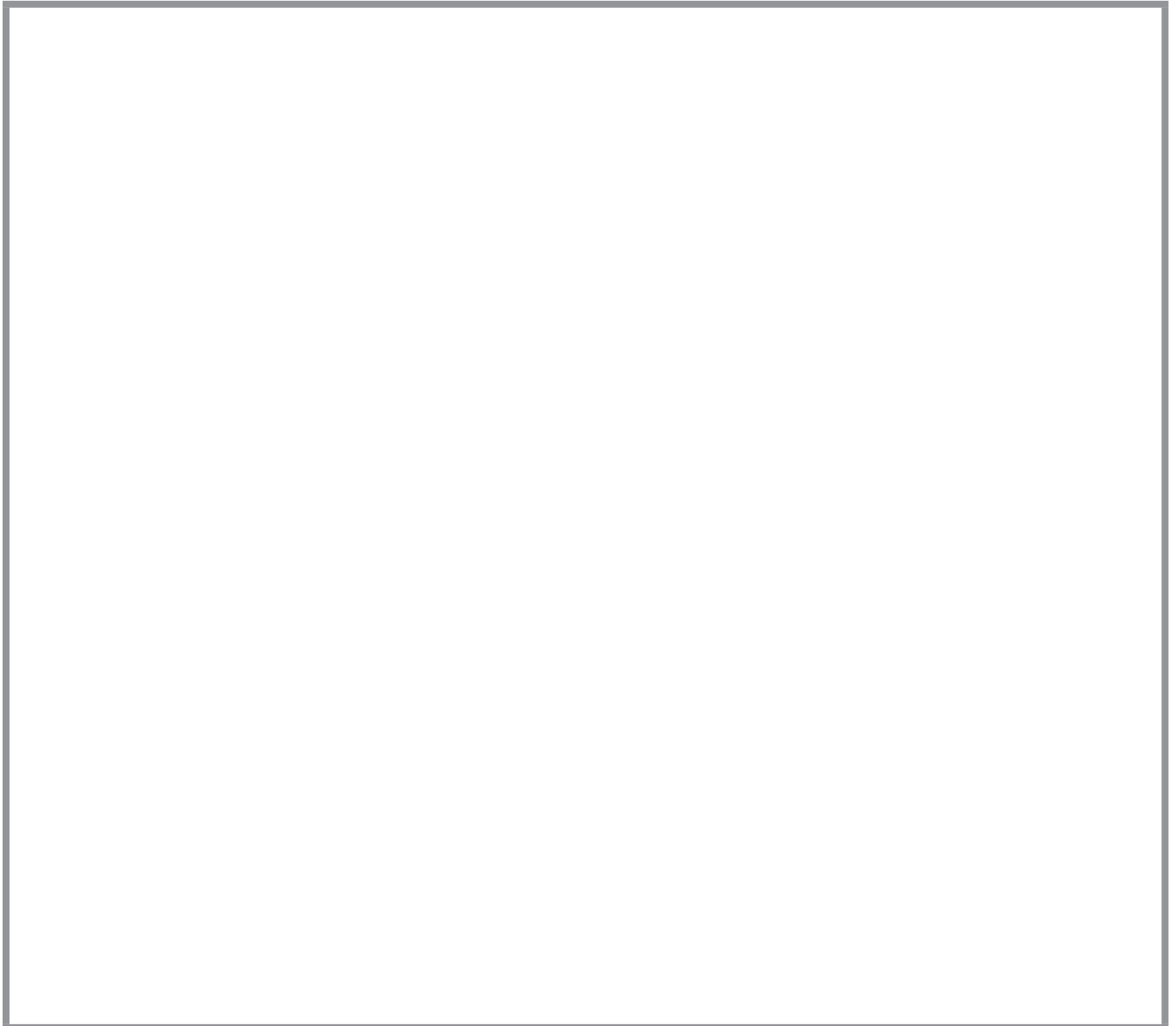
Tierra

El _____ es muy brillante. Es la única
_____ que podemos ver durante el
día. El _____ calienta la tierra y el
_____. Ayuda a las plantas a crecer
y a producir _____. Se puede ver el
_____ en el _____, pero no
se debe ver directamente. El _____ es
la _____ más cercana a nuestro mundo.
Nuestro mundo se llama _____.

Nombre _____ Fecha _____

Las sombras

Instrucciones: El Sol produce luz. El Sol y otras fuentes de luz pueden producir sombras. Encuentra un rayo de luz del sol o usa una linterna para producir luz. Ahora mete la mano al rayo de luz. ¿Puedes ver la sombra? ¿Qué pasa si mueves o le das vuelta a la mano? ¿Cambia la sombra? Haz un dibujo de la sombra de tu mano.



Nombre _____ Fecha _____

Los seres vivos

Instrucciones: Debajo del Sol dibuja por lo menos cinco seres vivos que necesitan el Sol para vivir. Escribe letreros en tu dibujo.

