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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 (*píes de foto*), charts (*tablas*), and a table of contents (*índices*). 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

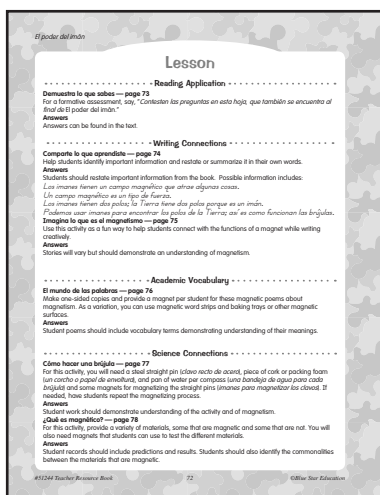
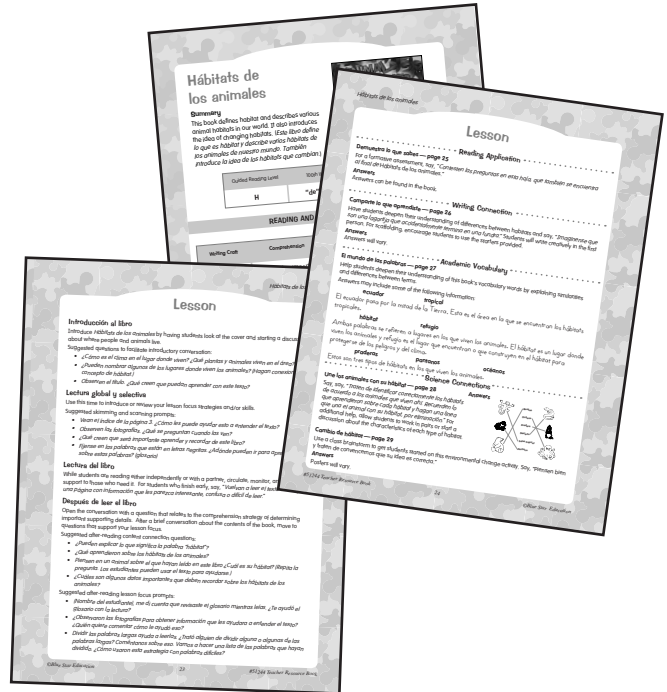
Each student page represents a stand-alone activity with tie-ins to the concepts and vocabulary introduced in the reader. The activities in each unit can be presented as a unit of study to support comprehension, vocabulary, and writing skills. Alternatively, teachers can pick and choose which activities 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.



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 Language Arts curricula.

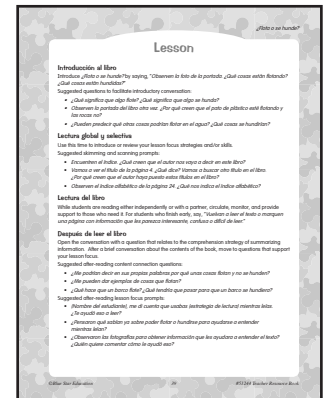
Preparing to Read

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.



Aplicar día de la lección *¿Flota o se hunde?*

Nombre: _____ Fecha: _____


Demuestra lo que sabes

Instrucciones: Después de leer *¿Flota o se hunde?*, contesta estas preguntas.

1. Una uva tiene más densidad que el agua.
¿Significa eso que se va a hundir o a flotar?

2. ¿Puedes pensar en algo que flote en el agua?

3. ¿Por qué puede flotar un bote de metal?



©Blue Star Education #51248 Teacher Resource Book

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.

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
Adaptaciones de los animales	F \
Adaptaciones de las plantas	G
Hábitats de los animales	H
Mi sombra y yo	H
¿Flota o se hunde?	I
¿Animado o inanimado?	I
El ciclo de vida de las plantas	I
La superficie cambiante de la Tierra	J
El poder del iman	J
Formas de la materia	J
¿Cómo está el clima hoy?	K

Mi sombra y yo

Summary

This book is about light. It focuses on shadows and how they are formed. (*Este libro habla de la luz. Se concentra en las sombras y cómo se forman.*)



Guided Reading Level	100th Word	Total Word Count
H	"persianas" p. 12	209

READING AND LANGUAGE FOCUS

Writing Craft	Comprehension	Reading Strategies Decoding and Phonics	Academic Vocabulary
Recording observations and predictions Explaining concepts Using details	Summarizing information Using graphic features Connecting text to self through prior knowledge	Using picture clues Using text features	bloquea proyecta oscuro luz sombra brilla luz

SCIENCE CONTENT FOCUS

Student:

- Knows how objects cast shadows (*Sabe cómo se proyectan las sombras*).

Lesson

Introducción al libro

Introduce *Mi sombra y yo* by having students look at the cover and say, “¿Qué saben acerca de la luz y cómo se forman las sombras?”

Suggested questions to facilitate introductory conversation:

- ¿Qué saben acerca de la luz y de las sombras?
- ¿Qué objetos permiten que la luz pase a través de ellos? ¿Qué objetos bloquean la luz?
- ¿Pueden cambiar las sombras? Por favor expliquen.

Lectura global y selectiva

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

Suggested skimming and scanning prompts:

- *Antes de que abramos el libro, vamos a practicar hacer preguntas que podamos tener acerca de la luz y de las sombras. Abran en la página del índice. ¿Ven algún título que les pueda ayudar a contestar su pregunta?*
- *Vean la página 24. Encuentren el índice alfabético. ¿Qué tiene de especial este índice alfabético? ¿Cómo pueden usar el índice alfabético para contestar las preguntas que puedan tener?*
- *Vayan al glosario en la página 23 y díganme lo que ven. ¿Qué es un glosario? ¿Cómo les ayudará como lectores?*

Lectura del libro

While students are reading either 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:

- ¿Cómo se forman las sombras?
- ¿Puede cambiar una sombra? ¿Cómo cambia? ¿Por qué cambia?
- ¿Qué le pasa a su sombra si el Sol se mueve? ¿Qué le pasa a su sombra cuando ustedes se mueven?

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.)*
- *¿Usaron el glosario para ayudarse cuando no entendían una palabra? ¿Quién puede explicar cómo le ayudó el glosario como lector?*

Lesson

..... Reading Application

Demuestra lo que sabes — page 33

For a formative assessment, say, “*Contesten las preguntas en esta hoja, que también se encuentra al final de Mi sombra y yo.*”

Answers

Answers can be found in the text.

..... Writing Connection

Comparte lo que aprendiste — page 34

For this nonfiction writing assignment, say, “*Expliquen en sus propias palabras qué es una sombra.*”

Answers

Explanations should include how and why shadows change.

..... Academic Vocabulary

El mundo de las palabras — page 35

Use this cloze activity and extension to help students refine their understanding of the vocabulary.

Answers

En un día soleado, el Sol brilla y hay mucha luz.

Un objeto bloquea la luz y crea una sombra.

Un objeto sólido proyecta una sombra oscura.

..... Science Connections

Dibujos de sombras — page 36

For this experiment, you will need tissue paper (*papel de China*), construction paper (*cartulina*), standard art supplies (*artículos estándar de arte*), and flashlights (*linternas*). Students will find this to be an exciting way to learn about how dense or thick something needs to be to cast a shadow. As an extension, teach students about the terms *transparent* (*transparente*), *translucent* (*traslúcido*), and *opaque* (*opaco*).

Answers

Students should record results of and thoughts about the experiment.

Reloj de sombra — page 37

Say, “*Vamos a hacer un reloj sencillo con papel, vasos de papel, lápices y cinta adhesiva o pegamento.*” Though this activity only includes recording the shadow-reading at one point in time, as an extension say, “*Marquen dónde da la sombra durante todo el día y pongan letreros; mañana vamos a usar nuestros relojes de sombra para aprender a decir la hora.*”

Answers

Students should predict that as time passes, their sun clocks’ shadows will move. They should explain that shadows change as the Sun moves across the sky (or as Earth moves in relation to the Sun).

Nombre _____ Fecha _____

Demuestra lo que sabes

Instrucciones: Después de leer *Mi sombra y yo*, contesta estas preguntas.

1. ¿Cómo se forma una sombra?

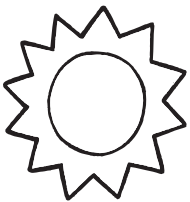
2. ¿Puedes nombrar un objeto que deja pasar la luz?

3. ¿Por qué necesitamos luz?

Nombre _____ Fecha _____

Comparte lo que aprendiste

Instrucciones: ¿Siempre se ve tu sombra igual? Explica cómo puede cambiar tu sombra y por qué. Piensa donde está la luz, si estás quieto o te estás moviendo y qué tan brillante es la luz.



Nombre _____ Fecha _____

El mundo de las palabras

Instrucciones: Completa los datos sobre las sombras escribiendo las palabras correctas del recuadro. Cada palabra solo se usa una vez.

bloquea

proyecta

oscura

luz

sombra

brilla

En un día soleado, el Sol _____

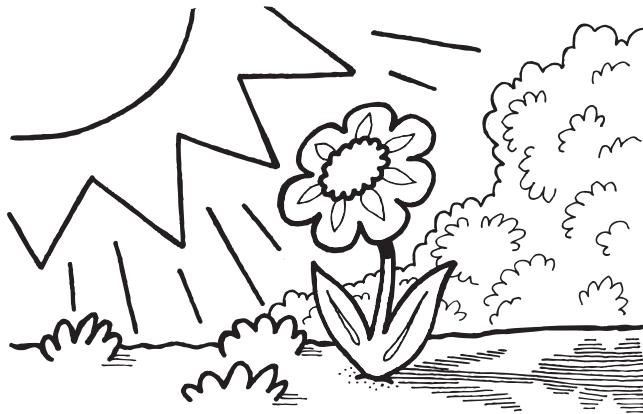
y hay mucha _____.

Un objeto _____ la luz y crea una

_____.

Un objeto sólido _____

una sombra _____.



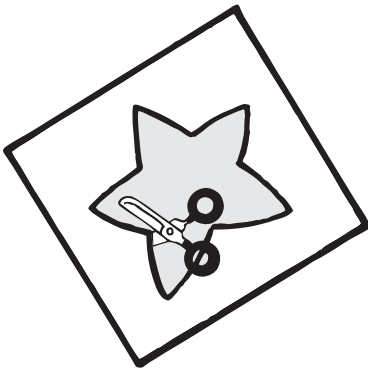
Nombre _____ Fecha _____

Dibujos de sombras

Instrucciones: Sabes que los objetos sólidos proyectan sombras y que las cosas transparentes, como el vidrio, no bloquean la luz. ¿Qué crees que pase con el papel de China? Haz un dibujo de sombras siguiendo los pasos de abajo. Escribe luego tus observaciones al final de la página.

Materiales

papel de China
cartulina
cinta adhesiva
tijeras
lápiz
linterna



Pasos

1. En tu cartulina haz un dibujo sencillo que puedas recortar fácilmente.
2. Recorta ahora alrededor de tu dibujo sin recortar el área de afuera. Sólo corta adentro del papel, siguiendo las líneas de la figura que dibujaste.
3. Pega con la cinta adhesiva un pedazo de papel de China en la parte de atrás de la cartulina de tal manera que cubra el área que recortaste.
4. Cuando tu maestro apague la luz, prende tu linterna apuntándola a la pared y deteniendo tu dibujo en frente de la linterna.

¿Qué pasó? ¿Por qué crees que pase esto?

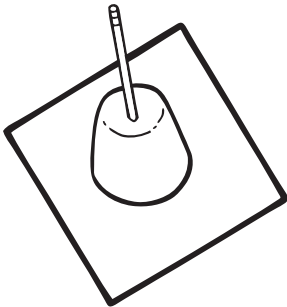
Nombre _____ Fecha _____

Reloj de sombras

Instrucciones: ¡Puedes usar las sombras para saber la hora! Sigue los pasos de abajo. Luego responde las preguntas que siguen.

Materiales

papel
vasos de papel
lápices
cinta adhesiva
o pegamento



Cómo hacer un reloj de sombras

1. Voltea de cabeza un vaso de papel sobre una hoja de papel en blanco.
2. Con cuidado presiona la punta del lápiz por el fondo del vaso de tal manera que salga como si fuera un astabanderas. Si el lápiz está suelto, arruga otra hoja de papel y colócala alrededor del lápiz adentro del vaso.
3. Con cinta adhesiva o pegamento pega el lápiz de tal forma que la goma quede afuera.
4. Lleva tu reloj de sombras afuera y sujeta la hoja con una o dos piedras.
5. Dibuja una línea donde esté la sombra y escribe la hora.

¿Qué crees que le pasará a la sombra a lo largo del día?
¿Por qué?
