TABLE OF CONTENTS

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, a Teacher Resource book with guided lessons and student worksheets, an activity CD, and correlations to the Common Core Standards for English Language Arts and to state science standards.

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, Earth science, and life science.

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, charts, and a table of contents. 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 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.

Introduction

Standards

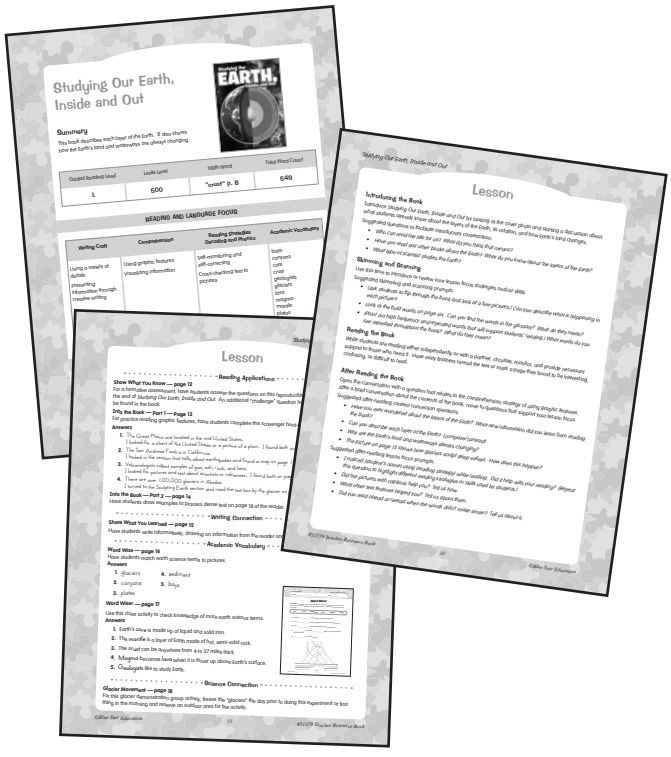
The lessons and activities are correlated to the Common Core State Standards for English Language Arts and to each state's science standards. Common Core correlations are provided on the CD and online at *www.bluestareducation.com*. Correlations to the science standards for each state can be found on 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 Applications, Writing Connections, Academic Vocabulary, and Science Connections. Each activity relates to the subject matter and to the specific vocabulary and reading challenges of the reader.

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; comprehension; reading strategies, decoding, and phonics; and academic vocabulary.

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, Skimming and Scanning, Reading the Book, and After Reading the Book. 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.

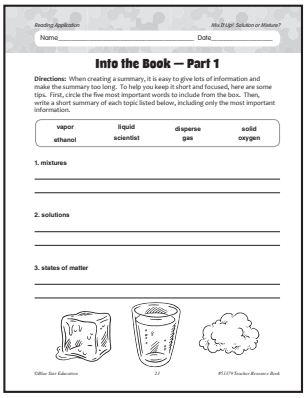
The third page of each unit provides an overview of the student activities contained in the unit. It is divided into sections for easy navigation. Each activity is introduced with a short description of its purpose and benefits as well as the page number for easy navigation. Teachers can review this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

Introduction

TEACHER RESOURCE

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, writing connections, academic vocabulary activities, and science connections.


Reading Application — Mix It Up! Solution or Mixture?

Name_____ Date_____

Into the Book — Part 1

Directions: When creating a summary, it is easy to give lots of information and make the summary too long. To help you keep it short and focused, here are some tips. First, circle the five most important words to include from the box. Then, write a short summary of each topic listed below, including only the most important information.

vapor | liquid | disperse | solid
ethanol | scientist | gas | oxygen

1. mixtures

2. solutions

3. states of matter

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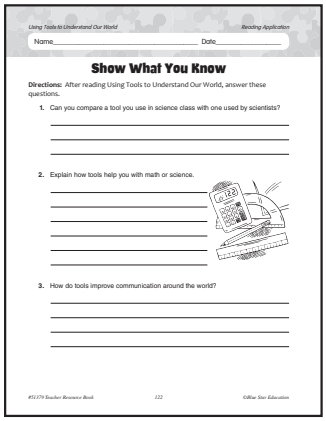
Reading Application: There are three pages in each of these sections. Show What You Know can be found both in the reader and as a separate worksheet in the Teacher Resource book. As with all other student pages, it is on the CD. Answers to the questions can be found in the text of the reader, making this a great formative assessment for reading comprehension. Into the Book — Part 1 and Into the Book — Part 2 expand on the main ideas in the reader. Students use critical thinking skills to process text and answer questions with information they have read.


Using Tools to Understand Our World — Reading Application

Name_____ Date_____

Show What You Know

Directions: After reading Using Tools to Understand Our World, answer these questions.

1. Can you compare a tool you use in science class with one used by scientists?

2. Explain how tools help you with math or science.

3. How do tools improve communication around the world?

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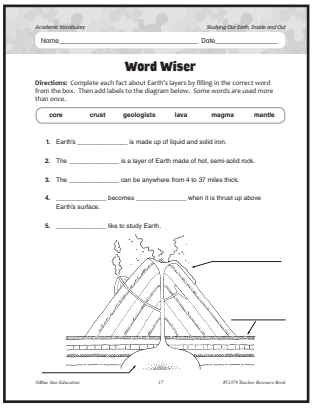
Writing Connections: One or more student pages from this category are represented in each unit. These open-ended activities will help students process what they have learned and make personal connections to the subject matter. Here, students will practice a variety of fiction and nonfiction writing skills.


Academic Vocabulary — Studying Our Earth, Inside and Out

Name_____ Date_____

Word Wiser

Directions: Complete each fact about Earth's layers by filling in the correct word from the box. Then add labels to the diagram below. Some words are used more than once.

core | crust | geologists | lava | magma | mantle

1. Earth's _____ is made up of liquid and solid iron.
2. The _____ is a layer of Earth made of hot, semi-solid rock.
3. The _____ can be anywhere from 4 to 37 miles thick.
4. _____ becomes _____ when it is thrust up above Earth's surface.
5. _____ like to study Earth.

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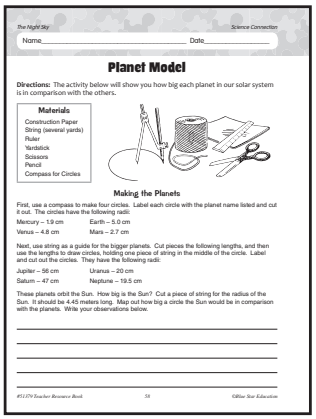
Academic Vocabulary: Each unit contains one or more pages from this category, which will support students as they learn academic vocabulary. Every reader has a glossary of academic vocabulary. The vocabulary words are in boldface where they are used in context in the reader. Word Wise and Word Wiser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


The Night Sky — Science Connection

Name_____ Date_____

Planet Model

Directions: The activity below will show you how big each planet in our solar system is in comparison with the others.

Materials
Construction Paper
String (several yards)
Ruler
Yardstick
Scissors
Pencil
Compass for Circles

Making the Planets

First, use a compass to make four circles. Label each circle with the planet name listed and cut it out. The circles have the following radii:

Mercury – 1.9 cm | Earth – 5.0 cm
Venus – 4.8 cm | Mars – 2.7 cm

Next, use string as a guide for the bigger planets. Cut pieces the following lengths, and then use the lengths to draw circles, holding one piece of string in the middle of the circle. Label and cut out the circles. They have the following radii:

Jupiter – 56 cm | Uranus – 20 cm
Saturn – 47 cm | Neptune – 19.5 cm

These planets orbit the Sun. How big is the Sun? Cut a piece of string for the radius of the Sun. It should be 4.45 meters long. Map out how big a circle the Sun would be in comparison with the planets. Write your observations below.

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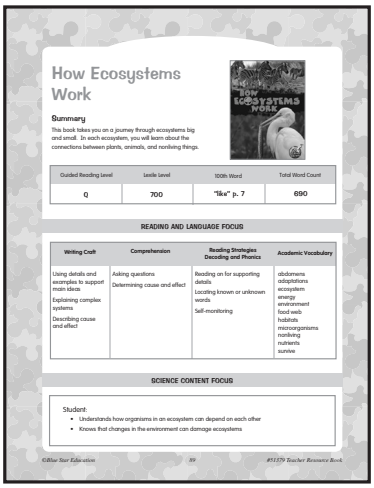
The components can be used in a manner tailored to accommodate the needs and interests of an individual student, a small group, or the entire class. What follows is a general guide to using the components of one unit. This overview focuses on using the readers in conjunction with the information, prompts, and activities in the Teacher Resource book. 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.

Introduction

USING THE COMPONENTS

Selecting a Text


How Ecosystems Work

Summary
This book takes you on a journey through ecosystems big and small. In each ecosystem, you will learn about the connections between plants, animals, and nonliving things.

Guided Reading Level	Lexile Level	100th Word	Total Word Count
Q	700	"like" p. 7	690

READING AND LANGUAGE FOCUS

Writing Craft	Comprehension	Reading Strategies Decoding and Phonics	Academic Vocabulary
Using details and examples to support main ideas Explaining complex systems Describing cause and effect	Asking questions Determining cause and effect	Reading on for supporting details Locating known or unknown words Self-monitoring	abdomens adaptations ecosystem energy environment food web habitats microorganisms nonliving nutrients survive

SCIENCE CONTENT FOCUS

Student:
- Understands how organisms in an ecosystem can depend on each other
- Knows that changes in the environment can damage ecosystems

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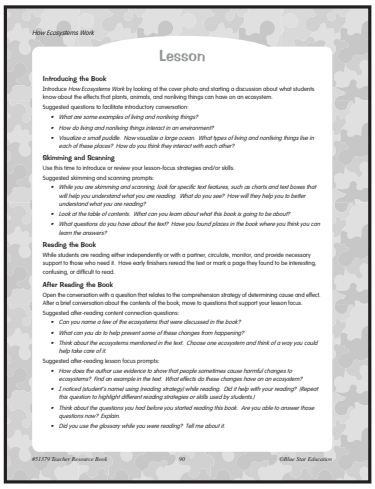
Teacher Resource Book

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 and Lexile levels for each book are shown on page 8 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.


How Ecosystems Work

Lesson

Introducing the Book
Introduce *How Ecosystems Work* by looking at the cover photo and starting a discussion about what students know about the effects that plants, animals, and nonliving things can have on an ecosystem.
Suggested questions to facilitate introductory conversation:
- *What are some examples of living and nonliving things?*
- *How do living and nonliving things interact in an environment?*
- *Visualize a small puddle. Now visualize a large ocean. What types of living and nonliving things live in each of these places? How do you think they interact with each other?*

Skimming and Scanning
Use this time to introduce or review your lesson-focus strategies and/or skills.
Suggested skimming and scanning prompts:
- *While you are skimming and scanning, look for specific text features, such as charts and text boxes that will help you understand what you are reading. What do you see? How will they help you to better understand what you are reading?*
- *Look at the table of contents. What can you learn about what this book is going to be about?*
- *What questions do you have about the text? Have you found places in the book where you think you can learn the answers?*

Reading the Book
While students are reading either independently or with a partner, circulate, monitor, and provide necessary support to those who need it. Have early finishers reread the text or mark a page they found to be interesting, confusing, or difficult to read.

After Reading the Book
Open the conversation with a question that relates to the comprehension strategy of determining cause and effect. After a brief conversation about the contents of the book, move to questions that support your lesson focus.
Suggested after-reading content connection questions:
- *Can you name a few of the ecosystems that were discussed in the book?*
- *What can you do to help prevent some of these changes from happening?*
- *Think about the ecosystems mentioned in the text. Choose one ecosystem and think of a way you could help take care of it.*

Suggested after-reading lesson focus prompts:
- *How does the author use evidence to show that people sometimes cause harmful changes to ecosystems? Find an example in the text. What effects do these changes have on an ecosystem?*
- *I noticed (student's name) using (reading strategy) while reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
- *Think about the questions you had before you started reading this book. Are you able to answer those questions now? Explain.*
- *Did you use the glossary while you were reading? Tell me about it.*

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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. The second page of each unit in the Teacher Resource book features prompts and questions targeted to these areas. The Introducing the Book and Skimming and Scanning 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.

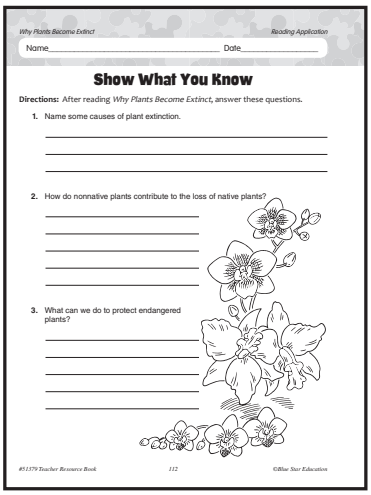
Reading the Book

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.

Introduction

USING THE COMPONENTS


Why Plants Become Extinct — Reading Application

Name_____ Date_____

Show What You Know

Directions: After reading *Why Plants Become Extinct*, answer these questions.

1. Name some causes of plant extinction.

2. How do nonnative plants contribute to the loss of native plants?

3. What can we do to protect endangered plants?

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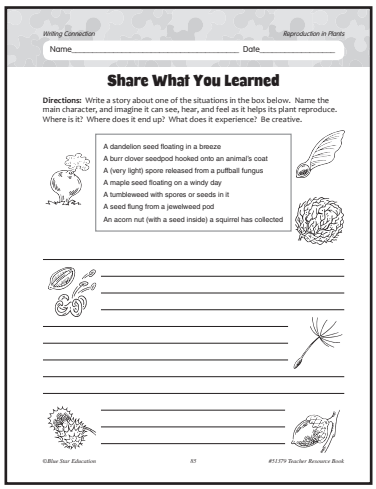
Processing the Reading

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, 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 and addressing the lesson focus. For each title, there is a lesson focus provided, though teachers can create a different or additional focus based on student needs.

Extending the Learning


Writing Connection — Reproduction in Plants

Name_____ Date_____

Share What You Learned

Directions: Write a story about one of the situations in the box below. Name the main character, and imagine it can see, hear, and feel as it helps its plant reproduce. Where is it? Where does it end up? What does it experience? Be creative.

- A dandelion seed floating in a breeze
- A burr clover seedpod hooked onto an animal's coat
- A (very light) spore released from a puffball fungus
- A maple seed floating on a windy day
- A tumbleweed with spores or seeds in it
- A seed flung from a jewelweed pod
- An acorn nut (with a seed inside) a squirrel has collected

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All student pages can be found in the Teacher Resource book and on the learning CD, providing a variety of presentation options for the teacher. 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 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.

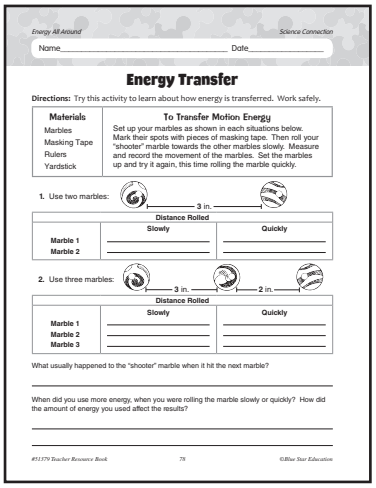
Introduction

USING THE COMPONENTS

Extending the Learning

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. Consider projecting the directions using the PDF of the handout included on the CD. 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.



Energy All Around *Science Connection*

Name_____ Date_____

Energy Transfer

Directions: Try this activity to learn about how energy is transferred. Work safely.

Materials	To Transfer Motion Energy
Marbles Masking Tape Rulers Yardstick	Set up your marbles as shown in each situations below. Mark their spots with pieces of masking tape. Then roll your "shooter" marble towards the other marbles slowly. Measure and record the movement of the marbles. Set the marbles up and try it again, this time rolling the marble quickly.

1. Use two marbles: 3 in.

Distance Rolled		
	Slowly	Quickly
Marble 1		
Marble 2		

2. Use three marbles: 3 in. 2 in.

Distance Rolled		
	Slowly	Quickly
Marble 1		
Marble 2		
Marble 3		

What usually happened to the "shooter" marble when it hit the next marble?

_____

When did you use more energy, when you were rolling the marble slowly or quickly? How did the amount of energy you used affect the results?

_____

_____

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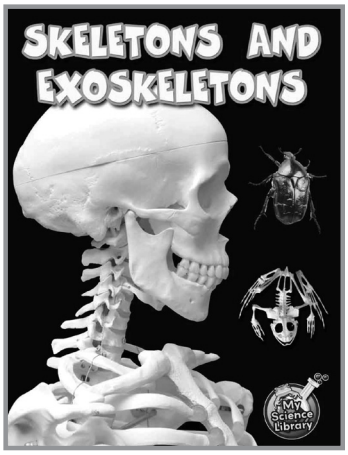
NONFICTION READERS—READING LEVELS

READER TITLE	GUIDED READING	LEXILE
Studying Our Earth, Inside and Out	L	500
Mix It Up! Solution or Mixture?	M	550
Pull It, Push It	N	600
Skeletons and Exoskeletons	N	600
The Night Sky	N	600
The Scoop About Measuring Matter	N	600
Energy All Around	O	625
Reproduction in Plants	P	675
How Ecosystems Work	Q	700
Let's Classify Organisms	Q	700
Why Plants Become Extinct	Q	700
Using Tools to Understand Our World	S	775

Skeletons and Exoskeletons



Summary

This book explains how animals and people have skeletons that support and protect their bodies. You will discover that some animals have skeletons, and others do not.

Guided Reading Level	Lexile Level	100th Word	Total Word Count
N	600	"hard" p. 8	456

READING AND LANGUAGE FOCUS

Writing Craft	Comprehension	Reading Strategies Decoding and Phonics	Academic Vocabulary
Writing descriptively Using supporting details Using specificity	Summarizing information Asking questions Connecting text to self using prior knowledge	Reading text features Using picture clues Predicting	adaptations amphibians chitin fibers fuse mammals mollusks molts muscles proteins segments

SCIENCE CONTENT FOCUS

Student:

- Knows that living organisms have distinct structures and body systems that serve specific functions
- Understands that different types and features of skeletons help creatures live in their environments

 ©Blue Star Education

Lesson

Introducing the Book

Introduce *Skeletons and Exoskeletons* by looking at the cover photo and starting a discussion about what students know about different types of skeletons.

Suggested questions to facilitate introductory conversation:

- *What do you already know about the skeleton of a human or animal?*
- *Do you think we would be able to skip, jump, or hop without a skeleton? Why?*
- *What do you think the prefix "exo" means? How does this prefix relate to the word "skeleton"?*

Skimming and Scanning

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

Suggested skimming and scanning prompts:

- *Look at the picture on page 15. What is this a model of?*
- *Locate a word in bold in the reader that you do not know. Look up that word in the glossary. What does it mean?*
- *Look at the pictures on page 17. What is the author comparing on this page?*

Reading the Book

While students are reading either independently or with a partner, circulate, monitor, and provide necessary support to those who need it. Have early finishers reread the text or mark a page they found to be interesting, confusing, or difficult to read.

After Reading the Book

Open the conversation with a question that relates to the comprehension strategy of connecting text to self using prior knowledge. After a brief conversation about the contents of the book, move to questions that support your lesson focus.

Suggested after-reading content connection questions:

- *Can you compare and contrast an endoskeleton and an exoskeleton?*
- *Can you name some animals that do not have a skeleton? How do they protect themselves?*
- *Can you provide an example of a model used in this book that helped you to better understand the text?*

Suggested after-reading lesson focus prompts:

- *I noticed (student's name) using (reading strategy) while reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)*
- *Did you think about what you already knew about skeletons in humans and animals while you read? Did it help you have a better understanding of the text as you read? Tell us about it.*
- *Think about the questions you had before you started reading this book. Are you able to answer those questions now? Explain.*
- *Did you use the pictures in the text to help you understand the information? Give us an example.*

 ©Blue Star Education

Lesson

Reading Applications

Show What You Know — page 42
For a formative assessment, have students answer the questions on this reproducible, which can also be found at the end of *Skeletons and Exoskeletons*. Answers can be found in the book.

Into the Book — Part 1 — page 43
Allow students to make connections to the text through prior knowledge by answering the questions provided.

Into the Book — Part 2 — page 44
Help students develop questions for further study about the topics in the reader. Encourage discussion of students' questions.

Writing Connection

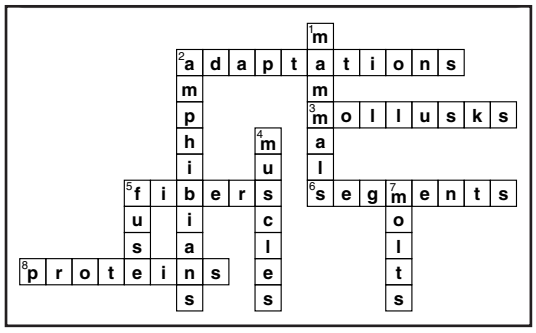
Share What You Learned — page 45
Have students draw on such real-life examples as helmets, protective vests, and sports gear in this nonfiction one-word writing activity exploring how humans protect themselves without exoskeletons.

Academic Vocabulary

Word Wise — page 46
Have students use this activity to focus on four unfamiliar vocabulary words.

Word Wiser — page 47
As students complete the crossword puzzle, have them utilize the clues that provide definitions for all the terms.

Answers



Science Connection

Amphibians and Mammals — page 48
Use this contrasting activity to support students in synthesizing information and learning about animal classification.

Name_____ Date_____

Show What You Know

Directions: After reading *Skeletons and Exoskeletons*, answer these questions.

1. Name three animals with exoskeletons.

_____

_____

2. Why do Earth's largest animals have endoskeletons?

_____

_____

_____

3. How do animals with no skeletons protect themselves?

_____

_____

_____

_____

 ©Blue Star Education

Name_____ Date_____

Into the Book — Part 1

Directions: Think of what you have read and what you already know about endoskeletons, and answer the questions below.

Have you ever broken a bone? Have you ever known someone who broke a bone?

What happens when someone breaks a bone?

What do you already know about exoskeletons? What insects have you seen up close?

Have you seen other creatures with exoskeletons?

Name_____ Date_____

Into the Book — Part 2

Directions: Think of some questions about what you have read. In the chart below, write things you have learned and questions you have about each topic.

What I Know	My Questions
Endoskeletons	
Molting	
Bones	

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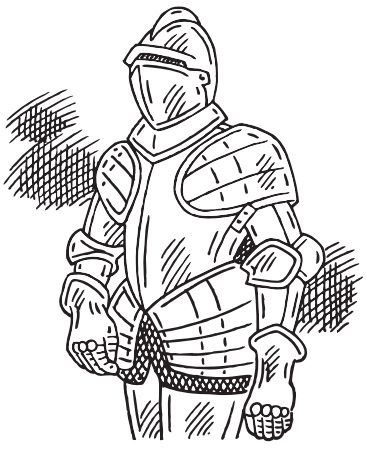
Share What You Learned

Directions: People don't have exoskeletons, yet sometimes we make clothing that protects us like an exoskeleton would. Imagine a knight in armor. The armor is there to protect his body. Think of as many human-made "exoskeletons" as you can. Describe each one and why it is used.



Name_____ Date_____

Word Wise

Directions: Choose four words from the box that you don't know very well. Write each word in a box below, and then add a definition in your own words and a picture or symbol to remind you of the word.

amphibians	**adaptations**	**mollusks**	**segments**	**proteins**
molts	**mammals**	**muscles**	**fibers**	**fuse**

Symbol: **Definition:**

_____

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Word:

Symbol: **Definition:**

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Word:

Symbol: **Definition:**

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Word:

Symbol: **Definition:**

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Word:

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Word Wiser

Directions: Complete the crossword puzzle with the words in the box, using the clues below for help.

amphibians	**adaptations**	**mollusks**	**segments**	**proteins**
molts	**mammals**	**muscles**	**fibers**	**fuse**

Across

2 Changes in animals over time

3 Water animals without bones; some have a shell

5 Threads of tough flexible material

6 Divided parts of a plant or animal

8 The body uses these for strength and health

Down

1 Animals with hair or fur and milk for their young

2 Animals that live in and out of the water

4 They are attached to bones and help us move

5 To join two objects together

7 Sheds the outer layer in order to grow

Name_____ Date_____

Amphibians and Mammals

Directions: The pictures below illustrate the traits of an amphibian and the traits of a mammal. In a well-developed paragraph, use the information to help you describe how mammals and amphibians are different.