

Teaching Resource Emergent Titles

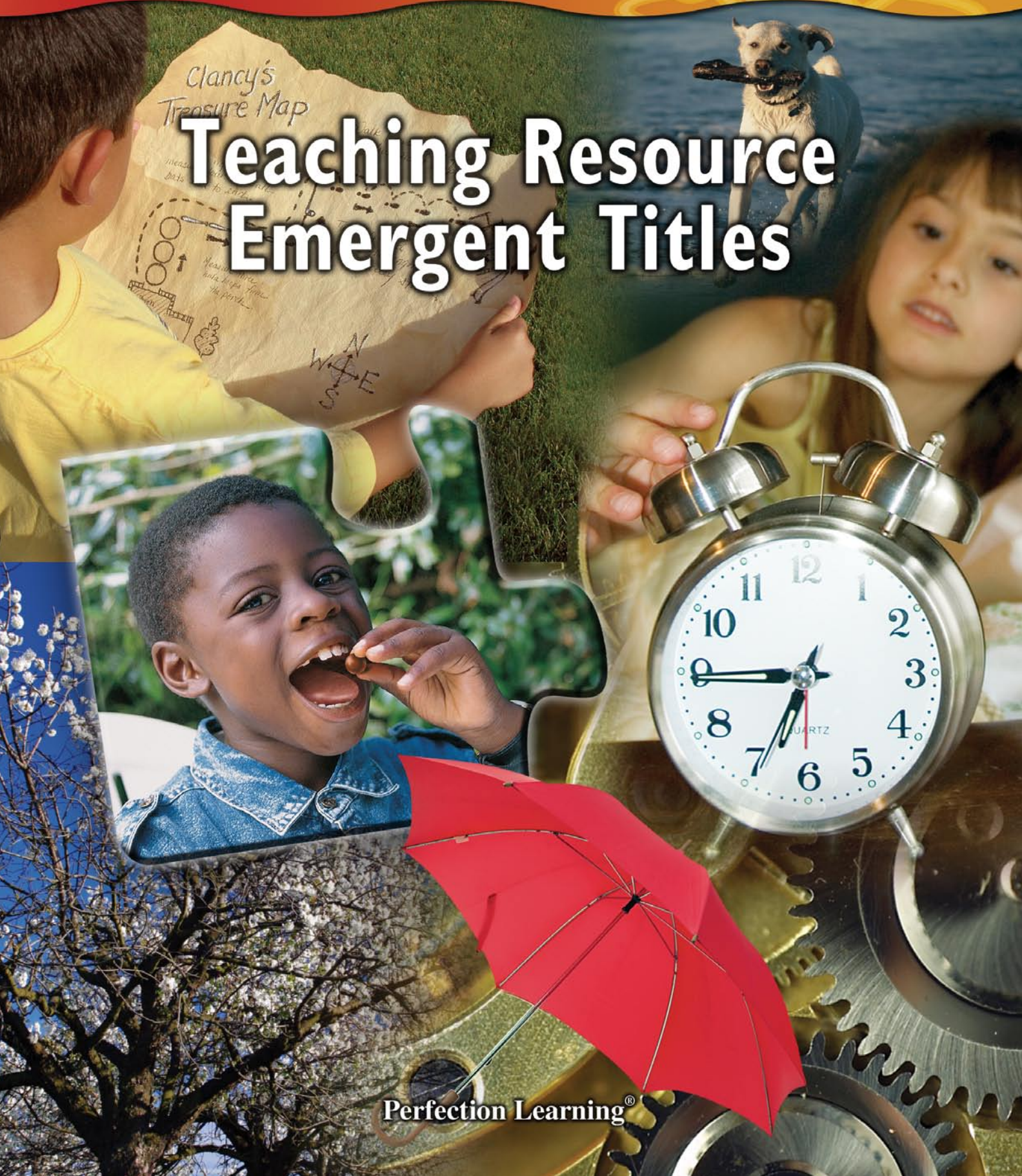
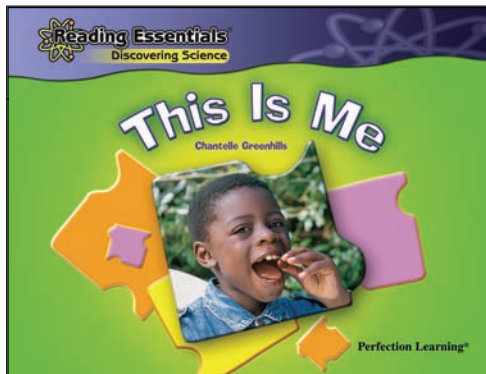


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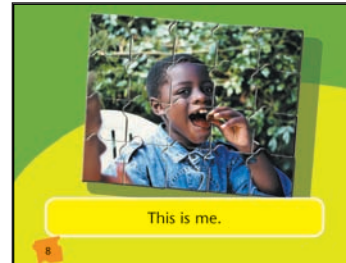
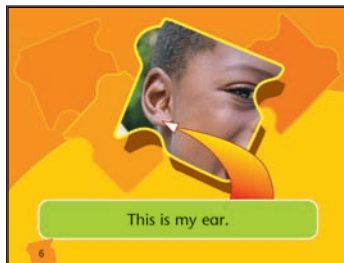
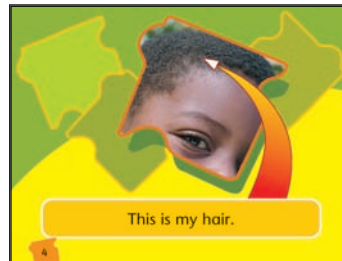
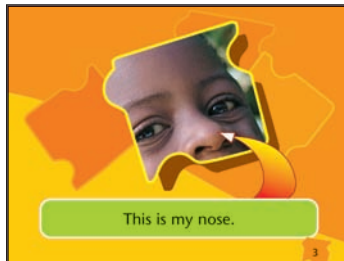
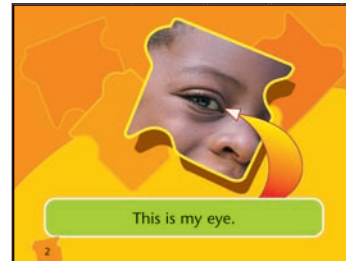
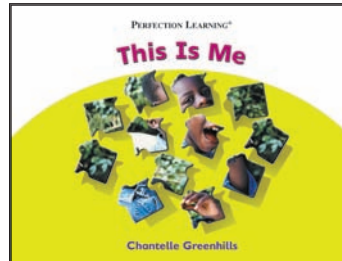
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This Is Me

by Chantelle Greenhills



Literacy Essentials

Emergent

Guided Reading Level: C/D

Early Intervention Level: 3–4

Word Count: 27

Vocabulary

- **High-Frequency Words:** is, me, my, this
- **Content Words:** ear, eye, hair, hand, nose, tongue

Language Arts Skills:

- identifies front cover, back cover, and title page
- uses title and cover photograph to predict and anticipate
- recognizes sentences are made of separate words
- identifies frequently used words
- recognizes the long-*i* sound of *y*
- recognizes pronouns and pronoun referents
- connects own experience to the text

Content Essentials

Text Type: Caption

Text Features: Picture Summary, Photographs

National Science Education Standards

Life Science: CONTENT STANDARD C

The Characteristics of Organisms

- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.
- Plants and animals closely resemble their parents.

Science Concepts

- Humans are unique but share common characteristics.

Discovering *This Is Me*

Preview the Book

Find photos of two different breeds of dogs. Try to find breeds that have quite different characteristics such as a Dalmation and a Yorkshire terrier. Discuss the commonalities and the differences. Show each photograph and identify the breed for the children. Draw a Venn diagram on the board or chart paper. Write one breed name in each of the two circles. Begin by filling in the area where the two circles intersect with commonalities such as tail, ears, four legs, fur, etc. Then look at the common characteristics and add defining terms to make the commonalities specific for each breed such as long legs or short legs, black and white fur or gray fur, etc. Establish that even though the two breeds are both dogs and share characteristics, they are also unique in many ways.

Read Together

Before Reading

Front cover, back cover, and title page

- Introduce *This Is Me* by discussing the cover of the book. Point out and read the title and the author. Ask children to repeat each word of the title after you.
- Then have children look at the back cover. Point out and read the sentences about the book and the corresponding photo.
What do you think the puzzle pieces will make if they are put together?
- Then have children turn to the title page and ask a volunteer to read the title and the author. Guide children to understand that a title page offers the same information as the front cover.

During Reading

Page 2

- Call children's attention to the photograph on page 2.

What is the arrow pointing to? (the boy's eye)

Read the sentence aloud. Then ask children to read the sentence with you as they follow along in their books.

- Discuss pronouns and pronoun referents. Write the sentence from page 2 on the board. Underline the word *my*.

Who does my refer to? (the boy in the photo)

Establish that when people say *my*, they are referring to themselves. Erase *my* and ask children:

How would the sentence change if you were pointing to my eye? (This is your eye.)

Write the word *your* in the sentence and read it together. Establish that when people say *your*, they are talking about someone else.

- Discuss the long-*i* sound made by *y*.
Which two words in the sentence rhyme? (my, eye)

Remind children that the vowel sound they hear is the long sound of *i* made by the letter *y*.

Page 3

- Call children's attention to the photograph on page 3.

What is the arrow pointing to in this photograph? (the boy's nose)

Read the sentence to the children. Then ask them to read along as they point to each word.

- Write the sentence from page 3 on the board. Discuss the two sounds of *s*. Ask a volunteer to underline the words with the letter *s*. (*this, is, nose*) Say the words together and determine the sound made by the letter *s* in each word. (/this/, /iz/, /noz/) Establish that the letter *s* can make the sound of *s* or *z*.

Pages 4–7

- Continue in the same manner described above for pages 4–7.

Page 8

- Discuss the completed photograph on page 8.

How is this page different from the others? (There are several puzzle pieces rather than just one, and they are all put together. There is no arrow.)

Read the sentence aloud. Then ask the children to read it with you as they point to each word.

- Discuss the pronoun *me*.

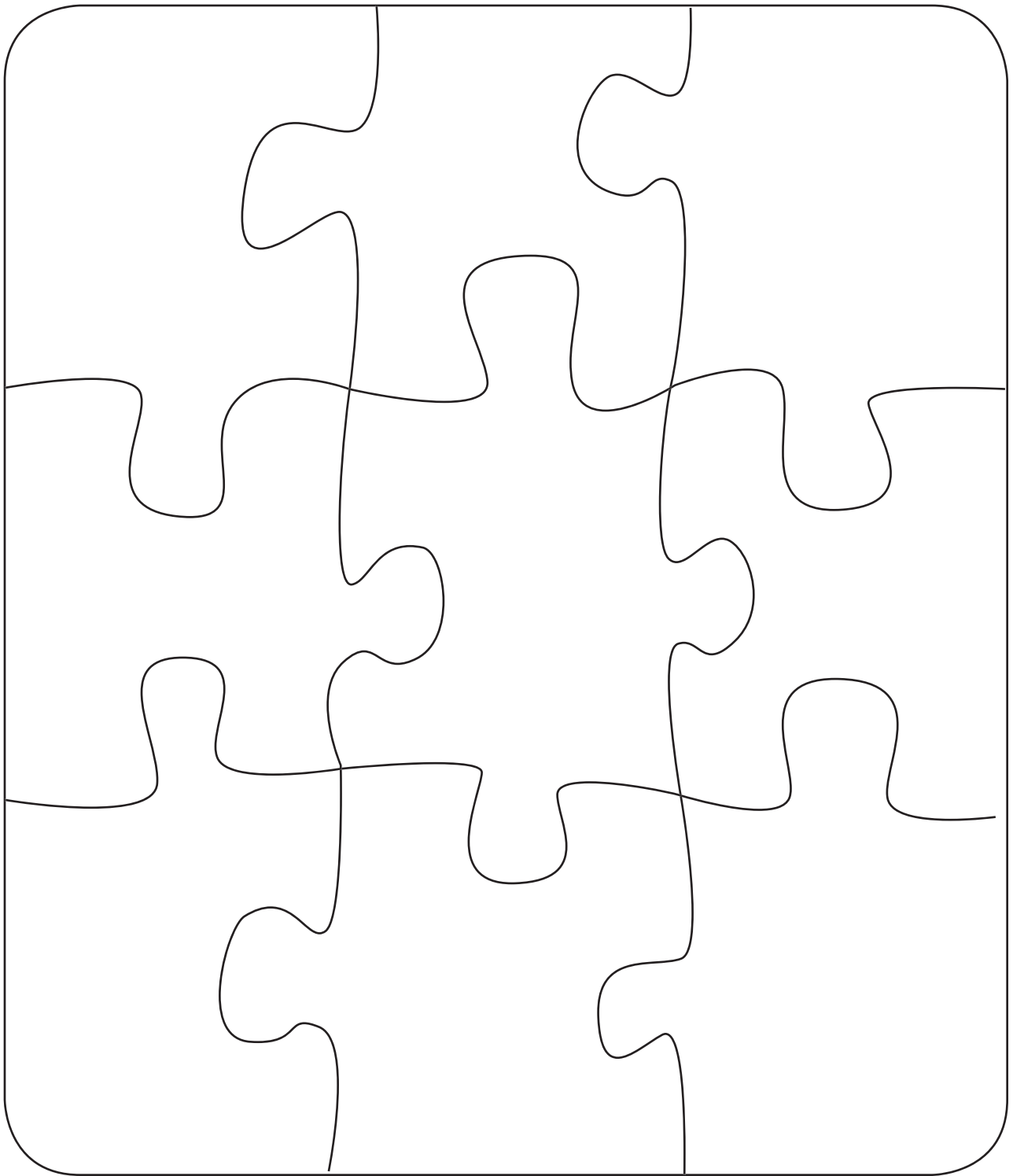
Who does the word me refer to? (the boy)

After Reading

- Arrange the children in pairs. Have them read the book together, taking turns reading pages.

Think Like a Scientist

- Work as a class to create a simple bar graph to compare defining characteristics. Tally and record the number of girls and boys. Demonstrate how these two numbers can be represented by creating a bar graph on an overhead transparency. Then tally and record other defining physical characteristics such as eye color, hair color, long hair, short hair, straight hair, curly hair, etc. and create bar graphs to represent the tallies. Invite children to come up and help.
- Provide the children with a copy of the puzzle reproducible on page 29. Have the children write the sentence from page 8 on the puzzle reproducible and draw an illustration of themselves in the puzzle.



LITERACY ESSENTIALS						CONTENT ESSENTIALS		
	GRL/EIL	Word Count	High-Frequency Words	Content Words	Word Attack and Vocabulary Skills	Text Type and Text Features	Science Concepts	Content Instruction and Extension
Night Sky	C/D 3–4	70	a, are, away, has, in, is, it, like, looks, of, the, they, to, too, very, your	brighter; far; full, half, light, moon, night, round, shines, sky, watch	<p>identifies front cover; back cover; and title page</p> <p>uses title and cover photograph to predict and anticipate</p> <p>builds comprehension through discussing</p> <p>understands that adding s to a word creates the plural form</p> <p>connects own experiences to text</p> <p>identifies, segments, and combines syllables by clapping syllables</p> <p>reads words containing consonant digraphs</p> <p>recognizes different sounds of the letter s</p>	<p>Text Type: Caption</p> <p>Text Features: Photographs, Picture Glossary</p>	<p>The moon can be seen in the night sky.</p> <p>The moon changes shape.</p> <p>The stars can be seen in the night sky.</p> <p>There are more stars than can be counted.</p> <p>Some stars are brighter than other stars.</p>	<p>Illustrate moon phases.</p> <p>Consult the weather section of the newspaper to research moon phases.</p>
Technology in My Life	D/E 5–8	137	a, after, and, at, day, for, from, have, I, in, into, is, it, look, me, my, of, on, out, over, puts, she, the, then, up, was, we	bike, bridge, clock, computer, DVD player, freezer, oven, pencil sharpener, refrigerator, school bus, television, toaster, traffic light	<p>identifies front cover; back cover; and title page</p> <p>uses title and cover photograph to predict and anticipate</p> <p>builds comprehension through discussing</p> <p>understands the use of capital letters to begin sentences and punctuation at the end of sentences</p> <p>relates prior knowledge to textual information</p> <p>understands pronouns and pronoun referents</p> <p>relates personally to the text</p>	<p>Text Type: Factual Recount</p> <p>Text Features: Photographs, Picture Glossary</p>	<p>Science is an important part of our lives.</p> <p>Technology can make our lives easier.</p> <p>Electricity has changed the way we do things.</p>	<p>Illustrate reliance on technology throughout a typical day.</p> <p>Create an invention to solve a problem.</p>
This Is Me	C/D 3–4	27	is, me, my, this	ear, eye, hair, hand, nose, tongue	<p>identifies front cover; back cover; and title page</p> <p>uses title and cover photograph to predict and anticipate</p> <p>recognizes sentences are made of separate words</p> <p>identifies frequently used words</p> <p>recognizes the long-i sound of y</p> <p>recognizes pronouns and pronoun referents</p> <p>connects own experience to the text</p>	<p>Text Type: Caption</p> <p>Text Features: Photographs, Picture Summary</p>	<p>Humans are unique but share common characteristics.</p>	<p>Create a bar graph to represent defining characteristics.</p> <p>Make a “This Is Me” puzzle.</p>