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Introduction



Correlation to Standards *(cont.)*

Standard	Benchmark	Lesson and Page Number
Standard 5 Uses the general skills and strategies of the reading process	(K-2) 5.2 Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., actions, events, character's behavior)	Unit 1 Lesson B (page 40) Unit 2 Lesson B (page 72)
	(Pre-K) 5.3 Understands that illustrations and pictures convey meaning	Unit 2 Lesson A (page 66)
	(K-2) 5.7 Uses self-correction strategies (e.g., searches for cues, identifies miscues, rereads, asks for help)	Unit 3 Lesson A (page 98)
	(Pre-K) 5.8 Knows that print appears in different forms (e.g., labels, letters, storybooks) and serves different purposes (e.g., to inform)	Unit 4 Lesson B (page 152)
	(Pre-K) 5.10 Predicts story events or outcomes, using illustrations and prior knowledge as a guide	Unit 2 Lesson B (page 72)
	(Pre-K) 5.11 Uses emergent reading skills to "read" a story (e.g., gathers meaning from words and pictures)	Unit 1 Lesson A (page 34)



Correlation to Standards *(cont.)*

Standard	Benchmark	Lesson and Page Number
Standard 5 Uses the general skills and strategies of the reading process	(Pre-K) 5.12 Knows that books have titles, authors, and often illustrators	Unit 1 Lesson B (page 40)
	(Pre-K) 5.13 Uses visual and verbal cues, including pictures, to comprehend new words and stories	Unit 3 Lesson A (page 98)
Standard 6 Uses reading skills and strategies to understand and interpret a variety of literary texts	(Pre-K) 6.1 Knows the sequence of events (e.g., beginning, middle, and end) in a story	Unit 4 Lesson A (page 146)
	(K–2) 6.3 Knows setting, main characters, main events, sequence, and problems in stories	Unit 4 Lesson A (page 146)
	(Pre-K) 6.5 Relates stories to his/her own life experience	Unit 3 Lesson B (page 104)
	(K–2) 6.5 Relates stories to personal experiences (e.g., events, characters, conflicts, themes)	Unit 3 Lesson B (page 104)
Standard 7 Uses reading skills and strategies to understand and interpret a variety of informational texts	(K–2) 7.3 Summarizes information found in texts (e.g., retells in own words)	Unit 1 Lesson A (page 34) Unit 4 Lesson B (page 152)
	(K–2) 7.4 Relates new information to prior knowledge and experience	Unit 2 Lesson A (page 66)



Activating Prior Knowledge



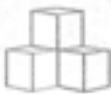
Show Science Card 2 to students. Talk about what the children are doing, what they are wearing, and what season it might be. Ask if it looks like they are at a lake or a beach. If some of the students have been to one or both, invite them to share their experiences with the rest of the class. Talk about what special swimming gear (e.g., fins, snorkel, mask) the children are wearing and when a person might wear it. Ask if anyone has worn any of the special equipment before. Discuss with students what the temperature might be if the sun is shining outside. Compare it to the temperature outside today. Talk about what it means to say, "It is sunny." Ask students to share their favorite sunny day experiences.

Language Development



Direct students' attention to the word *sunny* at the top of the card. Ask them to say the word with you and then say each individual letter as you point to it. Ask students to think about the sound they hear at the beginning of the word. Segment the word (s-unny) and have students repeat after you. Students should tell you the beginning sound is /s/. Tell them you are going to change the beginning sound to /f/. Segment the word (f-unny) and then ask students to repeat it and tell you what the new word is. Now, ask students to change the beginning sound and make new words. Some examples are the following: *bunny* and *runny*. List the new words on the board or a sheet of chart paper. Ask students to look at the sentence at the bottom of the page. Ask them if they notice any familiar words and discuss them. Point to the words as you read the sentence together several times.

Building Knowledge and Comprehension



Ask students to look at the card again. Tell them to think about what their favorite activities are when it is sunny. Give each student several sheets of construction paper—red, yellow, and orange. Ask them to cut and paste a sun to hang in the room. Students can write on the sun things they like to do when it is sunny. Provide a dramatic play area where students can try on clothes and other items associated with sunny weather. Items might include sunglasses, sun hats, shorts, short-sleeve shirts, swimsuit cover-ups, sandals, beach towels, and sun dresses. You could even provide lawn chairs, so students can pretend they are lounging in the sun. Model how to use the center before letting students use it. Students can also draw a picture of a person wearing clothing associated with sunny weather and then label the picture. Encourage students to use "kid spelling" or inventive spelling.

Time to Differentiate!



For English language learners, draw a picture of a beach on the board to help build background knowledge. Ask students to act out what they might do at the beach (e.g., build a sand castle, play in the water). Then add those activities to your drawing and label them in English.

For below-level students, scaffold the Building Knowledge and Comprehension lesson. Help students brainstorm a list of things they like to do when it is sunny. Write those activities on the board for students to refer to as they write about sunny weather.



Introductory Lesson A

Objectives

Pre-K Standard 5.3: Students understand that illustrations and pictures convey meaning.

K–2 Standard 7.4: Students relate new information to prior knowledge and experience.

Skills

- identifying the viewpoint of the author
- using prior knowledge
- creating visual images

Materials

- Science Cards 6–10
- chalk or whiteboard markers
- chalkboard or whiteboard

Word Study

- seasons
- spring
- summer
- autumn
- winter

Comprehension and Skills

Part 1: Lesson Length: approx. 15 minutes

1. Explain to students that it is often possible to determine how the author feels about a topic from the way he or she writes. This feeling is called the author's opinion or viewpoint.
2. Select an issue about which you feel strongly, and tell students about it. (See the list below for possible topics.) Explain the issue in general terms with subtle hints that reveal your personal viewpoint:
 - homework
 - summer vacation
 - having recess twice a day
 - snack time
3. Ask students if they can determine your opinion on the topic from the things you said. Have them repeat statements you made that revealed your opinion.
4. Tell them that they will be reading about seasons. Their job is to determine the author's opinion about each season. From the pictures and text, they should be able to determine what the author likes to do during each season.
5. Display Science Cards 6–10 and read them to students.



Introductory Lesson A (cont.)

Comprehension and Skills

Part 2: Lesson Length: approx. 15 minutes

1. Display Science Cards 6–10 and read them again to students.
2. Then write the following statements on the board. Ask students to select the statement that represents the author's viewpoint.
 - All the seasons are nice.
 - There is nothing fun to do in the summer.
 - It is fun to plant flowers in the spring.
 - In the winter, people need to stay inside and stay warm.
3. Ask students to tell how they were able to determine the author's viewpoint, leading them to recognize that the author wrote many things about the seasons. The author also used photographs of happy people to show that seasonal activities are fun.
4. Now that they have identified the author's viewpoint, ask students how the author might feel about other related issues. Using the following questions, ask them to identify how the author might feel:
 - Does the author think that swimming is fun?
 - Does the author like to do gardening?
 - Does the author think that sledding is fun?
 - Does the author like to carve jack-o'-lanterns?
 - Does the author have a favorite season?

Assessment

Have each student tell the author's viewpoint of a particular season and then identify two things from the cards that show this viewpoint.