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Activating Prior Knowledge



Show students Science Card 1. Ask them to look at the picture and tell you what is happening. Do the two people look like they are having a good time? What are they holding and why do they need it? What would happen if they weren't holding an umbrella? Ask students to share any experiences they have had with rain. Maybe they were caught in a big rainstorm or they played outside in the puddles while it rained lightly. Ask students to think about activities we could do in the rain and activities we couldn't do if it were raining. Discuss any special clothing we wear when it rains or equipment we might need, like an umbrella, rain boots, and a raincoat. Also discuss with students why it rains, why we need it, and why plants can't survive without it. Ask students to describe what it feels like when they get wet. Ask them questions like the following: "Is it slippery?" "Is it cold?"

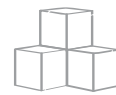
Language Development



Ask students to look at the card again. Remind them about your previous conversation about rain and review what you discussed. Ask them to look at the "r" word at the top of the page. Encourage them to look at the picture while they are thinking about what that word might be. Tell them to notice that the word begins with the letter "r" and ask if they know any "r" words that would describe the picture. Eventually tell them that the word is *rainy* and read it together. Beginning with "r," point to each individual letter and have students say them out loud. Next, direct students' attention to the sentence at the bottom of the page. Point to the words while you read them out loud. Encourage students to read the words while you are pointing to them. Read the sentence again, asking students to clap their

hands when you get to the word *rainy*. Take turns having small groups of students read the sentence. First, have the boys read it while the girls listen. Next, have the girls read it while the boys listen.

Building Knowledge and Comprehension



Gather students and have them sit in a circle on the floor. Have students look at the card again. Ask them to close their eyes and think about what it sounds like when it is raining. Ask them to describe it while you record the words on the board. Ask students to take a tour of the classroom and see if they can find an object that can help them make a rain sound. Bring the class together again on the floor. Ask all students to play their rain-making devices at the same time and have a rain concert. You may also want to ask your music teacher if he or she has any instruments that would work well for this activity.

Time to Differentiate!



For English language learners, label the card with English words before you begin the lesson. Then point to and read each word before asking students to repeat it. Continue to add relevant words as you discuss the card and activate prior knowledge.

For below-level students, review the letter "r" and name several "r" words before beginning the lesson. Preread the sentence on the card to students as you point to each word. Then use the strategy of echo reading to help students practice reading the sentence.

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rainy

We put up an umbrella on **rainy** days.

Unit 1 Weather



Focus Lesson

Objectives

Pre-K Standard 5.12: Students know that books have titles, authors, and often illustrators.

K–2 Standard 5.2: Students use meaning clues to aid comprehension and make predictions about content.

Skills

- identifying the viewpoint of the author
- identifying details
- identifying descriptive words
- understanding the importance of descriptive words
- creating visual images

Materials

- chalk or whiteboard markers
- chalkboard or whiteboard
- Science Cards 1–5
- chart paper
- marker
- writing paper
- pencils
- index cards

Word Study

- rainy
- sunny
- windy
- cloudy
- snowy

Comprehension and Skills

Part 1: Lesson Length: approx. 15 minutes

1. Write the vocabulary words on the board.
2. Ask students to read the words aloud with you.
3. Have them look at the first letter of each word, and respond to the following questions:
 - What sound does it make?
 - Do any of the words begin with the same letter?
 - In what way are all of the words the same?
4. Explain that these words describe different kinds of days. Authors use describing words to help the reader “picture” what is being written about.
5. Draw students’ attention to Science Card 1. Read the sentence aloud.
6. Tell students that the author could have included even more describing words. These words would be especially helpful if the reader could not see the picture.



Focus Lesson *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 15 minutes

1. Display Science Card 1.
2. Ask students to brainstorm words that might describe the umbrella, such as *blue*, *bright*, *slippery*, and *big*. Write these words on chart paper for students to see.
3. Then have students add some of the words to the sentence on the card. The sentence might read, "We put up a big, bright, blue umbrella on rainy days."
4. You can also have them describe the people in the picture and create more sentences, such as the following:
 - The happy man and his son put up a big, bright, blue umbrella on rainy days.
 - The people wore bright raincoats and put up a big, shiny umbrella on the rainy day.
5. Review Science Cards 2–5. Discuss descriptive words that can be used to describe the actions shown in each.
6. Provide each student with writing paper and a pencil. Have students choose their favorite weather from Science Cards 1–5. Then have students write a sentence about the card they choose, using at least one describing word. (Allow students to use invented spelling or dictate their sentences if necessary.)

Time to Differentiate!

For above-level students, encourage them to revise the sentence on the card to include more describing words.

Assessment

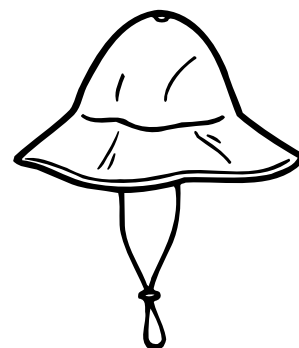
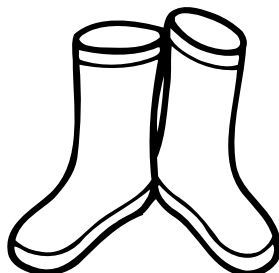
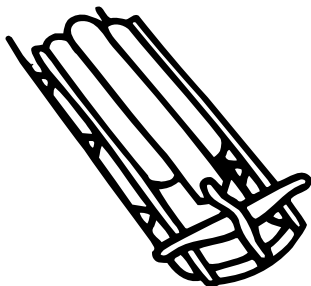
On a supply of index cards, write the sentences below. Ask students to determine the descriptive words used.

- The snow is cold and white.
- Big clumps of snow hung from the trees.
- My fluffy coat keeps me warm.
- I made a happy snowman.



Name _____

Circle things you might use on a **rainy** day.



Draw something you like to do on a **rainy** day.