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Created by Teachers for Teachers and Students

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For correlations to State Standards, please visit
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To Create a World in which Children Love to Learn!
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Kit Components

Life Science books

Physical Science books

Earth and Space Science books

Scientific Practices book

Teacher's Guide

Digital and Audio Resources
# How to Use This Product

## Unit Organization

### Overview Page
- Science strand
- Learning objectives
- Standards
- Suggested timeline for lesson

### Introductory and Lab Activities
- Materials
- Engage students with the Introductory Activity
- Explore and Explain the new concept with the Lab Activity

### Before Reading
- Materials list
- Vocabulary
- Word Bank
- Elaborate on the concept with a vocabulary and a prereading activity

### During Reading
- Materials
- Engage students with the Introductory Activity
- Explore and Explain the new concept with the Lab Activity
- Materials list
- Elaborate with an After Reading activity on Day 4

### After Reading
- Materials list
- Evaluate with Assessments on Day 5

### Student Reproducibles and Assessments
- Clear directions
- Multiple-choice quiz
- Data Analysis activity
- Wide write-on lines
**Pacing Plan**

The following pacing plan shows an option for using this product. Teachers should customize this pacing plan according to their students’ needs. One lesson has been included for each of the 16 books. Each day of the lesson requires 20 to 30 minutes of time and spans 5 instructional days, for a total of approximately 30–40 hours over the course of 80 days.

<table>
<thead>
<tr>
<th>Instructional Time</th>
<th>Frequency</th>
<th>Setting</th>
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<tr>
<td>20–30 min./day</td>
<td>5 days/week</td>
<td>Whole-class, small-group or one-on-one instruction</td>
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<table>
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<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td>Introductory and Lab Activities</td>
<td>Before Reading</td>
<td>During Reading</td>
<td>After Reading</td>
<td>Activity from the Book and Assessments</td>
</tr>
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</table>

**Lab Safety**

To ensure safety in the science classroom, a *Contrato de seguridad en la ciencia* has been provided in the Digital Resources (seguridad.pdf). Distribute copies of this contract to students prior to beginning any science instruction. Discuss with students how to be respectful and responsible during science activities. Ask students and their parents/guardians to sign and return the contract for your records.
Teacher Created Materials is committed to producing educational materials that are research- and standards-based. In this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and all Canadian provinces. We have also correlated to CCR, Next Generation Science Standards, and McRel standards.

**How to Find Standards Correlations**

To print a customized correlation report of this product for your state, visit our website at www.teachercreatedmaterials.com/administrators/correlations/ and follow the online directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

**Purpose and Intent of Standards**

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students’ academic progress.

Teachers are required to demonstrate how their lessons meet state standards. State standards are used in the development of all of our products, so educations can be assured they meet the academic requirements of each state.

**College and Career Readiness**

Today’s College and Career Readiness (CCR) standards offer guidelines for preparing K–12 students with the knowledge and skills in language and mathematics that are necessary to succeed in postsecondary job training and education. CCR standards include the Common Core State Standards (CCSS) as well as other state-adopted standards like the Texas Essential Knowledge and Skills (TEKS) and the Virginia Standards of Learning (SOL). The CCR standards listed on pages 35–36 support the objectives presented throughout the lessons.

**Next Generation Science Standards**

This set of national standards aims to incorporate knowledge and process standards into a cohesive framework. The standards listed on page 37 support the objectives presented throughout the lessons.

**McREL Compendium**

Each year, McREL analyzes state standards and revises the compendium to produce a general compilation of national standards. The standards listed on page 38 support the objectives presented throughout the lessons.
La Tierra y la luna

Learning Objectives

Students will:
• use text features to locate facts and information in the book.
• recall information from the text and experiences to answer a question.
• identify patterns of the moon and Earth.

Standards

• Reading: Know and use various text features to locate key facts or information in a text.
• Writing: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
• Content: Use observations of the sun, moon, and stars to describe patterns that can be predicted.
• Language: Communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Lesson Timeline

Day 1
Task
Introductory and Lab Activities (page 172)

Summary of Student Learning Activities
Observe how the moon’s shadow creates the phases that we see.

Day 2
Task
Before Reading (page 173)

Summary of Student Learning Activities
Preview the book and hunt for text features.

Day 3
Task
During Reading (page 174)

Summary of Student Learning Activities
Use text features to locate information and answer a question using information from the book.

Day 4
Task
After Reading (page 175)

Summary of Student Learning Activities
Practice using the index to find information in the book.

Day 5
Task
Activity from the Book (page 175) and Assessments (pages 180–181)

Summary of Student Learning Activities
Create a chart listing the phases of the moon that they observed and take the assessments.
Materials
• copies of the activity sheet Observaciones en el laboratorio (page 176)
• paper
• coloring supplies
• ball
• lamp

Introductory Activity  Engage

1. Have students close their eyes and imagine that they are outside at night. Ask them what they see. When students mention the moon, ask everyone to picture in their heads what the moon looks like.

2. Have students open their eyes and draw a picture of the moon on a sheet of paper.

Lab Activity  Explore & Explain

1. Before the activity, darken the room. Place a lamp without a shade in the center of the room. You may wish to do this activity as a whole class or place students in small groups, providing space to conduct the observations. Distribute a playground ball to each group. Tell students to pretend that the ball is the moon, the lamp is the sun, and they are Earth.

2. Instruct students to hold the ball slightly above their heads, if necessary, to keep their own shadows from interfering. Have them spin slowly in a circle while holding the ball. Ask them to discuss the shapes that the shadows make on the ball.

3. Ask questions to guide students to the idea that only the part of the moon that is lit by the sun can be seen.

4. Bring the class together for instruction. Ask students to share their understanding of why the moon looks different. Explain how the moon’s shadow creates the different shapes, or phases, that we see. Clarify any misconceptions students may have about the moon.

5. Distribute copies of the activity sheet Observaciones en el laboratorio (page 176) to students. Read the directions aloud. Have students draw the ball’s shadows from four different locations.
Materials
- books *La Tierra y la luna*
- copies of the activity sheet *En busca de elementos del texto* (page 177)
- index cards
- chart paper

Vocabulary Word Bank
- eje
- fases
- luna llena
- luna nueva
- planeta
- rota

**Before Reading: Elaborate**

1. Write the vocabulary words on index cards. Discuss the words and explain their definitions. Then, place students in small groups and distribute a set of index cards to each group.

2. Ask groups to sort the words on the cards in a way that makes sense. After groups have finished, have each group explain how they arranged the words.

3. Display the book *La Tierra y la luna* for students and read the title aloud. Explain that nonfiction books use text features to help readers understand the text and find information.

4. Create a list of text features on chart paper. Be sure to list *leyendas, encabezados, recuadros laterales, palabras en negrita, glosario, índice, and contenido.* Explain the purpose of each. Have students help you identify examples of each text feature in the book. **Note:** Save the list of text features to use later in the lesson.

   ➢ Pull **below-level learners** and **language learners** into a group. Have them create a visual glossary for the text features by drawing a small sketch or illustration of each text feature and labeling it.

5. Distribute the books *La Tierra y la luna* and copies of the activity sheet *En busca de elementos del texto* (page 177) to students. Read the directions aloud. Have students work in small groups to complete a text features scavenger hunt, noting the page numbers where they find each feature.
Materials
• books *La Tierra y la luna*
• copies of the activity sheets *Palabras sobre la Tierra y la luna* and *Un día en la Tierra* (pages 178–179)

During Reading

1. Distribute the books *La Tierra y la luna* to students. Conduct a choral reading for the first reading of the book. Point out the text features on the pages as you read. Then, discuss how and why authors include text features and how they help readers locate information in a text.

2. Ask students what they know about a glossary. Model how to use the glossary. Think aloud to explain how a glossary can help a reader determine the meaning of unknown words.
   ➢ You may choose to display the Interactiv-eBook for a more digitally enhanced reading experience.

3. Have students read in pairs for the second reading. Instruct students to take turns reading pages aloud with their partners. Ask them to discuss which text features in the book would be the most helpful when trying to locate information.

4. Distribute copies of the activity sheet *Palabras sobre la Tierra y la luna* (page 178) to students. Read the directions aloud. Have pairs use the glossary to complete the activity sheet together.
   ➢ For *below-level learners* and *language learners*, you may choose to play the audio recording as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.

5. Distribute copies of the activity sheet *Un día en la Tierra* (page 179) to students. Read the directions aloud. Lead the class in examining and analyzing the text features on page 7 of the book. Have students write what they learned from each text feature.
   ➢ Have *above-level learners* create another text feature that would help readers understand the text on page 7.
Materials

- books *La Tierra y la luna*
- copies of the activity sheets *Prueba: La Tierra y la luna* and *Datos sobre la luna* (pages 180–181)

**Activity from the Book**

Read the prompt ¡Tu turno! aloud from page 24 of the *La Tierra y la luna* book. Have students work in pairs to discuss the phases of the moon, and create a chart listing all the phases they have seen.

1. A short posttest, *Prueba: La Tierra y la luna* (page 180), is provided to assess student learning from the book.

2. A data analysis activity, *Datos sobre la luna* (page 181), is provided to assess students’ understanding of how to analyze scientific data. Read the directions aloud. Point to the calendar and read the labels for the days of the week. Explain that the data is on a calendar with days and dates listed for the month of April. Explain to students that the chart shows what the moon looked like each of the days. **Note:** You may need to preteach reading calendars prior to giving this assessment.

3. The Interactiv-eBook activities may be used as a form of assessment (optional).

**Practice using the index to find information in the book.** Create a chart listing the phases of the moon that they observed and take the assessments.

1. Review the meanings of the vocabulary words with students. Then, use the words in sentences. Use some of the words correctly, and some of them incorrectly. Have students respond by either showing you a thumbs up if they think you used the word correctly, or a thumbs down if you used the word incorrectly.

2. Distribute the books *La Tierra y la luna* to students. Select one word from the index on page 23. Explain to students that the index shows where to find topics in the book, whereas the glossary gives the meanings of words. Model how to find the page on which the word appears and find it in the text.

3. Hold index races where a student calls out a topic and the remaining students race to find it in the text using the index. Discuss each topic. Ask students to explain how the index helped them find the topics more quickly than if they searched page by page.
Observaciones en el laboratorio

Instrucciones: Dibuja la sombra de una pelota en cuatro lugares diferentes. Luego, responde la siguiente pregunta.

¿Qué aprendiste sobre por qué la luna se ve diferente todas las noches?

____________________________

____________________________
En busca de elementos del texto

**Instrucciones:** Escribe el número de la página donde encontraste cada elemento del texto en el libro.

<table>
<thead>
<tr>
<th>Elemento del texto</th>
<th>Página</th>
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<tbody>
<tr>
<td>contenido</td>
<td></td>
</tr>
<tr>
<td>título</td>
<td></td>
</tr>
<tr>
<td>leyenda</td>
<td></td>
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<tr>
<td>recuadro lateral</td>
<td></td>
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<tr>
<td>palabras en negrita</td>
<td></td>
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<tr>
<td>glosario</td>
<td></td>
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<tr>
<td>índice</td>
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</table>
palabras sobre la Tierra y la luna

Instrucciones: Lee las palabras que están a continuación. Escribe cada palabra debajo de su definición.

| eje | luna llena | luna nueva | fases | planeta | rota |

1. las ocho figuras del lado luminoso de la luna

2. un objeto grande y redondo en el espacio que viaja alrededor de una estrella

3. la luna cuando está totalmente oscura

4. gira o da vueltas

5. la línea imaginaria alrededor de la cual gira la Tierra

6. la luna cuando se ve como un círculo brillante completo
Nombre: ____________________________ Fecha: ____________

**Un día en la Tierra**

**Instrucciones:** Escribe lo que aprendiste de cada elemento del texto en la página 7.

<table>
<thead>
<tr>
<th>Elemento del texto</th>
<th>Lo que aprendí</th>
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<tbody>
<tr>
<td>imagen</td>
<td></td>
</tr>
<tr>
<td>recuadro lateral</td>
<td></td>
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<tr>
<td>leyenda</td>
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</table>
Nombre: ____________________________ Fecha: ____________

Prueba: La Tierra y la luna

Instrucciones: Lee cada pregunta. Elige la mejor respuesta. Llena la burbuja para la respuesta que elegiste.

1 ¿Qué significa la palabra rota?
   A se contonea
   B se queda quieta
   C gira
   D se convierte en una estrella

2 ¿Qué elemento del texto te ayuda a encontrar la página donde aparece una palabra?
   A el glosario
   B la leyenda
   C un cuadro
   D el índice

3 ¿Qué sucede cuando la Tierra rota?
   A La noche se vuelve día y el día se vuelve noche.
   B Es de día en toda la Tierra.
   C La luna orbita alrededor del sol.
   D El sol también rota.

4 Lee la siguiente oración. Elige la mejor palabra para completar el espacio en blanco.
   La Tierra dura 24 ________ en dar una vuelta completa.
   A segundos
   B horas
   C días
   D años
Datos sobre la luna

Instrucciones: Joel y Rosa observaron la luna y dibujaron cómo se veía cada noche del mes. Usa los datos de su calendario para responder las siguientes preguntas.

<table>
<thead>
<tr>
<th>DOM.</th>
<th>LUN.</th>
<th>MAR.</th>
<th>MIÉ.</th>
<th>JUE.</th>
<th>VIE.</th>
<th>SÁB.</th>
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1 ¿En qué fecha fue luna nueva?

2 ¿Cuántos días pasaron entre la luna nueva y la luna llena?

3 ¿En qué día Joel y Rosa no pudieron ver la luna? Haz un dibujo de cómo se hubiera visto la luna si hubieran podido verla.
La Tierra y la luna

Torrey Maloof
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Nuestro hogar

Todos vivimos en la Tierra. La Tierra es un planeta redondo en el espacio que rota, o gira. También se desplaza alrededor de una gran estrella brillante llamada el sol.

La Tierra siempre se está moviendo.