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## **TIME for Kids Nonfiction Readers— Early Fluent Plus**

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (8 pages)
- Lesson Plan** (11 pages)
- Reader** (15 pages)

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**Children** Love to Learn!

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**TIME**  
**FOR KIDS**  
**Nonfiction**  
*Readers*



**Early Fluent Plus**  
**Teacher's Guide**



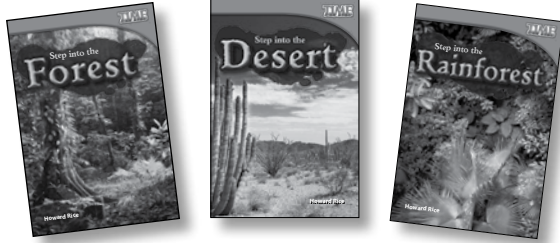
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# How to Use This Product

## Kit Components

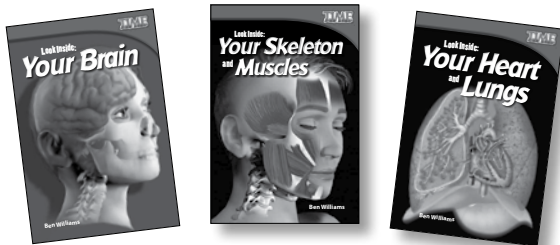
### Trio 1



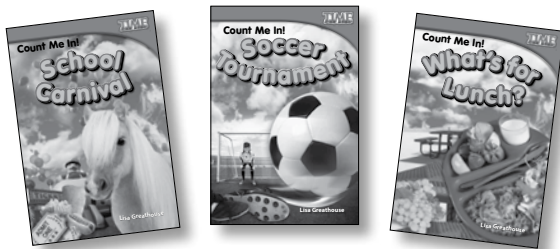
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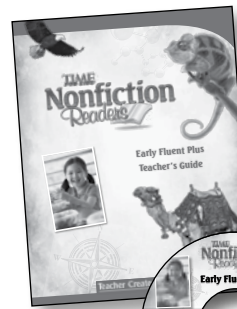
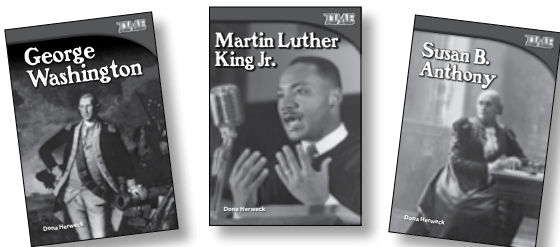
### Trio 3



### Trio 4



### Trio 5



### Teacher's Guide

Easy-to-use, standards-based lesson plans

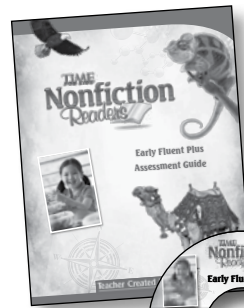
### Teacher Resource CD

- PDFs of books suitable for whiteboard use
- teacher resources
- student activity sheets



### Audio CD

Professional recordings of books and poems



### Assessment Guide

- oral reading records
- multiple-choice tests

### Assessment DVD

- placement test
- assessments in both electronic and printable form



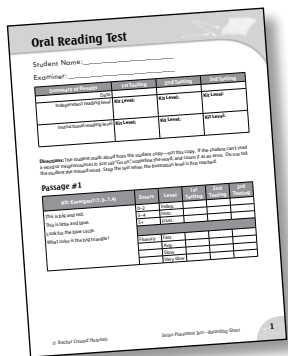
### Interactiv-eBooks Single Classroom Site License

Interactiv-ebooks with embedded audio, videos, and activities

# How to Use This Product *(cont.)*

## Getting Started

**1. Use the Series Placement Test.** Use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



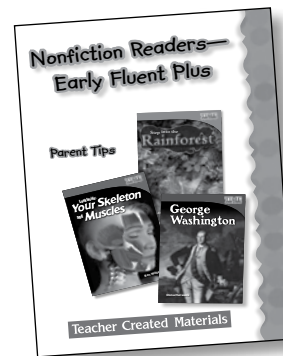
**4. Prepare assessment resources.**

Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages, and anecdotal records taken during the reading lessons.

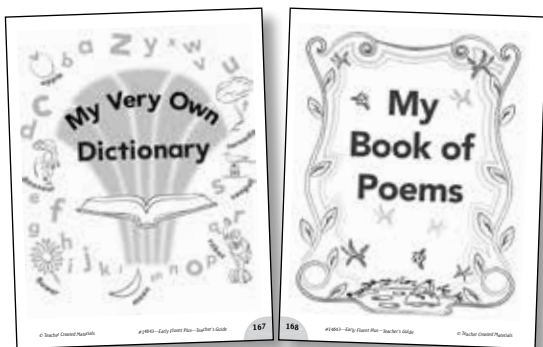
**5. Make a home-school connection.**

Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.

**2. Create reading groups.** If desired, place students in reading groups based on their reading levels or other instructional needs. See page 18 for practical tips on managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.



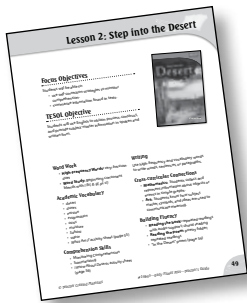
**3. Prepare student resources.** As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, and spiral notebooks. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.



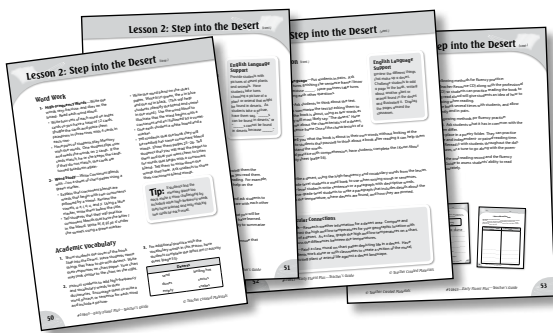
# How to Use This Product *(cont.)*

## Teaching a Lesson

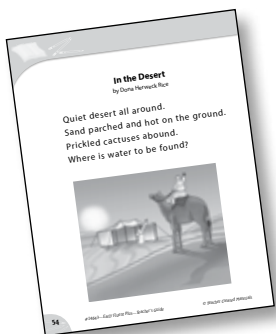
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



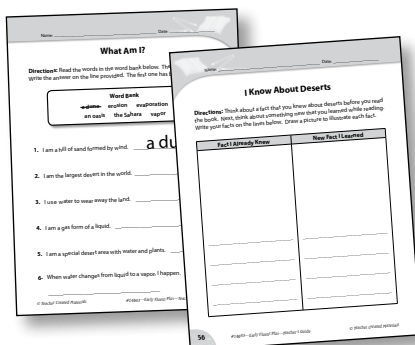
The lesson begins with an overview page that provides key information for planning purposes.



The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.



The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.

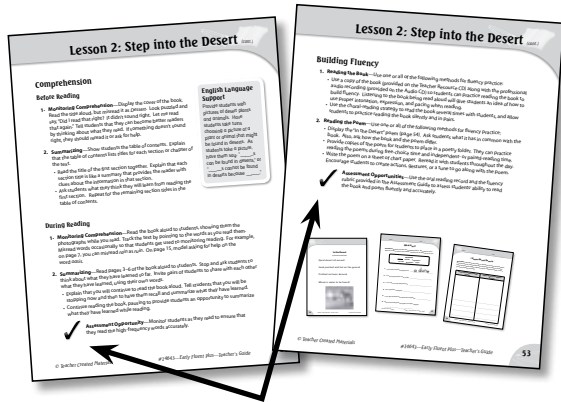


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent practice for on- or above-level students.

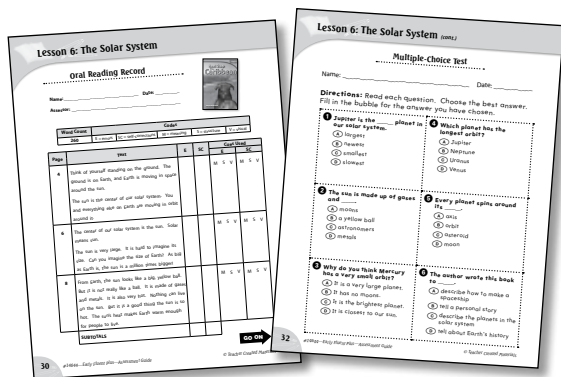
# How to Use This Product *(cont.)*

## Using Assessment Options

1. **Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.



2. **Use formal assessments at the end of each lesson.** The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



## Using Technology Options

1. **Use the Audio CD as a model of fluent reading.** The Audio CD includes professional recordings of the books and poems in this kit. Play the audio tracks of the books to support students as a prereading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.



2. **Use the Interactiv-eBooks to enhance the reading experience.** This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

# How to Use This Product *(cont.)*

## About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. Each book motivates students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Early Fluent Plus level (levels 2.5 through 2.9) is designed for students in the second semester of grade two. Books in the Early Fluent Plus kit have 28 pages. There are six copies each of the 15 titles.

**Level 2.5:** *Step into the Forest; Step into the Desert; Step into the Rainforest*

**Level 2.6:** *Our Earth; Outer Space; The Solar System*

**Level 2.7:** *Look Inside: Your Brain; Look Inside: Your Skeleton and Muscles; Look Inside: Your Heart and Lungs*

**Level 2.8:** *Count Me In! School Carnival; Count Me In! Soccer Tournament; Count Me In! What's for Lunch?*

**Level 2.9:** *George Washington; Martin Luther King Jr.; Susan B. Anthony*

## Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features in each level include the following:

### Level 2.5

- use of screen art behind text
- use of different typefaces for subheads
- use of distinct background or framing images for sidebars
- varied amount of text on pages but familiar vocabulary in longer stretches of text
- clear spaces between words and lines
- high-frequency words are reinforced

- complex sentence structures
- frequent use of multiple phrases in one sentence

### Level 2.6

- big shift in material
- decreased font size
- word space narrower
- use of scale drawings, time lines, encyclopedia formats, and locator maps
- moderate to minimum support through photos
- photos set the mood

### Level 2.7

- use of occasional color body copy
- fewer illustrations taking up less than a full page
- may have some whole pages of print

### Level 2.8

- increased text on many pages
- engaging visual formats
- minimum support through illustrations

### Level 2.9

- increased text per page
- complex language and structures
- sophisticated vocabulary
- highly detailed and descriptive
- more abstract concepts and themes
- subtleties of texts require more background knowledge



# How to Use This Product (cont.)

## Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers: Early Fluent Plus* level are found on the chart below. Also included are the reading level designations from Teacher Created Materials (TCM) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Early Fluent Plus Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>Step into the Forest</i>	537	2.5	K	20	28	750L
<i>Step into the Desert</i>	532	2.5	K	20	28	610L
<i>Step into the Rainforest</i>	547	2.5	K	20	28	690L
<i>Our Earth</i>	581	2.6	L	20	28	630L
<i>Outer Space</i>	606	2.6	L	20	28	670L
<i>The Solar System</i>	586	2.6	L	20	28	680L
<i>Look Inside: Your Brain</i>	652	2.7	L	20	28	560L
<i>Look Inside: Your Skeleton and Muscles</i>	669	2.7	L	20	28	620L
<i>Look Inside: Your Heart and Lungs</i>	683	2.7	L	20	28	620L
<i>Count Me In! School Carnival</i>	744	2.8	M	20	28	640L
<i>Count Me In! Soccer Tournament</i>	707	2.8	M	20	28	600L
<i>Count Me In! What's for Lunch?</i>	750	2.8	M	20	28	740L
<i>George Washington</i>	777	2.9	M	20	28	560L
<i>Martin Luther King Jr.</i>	788	2.9	M	20	28	780L
<i>Susan B. Anthony</i>	755	2.9	M	20	28	690L

# How to Use This Product *(cont.)*

## Using TIME For Kids *Nonfiction Readers* in a Guided Reading/ Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

### Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

### Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

### Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

# How to Use This Product *(cont.)*

## Guided Reading *(cont.)*

### Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *TIME For Kids Nonfiction Readers* provides the tools needed in easy-to-use formats.

### Other Blocks of a Balanced Reading Program

#### Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME For Kids Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

### Vocabulary and Word Study

Many of the activities in the *TIME For Kids Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

### Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the *TIME For Kids Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

### Independent Reading

The books from the *TIME For Kids Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

# Lesson 4: Our Earth

## Focus Objectives

Students will be able to:

- use prior knowledge and experience to relate to new information.
- understand the main idea and supporting details of simple expository information.

## TESOL Objective

Students will use appropriate learning strategies to construct and apply academic knowledge.



## Word Work

- **High-Frequency Words:** *made, would, five*
- **Word Study:** Word ending –y
- *It Ends with Y* activity sheet (page 71)

## Academic Vocabulary

- *atmosphere*
- *core*
- *crust*
- *mantle*
- *orbit*
- *oxygen*
- *ozone layer*
- *plates*
- *solar system*

## Comprehension Skills

- Using Prior Knowledge
- Understanding Main Idea and Details
- *Our Earth* activity sheet (page 72)

## Writing

Use high-frequency and vocabulary words to write words, sentences, or paragraphs.

## Cross-curricular Connections

- **Science:** Students know that things near the Earth fall to the ground unless something holds them up.
- **Art:** Students know the differences among visual characteristics and purposes of art.

## Building Fluency

- **Reading the book:** repeated readings with audio support; choral reading
- **Reading the poem:** poetry folder; repeated readings
- “Our Earth” poem (page 70)

# Lesson 4: Our Earth (cont.)


## Word Work

- 1. High-Frequency Words**—Write the words *made*, *would*, and *five* on the board. Read each word aloud.
  - Give students lined paper and a variety of colored pencils. Say and point to the featured high-frequency word. Have students repeat the word and write it on their papers, using a different color for each letter.
  - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Write the *-y* word ending on a sheet of chart paper, using a red marker. Have students brainstorm words that end with *-y*. Write these words on the chart paper. The list of words may include *by*, *happy*, *cry*, *silly*, and *reply*.
  - Explain that when words end with the letter *y*, the *y* can sound like either a long *e* or a long *i*. Sort the words that students brainstormed into two categories (words that end in *y* but sound like long *i* and words that end in *y* but sound like long *e*).  
**Note:** You may wish to share the phonics tip with students.
  - For additional practice with *-y* word endings, have students complete the *It Ends with Y* activity sheet (page 71).

**Tip:** When a word ends with a stressed consonant *y*, the ending sounds like a long *i*. When a word ends with an unstressed consonant *y*, the ending sounds like a long *e*.

## Academic Vocabulary

1. Display diagrams of Earth's crust, Earth's atmosphere, and the solar system. Write the academic vocabulary on a sheet of chart paper. Teach students the pronunciation of the words, clapping for each syllable.
2. Give pairs of students a copy of the book and a piece of paper for each word they are assigned. Assign one or two words to each pair. Tell students to find the words in the text and write down what they think each word means.
3. Have students check their definitions using the glossary of the book. Students may also draw a picture representing each vocabulary word. Allow students to share with the group. Students' charts may look similar to the chart below.

Word	Student Definition	Picture
core	the middle of Earth, like the middle of an apple core	

## Comprehension

### Before Reading

- 1. Using Prior Knowledge**—Show students the cover of the book. Invite students to describe what they see in the picture. Ask students to share some facts that they know about Earth.
  - Ask students to discuss the things they know about Earth from looking at the photographs.
  - Encourage students to use words from the academic vocabulary section of this lesson while previewing the text.
- 2. Understanding Main Idea and Details**—Display the cover of the book. Read the title aloud. Tell students that the title gives them a clue about the main idea of the book. Read the table of contents. Tell students that the table of contents gives them clues about the details of the book.
  - Ask students why Earth is important. Brainstorm a list of things that humans and other living things get from Earth.
  - Draw a big circle labeled with the main idea of the discussion (*Earth is important*) and smaller circles labeled with the brainstorming ideas. Have different students reiterate the main idea and details. Praise them for understanding that many nonfiction books are organized around a main idea and details.

### English Language Support

Extend the discussion of main idea and details by referring to previous books in the series. For example, say, “If the main idea in *Step into the Desert* is that deserts are unique places, what are the details that support that claim?” Provide sentence frames so that students can answer using complete sentences. Then pair students so they can practice asking each other about main ideas and details.

### During Reading

- 1. Using Prior Knowledge**—Read the book aloud to students, showing them the photographs and tracking the text while you read. Pause at the end of each section and ask students to make connections to the text based on what they already know. For example, after reading *The Big Blue Marble*, you might ask students if they can name any of the other planets that orbit the sun. Likewise, after reading *Water, Water, Everywhere*, you might ask students to use what they know about human needs and water to predict what could happen if there were no more freshwater on Earth.
- 2. Understanding Main Idea and Details**—Using the choral-reading strategy, read the book aloud with students. Pause after each section and ask students to turn and talk with a partner about the most important fact they learned in that section. Allow students to share with the group. Monitor and check for understanding. Then have students read the book independently.



**Assessment Opportunity**—Monitor students to ensure that they read the high-frequency and vocabulary words accurately.

# Lesson 4: Our Earth (cont.)

## Comprehension (cont.)

### After Reading

- 1. Using Prior Knowledge**—Invite students to review the text while focusing on the photographs. Ask students to connect something that they learned to each photograph. For example, students might look at the photo on page 12 and say, “All living things need water. Earth has enough water to support life here.” For additional practice with comprehension, have students complete the *Our Earth* activity sheet (page 72).
- 2. Building Oral Language**—Put students in pairs. Ask each student to take turns finishing the sentence frame *I found \_\_\_\_\_ the most interesting fact because \_\_\_\_\_*. Have partners take turns sharing and asking each other questions. Next, ask students some *wh* questions (*who, what, when, where, why*) about the text. Explain that when readers can answer *wh* questions, they know they have understood the main idea of the text. Have students work in pairs to ask and respond to questions.

### English Language Support

Read the book aloud to students. Ask students to snap their fingers when the word *Earth* is read. Reread the book aloud to students, but this time, pause when you get to the word *Earth*. Have students fill in the pause by saying “Earth.” Then have students tell you what fact they learned about Earth by asking, “What did you just learn about Earth?”

## Writing

Have students describe Earth, using the high-frequency and vocabulary words from the lesson.

- Give below-grade-level students a word bank to use when writing words or sentences.
- Have on-grade-level students write sentences or a paragraph with descriptive words.
- Encourage above-grade-level students to write a paragraph that includes details about Earth, such as how Earth looks from space, details about its atmosphere, and what is inside Earth.

### Cross-curricular Connections



**Science**—Have students stand in a circle and hold a pencil in front of them. Then tell students to let go of the pencil. Ask students what happened to the pencils when they let them go (*they fell to the ground*). Discuss with students that objects will fall to the ground unless something is holding them up.



**Art**—Have students create their own Earth by wrapping papier-mâché around a circular balloon. Allow students to paint their own models of Earth. When their projects are dry, have students observe the colors and feel the texture it has. Discuss the different textures.

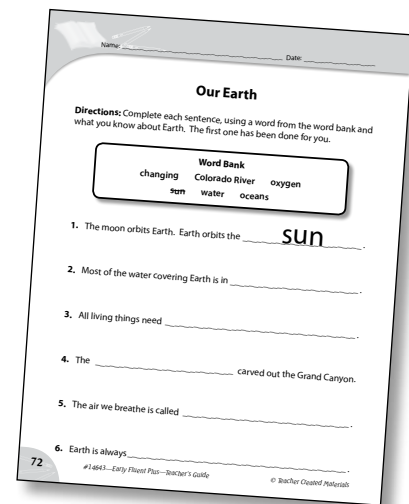
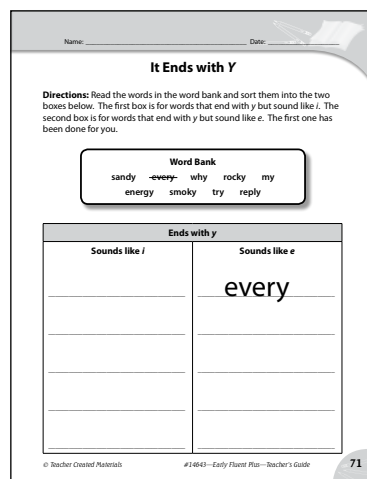
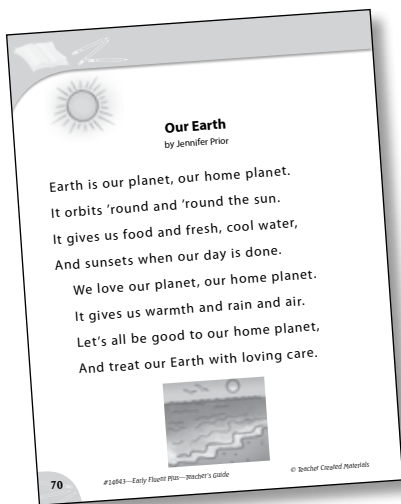
**Note:** For instructions on how to make papier-mâché, you may wish to consult the Internet.

## Building Fluency

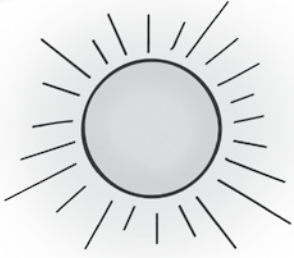
- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
  - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
  - Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
  - Display the “Our Earth” poem (page 70). Ask student to compare and contrast the book and the poem.
  - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems during free-choice time and independent- or paired-reading time.
  - Write the poem on a sheet of chart paper. Reread it with students throughout the day. Encourage students to create actions, gestures, or a tune to go along with the poem.



**Assessment Opportunities**—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.





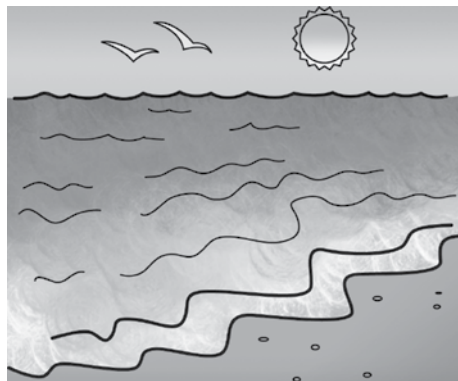


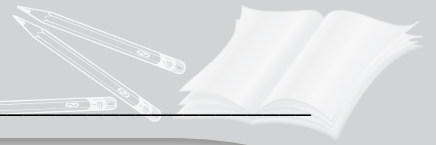
## **Our Earth**

by Jennifer Prior

Earth is our planet, our home planet.  
It orbits 'round and 'round the sun.  
It gives us food and fresh, cool water,  
And sunsets when our day is done.

We love our planet, our home planet.  
It gives us warmth and rain and air.  
Let's all be good to our home planet,  
And treat our Earth with loving care.





## It Ends with Y

**Directions:** Read the words in the word bank and sort them into the two boxes below. The first box is for words that end with *y* but sound like *i*. The second box is for words that end with *y* but sound like *e*. The first one has been done for you.

### Word Bank

sandy   ~~every~~   why   rocky   my  
energy   smoky   try   reply

Ends with y	
Sounds like <i>i</i>	Sounds like <i>e</i>
	every
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Our Earth

**Directions:** Complete each sentence, using a word from the word bank and what you know about Earth. The first one has been done for you.

### Word Bank

changing

Colorado River

oxygen

sun

water

oceans

1. The moon orbits Earth. Earth orbits the sun.
2. Most of the water covering Earth is in \_\_\_\_\_.
3. All living things need \_\_\_\_\_.
4. The \_\_\_\_\_ carved out the Grand Canyon.
5. The air we breathe is called \_\_\_\_\_.
6. Earth is always \_\_\_\_\_.

# Lesson 4: Our Earth

## Oral Reading Record



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Word Count	Codes				
222	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	Have you ever played in the dirt? Maybe it was warm and sandy and you let it sift through your fingers.			M S V	M S V
5	Maybe it was cool and muddy and you shaped it like clay.			M S V	M S V
6	Either way, you did something pretty amazing. You held one small part of a big and mighty planet in your hands. You held part of our planet, Earth.			M S V	M S V
8	Earth is part of our solar system. That means it is one of eight planets that orbit our sun. Earth is the third planet from the sun.			M S V	M S V
9	Something orbits Earth, too. It is our moon. People say that from the moon, Earth looks like a big, blue marble.			M S V	M S V
<b>SUBTOTALS</b>					



## Oral Reading Record (cont.)

Page	Text	E	SC	Cues Used	
				E	SC
10	Why does Earth look blue from space? The reason is there is much more water than land on Earth's surface.			M S V	M S V
11	Water covers 70% of Earth's surface. Most of that water is in oceans. A small part is in lakes and rivers or frozen in glaciers and ice caps at Earth's north and south poles.			M S V	M S V
12	Water is important on Earth. Earth is the only planet in our solar system that holds living things, and every living thing needs water.			M S V	M S V
14	Water also changes Earth. Large amounts of water are very powerful. Rivers and glaciers cut into Earth's surface over time.			M S V	M S V
15	For example, the Colorado River slowly carved out the Grand Canyon over six million years!			M S V	M S V
<b>Subtotals from previous page</b>					
<b>TOTALS</b>					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Multiple-Choice Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

**1** Most of Earth's surface is covered by \_\_\_\_\_.

- (A) trees
- (B) water
- (C) land
- (D) desert

**4** Which layer is at Earth's center?

- (A) the mantle
- (B) the crust
- (C) the core
- (D) the plates

**2** Earth orbits the sun. *To orbit* means \_\_\_\_\_.

- (A) to cause rain to fall
- (B) to attract
- (C) to depend on
- (D) to move in a path around an object

**5** What makes up Earth's atmosphere?

- (A) dirt
- (B) glaciers
- (C) rocks
- (D) air

**3** A glacier is a large body of \_\_\_\_\_ that spreads across an area of land.

- (A) ice
- (B) oxygen
- (C) water
- (D) air

**6** How does Earth's atmosphere protect us?

- (A) It blocks harmful rays from the sun.
- (B) It takes air away.
- (C) It keeps other planets from getting too close.
- (D) It causes volcanoes.

**TIME**  
FOR KIDS

# Our Earth



**Kenneth Walsh**

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# A Big and Mighty Planet



Have you ever played in the dirt?  
Maybe it was warm and sandy and you  
let it sift through your fingers.

Maybe it was cool and muddy and  
you shaped it like clay.



Either way, you did something pretty amazing. You held one small part of a big and mighty **planet** in your hands. You held part of our planet, Earth.

# The Big, Blue Marble



## From Sun to Earth

How far is Earth from the sun?  
92,897,000 miles!

Earth is part of our **solar system**. That means it is one of eight planets that **orbit** our sun. Earth is the third planet from the sun.



## In Orbit

To orbit means to move in the path of a circle or oval around an object. Earth moves about 45,000 miles per hour!

Something orbits Earth, too. It is our moon.

People say that from the moon, Earth looks like a big, blue marble.

# Water, Water Everywhere



## Glaciers

A glacier is a large body of ice that spreads across an area of land or moves slowly down a hill or valley.



Why does Earth look blue from space? The reason is there is much more water than land on Earth's surface.

Water covers 70% of Earth's surface. Most of that water is in oceans. A small part is in lakes and rivers or frozen in **glaciers** and ice caps at Earth's north and south poles.



Water is important on Earth. Earth is the only planet in our solar system that holds living things, and every living thing needs water.

### Life on Other Planets?

Other planets have water, but they do not have everything else that is needed for life, such as comfortable temperatures and good air to breathe.





### Water Fact

Earth's oceans are five times deeper than the average height of the land.

Water also changes Earth. Large amounts of water are very powerful. Rivers and glaciers cut into Earth's surface over time.

For example, the Colorado River slowly carved out the Grand Canyon over six million years!

# Earth's Atmosphere

There is something else just as important as water on Earth. It is air.

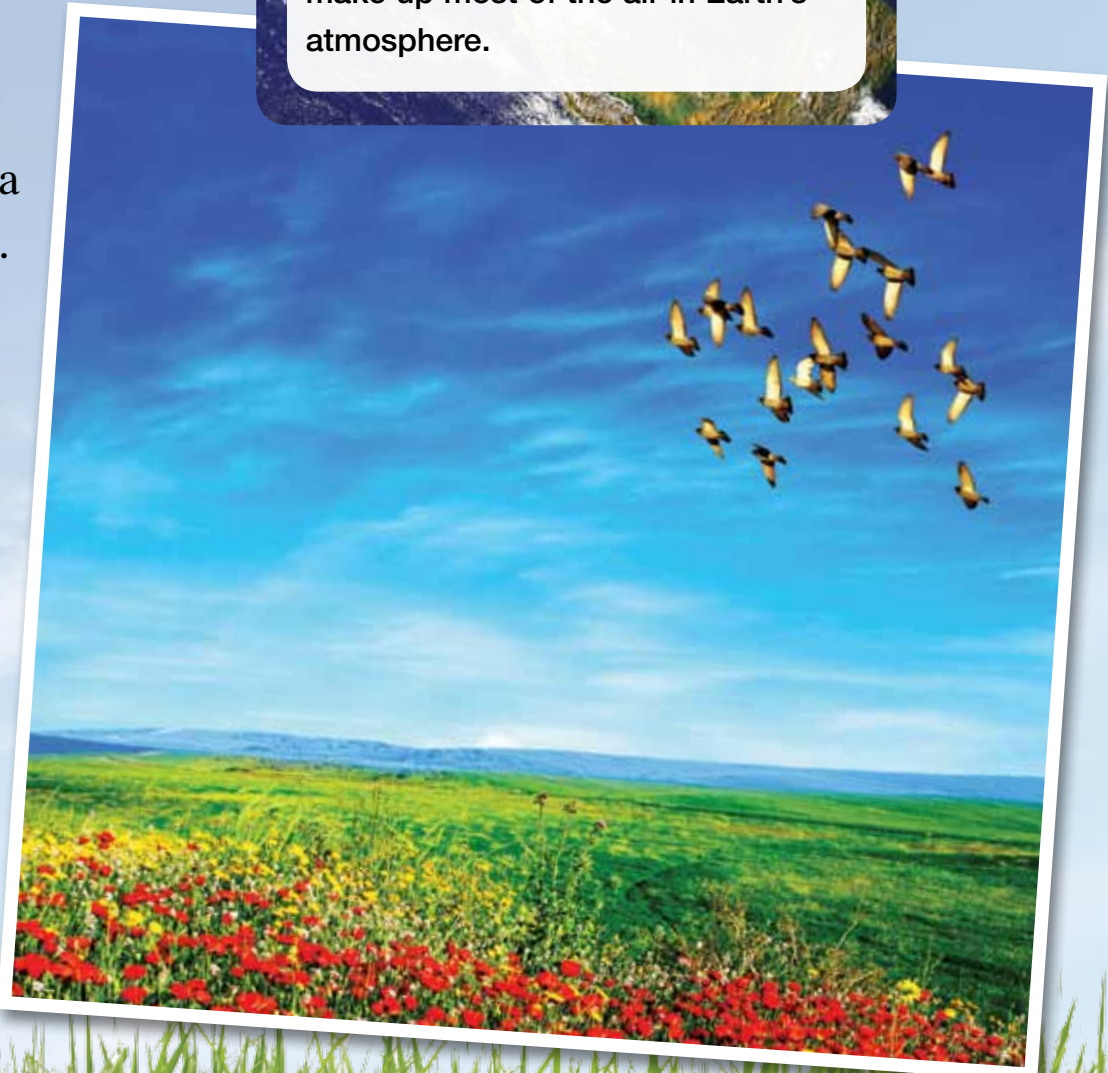
Air makes up Earth's **atmosphere** (AT-muhs-feer). The atmosphere is like a big, thick blanket wrapped around Earth. The air we breathe from the atmosphere is called **oxygen** (OK-si-juhn). We breathe it as a gas. It has no taste, color, or smell. Oxygen is also part of water.

## How Big?

Earth's atmosphere reaches for hundreds of miles away from Earth's surface.

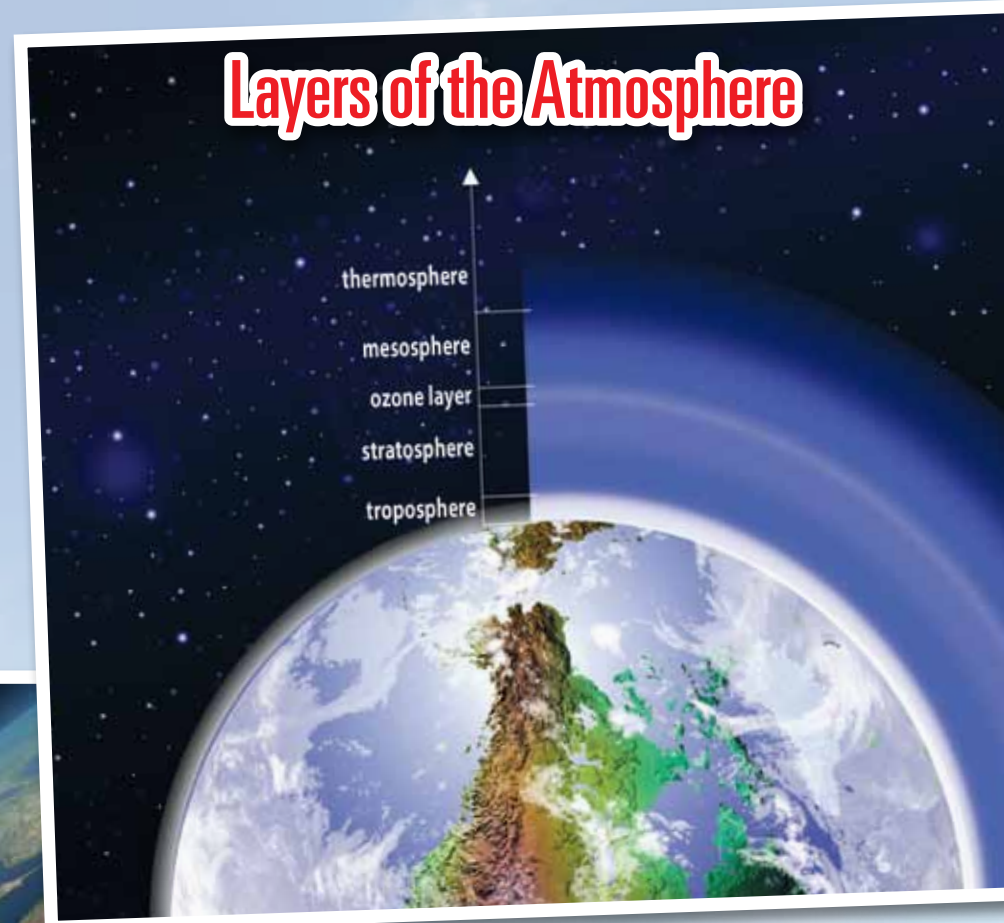
## Air

Air is made up of different kinds of gases. Nitrogen and oxygen make up most of the air in Earth's atmosphere.



The atmosphere is also important because it protects life on Earth. It absorbs energy from the sun, and it blocks the sun's harmful rays.

Earth's atmosphere is made of several layers. Weather takes place in the layer nearest Earth, which is about 10 miles high.



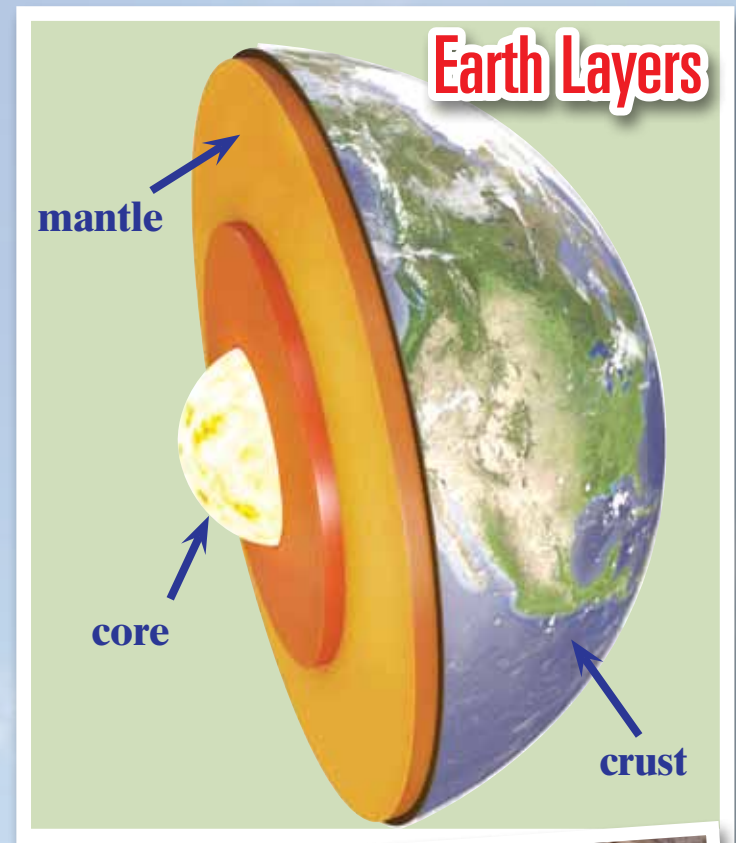


# Inside Earth

Earth is also made of several layers. The surface is called the **crust**. It is a cold, rocky layer about 60 miles deep. It is made of large pieces called **plates** that move and bump together, causing earthquakes, volcanoes, and other powerful activities.

Below the crust is the **mantle**. It is about 1,800 miles deep. It is made of hot, liquid rock and gas.

In Earth's center is the **core**. The core is more than 2,000 miles wide. The temperature there is so hot that it can reach as high as 12,000° F! How hot is that? The hottest day recorded on Earth's surface was just 136° F.



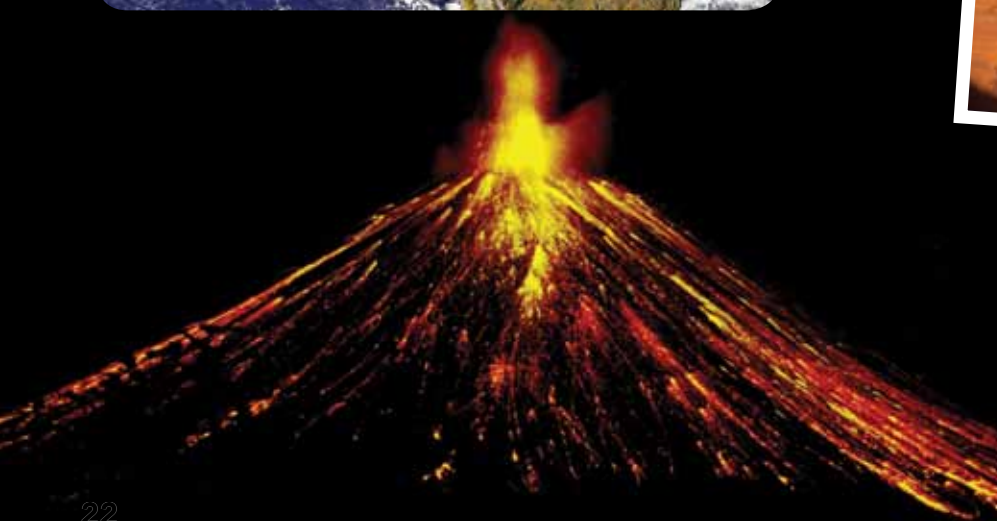
# Earth History

Scientists believe that Earth is about 4.65 billion years old. At first, Earth was very hot and liquid. There was no life. Life came much later.

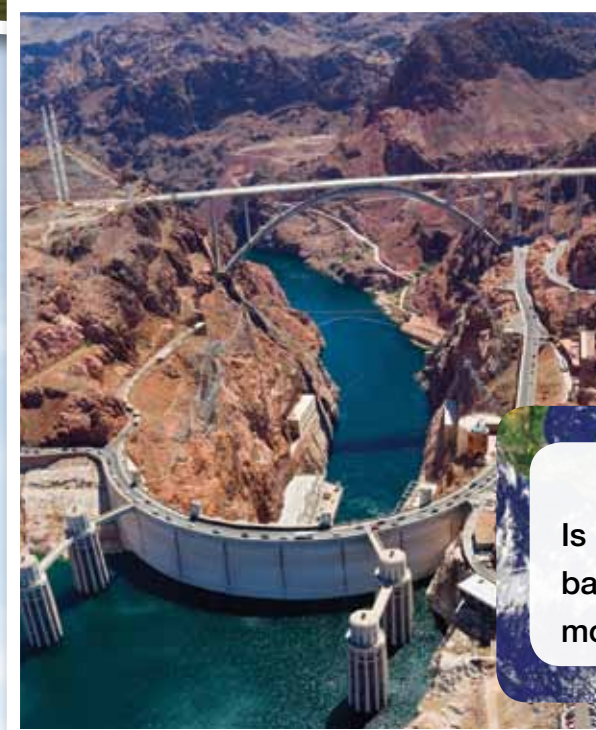
The shape of Earth formed over time, too. Slopes and valleys that exist today did not always exist. Water and wind have shaped some of them. Earth's movements have shaped others.

## Earth's Size

Compared to other things in space, how big is Earth? Imagine this. If the sun were the size of a soccer ball, Earth would be the size of a sunflower seed—without the shell!



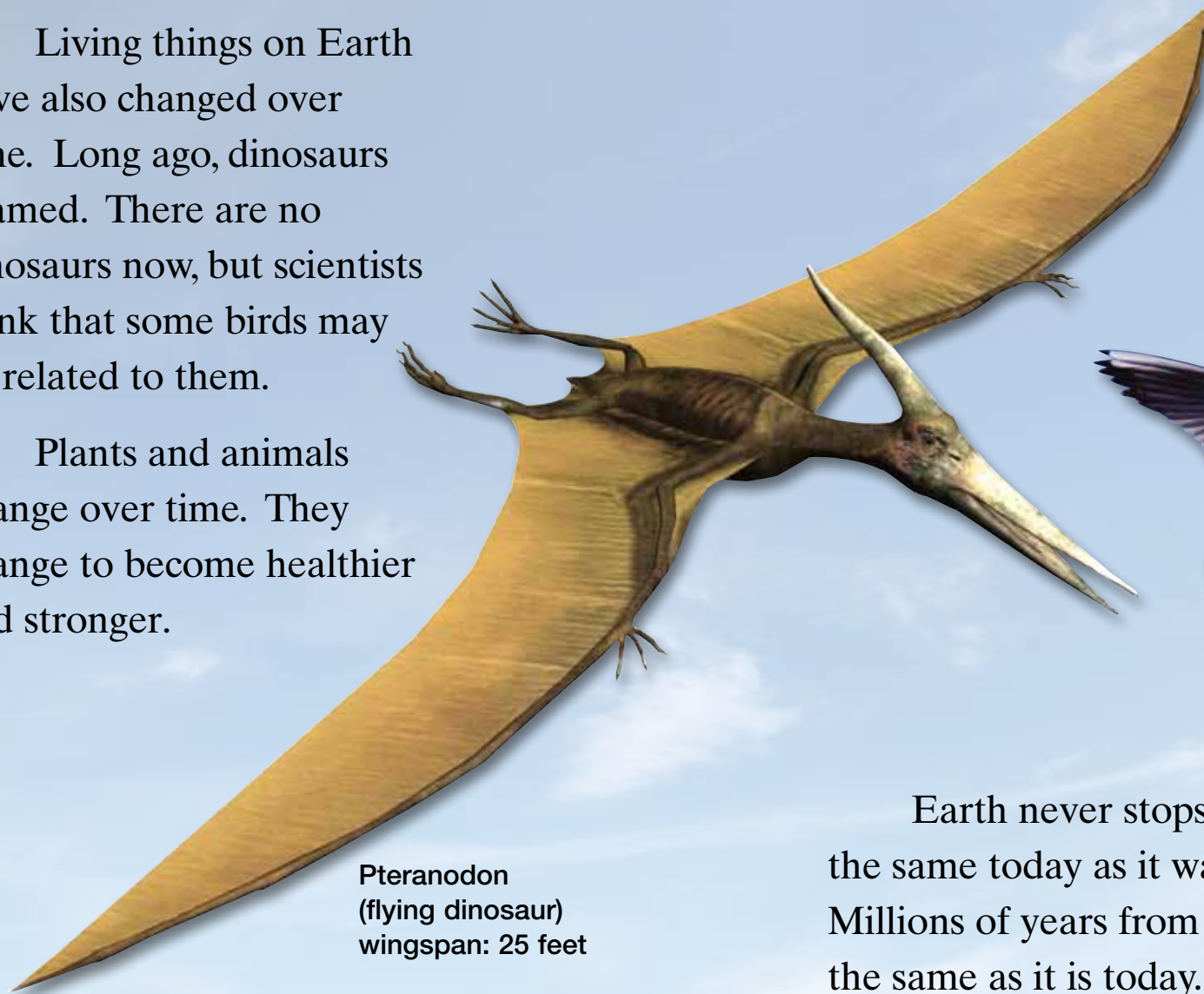
People have changed Earth, too. Roads, buildings, factories, and dams change Earth. Pollution changes it, too, but not for the better.



**Ball or Egg?**  
Is Earth round like a ball? No! It is shaped more like an egg.

Living things on Earth have also changed over time. Long ago, dinosaurs roamed. There are no dinosaurs now, but scientists think that some birds may be related to them.

Plants and animals change over time. They change to become healthier and stronger.



Pteranodon  
(flying dinosaur)  
wingspan: 25 feet

California gull  
(modern bird)  
wingspan: 4 feet

Earth never stops changing. It is not the same today as it was when it began. Millions of years from now, it will not be the same as it is today.

# Glossary

**atmosphere**—the layers of air surrounding and protecting Earth

**core**—the hot center layer of Earth

**crust**—the cold, rocky surface layer of Earth

**glaciers**—the large bodies of ice that move slowly over land

**mantle**—the middle layer of Earth made of hot, liquid rock and gas

**orbit**—to move in the path of a circle or oval around an object

**oxygen**—a colorless, tasteless, and odorless gas in Earth's atmosphere that people breathe

**planet**—a large body in space that orbits a star

**plates**—the moving sections of Earth's crust

**solar system**—a group of planets and other heavenly bodies that move around a central sun

