

Inspire Science

Explore Our Phenomenal World

Literacy Integration

Inspire Science provides meaningful ways to develop literacy skills and strategies. Students read, write, speak and listen while investigating the world around them. Students engage with informational text while improving reading comprehension skills, practicing close reading strategies and crafting arguments from evidence.



Science Read Alouds (K–1)

Science Read Alouds use the power of narrative story-telling to pique student interest in a science topic.

After listening to the story, students dig-in to the topic using the accompanying informational text. The Read Aloud story anchors the content and drives discovery.





Leveled Readers (K–5)

Build literacy skills and science content knowledge with rich, appropriately leveled, informational text.

Every *Inspire Science* module includes a Leveled-Reader title, written at four readability levels—Approaching, On, Beyond, and ELL. For grades 1-5, these readers include a Paired Read to enhance the experience with a narrative story. On the back cover of each reader, you'll find Guided Reading, Benchmark, and Lexile® scores, making it easy to match each student with the most appropriate text.

Wonders Snap-In Tabs (K–5)

Align *Wonders* with *Inspire Science* to make the most of instructional time.

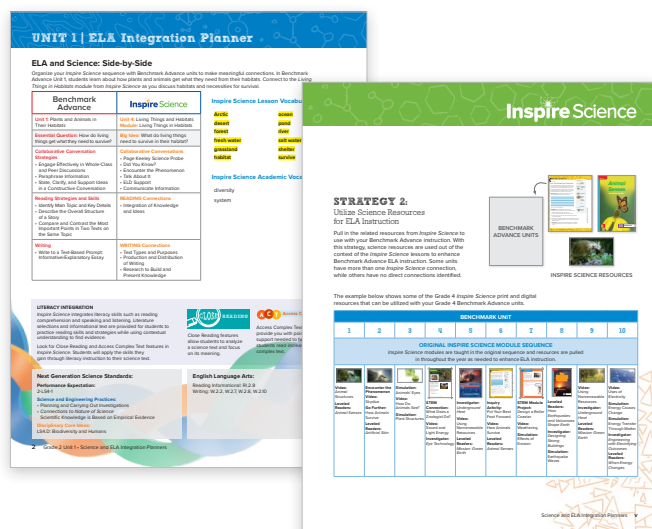
Snap-In Tabs provide flexible integration right where you need it. Teach both programs Side-by-Side or utilize *Inspire Science* resources during your ELA instruction. Make connections between Big Ideas, lesson and academic vocabulary, writing activities and various ways for students to access complex texts. Make the most of instructional time by using *Wonders* and *Inspire Science* together.



Benchmark Integration Planners (K–5)

Two ways to align *Inspire Science* and *Benchmark Advance*

Align *Inspire Science* with *Benchmark Advance* Instruction in two flexible ways. Use can both programs together to encourage meaningful connections between Literacy and Science. You can also choose to use *Inspire Science* Resources to enhance *Benchmark Advance* ELA instruction. With the flexible Integration Planner, the choice is up to you.



Investigator Magazine and Articles (2–5)

Investigator Magazine articles connect current, real-world science and engineering topics to *Inspire Science* content.

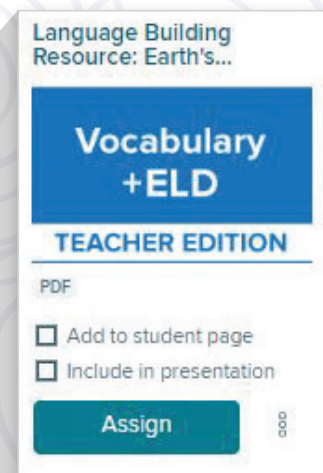
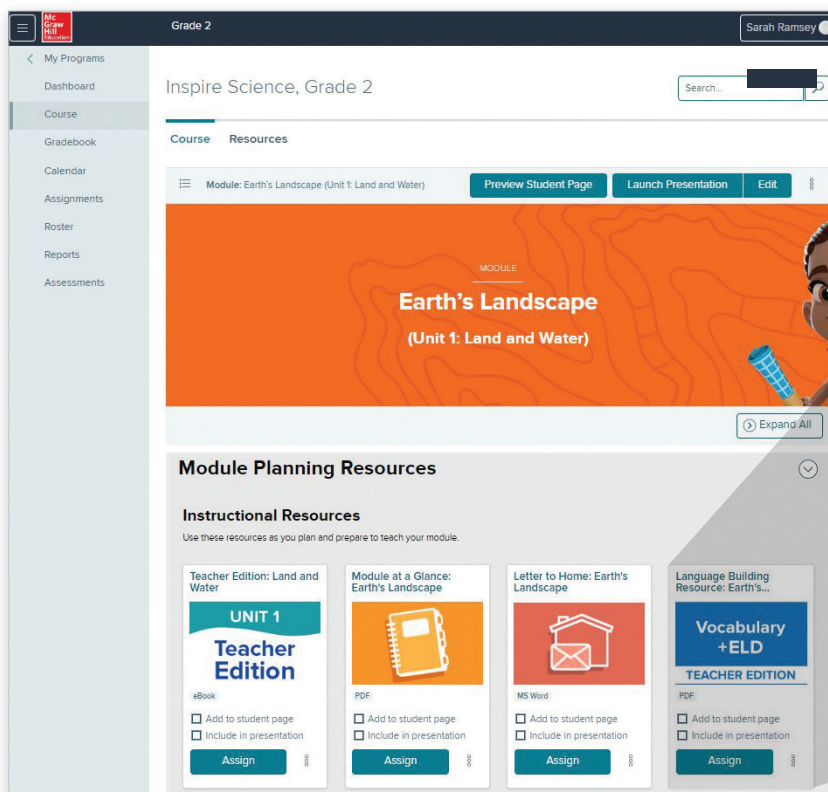
These articles are packed with stunning imagery, dynamic graphs, tables, and maps to convey information. Each article is available at two Lexile® levels making cutting-edge science and engineering accessible to all students.



Language-Building Resources (K–5)

Support student vocabulary acquisition through exploration, study, and review of relevant module vocabulary.

Every *Inspire Science* module comes with three different Language-Building Resource activities that provide linguistically rich explanations of key vocabulary words. Language-Building Resources require students to use science concepts to compare and contrast ideas while peeling away the layers of word meanings. These activities are ideal for all students, and directions and corresponding student worksheets are available as PDFs in the Teacher Center.



Study Guide Foldables,[®] Notebook Foldables,[®] and Visual Kinesthetic Vocabulary (VKVs[®])

Developed by Dinah Zike, Foldables and VKVs help students organize, remember and make sense of new ideas. Students use their hands and minds to organize information and increase content retention.

Lesson 1: Investigate Materials

ENGAGE EXPLORE **EXPLAIN** ELABORATE EVALUATE

FOLDABLES Notebook Foldables[®]

15 min individual

If possible, begin this activity by showing students a stuffed animal and a ball. Have a quick class discussion of the properties of each. Then have students look at the Notebook Foldables student page. A stuffed animal kitten and a bowling ball have very different properties.

ASK: Name one way the objects are alike.
Sample answer: They are both medium in size.

ASK: Name one way they are different. **Sample answer:** A stuffed animal is soft and a bowling ball is hard.

Next, copy page EM11 of the Teacher's Edition for each student. Students will use this page and the Notebook Foldables student page as a tool to practice describing the properties of materials. Tell students to record the name of the object on the front of the tab and list as many properties as appropriate on their student page. Have students cut out

FOLDABLES Study Guide Foldables[®]

Have student pairs make a Three-Tab Book using page EM9 of the Teacher's Edition for guidance. Have them choose three different materials—one for each tab. Encourage them to look at their own clothing for items like shoe string and metal rings. Have them draw an example of the material on the front of the tab and then write about how that material is used and its properties on the inside. Encourage students to use adjectives like *stretchy*, *strong*, *hard*, *small*, *flexible*, *absorbent* and *long-lasting*.

VKV Visual Kinesthetic Vocabulary[®]

10 min pairs

Have students cut out two strips of the Dinah Zike Visual Kinesthetic Vocabulary from pages VKV3–VKV4 in their notebook. Discuss the relationship between the words heat and melt, freeze and cool. Allow students time to complete with a partner.

CLOSE READING

Inspect
Read the passage *Different Kinds of Wood*. Underline text that describes the properties of each kind of wood.

Find Evidence
Reread. What does the word *resistant* mean? Highlight text that supports your answer.

Notes

Different Kinds of Wood

Maple is used to make some baseball bats. It feels light but it is strong.

With over 600 varieties of oak trees, oak is used for furniture and flooring. It is heavy and strong.

This hardwood is known for its beauty. Rosewood has a rich, reddish-brown color. It is used to craft small pieces of furniture and chopsticks.

ACT: Access Complex Text

Sentence Structure Tell students that when they read longer sentences, they should try to chunk words together. Read aloud the first two sentences on the page. Have students look at the second sentence. The word *depends* connects the first part of the sentence to the second part.

ASK: What is the subject or noun in the sentence? *material*

ASK: What does the type of material depend on? *how the furniture is used*

Inspire Science Investigators

ENVIRONMENTAL Connection

Have students discuss how reusing materials affects the environment. What resources are consumed? How is the diversity of the environment impacted?

READING Connection

Key Ideas and Details RI.2.8

Have students read the Investigator article *Saving Energy with Materials*. Have them note information about how materials are chosen when building.

Discuss with the class that you can think about best materials much like an architect thinks about building materials. Have students sketch a design for a boat that not only floats but uses materials that may save energy. Encourage them to label the materials they would use and why.

WRITING Connection

Range of Writing W.2.10

Copy the Sequence graphic organizer on page EM16 of the Teacher's Edition for students to use while planning out the steps for building a boat. Have students write the steps and the materials they would use to build a boat on a separate sheet of paper.

Close Reading (K–5)

The Close Reading activities in *Inspire Science* guide students to search for answers to text-dependent questions within informational text passages, encouraging them to focus on meaning.

ACT: Access Complex Text

ACT features provide teachers with support needed to help students read increasingly complex texts.

Cross-Curricular Connections (K–5)

Inspire Science offers an integrated curriculum that develops language proficiency, literacy, and mathematics skills during science instruction. In addition to literacy and math, connections are made to other disciplines as well (e.g., social studies, environment).

Literacy Connections are identified for each lesson on the first page of the lesson interleaf pages.