Teaching Suggestions

- Science and reading complement each other because of the similarities between reading skills and science process skills. For example, the science skill of classifying corresponds to identifying main ideas. While reading, students compare and contrast, draw conclusions, and sequence ideas. Integrating science and literature in an elementary classroom is also a way to teach "smarter" with less time. Allowing students to choose their own books gives them a sense of mastery over their own learning.
- Graphic organizers promote visual, auditory, and kinesthetic learning by helping students organize information in a variety of ways. Throughout a project, revisit organizers and add new information, review old information, answer questions, and ask new questions. In this way, students take responsibility for organizing information in ways that make sense to them.

  1. **SQ3R Chart:** Identify titles, subtitles; summarize and list the 5Ws and 1H (who, what, where, when, why, and how). This is especially appropriate for science textbooks. See page 67.
  2. **Reading Record:** List specific titles and record "new and different words" or teacher-identified "vocabulary words" and meanings. This format is helpful for students to understand what they don't know and can be used to identify questions. See page 50 in student Logbook.
  3. **Reading Web:** List random facts about some identified content or subjects. This format is helpful for students reading both fiction and non-fiction books. See page 66.

Notes

Some great books for young science readers:

- *Imaginative Inventions*. By Charise Mericle Harper. Little, Brown & Company. © 2001
- *Girls Think of Everything: Stories of Ingenious Inventions by Women*. By Catherine Thimmesh. Houghton-Mifflin Company. © 2002.
- *The Chicken or the Egg?* A Rookie Read-About™ Science. By Adam Fowler. Children's Press, Chicago. © 1993.
- *The Amazing Egg Spyglass Books.* By Susan James. Compass Point Books, Minneapolis. © 2002.
- *Lifecycles: From Eggs to Chicken.* By Dr. Gerald Legg. Franklin Watts A Division of Scholastic Books, Danbury, CT. © 1998.
- *Scientists in the Field Series.* Example: *The Snake Scientist*. By Sybil Montgomery. Houghton-Mifflin Company. © 2001.

Service-learning is a teaching and learning method connecting classroom curriculum to community service. Students read aloud to younger students, create displays for local libraries, write newsletter articles, give tours, and make presentations for parents, 4-H clubs, and other classes. By sharing this project with others, students practice their reading skills, communicate orally, build relationships with younger people, share what they know about science content, and feel good about helping others. Reflection questions can help students make the connections with what they are learning and how they are helping others:

- *What are you learning about yourself? About your own gifts and talents?*
- *What are you learning about others?*
- *How are you using what you have learned in your classroom?*
- *How do you feel when you are helping others?*