

Master Chart of Contents

Core Activity	Differentiated Learning	Materials	Science Curriculum Correlations
LESSON 1 Introducing Biomes, Pages 6–7			
Using the Biomes Map (50 min)	Integration What Do I Want to Know about Biomes? (15 min)	Core Activity Biomes Map, Biomes 12-book series, BLM 1 What Do I Know about Biomes?, chalkboard or flipchart paper, chalk or marker Integration Biomes Map, chalkboard or flipchart paper, chalk or marker	NSTA, K–12 Life Science Students learn about organisms and environments.
LESSON 2 Group Work, Pages 8–10			
Biomes, Big and Small (60–90 min)	Integration Biome Pen Pals (ongoing) Enrichment What Is My Biome Like? (60 min) Hands On The Ultimate Survivor (40 min)	Core Activity Biomes Map; Biomes 12-book series; BLM 2 Biomes, Big and Small; poster paper; felt markers; graph paper; other materials to be determined based on students' presentation formats Integration e-mail access or letter-writing stationery and stamps Hands On art paper, coloring pencils or paint, modeling clay	NSTA, K–12 Science as Inquiry Students engage in partial inquiries. Life Science Students learn about organisms and environments and diversity and adaptations of organisms.
LESSON 3 Research, Pages 11–13			
Endangered Habitats and Species (12 h)	Integration The Natural Muse (20 min) Enrichment Careers in Ecology (45 min) Hands On Weaving a Food Web (30 min)	Core Activity Biomes Map, Biomes 12-book series and other library resources, filtered Internet access, BLM 3 Researching an Endangered Habitat or Species Integration poetry or junior fiction on nature Enrichment Biomes 12-book series and other library resources, filtered Internet access Hands On open space, ball of yarn, tape, labels for types of animals in particular food chains	NSTA, K–12 Science as Inquiry Students engage in partial inquiries. Life Science Students learn about organisms and environments. Science in Personal and Social Perspectives Students learn about environmental degradation and resource depletion.
LESSON 4 Synthesis, Pages 14–16			
Putting Together the Pieces (90 min)	Integration Take Action (ongoing) Enrichment Build a Biome (90 min) Hands On Accounting for Biome Features (60 min)	Core Activity Biomes 12-book series and other library resources, filtered Internet access, old magazines, construction paper, felt pens, other materials as required Enrichment 2 quart clear plastic bottle or glass aquarium; a substrate, such as sand or soil; water; light source; scissors; plants; glue or tape; modeling clay; pipe cleaners; construction paper or dried or artificial plants Hands On <i>Chaparrals, Oceans, and Rain Forests</i> , BLM 4 Inquiry into Biomes, materials listed on page 30 of the Biomes books	NSTA, K–12 Science as Inquiry Students recognize the relationship between explanation and evidence and understand the science of the natural world, which includes the capacity to reason with knowledge.
LESSON 5 Evaluation, Pages 17–19			
Biomes Around the World (100 min)	Integration If Only I Could, I Would... (15 min) Enrichment How Do Scientists Study Biomes? (20 min) Hands On A Special Biome (100 min)	Core Activity Biomes 12-book series, BLM 5 How Are We Doing?, BLM 1 What Do I Know about Biomes?, Accelerated Reader quiz on biomes, poster paper or other materials for visual aids Hands On cardboard backdrop or poster paper, old magazines, coloring pencils or felt pens	NSTA, K–12 Life Science Students learn about structure and function in ecosystems. Science and Technology Students gain understanding about science and technology.

Reading Levels

Social Studies Curriculum Correlations
<p>NCSS, K–12 People, Places, and Environments Students will explore geographic concepts and skills and express interest in things distant and unfamiliar.</p>
<p>NCSS, K–12 People, Places, and Environments Students will explore geographic concepts and skills and express interest in things distant and unfamiliar.</p>
<p>NCSS, K–12 People, Places, and Environments Students will explore geographic concepts and skills and have concern for the use and abuse of the environment.</p>
<p>NCSS, K–12 People, Places, and Environments Students will have concern for the use and abuse of the environment.</p>
<p>NCSS, K–12 People, Places, and Environments Students analyze human behavior in relation to the physical environment.</p> <p>Science, Technology, and Society Students recognize the relationship among science, technology, and society, and learn about technologies to study biomes.</p>

Book Title	Fountas-Pinnell	Lexile	ATOS	Interest
<i>Boreal Forests</i>	T	1010	6.6	5–8
<i>Caves</i>	U/V	1020	-	5–8
<i>Chaparrals</i>	U/V	990	-	5–8
<i>Deciduous Forests</i>	U/V	930	-	5–8
<i>Deserts</i>	T	940	6.3	5–8
<i>Fresh Waters</i>	U/V	880	-	5–8
<i>Grasslands</i>	T	970	6.3	5–8
<i>Mountains</i>	U/V	1020	-	5–8
<i>Oceans</i>	T	920	6.3	5–8
<i>Rain Forests</i>	U/V	970	-	5–8
<i>Tundras</i>	T	930	6.2	5–8
<i>Wetlands</i>	T	990	6.6	5–8

Fountas-Pinnell

In their work on guided reading, Irene C. Fountas and Gay Su Pinnell describe the characteristics of books at 26 increasing reading levels, from A to Z. These levels correspond to approximate grade-level ranges, rather than specific grades. In the Fountas-Pinnell system, level T books are suitable for Grades 5 and up, and U/V books are suitable for grades 5–6. Fountas-Pinnell leveling takes into account such features as sentence complexity, text structure, vocabulary, content, layout, and visuals.

Lexile

Lexile measures are based on the Lexile Framework for Reading developed by MetaMetrics Inc. The framework provides a scientific approach for measuring reading levels. The Lexile scale is a common scale for readers and texts with measures from 200L (beginning-reader material) to above 1700L (advanced text). Lexile measures take into account semantic difficulty (word frequency) and syntactic complexity (sentence length).

ATOS

ATOS readability levels measure the textual difficulty of books based on the ATOS Readability Formula for Books from Renaissance Learning, Inc. ATOS readability levels indicate the most difficult level of text a student can comprehend expressed as a subset of a grade level. Readability levels are meant to be used in conjunction with interest levels of texts and students' reading levels in order to match books to students. The ATOS formula is based on statistics on student book-reading and analysis of entire books. Accelerated Reader quizzes can be used to assess student reading-levels.

Interest

Interest levels are publisher recommendations about the suitability of a book's content for a particular grade level. The suggested interest levels take into account the sophistication and maturity level of content, ideas, and themes.

Further information about reading levels of the books in the Biomes series can be found at www.titlewave.com.