



Using Fiction and Nonfiction Literature with *Exploring Science All Around Us* in the First Grade Science Classroom

The following list was compiled in 2015 to enhance your classroom library or be used with lessons found in *Exploring Science All Around Us*. Organized by chapter, this reference list offers biographies, fiction, and scientifically-accurate nonfiction selections on varied reading levels. When applicable, Lexile text measures accompany books to help match students with appropriate reading materials. Share the list with your library media specialist, principal, PTA, or anyone else who might help you acquire these resources to get students excited about reading in the science classroom. This is a copyrighted work product of Five Ponds Press. Please do not post or share this list outside the school without prior permission.

Chapter 1 SOL 1.1

Davies, Nicola. 2014 *Tiny Creatures: The World of Microbes* This nonfiction picture book introduces readers to some of the smallest forms of life. Readers explore microbes and the effects they have on the natural world. Use this book to present an engaging example of the benefits of a **magnifying glass** to enhance observations. **Lexile AD1020**

Leedy, Loreen. 1997 *Measuring Penny* This fun measuring concept book features a girl who is assigned to measure her dog using various forms of standard and **nonstandard measurement**. In the story, readers see examples of the main character measuring the **length** of her dog and the **mass and volume** of the dog supplies. Multiple charts and graphs appear to be hand drawn. This title shows measurement is for everyone and is all around us. **Lexile AD500**

Mason, Adrienne. 2005 *Touch It! Materials, Matter and You* Written for beginning readers, this nonfiction book in the *Primary Physical Science* series can be used to teach about observations. The text discusses **classifying and arranging objects with similar characteristics** and **describing objects using the senses**. A basic **definition of mass and examples of mass** are shared. An age-appropriate investigation has readers creating **a balance to measure mass** using an eraser, a ruler, two drinking cups, and a coin. Information for parents and teachers that complements the learning is supplied at the end of the book. Another title in this series, *Change It! Solids, Liquids, Gases and You*, would be a nice compliment to SOL 1.3 **Lexile AD570**

Rosenthal, Amy Krouse. 2009 *Duck! Rabbit!* In this interactive tale, two mystery narrators debate over whether an unknown animal is a duck or a rabbit. Readers are drawn into the debate through clever illustrations with varied points of view. This format encourages readers to make **predictions** of their own based on the observations. Use this book to discuss how points of view can differ and how the narrators could have extended their observations to make accurate **conclusions** about the true identity of the animal. **Lexile AD20**

Schwartz, David M., 1998 *Look Once, Look Again: Animal Skin & Scales* Readers use this nonfiction picture book to examine photographs of animal features up close, use observational skills and background knowledge to **infer** what animal they are seeing, and then turn the page to see the reveal how the animal features are part of a larger picture.

Walsh, Ellen Stoll. 2010 ***Balancing Act*** Ta-da! Perfect balance. Two mice make a simple teeter-totter using a rock and a stick. Slowly other animals want to get on the stick too; however, this causes the teeter-totter to become unbalanced. Readers see through minimal text and bright illustrations how adding equal weight to opposing sides makes the teeter-totter balance. This book would make an ideal read aloud to introduce the use of a **balance**. **Lexile AD110**

Wiesner, David. 2006 ***Flotsam*** This wordless picture fiction book follows a curious beachgoer. Film from an underwater camera is developed to reveal amazing photographs captured below the ocean surface. Using the illustrations, students can make **careful observations** helping them understand the plot, **develop questions** from those observations, and make **inferences**. Scientific tools, a **magnifying glass** and a microscope, are used to view the photographs.

Willems, Mo. 2013 ***That Is NOT a Good Idea!*** While this fiction book is not directly about science, it is about **making predictions**. With teacher guidance, students can make connections of how predictions are based on information and evidence and can tell what may happen in the future. **Lexile AD230**

Ziefert, Harriet. 2002 ***You Can't Taste a Pickle With Your Ear!*** In Kindergarten, students learned their five senses, so this fun book is the perfect review of how the **senses tell people about the world around them**. Each sense is explored in a short chapter filled with whimsical illustrations and factual bullet points showing how the sense is importance to everyday life. The book ends with a three-stanza poem ideal for use in the classroom. **Lexile 550**

Chapter 2 SOL 1.2

Adams, Diane. 2005 ***ZOOM!*** In this colorful fiction book, a father and son tackle the challenge of riding a roller coaster! The adventure has them moving in all directions. The book's text does not specifically describe motion, but when reading, students can **classify the coaster's motion**, as well as **make predictions of the coaster's movement** based on the forces presented.

Bradley, Kimberly. 2005 ***Forces Make Things Move*** From the *Let's-Read-and-Find-Out* series, this Stage 2 volume introduces the concept of forces working all around us. Everyday experiences, such as playing with toy cars or flying kites, are used to illustrate the concept of force in a simplified manner. The author discusses how **pushes and pulls can change the movement of an object**.

Chaconas, Dori. 2010 ***Don't Slam the Door!*** This rhyming tale would be an entertaining introduction to understanding that moving objects exhibit different motions. On the farm, there is a domino effect of events. First a screen door slams because of a dog. Then the cat wakes up and the craziness begins. Animals and objects move in **straight, circular, and back-and-forth motions** as they jump, get tangled, swarm, hop, and climb.

Hall, Pamela. 2011 ***Listen! Learn about Sound*** This age-appropriate nonfiction picture book uses simple, clear text and colorful images to discuss the basic principles of sound and vibrations. The term *vibration* is clearly defined and multiple **real-world examples of vibrations creating sound** are shared.

Lionni, Leo. 1997 ***Alexander and the Wind-Up Mouse*** Lionni's Caldecott Honor winning book about a live mouse that is envious of a **wind-up** mouse was turned into a Step 3 *Step into Reading* book. This lighthearted story illustrates what a wind-up toy is. **Lexile 490**

Lionni, Leo. 1988 ***Inch by Inch*** This Caldecott Honor Book features an inchworm that can measure anything around him. When a robin threatens to eat the inchworm, he shares how he is useful because he can measure things. He demonstrates this by measuring the robin's tail, a toucan's beak, as well as other things around him. This story would be a wonderful way to begin a conversation about using **nonstandard units to measure length**. **Lexile 210**

Lithgow, John. 2000 ***The Remarkable Farkle McBride*** This rhyming picture book tells the journey of a young musical genius who masters numerous instruments but isn't satisfied until finding his true passion. The integration of onomatopoeia makes this book ideal for introducing a discussion of how **sounds can be made through vibration**.

Mason, Adrienne. 2005 ***Move It!*** Part of the *Primary Physical Science* series, this book explores how and why objects move. The illustrations are colorful and the text is ideal for the young reader. Readers see how **pushes and pulls can change the movement of an object** and how **objects can have different motions**. Simple investigations are recommended and the back contains further information for parents and teachers. **Lexile AD690**

Midthun, Joseph. 2012 ***Force and Motion*** In this volume of the *Building Blocks of Science* series, cartoon characters share information about **motion** and how it changes. The graphic novel presentation will appeal to early readers, but the vocabulary may be a bit challenging. This title could be used to spark interest in this topic. Further recommended reading and websites are shared in the back. **Lexile GN530**

Murphy, Stuart. 1999 ***Super Sand Castle Saturday*** In this picture book, friends meet at the beach and challenge each other to build the tallest sand castle. To see who won, they measure the castles using nonstandard units, such as shovels, spoons, and their own feet. When Larry the Lifeguard appears with his measuring tape, the children learn how **nonstandard units** vary in size but "an inch is always an inch." The back of the book contains additional ideas for teachers. **Lexile 410**

Chapter 3 SOL 1.3

Krensky, Stephen. 2014 ***The Sweet Story of Hot Chocolate!*** This is a Level 3 *Ready-To-Read* book about the history of hot chocolate. Connections can be made to social studies objectives as Washington and Jefferson are discussed. Readers can identify **states of matter** in pictures, such as one of steaming hot chocolate topped with marshmallows. There is also a section about additive ingredients that countries from around the world mix into their hot chocolate. While the book is not directly about SOL 1.3, teachers can incorporate the text into a science lesson using probing questions.

Martin, Jacqueline Briggs. 1995 ***Washing the Willow Tree Loon*** In this story, a loon is rescued from an oil spill. Readers can apply their knowledge about how **oil acts when mixed with water** and infer why birds are affected by oil spills.

Oxlade, Chris. 2009 ***Mixing and Separating*** This age-appropriate nonfiction book explores how materials change. Common elementary vocabulary is used along with colorful photographs. The concepts of **mixing, dissolving, and separating** are defined and clear examples are provided. A simple investigation, glossary and reference section to learn more about the topic are provided. **Lexile IG660**

Ross, Michael Elsohn. 2007 *What's the Matter in Mr. Whisker's Room?* Taking a hands-on approach to learning in his classroom, Mr. Whisker's sets up stations in his science class. As his students explore, they make observations and conclusions about water. One of the stations involves students **mixing dirt with water** to make mud. **Lexile 660**

Whitehouse, Patricia. 2004 *Mixing* This nonfiction book is a simple introduction to mixing substances. Two short sections compare mixing cocoa powder with **hot water** versus mixing cocoa powder with **cold water**. While not all the mixing in the book relates to water, the concepts are sound.

Chapter 4 SOL 1.4

Aloian, Molly. 2012 *What are Stems?* One of four books in the *Plants Close-Up* series, this short book offers basic information about stems. Readers learn about types of **stems**, their jobs, and why they are crucial to a plant. Large, labeled photographs and simple diagrams appeal to visual learners. Additional books and websites for further learning are found in the back of the book. Other books in the series include, *What are Seeds?* and *What are Bulbs and Roots?* and *Plants are Alive!* **Lexile 730**

Blomgren, Jennifer. 2011 *Where Would I Be in an Evergreen Tree?* This picture book follows the life cycle of an **evergreen** tree deep in the forest using colorful illustrations and rhythmic verse. The book presents opportunities to discuss evergreen tree features, as well as the value of forests as a natural resource, which supports SOL 1.8.

Christensen, Bonnie. 2012 *Plant a Little Seed* This easy-read fiction story opens with friends looking at a seed catalogue on a winter day. In the spring, they plant their selected seeds, water them, and make sure they are in the warm sunlight. As the plants grow, some have flowers; some grow slowly; some produce fruit. The story mentions **plant needs and basic plant parts**. Using illustrations, readers can compare how the friends dress in each season and how the plants change through the seasons to support SOL 1.7. **Lexile AD880**

Goodman, Emily. 2009 *Plant Secrets* This book caters to both beginning readers and those wanting to know more. Pages feature large, bold type accompanied with more descriptive explanations. The book opens with close-up illustrations of **seeds**, along with an image of a **magnifying glass** enlarging some of them. Following pages feature a variety of plants such as vines, cactus, trees, grass, and more. The book continues by featuring **flowers and fruits** and ends by highlighting seeds from the fruits, just as the book began. **Lexile AD720**

Maddern, Eric. 2009 *The King and the Seed* Following a similar storyline of the *Empty Pot* by Demi, a king searches for an heir to his throne. He creates a competition by challenging the candidates to grow seeds, which he provides. The reader watches the main character nurture his seed by giving it **water, sunlight, air, and soil**. However, nothing grows. When he takes his pot of soil to show the king, the truth about the seeds is revealed! Vocabulary is challenging, so this story would be a fun read-aloud with opportunity to discuss plant needs.

Peterson, Cris. 2010 *Seed, Soil, Sun* The title says it all. Straight-forward explanations of potentially challenging concepts are accompanied by colorful photographs. The end result is a thorough explanation of **what a seed needs to grow**. Close-up photographs help tell the story. **Lexile AD1050**

Quattlebaum, Mary. 2012 *Jo MacDonald Had a Garden* Based on the familiar song “Old MacDonald Had a Farm,” this is a rhythmic tale of a girl who grew a garden. **Plant needs** and **basic plant parts** are mentioned throughout the lyrics. Although seasons are not directly mentioned, readers can infer seasonal changes from Jo’s attire as the garden is growing which supports SOL 1.7. Informative pages about the garden community and tips for young gardeners are found at the back. **Lexile AD550**

Rockwell, Lizzy. 2014 *Plants Feed Me* Colorful drawings show children planting, caring for, and eating plants. Simple plant parts and where plants grow are featured in the text, drawings, and informative picture captions. Early readers will uncover information about **edible plants**. **Lexile 210**

Stewart, Melissa. 2013 *No Monkeys, No Chocolate* This is a fun story highlighting the **seeds, flowers, leaves, stems, and roots** of the cocoa tree. The book has two layers of complexity, for built-in differentiation. The top of each page shares information in simple language and the bottom features a more detailed description. The book closes with a list of things everyone can do to help preserve the natural resources of the rain forest which supports SOL 1.8. **Lexile AD740**

Stewart, David. 2008 *How A Seed Grows Into A Sunflower* **Plant parts, plant needs**, and how plants change over the seasons are discussed in this 31 page book. Engaging illustrations are labeled on each page. Age-appropriate information about photosynthesis, pollination, and seed dispersal is provided for those interested. Additionally, *Sunflowers* by Robin Nelson complements this book nicely. **Lexile IG710**

Weakland, Mark. 2011 *Seeds Go, Seeds Grow* Perfect for beginning readers, this book has larger text with few sentences per page. Pages are filled with colorful, close-up photographs of seeds—all kinds of **seeds**! Readers learn that **seeds are made in flowers and produce new plants**. A simple glossary and websites for further information are included. This title is also translated into Spanish, *Las Semillas se Plantan, las Semillas Crecen*. **Lexile NC710**

Chapter 5 SOL 1.5

Arnold, Caroline. 2010 *A Platypus’ World* From the *Animals* series, this *NSTA/CBC Outstanding Science Trade Book* is about a platypus’ natural habitat, diet, and life cycle. While this book focuses on the platypus, each book in this series follows a different animal through the seasons to learn how it grows and survives. Readers learn how the animals get their food and water needs met, types of **shelters** the animals use, and how the **animals adapt to the changing seasons** in their habitats. Colorful, cut-paper illustrations add to the text. Fact boxes and maps on select pages offer additional information. **Lexile 670**

Hodgkins, Fran. 2008 *Who’s Been Here? A Tale in Tracks* Take a winter walk through the snow with the children in this book to observe various animal tracks. As the tracks are spotted, they are featured around the border of each page inviting the reader to infer which animal they belong to. The following page reveals the animals that made the tracks. Watercolor pictures allow for discussions about **methods of movement** and **body coverings**.

Jenkins, Steve. 2006 ***Move!*** This is an ideal nonfiction book to introduce the variety of ways **animals move**. Pages are simple with lots of white space. Each page features one animal and a bolded word identifying its type of movement, such as leap, swim, walk, crawl, fly or waddle. Brief phrases keep the story moving from page to page. A concise appendix provides further detail about the featured animals and how their type of movement helps them grow and survive. **Lexile AD450**

Jenkins, Steve. 2013 ***My First Day*** This *NSTA/CBC Outstanding Science Trade Book* showcases how the first day of life is different for each animal. Throughout the book, readers learn about the **life needs of animals** and how those needs are met. Through illustrations, readers can compare **body coverings, appendages, and methods of movement**. **Water homes and land homes** are represented. Many featured animals are familiar, but some are more obscure, sure to hold the interest of any curious reader. An index provides further information about the animals and their survival adaptations. **Lexile AD430**

Judge, Lita. 2014 ***Born in the Wild*** More than 20 baby mammals born in the **wild** are featured in this engaging book. Examples are provided of **how the babies move, where they get their food, and types of shelters** suited for their survival. Information is presented using simple, clear language accompanied by soft watercolor images. Since the animals are presented in such an approachable manner, the teacher will need to prompt conversations about how the animals are wild animals. Detailed information at the back describes each animal for further learning. **Lexile AD900**

Manushkin, Fran. 2012 ***Katie Woo: Katie and the Class Pet*** This addition to the *Katie Woo* series is about Katie's class deciding to get a class pet and how Katie gets to take the pet home for a weekend. Even though she has the best of intentions to take good care of the pet, she thinks she lost him! The simple chapter book discusses the pet's needs and will provide opportunity to discuss **domestic animals**. **Lexile 350**

Mazer, Anne. 1991 ***The Salamander Room*** This fiction story is of a determined child who wants a salamander as a **pet** living in his room. His mother asks him questions about the salamander to show him that his bedroom is not the appropriate habitat for the **wild animal**; however, the boy answers with imaginative responses trying to convince his mother that he should keep the creature. **Lexile AD660**

O'Connell, Caitlin. 2014 ***A Baby Elephant in the Wild*** Ideal as a read-aloud, this *NSTA/CBC Outstanding Trade Book* is part of the *Science in the Field* series. It presents field research with crisp photographs in an approachable manner. Readers learn how elephants **survive in the wild and have their life needs met**. They learn about elephant physical characteristics, where they live, and how they move from place to place. An informative "Did You Know" section provides further information about topics such as an elephant's diet and how they communicate. An Author's Note shares how the scientists witnessed the birth of the elephant, which provides a unique opportunity to discuss the value of scientific observation, as well as **nature of science objectives**. **Lexile NC1050**

Salas, Laura Purdie. 2010 ***Many Creatures: A Song about Classifications*** With words sung to the tune of a familiar song "Clementine," readers learn how and why scientists classify animals according to characteristics. **Body coverings** and **methods of movement** of the various animals are noted and seen in the colorful pages. Books and suggested websites for further information are listed in the back. **Lexile 570**

Stewart, Melissa. 2014 ***Feathers: Not Just for Flying*** Both beginning readers and more advanced readers will enjoy this informative book because each page features simple facts as well as detailed statements about the **functions of feathers**. Readers learn the many purposes of feathers and facts about the unique appendage that only a bird has. The last page has pictures of six different kinds of feathers which could be used in a lesson about making observations and **sorting according to characteristics**. There is also an Author's Note that describes the importance of the author's research and field studies which will highlight the value of observing nature. **Lexile 910**

Chapter 6 SOL 1.6

Bailey, Jacqui. 2004 ***Sun Up, Sun Down: The Story of Day and Night*** Written in a graphic novel format, this book tells the story of day and night. Readers track the **sun as it rises in the morning sky and begins to spread warmth**. The book discusses what the world would be like if the sun didn't rise. Readers track the **sun high in the noon sky** discussing shadows and sun safety. The **sun sets in the west in the late afternoon** and the reader learns how animals respond to the changing daylight. Factual information about the sun and its importance are highlighted and a diagram is shared about how Earth spins creating daytime and nighttime. A Try It and See section describes how to create a sundial to measure time. **Lexile 800**

Bang, Molly. 2004 ***My Light*** This Caldecott Honor artist shares how the **sun's energy** is transferred in different forms and how that energy impacts Earth in more ways than just providing light. This book supports SOL 1.4 when it mentions plant parts and how some plants are edible and SOL 1.8 when coal is discussed as a natural resource. **Lexile 690**

Barraclough, Sue. 2008 ***Sunlight*** This title opens by defining sunlight as heat and light from the sun. Readers learn why plants and animals need the sun, how it **warms objects** it strikes, and why we have **day and night**. Bolded words are defined in an approachable glossary. Probing questions are presented to the reader and answers follow on the next page of text.

Craig, Gary. 2006 ***Where Does the Sun Go?*** This rhyming tale would make an ideal read aloud to introduce the concept of the **sun being visible during the day and not visible at night**. The book draws in the reader by anthropomorphizing the sun. The author mentions the rotation and revolution of the Earth and makes note that the sun is always bright somewhere. On one page, the author uses the language "the sun goes away" which will need to be addressed as to not promote the misconception that the sun moves.

Ross, Michael Elsohn. 2001 ***Earth Cycles*** Use this nonfiction book to explain how Earth experiences cyclical events, such as **day and night** using age-appropriate language and watercolor paintings. The cycle of the seasons is also described which supports SOL 1.7. **Lexile 710**

Schuett, Stacey. 1995 ***Somewhere in the World Right Now*** This fiction tale will spark discussion on the **position of the sun throughout the day** and how Earth turns on its axis every 24 hours. Readers travel the globe to see what is happening in different parts of the world at the exact same second. They see how one part of the world is dark while the other is light and are encouraged to infer why that is happening. Shadow length during the day is mentioned. Images include illustrated maps and culturally diversity activities. **Lexile 550**

Wells, Robert. 2010 *Why Do Elephants Need the Sun?* This book shares simple facts about how plants and animals depend on the sun's energy and how **sunlight makes an object warm**. The text emphasizes how plants need sunlight to make food supporting SOL 1.4. A thank you note to the world's scientists can be found at the end, which is a wonderful way to engage in a **nature of science** discussion highlighting the importance of scientists communicating their findings with other scientists. **Lexile 900**

Chapter 7 SOL 1.7

Brynie, Faith Hickman. 2010 *Do Animals Migrate?* From the *I Like Reading About Animals!* series, this book features twelve animals. On the right side of each spread is a colorful photograph of the animal. On the left side of the spread is an age-appropriate explanation of why that particular **animal migrates** and where it heads. Various climates, geographic regions, and habitats are represented. The back of the book has suggested books and websites for further learning.

Glaser, Linda. 2012 *Not a Buzz to be Found: Insects in Winter* This captivating book explains where insects go and what they do to survive the cold winter temperatures. Some **migrate**, some **hibernate**, and some find shelter. One insect is discussed on each page using clear, poetic language and colorful illustrations showing insect habitats. At the end of the book is a section detailing the twelve featured insects explaining more about their **seasonal behaviors**. **Lexile 680**

Hall, Margaret. 2007 *Hibernation* This is a simple nonfiction introduction describing **hibernation**. **Winter temperatures** and depleting food sources are discussed as reasons some animals hibernate. Crisp pictures of animals hibernating will aid comprehension for beginning readers. Other titles of interest in this *Patterns of Nature* series include: *Seasons of the Year* which supports SOL 1.7 by discussing temperature and light characteristics of each season and *Day and Night* which supports SOL 1.6 by discussing differences between day and night and why each occurs. **Lexile 390**

Johnson, Robin. 2013 *What is Weather?* As part of the *Weather Close-Up* series, this volume uses concrete language and photographs to discuss **forms of precipitation and the temperature conditions that result in each one**, seasonal temperature changes, and **how people dress in each season**. The end of the book shows weather information gathered on a monthly calendar, in a tally chart, and in a bar graph.

Latta, Sara. 2012 *Why is it Fall?* This nonfiction book offers information about the **four seasons**, but focuses on fall. Readers learn **temperatures to expect** in fall, when fall occurs, what people do in fall, and **how plants and animals respond** to the changes associated with fall. A simple experiment exploring whether leaves need sunlight to change colors is found at the end. Colorful photographs of children and animals accompany the text. Other informative titles by Latta include, *Why is it Spring?*, *Why is it Summer?*, and *Why is it Winter?* **Lexile 550**

Lawrence, Ellen. 2012 *How are Rain, Snow, and Hail Alike?* From the *Weather Wise* series, readers learn about **types of precipitation** and how they form. Interesting facts and scientific questions are sprinkled on the pages. Crisp photographs help readers understand the content and encourage curiosity. The end of the book features a picture glossary and a Science Lab showing readers how to measure rain, snow, and hail. **Lexile NC720**

Locker, Thomas. 1995 ***Sky Tree: Seeing Science Through Art*** Explore the delicate paintings of a **tree changing through the seasons**. In an Author's Note at the beginning of the book, Locker states, "I was amazed to discover that the more scientific facts I learned, the deeper my sense of wonder became." That wonder, seen through art, will inspire young scientists to observe the world around them. Further scientific information about how the tree survives each season is found in the appendix. **Lexile AD490**

Marino, Gianna. 2014 ***Following Papa's Song*** Follow Little Blue, a young whale, on his first **migration** journey with his father. Little Blue is curious and asks his father questions as they travel. Using simple text and colorful pictures, readers follow Papa's song as the whales migrate.

Martin, Jacqueline Briggs. 1998 ***Snowflake Bentley*** This Caldecott Award winning biography follows the determined Wilson A. Bentley as he studies and photographs **snow**flakes. Readers understand that not only did Bentley have scientific vision but also personal passion for the world around him. Detailed information about his experiments and scientific observations can be found along the sidebars of the pages. Some of Bentley's actual photographs are featured on the last page. **Lexile AD830**

Messner, Kate. 2011 ***Over and Under the Snow*** This *NSTA Outstanding Trade Book* winner highlights living creatures in a forest habitat in the winter. Readers observe **animal behaviors in the winter** and can infer the **season from people's dress and recreational activities**. **Lexile AD700**

Mortensen, Lori. 2009 ***In the Trees, Honey Bees*** This *NSTA Outstanding Science Trade Book* winner takes readers on a journey of honey bee **behaviors through the seasons**. Rhyming words and bright illustrations tell the story. Detailed scientific descriptions accompany each page and supplemental information at the end of the book will challenge readers to explore science further. **Lexile AD650**

Chapter 8 SOL 1.8

Barraclough, Sue. 2008 ***Earth's Resources*** Each book in this *Investigate* series aims to engage readers through scientific inquiry by placing questions throughout the books. Readers learn about Earth's **natural resources**, how they are **limited**, and the importance of **conservation**. A picture graph informs readers about the amount of water used during everyday activities. The book encourages readers to replace used resources when possible. **Lexile NC540**

Barraclough, Sue. 2008 ***Reducing Garbage*** Part of the *Making a Difference* series, this nonfiction title educates young readers about what it means to make less trash and why it is important to **reduce** the amount of trash. Readers investigate product packaging and are challenged to make a no-garbage lunchbox. Informative websites and simple ways children can become involved in reducing trash can be found at the back. Other titles in the series include **Recycling Materials** and **Reusing Things**.

Berenstain, Stan & Jan. 2005 ***The Berenstain Bear Scouts and the Coughing Catfish*** This 100 page chapter book would be an ideal read-aloud while teaching SOL 1.8. Throughout the story, the scouts try to understand what is causing the pollution in Grizzly Lake resulting in local fish becoming unhealthy. The scouts learn how the water quality can be damaged by pollution, but they also learn ways to **improve the water quality in their community**. **Lexile 640**

Catchpool, Michael. 2012 *The Cloud Spinner* A young boy has a unique talent of spinning clouds into beautiful cloths in this fictional tale. After the greedy King demands his own unique cloths, the supply of clouds runs out, precipitation ceases, and Earth suffers. Through approachable illustrations, readers see how the depleting clouds affect the environment. Luckily, the boy is able to replace the clouds after learning the lesson of how to **conserve a limited resource**. The book offers a strong, yet gentle, message about **using Earth's resources wisely**.

Cooper, Sharon Katz. 2007 *Using Soil* In this informational book from the *Exploring Earth's Resources* series, **soil** is defined as a **natural resource**. Young readers learn where soil can be found, what it is made of, and why it is important. The facts are age-appropriate and most pages feature two sentences and a photograph. Other titles in this series include *Using Air*, *Using Plants*, and *Using Water*. Lexile IG510

Formento, Alison. 2013 *These Seas Count!* This fiction book follows a class trip to the beach where students observe the **polluted water** and littered shoreline. A captain teaches the students about the importance of a clean beach for the health of the oceanic plants and animals. They understand how they can improve the **water quality in the community** and initiate a beach clean-up to collect trash from the shore and assist the captain in cleaning the water. Readers learn about the importance of a clean water supply and their role in maintaining it. Lexile AD580

Green, Jen. 2010 *Water* Learn about the importance of water and how to **conserve this natural resource** in this engaging nonfiction selection from the *Reduce, Reuse, and Recycle* series. The text is divided with colorful photographs with informative captions, along with fun Did You Know? facts sprinkled throughout. **Water** usage is discussed while in the home, at work, and at play. A section is devoted to teaching ways to **reduce, reuse, and recycle water**. There is also a section that discusses what pollutes the water and simple ways everyday families can help the water supply.

Jeffers, Oliver. 2008 *The Great Paper Caper* Animals in the forest ban together to solve the mystery of why their trees are disappearing in this fun tale. Witnesses are interviewed and paw prints are dusted in the investigation. The animals uncover that Bear has been taking the trees to create paper airplanes for a competition. The issue is resolved as Bear replants trees and the other animals help him reuse the paper from his previous airplane attempts. Readers can discuss the importance of conserving **natural resources in the forest**. Opportunities are presented to **predict what would happen if natural resources were used up** and discuss ways to prevent this from happening.

Kroll, Steven. 2009 *Stuff! Reduce, Reuse, and Recycle* Pinch is a pack rat who has more stuff than he can handle. His neighborhood holds a tag sale and Pinch reluctantly donates items to be purchased and **reused**. Discussions can be introduced about reusing items and therefore **reducing the amount of trash** in the community. Ultimately, the profits from the tag sale are used to purchase new trees for the community illustrating the value of this **natural resource**. Lexile 520

Minden, Cecilia. 2011 *Kids Can Keep Air Clean* This Level 3 reader teaches about what is in the **air**, why it should be clean, and how people can help keep it clean. The text is clear and the photographs aid in comprehension. Another applicable title by Minden is *Kids Can Keep Water Clean*. Lexile 510

Morgan, Sally. 2009 **Pollution** This age-appropriate nonfiction title from the *Helping Our Planet* series opens by discussing how we all need **clean air** to breathe and **clean water** to drink. Causes and dangers of pollution that affect both **air and water quality** are explored. Colorful photographs are often accompanied by What Can Be Done? sections that prompt curiosity and discussion. The book also contains a glossary and some informative websites.

Murphy, Stuart. 2004 **Earth Day—Hooray!** This Level 3 *MathStart* title is about friends who ban together to clean up a local **park** by picking up trash. They take the **recyclable** trash to the recycling center with the goal of making enough money to plant new flowers at the park. Place value skills are emphasized as the friends collect and count bags of aluminum cans. Additional recycling statistics are found on the sides of most pages. Various **recreational activities**, such as flying kites and playing ball, in the park are featured in illustrations.

Pfister, Marcus. 2010 **Milo and the Magical Stones** When Milo the mouse is forced into a deep cave during the cold winter, he finds a mysterious glowing stone. Intrigued by the stone, Milo and the other mice begin to mine more stones, which offers an opportunity to discuss finding **minerals** in Earth. The mice are warned that if they take something from the island, they must return it. At this point, the book splits into two stories: one with a happy ending and one with a sad ending. The happy ending features unselfish mice that **conserve** the stones. The sad ending features greedy mice whose actions have a negative impact on their island as they pillage the natural resource. This unique approach of having two endings offers opportunities for readers **to predict what would happen if a resource was used up** and see results from the choices. **Lexile AD840**

Rosenstock, Barb. 2012 **The Camping Trip That Changed America** This biography presents a fictionalized account of when Theodore Roosevelt and famous naturalist John Muir went camping together in 1903. Readers learn of Muir's passion for the outdoors and how Roosevelt discovered ways to use his presidential power to create national parks to preserve land and protect wilderness. Ideal as a read-aloud, this biography can spark discussion about the **value of parks to wildlife and people**. **Lexile AD740**

