Making Minutes Matter
The Discovery Education Literacy Connection Cards are designed to save teachers valuable planning time by bringing literacy into science and science into literacy. By aligning the Discovery Education Science Techbook units and concepts to the Wonders K-6 Literacy curriculum, teachers can integrate reading and writing skills into science and also use robust, digital content to make their literacy instruction differentiated and multimodal.

Where are the Literacy Connection Cards?
Find the cards in the digital Science Techbook curriculum under the Intro tab, among the Teacher Planning Resources.

How do you use the Literacy Connection Cards?
The Literacy Connection Cards were developed by aligning the pacing of Wonders to the pacing of the Discovery Education Science Techbook program. The left side of the card delineates the Wonders unit, literature, and matching skills and standards. The right side of the card delineates the Science Techbook unit and concept that matches Wonders, according to pacing.

Each of the Literacy Connection cards has a corresponding Studio Board that can be accessed by scanning the QR code or typing the Quick Code in the digital program. The code will take teachers to all the resources that are referenced on the Literacy Connection Card.

The Literature Connections
The Literature Connections identify resources from Discovery Education Experience, and if aligned, connects science content to the Wonders literature. Many of the resources will provide a mini lesson, small group or centers opportunities, as well as content selections and a ready-to-use instructional strategy called SOS. These resources can be utilized during the literacy block to provide multimodal experiences for students as they grow their reading, writing, speaking, and listening skills.

LITERATURE CONNECTIONS
There are several resources in Discovery Education Experience that align to setting goals, week 5 Wonders content. These resources can be used as centers or small group activities with a focus on summarizing the content. Use the SOS Tabletop Texting and Tweet, Tweet as ways to have students practice summarization. Two Studio Boards with the video content and the two SOS are available to be assigned to students. Consider also copying the Studio Boards and adding the other videos.

There is also a Virtual Field Trip focused on “All About Your Happy.” It’s a good way to integrate social-emotional learning into the topic of goal setting.

There are also a number of resources to support the culture channel; these resources can be paired with the texts, particularly since the texts are mostly realistic fiction. Use the Get Venn-y With It SOS to have students compare and contrast what they learn in the texts and in the video. This SOS will also connect with some of the Venn Diagrams that students will complete in the print SE, i.e. page 14.

HOAs and Literacy Connections
The Hands-On Activity and Literacy Connection sections bring the Wonders skills and strategies into science. There are specific suggestions for not only how to integrate the teaching of reading and writing into science, but also where in the science concept these skills and strategies will have the most impact. Teachers will also find ideas on how to bring literacy into each of the science lessons using engaging SOS and other literacy activities like sentence frames or the creation of flipbooks.

LITERACY CONNECTIONS
Summarization: During the Wonder section, Activity 3: Plant Needs or Activity 4: Water in the Desert, have students summarize their findings after completing the graphic organizer. In some of the activities, summarization is already incorporated. In the print SE, pages 27-28, students will use summary frames.

The reading passages in the Beyond section can provide additional practice of summarization, particularly since two of the passages are below grade level. It is easier for students to practice a strategy with below grade level informational texts before applying the strategy to on-grade level text. Use the passage “The Oldest Living Tree on Earth” and “Could Plants Grow on the Moon?” to practice the strategy. Then, use “Water Flows Up” as an assessment since it is grade level text. There is also a summarizing Channel with several strategies to use with these passages. Three effective strategies that students haven’t used through the Literacy Connections Cards include: Fakebook [this would bring in narrative writing skills]; Let’s Roll [use summary starters – see Resource Board]; That Sums It Up.

Reread: Since rereading has been a focus of a previous unit [Literacy Card 2 and 3], it is not new to students. Therefore, give them 4-5 post-it notes that they keep on their desk. As they reread something in their print, SE, have them tab the page and write on the post-it note why they reread. At the end of each week, have students share their reasons for rereading. For additional practice, use the three Beyond passages. In addition, several of the texts in the print SE, pages 26, 36 and 43-44 could be used as well.
Incorporate science instruction into your literacy courses or make valuable connections to literacy standards within your science classrooms. So much more than ELA Correlations, these Literacy Connections directly align the Wonders program to Discovery Education Science Techbook. This allows you to seamlessly incorporate Science Techbook right when it matters most, connecting by THEME, SKILL, STRATEGY, and WRITING. Whether your students are learning to read or reading to learn, Science Techbook has a solution for you!
Wonders

UNITS 2 & 3: TAKING THE NEXT STEPS & GETTING FROM HERE TO THERE

ELA STANDARDS

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<td>RL 5.9</td>
<td>RI 5.9</td>
<td>W 5.10</td>
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LITERATURE

Read Aloud: “How to Make a Friend” [Narrative Poem]
R/W Workshop:
“A Simple Plan”, “Rescue” [Narrative and Free Verse Poetry]
Anthology
Stage Fright, Catching Quiet [Narrative and Free Verse Poetry]
“Foul Shot” [Free Verse Poetry]

Read Aloud: “Foods for Thought” [Realistic Fiction]
R/W Workshop:
“A Reluctant Traveler” [Realistic Fiction]
Anthology
They Don’t Mean It! [Realistic Fiction]
“Where Did That Come From?” [Expository Text]

WEEKLY TOPIC

WEEK 1: Making it Happen
Essential Question: What motivates you to accomplish a goal?
• Strategy: Reread
• Skill: Theme
• Writing: Narrative

WEEK 6: Review and Assess

WEEK 1: Cultural Exchange
Essential Question: What can learning about different cultures teach us?
• Strategy: Summarize
• Skill: Theme
• Writing: Narrative

Science Techbook Concept

UNIT 2: FROM MATTER TO ORGANISMS
Concept: Plant Needs

NGSS PERFORMANCE EXPECTATIONS

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

Lesson Questions:
• How does a plant get the materials it needs to survive and grow?
• How does a plant use materials from air and water to grow?

LITERATURE CONNECTIONS

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There are also a number of resources to support the cultures content. There is a culture Channel; these resources can be paired with the texts, particularly since the texts are mostly realistic fiction. Use the Get Venn-y With It SOS to have students compare and contrast what they learn in the texts and in the video. This SOS will also connect with some of the Venn Diagrams that students will complete in the print SE, i.e. page 14.

HANDS-ON ACTIVITY CONNECTIONS

• HOA: Do Plants Need Soil?
• HOA: Sunlight: A Basic Need
• HOA: Up the Stem

All three of these HOAs will require students to summarize using the claim-evidence-reasoning format. Be sure to bring the Wonders summarization teaching points into their scientific writing. For example, on pages 25 and 32 of the print SE, students will need to use summarization to answer the questions. In many of these responses, teach students to use the “first, then, finally” structure to answer.

LITERACY CONNECTIONS

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Narrative Writing: With the investigations found in the Learn section, students could transfer their narrative writing skills into a description of the sun, rain, and/or the plant themselves, telling the story of how each of those elements impact the growth of the plant. The Magic School Bus Gets Planted could serve as a narrative writing starter.