



Summary

This book introduces safety rules used in the lab or during experiments.

Guided Reading Level	Lexile Level	100th word	Total Word Count
E	150	NA	79

Standards:

Common Core Language Arts

- Identify the main purpose of a text
- Determine the meaning of words in a text

Science

- Knows tools can be used to gather information
- Uses simple tools to gather information

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary
Create and use informational text features Use specificity Use a variety of beginning techniques - question	Connecting text to self Summarizing information Using graphic features	Self monitoring and self correcting Cross-checking text to pictures Reading text features Locating known and unknown words	beaker hand lens microscope ruler scale timer

Lesson

- Warm up for reading – Students read familiar books.
- Introduction of **I Use Science Tools** – Introduce **I Use Science Tools** by looking at the cover photo and starting a discussion about what they know about the items on the cover of the book.
Suggested questions to facilitate introductory conversation:
 - Tell me what the insect is on the cover? Do dragonflies normally look so big?
 - Why does this dragonfly look so big?
 - Many people use the word magnifying glass but this is a picture of a hand lens. Who has seen or used one before? Tell me about it.
- Skimming and Scanning **I Use Science Tools** – Use this time to introduce or review your lesson focus strategies and/or skills.
Suggested skimming and scanning prompts:
 - Let's read the title of this book. A hand lens is one tool scientists use. Can you name more?
 - Let's look at the pictures and see if any of your ideas are in here. What other pictures do you see that we didn't name?
 - Look on page 16. I don't know that word in bold print. Where can I look for more information? Let's look in the Glossary for this word.
 - What other words look new to you?
- Reading **I Use Science Tools** – Students read independently.
- After reading **I Use Science Tools** – Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book move to questions that support your lesson focus.
Suggested after reading content connection questions:
 - I saw a scale on page 14. What do you use a scale for? Some scales look different than the one in this picture. Tell me where else you have seen scales.
 - How are those scales the same as the one from the book? How are they different?
 - Page 16 explains that scientists use a beaker to measure liquid. What do your parents use at home to measure liquid? How is that the same? How is it different?
 - A timer is on the next page. Scientists use timers in the lab. What else can you use a timer for? Tell me about a time you used one.
 Suggested after reading lesson focus prompts:
 - I noticed (student's name) using (reading strategy) while you were reading. Did it help you with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
 - Did you check the pictures for information when you were stuck? Tell us about it?
 - Did you use the Glossary when you got stuck? Tell us about it.
- After Reading Application for **I Use Science Tools** – Have students complete the reproducible about different ways to use the same tool. Have more advanced students write a sentence about it on the back.

Name: _____

Date: _____

Directions: Draw a picture showing two different ways to use one of the science tools from the book. Be sure to label each picture.

