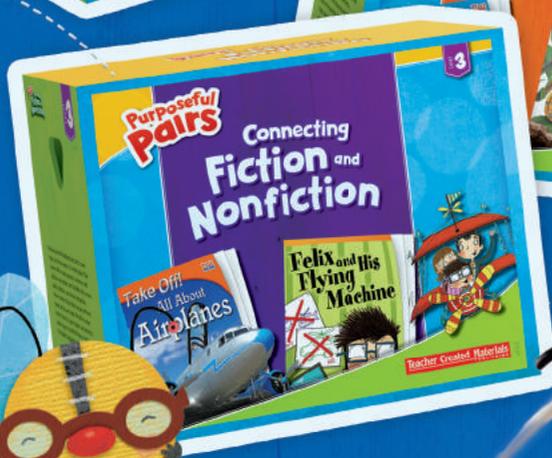
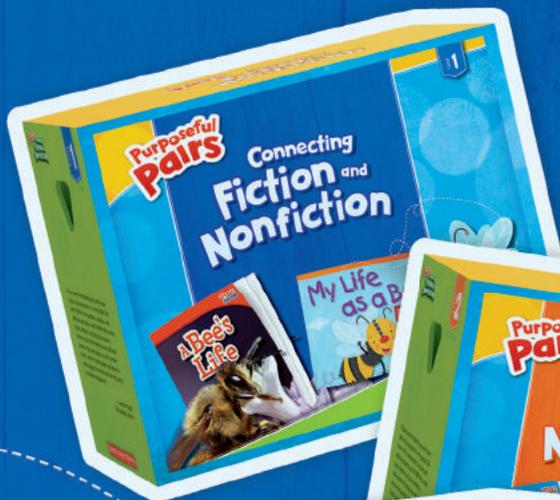


**Purposeful
Pairs**

Connecting Fiction and Nonfiction

Levels 1-3



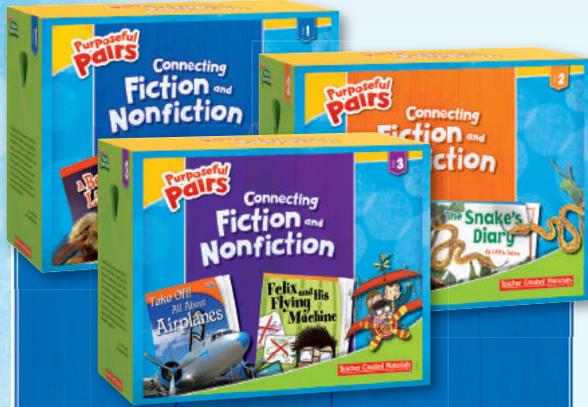
for New York City

Teacher Created Materials
PUBLISHING

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Purposeful Pairs

Connecting Fiction and Nonfiction



Each kit includes:

- ▶ **Full-color books**, 5 fiction titles and 5 nonfiction titles, 6 copies of each (60 books total) in print and interactive digital formats
- ▶ **Teacher's Guide** with easy-to-use, research-based lessons that support close reading, intertextual learning, and English language proficiency
- ▶ **Multiple assessment** options to monitor student progress
- ▶ **Digital resources** including Interactiv-eBooks, audio recordings, and supplemental videos and images to support multi-modal learning and second language learners.



Explore essential questions, build literacy skills, and promote intertextual connections with *Purposeful Pairs: Connecting Fiction and Nonfiction*. Guide students in close reading of carefully selected paired informational and literary texts.

This series enables students to analyze how multiple texts address similar themes or topics in order to build knowledge.

Provide high-interest, leveled informational and literary texts for a gradual progression in reading skills.



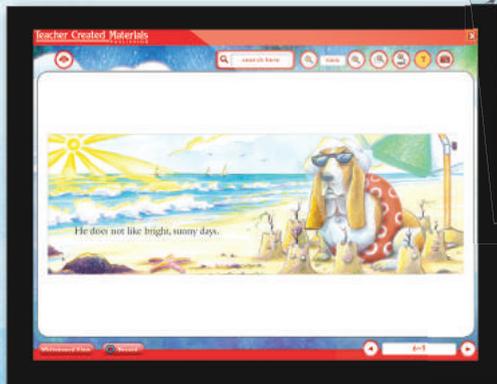
Nonfiction

Is it warm and sunny?



Fiction

Connect to a variety of key content-area standards.



Interactiv-eBooks can be used in a variety of instructional settings, supporting literacy and learning goals.



Thematic Units

Each pair of books includes seven featured lesson and activity components making up a thematic unit of study. Teachers may choose to do some or all components in order to best meet the needs of their students.

Overview

Provides learning objectives and focus standards for reading informational text and literature, speaking and listening, language, writing, and English language proficiency. It also offers key information to make planning easy.

Pose the Essential Question and Introduce Vocabulary

Activities engage students in the unit concept by posing an essential question and introducing key vocabulary.

Unit 2

Wacky Weather

Objectives

Students will be able to:

- describe different types of weather
- research a topic and publish information using digital technology
- read and comprehend grade-appropriate texts

Standards

Reading Informational Text: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Literature: Describe characters, settings, and major events in a story, using key details.

Speaking and Listening: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Materials

- Weather book
- Boris the Basset book
- student activity sheets, assessment, and rubric (pages 46–52)
- Wacky Weather digital

Unit 2

Wacky Weather

Pose the Essential Question

- Show the video clips and photographs of different types of weather provided on the Digital Resources USB Device (file folder: Wacky Weather Additional Resources). Ask students to share what they see happening in the images.
- Pose the **essential question** to students:

Essential Question
How can we learn about the weather through our senses?
- Ask students to share their initial thoughts about the essential question with a partner. Have volunteers share responses with the group, and record their ideas on chart paper or the board. Keep the essential question posted throughout the unit.

Language Support

Provide students with the following sentence frame: *Our senses help us learn about the weather by _____.*

Introduce Vocabulary

- Write the words *senses* and *weather* on the board. Ask students to describe the meaning of each of the words.

Focus on Literature

This guided lesson introduces the fiction book and focuses on the *Reading Literature* standard listed in the overview.

Focus on Informational Text

This guided lesson introduces the nonfiction book and focuses on the *Reading Informational Text* standard listed in the overview.

Unit 2

Wacky Weather

Focus on Literature: Boris the Basset

- Write the high frequency words **he**, **does**, **not**, and **like** on the board. Have students create a sentence for each word.
- Distribute or display the book *Boris the Basset*. Tell students that they will be reading this fictional book to explore the essential question. You may wish to discuss the text features of literature (see page 12).
- Essential Question**
How can we learn about the weather through our senses?
- Language Support**
Preview the following words with students: *windy*, *sunny*, *snowy*, and *humid*. Then, provide students with the following sentence frame: *The weather in the illustration looks _____.*
- Chorally read the book with students. On each page, discuss how the illustrations tell the reader information about the written text.
- Distribute wiki sticks or yarn to each student. Reread page 4 aloud to students, and model how to use the wiki sticks to underline key details involving the setting (*wild, windy days*). Have students work with a partner to reread the text of the book, using the wiki sticks to underline key details about the setting.
- Distribute the *Describing Setting* activity sheet (page 48) to each student. Model how to describe the key details about the setting on a particular page. For example, for page 4, you could say, "The setting is outside on a sunny day. I can see a dog that you used to describe the setting."
- Have students work with a partner to read a portion of the text and describe the settings on two pages.
- Model how to write two different setting sentences from a portion of the text in the story arc.
- Have students share their setting sentences with a partner.

Unit 2

Wacky Weather

Focus on Informational Text: Weather

- Write the high frequency words **know**, **see**, **what**, and **your** on the board. Have students practice reading each word and using each word in a sentence.
- Distribute or display the book *Weather*. Tell students that they will be reading this informational text to explore the essential question. You may wish to discuss the text features of informational texts (see page 12).
- Essential Question**
How can we learn about the weather through our senses?
- Chorally read the book with students. On each page, emphasize the connections between the photographs and the text. For example, on page 8, read the text, "Is it dry and windy?" and then ask students to think about why the author chose to use a picture of a girl flying a kite and a boy with a toy plane. Model how to ask clarifying questions about the book. For example, after reading page 10, "What might the girl be reaching to touch? What is she looking at?"
- Have students whisper-read the book.
- Distribute the *Connecting Information* activity sheet (page 47) to each student. In the first box, model how to record the page number and the key fact presented on that page. Encourage students to also draw an illustration that shows the information. In the second box, demonstrate how to choose a second fact from a different page and repeat the process. For example, you might write, "Weather can be warm" as the key fact on page four. Then, you could draw a picture of a sun below the sentence.
- Once you have modeled how to record two facts from the text, ask students to think about how these facts are related. Demonstrate how to write a complete sentence connecting the two facts in the space below the boxes.
- Language Support**
Provide students with the following sentence frame: *The weather is _____ or _____.*



Promote Intertextual Connections

Students use close reading to compare the books and explore the theme.



Explore the Essential Question

Students focus on gathering information from texts to support their exploration of the essential question.

Explore the Essential Question

1. Display *Weather* and *Boris the Basset*. Remind students about the shared central concept in both books (*weather*). Read the essential question aloud to the class:
2. **Essential Question**
How can we learn about the weather through our senses?
3. Provide or direct each group to books, articles, or websites with information about the assigned type of weather. Distribute the *Sensing the Weather* activity sheet (page 49) to each group. Model how to record different words (adjectives or other types of words) that describe the weather in each sense box. For example, one adjective that can describe a
4. Provide or direct each group to books, articles, or websites with information about the assigned type of weather. Distribute the *Sensing the Weather* activity sheet (page 49) to each group. Model how to record different words (adjectives or other types of words) that describe the weather in each sense box. For example, one adjective that can describe a

Culminating Activity/Assessment

Students engage in a rich task that synthesizes their learning around the focus standards and the essential question.

Score	Overall	Presentation	Content	Technology
4	Exceptional work that exceeds stated expectations in all areas of the project. Demonstrates an excellent understanding of content and presentation skills.	Speaks clearly. Speaks in complete sentences. Speaks at an appropriate volume for presentation.	Presentation provides very clear information about assigned topic. Presentation includes more than three relevant facts and a conclusion.	Uses technology efficiently and effectively to research topic and complete presentation.
3	Satisfactory work that meets all stated expectations of the project. Demonstrates an understanding of content and presentation skills.	Speaks clearly most of the time. Speaks in complete sentences most of the time. Speaks at an appropriate volume for presentation most of the time.	Presentation provides clear information about assigned topic. Presentation includes two to three relevant facts and a conclusion.	Uses technology to research topic and complete presentation.
2	Work does not meet stated expectations of the project in several areas. Does not demonstrate a complete understanding of content or presentation skills.	Speaks clearly some of the time. Speaks in complete sentences some of the time. Speaks at an appropriate volume for presentation some of the time.	Presentation provides some information about assigned topic. Presentation includes one or two facts and a conclusion.	Has some difficulty using technology to research topic and complete presentation.
1	Work does not meet stated expectations of the project in all areas. Does not demonstrate basic understanding of content or presentation skills.	Rarely or never speaks clearly. Rarely or never speaks in complete sentences. Speaks at an inappropriate volume for presentation most of the time.	Presentation does not provide information about assigned topic. Presentation does not include a conclusion.	Has difficulty using technology to research topic and complete presentation.

Directions: Evaluate the student's task using the rubric below.

Student Name: _____ Date: _____

Weather Presentation Rubric

Multiple assessment options are included to monitor student progress.



Level 1

Complete Kit 9781493809172 \$499.99

Title	Item#	Price
6-Pack and Lesson Plans (See item numbers on this page)		\$47.99 ea
Add-on Pack (1 of each book; 10 titles total)	9781493809417	\$39.99



Nonfiction:
Colors
Fiction:
Carousel Colors

Each pair includes 6 copies of each book and accompanying lesson plans.

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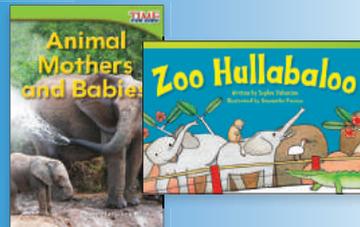
THEME: Basics



Nonfiction:
Weather
Fiction:
Boris the Basset

9781493809271

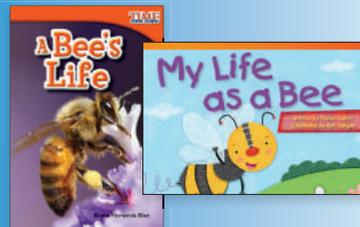
THEME: Earth Science



Nonfiction:
Animal Mothers and Babies
Fiction:
Zoo Hullabaloo

9781493809288

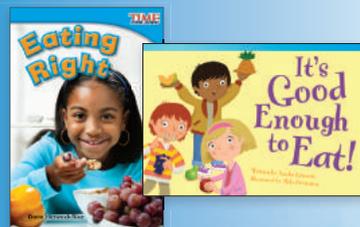
THEME: Life Science



Nonfiction:
A Bee's Life
Fiction:
My Life as a Bee

9781493809295

THEME: Life Cycles



Nonfiction:
Eating Right
Fiction:
It's Good Enough to Eat!

9781493809301

THEME: Health

Level 2

Reading Levels 2.0–2.6
Lexile Levels 320–690L
Interest Level Grades 1–4



Level 3

Reading Levels 3.2–3.8
Lexile Levels 420–890L
Interest Level Grades 2–5



Level 2

Complete Kit 9781493809189 \$519.99

Title	Item#	Price
6-Pack and Lesson Plans (See item numbers on this page)		\$63.99 ea
Add-on Pack (1 of each book; 10 titles total)	9781493809424	\$53.99

Each pair includes 6 copies of each book and accompanying lesson plans.

Level 3

Complete Kit 9781493809196 \$549.99

Title	Item#	Price
6-Pack and Lesson Plans (See item numbers on this page)		\$69.99 ea
Add-on Pack (1 of each book; 10 titles total)	9781493809431	\$57.99



Nonfiction:
A Visit to a Farm
Fiction:
Barnaby Dell

9781493809318



THEME: A Visit To



Nonfiction:
Take Off! All About Airplanes
Fiction:
Felix and His Flying Machine

9781493809363

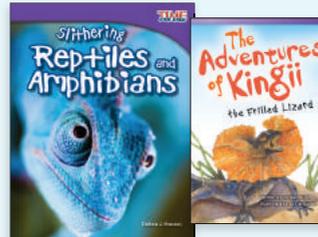
THEME: How Things Work



Nonfiction:
Volcanoes!
Fiction:
Escape from Pacaya

9781493809325

THEME: Natural Disasters



Nonfiction:
Slithering Reptiles and Amphibians
Fiction:
The Adventures of Kingii the Frilled Lizard

9781493809370

THEME: Animal Groups



Nonfiction:
Snakes Up Close
Fiction:
The Snake's Diary by Little Yellow

9781493809332

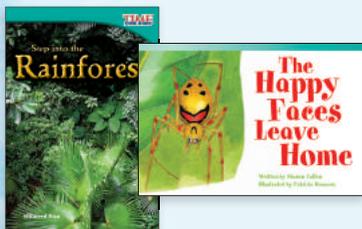
THEME: Animal Species



Nonfiction:
Sweet: Inside a Bakery
Fiction:
The Curious Café

9781493809387

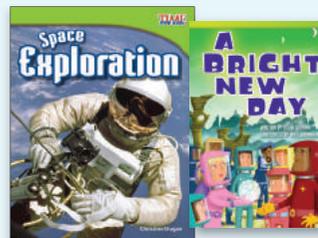
THEME: Math at Work



Nonfiction:
Step into the Rainforest
Fiction:
The Happy Faces Leave Home

9781493809349

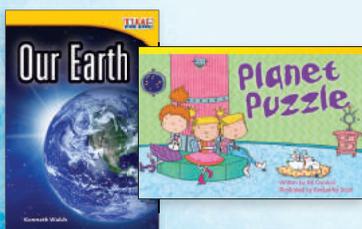
THEME: Biomes



Nonfiction:
Space Exploration
Fiction:
A Bright New Day

9781493809394

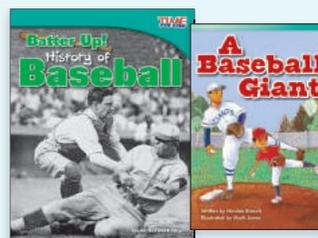
THEME: Space



Nonfiction:
Our Earth
Fiction:
Planet Puzzle

9781493809356

THEME: Space



Nonfiction:
Batter Up! History of Baseball
Fiction:
A Baseball Giant

9781493809400

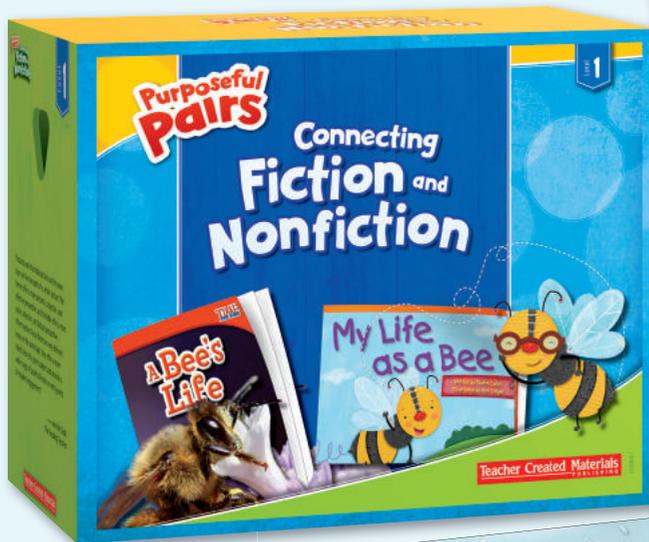
THEME: History Of



Guide Students in Close Reading of Paired Informational and Literary Texts



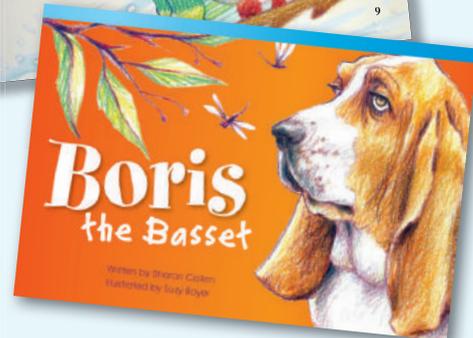
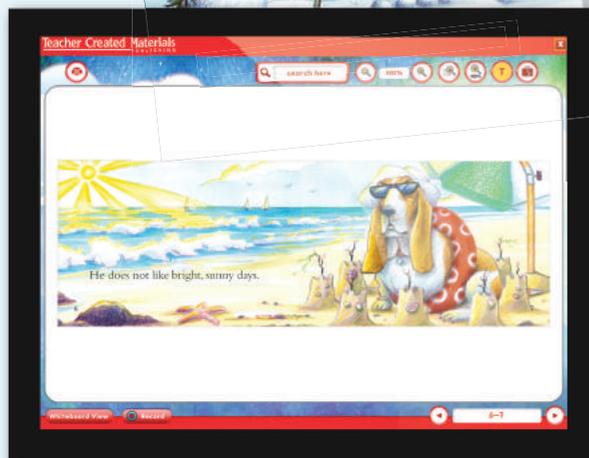
Promotes intertextual connections



Builds literacy skills



Is it warm and sunny?



Supports multimodal learning
and second language learners