

# Teaching Cloverleaf Books™ Space Adventures

cloverleaf books™

Interest Level: K-2

Reading Level: 2

## Titles in this series:

*To Mars!*

*To Planet Earth!*

*To the Moon!*

*To the Stars!*

*To the Sun!*

## Reading Standards

### Common Core State Standards

**CCSS.ELA-Literacy.RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

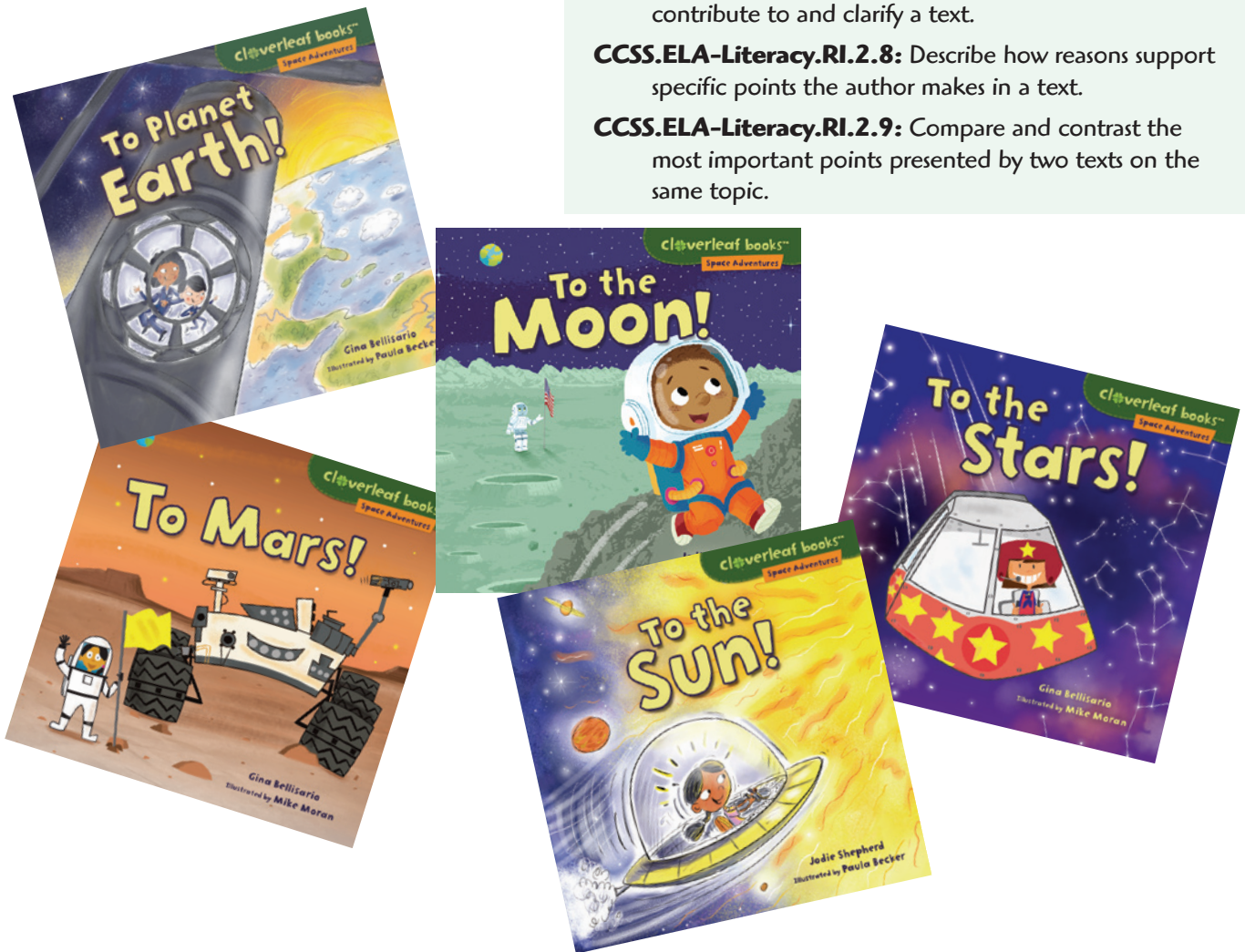
**CCSS.ELA-Literacy.RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**CCSS.ELA-Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**CCSS.ELA-Literacy.RI.2.8:** Describe how reasons support specific points the author makes in a text.

**CCSS.ELA-Literacy.RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.



LERNER  SOURCE™

 Lerner DIGITAL™

Copyright © 2017 by Lerner Publishing Group, Inc. Lerner Digital™ and Lerner eSource™ are trademarks of Lerner Publishing Group, Inc. All rights reserved. [www.lernerbooks.com](http://www.lernerbooks.com)

 LernerClassroom™  
ISBN 978-1-5124-3466-8

# Space Adventures To Mars!

cloverleaf books™

Reading Level: Grade 2

Genre/Subject: Science

## Materials

- Book for each student
- Paper
- Pencils
- Author's Purpose handout (p. 3 of this guide)

## Reading Standards

- **CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.2.8:** Describe how reasons support specific points the author makes in a text.

## Targeted Reading Strategy:

Identify the author's purpose.

**Academic Vocabulary:** atmosphere, desert, Earth, gravity, oxygen, rover, solar system, volcano

**High Frequency Words:** around, because, don't, fast, its, many, or, pull, us, wish, would, why

## Before Reading

### Build Background Knowledge

- After reading the title, explain to students that they will be reading a book about Mars. Ask them what they know about space and the planets.
- Take a book walk, discuss the pictures, and have students make predictions. Review these informational text features: table of contents, glossary, and index. Discuss the importance of the text features, and have good readers use these features to gain a better understanding of what they are reading.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Explain that the pictures can be helpful in figuring out words, especially in books about specific topics such as Mars.

### Skill Introduction

- Tell students that as they read, they are going to think about the author's purpose for writing the book. Explain that authors write books for many different reasons.
  - Use the book to point out facts and sentences about Mars.

---

**Think-aloud:** *It is important to think about what you know about why authors write books. As you are reading, think about what you are learning. Do you think this book is going to tell a story about an astronaut's visit to Mars? Is it giving information about Mars? Is the book trying to persuade you to like or dislike Mars? Remember, an author has a reason why he or she writes a book. Ask yourself some questions about the book that will help you determine the author's purpose. I know that I always start with the question, "Is this book fiction or nonfiction?" This is an important question because then I will know if I am going to be learning or reading for fun. Are there other important questions that come to your mind right away? Anyone want to share? We can write some of these down on paper.*

---

LERNER  SOURCE™

## During Reading

### Check for Understanding

- Guide reading by asking students to read through page 7 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished; students should be reading in their minds or subvocalizing so all the students can read at their own pace.
  - Model the targeted skill: author's purpose

---

**Think-aloud:** *I have been thinking about what the author is trying to tell me as I am reading this book, and I think I have figured out the purpose. I know the answer to my first question about whether this is a nonfiction or fiction book. This book is a little different because there are fictional characters. We know that nonfiction books give us information. What do you think this book is? On page 6, I did not know that Mars was the planet most like ours. Did you? This could be a clue to the author's purpose. As you continue reading, I want you to look for more clues or evidence to support your reasons about what you think the author's purpose is. Remember, asking questions while you read will help you.*

---

- Have students finish reading the rest of the book. Remind them to continue looking for evidence to support their reasoning about the author's purpose.
  - Have students finish reading the rest of the book. Remind them to continue looking for evidence to support their reasoning about the author's purpose.

## After Reading

### Response to Text

- Ask students if they were able to come to a decision on what the author's purpose was for this book.
  - Discuss the reasons that support the students' selection of the author's purpose.

---

**Think-aloud:** *As I read, I knew this book was nonfiction, so I knew I would be learning facts about law enforcement dogs. I asked questions and used the pictures to look for more details. I learned lots of new information about Mars such as Mars is covered in rocks and a red dust. All of this information helped me decide that the author's purpose for writing this book was to inform.*

---

### Word Work

- Write high-frequency words: *look, cover, write, say, and check.*
  - Write all the high-frequency words down on paper in the margin. Make sure they are written correctly. Make three columns down the paper. Then cover the first word. Write it without looking, say the word to yourself, and then check it against the original word. If you got it wrong, circle the part that is wrong, so you know where you made your mistake. Write it again in the next column, say it, and check it. Do this three times for each word whether you get the word right or wrong. You need to know these words automatically.

### Extension Activity

- Have students complete the Author's Purpose handout independently.

Name: \_\_\_\_\_

## Author's Purpose

Read the different reasons authors write. Select what you think the author's purpose was for *To Mars!* Support your answer with three details from the book.

Persuade – the author is trying to get you to do or believe something

Inform – the author is giving you information about a topic

Entertain – the author is telling you a story that you will enjoy

After reading *To Mars!*, do you think the author's purpose was to persuade, inform, or entertain?

---

---

Use three details from the book to prove that the author's purpose was to

\_\_\_\_\_.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Space Adventures To Planet Earth!

cloverleaf books™

Reading Level: Grade 2

Genre/Subject: Science

## Materials

- Book for each student
- Paper
- Pencils
- Ask and Answer Questions handout (p. 3 of this guide)

## Reading Standards

- **CCSS.ELA-Literacy.RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## Targeted Reading Strategy:

Ask and answer questions.

**Academic Vocabulary:** atmosphere, canyon, continent, gravity, savanna

**High Frequency Words:** because, best, cold, don't, its, off, or, pull, right

## Before Reading

### Build Background Knowledge

- Introduce the book *To Planet Earth!* by showing students the cover and reading the title. Survey students' prior knowledge by asking a few questions, such as:
  - What do you think about when you hear the word Earth?
  - What do you know about space? (Discuss with students as they give answers about what they know.)
- Take a book walk, and make predictions using the pictures. Ask students about the characters in the book and why they think the author used pictures instead of real photographs.
- During the book walk, point out any new vocabulary words. Model ways to decode the words using phonics and reading strategies. Remind students to use informational text features to understand new vocabulary.

### Skill Introduction

- Explain that students will be asking questions before, during, and after their reading.
  - Model how to ask questions before begin reading.

---

**Think-aloud:** *Good readers ask questions before, during, and after they read. I see the cover of the book has a space ship with two characters looking down at what looks like planet Earth. I wonder what the characters are doing. Are they going on a trip to outer space? What will they learn about Earth? I am going to write these questions down in my Before Reading box on the Asking Questions handout.*

---

- Pass out the Ask and Answer Questions handout. Give students a few minutes to fill out the Before Reading questions box.
  - Students should read independently. Give students a stopping point, such as page 7, so you can stop to check for understanding.
  - Encourage students to fill in the During Reading box on the handout as they read.

## During Reading

### Check for Understanding

- Once students have reached page 7, glance at their handouts to see that they are filling in the During Reading questions.

LERNER  SOURCE™



- Model how to ask questions as you read.

**Think-aloud:** *As I was reading, I wonder what it is like in outer space. Is Neptune the largest planet? Why does Saturn have rings? I will write that down under my During Reading section on my handout. I see the next section is titled Flying Astronauts. I bet I will find the answers to some of my questions in this section.*

- Have students finish reading the rest of the book. Remind them to keep asking questions as they read.
  - When students finish reading, they can begin filling in the answers to their Before Reading and During Reading questions.

## After Reading

### Response to Text

- Ask students what they learned about planet Earth that they did not know.
- Let students discuss and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.
  - Determine if students were able to answer any of their before and during reading questions.

**Think-aloud:** *I wondered what it was like in outer space. I noticed on page 8 the boy is in space and he says he is floating. Wow, that must be really fun. I learned that he was floating due to less gravity. I wrote my answer down in the answer box on my handout. I did not find the answer to my question about Neptune or Saturn's rings, so I will keep looking for that as I read. Asking questions helped me read for more specific reasons and because of that I paid close attention to what I was reading.*

- Have students write any questions they may still have after reading. See if they can find the answer in the book. If not, ask them how they can find the answers to their questions.
  - Guide students as they complete their handout.

### Word Work

- Put high-frequency words, academic vocabulary words, or both in alphabetical order.
  - Have students use lined paper or dry-erase boards to write high-frequency words, academic vocabulary words, or both in alphabetical order. Use words from the high-frequency words and academic vocabulary lists given at the beginning of the lesson. (These are given in alphabetical order, so scramble them before giving them to students.)

### Extension Activity

- Have students finish answering their questions on their Ask and Answer Questions handout (p.3 of this guide). Assist students, as necessary.

Name: \_\_\_\_\_

## Asking Questions

Fill in the boxes before, during, and after reading the book *To Planet Earth!*

	Question	Answer
Before Reading		
During Reading		
After Reading		

# Space Adventures To the Moon!

cloverleaf books™

Reading Level: Grade 2

Genre/Subject: Science

## Materials

- Book for each student
- Paper
- Pencils
- Visualization handout (p. 3 of this guide)

## Reading Standards

- **CCSS.ELA-Literacy.RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

## Targeted Reading Strategy:

Visualizing.

**Academic Vocabulary:** android, crater, Earth, gravity, meteor, oxygen, space suit

**High Frequency Words:** around, before, cold, does, first, its, made, off, those, use, very, would, your

## Before Reading

### Build Background Knowledge

- Introduce the book *To the Moon!* by showing students the cover and reading the title.
- Draw a moon on the board or piece of paper. Ask students what they think of when they see the moon. Ask students additional questions to activate their prior knowledge, such as:
  - What does it feel like outside when you see the moon?
  - Can you see the moon every night?
  - Does thinking about the moon bring back any special memories?
- After building background knowledge, take a book walk and have students make predictions as they read the chapter headings and look at the pictures.
- During the book walk, point out any new vocabulary words and model ways to decode the words. Review informational text features and why they are important to use as good readers. Remind students of different reading strategies such as context clues to use as they encounter unfamiliar words.

### Skill Introduction

- Explain to students that good readers visualize, or create pictures in their mind, about what they are reading. Go on to explain that visualizing is based on what you read and your prior knowledge. Visualizing helps readers understand what they are reading. Explain that a lot of time we visualize things that we have never seen or cannot physically touch.
  - One way to visualize is to draw a picture.

---

**Think-aloud:** *As I read, I often pause after reading a few pages to picture in my mind the information I have read. This helps to organize information and understand the ideas and topics I am reading. The book begins with a boy at a space museum looking at a poster of Neil Armstrong. I stopped to imagine what it would be like on the moon. What would the ground look and feel like? Although the text did not say anything about the texture of the ground, I can create my own image in my mind and on paper to help me visualize what the author is saying to deepen my understanding.*

---

- Introduce the Visualization handout. This can be completed during or after reading.
  - Ask students to identify the page number in the box and draw an image they visualized while reading.

LERNER  SOURCE™



## During Reading

### Check for Understanding

- Guide students as they read. Have them read to page 9 and stop. Encourage them to reread if they finish before other students.
  - Model the targeted skill: visualizing

---

**Think-aloud:** *This book has many great pictures to help me visualize the text. I use the pictures and words to create more detailed pictures in my mind. After reading page 8 and looking at the picture, I imagined what a real moon rock would look like. I have never seen one, so I created what I thought a moon rock would like. I drew a picture of what I created in my mind.*

---

- Answer any questions students have about visualization. Ask for a few responses of what the text made them visualize to check for their understanding.
- Depending on time allotted for guided reading instruction, the book can be broken down into chapters and used over a few days or a week, if needed.
- Guide students as they continue reading the book.
  - Remind students to use a sticky note or write down any words they do not understand as they read.

## After Reading

### Response to Text

- Ask students to point out any words they had trouble with while reading.
  - Review reading and decoding strategies when necessary.

---

**Think aloud:** *As I continued to read on page 10, I visualized how the moon can be really hot and really cold. I wonder how the space suit protects people from both temperatures. I have not seen a space suit before, but I can easily create this picture in my mind. This will help me remember how the temperature changes so drastically on the moon.*

---

- Discuss students' visualizations and ask if they feel creating pictures in their mind helps them be a better reader.

### Word Work

- Academic Vocabulary Four Square
  - Have each student select a vocabulary word to complete a four square. Students can draw the four square on a piece of paper.

### Extension Activity

- Have students draw their visualizations and indicate which page number they are visualizing.

Name: \_\_\_\_\_

## Visualization

Select a page from the book *To the Moon!*, write the page number, and draw what you pictured in your mind after reading the text on that page.

<p>Page: _____</p>	<p>Page: _____</p>
<p>Page: _____</p>	<p>Page: _____</p>

**Reading Level: Grade 2**

**Genre/Subject: Science**

### Materials

- Book for each student
- Paper
- Pencils
- Real or Make-Believe handout (p. 3 of this guide)

### Reading Standards

- **CCSS.ELA-Literacy.RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **CCSS.ELA-Literacy.RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### Targeted Reading Strategy:

Categorize parts of the story into reality or fantasy.

## Before Reading

### Build Background Knowledge

- Write the word *stars* on a dry erase board or piece of paper. Ask students when they see stars and where they can see them. Ask students additional questions to activate their prior knowledge, such as:
  - Do you think an astronaut has ever landed on a star? Why or why not?
  - Have you ever seen a shooting star?
  - Why do you see stars at night?
  - What do you know about stars?
- After building background knowledge, give each student a book. Take a book walk and have students make predictions as they read the chapter headings and look at the pictures. Encourage students to make suggestions about what type of book it is (genre, fiction or nonfiction, and so on) and what it might be about.
- Discuss that this book is called narrative nonfiction because it has fictional characters but gives information and facts about real topics.
- During the book walk, point out any new vocabulary words and model ways to decode the words. Review informational text features and why they are important to use as good readers. Remind students of different reading strategies such as context clues to use as they encounter unfamiliar words.

### Skill Introduction

- Explain to students that books can be about real things or make believe things that we can create in our imagination. Read the title again. The title often provides clues about the book to tell us if the book will give facts or information about real things or made up things.
- Explain that when something is imagined or made up it is called fantasy. Tell students that it is important as a good reader to be able to determine what is real and what is fantasy. Explain that students can use this skill to determine when other things are real or fantasy, such television or movies or video games.
  - Model how to identify reality versus fantasy.

**Think-aloud:** *When I am reading, I ask myself questions, such as, "Can this really happen?" This helps me recognize if details from the story are real or make-believe. I use other clues such as the title, where the story*

takes place, and other details in the story to help me answer this question. I also ask myself, "Does this only happen in my imagination?" if I am trying to determine if a story is fantasy.

- Before students start reading, explain that you want them to pay close attention to the details of the story and see if they can pick out things that are real and other details that are make-believe or fantasy.
  - Ask students to read to page 5 and stop.

## During Reading

### Check for Understanding

- Guide students as they read. Have them read to page 5 and stop. Encourage them to reread if they finish before other students.
  - Model how to identify parts of the story that are fantasy.

**Think-aloud:** (Read this sentence aloud from page 4:) "Every night, Dad and I go on a mission to space." When I read this sentence, I thought to myself, "Could this really happen?" I know space is real, but I also know that specially-trained astronauts only go to space. I identified this part of the story as make-believe. I bet she pretends to go to space with her dad each night.

- Depending on time allotted for guided reading instruction, the book can be broken down into chapters and used over a few days or a week, if needed.
- Continue to guide students as they read the book.
  - Remind students to use a sticky note or write down any words they do not understand as they read.

## After Reading

### Response to Text

- Ask students to point out any words they had trouble with while reading.
  - Review reading and decoding strategies when necessary.

**Think-aloud:** As I read the book, I continued to stop and ask myself questions about the events in the story. I realize that many things were real, such as, constellations, shooting stars, meteors, and so on, but I also noticed quite a bit of make-believe or fantasy details in the story. Being able to categorize details of the story as real or fantasy gives me a better understanding of the story, so I can remember the details and main ideas more clearly.

- Have students give examples of real and fantasy details from the story using specific evidence from the text.
  - Check for understanding based on student responses.

### Word Work

- S-Blends
  - Point to the word *stars* on the board. Remind students that a blend is two or three consonants grouped together, with each letter keeping its own sound.
  - Have students look through the story and write down all of the s-blend words they find.

### Extension Activity

- Have students complete the Real or Make-Believe handout (p.3 of this guide) independently or with partners.

Name: \_\_\_\_\_

## Real or Make-Believe

Identify details from the story *To the Stars!* as real or make-believe. Write your detail in the correct box. Use evidence from the text to support your answer.

### Real

Detail 1: \_\_\_\_\_

How did you know this was real? Use evidence from the text.

---

---

Detail 2: \_\_\_\_\_

How did you know this was real? Use evidence from the text.

---

---

### Make-Believe

Detail 1: \_\_\_\_\_

How did you know this was make-believe? Use evidence from the text.

---

---

Detail 2: \_\_\_\_\_

How did you know this was make-believe? Use evidence from the text.

---

---



Reading Level: Grade 2

Genre/Subject: Science

### Materials

- Book for each student
- Paper
- Pencils
- Problem and Solution handout (p. 3 of this guide)

### Reading Standards

- **CCSS.ELA-Literacy.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-Literacy.RI.2.9:** Compare and contrast the most important points presented by two texts on the same topic.

### Targeted Reading Strategy:

Problem and Solution.

**Academic Vocabulary:** core, energy, eruption, galaxy, gravity, hydrogen, light, orbit, planet, solar flare, solar system, stars, supersonic

**High Frequency Words:** fast, its, made, off, pull, would

## Before Reading

### Build Background Knowledge

- Introduce the book *To the Sun!* by showing students the cover and reading the title.
- Write the word sun on the board. Ask students what they know about the sun. Suggested questions to activate their prior knowledge could be:
  - Do you think anyone has ever landed on the sun? Why or why not?
  - What do you think it feels like on the sun?
  - Do you think anything is living on the sun?
- After building background knowledge, take a book walk and have students make predictions as they read the chapter headings and look at the illustrations.
- During the book walk, point out any new vocabulary words and model ways to decode the words. Review informational text features and why they are important to use as good readers. Remind students of different reading strategies such as context clues to use as they encounter unfamiliar words.

### Skill Introduction

- Explain to students that authors write for many different reasons. Most books, even nonfiction books, have a problem and solution. Sometimes the solution is not written but left up to the reader to figure out. Oftentimes in nonfiction books, the solution is given to the reader. Explain that this book is special because it is a narrative nonfiction book. Narrative nonfiction means the book has fictional characters with dialogue but it gives information about real topics.
  - Write the words *problem* and *solution* on the board. Review with students the definition of a problem (something hard to deal with) and solution (act of solving or fixing a problem).

---

**Think-aloud:** *After our book walk and looking at the illustrations in the book, I see different things are happening by observing the expressions on the characters' faces. I cannot determine what the problem is just by looking at the pictures, so I need to read the story to learn what the problem is.*

---

- Ask students to begin reading independently and stop after reading page 7.
  - Ask students to use sticky notes to mark words they do not know.
  - Encourage student to write down any problems/solutions they identify as they read.

LERNER  SOURCE™



## During Reading

### Check for Understanding

- Guide students as they read. Encourage students to reread if they finish early. Once everyone has stopped on page 7:
  - Model how to identify the problem of the story.

---

**Think-aloud:** *In the first chapter, I read that the weather was rainy and cloudy and all of the students were feeling sleepy. The sun gives us energy. I thought since the sun was not shining that might be the problem in the story. I need to continue reading to find out more, but I think that is a good prediction, so I am going to remember that as I read.*

---

- Depending on time allotted for guided reading instruction, the book can be broken down into chapters and used over a few days, if needed.
- Guide students as they continue reading the next chapter.
- Encourage to continue writing down any problems and solutions they discover as they go.

## After Reading

### Response to Text

- Ask students to point out any words they had trouble with while reading.
  - Review reading and decoding strategies when necessary.

---

**Think-aloud:** *As I read the book, I learned that Leela was daydreaming about going on a space trip to the sun to help her classmates. To help them get energy back, her solution was to bring sunlight back to her class. She was able to bring sunlight back in her space ship. I thought it was funny that she was dreaming. She did run into other problems in her dream. Can anyone tell me other problems in the story?*

---

- See if any of the students' predictions were correct and if they discovered more than one problem in the story.

### Word Work

- Syllables
  - Have student use the academic vocabulary words in the book (listed above) to clap the number of syllables, such as: *en-er-gy*.

### Extension Activity

- Have students complete the Problem and Solution handout (p.3 of this guide) independently or with a partner.

Name: \_\_\_\_\_

## Problem and Solution

Write the problem and solution(s) from the story in the boxes. Then, write a different a solution to the story of your own.

Problem	Solution
<b>My Solution</b>	