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## Introduction

Welcome to *Cut & Paste Mini-Books: Science*! These 15 mini-books raise the use of manipulatives to a fun and educational level. Designed to enhance your curriculum, the stories reinforce important standards-based science concepts and literacy skills as children read the text and glue patterns onto the corresponding pages to demonstrate comprehension.

In the mini-books, you'll find a collection of science-driven stories that include high-frequency words and controlled vocabulary. The text is just right for helping beginning readers build word recognition, fluency, and other literacy skills. Built-in science concepts align with the Mid-continent Research for Education and Learning (McREL) standards for Kindergarten and first grade, giving children the opportunity to work with key science topics such as plant growth, animal homes, the five senses, nutrition, seasons, weather, and space. Each story prompts children to think about a specific science concept and then respond by gluing patterns onto the pages to complete the book.

Everything you need to make the mini-books is here. As children follow the directions to assemble the books, they'll get additional practice in sequencing and building fine motor skills. Each reproducible mini-book includes patterns that children cut out and paste onto the pages. Suggestions for introducing the featured science concepts are provided to help you prepare children to complete the book successfully. The extension activities let you take the concept a step further to help reinforce it.

Children will love revisiting these stories again and again. As they read, they'll enjoy reviewing key science concepts in a fun, unique way. In addition, children will gain confidence in word recognition and reading fluency with repeated readings. But don't keep all the fun at school—encourage children to take the mini-books home, where they can continue and share their learning excitement with their families!

## Using the Mini-Books

Once children have assembled their mini-books and cut out the patterns, you might walk them through the pages as a preview before they glue the pieces in place. Here are some suggestions for doing this:

- \* Ask children to place all of the patterns face up near their mini-book.
- \* Beginning with the cover, read aloud the text on each page.
- \* As you preview each right-hand page, encourage children to use clues from the text on

the spread to decide which pattern belongs on the page. Invite them to place the pattern on the page (but not glue it in place at this time), and then read the text again. Does the pattern make sense with the text? When finished, ask them to put the pattern back with the others.

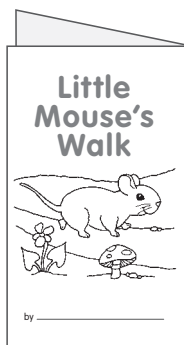
- \* When you preview page 11 of the mini-book (the last page), talk about what children need to do to complete the activity. If desired, work together to find the answers, but have children wait until later to fill in the answers.
- \* After previewing the mini-book together, have children read it by themselves. This time, ask them to glue each pattern to its corresponding page and complete the activity on page 11.

## Assembling the Mini-Books

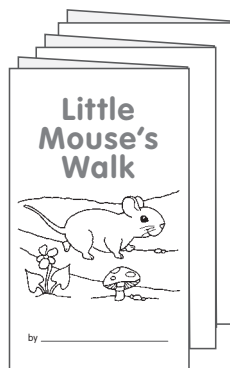
The cut-and-paste mini-books require very few materials, and children can complete them at their desk or at a learning center. To get started, provide children with copies of the reproducible pages for the selected mini-book, then demonstrate the steps below. (Or you might assemble the books in advance.)

### Materials

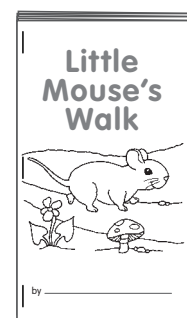
- \* scissors
- \* crayons or markers
- \* glue stick or paste
- \* stapler



1. Fold the front cover/page 1 in half along the solid center line. Keep the fold to the right side.



2. Repeat step 1 for each of the remaining page pairs: pages 2/3, 4/5, 6/7, 8/9, and 10/11. Stack the pages in order with the cover on top and all of the folds on the right side.



3. Staple the pages together along the left edge.

# Connections to the Standards

Mid-continent Research for Education and Learning (McREL), a nationally recognized nonprofit organization, has compiled and evaluated national and state standards—and proposed what teachers should provide for their K–1 students to grow proficient in science and reading. The activities in this book support the following standards:

## Science

### Life Science

- \* Knows that plants and animals closely resemble their parents
- \* Knows that living things go through a process of growth and change
- \* Knows the basic needs of plants and animals
- \* Knows that plants and animals have features that help them live in different environments
- \* Understands that living things have similar needs
- \* Knows that plants and animals need certain resources for energy and growth

### Earth and Space Sciences

- \* Knows vocabulary for different kinds of weather (e.g., rainy, windy, sunny)
- \* Knows how the environment changes over the seasons
- \* Knows that weather conditions can change daily
- \* Knows vocabulary (clouds, Sun, moon) used to describe major features of the sky
- \* Knows basic patterns of the Sun and moon
- \* Knows that stars are innumerable, unevenly dispersed, and of unequal brightness

## Behavioral Studies

Understands that interactions among learning, inheritance, and physical development affect human behavior

- \* Knows that people use their senses to find out about their surroundings and themselves and that different senses provide different information

## Health

- \* Knows that some foods are more nutritious than others
- \* Classifies foods according to food groups
- \* Knows basic personal hygiene habits required to maintain health

## Reading

Uses the general skills and strategies of the reading process including:

- \* Uses mental images and meaning clues based on pictures and print to aid in comprehension of text
- \* Uses basic elements of phonetic and structural analysis to decode unknown words
- \* Understands level-appropriate sight words and vocabulary
- \* Uses self-correction strategies

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K–12 education*. Aurora, CO: Mid-continent Research for Education and Learning. Online database: <http://www.mcrel.org/standards-benchmarks/>

# Matt's Pictures

## Skill Life Cycle of a Butterfly

### Getting Started

Work with children to list facts they already know about butterflies. Write each fact on a separate construction-paper butterfly cutout. Display the facts on a bulletin board. Then, to enrich children's butterfly knowledge, share new facts with them, such as "butterflies are insects," "butterflies live all over the world," "butterflies are symmetrical," "butterflies have two pairs of wings," and "butterflies drink nectar from flowers." Write each new fact on a butterfly cutout and add it to the display.

### Completing the Mini-Book

Ask children to write their name on the cover, then cut out and glue the patterns onto the pages, as shown. Finally, have them complete the activity on the last page.

Reproducible  
Pages  
mini-book:  
pages 8–13  
patterns: page 14

**Matt's Pictures**

by \_\_\_\_\_

© 2011 Scholastic Teaching Resources

One day Matt saw a tiny egg on a leaf. He took a picture. Click!

1

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Soon Matt saw a very small caterpillar. He took a picture. Click!

2

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When Matt looked again, he saw a big, fat caterpillar. He took a picture. Click!

3

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Then Matt saw a chrysalis hanging from a leaf. He took a picture. Click!

4





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At last, Matt saw a beautiful butterfly. He took a picture. Click! Then he took his pictures to school for Show and Tell.

5

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Put the pictures in order. Write 1, 2, 3, or 4 in the boxes.

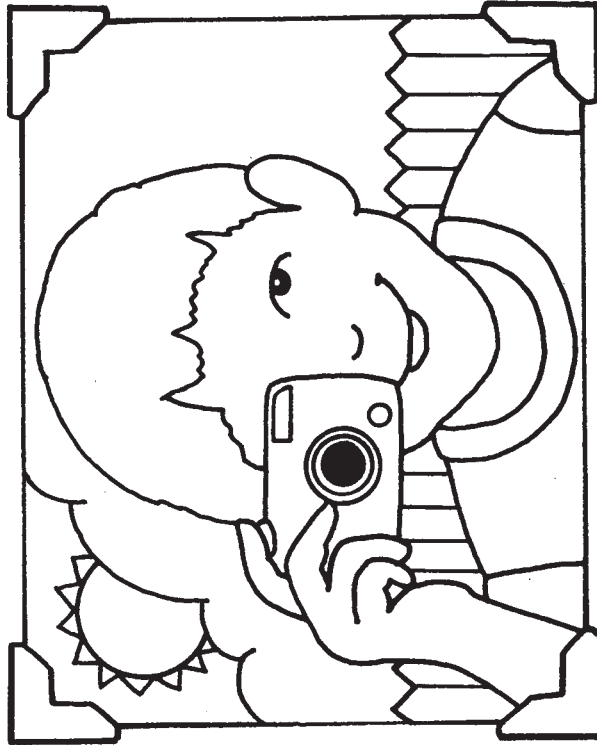
© 2011 Scholastic Teaching Resources

Put the pictures in order.

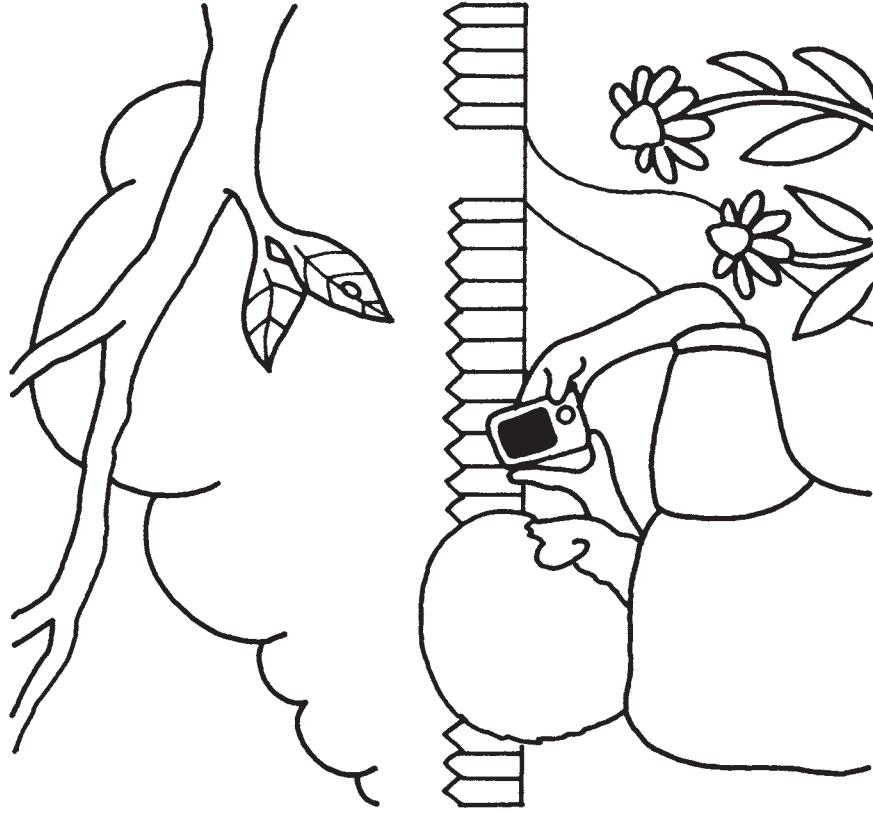
### Taking It Further

Ask children to color, cut out, and glue a copy of each of the five patterns (page 14) to a separate index card. Have them glue the cards to craft sticks to make puppets. Then form small groups and instruct children to make up skits about butterflies using their stick puppets. If desired, drape a length of colorful fabric over a table to make a simple puppet stage. Invite groups to use the stage when they perform their skits for the class.

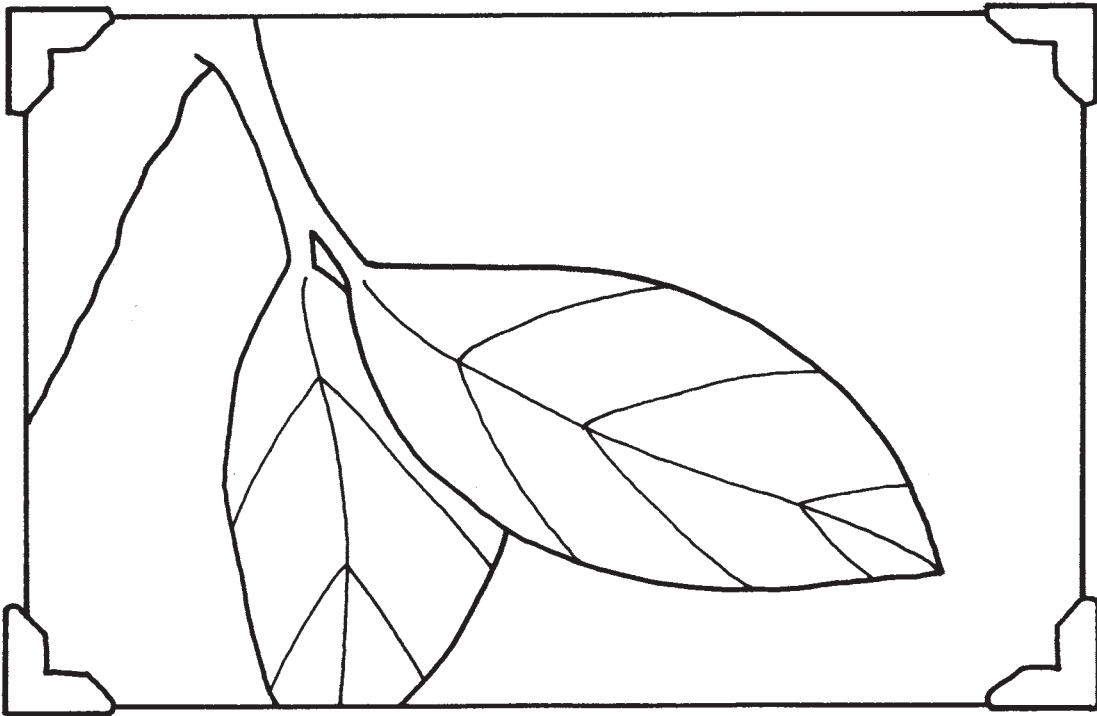
# Matt's Pictures



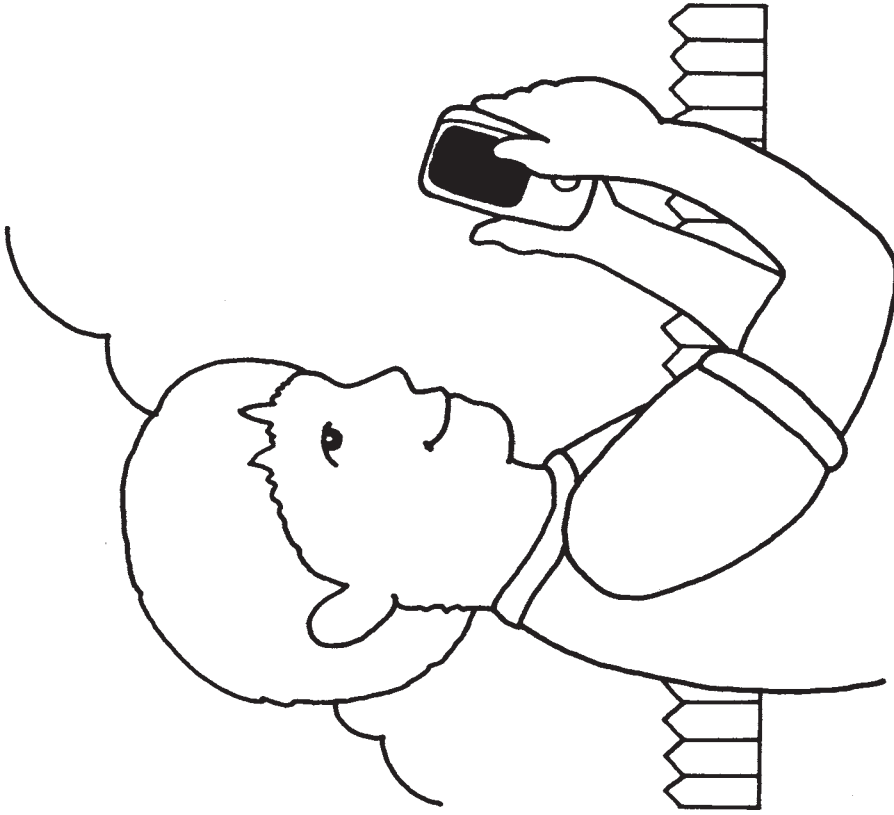
by \_\_\_\_\_



One day Matt saw  
a tiny egg on a leaf.  
He took a picture.  
Click!

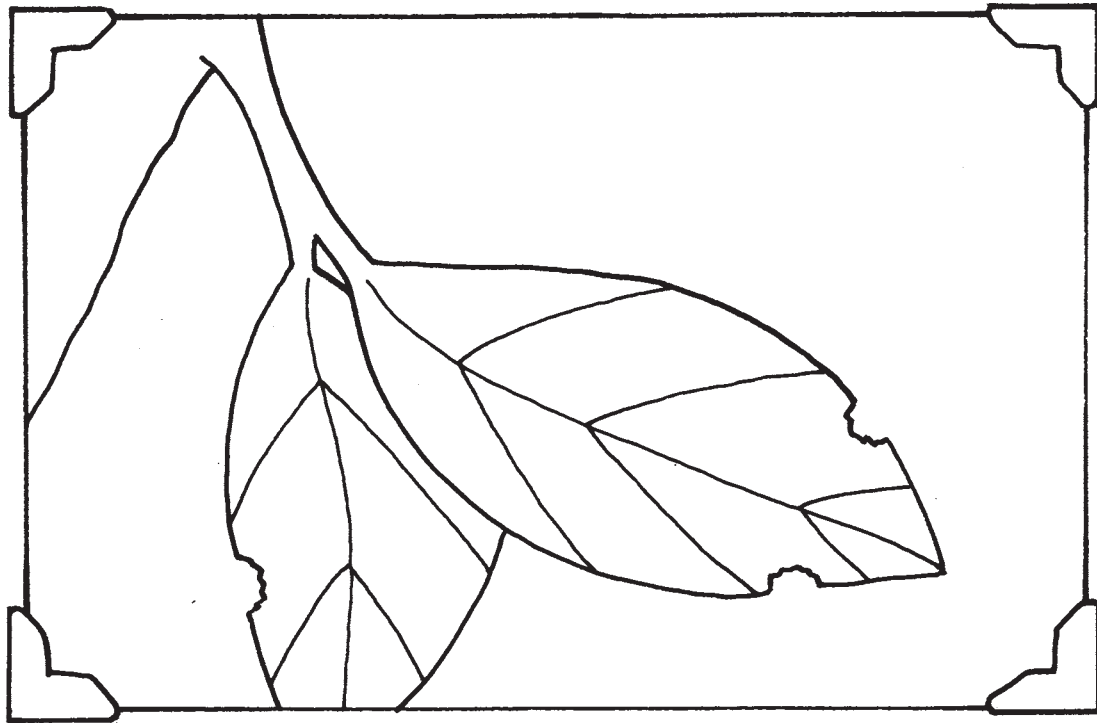


2



Soon Matt saw  
a very small caterpillar.  
He took a picture.  
Click!

3



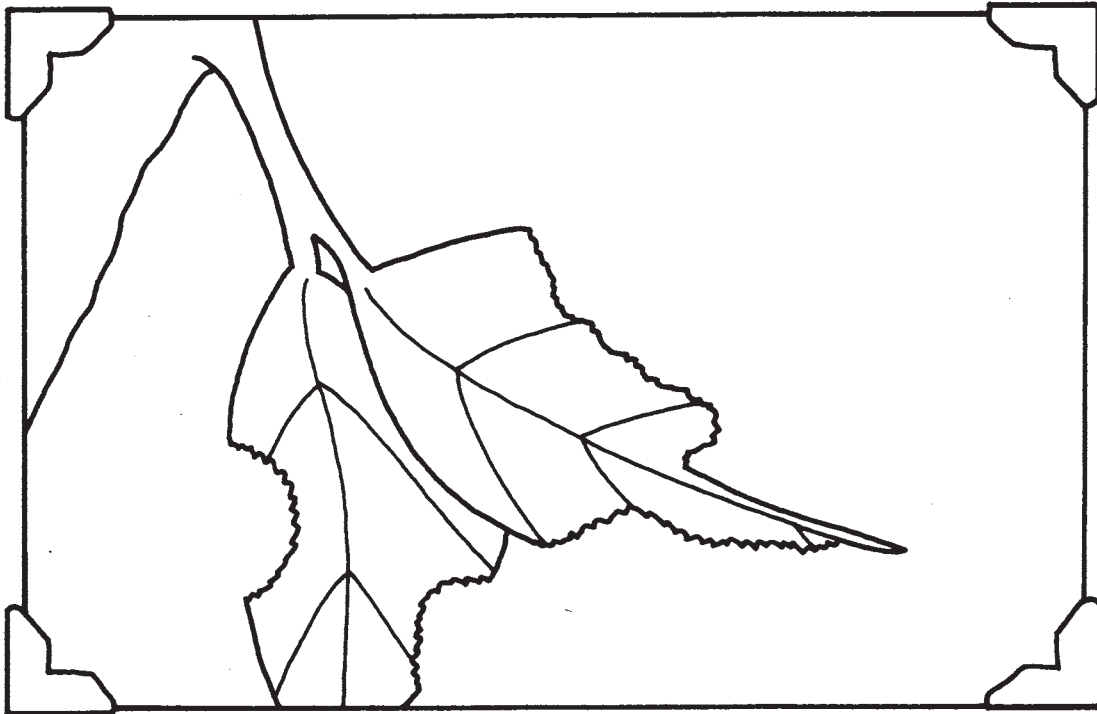
4



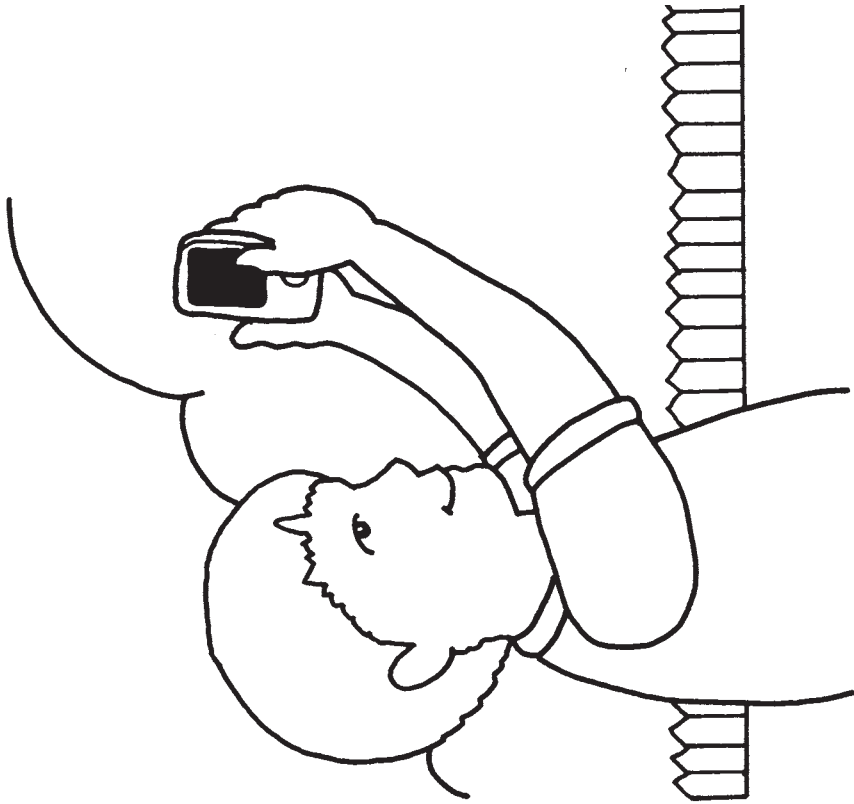
When Matt looked again,  
he saw a big, fat caterpillar.  
He took a picture.

Click!

5



6

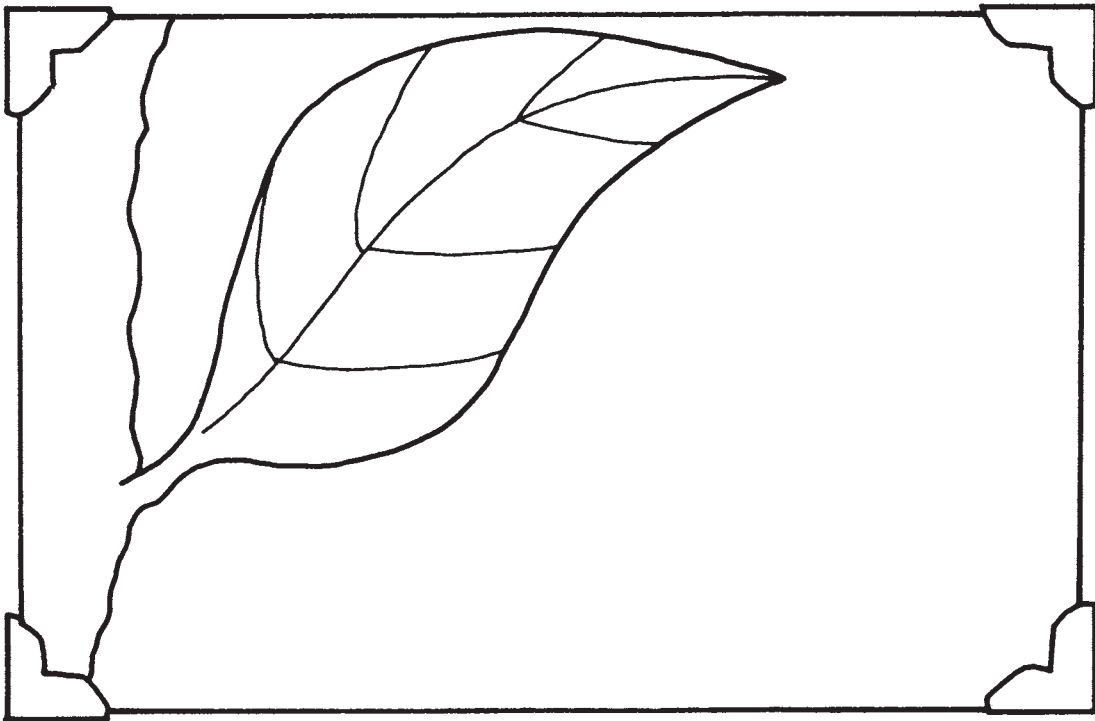


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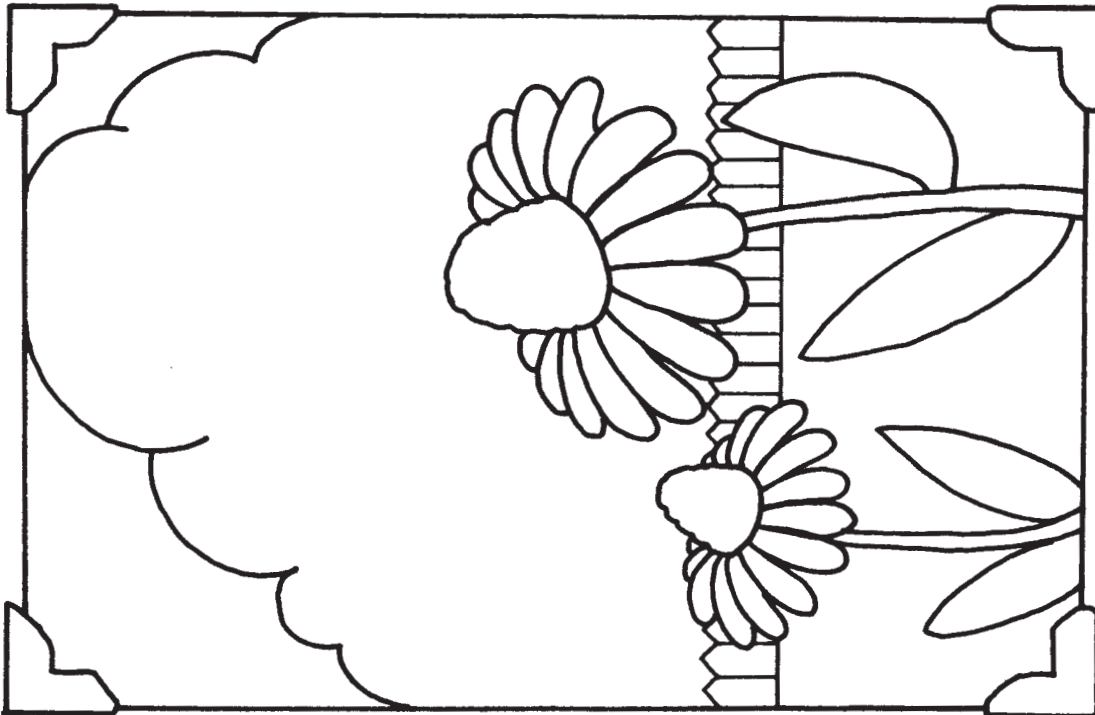
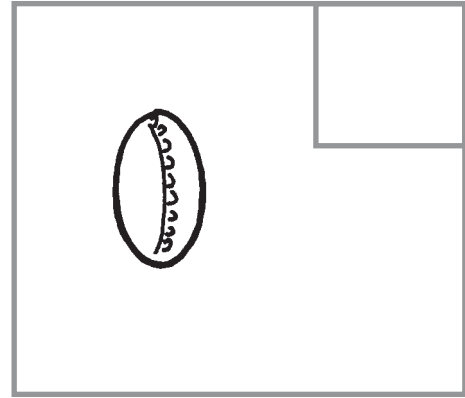
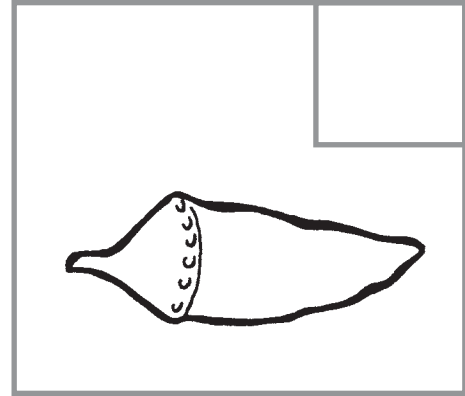
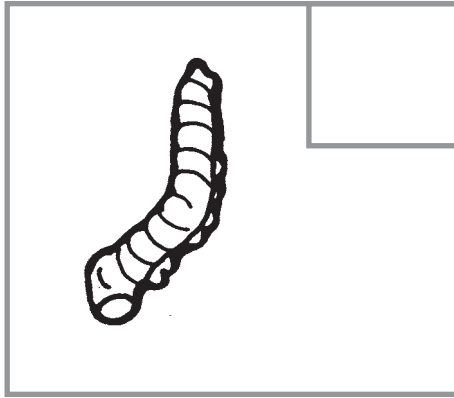
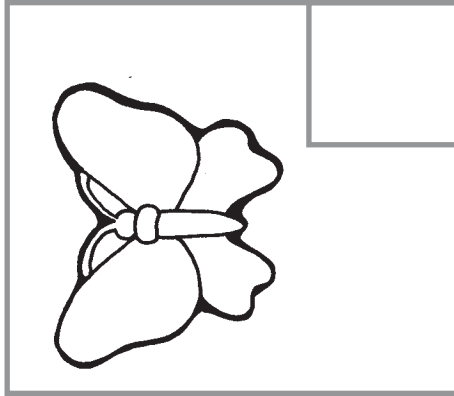
Click!

7



At last, Matt saw  
a beautiful butterfly.  
He took a picture.  
Click!  
Then he took his pictures  
to school for Show and Tell.

Put the pictures in order.  
Write 1, 2, 3, or 4 in the boxes.



# Matt's Pictures

## Cut & Paste Patterns

