

Complete Set of Parts of a Biome Readers
New Edition
Guide to Presentation



Complete Set of Parts of a Biome Readers - New Edition

(suitable for children 3 to 9 years of age)

Contents of Parts of a Biome Readers:

- *Energy Readers (includes 9 booklets with 6 picture and 6 text cards for each booklet)* with wooden storage box
- *Soil Air Water Readers (includes 9 booklets with 6 picture and 6 text cards for each booklet)* with wooden storage box
- *Plants Readers (includes 9 booklets with 6 picture and 6 text cards for each booklet)* with wooden storage box
- *Animals Readers (includes 9 booklets with 6 picture and 6 text cards for each booklet)* with wooden storage box
- pdf masters for making copies of the books are available in the A - Z pdf library on our website: wasecabiomes.org

Additional Related Products:

(sold separately)

- Waseca Reading Program
- Introduction to the Biomes with Curriculum

Guide to Presentation

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Introduction

The Complete Set of Parts of a Biome Readers - New Edition provides an opportunity for emergent readers to practice reading with content from their studies!

The readers are color-coded to denote increasing difficulty as a succession of phonetic elements is introduced. The sequence follows that of the Orton Gillingham program and the color-coding corresponds to the Waseca Reading Program:

<i>red</i>	focuses on three-letter phonetic words and isolates short vowel sounds.
<i>orange</i>	focuses on blends: common beginning blends such as s , l , and r blends; ending blends; and words with both beginning and ending blends.
<i>yellow</i>	introduces consonant digraphs like sh , ch , th , and tch .
<i>green</i>	explores words ending with ng and nk .
<i>aqua</i>	focuses on the silent e rule as applied to each vowel.
<i>blue</i>	explores different phonograms used to make each long vowel sound.
<i>purple</i>	introduces various diphthongs, such as r-controlled vowels and oy , ow , aw .
<i>pink</i>	focuses on combinations that produce silent letters like wh , mb , kn , and gh .
<i>gold</i>	explores less common phonetic rules, including spelling variations for the same sounds and hard and soft consonants.

The Complete Set of Parts of a Biome Readers - New Edition are designed to practice reading and develop reading comprehension by encouraging the child to read the same passage a minimum of three times, thereby acquiring fluency and confidence. They can be used in conjunction with our Introduction to the Biomes Curriculum when introducing the concept of a biome. These will help children explore the different parts of a biome: energy from the Sun, water, soil, air, plants, and animals.

You can determine the appropriate level for the emergent reader or, if the Waseca Reading Program is being used, the child will know the color level to which they can read. If they are on the yellow cards, they can read all of the books up to and including the yellow!

Presentation

You will need: Parts of a Biome Readers booklets, Parts of a Biome Readers picture cards, Parts of a Biome Readers text cards, print out of the masters for each booklet, colored pens or pencils

Purpose: To provide an opportunity for emergent readers to practice reading with content of their studies.

1. The unillustrated reader booklets are the first part of the Parts of a Biome Readers that should be introduced. Select the color that the child will work with and, after reviewing the text of the booklet, work with any sight words that may be necessary prior to reading the book (words like eats and lives are necessary to convey information about biomes).
2. Have the child read the booklet. These booklets are not illustrated so that the child can focus on phonetically decoding the words and cannot guess the text from the illustrations.
3. Have the child lay out the picture cards for the book. You can talk about the story and what the child remembers of the text as you do so. If there is a storyline, the cards may be put in sequence (they are numbered on the back for control of error).
4. The child reads the text cards (the exact same text as in the booklet) and matches it to the appropriate picture card. Comprehension is required to match these cards and work can be self-checked with the numbers on the backs of each card.
5. Make copies of the booklet from the masters. Cut and staple them so that you can give the child her own copy. Have the child read the booklet and independently illustrate the blank page opposite the text. This is a good check for comprehension and incorporates a third reading of the text for mastery. The book can then be taken home and read to parents for further practice and sharing.

Extensions:

- Use the picture cards to have the child write original text to accompany the images.
- Have the child create a new book about a plant or animal found in a biome. What type of biome does it live in? How does it get energy? What does it eat? How does it adapt? Write a story about a day in its life. Make this story into a new booklet and set of cards to add to the Parts of the Biome Readers in your classroom.

Parts of a Biome Readers - New Edition Topics

Energy

Energy is something that you cannot see, but you can see the effect of its work. Energy moves between the different parts of a biome. It often moves in a circle and comes back to the place where it started. There are many different energy cycles at work in a biome.

The Sun is the original source of energy. It provides energy through fusion in the form of light and heat that makes life possible on this planet. Energy from the Sun is part of the Water Cycle. It keeps water liquid and can cause evaporation.

Energy is constantly transferred. Plants take energy from the Sun, the water, the soil, and the air to produce food, which is a form of energy. They store this energy for their own growth. When an animal eats a plant, the plant's energy is transferred to the animal. The energy from dead plants and animals, and the waste of animals, goes back into the soil for the plants. The carbon and nitrogen cycles demonstrate energy transfers too.

Red — The Sun

Orange — Scat

Yellow — Lunch

Green — The Big Bang

Aqua — The Earth Moves

Blue — A Day on Earth

Purple — Glow

Pink — Incredible Life

Gold — The Reason for the Seasons

Soil, Air, and Water

Soil comes from the weathering of rocks (inorganic material) and the decomposition of living things (organic matter). Soil also hosts water, air, animals, and bacteria. Soil provides plants with the minerals they need to thrive - Soil is necessary for life on this planet!

The right amount of water and warmth allow the soil to develop into distinct layers. Soils are constantly evolving. The different layers play a part in that evolution.

Air is held to the Earth by gravity. We call this blanket of air our atmosphere. You can not see it, but you can feel it when it moves as wind. You can see its effect on moving clouds and swaying trees.

Our atmosphere is composed of mostly nitrogen with a lesser amount of oxygen. The remaining 1% is a mixture of other gases including carbon dioxide. Our atmosphere protects us from harmful rays of the Sun, traps heat, and forms clouds to bring rain. It keeps Earth at just

the right temperature for plants to thrive and produce the oxygen that animals need. We can go without food for months and without water for days, but we need air every few minutes.

Water is essential to all life. Water is present in a biome as dew, rainfall, humidity, snow, frozen water, ground water, and surface water (such as ponds and streams). The amount of moisture in a biome directly affects the flora and fauna and determines many of their adaptations.

The amount of water flowing through the soil will affect the evolution of the soil and its ability to sustain plant life. Water vapor is contained in the air. Fresh water resources are continually renewed in a process called the Water Cycle. Life began in the water and liquid water makes our planet special.

- Red** — Do It
- Orange** — What is it?
- Yellow** — This
- Green** — The Rotting Log
- Aqua** — Explore Land and Water
- Blue** — Rainy Day
- Purple** — Soil
- Pink** — The Water Cycle
- Gold** — A Fern

Plants

Plants use water, energy from the Sun, and carbon dioxide from the air to make food in a process called photosynthesis. Photosynthesis sustains the plants and creates oxygen. All animals depend, either directly or indirectly, on plants for food. Animals also depend on the oxygen plants produce.

Plants cannot move. They are rooted to the where they sprout. They have adapted to reproduce and thrive in all types of biomes even though they are immobile.

- Red** — Is it?
- Orange** — If a Plant...
- Yellow** — Plants and Me
- Green** — A Tree
- Aqua** — Plants Adapt
- Blue** — Seeds Travel
- Purple** — A Plant in the Seasons
- Pink** — The Turtle and the Fig
- Gold** — Photosynthesis

Animals

Animals come in many shapes and sizes. There are invertebrates and vertebrates. The five classes of vertebrates all have unique traits.

Unlike plants, animals can move about to find food. Animals must eat plants, or hunt animals that eat plants, in order to survive. Herbivores eat plants. Carnivores eat animals. Omnivores eat both.

Animals produce waste from the food they eat that their bodies cannot use. Their waste goes back into the soil and provides energy for plants. Their bodies, when they die, also go back into the soil. Decomposition adds carbon to the soil and also provides energy for the plants that once fed those animals.

- Red** — It Can
- Orange** — Yum
- Yellow** — A Fish
- Green** — A Skunk
- Aqua** — A Reptile
- Blue** — Squishy or Crunchy
- Purple** — A Bird
- Pink** — What Makes a Mammal?
- Gold** — An Amphibian

Folio Clips

As of July 2021, the embossed icon on each reader folio was replaced with a brass icon clip for that part of a biome. The nine folios included with each reader storage box come with a set of icon clips for you to add to the spine of each folio. Ten clips are included (just in case you need an extra). These clips slide snugly over the top of each folio.

How to use them?

1. Open the folio so that it lays flat.
2. Place an index card (or a paper of similar thickness) over the outside of the spine up to its edge.
3. Fit the clip over the width of the spine and the index card.
4. Slide the clip gently down into place and remove the index card.
5. Finally, remove the protective plastic coating from the front of the clip.