



## The Earth: One-of-a-Kind Planet

Nomad Press offers concise classroom guides to help educators explore content-related topics with students and encourage them to develop ideas in meaningful ways. Includes Essential Questions and Common Core Connections.

**Download free classroom guides for other Nomad Press books at our website, [nomadpress.net](http://nomadpress.net)!**



### Earth is our home, but what do we really know about this planet?

Quite a lot! We know how the Earth came to be the planet we live on, how oxygen made it possible for life to develop, and how the climate is changing in ways that affect everyone and everything. In *The Earth: One-of-a-Kind Planet*, the narrator, who just happens to be the Universe, explains where Earth is located in the solar system, how Earth is able to support life, how life evolved on Earth, and more. Vivid illustrations, text-to-self connections, fun facts, and a hands-on science activity all provide foundational learning opportunities to explore planet Earth. A poem at the beginning encourages language arts connections.

**Age:** 5–8

**Grade:** 1–3

**Softcover:** 978-1-61930-984-5, \$9.95

**Hardcover:** 978-1-61930-981-4, \$19.95

**eBook:** all formats available, \$6.99

**Specs:** 9.5 x 9.5, 32 pages, 4-color interior

**Focus:** Earth Science & Space Science

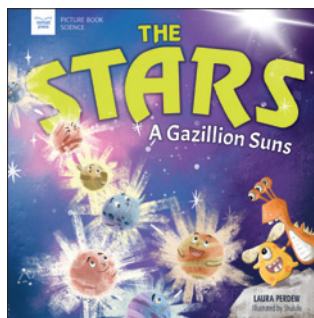
**GRL:** N

### BOOKS IN THE PICTURE BOOK SCIENCE SPACE SET!



**PB:** 978-1-61930-988-3, \$9.95

**HC:** 978-1-61930-985-2, \$19.95



**PB:** 978-1-61930-992-0, \$9.95

**HC:** 978-1-61930-989-0, \$19.95



**PB:** 978-1-61930-980-7, \$9.95

**HC:** 978-1-61930-977-7, \$19.95

## ESSENTIAL QUESTIONS TO ASK

### KEY VOCABULARY

adapt, atmosphere, galaxy,  
mammal, orbit, solar system

### BEFORE READING

#### 1 Establish Background Knowledge

- a What do you already know about the planet you live on?
- b How far have you traveled from home? How was that place different from where you live?

#### 2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do pictures help readers understand what is happening in the stories?

**CCC: CCSS.ELA-Literacy.L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**CCC: CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### DURING READING

#### 1 Check for Understanding

- a Why is it important to learn about space and Planet Earth?
- b How can learning about the history of the Earth help humans?
- c How do scientists solve problems and answer questions?
- d How do activities help you learn about science?
- e How is hands-on learning through activities different from learning through listening or reading the text?
- f What else do you want to know about Planet Earth?

**CCC: CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

**CCC: CCSS.ELA-Literacy.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



/NomadPress



/NomadPress



/NomadPressVT



@NomadPressVT

## ESSENTIAL QUESTIONS TO ASK

### AFTER READING

#### 1 Summary and Expansion

- a What do all living organisms need to survive?
- b How has life changed from long ago to now?
- c What are some threats to life on Planet Earth?
- d What can individuals do to help Planet Earth be healthy?
- e How did the glossary help you understand the book?

#### 2 Critical Thinking

- a Why might life not survive on other planets in our solar system?
- b Why is it important to study other planets, stars, asteroids, and other objects in space?
- c How do scientists learn about things that happened before humans existed?
- d How can we use what we know about the planet's past to learn about the planet's future?

**CCC: CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**CCC: CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### COMMON CORE CONNECTIONS

**Grade: 3 Language** CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,4d,5,5a,5b,6

**Grade: 3 Reading: Foundation Skills** CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4b,4c

**Grade: 3 Reading: Informational Text** CCSS.ELA-Literacy.RI.3.1,2,3,4,5,6,7,8,9,10

**Grade: 3 Reading: Literature** CCSS.ELA-Literacy.RL.3.1,2,3,4,5,6,7,9,10

**Grade: 3 Speaking & Listening** CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,5,6

**Grade: 3 Writing** CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10



/NomadPress



/NomadPress



/NomadPressVT



@NomadPressVT

## COMMON CORE CONNECTIONS

### Grade: 3 Language

#### CCSS.ELA-Literacy.L.3.3,4,4a,4b,4c,4d,5,5a,5b,6

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - 4a Use sentence-level context as a clue to the meaning of a word or phrase.
  - 4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - 4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - 4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - 5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - 5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Grade: 3 Reading: Foundation Skills

#### CCSS.ELA-Literacy.RF.3.3,3b,3c,3d,4,4a,4b,4c

- 3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - 3b Decode words with common Latin suffixes.
  - 3c Decode multisyllable words.
  - 3d Read grade-appropriate irregularly spelled words.
- 4 Read with sufficient accuracy and fluency to support comprehension.
  - 4a Read grade-level text with purpose and understanding.
  - 4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - 4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Grade: 3 Reading: Informational Text

#### CCSS.ELA-Literacy.RI.3.1,2,3,4,5,6,7,8,9,10

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 6 Distinguish their own point of view from that of the author of a text.
- 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Grade: 3 Reading: Literature

#### CCSS.ELA-Literacy.RL.3.1,2,3,4,5,6,7,9,10



/NomadPress



/NomadPress



/NomadPressVT



@NomadPressVT

## COMMON CORE CONNECTIONS

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 6 Distinguish their own point of view from that of the narrator or those of the characters.
- 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- 9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Grade: 3 Speaking & Listening

#### CCSS.ELA-Literacy.SL.3.1,1c,1d,2,3,4,5,6

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - 1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - 1d Explain their own ideas and understanding in light of the discussion.
- 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

### Grade: 3 Writing

#### CCSS.ELA-Literacy.W.3.2,2a,2b,2c,2d,3,4,7,8,10

- 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - 2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - 2b Develop the topic with facts, definitions, and details.
  - 2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - 2d Provide a concluding statement or section.
- 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 7 Conduct short research projects that build knowledge about a topic.
- 8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.



/NomadPress



/NomadPress

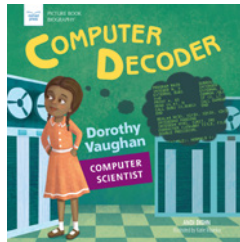


/NomadPressVT

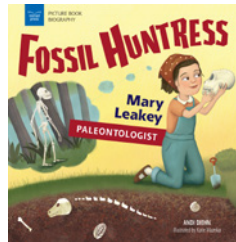


@NomadPressVT

# More Picture Books from Nomad Press:



Author: Andi Diehn



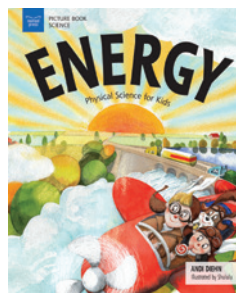
Author: Andi Diehn



Author: Laura Perdeu



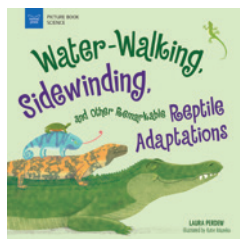
Author: Laura Perdeu



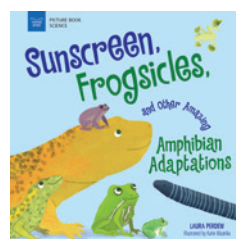
Author: Andi Diehn



Author: Laura Perdeu



Author: Laura Perdeu



Author: Laura Perdeu



Author: Andi Diehn

Check them out at [nomadpress.net](http://nomadpress.net)



/NomadPress



/NomadPress



[www.nomadpress.net](http://www.nomadpress.net)



/NomadPressVT



@NomadPressVT