

# The History of the Earth

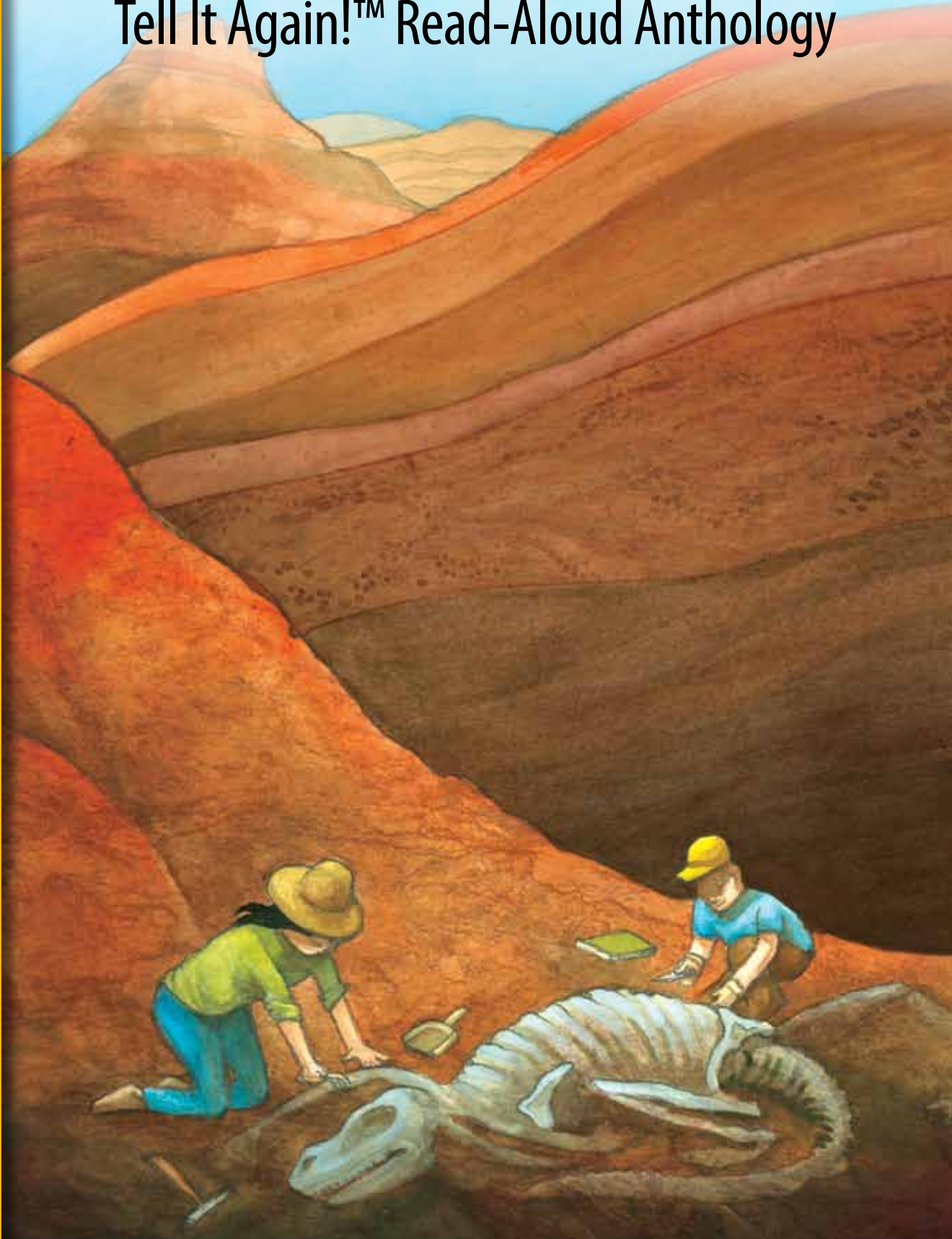
## Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • New York Edition • Listening & Learning™ Strand

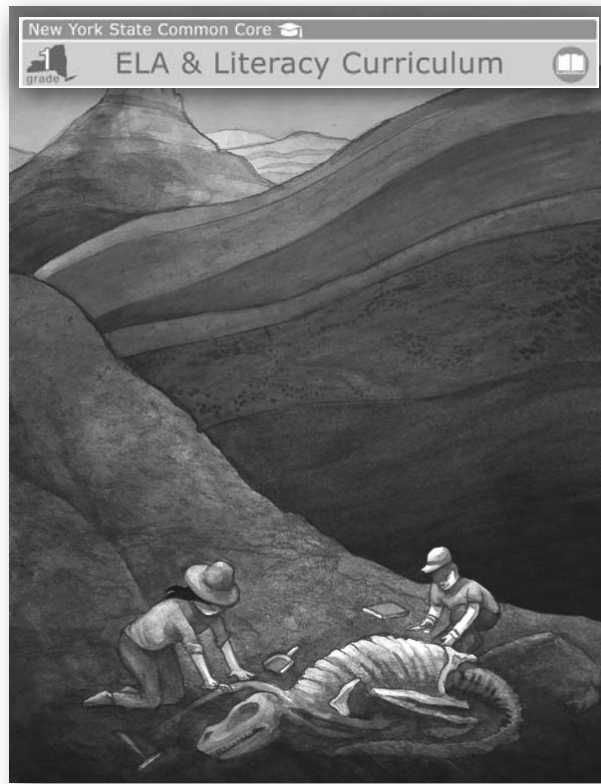


Core Knowledge®

**GRADE 1**







# The History of the Earth

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

**GRADE 1**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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# Alignment Chart for *The History of the Earth*

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for *The History of the Earth*

### Lesson

	1	2	3	4	5	6	7	8
<b>Core Content Objectives</b>								
Identify geographical features of the earth's surface: oceans and continents	✓							
Locate the North Pole, the South Pole, and the equator on a globe	✓							
Describe the shape of the earth	✓							
Explain that much of our knowledge of the earth and its history is the result of the work of many scientists	✓							
Identify the layers of the earth: crust, mantle, and core (outer and inner)		✓	✓					
Describe the crust		✓						
Describe the mantle and core inside the earth			✓					
Describe volcanoes and geysers			✓	✓				
Describe how heat, pressure, and time cause many changes inside the earth			✓	✓			✓	
Identify common minerals in the earth					✓			
Explain how minerals are used by people					✓			
Identify the three types of rocks: igneous, sedimentary, and metamorphic						✓		
Describe how heat, pressure, and time cause the formation of igneous, sedimentary, and metamorphic rocks						✓		
Describe fossils							✓	✓
Explain how fossils provide information about the history of the earth							✓	✓
Explain how we know about dinosaurs								✓
Describe various dinosaurs								✓

**Alignment Chart for  
The History of the Earth**

**Lesson**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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**Reading Standards for Informational Text: Grade 1**

**Key Ideas and Details**

<b>STD RI.1.1</b>	Ask and answer questions about key details in a text.								
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud								
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships								
<b>STD RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.								
<b>CKLA Goal(s)</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud							✓	✓

**Craft and Structure**

<b>STD RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.								
<b>CKLA Goal(s)</b>	Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions								

**Integration of Knowledge and Ideas**

<b>Lesson</b>								
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	

<b>STD RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.								
<b>CKLA Goal(s)</b>	Use illustrations and details in a nonfiction/informational read-aloud to describe its key ideas								
<b>STD RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓	✓	✓		✓

**Range of Reading and Level of Text Complexity**

<b>STD RI.1.10</b>	With prompting and support, read informational texts appropriately complex for Grade 1.								
<b>CKLA Goal(s)</b>	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3								






**Alignment Chart for  
The History of the Earth**

**Lesson**

		1	2	3	4	5	6	7	8
<b>Writing Standards: Grade 1</b>									
<b>Text Types and Purposes</b>									
<b>STD W.1.1</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.								
<b>CKLA Goal(s)</b>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure							✓	✓
<b>STD W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.								
<b>CKLA Goal(s)</b>	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that includes mention of a topic, some facts about the topic, and some sense of closure	✓				✓			
<b>Research to Build and Present Knowledge</b>									
<b>STD W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions		✓			✓	✓		
<b>Speaking and Listening Standards: Grade 1</b>									
<b>Comprehension and Collaboration</b>									
<b>STD SL.1.1</b>	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.								
<b>STD SL.1.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					✓			
<b>STD SL.1.1b</b>	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.								
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age					✓			



**Alignment Chart for  
The History of the Earth**


**Lesson**

		1	2	3	4	5	6	7	8
<b>STD SL.1.1c</b>	Ask questions to clear up any confusion about the topics and texts under discussion.								
<b>CKLA Goal(s)</b>	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud								
<b>STD SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.								
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when</i> ), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud		✓		✓		✓	✓	
<b>STD SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.								
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, classroom routines, and/or what a speaker says about a topic	✓							
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.								
<b>CKLA Goal(s)</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly		✓	✓	✓	✓	✓		
<b>STD SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.								
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings	✓				✓		✓	✓
<b>STD SL.1.6</b>	Produce complete sentences when appropriate to task and situation.								
<b>CKLA Goal(s)</b>	Produce complete sentences when appropriate to task and situation								
<b>Language Standards: Grade 1</b>									
<b>Vocabulary Acquisition and Use</b>									
<b>STD L.1.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.1.5c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).								
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy)								

**Alignment Chart for  
The History of the Earth**

**Lesson**

		1	2	3	4	5	6	7	8
<b>STD L.1.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).								
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> )								
<b>Additional CKLA Goals</b>									
	Prior to listening to a given read-aloud, identify orally what they know and have learned about the topic								
	Discuss personal responses to information pertaining to the read-aloud	✓							
	Identify new meanings for familiar words and apply them accurately	✓							✓
	Use frequently occurring conjunctions, such as <i>and</i> and <i>or</i>			✓				✓	
	Evaluate and select read-alouds on the basis of personal choice for reading							✓	

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to The History of the Earth

This introduction includes the necessary background information to be used in teaching *The History of the Earth* domain. The *Tell It Again! Read-Aloud Anthology for The History of the Earth* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point, following Lesson 4, after the layers of the earth have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3 #	Day 4	Day 5 ⑩#
Lesson 1A: "Our Home, Earth" (40 min.)	Lesson 2A: "The Earth Inside-Out, Part I" (40 min.)	Lesson 3A: "The Earth Inside-Out, Part II" (40 min.)	Lesson 4A: "The Earth Inside-Out, Part III" (40 min.)	Pausing Point (60 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)	Lesson 3B: Extensions (20 min.)	Lesson 4B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 #	Day 7 #	Day 8 #	Day 9	Day 10 #
Lesson 5A: "Minerals" (40 min.)	Lesson 6A: "The Three Types of Rocks" (40 min.)	Lesson 7A: "Fossils" (40 min.)	Lesson 8A: "Dinosaurs" (40 min.)	Domain Review (60 min.)
Lesson 5B: Extensions (20 min.)	Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three	
Day 11 ⑩#	Day 12 #
Domain Assessment (60 min.)	Culminating Activities (60 min.)
60 min.	60 min.

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## **Domain Components**

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book\** for *The History of the Earth*
- *Tell It Again! Image Cards* for *The History of the Earth*
- *Tell It Again! Supplemental Guide* for *The History of the Earth*

\*The *Tell It Again! Multiple Meaning Word Posters* for *The History of the Earth* are found at the end of the *Tell It Again! Flip Book\** for *The History of the Earth*.

Recommended Resource:

- *Core Knowledge Grade 1 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517700

## **Why The History of the Earth Is Important**

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In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers.

The domain focuses on the geographical features of the earth's surface and the layers of the earth. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth.

The read-alouds also focus on minerals and rocks. Students will learn about the importance of rocks and minerals in their daily lives. They will also learn about the three types of rocks and characteristics of each type. Students will learn how rocks and minerals are taken from the earth's crust to be used by people. Students will also learn about fossils and their importance in giving us knowledge about the history of living things on the earth.

We recommend that you provide a collection and visual

representations of fossils, rocks, and dinosaur models for tactile learning and find plenty of opportunities for students to interact with these.

Students will get a good introduction to the basics of geology and paleontology, and those in Core Knowledge schools will review and extend their learning about the earth in much greater depth in fourth grade.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The History of the Earth*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

### ***Plants***

- Explain that there are many different kinds and sizes of plants
- Explain that different kinds of plants grow in different environments
- Describe what plants need to live and grow: food, water, air, and sunlight
- Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant

### ***Taking Care of the Earth***

- Explain that Earth is composed of natural resources (land, water, and air) and that humans, plants, and animals depend on Earth's natural resources to live
- Identify examples of land, water, and air from their own environments
- Explain that natural resources are things found in nature that are valuable and of great importance to people
- Identify key natural resources and describe how people use them

## ***Core Vocabulary for The History of the Earth***

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The following list contains all of the core vocabulary words in *The History of the Earth* in the forms in which they appear in the read-alouds, or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### **Lesson 1**

equator  
geologist  
geology  
pressure  
**surface**

### **Lesson 2**

core  
crust  
eroded  
**layer**  
mantle

### **Lesson 3**

disasters  
liquid  
molten  
**solid**  
volcano

### **Lesson 4**

**destructive**  
eruption  
geysers  
lava  
magma

### **Lesson 5**

**characteristics**  
gemstones  
minerals  
traces

### **Lesson 6**

artifacts  
igneous  
metamorphic  
sedimentary  
**sediments**

### **Lesson 7**


fossil  
impression  
paleontologist  
**preserved**

### **Lesson 8**

debris  
excavating  
**extinct**  
fossilized  
meteor  
meteorite




## **Student Performance Task Assessments**

In the *Tell It Again! Read-Aloud Anthology* for *The History of the Earth*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## **Above and Beyond**

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In the *Tell It Again! Read-Aloud Anthology* for *The History of the Earth*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## **Supplemental Guide**

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and

accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

## ***Recommended Resources for The History of the Earth***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Dave's Down-to-Earth Rock Shop*, by Stuart J. Murphy and illustrated by Cat Bowman Smith (HarperCollins, 2005) ISBN 978-0064467292
2. *Digging Up Dinosaurs (Let's-Read-and-Find-Out Science 2)*, by Alike (HarperCollins, 1988) ISBN 978-0064450782
3. *Dinosaurs (Magic Tree House Guide)*, by Will Osborne, Mary Pope Osborne, and Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0375802966

4. *Dinosaurs Before Dark (Magic Tree House, No. 1)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 1992)  
ISBN 978-0679824114
5. *Earthquake in the Early Morning (Magic Tree House, No. 24)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 2001) ISBN 978-0679890706
6. *Earthquakes (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Megan Lloyd (HarperCollins, 2005) ISBN 978-0064451888
7. *Exploring Rocks and Minerals (Exploring Earth and Space)*, by Greg Roza (Powerkids Press, 2012) ISBN 978-1448885763
8. *Fossils Tell of Long Ago (Let's-Read-and-Find-Out Science 2)*, by Alike (HarperCollins, 1990) ISBN 978-0064450935
9. *Hill of Fire*, by Thomas P. Lewis and pictures by Joan Sandin. (HarperCollins, 1983) ISBN 978-0064440400
10. *Home on Earth: A Song about Earth's Layers*, by Laurie Purdie Salas and illustrated by Viviana Garofoli (Picture Window Books, 2009) ISBN 978-1404852969
11. *How to Dig a Hole to the Other Side of the Earth*, by Faith McNulty and illustrated by Marc Simont (HarperCollins, 1992) ISBN 978-0874992335
12. *If You Find a Rock*, by Peggy Christian and photographs by Barbara Hirsch Limber (Sandpiper, 2008) ISBN 978-0152063542
13. *Kids Who Walk on Volcanoes*, by Paul Otteson (Avalon Travel Publishing, 1996) ISBN 978-1562613082
14. *Let's Go Rock Collecting (Let's-Read-and-Find-Out Science 2)*, by Roma Gans and Holly Keller (HarperCollins, 1997) ISBN 978-0064451703
15. *The Magic School Bus Inside the Earth*, by Joanna Cole and illustrated by Bruce Degen (Scholastic, 1989) ISBN 978-0590407601

16. *The Magic School Bus in the Time of the Dinosaurs*, by Joanna Cole and illustrations by Bruce Degen (Scholastic, 1995) ISBN 978-0590446891
17. *Magic Tree House Fact Tracker #1: Dinosaurs: A Nonfiction Companion to Magic Tree House #1: Dinosaurs Before Dark*, by Will Osborne, Mary Pope Osborne, and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0375802966
18. *My Visit to the Dinosaurs (Let's-Read-and-Find-Out Science 2)*, by Alikei (HarperCollins, 1985) ISBN 978-0064450201
19. *The Pebble in My Pocket: A History of Our Earth*, by Meredith Hooper and illustrations by Chris Coady (Viking Juvenile, 1996) ISBN 978-0670862597
20. *Planet Earth/Inside Out*, by Gail Gibbons (Morrow Junior Books, 1995) ISBN 978-0688096809
21. *Rocks in His Head*, by Carol Otis Hurst and James Stevenson (HarperCollins, 2001) ISBN 978-0060294038
22. *Sabertooths and the Ice Age: A Nonfiction Companion to Sunset of the Sabertooth*, by Mary Pope Osborne, Natalie Pope Boyce, and Sal Murdocca (Random House Books for Young Readers, 2005) ISBN 978-0375823800
23. *Sunset of the Sabertooth (Magic Tree House, No. 7)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1996) ISBN 978-0679863731
24. *Vacation Under the Volcano (Magic Tree House, No. 13)*, by Mary Pope Osborne and Sal Murdocca (Random House Books for Young Readers, 1998) ISBN 978-0679890508
25. *Volcanoes (Let's-Read-and-Find-Out Science 2)*, by Franklyn M. Branley and Megan Lloyd (Collins, 2008) ISBN 978-0064451895
26. *Volcanoes: Mountains That Blow Their Tops*, by Nicholas Nirgiotis (Grosset and Dunlap, 1996) ISBN 978-0448411439
27. *Wonderful World of Dinosaurs*, by Christina Wilsdon (Disney Press, 2012) ISBN 978-1423168485

## Websites and Other Resources

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### ***Student Resources***

1. **Earth from Space**  
[http://visibleearth.nasa.gov/view\\_cat.php?categoryID=1484](http://visibleearth.nasa.gov/view_cat.php?categoryID=1484)
2. **Caillou the Paleontologist**  
<http://pbskids.org/caillou/immersivgames/?gameID=4>
3. **American Museum of Natural History**  
<http://www.amnh.org>
4. **Animated Geyser**  
[http://www.classzone.com/books/earth\\_science/terc/content/visualizations/es1403/es1403page01.cfm](http://www.classzone.com/books/earth_science/terc/content/visualizations/es1403/es1403page01.cfm)
5. **Science Kids**  
<http://www.sciencekids.co.nz>

### ***Teacher Resources***

1. **Minerals**  
<http://www.rocksforkids.com/RFK/identification.html>
2. **Rocks**  
[http://www.geography4kids.com/files/earth\\_rocktypes.html](http://www.geography4kids.com/files/earth_rocktypes.html)
3. **Geological Society of America**  
<http://www.geosociety.org>
4. **Geology**  
<http://www.geology.com>