

Justification description for this order:

According to an analysis of the current collection, key areas have been identified for strengthening to better meet student and faculty instructional needs. Bilingual resources and non-fiction math and science materials require updating and additions. Improvements in these areas are deemed necessary to better meet curricular needs and maintain an updated collection. Professional resources for teachers and relevant and interesting selections that appeal to students are required for improvement. Additions of these essential resources will enable the media center to meet the curricular requirements of the state of Georgia, update the collection, and more effectively meet the needs of students school-wide.

Currently, over 53% of students at Belmont Hills Elementary School are of a Hispanic background, and more than 36% of these students are identified as limited English proficient (Great Schools, 2008). If the school seeks to educate every student and wishes to improve standardized test results, library resources must meet the needs of this population. Currently the collection does not adequately meet the diverse needs of the student body. Increasing the number of non-fiction materials in the areas of math and science will provide enrichment opportunities for students and build excitement toward learning. Many of these materials will now be in bilingual versions to provide academic support for ESOL students as well. This provides access to educational materials for families that may not be able to afford to purchase these items for their children. Access to relevant materials that support the curriculum will enable Belmont Hills Elementary School to narrow the achievement gap when compared to schools in more affluent communities.

Through this order, teachers will have tools available to provide additional depth and meaning to assignments. Professional resources are ordered to further strengthen and develop staff instructional abilities. Our teachers will be empowered to more effectively reach students in math, science, and language arts. Bilingual materials have been ordered that will enable teachers to include ESOL students in instruction to a greater degree. These resources also facilitate parents who speak English as a second language but wish to study and encourage their children as they progress through school. Through these additions, the collection becomes more responsive to the school's population.

EBooks have also been purchased in English and bilingual texts to provide an interesting and easily accessible format parents can enjoy with children in the home and during relationship building school functions. A major focus of the current order has been to increase the number of bilingual texts for purposes such as these. This will no longer limit the collection to those students who can comfortably speak English. Addressing the educational needs of this growing segment of the school population will enable students to learn subject material while minimizing interruptions due to language barriers.

According to Lance and Baughman studies exploring the relationship between student achievement and media center programming, test scores improve when school libraries are aligned with state curriculum standards and when the collection is current. As 93% of our student body is economically disadvantaged, these resources will provide academic support that may not be affordable to our school's families (Great Schools, 2008). Therefore, providing relevant materials to Belmont Hills Elementary students may have a greater statistical impact than additions to media centers in more affluent neighborhoods. This levels the playing field between Belmont Hills Elementary School and those schools in more privileged communities.

GPS Connections for this order:

Each selection indirectly links with other subject standards required by the state of Georgia for academic growth and achievement.

Grade K-2

Science:

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers for counting, identifying, and describing things and experiences.
b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.

SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).
b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models)

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing “Follow the Leader” and noting the changes.)
c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.

b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.

c. Give rough estimates of numerical answers to problems before doing them formally.

d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure, and look at objects.

b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.

b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.

c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S2CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
- b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
- c. Give rough estimates of numerical answers to problems before doing them formally.

S2CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
- b. Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets and other things.
- c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

S2CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise.
- b. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
- d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

Mathematics:

MKN1. Students will connect numerals to the quantities they represent.

- g. Use informal strategies to share objects equally (divide) between two to three people or sets.
- h. Identify coins by name and value (penny, nickel, dime, and quarter).
- i. Count out pennies to buy items that together cost less than 30 cents.

j. Make fair trades using combinations involving pennies and nickels and pennies and dimes.

MKN2. Students will use representations to model addition and subtraction.

c. Use objects, pictures, numbers, or words to create, solve and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

- a. Compare and order objects on the basis of length.
- b. Compare and order objects on the basis of capacity.
- c. Compare and order objects on the basis of height.
- d. Compare and order objects on the basis of weight.

MKM2. Students will understand the measurement of calendar time.

- a. Know the names of the days of the week, as well as understand yesterday, today and tomorrow.
- b. Know the months of the year.
- c. Know the four seasons.

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment.

- a. Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares) and circles.
- c. Observe concrete objects in the environment and represent the objects using basic shapes.

MKP5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

M1N3. Students will add and subtract numbers less than 100, as well as understand and use the inverse relationship between addition and subtraction.

- d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.
- e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.

M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.

- a. Compare the relationship of one unit to another by measuring objects twice using different units each time.
- b. Estimate lengths, and then measure to determine if estimations were reasonable.
- c. Determine an appropriate tool and unit for measuring.

M2P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

English Language Arts and Reading:

ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Reads previously taught high frequency words at the rate of 30 words correct per minute.
- b. Reads previously taught grade-level text with appropriate expression.

ELAKR5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Listens to a variety of texts and uses new vocabulary in oral language.

ELAKR6 The student gains meaning from orally presented text. The student

- a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
- b. Makes predictions from pictures and titles.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.
- d. Begins to distinguish fact from fiction in a read-aloud text.
- e. Retells familiar events and stories to include beginning, middle, and end.
- f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
- g. Connects life experiences to read-aloud text.
- h. Retells important facts in the student's own words.

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- d. Reads first-grade text at a target rate of 60 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- d. Reads second-grade texts at a target rate of 90 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads a variety of texts and uses new words in oral and written language.
- b. Recognizes grade appropriate words with multiple meanings.
- d. Determines the meaning of unknown words on the basis of context.

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.
- j. Self-monitors comprehension and attempts to clarify meaning.
- k. Identifies and infers cause-and-effect relationships.
- l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.
- m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).

Grade 3-5

Science:

S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.
- b. Offer reasons for findings and consider reasons suggested by others.
- c. Take responsibility for understanding the importance of being safety conscious.

S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and describe how parts influence one another in things with many parts.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.
- c. Identify ways in which the representations do not match their original counterparts.

S3CS5. Students will communicate scientific ideas and activities clearly.

- a. Write instructions that others can follow in carrying out a scientific procedure.
- b. Make sketches to aid in explaining scientific procedures or ideas.
- c. Use numerical data in describing and comparing objects and events.

d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S3CS6. Students will question scientific claims and arguments effectively.

a. Support statements

S4CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.
- b. Carefully distinguish observations from ideas and speculation about those observations.
- c. Offer reasons for findings and consider reasons suggested by others.
- d. Take responsibility for understanding the importance of being safety conscious.

S4CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and describe how parts influence one another in things with many parts.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.

S4CS5. Students will communicate scientific ideas and activities clearly.

- a. Write instructions that others can follow in carrying out a scientific procedure.
- b. Make sketches to aid in explaining scientific procedures or ideas.
- c. Use numerical data in describing and comparing objects and events.
- d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S4CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.
- b. Identify when comparisons might not be fair because some conditions are different.

S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Keep records of investigations and observations and do not alter the records later.
- b. Carefully distinguish observations from ideas and speculation about those observations.

- c. Offer reasons for findings and consider reasons suggested by others.
- d. Take responsibility for understanding the importance of being safety conscious.

S5CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Observe and describe how parts influence one another in things with many parts.
- b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts.
- c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate.
- d. Identify the biggest and the smallest possible values of something.

S5CS5. Students will communicate scientific ideas and activities clearly.

- a. Write instructions that others can follow in carrying out a scientific procedure.
- b. Make sketches to aid in explaining scientific procedures or ideas.
- c. Use numerical data in describing and comparing objects and events.
- d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.

S5CS6. Students will question scientific claims and arguments effectively.

- a. Support statements with facts found in books, articles, and databases, and identify the sources used.
- b. Identify when comparisons might not be fair because some conditions are different.

Mathematics:

M3N2. Students will further develop their skills of addition and subtraction and apply them in problem solving.

- a. Use the properties of addition and subtraction to compute and verify the results of computation.
- b. Use mental math and estimation strategies to add and subtract.
- c. Solve problems requiring addition and subtraction.

M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.

- f. Use mental math and estimation strategies to multiply.
- g. Solve problems requiring multiplication.

M3N4. Students will understand the meaning of division and develop the ability to apply it in problem solving.

- a. Understand the relationship between division and multiplication and between division and subtraction.
- f. Solve problems requiring division.
- g. Use mental math strategies to divide.

M3M2. Students will measure length choosing appropriate units and tools.

- c. Estimate length and represent it using appropriate units.
- d. Compare one unit to another within a single system of measurement.

M3G1. Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties.

- a. Draw and classify previously learned fundamental geometric figures and scalene, isosceles, and equilateral triangles.

M3P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

M3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

M4N4. Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.

- a. Know the division facts with understanding and fluency.

M4N7. Students will explain and use properties of the four arithmetic operations to solve and check problems.

- d. Use mental math and estimation strategies to compute.

M4M1. Students will understand the concept of weight and how to measure weight.

- c. Compare one unit to another within a single system of measurement.

M4P4. Students will make connections among mathematical ideas and to other disciplines.

- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

M5N4. Students will continue to develop their understanding of the meaning of common fractions and compute with them.

- i. Estimate products and quotients.

M5N5. Students will understand the meaning of percentage.

- a. Explore and model percents using multiple representations.
- b. Apply percents to circle graphs.

English Language Arts and Reading:

ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- b. Reads familiar text with expression.
- c. Reads third-grade texts at a target rate of 120 words correct per minute.
- d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Distinguishes fact from opinion.
- e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts..
- f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
- g. Summarizes text content.
- h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- i. Makes connections between texts and/or personal experiences.

- j. Identifies and infers main idea and supporting details.
- l. Identifies and infers cause-and-effect relationships and draws conclusions.

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
- h. Identifies themes and lessons in folktales, tall tales, and fables.

ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
- d. Relates a literary work to information about its setting (historically or culturally).
- i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.

ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Copy of the Order from the Jobber (Follett Library Resources, Inc.):

Quote for UNIV OF WEST GEORGIA

Printout page 1 of 1

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Books

FLR#	Dewey; Author : Title -- Publisher : Year	Bnd	Qty	1s t	Price	Extende d
33848X2	-E-; Axelrod, Amy. -- Pigs will be pigs : fun with math and money [KR BK BL SL* PW HB BC] {IL K-3} -- Aladdin Paperbacks, 1997, c1994., RL 2.2, 36p	FBS	1		11.26	11.26

The hungry Pig family learns about money and buying power as they turn the house upside down looking for enough money to buy dinner at the local restaurant.

- | | | | | | |
|---------|---|-----|---|-----------|-------|
| 33444X1 | -E-; Axelrod, Amy. -- Pigs on a blanket : fun with math and time [ES BK BL PW HB SL] {IL K-3} -- Aladdin Paperbacks, 1998, c1996., RL 2.2, 38p
Because the Pig family has so many delays in getting to the beach, when they finally are ready to swim they find that the beach is closed. | FBS | 1 | 11.2
6 | 11.26 |
| 32353W2 | -E-; Axelrod, Amy. -- Pigs in the pantry : fun with math and cooking [ES KR BK NY LA] {IL K-3} -- Aladdin Paperbacks, 1999, c1997., RL 3.5, 36p
Mr. Pig and the piglets try to cook Mrs. Pig's favorite dish to cheer her up when she's sick. Includes a recipe for chili. | FBS | 1 | 11.9
6 | 11.96 |
| 30295W8 | -E-; Axelrod, Amy. -- Pigs go to market : fun with math and shopping [LT SL LA] {IL K-3} -- Aladdin Paperbacks, 1999, c1997., RL 3.5, 32p
Concepts of price and quantity enter the picture when Mrs. Pig wins a five-minute shopping spree at the supermarket while shopping for a Halloween party. | FBS | 1 | 11.9
6 | 11.96 |
| 33719W7 | -E-; Axelrod, Amy. -- Pigs at odds : fun with math and games [LT SL] {IL K-3} -- Aladdin Paperbacks, 2003, c2000., RL 2.9, 36p
While trying their luck at various games at the county fair, members of the Pig family find out what the odds are that they will go home as winners. Includes an explanation of odds and probability. | FBS | 1 | 11.2
6 | 11.26 |
| 38880V6 | -E-; Axelrod, Amy. -- Pigs on the move : fun with math and travel [SL] {IL K-3} -- Aladdin Paperbacks, 2002, c1999., RL 3, 38p
After missing their plane, the Pig family has to take a roundabout route to get to visit their cousins in Beantown for Christmas. | FBS | 1 | 11.2
6 | 11.26 |
| 37254W7 | -E-; Brimmer, Larry Dane. -- Monkey math {IL K-3} -- Children's Press, c2007., RL 1.1, 31p
Simple, rhyming text counts monkeys as they swing into a kitchen, enjoy a wild visit, and swing back out. | FBS | 1 | 9.66 | 9.66 |
| 02450Y1 | -E-; Byrd, Lee Merrill -- Juanito Counts to Ten -- A Bilingual Counting Book (Spanish-English) [KR MR SL CT] {IL K-3} -- Cinco Puntos Press, c2010.
Juanito enjoys counting while giving kisses to those he loves. | PAP | 1 | 5.90 | 5.90 |

Not yet published: This item is scheduled to be available on

January 1, 2010.

31178W6	-E-; Calvert, Pam, 1966- -- Multiplying menace : the revenge of Rumpelstiltskin : a math adventure [SB WC HB] {IL K-3} -- Charlesbridge, c2006., RL 3.6, 32p Ten years after being tricked, Rumpelstiltskin returns to the royal family to wreak vengeance using multiplication. Includes nonfiction math notes about multiplying by whole numbers and by fractions.	FBS	1	11.9 6	11.96
08613T5	-E-; Einhorn, Edward (Edward Arthur), 1970- -- A very improbable story : a math adventure [SB WC KR BL HB SL] {IL K-3} -- Charlesbridge, c2008., RL 3.2, 32p Waking up one morning to find a talking cat on his head, Ethan is informed that the cat will not leave until he - Ethan - wins a game of probability.	FBS	1	11.9 6	11.96
24925V8	-E-; Ghigna, Charles. -- One hundred shoes : a math reader {IL K-3} -- Random House, 2003, c2002., RL 1.3, 32p Considers what kinds of shoes a centipede might wear and how he might shop for them.	FBS	1	8.86	8.86
08170E1	-E-; Grossman, Rena -- Families (Babies Everywhere) (Bilingual Spanish-English Board Book) {IL K-3} -- Star Bright Books, c2009., RL .7	BR D	1	5.90	5.90
19219V1	-E-; Leedy, Loreen. -- Missing math : a number mystery [WC LM BK BL HB SL] {IL K-3} -- Marshall Cavendish, c2008., RL 2.8, 32p A numerical mystery ensues when the numbers all over town suddenly disappear bringing a halt to everyday activities.	HR D	1	14.4 4	14.44
32691X8	-E-; Maccarone, Grace. -- Monster math picnic [BL SL] {IL K-3} -- Scholastic, c1998., RL 1, 32p The number of monsters engaged in various activities at a picnic always adds up to ten. Includes related activities.	FBS	1	8.86	8.86
38338X1	-E-; Maccarone, Grace. -- Monster math school time [SL] {IL K-3} -- Scholastic, c1997., RL 1.7, 32p From the time they get up at seven in the morning until they go to bed at eight o'clock at night, monsters spend a busy day, especially at school. Includes related activities.	FBS	1	8.86	8.86
38720X9	-E-; McCallum, Ann, 1965- -- Beanstalk : the measure of a giant : a math adventure [HB] {IL K-3} -- Charlesbridge Pub., c2006., RL 2.2, 32p Jack climbs an enormous beanstalk and encounters a very lonely boy giant, and by using ratios and	FBS	1	11.9 6	11.96

	proportion he makes toys that are the right size for each of them.					
08171E9	-E-; Moreillon, Judi -- Read to Me (Bilingual Spanish-English Board Book) {IL K-3} -- Star Bright Books, c2009.	BR D	1	5.90	5.90	
25151B5	-E-; Scieszka, Jon. -- Math curse [FO ES NB WC CS BK SL* SL] {IL K-3} -- Viking, 1995., RL 3, 32p When the teacher tells her class that they can think of almost everything as a math problem, one student acquires a math anxiety which becomes a real curse.	HR D	1	15.2 9	15.29	
09094Y6	-Fic-; Torrey, Michele -- The case of the barfy birthday / (Doyle and Fossey, Science Detectives book 4) [HB SL] {IL 3-6} -- Sterling Publishing, c2009.	FBG	1	11.8 6	11.86	
05790V2	[Multi-Volume Set] Tag Spanish and bilingual storybooks --single copy set 91232 / (7 volume set) -Fic-; -- Tag Spanish and bilingual storybooks --single copy set 91232 / (7 volume set) {IL K-3} -- LeapFrog School Solutions, c2009. Contains seven Tag School Reading System titles that aid in the development of key literacy skills for prekindergarten through third grade students through multisensory reading experiences and activities created when used in conjunction with a Tag School Reader pen. Presented in English and Spanish.				89.96	
19284N4	372.13; Nespeca, Sue McCleaf. -- Picture books plus : 100 extension activities in art, drama, music, math, and science [WC EL RR LM BL] {IL PF} -- American Library Association, 2003., 133p A teacher and a librarian present summaries of one hundred children's books along with extension activities that teach through art, drama, music, math, and science.	PAP	1	49.9 6	49.96	
17676N5	372.3; Finkelstein, Ann. -- Science is golden : a problem-solving approach to doing science with children [UP CH RR] {IL PF} -- Michigan State University Press, c2002., 150p Discusses various ways to implement an inquiry-based, problem-solving approach to science education in grades K through five, explaining how parents and teachers can encourage students investigate their own scientific questions and develop logical thinking.	PAP	1	21.5 5	21.55	
19686L4	372.3; Fredericks, Anthony D. -- Science discoveries on	PAP	1	34.5	34.56	

	the net : an integrated approach [LT SB SC SL] {IL PF} -- Libraries Unlimited, 2000., 313p Provides resources, activities, and teaching suggestions for approximately ninety science units involving the Internet.				6	
22685M7	372.65; Einhorn, Kama, 1969- -- Easy & engaging ESL activities and mini-books for every classroom {IL PF} -- Scholastic, c2001., 63p A collection of tips, games, mini-books, and activities designed to help ESL students in grades one through four improve their English vocabulary.	PAP	1	9.30	9.30	
10610P8	372.7; Heuser, Daniel. -- Reworking the workshop : math and science reform in the primary grades [SB SC] {IL PF} -- Heinemann, c2002., 182p A guide to improving students math and science skills that offers teachers advice and suggestions for improving their teaching strategies, and in turn, improving their students' understanding of the subject.	PAP	1	32.4 0	32.40	
15635U0	372.7; Kajander, Ann, 1960- -- Big ideas for growing mathematicians : exploring elementary math with 20 ready-to-go activities [SL] {IL PF} -- Zephyr Press, c2007., 109p Presents ready-to-use activities designed to help children ages ten to fourteen understand elementary math concepts and applications.	FBG	1	23.4 6	23.46	
02081Z4	372.7; VanCleave, Janice Pratt. -- Janice VanCleave's play and find out about math : easy activities for young children. [WC BL] {IL K-3} -- Jossey-Bass, c1998., RL 4.2, 122p Provides step-by-step instructions for fifty simple mathematical activities and experiments.	PAP	1	10.9 6	10.96	
26776V5	374; Frey, Patricia. -- Litstart : strategies for adult literacy and ESL tutors {IL PF} -- Michigan Literacy, Inc., 1999., 277p Offers tutors helping adults learn to read, write, and speak English practical strategies and suggestions for helping learners with different needs master the language, with tips for developing a lesson plan, choosing the best materials for individual students, and identifying a student's goals and learning style.	PAP	1	28.9 6	28.96	
02864Q3	398.2; Goldman, Leslie. -- Dora's favorite fairy tales {IL K-3} -- Simon Spotlight/Nick Jr., c2004., RL 2.4, 78p Presents six of Dora the Explorer's favorite fairy tales including "The Three Little Pigs," "Three Magic	HR D	1	13.5 6	13.56	

Oranges, " and "Senor Rattlesnake Learns to Fly."

36290U2	398.2; Goldman, Leslie. -- Dora's three little fairy tales {IL K-3} -- Simon Spotlight/Nick Jr., c2005., RL 2.2, 35p Dora invites young readers into the magical world of fairy tales.	BR D	1	7.64	7.64
21184H7	398.2; Hamilton, Virginia, 1936-2002. -- Her stories : African American folktales, fairy tales, and true tales [ES NB BL* WC CS WM SL* SL] {IL 3-6} -- Blue Sky Press, c1995., RL 4.3, 112p A collection of tales about the supernatural and animals, fairy tales, folk tales and legends, by and about African American women.	HR D	1	19.5 0	19.50
17221E1	398.6; -- Take me to your liter : science and math jokes [ES BL] {IL 3-6} -- Pippin Press, c1991., RL 4.9, 40p A collection of jokes and riddles about science and math, including "What does a hungry math teacher like to eat? A square meal."	HR D	1	13.5 6	13.56
34180M6	418; Forte, Imogene. -- ESL active learning lessons : 15 complete content-based units to reinforce language skills and concepts {IL PF} -- Incentive Publications Inc., c2001., 143p Contains fifteen active learning lessons to reinforce and teach basic language skills and concepts for English as both a first and second language.	PAP	1	13.5 9	13.59
00628N2	420; Maurer, Tracy Nelson -- De la A a la Z Familia y amiga (A to Z of Friends and Family) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00622N9	420; Maurer, Tracy Nelson -- De la A a La Z Otono (A to Z of Autumn) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00623N6	420; Maurer, Tracy Nelson -- De la A a la Z Primavera (A to Z of Spring) / (A to Z-Bilingual series) {IL K-3} - - Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00626N8	420; Maurer, Tracy Nelson -- De la A a la Z Verano (A to Z of Summer) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00627N5	420; Maurer, Tracy Nelson -- De la A a la Z Invierno (A to Z of Winter) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00624N3	420; Maurer, Tracy Nelson -- De la A a la Z Todo sobre mi (A to Z of All of Me) / (A to Z-Bilingual series) {IL	HR D	1	20.9 5	20.95

K-3} -- Rourke Publishing, LLC, c2010.

00625N0	420; Maurer, Tracy Nelson -- De la A a la Z Asi ayudamos (A to Z of Helping Hands) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
00629NX	420; Maurer, Tracy Nelson -- De la A a la Z Buenos modale (A to Z of Ps and Qs) / (A to Z-Bilingual series) {IL K-3} -- Rourke Publishing, LLC, c2010.	HR D	1	20.9 5	20.95
08265P7	428; Josel, Carol A. -- Ready-to-use ESL activities for every month of the school year {IL PF} -- Center for Applied Research in Education, c2002., 312p Presents more than two hundred reproducible hands-on ESL activities for September through June that allow children to pick up English naturally while doing or making something.	PAP	1	29.9 5	29.95
00294K1	428.2; Folse, Keith S. -- 101 clear grammar tests : reproducible grammar tests for ESL/EFL classes {IL PF} -- University of Michigan Press, c2005., 230p Contains 101 reproducible exams designed to test the grammar skills of students in English as a Second Language and English as a Foreign Language classes, covering over forty points of grammar, with reviews and an answer key.	PAP	1	32.5 0	32.50
36002K7	428.2; Forte, Imogene. -- ESL content-based language : games, puzzles & inventive exercises {IL PF} -- Incentive Publications Inc., c2001., 79p Contains fifteen active learning lessons to reinforce and teach basic language skills and concepts for English as both a first and second language.	PAP	1	9.34	9.34
08247W6	507; Becker, Helaine. -- Science on the loose : amazing activities and science facts you'll never believe [SB WC RL LM*] {IL 3-6} -- Maple Tree Press , Distributed in the U.S. by Publisher's Group West, c2008., RL 6.4, 64p Presents facts and scientific activities for children to do at home using household materials, featuring explanations of the underlying science on topics of chemistry, climate change, genes, the senses, photosynthesis, and scientific method in general.	HR D	1	19.5 0	19.50
23723S3	507; Gardner, Robert, 1929- -- Melting, freezing, and boiling science projects with matter [WC BL CL SC] {IL 3-6} -- Enslow Elementary, c2006., RL 4.3, 48p Contains a collection of science experiments that provide an introduction to the different states of matter, including liquid, solids, and gas.	HR D	1	17.9 5	17.95
11028U5	507; Hopwood, James, 1964- -- Cool distance assistants	HR	1	17.9	17.95

	: fun science projects to propel things [WC LM SL] {IL 3-6} -- Abdo, c2008., RL 5.8, 32p Introduces young readers to science through creative, step-by-step projects for propelling objects such as a super sling, catapult in a box, and power stick.	D			5	
24538SX	507; Levine, Shar, 1953- -- Sports science [WC BL SL] {IL 3-6} -- Sterling Pub., c2006., RL 6.3, 80p Provides science experiments that explain the scientific principles behind sports, how athletes perform certain moves, why some people do better at certain sports, and other sports-related phenomena.	HR D	1	16.9 6	16.96	
31812X0	507; VanCleave, Janice Pratt. -- Janice VanCleave's guide to the best science fair projects [SB ES WC RR WM AP SL CR] {IL 3-6} -- J. Wiley, c1997., RL 4.8, 156p Presents information on how to develop a winning science project, discussing the scientific method, topic research, and display, and including fifty project ideas in the scientific disciplines of astronomy, biology, earth science, engineering, physical science, and mathematics.	FBG	1	18.9 6	18.96	
17705U6	507.8; Harris, Elizabeth Snoke, 1973- -- Yikes! wow! yuck! : fun experiments for your first science fair [WC LM BL SL] {IL K-3} -- Lark Books, c2008., RL 3.1, 64p Offers advice on how to choose a topic and prepare for a science fair, and provides instructions for twenty-four simple experiments, each with a list of tools and equipment, as well as extension ideas.	HR D	1	10.9 6	10.96	
38132V0	507.8; -- Hands-on science : forces and motion, matter and materials, sound and light, electricity and magnets [WC BK SL] {IL 3-6} -- Kingfisher, 2001., RL 6.6, 160p Presents a variety of activities, projects, and experiments that help to illustrate and explain all sorts of scientific principles.	FBG	1	17.2 6	17.26	
19831F8	509; Haven, Kendall F. -- Marvels of science : 50 fascinating 5-minute reads [LT SB BK SQ] {IL PF} -- Libraries Unlimited, 1994., 238p Fifty stories of scientists, their work, and their discoveries, together with library research activities, discussion questions, and suggestions for additional topics to explore.	PAP	1	32.4 0	32.40	
19153S3	509.2; Cole, Joanna. -- The magic school bus and the science fair expedition [WC BL HB* CR] {IL 3-6} --	HR D	1	13.5 9	13.59	

Scholastic, 2006., RL 3.3, 45p

Ms. Frizzle and her students go to the new science museum to get ideas for their science fair projects, but a cardboard bus display provides Ms. Frizzle with the perfect vehicle to take the kids on a tour of scientists throughout history.

02524N7	510; De Klerk, Judith. -- Math dictionary {IL 3-6} -- DK Pub., 2009., RL 5.4, 128p Contains more than three hundred alphabetically arranged entries that provide definitions of math words, phrases, and concepts used by elementary school students.	HR D	1	12.7 4	12.74
36743Q7	510; Posamentier, Alfred S. -- What successful math teachers do, grades 6-12 : 79 research-based strategies for the standards-based classroom [CH] {IL PF} -- Corwin Press, c2006., 197p Presents a guide to using research-based teaching strategies for introducing secondary school students to the content and skills recommended by the NCTM principles and standards for mathematics.	PAP	1	36.6 6	36.66
15066RX	510; Sargent, Brian, 1969- -- Everyone uses math {IL K-3} -- Children's Press, c2005., RL 2.8, 31p Simple text and photographs describe how math helps different people in the jobs they do such as pilots, firefighters, veterinarians, librarians, and others.	HR D	1	14.3 5	14.35
30431V3	510; Weiss, Ellen, 1949- -- Math at the store [SB] {IL K-3} -- Children's Press, 2008., RL 1.8, 24p Photographs and simple text describe the type of math that might be used at the store.	FBS	1	11.2 6	11.26
39916V5	510; Weiss, Ellen, 1949- -- Math on the playground [SB] {IL K-3} -- Children's Press, 2008., RL 1.9, 24p Photographs and simple text introduce early learners to using math on the playground.	FBS	1	11.2 6	11.26
39162X0	510; Weiss, Ellen, 1949- -- Math in the backyard [SB] {IL K-3} -- Children's Press, c2008., RL 2, 24p Describes several backyard activities that can help one learn about math, and discusses related math concepts.	FBS	1	11.2 6	11.26
34724W1	510; Weiss, Ellen, 1949- -- Math in the kitchen [SB] {IL K-3} -- Children's Press, 2008., RL 2.2, 24p Describes several kitchen activities that can help one learn about math, and discusses related math concepts, including estimation and fractions.	FBS	1	11.2 6	11.26
35688X6	510; Weiss, Ellen, 1949- -- Math in the car {IL K-3} -- Children's Press, 2008., RL 1.6, 24p	FBS	1	11.2 6	11.26

Photographs and simple text demonstrate how to use math while traveling in the car.

03262Q0	510; -- Using math to conquer extreme sports [LM] {IL 3-6} -- Gareth Stevens Pub., 2005., RL 6.9, 31p Examines the importance of math in the performance of extreme sports such as snowboarding and in-line skating, and uses that format to foster an understanding of numbers, measurements, shapes, charts, and diagrams.	HR D	1	19.5 0	19.50
09610Q3	510; -- Using math to solve a crime [LM] {IL 3-6} -- Gareth Stevens Pub., 2005., RL 6.9, 31p Examines how to solve crimes by using math and shows how math provides information on crime scene investigations and gathering evidence, interviewing suspects and witnesses, and analyzing clues such as footprints, blood and hair samples, and fingerprints.	HR D	1	19.5 0	19.50
34204W1	510.8342; Wyatt, Valerie. -- The math book for girls and other beings who count [WC BL RL SL BC] {IL 3-6} -- Kids Can Press , c2000., RL 5.1, 64p A guide to mathematics written especially for girls, explaining the role of math in everyday life, introducing fifteen women who use math in their work, and including activities.	FBG	1	13.6 6	13.66
38826X8	511; Long, Lynette. -- Great graphs and sensational statistics : games and activities that make math easy and fun [SL] {IL 3-6} -- John Wiley, c2004., RL 5.2, 119p A collection of games and activities designed to help students improve their understanding of graphs and statistics.	FBS	1	17.2 6	17.26
22797S2	511.3; Adler, David A. -- You can, toucan, math : word problem-solving fun [SB KR BL CL HB SL] {IL K-3} -- Holiday House, c2006., RL 3.3, 26p A collection of bird-themed number riddles that may be solved using addition, subtraction, multiplication, or division.	HR D	1	15.2 6	15.26
11745Y7	513.2; Anderson, Jill, 1968- -- Money math with Sebastian pig and friends : at the farmer's market {IL K-3} -- Enslow Publishers, c2009., RL 1.4, 32p Introduces readers to simple money math through a story in which Sebastian Pig and his friend Louie pool their coins to buy food at the flea market.	HR D	1	16.9 5	16.95
25623S7	513.2; Linde, Barbara M. -- Managing your money : understanding math operations involving decimals and integers {IL 3-6} -- Rosen Pub., 2006., RL 6, 32p	HR D	1	17.9 5	17.95

Provides an introduction to money management, and offers an opportunity to work with decimals and integers through a look at budgets, banks, and savings and checking accounts.

37720W6	513.2; Long, Lynette. -- Marvelous multiplication : games and activities that make math easy and fun [WC BL] {IL 3-6} -- Jossey-Bass, c2000., RL 4, 122p Presents a series of activities, arranged in order of difficulty, that teach the operation of multiplication.	FBG	1	17.2 6	17.26
34246V3	513.2; Long, Lynette. -- Dazzling division : games and activities that make math easy and fun [BL SL] {IL 3-6} -- Jossey Bass, c2000., RL 4.2, 122p Teaches basic and more advanced division facts and skills, covering such topics as divisors, dividends, quotients, remainders, prime numbers, and long division, presenting practice games and activities.	FBG	1	17.2 6	17.26
20867Y9	513.2; Nagda, Ann Whitehead, 1945- -- Polar bear math : learning about fractions from Klondike and Snow [WC KR BL HB SL] {IL 3-6} -- Square Fish/Holt, 2008, c2004., RL 5, 29p Uses charts and recipes for bear milk prepared for two baby polar bears born in a zoo to teach about fractions.	FBG	1	12.8 6	12.86
06472S8	513.2; Roza, Greg. -- Olympic math : working with percents and decimals {IL 3-6} -- PowerKids Press, 2007., RL 6.9, 32p Provides an introduction to the Olympics, and offers an opportunity to work with percents and decimals through problems based on situations and events related to the history of the Olympic Games.	HR D	1	17.9 5	17.95
13946P0	513.2; Tang, Greg. -- Math fables [WC BL HB SL] {IL K-3} -- Scholastic Press, 2004., RL 2.8, 40p A series of rhymes about animals introduces counting and grouping numbers, as well as examples of such behaviors as cooperation, friendship, and appreciation.	HR D	1	14.4 4	14.44
25540M3	513.2; Tang, Greg. -- The best of times : math strategies that multiply [WC BL NY HB SL] {IL 3-6} -- Scholastic Press, 2002., RL 4, 31p Simple rhymes offer hints on how to multiply any number by zero through ten without memorizing the multiplication tables.	HR D	1	14.4 0	14.40
21432M8	513.2; Whitehouse, Patricia, 1958- -- Plant math {IL K-3} -- Heinemann Library, c2002., RL 1.9, 24p Children practice early mathematical skills while learning basic facts about plants.	HR D	1	14.9 5	14.95

02623QX	516; Neuschwander, Cindy. -- Mummy math : an adventure in geometry [NY] {IL 3-6} -- Square Fish/Holt, 2009, c2005., RL 3.3, 32p Matt and Bibi accompany their scientist parents to Egypt to search for the mummy of an ancient pharaoh, and after becoming lost in the pyramid, must use their geometry skills to decipher the clues encoded in the hieroglyphics to locate the burial chamber and find their way out again.	FBG	1	11.9 6	11.96
34048V7	516.22; Ellis, Julie, 1961- -- What's your angle, Pythagoras? : a math adventure [SB LM BK HB SL] {IL 3-6} -- Charlesbridge, c2004., RL 5.4, 32p In ancient Greece, young Pythagoras discovers a special number pattern (the Pythagorean theorem) and uses it to solve problems involving right triangles.	FBS	1	11.9 6	11.96
35901V4	518; Nagda, Ann Whitehead, 1945- -- Tiger math : learning to graph from a baby tiger [WC KR BL SL BC] {IL 3-6} -- H. Holt, 2002, c2000., RL 4.6, 29p Describes the growth of an orphan Siberian tiger cub, by means of words and graphs.	FBS	1	12.7 6	12.76
05878N8	529; Nagda, Ann Whitehead, 1945- -- Chimp math : learning about time from a baby chimpanzee [WC KR BK BL HB SL] {IL 3-6} -- Holt, 2002., RL 5, 29p Teaches children about clocks, calendars, time lines, and time charts through a color-illustrated description of the life of Jiggs, a baby chimp in a zoo.	HR D	1	16.1 6	16.16
10712Y1	530.4; Claybourne, Anna. -- The science of a glass of water : the science of states of matter [SB LM] {IL 3-6} -- Gareth Stevens, 2009., RL 5.2, 32p Uses a glass of water to introduce children to various scientific concepts, exploring the molecules found in a glass of water, the science it took to fill the glass, the role water plays in life on Earth, and other related topics.	HR D	1	22.1 0	22.10
13820Y2	530.4; Osborne, Louise. -- Solids, liquids and gases [SB BL SC SL LA] {IL 3-6} -- Kids Can Press, 1998, c1995., RL 4.2, 31p Discusses the nature, constitution, properties, and behavior of matter in its various solid, liquid, and gaseous forms. With hands-on activities.	FBS	1	11.2 6	11.26
26359U4	530.4; Spilsbury, Richard, 1963- -- What are solids, liquids, and gases? : exploring science with hands-on activities [SB WC LM HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.7, 32p Introduces the states of matter and includes related,	HR D	1	16.9 5	16.95

hands-on activities.

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|---------|--|---------|---|-----------|-------|
| 20631N5 | 530.8; Gardner, Robert, 1929- -- Far-out science projects with height and depth : how high is up? How low is down? [SB WC LM HB SC] {IL K-3} -- Enslow, c2003., RL 3.9, 48p
Contains simple science projects designed to help students learn about height and depth. | HR
D | 1 | 17.9
5 | 17.95 |
| 21063U8 | 531; Hopwood, James, 1964- -- Cool gravity activities : fun science projects about balance [WC SL] {IL 3-6} - - ABDO Pub., c2008., RL 5.3, 32p
Contains step-by-step instructions for six science activities about balance, or center of gravity, and includes a review of the scientific method, a list of materials, and safety tips. | HR
D | 1 | 17.9
5 | 17.95 |
| 23044U1 | 531; Spilsbury, Richard, 1963- -- What are forces and motion? : exploring science with hands-on activities [SB WC LM HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.7, 32p
Introduces the properties of force and motion and includes related, hands-on activities. | HR
D | 1 | 16.9
5 | 16.95 |
| 30592V4 | 532; Cobb, Vicki. -- Squirts and spurts : science fun with water [WC BL BC] {IL 3-6} -- Millbrook, c2000., RL 4.9, 48p
Introduces the physics of water pressure, discussing its relation to everyday items such as faucets and spray bottles; presents several experiments; and features humorous cartoon illustrations. | FBS | 1 | 12.7
6 | 12.76 |
| 14527R4 | 534; Parker, Steve. -- The science of sound : projects with experiments with music and sound waves [WC WM SL LM*] {IL 3-6} -- Heinemann Library, c2005., RL 6.2, 32p
Contains projects and experiments that demonstrate the science of sound, and includes explanatory text, facts, and illustrations. | HR
D | 1 | 20.5
0 | 20.50 |
| 07722U3 | 534.078; Spilsbury, Richard, 1963- -- What is sound? : exploring science with hands-on activities [SB WC HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.4, 32p
Introduces the properties of sound and includes related, hands-on activities. | HR
D | 1 | 16.9
5 | 16.95 |
| 15901U9 | 535.078; Spilsbury, Richard, 1963- -- What is light? : exploring science with hands-on activities [SB WC HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.7, 32p
Introduces the properties of light and includes related, hands-on activities. | HR
D | 1 | 16.9
5 | 16.95 |

12194S4	536; Gardner, Robert, 1929- -- Sizzling science projects with heat and energy [WC CL] {IL 3-6} -- Enslow Elementary, c2006., RL 4.4, 48p Presents step-by-step instructions for ten investigations of heat and energy, covering such subjects as elastic potential energy, electric energy, and insulation, and provides an explanation of the principles involved in each experiment.	HR D	1	17.9 5	17.95
19451P0	536; Gardner, Robert, 1929- -- Really hot science projects with temperature : how hot is it? how cold is it? [WC HB] {IL K-3} -- Enslow, c2003., RL 4.7, 48p Contains simple scientific experiments designed to teach children about temperatures.	HR D	1	17.9 5	17.95
19676U1	537.078; Spilsbury, Richard, 1963- -- What is electricity and magnetism? : exploring science with hands-on activities [SB WC HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.8, 32p Provides an introduction to electricity and magnetism, explaining what they are, and including activities.	HR D	1	16.9 5	16.95
13026R5	540; Solway, Andrew. -- A history of super science [HB] {IL 3-6} -- Raintree, c2006., RL 3, 32p Presents a short study of atoms and elements, and includes information on the first chemists, weighing atoms, the periodic table, and more.	HR D	1	19.7 5	19.75
24973B1	546; Wick, Walter. -- A drop of water : a book of science and wonder [ES NB BL* WC KR* BK NY HB] {IL 3-6} -- Scholastic, c1997., RL 5.5, 40p Describes the origins, characteristics, and uses of water.	HR D	1	14.4 0	14.40
05621VX	551.46; Littlefield, Cindy A., 1956- -- Awesome ocean science : investigating the secrets of the underwater world [SB WC SL] {IL 3-6} -- Williamson Books, c2003., RL 6, 120p Explores the wonders of the ocean, its floor, and the plants and animals that dwell in it, teaches how to protect these resources, and provides hands-on activities for further investigation.	PAP	1	8.42	8.42
09806Y7	580; Benbow, Ann. -- Sprouting seed science projects [BL SL] {IL 3-6} -- Enslow Elementary, c2009., RL 3.9, 48p Presents several easy-to-do science experiments using plants.	HR D	1	17.9 5	17.95
25846U9	580; -- Plants [BL SC SL LA] {IL 3-6} -- Kids Can Press, 1998, c1994., RL 3.5, 32p Introduces the reader to plants, with information on	PAP	1	3.87	3.87

seeds, watering, planting, and leaves.

32113V8	590; Myers, Jack. -- How dogs came from wolves : and other explorations of science in action [BL CL SL] {IL 3-6} -- Boyds Mills Press, 2004, c2001., RL 5.8, 64p Contains twelve articles from the pages of "Highlights for Children" that tell about the scientific detective work that provided answers to questions about animals, their behavior, and their role in nature.	FBS	1	13.4 6	13.46
05937Y0	590.78; Benbow, Ann. -- Awesome animal science projects [BL] {IL 3-6} -- Enslow Elementary, c2009., RL 4.1, 48p	HR D	1	17.9 5	17.95
04092N9	598; Lundgren, Julie -- Owls / (Raptors - Discovery) / (Bilingual edition) {IL 3-6} -- Rourke Publishing, c2010.	HR D	1	15.9 5	15.95
04097N5	598; Lundgren, Julie -- Hawks / (Raptors - Discovery) / (Bilingual edition) {IL 3-6} -- Rourke Publishing, c2010.	HR D	1	15.9 5	15.95
35809W5	612; Wiese, Jim, 1948- -- Head to toe science : over 40 eye-popping, spine-tingling, heart-pounding activities that teach kids about the human body [LT SB BL SC SL] {IL 3-6} -- J. Wiley, c2000., RL 5, 120p Introduces the circulatory system, muscles, digestion, senses, and other body parts and functions through a collection of activities and experiments which can be developed into science fair projects.	FBG	1	17.2 6	17.26
29218Q7	616.9; Nye, Bill. -- Bill Nye the science guy's great big book of tiny germs [WC BL HB SL] {IL K-3} -- Hyperion Books for Children, c2005., RL 5, 47p Combines facts and humor in a look at germs, reviewing the history of diseases, explaining how the body fights germs, and introducing scientists who have made important discoveries about germs. Includes experiments.	HR D	1	14.4 4	14.44
39666D3	617.6; Schuh, Mari C. -- Un diente esta flojo = Loose Tooth) (Pebble Plus Bilingual-Healthy Teeth) {IL K-3} -- Pebble Plus, c2010. Explains why teeth fall out, what it feels like to have a loose tooth, and the importance of caring for teeth. <i>Not yet published: This item is scheduled to be available on January 1, 2010.</i>	HR D	1	15.9 9	15.99
04074N0	621; Armentrout, David & Patricia -- Planos inclinados (Inclined Planes) / (Simple Machines) / (Bilingual edition) {IL K-3} -- Rourke Publishing, c2010.	HR D	1	18.9 5	18.95

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04086N1	621; Armentrout, David & Patricia -- Ruedas (Wheels) / (Simple Machines) / (Bilingual edition) {IL K-3} -- Rourke Publishing, c2010.	HR D	1	18.9 5	18.95
04084N7	621; Armentrout, David & Patricia -- Tornillos (Screws) / (Simple Machines) / (Bilingual edition) {IL K-3} -- Rourke Publishing, c2010.	HR D	1	18.9 5	18.95
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14069U1	621.4; Spilsbury, Richard, 1963- -- What is energy? : exploring science with hands-on activities [SB WC HB] {IL K-3} -- Enslow Elementary, 2008., RL 3.9, 32p Introduces the properties of energy and includes related, hands-on activities.	HR D	1	16.9 5	16.95
22819TX	631.4; Gardner, Robert, 1929- -- Super science projects about Earth's soil and water [WC LM BL HB SC SL] {IL 3-6} -- Enslow Elementary, c2008., RL 5.2, 48p Presents instructions for ten science projects that provide students with a better understanding of soil and water. Includes a glossary and a list of resources.	HR D	1	17.9 5	17.95
00913W X	641.5; Yolen, Jane. -- Fairy tale breakfasts : a cookbook for young readers and eaters : fairy tales retold -- Alphabet Soup, 2010., RL 4.7, 31p Contains illustrated retellings of four fairy tales, including "The Magic Pot of Porridge," "The Brewery of Eggshells," "Diamonds and Toads," and "The Runaway Pancake," each with a recipe for a breakfast dish, and includes fact boxes.	HR D	1	15.9 5	15.95
33665V6	681; Chrismer, Melanie. -- Math tools [SL] {IL K-3} -- Children's Press, c2006., RL 2.8, 31p Presents an introduction to the use of measuring instruments, in simple text with illustrations, providing information on rulers, calendars, and thermometers that measure length, time, and temperature.	FBS	1	10.4 6	10.46
20638T5	745.5; Hollow, Michele C. -- Nifty thrifty math crafts [HB] {IL 3-6} -- Enslow Elementary, c2008., RL 5.6, 32p Contains illustrated instructions for creating ten simple math crafts for kids.	HR D	1	16.9 5	16.95
11210P0	811; Hoberman, Mary Ann. -- You read to me, I'll read	HR	1	14.4	14.44

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16825K8	812; McCullough, L. E. -- "Now I get it!". Volume II, For grades 4-6 : 12 ten-minute classroom drama skits for science, math, language, and social studies [BL SL] {IL PF} -- Smith and Kraus, 2000., 141p A teacher's guide that presents twelve short dramatic pieces designed to help students in grades 4-6 learn about math, science, social studies, and language; each includes a basic concept summary, suggested pre- or post-play activities, and discussion questions.	HR D	1	16.9 5	16.95	
37596K5	813; Sundby, Scott. -- Cut down to size at high noon : a math adventure {IL K-3} -- Charlesbridge, c2000., RL 3.9, 32p Louie and Buzzsaw have a showdown to see who can give the best haircut in the frontier town of Cowlick.	PAP	1	5.17	5.17	
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