PURCHASE ORDER

Date: October 22, 2009

Vendor: Follett Library Resources, Inc.
Address: 1340 Ridgeview Drive
City: McHenry, IL 60050
Toll Free: (888) 511 5114 FAX: (800) 852 5458

Please process the attached order from:

Order #3: (Cole Sproat)
BookList#: 6515982
Customer#: 1017567
Quote ID#: 5327756

DO NOT EXCEED $2000.00

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DO NOT EXCEED $2,000.00.

SHIP TO: School Address
Belmont Hills Elementary
Phone: (678) 842-6810
Attn: Cole Sproat
605 Glendale PI SE
Smyrna, GA 30080-1835
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.
j. 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.
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

To Follett Library Resources
1340 Ridgeview Drive
McHenry, IL 60050

Attn Order Department

Phone 888.511.5114 or 815.759.1700
Fax 800.852.5458 or 815.759.9831

List Notes

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Prices guaranteed through 12/18/2009
*eBook prices include MARC record

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Books

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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.

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.

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.

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.

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.

After missing their plane, the Pig family has to take a roundabout route to get to visit their cousins in Beantown for Christmas.

37254W7 -E-; Brimner, 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.

Juanito enjoys counting while giving kisses to those he loves.

*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.

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.


08170E1 -E-; Grossman, Rena -- Families (Babies Everywhere) (Bilingual Spanish-English Board Book) { IL K-3 } -- Star Bright Books, c2009., RL .7

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.

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.

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.

proportion he makes toys that are the right size for each of them.


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.


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.

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.

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.

19686L4  372.3; Fredericks, Anthony D. -- Science discoveries on
<table>
<thead>
<tr>
<th>Call Number</th>
<th>Title</th>
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<tr>
<td>22685M7</td>
<td>The Net: An Integrated Approach</td>
<td>Libraries Unlimited</td>
<td>313p</td>
<td>6</td>
<td>Provides resources, activities, and teaching suggestions for approximately ninety science units involving the Internet.</td>
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<tr>
<td>10610P8</td>
<td>Easy &amp; Engaging ESL Activities and Mini-Books for Every Classroom</td>
<td>Scholastic</td>
<td>63p</td>
<td>9.30</td>
<td>A collection of tips, games, mini-books, and activities designed to help ESL students in grades one through four improve their English vocabulary.</td>
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<tr>
<td>15635U0</td>
<td>Reworking the Workshop: Math and Science Reform in the Primary Grades</td>
<td>Heinemann</td>
<td>182p</td>
<td>32.4</td>
<td>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.</td>
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<tr>
<td>02864Q3</td>
<td>Litstart: Strategies for Adult Literacy and ESL Tutors</td>
<td>Michigan Literacy Inc.</td>
<td>277p</td>
<td>28.9</td>
<td>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.</td>
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<td>398.2</td>
<td>Dora's Favorite Fairy Tales</td>
<td>Simon Spotlight/Nick Jr.</td>
<td>78p</td>
<td>13.5</td>
<td>Presents six of Dora the Explorer's favorite fairy tales including &quot;The Three Little Pigs,&quot; &quot;Three Magic...&quot;</td>
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<td>17221E1</td>
<td>African American folktales, fairy tales, and true tales [ES NB BL*</td>
<td>Hamilton, Virginia</td>
<td>1995.</td>
<td>RL 4.9, 40p</td>
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<td>34180M6</td>
<td>Take me to your liter : science and math jokes [ES BL ] [IL 3-6] --</td>
<td>Forte, Imogene</td>
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<td>RL 4.9, 40p</td>
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<td>00628N2</td>
<td>De la A a la Z Familia y amiga (A to Z of Friends and Family) / (A to Z-</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
<td>RL 4.9, 40p</td>
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<td>00622N9</td>
<td>De la A a La Z Otono (A to Z of Autumn) / (A to Z-Bilingual series)</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
<td>RL 4.9, 40p</td>
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<td>00623N6</td>
<td>De la A a la Z Primavera (A to Z of Spring) / (A to Z-Bilingual series)</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
<td>RL 4.9, 40p</td>
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<td>00626N8</td>
<td>De la A a la Z Verano (A to Z of Summer) / (A to Z-Bilingual series)</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
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<td>00627N5</td>
<td>De la A a la Z Invierno (A to Z of Winter) / (A to Z-Bilingual series)</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
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<td>00624N3</td>
<td>De la A a la Z Todo sobre mi (A to Z of All of Me) / (A to Z-Bilingual series)</td>
<td>Maurer, Tracy Nelson</td>
<td>2010.</td>
<td>RL 4.9, 40p</td>
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<td>00625N0</td>
<td>K-3} -- Rourke Publishing, LLC, c2010.</td>
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<td>00629NX</td>
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<td>HR 1</td>
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<td>08265P7</td>
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<td>08247W6</td>
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<td>23723S3</td>
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<td>11028U5</td>
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<td>HR 1</td>
<td>D</td>
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</table>
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.

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.

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.

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.

Presents a variety of activities, projects, and experiments that help to illustrate and explain all sorts of scientific principles.

Fifty stories of scientists, their work, and their discoveries, together with library research activities, discussion questions, and suggestions for additional topics to explore.

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.
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.

<table>
<thead>
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<th>ISBN</th>
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<tr>
<td>02524N7</td>
<td>510; De Klerk, Judith. -- Math dictionary {IL 3-6} -- DK Pub., 2009.</td>
<td>HR 1</td>
<td>12.7</td>
<td>D 4</td>
<td></td>
<td>12.74</td>
<td>HR</td>
<td>02524N7</td>
<td>Contains more than three hundred alphabetically arranged entries that provide definitions of math words, phrases, and concepts used by elementary school students.</td>
<td>De Klerk, Judith.</td>
<td>DK Pub., 2009.</td>
<td>RL 5.4</td>
<td>128p</td>
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<td>36743Q7</td>
<td>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.</td>
<td>PAP 1</td>
<td>36.6</td>
<td>6</td>
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<td>36.66</td>
<td>PAP</td>
<td>36743Q7</td>
<td>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.</td>
<td>Posamentier, Alfred S.</td>
<td>Corwin Press, c2006.</td>
<td>RL 197</td>
<td>197p</td>
<td>36743Q7</td>
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<td>15066RX</td>
<td>510; Sargent, Brian, 1969- -- Everyone uses math {IL K-3} -- Children's Press, c2005.</td>
<td>HR 1</td>
<td>14.3</td>
<td>D 5</td>
<td></td>
<td>14.35</td>
<td>HR</td>
<td>15066RX</td>
<td>Simple text and photographs describe how math helps different people in the jobs they do such as pilots, firefighters, veterinarians, librarians, and others.</td>
<td>Sargent, Brian, 1969-</td>
<td>Children's Press, c2005.</td>
<td>RL 2.8</td>
<td>31p</td>
<td>15066RX</td>
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<td>30431V3</td>
<td>510; Weiss, Ellen, 1949- -- Math at the store [SB] {IL K-3} -- Children's Press, 2008.</td>
<td>FBS 1</td>
<td>11.2</td>
<td>6</td>
<td></td>
<td>11.26</td>
<td>FBS</td>
<td>30431V3</td>
<td>Photographs and simple text describe the type of math that might be used at the store.</td>
<td>Weiss, Ellen, 1949-</td>
<td>Children's Press, 2008.</td>
<td>RL 1.8</td>
<td>24p</td>
<td>30431V3</td>
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<td>39162X0</td>
<td>510; Weiss, Ellen, 1949- -- Math in the backyard [SB] {IL K-3} -- Children's Press, c2008.</td>
<td>FBS 1</td>
<td>11.2</td>
<td>6</td>
<td></td>
<td>11.26</td>
<td>FBS</td>
<td>39162X0</td>
<td>Describes several backyard activities that can help one learn about math, and discusses related math concepts.</td>
<td>Weiss, Ellen, 1949-</td>
<td>Children's Press, c2008.</td>
<td>RL 2.4</td>
<td>24p</td>
<td>39162X0</td>
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<td>34724W1</td>
<td>510; Weiss, Ellen, 1949- -- Math in the kitchen [SB] {IL K-3} -- Children's Press, 2008.</td>
<td>FBS 1</td>
<td>11.2</td>
<td>6</td>
<td></td>
<td>11.26</td>
<td>FBS</td>
<td>34724W1</td>
<td>Describes several kitchen activities that can help one learn about math, and discusses related math concepts, including estimation and fractions.</td>
<td>Weiss, Ellen, 1949-</td>
<td>Children's Press, 2008.</td>
<td>RL 2.2</td>
<td>24p</td>
<td>34724W1</td>
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<td>35688X6</td>
<td>510; Weiss, Ellen, 1949- -- Math in the car {IL K-3} -- Children's Press, 2008.</td>
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<td>11.2</td>
<td>6</td>
<td></td>
<td>11.26</td>
<td>FBS</td>
<td>35688X6</td>
<td>Describes several kitchen activities that can help one learn about math, and discusses related math concepts, including estimation and fractions.</td>
<td>Weiss, Ellen, 1949-</td>
<td>Children's Press, 2008.</td>
<td>RL 1.6</td>
<td>24p</td>
<td>35688X6</td>
<td>FBS</td>
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</tbody>
</table>
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.

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.

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.

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.

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.

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.

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
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.

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.

Uses charts and recipes for bear milk prepared for two baby polar bears born in a zoo to teach about fractions.

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.

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.

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.

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.
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.

In ancient Greece, young Pythagoras discovers a special number pattern (the Pythagorean theorem) and uses it to solve problems involving right triangles.

Describes the growth of an orphan Siberian tiger cub, by means of words and graphs.

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.

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.

Discusses the nature, constitution, properties, and behavior of matter in its various solid, liquid, and gaseous forms. With hands-on activities.

Introduces the states of matter and includes related,
hands-on activities.

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.

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.

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.

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.

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.

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.

Introduces the properties of light and includes related, hands-on activities.
<table>
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<tr>
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<td>12194S4</td>
<td>536; Gardner, Robert, 1929- -- Sizzling science projects with heat and energy [ WC CL ] [ IL-3-6 ] -- Enslow Elementary, c2006., RL 4.4, 48p</td>
<td>HR, D</td>
<td>1</td>
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<td>17.95</td>
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<td></td>
<td>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.</td>
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<td>19451P0</td>
<td>536; Gardner, Robert, 1929- -- Really hot science projects with temperature : how hot is it? how cold is it? [ WC HB ] [ IL-3-6 ] -- Enslow, c2003., RL 4.7, 48p</td>
<td>HR, D</td>
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<td></td>
<td>Contains simple scientific experiments designed to teach children about temperatures.</td>
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<td>19676U1</td>
<td>537.078; Spilsbury, Richard, 1963- -- What is electricity and magnetism? : exploring science with hands-on activities [ SB WC HB ] [ IL-3-6 ] -- Enslow Elementary, 2008., RL 3.8, 32p</td>
<td>HR, D</td>
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<td>16.95</td>
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<tr>
<td></td>
<td>Provides an introduction to electricity and magnetism, explaining what they are, and including activities.</td>
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<tr>
<td>13026R5</td>
<td>540; Solway, Andrew. -- A history of super science [ HB ] [ IL-3-6 ] -- Raintree, c2006., RL 3, 32p</td>
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<td></td>
<td>Presents a short study of atoms and elements, and includes information on the first chemists, weighing atoms, the periodic table, and more.</td>
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<td></td>
<td>Describes the origins, characteristics, and uses of water.</td>
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<td></td>
<td>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.</td>
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<td>09806Y7</td>
<td>580; Benbow, Ann. -- Sprouting seed science projects [ BL SL ] [ IL-3-6 ] -- Enslow Elementary, c2009., RL 3.9, D 48p</td>
<td>HR, D</td>
<td>1</td>
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<td>17.95</td>
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<td>Presents several easy-to-do science experiments using plants.</td>
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<td></td>
<td>Introduces the reader to plants, with information on</td>
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</table>
seeds, watering, planting, and leaves.

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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.

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05937Y0  590.78; Benbow, Ann. -- Awesome animal science projects [ BL ] { IL 3-6 } -- Enslow Elementary, c2009., RL 4.1, 48p

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04092N9  598; Lundgren, Julie -- Owls / (Raptors - Discovery) / (Bilingual edition) { IL 3-6 } -- Rourke Publishing, c2010.

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04097N5  598; Lundgren, Julie -- Hawks / (Raptors - Discovery) / (Bilingual edition) { IL 3-6 } -- Rourke Publishing, c2010.

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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.

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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.

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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.

**Not yet published:** This item is scheduled to be available on January 1, 2010.

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04074N0  621; Armentrout, David & Patricia -- Planos inclinados (Inclined Planes) / (Simple Machines) / (Bilingual edition) { IL K-3 } -- Rourke Publishing, c2010.
to you: very short fairy tales to read together: (in which wolves are tamed, trolls are transformed, and peas are triumphant) [ WC BK BL NY HB HB* BC ] { IL K-3 } - - Little, Brown, c2004., RL 2.9, 32p Presents short retellings of familiar fairy tales, each told in two voices designed especially for young children and adults to read together.

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.

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.

17745VX 818; Chmielewski, Gary, 1946-- The science zone: jokes, riddles, tongue twisters & daffynitions [ LM SL ] { IL 3-6 } -- Norwood House Press, c2008., RL 4.7, 24p Contains one hundred science-themed jokes, tongue twisters, and humorous definitions; and includes creative writing information and exercises as well as color illustrations.

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explain the weather, and includes a summary of how modern-day scientists understand the meteorological forces that create different weather conditions.

50720P4 500; Freeman, Marcia S. (Marcia Sheehan), 1937- -- Science in the city [ LM ] { IL K-3 } -- Rourke Pub., c2006., RL 2.7
Presents a children's book for early readers that describes the various places in the city to study science such as museums and zoos, parks and planetariums, and aquariums and botanic gardens.

51170A5 502.8; Eboch, Chris. -- Science tools using machines and instruments { IL K-3 } -- Picture Window Books, c2007., RL 1.7
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50708D1 513; Mattern, Joanne, 1963- -- I use math on a trip [ HB ] { IL K-3 } -- Weekly Reader Early Learning Library, 2006., RL 1.4
Presents a simple math lesson for early readers that teaches map skills and counting signs that can be used on a trip.

50707Z4 513; Mattern, Joanne, 1963- -- I use math at the game { IL K-3 } -- Weekly Reader Early Learning Library, 2006., RL 2.3
Presents a brief introduction to math, in simple text with illustrations, as a young girl goes to a baseball game with her father, brother, and sister and learns to keep score by using math.

50053C0 513.2; Long, Lynette. -- Fabulous fractions games and activities that make math easy and fun [ WC BL SL ] { IL 3-6 } -- J. Wiley, c2001., RL 4.1, 122p
Presents 40 activities dealing with fractions. Covers such aspects of fractions as how to write them, their relationship with decimals and mathematical operations using them.

51640E6 513.2; Rauen, Amy. -- Adding and subtracting in math club [ SL ] { IL K-3 } -- Weekly Reader, 2008.
Introduces the concepts of adding and subtracting through a story about the different activities in which children participate while at math club.

51169V6 530.8; Eboch, Chris. -- Science measurements how heavy?, how long?, how hot? [ SC ] { IL K-3 } -- Picture Window Books, c2007., RL 2.2
Provides an introduction to the science of measurements
and the instruments used to measure such things as size, weight, volume, distance, and temperature; and includes fun facts and a glossary.

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References


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