

PreK-12 * All Abilities



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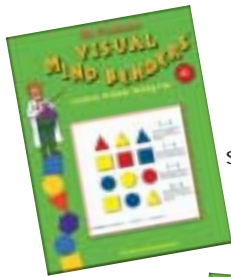


MATH DETECTIVE & SCIENCE DETECTIVE BOOKS & SOFTWARE *Guarantees Higher Grades & Top Test Scores!*

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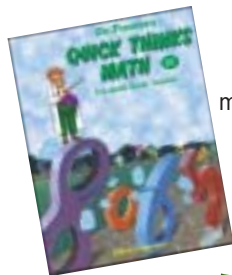
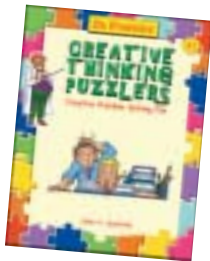


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—Luine, Educator, Baytown, TX

CAN YOU FIND ME? *Students ask to do these riddles!*



Jump-start young minds with thinking skills riddles. PreK-K, p. 5



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"We are thrilled with all the books—they really have improved my students' ability to think and reason in every subject!"

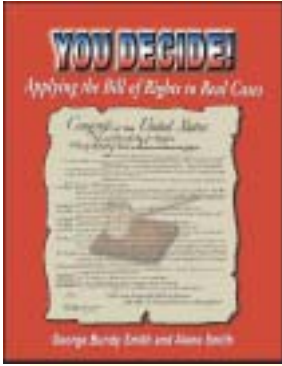
—Bonnie, via the Internet

Grades K–8 Book Bundles

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*Excludes shipping charges. Individual products within bundles are not returnable as separate items. Bundles must be returned complete and in resalable condition.

Gr. 6–12+



YOU DECIDE!

Applying the Bill of Rights to Real Cases

Casts students in the role of judge to rule on 75 actual U.S. Supreme Court cases!

Objectives

Court is in session. The honorable “judges,” your students, will be asked

to decide cases based on the first eight Amendments to the Constitution. Students will sharpen their critical thinking skills and their legal and historical knowledge as they analyze the Amendments, discover their origins, and rule on actual cases presented before the U.S. Supreme Court.

Methods

- Each unit explores
- ▶ the language and meaning of an Amendment
- ▶ the history of the Amendment
- ▶ how the Amendment was applied in various cases
- ▶ classic and contemporary cases that students must decide based on their knowledge of the Bill of Rights

Instruction/Answer Guide

Includes objectives, suggestions, graphic organizers to keep track of facts in each case, and the Supreme Court decisions. Because the student book does not contain the court decisions, use of the Guide is essential.

- #TBK9301 Gr. 6–12+ \$26.99
37 reproducible activities
- #TBK9302 Instruction/Answer Guide \$14.99

“This has allowed us to put real meat on the bones of our study of government. Every week we find news events that provoke thoughtful discussion based on what we have learned through the texts. My students now know how the actions of a court 3,000 miles away could actually affect their daily lives.”

—David, Olympia, WA

“I thought this book was so exceptional that I recommended it to our headmaster. I believe that all children need a better understanding of the laws that affect their lives.”—Juanita, Lake Worth, FL

YOU DECIDE! CONTENTS

The Amendments are presented in five units that follow the same easy-to-teach format

- ◆ You Be the Judge
- ◆ What Does the Amendment Say?
- ◆ What Does the Amendment Mean?
- ◆ Analyzing Some Past Decisions of the Supreme Court
- ◆ What Are the Origins of the Amendment?
- ◆ Let’s Review Some Steps in the Making of the Amendment
- ◆ The Amendment Today
- ◆ Judge for Yourself

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Gr. 4–12 • Choose from 2 Levels



THINKING CONNECTIONS: Life Science Book A1 Plant Biology
Critical Thinking → CONCEPT FILE

Root Systems

Vocabulary

- ▶ **aerial**—related to the air, living in the air
- ▶ **erosion**—loss of soil due to water or wind
- ▶ **fibrous**—having fibers or threadlike structures
- ▶ **taproot**—a single large root

Types of Root Systems

<p>Fibrous Roots</p> <ul style="list-style-type: none"> • have no large, main root • have many branching roots • grow near the top of the soil • help stop erosion • examples are <ul style="list-style-type: none"> – maple tree – grass 	<p>Aerial Roots</p> <ul style="list-style-type: none"> • grow above the ground • common on vines and other climbing plants 	<p>Taproots</p> <ul style="list-style-type: none"> • have one large, main root • store food for the plant • have smaller side roots • examples are <ul style="list-style-type: none"> – turnips – radishes – beets – pine trees – carrots
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Concept Map: Root Systems

Directions: Select words from the word list and fill in the blank map items. Use each word only once, and use all the words on the list.

WORD LIST

- above ground
- below ground
- cellulose
- erect
- fibrous
- grass
- main root
- maple tree
- pinus
- pinus tree
- smaller side roots
- taproot
- top of the soil
- turnip

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THINKING CONNECTIONS

Concept Maps for Life Science

Helps students classify and apply life science concepts.

Objectives

Students evaluate and classify life science information to complete concept maps, helping them learn science content, develop science vocabulary, and demonstrate that they’ve grasped key concepts.

Methods

Students are provided with concept information for each map. They must carefully analyze and synthesize this information to piece together the concept connections. Each lesson includes hints, starting points, and an easier and harder map for students of varying abilities (tiered lessons).

Teaching Support

Easy-to-use suggestions and answers make these activities simple and effective to teach. No previous experience with concept maps is needed.

- #TBK5102 Book A1 Gr. 4–6 \$23.99
84 reproducible activities
- #TBK5101 Book B1 Gr. 7–12 \$23.99
70 reproducible activities

“Recommended.”

—Eisenhower National Clearinghouse

“A remarkable resource and an enormous help in putting the life sciences in perspective.”—Christine, La Mirada, CA

THINKING CONNECTIONS CONTENTS

Book A1

- ◆ Animal Biology
- ◆ Plants
- ◆ Human Body
- ◆ Environment

Book B1

- ◆ Cells
- ◆ Humans
- ◆ Animals
- ◆ Plants

New!

Meets
National &
State
Standards

SCIENCE DETECTIVE

Higher-Order Thinking
Reading • Writing in Science

Teaches standards-based science as it develops reading, writing, and thinking skills

Goals

Uses topics and skills drawn from state science standards. Prepares your students for more advanced science courses and new assessments that measure reasoning, reading comprehension, and writing in science.

Methods

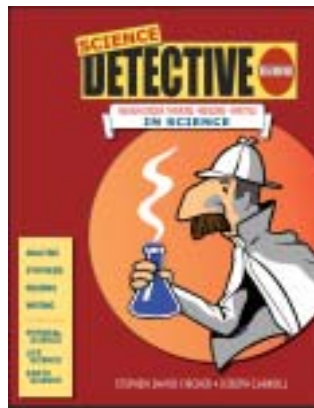
► Students read a short lesson that includes a variety of charts, tables, and graphs. Next they answer critical thinking questions to improve their understanding of the lesson and develop their inferential and deductive thinking skills. Students can't just scan the lesson for answers—they must carefully analyze and synthesize the written information, charts, tables, and graphs to explain and support their answers.

Teaching Support

Includes teacher and student introductions, a lesson explaining the concept of evidence, a chart of Topics and Key Ideas to help select activities, and detailed answers.

- #TBK5001 Beginning Gr. 3-4 \$18.99
- #TBK5002 A1 Gr. 5-6 \$18.99

40+ reproducible activities per book.



Gr. 3-6 • Choose from 2 Levels
Beginning—Available winter 2003
A1—Available Spring 2004

SCIENCE DETECTIVE CONTENTS

Physical Science

- Physical Properties
- Measuring Physical Properties
- Classification of Matter
- States of Matter
- Change of Phase
- Distance & Motion
- Forces
- Sound/Hearing
- Sound/Vibrations
- Reflection/Refraction
- Heat
- Electricity
- Magnetism

Life Science

- Plants, Animals & the Environment
- Environments/Ecosystems
- Survival
- Plant & Animal Cells
- Plant Structure
- Plants, Animals & Energy
- Animal Needs/Behavior
- Environment & Animal Behavior
- Five Senses
- Heredity/Life Cycle
- Nurture & Nature
- Food Chain & Food Webs
- Animals Alter Environments
- People Alter Environments

Earth Science

- Earth Materials
- Physical/Chemical Properties of Earth Materials
- Uses of Earth Materials
- Soils
- Fossils
- Objects in the Sky
- The Sun
- Surface of the Earth
- Weather
- Motion of the Sun & Planets

SCIENCE DETECTIVE Beginning Life Science

26. Food Chains and Food Webs

Organisms need food to live. Food provides organisms with energy. Organisms die if they do not get enough energy. Plants get energy from sunlight and use it to make their food. Animals cannot do this. Animals get their energy by eating plants or other animals that eat plants.

When scientists talk about plants, animals, and food, they use the terms **producers** and **consumers**. Because plants make their own food, they are called **food producers**. Animals cannot produce their own food. They must consume plants or other animals, so they are called **food consumers**.

Without producers, the consumers would not live for long. Why? Because animals eat plants or other animals that eat plants. If the plants disappear, then animals would run out of food to eat.

In order to understand who eats who or who eats what in an ecosystem, a special kind of diagram is used. It is called a **food chain**. You have already used flow charts to show how events are put in order. A food chain is a special kind of flow chart. Look at the food chain below.

A single food chain tells us little about how all the organisms in an ecosystem interact with each other. We can learn more about an ecosystem by putting together a number of food chains into one diagram. When several food chains are combined, the diagram is called a **food web**. Look at the food web below and think about who eats who.

In a food chain, each organism is called a link. The arrow between each link in the food chain means "is eaten by."

For example, grass is eaten by a zebra.

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SCIENCE DETECTIVE Beginning Life Science

DIRECTIONS: Circle T if the statement is true or F if the statement is false. Then write the number of the sentence that provides the best evidence for your answer.

1. Circle T if the statement is true or F if the statement is false. Then write the number of the sentence that provides the best evidence for your answer.

A. An animal can be a producer.
T F sentence ____

B. Only plants can be producers.
T F sentence ____

C. Producers get their energy from the sun.
T F sentence ____

D. Producers cannot survive without consumers.
T F sentence ____

2. What is the most likely meaning of **interact** as it is used in sentence 3?
A. depend on
B. play with
C. grow from
D. move together

3. Why is the sun part of a food chain? Use a complete sentence to explain.

Which sentence in the lesson gives the best evidence for your answer?

4. Use complete sentences to explain what this statement means: "If plants disappear, then animals cannot survive."

5. Using the food web in the lesson, complete the following food chains of the owl and the cougar.

```

    [ ] -> [ ] -> owl
    [ ] -> [ ] -> cougar
  
```

6. Place these organisms in the correct order in the flow chart below: fish, seaweed, shark, and shrimp.

```

    [ ] -> [ ] -> [ ] -> [ ]
  
```

7. Look at the food web in the lesson. Then add names and arrows to complete the diagram below.

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Gr. 1-8
Choose from 2 Levels



DEVELOPING CRITICAL THINKING THROUGH SCIENCE

Hands-On Physical Science

No-cost, easy-to-use activities that teach science concepts and develop scientific thinking!

Goals

These standards-based hands-on, minds-on activities help students learn core physical science principles and the scientific method of investigation.

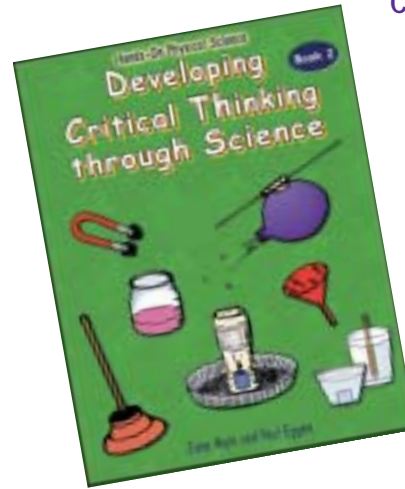
Methods

Each activity is a 10- to 30-minute teacher-guided experiment in which students are prompted to verbalize their step-by-step observations, predictions, and conclusions. Reproducible pictures or charts are included when needed, but the main focus is inquiry-based, hands-on science.

Teaching Support

Preparation time is short, and most materials can be found around the classroom or home. Step-by-step procedures, questions, answer guidelines, and clear illustrations are provided. Practical applications at the end of each activity relate science concepts to real-life experiences.

- #TBK8702 Book 1 Gr. 1-3 \$24.99
41 activities
- #TBK8703 Book 2 Gr. 4-8 \$29.99
80 activities



CRITICAL THINKING THROUGH SCIENCE CONTENTS

BOOK 1

- Observations with the Senses
- Matter: solid/liquid/gas
- Forces
- Properties of Air
- Buoyancy
- Sound & Light
- Heat and Temperature

BOOK 2

- Force, Movement, Work, Systems, & Weight
- States of Matter
- Mass, Volume, Density
- Air Pressure
- Heat, Expansion, and the Movement of Molecules
- Flight and Aerodynamics
- Surface Tension
- Bubbles
- Sound & Light
- Magnetism & Electricity

Try this sample activity with your students!

<p style="text-align: center;">DEVELOPING CRITICAL THINKING THROUGH SCIENCE – 2 UNIT 11</p> <hr/> <p style="text-align: center;">ACTIVITY 52: TWO-STAGE BALLOON ROCKETS!</p> <hr/> <p>Goal: To understand that the first stage of a two-stage rocket gives the initial thrust, then the thrust of the second stage keeps the rocket in motion.</p> <p>Skills: Observing, inferring, predicting, controlling variables, generalizing</p> <p>Materials: 2 round sturdy balloons (about 18" inflated) Twine or fishing line long enough to stretch across the room Paper cups for hot and cold drinks, 4 oz. 2 pieces of 1/2"-wide masking tape, 3" to 4" long Drinking straw, cut in half Scissors</p> <p>Preparation: 1. Cut the bottom off the paper cup. 2. Thread the twine through the two half sections of the straw and leave both sections at one end of the twine. 3. Have two students stretch the twine across the room and hold each end so it's taut. 4. Blow up Balloon 1, stretching the neck of the balloon through the hollow cup. 5. Hold the balloon neck closed against the inside bottom of the open edge of the cup. 6. Hold the neck of Balloon 1 against the cup while you insert Balloon 2 about 2/3 of the way into the back end of the cup. Ask a student to inflate Balloon 2 until it feels secure in the cup. (Balloon 2 will be smaller than Balloon 1.) 7. Balloon 2 should hold Balloon 1 in position, keeping Balloon 1's neck closed against the side of the cup. 8. Still holding the neck of Balloon 2 closed, have a student position one section of straw on top of each balloon and tape the balloons and straws together.</p> <p>Preparation Time: 10 minutes Lesson Time: 25-30 minutes</p> <hr/> <p style="text-align: center;">— Procedure and Questioning Strategy —</p> <ol style="list-style-type: none"> 1. What do you predict will happen first when the balloons are released? <i>Air will be released from the smaller balloon (the first stage of the rocket) and the balloon rocket will travel along the string.</i> 	<p style="text-align: center;">DEVELOPING CRITICAL THINKING THROUGH SCIENCE – 2 UNIT 11</p> <ol style="list-style-type: none"> 2. What do you predict will happen next? <i>Air will come out of the larger balloon (the second stage of the rocket) and the balloon will keep traveling along the string.</i> 3. Why will the first stage of the rocket balloon need to deflate before the second stage can take over? <i>The smaller balloon keeps the mouth of the larger balloon closed.</i> 4. What do you think will happen to the first stage of the balloon rocket when it deflates? <i>It will separate from the second stage.</i> <p>Release the balloons.</p> <ol style="list-style-type: none"> 5. What happened? <i>The first stage gave the first push to the balloon rocket, then it separated from the second stage of the balloon rocket. The second stage then kept the balloon rocket moving forward.</i> 6. What do you think would happen if we used larger balloons and larger cups? <i>The balloon rocket would go faster and farther.</i> 7. What reason can you think of for the rocket going faster and farther? <i>More air would come out of the balloon, giving the balloon more force to go forward.</i> 8. What do you think might happen if we used fishing line instead of twine? <i>The balloon rocket might go faster and farther.</i> 9. For what reason? <i>The fishing line isn't as thick as twine and it's smoother, so it wouldn't catch on the straw.</i> <p style="text-align: center;">— Practical Application —</p> <ol style="list-style-type: none"> 1. Why do rockets have stages? <i>To reduce weight.</i> 2. How would a two-stage rocket reduce the rocket's weight? <i>When the first stage separated and dropped off, the rest of the rocket would be lighter in weight.</i> 3. How would this affect the rocket's flight? <i>It would be able to go faster and farther with less weight.</i>
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"A perfect fit with what I most want my students to learn... Even after our first lesson students were saying, 'That's not an observation. You're just giving an opinion. That's an inference and not a fact.' They were already looking at the world in a scientific way."

—Kennedy, Hyde Park, NY

"My students are really understanding concepts like air pressure, molecules, states of matter, etc. I've used a couple of other programs, but this has been the best!"

—Deb, via the Internet

"This is one of the only hands-on science books I've used where all the experiments worked perfectly."

—Patricia, Wesley Chapel, FL

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Gr. 4-12+
Choose from 3 Levels

SCIENCEWISE

Discovering Scientific Process through Problem Solving

Develops scientific thinking

Goals

Through mystery-based experiments and brainstorming challenges, *Sciencewise* teaches the scientific method, key science concepts, and problem-solving skills that students will use long after class is over.

Methods

► *Dynamo Demos*—Teacher-led demonstrations capture students' interest by revealing science mysteries. Each mystery is followed by easy-to-use discussion-based inquiry.

► *Creative Challenges*—Students are asked to design and create objects that meet specific design requirements. They use creative problem solving and experimentation, learning from their own explorations and the work of other students.

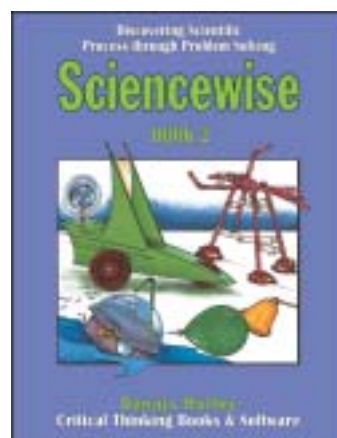
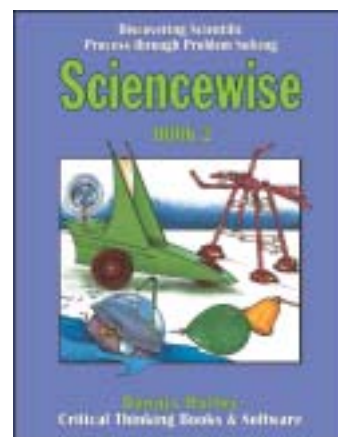
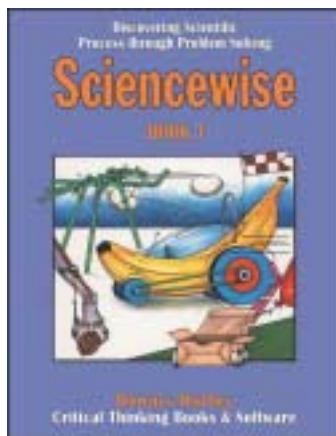
Teaching Support

Includes easy-to-use guidelines. Minimal setup is required. Supplies can generally be found in the classroom or home.

- #TBK8801 Book 1 Gr. 4-6 \$24.99
 - #TBK8802 Book 2 Gr. 7-8 \$24.99
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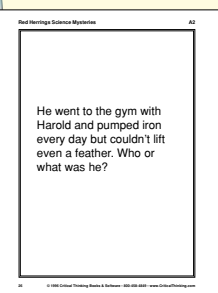
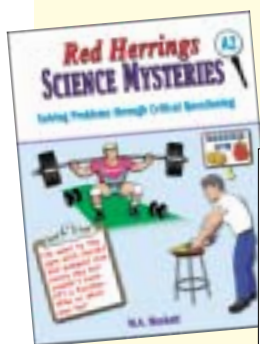
—Elaine, former National Teacher of the Year

Sciencewise and Red Herrings Science Mysteries Meet National & State Science Standards

RED HERRINGS SCIENCE MYSTERIES

Solving Problems through Critical Questioning

Gr. 4-9
Choose from 2 Levels



Objectives

Teaches and reinforces physical, earth, and life science concepts by encouraging students to read and listen carefully, infer and deduce, use creative questioning, and look beyond the obvious to generate solutions.

Methods

Given a seemingly contradictory statement, students must formulate "yes/no" questions that will help them discover the answer to each mystery. Suggestions, answers, and graphic organizer sheets are included.

"My students love these mysteries! Their questioning skills have really improved!"

—Margaret, Aptos, CA

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- #TBK603 B1 Gr. 7-9 \$12.99
- #TBK604 B2 Gr. 7-9 \$12.99

32 reproducible activities each. No increase in difficulty within each level.

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**ALL CHECKS OR MONEY ORDERS MADE PAYABLE TO:
CASWELL & CASWELL**

ORDERS FROM EDUCATIONAL INSTITUTIONS should include a purchase order number when possible and must be on either official stationary or an official purchase order form.

**CLASSROOM DISCOUNTS ARE AVAILABLE.
PLEASE CALL FOR INFORMATION.**

EXAMINE ALL MATERIALS AS SOON AS RECEIVED! Notify us of damaged or missing items immediately.

ALL RETURNS MUST BE AUTHORIZED BY CASWELL & CASWELL. Permission to return should be requested and authorized in writing. We will not issue credit on unauthorized returns. All returned material must be in perfect, unmarked, saleable condition.

ALL PRICES IN THIS CATALOG are subject to change because of possible producer price changes. We bill at the producer's latest selling price. In case of a sizable increase in price, we will notify prior to shipment for confirmation.

CASWELL & CASWELL ORDER FORM

To order by phone
Call 1-800-757-7668
Fax: 248-646-4359



william.caswell@sbcglobal.net

Ship To:

Name: _____
Institution: _____
Department: _____
St. Address: _____
City/State/Zip: _____
Telephone:_(____)_____

Bill To: (if different)

Name: _____
Institution: _____
Department: _____
St. Address: _____
City/State/Zip: _____
Telephone:_(____)_____

Payment Method: (Check One)

Payment Enclosed

Bill my Institution

P.O.# _____

Shipping & Handling Charges:

10% of total purchase

\$4.50 minimum S&H Charge

\$5.25 minimum Residential S&H Charge

Date _____ All orders are shipped net 30 days. Returns must have written authorization from us.

ITEM#	QTY	PRODUCT DESCRIPTION	\$ EACH	\$ TOT. COST

CASWELL & CASWELL
3571 Newgate, Troy, MI 48084
www.teachersmarketplace.com

Subtotal	
Sales Tax	
Shipping	
TOTAL	

Yes! I would like to join your mailing list!