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Diary

Level E

Text Type: Diary

Summary: In his diary pages, a boy tells what he sees on his visit to the airport.

Themes/Ideas: recognize what happens as a plane takes off and lands at an airport; identify things to see at an airport

Informational Text Features: photos, drawings, words in all capital letters

Domain-Specific Vocabulary:

- **airport:** a place where planes are kept
- **landing:** coming down to the ground
- **lifted:** moved up from the ground
- **runway:** the part of an airport where the planes take off and land

My Day at the Airport



Focus Question: What might you see when you go to the airport?

First Reading

Read the title at the top of the diary pages. Talk about what a diary is, a blank book in which a person writes about things that happened in his or her day. Have children locate the first page of the diary on the front of the card and the second page on the back.

Ask children to read the diary pages independently. After they read, talk about what the writer shared about his day at the airport.

Guided Close Reading

Author's Craft Find the photo of the boy at the top of the page. What does the picture tell you about this diary? Look at the first sentence. What word in the sentence does the boy use to describe the airport? What end mark does he use to show his feelings? ❶

Words and Phrases in Context Look at the first photo of an airplane. How does the photo help you understand the meaning of the word runway? What is a runway? ❶

Text Features Besides photos, what does the boy add to his diary? Why do you think he adds drawings? ❶ ❷

Author's Craft Look at second page of the diary. Find the picture of the plane leaving the airport. What is special about the way the words FAST and UP are printed? Why do you think the boy writes them in all capital letters? ❸

Think Aloud The words FAST and UP are written in all capital letters. I think the boy uses capital letters because these words tell how a plane travels and where a plane travels when it is taking off. The words let me know that the plane went very fast down the runway and then lifted very high up into the air.

Compare and Contrast Use the words and photos to compare the landing and taking off of the big plane. In what ways are they alike? In what ways are they different? ❷ ❸

Think Aloud Both landing and taking off take place on the runway. Both landing and taking off involve the airplane going fast. For the landing, the big plane comes down fast. For taking off, the big plane drives down the runway fast and then lifts up.

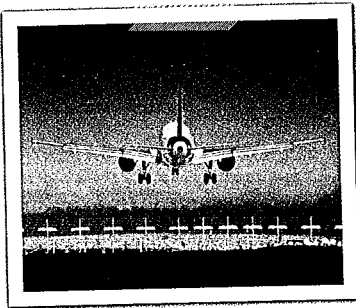
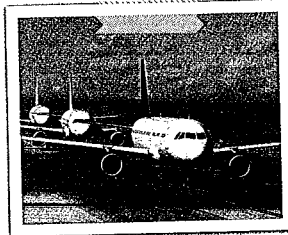
Sequence/Connect Ideas What happens to the plane after it lifts up in the air? What do you think will happen when the plane gets where it needs to go? ❹



My Day at the Airport

1

The airport was great!
I saw lots of planes.
These planes were driving on the runway!



2

This big plane was landing.
It came down on the runway FAST.

3

I saw this big plane taking off.
It drove down the runway FAST.
Then it lifted UP in the air.



4

The plane went up and up and way up in the sky!

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- What details did the writer include about planes at the airport?
- Now that you know what "My Day at the Airport" is about, what do you think is the writer's purpose for writing about this day in his diary? How would writing in his diary help the boy remember his day?
- The boy only writes about the planes. What other things does he see at the airport? What else could he write about in his diary?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Fold a paper in fourths. In each box, write one thing that planes do. Use ideas from the diary. **(Informative/Explanatory)**
- The boy writes, "The airport was great!" Write a sentence that tells what you think a day at the airport would be and why. Complete the sentence frame below. **(Opinion)**

I think a day at the airport would be _____ because _____.

Connect to the Internet

To learn more information about airports and airplanes, go to www.pbslearningmedia.org/resource/b93572bd-26a2-44de-b6da-9654a34a60cd/airport-field-trip/ and www.phl.org/passengerinfo/kidscorner/pages/kidcorner_default.aspx.

Email

Level E

Text Type: Email

Summary: These emails to Anna tell about a visit to the mountain and the animals Tommy saw there.

Themes/Ideas: recognize the animals in the mountain habitat and what they did; understand the features and purposes of email

Informational Text Features: photos, sender line (From:), recipient line (To:)

Academic Vocabulary

- **huge:** very big
- **little:** young, or small in size

Domain-Specific Vocabulary:

- **mountain:** land mass that rises high in the air
- **moose:** a very large animal of the deer family with large antlers

Email From the Mountains



Focus Question: What animals does a boy see on a mountain walk?

First Reading

Read the title and explain that these pages show email messages from a boy named Tommy to his friend Anna. Talk about how people write and send emails using cell phones or computers. Point out that these emails include pictures, but not all emails do.

Then have children read the emails on their own. After reading, have children talk about what Tommy tells Anna in his emails.

Guided Close Reading

Key Ideas and Details *Who does Tommy send these emails to? How do you know? What does Tommy write about in his emails?* ①-④

Author's Craft *What two words does Tommy use to begin the first sentence of his emails about the goat and the rabbit? How do these words let you know that Tommy was not all by himself when he saw these animals? What do these repeated words suggest about the information Tommy is sharing?* ① ②

Think Aloud *The words We saw are used in the beginning of the first sentence in each of these two emails. We is a clue that tells me that at least one other person was there with Tommy, seeing the animals. Maybe Tommy is writing about what he and his family did together when he says We saw.*

Compare and Contrast *Look at the first two emails again. Both the goat and the rabbit were on the mountain. But they were doing different things when Tommy saw them. What did the goat do? What did the rabbit do?* ① ②

Photos and Text *How does the picture of the bears help you understand why Tommy called these animals "little bears"? Do you think Tommy was near or far from the bears? Why?* ③

Think Aloud *Tommy writes that the bears are little. I can see in the photo that these animals are playful babies! The photo helps me know that Tommy uses the word little to mean young, not just small in size. I think Tommy was far from the bears to be safe.*

Vocabulary *The word huge means very big. Tommy says that the moose is huge. Do you think that the moose is the biggest animal that Tommy saw on the mountain? Why or why not? Do you think that the little bears will be huge when they grow up? Explain your thinking.* ④

Email From the Mountains

1 From: Tommy
To: Anna

We saw this goat
on the mountain.

It was standing on
some rocks.
It looked right at us!



3 From: Tommy
To: Anna

Look at the little bears!
We saw little bears
on the mountain.
Look at them play!

They were playing in
the grass.



2 From: Tommy
To: Anna

We saw a rabbit
on the mountain, too.

The rabbit was sitting in
the dirt.
It looked all around.



4 From: Tommy
To: Anna

Look at this huge moose!
We saw this moose
on the mountain, too.

The moose was standing
in the lake.



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Tommy writes about the animals he sees. He also writes about the places where he sees these animals. What places does Tommy mention in his emails?
- Look back at the emails. Where does Tommy use exclamation marks? Why do you think he used exclamation marks when he wrote about the goat, the bears, and the moose?
- Do you think that it was a good idea for Tommy to send these emails to Anna? Why do you think he sent them? What other details could he have included to help her find out about the mountains and what he did there?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make a fact card about one of the animals that Tommy saw. On one side of your card draw a picture and write the animal's name. On the back of the card write a sentence or two that gives facts about the animal. **(Informative/Explanatory)**
- Do you think Tommy liked visiting the mountain? Give your opinion and one or two reasons to support it. Use details from the emails. **(Opinion)**

Connect to the Internet

To further children's understanding of mountains and to learn about the Rocky Mountains, go to www.nps.gov/romo/forkids/parkfun.htm and www.nps.gov/romo/forkids/upload/junior_ranger_6-8_english-2.pdf.

Encyclopedia Article

Level E

Text Type: Encyclopedia Article

Summary: This article explains the differences between Dromedary camels and Bactrian camels and tells where they can be found.

Themes/Ideas: identify two different kinds of camels; learn where camels live

Informational Text Features: heading, photos, labels, arrows, caption

Domain-Specific Vocabulary:

- **camel:** a large animal with a long neck that lives in Africa and Asia
- **Dromedary camel:** a camel with one hump
- **Bactrian camel:** a camel with two humps
- **desert:** a dry, hot area with little rainfall and very few plants

Camel



Focus Question: What are some important facts about two kinds of camels?

First Reading

Introduce the pages and note that this article about camels comes from an encyclopedia. Talk about an encyclopedia as a resource for finding information on many topics in one place. In an encyclopedia, the topics are listed in alphabetical order. Have children browse the card and discuss the text features. Help children pronounce the names of the two different camels. (Bactrian: *bak-tree-in*; Dromedary: *drah-muh-der-ee*)

Have children read through the text one time on their own. Discuss the differences between the camels in the first two photographs. Discuss the main topics.

Guided Close Reading

Key Ideas and Details *Look at the front of the card. What is the main topic of this encyclopedia article? Under what letter would you find this article?* ❶

Compare and Contrast/Illustration *What feature of the camels make some camels different from other camels? How do the photos and labels help you understand the difference? What are the names of the different camels shown on the labels?* ❶-❷

Think Aloud *The writer says that some camels have one hump and some camels have two humps. The photos and labels help me understand which camels have one hump and which camels have two humps. The names of the camels are Dromedary and Bactrian.*

Vocabulary *Look at the back of the card. What word does the writer use to describe the size of the camel with one hump? What word does the writer use to describe the size of the camel with two humps? How do the photos help you understand the difference between the thinner camel and the bigger camel?* ❸

Compare and Contrast/Photos *What other differences do you see when you compare the Bactrian camel with the Dromedary camel?* ❸ ❹

Photos and Text *How does the photo at the bottom of the page help you understand the relationship between people and camels in the desert?* ❺

Think Aloud *A man is leading the camel in the desert. It looks like the camel is carrying things on its back. I think people use camels for carrying things. The man looks like he is alone in the desert, and there are miles for him to go before he gets where he is going. So I think he may ride on the camel, too.*

Make Inferences *The writer did not identify the kind of camels shown in the photo at the bottom of the page. What kind of camel do you think it is? Why?* ❺

1 Camel

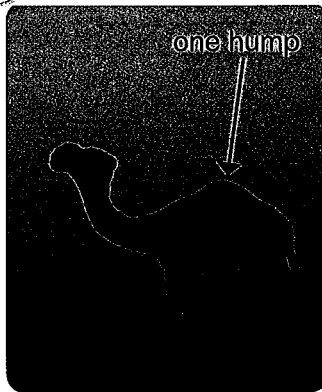
A camel is a big animal.
A camel has a long neck.

Some camels have one hump.
And some camels have two humps.

2



Bactrian Camel



Dromedary Camel



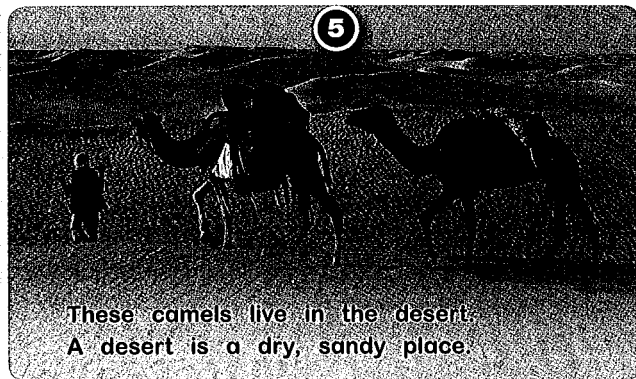
Bactrian Camel



Dromedary Camel

The two camels look very different.
The camel with one hump on its back
is thinner.

The camel with two humps is much bigger.



These camels live in the desert.
A desert is a dry, sandy place.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- What information does the author include to help you know what a desert is? How could you use an encyclopedia to find more information?
- Look at the photo of the man with the camels. How does the photo help you understand the size of camels?
- What other animals do you know of that help people by carrying them and their things from place to place?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a picture of a camel in a sandy desert. Write what you learned about camels from reading this encyclopedia article. **(Informative/Explanatory)**
- Write a sentence that tells whether you would want to or not want to ride a camel. Tell why or why not. Use the pictures and details from the article to help you decide. **(Opinion)**

Connect to the Internet

To read more about camels, visit these websites:
<http://animals.sandiegozoo.org/animals/camel> and
www.pdza.org/facts-about-camels.

Fact Book

Level E

Text Type: Fact Book

Summary: These pages from a fact book tell what trees look like during the four seasons of the year.

Themes/Ideas: understand that trees change each season; identify what happens to leaves in different seasons

Informational Text Features: photos, labels, inset photos, bold print

Domain-Specific Vocabulary:

- **buds:** the parts of trees that grow into leaves
- **grow:** gets bigger
- **spring:** the season between winter and summer
- **summer:** the season between spring and fall
- **fall:** the season between summer and winter
- **winter:** the season between fall and spring

All Year Long



Focus Question: How do some trees change from season to season through the year?

First Reading

Read the title and tell children that the two pages they will read are from a fact book called *Facts About Trees*. Reinforce the idea that a fact is something that is true and that these pages have true information. Call attention to the photos and the inset photos with labels.

Have children read the pages independently. Then discuss what information about trees the author shared in this fact book.

Guided Close Reading

Words and Phrases in Context Look for the words in bold white or black print that make the words look important. What seasons does the author name that make up the whole year? The title of these pages is "All Year Long." What does the phrase "all year long" mean? ①-④

Key Ideas and Details Look in the first text box. What season do the sentences tell about? What is missing from these trees in spring? ①

Text Features/Vocabulary Look at the big photo next to the first text box. What does it show? Look at the little close-up photo. What does the label next to the close-up photo say? Why does it help you to see a close-up photo of the buds on the tree? ①

Think Aloud The big photo shows a tree in spring. The close-up photo shows the buds on the tree. The label says the word buds. It helps to see the close-up photo of the buds because the buds are too small to see on the trees. Seeing the buds lets me see the change that happens in spring.

Sequence Look at the second text box. Which season comes after spring? Which detail tells what happens to trees in the summer? What detail does the close-up photo show? ②

Author's Craft Look at the back of the card. Which sentence lets you know what the author thinks about how the trees look in fall? ③

Compare and Contrast Find the picture of the tree in winter. How is the tree in winter different from all the other trees? ①-④

Think Aloud The tree in winter is the only tree that does not have buds or leaves. It is the only tree that is covered with snow.

Make Predictions Look at the text box about winter. What prediction does the author make about what will happen? What did you read about the seasons that lets you know that this prediction about the leaves growing again will come true? ①-④

All Year Long

1



buds

Some trees look like this in the **spring**. The trees have little buds and little leaves, too. The leaves and buds are pale green.

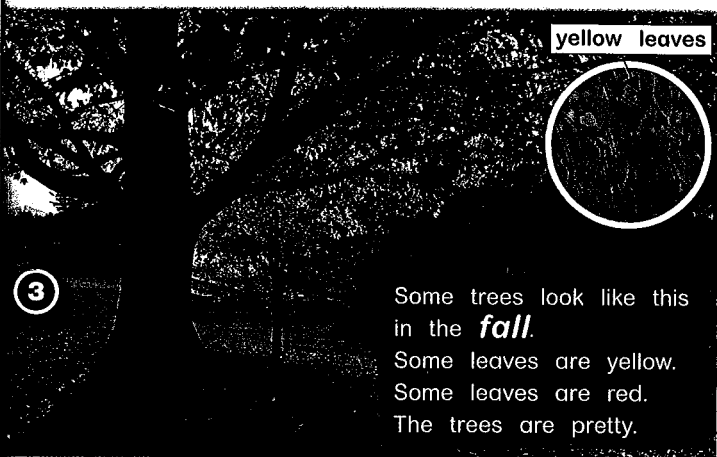
Some trees look like this in the **summer**. They have lots of leaves all over. The leaves are very green.

2



leaves

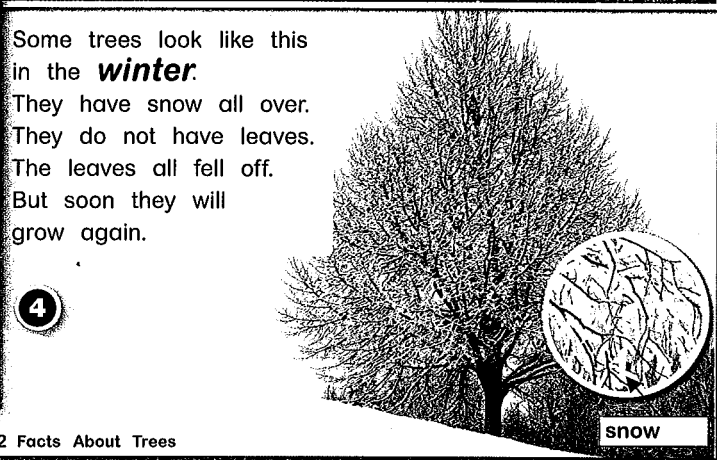
1 Facts About Trees



yellow leaves

3

Some trees look like this in the **fall**. Some leaves are yellow. Some leaves are red. The trees are pretty.



4

Some trees look like this in the **winter**. They have snow all over. They do not have leaves. The leaves all fell off. But soon they will grow again.



snow

2 Facts About Trees

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What are these pages mostly about? Retell the information that the author shared about trees in different seasons.*
- *How are the pages organized? How do the words in bold print help you understand the organization? How do the labels add to your understanding of what is shown in each close-up picture?*
- *If you went out for a summer picnic, what color would you expect the leaves to be? If you took a spring walk, what might you find growing on the branches of trees? If you went apple picking in the fall, what colors would you expect the leaves to be?*

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make up a riddle about trees for your friend to answer. You may follow this model. **(Informative/Explanatory)**
*There are no leaves on trees.
There are little buds on trees.
What season is it?*
- The author writes that the trees are pretty in fall. In which season do you think the trees are the prettiest? Draw a picture of a tree in the season you think is prettiest. Then write a sentence to describe the tree. **(Opinion)**

Connect to the Internet

To learn more information about why a tree's leaves change color, visit <http://dnr.wi.gov/org/caer/ce/eek/veg/trees/treestruicolor.htm>. To read about why a tree's leaves fall off, visit www.highlightskids.com/science-questions/how-and-why-do-leaves-fall-trees.

Guidebook

Level E

Text Type: Guidebook

Summary: These pages from a guidebook give information about different things to use to paint with.

Themes/Ideas: identify different objects that can be used to paint with; learn about how to paint with a sponge and a potato

Informational Text Features: photos, special print

Academic Vocabulary:
shape: the form or outline of an object

Domain-Specific Vocabulary:

- *dip:* to push something into a liquid, like paint
- *dab:* to touch or poke gently
- *stamp:* to press down hard

Painting Is Fun



Focus Question: What are some different things children can use to paint with?

First Reading

Read the title and explain that this card shows pages from *A Guide to Painting*. Remind children that a guidebook is a handy little book that people use to learn about a subject. Point out that there is one page from the guidebook on the front of the card and one page on the back. Note the headings on the two pages.

Have children read the pages on their own. After children read, talk about what main ideas the author shared in this guidebook.

Guided Close Reading

Author's Craft Look at the title of these pages. How did the author make the title look special? Look at that sentence below the title. How are those words printed? What does the sentence say you will be reading about? ❶

Vocabulary Look at the first page from this guidebook. What is the girl using to paint her picture? What two words do you see in the word paintbrush? ❷

Words and Phrases in Context/Photos Find the heading "Sponge" and read the sentences under it. What does it mean to dip your sponge in paint? What does it mean to dab it on your paper? How does the picture help you understand what dip and dab mean? ❸

Think Aloud The photo shows someone holding a sponge with paint on it. "Dip your sponge in paint" must mean to put your sponge in paint so the paint goes on the sponge. "Dab it on your paper" must mean to press the sponge down on paper so the paint will go on the paper.

Sequence Look at the second page. The author says you can paint with a potato. What steps do you need to follow before you can paint with a potato? Why do you need to get help from an adult? How does the photo help you understand these steps? ❹

Words and Phrases in Context/Photos First the author says to "cut out a shape" in the potato. Then the author says to "paint the shape and stamp." What do you think the word stamp means? ❺

Think Aloud Stamp must mean press down hard on the paper so that the paint that is on the potato shape will go on the paper.

Connect Ideas Find the picture of the children with paint on their hands. Do you think they are having fun? How can you tell? What does the author say about painting with your hands? ❻

Key Ideas and Details What is the main idea of this text? Which details does the author include about this main idea? ❷-❺

1 Painting Is Fun

There are lots of ways to paint.

2 Brush

You can paint with a paintbrush.



3

Sponge

You can paint with a sponge, too.

Dip your sponge in paint.
Dab it on your paper.

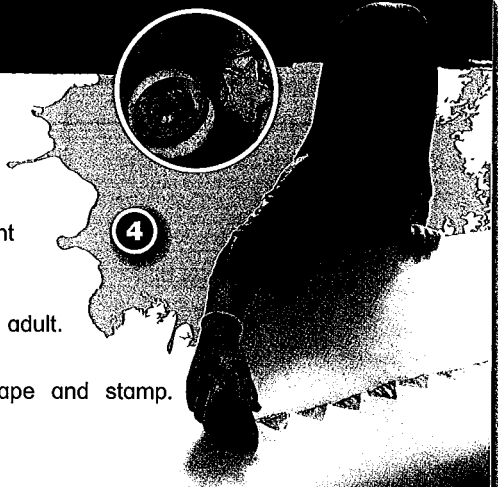


1 A Guide to Painting

Potato

You can even paint with a potato!

Get help from an adult.
Cut out a shape.
Then paint the shape and stamp.



4

5

Hands

You can always paint with your hands.

This is a great way to paint.
It is the most fun, too!



2 A Guide to Painting

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why do you think the author says "You can always paint with your hands," but he doesn't say you can always paint with a brush, a sponge, or a potato?
- How does the author organize the pages? What do the headings say? Why are the photos so important?
- What new things have you learned about painting? Which ways of painting would you like to try? Why?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Draw a web with *Ways to Paint* in the center. Make four circles around the center circle. Write the name of one thing you can use to paint with in each circle and draw a picture of it. **(Informative/Explanatory)**
- The author says that painting with your hands is a great way to paint. Do you agree? Write what you think is the best way to paint. Then tell why. **(Opinion)**

Connect to the Internet

To further children's understanding of making their own art, go to www.artic.edu/aic/education/CC/ or www.artprojectsforkids.org/.

How-to

Level E

Text Type: How-to

Summary: These pages explain how to mix red and yellow paints to make orange and how to mix blue and yellow paints to make green.

Themes/Ideas: follow directions that explain how to mix other paint colors to create orange and green; encourage painting pictures with orange and green paints

Informational Text Features: headings, photos, illustrations, numbered list of steps

Academic Vocabulary:

- **mix:** to put things together
- **another:** new or different
- **add:** put in more
- **together:** into one place

Domain-Specific Vocabulary:

- **painting:** a picture made with paint
- **paintbrush:** a tool used for painting

How to Mix Paint Colors



Focus Question: How do you mix two paint colors to make another color?

First Reading

Read aloud the title. Discuss why the title begins with the words “How to.” Note the headings and numbered steps on the front and back of the card.

Then have children read the pages independently. After they read, talk about the different ways to mix colors described in this how-to article.

Guided Close Reading

Key Ideas and Details *What happens when you mix together the red paint and the yellow paint? What happens when you mix together the blue paint and the yellow paint?* ①-③

Sequence *How are the steps for making the color orange listed? How do the numbers next to the steps help you understand what to do?* ①-④

Think Aloud *The steps are numbered. The numbers tell me what to do first, second, third, and fourth. The numbers make it clear that the list of steps should be followed in order.*

Compare and Contrast *Look at the steps and photos on the front of the card and on the back of the card. How are the steps and photos on the back of the card similar to the steps and photos on the front of the card?* ①-⑤

Vocabulary *Look at the side of the card that tells how to make the color green. In Step 1, the writer says, “Get another cup.” In Step 3, the writer says, “Grab another paintbrush.” What does the word another mean? Why is it important to use a different cup and a different paintbrush? What would happen if you used the same cup and brush you used to make the orange paint?* ⑤-⑦

Think Aloud *The word another means different. If I used the same cup and paintbrush that I used to make orange, I would be mixing in orange paint with the blue paint and the yellow paint. I would probably not end up with the color green that I was trying to make.*

Compare and Contrast *You read about making orange paint and making green paint. Which color do you need to use to make both orange and green?* ②-⑥

Connect Ideas *Who might want to use these steps to mix paint colors? How might learning to make paint colors be helpful when you want to paint a picture?* ①-⑧

How to Mix Paint Colors

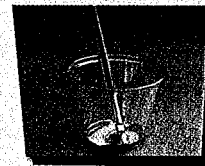
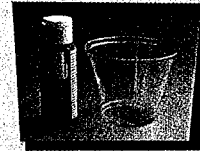
Make the Color Orange

1. Get a cup.
Put some red paint in it.
2. Get some yellow paint.
Put it on top of the red paint.
3. Grab a paintbrush.
Mix the red and yellow paints
with the paintbrush.
4. Now you have orange paint!
Red and yellow make orange.
What can you paint with orange?
Make a painting.



Make the Color Green

5. 1. Get another cup.
Put some blue paint in it.
6. 2. Get more yellow paint.
Put it on top of the blue paint.
7. 3. Grab another paintbrush.
Mix the paints together.
8. 4. Now you have green paint!
Blue and yellow make green.
Add green paint to your
orange painting.
What a picture!
Now make another painting!



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- What colors does the author mix to make orange? Retell the steps for making orange paint.
- What does the author use the colors orange and green to paint? What other pictures could the author have shown with these colors?
- What other sets of colors would you be interested in mixing together? What steps might you follow to do that?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make a color chart. Write *green*. Next to it, write the colors you mix to make green. Then write *orange*. Next to it, write the colors you mix to make orange. Use details from the card. **(Informative/Explanatory)**
- Think about the directions in the how-to you just read. In your opinion, are the directions easy or hard to follow? Use examples from the card to support your opinion. **(Opinion)**

Connect to the Internet

To learn more about mixing paint colors, visit http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html and www.bbc.co.uk/cbbc/games/colour-factory-game.

Magazine Article

Level E

Text Type: Magazine Article

Summary: This magazine article shows pictures of unusual-looking animals and gives information about them.

Themes/Ideas: learn about unusual-looking animals; answer the question the author asks, "Is this a real animal?"

Informational Text Features: photos

Academic Vocabulary:

- **real:** not pretend or fake

Domain-Specific Vocabulary:

- **octopus:** an animal with eight legs that lives underwater
- **red panda:** a small mammal related to the large black-and-white panda that spends most of its time in trees

Is This a Real Animal?



Focus Question: In what ways do some animals look so unusual that we wonder whether or not they are real?

First Reading

Tell children that these pages are from *Animal Magazine*. Note that the magazine article begins on the front of the card and continues on the back. Read aloud the title of this article. Review the meaning of the word *real*. Talk about why someone might ask, "Is this a real animal?"

Have children read the magazine article independently. Then discuss the main ideas that the author shared about these unusual animals.

Guided Close Reading

Words and Phrases in Context *What does it mean to be a real animal? Why might someone think the dog shown in the article is not a real dog?* ❶

Think Aloud *Real animals are ones that are alive. Someone may think the dog in the picture is a toy because it is covered with lots of long hair. It almost looks like a toy. It is hard to see the dog's face.*

Compare and Contrast *Read about the little octopus. What do you think of when you picture an octopus? What about this little octopus is surprising?* ❷

Photos and Text *Look at the part about the red panda. Based on the article, which two other animals does the red panda look like? How does the photo support those details?* ❸

Compare and Contrast *Look at the photo of the rabbit. How do you know it is a real rabbit? How does it look like other rabbits you have seen? In what way is it different?* ❹

Author's Craft *Which words and phrases, or groups of words, does the author repeat in the article? What pattern do you see? How does the pattern help you understand the information?* ❶-❹

Think Aloud *The author repeats the questions "Is it real?" and "Is this a real animal?" She also repeats the answer "Yes!" These words and phrases are always in this order. The pattern helps me understand that the animals may not look real, but they are real.*

Key Ideas and Details *What animals did you read about in this magazine article? What details make these animals so unusual, or strange?* ❶-❹

Is This a Real Animal?



Look at the animal.

Is it real?

Yes!

It is a dog with a lot of hair.

1

Look at the animal.

Is it real?

Yes!

It is a little octopus that lives in the sea.

2



1 ANIMAL MAGAZINE



Is this a real animal?

Yes!

It looks like a cat.

It looks like a bear, too.

This is a red panda.

3

Look!

Is this a real animal?

Yes!

It is a rabbit with floppy ears!

4



2 ANIMAL MAGAZINE

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How does the author organize information and make the information easier to understand?
- Why do you think the author included the red panda? How does the information support the idea that some animals don't really look real?
- What other animals do you think the author could include in this article?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a note to a friend. Tell your friend about one of the animals you saw in this article. Draw a picture of the animal and describe it. **(Informative/Explanatory)**
- Which animal do you think looks the least real? Write the name of the animal. Give a reason for your opinion. Complete the sentence frame. **(Opinion)**

I think the _____ looks the least real because _____.

Connect to the Internet

To read more about red pandas, visit <http://animals.sandiegozoo.org/animals/red-panda>. For more on rabbits, visit <http://zoo.org/sslpage.aspx?pid=1874#.U6nbv8ZD61s>.

Newspaper Article

Level E

Text Type: Newspaper Article

Summary: This article from a town newspaper gives information about ways dogs help people.

Themes/Ideas: learn about ways dogs can help people at work; understand how dogs help people have fun and do exercise

Informational Text Features: masthead, headline, photos

Academic Vocabulary:

- **petting:** softly patting an animal with your hand
- **safe:** not in danger of harm

Dogs in Our Town Help



Focus Question: How do the dogs in one town help people?

First Reading

Read the name of the newspaper and the date. Make sure children know that a newspaper is filled with different articles that tell about things that have just happened. Discuss the headline. Point out that this article begins on the front of the card and continues on the back.

Ask children to read the newspaper article independently. Then discuss how dogs in the town help.

Guided Close Reading

Key Ideas and Details Which sentence tells what the rest of the article will tell about? ❶

Photos and Text What do the photo and sentences tell about how one dog helps the firefighter? What do you learn from the photo and sentences about how another dog helps the police officer? ❷ ❸

Author's Craft Which sentence does the writer repeat? How does repeating this sentence help you understand the main idea of the article? ❹-❺

Think Aloud The writer repeats "This dog helps." I think the writer repeats this sentence because the main idea of the newspaper article is that dogs can help people. This repeated phrase helps me find examples of dogs helping.

Vocabulary/Photos and Text How can you use the photo to help you understand what petting a dog means? ❻

Think Aloud "Petting a dog" means patting a dog with your hand in a gentle way. The photo shows the woman is gently touching the dog's ears.

Connect Ideas What reason does the writer give for why "the dog goes to see sick people"? How do you know that petting the dog makes this sick woman feel better? What can you tell about this dog from looking at this photo? ❼

Key Ideas and Details Find the photo of children on a sled. What is happening in this photo? How does this photo help you understand in what way this dog is helping? ❽

Author's Purpose What does the writer want you to know about the dogs in this town? Do you think dogs in other towns may help in the same ways? Why or why not? ❶-❺

The Evening News

Dogs in Our Town Help



There are lots of dogs in our town.

- 1** We have fun with our dogs. But some dogs also help us. Here are some ways they help.



This dog helps.

- 2** This dog rides in a fire truck.

This dog helps us, too. This dog helps keep us safe.

1



This dog helps.

This dog goes to see sick people. Petting the dog helps make sick people feel better.



4



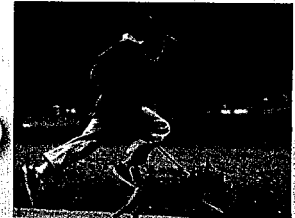
This dog helps.

The dog takes children for a ride.

5

Dogs in our town help. They help us in a lot of ways. They even make us get up and go!

6



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *What is this news article mostly about? Retell what you remember from reading the article.*
- *How does the writer organize the information in the article to make it easier for the reader to understand what information she is trying to share?*
- *The writer doesn't tell why, but why do you think it is helpful for dogs to "make us (people) get up and go!"?*

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make a list of the people that dogs in this town help. Be sure to use information from the article in your list. **(Informative/Explanatory)**
- Which helper dog do you think has the most important job? Write a sentence that tells which dog you think has the most important job. Give reasons why you think it is the most important. **(Opinion)**

Connect to the Internet

To read more about how dogs can help people, visit the following websites: <http://caninesforkids.org/service-dogs/> and www.pbs.org/wgbh/nova/nature/working-dogs.html.

Question and Answer Book

Level E

Text Type: Question and Answer Book

Summary: These pages from a question and answer book tell about animals that can be found in a tree.

Themes/Ideas: discover different animals that spend time in trees; understand why being high in a tree offers protection for nests and animals

Informational Text Features: questions, answers, photos, bold print in colors

Academic Vocabulary:

- **peeks:** looks at something

Domain-Specific Vocabulary:

- **nest:** a place where an animal, such as a bird, cares for its eggs and young
- **squirrel:** a small furry animal with a bushy tail that lives in trees
- **cub:** a baby bear

What Is in the Tree?



Focus Question: What can you see high up in a tree?

First Reading

Read aloud the title that asks, *What is in the tree?* Explain that the answer to this question will be shown in the sentences below it. Point out that these pages are from a question and answer book. Remind children that a question and answer book is special because it has a question for the reader to read and think about. Then the author gives the answer.

Have children read the pages independently. Then talk about the main idea of these pages.

Guided Close Reading

Text Features *What is the first question that the author asks? How does the author make the question look more important than the other sentences? What do you notice about the other question on this page? What can you say about how the questions are printed and how the answers are printed?* ① ②

Key Ideas and Details/Photos *Look at the first photo and the sentences next to it. Where is the nest? Why is the egg safe when it is in the nest?* ①

Words and Phrases in Context *Look at the photo of the squirrel. The author writes, "The squirrel peeks out of a hole." What does the word peeks mean? What clues in the sentence and photo help you figure out the meaning of peeks?* ②

Vocabulary/Photo *Find the picture of the baby bear on the next page. What is another word for a baby bear?* ③

Think Aloud *The sentence says, "A bear cub is in the tree." I see the photo of a bear cub in the tree. The bear looks like a baby bear. Cub must be another word for baby bear.*

Connect Ideas *Look at the picture of the monkey. The author doesn't say why the bear cub and the monkey want to be high up in the tree. Why might they have climbed up in the tree?* ③ ④

Author's Craft *Look at the last sentence. In what way is this sentence very different from the other sentences on these pages? Why do you think the author used an exclamation point at the end of this sentence?* ④

What is in the tree?

- 1 A nest is high up in the tree.
An egg is in the nest.
The egg is safe in the nest.



What is in the tree?

A squirrel is in the tree.
The squirrel lives high in the tree.

The squirrel peeks out of a hole.

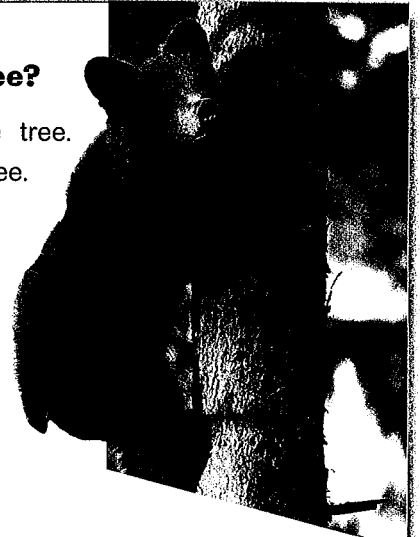


1 All About Trees

What is in the tree?

A bear cub is in the tree.
It is going up the tree.

The bear cubs want to be high up.



What is in the tree?

A monkey is in the tree.
The monkey wants to be high up, too.

High up in a tree is the best place to be!

2 All About Trees

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How do you think the squirrel, the monkey, and the bear get high up in the tree? How can you tell?
- Why do you think the author chose to put the questions in bold print and in color? How does that help a reader to read question and answer book pages?
- Of all the animals that you read about, which is the only animal that lives in a hole in the tree? Why is a hole in the tree a good home for a squirrel?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Create a web with *In the Tree* in the center. Draw four circles around the web. Write the name of each animal that can be found in a tree. **(Informative/Explanatory)**
- The author says, "High up in a tree is the best place to be!" Choose one of the animals shown on the pages. Give two reasons why that animal might think that high up in a tree is the best place to be. **(Opinion)**

Connect to the Internet

To learn more about tree dwellers, visit www.bbc.co.uk/nature/adaptations/Arboreal_locomotion. To further children's understanding of trees as animal homes, go to www.forestfoundation.org/nature-activity--trees-as-habitats and click on the Get PLT's Nature Activity button for a fun, related activity.

Science Journal

Level E

Text Type: Science Journal

Summary: These pages from a child's science journal describe efforts to clean up a local park.

Themes/Ideas: learn about ways children can help clean up a park; recognize how to stay safe when helping to clean the environment

Informational Text Features: photos, illustrations

Domain-Specific Vocabulary:

- **litter:** trash or garbage that is left on the ground
- **park:** an area of land with grass and trees for everyone to use
- **cleanup:** the process of removing a mess or dirt

Park Cleanup!



Focus Question: How can children help clean the park?

First Reading

Read the title and tell children that these are pages from a science journal. Review with children that a science journal has notes and pictures about things in nature. Talk about why a park is part of nature. Note that there is one page from the journal on the front of the card and one page from the same journal on the back.

Have children read the pages independently. Then talk about what the writer shared about the park cleanup.

Guided Close Reading

Key Ideas and Details *What do the children see when they first get to the park? What details does the writer include? ①*

Author's Craft/Photos *Which words on the first page of the science journal are clues that the writer is not in the park by herself for this cleanup? Which picture is a clue? ① ②*

Sequence/Connect Ideas *What happened before the children picked up the litter? Why was it important to put on gloves? ②*

Think Aloud *Before the children picked up the litter, they put on gloves. It was important to put on gloves so their hands would not get dirty, and they would not get germs from the things they touched.*

Connect Ideas *The photo of the children does not show any adults. Why do you think there must have been adults nearby to help the children clean the park? ②*

Vocabulary *What three things do the children pick up? How do these sentences help you understand the meaning of the word litter? What is litter? ② ③*

Photos and Text/Vocabulary *What does the park look like after it is cleaned up? What word might you use to describe the park? ④*

Think Aloud *The photo shows the park with no litter, cans, or bottles on the ground. I might use the word beautiful or sparkling.*

Illustrations and Text *On the last page, the writer drew a little plant growing. Why is this a good illustration for the end of this journal about the park cleanup? ④*

Author's Craft *What end mark does the writer use for the last sentence? What does this show about how the children feel about what they did during the park cleanup? ④*



Park Cleanup!

We went to the park.
This is what we saw.



We saw bottles and
cans on the grass.
We saw a lot of paper
on the grass.

1



2

We had big bags.
We put on gloves.
We picked up the litter.



We picked up paper.
We picked up bottles.
We picked up cans, too.



3



We helped clean up the park!



4

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- What did the children see in the park? What did the children do? How did they change the park?
- The first illustration shows three containers for recycling. The second illustration shows the symbol for recycling. With these illustrations, what does the writer let you know the children will do with the cans, bottles, and paper they collect?
- How do you think the children felt when they saw the clean park? What do you think they will do the next time they go to the park?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Make a list of steps the children followed when they cleaned the park. Write the things they did in order. **(Informative/Explanatory)**
- What do you think is the best reason to clean up a park? Write your reason. Then draw a picture to show children cleaning up a park. **(Opinion)**

Connect to the Internet

To learn more information about national programs to clean up litter and look for a cleanup near you, go to www.kab.org/site/PageServer?pagename=GAC_community_cleanup and www.fs.usda.gov/main/conservationeducation/smokey-woods/woods-owl.

Level E Lessons at-a-Glance

LEVEL E

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>My Day at the Airport</i>	Science & Technology	Moderate	recognize what happens as a plane takes off and lands at an airport; identify things to see at an airport	<ul style="list-style-type: none"> • www.pbslearningmedia.org/resource/b93572bd-26a2-44de-b6da-9654a34a60cd/airport-field-trip/ • www.phl.org/passengerinfo/kidscorner/pages/kidcorner_default.aspx
Email	<i>Email From the Mountains</i>	Life Science Earth Science	Moderate	recognize the animals in the mountain habitat and what they did; understand the features and purposes of email	<ul style="list-style-type: none"> • www.nps.gov/romo/forkids/parkfun.htm • www.nps.gov/romo/forkids/upload/junior_ranger_6-8_english-2.pdf
Encyclopedia Article	<i>Camel</i>	Life Science	Complex	identify two different kinds of camels; learn where camels live	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/camel • www.pdza.org/facts-about-camels
Fact Book Pages	<i>All Year Long</i>	Life Science Earth Science	Complex	understand that trees change each season; identify what happens to leaves in different seasons	<ul style="list-style-type: none"> • http://dnr.wi.gov/org/caer/ce/eeek/veg/trees/treestruicolor.htm • www.highlightskids.com/science-questions/how-and-why-do-leaves-fall-trees
Guidebook Pages	<i>Painting Is Fun</i>	Arts and Crafts	Basic	identify different objects that can be used to paint with; learn about how to paint with a sponge and a potato	<ul style="list-style-type: none"> • www.artic.edu/aic/education/CC/ • www.artprojectsforkids.org/
How-to	<i>How to Mix Paint Colors</i>	Arts and Crafts	Complex	follow directions that explain how to mix other paint colors to create orange and green; encourage painting pictures with orange and green paints	<ul style="list-style-type: none"> • http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html • www.bbc.co.uk/cbbc/games/colour-factory-game
Magazine Article	<i>Is This a Real Animal?</i>	Life Science	Moderate	learn about unusual-looking animals; answer the question the author asks, "Is this a real animal?"	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/red-panda • http://zoo.org/sslpage.aspx?pid=1874#U6nbv8ZD61s
Newspaper Article	<i>Dogs in Our Town Help</i>	Life Science	Basic	learn about ways dogs can help people at work; understand how dogs help people have fun and do exercise	<ul style="list-style-type: none"> • http://caninesforkids.org/service-dogs/ • www.pbs.org/wgbh/nova/nature/working-dogs.html
Question and Answer Book Pages	<i>What Is in the Tree?</i>	Life Science	Basic	discover different animals that spend time in trees; understand why being high in a tree offers protection for nests and animals	<ul style="list-style-type: none"> • www.bbc.co.uk/nature/adaptations/Arboreal_locomotion • www.forestfoundation.org/nature-activity--trees-as-habitats
Science Journal Pages	<i>Park Cleanup!</i>	Community Environment/Earth Science	Moderate	learn about ways children can help clean up a park; recognize how to stay safe when helping to clean the environment	<ul style="list-style-type: none"> • www.kab.org/site/PageServer?pagename=GAC_community_cleanup • www.fs.usda.gov/main/conservationeducation/smokey-woody/woody-owl