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# Email

Level H

Text Type: Email

**Summary:** These pages feature two emails from a girl who describes what she sees and does at the seashore.

**Themes/Ideas:** learn about what there is to see at the shore; discover what activities people do at the shore

**Informational Text Features:** email features (sender name, recipient name, subject line, date line), greeting, closing, photos

**Domain-Specific Vocabulary:**

- **seashore:** a sandy or rocky place where the land and the ocean meet
- **seashell:** a hard, empty shell that a sea animal once lived in
- **horseshoe crab:** a sea animal that is horseshoe-shaped, with a hard shell and a long, spiked tail
- **seagull:** a large gray and white bird that lives by the seashore

# Greetings From the Seashore



**Focus Question:** What can people see at the seashore and what animals might be found there?

## First Reading

Read the title and make sure children know where a seashore is located. Point out the following email elements: *From*, *To*, *Subject*, and *Date*. Have children note the design that includes red, yellow, and green buttons for opening and closing emails and a scroll bar. Elicit that emails are sent either by computer or cell phone. Have children read the emails independently. Then discuss the main idea the writer of the emails shared about the seashore.

## Guided Close Reading

**Key Ideas and Details** *How does Lee feel about the seashore? What details from the email help you know how she feels?* ❶

**Think Aloud** *Lee enjoys being at the seashore. I know this because in her email she says, "I love the seashore." She also tells Jess that the family is "having such a great time at the shore." She sends Jess "lots of pictures," which tells me that she is very interested in looking at things at the shore and taking photos of things she likes.*

**Photos and Text** *Why do Lee and her mother come to the beach in the morning?* ❶ ❸

**Connect Ideas** *What effect do the waves have on the shells on the beach?* ❹ ❺

**Vocabulary/Photos** *What word does Lee use to describe the shells she sees on the beach? How does the photo help you understand why Lee thinks shells are so beautiful?* ❷ ❹

**Connect Ideas** *Why doesn't Lee take the seashells she finds on the beach home? What does this detail tell you about her?* ❷

**Think Aloud** *Lee doesn't take the seashells she finds on the beach home because "they are a part of the shore." This detail tells me that Lee cares about nature and wants to help protect it.*

**Author's Craft** *Why does Lee choose to put photos in her next email?* ❻

**Key Ideas and Details** *What kind of birds does Lee see at the beach? Which details describe what the birds are doing?* ❸ ❾

**Compare and Contrast** *What animals does Lee see on the seashore? How are the animals alike? How are they different from each other?* ❷-❾

From: Lee  
To: Jess  
Subject: **Greetings From the Seashore**  
Date: July 20, 2014

Hi Jess,

① We are having such a great time at the shore,  
and we can't wait for you to get here!

I sent you lots of pictures.  
I love the seashore.

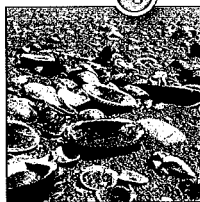
We come to the beach in the morning  
and walk Bailey.  
The waves are bigger in the morning.

We bring Bailey back home and  
go back to the beach.

② There are all different kinds of shells  
that wash up in the waves.  
The shells are so beautiful!  
I won't take the seashells home because  
the shells are a part of the shore.

See you soon!

Your sister,  
Lee



From: Lee  
To: Jess  
Subject: **Greetings From the Seashore**  
Date: July 21, 2014

Hi Jess,

⑥ Today we saw all these animals at the beach.  
I think the photos I took are pretty good  
so I sent them along.

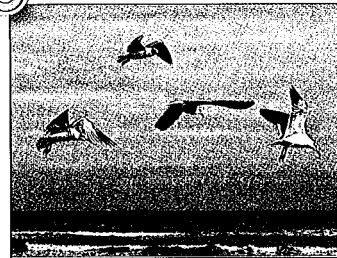
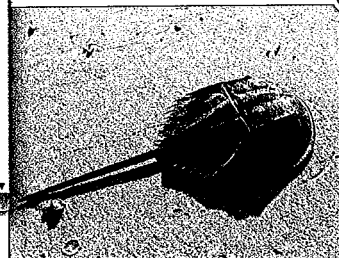
⑦ A horseshoe crab was walking down the beach.  
It's pretty big and its shell is just amazing to see  
up close!

⑧ And there were lots and lots of seagulls  
flying in the air.  
The seagulls dive into the water to get fish.  
One seagull tried to get our lunch!

Dad said we will meet you at the bus.  
We will bring you to the beach as soon as you  
get here!

See you soon!

Your sister,  
Lee



## 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 animal does Lee see walking on the beach? What details does she include to describe this animal? How does the photo help you understand what a horseshoe crab is like?
- How does Lee show that she takes good care of her pet? How does Lee show that she cares about her sister? How does Lee show she cares about protecting the seashore?
- Based on the details in Lee's two emails, do you think you would like to visit the seashore? Why or why not?

## Write About Reading

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

- Draw a scene from the seashore. Include details from the emails. Label the things you show in your picture. **(Informative/Explanatory)**
- In your opinion, which animal at the seashore is the most interesting? Draw a picture of the animal. Then write two reasons you think the animal is the most interesting. **(Opinion)**

## Connect to the Internet

To read more about horseshoe crabs, visit:  
[www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Horseshoe-Crab.aspx](http://www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Horseshoe-Crab.aspx). To learn about beach safety and protecting the beach, go to: <http://water.epa.gov/type/ocwb/beaches/dosdonts.cfm>.

# Encyclopedia Article

Level H

**Text Type:** Encyclopedia Article

**Summary:** This encyclopedia article includes text and photos about polar bears and where they live.

**Themes/Ideas:** learn about polar bears and where they live; understand how polar bears are suited to their environment

**Informational Text Features:** headings, photos, captions, globe, labels

**Academic Vocabulary:**

- **Arctic:** a place on Earth in the far north that is very cold and icy
- **mainly:** mostly; more than anything else
- **globe:** a map of the world shown on a round ball

**Domain-Specific Vocabulary:**

- **webbed:** relating to fingers or toes connected by areas of skin called webs
- **pads:** the soft, thick parts of some animals' feet
- **den:** the place where a wild animal seeks shelter
- **cub:** name given to some baby animals

# Polar Bear



**Focus Question:** How do polar bears live and survive in the cold, icy Arctic?

## First Reading

Introduce this article from *Animal Encyclopedia*. Explain how to find information in an encyclopedia. Ask children under which letter they would look to find an article about polar bears.

Have children read the article independently. Then discuss the main ideas the author wrote about polar bears.

## Guided Close Reading

**Connect Ideas** *What do polar bears look like? What does their environment, or where they live, look like? How might their color help them survive in their environment?* ❶ ❷

**Key Ideas and Details** *According to the text, what kinds of animals do polar bears hunt? Why do you think this is a good detail to include in an encyclopedia?* ❸

**Think Aloud** *Polar bears mainly hunt seals. This detail explains that polar bears get their food by hunting what they eat. Encyclopedias should include basic information about animals, including how they meet their need for food.*

**Text Features** *Look at the globe. Where is the Arctic? How does the caption help you understand where in the world the Arctic is located?* ❹

**Words and Phrases in Context** *What do a polar bear's webbed feet and pads allow it to do? How do these body parts help the animal live in the Arctic?* ❺

**Author's Craft** *Look at the back of the card. What does the author compare the size of a newborn polar bear to? How does this comparison help readers understand the information?* ❻

**Think Aloud** *The author compares the size of a newborn polar bear to the weight of three apples. The comparison helps readers understand the size of baby polar bears because they can easily imagine the weight of three apples.*

**Vocabulary** *The author says that a polar bear weighs 1700 pounds (771 kg). Kg stands for kilogram, which is another measure of weight. Look at the number of pounds and kilograms given for the female polar bear. Does the female polar bear weigh more or less than the male polar bear?* ❼

**Photos and Text** *How does the photo of the mother and her cubs work with the information to help you understand how a mother polar bear takes care of her cubs?* ❽

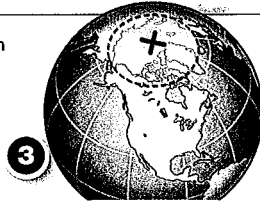
## Polar Bear



**1** Polar bears are large, white bears that live in the Arctic. They have to hunt for their food. They hunt Arctic animals, mainly seals.

### **2** Life in the Ice and Snow

The Arctic is a very cold, icy place. The map shows that the Arctic is far north.



**3** The Arctic is the area inside the red dotted circle. The spot with the X is the North Pole.

### **4** Adapting to the Cold

Polar bears are made for life in the Arctic. They can walk on the ice and swim in the cold, icy sea.

Polar bears have thick fur that keeps them warm. Polar bears have webbed feet that help them walk on the ice. Their feet have pads to keep them from slipping on the ice.

40 Animal Encyclopedia

### **5** Size

Adult male polar bears can weigh as much as 1700 pounds (771 kg). Female polar bears are big, but they do not weigh as much as males.

An adult female polar bear weighs as much as 1000 pounds (454 kg).

Baby polar bears weigh only about one pound when they are born. That's only about the same as three apples.



male and female polar bears



### **6** Polar Bear Babies

A mother polar bear digs a den in the snow.

She stays in the den until her babies are born.

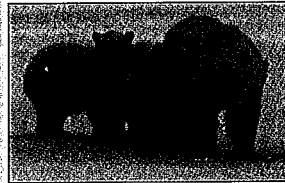
When her babies, or cubs, are about four months old, she brings them out of the den.

The mother stays with her cubs.

She hunts for food for her cubs.

When the cubs are about two years old, they will leave their mother.

The young polar bears will be able to hunt and have babies of their own.



mother polar bear with her cubs

Animal Encyclopedia 41

## 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 you learn about polar bear babies and their mothers? When are cubs old enough to go out on their own? What have cubs learned that will help them to survive?*
- *How does the author organize information in the encyclopedia article? How does the organization help you understand the information given?*
- *Why do polar bear cubs stay with their mothers for just two years? Why do you think young polar bears are ready to be on their own?*

## Write About Reading

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

- Write a few sentences to describe how a polar bear's body helps it live in the cold, icy Arctic. Be sure to write about the animal's fur, its webbed feet, and the pads on its feet. **(Informative/Explanatory)**
- Read this statement about polar bear mothers.  
*Polar bear mothers take good care of their cubs.*  
Write three reasons why you think this statement is true. **(Opinion)**

## Connect to the Internet

To learn more about polar bears, visit <http://animals.sandiegozoo.org/animals/polar-bear> and [www.worldwildlife.org/species/polar-bear](http://www.worldwildlife.org/species/polar-bear).

# Essay

Level H

Text Type: Essay

**Summary:** This essay is about the biggest land animal on Earth: the African elephant.

**Themes/Ideas:** find out where African elephants live and what they look like; learn about how they behave and stay cool in the hot African Savanna

**Informational Text Features:** headings, photos, map, label, caption

**Academic Vocabulary:**

- **curved:** slightly bent; not straight
- **flap:** to move something up and down
- **spray:** to shower tiny drops of liquid, such as water

**Domain-Specific Vocabulary:**

- **trunk:** a very long, very strong nose
- **tusks:** long teeth that stick out of an animal's mouth
- **herd:** a group of animals that live together

# African Elephants



**Focus Question:** What are some important things to know about African elephants?

## First Reading

Read the title and explain that there are two kinds of elephants, African elephants and Asian elephants. Note that this essay is only about African elephants. Ask children on what continent they think African elephants are found. Review the meanings of *trunk* and *tusks*. Point out the text features, including the map and headings.

Have children read through the text one time on their own. Then discuss the main ideas the author shared about African elephants.

## Guided Close Reading

**Key Ideas and Details** *What does an African elephant look like? Where do you find information in the essay that gives details about how the African elephant looks?* ③

**Think Aloud** *An African elephant is a very large animal. It has a long trunk, strong tusks, big ears, small eyes, and a short tail. The first two paragraphs and some of the headings tell me the different parts of an elephant.*

**Photos and Text** *How does the first photo help you understand the information about African elephants? What do you learn from the photo that you do not learn from the words in the text?* ①

**Text Feature** *What does the map show? How does the caption help you understand the map? Why do you think the author included a map in the essay?* ②

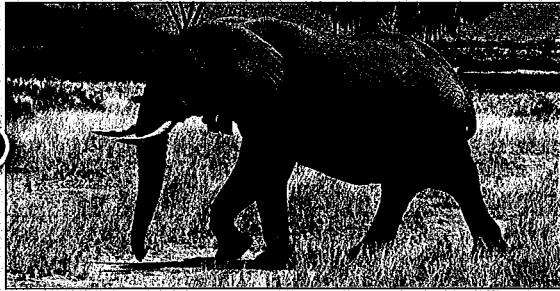
**Connect Ideas** *Why do African elephants flap their ears and spray water with their trunks? Based on these details, what do you think about the place where these elephants live?* ④ ⑤

**Think Aloud** *African elephants flap their ears and spray water with their trunks to cool down. Based on these details, I think the place where the elephants live is very hot. I also think that there must be water for the elephant in the places where these elephants live.*

**Vocabulary/Photos** *What word does the author use to describe the elephant's trunk? How does the photo help to show this detail?* ① ⑤

**Connect Ideas** *What does the author say about how elephants give each other a hug? What does hugging tell about how elephants get along with each other?* ⑥

**Words and Phrases in Context** *What are herds? Why are herds important in helping elephants to survive?* ⑦



## AFRICAN ELEPHANTS

An African elephant is the largest animal that lives on land.

The map shows where the African elephant lives.

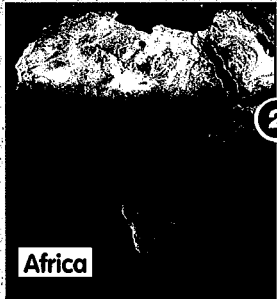
### 3 What an African Elephant Looks Like

An African elephant has curved tusks that are very strong.

The tusks grow all through the elephant's life.

The elephant's legs are big and thick, and it has a short tail.

The eyes of an elephant are small for its size, but its ears are very big.



The area in green on the map shows the part of Africa where the elephants live.

4 An elephant uses its big, thin ears to hear. The elephant flaps its ears, too. Flapping its ears helps the elephant cool down when it is hot.

5 The African elephant has a very long trunk. It is used to smell, drink, and pick up food. An elephant can spray water with its trunk. This also helps the elephant cool down. An elephant's trunk is so strong that it can pull a tree out of the ground.

6 Sometimes elephants wrap their trunks around each other. That's like giving each other a hug.

### Elephant Families

Elephant families live in groups called herds.

7 The herd helps care for elephant babies. The herd takes care of older or sick elephants, too.



## 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.

- *The African elephant is the largest elephant that lives on land. Which parts of an African elephant are very big? Which parts are small for its size?*
- *Why do you think the author wrote this essay about African elephants? What do you think the author finds interesting about these animals?*
- *What did you learn about African elephants that you didn't know before? What else would you like to know about the lives of African elephants?*

## Write About Reading

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

- Fold a paper into four parts. In each part, write the name of one African elephant body part. Under each body part, write details about how an elephant uses that part. **(Informative/Explanatory)**
- Read the following statement.  
*African elephants are amazing animals.*  
Write three reasons that support this idea. **(Opinion)**

## Connect to the Internet

To learn about African elephants, visit <http://kids.sandiegozoo.org/animals/mammals/african-elephant> and [www.worldwildlife.org/species/african-elephant](http://www.worldwildlife.org/species/african-elephant).

# Fact Book

Level H

Text Type: Fact Book

**Summary:** These pages from a fact book describe how to tell the difference between two animals that look very much alike.

**Themes/Ideas:** learn about some animals that look alike; identify differences between animals

**Informational Text Features:** headings, photos, labels, text boxes, bulleted lists

**Academic Vocabulary:**

- **alike:** almost the same
- **crawling:** moving while keeping the body close to the ground
- **smooth:** flat and even, with no raised areas
- **bumpy:** covered by bumps, or raised areas

**Domain-Specific Vocabulary:**

- **ape:** a large, hairy animal that looks like a monkey
- **leopard:** a large wildcat with spotted yellow-brown fur
- **cheetah:** a spotted wildcat that can run very fast

# Animal Look-Alikes



**Focus Question:** How can you tell the difference between some animals that look very much alike?

## First Reading

Read aloud the title. To help children understand the meaning of *look-alikes*, have children locate the photos of the monkey and the ape. Explain that the author called these animals look-alikes because they look very much alike. Read the other headings to preview animal pairs that are look-alikes. Tell children that the pages they will read are from a fact book about animals.

For the first reading, have children read through the text on their own. Then discuss the main ideas the author shares about pairs of animals that look alike.

## Guided Close Reading

**Author's Craft** Which two animals does the author first compare? Why do you think the author chose to compare a monkey and an ape? How does the author show the information about these animals? ❶

**Key Ideas and Details** In what ways are monkeys and apes different? ❶

**Vocabulary/Photo** Which animal—a frog or a toad—has bumpy skin? Which one has smooth skin? How do the photos help you understand the meaning of the words bumpy and smooth? ❷

**Photos and Text** According to the text, what do the body and legs of a frog look like? What do the body and legs of a toad look like? How do the photos work with the text to help you tell the animals apart? ❷

**Think Aloud** The text says that a frog has a thin body and long legs, and that a toad has a thick body and short legs. The photos work with the text to show what the body and legs of each kind of animal look like. The text description and photos help me notice what is different about the animals so that I can tell them apart.

**Compare and Contrast** How are a leopard and cheetah different in size? How are a leopard's spots different from a cheetah's? ❸ ❹

**Think Aloud** A leopard is large and has short, thick legs. A cheetah is very thin with long, thin legs. A leopard has brown spots. A cheetah has spots that look like black dots.

**Compare and Contrast/Photos** How do the photos of the cheetah's and leopard's faces help you understand how these two animals are different? ❺ ❻



# ANIMAL LOOK-ALIKES

Some animals look just like other animals. Here are a few facts to help you tell which animal is which.

## 1 Monkey or Ape?



Monkey

- Monkeys have long tails, but apes don't have tails.
- There are over 200 kinds of monkeys, but there are only 4 kinds of apes.



Ape

## 2 Frog or Toad?



Frog

- A frog's skin is smooth, but a toad's skin is bumpy.
- A frog has a thin body, but a toad's body is thick.
- A frog has long legs for jumping.
- A toad has short legs for crawling.

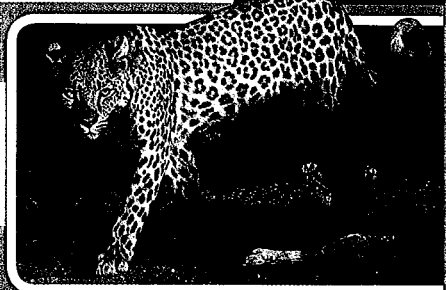


Toad

## Leopard or Cheetah?

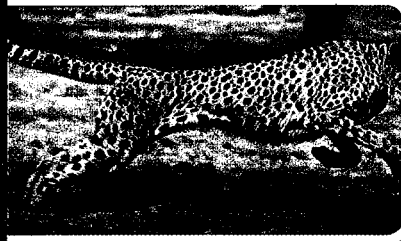
### 3 Leopard

- A leopard is large.
- A leopard has short, thick legs.
- A leopard's spots are brown.



### 4 Cheetah

- A cheetah is very thin.
- A cheetah has long, thin legs.
- A cheetah's spots look like black dots.



### 5



Cheetah

There's one more way to tell these two apart. Look at a cheetah's face. It has two black marks that run from the eyes down the side of its nose. A leopard does not have these marks.

### 6



Leopard

## 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.

- Which three animal pairs does the author tell about? How do the photos help you understand why some people may find it hard to tell each pair apart?
- What is the author's purpose for writing these fact book pages? How does the author organize the information? Who might be interested in reading these fact book pages?
- The fact book discusses three pairs of look-alike animals. What other look-alike animals can you think of? Where could you find information about how to tell these look-alikes apart?

## Write About Reading

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

- Make a book about these six animals. Draw a picture of each animal. Write a sentence or two to describe the animal. Use specific details from the text in each description. **(Informative/Explanatory)**
- Which pair of animal look-alikes do you think is the hardest to tell apart? Why? Write a sentence telling your opinion. Use details to support your opinion. **(Opinion)**

## Connect to the Internet

To learn more about frogs and toads, go to <http://animals.sandiegozoo.org/animals/frog-toad>.

To read more about cheetahs and leopards, visit <http://animals.sandiegozoo.org/animals/cheetah> and <http://animals.sandiegozoo.org/animals/leopard>.

# Guidebook

Level H

Text Type: Guidebook

**Summary:** These pages from a guidebook list characteristics that all insects share and the special characteristics of a few common insects.

**Themes/Ideas:** understand ways insects are alike and different; learn about different insects

**Informational Text Features:** headings, diagram, photos, labels, bold print

**Academic Vocabulary:**

- **groups:** sets of many people or animals
- **harmful:** causing pain or damage
- **helpful:** being of good use

**Domain-Specific Vocabulary:**

- **insect:** a tiny animal that has six legs and a body that is divided into three parts
- **caterpillar:** an insect that looks like a worm when it is young but grows up to be a butterfly
- **termite:** a kind of insect that eats wood
- **beetle:** a kind of insect with four wings and a hard shell

# Comparing Insects



**Focus Question:** How are insects alike and different from each other?

## First Reading

Read the title and the introduction at the top of the page. Talk about when someone might want to take along this guidebook. Make sure children know that comparing two things means seeing how they are alike. Introduce the words that label the diagram of an insect. Then have children point to the word *nymph* and help children pronounce it.

Have children read through the text one time on their own. Then discuss the main ideas the author shared about comparing insects.

## Guided Close Reading

**Compare and Contrast/Text Feature** *What information can you get from the diagram on the first page? How does the diagram help you better understand the six ways in which all insects are alike?* ❶

**Key Ideas and Details** *What are the ways some insects can move? How do the photos help you understand why some insects crawl and others jump, fly, or swim? Which insect can swim? Walk on water?* ❷

**Make Inferences** *What does a bee have that allows it to fly? What is a caterpillar missing that makes it unable to fly? What will happen to the caterpillar that will make it able to fly?* ❸

**Think Aloud** *A bee has wings, so it can fly. A caterpillar doesn't have wings, so it cannot fly. After the caterpillar becomes a butterfly it will have wings, and it will be able to fly.*

**Words and Phrases in Context** *What information does the author give about grasshoppers? Based on this information, why do you think these insects are called "grasshoppers?"* ❹ ❺

**Photos and Text** *Look under the heading "Do Insects Live in Groups?" What do you learn about termites and bees? What do you learn from looking at the photo that you do not learn from the words?* ❻

**Author's Craft** *How does the author show that the words harmful and helpful are important in this guidebook? What do harmful insects do? What do helpful insects do?* ❼

**Vocabulary** *What does the author mean by the term pests? Why is it a bad thing to have pests where plants grow? Why might you want a praying mantis in your garden?* ❽

**Think Aloud** *Pests are insects that are harmful. Pests are bad because they eat plants people eat or use. I might want a praying mantis because it would eat the harmful pests in my garden.*

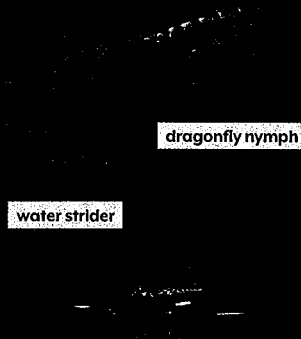
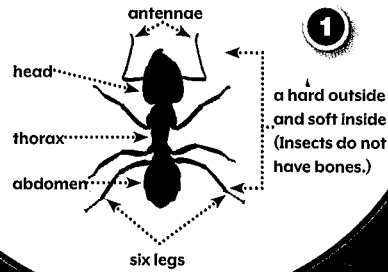
A guidebook is a reference book that you carry with you. These pages are from a guidebook about insects.

## Comparing Insects

### How Insects Are Alike

Not all insects look alike.

But all insects are alike in six ways.



### How Insects Move

Insects move in different ways. An ant and a caterpillar creep or crawl.

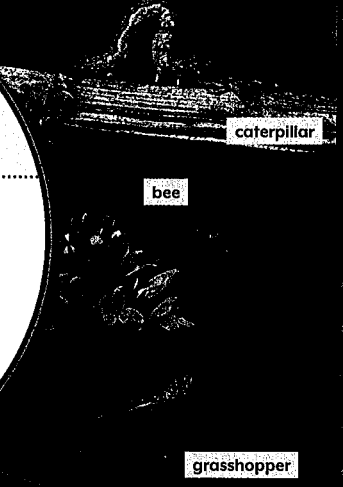
A bee flies from flower to flower.

A grasshopper jumps up from the grass.

A baby dragonfly is called a nymph. The nymph swims in a pond.

A water strider can walk on water!

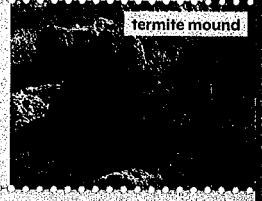
1 A Guide to Insects



### What Insects Eat

Different insects eat different things. Some insects, like caterpillars, eat leaves. Grasshoppers eat blades of grass.

Have you ever been bitten by a mosquito? A mosquito feeds on the blood of people or other animals.



### Do Insects Live in Groups?

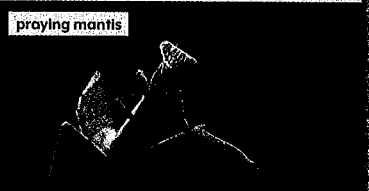
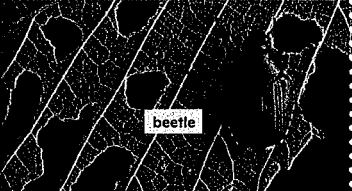
Ants, termites, and bees live in large groups. An insect group is called a colony. A colony of termites builds a mound to live in.

### Are Insects Harmful or Helpful?

Some insects are very helpful and some are not. Insects that are not helpful are called pests.

Some beetles eat the plants we eat or use. Pests like those beetles are **harmful**.

The praying mantis is one of the most **helpful** insects. The praying mantis eats many pests that harm plants.



2 A Guide to Insects

## 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 many legs do all insects have? What other body parts do all insects have? Use the diagram to help you tell about the six parts that all insects have.
- Why do you think the author includes photos in this guidebook? How do the photos build on the information the author gives in the sentences?
- Why do you think some insects live in groups? How does living in a group help these insects?

## Write About Reading

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

- Write a riddle about an insect. Use information from the guidebook to help you. You may follow this form.  
*I am an insect. I live in a colony. I am not a bee.  
What am I? (Informative/Explanatory)*
- Read the following statement.  
*Insects are very interesting animals.*  
Write three reasons to support this idea. (Opinion)

## Connect to the Internet

For more information about bees and beetles, visit <http://animals.sandiegozoo.org/animals/bee> and <http://animals.sandiegozoo.org/animals/beetle>.

## How-to

Level H

Text Type: How-to

**Summary:** These pages show how to plant a bean and care for it as it grows into a bean plant.

**Themes/Ideas:** follow step-by-step instructions; learn how to grow a bean plant

**Informational Text Features:** subtitle, bulleted list, numbered steps, bold print, photos

### Academic Vocabulary:

- **plant:** (n.) a living thing that doesn't move and is usually attached to the ground; (v.) to put a seed in the ground so it can grow; (adj.) related to plants
- **sprinkle:** to scatter something in small drops

### Domain-Specific Vocabulary:

- **bean:** a kind of seed that grows into a plant
- **soil:** dirt on the ground where plants grow
- **root:** the part of a plant that grows down into the soil
- **shoot:** the part of a seed that grows up out of the soil

# Grow a Bean Plant



**Focus Question:** How do you plant a bean and care for it so it will grow?

## First Reading

Introduce this how-to article. Read the title, "Grow a Bean Plant," and the subtitle, "Step by Step." Talk about why it is important for an author to give step-by-step directions for making or doing something. Ask children what they will learn how to do when they read these pages. Point out the text features, including the list of materials and photos.

For the first reading, have children read through the text on their own. Then discuss the step-by-step instructions for how to grow a bean plant.

## Guided Close Reading

**Author's Craft** *The author began this how-to with a sentence in bold green print. What important information does the author want you to know about growing beans? Why do you think the author wants you to know this right away?* ②

**Words and Phrases in Context** *What phrase in the subtitle and first sentences lets you know how the information will be shown? Which steps are shown on the first page?* ①-⑤

**Think Aloud** *The subtitle says "step by step." This phrase lets me know that one step in the process of growing a bean plant will be shown at a time. I see the first three steps to follow on this page.*

**Vocabulary** *In this how-to article, the word plant is used as a noun, an adjective, and a verb. In which sentence is plant used as a noun? In which sentence is plant used as an adjective? In which sentence is plant used as a verb?* ② ③ ⑤

**Author's Craft** *How is the list of things you need shown? What does the author use instead of regular bullets (dots)?* ③

**Key Ideas and Details** *Is Step 1 similar to or different from the other steps? Explain.* ③-⑩

**Think Aloud** *Step 1 tells what things I will need for this activity. Step 1 is different from the other steps. Steps 2 through 8 are instructions that tell me how to plant a bean and take care of a growing bean plant.*

**Photos and Text** *Look at the back of the card. How does the photo help you understand what to do in Step 4?* ⑥

**Make Inferences** *In Step 5, the directions say to "sprinkle a little water on the soil." Why might it be better to just use a few drops of water and not a lot of water?* ⑦

**Sequence** *What happens after a tiny root pushes down from the bean? What happens after the root grows down into the soil? What happens after the shoot pushes up from the bean?* ⑧-⑩

# 1 GROW A BEAN PLANT

## STEP BY STEP

2 **Beans are easy to grow.**  
You don't need a garden.  
Here's how to grow a bean plant step by step.

3 **STEP 1**  
Get the things you need.



- 1 or 2 beans
- small plate
- ruler
- water
- old newspaper
- notebook
- pencil
- plant pot
- soil to fill the plant pot

You will need an adult helper, too.

4 **STEP 2**  
Lay down some newspaper.  
Then put the plate under the plant pot.  
Ask your helper to pour the soil into the pot.



5 **STEP 3**  
If your pot is small, put just one bean into the soil.  
If you have a bigger pot, plant two beans.  
You need to leave at least three inches between the beans.  
Use the ruler to check the space.



6 **STEP 4**  
Check to see that the beans are about one inch under the soil.  
Use the ruler to check how far down you have placed your beans.



7 **STEP 5**  
Pat down the soil gently.  
Then sprinkle a little water on the soil.  
Write today's date in your notebook.



8 **STEP 6**  
Then check the plant in a day or two.  
You can't see under the soil.  
But a tiny root pushes down from the bean.  
The root will grow down into the soil.



9 **STEP 7**  
Check the plant again.  
When you see a tiny shoot pushing up from the bean, write the date in your notebook.



10 **STEP 8**  
Keep checking the plant.  
Write the date and what you see.  
The shoot will grow up from the soil.  
Place the plant on a window in the sun.  
Water the plant when it needs it.  
Have fun watching your plant grow!



## 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.

- Look at Steps 5, 7, and 8. The author says to write the day and notes about what you see in a notebook. Why is it a good idea to keep track of your growing plant?
- The text says "beans are easy to grow." After reading the step by step instructions, do you think beans are easy to grow? Tell why or why not.
- In a garden, beans grow tall. These beans can be cooked and eaten. What other foods do you know that can be grown in a garden and eaten?

## Write About Reading

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

- Draw and label three pictures about growing a bean plant. First, show a bean being planted in soil. Next, show a tiny root pushing down from the bean. Finally, draw a bean shoot growing up from the soil. **(Informative/Explanatory)**
- Many people enjoy growing and taking care of plants. Write three reasons why you think growing and taking care of plants is fun to do. **(Opinion)**

## Connect to the Internet

To further children's understanding of how to grow and care for plants, go to these websites:

<http://urbanext.illinois.edu/firstgarden/basics/index.cfm>  
and <http://kids.usa.gov/watch-videos/videos/childrens-garden/index.shtml>.

# Magazine Article

Level H

Text Type: Magazine Article

**Summary:** This article has information about crows and the ways they show how smart they are.

**Themes/Ideas:** learn about the smart things crows can do; comprehend why scientists are excited about crows and why people like them as pets

**Informational Text Features:** photos, captions

**Academic Vocabulary:**

- **tool:** something used to do a task
- **scientist:** a person trained to study and research science topics
- **intelligent:** very smart

**Domain-Specific Vocabulary:**

- **crow:** a large, black bird
- **pests:** animals that cause harm

# A Lot to Crow About!



**Focus Question:** Why do people who study crows think that these birds are super smart?

## First Reading

Read the title and point out that the title is an expression that means “a lot to talk about and be proud of.” Ask children why this might be a good title for an article about crows. Note that this article is from *Animal Magazine*. Have children tell what features magazine articles usually have and locate those features in this article.

Have children read through the text one time on their own. Then discuss the main idea the writer included about how smart crows are.

## Guided Close Reading

**Author's Craft** *What information does the writer share in the first paragraph? How does the writer use the second paragraph to grab a reader's attention?* ① ②

**Key Ideas and Details** *The writer describes a crow as “one of the smartest animals in the world!” Which detail explains one reason why people know crows are so smart?* ② ③

**Connect Ideas** *What details does the writer include about how Betty uses tools that makes you know how especially smart she is?* ③ ④

**Think Aloud** *Betty bent the wire to make her tool better. That tells me that Betty can do more than use a tool. She can also make a tool. That is pretty smart!*

**Connect Ideas** *What information does the writer include about what baby birds learn and how they learn? What is “learning by watching” a sign of?* ⑤ ⑥

**Think Aloud** *The writer says, “scientists have found that baby crows know how to make tools, too.” They can learn to make tools by watching their parents and other older crows. This shows that baby crows are intelligent.*

**Text Features** *How do the photo and caption add information about how one woman trained her pet crow?* ⑦

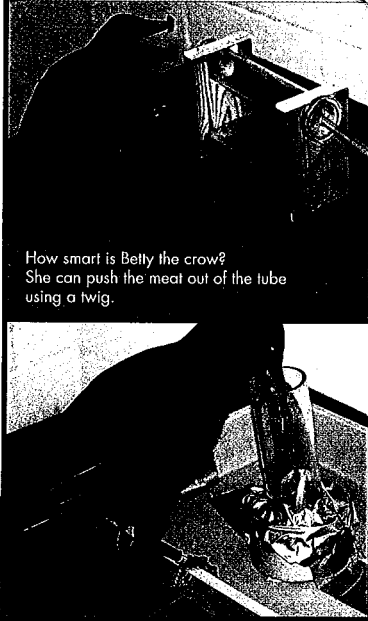
**Key Ideas and Details** *What is the main idea of this article? Which details in the article support this key idea?* ①–⑦

**Words and Phrases in Context** *Remember that the expression “a lot to crow about” means “a lot to talk about and be proud of.” Why is “A Lot to Crow About” a good title for this magazine article?* ①–⑦



# A Lot to Crow About!

- 1 Many people don't like crows. Some people think crows are pests because these black birds eat crops, such as corn.
- 2 What most people don't know is that a crow is one of the smartest animals in the world!
- 3 A crow can make tools from twigs and use the tools to get food that's hard to reach.
- 4 One crow, named Betty, learned to do many things. Betty even bent a wire into a hook to make it easier to reach her food.



How smart is Betty the crow? She can push the meat out of the tube using a twig.

Here, Betty is using a twig as a tool to reach the food.

- 5 Scientists have found that baby crows know how to make tools, too. Baby crows learn to do things by watching what their parents and other older crows do.
- 6 Learning by watching is a sign that crows are intelligent, or supersmart.

Lots of people are sharing what they know about crows. Crows are so smart that they can be taught to do many different things. People have seen a crow make a "sled" from a plate and slide down a roof. And some people have pet crows. One woman taught her crow to use its beak to feed her cat and dog.

Today we know a lot more about crows than we used to know. And we know that the crow is one smart bird!



This crow was taught to feed a dog.

7

## 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.

- *At the end of the article, the writer says, "And we know that the crow is one smart bird!" How do we know that?*
- *Why do you think the writer wrote about crows? What was his purpose for writing?*
- *You read that one way we know baby crows are really smart is because they learn to use tools by watching their parents. If other birds do not use and make tools, what do you think they learn from watching their parents?*

## Write About Reading

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

- Make a book. On each page draw a picture to show what a crow can do. Then write a sentence to tell what the crow is doing. **(Informative/Explanatory)**
- Read each statement about crows.
  - Crows make good pets.*
  - Crows do not make good pets.*
 Choose one statement and write it on a piece of paper. Then write two reasons why you think so. **(Opinion)**

## Connect to the Internet

To learn more information about how smart crows and other birds, visit: [www.smithsonianmag.com/videos/category/science/one-smart-crow/?no-ist](http://www.smithsonianmag.com/videos/category/science/one-smart-crow/?no-ist) and <http://web4.audubon.org/educate/kids/>.

# Newspaper Article

Level H

Text Type: Newspaper Article

**Summary:** This article features two stories about wild animals appearing in two unusual places.

**Themes/Ideas:** learn facts about goats and black bears; discover how animals can end up in surprising locations

**Informational Text Features:** masthead, headline, headings, photos, inset photo, captions

**Academic Vocabulary:**

- **surprise:** to cause a person to feel shock or wonder because of something unexpected
- **strange:** unusual; not normal or expected

**Domain-Specific Vocabulary:**

- **hammock:** a kind of bed made from a piece of cloth or net that hangs freely between two trees, poles, or other fixed points

# Animals in the News



**Focus Question:** Why are the ways these animals behave so surprising?

## First Reading

Read the masthead, the name of the newspaper and the date. Remind children that a news article tells about events that happen in the world. Talk about the headline and ask why animals might be in the news. Point out that there is one article on the front of the card and a different article on the back. Make sure children know the meaning of the word *hammock*.

For the first reading, have children read the article on their own. Then lead a class discussion on the main ideas.

## Guided Close Reading

**Author's Craft** How does the writer introduce the article and grab the reader's attention? ①

**Photos and Text** What does the photo on the front of the card show? How does this photo work with the text to show what goats are good at doing? ② ③

**Think Aloud** The photo shows goats in the branches of a tree. This photo shows what the text says—that goats are good at climbing and that these goats climb trees.

**Text Features/Photo** Look at the inset photo. What does it show? What information does the caption add? What does this explain about why the goats are in trees? ②-④

**Think Aloud** The inset close up photo shows the kind of fruit that grows on these trees. The caption lets me know that the picture shows olive-like fruit. This explains why the goats are in trees. The goats are looking for fruit to eat.

**Key Ideas and Details** What do the goats do to find the fruit? Do you think they eat the first food they see? Why or why not? ②

**Vocabulary** What is a hammock? How do the details in the text and photo help you understand what a hammock is? Why do you think this was the first time someone saw a bear in a hammock? ⑤ ⑥

**Connect Events** What did Mr. Torres and his neighbors do to make sure that the black bear did not come back? Why do you think they did not want the animal to return to the neighborhood? ⑦

**Think Aloud** Mr. Torres and his neighbors made sure to lock up their trash. They also took down the hammock. I think they did not want the bear to come back because it is a large wild animal that could hurt someone.



# MONTHLY NEWS

APRIL						
SU	MON	TU	W	TH	F	SA
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## ANIMALS IN THE NEWS

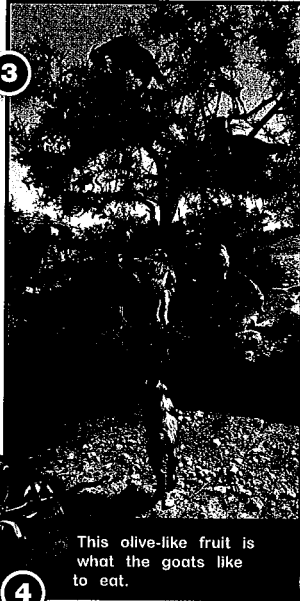
- 1 Animals can surprise you! Here are two true stories about animals.
- 2 Both stories are about animals that were found in two very odd places.

### Goats in Trees!

Goats are good at climbing. But most goats climb rocks and hills—not trees!

So what are goats doing up in these branches?

They are looking for fruit. They hop from branch to branch to find the best fruit on the tree. After they have eaten, the goats jump down!



This olive-like fruit is what the goats like to eat.

1

MONTHLY NEWS: APRIL 23

### 5 Bear in a Hammock!

A man named Rafael Torres heard a strange noise near his house in Florida.

He saw that someone—or something—had been in his trash.

Then Mr. Torres looked in his neighbor's yard.

He saw a big black bear.

Quickly, Mr. Torres got his camera and took pictures of what the bear did next.

The bear walked over to a hammock and climbed in.

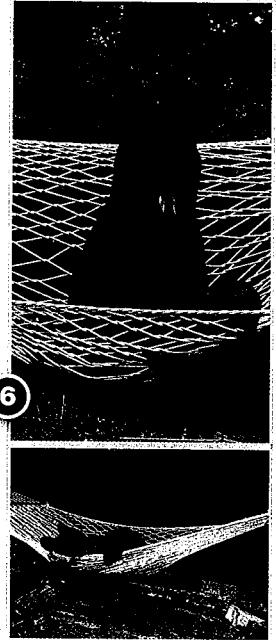
To Mr. Torres's surprise, the bear rested in the hammock for 20 minutes. Then something scared away the bear.

Soon, the bear came back and rested in the hammock again.

Later, the owner put away the hammock.

Everyone in the neighborhood made sure the trash was locked up.

They did not want this big, furry visitor to return!



Mr. Torres is the first person to report seeing a bear in a hammock! Black bears usually keep away from people.

2

## 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 introduce the two news stories? How does this introduction prepare readers for the information that follows?
- Why do you think that Mr. Torres decided to photograph the bear in the hammock? Why were his pictures helpful for the writer of this newspaper article?
- Which fact from the two news stories did you find most surprising? Why? What else would you like to learn about animals in strange places?

## Write About Reading

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

- Make a chart. In the first column, write the name of each animal. In the second column, write the place where people found it. In the third column, write why it was a surprise to find the animal in that place. **(Informative/Explanatory)**
- Which animal's behavior was more surprising: the goats' or the black bear's? Write your opinion. Then support your opinion with details from the news article. **(Opinion)**

## Connect to the Internet

To read more about wild goats, go to <http://animals.sandiegozoo.org/animals/goat-sheep>.

To read more about American black bears, visit [www.nwf.org/Wildlife/Wildlife-Library/Mammals/Black-Bear.aspx](http://www.nwf.org/Wildlife/Wildlife-Library/Mammals/Black-Bear.aspx).

# Question and Answer Book

Level H

Text Type: Question and Answer Book

**Summary:** These pages are about four important science tools that help people look more closely at the world around them.

**Themes/Ideas:** understand why science tools for observing are important; learn about the magnifying glass, microscope, binoculars, and telescope

**Informational Text Features:** questions, answers, headings, photos, inset photos

**Academic Vocabulary:**

- **observe:** to look at or watch something carefully
- **purpose:** a reason or goal for doing something
- **science:** a way to understand the world by studying it carefully

**Domain-Specific Vocabulary:**

- **magnifying glass:** a tool that makes close-up things look bigger
- **microscope:** a tool that makes tiny things large enough to see
- **binoculars:** a tool that makes far away objects look bigger and closer
- **telescope:** a tool that makes objects hundreds of thousands of miles away look bigger and closer

# Science Tools for Observing



**Focus Question:** How do science tools help us look closely?

## First Reading

Read the title and discuss the meaning of the word *tool*. Tell children that on these pages they will see science tools that people use to observe, or look carefully, at things. Point out that these pages come from *A World of Science*, a question-and-answer book.

Ask children to read through both pages on their own. Then talk about the main idea that the author shared about tools used for observing.

## Guided Close Reading

**Key Ideas and Details** Look at the first page. Which four tools are shown in the circles? In the first two questions and answers that introduce the subject, the author does not name any tools. What information does the author give about the tools? ① ② ③

**Text Features** Look at the section about the magnifying glass. What information do you get from the small illustration in the heading? How does the author show the difference between the question and the answer? ④

**Compare and Contrast** In what ways are the magnifying glass and the microscope different? What could you see with a microscope that you could not see using a magnifying glass? ④ ⑤

**Photos and Text** What does the inset photo in the section about the microscope show? How does the dotted line help you connect the inset photo with the large photo? ⑤ ⑥ ⑧

**Connect Ideas** Which tools are used to see tiny things? Which tools are used to look at objects that are far away? Why do scientists need to use these tools? ④ - ⑩

**Think Aloud** The magnifying glass and the microscope are used to see tiny things. The binoculars and the telescope are used to see objects that are far away. Scientists need to use these tools because they would not be able to see and study certain things without them.

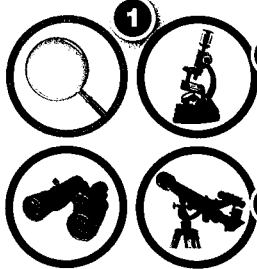
**Compare and Contrast** In what ways are the binoculars and the telescope different? How do the photos of these tools help you to understand the sorts of things you can see with these tools? ⑦ - ⑩

**Vocabulary** What question words does the author use to begin the questions? ④ ⑤ ⑦ ⑧

**Author's Craft** How does the information shared under each heading support the idea that each tool has a special purpose? ② - ⑩

**Think Aloud** The author asks and answers questions about the one tool shown and named in the heading. The answers tell exactly how that tool is used.

## SCIENCE TOOLS FOR OBSERVING



**Q:** We see with our eyes all the time. Why do we need science tools?

**A:** We can see some things with our eyes, but these four tools help us look at things more closely.

**Q:** Does each tool have a special purpose?

**A:** Yes, each science tool is different and is used to find out different things.

### MAGNIFYING GLASS

**Q:** Why would we use a magnifying glass?

**A:** A magnifying glass makes things look bigger. Some people use a magnifying glass to read tiny print.

**THE WORLD'S COLDEST INHABITED PLACE.**  
Location: Oymyakon in Siberia, the large northern region of Russia.  
Temperature: around  $-90^{\circ}\text{F}$  ( $-67.8^{\circ}\text{C}$ )

#### Discover

The village of Oymyakon (oy-mee-ay-akon) in Siberia is the coldest place on Earth where people actually live.

Oymyakon's average low temperature in December and January is  $-57^{\circ}\text{F}$  ( $-49^{\circ}\text{C}$ ). The average high temperature in December and January is  $-44^{\circ}\text{F}$  ( $-42^{\circ}\text{C}$ ).

#### History

- In the 1920s, government scientists from the former Soviet Union discovered Oymyakon as a permanent winter residence.
- Oymyakon gained its name from a particularly cold day in 1933 when a thermometer read  $-90^{\circ}\text{F}$  ( $-67.8^{\circ}\text{C}$ )—the lowest temperature ever recorded by an inhabited village.

**5**

**Q:** Why would we use a microscope?

**A:** A microscope is much stronger than a magnifying glass. We use a microscope to see tiny things that we cannot see with our eyes.

**7**

**Q:** When would we use binoculars?

**A:** People use binoculars to see animals and things that are far away.

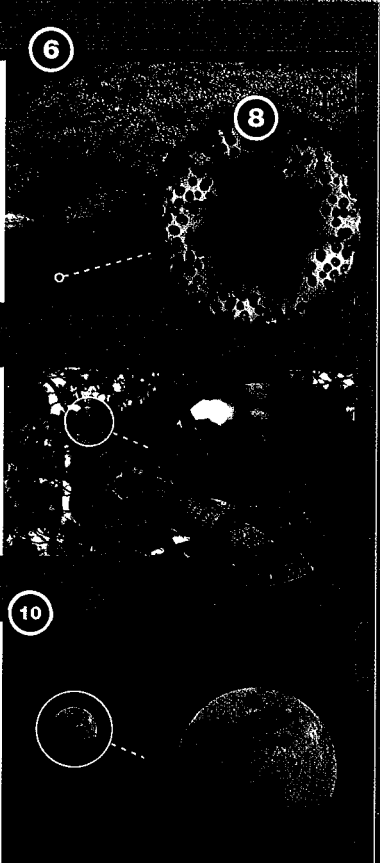
**9**

**Q:** When would we use a telescope?

**A:** A telescope is much stronger than binoculars. We can see the moon close up with a telescope. The moon is hundreds of thousands of miles away.

**6**

**8**



## 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.

- The title of this article is "Science Tools for Observing." What different things do people observe using these science tools?
- How does the author connect the first question about looking closely with the rest of the questions and answers?
- You can use a telescope to look at the moon. What else could you observe in the night sky with a telescope?

## Write About Reading

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

- Write five questions about science tools for a partner to answer. Use the following pattern. Then answer your partners questions.  
*If you want to look at the stars, which tool would you use? (Informative/Explanatory)*
- Write the name of each tool. Write why each tool is useful. Use information from the text. (Opinion)

## Connect to the Internet

To further understanding of microscopes, visit [www.kbears.com/sciences/microscope.html](http://www.kbears.com/sciences/microscope.html). To see images taken with the Hubble telescope, visit <http://hubblesite.org/gallery/>.

# Science Journal

Level H

Text Type: Science Journal

**Summary:** These pages show one young rock collector's collection and why rock collecting is an interesting hobby.

**Themes/Ideas:** learn about rock collecting; understand how to collect rocks and organize a rock collection

**Informational Text Features:** photos, labels

### Academic Vocabulary:

- **collection:** an organized group of things
- **speck:** a little colored spot
- **sorting:** making organized groups of things
- **comparing:** identifying how things are the same and different

### Domain-Specific Vocabulary:

- **sandstone:** a soft rock made of layers of sand stuck together
- **granite:** a very hard rock made from a hot liquid pushed up from inside Earth

# My Rock Collection



**Focus Question:** What is a rock collection and how do you make one?

## First Reading

Introduce the pages from a science journal on rock collections. Review with children that someone keeps a science journal to record information and pictures about things found in nature. Help children pronounce the words *sandstone* and *granite*.

Have children read through the text one time on their own. Then discuss the main ideas about making a rock collection.

## Guided Close Reading

**Text Feature** Look at the title of these journal pages. What does it tell you about the main topic? How does it connect to the first photo on the page? ① ②

**Key Ideas and Details** Which sentence tells about five things someone must do when rock collecting? In making a place to keep the collection, what is the first step this writer takes? ③

**Connect Ideas** Who comes along with the writer during rock collecting? Why? ④

**Words and Phrases in Context** When collecting rocks, the writer says, "I bring along my book about rocks." What kind of book do you think it is? How does it help the writer? ⑤

**Think Aloud** The writer says, "the book has pictures," so I think it might be a guidebook about rocks. The book helps because when the writer finds a rock, he compares it to the rocks shown in the book. If they look the same, he can read the name of the rocks in the book and know what kind of rocks he has found.

**Sequence** What does the writer do after he brings home the 20 rocks in the box? How does he sort and classify the rocks? ⑥

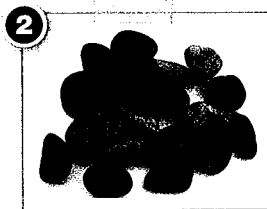
**Text Features** How does the writer show the names of the rocks in his photos? Why is it helpful to see labels next to the rocks? ⑦ ⑧

**Photos and Text** What words and phrases does the writer use to describe how the rocks feel? What do the words and phrases tell you about how the sandstone and granite look? How do the photos support the words? ⑦ ⑧

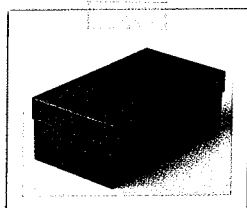
**Think Aloud** The writer describes sandstone as "grainy" and granite as "rough and cool." Those words tell me how the rocks feel. The writer also says the sandstone is "reddish" and the granite has "specks of white and pink." The photos help me see the colors of the rocks and what they look like.

## My Rock Collection

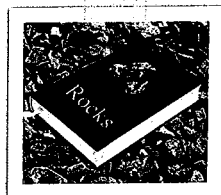
1 I like collecting rocks of all kinds, colors, and shapes. These are some of the rocks in my collection.



3 Rock collecting is all about planning, looking, sorting, comparing, and keeping good notes. I use a shoebox to store the rocks that I find.



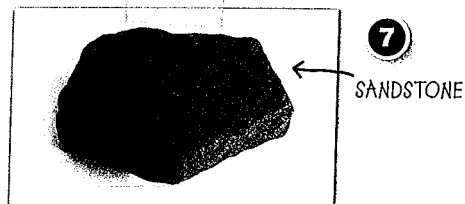
4 My dad comes with me to look for rocks. He takes me to different places so I can find different kinds of rocks.



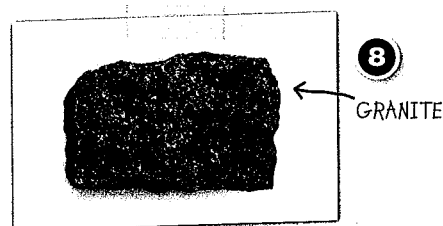
5 I bring along my book about rocks. The book has pictures so I can tell the name of the rock I found.

6 Last Saturday, my dad and I collected about 20 rocks. I put my new rocks in the shoebox.

I got home and started sorting the rocks. Here are my pictures and notes about two rocks that I found.



Sandstone feels grainy, just like sand. My sandstone rock is a reddish color.



Granite feels rough and cool. My granite rock has little specks of white and pink.

## 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.

- In science journals, writers make notes about what they see and do. They may add photos and labels. What do the notes, photos, and labels in this journal tell you about rock collecting?
- Why do you think the writer kept this science journal? What do you think he will do the next time he and his dad collect rocks?
- For this rock collection, the rocks are sorted, compared, and notes are taken. For what other activities would you sort, compare, and take notes?

## Write About Reading

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

- Draw a picture of sandstone and a picture of granite. Write a label to name each rock. Then write a caption for each rock that tells about its color and how it feels. **(Informative/Explanatory)**
- You want to start "The Rock Hounds" club. To convince friends to join your rock collecting club, what will you tell them about rock collecting? **(Opinion)**

## Connect to the Internet

To further children's understanding of rocks and rock collecting, go to these websites:  
[www.smithsonianeducation.org/students/smithsonian\\_kids\\_collecting/main.html](http://www.smithsonianeducation.org/students/smithsonian_kids_collecting/main.html) and <http://education.usgs.gov/lessons/schoolyard/index.html>.

# Level H Lessons at-a-Glance

## LEVEL H

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Email	<i>Greetings From the Seashore</i>	Life Science Sports/Recreation	Basic	learn about what there is to see at the shore; discover what activities people do at the shore	<ul style="list-style-type: none"> <li>• <a href="http://www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Horseshoe-Crab.aspx">www.nwf.org/Wildlife/Wildlife-Library/Invertebrates/Horseshoe-Crab.aspx</a></li> <li>• <a href="http://water.epa.gov/type/oceb/beaches/dosdents.cfm">http://water.epa.gov/type/oceb/beaches/dosdents.cfm</a></li> </ul>
Encyclopedia Article	<i>Polar Bear</i>	Life Science	Moderate	learn about polar bears and where they live; understand how polar bears are suited to their environment	<ul style="list-style-type: none"> <li>• <a href="http://animals.sandiegozoo.org/animals/polar-bear">http://animals.sandiegozoo.org/animals/polar-bear</a></li> <li>• <a href="http://www.worldwildlife.org/species/polar-bear">www.worldwildlife.org/species/polar-bear</a></li> </ul>
Essay	<i>African Elephants</i>	Life Science Geography	Basic	find out where African elephants live and what they look like; learn about how they behave and stay cool in the hot African Savanna	<ul style="list-style-type: none"> <li>• <a href="http://kids.sandiegozoo.org/animals/mammals/african-elephant">http://kids.sandiegozoo.org/animals/mammals/african-elephant</a></li> <li>• <a href="http://www.worldwildlife.org/species/african-elephant">www.worldwildlife.org/species/african-elephant</a></li> </ul>
Fact Book Pages	<i>Animal Look-Alikes</i>	Life Science	Complex	learn about some animals that look alike; identify differences between animals	<ul style="list-style-type: none"> <li>• <a href="http://animals.sandiegozoo.org/animals/frog-toad">http://animals.sandiegozoo.org/animals/frog-toad</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/cheetah">http://animals.sandiegozoo.org/animals/cheetah</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/leopard">http://animals.sandiegozoo.org/animals/leopard</a></li> </ul>
Guidebook Pages	<i>Comparing Insects</i>	Life Science	Complex	understand ways insects are alike and different; learn about different insects	<ul style="list-style-type: none"> <li>• <a href="http://animals.sandiegozoo.org/animals/bee">http://animals.sandiegozoo.org/animals/bee</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/beetle">http://animals.sandiegozoo.org/animals/beetle</a></li> </ul>
How-to	<i>Grow a Bean Plant</i>	Life Science	Complex	follow step-by-step instructions; learn how to grow a bean plant	<ul style="list-style-type: none"> <li>• <a href="http://urbanext.illinois.edu/firstgarden/basics/index.cfm">http://urbanext.illinois.edu/firstgarden/basics/index.cfm</a></li> <li>• <a href="http://kids.usa.gov/watch-videos/videos/childrens-garden/index.shtml">http://kids.usa.gov/watch-videos/videos/childrens-garden/index.shtml</a></li> </ul>
Magazine Article	<i>A Lot to Crow About!</i>	Life Science	Moderate	learn about the smart things crows can do; comprehend why scientists are excited about crows and why people like them as pets	<ul style="list-style-type: none"> <li>• <a href="http://www.smithsonianmag.com/videos/category/science/one-smart-crow/?no-1st">www.smithsonianmag.com/videos/category/science/one-smart-crow/?no-1st</a></li> <li>• <a href="http://web4.audubon.org/educate/kids/">http://web4.audubon.org/educate/kids/</a></li> </ul>
Newspaper Article	<i>Animals in the News</i>	Life Science	Moderate	learn facts about goats and black bears; discover how animals can end up in surprising locations	<ul style="list-style-type: none"> <li>• <a href="http://animals.sandiegozoo.org/animals/goat-sheep">http://animals.sandiegozoo.org/animals/goat-sheep</a></li> <li>• <a href="http://www.nwf.org/Wildlife/Wildlife-Library/Mammals/Black-Bear.aspx">www.nwf.org/Wildlife/Wildlife-Library/Mammals/Black-Bear.aspx</a></li> </ul>
Question and Answer Book Pages	<i>Science Tools for Observing</i>	Science & Technology	Complex	understand why science tools for observing are important; learn about the magnifying glass, microscope, binoculars and telescope	<ul style="list-style-type: none"> <li>• <a href="http://www.kbears.com/sciences/microscope.html">www.kbears.com/sciences/microscope.html</a></li> <li>• <a href="http://hubblesite.org/gallery/">http://hubblesite.org/gallery/</a></li> </ul>
Science Journal Pages	<i>My Rock Collection</i>	Earth Science	Basic	learn about rock collecting; understand how to collect rocks and organize a rock collection	<ul style="list-style-type: none"> <li>• <a href="http://www.smithsonianeducation.org/students/smithsonian_kids_collecting/main.html">www.smithsonianeducation.org/students/smithsonian_kids_collecting/main.html</a></li> <li>• <a href="http://education.usgs.gov/lessons/schoolyard/index.html">http://education.usgs.gov/lessons/schoolyard/index.html</a></li> </ul>