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Level J

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Brochure

Level J

Text Type: Brochure

Summary: This brochure describes an afterschool program that includes time for sports, the arts, and homework.

Themes/Ideas: understand the schedule of activities at Afterschool All Stars; learn about the different sports and other activities children can experience at Afterschool All Stars

Informational Text Features: photos, headings, schedule, text boxes

Academic Vocabulary:

- **practice:** to do an activity over and over again to get better at it

Domain-Specific Vocabulary:

- **free play:** time when children can choose for themselves what activity to do
- **sneakers:** shoes that have rubber soles and are used for running and playing
- **goggles:** special glasses that protect your eyes
- **balance beam:** a narrow horizontal beam that is used in gymnastics

Afterschool All Stars



Focus Question: What activities can kids do at Afterschool All Stars, and why would kids want to join this program?

First Reading

Read the title and note that this is a brochure about an afterschool program for kids. Explain to children that a brochure is a booklet that contains information about an advertised product or service. Point out some of the information in the brochure, such as the schedule of activities and the descriptions of the sports. For the first reading, have children read the brochure on their own. Then discuss what the children who join Afterschool All Stars get to do.

Guided Close Reading

Key Ideas and Details *What information is provided on the first page of the brochure in the column shown on the left on the front of the card? Why are these details important?* ❶

Think Aloud *The first page includes the program's name and location and the days and hours when it is offered. This is important information. The page also says "Join our team!" and promises that if you go to this program you'll become strong and smart and you'll have fun. I think this is on the front to make the program sound exciting and also good for you.*

Connect Ideas *Why is the schedule an important part of the brochure? Which details in the schedule tell you that children have some choices about how to spend their time at this afterschool program? Why might this be appealing to children who are thinking about joining?* ❷

Compare and Contrast *How do the sports offered at Afterschool All Stars build strength and speed? Which sports involve teamwork?* ❸-❹

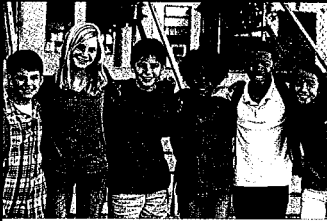
Vocabulary *What are goggles? How does the photo help you understand how goggles help swimmers?* ❺

Author's Craft *How does the author use exclamation points and question marks in the descriptions of the different sports? What effect does this punctuation create?* ❻-❼

Think Aloud *The author uses exclamation points to make the activities seem fun and exciting. The author uses question marks to ask questions such as "Do you like to run?" to speak directly to children about the sports they can play at the program. This would get readers to think about what they might like to do.*

Text Feature *What made-up word is used to describe what happens on Fridays? Why do you think the writer wrote the heading this way? How are Fridays different from other days in the afterschool program?* ❽

1 JOIN OUR TEAM!



AFTERSCHOOL ALL STARS

BE STRONG • BE SMART • HAVE FUN

1505 Smith Street
Monday–Friday
Hours:
3:00–6:30 PM

We give kids a great place to be after school. We give our kids time for healthy snacks and free play. Then there is time for homework and sports.

2 OUR SCHEDULE

3:00–3:30 PM
 Healthy snack time

3:30–4:00 PM
 Free play or reading

4:00–5:00 PM
 Sports activity
 (Each child picks a sport.)

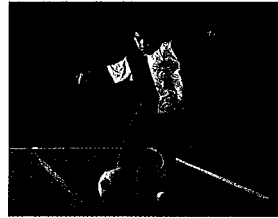
5:00–6:00 PM
 Homework time

6:00–6:30 PM
 Reading or free play
 until pickup

CHOOSE A SPORT

3 Soccer

Do you like to run? Do you enjoy being part of a team? If so, soccer may be the sport for you. You will learn the rules of the game. You will also learn how to pass the ball with your feet—and how to score a goal! Our gym has lots of space for you to practice kicking. Bring a T-shirt, shorts, and sneakers (shoes you can run in).



4 Basketball

Do you like to throw, catch, jump, and run? Basketball players need strong legs, arms, and hands. You will learn how to move with the ball and how to be part of a team. You will practice shooting the ball through the hoop, passing the ball, and much more! Bring a T-shirt, shorts, and sneakers (shoes you can run in).



5 Swimming

We have a great indoor pool! You will learn to float. You will practice kicking to make your legs strong. You will learn to breathe so you do not swallow water. You will also learn to move your arms so you'll move fast in the water. You can even race in the pool. Bring your swimsuit and goggles!



6 Gymnastics

Our gymnastics class is a place to try new things. You will learn how to pull yourself up on rings. You will learn to do special moves on the mat. You can even try doing flips! You will practice on the balance beam. You will get stronger every day. Bring a T-shirt and shorts. No shoes needed!



7 Fun-tastic Fridays!!!

On Fridays, kids take a break from their sports activities. It's our day for the arts.

Sample activities include:

- Sing-along concerts
- Painting
- Crafts
- Puppet theater



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 was the author's purpose, or reason, for creating this brochure? Why does the author want to tell people about Afterschool All Stars?
- Which details suggest that the brochure wants to appeal to parents as well as to kids?
- What other information would be helpful to include in this brochure? Why?

Write About Reading

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

- Make a word web with "Afterschool All Stars" in the center circle. In the outer circles, add activities that children can do in the program. **(Informative/Explanatory)**
- Which activity would you choose if you were at Afterschool All Stars? Why? Use details from the brochure to explain your choice. **(Opinion)**

Connect to the Internet

To read more about afterschool programs, go to these websites: www.afterschoolalliance.org/myCommunityFind.cfm and www.thirteen.org/edonline/concept2class/afterschool/.

Encyclopedia Article

Level J

Text Type: Encyclopedia Article

Summary: These pages from an encyclopedia contain information about dreaming, including what happens when people dream, how long dreams last, and how animals dream.

Themes/Ideas: understand information about dreams and their patterns; recognize that not everyone dreams in the same way

Informational Text Features: photos, headings

Academic Vocabulary:

- **dart:** to move rapidly
- **pattern:** a way something is done that repeats regularly
- **rapid:** very fast

Domain-Specific Vocabulary:

- **REM sleep:** the phase of sleep in which a person dreams
- **nightmare:** a bad dream

Dreams



Focus Question: What happens when people dream?

First Reading

Read the title, noting that these are pages from a kind of reference book called an encyclopedia. Point out the headings and photos. For the first reading, have children read through the text on their own. Then discuss the facts the article shares about dreams.

Guided Close Reading

Text Feature *An encyclopedia article is supposed to help you find facts quickly. How do the headings in each section of this article help readers find different kinds of facts?* ❶-❺

Vocabulary *What is REM sleep? What happens during REM sleep? How do you think this phase of sleep got its name?* ❶-❸

Think Aloud *REM sleep is a phase of sleep. People dream during REM sleep. REM stands for Rapid Eye Movement, so I think REM sleep got its name because people's eyes move back and forth very quickly during this phase of sleep.*

Key Ideas and Details *Why don't you act out your dreams when you are sleeping? Why can't your body move during REM sleep?* ❷

Connect Ideas *What does the article say about dream patterns? How do you think scientists used what they know about how people's eyes move and how they breathe during REM sleep to figure out how long dreams last?* ❷ ❸

Think Aloud *When people are asleep, they can't tell how long their dreams last. So I think that scientists must have watched people sleep to find out these facts. The scientists would look at how the sleepers breathe and how their eyes move. This would let them know when the sleepers were dreaming. Scientists would use a clock to figure out how long each dream lasts and find out about dream patterns.*

Compare and Contrast *The first sentence in the article tells you that everyone dreams. But other details in the article show that there are differences in how people dream. What are these differences?* ❶-❹

Key Ideas and Details *What information is given in the last paragraph? Why do you think the author includes this information at the end of the article?* ❺

An encyclopedia is a book of articles with information on many topics. It is arranged in alphabetical order.

Dreams

1 Dreams

Everyone dreams when they sleep. But dreaming takes place during REM sleep. REM stands for Rapid Eye Movement.

2 During REM

As you dream, your eyes dart back and forth. Your breathing gets faster. Your body can't move. Your brain keeps your body still, so you don't act out your dreams.

Some people used to say that they dream only in black and white. But today, most people agree they dream in color.

3 Dream Patterns

There is a pattern for dreaming. And the pattern changes as we sleep. Our dreams start a couple of hours after we fall asleep. Some dreams may last seconds. Others last only a few minutes. But you keep dreaming for 90 minutes (an hour and a half). Your dreams last longer as night goes on. Your last set of dreams before you wake can last between 30 minutes (half an hour) and 60 minutes (an hour).



4 Good Dreams and Bad Dreams

Not everyone remembers their dreams when they wake up. Some people do. Some people have bad dreams called nightmares.

5 Dreams in Animals

Scientists believe that many kinds of animals dream during REM sleep. They know that cats, dogs, monkeys, rats, and even elephants dream. But now, scientists believe that even snakes and birds dream during REM sleep.



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 again at what this article has to say about dream patterns. Do you start dreaming as soon as you fall asleep? Do your dreams get longer or shorter as the night goes on?
- What details does the article give about REM sleep? How could you use these details to help you figure out if a sleeping person is dreaming?
- What did you learn about dreams and dreaming that you didn't know before? Which fact was most surprising? Why?

Write About Reading

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

- Make a word web with the word *dreams* in the center. In the outer circles, add facts about dreams included in the encyclopedia article. **(Informative/Explanatory)**
- Which part of the article includes the most interesting information about what happens when people dream? Write a well-developed opinion statement in which you name the section and use details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To learn more information about dreams, go to www.asdreams.org/aboutdreams/ and <http://pbskids.org/itsmylife/emotions/dreams/article2.html>.

Essay

Level J

Text Type: Essay

Summary: These pages from an essay give information about bug zappers, why people use them, and how they attract bugs.

Themes/Ideas: learn about bug zappers; understand why current bug zappers don't really do the job they were meant to do

Informational Text Features: photos, label, caption

Academic Vocabulary:

- **crackle:** a series of short, crisp sounds
- **swat:** to hit or push away something small

Domain-Specific Vocabulary:

- **bug zapper:** a machine that uses electricity to kill insects
- **mosquitoes:** small insects that suck blood from humans and animals
- **bait:** something that draws the attention of animals you want to catch

Zapped!



Focus Question: What problem is a bug zapper supposed to solve, and why doesn't it work?

First Reading

Read the title, noting that these are pages from an essay. Discuss the meaning of *bug zapper*. For the first reading, have children read through the text on their own. Then discuss what the author has to say about bugs and bug zappers.

Guided Close Reading

Text Structure Look at the first three paragraphs of this essay. What is the problem the author describes? ❶

Vocabulary How do the first photo and text work together to help you understand what a mosquito is like? Why are mosquitoes considered pests? ❶

Author's Craft The author uses onomatopoeia, or sound words, such as "buzz," "crackle," and "zapped" and witty, invented words such as "pesty." Why do you think the author uses these words? How do they add to your experience of reading the essay? ❶ ❷

Think Aloud The word "buzz" reminds me of the noises I hear when a bug flies by my ear, and "zapped" sounds like when a bug flies into a bug zapper. "Crackle" is a sound that I would hear as the bug was zapped. I think the author uses sound words to make it seem like the bugs are right here, around me. "Pesty" is a good description of something that's annoying and won't go away.

Key Ideas and Details What is a bug zapper? How does it work? What kinds of insects are attracted to it? What kinds of insects are not attracted to it? ❷ ❸

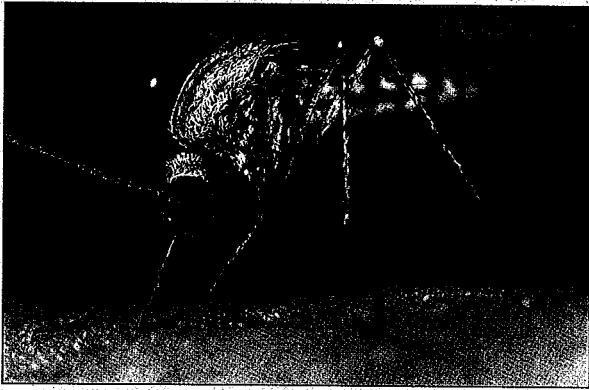
Photos and Text How do the photos on the second page of this essay help you understand what a lightbulb and a bug zapper have in common? ❹

Draw Conclusions How useful are bug zappers? How do you know? ❷ ❸

Think Aloud I can tell that bug zappers are not really useful because biting insects are drawn to the heat and breath of people and not to the light in a bug zapper. Even worse, bugs that eat pests like mosquitoes end up getting zapped. The author says that scientists are trying to build a better zapper. This is another detail that supports the conclusion that bug zappers don't work well now.

Text Structure How does the author end the essay? What solution does the author suggest that you try for now if you find yourself bothered by mosquitoes or other pesky bugs? ❸

ZAPPED!



It's summer. Bugs fly. Bugs buzz. And then . . .

- 1 They buzz around you. They land on you. You flick them away. You swat them away. They buzz. Buzz. They land on you again. And some bugs, like mosquitoes, bite you.

What could free you from those biting insects?

Buzz. Buzz. Crackle! The bug zapper is on duty. A bug zapper will get rid of bugs. Yes, it's true. Scientists have invented a bug zapper.

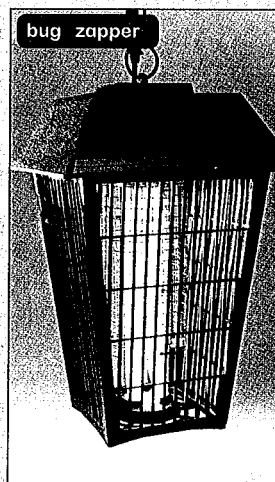
- 2 Now all those pesty bugs will get zapped! Wrong!

The bugs that eat the pests get zapped! The biting bugs keep flying and biting!

- 3 Why? Zappers use light as bait. Many bugs like the light. They fly to light.

Biting bugs don't like light at all. Biting bugs like the heat and breath of people and animals instead.

Scientists are trying to build a better zapper. They want to protect you from biting bugs. Until then, you'll have to keep swatting and flicking away those bugs!



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 author talks about swatting or hitting insects that land on you. According to the author, what can happen to you if you do not swat away a mosquito?*
- *What scientific details about bugs does the author include in the essay? Why are these details important?*
- *Do you think the author offers good ideas about dealing with insects? Explain. What do you think is the best way to avoid getting mosquito bites?*

Write About Reading

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

- Write sentences to explain how bug zappers work and why they are better at killing some insects than others. Use details from the text to support your explanation. **(Informative/Explanatory)**
- Do you think scientists need to invent a better bug zapper? Use details from the essay to explain why or why not. **(Opinion)**

Connect to the Internet

To read more about mosquitoes, visit www.mosquito.org/faq and www2.epa.gov/mosquitocontrol/general-information-about-mosquitoes.

Fact Book

Level J

Text Type: Fact Book

Summary: These fact book pages describe the childhoods and current work of successful people in law, farming, the arts, and sports.

Themes/Ideas: learn about people who have had career success doing activities they love; understand how a person's childhood interests can lead to a career

Informational Text Features: headings, subheadings, photos

Academic Vocabulary:

- **famous:** well-known; honored for an achievement
- **genius:** a very smart person, often someone who comes up with new, creative ideas
- **gold medal:** the highest award given in a race or other contest

Domain-Specific Vocabulary:

- **judge:** someone who makes decisions relating to the law
- **Supreme Court:** the highest court in the United States
- **Olympics:** sports competitions that bring together the best athletes from all over the world

When They Were Kids



Focus Question: How can a person's interests during childhood influence career choices later?

First Reading

Read the title and preview the text, noting that these pages are from a fact book about famous Americans. Review the meaning of *famous* and *genius*. Point out the headings and photos, and pronounce the names of the four people featured in this text. For the first reading, have children read through the text on their own. Then discuss the facts children have learned about Sonia Sotomayor, Will Allen, Kadir Nelson, and Kristi Yamaguchi.

Guided Close Reading

Connect Ideas *Why do you think it is important that Sonia Sotomayor read a lot as a child? How might that experience help her make decisions about what is fair or unfair?* ②

Key Ideas and Details *What did Will Allen's parents teach him to do? What does he do today? What is the connection? Why are these details important?* ③

Vocabulary *Will Allen won a "genius" award for his work. What does genius mean? What does this word tell you about the importance of his work?* ③

Compare and Contrast *Think about what Sonia Sotomayor and Kadir Nelson were like as children. How can you tell that both Sonia and Kadir liked to use their imaginations when they were kids?* ② ④

Think Aloud *Sonia Sotomayor used her imagination when she read books to imagine new worlds and new ideas. Kadir Nelson used his imagination to think of things to draw and paint.*

Key Ideas and Details *What is Kadir Nelson's advice for kids who want to become artists? How do you know that his advice is based on his own experiences?* ④

Make Inferences *What does it mean to work toward a dream? What do you think Kristi Yamaguchi dreamed of accomplishing when she was a kid? What makes you say that?* ⑤

Think Aloud *As a kid, Kristi loved ice skating and kept doing it even after her sister gave it up. When Kristi grew up, she went to the Olympics and won a gold medal for skating. This is a really big award. I can infer that before she won her gold medal, Kristi practiced a lot and went to many skating events, dreaming that someday she would be able to win an Olympic gold medal.*

Connect Ideas *What interest did each person develop as a child? How did this interest become a skill that helped the person succeed as an adult and feel good about his or her work?* ①-⑤

When They Were KIDS

- ① *What do you love to do? Do you like sports or art? Science? Math? Reading? Some people become famous doing things that they have loved to do ever since they were kids. They love their work!*

SONIA SOTOMAYOR: JUDGE

- ② *When She Was a Kid:* Sonia always loved to read. Each book was like a window into a whole new world. Reading showed her many new ideas. She still builds on these ideas in her work today.

Today: She is a justice, or judge, on the United States Supreme Court. The Supreme Court is the highest court in the United States. As a justice, she helps decide what is fair or unfair.

WILL ALLEN: FARMER

- ③ *When He Was a Kid:* Will grew up on a farm. His parents showed him how to grow vegetables. At first Will wanted to be a basketball player. He did play ball for a while. He had to travel a lot with his team. He found that he missed farming.

Today: He makes it easier for people to get fresh food from farms. He runs farms near big cities. He also teaches people how to start their own farms. He won a special "genius" award for his ideas.

KADIR NELSON: ARTIST

- ④ *When He Was a Kid:* He spent a good deal of his time drawing. He had an uncle who helped him learn more about painting. His high school art teacher helped him, too.

Today: He has won many awards for his artwork and books for children. His art also appears in ads and magazines and even was used in a movie. He tells kids that becoming a good artist takes time—and a lot of practice!

KRISTI YAMAGUCHI: SKATER

- ⑤ *When She Was a Kid:* She started ice-skating when she was six years old. Her feet and legs were weak. Skating made them stronger. She took up the sport because her older sister, Lori, was doing it. Lori gave it up, but Kristi had found what she loved to do.

Today: She won a gold medal in the 1992 Olympics. Now she skates for fun. She also runs a program that helps kids work toward their dreams. And she writes books, including one for kids about a little pig who finds her favorite thing to do.

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 does it mean to be famous? How does getting awards and medals help show that someone is famous?*
- *The four people that you read about have made careers from their childhood interests. What else do they all have in common as adults? How does what they do help others?*
- *What hobbies or activities do you really like to do? How could you turn your interest into a career?*

Write About Reading

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

- Create a Fact Card for each of the people you read about. Write the name of the person. List two facts about that person, telling about his or her early life and later career. **(Informative/Explanatory)**
- Do you think that it takes a lot of time and effort to develop important skills? Is just being interested in something enough to allow you to succeed? Use details from the fact book to support your opinion. **(Opinion)**

Connect to the Internet

To learn more information about making career choices, go to <http://vacareerview.org/k5/check-it/kids-search/> or www.knowitall.org/kidswork/index.html.

Guidebook

Level J

Text Type: Guidebook

Summary: These pages from a guidebook describe the characteristics of fish that do not look or act like most kinds of fish.

Themes/Ideas: recognize three kinds of fish by their unique characteristics; understand what traits help each type of fish survive

Informational Text Features: headings, photos, fact boxes

Academic Vocabulary:

- **slither:** to move with a sliding motion, like a snake
- **produce:** to make or create something
- **shock:** to strike with electricity

Domain-Specific Vocabulary:

- **aquarium:** a building where fish and other sea creatures can live and people can view them
- **sea horse:** a small fish with a head that looks like a horse's head
- **electric eel:** a long, thin fish that can give electric shocks
- **porcupine fish:** a bony fish that has sharp spines covering its body and inflates itself with water as protection

Very Strange Fish



Focus Question: What characteristics make these fish different from other types of fish?

First Reading

Read the title, noting that these are pages from a guidebook. Remind children that guidebooks give facts about a specific topic. Review the meaning of *aquarium*. Point out features of this guidebook, including the photos, fact boxes, and headings. For the first reading, have children read through the text on their own. Then discuss what the guidebook has to say about sea horses, electric eels, and porcupine fish.

Guided Close Reading

Vocabulary *What is an aquarium? Besides the three animals described on these pages, what are some animals that you might see in an aquarium?* ❶

Photos and Text *Look at the photo of the sea horse. How does the photo match the details described under the heading "How It Looks"? What additional details about a sea horse's appearance did you learn from the photo?* ❷

Text Features *In the descriptions of each fish, the author includes the heading "How Big Is It?" This helps you quickly find facts about the size of each fish. How do these fish compare to each other in size?* ❸-❹

Think Aloud *Under each of these headings is text that gives details about the size of each strange fish. Sea horses are the smallest of the three. This helps me understand the different sizes of the fish and how they compare to each other. Porcupine fish are bigger than sea horses, and eels are the biggest of all.*

Key Ideas and Details *What are two reasons electric eels produce electricity? How does this trait help eels survive?* ❺

Photos and Text *Look at the photo of a porcupine fish. What details from the section about this fish does this photo support?* ❻

Think Aloud *In the "Strange But True!" section, the writer says that a porcupine fish may suck in water to puff itself up when it is scared or in danger. The picture shows a porcupine fish when it is all puffed up. In this photo it looks more like a baseball than a bat!*

Connect Ideas *What land animal does each of these three fish look like? Do you think these fish are strange because of the way they look? What else might cause someone to call them strange or unusual?* ❼-❽

A guidebook is a reference book that you carry with you. These pages are from a guidebook to an aquarium.

VERY STRANGE FISH

1 Some fish do not look like fish at all. A few fish might even remind you of animals you see on the land. On these pages, you will read about some of the strangest fish in the aquarium.

2 Sea Horse

How It Looks

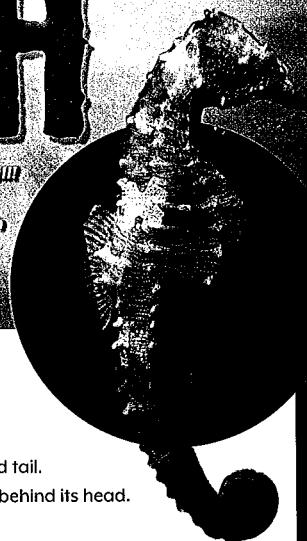
- Its head looks like a horse's.
- It is S-shaped and has a curved tail.
- It has tiny fins on its back and behind its head.

How Big Is It?

- Some kinds of sea horses are as small as your thumb. Other kinds can grow to be about a foot (.3 meter) long.

Strange But True!

- A sea horse uses its tail to grab on to sea plants so it can stay in one place.
- A male sea horse carries his babies in a pouch—the way a female kangaroo does!



3 Electric Eel

How It Looks

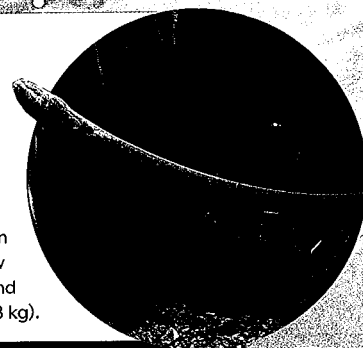
- It has a long, thin body.
- It slithers through the water like a snake.

How Big Is It?

- Big! An electric eel is longer than most adults are tall. Some grow to be 8 feet (2.5 meters) long and weigh more than 40 pounds (18 kg).

Strange But True!

- Electric eels really are electric! They can produce electricity to protect themselves from an enemy. Electric eels also shock smaller sea creatures they want to eat.
- Unlike most fish, electric eels don't breathe underwater. They pop up to the surface every 10 minutes to take a breath.



4 Porcupine Fish

How It Looks

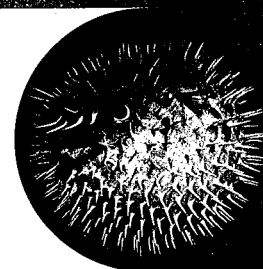
- It has a wide head and a beak-like mouth.
- Its body looks like a short baseball bat.
- Its body has special scales that stick up like spikes for protection.

How Big Is It?

- Some grow to be as long as 3 feet (1 meter)!

Strange But True!

- The porcupine fish sucks in water to puff itself up to scare away sharks and other creatures that may attack it.
- After the danger is gone, the porcupine fish spits out the water and goes back to its normal size and shape.



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 electric eels pop up to the surface every ten minutes? How is this different from the way in which most fish behave?*
- *What did you notice about the way in which information is organized on these pages? Which headings are the same? How does the organization help you understand and compare the information on these pages?*
- *How do you think the shapes of these strange fish affect the ways in which they move? What else would you like to know about sea horses, electric eels, and porcupine fish? What else would you like to know about aquariums?*

Write About Reading

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

- For each of the three types of fish, write sentences summarizing key details from these guidebook pages about how that fish looks and acts. **(Informative/ Explanatory)**
- The beginning of these guidebook pages states that these three fish are very strange. Which of these three fish do you think is the most unusual? List the facts about that fish based on examples from the text that make you think it is the most unusual. **(Opinion)**

Connect to the Internet

To learn more information about sea horses, porcupine fish, and electric eels go to: www.nwf.org/Kids/Ranger-Rick/Animals/Fish/Seahorses.aspx (sea horses), www.sheddaquarium.org/blog/2009/February/Pufferfish-Dentistry/ (porcupine fish), and www.pittsburghzoo.org/ppganimal.aspx?id=15 (electric eels).

Interview

Level J

Text Type: Interview

Summary: These pages feature an interview with children's book author Doreen Cronin.

Themes/Ideas: discover where one children's book author gets her ideas; find out the advice one author has for people who want to be writers

Informational Text Features: questions, answers, photos

Academic Vocabulary:

- **unusual:** out of the ordinary
- **advice:** a helpful suggestion about what to do or how to act

Domain-Specific Vocabulary:

- **picture book:** a children's story book that uses both text and pictures to tell the story
- **chapter book:** a book that is long enough to be divided into chapters
- **journal:** a kind of book in which a person writes about his or her own experiences and thoughts

Interview With Author Doreen Cronin



Focus Question: What does author Doreen Cronin think about writing children's books?

First Reading

Explain that in this interview, a reporter asks children's book author Doreen Cronin questions about her work and her experiences and Cronin answers them. Point out the book covers and note that these are popular children's books.

For the first reading, have children read the interview on their own. Then lead a class discussion about the main ideas that this famous author shared.

Guided Close Reading

Key Ideas and Details *Why does Doreen Cronin say that no one ever told her about being a writer when she was a child? What might this detail suggest about the people she and her family knew?* ❶

Sequence *What does Doreen Cronin share about how she gets her ideas and what she does with new ideas?* ❷

Words and Phrases in Context *Doreen Cronin says she has the most fun writing picture books and that she likes "to see how the artist brings the story to life with pictures." What do you think "brings the story to life" means?* ❸ ❹

Think Aloud *I think she is saying that the pictures show things that the words may not say. The pictures show details about how the characters look and what the characters do. The pictures can show how the characters feel about each other and their situations.*

Compare and Contrast *Think about the books you've seen. How is a picture book different from a chapter book? According to Doreen Cronin, how long can each type of book take to write?* ❺ ❻

Photos and Text *Why does Doreen Cronin like to write about animals? How does the cover of Click, Clack, Moo support the reason that she gives for liking to write about animals?* ❼

Key Ideas and Details *Why are school visits such a good place for this children's book author to share her ideas? What advice does she give for children who want to become writers?* ❽ ❾

Think Aloud *On a school visit, she gets to meet her readers and find out what they think about her work. She advises children to write every day, keep a journal, and read lots of books.*

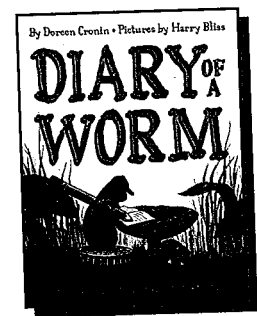
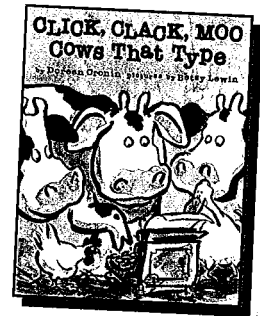
Interview With Author

Doreen CRONIN

Meet **Doreen Cronin**. She is the author, or writer, of many books for children. She talked with a reporter about being a writer. Read her interview below.

- 1 Reporter:** Did you always want to be a writer?
Doreen Cronin: I've loved writing ever since the first grade. But no one told me that being a writer was a job. I never knew that writing was something you could do when you grew up.
- 2 Reporter:** Where do you get your ideas for books?
Doreen Cronin: Sometimes I hear people talking. Sometimes I hear a sound. And those little things make me think of an idea. My book *Click, Clack, Moo* started with a sound I heard.
- Reporter:** What do you like best about writing books?
Doreen Cronin: I love the moment when I get a new idea. And I love that I don't know what I want to do with the idea yet. Sometimes I wake up with unusual or funny ideas.
- 3 Reporter:** Which books do you have the most fun writing?
Doreen Cronin: I love writing picture books.
- Reporter:** What is a picture book?
Doreen Cronin: A picture book is a story that needs pictures and text, or words, to tell the whole story.

- 4 Reporter:** Do you work with an artist?
Doreen Cronin: Betsy Lewin was the artist for *Click, Clack, Moo*. And I've worked with her a lot since we did that book. So I will talk with Betsy once she gets the text. But I don't really meet or work together with an artist. I've written the words. I don't tell the artist what to draw. I like to see how the artist brings the story to life with pictures.
- 5 Reporter:** How long does it take to write a book?
Doreen Cronin: A picture book can take six to eight months. But a chapter book can take two to six years!
- 6 Reporter:** You've written a lot of animal books. Why do you like to write about animals so much?
Doreen Cronin: I have so much fun writing animal books. The ways animals look and sound lend themselves very well to picture books.
- 7 Reporter:** You've done a lot of school visits. What is it about school visits that you like so much?
Doreen Cronin: When you write, you're in a room by yourself. School visits are the only chance I get to meet my readers. I like to answer their questions and hear what they think of the stories.
- 8 Reporter:** Do you have any advice for readers who would like to be writers someday?
Doreen Cronin: If writing is what you want to do, you should write every day. Keep a journal. And read a lot of books, 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.

- What did you learn about being a children's book author from reading this interview?
- Where did Doreen Cronin get the idea for *Click, Clack, Moo*? How does the title of the book reflect where she got the idea?
- Doreen Cronin suggests that readers who want to become writers should write every day, keep a journal, and read a lot of books. How might each activity help someone become a better writer?

Write About Reading

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

- Write three more questions you would ask Doreen Cronin if you were the reporter interviewing her. Make sure your questions are different from the ones the reporter already asked. **(Informative/Explanatory)**
- Doreen Cronin has fun writing picture books about animals. Complete the following sentence about yourself. **(Opinion)**
I would like to write a picture book about _____ because _____.

Connect to the Internet

To read more about Doreen Cronin, go to www.doreencronin.com/index.html and www.scholastic.com/teachers/contributor/doreen-cronin-0.

Magazine Article

Level J

Text Type: Magazine Article

Summary: This magazine article discusses current and future developments in car technology.

Themes/Ideas: understand how cars work and some current problems with the way they work; learn about new ideas for improving how cars work

Informational Text Features: photos, captions, headings

Academic Vocabulary:

- **inventors:** people who think of and develop new products

Domain-Specific Vocabulary:

- **fuel:** a material that makes heat or power when it is burned
- **gasoline:** the fuel that makes a car run
- **batteries:** devices put inside a machine to make electricity to power the machine
- **recharge:** to put electricity back into a battery or other device so that the electricity is stored there

Building for the Future



Focus Question: What are some new ideas for improving the way cars work?

First Reading

Note that this magazine article is from *Science Times*. Have children tell what features magazine articles usually have and locate those features in this article. Read aloud the title and discuss what “building for the future” might refer to.

For the first reading, have children read the article on their own. Then discuss the article’s main ideas about improvement in car technology.

Guided Close Reading

Words and Phrases in Context Look at the first page. Which words describe what drivers want their cars to be like? ❶

Cause and Effect Right now, what do most cars run on? What problem is caused by the way cars currently run? ❷

Think Aloud The article says that right now, most cars run by burning gasoline. The problem with this is that when the gasoline burns, it causes some dirt to get into the air.

Vocabulary What details in the article help you understand what it is that inventors do? ❸-❹

Think Aloud The article says that inventors are “working on ideas that could solve these problems.” This detail helps me understand that inventors work on new products that solve some of the problems people have had with older products. The inventors who design cars will try to make better cars for people.

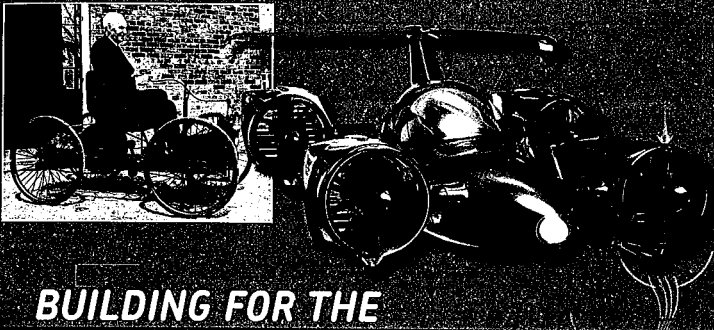
Author's Craft Look at the heading on the first page. Why do you think the author added a question mark to the heading? What does the author suggest might be a cleaner and cheaper kind of car? ❺

Connect Ideas What are some problems people have with electric cars? How might these problems influence how far from home the driver of an electric car would want to go? ❻ ❼

Problem/Solution What problem do some inventors think flying cars would solve? What new problem might be caused by flying cars? ❽

Key Ideas and Details What details about self-driving cars does the author include? What problem would self-driving cars eliminate? ❾

Make Predictions What prediction does the author make about how inventors might make self-driving cars even better? What prediction would you make about a world with self-driving cars? ❿



BUILDING FOR THE FUTURE

How have cars changed? A lot! Ever since the first cars were built, carmakers have been working to make them better. There have been a lot of changes. But there is still more to be done.

1 Drivers want cars that can go fast. But drivers also want cars that are safe. Many people need cars that are cheap—that do not cost a lot of money.

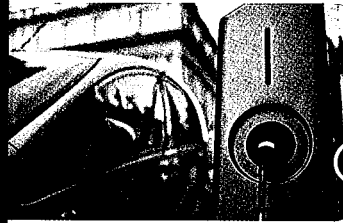
2 Right now, most cars run by burning gasoline, a fuel. When cars burn up gasoline, some dirt gets into the air. People hope that new cars will burn less gasoline to help us have cleaner air.

3 Inventors are working on ideas that could solve these problems. We are not sure which new cars will work the best. But here are some interesting ideas!

4 A Cleaner, Cheaper Car?

There are already a lot of electric cars on the road. Someday, they may be great. But right now there are still some problems. Some electric cars run on gasoline part of the time. So they still dirty the air. Also, someday they might cost less, but now most electric cars cost a lot of money.

5 Many of today's electric cars run on batteries. (They are like the batteries in a cell phone—only much bigger!) The batteries may not take the car very far before they run out of power. The driver has to wait for the batteries to charge up before using the car again. And if a driver is away from home, he or she may have a hard time finding a place to plug in the car to recharge.



Electric car recharging its battery

6 A Faster Car?

Some inventors think that a flying car is a great idea. They say it would help people get places faster. If driving on the road is too slow, these cars will rise up in the air.

Imagine it! Zooming up above the traffic on the ground. So far, no one has made a flying car that really works on the road. But some inventors say that they should have flying cars to show very soon.

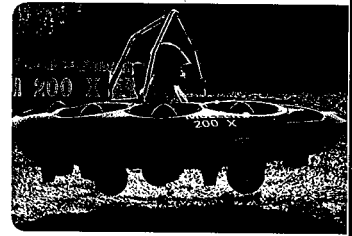
Someday, there may be a lot of flying cars. Could that lead to traffic jams in the sky?

7 A Safer Car?

Seat belts and air bags help keep you safe now. But some inventors think that cars would be safer if they drove themselves. They say that people make mistakes but that a self-driving car would not.

At least one company is getting ready to sell cars that drive themselves. The cars use special cameras and other tools to drive. But not everyone is ready to accept that a machine would be a better driver than a human.

8 Someday there may even be self-driving cars that can also fly and run on electricity. Now *that* could solve a lot of problems!



A pilot tests a new flying car.

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 kinds of cars does the author discuss? In what order does the author present the information? How does this order help readers understand the topic?*
- *Reread under the heading "A Safer Car?" the author's description of how self-driving cars work. The author says that "not everyone is ready to accept that a machine would be a better driver than a human." Why do you think this is so?*
- *Which new car-related invention from the article would you like to learn more about? How could you go about finding information about this invention?*

Write About Reading

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

- Make a three-column chart with the headings "Cleaner?" "Faster?" and "Safer?" Under each heading, write a short description of the car that is designed to be cleaner, faster, or safer. Include details from the article in each description. **(Informative/Explanatory)**
- Which car do you think would be the most popular with drivers: an electric car, a flying car, or a self-driving car? Write your opinion and the reasons why you think that car would be most popular. **(Opinion)**

Connect to the Internet

To read more about electric cars, visit www.fueleconomy.gov/feg/evtech.shtml. To learn more about air pollution, go to <http://climatekids.nasa.gov/health-report-air/>.

Newspaper Article

Level J

Text Type: Newspaper Article

Summary: This article tells about oatmeal, a very popular breakfast food, and the celebration of oatmeal on National Oatmeal Day.

Themes/Ideas: learn about National Oatmeal Day; identify reasons why oatmeal is such a popular, healthy food

Informational Text Features: masthead, headline, photos, captions, text box

Academic Vocabulary:

- **celebrate:** to do something special in honor of something specific
- **popular:** well-liked by many people
- **energy:** the fuel people need in order to be active

Domain-Specific Vocabulary:

- **breakfast:** a meal usually eaten in the morning
- **oats:** a kind of grass whose seeds are used to make oatmeal

It's National Oatmeal Day!



Focus Question: What makes oatmeal a food to be celebrated?

First Reading

Talk about the features newspaper articles usually have and locate those features in this article. Read the headline and ask children if they have ever heard of National Oatmeal Day.

Have children read the article independently. Then discuss the main ideas about oatmeal and National Oatmeal Day that the writer included in the article.

Guided Close Reading

Connect Ideas Look at the top of the first page. On what month and day each year is National Oatmeal Day celebrated? ① - ③

Key Ideas and Details What question does the author ask in the second paragraph? What answer does the author give? ③ ④

Vocabulary The author describes oatmeal as a "popular breakfast food." What does popular mean? Which details in the news article support the idea that oatmeal is a popular food? ④ ⑤

Think Aloud Popular means that something is liked by a lot of people. The author says that most people have oatmeal in their homes. This tells me that a lot of people must like it, which means it is a popular food.

Connect Ideas The author says oatmeal is "a healthy way to start the day" and that "people who eat oatmeal ... have energy that lasts for hours." What is the connection between these ideas? Why is oatmeal a good breakfast food? ④ ⑤

Photos and Text/Make Inferences Look at the photo of oats growing. What does the caption help you understand? If oatmeal is a popular breakfast food, what can you say about the amount of oats that must be grown in this country? ④ ⑤

Think Aloud The caption helps me understand that oatmeal is made from oat seeds and that oats grow like wheat. If oatmeal is popular, I think there must be a lot of oats grown in our country.

Text Features What information does the author include in the "Did You Know?" text box? Why do you think the author set aside these three facts from the rest of the information? ⑨

Connect Ideas What do National Oatmeal Day and National Oatmeal Month have in common? ⑦

Author's Craft How does the author end the article? Why does the author end the last sentence with an exclamation point? ⑧

1 THE MORNING NEWS

OCTOBER 29
\$2.50

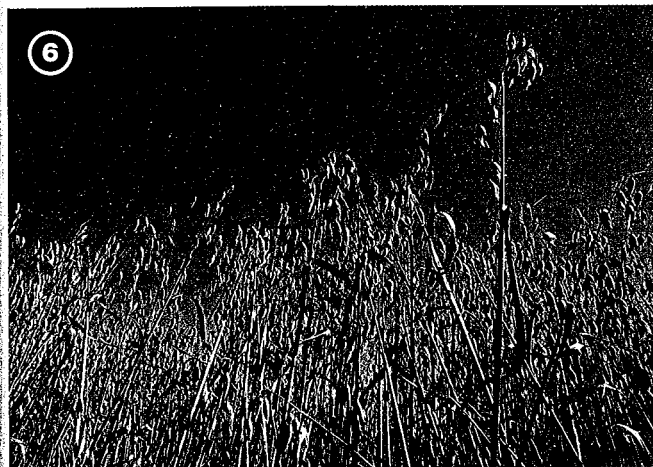
2 IT'S NATIONAL OATMEAL DAY!

- 3 Yes, it's true. Today is the day we celebrate oatmeal!
- 4 Why does a bowl of cereal get a special day?
- 5 Oatmeal is a popular breakfast food in the USA. Most people have oatmeal in their homes. It does not cost much.
- 6 Oatmeal is easy to cook. It's also a healthy way to start the day. People who eat oatmeal for breakfast have energy that lasts for hours.
- 7 Oatmeal is even better when you add toppings. Some people add milk and berries. Others like to add bananas.



A bowl of oatmeal with sliced bananas is a tasty and healthy way to start the day.

THE MORNING NEWS: OCTOBER 29



Oats are a cereal, like wheat. Oatmeal is made from oat seeds.

- 7 So did you have oatmeal today? If you didn't, don't worry. You'll get another chance to celebrate oatmeal soon. January is National Oatmeal Month!
- 8 Of course, you don't have to wait for a holiday. You can eat oatmeal any day of the year!

9 Did You Know?

- ★ Oats are a kind of grass.
- ★ People have been eating oats for thousands of years.
- ★ Horses, cows, and other animals eat oats, 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.

- *Why do so many people eat oatmeal? Which details in the text explain why?*
- *What new facts about oatmeal did you learn from this article?*
- *Oatmeal is healthy. But do you think oatmeal really deserves its own holiday? Why or why not?*

Write About Reading

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

- Make a poster to share information about National Oatmeal Day or Month. Include details of when it is celebrated and why. **(Informative/Explanatory)**
- Write on your paper the following statement: "Oatmeal is the best food to eat for breakfast." Then write reasons to support this claim. Use ideas from the article. **(Opinion)**

Connect to the Internet

To further children's understanding of oatmeal and other healthy breakfast options, go to www.healthyeating.org/Healthy-Eating/All-Star-Foods/Grains/Article-Viewer/Article/208/health-benefits-of-oatmeal.aspx and http://kidshealth.org/kid/stay_healthy/food/breakfast.html.

Question and Answer Book

Level J

Text Type: Question and Answer Book

Summary: In these pages from a question and answer book, the writer introduces basic facts about volcanoes and volcanic eruptions.

Themes/Ideas: learn what a volcano is; understand what happens during and after volcanic eruptions

Informational Text Features: photos, diagram, questions, answers

Academic Vocabulary:

- **still:** not active, not in motion
- **calm:** peaceful, undisturbed

Domain-Specific Vocabulary:

- **volcano:** a vent or hole in Earth's surface from which steam and melted rock explode
- **gases:** forms of material different from liquids or solids
- **eruption:** an explosion, a bursting out
- **magma:** melted rock inside Earth
- **lava:** melted rock that comes out of a volcano

What Is a Volcano?



Focus Question: What is a volcano, and what happens when it erupts?

First Reading

Read the title and preview the text, noting that these pages show sets of questions and answers from the book *How the Land Changes*. Help children locate the name of the question and answer book from which these pages are taken. Have children identify the differences between the photo and the diagram on the first page.

Have children read through the text independently. Then discuss main ideas the author shared about volcanoes.

Guided Close Reading

Key Ideas and Details Look at the first page. How does the title connect to the main topic the author discusses? How does each question on this page connect to the topic? ①-③

Think Aloud The topic of these pages is volcanoes. The title is the first question that someone might ask about volcanoes, which is "What is a volcano?" Each question and answer on this page gives more information about volcanoes.

Text Features In the first answer, the author says that "there is a part [of the volcano] that we can't see." How does the diagram help the reader "see" the part that cannot be seen? ① ⑤

Compare and Contrast Compare a volcano that is "calm" with a volcano that has smoke coming from it. Which details in the photo and diagram on the first page show danger? ②-⑤

Think Aloud A volcano that is calm has no smoke coming from it. A volcano that has smoke coming from it may be dangerous. I know because the text says smoke is "a danger sign." The photo shows a volcano with smoke as a sign of danger, and the diagram shows a volcano erupting which is definitely dangerous.

Words and Phrases in Context How does the text help you understand the terms magma and lava? How do these words help you to explain what happens inside a volcano? ③ ⑥ ⑦

Sequence What happens after a volcano erupts? How are people's lives and property affected? ⑧ ⑨



Answer: A volcano is usually a kind of mountain. We can see a big part of the volcano, but there is a part that we can't see.

2 Q: When does smoke come out of a volcano?

A: Usually volcanoes are calm. But smoke means that gases from inside Earth are coming out through the volcano. That's a danger sign. It signals the start of a volcanic eruption, or explosion. After the smoke, the ground may shake and there may be a fire with lots of ash.



6 Q: What makes a volcano erupt?

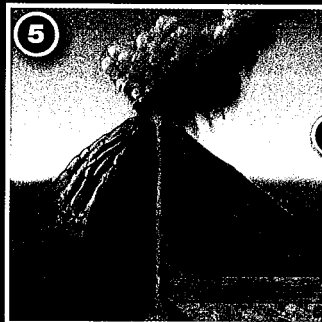
A: It's very hot deep inside Earth. When the magma gets very hot, it is pushed up and out of the volcano.

8 Q: What happens after a volcano erupts?

A: The land is changed. People may have lost their homes. Animals may have lost their homes as well.

3 Q: What is underneath a volcano?

A: The volcano opens way down under the ground. Deep inside the center of the volcano is a liquid called magma. The magma is constantly moving. It may move almost to the top of the volcano and then settle back down.



7 Q: What happens when a volcano erupts?

A: Once the magma is pushed out, it is called lava. Lava is the very hot liquid that pours out of the volcano. Sometimes lava moves very quickly, and other times it goes very slowly.

9 Q: Do people ever move back to land near a volcano?

A: It may take a while—maybe years—for people to move back. Some people may not want to live near a volcano anymore. But sometimes people live very close to a volcano even if it is dangerous. The land is often very good for farming.



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 author gives details about magma and says that magma sometimes comes to the top and then settles down. What will cause magma to erupt?*
- *There are no captions with the photos or the diagram. What caption could you add to the photo on the second page?*
- *There are many more questions someone might want to ask about volcanoes. What questions would you like the author to answer?*

Write About Reading

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

- Draw a picture of a volcano and label it, using facts and details from the text. **(Informative/Explanatory)**
- Write an opinion statement supporting the idea. **(Opinion)**
Volcanoes are interesting because _____.
 Give reasons based on information from the text and pictures.

Connect to the Internet

To learn more information and see a video about volcanic eruptions, go to <http://video.pbs.org/video/2182459039/>.

To further children's understanding of volcanoes, go to <http://volcano.oregonstate.edu/fieldtrips>.

Science Journal

Level J

Text Type: Science Journal

Summary: These pages from a child's science journal include words that describe and pictures that show the phases of the moon.

Themes/Ideas: identify what the moon looks like during different phases; describe how the moon looks at different times

Informational Text Features: photos, arrow, dates, captions

Academic Vocabulary:

- **amazing:** causing wonder or surprise
- **tonight:** this night

Domain-Specific Vocabulary:

- **phase:** one of the changing shapes of the moon as seen from Earth, identified by its appearance
- **full moon:** phase when one whole side of the sunlit moon is visible and the moon appears to be whole
- **half-moon phase:** stage when one half of the moon's sunlit side is visible
- **crescent moon:** phase of the moon when only a sliver or narrow curve is visible

Moon Watch



Focus Question: What are the phases of the moon the writer sees and describes?

First Reading

Introduce these pages from a science journal. Review with children that someone keeps a science journal to record information and pictures about things found in nature. Read the title and dates on which these journal notes were recorded. Talk about what the writer of this journal is keeping track of.

For the first reading, have children read through the text independently. Then discuss the main ideas the writer shared about the moon's phases.

Guided Close Reading

Vocabulary *The writer watches the different phases of the moon. What is the definition she gives for the phases of the moon?* ②

Think Aloud *The writer says that the changing shapes of the moon are called the phases of the moon.*

Compare and Contrast *What is the difference between a full-moon phase and a half-moon phase? What causes this change?* ② ③ ⑥

Connect Ideas *When do the writer and the writer's dad usually look at the moon? Why might this be the best time to look at the moon?* ①-⑤

Think Aloud *The writer and the dad usually look at the moon at night. This is probably the best time to look at the moon because they can see it more clearly in the dark.*

Photos and Text *What does a crescent moon look like at sunset and when the sun rises? How does the photo help you understand the crescent-moon phase?* ④ ⑤

Author's Craft *What word does the writer use to describe the crescent moon at sunset? How does the writer end her sentence to show that she is excited by what she saw?* ⑤

Sequence/Features *How is the information in the journal organized? What does this help you understand about when the different phases of the moon occur? Why is including the dates helpful when keeping a science journal that records change over time?* ①-③

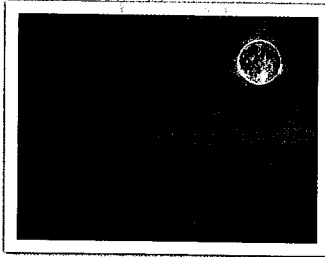
Think Aloud *The notes are in time order, and the writer labels observations of the moon with the date of the observation. This helps her understand the order of the moon phases and how they change. The dates help the writer keep track of the time passing.*

Make Inferences *The writer's dad says that for a few nights they won't see the moon at all. How can he be so sure? What do you think they see after a few nights pass?* ⑦

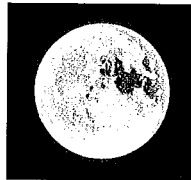
Moon Watch

1 May 14, 2014

My dad and I were walking outside. We saw the moon come up as the sun was setting. The sky was so pretty. It was purple and yellow, and the moon looked big and round.



2 This is how the moon looked at night. The moon was shining, and it looked like a big, round ball. It's a full moon. That's because we are seeing the side of the moon that is lit by the sun.



full-moon phase

The changing shapes of the moon are called the phases of the moon. This is the full-moon phase.

3 May 22, 2014

Tonight we looked at the moon again. One half of the moon is lit by the sun, so it's called the half-moon phase.



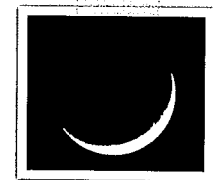
half-moon phase

4 May 25, 2014

Dad and I saw the moon tonight. Now it's shaped like a crescent. It's in the crescent-moon phase.

5 May 26, 2014

I wanted to see the moon in the sky as the sun came up. And I did! I could see all of the moon, but only the crescent was shining. That's so amazing to see!



crescent-moon phase

6 The phases happen because the moon, sun, and Earth keep changing where they are. So how we see the moon keeps changing, too.

7 Dad said that for a few nights we won't see the moon at all. Then we will look up in the sky again and do some more moon watching.

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 does the writer include images of the moon at night and sunrise? What idea about the sun, moon, and Earth do these images help support?
- How does the moon change from the writer's first day of writing to the writer's last day of writing on these journal pages? What do you think will happen to the moon after they see the crescent moon?
- What new information did you learn about the moon? Which piece of information was most surprising to you?

Write About Reading

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

- Draw a chart. Show the three phases of the moon that the writer talked about. Label each phase *full-moon phase*, *half-moon phase*, or *crescent-moon phase*. (**Informative/Explanatory**)
- The writer kept this science journal about moon watching with her father. Why is keeping a science journal a good thing to do when you observe how things change in nature? Write three reasons why writing a science journal is helpful. (**Opinion**)

Connect to the Internet

To further children's understanding of the moon and its phases go to <http://spaceplace.nasa.gov/oreo-moon/en/> or http://aspire.cosmic-ray.org/Labs/LunarPhases/lunar_phases_main.html.

Level J Lessons at-a-Glance

LEVEL J

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Pages	<i>Afterschool All Stars</i>	Sports/Recreation	Moderate	understand the schedule of activities at Afterschool All Stars; learn about the different sports and other activities children can experience at Afterschool All Stars	<ul style="list-style-type: none"> • www.afterschoolliaison.org/myCommunityFind.cfm • www.thirteen.org/edonline/concept2class/afterschool
Encyclopedia Article	<i>Dreams</i>	Life Science	Moderate	understand information about dreams and their patterns; recognize that not everyone dreams in the same way	<ul style="list-style-type: none"> • www.asdreams.org/aboutdreams/ • http://pbskids.org/itsmylife/emotions/dreams/article2.html
Essay	<i>Zapped!</i>	Life Science Science & Technology	Basic	learn about bug zappers; understand why current bug zappers don't really do the job they were meant to do	<ul style="list-style-type: none"> • www.mosquito.org/faq • www2.epa.gov/mosquitocontrol/general-information-about-mosquitoes
Fact Book Pages	<i>When They Were Kids</i>	Sports Arts Law Farming	Moderate	learn about people who have had career success doing activities they love; understand how a person's childhood interests can lead to a career	<ul style="list-style-type: none"> • http://vacareerreview.org/k5/check-it/kids-search/ • www.knowitall.org/kidswork/index.html
Guidebook Pages	<i>Very Strange Fish</i>	Life Science	Complex	recognize three kinds of fish by their unique characteristics; understand what traits help each type of fish survive	<ul style="list-style-type: none"> • www.nwf.org/Kids/Ranger-Rick/Animals/Fish/Seahorses.aspx • www.sheddaquarium.org/blog/2009/February/Pufferfish-Dentistry/ • www.pittsburghzoo.org/ppganimal.aspx?id=15
Interview	<i>Interview With Author Doreen Cronin</i>	Literature/Arts	Basic	discover where one children's book author gets her ideas; find out the advice one author has for people who want to be writers	<ul style="list-style-type: none"> • www.doreencronin.com/index.html • www.scholastic.com/teachers/contributor/doreen-cronin-0
Magazine Article	<i>Building for the Future</i>	Science & Technology	Complex	understand how cars work and some current problems with the way they work; learn about new ideas for improving how cars work	<ul style="list-style-type: none"> • www.fueleconomy.gov/feg/evtech.shtml • http://climatekids.nasa.gov/health-report-air/
Newspaper Article	<i>It's National Oatmeal Day!</i>	Nutrition Community	Basic	learn about National Oatmeal Day; identify reasons why oatmeal is such a popular, healthy food	<ul style="list-style-type: none"> • www.healthyeating.org/Healthy-Eating/All-Star-Foods/Grains/Article-Viewer/Article/208/health-benefits-of-oatmeal.aspx • http://kidshealth.org/kid/stay_healthy/food/breakfast.html
Question and Answer Book Pages	<i>What Is a Volcano?</i>	Earth Science	Complex	learn what a volcano is; understand what happens during and after volcanic eruptions	<ul style="list-style-type: none"> • http://video.pbs.org/video/2182459039/ • http://volcano.oregonstate.edu/fieldtrips
Science Journal Pages	<i>Moon Watch</i>	Earth Science	Moderate	identify what the moon looks like during different phases; describe how the moon looks at different times	<ul style="list-style-type: none"> • http://spaceplace.nasa.gov/oreo-moon/en/ • http://aspire.cosmic-ray.org/Labs/LunarPhases/lunar_phases_main.html