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Brochure

Level K

Text Type: Brochure

Summary: These pages tell new cat owners everything they need to know in order to raise a happy, healthy pet.

Themes/Ideas: understand cat and kitten care, including details about feeding, playing with, and bathing a cat; recognize how the vet helps cats

Informational Text Features: title, logo, headings, bulleted list, illustrations, photographs

Academic Vocabulary:

- **adopt:** to choose to take an animal or person into your family
- **rescue:** to get an animal or person out of danger
- **specially:** having a specific or special purpose
- **forms:** types or kinds of things

Domain-Specific Vocabulary:

- **nutrients:** the parts of food that help animals and people grow and stay healthy
- **medicines:** substances used to treat illness
- **veterinarian:** an animal doctor

Purrfect Pals



Focus Question: How do you care for an adopted cat or kitten?

First Reading

Read the title and note that these pages are part of a brochure about adopting and caring for a cat or kitten. Point out the text features of this brochure, making special note of the photos. Review the meaning of the word *rescue*. Have children read through the text once on their own, then discuss the basics of cat care.

Guided Close Reading

Author's Purpose *What is the author's purpose for writing the "Purrfect Pals" brochure? What details from the text support your answer? ①-③*

Vocabulary *What does the word rescue mean? How do you know? What can you infer about Purrfect Pals based on this word choice? ① ②*

Think Aloud *The word rescue means to take a person or an animal out of a bad or dangerous situation. The brochure tells me that Purrfect Pals takes cats "in need" and finds good homes for them. This word choice helps me understand that Purrfect Pals is doing a good thing.*

Connect Ideas *Purrfect Pals has the same goal for every animal rescued. What is that goal? How does the illustration help you understand why this goal is important? ① ②*

Text Features *What information does the bulleted list on the front of the card give? How does the list help you better understand the text? Where can you find details about the items in the list? ③-⑦*

Make Inferences *The author says cats and kittens should "eat food specially made for cats" and "special dental treats." Why is it important to follow these instructions? What can you infer might happen if cats ate the wrong kind of food or treat? ④*

Think Aloud *It is important for cats to eat special food because it "contains the right nutrients" to keep cats healthy. Special dental treats keep cats' teeth clean. From this, I can infer that other foods and treats may not be healthy for cats, so cats should only have the right food and treats.*

Photos and Text *Read the information in the "Playing With Your Cat" section. How does the photo help you understand what kind of toy the author is describing? ⑤*

Key Ideas and Details *Some cats don't go outside. To take good care of these cats, what do their owners have to buy? Why? ⑥*

A brochure is a pamphlet that explains or persuades. This brochure is about pet adoption.

1 PURRFECT PALS

CAT RESCUE



2 We're so glad you decided to adopt a cat! We rescue cats in need and help them find loving homes. This guide will tell you everything you need to know to take care of your new friend.

KEEPING KITTY HEALTHY Cats need care, just like people. This brochure covers

- Feeding Your Cat
- Playing With Your Cat
- Keeping Your Cat Clean
- Veterinary Care

Feeding Your Cat

Your kitty should eat food specially made for cats. Cat food contains the right nutrients to keep your new friend healthy.

- 3 Cat food comes in wet and dry forms.



You can also give your cat some treats. Special dental treats are good. They help keep your cat's teeth clean.



5 Playing With Your Cat

Cats love to play! Provide your new kitty with a few toys. Cats love feathers and things that move or roll.



If you want to play with your kitty, a wand toy is best. Cats have sharp claws, and when they play they might accidentally scratch you if your hand is too close.



6 Keeping Your Cat Clean

A cat that stays indoors will need a litter box. That will be your kitty's toilet. Fill the litter box with special litter that will keep it from smelling bad.



Cats are very clean animals. They wash their fur by licking it. Sometimes, though, your cat will need a bath. Cats don't like water, at all. So, it's best to have an adult help you bathe your cat.



7 Veterinary Care

Just like people, cats need to see a doctor sometimes. Cat doctors are called veterinarians, or vets for short. At the vet, your cat can get the shots it needs or medicines if it's sick.



NOW YOU'RE READY TO TAKE CARE OF YOUR CAT!

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 words does the author use to help you think of a cat or kitten as a close friend and family member? Why does the author want you to think of your cat as a part of the family?
- What information is included at the very end of the Purrfect Pals brochure? Why is this important information?
- The author tells you about ways to care for an adopted cat or kitten. How are these ways similar to how adults care for children? How are they different?

Write About Reading

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

- Use details from the text to summarize how to properly care for a cat or kitten. Use information from the text and text features. **(Informative/Explanatory)**
- Which way of keeping a kitty healthy would you like to know more about? What makes it interesting to you? Explain your answer, and support your opinion with facts and details from the text. **(Opinion)**

Connect to the Internet

To further children's understanding of owning a cat or kitten, go to: www.americanhumane.org/animals/adoption-pet-care/cat-behavior/cats-kids.html and www.icatcare.org/advice/cat-care/helping-your-new-cat-or-kitten-settle.

Diary

Level K

Text Type: Diary

Summary: These pages from a child's diary include text and pictures about a class visit to the Statue of Liberty.

Themes/Ideas: learn about the Statue of Liberty; comprehend details about what children do on class trips

Informational Text Features: photos

Academic Vocabulary:

- **statue:** a representation of a person or animal made out of stone or metal
- **liberty:** freedom
- **symbol:** an image that stands for a word, phrase, or idea
- **amazing:** wonderful

Domain-Specific Vocabulary:

- **immigrants:** people who come to a country to live there
- **park ranger:** a person who works in a national, state, or local park
- **copper:** a metal that is reddish brown in color, but turns green when exposed to the air

My Trip to the Statue of Liberty



Focus Question: What did the writer learn about the Statue of Liberty?

First Reading

Read the title and point out that these are pages from a diary. Explain that a diary is a book in which a person writes about real experiences in his or her own life. Remind children that the Statue of Liberty is located on an island in New York City. Have children read through the diary once on their own, then discuss the details of the writer's visit to the Statue of Liberty.

Guided Close Reading

Compare and Contrast *How are the two diary entries different? Look for clues in the text to help you identify the focus of each entry.* ① ③ ⑤ ⑥ ⑨

Think Aloud *The first diary entry is written in the morning as the child's class approaches the Statue of Liberty by boat. The second diary entry is written that evening, after the class trip is over.*

Vocabulary *What makes something a symbol? How is the Statue of Liberty a symbol of freedom for people coming to America?* ②

Words and Phrases in Context *What does a park ranger do? How do details from the diary and the picture help you understand the work park rangers do?* ⑥-⑧

Think Aloud *A park ranger is a person who guides visitors and gives them information about the park. The park ranger teaches the class about the Statue of Liberty's history and construction, so she must know a lot about the park.*

Key Ideas and Details *What facts about the statue's size does the writer include in the diary? How do these details help you imagine what the statue looks like?* ③ ⑦ ⑨

Draw Conclusions *Why does the child compare the Statue of Liberty to a giant puzzle? What details in the text explain why this is a good comparison?* ⑦ ⑧

Author's Craft *Find sentences in which the writer uses exclamation points. What emotion does this type of punctuation help to show in the diary?* ①-③ ⑥-⑨

Photos and Text *The writer includes a photo of the Statue of Liberty from a distance and a photo from close up. How do the views compare from the two locations? What details in the text does each photo support?* ④ ⑧

* My Trip to the Statue of Liberty *

1 May 16, 9 AM

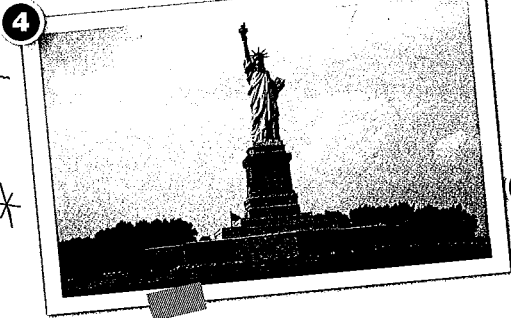
Dear Diary,

Today is a big day! My class is visiting Liberty Island and the Statue of Liberty. We are on the boat that will take us there.

2 My teacher has told us a lot about the statue. He explained that liberty means freedom. The statue is a famous American symbol of freedom.

Some people call the statue Lady Liberty. Long ago, when people sailed to America they were so glad to see her! Many of these people were immigrants who came to America to escape from lands where they did not have freedom.

3 My teacher says that we will go inside the statue. We will climb and climb until we get up to her crown. I can't wait!



5 May 16, 7 PM

Dear Diary,

6 Here is what happened on Liberty Island. When we got there, we met a park ranger. What she had to say about the statue was amazing!

7 This HUGE statue was made far away in France a long time ago. It was a gift for America. The statue was packed in 300 pieces. When it got here, people put the pieces together again, like a giant puzzle!

This was not easy. Each piece was very big and very heavy. Just the statue's thumb is as big as a grown-up! Her right arm is taller than a four-story building.

The outside of the statue is made of a metal called copper. When the statue was new it was brown. But the salty sea air changed the color of the copper over the years—so now it is green!

9 Then it was time for us to go inside. We climbed a long way to get to the crown—354 steps in all! From up there, we could see all of New York City!

I will never forget today and our class trip to see Lady Liberty!



Revisit the Text: Ideas for Discussion

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

- Why do you think the writer of the diary has included pictures? Does it make the information in the diary easier to understand? Why or why not?
- How does the writer of the diary feel about the class trip? What details in the diary support your answer?
- What do you think the writer gained by visiting the statue in person? Could the writer have the same experience by reading about the statue?

Write About Reading

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

- What did the class learn about the Statue of Liberty on the trip? Use details from the diary to make a list of four new facts the child learned. **(Informative/Explanatory)**
- Why should people visit the Statue of Liberty? Write a short paragraph to answer this question. Use details from the diary to support your opinion. **(Opinion)**

Connect to the Internet

To read more about the Statue of Liberty, visit these websites: www.nps.gov/stli/index.htm and www.statueofliberty.org.

Encyclopedia Article

Level K

Text Type: Encyclopedia Article

Summary: These pages are about the biggest coral reef in the world: the Great Barrier Reef in Australia.

Themes/Ideas: learn what a coral reef is; comprehend why the Great Barrier Reef is special

Informational Text Features: headings, photos, labels, map

Academic Vocabulary:

- **polluted:** containing harmful things
- **system:** a combination of parts that work together
- **astronaut:** a person trained to go into space on a spacecraft

Domain-Specific Vocabulary:

- **coral:** a group of tiny ocean animals with hard skeletons
- **polyps:** tiny ocean animals with hard skeletons
- **coral reef:** a large formation of coral that is mostly underwater

Great Barrier Reef



Focus Question: What characteristics make the Great Barrier Reef so special?

First Reading

Introduce the text, noting that it is an encyclopedia article. Point out the text features of the article, including the images, labels, and headings. Review the meaning of *coral reef*. Have children read through the text one time on their own, then discuss the interesting facts they learned about the Great Barrier Reef.

Guided Close Reading

Text Feature *How does the author help you understand where the Great Barrier Reef is located? How do the map and the text work together to tell you this information?* ① ②

Key Ideas and Details *What is the topic of this encyclopedia article? Which main ideas and details help you understand why this topic is important?* ① ③ ④ ⑥ ⑦

Text Features *What information is given in each heading? How do these headings help you understand the information in the encyclopedia article?* ③ ④ ⑥ ⑦

Words and Phrases in Context *The author calls the Great Barrier Reef “a natural wonder.” Which details support this description?* ④–⑥

Think Aloud *The Great Barrier Reef is a natural wonder because it is made up of 300 types of coral and is home to 1,500 kinds of sea animals. Also, it is so huge that astronauts can see it from space!*

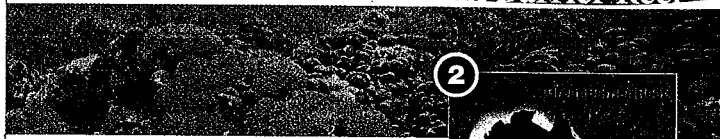
Author's Craft *What words and phrases does the author use to describe coral? How does this description help you imagine the coral that makes up the Great Barrier Reef?* ④

Think Aloud *The author writes that the coral comes in many shapes—feathers, horns, and even brains. It also comes in bright colors—pink, purple, yellow, and green. This description helps me imagine what the coral looks like because I know what pink feathers and yellow horns might look like.*

Summarize *Why does the Great Barrier Reef need to be protected? What are people doing to protect it? Which details in the text help you understand this information?* ⑦

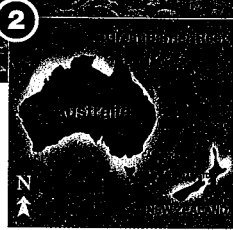
An encyclopedia is a book of articles with information on many topics. It is arranged in alphabetical order.

Great Barrier Reef



1 Great Barrier Reef

The world's largest coral reef is the Great Barrier Reef. This reef sits just off the coast of Australia.



3 Warm, Clear Waters

Like other coral reefs, this reef is found in warm, clear ocean waters with lots of waves. The waters are shallow, so the reef gets sunlight.

4 Underwater Life

Without coral, there wouldn't be a reef at all. Coral is a group of tiny sea animals called polyps. The polyps attach themselves to ocean rocks, and a reef begins to form. Polyps build upon each other. Lots of coral and rocks together make a reef system.

In the Great Barrier Reef, coral comes in many different shapes and colors. Coral may be yellow, green, pink, or purple. There are soft coral and hard coral, and coral shaped like brains, horns, or feathers. There are 300 different types of coral!



The Great Barrier Reef is home to more than 1,500 kinds of fish. Sharks, sea turtles, jellyfish, giant clams, and whales love to live at the reef.

64 ENCYCLOPEDIA OF THE OCEANS

A Natural Wonder

The Great Barrier Reef is so huge that even astronauts in space can see it. It is over 1,600 miles (2,575 km) long and is made up of 940 islands. The reef is a very big tourist attraction. About two million tourists visit every year. Snorkeling and diving are very popular with tourists.



7 Protecting the Reef

Unfortunately, the Great Barrier Reef is in danger. Its waters have been polluted. The waters are getting too warm for the animals that live there. The reef has also been damaged by too much fishing.

Luckily, many people are trying their best to protect the reef. There are also laws to look after the reef. People love the Great Barrier Reef. There is no place like it in the world!

ENCYCLOPEDIA OF THE OCEANS 65

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 words and phrases does the author use to describe how coral reefs are formed? Which words and phrases were most helpful in explaining this idea?
- Which are the most important details in this encyclopedia article? Why? What main ideas do these details support?
- What new information did you learn about the Great Barrier Reef? What fact was most interesting? Why?

Write About Reading

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

- What makes the Great Barrier Reef so extraordinary? Write sentences that explain what a reef is and what makes this one so special. Use details from the encyclopedia article. **(Informative/Explanatory)**
- Around two million tourists visit the Great Barrier Reef each year. Why do you think so many people visit the reef? Use details from the encyclopedia entry to support your opinion. **(Opinion)**

Connect to the Internet

To read more about coral and the Great Barrier Reef, visit these websites: <http://kids.nceas.ucsb.edu/biomes/coralreef.html> and www.gbrmpa.gov.au/about-the-reef.

Essay

Level K

Text Type: Essay

Summary: These pages feature an essay that gives information about the game of Ping-Pong.

Themes/Ideas: learn about the history of Ping-Pong; understand how Ping-Pong is played

Informational Text Features: headings, photos, illustration

Academic Vocabulary:

- **invented:** came up with a new idea or a product never made before

Domain-Specific Vocabulary:

- **court:** the place where some sports and games are played
- **net:** a piece of knotted fabric that separates two parts of a court
- **paddle:** a tool with a handle and a wide, flat part that is used to hit objects

The Story of Ping-Pong



Focus Question: How are Ping-Pong and tennis alike, and how are they different?

First Reading

Introduce the text, noting that these pages contain an essay about the history of Ping-Pong. Review the meanings of *net* and *paddle*. Point out the text features, including the headings and photos. Have children read through the text once on their own. Then discuss the characteristics of Ping-Pong.

Guided Close Reading

Words and Phrases in Context Read the title of the essay. How does the word “story” help you understand what the essay is about? ❶

Think Aloud A “story” is a description of events, or how and why things happen. This essay tells me about important events relating to the game of Ping-Pong both now and in the past.

Key Ideas and Details The author compares Ping-Pong to tennis. How are Ping-Pong and tennis similar? How are they different? Why is this comparison important? ❷ ❸ ❹

Think Aloud Ping-Pong and tennis are both games played by hitting a ball over a net. But Ping-Pong is played on a table with paddles, and tennis is played on a court with rackets. The comparison is important because Ping-Pong may be based on the game of tennis.

Author’s Purpose The author imagines how the game of Ping-Pong may have been invented on a rainy day. How does this description contribute to or enhance your experience of reading the essay? Why do you think the author included this paragraph in the essay? ❺

Vocabulary What does it mean to invent something? Based on the details in the essay, do you think someone invented Ping-Pong? Why or why not? ❻

Sequence The author uses chronological, or time order, to tell about the history of Ping-Pong. Which words and phrases help you identify this text structure? Why is chronological order a good text structure to use in this essay? ❼ ❽

Photos and Text Look back at the illustration showing lawn tennis and the photo of modern Ping-Pong. What do you learn about these games by looking at the images that you do not learn from reading the text? ❶ ❹

Author’s Craft Read the last paragraph. How is it different from the rest of the essay? Why do you think the author ended the essay in this way? ❸

The Story of Ping-Pong

You may have played the game of Ping-Pong. Or you may have seen other people play the game. But did you ever wonder how it got its name? Or did you wonder when people started playing Ping-Pong?



How Ping-Pong Got Its Name

Actually, it's easy to figure out how Ping-Pong got its name. It's the sound you hear when the small plastic ball bounces on the table. Ping-Pong was first called "table tennis." That is because Ping-Pong is very much like the game of tennis. But Ping-Pong is not played on a court. It is played on a nine-foot-long and five-foot-wide table.

The First Ping-Pong Games

Before people played Ping-Pong, the game of tennis was very popular. The game of tennis is played outdoors. No one knows who played the first game of table tennis.



It's fun to think about what may have happened. Maybe a group of friends were stuck inside on a rainy day. Maybe they wished they could play tennis. They may have had a large table and put a net across the table. Maybe they used their tennis rackets to hit the ball and play. Maybe they invented the new game of table tennis.

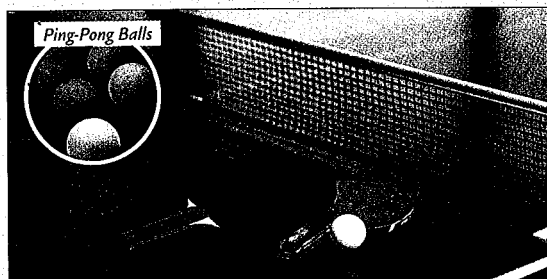
Tennis and Ping-Pong

Ping-Pong tables look a lot like tennis courts. They have white lines painted on them. They have a net like a tennis court. The net goes across the middle of the table. Like tennis players, Ping-Pong players try to hit a ball over the net. In tennis, players use rackets with string. In Ping-Pong, players use small, wooden paddles with rubber pads.

Ping-Pong Today

People all over the world love the game of Ping-Pong. Children and grown-ups play. Some people join teams to play. It's still a fun indoor sport.

Are you ready for an exciting game of Ping-Pong? Get a friend. Get the paddles. Get the ball. Hit the ball. Fast. Ping-Pong, Ping-Pong!



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.

- *Ping-Pong is an exciting game to play and watch. What words and phrases does the author use to make Ping-Pong seem exciting?*
- *How do players play the game of Ping-Pong? What do they need to play the game? Which details in the text tell you this information?*
- *Which game do you think you'd rather play: tennis or Ping-Pong? Why?*

Write About Reading

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

- Make a Venn diagram showing how tennis and Ping-Pong are alike and how they are different. Use details from the essay to support your explanation. **(Informative/Explanatory)**
- Do you think Ping-Pong grew out of tennis? Write a well-developed paragraph that explains why or why not. Support your opinion with reasons based on the text. **(Opinion)**

Connect to the Internet

To learn more information about the history of Ping-Pong, visit: www.ittf.com/museum/history.html and <http://iml.jou.ufl.edu/projects/fall04/baksh/history.html>.

Fact Book

Level K

Text Type: Fact Book

Summary: These pages from a fact book describe what makes whales, including dolphins and blue whales, unique.

Themes/Ideas: recognize the characteristics of whales; identify different types of whales

Informational Text Features: headings, text boxes, table, photos, label

Academic Vocabulary:

- **dive:** to plunge headfirst into water
- **hunt:** to find and catch other animals to eat

Domain-Specific Vocabulary:

- **mammals:** animals that have hair and whose females produce milk to feed their babies
- **blowhole:** a hole at the top of a whale's head that lets the animal breathe

Whales



Focus Question: What makes whales special?

First Reading

Introduce the text, noting that these pages provide facts about whales. Point out the headings, photos, and table noting that these features help organize the information. Have children read the text once on their own, then discuss whales.

Guided Close Reading

Key Ideas and Details *How are whales different from other animals that live in the ocean, such as fish?* ❶

Think Aloud *Whales are different from animals such as fish because they are mammals. This means that whales give birth to live babies that they feed with milk. They also breathe through blowholes and have to come up from the water to breathe.*

Compare and Contrast *What do whales and dolphins have in common? How are they different? Use the text and photos to support your answer.* ❶-❸

Think Aloud *The text explains that "Dolphins are whales, too." So they must also be mammals that have blowholes. They also eat similar things. They all have long, sleek bodies. However, "most dolphins are smaller than other kinds of whales."*

Photos and Text *Look at the photo of the dolphins jumping. What does this help you understand about dolphins?* ❸ ❹

Make Inferences *Whales who have teeth hunt for food. How might having teeth make it easier for these whales to hunt for food?* ❹

Draw Conclusions *Read the section "What's for Dinner?" Look at the table below it. Which types of whales eat krill? Are these whales hunters? How do you know?* ❹

Think Aloud *Blue whales and humpback whales eat krill. Krill are small enough to float into a whale's mouth. I can conclude from this information that they would be eaten by whales that do not have teeth and do not hunt for food. So blue and humpback whales are not hunters.*

Text Features *Look at the table included in this fact book entry. Which two types of food are eaten by more than one type of whale?* ❹

Summarize *What two qualities make blue whales special? Based on these qualities, how would you describe blue whales?* ❷ ❸

Compare and Contrast *Read the second paragraph about blue whales. What does it tell you about the relationship between these whales and a school bus?* ❷

WHALES

1

Whales may swim in the ocean, but they are not fish. Whales are mammals. That means their babies are born alive. It also means that whale babies feed on their mother's milk.

Whales need to breathe air. To get the air they need, whales must come up from the water for air. Whales don't have noses, like we do, to breathe in air. Whales get the air they need through a blowhole. A blowhole is on top of a whale's head.



7

BLUE WHALES

8

Blue whales are the largest animals that live on Earth. Blue whales are much bigger than elephants. A blue whale weighs as much as 40 elephants.

A blue whale can be 100 feet long. That's as long as 2 or 3 school buses.

Blue whales are also noisy. They are the loudest animals on Earth, too.

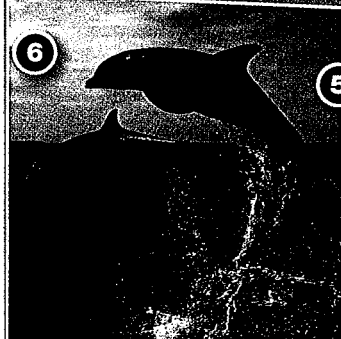


3

DOLPHINS

Dolphins are whales, too. But most dolphins are smaller than other kinds of whales.

blowhole



5 DOLPHIN JUMPERS

Dolphins are very good jumpers. They can jump right up out of the water. Then they dive right back in. When dolphins play with each other, they jump. Sometimes they chase each other, too.

9 WHAT'S FOR DINNER?

Whales that have teeth hunt for food. Whales that don't have teeth eat what floats into their big mouths as they swim!

Kind of Whale	What They Eat
blue whale	krill (tiny shrimp-like animals)
white whale	salmon, shrimp
killer whale	fish, sea lions, seals
dolphin	fish, squid, octopus
humpback whale	krill (tiny shrimp-like animals), cod

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 includes several images of different types of whales. Why does the author include these images? What do they show you about whales?
- Look at the description of dolphins. What type of behavior makes them special? What might you compare their behavior to?
- Think about what you learned about whales from the text. Did any of those facts surprise you? Which ones and why?

Write About Reading

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

- What are two interesting facts about whales? Write two sentences about what you learned from the fact book about whales. **(Informative/Explanatory)**
- Which whale described in the text would you like to know more about? What makes this whale interesting to you? Explain your answer, and support your opinion with facts and details from the text. **(Opinion)**

Connect to the Internet

To read more about different types of whales, go to www.nmfs.noaa.gov/pr/education/whales.htm and http://cet.uscd.edu/voicesinthesea_org/index.html.

Guidebook

Level K

Text Type: Guidebook

Summary: These pages tell what clouds are and describe four types of clouds, including the weather each cloud brings.

Themes/Ideas: understand what clouds are; recognize four types of clouds and what each type tells about the weather

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

Academic Vocabulary:

- **droplets:** small drops of liquid
- **fair:** clear
- **narrower:** thinner

Domain-Specific Vocabulary:

- **hail:** small balls of ice and snow that fall like rain
- **lightning:** electricity between clouds and the surface of the earth
- **thunderhead:** a cumulonimbus cloud seen during a thunderstorm

A Guide to Clouds



Focus Question: What different types of clouds are there, and what do they tell us about the weather?

First Reading

Introduce the text, noting that these pages are from a guidebook about clouds. Review the meaning of the word *guide* in the title. Read the introduction at the top of the page together. Point out the text features, such as the photos, text boxes, and headings. Then have children read through the text one time on their own. After, discuss the four main types of clouds.

Guided Close Reading

Key Ideas and Details *The first paragraph in this article gives two important facts about clouds. What are they, and why are they important? Use details from the text to support your answer.* ①

Connect Ideas *The author says “clouds are more than pretty shapes in the sky.” How does the text help you understand this statement? Use details from the text to support your answer.* ① ② ④ ⑥ ⑧

Think Aloud *The author tells us that clouds have an interesting function: “Their shapes and colors are clues to what the weather will be like.” Then, the author tells us about the weather each cloud brings. For example, the text says cumulus clouds don’t bring rain, but cumulonimbus clouds can mean that rain and hail are on their way.*

Photos and Text *How do the photos and text work together to help you understand the four types of clouds the article discusses? Use details from the text and photos in your explanation.* ② ④ ⑥ ⑧

Text Features *The author uses the same headings under each type of cloud. How does this feature help organize the information in this guide?* ② ④ ⑥ ⑧

Compare and Contrast *Compare the information in all the “Fact” features. What is similar about the information, and why is it in a “fact” box?* ③ ⑤ ⑦ ⑨

Think Aloud *The information in each fact box is different, but it is a similar type of information. The fact boxes give extra information, beyond simply how the clouds look or what weather they bring.*

Make Inferences *The author describes the kind of weather to expect when you see each type of cloud. What can you infer from the author’s inclusion of that information? Why might having that information about clouds be important for readers?* ① ② ④ ⑥ ⑧

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

① A Guide to Clouds

Clouds are more than pretty shapes in the sky. Clouds are made of tiny droplets of water called water vapor. The water vapor in a cloud may fall to Earth as rain or snow.

Watch the clouds! Their shapes and colors are clues to what the weather will be like.



② Cumulus Clouds (You say it like this: KYEW-myuh-lus.)

How They Look:

- These clouds are tall, but are not too high in the sky.
- They are large, puffy, and white.
- They may have darker, flat bottoms.

Weather They Bring:

These clouds usually do not bring rain or snow.

③ FACT

You rarely (almost never) see cumulus clouds in the winter.

32 Weather Watch

④ Cirrus Clouds (You say it like this: SIHR-us.)

How They Look:

- These clouds are long, thin, and white.
- They form very high up in the sky.

Weather They Bring:

- You see these clouds in fair weather.
- But watch out! Cirrus clouds may mean a storm is coming soon.

⑤ FACT

Some people call these clouds "mare's tails" because they think they look like a horse's tail.

⑥ Stratus Clouds (You say it like this: STRAT-us.)

How They Look:

- These clouds are lower in the sky than other clouds.
- They are flat and gray.
- They usually cover the whole sky.

Weather They Bring:

- These clouds bring misty, light rain or drizzle.

⑦ FACT

Fog is a stratus cloud that touches the ground.

⑧ Cumulonimbus Clouds (You say it like this: kyew-myuh-loh-NIMH-bus.)

How They Look:

- These tall clouds are wider on top and narrower on the bottom.
- They can rise up high in the sky.
- The bottom parts of these clouds are very dark gray.

Weather They Bring:

- These clouds may bring heavy rain, thunderstorms, or snow!
- You may see hail, lightning, strong winds, or a tornado!

⑨ FACT

These clouds are sometimes called thunderheads.

Weather Watch 33

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.

- *You could say that clouds are all about water. Use details from the text to explain why that is true.*
- *Where does the author use bulleted lists? How do these lists help you understand the details about clouds?*
- *What else do you know about clouds and weather? How can knowing about different types of clouds help you prepare for a day outside?*

Write About Reading

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

- Make a chart of the four types of clouds the author includes in this guide. Put the name and pronunciation of each cloud on the left. On the right, add important details from the text about each cloud. (**Informative/ Explanatory**)
- What type of cloud would you most like to see during a picnic outside? Give your opinion and one or two reasons based on the information in the text. (**Opinion**)

Connect to the Internet

To further children's understanding of clouds and the weather, go to: <http://scijinks.jpl.nasa.gov/search/clouds/> and <http://eo.ucar.edu/webweather/>.

How-to

Level K

Text Type: How-to

Summary: These pages present materials and steps to follow to grow sweet potatoes.

Themes/Ideas: understand the relationship among steps in a process; recognize how to grow sweet potatoes from a potato purchased at the store

Informational Text Features: headings, photographs, bulleted list, numbered steps

Academic Vocabulary:

- **disposable:** made to be thrown away
- **produce:** to make or grow

Domain-Specific Vocabulary:

- **organic:** grown without artificial chemicals
- **sprout:** to grow new buds or leaves; a new bud or leaf
- **slips:** sprouts that are removed from a plant
- **harvest:** to gather a crop

How to Grow Sweet Potatoes



Focus Question: How can you grow healthy sweet potato plants?

First Reading

Read the title, preview the text, and note that these are pages from a how-to text. Remind children that a how-to text gives step-by-step directions on how to make or do something. Point out the text features, including the list of materials and pictures. Have children read through the text once on their own. Then discuss how to grow sweet potatoes.

Guided Close Reading

Key Ideas and Details *Why are sweet potatoes a good kind of vegetable to plant? How are sweet potatoes good for people to eat?* ❶

Connect Ideas *What reasons might people have for growing their own food? In what ways could growing some of your own food be helpful to you?* ❶

Text Feature *How is the bulleted list helpful to readers? Why is this list separate from the list of numbered steps?* ❷

Think Aloud *The bulleted list clearly identifies each item that is needed to grow your own sweet potatoes. If people gather the materials they need at the beginning of the process, it becomes faster and easier to follow the steps described in the text.*

Vocabulary *What does organic mean? According to the text, why is it better to use an organic sweet potato instead of a non-organic sweet potato?* ❸

Text Features *How do the pictures help you understand the process of growing sprouts on the potato? What else do the pictures show that helps you understand the text?* ❹ ❺

Key Ideas and Details *What needs to happen for a slip to become a sweet potato? When are the sweet potatoes ready to be harvested?* ❻

Think Aloud *First, a slip needs to grow a one-inch root. Then, it needs to be planted in soil and given sunshine and water. Eventually, the sweet potato will be the root of the plant. When the leaves turn yellow, the potato is ready to be harvested.*

Author's Purpose *Why did the author include the section called "Did You Know?" How does the information about morning glories relate to the rest of the text?* ❼

Summarize *What is a sweet potato "slip"? Where does a slip come from and what can you do with it? Use details from the text and photos in your answer.* ❽ ❾

HOW TO GROW SWEET POTATOES

1 SWEET EATS

Sweet and creamy, sweet potatoes are delicious. They are also very healthy. They have lots of vitamins and minerals.

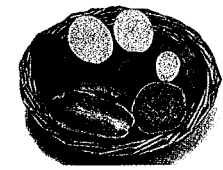
Did you know that you can grow your own sweet potatoes? It is very easy! Let's find out how.

2 MATERIALS

- one organic sweet potato
- two clear cups and one disposable cup
- scissors
- eight toothpicks
- water
- large flowerpot and potting soil or a summer garden bed



3 STEP 1 Sweet potatoes come in many colors: orange, purple, white, and even red! Choose the color you want. Then look for a medium potato with firm skin and no soft spots. Organic sweet potatoes are best. Some non-organic sweet potatoes are treated so that they cannot sprout.



4 STEP 2 Gently rinse your sweet potato. Do not rub it. Look for small dents in the potato. That's where it will sprout!



STEP 3 Ask an adult to help you cut your sweet potato in half. Push one of the toothpicks into the middle of one of the halves. Push another toothpick into the opposite side. Repeat until you have four toothpicks in each half of the potato.



STEP 4 Set the sweet potato halves in the cups. Let the toothpicks rest on the cup rims. Part of the potato will be inside the cup. The other part will stick out of the top. Fill the cups with water.



5 STEP 5 Put the cups in a sunny indoor spot. Soon your sweet potato will begin to sprout! It may also grow roots.



STEP 6 When the sprouts are several inches long, carefully twist them off of the potato. Now the sprouts are called "slips." One potato can produce as many as 50 slips!



6 STEP 7 Your slips need to grow longer roots. Make a water dish for them. Cut off the bottom of a disposable cup. Fill the dish with water and put the bottoms of the slips into the water.



STEP 8 Wait until your slips grow one-inch roots. Fill a container with potting soil, or prepare a summer garden bed. Sweet potatoes need 10 inches or more of loose soil.



STEP 9 Plant your slips in the soil. Cover the roots and pat the soil so that the slips stand up straight.



STEP 10 Make sure your plants get lots of sunshine and water! After the leaves turn yellow, the potatoes are ready to harvest. You will find the sweet potatoes under the ground. They are the roots of the plant! Dig them up and keep them in a warm spot for 10 days. Then they will be ready to eat!



7 DID YOU KNOW?

The sweet potato is in the same family as the morning glory. Sweet potato flowers look like morning glories. Morning glories come in many colors, but they do not grow sweet potato roots!

morning glory flower

Revisit the Text: Ideas for Discussion

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

- How do the text features help organize the information in the how-to text and make it easier to understand?
- What purpose do the toothpicks have in Step 3? What purpose do the cups have in Step 4?
- What other vegetables do you want to learn how to grow? Do you think the process for growing them would be similar? Why or why not?

Write About Reading

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

- Review the steps for growing your own sweet potatoes. Then write a brief paragraph that includes three tips for how to grow healthy sweet potato plants when the slips are ready to be planted in soil. **(Informative/Explanatory)**
- The text states that growing your own sweet potatoes is "very easy." Do you think the process sounds easy? Use details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To read more about how to grow your own vegetables, visit these websites: <http://kgi.org> and <http://kidsgrowingstrong.org/RainbowFood>.

Magazine Article

Level K

Text Type: Magazine Article

Summary: This magazine article about the planet Mars includes facts about Earth's neighbor and theories about what could happen there.

Themes/Ideas: understand facts about Mars; recognize why scientists study Mars

Informational Text Features: headline, headings, photos, diagram, illustration

Academic Vocabulary:

- **surface:** the outside part or top layer of something
- **explore:** to learn about a place by traveling there
- **proof:** the information that proves something is true

Domain-Specific Vocabulary:

- **Mars:** fourth planet from the sun
- **NASA:** National Aeronautics and Space Administration, the U.S. space program
- **planet:** a large object in space that moves around a sun
- **spacecraft:** a vehicle used for space travel and exploration
- **laser:** a strong light beam

On to Mars!



Focus Question: Why are scientists studying Mars?

First Reading

Preview the text noting that these are pages from a magazine that discuss one of our solar system's planets, Mars. Point out the text features, including the photos. Have children read through the text on their own, then discuss what makes Mars so interesting.

Guided Close Reading

Text and Visuals *How do the text and visual features work together to help you understand the key ideas? Use examples from the text and photos in your explanation.* ①-⑤

Key Ideas and Details *The article explains that "scientists have been sending spacecraft to explore" Mars since 1976. Why is this an important detail? How does it relate to the main ideas in the article?* ① ③ ⑤

Connect Ideas *The author says, "NASA is already making plans to send astronauts to Mars in the mid-2030s." How does the diagram of the solar system help you understand why NASA is planning a trip to Mars instead of to one of the other planets?* ② ④

Think Aloud *The diagram shows Mars and Earth are right next to each other. That means Earth is closer to Mars than to most other planets. It should be easier and faster to get to Mars than to other planets.*

Words and Phrases in Context *The author does not tell readers what the acronym, or abbreviation, NASA stands for. What context clues help you figure out what NASA is and does?* ①

Vocabulary/Text Feature *What is a planet? Which planet is known as the Red Planet? Why? What characteristic of this planet is shown in the photo?* ② ③

Think Aloud *A planet is a large object in space that goes around a sun. Mars is known as the Red Planet because of its "red dust and rocks." The photo shows the reddish and uneven surface of Mars.*

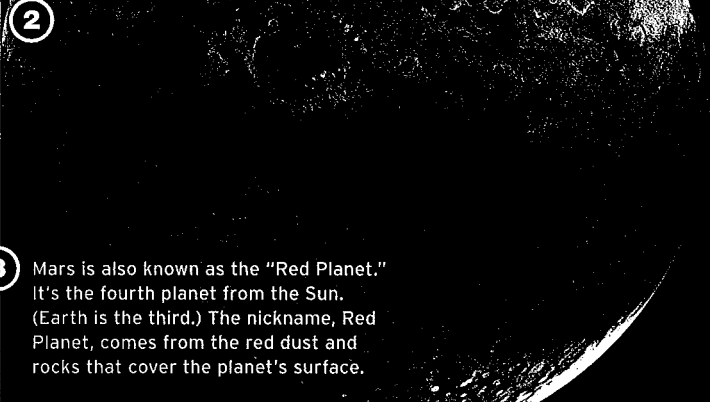
Summarize *The author says some people "think there was once life on Mars." How have scientists looked for proof of life on Mars? What have they learned so far?* ⑤

Connect Ideas *What tools does the Curiosity Rover use to help scientists understand Mars? What "exciting findings" do you think scientists hope they will learn?* ⑤ ⑥

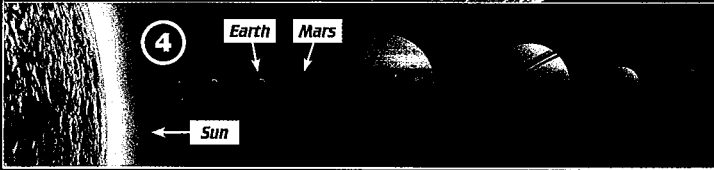
1 On to Mars! 5

2 Can you imagine taking a trip to Mars?

Well, it just might be possible in your lifetime! NASA is already making plans to send astronauts to Mars in the mid-2030s.



3 Mars is also known as the "Red Planet." It's the fourth planet from the Sun. (Earth is the third.) The nickname, Red Planet, comes from the red dust and rocks that cover the planet's surface.

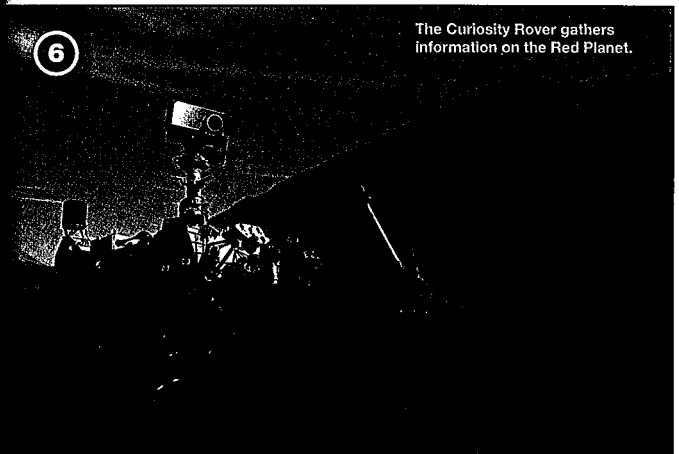
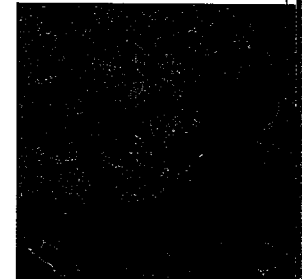


Is There Life on Mars?

Some scientists think there was once life on Mars, but no proof has ever been found. Since 1976, scientists have been sending spacecraft to explore the planet.

The latest spacecraft to land on Mars is the Curiosity Rover. It is the size of a car and can drive itself around. The Curiosity Rover also has 17 cameras and a laser, a strong light beam, on its head! Scientists hope that the Curiosity Rover will send lots of exciting findings back to Earth. And who knows, maybe there will even be proof that there is life on Mars!

This photo of the Mars surface was taken by the Curiosity Rover.



The Curiosity Rover gathers information on the Red Planet.

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 question does the author ask at the beginning of this article? Why does this question make you interested in reading the article?
- Scientists hope the Curiosity Rover will provide lots of information about Mars. They also hope it will provide the answer to one important question. What is the question? What have scientists done so far to try to answer the question?
- Humans like to explore new places. Where would you like to explore? Why?

Write About Reading

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

- What are scientists doing to learn more about Mars? Make a list of details from the text to support your explanation. **(Informative/Explanatory)**
- Would you want to go on a vacation to Mars? Why or why not? Use details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To further children's understanding of space exploration and Mars, go to <http://mars.jpl.nasa.gov/participate/funzone/> and www.nasa.gov/audience/forkids/kidsclub/flash/#.U5i6SXb071d.

Newspaper Article

Level K

Text Type: Newspaper Article

Summary: This news article tells about the Heimlich maneuver and how some young heroes helped people who were in trouble.

Themes/Ideas: understand the Heimlich maneuver and how it prevents choking deaths; identify young people who saved lives

Informational Text Features: headline, dateline, photo, headings, bulleted list, bold text, illustration, captions

Academic Vocabulary:

- **sprang:** moved very quickly
- **choking:** being unable to breathe because something is blocking the windpipe

Domain-Specific Vocabulary:

- **Heimlich maneuver:** an action that stops people from choking
- **life-saving:** used in saving lives

Kid Heroes Save Lives



Focus Question: What is the Heimlich maneuver, and how does it save lives?

First Reading

Present the text, noting that these are pages from a newspaper. Review the meaning of the word *choking*. Point out the text features of the newspaper article, including the photo, illustration, and captions. Have students read the text on their own and then discuss the value of knowing how to use the Heimlich maneuver.

Guided Close Reading

Author's Purpose *What was the author's purpose for writing this text? What details support your answer?* ❶-❺

Think Aloud *The author's purpose in writing this text is to inform readers about kid heroes. The title, "Kid Heroes Save Lives," previews what the article will be about. The body of the text provides the stories of five kids who each saved someone's life.*

Key Ideas and Details *What happened to Fletcher at the school picnic? Which sentences tell you what happened? What key ideas are in those sentences?* ❶ ❸

Words and Phrases in Context *The author said Zach "sprang into action" to help Fletcher. What does the word sprang mean? Why was it important that Zach "sprang into action"?* ❸

Think Aloud *The word sprang means "moved very fast." It was important that Zach "spring into action" because when someone is choking, whatever is blocking a person's windpipe must be removed as quickly as possible so that the person can breathe.*

Key Ideas and Details *Who is Dr. Henry Heimlich? Why is what he invented important?* ❷

Vocabulary/Text Feature *What is a maneuver? What maneuver did Zach use to help Fletcher? How does the illustration help you understand this maneuver?* ❸ ❹ ❻

Sequence *Look at the list on the back of the card. How is the information organized? How can you tell? How does the structure affect readers' interest?* ❺

Think Aloud *The list is in chronological order, or the order in which the events happened. Each bullet begins with a date in boldface, which shows the order in which other "kid heroes" saved someone from choking. The structure affects the readers' interest because it shows that at least one child a year used the Heimlich maneuver to save someone.*

Weekly News

1 KID HEROES SAVE LIVES

It happened last week at a school picnic. A third grader named Fletcher was eating too fast. A French fry got stuck in his throat. Fletcher was choking. He could not breathe!

Luckily, his friend Zach noticed and knew what to do. While Aiden, another boy, ran to get the teacher, Zach sprang into action.

"I started doing the Heimlich (HIME-lik)," Zach said.



The three boys are, left to right, Zach, Fletcher, and Aiden.

Zach had learned this life-saving move from his dad. Zach stood behind Fletcher. Then Zach used his fists to push in and up on Fletcher's middle. This pushed air—and that dangerous French fry—up and out of Fletcher's throat.

Whew! Fletcher was breathing normally again.

Now everyone is calling Zach a hero—everyone, that is, except for Zach himself. Zach is just glad that his friend is okay.

The Heimlich Maneuver

In 1974, Dr. Henry Heimlich developed the set of life-saving moves that are now known as the Heimlich maneuver. Today thousands of people have learned how to do these moves. Many lives have been saved.

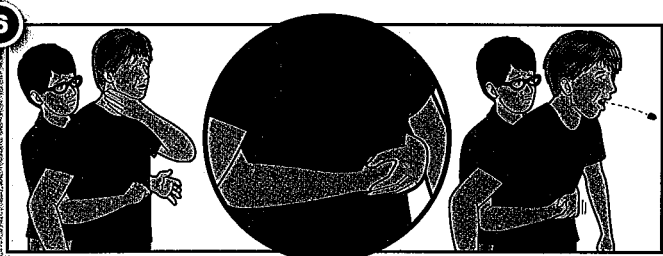
You do not have to be a doctor or even an adult to use these moves.

1

Weekly News: JUNE 8-15, 2014

Like Zach, other kids have used the Heimlich maneuver to save someone from choking.

- **2009** Walnut Middle School celebrated Basilo Rocha Day. Basilo, who had learned the Heimlich in health class, used it to save his classmate.
- **2011** Dylan, a 10-year-old, used the Heimlich. He saved his 5-year-old brother, who had accidentally swallowed a marble.
- **2012** An 8-year-old named Samantha became a hero. She saved her friend from choking on an apple slice. Samantha thinks that anyone—even a 4-year-old—can learn the Heimlich.



Here is the correct form for the Heimlich maneuver. Using the Heimlich maneuver correctly can save someone from choking.

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.

- *Zach is a real kid who really saved his friend's life. Whose words does the author use to tell about Zach's actions? How does this make the story interesting?*
- *The author says "thousands of people have learned how to do these moves." Why is it important that so many people can "do these moves"?*
- *Do you think you could ever use the Heimlich maneuver to save someone? What details from this text would help you know what to do?*

Write About Reading

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

- Create a chart to explain the moves in the Heimlich maneuver. On the left, put each numbered step. On the right, describe the moves for each step. **(Informative/Explanatory)**
- Do you think schools should teach children how to do the Heimlich maneuver? Why or why not? Use details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To learn more information about choking and the Heimlich maneuver, visit www.nlm.nih.gov/medlineplus/ency/article/000049.htm and <http://heimlichheroes.org>.

Question and Answer Book

Level K

Text Type: Question and Answer Book

Summary: Read these questions and answers to discover fun facts about kites!

Themes/Ideas: find out important facts about kites; identify the parts of kites

Informational Text Features: questions, answers, photos

Academic Vocabulary:

- **dangerous:** risky, not safe

Domain-Specific Vocabulary:

- **flier:** a person who flies something
- **tail:** the rear part of a flying object that helps stabilize it during flight

Kites



Focus Question: What is important to know about kites?

First Reading

Introduce the text and briefly discuss what the children know about kites. Remind them that the boldfaced letter Q indicates a question and the boldfaced letter A indicates the corresponding answer. Have them read through the text one time on their own. Then discuss how kites work.

Guided Close Reading

Author's Purpose *What is the writer's main purpose, or reason, for writing this text? How does the use of questions and answers help the author to share specific information?* ① ② ④ - ⑥

Key Ideas and Details *What places should you NOT try to fly a kite? What weather should you NOT fly a kite in? What words and phrases in the text help you understand the best time and place to fly a kite?* ① ②

Photos and Text *What place is shown in the photo on the front of the card? What details in the text tell you whether this is a good place to fly a kite?* ② ③

Words and Phrases in Context *In this text, what is a helper? How can someone else help you fly a kite?* ④

Description *Which answers include information about the parts of a kite? How can you most quickly find the text about the parts of a kite?* ④ ⑤

Think Aloud *The last two answers include information about the parts of kites. I can find this by looking at the photo and by reading the questions. The large Q's and A's help me find the questions and the answers.*

Connect Ideas *What is the connection between wind and kite flying? What is the connection between the wind and the parts of a kite? What sentences in the text explain the connection?* ① ⑤

Think Aloud *Wind is needed for kite flying, but too much wind is bad. The text says "Kites can't fly without wind!" and "if a day is too windy, it will be too hard to fly a kite." The tail of a kite helps the kite fly on a windy day. The text says "tails help a kite fly better when the wind is strong."*

KITES

1 Q: What's the best weather for kite flying?

A: Kites can't fly without wind! But if a day is too windy, it will be too hard to fly a kite. Never fly a kite in a storm. That would be dangerous!

2 Q: Where's the best place to fly a kite?

A: You need an open space like a park or a beach. Stay away from trees, buildings, crowds of people, and roads.



40 Toys, Games, and Activities

4 Q: How do you get a kite to fly?

A: You can work with a helper. The helper holds up the kite, facing the wind. The flier holds the kite string. The flier tells the helper to let go. Then the flier runs away and the kite goes up!
If you do not have a helper, hold the kite yourself. Start running. Then let the kite go! Remember to hold on to the kite string!



5 Q: Why do some kites have tails?

A: Tails help a kite fly better when the wind is strong.

6 Q: Why do kites come in different shapes and sizes?

A: People have been flying kites for a long, long time. They have found ways to make kites look like fish, dragons, boxes, or diamonds!



Toys, Games, and Activities 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.

- How do the photos help you understand the ideas in the text? Would you have understood the text if the author had not included these photos? Why or why not?
- Why is the information grouped into different question-and-answer sections? How are the topics of the questions connected to each other?
- Can you think of a perfect place to fly a kite near you? What information in the text makes you think that particular place might be good?

Write About Reading

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

- Write a paragraph explaining how to fly a kite. Include information from the text about the place, the weather, and the shape and size the kite should be. **(Informative/Explanatory)**
- Which question-and-answer pair contained the most interesting facts about kites? Write sentences to explain your choice. Use details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To read about how to make a kite, go to www.pbs.org/benfranklin/exp_kite_print.html and <http://invention.smithsonian.org/downloads/sparklab-kite.pdf>.

Level K Lessons at-a-Glance

LEVEL K

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Pages	<i>Purrfect Pals</i>	Life Science	Moderate	understand cat and kitten care, including details about feeding, playing with, and bathing a cat; recognize how the vet helps cats	<ul style="list-style-type: none"> • www.americanhumane.org/animals/adoption-pet-care/cat-behavior/cats-kids.html • www.icatcare.org/advice/cat-care/helping-your-new-cat-or-kitten-settle
Diary Pages	<i>My Statue of Liberty Diary</i>	History	Basic	learn about the Statue of Liberty; comprehend details about what children do on class trips	<ul style="list-style-type: none"> • www.nps.gov/stll/index.htm • www.statueofliberty.org
Encyclopedia Article	<i>Great Barrier Reef</i>	Life Science	Moderate	learn what a coral reef is; comprehend why the Great Barrier Reef is special	<ul style="list-style-type: none"> • http://kids.nceas.ucsb.edu/biomes/coralreef.html • www.gbrmpa.gov.au/about-the-reef
Essay	<i>The Story of Ping-Pong</i>	History Sports/Recreation	Moderate	learn about the history of Ping-Pong; understand how Ping-Pong is played	<ul style="list-style-type: none"> • www.ittf.com/museum/history.html • http://iml.jou.ufl.edu/projects/fall04/baksh/history.html
Fact Book Pages	<i>Whales</i>	Life Science	Basic	recognize the characteristics of whales; identify different types of whales	<ul style="list-style-type: none"> • www.nmfs.noaa.gov/pr/education/whales.htm • http://cetuc.uscd.edu/voicesinthesea_org/index.html
Guidebook Pages	<i>A Guide to Clouds</i>	Earth Science	Complex	understand what clouds are; recognize four types of clouds and what each type tells about the weather	<ul style="list-style-type: none"> • http://scijinks.jpl.nasa.gov/search/clouds/ • http://eo.ucar.edu/webweather/
How-to	<i>How to Grow Sweet Potatoes</i>	Life Science	Complex	understand the relationship among steps in a process; recognize how to grow sweet potatoes from a potato purchased at the store	<ul style="list-style-type: none"> • http://kgi.org • http://kidsgrowingstrong.org/RainbowFood
Magazine Article	<i>On to Mars!</i>	Earth Science Science & Technology	Basic	understand facts about Mars; recognize why scientists study Mars	<ul style="list-style-type: none"> • http://mars.jpl.nasa.gov/participate/funzone/ • www.nasa.gov/audience/forchildren/kidsclub/flash/#.U5i6SXb07Id
Newspaper Article	<i>Kid Heroes Save Lives</i>	Health Life Science	Complex	understand the Heimlich maneuver and how it prevents choking deaths; identify young people who saved lives	<ul style="list-style-type: none"> • www.nlm.nih.gov/medlineplus/ency/article/000049.htm • http://heimlichheroes.org
Question and Answer Book Pages	<i>Kites</i>	Sports/Recreation Arts	Basic	find out important facts about kites; identify the parts of kites	<ul style="list-style-type: none"> • www.pbs.org/benfranklin/exp_kite_print.html • http://invention.smithsonian.org/downloads/sparklab-kite.pdf