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# Brochure

Level N

Text Type: Brochure

**Summary:** This brochure from a poultry ranch tells you about different kinds of chickens and details about the life cycle of a chicken.

**Themes/Ideas:** recognize different chicken breeds; understand the life cycle of a chicken

**Informational Text Features:** title, headings, illustrations, photos, diagram, caption

**Academic Vocabulary:**

- **stage:** one step in a cycle
- **life cycle:** the stages an animal goes through from birth to death

**Domain-Specific Vocabulary:**

- **poultry:** birds bred and raised by people for eggs and meat
- **ranch:** a large farm where animals are raised
- **breeds:** different types of the same kind of animal
- **brooding:** a hen sitting on an egg to keep it warm until it hatches

# Fluff & Feathers Poultry Ranch



**Focus Question:** What can you learn about a chicken's life cycle from this brochure from Fluff & Feathers Poultry Ranch?

## First Reading

Read the title and have students browse the brochure. Point out the text features of this brochure, making special note of the photos and the humorous logo. Review the meaning of *poultry* and *ranch*. Draw children's attention to the subheadings and photos. Then have students read the text once by themselves. After, discuss the things they learned about chickens and their life cycle.

## Guided Close Reading

**Author's Craft** *What is the author's purpose for writing these brochure pages? What kinds of details support this purpose?* ①-⑤

**Think Aloud** *I think the owners want me to come visit the ranch. The brochure looks fun, so it makes me think a visit to the Fluff & Feathers Poultry Ranch would be fun, too. The brochure says: "Visit us to find out more!" Then it tells me the days and hours the ranch is open for visits. And after the brochure describes some of the interesting breeds at the ranch, the brochure says, "Come check them out!"*

**Compare and Contrast** *What are the breeds of chickens you can see at the Fluff & Feathers Poultry Ranch? How are they similar? How are they different?* ②

**Words in Context** *What is an "egg tooth"? Why is it important in the chicken life cycle? Use details from the text and photos in your answer.* ③

**Connect Events** *What event occurs when a chicken is about six months old? Why is this event important? How does it affect both chickens and people?* ④ ⑤

**Think Aloud** *When they are about six months old, chickens lay eggs. The event of laying eggs is important because the life cycle will start again when the hen broods the eggs. This affects people as well because at this stage people collect the eggs to eat.*

**Text Feature** *What information does the diagram of the life cycle of a chicken give? How does the diagram help you better understand the text about a chicken's life cycle?* ④ ⑤

**Key Ideas and Details** *One heading on the brochure says "Life at the Ranch." What key idea does this heading introduce? Use key details from the text to support your answer.* ③

A brochure is a pamphlet that explains or persuades. This brochure is about a chicken farm.

# FLUFF & FEATHERS

## Poultry Ranch

Chick-to-Chicken Info Guide



Which came first, the chicken or the egg? We don't know! But if you want to find out about eggs, chickens, or anything between, we can help.

Here at the ranch, we're dedicated to all things chicken.

**1** Visit us to find out more!

Monday–Friday | Saturdays  
9am–5pm | 8am–Dark

Did you know that there are many different kinds, or breeds, of chickens? At Fluff & Feathers Ranch, you can see them all!



**2** Each breed has different characteristics.



**Silkie** chickens have fluffy, puffy feathers. They lay cream-colored eggs.



**Rhode Island Red** chickens have rust-colored feathers. They lay brown eggs.



**Ameraucana** chickens have feathers on their faces that look like beards. They lay blue eggs.



**Holland** chickens are black and white. They lay white eggs.

We have many other breeds of chickens at the ranch. **Come check them out!**

## Life at the Ranch

Do you know how chickens grow? Here at the ranch, you can observe the chicken life cycle in all of its stages.

Chickens start out as eggs laid by an adult female chicken called a hen.



Hens sit on the eggs, keeping them warm until they hatch. This is called brooding.



Baby chickens are called chicks. Chicks have a special tooth called an egg tooth that they use to break through the eggshell.



egg tooth

They have small fluffy feathers. Chicks stay with their mothers until they have enough true feathers to keep themselves warm.



true feathers

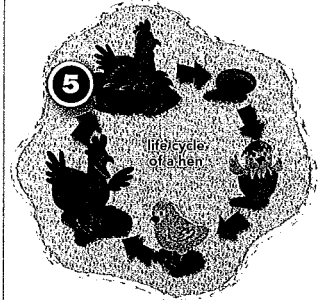
Hens love to eat. They munch all day on grass, weeds, bugs, and a special feed we make here. Our feed includes healthy ingredients such as wheat, sunflower seeds, peas, and even kelp!



**4** At about six months old, hens lay eggs. We collect some of the eggs to eat. Because of the special feed, our eggs taste rich and delicious.



We also leave some of the eggs for the hens to brood—and start the life cycle again!



**5** Come see for yourself! Find us at 32 Omelet Street.

## 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.

- Imagine the brochure did not include photos of each stage in a chicken's life cycle. Which words and phrases does the author use to help you paint a picture in your mind of a baby chick?
- What does the heading "Chick-to-Chicken" mean? How does it support a key idea?
- The Fluff & Feathers Poultry Ranch has many breeds of chicken. Each breed looks different. Do you know any other animals that have many breeds?

## Write About Reading

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

- Make a chart of the four breeds of chickens described in the brochure. Write their names on the left side. On the right side, describe their appearances and the appearances of their eggs. **(Informative/Explanatory)**
- Which breed of chicken described in the text would you like to know more about? What makes that breed 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 eggs and chickens, go to: [www.eurekalert.org/eggs/](http://www.eurekalert.org/eggs/) and <http://urbanchickens.org/chickens-kids/>.

# Encyclopedia Article

Level N

Text Type: Encyclopedia Article

**Summary:** This encyclopedia article about Eleanor Roosevelt explains her achievements and her importance in U.S. history.

**Themes/Ideas:** learn facts about Eleanor Roosevelt; understand the significance of a historical figure

**Informational Text Features:** headings, photos

**Academic Vocabulary:**

- **charity:** good works for or giving to people in need
- **devoted:** gave oneself to
- **paralyzed:** not able to move
- **appointed:** chosen

**Domain-Specific Vocabulary:**

- **human rights:** freedoms or benefits granted to all people
- **political:** related to government
- **representative:** a person who stands for a group of people
- **declaration:** a document or statement that offers a strong point

# Eleanor Roosevelt



**Focus Question:** Why is Eleanor Roosevelt an important figure in the history of the United States?

## First Reading

Read the name of the encyclopedia article. Remind children that an encyclopedia gives facts about and shows photos relating to a variety of topics. Review the meaning of *charity*. Draw children's attention to the headings and photos. Have children read through the text once on their own, then discuss the influential life of Eleanor Roosevelt.

## Guided Close Reading

**Key Ideas and Details** *Who was Eleanor Roosevelt? What did she accomplish during her lifetime?* ① - ⑦

**Photos and Text** *How are all the photos alike? How are they different? What words or phrases in the text support what you see in the photos?* ② - ⑥

**Text Features** *What information is given in the subheadings? How can readers use the headings to quickly locate information about a particular time in Roosevelt's life?* ③ ④ ⑥ ⑦

**Think Aloud** *The headings tell readers what kind of information appears in each section. For example, if readers want to know about Roosevelt's life as a mother, they would look under the subheading "Marriage, Family, and Work."*

**Vocabulary** *Franklin Roosevelt developed polio and became paralyzed. What does paralyzed mean? What details in the article help you understand how Franklin Roosevelt's condition affected Eleanor?* ④ ⑤

**Connect Ideas** *What information does the encyclopedia article include about Roosevelt's time as first lady? How do those details relate to the idea that Roosevelt "was a tireless supporter of social causes"?* ⑥

**Think Aloud** *The article says that Eleanor Roosevelt traveled and reported for the president, supported civil rights, held press conferences, broadcast her own radio program, wrote newspaper articles, and visited U.S. troops in Europe and Asia during World War II. All these details show that Roosevelt had dedication and energy.*

**Draw Conclusions** *A declaration is a document or statement that offers a strong point. How does knowing the meaning of the word help you draw a conclusion about the Declaration of Human Rights? What details about Roosevelt's support of human rights help you draw conclusions about what was in the Declaration of Human Rights?* ⑦

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

## Roosevelt, Eleanor

### Roosevelt, Eleanor

**1** (October 11, 1884–November 7, 1962) Eleanor Roosevelt was the wife of United States president Franklin D. Roosevelt. She was also the niece of another president, Theodore Roosevelt. Eleanor worked hard. She raised money for charity. She also fought for human rights. She was known as the First Lady of the World.



### Early Life

**3** Anna Eleanor Roosevelt was born in New York City on October 11, 1884. Both of her parents died when she was young, so Eleanor's grandmother raised her. When Eleanor was 15 years old she was sent to a private school near London, England.

### Marriage, Family, and Work

In 1905 Eleanor married Franklin Delano Roosevelt. They had six children—one girl and five boys. Eleanor devoted herself to her family while her husband developed his political career. In 1921

**4** Franklin contracted polio and became paralyzed from the waist down. This led Eleanor herself to become politically active. She worked for various political causes. She established a furniture shop that provided jobs for the unemployed. In 1927 she became co-owner of a school in New York City. She served as vice principal and also taught history and government.



### Becoming First Lady

Franklin Roosevelt became president in 1933. Eleanor began her 12-year career as the most active first lady the country had ever known. Because of her husband's paralysis she traveled for him and reported on what she observed. Eleanor was a tireless supporter of social causes, including civil rights for African Americans and women. She held press conferences, had her own radio program, and wrote a daily newspaper column. During World War II (1939–45) she visited troops in England and the South Pacific.

### Later Years

**7** Franklin Roosevelt died in 1945. That year, Eleanor Roosevelt was appointed a United States representative to the United Nations. She also served as chairman of the United Nations Commission on Human Rights and helped write its Declaration of Human Rights. She died in New York on November 7, 1962, and was buried next to her husband at the Roosevelt home in Hyde Park, New York.

## Revisit the Text: Ideas for Discussion

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

- How does the author structure, or arrange, information in this text? What phrases in the text tell you what kind of structure is used? Why is this structure appropriate for an encyclopedia article?
- What are the most important ideas in the text? How do the photos support the main ideas about Eleanor Roosevelt?
- What did you learn about Eleanor Roosevelt that you didn't know before? What detail would you like to learn more about? Why?

## Write About Reading

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

- Create a time line of the major events that happened during Eleanor Roosevelt's life. List the location of each event and write a short description of what happened. **(Informative/Explanatory)**
- Why is Eleanor Roosevelt such an important historical figure? Write a paragraph to explain your answer. Support your opinion with facts and details from the text. **(Opinion)**

## Connect to the Internet

To learn more about Eleanor Roosevelt, direct children to [www.nwhm.org/education-resources/biography/biographies/eleanor-roosevelt/](http://www.nwhm.org/education-resources/biography/biographies/eleanor-roosevelt/). To read the entire text of the Universal Declaration of Human Rights, go to [www.un.org/en/documents/udhr/](http://www.un.org/en/documents/udhr/).

# Essay

Level N

Text Type: Essay

**Summary:** This essay tells about the history of the game of chess.

**Themes/Ideas:** learn about the history of chess; understand the features of a similar ancient game

**Informational Text Features:** photos

### Academic Vocabulary:

- **puzzling:** confusing; hard to understand right away
- **ancient:** very old
- **represented:** to have stood for something else

### Domain-Specific Vocabulary:

- **victory:** a win in a match against another player or team
- **checkmate:** a word that a player says when he or she wins a game of chess by taking the other player's king
- **pawns:** the least valuable and least powerful pieces on a chessboard

# Chess: Are You Game?



**Focus Question:** How did the ancient game of chaturanga become the modern game of chess?

## First Reading

Read the title and note that these pages are an essay about the game of chess. Review the meanings of *checkmate* and *pawns*. Point out the text features of the essay. For the first reading, have children read through the text on their own. Then discuss the history of chess.

## Guided Close Reading

**Text Feature** *What is the title of this essay? What meanings does the word game have here? How does the title draw readers into the essay?* ①

**Words and Phrases in Context** *What do the terms checkmate and victory mean? How are they related in the game of chess? What text details support the connection you drew?* ② ③

**Key Ideas and Details** *What is the main idea of the essay? What is the main idea of the second paragraph? How do the details in this paragraph support the main idea of the essay?* ④

**Author's Purpose** *Where in the essay does the author describe chaturanga? What comparisons does the author make between chaturanga and chess? How do these comparisons help you understand the author's main points?* ④ ⑦-⑨

**Think Aloud** *The author describes chaturanga in the third paragraph. Both chaturanga and chess use pieces that stand for foot soldiers. Also, players of both games need to use strategy to protect their own kings and to take the other player's king. These comparisons help me understand the author's point that chess may have developed from chaturanga.*

**Connect Ideas** *Why do you think chaturanga had pieces that represented elephants and chariots? Why do you think modern chess does not have pieces that represent those things?* ④ ⑦

**Think Aloud** *I think chaturanga had pieces for elephants and chariots because both elephants and chariots were a part of the Indian army when chaturanga was played. Modern chess does not have pieces for elephants or chariots because those things were no longer used by the army.*

**Key Ideas and Details** *How does someone win a game of chess? What text details tell you how someone wins? Why is this important information?* ⑧

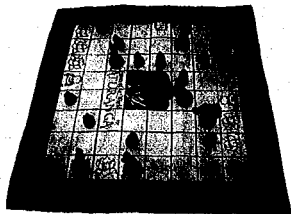
**Connect Ideas** *How is playing a game of chess like being a general in an army? How does this comparison help you understand what it is like to play chess?* ⑨

## 1 Chess: Are You Game?

2 “Checkmate!” In a game of chess, you’ll hear this puzzling phrase. It’s a player’s cry of victory. But what does it mean? What kind of a game is chess?

Chess is a fascinating game, although no one’s quite sure where it was first played.

3 In fact, it may have come from any of several different ancient games. But most people agree that it’s closely related to a game called chaturanga, played 1500 years ago in India.



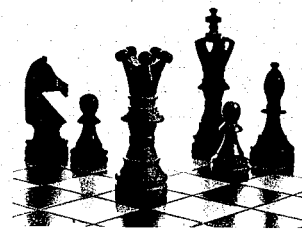
4 The action in chaturanga imitates military planning and battles. In fact, the name chaturanga refers to the four types of troops that fought in the Indian army of that time. The playing pieces represented these fighters, who were foot soldiers and soldiers on horses, elephants, and chariots!

5 Over hundreds of years, the game traveled to Persia (today’s Iran), in the Middle East. Soon, the game was played in Europe, but the name of the game changed and its rules changed. Even its playing pieces changed.

6 The modern game of chess isn’t really modern at all. It’s already about 500 years old! But even today the game has some similarities with much earlier versions.

Like chaturanga, chess has playing pieces that stand for foot soldiers. In chess, these pieces are called pawns.

7 Chess also has soldiers on horseback—the knights. But chess, as we know it today, no longer has elephants or chariots.



8 Another similarity between chess and earlier games is the object to protect your own king and trap your opponent’s king. The expression “checkmate!” most likely comes from “shah mat!” or “the king is helpless!” That seems to be what ancient Persians said to declare victory in the game.

9 In all these games, each type of playing piece is important, from foot soldier to knight to castle to king. As in an army, there is an overall plan, or strategy. Each person’s role obeys strict rules and restrictions and has a role in the big plan. To play chess well, you must concentrate and think ahead, like a general in an army.

Chess is one of the most difficult games to master. But its long history also makes it one of the most interesting games you’ll ever tackle.



## 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 uses phrases “like chaturanga,” “another similarity,” and “in all of these games” to begin paragraphs on the back of the card. How do these phrases help organize the information?
- The author mentions that chaturanga traveled from India to Persia and then Europe. Why is this an important detail in the history of chess? How did it affect the pieces we use today?
- What did you learn about chess? Does the essay make you want to learn more about chess or how to play it? Why or why not?

## Write About Reading

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

- What is the relationship between chess and chaturanga? Use details from the text to summarize the relationship. Consider major similarities and differences between both games. **(Informative/Explanatory)**
- The author says that chess is a fascinating game. Write a well-developed opinion paragraph that gives information from the text to support the idea that the history of the game is fascinating. **(Opinion)**

## Connect to the Internet

To learn more information about chess and the history of the game, direct children to the following websites: <http://kidsnchess.com/history.html> and [www.chessctr.org/](http://www.chessctr.org/).

# Fact Book

Level N

Text Type: Fact Book

**Summary:** These pages are about Earth's oceans and some animals that live in them.

**Themes/Ideas:** understand that oceans are a significant feature of Earth's surface; recognize that different kinds of animals live in the oceans

**Informational Text Features:** map, labels, photos, chart, text box

**Academic Vocabulary:**

- **divided:** separated into parts
- **amazing:** astounding, very impressive
- **record:** a fact that is known and written down or shared; the most extraordinary event or fact of its kind

**Domain-Specific Vocabulary:**

- **ocean:** the large body of saltwater that covers two-thirds of Earth's surface
- **predators:** animals that must hunt and eat other animals to survive
- **school:** a large group of fish
- **Mariana Trench:** a long, narrow valley in the ocean floor, located in the Pacific Ocean

# Oceans



**Focus Question:** Why are oceans such an important part of our planet?

## First Reading

Read the title and preview the text, noting that these are pages from a fact book about oceans. Point out the various text features as students browse the front and back of the card. Note that a map of the world is included. Direct children to do a first reading. Then discuss the main points about oceans that the author shared.

## Guided Close Reading

**Photos and Text** *Earth is sometimes called the "Blue Planet." How does the photo help you understand that name?* ① ②

**Think Aloud** *The first sentence says that another name for Earth is the "Blue Planet." Many pictures of Earth only show a small part of the planet—not enough to see what color the planet is! This picture, taken from space, shows a large part of the planet. I can see that most of Earth is blue. In this picture, most of Earth looks like it is covered in water.*

**Text Feature** *What text feature does the author use under the title "Oceans" next to the picture? How do the bullet points help to organize the information?* ①

**Key Ideas and Details** *How much of Earth's surface is made up of ocean? How does the map help you understand that the ocean is a giant body of water?* ① ③

**Make Inferences** *What characteristic of a predator is shown in the photo of the shark? What surprising fact does the author include about sharks as predators? In what ways do you think humans are more dangerous to sharks than sharks are to humans?* ④ ⑤

**Text Feature** *Which terms in the "On the Record" chart are in bold type? Why? How does this bold type help you understand the content in the chart?* ⑥

**Vocabulary/Photo** *Look at the section called "Sea Schools." The word schools has more than one meaning. How do the text and the picture help you understand its meaning in this context?* ⑦ ⑧

**Think Aloud** *The text says that fish swim in schools, or large groups. I can see in the photo that there are many fish swimming together in a large group.*

**Connect Ideas** *Look at the photo of fish swimming in a school, and read the text under "Sea Schools." How would swimming in a school help to protect the fish from a shark attack? How does the photo help to show that?* ④ ⑦ ⑧



# Oceans

1

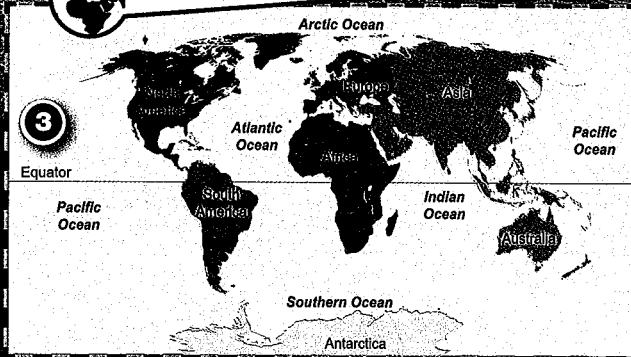
Earth is called the "Blue Planet." If you look at this photo of Earth from space, you'll see why!

2



- Two-thirds of Earth is covered by oceans.
- The oceans are really one giant body of water.
- We have divided up and given names to five parts of that body of water—the Arctic Ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean, and Southern Ocean.

## Where in the World?

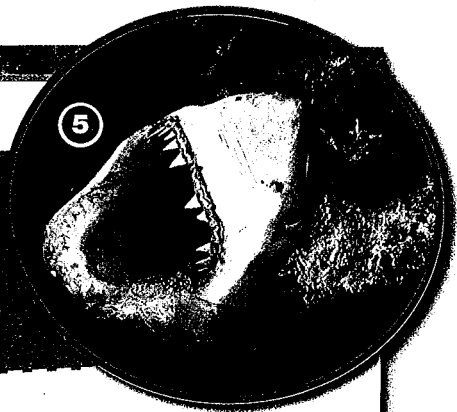


3

## In the Spotlight

4

**Sharks**  
Sharks are amazing hunters, or predators. They are so skillful that they can catch their prey in a matter of seconds. Many people are scared of being attacked by a shark. But the fact is that people are more likely to get bit by a shark than to be attacked by a crocodile.



5

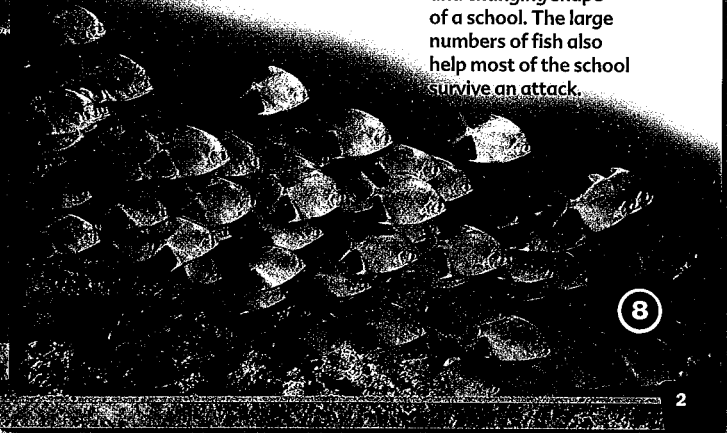
6

On the Record	
<b>Deepest Spot in the Ocean</b>	Challenger Deep in the Mariana Trench—36,201 feet (11,034.1 meters) deep
<b>Biggest Animal in the World</b>	Blue Whale—up to 100 feet (30.3 meters) long. Its tongue weighs more than an elephant!

## Sea Schools

7

Fish swim in a school, or large group. Swimming in a school helps keep fish safe from predators. Big fish looking for a snack get confused by the size and changing shape of a school. The large numbers of fish also help most of the school survive an attack.



8

## Revisit the Text: Ideas for Discussion

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

- How does the map support the main idea that the oceans are one big body of water? How do they make the text easier to understand?
- What can you tell about the importance of the ocean? What information does the author include to support your thinking?
- How does the information you learned about oceans change what you already knew about oceans? What facts might the author include on the next pages of this fact book about oceans?

## Write About Reading

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

- Use information from the text to write an opinion statement supporting the idea: "The oceans are Earth's most important feature." (**Opinion**)
- What is the relationship between the sections *Sharks* and *Sea Schools*? Write sentences explaining your answer. Use details from the text and from photos. (**Informative/Explanatory**)

## Connect to the Internet

To read more about oceans, have children look at these websites: <http://ocean.si.edu/> and [www.whoi.edu/](http://www.whoi.edu/)

# Guidebook

## Level N

Text Type: Guidebook

**Summary:** These pages are about two rain forest animals: the sloth and the red-eyed tree frog.

**Themes/Ideas:** meet two animals that live in a rain forest; learn about their appearances, habits, and homes

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

### Academic Vocabulary:

- **reference book:** a book with organized information on specific topics
- **energy:** fuel for activity

### Domain-Specific Vocabulary:

- **rain forest:** a thick, wet, tropical forest
- **sloth:** a slow-moving animal that lives in trees in the rain forest

# Animals of the Rain Forest



**Focus Question:** What are the traits, habits, and homes of two very different rain forest animals, the sloth and the red-eyed tree frog?

## First Reading

Read the title and the introduction in the text box at the top of the page. Review the meaning of *rain forest* and discuss how this guidebook can be used. Have children browse the card, then read through the text once on their own. Discuss the information about the two animals and their homes.

## Guided Close Reading

**Text Feature** *The author uses the same text in the headings to compare sloths and red-eyed tree frogs. What are these headings? How do they help you compare the animals? Use details from the text in your explanation.* ③-⑤ ⑧-⑩

**Key Ideas and Details** *The author says sloths “don’t use up much energy.” How does this detail help you understand important details about sloths?* ④

**Think Aloud** *The author says that “sloths move very slowly.” So that must be why they “don’t use up much energy.” If you move fast and are active, you have to eat more food for energy. I guess a tree in the rain forest, where the sloth can slowly nibble “twigs, leaves and fruit,” is the perfect place for a sloth to live.*

**Make Inferences** *The author says “this frog can change color.” How would this trait help the red-eyed tree frog survive in the rain forest? Use details from the text and photos to support your reasons.* ⑦ ⑧

**Author’s Craft** *Which sentences tell you where to look to see each animal in the rain forest? What is similar about these sentences? Why do you think the author used these sentences?* ⑤ ⑩

**Think Aloud** *The sentences are “Look up!” and “Look down!” Both give an instruction, use “look,” and end in an exclamation point. The author could have said that sloths live up in trees and frogs like to stay near the ground. But when the author gives me an instruction, I have to do something while I’m using the guidebook. That’s more interesting than just reading the information.*

**Words and Phrases in Context** *The author describes a “sloth as always looking as if it is smiling.” What does the phrase “as if” mean in this sentence? Use details from the text and the photo in your explanation.* ② ③

**Photos and Text** *The author says a sloth has gray or brown hair. How does the red-eyed tree frog’s coloring compare to the sloth’s? Use details from the photo and the text in your answer.* ② ③ ⑦ ⑧

**Text Feature** *Find the title of the text from which these pages were taken. Why is it helpful to know the name of the guidebook from which these pages were taken?* ⑥

A guidebook is a reference book that you carry with you. These pages are from a guide to *Animals of the Rain Forest*.

## 1 SLOTH

### 3 What It Looks Like

- A sloth is about as big as a small dog.
- It has gray or brown hair.
- A sloth always looks as if it is smiling—because of the shape of its mouth!

### 4 What It Eats

- A sloth eats twigs, leaves, and fruit.
- Sloths move very slowly so they do not use up much energy. That means that sloths need very little food.

2

8

### What It Looks Like

- It has a bright-green body, white belly, and huge red eyes.
- A red-eyed tree frog is tiny. It only grows to be about 2 or 3 inches long.
- This frog can change color! It can change from bright green to dark green or even to reddish brown!

### 5 Where to Find It

Look up! A sloth spends almost all of its time up in the trees. Its long claws are great for climbing—but not so good for walking.

### What It Eats

- A red-eyed tree frog eats insects such as crickets and moths.
- Sometimes the little frog eats smaller frogs.

### 10 Where to Find It

Look down! The red-eyed tree frog is a good climber, but it often stays near the ground. Look for it on low tree branches or leaves. This frog likes being near rivers and ponds.

12 Animals of the Rain Forest

6

Animals of the Rain Forest

13

## Revisit the Text: Ideas for Discussion

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

- *How does the author use descriptions to help you “see” the animals in the guidebook? Use examples from the text to support your explanation.*
- *How does the author help you understand more about each animal than you can see in the photographs? Use details from the text to support your answer.*
- *Families often use a guidebook or website to plan a vacation or take a trip. Describe how a guidebook or website can make a vacation or trip to the rain forest more fun.*

## Write About Reading

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

- Help a friend learn about sloths and red-eyed tree frogs. Make a chart of the two animals. Put the animal names on the left side. On the right side, list each animal's characteristics. **(Informative/Explanatory)**
- The author uses the words “what” and “where” to organize information about each animal in this guide. Do you think this is a good way to help you learn about the animals and compare them? Support your opinion with details from the text. **(Opinion)**

## Connect to the Internet

To learn more information about the rainforest and animals that live there, visit these websites:  
[www.rainforest-alliance.org/kids](http://www.rainforest-alliance.org/kids) and  
<http://kids.nceas.ucsb.edu/biomes/rainforest.html>.

## How-to

### Level N

Text Type: How-to

**Summary:** Read this how-to text to follow the steps to make your own terrarium and grow plants that don't need to be watered.

**Themes/Ideas:** recognize why a terrarium is like a tiny jungle; understand how to make a terrarium and keep terrarium plants healthy

**Informational Text Features:** photo, bulleted list, diagram, text box

#### Academic Vocabulary:

- **sealed:** very tightly closed or covered
- **moisture:** a small quantity of liquid
- **decorations:** items added to something to make it pretty or interesting

#### Domain-Specific Vocabulary:

- **forest:** a very large, wild area where many trees grow
- **jungles:** forests in a tropical part of the world
- **terrarium:** a small, sealed glass container with plants and objects inside
- **charcoal:** wood that is burned a little bit

# Make a Garden in a Jar



**Focus Question:** How can you make your own garden in a jar?

## First Reading

Read the title and note that this is a how-to: a text that gives instructions or directions and explains a process. Point out that the word *terrarium* is probably an unfamiliar word. Model scanning the card for the word and looking for a definition at point of use. Have children read through the text one time on their own. Then discuss how terrariums are made.

## Guided Close Reading

**Author's Craft** *To what genre does this text belong? What characteristics help you categorize the text?* ① ④ ⑥

**Think Aloud** *This is a how-to article. The first word in the title is Make, which is an action word that can mean "build." Later in the article, I see two things: a section titled "Here's What You'll Need" with a list of items, and numbered steps to follow. This article gives me all the information I need to make a garden in a jar called a terrarium.*

**Key Ideas and Details** *How are plants in the jungle similar to plants in a terrarium? What details from the text support your explanation?* ② ③

**Vocabulary** *The author says a terrarium is like a tiny jungle in a sealed jar. What does the word sealed mean in this sentence? Why is it important to build a terrarium?* ③

**Text Structure** *How is the information in this article organized? How does the organization help you understand the article?* ② - ④ ⑥ ⑦

**Words and Phrases in Context** *What does the author mean by the instruction "Careful!" in Step 7? Why did the author choose this term? How does this word help the reader picture what to do in Step 7?* ⑥

**Text Features** *Look at the text box. What is its title? What details does this text box include? Why did the author choose to separate this information from the rest of the text?* ⑦

**Think Aloud** *The title is "Taking Care of Your Terrarium." The details include tips for what to do—and not do—to keep the plants in your terrarium alive. I think the author separated this information because it is not a step in the terrarium-making process.*



# 1 MAKE a GARDEN in a JAR

**2** Plants need water, right? Rainy weather helps gardens, forests, and jungles to grow. But some plants don't have to wait for a rainy day to get the water they need. As strange as it sounds, the plants in a terrarium make their own rain!

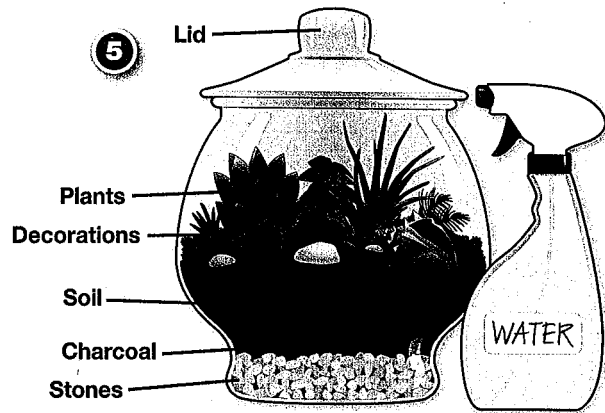
**3** A terrarium is like a tiny jungle in a sealed jar. Like the plants in a real jungle, terrarium plants need soil and sun as well as water. The sun shines through the clear glass jar. Soil and a small amount of water were added just before the terrarium was closed up. The plants take in water through their roots. The plants give off moisture into the air, too. That moisture turns back into water when it hits the glass walls and the lid of the jar. Then the water drips down to the plants and the soil. This happens again and again and again.

## 4 Make your own terrarium and see for yourself!

### Here's What You'll Need

- A clear jar or other glass container with a lid
- Small stones
- Charcoal
- Soil
- 3 or 4 small plants
- Decorations (rocks, shells, small plastic toys)
- Spray bottle filled with water

**Hint:** Ask a grown-up to help you to get the things you need.



**6 Step 1:** Make sure your container is clean and shiny!

**Step 2:** Put small stones in the bottom of your container. This will help make sure that the roots of your plants do not soak up too much water.

**Step 3:** Place a small amount of charcoal on top of the stones. The charcoal will help to keep the terrarium clean.

**Step 4:** Add the soil. Keep scooping in soil until the container is half full.

**Step 5:** Use very small plants that do not grow fast. Carefully put the plants in the soil. Cover up their roots.

**Step 6:** Add your decorations.

**Step 7:** Spray water on the plants. Careful! Use just a little water.

**Step 8:** Put the lid on your terrarium and place it where it can get some sun. Check your terrarium every few days. You should see tiny water droplets (rain!) on the walls and inside the lid.

## 7 Taking Care of Your Terrarium

- Don't put your terrarium in a very hot, sunny spot! If you do, your terrarium will steam up. Your plants will cook!
- Don't use plants with fuzzy leaves in a terrarium. Fuzzy leaves collect too much moisture.
- Plants like ferns have lacy leaves. They do well in terrariums.

## 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 students to support their thinking and ideas with evidence from the text.

- *The author uses an informal tone, or attitude. What effect does this choice have on your experience reading the information given in the how-to?*
- *To have healthy plants in your terrarium, what do your plants need? Use details from the text and diagram to support your answer.*
- *In this article, you learned that terrarium plants do not need to be watered. What would happen if you did not water the plants in your classroom or house?*

## Write About Reading

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

- Write a brief summary of how you can make a terrarium. Be sure to list the steps in order. **(Informative/Explanatory)**
- Which was more helpful, the numbered steps or the diagram of the terrarium? Support your opinion with information in the text and diagram. **(Opinion)**

## Connect to the Internet

To learn more information about terrariums and growing plants, direct students to these websites:  
<http://climatekids.nasa.gov/mini-garden/> and  
<http://video.pbs.org/video/2227061163/>.

# Interview

Level N

Text Type: Interview

**Summary:** These pages feature an interview in which a dog trainer gives tips to help the interviewer train a new puppy.

**Themes/Ideas:** learn tips for training a dog; understand how information is exchanged in an interview

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

**Academic Vocabulary:**

- **adopted:** became the caregiver for an animal who needed a home
- **mischief:** trouble
- **please:** to make someone happy
- **stern:** harsh, unsmiling

**Domain-Specific Vocabulary:**

- **animal shelter:** a place that cares for animals who need homes
- **reward:** a way to train a dog by giving it treats or attention for good behavior
- **punishment:** suffering for behaving badly

# Interview With a Dog Trainer



**Focus Question:** What are some good ways to train a dog?

## First Reading

Read aloud the title, and preview the text, noting that these pages contain an interview. Review the meanings of *reward* and *punishment*. Point out the text features, including the questions, answers, and photos. For the first reading, have children read through the text on their own. Then discuss the main ideas.

## Guided Close Reading

**Author's Purpose** *What is the purpose of this interview? What kinds of details give clues to the author's purpose? Why is an interview a good way to learn this information?* ❶

**Vocabulary** *What does it mean to please someone? What context clues help you understand the meaning of the word? How might a puppy please its owner?* ❷

**Think Aloud** *To please means to do something to make someone happy. The interviewer asks if it is true that dogs would rather behave well than badly. This helps me know what please means because if a dog behaves well, it would make its owner happy.*

**Description** *What words and phrases do the interviewer and dog trainer use to describe Cooper? How do these descriptions work with the photo to help you understand what kind of dog Cooper is? Why do you think the dog trainer says Cooper should not jump on people or furniture?* ❸

**Key Ideas and Details** *What are the two methods the dog trainer talks about? How are they alike? How are they different?* ❹ ❺

**Connect Ideas** *The dog trainer says ignoring a dog is an effective punishment. Why do you think that is? Consider what the trainer says about a dog's feelings about its owner.* ❷ ❽ ❾

**Connect Ideas** *What questions does the interviewer ask about punishing a dog's bad behavior? Why are these important questions to ask during this interview?* ❽ - ❿

**Think Aloud** *The interviewer asks if it is okay to yell at or hit Cooper and what to do if Cooper misbehaves when no one is around. These are important questions because a key part of training is teaching dogs which behaviors are bad.*

**Photos and Text** *Look back at the photos. What details from the text do the photos show? How do the photos enhance the text?* ❸ ❹ ❽ ❿

## Interview With a Dog Trainer

**Interviewer:** I know that your job is training dogs. I just adopted a puppy from a shelter. Her name is Cooper. She is little but she gets into a lot of big mischief. As a professional dog trainer, can you give me some expert tips about how to train Cooper?

**1 Dog Trainer:** I'm happy to! It's great that you have given a caring home to a puppy. But it is a big responsibility. Dogs learn best when they're still young, so you've got to start training Cooper right now.

**Interviewer:** The people at the shelter said that dogs would rather behave well than behave badly. Is that true?

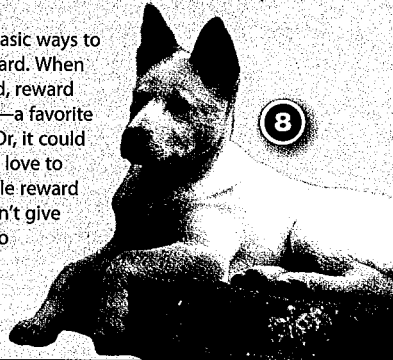
**2 Dog Trainer:** That is definitely true. Your dog will want to please you. Tell me a little about your puppy.

**Interviewer:** Well, Cooper's got soft fur and big feet. The shelter said that she's a mix of two dog breeds. She is part collie and part German shepherd.

**3 Dog Trainer:** Cooper's going to be a big dog! You definitely won't want her jumping up on people or your furniture!

**Interviewer:** Do I just yell at her when she jumps on people? How do I keep her off the couch?

**4 Dog Trainer:** There are two basic ways to train a dog. One is called reward. When Cooper does something good, reward her with something she likes—a favorite game, a belly rub, or a walk. Or, it could simply be lots of praise. Dogs love to hear "Good dog!" Many people reward their dogs with treats. But don't give too many. You want Cooper to think about something other than dog biscuits!



**Interviewer:** Reward sounds like a great way to train a dog. But what's the other way?

**5 Dog Trainer:** The other approach is called punishment. Some trainers say that you can change a dog's bad behavior by just ignoring her. Ignoring your dog is actually a kind of punishment. She will learn that she won't get rewards when she misbehaves. She will learn that the behavior is bad and will stop doing it.

**Interviewer:** What if Cooper misbehaves when I'm not around?

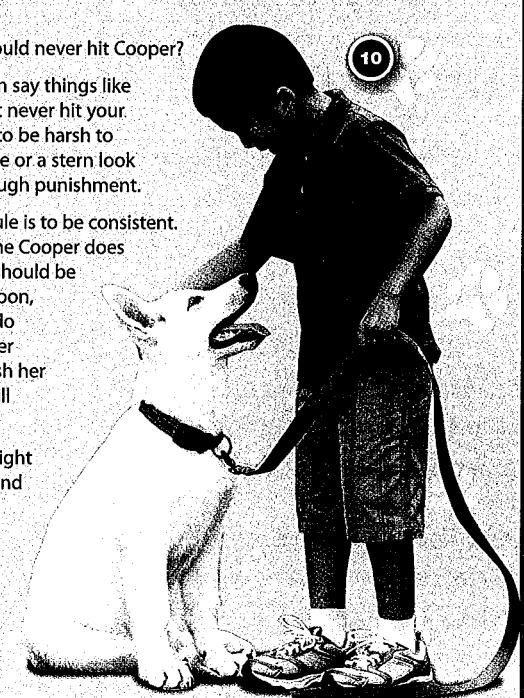
**6 Dog Trainer:** That's tough. Timing is probably the most important thing when you are training a dog. It's best to catch the dog when she is about to do the bad thing again. Say a firm "No!"—before any damage occurs.

**Interviewer:** So I should never hit Cooper?

**7 Dog Trainer:** You can say things like "no" or "bad dog." But never hit your dog. You don't have to be harsh to your dog. A firm voice or a stern look is almost always enough punishment.

**9** Another important rule is to be consistent. That means every time Cooper does something bad, she should be taught not to do it. Soon, she will learn not to do it. But if you ignore her sometimes and punish her at other times, she will learn nothing.

So train Cooper the right way—with rewards and punishments that make sense to her. You'll be very glad you did!



### 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 students to support their thinking and ideas with evidence from the text.

- The author uses an informal and casual tone, or attitude. What effect does this choice have on your experience reading the information given in the interview?
- The dog trainer says consistency is key when training a dog. Why? Why is this an important detail to include?
- What new information did you learn about training a dog? What other questions might you ask a dog trainer?

### Write About Reading

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

- Use information from the interview to make a checklist of tips for training a dog. Include two categories: Things to Do and Things to Avoid. **(Informative/Explanatory)**
- Imagine you adopted a puppy. Which training method would you use most: reward or punishment? Write a paragraph that explains your choice. Use details from the text to support your opinion. **(Opinion)**

### Connect to the Internet

To read more about training a dog, visit <http://urbanext.illinois.edu/dogs> and [www.aspc.org/pet-care/virtual-pet-behaviorist/dog-behavior/training-your-dog](http://www.aspc.org/pet-care/virtual-pet-behaviorist/dog-behavior/training-your-dog).

## Magazine Article

Level N

Text Type: Magazine Article

**Summary:** This article is about forest fires—what causes them, how they affect the land, and what people can do to prevent them.

**Themes/Ideas:** identify causes and effects of forest fires; understand how forest fires can be prevented

**Informational Text Features:** photos

**Academic Vocabulary:**

- **take advantage of:** to use for benefit or gain
- **prevent:** to stop from happening
- **destruction:** the process of destroying or ruining something
- **careless:** without taking care

**Domain-Specific Vocabulary:**

- **drought:** a lengthy period of time with little or no rain
- **habitat:** a natural area where a plant or animal normally lives or grows
- **erode:** to wear away by the action of water, wind, or another natural force

# Forest Fires



**Focus Question:** What are some of the causes and effects of forest fires, and how can they be prevented?

## First Reading

Read the title and review the text by drawing children's attention to the photos and the headings. For the first reading, have children read through the text independently. Together, discuss the main ideas the author shared about forest fires.

## Guided Close Reading

**Key Ideas and Details** *In the first paragraph, what are two ways the author says that people start forest fires? ❶*

**Vocabulary** *Why does the author use the word careless to describe humans when they leave a campfire burning? What could they do to show that they care and are not careless? ❶*

**Connect Ideas** *What are some examples of fuel for forest fires? What effect does drought have on this fuel? How might this effect make a forest fire more likely to happen when lightning strikes? ❶ ❷*

**Think Aloud** *The author writes that dead wood, twigs, needles, and grass on the forest floor are fuel for forest fires. Then the author mentions that drought makes the fuel extra dry. If the fuel is extra dry, it will be more likely to catch fire and burn if it is hit by lightning.*

**Key Ideas and Details** *Which spreads faster: a fire moving up a mountain or one moving down a mountain? How might a firefighter use this information? ❷*

**Words and Phrases in Context** *Reread "The Cost of Forest Fires." Which words help you understand the meaning of erode? Why does soil erode if there are heavy rains after a forest fire? What problems might happen over time when soil erodes? ❸*

**Photos and Text** *Look at the three photos. How do the photos and text work together to show how forest fires can affect a habitat? ❸-❹*

**Think Aloud** *The larger photo shows a forest habitat destroyed by fire. "The Cost of Forest Fires" describes how forest fires destroy habitats. The smaller photo shows a deer in a forest, surrounded by burned trees, but also new plant life. "After Forest Fires" says that after a forest fire, a new forest forms, and animals move into the area.*

**Compare and Contrast** *Which two kinds of organizations mentioned in the text teach people about the dangers of forest fires? How might they approach the task differently? Why would the organizations "spend a lot of time and money" to educate people about the dangers of forest fires? ❹*





# FOREST FIRES

**1** **CAUSES OF FOREST FIRES**  
Lightning starts some forest fires. People start fires, too. Sometimes people burn forests on purpose. They want to clear the land for farms, homes, or businesses. In other cases, humans are careless. They leave a campfire burning.

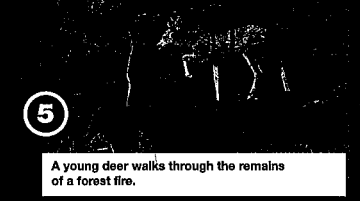
There are other causes of forest fires. In some forests, the ground is covered with lots of dead wood, twigs, needles, and grass. This is excellent fuel for a fire, so the fire spreads more quickly.

**2** **WEATHER AND FOREST FIRES**  
Long periods of drought—periods of little or no rain—make the fuel extra dry. Weather also plays a role. When the temperature is very hot and there are strong winds and dry air, a fire will spread. This happened in southern California in 2007. The Santa Ana winds spread the fires through forests and towns. Where the fire starts may be important, too. A fire moving up a mountain spreads faster than a fire moving down a mountain.



**3** **EFFECTS OF FOREST FIRES**  
In addition to killing trees, forest fires destroy habitats—places where birds nest, deer find food, and so on. The roots of trees and other plants normally hold soil in place. Without the living roots, the soil can be washed away, or erode, during heavy rains. The land turns into a desert where few plants can grow.

**4** **REGENERATION OF FOREST FIRES**  
Some trees are weaker after a fire, but not killed. Some trees that do not grow well in sunlight start to grow in the shade. Over time, a new forest forms. Animals move into the area to take advantage of the new food sources and nesting sites.



**5** **EFFECTS OF FOREST FIRES**  
A young deer walks through the remains of a forest fire.

**6** **PREVENTING FOREST FIRES**  
The best way to stop the destruction of forest fires is to prevent them from happening. Forestry agencies and fire departments spend a lot of time and money working to teach people about the dangers of forest fires.

## 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 students to support their thinking and ideas with evidence from the text.

- Why does the author say, “The best way to stop the destruction of forest fires is to prevent them from happening”? How does the text support this idea?
- What role does weather play in how a forest fire spreads?
- What new information did you learn about forest fires? Which piece of information was most surprising?

## Write About Reading

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

- Use details from the text to summarize the effects of forest fires, both immediately afterward and over a longer period of time. **(Informative/Explanatory)**
- Which cause of forest fires do you think is most important for people to know about to prevent fires? Write a well-developed opinion statement and support it with text details. **(Opinion)**

## Connect to the Internet

To further children’s understanding of forest fires and fire prevention, go to: [www.fs.fed.us/fire/prev\\_ed/](http://www.fs.fed.us/fire/prev_ed/) and [www.usfa.fema.gov/citizens/home\\_fire\\_prev/wildfire/](http://www.usfa.fema.gov/citizens/home_fire_prev/wildfire/).

# Newspaper Article

Level N

Text Type: Newspaper Article

**Summary:** These pages are about Sybil Ludington, an amazing, young Revolutionary War hero.

**Themes/Ideas:** learn who Sybil Ludington was; understand why her actions make her an American hero

**Informational Text Features:** map, illustration, captions

**Academic Vocabulary:**

- **gather:** collect together
- **galloped:** rode a horse very quickly
- **exhausted:** very tired

**Domain-Specific Vocabulary:**

- **revolution:** an effort to take down the government and replace it with a new one
- **colonel:** an important officer in the army
- **reins:** thin straps a rider holds and moves to tell the horse where to go

# On This Night ... April 26, 1777



**Focus Question:** Why is Sybil Ludington an American hero?

## First Reading

Introduce the material and note its source. Point out the date in the article title, and discuss where it fits in the chronology of the Revolutionary War. Have children browse the card, front and back. Have them read through the text once on their own. Then discuss the courageous accomplishment of Sybil Ludington.

## Guided Close Reading

**Text Structure** Read the first paragraph. How does it introduce the rest of the information in the article? Which words and phrases might make a reader want to read more? ①

**Think Aloud** The first paragraph tells readers that the events of the article took place during the American Revolution. It also introduces Sybil Ludington and describes her as brave and her job as important. These adjectives make readers want to keep reading to find out why she was brave and why her job was important.

**Connect Ideas** Who was Sybil Ludington? How does the author describe her? Why is she an unlikely, or unexpected, hero? ① ②

**Vocabulary** The author refers to Sybil's father as "Colonel Ludington." What does colonel mean? Why is it important to the article that Sybil's father was a colonel? ③

**Key Ideas and Details** Why did Sybil have to ride out to find the soldiers? What details in the article help you understand that this was a difficult task? ②-⑥

**Think Aloud** Sybil had to find the soldiers because the British were attacking, and the soldiers were all at home. In that time, there were no telephones, so messages had to be given in person. The article says that the messenger was too tired to continue and that Sybil was exhausted after riding more than 40 miles. These details help me imagine just how hard it was to ride a horse for so long.

**Sequence** What text structure does the author use in the article? What words and phrases give you clues? Why is this text structure appropriate for a newspaper article? ①-⑥

**Photos and Text** What do you learn from the illustration that adds to your understanding of Sybil and her midnight ride? ④

**Key Ideas and Details** The soldiers were not able to save Danbury from the British. Yet, the author still describes Sybil Ludington as an American hero. Why? ⑦

## ON THIS NIGHT . . . APRIL 26, 1777

The American Revolution had already begun.

**1** Sybil Ludington, a brave young woman, took a midnight ride to gather soldiers for an important job.



Sybil Ludington took her heroic task very seriously.

**2** Sybil Ludington was at home with her parents when there was a sudden knock at the door. Sybil ran to open the door. A tired messenger came in. The man explained that British soldiers were attacking the nearby town of Danbury, Connecticut. The Americans wanted to protect the town and their supplies. They needed help.

**3** The soldier told Colonel Ludington, Sybil's father, that he must gather his soldiers right away. But how could he do that? All of his men were far away. They were at home getting ready for spring planting. Colonel Ludington couldn't go to get them. He knew he had to stay at the house and get ready for a battle. He knew that the messenger was too tired to go on.

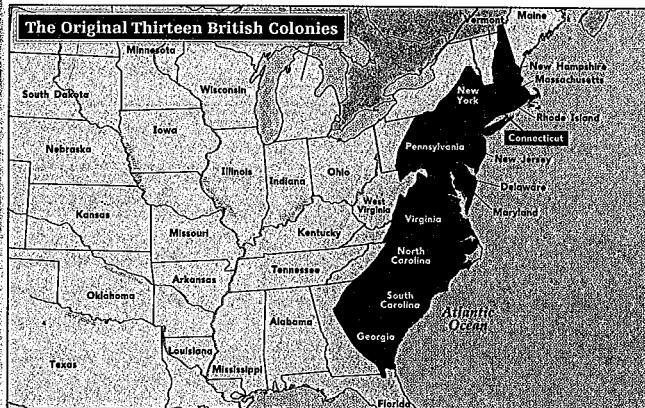
**5** There was only one person who could ride to get the men. Colonel Ludington asked his daughter Sybil to go. Sybil agreed to carry the message. She threw her cape around her shoulders. She jumped on her horse and galloped into the night.

**6** Sybil knew where the men lived. She rode from house to house to get them. Sybil traveled more than 40 miles. She was so exhausted that she could barely hold on to her horse's reins.

The next morning, she returned home. Almost all of her father's 400 soldiers were there and ready to fight.

The soldiers were not able to save the town of Danbury. But they did stop the British from moving on. Later, George Washington sent word to thank Sybil for her help.

Sybil had quite an amazing story. She was an American hero.



The map shows where Connecticut is in relation to the other twelve original colonies.

## 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 words and phrases does the author use to describe Sybil's ride? How does the author make the article exciting to read?
- Sybil's ride took place at midnight. How does this detail add to your understanding of why her ride was difficult and dangerous?
- An illustration similar to this one of Sybil Ludington was used on a U.S. postage stamp. How is a stamp a good way to help people remember an important figure in American history. What other stamps do you know of that honor people?

## Write About Reading

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

- Create a time line of the events that happened just before, during, and after Sybil's ride on April 26, 1777. Include a short description of each event. **(Informative/ Explanatory)**
- The author describes Sybil's story as "amazing." Write a well-developed opinion statement that gives information from the text to support the idea that Sybil's ride was amazing. **(Opinion)**

## Connect to the Internet

To read more about Sybil Ludington, go to: [www.nps.gov/revwar/about\\_the\\_revolution/timeline\\_of\\_events\\_06\\_10.html](http://www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html) and [www.nwhm.org/education-resources/biography/biographies/sibyl-ludington/](http://www.nwhm.org/education-resources/biography/biographies/sibyl-ludington/).

# Question and Answer Book

Level N

**Text Type:** Question and Answer Book

**Summary:** The questions and answers on these pages help to explain information about the sense of taste.

**Themes/Ideas:** understand taste buds and what they do; recognize that all people do not have the same sense of taste

**Informational Text Features:** questions, answers, photos, labels

**Academic Vocabulary:**

- **dangerous:** unsafe or risky
- **pleasures:** treats

**Domain-Specific Vocabulary:**

- **spoiled:** rotten or ruined
- **umami:** a taste that is not sweet, sour, salty, or bitter
- **spicy:** hot because of spices
- **bland:** without flavor or taste

# A Matter of Taste



**Focus Question:** What are the most important things to know about the sense of taste?

## First Reading

Read aloud the title. Explain that this text is an interview, or a conversation between two people. Point out the text features on both sides of the card. If needed, remind students of the four basic tastes: sweet, salty, sour, and bitter. Have students read the text independently. Then lead a class discussion on the main ideas in the interview.

## Guided Close Reading

**Key Ideas and Details** *What are taste buds? How do they work? Where can you find taste buds? Why do the same foods taste different to different people?* ①-④

**Words and Phrases in Context** *The text states that taste buds are not “right out in the open.” What does this phrase mean? What context clues in the text help you find the answer?* ②

**Photos and Text** *What are papillae? What is a papilla? How does the text help you define and pronounce these words? What does the photo show to help you understand these words?* ② ③

**Think Aloud** *Papillae are the little bumps on the tongue where most taste buds are located. A papilla is one tongue bump. The text gives definitions for each term. The pronunciations for both terms are given in parenthesis. The photo shows a close-up of a person’s tongue, with the papillae labeled.*

**Vocabulary** *What is umami? What makes it different from other tastes?* ⑤

**Key Idea and Details** *According to the text, supertasters have “a super-sensitive sense of taste.” What details in the text support this definition?* ⑥

**Compare and Contrast** *What informational text structure does the answer for “Is it good or bad to be a supertaster?” have? What phrases in the text tell you what structure is used? How does this structure help readers better understand supertasters?* ⑦

**Think Aloud** *The answer has a compare-and-contrast text structure. It explains the topic—the good and bad sides of being a supertaster—and includes a number of descriptive details. The phrases “It can be good” and “What is NOT so good” show the contrasts in being a supertaster. By showing more than one side, this answer gives readers a better understanding of what being a supertaster might be like.*

# A Matter of Taste

**Q: The senses of sight and sound are very important. But how important is the sense of taste?**

**A:** The sense of taste is more important than people may think. Our sense of taste tells our brain which food is good for us or which food is spoiled. Our sense of taste even tells us which foods may be dangerous to eat.

**Q: We see with our eyes and hear with our ears. But what tells us how things taste?**

**1** **A:** Each person has hundreds of tiny organs called taste buds. Taste buds gather information about the food or drink in your mouth.

**Q: Where are the taste buds?**

**2** **A:** Taste buds are not right out in the open like our ears or our eyes. We can't see taste buds, because they are too tiny. Most of them are on the little bumps on our tongue. Scientists call these bumps papillae (puh-PIL-lee).

**Q: Do the papillae have lots of taste buds?**

**3** **A:** Yes and no. One papilla (puh-PIL-la) may have no taste buds at all. But another papilla may have as many as 200! There are also taste buds on the roof of the mouth, in the throat, and inside our cheeks!



**Q: We all have taste buds, so why don't we agree on which foods taste delicious and which taste awful?**

**4** **A:** Not everyone has the same number of taste buds. And different people have more or fewer of certain kinds of taste buds. As newborns, we have lots of taste buds. As we get older, we have fewer.

**Q: Why do different foods taste different?**

**5** **A:** Tastes fall into five groups. The four most common tastes are sweet, sour, salty, and bitter. But recently, scientists have named another taste. It's called umami. Foods with umami don't quite fit into the other categories. Like the other kinds of tastes, it's a little different for everyone.



sweet



sour



salty



bitter



umami

**Q: Why does one person sometimes find a food too salty or too spicy and another person find the same food bland?**

**6** **A:** Some people are supertasters. A supertaster is a person with a super-sensitive sense of taste. Sweet and spicy foods may be overpowering. Bitter foods might make a supertaster gag.

**Q: How does a person know if he or she is a supertaster?**

**A:** You are either born a supertaster or you are not. Supertasters have more than the usual number of papillae. Supertasters also may have more taste buds on their tongues. The extra supply of taste buds increases tastes. Things may taste two or three times as spicy to a supertaster.

**Q: Are a lot of people supertasters?**

**A:** Only one out of every four people is a supertaster. More women than men are supertasters. No one knows exactly why.

**Q: Is it good or bad to be a supertaster?**

**7** **A:** It can be good. Supertasters don't usually like sugary and fatty foods. That could be good, because those foods are not so healthy. But supertasting can make you a good taste tester! Lots of chefs are supertasters.

What is NOT so good is that supertasters can be picky eaters. Broccoli often tastes bitter to supertasters. That's too bad, because it's full of vitamins, minerals, and fiber, which are important to a healthy diet.

**Q: Are there people who don't taste anything?**

**A:** Some people, called nontasters, have little or no sense of taste. Nontasters have less than half the number of taste buds that a supertaster has. A nontaster may not get the message that food is spoiled, and that could be unhealthy. And, without taste to make food interesting, a nontaster may miss out on one of life's healthy pleasures!

## 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 students to support their thinking and ideas with evidence from the text.

- *The interviewer starts with a general question and asks for more specific details as the interview goes on. Is this a good way to gain information? Why or why not?*
- *What role do scientists play in learning about the sense of taste? How do you know?*
- *What did you learn about the sense of taste that you didn't already know? What else would you like to know about supertasters or about nontasters?*

## Write About Reading

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

- Make a chart to show information about the five tastes. List the taste in one column and list the food for each one in the second column. **(Informative/Explanatory)**
- Based on the information in the text, is taste "more important than people may think"? Why or why not? Support your opinion with details from the interview. **(Opinion)**

## Connect to the Internet

To learn more about the sense of taste, visit <http://pbskids.org/zoom/activities/sci/tonguemap.html> and [www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/smellandtaste/](http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses/smellandtaste/).

# Level N Lessons at-a-Glance

## LEVEL N

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Pages	<i>Fluff &amp; Feathers Poultry Ranch</i>	Life Science	Complex	recognize different chicken breeds; understand the chicken life cycle	<ul style="list-style-type: none"> <li>• <a href="http://www.eurekalert.org/eggs/">www.eurekalert.org/eggs/</a></li> <li>• <a href="http://urbanchickens.org/chickens-kids/">http://urbanchickens.org/chickens-kids/</a></li> </ul>
Encyclopedia Article	<i>Eleanor Roosevelt</i>	History	Moderate	learn facts about Eleanor Roosevelt; understand the significance of a historical figure	<ul style="list-style-type: none"> <li>• <a href="http://www.nwhm.org/education-resources/biography/biographies/eleanor-roosevelt/">www.nwhm.org/education-resources/biography/biographies/eleanor-roosevelt/</a></li> <li>• <a href="http://www.un.org/en/documents/udhr/">www.un.org/en/documents/udhr/</a></li> </ul>
Essay	<i>Chess: Are You Game?</i>	Sports/Recreation	Complex	learn about the history of chess; understand the features of a similar ancient game	<ul style="list-style-type: none"> <li>• <a href="http://kidschess.com/history.html">http://kidschess.com/history.html</a></li> <li>• <a href="http://www.chessctr.org/">www.chessctr.org/</a></li> </ul>
Fact Book Pages	<i>Oceans</i>	Life Science	Basic	understand that oceans are a significant feature of Earth's surface; recognize that different kinds of animals live in the oceans	<ul style="list-style-type: none"> <li>• <a href="http://ocean.si.edu/">http://ocean.si.edu/</a></li> <li>• <a href="http://www.who.edu/">www.who.edu/</a></li> </ul>
Guidebook Pages	<i>Animals of the Rain Forest</i>	Life Science	Moderate	meet two animals that live in a rain forest; learn about their appearances, habits, and homes	<ul style="list-style-type: none"> <li>• <a href="http://www.rainforest-alliance.org/kids">www.rainforest-alliance.org/kids</a></li> <li>• <a href="http://kids.nceas.ucsb.edu/biomes/rainforest.html">http://kids.nceas.ucsb.edu/biomes/rainforest.html</a></li> </ul>
How-to	<i>Make a Garden in a Jar</i>	Life Science	Complex	recognize why a terrarium is like a tiny jungle; understand how to make a terrarium and keep terrarium plants healthy	<ul style="list-style-type: none"> <li>• <a href="http://climatekids.nasa.gov/mini-garden/">http://climatekids.nasa.gov/mini-garden/</a></li> <li>• <a href="http://video.pbs.org/video/2227061163/">http://video.pbs.org/video/2227061163/</a></li> </ul>
Interview	<i>Interview With a Dog Trainer</i>	Life Science	Moderate	learn tips for training a dog; understand how information is exchanged in an interview	<ul style="list-style-type: none"> <li>• <a href="http://urbanext.illinois.edu/dogs">http://urbanext.illinois.edu/dogs</a></li> <li>• <a href="http://www.aspc.org/pet-care/virtual-pet-behaviorist/dog-behavior/training-your-dog">www.aspc.org/pet-care/virtual-pet-behaviorist/dog-behavior/training-your-dog</a></li> </ul>
Magazine Article	<i>Forest Fires</i>	Earth Science	Basic	identify causes and effects of forest fires; understand how forest fires can be prevented	<ul style="list-style-type: none"> <li>• <a href="http://www.fs.fed.us/fire/prev_ed/">www.fs.fed.us/fire/prev_ed/</a></li> <li>• <a href="http://www.usfa.fema.gov/citizens/home_fire_prev/wildfire/">www.usfa.fema.gov/citizens/home_fire_prev/wildfire/</a></li> </ul>
Newspaper Article	<i>On This Night . . . April 26, 1777</i>	History	Basic	learn who Sybil Ludington was; understand why her actions make her an American hero	<ul style="list-style-type: none"> <li>• <a href="http://www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html">www.nps.gov/revwar/about_the_revolution/timeline_of_events_06_10.html</a></li> <li>• <a href="http://www.nwhm.org/education-resources/biography/biographies/sibyl-ludington/">www.nwhm.org/education-resources/biography/biographies/sibyl-ludington/</a></li> </ul>
Question and Answer Book Pages	<i>A Matter of Taste</i>	Life Science	Moderate	understand taste buds and what they do; recognize that all people do not have the same sense of taste	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/zoom/activities/sci/tonguemap.html">http://pbskids.org/zoom/activities/sci/tonguemap.html</a></li> <li>• <a href="http://www.childrensuniversit.y.manchester.ac.uk/interactives/science/brainandsenses/smellandtaste/">www.childrensuniversit.y.manchester.ac.uk/interactives/science/brainandsenses/smellandtaste/</a></li> </ul>