

# Contents

## Level F

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# Diary

Level F

Text Type: Diary

**Summary:** These pages from a child's diary tell what she did during a three day visit to a ranch that raises horses.

**Themes/Ideas:** understand details about a child's visit to a ranch; learn about horses

**Informational Text Features:** photos, headings

**Academic Vocabulary:**

- **raises:** grows, takes care of
- **graze:** to feed on grass.

**Domain-Specific Vocabulary:**

- **ranch:** a large farm where animals such as horses are raised
- **foal:** a baby horse
- **range:** the land on a ranch

# On the Ranch



**Focus Question:** What does a girl see and do on a visit to a ranch?

## First Reading

Read aloud the title and explain that these pages are from a diary. Remind children that a diary is a book in which a person writes about real experiences in his or her own life. Call attention to the words that name days: *Friday*, *Saturday*, and *Sunday*. Share that these diary pages describe the writer's experiences during a visit to a ranch.

For the first reading, have children read through the diary on their own. Then discuss what the girl writes about the ranch.

## Guided Close Reading

**Text Features/Sequence** How do the headings help you read the information in the diary? How is the text ordered? ❶ ❷ ❸

**Think Aloud** The headings "Friday," "Saturday," and "Sunday" break up the text so it's clear what the girl did on each day of the visit. The text tells what happened in order: first on Friday, next on Saturday, and then on Sunday.

**Photos and Text** The girl writes that the grass is "very green and very tall." How does the photo next to these words help you get a better idea of how tall the grass really is? ❷

**Vocabulary** What do the text and the photos tell you about what a ranch is? What details about a ranch does the writer share? ❶-❸

**Make Inferences** Look at the sentences at the top of the second page. How do you know that this picture shows the girl who wrote this diary? ❸

**Think Aloud** The sentence "we rode horses up a trail" makes me think that this is a picture of the person who wrote the diary. I know she is visiting her uncle, so she is probably the girl in the photo.

**Words and Phrases in Context** The writer says that the foal she saw was a girl. Think about what else the writer says about baby horses. Would it be correct to call this girl foal a colt? How do you know? ❹

**Key Ideas and Details** What do you learn about the writer's feelings and thoughts about her trip in the last paragraph of the diary? ❹

**Make Predictions** How might the girl use her diary after she gets home? ❹

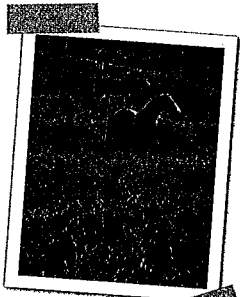
## On the Ranch

Friday

We went to a ranch.  
A ranch is a farm that raises animals.  
This ranch raises horses.  
My uncle is a rancher, so he works with the horses on the ranch.  
We stayed in his house on the ranch.



1



2

Saturday

The land on a ranch is called a range.  
The range has grass as far as anyone can see.  
The grass is very green and very tall.

Horses graze on the grass.



There are a lot of horses on the ranch.  
We rode horses up a trail.  
A trail is another name for a path or a road.

3

Sunday

We saw a foal.  
A foal is the name for a baby horse.  
A boy foal is called a colt.  
A girl foal is a filly.  
The filly was very little but she could run.

We'll be going home soon.  
I liked the trip!  
I learned a lot about horses and life on a ranch.



4

## Revisit the Text: Ideas for Discussion

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

- How does the writer explain what a range is? What details does the writer include?
- What questions would you ask the writer about her visit to the ranch?
- The author says that a ranch is a kind of farm. How is this ranch like other farms you know about? How is it different?

## Write About Reading

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

- Make a dictionary. Write words from the diary that the writer defines. Put the words in ABC order. Next to each word, write its meaning. **(Informative/Explanatory)**
- Do you think that the girl would like to visit the ranch again? Explain why or why not. Write your opinion using details from the diary. **(Opinion)**

## Connect to the Internet

To read about teaching children to be safe around horses, go to <http://nasdonline.org/document/1112/d000899/horse-sense-4-kids-safety-on-the-ground.html> and [www2.ca.uky.edu/agc/pubs/4af/4af05ma/4af05ma.htm](http://www2.ca.uky.edu/agc/pubs/4af/4af05ma/4af05ma.htm).

# Email

## Level F

Text Type: Email

**Summary:** A child sends emails to his friend about hiking up a hill and on the beach.

**Themes/Ideas:** appreciate the different places one can hike; observe things in nature

**Informational Text Features:** sender, recipient, subject line, greeting, closing, photos

**Academic Vocabulary:**

- **steep:** rising sharply
- **hiking:** a long walk
- **miles:** distances of 5,280 feet

# Hiking



**Focus Question:** What is it like to hike in the hills and on a beach?

## First Reading

Read the title and point out who wrote the emails, who they are written to, and what is the subject. Show children that there is one email on the front of the card and one on the back. Note that the writer of these emails included photos, though not all emails have photos. Talk about how people send and receive emails.

Ask children to read the emails independently. After they read, discuss what the writer shared in his emails.

## Guided Close Reading

**Author's Craft** Which word in the first sentence lets Meg know that Dean is not alone when he goes hiking that day? Why do you think that Dean tells Meg what hiking is? ❶

**Think Aloud** The word we in the first sentence lets Meg know that Dean is not alone when he is hiking. I think Dean tells Meg what hiking is just in case Meg doesn't know. If Dean explains what hiking is, Meg will better understand where he is and what he is doing.

**Words and Phrases in Context** Dean writes that they "went on a very long hike." Which words in the sentence before let you know how far they have come? ❶

**Vocabulary** Dean describes the hill as steep. What does this tell you about how easy or hard it was to hike up this hill? How do the photos show more about what steep means? ❶ ❷

**Think Aloud** The photo shows that Dean and his dad are walking up the hill. I know it is harder to climb up the stairs than it is to go down them. So I think hiking up this steep hill is hard. Dean also writes that Dad helped them (the children) climb, and I can see that in the photo.

**Make Inferences** Why do you think Mom stopped to take a picture of the children with their dad? ❶ ❷

**Photos and Text** What do the photos show about what to wear and what to carry when going on a long hike in the hills? ❷

**Compare and Contrast** Look at the second page. What is different about the hiking the family does on the next day that Dean writes about? Why might hiking on the sand be easier than hiking up a steep hill? ❸

**Author's Craft** Which sentence tells how Dean feels about hiking by the ocean? How does Dean end the last sentence? What do you think this use of an exclamation point shows about how he feels about long hikes? ❹

**From:** Dean  
**To:** Meg  
**Subject:** Hiking

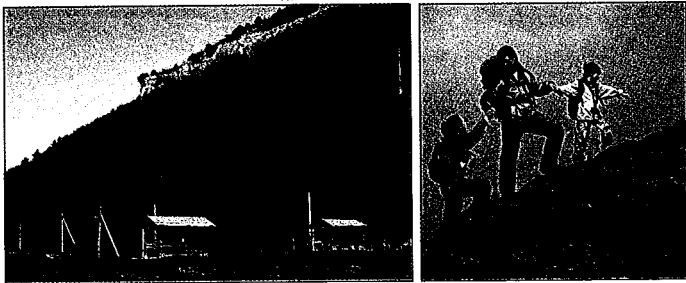
Hi Meg,  
We went hiking.  
Hiking is the name for walking on a trail.

We've been hiking a lot.  
Today, we went on a very long hike.  
I took this picture of the hill we climbed.

Mom took a picture of us climbing the steep hill. **1**  
The hill was very steep, but Dad helped us.

Your friend,  
Dean

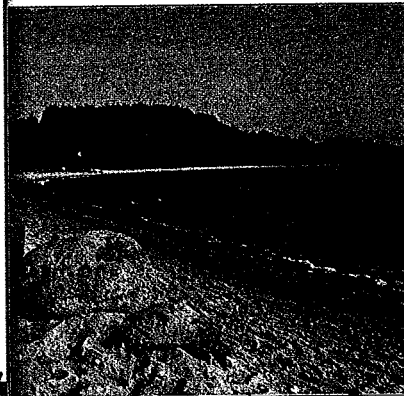
**2**



**From:** Dean  
**To:** Meg  
**Subject:** More Hiking!

Hi Meg,  
Today we went hiking on the beach. **3**  
I took a picture of the sand and the ocean.  
Mom took this picture of Dad and me.  
I liked hiking by the ocean and looking  
at the waves.

But it was a very long hike! **4**  
Your friend,  
Dean



## 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 parts of the beach did Dean tell about in his email?*
- *Why does Dean take a picture of the sand and the ocean? Why does Mom take a picture of Dad and Dean on the beach? Why do you think Dean includes both pictures in his email to Meg?*
- *Which parts of hiking do you think you would like? Which of the two places would you choose to hike in? Tell why.*

## Write About Reading

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

- Write a caption for each of the photos. Complete this sentence for each photo.  
*This photo shows \_\_\_\_\_.* **(Informative/Explanatory)**
- Do you think Dean had more fun hiking up the hill or along the beach? Complete the sentence. **(Opinion)**  
*I think Dean had more fun hiking on the \_\_\_\_\_ because \_\_\_\_\_.*

## Connect to the Internet

To read more about hiking and trails, go to <http://hikesafe.com/index.php?page=what-you-should-know> or [www.kidsinparks.com/](http://www.kidsinparks.com/).

# Encyclopedia Article

Level F

Text Type: Encyclopedia Article

**Summary:** This article from an animal encyclopedia explains what penguins are and offers facts about emperor penguins.

**Themes/Ideas:** learn facts about penguins; identify characteristics of emperor penguins

**Informational Text Features:** photos, labels

**Domain-Specific Vocabulary:**

- **penguin:** a kind of bird that is a good swimmer but cannot fly
- **many:** a large number, a lot of
- **icy:** very cold or filled with ice
- **emperor penguin:** a kind of penguin that lives in Antarctica
- **beak:** hard, pointy mouth of a bird
- **Antarctica:** a large piece of land on Earth that is a very cold place

# Penguins



**Focus Question:** In what ways are emperor penguins like and different from all penguins?

## First Reading

Talk about an encyclopedia as a resource for finding information on many topics in one place. Read the title and note that this article is from *Animal Encyclopedia*. Remind children that topics in an encyclopedia are listed in alphabetical order. Ask what letter they would look under to find an article about penguins. Point out the name *emperor penguin* in the photo label and help children pronounce it.

For the first reading, have children read the article on their own. Then discuss what the article has to say about penguins and how some penguins live.

## Guided Close Reading

**Key Ideas and Details** *What kind of animal is a penguin? What is one thing that all penguins are good at doing? What is one thing that all penguins cannot do? How does the picture at the top of the first page help you understand what penguins can do?* ①

**Think Aloud** *A penguin is a kind of bird. Penguins are good at swimming, but they cannot fly. The picture shows a penguin swimming, which lets me see an example of what penguins can do.*

**Vocabulary** *Think about how the writer uses the word all. Now think about when the writer uses the word many. How does paying attention to how the writer uses these two words help you know that all penguins do NOT live in the same place?* ① ②

**Words and Phrases in Context** *What words does the article use to describe what Antarctica is like? How do these words help you picture what Antarctica looks like? How do these words help you imagine what being in Antarctica would feel like?* ②

**Key Ideas and Details** *What kind of penguin can live in Antarctica? What does this penguin look like?* ③ ④

**Think Aloud** *Emperor penguins are a kind of penguin that live in Antarctica. They are the tallest kind of penguin. They have black and white bodies, some orange on their beaks, and orange or yellow on their necks.*

**Compare and Contrast/Photo** *What do baby emperor penguins look like? In what ways do they look like their parents? In what ways do they look different?* ④

## Penguins



All penguins are birds.  
All penguins are good swimmers, but they cannot fly.

1

Many penguins live in Antarctica.  
Antarctica is a cold place with lots of ice.

Some penguins can live in the icy sea.



2

30 Animal Encyclopedia

This kind of penguin can live in icy Antarctica. This kind of penguin is the tallest penguin there is.

3



emperor penguin

These penguins are mostly black and white. They have orange beaks. They have orange or yellow on their necks.



Their babies are gray and fluffy. Penguin moms and dads take good care of their babies.

4

emperor penguin family

Animal Encyclopedia 31

## Revisit the Text: Ideas for Discussion

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

- *What does the author first talk about in this encyclopedia article? What does the author talk about last? Why do you think the author put the information in this order?*
- *Why does the author include the information on Antarctica in the article? How does this information help you learn about penguins?*
- *Look at the pictures of penguins again. How are penguins' bodies similar to those of other kinds of birds you know about? How are they different?*

## Write About Reading

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

- Make a book about emperor penguins. Draw a picture on each page to show how the penguin looks and what it does. Add sentences to your book to describe what is shown in the picture. **(Informative/Explanatory)**
- Emperor penguins live in Antarctica. Why might Antarctica be a difficult place for other animals to live? Use details from the text and pictures to support your opinion, or what you think. **(Opinion)**

## Connect to the Internet

To read more about emperor penguins and other kinds of penguins, visit the following websites: [www.worldwildlife.org/species/penguin](http://www.worldwildlife.org/species/penguin) and [www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins](http://www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins).

# Fact Book

Level F

Text Type: Fact Book

**Summary:** These pages from a fact book have information about lion families and how they meet their needs.

**Themes/Ideas:** learn facts about lion families; understand how lions meet their needs for food and water

**Informational Text Features:** photos, text boxes, bold print

**Academic Vocabulary:**

- **rolling:** to move by turning
- **need:** to have to have something
- **close:** near
- **far:** a great distance

**Domain-Specific Vocabulary:**

- **pride:** a lion family
- **lioness:** a mother lion
- **cub:** a baby lion
- **mane:** the fur around an adult male lion's face

# Lions



**Focus Question:** Which lions are part of a lion family, and how do lions meet their needs for water and food?

## First Reading

Read the title and explain that the pages children will read are from *Big Cats*, a fact book about wild cats. Remind children that a fact is something that is true. Note that there are two pages from the fact book, one on the front of the card and one on the back.

For the first reading, have children read through the text on their own. Then lead a class discussion about the main ideas the author shared about lions.

## Guided Close Reading

**Text Features** *What do you notice about the print that the author uses for the first sentence in the first text box? What is the purpose of the bold print? Do you see that bold print anywhere else on this page?* ①-③

**Make Inferences/Photos and Text** *The author writes that "The pride stays close as they rest." Why would staying close when they rest be important for the members of this pride of lions?* ①

**Compare and Contrast** *Compare the photos of the mother lion and the father lion. What is different about the way they look?* ② ③

**Key Ideas and Details** *What responsibilities do lionesses have in lion families? Why are their actions important?* ③ ⑤

**Think Aloud** *Lionesses take care of their cubs and hunt for food. Taking care of her cubs helps to keep them safe. When the lioness hunts for food, the cubs have the food they need to stay alive and grow.*

**Make Inferences/Photos** *Where do lions go to get the water they need? There are no other animals at the watering hole. Use what you know about lions to explain why there are no other animals with the lions at the watering hole.* ④ ⑤


**Think Aloud** *Lions go far to get water at a watering hole. I think there are no other animals at the watering hole because lions are hunters. I think other animals are afraid of lions and stay away from the watering hole to keep safe when the lions are there.*

**Author's Craft** *What kind of sentence does the author use to begin the last text box? How does the author help the reader answer the question?* ⑥


**Vocabulary** *A fact book gives true information about a topic. What questions about lions could you answer using facts from this page?* ①-⑥



# Lions



**This is a lion family.** 1  
A lion family is called a pride.  
This pride is resting under a tree.  
The pride stays close as they rest.




**This is the father lion.** 2  
An adult male lion has fur around his face.  
This fur is called the lion's mane.

**This is a mother lion.** 3  
A mother lion is called a lioness.  
The lioness takes care of her babies.  
A baby lion is called a cub.



1 Big Cats



**Lions need water to drink.** 4  
Lions may have to go far to get water to drink.  
They drink at a watering hole.

**Lions' main food is meat.** 5  
Adult lions hunt for food.  
Their hunters are herbivores.

**What do lion cubs do?** 6  
Lion cubs run and play with each other.  
This lion cub is rolling in the grass.



2 Big Cats

## 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 define on the first page of the fact book? Why is it helpful to have these definitions?
- Look back at the photos. How does each photo add information that is not given in the text?
- What other questions about lions would you like to ask the author? Where could you look to find more information about lions?

## Write About Reading

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

- Make three fact cards. Write a fact about lions on each card. Use information from the fact book pages to help you. Get a partner. Trade fact cards and read each other's cards. **(Informative/Explanatory)**
- A male lion is often called the "king of the jungle." Tell why you think this is a good name for the father lion. **(Opinion)**

## Connect to the Internet

To learn more about lions, visit the following websites:  
<http://nationalzoo.si.edu/animals/greatcats/lionfacts.cfm>  
and <http://animals.sandiegozoo.org/animals/lion>.

# Guidebook

Level F

Text Type: Guidebook

**Summary:** These pages from a guidebook tell about what someone might see and do on a visit to the shore.

**Themes/Ideas:** recognize the elements of the shore: identify different animals that inhabit the shore

**Informational Text Features:** photos, close-up inset photos, wavy print

**Academic Vocabulary:**

- **float:** to rest on water or air

**Domain-Specific Vocabulary:**

- **sea:** the body of saltwater that covers nearly three-fourths of Earth's surface
- **ocean:** another word for *sea*
- **waves:** moving ridges of water
- **shore:** land along the edge of the ocean

# The Shore



**Focus Question:** What does the shore look like, and what animals might you see there?

## First Reading

Explain that these pages are from a guidebook called *A Guide to the Seashore*. Read the title and talk about the meaning of the word *shore*. Read the information in the text box at the top of the page together. Have children suggest when someone might want to take along this guidebook.

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

## Guided Close Reading

**Key Ideas and Details** Which of the first two sentences tells the main idea of these pages? ❶

**Photos and Text** How does the picture help you imagine yourself standing on the shore and looking out at the sea? What colors of the sea do you see in the picture? How does the photo help you imagine being at the shore? ❷

**Vocabulary** What is another name for the shore? What is another name for the sea? Why do you think the author wants you to know both names? ❸ ❹

**Words and Phrases in Context** Which two sentences help you know what a sand dune is? What is a sand dune? ❺

**Text Feature** How does the author show a sand dune? How does this close-up photo of a sand dune help you understand what sea grass is? ❻

**Connect Ideas** What are three things gulls can do? Where at the shore can you look for gulls at the shore? ❼

**Think Aloud** Gulls can fly, walk, and float. So I can look for gulls flying in the sky over the shore. I can look for gulls walking in the sand on the shore. I can look for gulls floating on the waves.

**Vocabulary** Which two compound words are words that name gulls? ❶ ❷

**Compare and Contrast** In what ways are sand crabs and clams alike? ❸ ❹

**Think Aloud** Sand crabs and clams are both sea animals. You can find them both at the shore. They both have shells. They both live under the sand.

**Connect Ideas** The author doesn't include details about what you would hear at the shore. Based on the photos, what sounds might you hear at the shore? ❶-❷

A guidebook is a reference book that you carry with you. These excerpts are from a guidebook about the seashore.

# The Shore

- 1 This is the shore.  
There are so many things to see  
and do at the shore!

- 2 You can stand on the shore and  
look out at the sea.  
The sea may look blue or gray.  
You can also watch the waves  
come onto the shore.  
Some of the waves are big  
and some are small.

- 3 You can take a long walk at the shore.  
There are little sandy hills.  
These hills are called sand dunes.

Sea grass grows on sand dunes.

A Guide to the Seashore ①

- 4 You can look up at gulls flying  
over the beach.  
Gulls can walk on the beach  
and float in the sea.  
Gulls are seabirds.



- 5 You may stop and look at  
a little sand crab standing on the beach.  
Sand crabs are sea animals  
with shells.



- 6 Clams are also little sea animals  
with shells.  
You can dig down to look at clams  
in the sand.



Sand crabs and clams live under the sand.

A Guide to the Seashore 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.

- What did you learn about the colors you might see at the shore? What animals might you see at the shore?
- Why do you think the author probably likes to visit the shore or might live near the shore? Why do you think the author wrote this guidebook?
- What might you like to see the author write about on the other pages of the guidebook?

## Write About Reading

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

- Write a riddle for a partner to answer. Use the following format for your riddle. **(Informative/Explanatory)**

You can see me at the shore  
I am a little sandy hill.  
What am I?

- Choose one sentence to write. **(Opinion)**

I would like to visit the shore.  
I would not like to visit the shore.

Then write three reasons why you would or would not like to visit the shore.

## Connect to the Internet

To read more about ocean animals go to [www.oceanresearch.org/education/wonders/lesson.html](http://www.oceanresearch.org/education/wonders/lesson.html).

To further children's understanding of the ocean, go to this page of links for kids, put together by the National Science Foundation: [www.nsf.gov/geo/oce/ocekids.jsp](http://www.nsf.gov/geo/oce/ocekids.jsp).

## How-to

Level F

Text Type: How-to

**Summary:** On these pages you will find directions for making a matching pattern using paint and folded paper.

**Themes/Ideas:** understand steps in a process; understand the concept of matching

**Informational Text Features:** illustrations, bulleted list, numbered steps to follow

**Academic Vocabulary:**

- **match:** look the same as
- **pattern:** a design or form that repeats
- **fold:** to bend something over on itself
- **unfold:** to unbend something that was folded
- **repeats:** does again

**Domain-Specific Vocabulary:**

- **blob:** a drop of thick paint or other liquid
- **sheet:** a flat piece
- **step:** one part of a set of directions that are to be followed in order

# Make a Matching Pattern



**Focus Question:** How can you use folded paper and different colors of paint to make a matching pattern?

## First Reading

Read the title and note that the card offers directions for making a matching pattern, a list of materials, and numbered steps to follow. Review the meaning of *matching* and *pattern*.

Have children read through the pages one time on their own. Then discuss the steps in the procedure and the finished result. Children may need help to understand the underlying concept of symmetry and that the “match” in the finished product is a mirror image match.

## Guided Close Reading

**Author’s Purpose** *What is the author’s purpose in writing this how-to?* ①

**Text Features** *What is the purpose of the bulleted list under the heading “You will need”? How does this text feature connect to the pictures of the materials?* ② ③

**Vocabulary/Illustrations.** *What clues does the author give about the meaning of fold? How do the illustrations show what it means to fold and unfold?* ④ ⑤

**Illustrations and Text** *Look at Step 2. How do the illustrations help you understand the meaning of the word blob? What do the illustrations show that the sentences do not tell about?* ⑥

**Connect Ideas** *Look at Step 3. Why is it so important to fold the paper exactly in half?* ⑦ ⑧

**Think Aloud** *If I did not fold the paper exactly in half, the two sides of the painting would not match. I need to have two sides that match.*

**Sequence** *How are the steps for making a matching pattern listed? How do the numbers next to the steps help you understand what to do?* ④ ⑥-⑨

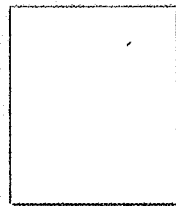
**Think Aloud** *The steps are numbered. The numbers tell me what to do first, second, third, and fourth. The numbers make it clear that the list of steps should be followed in order.*

# Make a Matching Pattern

**1** Here is a fun way to make a matching pattern.

**2** You will need

- 1 sheet of paper
- 1 jar each of red, orange, and green paints
- 1 paintbrush

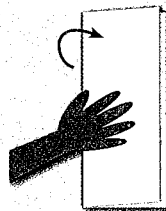


**3**



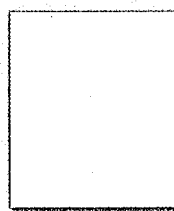
## STEP 1

**4** Fold the sheet of paper in half the long way. Press down on the fold. Now, unfold the paper.



**5**

fold

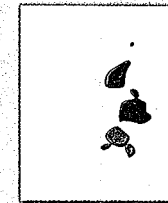
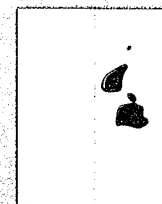
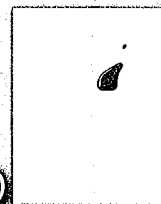


unfold

## STEP 2

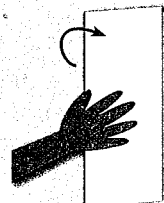
- Paint a large red blob on the right side of the paper.
- Then add a big blob of green paint.
- And then add a large blob of orange paint.

**6**



## STEP 3

**7** Fold the paper again. Fold the left side over the right side. Pat the two sides of the paper.

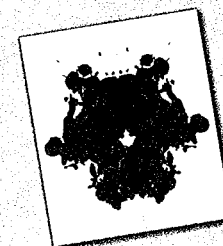


**8**

fold

## STEP 4

**9** Unfold the paper. Look at your pattern. How are the sides of the pattern the same?



## Revisit the Text: Ideas for Discussion

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

- How do you make a matching pattern? Tell about the four steps you need to follow.
- How does the illustration for Step 1 help you understand what "fold the sheet of paper in half the long way" means? Why do you think it was a good idea to include this illustration?
- This was a simple pattern that was made with three colors. What could you add to Step 2 to make the pattern you end up with even more colorful?

## Write About Reading

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

- Write sentences that tell how to make a matching pattern using paint and a round paper plate instead of a sheet of paper. Include the steps in the correct order. **(Informative/Explanatory)**
- Write two reasons why it is important to give a list of things you need in a how-to. Write two reasons why it is important to give the steps in order. **(Opinion)**

## Connect to the Internet

To further children's understanding of patterns and matching, go to [www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/](http://www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/) and [http://pbskids.org/clifford/games/more\\_slides.html](http://pbskids.org/clifford/games/more_slides.html).

## Magazine Article

Level F

Text Type: Magazine Article

**Summary:** This article is about how a chick, tadpole, and caterpillar grow into a bird, frog, and butterfly.

**Themes/Ideas:** recognize the difference between baby and adult animals; learn about how baby animals grow

**Informational Text Features:** photos, captions, text boxes, flow chart, red print

**Academic Vocabulary:**

- **cracks:** splits open
- **creeps:** moves slowly along the ground

**Domain-Specific Vocabulary:**

- **chick:** a baby bird
- **tadpole:** a baby frog in the early stage of development
- **pupa:** a larva that changes into a butterfly or moth
- **caterpillar:** an insect at the stage of development before an adult

# Growing and Changing



**Focus Question:** How do a chick, tadpole, and caterpillar grow and change as they become adult animals?

## First Reading

Read the title of the magazine article with the children. Talk about why this article belongs in *Nature Magazine*. Have children tell what features magazine articles usually have. Point out the words *chick*, *tadpole*, and *caterpillar* in the three heads. Use the first flowchart to explain what a flowchart is and how to read it.

For the first reading, have children read through the text on their own. Then discuss the main ideas the author shared about how these three animals grow and change.

## Guided Close Reading

**Text Features** *What do you notice about the print under the name of the article? What does this introduction in red print tell you the article will be about? Look at the first heading. Which animal will the writer talk about first?* ❶ ❷ ❸

**Sequence/Text Features** *What happens before the baby bird comes out of the egg? What happens after? How does the flowchart help explain this?* ❷ ❸

**Think Aloud** *Before the baby bird comes out of the egg, the egg cracks. After the chick comes out, it grows and changes. Then it becomes a grown-up chicken. I can see what happens by following the arrows and photos on the flowchart.*

**Compare and Contrast** *Read under the heading "From Tadpole to Frog." In what ways is a tadpole different from a grown frog?* ❹

**Sequence/Text Features** *Look at the flowchart about a frog. What does it show?* ❺

**Vocabulary** *Read under the heading "From Caterpillar to Butterfly." In what ways is a caterpillar different from a butterfly? What does creep mean? Why do caterpillars creep and butterflies fly?* ❻

**Think Aloud** *Creep means to crawl on the ground. Caterpillars have to creep because they have not grown wings yet. Adult butterflies have wings, so they are able to use them to fly.*

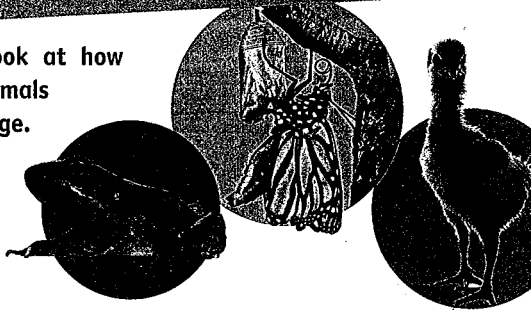
**Sequence/Text Features** *Find the word pupa. A pupa cannot creep or fly. It just rests. What happens after it rests? How do the labels and photos in the flowchart help you understand how a baby caterpillar becomes an adult?* ❼

**Connect Ideas** *You read about three different animals that grow and change. What can you say about all baby animals?* ❶-❼

# Growing and Changing

Let's take a look at how three baby animals grow and change.

1



Some animal babies go through big changes.

## From Tadpole to Frog

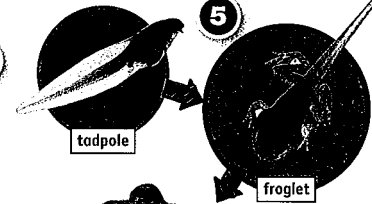
4

A baby frog is called a tadpole.

A tadpole swims but cannot jump.

This baby will go through many changes.

As a grown frog, it can swim and live on land.



tadpole

froglet

frog

## From Chick to Chicken

2

The egg cracks, and out comes a baby bird.

The name for a baby bird is a chick.

The chick is very little, but it will grow and change.

## From Caterpillar to Butterfly

6

This baby will go through lots of changes, too.

A caterpillar is the first stage in a butterfly's life.

A caterpillar creeps and cannot fly.

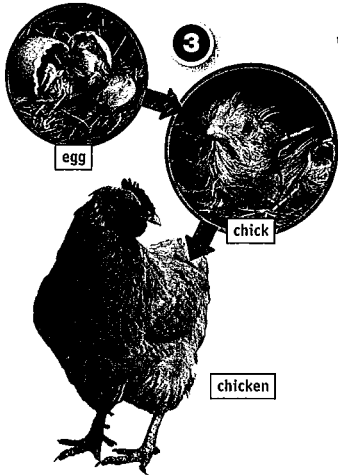
But as a grown butterfly, it will have wings and fly.

caterpillar

7

pupa

butterfly



egg

3

chick

chicken

1 Nature Magazine

2 Nature Magazine

## Revisit the Text: Ideas for Discussion

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

- The magazine article is called "Growing and Changing." How do these baby animals grow and change?
- How does the way the article is organized help you understand the information that the writer wanted to share? Why do you think the writer showed some of the information in flowcharts?
- What other baby animals do you know about? What are they called? How do they look compared to the grown animals they will become?

## Write About Reading

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

- Choose one of the baby animals you read about. Draw a flowchart to show how it grows and changes. Add labels to your flowchart. **(Informative/Explanatory)**
- Think about how the baby animals you read about grow and change. Which baby animal do you think goes through the most changes? Write about the animal you think goes through the most changes. Explain why you chose that animal. **(Opinion)**

## Connect to the Internet

To read more about frogs, visit [http://kids.sandiegozoo.org/fantastic\\_frogs](http://kids.sandiegozoo.org/fantastic_frogs). To learn more about butterflies, visit <http://animals.sandiegozoo.org/animals/butterfly>.

## Newspaper Article

Level F

Text Type: Newspaper Article

**Summary:** This newspaper article tells about an air show and the different kinds of airplanes that are in the show.

**Themes/Ideas:** learn what an air show is; recognize features of different kinds of aircraft

**Informational Text Features:** masthead, headline, photos, captions

**Academic Vocabulary:**

- **glide:** to move smoothly without using power
- **exciting:** interesting to do or see, causing strong feelings

**Domain-Specific Vocabulary:**

- **air show:** an event in which people watch pilots fly different kinds of planes
- **propeller:** a part that looks like a fan. The plane's engine makes the propeller spin to make the plane fly.
- **gliders:** machines that look like airplanes but can fly without an engine or a propeller

# The Air Show Is Here!



**Focus Question:** What can you see at the air show?

## First Reading

Read the masthead and headline, noting that these are pages from a newspaper called *Town Talk*. Explain that newspaper articles tell people what is happening in their communities and in the world. Point out the text features of the newspaper article. You may also wish to introduce the words *propeller* and *glider*.

For the first reading, have children read through the text on their own. Then discuss what this article has to say about the air show.

## Guided Close Reading

**Author's Craft** *Writers use an exclamation point at the end of a sentence for different reasons. Sometimes the exclamation point lets you know that something is very good, very bad, or very exciting. Look at the first two sentences of this newspaper article. Why do you think the writer uses exclamation points to end these sentences?* ❶

**Words and Phrases in Context** *What is an air show? Which sentence on the first page of the newspaper article tells you what you can see at an air show?* ❸

**Key Ideas and Details** *What are the types of planes you can see at the air show? How does the author describe each type? How are they all alike?* ❹ ❺ ❻

**Think Aloud** *You can see old planes, gliders, and new planes at the air show. Some of the old planes have just one propeller. Gliders do not have propellers at all. Some new planes can fly very fast. Old planes, gliders, and new planes are alike because they all can fly in the air.*

**Vocabulary** *A propeller turns around and around very quickly as it helps an airplane move up and through the air. It can make a lot of noise, too. But a glider does not have a propeller pushing it forward—it just glides in the sky. What do you think it would feel like to ride in a glider? What do you think it would sound like? Why?* ❷ ❸ ❹

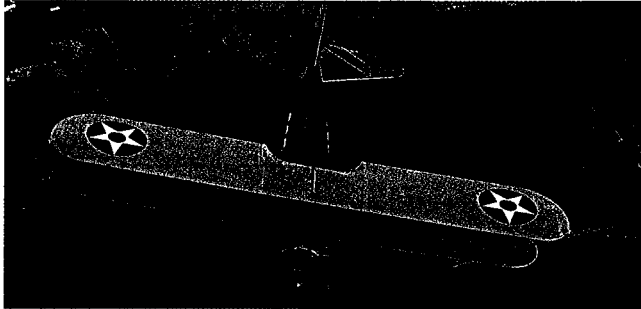
**Photos and Text** *Notice the sentence right under each photo. These sentences are called captions. How do the photos and the captions work together to give you more information about the air show?* ❷ ❸ ❹

**Think Aloud** *The first photo and caption let me know what an old one-propeller plane is like. The second photo shows me what a glider looks like, and the caption under it lets me know that there will be many gliders flying in the show. The third photo and caption show what it will look like when three fast planes fly together in the show.*

**Key Ideas and Details** *Look at the last paragraph of this article. What important detail is included in the first sentence of this paragraph? Why do you think the writer ended the article by saying that you will have a lot of fun?* ❹



# 1 THE AIR SHOW IS HERE!



Come see the airplanes!  
It's the best show in town!

At the Air Show, you'll  
see old planes like this  
one-propeller plane.

3 There are all kinds of planes to see at  
the Air Show.

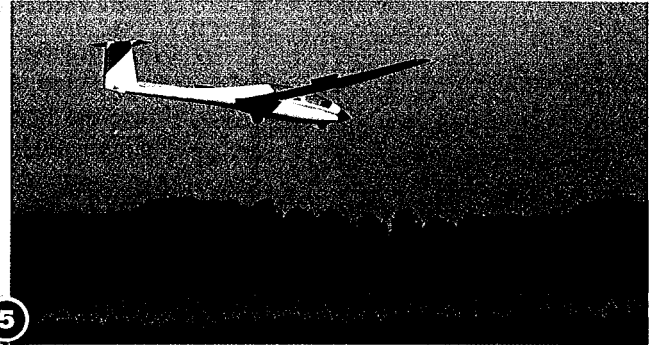
Some planes are very old.

4 But the old planes can still fly in the sky!  
Some of these planes have just one propeller.

You can take a close look at the old planes.

You can ride on some of these planes, too!

1



5 You'll see many gliders at the Air Show.

2 Some planes are new.

Some of the new planes are gliders.

6 Gliders do not have propellers.  
They just glide in the sky.

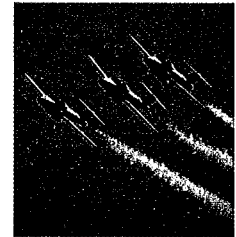
Some new planes go very fast!

Some planes fly together.

7 It's exciting to see planes fly  
side by side!

9 Come to the Air Show  
on Airplane Road.

You will have a lot of fun!



8 You can see these  
three planes fly at  
the Air Show.

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.

- Why do you think the writer says that the air show is the best show in town? What details in the article make the air show sound like a good show?
- The writer says that it is exciting to see planes fly side by side. Why might this look more exciting than seeing one plane flying?
- Have you ever been to an air show? Would you want to go to an air show like the one this article tells about? Why or why not?

## Write About Reading

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

- Describe the air show. Use what you have read to tell where the show will be. Tell about the different things that people can see at the show. **(Informative/Explanatory)**
- Write sentences that tell which type of plane you would most like to see at the air show. Use details from the article to help you give reasons why. **(Opinion)**

## Connect to the Internet

To learn more information about teaching children about how planes fly, visit <http://howthingsfly.si.edu> and [www.kids.ct.gov/kids/cwp/view.asp?q=330926](http://www.kids.ct.gov/kids/cwp/view.asp?q=330926).

# Question and Answer Book

Level F

Text Type: Question and Answer Book

**Summary:** These pages from a question and answer book help readers understand that animals are living things that have basic needs, grow, and move.

**Themes/Ideas:** understand what it means to be a living thing; identify the basic needs of all animals

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

**Domain-Specific Vocabulary:**

- **home:** a place where people or animals live
- **hay:** dried grass
- **living:** alive
- **need:** something an animal has to have in order to live
- **adult:** grown-up animal or person

## Is an Animal a Living Thing?



**Focus Question:** In what ways are animals alike?

### First Reading

Note that the two pages the children will read are from a question and answer book. Read aloud the first question the author asks, "Is an animal a living thing?" Point out that the author will answer the question in the sentences below it. Remind children to first read the question and then read the answer.

Ask children to read through both pages on their own. Then discuss the main ideas that the author shared about why animals are living things.

### Guided Close Reading

**Author's Craft** How does the author separate the questions and answers? What do you notice about the print the author uses for the questions on this page? ①-③

**Key Ideas and Details** What is the answer to the first question, the one at the top of the page? Which sentence tells something the author wants you to know about all animals? ①

**Photos and Text** What examples does the author give in the photos to show that animals can be very little or very big? What other examples could the author have given? ①

**Key Ideas and Details** All animals are living things that have certain needs. What sentences on this page tell about what all animals need? ② ③

**Connect Ideas** The picture at the bottom of the page shows lions drinking water. What would the lions need in order to meet another need? ② ③

**Key Ideas and Details** Look at the top of the second page. What need does the author tell about now? Now you read about three needs that all animals have. What are the three needs? ②-④

**Think Aloud** The author says that all animals need a home. Now I know that all animals need food, water, and a place to live.

**Words and Phrases in Context** What is a home to an animal? How might this be different from how you think about a home? ④

**Think Aloud** A home to an animal is a place to live. Most animals live in outdoor places like in a tree or in the sea. A home for a person is usually an indoor place like a house or an apartment.

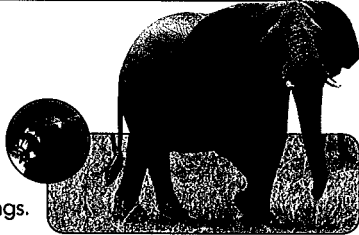
**Vocabulary** The author says that "all animals move." What words does the author use to tell about different ways animals move? What does creep mean? ⑤

**Connect Ideas** What do people need that other animals need? What do people do that other animals do? ②-⑥

## Is an **animal** a living thing?

Yes! **1**

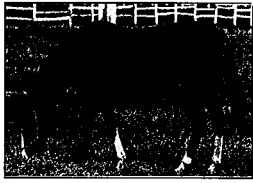
All animals are living things.  
Animals can be very little or very big.  
But all animals are living things.



**2**

### Do all animals need food to live?

Yes.  
All animals need food to live.  
Some animals eat plants.  
Some animals eat other animals.



**3**

### Do animals need water to live?

Yes, they do.  
All animals need water.  
Some animals drink water from lakes.  
Sometimes, people give animals water, too.



**4**

### Do animals need a home?

Yes.  
All animals need a place to live.  
Fish live in the sea.  
Some animals make homes in trees.  
Some animals live in people's homes.



**5**

### Do all animals move?

Yes!  
All animals move.  
Some animals fly.  
Some animals swim.  
Some animals creep or walk.



### Do all animals grow?

Yes.  
Animals grow from babies to adults.  
Baby fish grow to be adult fish.  
Baby birds grow to be adult birds.  
People grow from babies to adults, too!

**6**



**7**

## Revisit the Text: Ideas for Discussion

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

- *What are all the things you learned that all animals need? What things did you learn that all animals do?*
- *The author used questions and answers to share information. In what other way might the author have shared information about living things?*
- *The text shows that horses eat plants. What other animals can you name that eat plants? The text also says that some animals eat other animals. What animals can you name that eat other animals?*

## Write About Reading

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

- Make a list of sentences that tell all the ways that animals are alike. Begin each sentence with the words "All animals . . ." Next to each sentence draw a picture to illustrate it. **(Informative/Explanatory)**
- Is a question and answer book a good way to share information? Write why you think it is a good way to share information or why you think it is not. **(Opinion)**

## Connect to the Internet

To read more about different kinds of animals, visit these websites: <http://nationalzoo.si.edu/default.cfm> and <http://news.discovery.com/animals>.

# Science Journal

Level F

Text Type: Science Journal

**Summary:** These pages from a child's science journal are about watching the changing position of the sun in the sky on a visit to the beach.

**Themes/Ideas:** learn how the sun and sky look at the beach at different times of the day; identify sunrise and sunset

**Informational Text Features:** photos, captions, arrows

**Domain-Specific Vocabulary:**

- **rise:** to move upward
- **noon:** twelve o'clock in the middle of the day
- **beach:** strip of sand or pebbles where land and water meet
- **setting:** going below the point where land or sea looks like it meets the sky

# A Day in the Sun



**Focus Question:** What does the sun in the sky look like at the beach at different times of the day?

## First Reading

Look at the first page of this science journal and read the title. Note that these are pages from a science journal. Ask children where in nature these scenes take place. Talk about the beach and where beaches are located. Stress to children that people never should look directly at or stare at the sun, but people can notice where it is in the sky. The writer of this story was noticing where the sun was in the sky.

Ask children to read the science journal pages on their own. After they read, discuss what main ideas the writer shared about the day in the sun.

## Guided Close Reading

**Photos and Text** *When was the first photo taken? How does the sky look before the sun rises?* ❶

**Text Features** *How does the arrow the writer added to the photo help you read the caption? Where do you see another arrow?* ❶ ❷

**Author's Craft** *Why does the writer repeat the sentence "We looked out at the sea" several times in the diary?* ❶ ❷ ❸

**Think Aloud** *I think the writer repeats "We looked out at the sea," to help readers remember what the family is doing throughout the day—looking at the sea and noticing how the sun and sky look at different times of the day.*

**Compare and Contrast** *What part of the sky is the sun in at noon? What color is the sky at noon? How is this color different from the color of the sky earlier in the day?* ❶ - ❸

**Think Aloud** *The writer says that the sun is "way up in the sky" at noon and that the sky is "very blue." This is different from the color of the sky earlier in the day, when it was dark at first, and then turned orange.*

**Text Feature** *What do you learn from the captions about noon on the beach?* ❸

**Author's Craft** *In the last part of the text, the writer says that "the sun looked like it was on the sea. But it wasn't." What do you think the writer means by this?* ❹

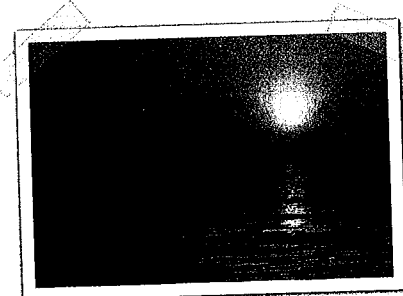
## A Day in the Sun



- 1 We went to the beach.  
We looked out at the sea.  
But we did not see  
the sun.

← This is what we saw.

- 2 We were still at the beach.  
We looked out at the sea.  
Soon we saw the sun rise.  
Now the sky was orange.



← This is how the sun looked.

- 3 It was noon.  
We ate lunch at the beach.  
Now the sun was  
way up in the sky.  
And the sky was very blue.



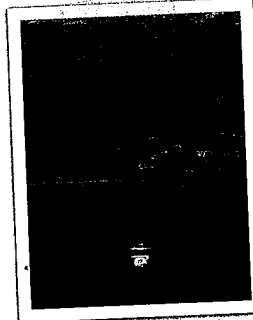
Lunch!

↗ At noon, the  
sun looked  
like this!



- 4 We went back to the beach.  
It was late.

We looked out at the sea.  
Now the sun looked like  
it was on the sea.  
But it wasn't.  
The sun was setting.  
Now the sky was  
orange and blue.



← I saw the sun setting  
at the beach!

### 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 different times of the day does the writer tell about in the science journal? Why is the beach a particularly good place to notice the sun?
- How is the information in the journal organized? Why do you think the writer put the information in this order?
- What did you learn from the science journal that you did not know before? What else would you like to learn about sunrise and sunset? Where might you look for information about sunrise and sunset?

### Write About Reading

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

- Write two sentences about how the sun and sky look at the beach during sunrise and two sentences that tell how the sun and sky look at sunset. Use details from the journal to write your sentences. **(Informative/Explanatory)**
- In which photo do you think the sky looks the most beautiful? Tell why. Complete the sentence frame. **(Opinion)**  
I think the sky looks the most beautiful \_\_\_\_\_ because \_\_\_\_\_.

### Connect to the Internet

To read more about the sun, visit [www.nasa.gov/vision/universe/solarsystem/sun\\_for\\_kids\\_main.html](http://www.nasa.gov/vision/universe/solarsystem/sun_for_kids_main.html).

To learn more about sunrise and sunset, go to [www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.riseset/observe-sunrise-and-sunset/](http://www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.riseset/observe-sunrise-and-sunset/).

# Level F Lessons at-a-Glance

## LEVEL F

| Text Type                      | Title                               | Content Area                  | Text Complexity | Themes/Ideas   | Technology Links   |
|--------------------------------|-------------------------------------|-------------------------------|-----------------|--|--|
| Diary Pages                    | <i>On the Ranch</i>                 | Community                     | Moderate        | understand details about a child's visit to a ranch; learn about horses                                | <ul style="list-style-type: none"> <li>• <a href="http://nasdonline.org/document/1112/d000899/horse-sense-4-kids-safety-on-the-ground.html">http://nasdonline.org/document/1112/d000899/horse-sense-4-kids-safety-on-the-ground.html</a></li> <li>• <a href="http://www2.ca.uky.edu/agc/pubs/4af/4af05ma/4af05ma.htm">www2.ca.uky.edu/agc/pubs/4af/4af05ma/4af05ma.htm</a></li> </ul>                                    |
| Email                          | <i>Hiking</i>                       | Sports/Recreation             | Basic           | appreciate the different places one can hike; observe things in nature                                 | <ul style="list-style-type: none"> <li>• <a href="http://hikesafe.com/index.php?page=what-you-should-know">http://hikesafe.com/index.php?page=what-you-should-know</a></li> <li>• <a href="http://www.kidsinparks.com/">www.kidsinparks.com/</a></li> </ul>  |
| Encyclopedia Article           | <i>Penguins</i>                     | Life Science                  | Basic           | learn facts about penguins; identify characteristics of emperor penguins                               | <ul style="list-style-type: none"> <li>• <a href="http://www.worldwildlife.org/species/penguin">www.worldwildlife.org/species/penguin</a></li> <li>• <a href="http://www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins">www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins</a></li> </ul>   |
| Fact Book Pages                | <i>Lions</i>                        | Life Science                  | Moderate        | learn facts about lion families; understand how lions meet their needs for food and water              | <ul style="list-style-type: none"> <li>• <a href="http://nationalzoo.si.edu/animals/greatcats/lionfacts.cfm">http://nationalzoo.si.edu/animals/greatcats/lionfacts.cfm</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/lion">http://animals.sandiegozoo.org/animals/lion</a></li> </ul>   |
| Guidebook Pages                | <i>The Shore</i>                    | Earth Science<br>Life Science | Moderate        | recognize the elements of the shore; identify different animals that inhabit the shore                 | <ul style="list-style-type: none"> <li>• <a href="http://www.oceanicresearch.org/education/wonders/lesson.html">www.oceanicresearch.org/education/wonders/lesson.html</a></li> <li>• <a href="http://www.nsf.gov/geo/oce/ocekids.jsp">www.nsf.gov/geo/oce/ocekids.jsp</a></li> </ul>   |
| How-to                         | <i>Make a Matching Pattern</i>      | Arts and Crafts<br>Math       | Complex         | understand steps in a process; understand the concept of matching                                      | <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/">www.pbs.org/parents/education/math/games/preschool-kindergarten/pattern-matcher/</a></li> <li>• <a href="http://pbskids.org/clifford/games/more_slides.html">http://pbskids.org/clifford/games/more_slides.html</a></li> </ul>  |
| Magazine Article               | <i>Growing and Changing</i>         | Life Science                  | Complex         | recognize the difference between baby and adult animals; learn about how baby animals grow             | <ul style="list-style-type: none"> <li>• <a href="http://kids.sandiegozoo.org/fantastic_frogs">http://kids.sandiegozoo.org/fantastic_frogs</a></li> <li>• <a href="http://animals.sandiegozoo.org/animals/butterfly">http://animals.sandiegozoo.org/animals/butterfly</a></li> </ul>   |
| Newspaper Article              | <i>The Air Show Is Here!</i>        | Science &<br>Technology       | Moderate        | learn what an air show is; recognize features of different kinds of aircraft                           | <ul style="list-style-type: none"> <li>• <a href="http://howthingsfly.si.edu">http://howthingsfly.si.edu</a></li> <li>• <a href="http://www.kids.ct.gov/kids/cwp/view.asp?q=330926">www.kids.ct.gov/kids/cwp/view.asp?q=330926</a></li> </ul>  |
| Question and Answer Book Pages | <i>Is an Animal a Living Thing?</i> | Life Science                  | Complex         | understand what it means to be a living thing; identify the basic needs of all animals                 | <ul style="list-style-type: none"> <li>• <a href="http://nationalzoo.si.edu/default.cfm">http://nationalzoo.si.edu/default.cfm</a></li> <li>• <a href="http://news.discovery.com/animals">http://news.discovery.com/animals</a></li> </ul>   |
| Science Journal Pages          | <i>A Day in the Sun</i>             | Earth Science                 | Basic           | learn how the sun and sky look at the beach at different times of the day; identify sunrise and sunset | <ul style="list-style-type: none"> <li>• <a href="http://www.nasa.gov/vision/universe/solarsystem/sun_for_kids_main.html">www.nasa.gov/vision/universe/solarsystem/sun_for_kids_main.html</a></li> <li>• <a href="http://www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.riseset/observe-sunrise-and-sunset/">www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.riseset/observe-sunrise-and-sunset/</a></li> </ul> |