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# Diary

Level G

Text Type: Diary

**Summary:** These pages from a child's diary are about the first day of a fitness week at school.

**Themes/Ideas:** understand the importance of exercise and eating right; learn about different kinds of exercise

**Informational Text Features:** photos, illustrations

**Academic Vocabulary:**

- **fit:** healthy and strong
- **strong:** powerful
- **tugs:** pulls

**Domain-Specific Vocabulary:**

- **relay race:** a race between teams in which each team member only does one part of the race
- **sack race:** a race in which people stand inside large bags and jump forward
- **tug-of-war:** a game in which two teams pull against each other at opposite ends of a long rope

# Get Up and Go!



**Focus Question:** What do children do to help keep fit during a Get Up and Go Week?

## First Reading

Explain that these pages are from a diary, a book in which a person writes about real experiences in his or her own life. Read the title and talk about the meaning of the phrase “get up and go.” Share that these diary pages describe the writer’s experiences during “Get Up and Go Week” at school.

For the first reading, have children read through the diary on their own. Then discuss what happens on the first day of the fitness week at school.

## Guided Close Reading

**Word and Phrases in Context** *The girl writes, “We are eating right to keep fit.” In this context, what do you think “keep fit” means? What do the children in the class have to eat in order to keep fit? ❶*

**Think Aloud** *I think “keep fit” means to stay healthy and strong. To keep fit, the children in the class will eat more fruits and vegetables than they did before.*

**Text Features** *Which part of keeping fit do the illustrations the writer added to the diary help to explain? ❶*

**Photos and Text/Sequence** *In a relay race, each member of the team runs a part of the race. Sometimes an object is passed from one member of the team to the next. In the photo, you can see the boy passing the stick to the girl. What will she do next? Why do you think the writer doesn’t say who won the race? ❷*

**Think Aloud** *I think the girl will run as soon as she gets the stick. She writes that she “was the last one to race” and “had to run very fast.” She probably didn’t say who won the race because the point was not to win. The point was to run fast and get fit.*

**Compare and Contrast** *How is a sack race different from a relay race? How do a relay race and a sack race help the children keep fit? ❷ ❸*

**Key Ideas and Details** *How is tug-of-war played? What details about tug-of-war are shown in the photo but not explained in the diary? How does the photo help you understand how a tug-of-war is played? ❹*

**Words and Phrases in Context** *What does the writer mean when she says that “tugging will make my arms strong”? ❹*

**Make Predictions** *How does the writer end her diary page? What makes you think she is looking forward to the next four days? What do you think she will be doing? ❺*

## Get Up and Go!



1



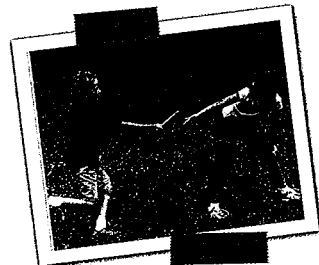
It's Get Up and Go Week at school.

We ate outside today. We are eating right to keep fit. That means we are eating a lot more fruits and vegetables.



2

We played games outside. I ran a lot today. Our teacher says that running helps keep you fit. First, we had a relay race. I was the last one to race on my team. And I had to run very fast!



3



Next, we had a sack race. Five of us raced at a time. I had to put both of my legs in a big sack. Then, I had to jump to the finish line. Jumping keeps you fit!

4

The last thing we did was play tug-of-war. One side tugs and tugs. Then the other side tugs and tugs. All that tugging will make my arms strong.



I am eating good food and getting fit.

5

Get Up and Go Week goes on for four more days!

## 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.

- Where were the children when they shared their healthy meal? What were the three activities the children did, and in what order were the activities done?
- Why is "Get Up and Go Week" a good name for this week at school? Why do you think the writer included so many details about her day in her diary?
- Besides fruits and vegetables, what other foods might the children eat to keep fit? What activities would you plan for a Get Up and Go Week?

## Write About Reading

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

- Make a list of activities that children can do to keep fit. Use ideas from the diary. **(Informative/Explanatory)**
- Write the following sentence on your paper:  
*I think my school should have a Get Up and Go Week.*  
Then write two reasons why you think your school should have this kind of activity. **(Opinion)**

## Connect to the Internet

To further children's understanding of healthy eating and exercise, visit [www.choosemyplate.gov/kids/](http://www.choosemyplate.gov/kids/) and [www.nick.com/thebighelp/road-to-wwdop/](http://www.nick.com/thebighelp/road-to-wwdop/).

# Email

Level G

Text Type: Email

**Summary:** These pages show email from one child to another about his hike in the woods.

**Themes/Ideas:** observe animals in their natural habitat; identify some animals that live in the woods

**Informational Text Features:** photos, email browser boxes

**Academic Vocabulary:**

- **email:** an electronic message sent through a computer or cell phone; it can also contain pictures
- **scare:** to frighten
- **still:** without moving

**Domain-Specific Vocabulary:**

- **hike:** a long walk
- **acorn:** the nut of an oak tree
- **chipmunk:** small animal related to a squirrel with brown fur and a stripe on its back and tail
- **chicks:** baby birds

# Pictures From the Woods



**Focus Question:** What does Sam notice and share with Beth about his hike in the woods?

## First Reading

Talk about how people send and receive email. Note the red, yellow, and green buttons for opening and closing emails, and the scroll bar. Clarify for children that emails can be sent by computers or cell phones. Note that the writer of these emails shares photos as well. Have children find one email on the front of the card and one on the back.

Have children read the emails independently. Then talk about the ideas the writer of the emails shared about his hike.

## Guided Close Reading

**Text Feature** Compare the From, To, and Subject lines of the two emails. How are they the same? How are they different? What do these lines tell you about the email? ① ④

**Think Aloud** The From and To lines show that both emails are from Sam to Beth. The subject line for the first email says "Pictures From the Woods." The subject line for the second email says "More Pictures From the Woods." The word More tells me that the second email includes pictures that are different from the ones in the first email.

**Connect Ideas** Which sentence explains why Sam was able to take good pictures of animals in the woods? What does this suggest about how some animals react to people? ②

**Sequence** What happens after the squirrel eats an acorn on the ground? What does the squirrel do after it gets scared? ②

**Vocabulary/Photos** What describing word does Sam use to tell about the chipmunk? What describing word does Sam use to tell about the butterfly? How does the photo help you to understand why Sam thinks the butterfly is pretty? What details about how the robin feeds her chicks do you see in the photo but not in the sentences? ⑤-⑦

**Author's Craft** How does Sam end each email? What does Sam's word choice and punctuation show? ② ⑤

**Think Aloud** Sam ends the first email by saying "I will send you more photos." This tells Beth to expect another email. Sam ends the second email by saying, "I hope you like my pictures!" The exclamation point shows that Sam is happy to share the pictures. Sam signs both emails "Your friend, Sam." This shows that Sam and Beth are friends.

**Connect Ideas** Look at all the pictures. How are they alike? Why does Sam want to share them with Beth? ③ ⑥ ⑦

From: Sam  
To: Beth  
Subject: **Pictures From the Woods**

Hi Beth,

My mom and I went on a hike  
and took lots of pictures in the woods.  
We had to stand very still so we wouldn't  
scare the animals.

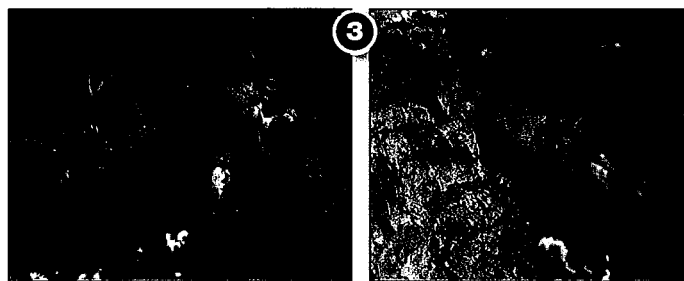
Here are some of the pictures I took.

Do you think my squirrel pictures are cute?  
I do.

The squirrel was eating an acorn on the ground.  
Then the squirrel got scared and ran up the tree.

I will send you more photos.

Your friend,  
Sam



From: Sam  
To: Beth  
Subject: **More Pictures From the Woods**

Hi Beth,

I had to send you these pictures, too.  
Here's my picture of a little chipmunk sitting  
on a log.



Look at the pretty butterfly sitting on a flower.

I think the best picture I took is the mother robin  
in the nest feeding her chicks.

I hope you like my pictures!

Your friend,  
Sam



## 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 is Sam's purpose, or reason, for writing the emails to Beth? How do you know what Sam's purpose is?*
- *What did you learn about Sam by reading the emails? How do you think Sam feels about hiking in the woods? How does Sam feel about the animals he sees?*
- *What other animals would you expect Sam to see on a hike through the woods? What animals might he see that would be dangerous to him?*

## Write About Reading

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

- Make a set of animal picture word cards to show all the animals that Sam saw. Write the name of the animal on one side. Add a describing word before each animal. For example, *cute squirrel*. Draw a picture on the other side. **(Informative/Explanatory)**
- Which picture do you think is the best picture Sam took? Write the animal name. Next to the animal name write why you think it is the best picture Sam took. **(Opinion)**

## Connect to the Internet

To read more about animals that live in the woods, go to [www.nature.nps.gov/biology/](http://www.nature.nps.gov/biology/). To learn more about squirrels, go to [http://wdfw.wa.gov/living/tree\\_squirrels.html](http://wdfw.wa.gov/living/tree_squirrels.html).

# Encyclopedia Article

Level G

Text Type: Encyclopedia Article

**Summary:** This encyclopedia article gives information about the use, development, and care of teeth.

**Themes/Ideas:** learn when baby and adult teeth grow; appreciate the importance of teeth and their care

**Informational Text Features:** headings, photos

**Academic Vocabulary:**

- **bite:** to use teeth to cut into something
- **tear:** to pull apart
- **crush:** to squeeze together tightly
- **sets:** groups
- **elderly:** very old

**Domain-Specific Vocabulary:**

- **baby teeth:** the first group of teeth a person gets
- **adult teeth:** the second group of teeth a person gets
- **dentist:** a doctor who keeps teeth healthy
- **braces:** a device with wires that works to straighten teeth

## Teeth



**Focus Question:** What is the difference between “baby teeth” and “adult teeth” and how can you take care of your teeth?

### First Reading

Introduce the article about teeth, noting that it is from an encyclopedia. Discuss why this article would be found in *Encyclopedia on Health and the Human Body*. Remind children that articles in an encyclopedia are listed in alphabetical order.

For their first reading, have children read through the text. Then discuss the main ideas the author shared about the development of teeth and caring for teeth.

### Guided Close Reading

**Key Ideas and Details** *The article begins with an introduction. Which words and phrases help you understand how we use our teeth? How many sets of teeth do people get? ①*

**Think Aloud** *We use our teeth to bite and tear food. The chewing and crushing helps make the food small enough to swallow. People get two sets of teeth.*

**Text Features** *How does the author organize the information in the article? What will you read about after you read the introduction? ①-④*

**Compare and Contrast** *Look at the number of baby teeth in a set. Compare that number with the number of adult teeth in a set. Which set of teeth is bigger? Why do you think people have more adult teeth? ② ③*

**Sequence** *The author gives information about baby teeth first and then information about adult teeth. Why does giving information in that order make sense? ② ③*

**Think Aloud** *It makes sense because people first have a set of baby teeth. After the baby teeth fall out, the adult teeth come in. So the author gives the information in the order in which people get their teeth.*

**Words and Phrases in Context** *What does the word lost mean when people use it to tell about what happens to baby teeth? What is another way to describe what happens to baby teeth when children are between 6 and 12 years old? ③*

**Connect Ideas** *Why do you think the author included the information in the “Teeth Care” section? What are two important things to do to care for teeth? ④*

**Make Inferences** *If a person is supposed to brush their teeth twice a day, when would be a good time to do that? ④*

**Photos and Text** *Why do you think the author shows a picture of a girl at the dentist office? What is the purpose of visiting the dentist? ④*

## 1 Teeth

People use their teeth to bite into food. People also use their teeth to tear food into smaller pieces. Chewing helps crush the food. Chewing and crushing food make it easier to swallow.

People have two sets of teeth in their lives. As children change and grow, their teeth do, too.



## 2 "Baby Teeth"

Most babies do not have teeth when they are born.

But some people call the first set of teeth "baby teeth."

That's because the first tooth comes in when a child is only about 6 months old.

As children grow, they will have a total of 20 "baby teeth."

## 3 "Adult Teeth"

When children are between 6 and 12 years old, people say they have "lost" their baby teeth. But the teeth are not really lost.

Baby teeth get loose and fall out because the second set of teeth, or the "adult teeth," is moving in.

When the second set of teeth is complete, an adult will have a total of 32 teeth.



## 4 Tooth Care

It's important to care for the teeth, no matter how old a person is.

If people do not take care of their teeth, their teeth might fall out when they are elderly.

Brushing teeth twice a day helps keep teeth healthy.

Visiting a dentist is very important, too.

A dentist cleans and checks the teeth.

These two tasks are sure ways to have healthy teeth.



## 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 is the topic of this encyclopedia article? What are some details the author included about teeth and how to take care of teeth?
- Look at the series of pictures that are shown on the front of the card. What does each picture show? Why does the author include these pictures in this order?
- Why is being a dentist such an important job? How do dentists help people?

## Write About Reading

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

- Fold a paper in half. Write the heading *baby teeth* and write a description of them. Then write the heading *adult teeth* and write a description. Include the number of teeth under each heading. (Informative/Explanatory)
- Write two ways that people can take care of their teeth. Why it is important to take care of your teeth? (Opinion)

## Connect to the Internet

To learn about teeth, go to <http://pbskids.org/sid//videoplayer.html?pid=5gEv7VHqmJGIGhdc1Ngt7X6nBDaFTEwV> and [www.mouthhealthykids.org/en/~/link.aspx?\\_id=91E058F4D1DD41AEBA16D6CFF8C7F897&\\_z=z](http://www.mouthhealthykids.org/en/~/link.aspx?_id=91E058F4D1DD41AEBA16D6CFF8C7F897&_z=z)

# Fact Book

Level G

Text Type: Fact Book

**Summary:** These pages give facts about swamps and the plants and animals that live there.

**Themes/Ideas:** understand what a swamp is; learn about different kinds of plants and animals that live in a swamp

**Informational Text Features:** photos, headings, bold print, label, inset photo, text boxes

**Academic Vocabulary:**

- **damp:** a little wet
- **dives:** moves down from a high place very quickly, head first
- **large:** big
- **swarm:** move as part of a large group

**Domain-Specific Vocabulary:**

- **swamp:** an area of land that is almost always wet
- **moss:** a kind of plant that hangs down from tree branches
- **bill:** the part of a bird's mouth that sticks out; a beak

# Life in a Swamp



**Focus Question:** What are some of the plants and animals that live in a swamp?

## First Reading

Read the title and note that these pages are from a fact book about wetlands, which are places where the land is always wet. A swamp is one kind of wetland. Point out each heading. Then pronounce the names of the featured plants and animals, and invite children to find them in the photos.

For the first reading, have children read through the front and back of the card on their own. Then discuss what they have found out about life in the swamp.

## Guided Close Reading

**Vocabulary** Which two words does the author use to describe the air in a swamp? How do these words help you imagine what being in a swamp would feel like? ❶

**Think Aloud** The writer says that the air is warm. The writer also says the air is damp. I know that damp means slightly wet. I think I might feel wet walking in the swamp. I might feel hot and sticky.

**Text Feature** Find the headings on the first and second page. How does seeing the headings "Swamp Plants" and "Swamp Animals" help you understand the how the information is organized on these pages? ❷ ❸

**Key Ideas and Details** What are three kinds of plants that grow in swamps? How do the photos on the first page help you understand the descriptions of each kind of plant? How did the words in bold print help you find the information about each of the plants? ❹

**Think Aloud** Three kinds of plants that grow in swamps are cypress trees, moss, and duckweed. These words are easy to notice because they are in bold print. The photos show that cypress trees grow in swamp water, moss hangs down from tree branches, and duckweed is a tiny plant that also grows in swamp water. There is a little photo with a label to help me see what duckweed looks like close up.

**Connect Ideas** Look at the text box that tells about alligators. Knowing that a swamp is a wetland, why is the swamp a good place for alligators to live? ❺

**Photos and Text** Notice what the writer says about pelicans. How does the photo of the pelican help you understand how this animal can use its bill? ❻

**Compare and Contrast** What is one kind of insect that lives in swamps? How is this insect like a pelican in some ways? ❼ ❽

**Think Aloud** A dragonfly is one kind of insect that lives in swamps. A pelican is a bird, not an insect. But both the dragonfly and the pelican have wings and can fly. They both live in the swamp and look for food in swamp waters.



# LIFE IN A SWAMP

- 1 A swamp is land that is always wet.  
The air in a swamp is warm and damp.

## Swamp Plants

In a swamp, trees grow in the water.

**Cypress trees** grow in swamps.

Cypress roots stick up above the water.

**Moss** is a plant that hangs down from tree branches.

**Duckweed** is a tiny plant that grows in swamp water.



1 Wetlands

## Swamp Animals

All kinds of animals—large and small—live in swamps.

3 Alligators are the largest animals that live in the swamp.

The alligator can live on land and in the water, but it spends most of its time in water.

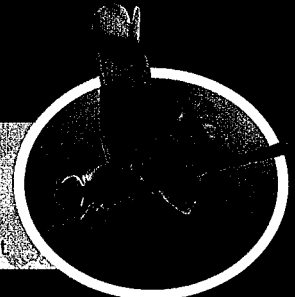


4 Pelicans are large birds that live in swamps.

A pelican dives for fish from the air and uses its large bill to catch fish.

5 Many insects, like the dragonfly, live in swamps.

Dragonflies swarm over the swamp waters looking for other insects to eat.



2 Wetlands

## 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 details tell you about large plants and animals that you would see in the swamp? What small plants and animals would you see?
- Where do alligators spend most of their time? What does this fact suggest about how alligators live and how they find their food?
- Look at the picture of the swamp. Describe the picture for a partner. Tell about what it looks like, what it must feel like, and what sounds you might hear in a swamp.

## Write About Reading

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

- List three kinds of animals that live in swamps. Next to each animal, write one fact about it. Be sure to use information from the text. **(Informative/Explanatory)**
- What do you think? Would you like to take a boat ride through a swamp? First, write a sentence that tells your opinion. Then, use details from “Life in a Swamp” to write sentences to support your opinion. **(Opinion)**

## Connect to the Internet

To learn more about swamps, go to <http://water.epa.gov/type/wetlands/swamp.cfm> and [www.nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx](http://www.nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx).

# Guidebook

Level G

Text Type: Guidebook

**Summary:** These pages from a guidebook give information about three different kinds of dogs.

**Themes/Ideas:** learn about three different kinds of dogs; find out how to take care of a Yorkshire Terrier, a Golden Retriever, and a Great Dane

**Informational Text Features:** graphic, labels, colored print, bold print, photos, text boxes, headings, bulleted list

**Academic Vocabulary:**

- **size:** how big or little something is
- **exercise:** moving a body to become healthy and strong

**Domain-Specific Vocabulary:**

- **nickname:** a name a person or animal is called that is not a real name but often a shortened version of a real name
- **grooming:** washing, brushing, or cutting an animal's hair
- **guide dogs:** dogs whose job it is to help people who cannot see get from place to place
- **silky:** having a soft feel; smooth

# Think About Size!



**Focus Question:** What are some characteristics of Yorkshire Terriers, Golden Retrievers, and Great Danes?

## First Reading

Together, read the introduction at the top of the page that describes a guidebook. Remind children that a reference book has information that is true. Then talk about the title and what it means to think about size. Point out the features of this guidebook, including the graphic and the text boxes.

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

## Guided Close Reading

**Text Structure** *What do people think about when choosing a pet? What is the main idea in the first paragraph? What is the main idea of the next paragraph?* ① ②

**Text Features** *What information does the graphic at the top of the page show? How does the graphic help you better understand what small, medium, and large dogs look like?* ③

**Key Ideas and Details** *Which details in the first text box help you imagine what a Yorkie looks like? Which details describe how a Yorkie behaves?* ④

**Text Features** *Look at the second page. What do you notice about how the author organized the information about the Golden Retriever and the Great Dane in the text boxes?* ⑤ ⑥

**Vocabulary** *What nicknames do you see for each dog? Why do you think the author included information about these dogs' nicknames in the text?* ④-⑥

**Think Aloud** *I see the nicknames "Yorkie," "Golden," and "Gentle Giant" in the text. The author probably included this information because people might know these dogs by their nicknames.*

**Words and Phrases in Context** *The author describes the Yorkshire Terrier as "brave and friendly." How does the author describe the Golden Retriever? the Great Dane?* ④-⑥

**Connect Ideas** *Look at the information under the headings, "Care and Exercise." In what ways are all the dogs alike? How are they different? Why do you think a Golden Retriever might make a better guide dog than a Great Dane?* ④-⑥

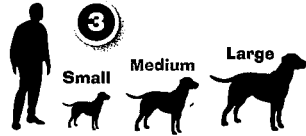
**Photos and Text** *Look back at the photos. How do the photos help you understand the information in the text boxes? How did the author make the bullets fancy? What do you learn from the bulleted lists that you cannot learn from the photos?* ④-⑥

**Think Aloud** *The photos show me what the dogs look like. This helps me understand their size and the color of their coats. The lists tell me how each dog behaves and the amount of care and exercise it needs.*

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

## Think About Size!

- 1 Size is one thing that people think about when they choose a pet.  
Some people like big dogs.  
Some people like little dogs.  
And some people like medium-sized dogs.
- 2 Take a look at three dogs to find out what they are like.  
Each dog is a different size, and each makes a great pet.



### Yorkshire Terrier

#### What It's Like

- 🐾 This dog's nickname is "Yorkie."
- 🐾 A Yorkie weighs less than 7 pounds.
- 🐾 Its coat or hair is tan and black.
- 🐾 A Yorkie's hair can be kept short or grown long and silky.
- 🐾 The brave and friendly Yorkie likes being a part of the family.

#### Care and Exercise

- 🐾 A Yorkie needs lots of grooming.
- 🐾 It needs to be brushed at least once a day.
- 🐾 A Yorkie does not need a lot of exercise.



1 A Guide to Dogs

### Golden Retriever

#### What It's Like

- 🐾 "Golden" is this dog's nickname.
- 🐾 A Golden has a thick, golden coat of fur.
- 🐾 This super-friendly dog can weigh as much as 80 pounds.

#### Care and Exercise

- 🐾 A Golden needs brushing every day.
- 🐾 A Golden also needs to play and run a lot!
- 🐾 Most Golden Retrievers are so well behaved that they are good guide dogs for people who cannot see.



### Great Dane

#### What It's Like

- 🐾 Its nickname is "Gentle Giant."
- 🐾 It can weigh as much as 120 pounds!
- 🐾 Also called "The King of Dogs," this is a friendly, family-loving dog.
- 🐾 These dogs are strong and happy to please.

#### Care and Exercise

- 🐾 The dog has short, thick, shiny hair and needs to be brushed.
- 🐾 A Great Dane needs lots of exercise and plenty of space to run.



2 A Guide to Dogs

## 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 kind of information do you think is the most helpful for someone who is deciding on which of these dogs to get? What is very important to know when choosing a dog?
- Look back at the text boxes. Why do you think the author organized the information in all the text boxes in the same way? How does this help a reader?
- What other kinds of dogs do you know about? How are they similar to these kinds of dogs? How are they different?

## Write About Reading

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

- Write a riddle about each of the dogs. Use information about how the dog looks and behaves. Follow the format below. **(Informative/Explanatory)**  
*I have a tan coat. I am brave and friendly.  
What am I?*
- Which kind of dog would be easiest to care for? Why? Write sentences that give reasons based on details from the guidebook. **(Opinion)**

## Connect to the Internet

To read more about these kinds of dogs, visit [www.woofipedia.com/discover/breeds/yorkshire-terrier](http://www.woofipedia.com/discover/breeds/yorkshire-terrier), <http://www.woofipedia.com/discover/breeds/golden-retriever>, and [www.woofipedia.com/discover/breeds/great-dane](http://www.woofipedia.com/discover/breeds/great-dane).

## How-to

Level G

Text Type: How-to

**Summary:** This set of instructions tells children how to make a hand puppet out of a paper bag.

**Themes/Ideas:** follow step-by-step instructions; learn how to make a puppet

**Informational Text Features:** photos, bulleted list, list of steps

### Academic Vocabulary:

- **reuse:** to use something again, often in a different way
- **step:** one in a series of directions
- **decide:** choose; make up your mind
- **scraps:** little bits, usually left over after making something else

### Domain-Specific Vocabulary:

- **puppet:** a small doll that you can move by putting your hand inside it
- **glue:** a sticky gel or liquid that is used to hold things together
- **flap:** a part of something that moves easily; the folded bottom part of a paper bag

# Make a Paper Bag Puppet



**Focus Question:** What steps can you follow to turn a paper bag into a puppet?

## First Reading

Read the title, discuss what a puppet is, and preview the text. Note that this is a how-to article. Remind children that a how-to gives step-by-step directions on how to make or do something. Point out the text features, including the list of materials and photos.

For the first reading, have children read through the front and back of the card on their own. Then discuss what the writer has to say about making puppets.

## Guided Close Reading

**Vocabulary** Look at the first sentence and the word reuse. This word adds the prefix re- which means "again" to the word use. Reuse means to use again. Why do you think the writer is suggesting that you reuse bags you have instead of buying a new one to do this project? ①

**Text Feature** What information does the list in the light yellow box give you? Why do you think it is important to read this information before you follow the steps? ②

**Think Aloud** The list in the light yellow box shows the things needed to make a puppet out of a paper bag. It is important to read this information first because I need to get all of these things ready before I can make the puppet.

**Words and Phrases in Context** Look at both pages to find all the places where you see the word flap. What does flap mean? How do the words and photos help you understand what a flap is, and why it will be an important part of the puppet? Which parts of the puppet do you draw on the flap? Which part do you draw under the flap? ③ ⑤ - ⑧

**Key Ideas and Details** What do the directions say to use yarn for? How will scraps of cloth be used? ⑦

**Vocabulary** The directions in Step 5 say to use glue. What will the glue do? What do you usually have to do after you use glue? How does what you know about glue help you know when you can move on to Step 6? ⑦

**Think Aloud** I know that glue is used to stick two things together. I also know that you have to wait for glue to dry before the things really stick together. This helps me know that I need to wait before I go on to Step 6 and use my puppet. If I do not wait—the puppet's hair might fall off!

**Connect Ideas** Show me how you would move your hand inside the puppet to make it speak. What would you want to do with your puppet after it was finished? ⑧

# Make a Paper Bag Puppet

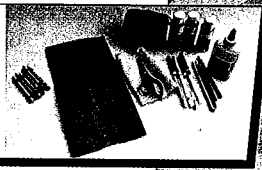
Here's a great way to reuse paper bags.



- 1** For each puppet you make, you will need these things.

You will need an adult helper, too.

- 2**
- 1 paper bag
  - paints, crayons, or colored pencils
  - scraps of cloth
  - yarn
  - glue
  - safety scissors

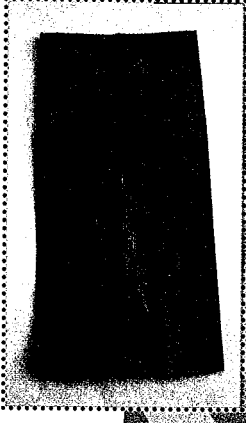


## Step 1

**3** Place your paper bag on a table so you can see the flap. The opening of the bag should face you.

## Step 2

Talk with your helper about the kind of puppet you want to make.



- 4** Do you want to make an animal puppet or a puppet that looks like a person?

Once you decide, draw two eyes and a nose.

- 5** **Step 3**  
Lift up the flap.  
Draw a tongue under the flap.

- 6** **Step 4**  
Close the flap so the eyes and nose show.  
Draw the upper lip under the nose. Then draw the lower lip under the flap.

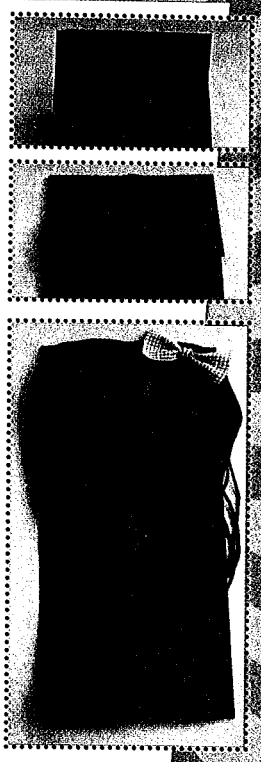
- 7** **Step 5**  
Use yarn to add fur or hair. Cut long and short pieces of yarn.

- 8** **Step 6**  
Glue the pieces to the top of the flap. Use the scraps to add a tie or ribbon.

- 9** **Step 6**  
Place your hand inside the bag. Put your fingers in the flap.

- 10** **Step 6**  
Then, make your puppet speak. Move your fingers up and down.

Now you know how to make a paper bag puppet!



## 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 that the writer tells you to decide what kind of puppet you want to make in Step 2? How will what you decide help you with the rest of the steps?
- Which step is not shown in a picture? Do the words make clear what you should do? Why do you think this how-to does not show a picture for this step?
- Look at the photo of the girl on the front of the card. How does this photo help you think about adding other things to the puppets you make? What would you want your puppets to look like?

## Write About Reading

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

- How would you make a puppet like one of the ones that the girl shown on the card is holding? Choose one puppet. Make a list of steps to follow to make that puppet. **(Informative/Explanatory)**
- Why do you think that the writer says that you need an adult to help you? What would be the most important things the helper would do? Write a few sentences that explain your opinion, or what you think. **(Opinion)**

## Connect to the Internet

To read more about puppet crafts for kids, visit [www.pbs.org/parents/crafts-for-kids/puppy-puppet-marionette/](http://www.pbs.org/parents/crafts-for-kids/puppy-puppet-marionette/) and [www.pbs.org/parents/crafts-for-kids/mini-pencil-puppets-cereal-box-theater/](http://www.pbs.org/parents/crafts-for-kids/mini-pencil-puppets-cereal-box-theater/).

# Magazine Article

Level G

Text Type: Magazine Article

**Summary:** This article explains how to tell the difference between an alligator and a crocodile.

**Themes/Ideas:** compare and contrast crocodiles and alligators; learn about the features of crocodiles and alligators

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

**Academic Vocabulary:**

- **narrow:** thin
- **wide:** large from side to side

**Domain-Specific Vocabulary:**

- **alligator:** large animal with huge teeth and a wide head
- **crocodile:** large animal with huge teeth and a long, narrow head
- **cold-blooded:** not able to adjust its own body temperature
- **scales:** overlapping hard, thin plates that protect an animal's body

# Is It an Alligator or a Crocodile?



**Focus Question:** How can you tell the difference between an alligator and a crocodile?

## First Reading

Introduce the pages and tell children this article comes from *Kids' Wildlife Magazine*. Be sure that children understand that a magazine article is an informational text featuring facts and pictures related to one topic.

Have children read through the text one time on their own. Finally, discuss the main ideas about alligators and crocodiles.

## Guided Close Reading

**Text Feature/Photos** Look at the photographs on the first page. What animals do the photographs show? What words do you see in the labels? How do the photos and labels work together to help you understand the topic? ❶

**Words and Phrases in Context** The writer uses the word cold-blooded to describe reptiles. What meaning does the writer give for the word cold-blooded? ❶

**Key Ideas and Details** What are some ways in which alligators and crocodiles are alike? ❶

**Photos and Text** Look at the photographs on the second page. What idea in the text do these photographs help you understand? Why is this idea important to understanding the whole magazine article? ❷-❹

**Think Aloud** The photographs show an alligator's head and a crocodile's head. The photos show the size and shape of each head. They also show the teeth of each animal. The photos help me understand that I can tell alligators and crocodiles apart by looking at their heads. This idea is important because the topic of the article is how to tell alligators and crocodiles apart.

**Author's Craft** What clue words does the writer use to tell what things are the same about alligators and crocodiles? ❶

**Think Aloud** The words "and" and "both" show that the writer is comparing two things by telling how they are alike.

**Text Features** What heading introduces the two text boxes? What do you notice about the text in the text boxes? ❷-❹

**Compare and Contrast** What are the three ideas the writer introduces to contrast alligators and crocodiles? How are their heads and jaws different? How are their noses different? Which animal looks like it is smiling? ❷-❹

**Author's Craft** What do you notice about how the letters are printed in the last sentence? Why do you think the author printed them in this way? ❺

# Is It an Alligator or a Crocodile?

1

**alligator**

It's hard to tell which animal is which! Alligators and crocodiles are alike in many ways. They are both reptiles.

Reptiles are cold-blooded animals. That means reptiles have to stay in the sun to stay warm. Reptiles have to swim in cool water or stay in the shade to stay cool.

Both alligators and crocodiles have long tails and short legs. Both have scales on their bodies.

**crocodile**

6 Kids' Wildlife Magazine

## 2 How to Tell an Alligator From a Crocodile

3

**alligator**

- An alligator has a wide head.
- An alligator also has a wide jaw.
- An alligator's nose is wide, too.

4

- A crocodile's head and jaw are narrow.
- A crocodile's nose is pointy.
- And a crocodile looks like it's smiling!

**crocodile**

## 5 Now you can tell an alligator from a crocodile!

Kids' Wildlife Magazine 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 do you think was the author's purpose for writing this article? Do you think the author did a good job of comparing and contrasting alligators and crocodiles, to tell how they are alike and how they are different?*
- *How do the pictures support the main idea that alligators and crocodiles are different? How do they make the article easier to understand?*
- *Snakes and turtles are reptiles, too. In what ways are snakes and turtles different from crocodiles and alligators?*

### Write About Reading

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

- Use the information in the article to make a Venn diagram about alligators and crocodiles. Be sure to show what they have in common and how they are different. **(Informative/Explanatory)**
- Which detail in the text was the most interesting? Why did that detail catch your attention? Write your opinion and give a reason based on the magazine article. **(Opinion)**

### Connect to the Internet

To learn more information about alligators and crocodiles, have children go to <http://kids.sandiegozoo.org/animals/reptiles/chinese-alligator> and <http://kids.sandiegozoo.org/animals/reptiles/slender-snouted-crocodile>.

## Newspaper Article

Level G

Text Type: Newspaper Article

**Summary:** These pages from a newspaper give information about the opening of a new toy museum.

**Themes/Ideas:** explore a toy museum; recognize different types of toys

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

**Academic Vocabulary:**

- **cuddle:** hold closely
- **huge:** very big
- **life-size:** the same size as the real thing
- **tiny:** very little

**Domain-Specific Vocabulary:**

- **museum:** a place where interesting things are shown

# Toy Museum Opens Saturday!



**Focus Question:** What can someone see when visiting the new toy museum?

## First Reading

Read the masthead—the name of the newspaper, the date, and the price. Remind children that a newspaper has many articles about the news of the day. Have children tell what other text features they see. Then talk about the headline that names the article. Ask children what kinds of toys they might expect to find at a toy museum.

Have children read the article independently. Then talk about the different things that can be seen at the new toy museum.

## Guided Close Reading

**Words and Phrases in Context** *Some of the toys in the museum were made thousands of years ago. What phrase in the text helps you understand what thousands of years ago means?* ②

**Think Aloud** *The phrase “very old” shows that “thousands of years” is a very long time ago. The photos show different kinds of old toys, and the captions tell more about the toys.*

**Compare and Contrast** *Look at the photos of the toy train and toy airplane. In what ways are they the same? How are they different? What do you learn about these toys from the text?* ④ ⑤

**Vocabulary** *The author says that the museum has tiny dolls and life-size dolls. How do the words tiny and life-size relate to each other? Are they action words, naming words, or describing words? How do you know?* ⑥

**Photos and Text** *What can you learn about the teddy bear from the caption that you do not learn from the text?* ⑨

**Connect Ideas** *How does the writer make readers want to visit the toy museum?* ①–③

**Key Ideas and Details** *When does the Toy Museum open? Why is this important information to include in the newspaper article?* ⑧

**Text Features** *How does the author use text features to organize information and make it easier to understand the information?* ①–⑨

**Think Aloud** *The headline tells the main topic of the article. The headings put the text in smaller sections so that the information is easier to find. The photos show details from the text. The captions give information about the photos.*



## 1 TOY MUSEUM OPENS SATURDAY!

We have waited a long time, but the Toy Museum will open this week!

You do not have to be a child to love this museum.

2 People of all ages will love to look at the toys they have here.

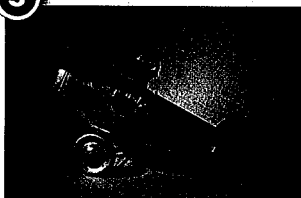
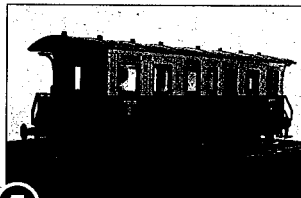
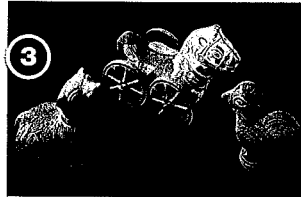
Some toys in the museum are very old.

Some of these toys were made thousands of years ago!

### What Kinds of Toys?

You name the toy and our new Toy Museum will have it!

4 There are toy trains on tracks. There are trains made of wood. There are toy airplanes of all shapes and sizes.



There are over 1000 old toys to see at the Toy Museum.

### Toys to Cuddle

6 For those who love dolls, there are hundreds of dolls from all over the world.

There are dolls from long ago, too. This museum has tiny dolls and life-size dolls. There are many baby dolls, too.



The Toy Museum has dolls from all over the world.

You should also take a look at the toy animals. There are huge toy bears and teddy bears.

If you have ever loved toys, you will love the new toy museum!

8 The Toy Museum opens on Saturday.

Come to 25 Main Street and have fun!



9 Our museum has one of the first teddy bears ever made.

## 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 is the author's purpose, or reason, for writing this newspaper article? What words and phrases give you clues to the author's purpose?
- How do the photos support the main idea of the newspaper article? Why would the photos be especially helpful for someone who could not visit the toy museum?
- What would grab your attention at the toy museum? What other kinds of toys do you think would be good to show in a toy museum?

## Write About Reading

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

- Make a poster to announce the opening of the new toy museum. Include important information about the opening and what can be seen at the new museum. **(Informative/Explanatory)**
- Write an email to a friend. Tell your friend about the new toy museum and why your friend should visit. Use ideas from the article to convince your friend to go. **(Opinion)**

## Connect to the Internet

To read facts about the history of toys and dolls, go to [www3.hants.gov.uk/childhood-collections/toys/history-toys.htm](http://www3.hants.gov.uk/childhood-collections/toys/history-toys.htm) and [www3.hants.gov.uk/childhood-collections/toys/history-toys/dolls-soft-toys.htm](http://www3.hants.gov.uk/childhood-collections/toys/history-toys/dolls-soft-toys.htm).

# Question and Answer Book

Level G

Text Type: Question and Answer Book

**Summary:** These pages show four different kinds of communities where people live and work.

**Themes/Ideas:** compare and contrast communities; identify a farm, city, town, and suburb

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

**Academic Vocabulary:**

- **raise:** grow and take care of
- **close (to):** near

**Domain-Specific Vocabulary:**

- **farm:** a place where people grow food and raise animals
- **city:** a place where lots of people live and work close together that is larger than a town
- **town:** a place like a city, but smaller than a city and bigger than a village
- **suburb:** an area or district close to a large city

# All Kinds of Places



**Focus Question:** What makes a farm, city, town, and suburb special places to live and work?

## First Reading

Read the title to introduce these two pages from a question and answer book called *Where Do People Live and Work?* Remind children to first read the question sentence and then read the sentences below it that answer the question. Point out the photos that show two different places where people live.

Ask children to read through both pages of the question and answer book on their own. Then discuss the main ideas that the author shared about different places people live and work.

## Guided Close Reading

**Text Features** *What letter stands for the word question on this page from a question and answer book? What letter stands for the word answer? What do you notice about how the questions on this page are printed? Why do you think the author printed them in this way? ① ②*

**Think Aloud** *The letter Q stands for question. The letter A stands for answer. The questions are printed in bold colored print. I think the author printed the question in that way to call attention to it. Colors make it easy to tell which question and answer go together.*

**Photos and Text** *Which place is where food grows? How does the first photo on the card connect to the sentences about growing food? ①*

**Think Aloud** *The first photo on the card shows a farm with a lot of land. That shows me there is a lot of space to grow fruits and vegetables.*

**Vocabulary/Photos** *What is a city? How do the text and photos help you understand what a city is like? ②*

**Make Inferences** *The author writes that "many people live and work in a city." Why do you think it's important for cities to have tall buildings? What would you expect to see on city streets? ②*

**Compare and Contrast** *What is a town? In what ways are a town and a city alike? What details help you know how a town is different from a city? ② ③*

**Make Inferences** *Where would you expect to find a suburb? Why is being close to a city important for a suburb? Why might people who live in a suburb want to travel into the nearby city? ④*

**Compare and Contrast** *Where do most of the people in suburbs live? In what way is that very different from where most city people live? ② ④*

## ALL KINDS OF PLACES

**Q: What is a farm? 1**

**A:** A farm is a place with a lot of land. Farmers and their families live and work on a farm. Some farmers grow fruits or vegetables. Some farmers raise animals on their farms.



8 All Kinds of Places

**Q: What is a city? 2**

**A:** A city is a place with lots of buildings. Some of the buildings are very tall. Many people live and work in a city. Many people who live in a city live in tall buildings.

**Q: What is a town? 3**

**A:** A town is not as big as a city. The buildings in a town are not as tall as city buildings. People live and work in a town. But there are not as many people in a town as in a city.



**Q: What is a suburb? 4**

**A:** A suburb is close to a city. People live and work in a suburb. There aren't many tall buildings in a suburb, but there are lots of houses. Some of the houses have yards with grass.

All Kinds of Places 9

## 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 four different places did you read about? What do you know about each place based on the photos and sentences on these question and answer book pages?*
- *How do the pictures help you imagine what it is like to live and work in each place? What sounds would you expect to hear if you lived on a farm? In a big city?*
- *Think about where you live. Is it most like a farm, town, city, or suburb? Tell why.*

## Write About Reading

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

- Fold a paper so you have four boxes. Label each section with the following words: *farm*, *city*, *town*, or *suburb*. In the box write a sentence about each place and draw a picture to show it. **(Informative/Explanatory)**
- Think about the different places you read about. What do you think is the best place to live? Complete the sentence frames below. **(Opinion)**

*I think a \_\_\_\_\_ is the best place to live.*

*I think it's the best because \_\_\_\_\_.*

## Connect to the Internet

To read more about where people live and work, go to [www.pbs.org/livelyhood/ourtowns/trends.html](http://www.pbs.org/livelyhood/ourtowns/trends.html). To see a map of a fictional city, have children go to <http://pbskids.org/arthur/games/elwoodcity/elwoodcity.html>.

# Science Journal

Level G

Text Type: Science Journal

**Summary:** These pages from a science journal tell about a trip to a pumpkin farm and record observations about how pumpkins grow.

**Themes/Ideas:** learn about how pumpkins grow; understand the difference between ripe and unripe pumpkins

**Informational Text Features:** photos, arrows, labels, caption

**Academic Vocabulary:**

- **ripe:** ready to be eaten
- **pick:** to pull a fruit or vegetable from its stem; to lift (pick up)

**Domain-Specific Vocabulary:**

- **fall:** the season that comes between summer and winter; many fruits and vegetables are ready to be picked in the fall
- **pumpkin:** a large plant with a thick skin that is usually round and orange in color
- **vine:** a plant stem that grows along the ground or against something else, such as a fence

# At the Pumpkin Farm



**Focus Question:** What can you learn at a pumpkin farm?

## First Reading

Read the title, and note that these are pages from a science journal. Remind children that a science journal is a book that has information and pictures about things found in nature. Point out the text features, including the photos of pumpkins.

For the first reading, have children read through the text on their own. Then discuss the information the author shared about the visit to the pumpkin farm.

## Guided Close Reading

**Connect Ideas** *The first sentence in the journal tells about the season. What things happen in the fall? How does knowing that it is fall help you understand why the class visited the farm at this time? What might the class have seen if they visited the farm in the winter, instead?* ❶

**Photos and Text** *The writer is excited to see that there are some very large pumpkins on the farm. The writer even says that one pumpkin was “much too big” to pick up. How big is “much too big”? What details in the photo tell you more about the size of this pumpkin?* ❶ ❷

**Think Aloud** *The picture shows me why the writer could not pick up the pumpkin. It is “much too big to pick up” because it is so large that a girl can sit on it!*

**Text Feature** *Look at the second page. The writer says that a pumpkin is a plant that grows on a vine. How do the red arrows and labels that the writer uses help you better understand the meaning of the word vine?* ❸ ❹

**Connect Ideas** *If you see a pumpkin that is green, what can you tell about it?* ❸

**Key Ideas and Details** *What does it mean when a pumpkin turns from green to orange? What does this detail tell you?* ❸-❺

**Think Aloud** *Pumpkins turn from green to orange as they ripen. It means the pumpkins will stop growing. When pumpkins are orange they are ripe, or ready to be picked. They are also ready to be eaten.*

**Connect Ideas** *Which kind of pumpkins does this farm sell—green or orange? How do you know? Why do you think the farm sells only orange pumpkins?* ❺

**Key Ideas and Details** *Why did the class go to the pumpkin farm? What different things did the writer see there and tell about in this science journal?* ❶-❺

## At the Pumpkin Farm



It's fall.

1 Today my class went to a pumpkin farm.

The farm has pumpkins of all sizes.

2 Some of the pumpkins were the largest that I have ever seen!

Why did we go to this farm?  
We are learning about pumpkins.

We liked this pumpkin, but it was much too big to pick up!



pumpkin



vine

3 A pumpkin is a plant that grows on a vine.

Pumpkins are green when they are little. These little green pumpkins are still growing.

4

vine



This pumpkin is big and green.

Pumpkins get bigger as they grow.

This pumpkin is bigger but it is still green.

It is not ripe yet, so the farm will not sell it.



ripe pumpkin

5 This pumpkin is big and orange. That means it is ripe. It's time to pick it off the vine. And that's when the farm sells the pumpkin.

### Revisit the Text: Ideas for Discussion

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

- In science journals, writers make notes about what they see and do. They may add photos and labels. What do the notes, photos, and labels in this journal tell you about green pumpkins?
- Look back at the second photo in the journal. How is this photo different from the others? What does it tell about the visit to the farm and how pumpkins grow?
- What do you think will happen to the pumpkins after they are sold?

### Write About Reading

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

- What does the writer see at the pumpkin farm? Make a list. Use adjectives like *big*, *little*, *green*, and *orange* to describe each pumpkin. Be sure to include details from the words and photos in the list. **(Informative/Explanatory)**
- Do you think that visiting a farm is a good way to learn about pumpkins? Why or why not? Use details from the journal. Write sentences that give reasons for your opinion, or what you think. **(Opinion)**

### Connect to the Internet

To teach children more about pumpkins, visit the following websites: <http://urbanext.illinois.edu/pumpkins/facts.cfm> and <http://urbanext.illinois.edu/pumpkins/growing.cfm>.

# Level G Lessons at-a-Glance

## LEVEL G

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Diary Pages	<i>Get Up and Go!</i>	Sports Recreation	Moderate	understand the importance of exercise and eating right; learn about different kinds of exercise	<ul style="list-style-type: none"> <li>• <a href="http://www.choosemyplate.gov/kids/">www.choosemyplate.gov/kids/</a></li> <li>• <a href="http://www.nick.com/thebighelp/road-to-wwdop/">www.nick.com/thebighelp/road-to-wwdop/</a></li> </ul>
Email	<i>Pictures From the Woods</i> <sup>4</sup>	Life Science	Basic	observe animals in their natural habitat; identify some animals that live in the woods	<ul style="list-style-type: none"> <li>• <a href="http://www.nature.nps.gov/biology/">www.nature.nps.gov/biology/</a></li> <li>• <a href="http://wdfw.wa.gov/living/tree_squirrels.html">http://wdfw.wa.gov/living/tree_squirrels.html</a></li> </ul>
Encyclopedia Article	<i>Teeth</i>	Life Science	Complex	learn when baby and adult teeth grow; appreciate the importance of teeth and their care	<ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/sid//videoplayer.html?pid=5gEv7VHqmJGIGhdc1Ngt7X6nBDaFTEwV">http://pbskids.org/sid//videoplayer.html?pid=5gEv7VHqmJGIGhdc1Ngt7X6nBDaFTEwV</a></li> <li>• <a href="http://www.mouthhealthykids.org/en/~//link.aspx?id=91E058F4D1DD41AEB16D6CFF8C7F897&amp;_z=z">www.mouthhealthykids.org/en/~//link.aspx?id=91E058F4D1DD41AEB16D6CFF8C7F897&amp;_z=z</a></li> </ul>
Fact Book Pages	<i>Life in a Swamp</i>	Life Science	Complex	understand what a swamp is; learn about different kinds of plants and animals that live in a swamp	<ul style="list-style-type: none"> <li>• <a href="http://water.epa.gov/type/wetlands/swamp.cfm">http://water.epa.gov/type/wetlands/swamp.cfm</a></li> <li>• <a href="http://www.nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx">www.nwf.org/Kids/Ranger-Rick/Animals/Mixture-of-Species/What-Is-A-Wetland.aspx</a></li> </ul>
Guidebook Pages	<i>Think About Size!</i>	Life Science	Complex	learn about three different kinds of dogs; find out how to take care of a Yorkshire Terrier, a Golden Retriever, and a Great Dane	<ul style="list-style-type: none"> <li>• <a href="http://www.woofipedia.com/discover/breeds/yorkshire-terrier">www.woofipedia.com/discover/breeds/yorkshire-terrier</a></li> <li>• <a href="http://www.woofipedia.com/discover/breeds/golden-retriever">www.woofipedia.com/discover/breeds/golden-retriever</a></li> <li>• <a href="http://www.woofipedia.com/discover/breeds/great-dane">www.woofipedia.com/discover/breeds/great-dane</a></li> </ul>
How-to	<i>Make a Paper Bag Puppet</i>	Arts and Crafts	Complex	follow step-by-step instructions; learn how to make a puppet	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/parents/crafts-for-kids/puppy-puppet-marionette/">www.pbs.org/parents/crafts-for-kids/puppy-puppet-marionette/</a></li> <li>• <a href="http://www.pbs.org/parents/crafts-for-kids/mini-pencil-puppets-cereal-box-theater/">www.pbs.org/parents/crafts-for-kids/mini-pencil-puppets-cereal-box-theater/</a></li> </ul>
Magazine Article	<i>Is It an Alligator or a Crocodile?</i>	Life Science	Moderate	compare and contrast crocodiles and alligators; learn about the features of crocodiles and alligators	<ul style="list-style-type: none"> <li>• <a href="http://kids.sandiegozoo.org/animals/reptiles/chinese-alligator">http://kids.sandiegozoo.org/animals/reptiles/chinese-alligator</a></li> <li>• <a href="http://kids.sandiegozoo.org/animals/reptiles/slender-snouted-crocodile">http://kids.sandiegozoo.org/animals/reptiles/slender-snouted-crocodile</a></li> </ul>
Newspaper Article	<i>Toy Museum Opens Saturday!</i>	Arts Community	Basic	explore a toy museum; recognize different types of toys	<ul style="list-style-type: none"> <li>• <a href="http://www3.hants.gov.uk/childhood-collections/toys/history-toys.htm">www3.hants.gov.uk/childhood-collections/toys/history-toys.htm</a></li> <li>• <a href="http://www3.hants.gov.uk/childhood-collections/toys/history-toys/dolls-soft-toys.htm">www3.hants.gov.uk/childhood-collections/toys/history-toys/dolls-soft-toys.htm</a></li> </ul>
Question and Answer Book Pages	<i>All Kinds of Places</i>	Community	Basic	compare and contrast communities; identify a farm, city, town and suburb	<ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/livelihood/ourtowns/trends.html">www.pbs.org/livelihood/ourtowns/trends.html</a></li> <li>• <a href="http://pbskids.org/arthur/games/elwoodcity/elwoodcity.html">http://pbskids.org/arthur/games/elwoodcity/elwoodcity.html</a></li> </ul>
Science Journal Pages	<i>At the Pumpkin Farm</i>	Life Science	Moderate	learn about how pumpkins grow; understand the difference between ripe and unripe pumpkins	<ul style="list-style-type: none"> <li>• <a href="http://urbanext.illinois.edu/pumpkins/facts.cfm">http://urbanext.illinois.edu/pumpkins/facts.cfm</a></li> <li>• <a href="http://urbanext.illinois.edu/pumpkins/growing.cfm">http://urbanext.illinois.edu/pumpkins/growing.cfm</a></li> </ul>