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Email

Level I

Text Type: Email

Summary: These pages show a boy's email about his visit to the National Air and Space Museum where he saw the Apollo 11 spacecraft and other space artifacts.

Themes/Ideas: learn about Apollo 11; identify artifacts related to the moon landing

Informational Text Features: photos, email browser boxes

Academic Vocabulary:

- **landed:** arrived on the ground after a flight

Domain-Specific Vocabulary:

- **spacecraft:** a ship designed for use in space beyond Earth's atmosphere
- **moon rock:** material collected from the surface of Earth's moon

Trip to the Moon



Focus Question: What did Rob see on his "trip to the moon"?

First Reading

Note that there are two emails that were sent on April 14 and April 15. Talk about why people send emails and how people usually send them.

Have children read through the emails one time on their own. Then discuss the messages the writer sent.

Guided Close Reading

Text Feature *How do you know to whom the emails are written and who sent the emails? How do you know what the emails are about? How does the writer close each email?* ① - ⑤

Think Aloud *Rob wrote the emails. They are sent to Jenny. The lines at the top of each email say that they are "From: Rob" and "To: Jenny." The subject of the emails are "Trip to the Moon" and "More Moon Pictures!" Each email ends with "Your friend, Rob."*

Make Inferences *The writer says he didn't really go to the moon, but he doesn't say where he was when he saw the spacecraft that landed on the moon. Where do you think he was?* ① ②

Compare and Contrast *What is shown in the two photos on the first email? How are the two photos alike? How are they different? If one was taken at the museum, where do you think Rob got the picture of Apollo 11 in the sky?* ③

Words and Phrases in Context *How does the photo Rob took of what Apollo 11 looks like at the museum help you understand why Rob wrote, "Doesn't it look too little to fly to the moon?"* ② ③

Key Ideas and Details *What does the writer tell about in the second email? What do the pictures show?* ④ - ⑥

Think Aloud *Rob tells about Neil Armstrong, the first man to walk on the moon. The pictures show Neil Armstrong and the spacesuit, gloves, and helmet that he wore when traveling to the moon. Rob also sent a picture of a moon rock.*

Connect Ideas *What is the connection between the Apollo 11 spacecraft and Neil Armstrong? What is the connection between the Apollo 11 spacecraft and the moon rock? Which details help you make these connections?* ② ⑤ ⑥

Author's Craft *What word does Rob use to describe what it was like to see all the things up close? Why does Rob end the last two sentences with exclamation points?* ⑤

From: Rob

To: Jenny

Subject: Trip to the Moon

Date: April 14

Hi Jenny!

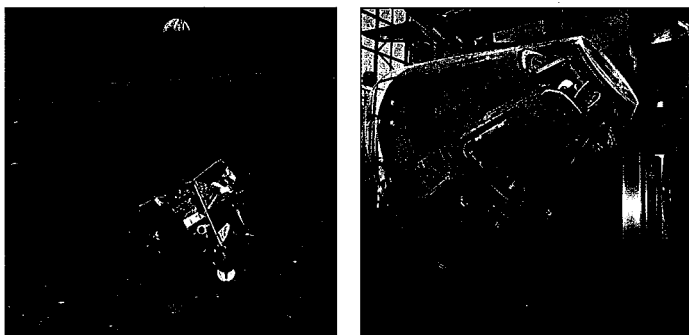
I didn't really go to the moon.
But I saw the spacecraft that landed on the moon!

The name of this spacecraft is Apollo 11.
Here's a picture of Apollo in the sky.

The picture I took shows what Apollo 11
looks like now.
Doesn't it look too little to fly to the moon?

I will send you more pictures later!

Your friend,
Rob



From: Rob

To: Jenny

Subject: More Moon Pictures!

Date: April 15

Hi Jenny!

I thought you'd like to see a picture of
the first man to walk on the moon.

His name was Neil Armstrong.
Here's a picture of the suit he wore.
I also sent a photo of his helmet and gloves.
He wore them on the moon, too.

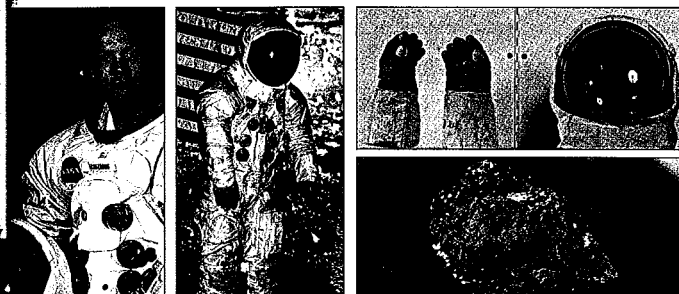
It's amazing to see these things up close.

I also took a picture of a moon rock
so you could see what it looks like.

These things were all on the moon!
I hope you like my pictures of my moon trip!

Your friend,
Rob

6



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 things that Rob saw can be seen in the National Air and Space Museum in Washington, D.C. Rob did not include this information in his emails. Why would this information be helpful for Jenny to know?*
- *What did Rob see at the museum that impressed him? Why do you think Rob was so excited about seeing these things?*
- *What new information did you learn about Neil Armstrong and his trip to the moon? What questions would you ask Neil Armstrong if you could interview him?*

Write About Reading

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

- The author did not write captions for each of the pictures. Write a caption for the picture of Neil Armstrong and captions for the spacecraft and the things he wore. **(Informative/Explanatory)**
- Look back at the photos. Which object would you most like to see "up close" in a museum as Rob did? Write sentences that name the object and give a reason based on the emails. **(Opinion)**

Connect to the Internet

To read more about objects associated with the Apollo 11 moon landing, go to <http://airandspace.si.edu/events/apollo11/objects/>. To further children's understanding of the Apollo 11 mission, go to www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html.

Encyclopedia Article

Level I

Text Type: Encyclopedia Article

Summary: These pages from an encyclopedia explain who Jane Goodall is and describe her studies of chimpanzees in Africa.

Themes/Ideas: learn about Jane Goodall's life and work; find out what Jane Goodall learned about chimpanzees

Informational Text Features: headings, photos, map, caption

Academic Vocabulary:

- **study:** learn about something
- **notes:** short pieces of writing

Domain-Specific Vocabulary:

- **scientist:** a person who is trained in science and whose job includes research
- **jungle:** a tropical forest where plants and trees grow thickly
- **Africa:** one of the seven continents of the world

Jane Goodall



Focus Question: How did Jane's Goodall's early life lead to her work with chimpanzees, and what did she learn about chimpanzees?

First Reading

Read the introduction at the top of the first page of this article. Ask children where they would look to find an article about Jane Goodall. Help children conclude that they would have to use her last name to find the article. The article would be found under G for Goodall.

For the first reading, have children read the article independently. Then discuss the main ideas they read about the life and work of Jane Goodall.

Guided Close Reading

Key Ideas and Details *What are the first things you learn about Jane Goodall at the beginning of the encyclopedia article?* ❶

Photos and Text *What does the photo help you understand about Jane's relationship with chimpanzees?* ❶

Connect Events *Look under the heading "Childhood." When Jane was little, her father gave her a toy chimpanzee. How does that event connect with Jane's later interest in studying chimpanzees? Why do you think Jane wanted to study chimpanzees in the wild and not in a zoo?* ❷

Text Feature *What is the purpose of showing the map in this encyclopedia article? What does the caption help you understand about Jane's time in Africa?* ❸

Think Aloud *The map shows the continent of Africa with labels for two countries, Kenya and Tanzania. Under the heading "Trip to Africa," I read that Jane first went there to visit her friend's farm. The caption says that "Jane visited Kenya. Then she went to work in Tanzania." So I know that the farm was in Kenya and her job was in Tanzania.*

Cause and Effect *Under the heading "At Work," it says that "soon the chimpanzees got used to her." What things does Jane do to help the chimpanzees get used to her?* ❹

Think Aloud *Jane sits "quietly in the bushes" while she watches the chimps. The article says that the chimps would run away from her if she moved, so Jane must have sat very still. Jane never gives up watching the chimps, so they probably get used to having her around.*

Compare and Contrast *How does Jane describe the different ways the chimps behaved?* ❺

Connect Ideas *Why are chimps today losing their homes? What could be done to help save their homes?* ❻

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

1 Jane Goodall

(April 3, 1934–)

Jane Goodall is a scientist who has studied chimpanzees.



2 Childhood

Jane was born in London, England, on April 3, 1934. Even as a young girl, Jane loved animals.

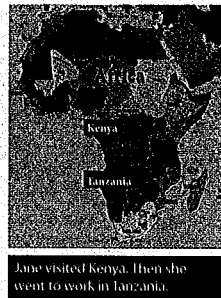
Her father gave her a toy chimpanzee. Jane liked this toy above all her other toy animals. And soon, her most favorite animal of all was the chimpanzee.

As Jane became older, she wanted to learn more about chimpanzees. But she didn't want to look at chimps in the zoo. She wanted to study chimpanzees in the wild.

Trip to Africa

3 When Jane Goodall grew up, she kept her love of animals. So when a friend wanted her to visit Africa, Jane happily made the trip. Her friend lived on a farm.

While at the farm, a famous scientist offered Jane a job. Jane had to move to another country in Africa. There, in the wild, Jane would study chimpanzees. Jane took the job and started her work in the jungle.



4 At Work

Every day, Jane would sit quietly in the bushes and watch the chimps. If she made a move, the chimps would run away from her. They were scared of people.

But Jane never gave up, and she kept watching the chimps. Soon the chimpanzees got used to her. And that's when Jane Goodall began to watch the animals up close.

5 Learning About Chimps

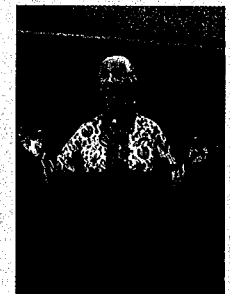
Jane learned a lot about chimpanzees. She watched them make tools out of sticks. The chimps used the tools to pick up bugs from under rocks and eat the bugs off the stick.

Jane Goodall wrote notes about everything the chimps did. She gave each chimp a name. She found out that some chimpanzees were very nice and gentle. She learned that some chimpanzees were very mean and treated other chimps badly.

6 Jane Goodall Today

These days, Jane Goodall travels around the world telling people what she's learned about chimpanzees. She explains that chimpanzees in Africa are losing their homes because many trees have been chopped down.

Jane Goodall wants the world to know how special chimpanzees are and how important it is for them to be able to live in the wild.



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 Jane show that she is a scientist? Why is taking notes an important part of studying animals in the wild? What did Jane learn about the chimpanzees?
- Look at all the headings. How is the information in the article organized? Why is this a good way to present information about a person's life?
- Why do you think the author chose to share information under the heading "Jane Goodall Today"? Why is it important for Jane Goodall to share what she learned?

Write About Reading

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

- Fold a paper in fourths and number the boxes from one to four. In each box, write about an event in the life of Jane Goodall. Be sure to write the events in the order in which they happened. (**Informative/Explanatory**)
- Do you agree that Jane Goodall needed to study the chimps in the wild instead of at a zoo? Why or why not? Include at least one or two reasons based on what you read. (**Opinion**)

Connect to the Internet

To read more about Jane Goodall and chimpanzees, visit: www.scholastic.com/browse/article.jsp?id=3757121 and <http://animals.sandiegozoo.org/animals/chimpanzee>.

Essay

Level I

Text Type: Essay

Summary: The essay describes Martin Luther King, Jr., and his famous “I Have a Dream” speech.

Themes/Ideas: learn about Martin Luther King, Jr., and the causes he fought for; understand why we celebrate Martin Luther King, Jr., Day

Informational Text Features: photos, captions

Academic Vocabulary:

- **famous:** well-known by many people
- **equally:** in the same way
- **fought:** struggled to
- **dream:** a wish for the future

Domain-Specific Vocabulary:

- **speech:** a formal talk given to a group of people
- **rights:** freedoms that are protected by law
- **national holiday:** a holiday recognized by the government

Martin Luther King, Jr.:

A Man Who Had a Dream



Focus Question: Why do we remember and celebrate the work of Martin Luther King, Jr.?

First Reading

Read the title and subtitle. Point out the features of an essay, including photos and captions. Ask children if they remember celebrating the holiday that honors Martin Luther King, Jr. Discuss when and why people may want to give a speech.

For the first reading, have children read through the text independently. Then, discuss the main ideas the author shared about Martin Luther King, Jr.

Guided Close Reading

Connect Events *In the first paragraph, the author uses the word famous to describe a speech given by Martin Luther King, Jr., more than 50 years ago. What details show that many people were interested in listening to Martin Luther King, Jr., speak?* ① ④

Think Aloud *According to the text, when King gave the speech a lot of people came to hear it, even if they had to travel a long way. It also says that a big crowd stood together. The photo and caption tell me hundreds of thousands of people came to listen.*

Words and Phrases in Context *What ideas did King share in his “I Have a Dream” speech? What does it mean to be “treated fairly, or equally”?* ②

Connect Ideas *Why is the word dream used in the title of King’s speech? What made his ideas and goals still a “dream”?* ② ③

Vocabulary *What does the word fought show about King’s efforts to gain more rights for African Americans?* ③ ⑦

Think Aloud *The author uses the word fought to describe what King did. The word fought helps me understand that King worked very hard to change people’s minds and to change unfair laws. He knew that our country needed new rules to make sure that all people were treated fairly and equally.*

Photo and Text *The author says that King led peaceful marches. Based on the photo, what was a peaceful march with King like?* ⑤ ⑥

Make Inferences *Why was it important for King to continue to make speeches after giving his “I Have a Dream” speech?* ⑥ ⑦

Connect Ideas *The author says that today people still look up to Martin Luther King, Jr. Why do people still remember him and honor him?* ①-⑨

Martin Luther King, Jr. A Man Who Had a Dream

1 More than 50 years ago, Martin Luther King, Jr., made a famous speech. Many people came to hear Martin Luther King, Jr., speak. Some people had to travel a long way. A big crowd stood together to hear his speech.

2 King's speech was called "I Have a Dream." His dream was to live in a world where everyone was treated fairly, or equally. Martin Luther King, Jr., wanted all people to be treated the same.

3 At that time, African Americans were not treated fairly. Martin Luther King, Jr., fought to change the way things were.



4 Hundreds of thousands of people came to Washington, D.C., to hear Martin Luther King, Jr., speak.



5 In 1965, Martin Luther King, Jr., led a march for racial equality and voting rights in Selma, Alabama.



9 This carved stone statue of Martin Luther King, Jr., is in Washington, D.C.

6 Martin Luther King, Jr., kept making speeches. He led marches. King wanted his marches to be peaceful. And they were.

7 King fought very hard for black people in America to have the same rights as white people. People all over the world looked up to Martin Luther King, Jr., and they still do today.

8 Martin Luther King, Jr., Day is a national holiday in the United States. On that day, we think about the dream King had and how he fought to make the world a better place.

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 is there a national holiday to celebrate the work of Martin Luther King, Jr.? Why is there a statue in Washington, D.C., to honor him?
- How do you think the author feels about Martin Luther King, Jr.? What makes you think that?
- Look at the photo at the bottom of the first page of the essay. What do you think it was like for the people who came to Washington, D.C., to hear Martin Luther King, Jr., speak that day?

Write About Reading

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

- Make a plan for a way to celebrate the national holiday, Martin Luther King, Jr., Day. Write a list of things to think about, do, and make to help celebrate the day. **(Informative/Explanatory)**
- Why do you think it was important to make a national holiday to honor Martin Luther King, Jr.? Give at least two reasons to tell why it was important. **(Opinion)**

Connect to the Internet

To further children's understanding of Martin Luther King, Jr., visit: www.scholastic.com/teachers/collection/commemorate-life-dr-martin-luther-king-jr and www.usconsulate.org.hk/pas/kids/mikd.htm.

Fact Book

Level I

Text Type: Fact Book

Summary: These pages from a fact book describe the special and unique characteristics that make some birds so unusual.

Themes/Ideas: identify four kinds of “super” birds; understand what characteristics make each bird unusual

Informational Text Features: headings, photos, text boxes, bold colored print

Academic Vocabulary:

- **miles an hour:** measurement of speed; how far one travels in an hour
- **shimmering:** shining, twinkling, or sparkling
- **super:** showing a quality in the extreme
- **drab:** very dull

Domain-Specific Vocabulary:

- **flap:** move wings up and down for flight
- **hover:** stay in one place in the air

Super Birds



Focus Question: What characteristics do these “super” birds have that make them different from other birds?

First Reading

Read the title and introduction in the text box at the top of the page. Help children locate at the bottom of the page the name of the fact book from which these pages are taken. Discuss what children think might make the author describe some birds as “super.” Have children locate the text features on these pages.

For the first reading, have children read through the text independently. Then discuss what is super about these different groups of birds.

Guided Close Reading

Key Ideas and Details What information does the author include in the introductory paragraph in white print that helps you know what all birds have and can do? ❶

Words and Phrases in Context Look for the word super in the headings. How many groups of birds does the author describe as super? How does knowing that the word super means “showing a quality in the extreme” help you understand why these birds are grouped in this way? ❷ ❸ ❹ ❺

Photos and Text Which bird is shown in the photograph at the top of the first page? What details from “Super Big” and from “Ostrich Fast Facts” help you learn about what it means to be a super big bird? What can you learn from the photo? ❷ ❹

Words and Phrases in Context What does a hummingbird do when it hovers? What clues does the author give to help you understand the word hover? How does the photo show what it means to hover? ❸

Think Aloud When the hummingbird hovers, it flaps its wings and stays in one place in the air. The text says that hummingbirds “can hover, keeping still in the air by flapping their wings.” The photo shows a hummingbird that is not going up, down, to the side, forward, or backward. It is staying above the flower.

Text Features What does the author write about under the heading “Super Divers” and in the “Gannet Fast Facts” text box to let you know how really super gannets are? What information does the photo add? ❹ ❺

Vocabulary Look at the “Did You Know?” text box at the bottom of the page. What clues help you understand what peacocks look like? What clues help you understand what the word drab means? ❷ ❸

Author’s Craft How does the author organize the information? What does the author tell about under each section heading? Which additional text features does the author include to give the reader more information? ❷–❹

Think Aloud The author organizes the main text into four sections: “Super Big,” “Super Flappers,” “Super Divers,” and “Super Feathers.” In each section, the author describes one bird that is an example of the birds that are super. The author adds information in text boxes that include “Fast Facts” or “Did You Know?”

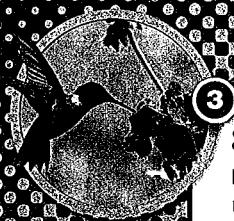
SUPER BIRDS

- 1 All birds have feathers, wings, and two legs. And all birds lay eggs. But here are some birds that really stand out from the crowd.

2 SUPER BIG

Ostriches aren't just big. They are the largest birds in the world. They have the largest eyes of any land animal on Earth. Ostrich eggs are the largest eggs in the world, too. Ostriches are super-fast runners. They can run as fast as 40 miles an hour (18 meters per second)—that's much faster than you can ride a bicycle. An ostrich's body is covered with feathers. But even with so many feathers, ostriches cannot fly.

- 4 **Ostrich Fast Facts**
Height: as tall as 9 feet (3 m)
Weight: 200–300 pounds (91–136 kg)



3 SUPER FLAPPERS

Hummingbirds may be small, but these birds can really fly! They flap their wings about 80 times a second. That's superfast flapping. Hummingbirds can fly left and right and up and down. They can also fly backwards and upside down! And these super birds can hover, keeping still in the air by flapping their wings.

10 World of Birds

5 SUPER DIVERS

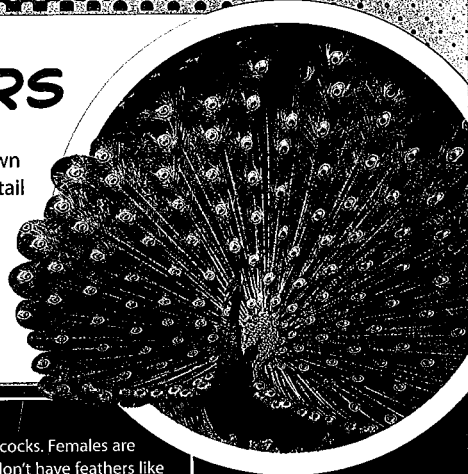
At super speeds, gannets can fly way, way up in the sky. Then, these graceful seabirds dive way, way down into the sea. Deep down in the sea they catch fish. These birds dive deeper into the sea than other birds.



- 6 **Gannet Fast Facts**
How fast? A gannet's diving speed is 60 miles an hour (27 meters per second)! That's as fast as a car goes on a highway.
How high? Gannets can dive from a height of about 90 feet (27 meters). That's about the height of an eight-story building!
How deep? Gannets can dive 40 feet (12 m) under the sea.

SUPER 7 FEATHERS

Indian peafowl are the largest birds that fly. Known for their beautiful, bright tail feathers, the males will fan these super-colorful feathers to attract a female. The feathers on the peafowl are longer than the bird's body.



- 8 **Did You Know?**
Only the males are called peacocks. Females are called peahens. The females don't have feathers like the males' bright and shimmering ones. The females look more drab. Their drab coloring helps females blend into the bushes so they can protect their eggs.

World of Birds 11

Revisit the Text: Ideas for Discussion

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

- What kinds of details does the author include in each section? Does the author give the same type of information about each bird? Why or why not?
- How are ostriches and hummingbirds alike? How are they different? How are gannets and peafowl alike? How are they different? What makes each of these birds special?
- Compare peacocks and peahens. How are they alike and 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 super birds. On each page, draw a picture and write about one super bird. Make sure to label each bird with its name. Tell whether the bird is super big, a super flapper, a super diver, or has super feathers. (**Informative/Explanatory**)
- Which is most impressive: the size of the ostrich, the flight of the hummingbird, the dive of the gannet, or the feathers of the peacock? Write an opinion statement to support your answer. (**Opinion**)

Connect to the Internet

To read more about ostriches, go to <http://animals.sandiegozoo.org/animals/ostrich>. To learn more about gannets go to www.smithsonianmag.com/videos/category/smithsonian-channel/gannets-plunge-into-the-sea/.

Guidebook

Level 1

Text Type: Guidebook

Summary: These pages from a guidebook present facts about some weird and wonderful plants.

Themes/Ideas: understand that plants can be very unusual; find out how some plants attract bugs

Informational Text Features: headings, bold print, labels, photos, text boxes

Academic Vocabulary:

- **giant:** huge, of great size
- **monster:** unusually large
- **creeps:** moves slowly and close to the ground or surface
- **snaps:** moves into position in a fast, sudden way
- **towering:** very tall

Domain-Specific Vocabulary:

- **insects:** tiny animals that have six legs and bodies that are divided into three parts
- **sticky:** like glue

Strange Plants



Focus Question: What makes some plants very different from others?

First Reading

Read the information in the text box at the top of the first page. Remind children that a reference book has information that is true. Introduce the guidebook pages by reading the title. Talk about some characteristics that most plants share and what might make the author say that some plants are strange.

Have children read through the text independently. Then discuss the main ideas the author shared about some odd plants.

Guided Close Reading

Key Ideas and Details *What is the main idea that is introduced in the paragraph in bold print at the top of the first page? What words does the author use to describe the plants that are discussed on these pages?* ❶

Connect Ideas *What is a monster flower? What are the tallest trees in the world? How do both these plants support the idea that some plants are very unusual?* ❷ ❸ ❹

Think Aloud *A monster flower is the largest flower in the world. Redwood trees are the tallest trees. They are also very wide. Both plants are unusual because of their size.*

Words and Phrases in Context *Which plants are described as “slow growers”? How long does it take a redwood to grow tall and wide?* ❺

Text Features *How does the guidebook call attention to the names of the plants on the second page? How does the guidebook show how Venus flytraps trap bugs?* ❻ ❼ ❽

Words and Phrases in Context *Look at the section about the sundew plant. What details help you understand the meaning of the word sticky?* ❾

Think Aloud *The sentence says, “The leaves are sticky. The insect is stuck.” These sentences help me understand that a bug gets stuck to something that is sticky. The words that say “the insect can’t get away” is another way of saying that the insect is stuck.*

Sequence *What attracts insects to the pitcher plant? What happens after an insect climbs on a pitcher plant?* ❿

Connect Ideas *Why do you think the writer uses the heading “Bug Zappers” to talk about the sundew plant, the pitcher plant, and the Venus flytrap? In what ways are these plants alike?* ❶ ❷ ❸

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

Strange Plants

1 From towering trees to flowers that stink to plants that trap bugs, here's a guide to some very unusual plants.

2 Monster Flower

The monster flower is the name of this plant. It has the largest flower in the world. To people, this plant smells really bad! But bees and other insects love this plant's smell. And that helps the plant

monster flower

3 How Tall? How Wide?

Redwood trees are 300 feet tall. That's about as tall as a stack of 40 school buses!

Redwoods are 30 feet wide. That's about as wide as three school buses side by side.

4 Giant Tree

Most trees are tall. But the tallest trees in the world are redwood trees. These trees are slow growers. It takes them 500 years to grow very, very tall and very wide.

redwood

Bug Zappers

Insects love the sweet smell of the leaves of the sundew plant. But when an insect creeps or lands on a sundew's leaf, the insect can't get away. The leaves are sticky. The insect is stuck.

5

When a fly or another bug steps on a leaf of the Venus fly trap, the leaf snaps shut! It happens very quickly. Once the leaves snap shut, the bug is trapped.

7

sundew plant

6

This plant smells sweet. Insects like its sweet smell. But when an insect climbs onto the pitcher plant, the bug slips and slides down inside. The pitcher plant has caught it!

traps bugs.

pitcher plant

Venus flytrap

1

2

3

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 plants did you read about? What was unusual about each of the plants?
- Look at the text box under the heading "How Tall? How Wide?" To show how tall a redwood tree is, what does the author compare it to? To show how wide a redwood tree is, what does the author compare it to? How does this comparison help you think about size?
- Some of the plants that you read about eat insects. Why is that unusual? How do most plants get the food they need?

Write About Reading

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

- What is the most important feature of each of the plants described in this text? Make a chart listing the name of each plant and next to it write the trait that makes it unusual. **(Informative/Explanatory)**
- Which of these strange plants would you like to read more about or see in person? Write your opinion and give a reason. Support your reason with evidence from the guidebook. **(Opinion)**

Connect to the Internet

To read more about giant redwoods and see photos, view the brochure at www.parks.ca.gov/pages/551/files/CalaverasBigTreesWebBrochure2012.pdf.

To learn more information about plants that eat insects, including the pitcher plant, the sundew, and the Venus flytrap, go to www.dnr.state.md.us/naturalresource/spring2011/6.asp.

How-to

Level 1

Text Type: How-to

Summary: These pages show how to make a special drawing using crayons and paint and explains the science behind what happens.

Themes/Ideas: make connections between steps in a process; understand the concept behind a crayon resist

Informational Text Features: photos, bulleted list, numbered steps

Academic Vocabulary:

- **covered:** spread over the whole surface of
- **imagine:** to create a picture or idea in your mind
- **thin:** watered down
- **scene:** a setting or location where something takes place

Domain-Specific Vocabulary:

- **crayons:** sticks of colored wax used for drawing and writing
- **resists:** stays away from

Mixing Science and Art



Focus Question: What effect do wax crayons have on paint?

First Reading

Read the title and tell children that these are pages from a how-to text. Remind children that in a how-to there are step-by-step directions on how to make or do something. Ask children to predict what this how-to will be about. Review the meaning of the words *science* and *art* with children. Point out the text features, including the list of materials, steps, and pictures.

For the first reading, have children read through the text on their own. Then discuss the main idea of the process described in the text. You may at this time want to introduce the term “crayon resist.”

Guided Close Reading

Make Predictions Look at the introduction in the text box at the top of the page. What question does the author ask the reader to think about? What prediction does the author ask the reader to make? ❶

Photos and Text Look at the picture near Step 1. What does the picture show? How does the picture help you understand the information in the bulleted list? ❷

Think Aloud The picture shows all the things a person needs to do this activity. The objects in the picture match all the items listed in the bulleted list.

Connect Events The instructions in Step 2 say “Fill the page with your drawings.” Why is it important to use lots of crayon colors? ❸

Sequence What happens in the step that comes after drawing fish and ocean plants? How does the girl make the paint thinner? Why is this a very important step? ❹

Connect Ideas What is the connection between drawing “a scene under the sea” and using blue paint? What does the color blue stand for in the picture? ❺ ❻ ❼

Author's Craft What question does the author ask and answer in Step 4? What does the author ask the reader to do? ❽

Cause and Effect Look at Step 5. If the word *resists* means stays away from, explain why the paint resists the crayons but not the paper? ❾

Connect Ideas Which part of the activity is art and which part of the activity is science? ❶ ❸-❾

Think Aloud The part of this activity that is art is following the steps to make the scene of sea animals living in a blue ocean. The part of this activity that is science is learning why the paint resists the wax crayons.

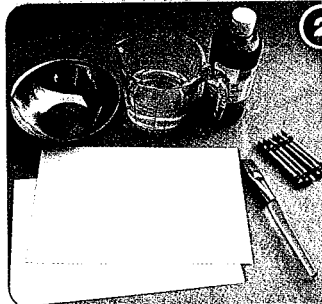
Mixing Science and Art

1 Ask a Question

What do you think would happen if you drew a picture with crayons and covered up that picture with paint?

Write Your Answer

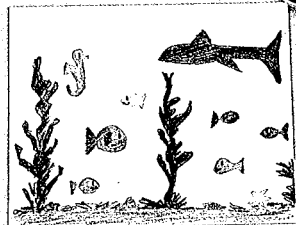
On a sheet of paper, write what you think will happen. Now follow these steps to test your answer.



2 STEP 1

Get the things you need.

- Jar of blue poster paint
- Crayons of different colors
- Small bowl
- Measuring cup filled with water
- Paintbrush
- 2 sheets of drawing paper



3 STEP 2

Think about, or imagine, a scene under the sea. Imagine different-colored fish. Imagine ocean plants, too.

Now use all your different crayons. The more colors you use, the better your picture will be.

Draw some fish and ocean plants. Fill the page with your drawings.



4 STEP 3

Now you need to make some thin blue paint to use for the blue sea.

Pour a little blue paint into the bowl. Add a little bit of water and stir. Your paint should be a little thinner now.

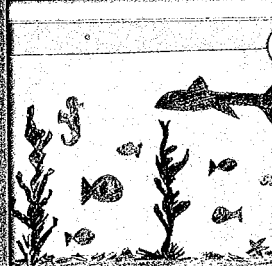


5 STEP 4

Next, dip your brush into the blue paint in the bowl. Cover your whole picture with the blue paint.

What happens? You have sea animals living in a blue ocean!

Did you think that would happen? Check the answer you wrote down.



6 STEP 5

Here's why the paint did not cover the painting.

Your crayons are made of wax. The paint resists, or stays away from, the wax. So your sea plants and fish are still there.

Now, make another picture!

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 explanation does the how-to give at the end of the text? Why does this explanation help you to better understand the science behind what happens when you put thin paint over crayons?*
- *Why is "Mixing Science and Art" a good name for this how-to activity? What other name might the author have used for this how-to article?*
- *The last step tells you to make another picture. What scene or place other than under the sea would be a good choice for this kind of picture? Why?*

Write About Reading

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

- Look at Step 5. Write a description of the picture that the girl completed. **(Informative/Explanatory)**
- Write two reasons why making a crayon and paint picture is a fun art project for children to do. **(Opinion)**

Connect to the Internet

To learn more about wax-resist painting, go to <http://startstudioarts.si.edu/2009/11/technique-of-the-week-wax-resist.html>.

For more practice mixing colors, have students play the game at http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html.

Magazine Article

Level 1

Text Type: Magazine Article

Summary: This magazine article describes the strange, but true, relationship butterflies and bees have with turtles and crocodiles—drinking their tears!

Themes/Ideas: understand why butterflies and bees drink the tears of turtles and crocodiles; recognize why turtles and crocodiles produce tears

Informational Text Features: headings, photos, captions

Academic Vocabulary:

- **flutter:** to move in short, quick motions
- **scientists:** people trained to study nature and natural things
- **reason:** idea or purpose

Domain-Specific Vocabulary:

- **tears:** salty liquid that comes from the eyes
- **sodium:** another word for salt
- **reptiles:** scaly animals that do not make their own body heat
- **insects:** tiny animals that have six legs and bodies that are divided into three parts

Do Butterflies Like Turtle Tears?



Focus Question: What unusual connection do butterflies and bees have with turtles and crocodiles, and why?

First Reading

Note that this article is from *Weird Science Magazine*. Read the title and talk about what the title could possibly mean. Tell children that when they read the article, they will learn why the writer gave this article such an unusual title. Briefly discuss the features that magazine articles usually have and locate those features in this article.

For the first reading, have children read through the text one time on their own. Then discuss the main ideas the writer included about butterflies.

Guided Close Reading

Author's Craft Many titles in magazine articles are statements, not questions. Why does the author choose to make the title of this article a question instead of a statement? Where and how does the author answer the question? ① ②

Think Aloud The author chose to make the title a question to grab the reader's attention right away. The author answers the question in the introductory text printed in yellow. The author says that the answer to the question is "yes."

Words and Phrases in Context What does the author mean by the phrase "strange but true?" Why is what the butterflies do "strange but true?" How does this phrase help the reader understand the relationship between the butterflies and the turtle? ②

Key Ideas and Details Why do butterflies drink the tears of turtles? ③

Vocabulary What is the scientific name for salt? Why do butterflies need the sodium in turtle tears? Where else can butterflies get sodium? ③

Connect Ideas The author says that reptiles don't cry because they are sad. What two reasons do scientists suggest are why tears fall from the eyes of reptiles? Which reason do you think best explains why reptiles have tears? ④ ⑤

Think Aloud Scientists have noted that when reptiles eat meat, tears fall from their eyes. But some scientists think that reptiles always have tears in their eyes to keep their eyes from drying out. I think the second idea makes more sense. The tears are probably always there. Maybe they fall faster, though, when the reptile bites down on its food.

Compare and Contrast Compare what butterflies and bees get from drinking turtle and crocodile tears. Are butterflies and bees alike or different in what they need? ⑥ ⑥

Photos and Text Why is showing a close-up photo helpful when discussing crocodile tears?

1 DO BUTTERFLIES LIKE TURTLE TEARS?

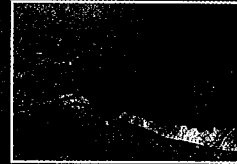
2 *The answer is yes. It's strange but true. Butterflies flock to turtles and flutter over the turtles' faces. Why do the butterflies want to be so close to the turtles? The butterflies want to drink the turtles' tears!*

3 **Salt Seekers**
 Butterflies fly for a long time and over a lot of land. They get tired. And all this flying causes butterflies to lose a lot of salt, or sodium as scientists call it. The butterflies need salt, and turtle tears have lots of salt.
 It's not just turtle tears that the butterflies like. Butterflies like the tears of crocodiles, too.

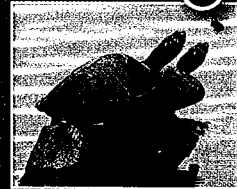
4 **Reptile Tears**
 Why do turtles and crocodiles have tears? Both turtles and crocodiles are reptiles. And reptiles cry tears. They don't cry because they are sad. Reptiles are meat eaters. They hunt other animals. And when reptiles eat the meat they catch, tears fall from the reptiles' eyes.

5 But some scientists think that turtles and crocodiles make tears even when they're not eating. These scientists think that reptiles have tears in their eyes all the time. The tears keep the animals' eyes from drying out.

6 **Other Salt Seekers**
 Butterflies aren't the only insects that are drinking turtle and crocodile tears. Bees do it, too. The reason is the same. Bees need the salt from tears.



This close-up photo shows the crocodile's tears.



A bee flies to the turtles to drink their tears.

A crocodile doesn't seem to mind that a butterfly is sipping its tears.

Revisit the Text: Ideas for Discussion

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

- How do the photos and captions support the main idea that butterflies and bees drink turtle and crocodile tears? How do the photos help prove what the text says?
- What is the author's purpose for writing this article? What details in the text help you determine the author's purpose?
- What surprised you the most: the butterflies and bees drinking reptile tears, or the turtles and crocodiles letting them do so? Tell why.

Write About Reading

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

- Write sentences that summarize the unusual connection that butterflies and bees have with turtles and crocodiles. Include details from the article in your summary. **(Informative/Explanatory)**
- Write two reasons why "Do Butterflies Like Turtle Tears?" is a good title for this magazine article. **(Opinion)**

Connect to the Internet

To read more about butterflies and bees drinking turtle tears and crocodile tears, go to: www.esa.org/esablog/research/crocodile-tears-please-butterflies-and-bees/. To see a video of a butterfly and a bee drinking tears from a crocodile, go to www.latimes.com/science/sciencenow/la-sci-sn-bee-butterfly-crocodile-tears-caiman-20140501-story.html.

Newspaper Article

Level I

Text Type: Newspaper Article

Summary: This newspaper article describes important events in history that have taken place on July 4th in different places in the world.

Themes/Ideas: understand that July 4th is a significant date for several reasons; learn about events that have taken place on the same date in different years

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

Academic Vocabulary:

- **exploded:** burst, shattered, blew up
- **nation:** a large group of people who live in the same part of the world and share a government
- **colonies:** territory settled and ruled by people from another country
- **liberty:** freedom

Domain-Specific Vocabulary:

- **supernova:** a star that becomes very bright and visible in the sky when it explodes
- **nebula:** a cloud of gas and dust seen in the sky after a star explodes
- **railway:** system of rails or tracks that trains run on

On This Day, July 4th



Focus Question: What happened on this day in history?

First Reading

Review with children the parts of a newspaper, and that newspapers include articles about events that happen around the world. Talk about the headline that names the article and the date shown, July 4th. Ask why July 4th is such a well-known date. Point out the names of the different countries in the headings and help children pronounce them.

For the first reading, have children read the article on their own. Then discuss the article's main ideas about the significance of July 4th.

Guided Close Reading

Author's Craft *In the introduction to the article, the writer says that "today is the birthday of the United States." She does not say anything else about it. What does the writer assume about the reader of this article?* ❶

Author's Purpose *What is the main purpose of this newspaper article? What words or phrases help you identify the author's purpose?* ❶

Think Aloud *The main purpose of the article is to let the reader know that important events in history have happened all around the world on July 4th. The author lets me know this in the introduction by saying "important things have happened on this day in other parts of the world, too."*

Vocabulary *Look at the words supernova and nebula in the text. How can you tell that these words are connected? Which July 4th do both words relate to?* ❷

Photos and Text *Under the next heading, the writer tells about July 4th in England in 1837. What information can you learn from the photo and caption?* ❸

Connect Events *What connection between the people of France and the United States does the writer tell about? Why do you think the people of France chose to give the Statue of Liberty to the United States on July 4th?* ❶ ❹ ❺

Think Aloud *The people of France gave the Statue of Liberty to the people of the United States. The French people gave the statue on July 4th because that is the date on which the people of the United States celebrate their country's birthday.*

Connect Events *What is the connection between the signing of the Declaration of Independence and the photo of the Fourth of July fireworks around the Statue of Liberty? Which sentences give information that connects the two events?* ❶ ❺ ❻

Text Features *What text features does the author use to organize the information in the article? How are they helpful?* ❷-❺

NEWS OF THE DAY

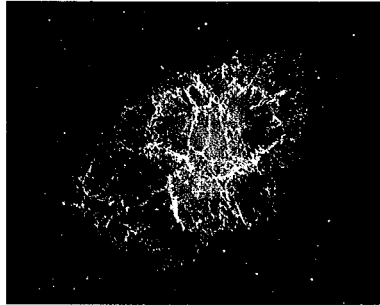
FRIDAY, JULY 4

ON THIS DAY, JULY 4TH

1 Today is the birthday of the United States. But did you know that important things have happened on this day in other parts of the world, too? Let's take a look back at some examples.

2 In China

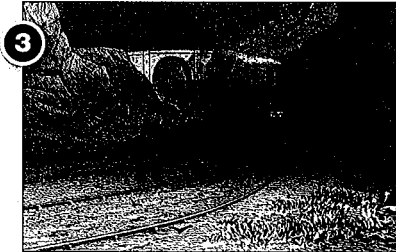
On July 4, 1054, people in China saw a star that exploded in the sky. We call an exploding star a supernova. That supernova is still in the sky. Its name is the Crab Nebula.



Crab Nebula in the night sky

In England

On July 4, 1837, a new railway opened. Its trains could travel on tracks for 82 miles. At that time, the 82-mile track was the longest train track in the world.



Tunnel along the 1837 railway line in England

News of the Day: JULY 4

4 In France

On July 4, 1884, the people of France gave the people of the United States a gift. That gift was the Statue of Liberty.

5 In the United States

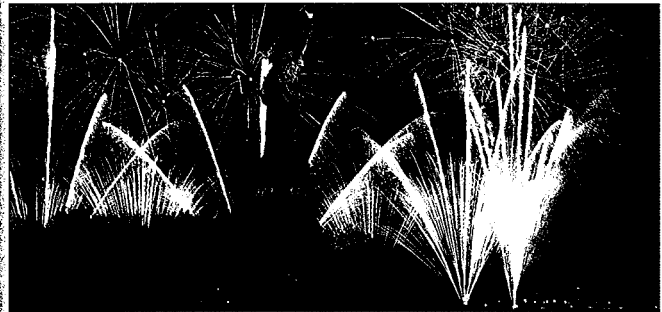
Our nation celebrates July 4th because that was the day, in 1776, that a paper called the Declaration of Independence was signed. Men from each of the 13 colonies signed it.

Today, many towns, like ours, celebrate with a parade. There is marching and music and, at night, fireworks.

6 There is a lot to celebrate on this day, at home and around the world. Have a happy July 4th!



Newspaper sketch of the Statue of Liberty being built



July 4th in New York City with fireworks around the Statue of Liberty

Revisit the Text: Ideas for Discussion

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

- What is significant about July 4, 1776? How is the date celebrated in the United States?
- Why does the writer include the events in China and in England? Why were those events very important?
- The writer doesn't explain it, but what can you tell about the relationship between the countries of France and the United States in 1884? Think about the meaning of the word liberty. Why do you think the gift was called the Statue of Liberty?

Write About Reading

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

- Fold a paper in fourths. Draw a picture in each box to show an event that took place on a July 4th date. Label the picture with the date, including the year and the place where it happened. **(Informative/Explanatory)**
- Why do you think it's important for a country to celebrate its birthday? Support your opinion with reasons from the text. **(Opinion)**

Connect to the Internet

To learn more information about important events organized by date, go to <http://learning.blogs.nytimes.com/on-this-day/> and <http://memory.loc.gov/ammem/today/today.html>.

Question and Answer Book

Level I

Text Type: Question and Answer Book

Summary: These pages feature information about the help service dogs and other working dogs provide.

Themes/Ideas: learn what service dogs are and how they help people; learn about other ways dogs help people

Informational Text Features: questions, answers, photos, red print, symbol

Academic Vocabulary:

- **service:** having to do with giving help
- **trained:** taught to do something
- **assist:** help
- **rescue:** save from danger

Domain-Specific Vocabulary:

- **breed:** a kind of animal, such as a dog
- **guide dog:** a dog trained to help someone who cannot see
- **hearing dog:** a dog trained to help someone who cannot hear

Service Dogs



Focus Question: In what ways do service dogs work to help people?

First Reading

Introduce these pages, which come from *Working Dogs*, a question and answer book. Remind children to first read the questions and then the answers. Read the title and help children understand the meaning of the word *service* as used to describe the work that dogs do to help people.

Ask children to read through both pages on their own. Then talk about the main ideas that the author shared about dogs that help people.

Guided Close Reading

Text Features *Why is a paw print a good symbol for these pages? How does the author show the difference between questions and answers?* ①-③

Key Ideas and Details *What is a service dog? Who are some of the people that service dogs may help?* ①

Vocabulary *What words does the author use to describe what makes a good service dog? Why does the dog need each quality?* ②

Think Aloud *A good service dog needs to be smart, calm, able to listen, and well behaved. I think a service dog needs to be smart in order to learn how to do its job. The dog needs to be calm so that it does not get upset or upset its owner. The dog needs to listen so it can respond to commands and listen for danger. And the dog needs to behave well so it can do its job properly.*

Key Ideas and Details *What sense does a service dog have and use to help?* ②

Make Inferences *The text says that "a hearing dog can tell one sound from another." How do you think a hearing dog might help a person who cannot hear the doorbell ring?* ③

Think Aloud *A service dog can hear a bell and let the person know in some way that the bell rang. The person can then find out who is at the door and open it.*

Connect Ideas/Photos *Why is being smart, calm, able to listen, and well behaved important when a guide dog is helping someone who cannot see get across the street?* ④ ⑤

Make Inferences *Why might reading to a dog be helpful for a child who wants to become a better reader? How could a dog help make a sick person feel better?* ⑤ ⑧ ⑨

Vocabulary *Which of the five senses (see, hear, taste, smell, touch) does a dog use to help police look for people buried after a disaster? Which senses would a dog use to find someone lost or buried in the snow?* ⑥ ⑦ ⑨



Service Dogs

1 Q: What is a service dog?

A: A service dog is any dog that is trained, or taught, to help people. A service dog may help people who can't see or can't hear or who can't move well.

2 Q: What makes a good service dog?

A: Since service dogs have to be trained to do their jobs, they must be smart, calm, able to listen, and well behaved. Most service dogs also use their super sense of smell to help.

3 Q: In what ways do service dogs aid people who cannot hear?

A: Hearing dogs are trained to help people who cannot hear. A hearing dog can tell one sound from another. The dog knows what each sound means and what to do.



20 Working Dogs

4 Q: How does a dog help someone who cannot see?

A: A dog that helps people who cannot see is called a guide dog. A guide dog must learn to be a person's eyes. It must be calm and pay attention to what is going on. It must learn how to keep a person safe.

5 Q: Do dogs assist people in other ways?

A: Yes, they do. Some dogs help children become better readers. The dog sits and listens as the child reads aloud to it.

6 There are also dogs that help police look for people buried in fallen buildings.

7 Some dogs rescue people who are lost or buried in snow.

8 And some dogs make people feel better when they are in the hospital.



Working Dogs 21

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 is being calm an essential trait for any service dog?*
- *Why do you think the author chose to share this information in a question and answer book? In what other way might the author have presented this information?*
- *The author did not answer every question a reader might have about service dogs. What three questions might you ask the author about service dogs?*

Write About Reading

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

- The author did not include captions with the photos. Look at the pictures on the back of the card. Write a caption for each picture. **(Informative/Explanatory)**
- Choose the photo of the dog at work that you think has the most important job. Write two reasons to explain your choice. **(Opinion)**

Connect to the Internet

To learn more about guide dogs and service dogs, visit www.assistedogsinternational.org/standards/assistance-dogs/standards-for-dogs/ and <http://4pawsforability.org/hearing-ear-dog/>.

Science Journal

Level 1

Text Type: Science Journal

Summary: These pages from a child's science journal describe Monument Valley, located in Utah and Arizona.

Themes/Ideas: observe the features of the formations in Monument Valley; understand how time and weather patterns have affected the land in Monument Valley

Informational Text Features: map, photos, labels, phonetic respelling

Academic Vocabulary:

- **barely:** hardly; just a bit

Domain-Specific Vocabulary:

- **formations:** things that have been shaped
- **buttes:** big rocks with flat tops and steep sides
- **eroded:** wore down by natural forces
- **arroyos:** steep cuts in the land

Monument Valley



Focus Question: What does the land look like in Monument Valley?

First Reading

Review with children that a person keeps a science journal to record information and pictures about things found in nature. Read the title and the date and point out on the map where Monument Valley is located. Help children locate and pronounce *buttes* and *arroyos*. Note the phonetic respelling of *arroyos*.

For the first reading, have children read through the text on their own. Then discuss the main ideas presented in this science journal.

Guided Close Reading

Text Feature *Why does the writer of the science journal include a map? In which two states is Monument Valley located?* ❶

Author's Craft *Why did the writer say, "I've never seen anything like Monument Valley"? How does the photo at the bottom of the page help you understand this comment? Might you say the same thing if you went to Monument Valley?* ❷

Cause and Effect *What surprises the writer about Monument Valley? How did the land get its unique look?* ❸ ❹

Think Aloud *The writer is surprised that people did not have a part in shaping the land. The writer learns that natural forces, such as wind and water, shaped the land.*

Vocabulary/Photos *What words and phrases does the writer use to help you understand what buttes are? How does the photo add to your understanding of buttes?* ❺

Words and Phrases in Context *On the second page of the journal, the writer notes that "wind and water eroded" the shape of the buttes. What happens when natural forces erode a rock formation? What clues in the text help you understand this concept?* ❻

Think Aloud *When wind and water erode buttes, parts of the rock formations are very slowly worn down. This can change the shape and size of the buttes.*

Connect Ideas *If Monument Valley is part of a desert, and it barely rains in a desert, how did water and wind shape the land?* ❼ ❼ ❼

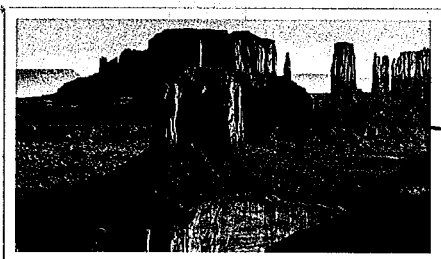
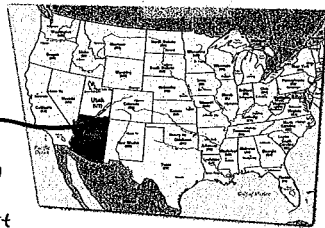
Photos and Text *Based on the photo, what other details could you add to the description of arroyos the writer gives?* ❽

Author's Craft *What do you learn about the writer in the last paragraph of the journal? Why does the writer include opinions as well as facts in this science journal?* ❾

Monument Valley

July 20

- 1 Monument Valley is in Arizona and Utah. This map shows where it is.
- 2 I've never seen anything like Monument Valley. I thought that people must have made this place. But no one did.
- 3 Monument Valley is a "natural site." This means that weather and wind and water shaped the land. People didn't shape the land at all.
- 4 The land in Monument Valley is very flat. The ground is reddish, and there are groups of strange, giant rock formations called "buttes." Buttes are made of sandstone, and they can be anywhere from 400 to 1,000 feet high!



butte

The buttes were made over time. Wind and water eroded, or wore down, and changed the shape of the sandstone. Wind and water changed the shape of the land, too.

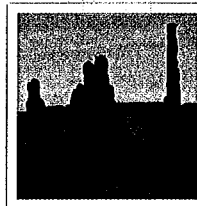
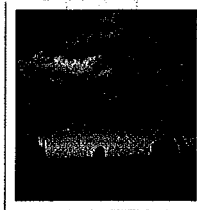
At first, I didn't understand how wind and water shaped the land. It barely rains in a desert.

But I learned that sometimes there are very heavy rainstorms. The rain falls down fast and hard. The rushing water can lift up the sand and rocks. It can cut away the land.

When the wind blows hard, the desert dust flies through the air. That can cut the rocks, too.

Long ago, steep cuts called arroyos (uh-ROY-yos) formed. Water can rush through the arroyos. The cuts can get bigger and bigger.

Monument Valley doesn't look like the land at home. But I think that the buttes of Monument Valley are beautiful in their own special way.



arroyo

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 desert dust affect the rocks in Monument Valley? What do you think it would be like in the valley on a windy day?
- Is Monument Valley a good topic for a science journal for this writer? What kind of information does the writer share in the journal?
- What would you expect to see and hear on a visit to Monument Valley?

Write About Reading

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

- Make a dictionary of science terms based on this article. Your list should include *wind*, *water*, *sandstone*, *buttes*, and *arroyos*. Use this journal to help you write a definition for each term. **(Informative/Explanatory)**
- What makes Monument Valley such an extraordinary place to study? Use details from the journal to support your opinion, or what you think. **(Opinion)**

Connect to the Internet

To read more about Monument Valley, visit these websites: <http://navajonationparks.org/htm/monumentvalley.htm> and www.visitutah.com/parks-monuments/monuments-recreation/monument-valley/.

Level I Lessons at-a-Glance

LEVEL I

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Email	<i>Trip to the Moon</i>	Earth Science Science & Technology History	Basic	learn about Apollo 11; identify artifacts related to the moon landing	<ul style="list-style-type: none"> • http://airandspace.si.edu/events/apollo11/objects/ • www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html
Encyclopedia Article	<i>Jane Goodall</i>	History Life Science	Moderate	learn about Jane Goodall's life and work; find out what Jane Goodall learned about chimpanzees	<ul style="list-style-type: none"> • www.scholastic.com/browse/article.jsp?id=3757121 • http://animals.sandiegozoo.org/animals/chimpanzee
Essay	<i>Martin Luther King, Jr.: A Man Who Had a Dream</i>	History	Moderate	learn about Martin Luther King, Jr., and the causes he fought for; understand why we celebrate Martin Luther King, Jr., Day	<ul style="list-style-type: none"> • www.scholastic.com/teachers/collection/commemorate-life-of-martin-luther-king-jr • www.usconsulate.org.hk/pas/kids/mlkd.htm
Fact Book Pages	<i>Super Birds</i>	Life Science	Complex	identify four kinds of "super" birds; understand what characteristics make each bird unusual	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/ostrich • www.smithsonianmag.com/videos/category/smithsonian-channel/gannets-plunge-into-the-sea/
Guidebook Pages	<i>Strange Plants</i>	Life Science	Complex	understand that plants can be very unusual; find out how some plants attract bugs	<ul style="list-style-type: none"> • www.parks.ca.gov/pages/551/files/CalaverasBigTreesWebBrochure2012.pdf • www.dnr.state.md.us/naturalresource/spring2011/6.asp
How-to	<i>Mixing Science and Art</i>	Science & Technology Arts and Crafts	Complex	make connections between steps in a process; understand the concept behind a crayon resist	<ul style="list-style-type: none"> • http://startstudioarts.si.edu/2009/11/technique-of-the-week-wax-resist.html • http://pbskids.org/curiousgeorge/games/mix_and_paint/mix_and_paint.html
Magazine Article	<i>Do Butterflies Like Turtle Tears?</i>	Life Science	Moderate	understand why butterflies and bees drink the tears of turtles and crocodiles; recognize why turtles and crocodiles produce tears	<ul style="list-style-type: none"> • www.esa.org/esablog/research/crocodile-tears-please-butterflies-and-bees/ • www.latimes.com/science/sciencenow/la-sci-sn-bee-butterfly-crocodile-tears-caiman-20140501-story.html
Newspaper Article	<i>On This Day, July 4th</i>	History	Basic	understand that July 4th is a significant date for several reasons; learn about events that have taken place on the same date in different years	<ul style="list-style-type: none"> • http://learning.blogs.nytimes.com/on-this-day/ • http://memory.loc.gov/ammem/today/today.html
Question and Answer Book Pages	<i>Service Dogs</i>	Life Science	Basic	learn what service dogs are and how they help people; learn about other ways dogs help people	<ul style="list-style-type: none"> • www.assisteddogsinternational.org/standards/assistance-dogs/standards-for-dogs/ • http://4pawsforability.org/hearing-ear-dog/
Science Journal Pages	<i>Monument Valley</i>	Earth Science Geography	Complex	observe the features of the formations in Monument Valley; understand how time and weather patterns have affected the land in Monument Valley	<ul style="list-style-type: none"> • http://navajonationparks.org/html/monumentvalley.htm • www.visitutah.com/parks-monuments/monuments-recreation/monument-valley