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Level M

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Brochure

Level M

Text Type: Brochure

Summary: In this brochure, readers find out more about maple syrup—where it comes from, how it is made, and where you can go to help make it.

Themes/Ideas: understand how maple syrup is related to maple trees; understand steps in a process

Informational Text Features: columns, headings, photographs

Academic Vocabulary:

- **ingredient:** one of the things that goes into or is used to make a food
- **specialize:** to focus on a particular skill or product
- **mature:** fully grown or developed

Domain-Specific Vocabulary:

- **sap:** the liquid that circulates within a plant
- **lobes:** parts that are partially separated and stick out from the main part
- **crown:** the upper branching or spreading part of a tree
- **tap:** to pierce or make a hole in
- **spile:** a spout used to draw sap out of a tree

Sugar Maple Farm



Focus Question: How does Sugar Maple Farm make a sweet treat from trees?

First Reading

Have children browse the card, front and back. Read the title and preview the text, noting that these brochure pages are about a farm that grows maple trees and makes maple syrup. Point out the text features of this brochure, making special note of the photos. Review the meaning of *maple syrup* if necessary, comparing it with other sweeteners children may be familiar with, such as sugar, honey, and pancake syrup. Have children read through the text one time on their own. Then discuss the process by which maple syrup is made.

Guided Close Reading

Author's Craft *Who created this brochure? What is the purpose of this brochure? How does the combination of pictures and words demonstrate the author's purpose?* ①-⑨

Think Aloud *The brochure was made by the people at Sugar Maple Farm to advertise their farm and their maple syrup. The brochure includes attractive, interesting, and informative photos, along with sentences about the process of making maple syrup. The words and pictures make the reader want to take part in the process and taste the sweet syrup.*

Vocabulary/Text Feature *Where on a sugar maple farm could you see lobes? Which text feature helps you understand what lobes are? Which sentence does the diagram best illustrate?* ⑤

Text Feature *How do the photos on the back of the card connect to the headings? How do the photos contribute, or add information, to the explanation of the process described in the brochure?* ⑥-⑧

Connect Ideas *What is the relationship between the amount of sap and the amount of finished syrup? What sentences give examples of the amounts?* ⑦

Think Aloud *The text gives examples of the amounts: "About 43 gallons of sap will make just one gallon of syrup. How many cups of sap will you need to make one cup of syrup? That's right: 43!" That means to make 1 cup of syrup, you need to have boiled down around 43 cups of sap.*

Key Ideas and Details *What measurement should you use to determine when the sap is done boiling? What can you learn from the color of the boiled sap?* ⑦

Author's Purpose *Why would people from a farm that makes maple syrup point out that syrup "can be a healthier choice than sugar"? Is that point supported with facts or opinions? How does the choice reflect the author's point of view?* ⑥

A brochure is a pamphlet that explains or persuades. These pages are from a brochure about a farm.

1 SUGAR Maple Farm



2 Home of the Great Big Sticky—Oldest Maple Tree in the Valley

3 Green in spring and summer, bright red in fall, sugar maples are always beautiful. But the real treasure lies inside: sap, the main ingredient for delicious maple syrup! Visit us to learn how sap becomes maple syrup. While you're at it, you can meet the Great Big Sticky!

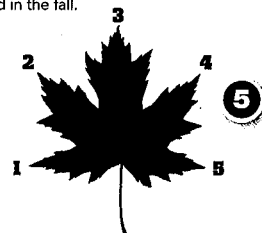
Monday–Friday
10:30 am–6:30 pm
Saturday–Sunday
10 am–8 pm

4 It Starts With a Tree

There are many different kinds of maple trees. More than 100, in fact! Here on the farm we specialize in sugar maples. You can make syrup from other species, too, but sugar maples have the sweetest sap. Sweeter sap makes better syrup.

Identifying Sugar Maples

Sugar maples have a distinct leaf. It has five main parts, or lobes. The leaves turn bright yellow, orange, and red in the fall.




The bark on a young sugar maple is smooth and gray. A mature tree's bark turns brown and flakes away as it ages.

6 Sap is the liquid underneath a tree's bark. It runs from the tree's roots all the way up to the broad, leafy crown.

Sap runs only in winter, when the temperature is below freezing at night and above freezing during the day. At Sugar Maple Farm, we freeze extra sap to use all year round.

To get to the sap, we have to tap the tree. First, we drill a hole. Then we insert a spout, or spile, into the hole.





If the temperature is right, the sap will begin to drip right away!

We hang a bucket or a bottle from the spile to collect the sap.

The bucket fills quickly. One tree can produce more than a gallon per day!

7 Boil Down

When we have enough sap, it's time to boil! Sap is only slightly sweet. In order to make syrup, the water in the sap must be boiled down.

Sap boiling can take many hours. About 43 gallons of sap will make just one gallon of syrup. How many cups of sap will you need to make one cup of syrup? That's right: 43!

You can boil maple sap in the kitchen, too. But the steam will have some sugar in it. If you boil too much, this can make your walls sticky!


Sticky, Sweet Syrup

The sap is done boiling when it reaches about 219°F (seven degrees above the boiling point of water). The color of the syrup depends on how long it was boiled.

Now it's time to eat! Maple syrup is great on whole-wheat pancakes, in oatmeal, on yogurt, or in tea or coffee.

8 Sugar or Syrup?

Maple syrup can be a healthier choice than sugar. It is less processed, and processing removes important nutrients. Maple syrup contains minerals and antioxidants that aren't in white sugar.



9 Here at Sugar Maple Farm, we're partial to maple syrup in our desserts. Come on out and try your hand at maple sugaring with us!

Sugar Maple Farm
239 Great Big Sticky Street

Revisit the Text: Ideas for Discussion

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

- What kinds of words and phrases does the brochure use to describe the farm and the process of maple sugaring? What feelings do these words and phrases give to the reader?
- What kinds of information does the author provide about maple trees, maple sap, and maple syrup? What key ideas does the brochure communicate?
- What other practical information might visitors to Sugar Maple Farm need to know before planning a trip? Would that information be better presented in words or with images?

Write About Reading

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

- Use facts and details from the text to make a flowchart, or process diagram, that explains how maple syrup is made. Add drawings or other diagrams as appropriate. **(Informative/Explanatory)**
- Which topic in the brochure would you like to know more about: maple trees, the process of making syrup, or the uses for maple syrup? What makes that topic interesting to you? Explain your answer, and support your opinion with facts and details from the text. **(Opinion)**

Connect to the Internet

To read more about making maple syrup, go to www.in.gov/dnr/kids/5852.htm. To find more information about maple syrup–related activities to use in the classroom, go to www.metroparks.com/Multimedia and www.metroparks.com/Files/Maple%20Sugaring%20pk%20through%202nd.pdf.

Encyclopedia Article

Level M

Text Type: Encyclopedia Article

Summary: This article explains Mary McLeod Bethune's achievements and her importance to both women's and African American history.

Themes/Ideas: identify facts about Mary McLeod Bethune's life and work; appreciate the historical significance of Bethune's work

Informational Text Features: headings, photos, caption

Academic Vocabulary:

- **advice:** suggestions given to help someone else
- **confident:** sure of oneself and one's abilities

Domain-Specific Vocabulary:

- **civil rights:** the freedoms or benefits deserved by all people
- **educator:** a teacher or leader who helps others learn

Mary McLeod Bethune



Focus Question: What makes Mary McLeod Bethune an important person in American history?

First Reading

Read the title and preview the text, noting that these are pages from an encyclopedia. Explain that an encyclopedia gives facts about and shows photos, sometimes with captions, relating to a variety of topics. Note that an encyclopedia article about a famous person often includes the person's date of birth and date of death after the person's name. Headings organize information in the article. For their first reading, have children read the article on their own. Then discuss what the article has to say about Bethune's life and accomplishments.

Guided Close Reading

Text Features *The article uses a short introductory section and headings. How do these text features help you understand the information in the article and important facts about Mary McLeod Bethune's life?* ①-③

Think Aloud *The introductory section gives general information about Mary McLeod Bethune as well as details about her early life. The headings "Educator" and "Fighter for Civil Rights" tell me two important things about Mary McLeod Bethune. I also know that the information under the first heading will tell me more about her as an educator and the information under the next heading will tell me details about how she fought for civil rights.*

Connect Ideas *When Mary McLeod Bethune was a child in South Carolina in the late 1800s, there were very few schools where African American children were able to study. Back then, children who lived on farms often spent most of their time helping with farm work. How do these additional details help you appreciate what the article says about Mary McLeod Bethune's early life?* ①-②

Vocabulary *What are civil rights? How did Mary McLeod Bethune fight for civil rights during her lifetime?* ③

Think Aloud *Civil rights are freedoms that every person should have. When you fight for civil rights, you work to make things fair and equal and available for all people. Mary McLeod Bethune fought for equal rights by opening up schools so that African American children would be able to go to school and so that African American women would be able to get jobs and vote.*

Photos and Text *The encyclopedia article ends with information about a statue in Mary McLeod Bethune's honor. What do this information and the related photo suggest about Mary McLeod Bethune's importance to our country and how she helped others?* ③

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

Mary McLeod Bethune

(July 10, 1875–May 18, 1955)

Mary McLeod Bethune was an African American educator. She fought for equal rights for African Americans and for women. Four presidents asked her for her advice.



Mary McLeod Bethune in front of the Capitol Building in Washington, D.C., in 1950

- 1 Mary was born on a farm in South Carolina. She was born only ten years after the end of the American Civil War (1861–65). Mary began working in her family's farm fields when she was only five years old.

Educator

- 2 Mary was very smart and wanted to learn. Unlike most African American girls and boys of her time, she finished high school. Then she went on to finish college.

Mary McLeod Bethune believed it was important for African American girls to go to school. She believed that families would be better if their young girls had a good education. So, in 1904, she opened a school in Daytona Beach, Florida. There she could help African American girls become smart, confident young women. Only six students came to the school at first. By the end of the first year, there were 30 students. Later, her school joined with a boys' school and became a college.

Mary McLeod Bethune wanted all African Americans to have a good education. She also invited African American leaders and white leaders to visit the school and see what a wonderful place it was. In this way, she gained the respect of many powerful people.

38 ENCYCLOPEDIA OF NOTABLE WOMEN



Fighter for Civil Rights

- 3 Mary McLeod Bethune fought for the rights of all African Americans, but she fought especially hard for the rights of African American girls and women to go to school. McLeod Bethune also fought to help African American women get jobs and get the right to vote.

Because of her work for African Americans, there is a statue of her in Washington, D.C. It was the first statue that was put up in the nation's capital in honor of a woman. Today people remember Mary McLeod Bethune as one of the most important women in American history.

ENCYCLOPEDIA OF NOTABLE WOMEN 39

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 did Mary McLeod Bethune invite powerful leaders to visit her school? How did this help her gain their respect?*
- *Mary McLeod Bethune started a school because she wanted to help African American girls become smart and confident. How might a good education help a person become confident?*
- *The encyclopedia article says that four presidents asked Mary McLeod Bethune for advice. Based on what you read, what kinds of questions might the presidents have asked her? What do you think her advice would be for children who are in school today?*

Write About Reading

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

- Make a word web with “Mary McLeod Bethune” in the center. In the outer circles, add details about her that are mentioned in the article. **(Informative/Explanatory)**
- Based on details in the article, what do you think was more important—Mary McLeod Bethune's time as an educator or her fight for civil rights? Why? Write several sentences to explain your opinion, and support it with details from the encyclopedia article. **(Opinion)**

Connect to the Internet

To learn more information about Mary McLeod Bethune, go to www.cookman.edu/about_BCU/history/our_founder.html and www.pbs.org/wgbh/americanexperience/features/biography/eleanor-bethune/.

Essay

Level M

Text Type: Essay

Summary: This essay describes three animals that people commonly fear—snakes, vampire bats, and tarantulas—and why those animals might not be so scary after all.

Themes/Ideas: learn how snakes, vampire bats, and tarantulas interact with people; understand that these animals usually do not want to hurt people

Informational Text Features: photos, boldface headings, quotation

Academic Vocabulary:

- **expert:** a person with special knowledge of a topic
- **defend:** to stop an attack
- **rare:** not common

Domain-Specific Vocabulary:

- **poisonous:** containing a chemical that can hurt or kill a living thing
- **deadly:** likely to cause death
- **energy:** power used to do work or be active

Have No Fear!



Focus Question: Why should people not be too afraid of snakes, vampire bats, and tarantulas?

First Reading

Read aloud the title and review the meaning of *fear*. Preview the text, noting that this text is an essay about three different animals. Point out the photos and boldface headings. For the first reading, have children read through the text independently. Then together, discuss the main ideas of this essay.

Guided Close Reading

Key Ideas and Details Which paragraph introduces the author's main idea? What point is the author trying to make about snakes, bats, and spiders in this essay? ❶

Text Features What type of informational text feature does the author use to organize information in the essay? What three sections does this feature create? ❷ ❹ ❺

Think Aloud In this essay, the author uses boldface headings to indicate a new section of text. These stand out to the eye, so they are easy to find. They also break the essay into three subject areas: snakes, vampire bats, and tarantulas.

Author's Craft Why does the author quote a snake expert? How does the quote support the author's idea that most snakes don't want to hurt people? ❸

Photos and Text What does each of the three photos that appear in the essay show? How might the three photos make a reader feel about these animals? How does the text change a reader's feelings about the animals in the photos? ❷-❹

Think Aloud The essay has three photos: a snake, a vampire bat, and a tarantula. A reader might look at these animals and be frightened. Most people think they look scary. But the essay tells us that these animals don't want to hurt people and usually don't. The essay tells readers that they don't have to be scared of these animals.

Vocabulary The author says that "it's rare for tarantulas to bite people." What does rare mean in that sentence? Why is it rare for them to bite? ❹

Compare and Contrast What features of these three animals are similar? Which plays a greater role in attitudes toward these animals—people's actual experience or what they have been taught? Compare the two attitudes. Why does what we hear from others often have more influence than our own experiences? How can we be more aware of that tendency? ❶-❷

Author's Purpose What is the warning that the author shares with readers at the end of the essay? How does the last sentence show what the author's purpose for writing was? ❷

Have No Fear!

Snakes make many people shake. Other people hide from flying bats. Still others are scared of spiders.

- 1 Many people are taught to be afraid of snakes, bats, and spiders. And there are lots of myths, or made-up stories, about them. But the truth is that these animals really don't want to hurt people at all.

- 2 Many people think of snakes as unfriendly animals. Partly, it's the way they look and move, and partly it's what people hear about them. People think snakes like to bite people. But that's just not true. Besides, most people haven't ever seen a snake in person!

"Very few snakes go out of their way to bite people," says a snake expert. Usually, snakes bite people to defend themselves.

- 3 And snakebites are rarely deadly. In fact, most snakes are not even poisonous.



- 4 Have you heard of vampire bats? It could be because of the name "vampire" that some people think these bats are out to suck their blood. But that's not true.

- 5 Vampire bats do live on blood, but not the blood of people. Bats live on blood from horses, cows, and birds. Also, these bats don't actually suck the blood. Instead, a bat makes a small cut on the animal with its sharp teeth. Then, the bat licks drops of the animal's blood.

Some people think tarantulas (tuh-RANCH-uh-luz) are deadly spiders.

- 6 They are very large, but tarantulas are not deadly. Their bite can be poisonous, but it's like a bee sting. Besides, it's rare for tarantulas to bite people. It takes energy and effort to bite people. Tarantulas barely move. They like to hang out in dark places where people don't usually go. Some tarantulas live under rocks. Others sit in tunnels.

- 7 Now you know the truth. No one's saying to pick up and hug these creatures. But people need to know the facts about them. That way, people won't be scared the next time they see a snake, a bat, or a spider.



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 kind of voice does the author use in this essay? How does the voice help convey the information in the essay?
- What point does the author make about what each animal does and does not bite? How does that information support the main idea?
- Even though snakes, vampire bats, and spiders aren't all dangerous, many people are afraid of these animals. How does this fear help the animals? How does it help people?

Write About Reading

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

- The title of the essay tells readers to "Have No Fear!" Should people be afraid of snakes, vampire bats, or tarantulas? Write a short opinion paragraph, supported by information you learned from the essay. **(Opinion)**
- For each animal described in the essay, write a sentence explaining why many people are afraid of that animal. Then write a second sentence explaining why the author says that reason is wrong. **(Informative/Explanatory)**

Connect to the Internet

To read more about vampire bats, children can go to <http://kids.nationalgeographic.com/kids/animals/creaturefeature/vampire-bat/>. For more information about tarantulas, children can visit <http://kids.nationalgeographic.com/kids/animals/creaturefeature/tarantulas/>.

Fact Book

Level M

Text Type: Fact Book

Summary: These pages explain the characteristics of reptiles, give an example of each of the five categories of reptiles, and describe interesting traits belonging to particular reptiles.

Themes/Ideas: identify the characteristics of reptiles; compare traits of different reptiles

Informational Text Features: bulleted lists, photos, labels, web, chart, headings, text box

Academic Vocabulary:

- **in common:** shared or similar
- **knobbly:** having small bumps
- **raised:** higher than the rest of an area or surface

Domain-Specific Vocabulary:

- **reptiles:** scaly vertebrates that breathe air, lay eggs, and do not make their own body heat
- **predators:** animals that get food by hunting and eating other animals
- **vertebrates:** animals with backbones that support their bodies
- **hatch:** to come out of an egg

Reptiles



Focus Question: What characteristics do different reptiles have that help them survive?

First Reading

Read aloud the title and preview the text, noting that these are pages from a fact book about different groups of animals. Point out the text features on both sides of the card. Look at the web together and read aloud the names of the different reptiles. For their first reading, have children independently read through the text. Then discuss the main ideas that the author shared about reptiles.

Guided Close Reading

Key Ideas and Details *Reptiles are a group of animals that have certain things in common. What is alike about a pet turtle, a rattlesnake, and a crocodile?* ❶

Vocabulary/Text Feature *Which words are printed in bold type? What do these words tell you about reptiles?* ❷

Text Feature *What is the topic of the web? How does the web help you understand what reptiles are?* ❸

Photos and Text *What purpose is served by the "Catch a Ride" paragraph? How does it relate to the photo of the crocodile? What trait of reptiles is best illustrated by the photo?* ❹

Words and Phrases in Context *Authors sometimes use a difficult word and then give its definition. Look for the word predators under the heading "A House on Their Backs." How does this technique help you understand the word?* ❺

Think Aloud *The author tells how hard shells protect turtles and tortoises from the weather and from hungry predators. The word predators is followed by the words "or hunters." This lets me know that predators are hunters.*

Make Inferences *Use what you learned from the text to make an inference about the relationship between reptiles and predators. Think about how reptiles look and what they eat.* ❻

Think Aloud *All reptiles have scaly bodies to protect them from predators. The text also states that the favorite food of some reptiles is other animals. This tells me that some (but maybe not all) reptiles are predators.*

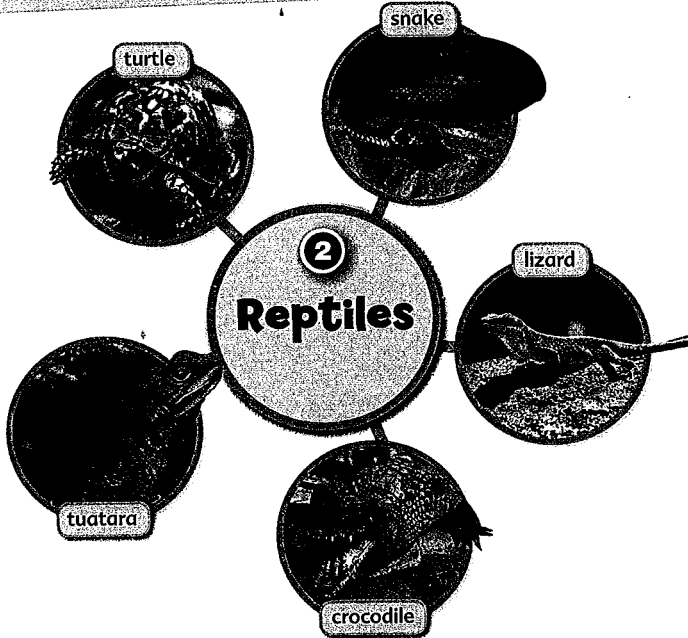
Text Structure *What text structure does the author use for the "Fast Facts" text box? Why are these descriptions a good way to share this information?* ❼

Compare and Contrast *You have learned how some reptiles protect themselves from predators. Look at the "Favorite Foods" feature. What does this tell you about how reptiles act as predators? Compare and contrast the lives of reptiles as prey and as predator.* ❽

REPTILES

What do a turtle, a rattlesnake, and a crocodile have in common? They are all reptiles. But what makes a reptile a reptile?

- 1
- **Scaly skin** keeps reptiles from drying out in the sun and helps protect them from predators.
 - All reptiles breathe air with their **lungs**.
 - Reptiles are vertebrates—they have **backbones** that support their bodies.



Catch a Ride

3 A female crocodile builds a large nest on land and lays her eggs there. Then she covers the nest up and watches over it. When the babies hatch, she carries them to the water in her mouth.

A House on Their Backs

4 Turtles and tortoises have hard shells that help protect them from the weather and hungry predators, or hunters. Tortoise shells are often knobby and raised. But turtles may have flatter shells to help them move through the water.



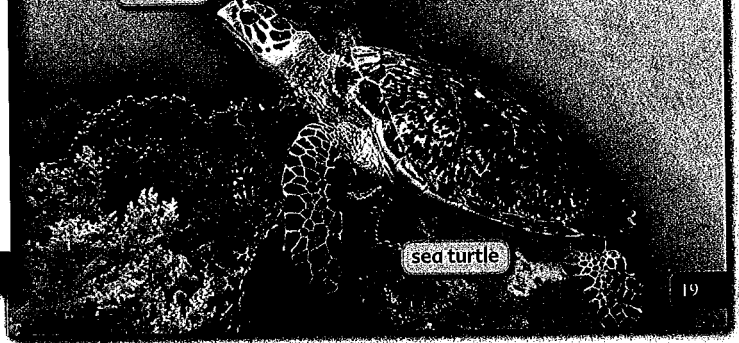
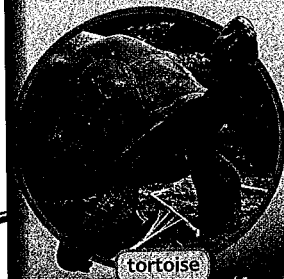
FAST FACTS

Reptiles

- 5
- Chameleons have tongues as long as their bodies!
 - Some lizards can "fly," or glide through the air.
 - Some snakes play dead when they are frightened.

Favorite Foods

- 6
- | | |
|-------------|----------------------------------|
| Snakes | Birds' eggs |
| Sea turtles | Jellyfish, crabs, fish, seagrass |



Revisit the Text: Ideas for Discussion

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

- *What did you learn about the places where reptiles live? Why are some places better for particular reptiles?*
- *What kinds of information does the author provide about turtles and tortoises? How are turtles and tortoises similar to other reptiles? How are they different?*
- *How did the author organize the information on these pages? What are the most important ideas in the text? How do the visuals support the main ideas about reptiles?*

Write About Reading

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

- What do all reptiles have in common? Write sentences summarizing what you learned from the text about reptiles. **(Informative/Explanatory)**
- Which reptile described in the text would you like to know more about? What makes that reptile interesting to you? Explain your answer, and support your opinion with facts and details from the text. **(Opinion)**

Connect to the Internet

To further children's understanding of reptiles, go to <http://kidszoo.org/wp-content/uploads/2011/12/related2reptiles.pdf>; www.pbs.org/wnet/nature/lessons/righteous-reptiles/video-segments-dragon-chronicles/4767/; and www.biokids.umich.edu/critters/Reptilia/.

Guidebook

Level M

Text Type: Guidebook

Summary: These guidebook pages are about one kind of endangered animal, the giant panda.

Themes/Ideas: understand facts about and characteristics of giant pandas; recognize why giant pandas are endangered

Informational Text Features: text boxes with headings, bulleted lists, photos, map

Academic Vocabulary:

- **beloved:** adored
- **endangered:** threatened; in danger of dying out
- **native:** from a specific place
- **rebuild:** to build again, to replace something that was destroyed
- **grind:** to make smaller by crushing

Domain-Specific Vocabulary:

- **bamboo:** a tall, woody plant found in warm places
- **habitat:** an area where a specific animal or plant lives
- **stalks:** stems of plants
- **reserves:** areas set aside for animals to live safely

The Giant Panda



Focus Question: What are giant pandas like, and why are they endangered?

First Reading

Read the title, noting that these are pages from a guidebook about endangered animals. Briefly discuss what it means for an animal to be endangered. Point out the text features on these guidebook pages, including the map and text boxes with headings. For the first reading, have children read through the text on their own. Then discuss the giant panda facts that children found in this guidebook.

Guided Close Reading

Key Ideas and Details *Where do giant pandas live in the wild? Does it seem to be a large area? How do the sentences and the map work together to help you understand this information about the giant pandas' habitat?* ②

Photos and Text *Look at the photo on the front of the card. What details from "What Pandas Look Like" and "Did you know...?" are related to the photo? What can you learn about giant pandas from the photo in addition to what you learned from sentences on this page?* ③ ④

Author's Craft *Find the exclamation point in the "Panda Size and Weight" section. What fact does the author call attention to in this way? Why do you think the author chose to highlight this fact?* ⑤

Think Aloud *The author uses an exclamation point when comparing the sizes of the baby and adult pandas. I think the author highlights this fact because most animals don't grow to 1,000 times the size they were when they were born.*

Make Inferences *What inferences can you make about why giant pandas eat so much each day? How is this connected to how many hours a giant panda eats every day? Use details from the guidebook pages to support your answer.* ⑤ ⑥

Think Aloud *They eat so much because they are large animals and need a lot of food. I can also infer from the fact that giant pandas eat for 16 hours a day that eating 80 pounds of bamboo takes a long time!*

Text Feature *Look at the information in the "Saving the Pandas" text box. Why did the author separate these facts from other information in the text?* ⑦

Vocabulary *What are reserves? Why are they important for giant pandas?* ① ⑦

Think Aloud *Reserves are places where animals can live safely. Reserves are important for giant pandas because there are only about 2,000 of them in the wild. These animals and their habitats are in danger.*

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

The Giant Panda

1 The giant panda is one of the world's most beloved wild animals. There are about 2,000 giant pandas that live in the wild.

2 In the Wild

- Giant pandas are native to the mountain forests of south central China, shown on the map below.



What Pandas Look Like

3

- Giant pandas are in the bear family.
- Pandas are really white bears. They have black patches around their eyes, on their ears, legs and feet, and on their chests and shoulders.

Did you know...?

4

- Baby pandas stay with their mothers for about three years.
- Pandas move slowly and take naps when they feel like it.
- Pandas are great at climbing trees. They even take naps in trees!

Saving the Pandas

7 Wildlife and government groups are working together to help save China's wild pandas. Some people are trying to rebuild the panda's forest habitat. There are also special places, called reserves, where the giant panda is protected.

Panda Size and Weight

5

- Pandas weigh only about four ounces (about 100 g) at birth.
- A full-grown giant panda may weigh as much as 300 pounds (about 140 kg). That's almost 1,000 times as much as a newborn weighs! From nose to tail, an adult panda measures between 4 and 5 feet (120–150 cm).

What Pandas Eat

6

- The main food for a giant panda is bamboo. A panda has to eat a lot of it—as much as 80 pounds a day!
- Pandas spend about 16 hours a day eating.
- The back teeth of a panda are wide and flat. That helps the panda crush and grind its meal of bamboo stalks.
- Pandas sit up to eat. On their front paws, pandas have wrist bones that act like thumbs. They use these "thumbs" to hold the bamboo as they munch.

12 A Guide to Giant Pandas

A Guide to Giant Pandas 13

Revisit the Text: Ideas for Discussion

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

- Why are the giant panda's back teeth and the wrist bones on its front paws especially helpful when it is time for the panda to eat?
- The guidebook says that some people want to rebuild the panda's habitat. What does the word rebuild tell you about what changed for giant pandas, causing them to become endangered?
- In what ways are giant pandas different from other bears? How does the information you learned about giant pandas support, expand, or change what you already knew about bears?

Write About Reading

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

- Why is it important to preserve the bamboo forests in which pandas live? Write a paragraph using information from the guidebook to explain why giant pandas need these forests. **(Informative/Explanatory)**
- The author calls giant pandas "beloved." Write a well-developed opinion statement to explain why people love pandas. Be sure to use details from the guidebook to help support your opinion. **(Opinion)**

Connect to the Internet

To learn more about giant pandas, go to <http://animals.sandiegozoo.org/animals/giant-panda> and <http://nationalzoo.si.edu/Animals/GiantPandas/PandaFacts/default.cfm>.

How-to

Level M

Text Type: How-to

Summary: This how-to tells about the art of paper folding, called origami. Readers can follow the steps to make their own origami fish.

Themes/Ideas: learn about origami; find out how to use a square of paper to make an origami fish

Informational Text Features: text boxes, bulleted list, diagrams, steps in a process, map, fact box

Academic Vocabulary:

- **directions:** steps that explain what to do or how to make something
- **popular:** liked by many people

Domain-Specific Vocabulary:

- **origami:** art form that uses paper folding to create beautiful shapes
- **decorate:** to make something pretty by adding something
- **crease:** a line or wrinkle left in paper or material, caused by folding or pressing

How to Make an Origami Fish



Focus Question: How can you use a square of paper to make a fish?

First Reading

Read the title and note that this is a how-to: a text that gives instructions or step-by-step directions. Invite children to preview the card. Point out that the word *origami* will be explained in the how-to. Have children read the front and back of the card on their own. Remind children to view the diagrams, in order, as they read each step. Then discuss what they learned about origami and the process of turning a square of paper into a fish.

Guided Close Reading

Key Ideas and Details *What is origami? Why is following the directions in order so important if you want to make an origami fish?* ① ③-⑥

Text Feature *Why is a materials list an important part of a how-to? Why do you think it is important for someone who wants to make a fish to read the list of materials before starting to follow the steps?* ②-⑥

Think Aloud *A materials list tells what someone has to do to get ready to follow the steps. The bulleted list in this how-to tells what materials someone will need to make an origami fish. If someone does not have the right things ready before trying to make the fish, that person will not be ready and able to follow the steps.*

Illustrations and Text *Could you easily follow the steps if only the sentences were shown? Could you easily follow the steps if only the diagrams were shown? How does having both the diagrams and the sentences together help you know what to do, in order?* ③-⑥

Words and Phrases in Context *Look at the word crease in Step 2 and in Step 3. What does crease mean? How do other words nearby and the diagrams help you understand crease? Why do you need to understand that word to be able to complete Step 3?* ④ ⑤

Think Aloud *A crease is the line or groove that is left behind when you fold, press, and then unfold paper. The sentences tell you that you can make a crease by unfolding paper that you folded. If you didn't understand crease, you would not know to fold the top and bottom edges correctly in Step 3.*

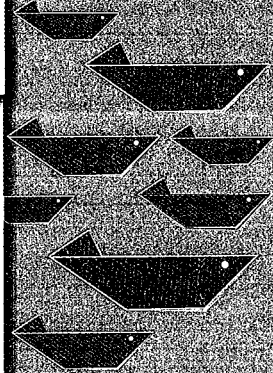
Compare and Contrast *How are Steps 1 and 7 different from the rest of the steps? What do these steps ask you to do that Steps 2-6 do not?* ③-⑥

Illustrations and Text *What is shown in the map? What is the connection between the map and the paragraph next to it?* ⑦

HOW TO MAKE AN ORIGAMI FISH

This how-to starts with a square. Every square has four sides. Each side is exactly the same length. Every corner in a square is exactly the same too.

A kind of art called origami (or-uh-GAH-mee) uses paper squares. Let's see how.

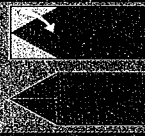


STEP 3 Next, fold the top and bottom edges. Make sure they meet at the crease. The spots or stripes you drew will be showing.

5

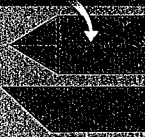


STEP 4 Fold in the two left corners to meet in the middle. These folds will form a point.

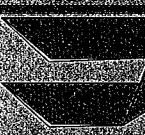


STEP 5 Then fold down the top half of the paper. Press down to make the paper flat.

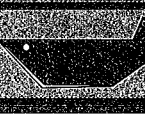
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STEP 6 Fold up the bottom right corner. This is the fish's tail!



STEP 7 Turn the fish over. Draw a face on it. You did it! Now you have an origami fish.



2

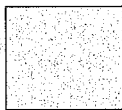
MATERIALS:

- One square of paper—6 inches by 6 inches (This means each of the four sides is 6 inches long.)
- Crayons

DIRECTIONS

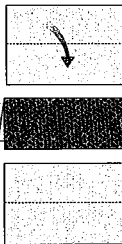
STEP 1 Do you want your fish to have stripes? Do you want it to have spots? Decorate your square with crayons or markers. Turn the paper over.

3



STEP 2 Fold the paper in half from top to bottom. That will make a rectangle. Then unfold the paper to make a crease. The spots or stripes you made should be showing.

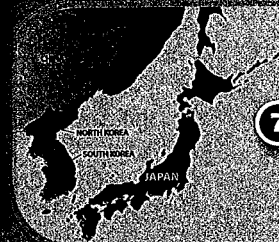
4



DID YOU KNOW?

Origami has been popular for a long, long time. At one time, it was so popular in the country of Japan that almost every Japanese child learned how to do it. Today, people in Japan, the United States, and many other places make origami fish and other animals to use as decorations or gifts.

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 text feature can you use to quickly answer the question "In which step do you give the fish a tail?" Why did the writer include such a feature in this how-to?
- If every child in your class used this how-to to create a paper fish, would each origami fish look exactly the same? How could each child make his or her fish different from the rest?
- What does the how-to say about how people use origami fish? If you made an origami fish, what would you do with it?

Write About Reading

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

- Write a brief summary of how you can use paper to make an origami fish. List the steps in order. **(Informative/Explanatory)**
- Do you think it would be easy or difficult to make an origami fish? Write a sentence to state your opinion. Use what you have read to write reasons to support your opinion. **(Opinion)**

Connect to the Internet

To further children's understanding of origami and watch a video, go to http://pbskids.org/buster/pfy/vids/florian_vid.html and <http://web-japan.org/kidsweb/virtual/origami2/exploring01.html>.

Interview

Level M

Text Type: Interview

Summary: In these pages, children get up close and personal with a scientist whose job is to get up close and personal with wild animals.

Themes/Ideas: find out how experts gather information about the animals they study; compare animals to see why studying animals can be challenging, fun, and surprising

Informational Text Features: photos, questions and answers

Academic Vocabulary:

- **compare:** to notice how things are the same and how they are different
- **measure:** to use tools to figure out an exact amount
- **dose:** a measured amount
- **challenge:** a difficult task or problem

Domain-Specific Vocabulary:

- **predator:** an animal that must kill and eat other animals to survive
- **prey:** an animal that is killed and eaten by other animals
- **leaf-cutter ant:** an ant whose mouth can quickly cut up leaves
- **scientific instrument:** a precise tool designed for use by scientists

Interview With a Wild Animal Expert



Focus Question: How do wild animal experts study and compare wild animals?

First Reading

Introduce the material and note its source. Review the meaning of *expert*. Have children browse the card, front and back. Have children read through the text one time on their own. Then discuss the question-and-answer format of the interview, as well as the ways in which wild animal experts study their subjects.

Guided Close Reading

Text Structure Look at the text structure for each paragraph. How is the information organized? How do the words *Interviewer* and *Animal Expert* help you understand what you are reading? ① ②

Key Ideas and Details What does the interviewer want to learn by talking with a wild animal expert? How do you know? ①

Words and Phrases in Context Based on what the animal expert says, is studying wild animals an “easy task” or a “challenge”? Provide details to support your answer. ③ ④

Vocabulary/Text Feature The animal expert says “just measuring an animal takes imagination . . .” How does the animal expert use imagination to measure the seal shown in the photo? How does the photo help you understand this type of measurement? ⑤ ⑥

Think Aloud I see a photo of one animal expert giving a seal a treat. At the same time, a different expert is measuring the seal with a tape measure. The seal might be hard to measure, so the experts have to think of imaginative ways to distract and hold it still, such as giving it treats.

Make Inferences Why is it important to know whether an animal is a predator or prey when comparing animals? ⑦

Words and Phrases in Context What does the animal expert mean when she says it takes a “dose of common sense” to measure an animal? Is she talking about giving an animal an exact quantity of medicine? How do you know? ⑧

Key Ideas and Details While the interviewer says that comparing the “biggest” and “smallest” animals is “pretty clear,” the animal expert does not agree. What details support the expert? ⑨ ⑩-⑪

Think Aloud The expert says that one animal might be longer than another animal, but weigh less. Later, she compares the elephant that lifts one-and-a-half times its own weight to a tiny leaf-cutter ant that can carry 50 times its own weight. This shows that it is not always clear which animal is biggest or smallest or strongest. Lots of details are needed before experts can decide.

Interview With a WILD ANIMAL EXPERT

1 **INTERVIEWER:** I know that you work with wild animals. I've read a bunch of books that compare wild animals—which are fastest, biggest, strongest. How do animal experts compare wild animals? How do experts get their information?

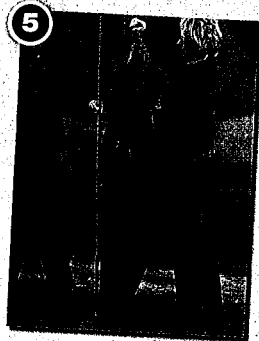
2 **ANIMAL EXPERT:** Information comes from studying the animals directly—usually, but not always, in the wild. But gathering that kind of information is not an easy task. Animals are so different from one another.

3 **INTERVIEWER:** How do you actually measure them?

4 **ANIMAL EXPERT:** That can be a challenge. Just measuring an animal takes imagination—or just a dose of common sense! For some jobs, we may need to use a very sensitive scientific instrument. For others, we may need a tape measure and a tasty treat.

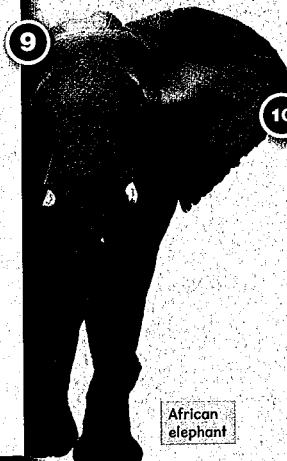
INTERVIEWER: Well, “biggest” and “smallest” are pretty clear, right?

6 **ANIMAL EXPERT:** Not really. One animal may be longer than another but weigh less. So, which one of them is smaller? Scientists and other experts work hard at determining which measurements matter a lot and which are less significant.



INTERVIEWER: What's your first step when you compare animals?

7 **ANIMAL EXPERT:** We always start from the animal. What does it need in order to survive? Why is it built the way it is? Speed can be very important for survival in the wild—whether the animal is the predator or the prey. Studying animals leads to comparing them. And comparing them is one of the things that makes studying animals fun.



INTERVIEWER: What are some surprising things you have learned?

10 **ANIMAL EXPERT:** Let's talk about strength. Elephants are strong. An elephant can lift something one and a half times as heavy as it is. That means it could lift an elephant and a half! But a leaf-cutter ant can lift something 50 times heavier than it is. That would be like an ant carrying 50 more ants. In this way, the tiny ant is stronger than the mighty elephant!

African elephant

leaf-cutter ant

Revisit the Text: Ideas for Discussion

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

- The author could have written this piece as a news article. Instead, she used an interview text structure. Why do you think the author chose this structure? How does it help you understand the information?
- To compare animals, the expert says it is important to determine “which measurements matter.” What does she mean and what examples does she give to support her statement?
- The animal expert says that comparing animals is “one of the things that makes studying animals fun.” What do you think she means by this? What kinds of things can we learn by comparing animals to each other? Do you think it is more interesting when they are similar or when they are different?

Write About Reading

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

- Explain why being fast can be an important factor in the survival of both predators and prey, even though the two types of animals are very different. (**Informative/Explanatory**)
- Review the expert's comparison of an elephant and a leaf-cutter ant. Which animal do you think is the strongest? Explain your reasoning using details from the text. (**Opinion**)

Connect to the Internet

To read more about wild animals and what it takes to have a career as a wildlife expert, visit the following websites: <http://nationalzoo.si.edu/education/wildlifecareers/> and <http://kids.sandiegozoo.org/animals>.

Magazine Article

Level M

Text Type: Magazine Article

Summary: These pages are about the surprising ways in which colors can affect how people feel and behave.

Themes/Ideas: learn how color can affect a person's behavior; find out why experts study the ways in which people react to different colors

Informational Text Features: section headings, photos

Academic Vocabulary:

- **sunny:** happy; cheerful
- **true blue:** loyal [idiom]
- **experts:** people who know a lot about a particular topic

Domain-Specific Vocabulary:

- **mood:** how a person feels at a specific time
- **calm:** a relaxed, unexcited mood
- **focus:** to pay close attention to something specific
- **perform:** to do specific actions successfully or well

Does Yellow Make You Smile?



Focus Question: How can certain colors affect a person's mood and behavior?

First Reading

Read the title, noting that this is an article from a magazine. Have children browse the card, front and back, noting the way in which headings and photos are used. Have children read through the text one time on their own. Then discuss what the author has to say about colors.

Guided Close Reading

Key Ideas and Details *Who is Dr. Jill Morton? Which sentences give you information about what she studies? Why does the author write about her in this article?* ①

Text Feature *How do the headings set up the information the author gives about each color and how it affects people? Do section headings make an article easier to read? Why or why not?* ②-⑤

Connect Ideas *In her introduction, the author tells us that color can make you hungry. Where does she give you more information about which colors make you hungry?* ① ③

Make Inferences *Which color would you choose to wear to run a race? Which details give you hints about which color might help you win?* ③

Think Aloud *I would choose to wear red. The author says that teams that wear red win more games. So wearing red might help me win the race. She also says that wearing red might make me feel like I have more energy, which would help in a race.*

Draw Conclusions *The author writes that the color blue is associated with things people can trust. Why? How does this detail help you understand why the color blue can make a person feel calm?* ④

Photos and Text *How does the photo of a crying baby help you understand the author's points about the "sunny" color yellow? How do the other photos in the article link to the information the author shares about the colors?* ②-⑤

Key Ideas and Details *The author writes, "Not everyone has the same feelings about color." Why is this an important detail to include in the article?* ⑤

Think Aloud *This is an important detail because Dr. Morton has found that color can affect how people act, but that does not mean that color will always affect people in the same way every time. For instance, the yellow room that makes a baby cry might make someone else feel happy and full of energy.*

Draw Conclusions *Why do you think that scientists like Dr. Morton study the way color affects people? How can people use this information?* ①-⑤

Does YELLOW make you SMILE?

by Karen Baicker

1 What's your favorite color? How does it make you feel? Dr. Jill Morton is an expert on color. She studies how colors change people's moods. She says color can affect how people act. It can even make you hungry!



2 Sunny Yellow

A little yellow can make people feel happy and full of energy. But being in a bright-yellow room for too long can make people angry. Babies even cry more in yellow rooms.

Yellow stands out. "That's why school buses are yellow," explains Dr. Morton.

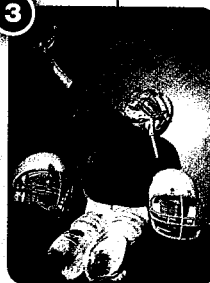
Experts say that yellow can help you remember. That makes it a great color for sticky notes or a highlighting pen!

16 Environmental News

3 Stop for Red

The color red gets people's attention. That's why stop signs are red. Red also makes your heart beat faster. You might feel like you have more energy, too. That may be one reason why teams who have red uniforms win more games.

McDonald's chose red and yellow for its restaurants. They are the perfect colors for a fast-food chain. Why? Experts say that looking at red and yellow makes people hungry. That makes people come into the restaurant and order more food. Red and yellow also make people eat and leave more quickly.



4 True Blue

People often feel calm in blue rooms. That may be because blue is the color of the sky and the ocean. The sky and the ocean are always there. So blue is linked to things you can trust.

Try doing your homework in a blue room. It can help you relax and focus. Some experts say you should wear blue when you have a test.



5 Go Green

Plants, leaves, and grass are all green. People like nature's colors. Many people see green as a friendly color. If you wear green, people might feel more comfortable talking to you.

But don't wear green unless you like it! Not everyone has the same feelings about color.

Choose the color that you like," Dr. Morton says. "That will make you feel better and perform better."



Environmental News 17

Revisit the Text: Ideas for Discussion

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

- The author uses the adjectives "happy" and "angry" to describe how people may react to yellow. Look back at the article. Which adjectives does the author use to describe red, blue, and green and how people react to these colors?
- Think about the ending of this article. Is it a good one? Why do you think Dr. Morton says that you should wear whatever colors you like? How could that make it possible for you to feel good and perform well?
- What color or colors would you choose to paint your dentist's waiting room? Why?

Write About Reading

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

- Create fact cards, one for each of the colors from the article. On each card list two or three facts. Use details from the text about each color and how it can change how a person acts or feels. **(Informative/Explanatory)**
- Which two specific color effects are the most important for people to understand? Why? Use details from the article to help support your opinion. **(Opinion)**

Connect to the Internet

To read more about Dr. Jill Morton's studies on how color affects us, visit her pages for kids: www.colormatters.com/color-resources/color-matters-for-kids/57-color-symbolism/172-the-meanings-of-colors and www.colormatters.com/color-matters-for-kids/why-are-school-buses-yellow.

Newspaper Article

Level M

Text Type: Newspaper Article

Summary: What would you do if you saw a grizzly bear running toward you? Read this article to find out how one man reacted.

Themes/Ideas: learn facts about grizzly bears; understand what prompts a grizzly bear to attack

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

Academic Vocabulary:

- **charging:** rushing toward
- **claw:** to scratch, seize, or dig
- **courage:** bravery
- **visitor:** someone from somewhere else, a guest

Domain-Specific Vocabulary:

- **hiking:** taking a long walk
- **trail:** a path through a park or forest
- **sow:** a female bear
- **cubs:** baby bears

Grizzly Bear Sends Man Up a Tree



Focus Question: Why would a grizzly bear chase after a man?

First Reading

Read the name of the newspaper and the headline of the article, noting that these pages are from a newspaper. Draw children's attention to the photos. You may need to review the meaning of *sow* and *cubs*. Have children read the text on their own. Then discuss the reasons that the grizzly bear charged Dr. Brown.

Guided Close Reading

Author's Purpose Why do you think the author begins this newspaper article with a question? What effect does this question have on readers? ①

Make Inferences Why did Dr. Brown leave the trail and enter the forest? What does that tell you about what he was doing in the forest? ②

Vocabulary What does charging mean? What other words give clues to its meaning? How does the description of the actions of the female bear help you understand why it charged? ③ ④ ⑦

Think Aloud Charging means "running toward as if to attack." The words towards and ran help me figure out the meaning of the word. The descriptions of the bear clawing and shaking the tree tell me that the bear was trying to attack Dr. Brown. The presence of the cubs tells me that the bear was a mother defending her babies.

Photos Look at the photos and read the captions. What do they tell you about a sow's relationship with her cubs? ⑤ ⑥

Author's Craft The author does not reveal the reason the bear charged Dr. Brown until more than halfway through the article. Why do you think the author did this? What effect does this choice have on readers? ⑦

Make Inferences Why does Dr. Brown say that he will only hike with other people in the future? Is this good advice? How would his experience have been different had he been hiking with a large group instead of just his dog? ⑧

Key Ideas and Details Reread the last two paragraphs. How effective is this conclusion? How does it support the main idea of the article? ⑨

Think Aloud I think this is a good way to end the article. It supports the main idea that sows are protective mothers. It also supports the idea that people should be respectful of animals in their natural environments.

GRIZZLY BEAR SENDS MAN UP A TREE

1 Glacier National Park, MONTANA—How fast can a 300-pound man climb a tree?

"FAST!" said Dr. Dan Brown.

Dr. Brown is a dentist. One Saturday morning, Dr. Brown found himself up a tall pine tree. And he was staring down at an angry grizzly bear.

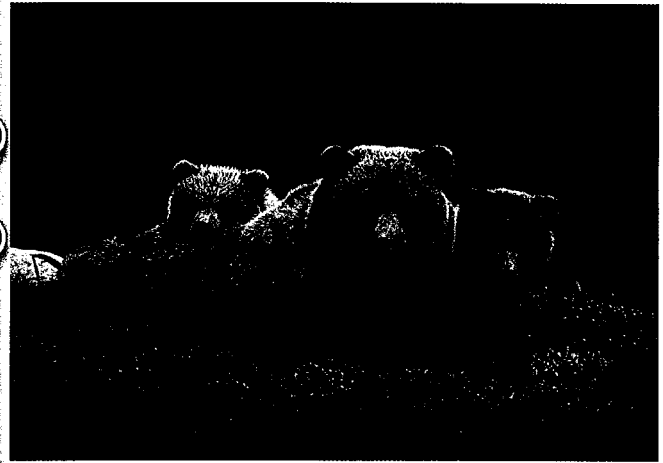
2 Dr. Brown was hiking on a trail with his dog when he heard a strange bird call. He

headed into the forest. There, he saw the bird up in a pine tree. Just then, his dog started barking. Dr. Brown turned to see a huge grizzly bear charging towards them.

"My dog ran for its life, and I climbed up that tree fast!" said Dr. Brown. "The bear clawed my boot on the way up, but I got out of her reach just in time. Then she started shaking the tree trunk."



5 A female bear is called a sow. An angry sow is a scary sight.



6 A grizzly sow and cubs stay together for two to three years as cubs learn survival skills.

When Dr. Brown looked down, he saw two bear cubs. Now he understood why the bear was so angry. Dr. Brown had come too close to the bear cubs.

"When I saw the mother bear's sharp teeth and claws, I thought I was a goner," said Dr. Brown.

Fortunately, the mother bear soon backed down and returned to her cubs.

And Dr. Brown, after a good long wait, finally got the courage to climb down

from the tree. His dog ran to his side. Luckily, the dog had not been hurt.

Dr. Brown said, "From now on, I'll only hike in groups. Grizzlies are scared of people. They'll stay away if they hear lots of people talking and making noise."

Does Dr. Brown have any hard feelings towards bears?

"Of course not," says Dr. Brown. "They live there. I was the visitor."

Revisit the Text: Ideas for Discussion

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

- Why do you think the author includes so many quotes from Dr. Brown in the article? How do these quotes help the reader understand Dr. Brown's story?
- What details does the author include about the bear's appearance? How do these details help the author make a main point?
- What did you learn about bears that you didn't know before? How does this information about mother bears compare to what you already know about other kinds of animal mothers?

Write About Reading

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

- Why did the bear chase after Dr. Brown? Why did it back off after he climbed the tree? Use details from the text to summarize the article. **(Informative/Explanatory)**
- Which was Dr. Brown's bigger mistake: hiking without other people or wandering off the trail? Write a paragraph that uses details from the article to support your opinion. **(Opinion)**

Connect to the Internet

To learn more information about grizzly bears, direct children to the following websites: <http://kids.sandiegozoo.org/animals/mammals/brown-bear> and www.nwf.org/wildlife/wildlife-library/mammals/grizzly-bear.aspx.

Question and Answer Book

Level M

Text Type: Question and Answer Book

Summary: Water is all around us! So, why do we have to be careful about saving it? This question-and-answer excerpt explains.

Themes/Ideas: learn about water on Earth; learn ways to save water

Informational Text Features: questions, answers, chart, illustrations

Academic Vocabulary:

- **surface:** the top or outer layer of something
- **process:** a series of actions taken to meet a goal
- **expensive:** costing a lot of money

Domain-Specific Vocabulary:

- **freshwater:** water that is not salty
- **evaporates:** changes from liquid to gas
- **vapor:** water in the form of a gas
- **gallon:** a unit of measurement for volume; one gallon equals 16 cups

Water



Focus Question: Why is it important not to waste water?

First Reading

Read the title and introductory text. Remind children that a question-and-answer book presents questions about a topic and then answers them. Have children read through the front and back of the card. Then discuss the reasons the text gives for why it's important not to waste water.

Guided Close Reading

Key Ideas and Details *What is the difference between ocean water and freshwater? Does Earth have more ocean water or more freshwater?* ❶-❷

Text Feature *What does the chart on the front of the card show? How does the chart help a reader understand the information in the text?* ❷

Think Aloud *The chart shows how much of the Earth's water is salty ocean water compared to how much of the water is fresh. The chart really makes clear that there is a lot more ocean water than freshwater!*

Key Ideas and Details *How can ocean water be made safe for drinking? What is one problem with the process for turning ocean water into drinking water?* ❸

Text Feature *What does the illustration on the back of the card show? How does this illustration help the reader better understand the answer to the question, "How does the sun help make rain?"* ❹

Connect Ideas *Think like a scientist. Based on what you already know about rain and snow, are the water droplets that fall to Earth freshwater or salt water? What do you think happens to the salt in ocean water when ocean water evaporates into the air?* ❺

Think Aloud *I am pretty sure that rainwater is freshwater. That tells me that when salt water evaporates, somehow the salt does not become part of the water vapor that forms a cloud.*

Point of View *What is the author's point of view about saving water? Why does the author think that it's important for people to try to save freshwater?* ❻

Sequence *What key information do the first question and answer provide? How does it help you better understand the information that follows?* ❼-❽

WATER

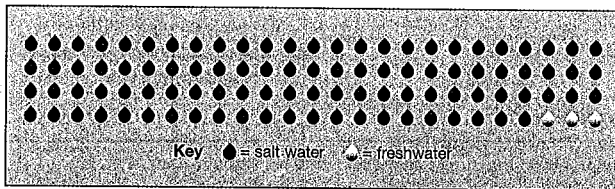
1

Two-thirds of Earth's surface is covered with water. That should mean we will always have lots of water. But it's not so simple.

Q: Is all of Earth's water good for drinking?

A: Only fresh water is good for drinking. Ocean water is salty and not good for drinking. Only 3 out of every 100 drops of water on Earth is freshwater.

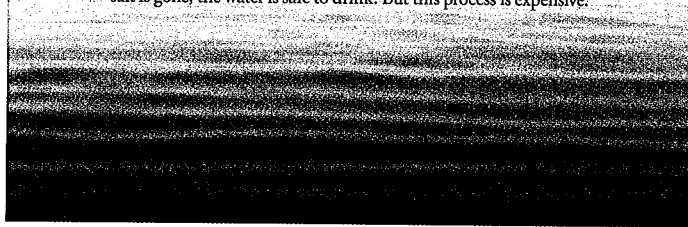
2



Q: Is there a way to make ocean (salt) water safe for drinking?

A: Yes, there are machines that can take salt out of ocean water. Once the salt is gone, the water is safe to drink. But this process is expensive.

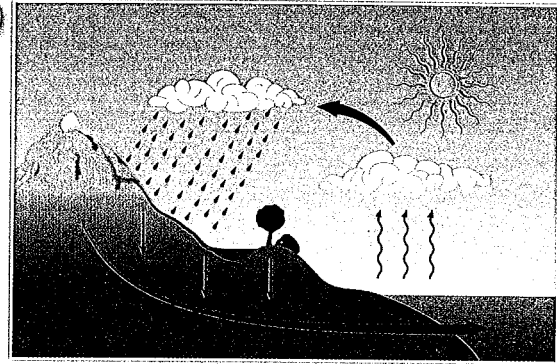
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Q: How does the sun help make rain?

A: The sun gives off heat. The heat warms water in the oceans. Some ocean water evaporates into the air. That means the water changes to water vapor. The water vapor collects on tiny pieces of dust and forms a cloud. When the droplets in a cloud get heavy, they fall as rain or snow.

4



Q: Which uses more water: a bath or a short shower?

5

A: You would use more water for a bath. In fact, you would use 70 gallons for a bath and only 10 gallons for a short shower.

Q: What can I do to make sure I don't waste water?

A: Be sure to turn off the water when you are not using it. Take short showers instead of baths. Fix any drips. Those drips really add up!

Revisit the Text: Ideas for Discussion

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

- The author included a chart and a diagram to help support the information in the text. How does the diagram on the back of the card help you understand the meaning of the word *evaporates*?
- This text says that a short shower uses 10 gallons of water, whereas a bath uses 70 gallons. Why do you think the bath uses so much more water? Does this information inspire you to change your bathing routine?
- What information about water did you find most surprising? What more would you like to know about water? How could you find out?

Write About Reading

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

- Write a short paragraph explaining the process of how rain forms, part of what is called the water cycle. Use details from the text to support your answer. **(Informative/Explanatory)**
- Why is it important not to waste water? Write a short opinion paragraph. Support your claim with details from the text. **(Opinion)**

Connect to the Internet

To read more about water conservation, have children visit www.epa.gov/WaterSense/kids/index.html. To learn more information about the water cycle, have children read <http://water.usgs.gov/edu/watercycle-kids.html>.

Level M Lessons at-a-Glance

LEVEL M

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Pages	<i>Sugar Maple Farm</i>	Life Science	Complex	understand how maple syrup is related to maple trees; understand steps in a process	<ul style="list-style-type: none"> • www.in.gov/dnr/kids/5852.htm • www.metroparks.com/Multimedia • www.metroparks.com/Files/Maple%20Sugaring%20pk%20through%202nd.pdf
Encyclopedia Article	<i>Mary McLeod Bethune</i>	History	Basic	identify facts about Mary McLeod Bethune's life and work; appreciate the historical significance of Bethune's work	<ul style="list-style-type: none"> • www.cookman.edu/about_BCU/history/our_founder.html • www.pbs.org/wgbh/americanexperience/features/biography/eleanor-bethune/
Essay	<i>Have No Fear!</i>	Life Science	Moderate	learn how snakes, vampire bats, and tarantulas interact with people; understand that these animals usually do not want to hurt people	<ul style="list-style-type: none"> • http://kids.nationalgeographic.com/kids/animals/creaturefeature/vampire-bat/ • http://kids.nationalgeographic.com/kids/animals/creaturefeature/tarantulas/
Fact Book Pages	<i>Reptiles</i>	Life Science	Moderate	identify the characteristics of reptiles; compare traits of different reptiles	<ul style="list-style-type: none"> • http://kidszoo.org/wp-content/uploads/2011/12/related2reptiles.pdf • www.pbs.org/wnet/nature/lessons/righteous-reptiles/video-segments-dragon-chronicles/4767/ • www.biokids.umich.edu/critters/Reptilla/
Guidebook Pages	<i>The Giant Panda</i>	Life Science	Complex	understand facts about and characteristics of giant pandas; recognize why giant pandas are endangered	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/animals/giant-panda • http://nationalzoo.si.edu/Animals/GiantPandas/PandaFacts/default.cfm
How-to	<i>How to Make an Origami Fish</i>	Arts and Crafts	Complex	learn about origami; find out how to use a square of paper to make an origami fish	<ul style="list-style-type: none"> • http://pbskids.org/buster/pfy/vids/florian_vid.html • http://web-japan.org/kidsweb/virtual/origami2/exploring01.html
Interview	<i>Interview With a Wild Animal Expert</i>	Life Science	Basic	find out how experts gather information about the animals they study; compare animals to see why studying animals can be challenging, fun, and surprising	<ul style="list-style-type: none"> • http://nationalzoo.si.edu/education/wildlifecareers/ • http://kids.sandiegozoo.org/animals
Magazine Article	<i>Does Yellow Make You Smile?</i>	Life Science	Moderate	learn how color can affect a person's behavior; find out why experts study the ways in which people react to different colors	<ul style="list-style-type: none"> • www.colormatters.com/color-resources/color-matters-for-kids/57-color-symbolism/172-the-meanings-of-colors • www.colormatters.com/color-matters-for-kids/why-are-school-buses-yellow
Newspaper Article	<i>Grizzly Bear Sends Man Up a Tree</i>	Life Science	Basic	learn facts about grizzly bears; understand what prompts a grizzly bear to attack	<ul style="list-style-type: none"> • http://kids.sandiegozoo.org/animals/mammals/brown-bear • www.nwf.org/wildlife/wildlife-library/mammals/grizzly-bear.aspx
Question and Answer Book Pages	<i>Water</i>	Earth Science	Complex	learn about water on Earth; learn ways to save water	<ul style="list-style-type: none"> • www.epa.gov/WaterSense/kids/index.html • http://water.usgs.gov/edu/watercycle-kids.html