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Brochure

Level O

Text Type: Brochure

Summary: This brochure describes various dinosaur exhibits at a museum as well as different kinds of dinosaurs.

Themes/Ideas: understand the parts of the museum exhibit; recognize the differences between different kinds of dinosaurs featured in the exhibit

Informational Text Features: subtitle, photos, floor plan, bullets, bold type, headings, display type

Academic Vocabulary:

- **on display:** shown or exhibited
- **related:** connected or linked
- **features:** parts or details
- **opportunity:** possibility or chance

Domain-Specific Vocabulary:

- **dinosaur:** an animal that lived millions of years ago
- **exhibit:** a group of objects shown in one place
- **fossil:** a part of an animal or plant preserved as rock
- **paleontologists:** scientists who study dinosaurs

Dinosaur Days



Focus Question: What can you learn from this brochure about the Dinosaur Days exhibit at the City Museum?

First Reading

Read the title and note that these pages are part of a brochure about a dinosaur exhibit at the City Museum of Natural History. Point out the text features of this brochure, making special note of the photos. Have students read through the text independently. Then discuss the kind of information that a reader can find in a brochure.

Guided Close Reading

Key Ideas and Details *What can visitors to the museum see and learn about at this exhibit? What details help you understand the information the author gives about dinosaurs?* ① ③ ⑤-⑧

Author's Purpose *Look at the first photo on the first page. Why would the City Museum choose this picture for the front of its brochure?* ①

Text Feature *Look at the floor plan on the front of the card. How can you use the floor plan together with the text? What does the arrow show? Why is that information important?* ② ⑤-⑧

Think Aloud *I can use the map to help me find out which rooms hold which parts of the exhibit. For example, Exhibit A—which the back of the card says is “Gentle Giants”—is in the lower left part of the floor plan. The arrow on the floor plan shows the Main Entrance. That information is important because it tells me how to enter the City Museum and find what I’d like to see.*

Vocabulary/Text Feature *What is a fossil? How does the text help you define fossil? Which photos show examples of fossils?* ③-⑤ ⑦ ⑧

Words and Phrases in Context *In the text under “Exhibit Hall C,” the author describes the dinosaurs in this room as an “odd-looking crew.” How is this phrase different from other writing in the brochure? Why might the author choose to use this phrase here? How does it make the reader feel about these dinosaurs?* ⑦


Make Inferences *Based on the photo, what can you infer that visitors will see in the Fossil Lab that is not specifically mentioned in the text?* ⑥

Photos and Text *Look at the back of the card. Which text features are grouped together? How many times does this pattern appear? Why was each part included in this pattern?* ⑤-⑧

Think Aloud *Each photo, heading, and the text directly below that heading are grouped together. This pattern appears four times. Each part was included in the pattern to provide information and details about a certain room in the museum.*

A brochure is a pamphlet that explains or persuades. These excerpts are from a brochure about a museum's special dinosaur exhibit.

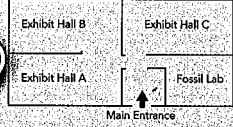
DINOSAUR DAYS
CITY MUSEUM OF NATURAL HISTORY



1

Explore Our All-New Dinosaur Exhibit!

Opening Day June 1




2

Have you ever stared a Stegosaurus in the eye? Or compared your footprint with that of a T. rex? Our new exhibit hall is unlike anything you've ever seen before!

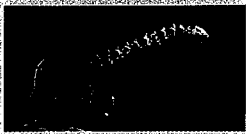
- View more than 100 complete fossil skeletons.
- Explore paintings and hands-on models that show what these animals looked like when they walked the earth—millions of years ago.
- Watch scientists at work as they clean and mount new fossil discoveries.
- Use our computers to make dinosaur models move and to hear what scientists have to say about these amazing creatures and how they lived.

3




4

5 **Exhibit Hall A: Gentle Giants**




The biggest dinosaurs were sauropods. Sauropods, including the Apatosaurus we have on display, ate only plants. They walked on four legs. Their necks were long and so were their tails. Come see for yourself how tall—and how long—they were!




6 **Sabertooths: A Powerful Family**

These meat eaters had sharp teeth. They walked on two legs. Some used their claws to tear into their prey. Discover why scientists believe that this group of dinosaurs, including the mighty T. rex, are related to eagles and other birds alive today.

7 **Exhibit Hall C: Amazing Plants, Animals, and More**



Meet Triceratops and the rest of this odd-looking crew. Some had horns and bony plates. Some had tails covered with spikes. Scientists are not sure how all of these features were used when these animals were alive. What do you think?



8 **Fossil Lab**

Here's an amazing opportunity to see paleontologists at work. These scientists study fossils and prepare them for new exhibits. They will also answer questions you may have about their jobs—and about dinosaurs, of course!

Revisit the Text: Ideas for Discussion

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

- What text features did the author use to organize the information in the brochure? How does this help you understand what "Dinosaur Days" is like?
- What details from the brochure help persuade people to go to this exhibit? How do the details support the idea that the "new exhibit hall is unlike anything you've ever seen before"?
- What did you learn about dinosaurs that you didn't know before? Do you know other dinosaurs that weren't in the brochure? How are they similar to the dinosaurs in "Dinosaur Days"? How are they different?

Write About Reading

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

- Which room in the museum would you want to visit first? Write a short opinion paragraph and use text evidence to support your ideas. **(Opinion)**
- Make a four-column chart to compare what appears in each room at the museum. Be sure to include information from both sides of the card. **(Informative/Explanatory)**

Connect to the Internet

To learn about different kinds of dinosaurs, direct students to <http://pbskids.org/dinosaurtrain/> and www.nhm.ac.uk/nature-online/life/dinosaurs-other-extinct-creatures/dino-directory/country/USA/gallery.html.

Encyclopedia Article

Level O

Text Type: Encyclopedia Article

Summary: Read this article from an encyclopedia to learn more about an important figure in U.S. history.

Themes/Ideas: recognize important events in Abigail Adams's life; understand her significance as a historical and political figure

Informational Text Features: headings, paintings, bold print

Academic Vocabulary:

- **remarkable:** noteworthy, interesting, or deserving of attention
- **encouraged:** supported, helped, influenced
- **pleasant:** enjoyable

Domain-Specific Vocabulary:

- **government:** the group that makes, interprets, and executes the laws of the country
- **capital:** city where the government is located

Abigail Adams



Focus Question: What are some major events that took place during the life of Abigail Adams?

First Reading

Have students browse the card. Note that it contains an encyclopedia article. Remind students that encyclopedias give factual information about many topics. Direct their attention to the title and date, then have them read through the text once on their own. After, discuss the interesting life and person of Abigail Adams.

Guided Close Reading

Text Feature Why is the heading in bold print Adams, Abigail instead of Abigail Adams? What important dates do the years in parentheses refer to? ①

Text Structure/Sequence What informational text structure does the encyclopedia article use? What phrases in the text are clues to the structure? Why is this structure helpful for the text type? ①-⑥

Think Aloud The encyclopedia article uses sequence, or time order. The text includes dates like "on November 11, 1744," "In 1784," and "in 1801." These dates go in order, showing that events are given in the order they happened. This is helpful for an encyclopedia article because time order is a logical way to share the events of someone's lifetime and helps the reader quickly find the information he or she is looking for.

Key Ideas and Details What does the article say about the education of Abigail Adams? How do those details relate to the idea that she "served her country well"? ②

Photos and Text Review the pictures of Abigail Adams. Which heading is connected with the picture of Adams as a younger woman? Which heading is connected with the picture of Adams as a mature woman? What details in the text help you understand why each picture is placed where it is? ② ③ ⑤ ⑥

Connect Ideas Why might someone look up Abigail Adams in an encyclopedia? How was Adams involved in the government of the United States? What did she do to try to help the people of the United States? ① ④ ⑥

Words and Phrases in Context This article contains factual information about a real person. How does the phrase "not afraid to tell people what she thought" help you understand what Adams was like? ③ ④

Make Inferences How does knowing that Adams was "not afraid to tell people what she thought" relate to the idea that "her letters are among the earliest writings in America calling for equal rights for women"? ③ ④

Think Aloud Although some people during Adams's time might have been shy about sharing their thoughts, Adams was not. In her letters she calls for equal rights, which is not something a person would do if they were afraid to share their thoughts.

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

Abigail Adams

1 Adams, Abigail (1744–1818)

Abigail Adams holds a special place in the history of the United States. She was the wife of John Adams, the second U.S. president. And she was the mother of John Quincy Adams, the sixth president. She was a remarkable woman who served her country well.



3 Early Life

Abigail was born in Weymouth, Massachusetts, on November 11, 1744. She was educated at home by her grandmother. Abigail was very smart and was not afraid to tell people what she thought. Her father encouraged her to read everything in their library. And she did! Abigail read poetry, history, politics—anything she could get her hands on.

In 1764 at the age of 20, she married a young lawyer named John Adams. They had five children.

4 The Public Years

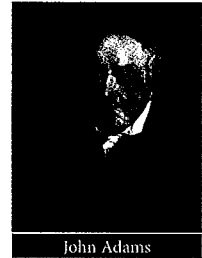
Abigail and her husband were often apart. He was active in the American Revolution. He was also a member of the Second Continental Congress. (The Continental Congress was the first government of the United States.) Abigail ran the family farm at Braintree, Massachusetts, and raised the children. (Braintree was later renamed Quincy.)

Abigail Adams wrote letters to her husband all the time. She told him that women should be granted full equality in the new government, including the right to vote. This did not happen. But her letters are among the earliest writings in America calling for equal rights for women. She also believed that slaves should be freed.

In 1784 Abigail joined her husband, John, in Europe. She was the first American woman to be presented at the British Court. In 1788 the couple returned to the United States. The following year John became vice president under George Washington. In 1797 he became president.



Abigail Adams



John Adams

6 First Lady and Return to Private Life

In 1800 the United States capital was moved to Washington. At that time, Washington was just a little town in the wilderness. Mrs. Adams was the first president's wife to live in the grand, new house. However, the house was not a pleasant place at the time. The building that would be called the White House was unfinished, damp, and uncomfortable. But Mrs. Adams made the best of it. And she only had to stay there four months. John Adams lost the next election.

Abigail Adams was happy to leave public life in 1801. The family returned to their home in Quincy, where they enjoyed 17 years of peace. Abigail Adams died in Quincy on October 28, 1818, of typhoid fever.

122 ENCYCLOPEDIA OF NOTABLE WOMEN

ENCYCLOPEDIA OF NOTABLE WOMEN 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 students to support their thinking and ideas with evidence from the text.

- How do the headings help orient the reader? How can you use the headings to quickly locate information about a particular event in the life of Abigail Adams?
- What questions can you answer using information in the encyclopedia article? What other questions do you have about Adams?
- What other important political figures from U.S. history do you know about? How were their contributions to the government of the United States similar to those of Adams? How were they different?

Write About Reading

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

- Write a one-paragraph summary of the encyclopedia article. Include at least one visual aid, such as a time line or drawing. **(Informative/Explanatory)**
- Which period of time described in the encyclopedia article (“Early Life,” “The Public Years,” or “First Lady and Return to Private Life”) was most important to the history of the United States? Use facts and details from the encyclopedia article to support your reasons. **(Opinion)**

Connect to the Internet

To read more about the life and times of Abigail Adams, go to www.nps.gov/wori/historyculture/abigail-adams.htm and www.nwhm.org/education-resources/biography/biographies/abigail-smith-adams/.

Essay

Level O

Text Type: Essay

Summary: This essay describes the inventions of Thomas Edison and how they affected people's lives.

Themes/Ideas: identify the inventions of Thomas Edison; understand the impact Edison's inventions had on people's lives

Informational Text Features: photos, captions

Academic Vocabulary:

- **flickering:** producing light in an irregular or unsteady way
- **steady:** showing little change

Domain-Specific Vocabulary:

- **laboratory:** a place to work on scientific experiments
- **electricity:** a type of energy that can be carried through wires to power lights and other devices
- **viewer:** the part of an object a person looks through

The Amazing Inventions of Thomas Edison



Focus Question: How did Thomas Edison's inventions change the world?

First Reading

Read aloud the title and preview the text, noting that the essay describes the accomplishments of inventor Thomas Edison. Talk about the word the author uses to describe Edison's inventions and what it shows about the author's point of view. Call attention to old photos of Edison and his inventions. Have students read the essay independently. Then discuss the essay's main ideas.

Guided Close Reading

Author's Craft *The author begins and ends the essay asking readers to imagine the world before and after Edison's inventions. What does the author convey about Edison by organizing the essay this way? What effect does this have on readers?* ① ⑨

Key Ideas and Details *Which sentence in the second paragraph best states the essay's main idea about Edison? What key details does the author use to develop this main idea?* ② ④ ⑦ ⑧

Vocabulary *What context clues help you understand what a laboratory is? What kind of work took place in Edison's laboratory?* ③

Photos and Text *What does the photo of Edison with the phonograph add to the essay? How does the photo help readers understand information in the text?* ④-⑥

Think Aloud *The photo helps readers form a mental picture of Thomas Edison. It also shows what a phonograph looked like. The description of the phonograph in the text focuses more on how the invention worked instead of what it looked like. Therefore, the text and photo together help readers understand what a phonograph was and how it changed the way people listened to music.*

Compare and Contrast *According to the text, why were Edison's light bulbs better than other light bulbs that were used at the time? How did Edison's invention affect everyday life?* ⑦

Draw Conclusions *What did the Kinetograph and the Kinetoscope do? Why did it make sense for Edison and his team to open a film studio after inventing these devices?* ⑧ ⑩

Text Structure *Think about the order in which the author presents information about Edison's life. What text structure did the author use? Why is using sequence, or time order, helpful when reading about a person's life and accomplishments?* ①-⑤ ⑦-⑨

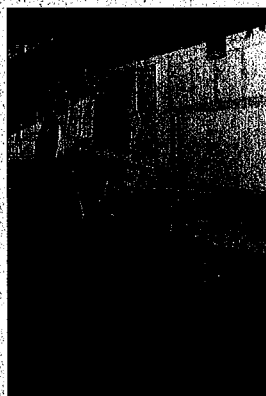
The Amazing Inventions of Thomas Edison

1 Imagine a time when the only music you could listen to was at a concert. Imagine a time when the light you needed for reading came from a flickering candle. Imagine a time when there was no way to take pictures of moving things, so there were no movies to watch. That was what it was like for a young boy named Thomas Edison. He grew up in the 1850s in Michigan.

2 Things would change. When Thomas Edison grew up, he would invent things. Those inventions would change how people lived.

3 Edison's early small inventions helped him get the money he needed to open a laboratory. He hired other people who could work with him on his ideas for inventions.

4 His first amazing invention came in 1877. Edison invented the phonograph. The phonograph had a cylinder, or tube-like part, made of tin foil. On his phonograph, Edison could record, or copy, sounds. The first message he recorded was "Mary had a little lamb."



Thomas Edison is pictured with the first phonograph.

5 Phonographs changed the way people listened to music. Now they could sit at home and hear music whenever they wanted to. The invention of the phonograph made Edison famous all over the world.

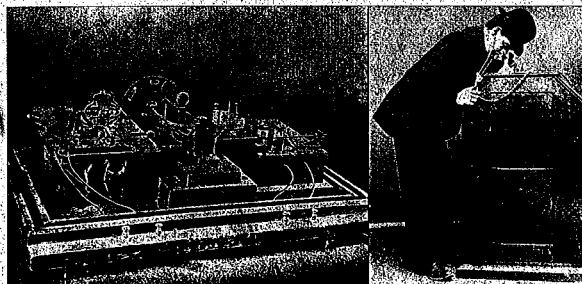
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7 A few years later, Edison invented a new kind of electric light bulb. His light bulb was better than the others that were used at that time. Electricity was expensive. Edison's light bulbs used very little electricity, so more people could afford to use Edison's bulbs. Edison's light bulbs gave off a steady, soft light. People enjoyed reading by electric light instead of by the light of a flickering candle.

8 Edison's team's next great invention was the motion picture camera and viewer. With the camera, people could take pictures of moving things. Then they could look through a viewer and see the moving picture played back. After that, Edison and his team developed the world's first film studio, where he could make movies.

9 How excited people must have been with Mr. Edison's inventions! Imagine hearing sounds from a phonograph for the first time. Imagine having steady, soft electric light at home for the first time. Imagine watching a movie for the very first time. It must have been such an incredible experience!

10



Edison called the motion picture camera he and his team invented a Kinetograph, and the viewer a Kinetoscope.

Revisit the Text: Ideas for Discussion

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

- *What is the author's main purpose for writing this essay? Think about whether the author is writing to inform, to persuade, or to entertain.*
- *How did Edison's inventions make everyday life easier for people? How did his inventions make life more enjoyable?*
- *What other inventions have dramatically changed the way people live? For example, think about how people get from place to place and how they access information.*

Write About Reading

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

- Make a two-column chart to summarize the ideas in the essay. In one column, list Thomas Edison's inventions. In the second column, explain how each invention changed the world. **(Informative/Explanatory)**
- What do you think was Edison's most important invention? Use evidence from the essay to support your opinion. **(Opinion)**

Connect to the Internet

To learn more about Thomas Edison, have students go to these websites: <http://memory.loc.gov/ammem/edhtml/edb10.html> and http://invention.smithsonian.org/centerpieces/edison/000_story_02.asp.

Fact Book

Level O

Text Type: Fact Book

Summary: This fact book discusses food chains in coral reefs and the kinds of sharks that are at the top.

Themes/Ideas: understand characteristics of coral reefs; recognize different reef sharks and their characteristics

Informational Text Features: photos, text boxes, bullets, diagrams

Academic Vocabulary:

- **balance:** in equal amounts; not too many and not too few
- **cruise:** to move at a comfortable speed
- **squeeze:** crowd together tightly

Domain-Specific Vocabulary:

- **coral reefs:** underwater habitats made from coral
- **creatures:** animals
- **food chain:** the relationship between creatures in a habitat that describes what they eat and are eaten by
- **crevices:** tight spaces

A City Under the Sea



Focus Question: Why are sharks and coral reefs so important to each other?

First Reading

Read the title and note that these are pages from a fact book about coral reefs and several of the sharks that live in the reefs. Point out the text features on the front and back of the card. For the first reading, have students work through the text on their own. Then discuss the ways that sharks and coral reefs coexist.

Guided Close Reading

Key Ideas and Details Reread the first section of text. What information does it give? Does this paragraph serve as an effective introduction to the rest of the text? Explain. ❶

Author's Purpose How is the information on the front of the card different from the information on the back? Why did the author choose to present the information in this order? ❶ - ❷

Vocabulary/Text Feature What is a food chain? What phrases in the text help you understand what a food chain is? How does the diagram help you understand the definition of food chain? ❸ ❹

Think Aloud A food chain is a system in a habitat, a place where animals normally live. The text tells me "small fish eat plants or other sea creatures" and sharks are "at the top of the reef's food chain" and "eat fish and other larger sea creatures." The diagram shows me a shark at the end of the food chain with smaller sea animals before it. A chain links several things together, so a food chain shows how animals are linked with what they eat (and what eats them).

Words and Phrases in Context Authors sometimes use a difficult word and then give its definition. Look for an example of this in the section "In Caves and Crevices." How does this technique help you understand the word crevices? ❺

Think Aloud In the "In Caves and Crevices" section, the phrase "crevices (narrow spaces)" appears. The parentheses show that the word crevices is being defined. This technique helps me understand that crevices are narrow spaces.

Connect Ideas The text says that tiger sharks "mean danger." What details in the text tell you why tiger sharks might be dangerous to people? ❻

Text Feature Which word in "In the Spotlight" is boldfaced? Why? How does this boldfaced word help you understand the content in this section? ❼

A CITY UNDER THE SEA

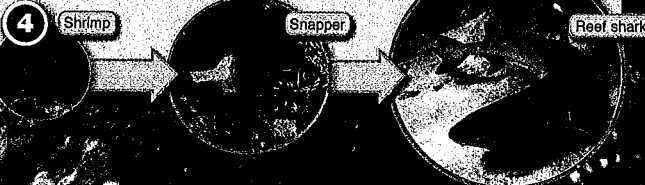
- 1 Coral reefs look like busy cities. They are filled with brightly colored plants, fish, and other sea creatures. A shark may spend its life in and around one reef. Other sharks may cruise by to find food.

Did you know?

- 2
- Coral reefs are made from small animals called coral polyps. When the polyps die, their skeletons pile up to make a reef.
 - One-fourth of ALL the fish in the ocean live on coral reefs.
 - Coral reefs need sharks to stay healthy! Sharks are the top predators of the reef food chain. They keep the thousands of other living things in the reef in balance.

Who eats what?

- 3 Many living things find the food they need on a coral reef. Tiny animals like shrimp eat even tinier plants. They also eat dead sea creatures. Small fish eat plants or other sea creatures such as shrimp. Sharks are at the top of the reef's food chain—they eat fish and other larger sea creatures. What would happen if there were no sharks on the reef?



In Caves and Crevices

5 White reef sharks spend their lives on a reef. During the day, they rest—piled up in caves in the reef. Sometimes hundreds squeeze into the same cave. At night, they hunt for fish. They chase fish through narrow spaces in the reef. The sharks' rough skins, made up of denticles which are toothlike scales, protect the sharks from the rough coral when they squeeze into tight spaces.

Zebras With Spots?

- 6 Zebra sharks are striped—like zebras—when they are very young. But when they become adults, they have spots. Their markings help them blend in as they lie on the ocean floor. Some of their favorite foods are sea snakes and squid.

In the Spotlight

7 Tiger Sharks

Divers who explore reefs know that most kinds of sharks are not likely to attack. But tiger sharks mean danger! Tiger sharks start life with stripes that fade away when they become adults. They can grow to be about 14 feet long—about the length of a minivan. These fast-moving, powerful sharks visit coral reefs to find food. They will eat zebra sharks or almost anything else they find on the reef!

Revisit the Text: Ideas for Discussion

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

- How did the author organize the information on these pages? For example, did the author use sequence order, description, cause-effect order, or problem-solution order? How can you tell?
- How do the details about each kind of shark help you better understand the relationship between the sharks and the coral reefs?
- What can you infer about the importance of coral reefs to ocean life? What information from the text supports your inference?

Write About Reading

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

- What do the sharks described in the text have in common? Summarize what you learned about the sharks from the text. **(Informative/Explanatory)**
- Which shark described in the text seems most dangerous to humans? Write an opinion paragraph, stating your opinion and supporting it with facts and details from the text. **(Opinion)**

Connect to the Internet

To learn about Australia's Great Barrier Reef, direct students to www.greatbarrierreef.com.au/information/for-kids/.

To read more about tiger sharks, direct students to www.sharkbay.org/Tigersharkfactsheet.aspx.

Guidebook

Level O

Text Type: Guidebook

Summary: These pages are about two desert animals: the coyote and the sidewinder rattlesnake. Both animals have interesting features, and both can be dangerous.

Themes/Ideas: recognize the characteristics of the coyote and the sidewinder rattlesnake; understand the traits that help each one survive in the desert

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

Academic Vocabulary:

- **narrow:** long but not wide; thin
- **series:** a sequence of actions that happen one after another or things arranged one after another

Domain-Specific Vocabulary:

- **rodents:** small animals, such as mice, rats, or squirrels, that have sharp teeth suited for gnawing
- **poisonous:** very harmful; causing sickness or death

Desert Animals



Focus Question: What characteristics do coyotes and sidewinders have that help them survive in the desert?

First Reading

Read the title and preview the text, noting that these are pages from a guidebook about animals that live in the desert. Discuss what students already know about desert regions. Point out the text features of this guidebook. Locate the labels that name the two animals shown. Then have students read through the text. After their first reading, discuss the main ideas that the author shared about these desert animals.

Guided Close Reading

Vocabulary/Photo The author says that a coyote “has a pointy face and narrow ears.” How does the photograph help you understand the meaning of the word narrow? ❶

Connect Ideas Reread the text that follows the second bullet point in “When Coyotes Are Active.” What is the connection between these two sentences? ❷

Think Aloud The first sentence says that coyotes hunt at night. The second sentence says that bears and wolves also hunt at night. These animals hunt for coyotes. Together, these sentences show that coyotes are predators and prey. Coyotes have to be very careful and alert when they are hunting.

Text Features The author uses the heading “What It Looks Like” twice. How does the heading help you compare the coyote and the sidewinder rattlesnake? ❶ ❸

Key Ideas and Details What traits do the coyote and sidewinder have in common? Why are those details important? ❷ ❸ ❹ ❺

Think Aloud Both animals are active at night and both of them hunt at night. Also, both animals can be dangerous. Coyotes sometimes hunt and kill small dogs and cats. Sidewinders have a poisonous bite. These details are important because they show what desert animals have in common. These details also give valuable information about what to watch out for when traveling or living near the desert.

Words and Phrases in Context In the “Fun Fact” text box about coyotes, why does the author put the word talk in quotation marks? ❹

Vocabulary/Text Feature The author says that a sidewinder’s bite “is poisonous.” Why is “WATCH OUT!” a great title for that section? ❷

Photos and Text In the “Fun Facts” text box about sidewinder rattlesnakes, the author describes how they move. How does the photo help you understand that?

❸

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

Desert Animals

Coyote

What It Looks Like

- A coyote looks like a medium-sized dog.
- Its fur is light brown to gray. It has a pointy face and narrow ears.

When Coyotes Are Active

- Coyotes are usually active at night. The daytime desert is too hot for coyotes. At night, the desert is much cooler.
- Coyotes hunt for food at night. Badgers and wolves hunt coyotes at night.

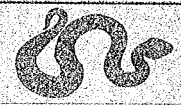
WATCH OUT!

- In desert homes, people are kept inside at night. Coyotes have killed small dogs and cats.

Hunt Facts

- You can hear coyotes make singing sounds in the desert. That's how coyotes "talk" to other coyotes.

12



Sidewinder Rattlesnake

What It Looks Like

- A sidewinder rattlesnake is the color of sand. There are brown and tan spots on the side of the sidewinder's skin.
- Its head is wide and shaped like a triangle.
- There is a small rattle at the tip of its tail.
- It can grow up to 30 inches (76 cm) long.

When Sidewinders Are Active

- Sidewinders are active at night.
- They hunt lizards and small rodents.

WATCH OUT!

- The bite of a sidewinder is poisonous.

Hunt Facts

- Sidewinders are the fastest rattlesnakes because of the way they move. They pull themselves over the ground in a series of S-shaped loops. That's why these snakes are called sidewinders!

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

- How did the author use text features to organize information and make it easier to understand?
- Coyotes are most active at night. What information did you read that helps you understand why coyotes are not as active during the day?
- What did you learn about these desert animals that you didn't know before? In what ways are they like other animals you have read about?

Write About Reading

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

- Using information from the text, make a Venn diagram that shows the similarities and differences between coyotes and sidewinders. **(Informative/Explanatory)**
- Which animal has better defenses against its enemies, the coyote or the sidewinder? Use information from the text and make inferences to support your answer. **(Opinion)**

Connect to the Internet

To learn more about desert animals, have students check out these websites: <http://animals.sandiegozoo.org/habitats/desert>; <http://animals.sandiegozoo.org/animals/rattlesnake>; and www.pbs.org/wnet/nature/critters/coyote.html.

How-to

Level O

Text Type: How-to

Summary: These pages provide step-by-step instructions for making wrapping paper with hand-cut original potato stamps.

Themes/Ideas: recognize the materials needed to make potato-stamped wrapping paper; understand the steps of the process for making personalized wrapping paper

Informational Text Features: headings, bulleted list, numbered steps and photos, text boxes

Academic Vocabulary:

- **recipe:** a method or procedure to follow to make something; often used to refer to preparing food.
- **crosswise:** to cut across the shortest side (the opposite of lengthwise)
- **coats:** covers thickly or completely
- **occasion:** a special or important time or celebration

Domain-Specific Vocabulary:

- **acrylic paint:** a fast-drying type of paint
- **design:** an artistic or decorative creation
- **patterns:** shapes that are repeated
- **free-form:** shapes without a pattern

Make Your Own Wrapping Paper



Focus Question: What supplies are needed and what steps are required to make potato stamps and personalized wrapping paper?

First Reading

Read the title and, if needed, clarify the purpose of a how-to article. Have students read through the text one time on their own. Discuss what the writer has to say about creating potato print wrapping paper.

Guided Close Reading

Words and Phrases in Context *The writer starts the text with "This potato 'recipe' requires no cooking!" Why would the writer use the word recipe in the first sentence of a how-to about making wrapping paper? Why do you think the writer put quotation marks around the word recipe? ①*

Think Aloud *When I think of a recipe, I usually think of instructions to make food. I think "recipe" is used with quotation marks here because the writer is making a little joke! This how-to will tell us how to make something with a kind of food—potatoes—but the result will be wrapping paper, not something to eat.*

Text Structure *Look at how the author has organized the information. How do the subheadings "What You Will Need" and "Directions" help you understand what you are reading? ② ③*

Connect Ideas *Notice that the list of "What You Will Need" is not numbered. Why is it not necessary to number the list of supplies? Think about what would happen if you didn't know which step was first in the "Directions" section. Why is it essential that steps are numbered? ④-⑦*

Key Ideas and Details *Which steps can you follow by yourself? Why do you think that the directions say to work with an adult helper for the first step? ③-⑦*

Photos and Text *Look at "Step 6" in "Directions." How does photograph 6 work with the text to help you understand the words patterns and free-form? ⑥*

Draw Conclusions *Why do you think this how-to article shows a wrapped box for "Step 8"? Use details from the text to support your answer. ⑦*

Think Aloud *In the very first paragraph, the writer says the how-to article will show you how to "print your own gift wrap paper." The last photograph shows an important result. This is a gift that has been wrapped. I can follow these directions and make a gift look special by wrapping it with personalized gift wrapping paper I made myself.*

MAKE YOUR OWN WRAPPING PAPER

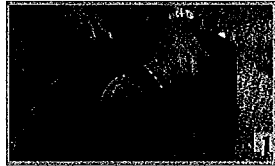
1 This potato "recipe" requires no cooking! A raw potato makes a wonderful stamp. With an adult helper, you can carve potatoes into different shapes. Then, paint them brightly and print your own gift wrap paper.

2 WHAT YOU WILL NEED

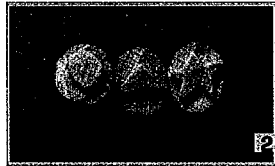
- Two white potatoes (scrubbed and dried)
- Sharp kitchen knife (for adult helper)
- Chopping board
- Pencil or pen
- Acrylic or poster paints in bright colors
- Thick paper dinner plates
- Large sheets of white or solid-color wrapping paper
- Newspaper or plastic tablecloth to put under paper sheets while printing and drying

3 DIRECTIONS

STEP 1 Ask your adult helper to cut each potato crosswise into one-inch-thick slices, always cutting down toward the board.

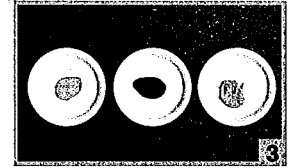


STEP 2 Set a potato slice on the chopping board and trace your desired shape on its flat surface. Ask your adult helper to cut out the shape you have drawn. Set aside the stamp while you draw and cut other shapes.



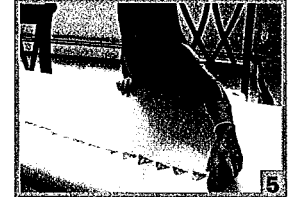
MAKE YOUR OWN WRAPPING PAPER

STEP 3 Pour small amounts of paint (about ¼-inch deep) into the plates.

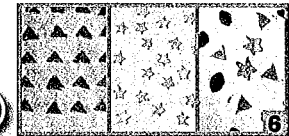


4 Lay out the sheets of paper on newspaper or plastic tablecloth.

5 Holding the potato stamp firmly at the top, dip it into the paint. Be sure the paint coats the surface of the stamp evenly. Now you're ready to print your paper!



STEP 6 You can create patterns with a single shape, or print a more free-form design. Or, you may use a variety of stamp shapes in different colors and combinations. Use the pictures on the right for ideas.



STEP 7 While your wrapping paper is drying, clean up your materials. If you wish to reuse the potato stamps, rinse them, dab them with a towel, and set them out to dry.



STEP 8 Use your potato-print paper to wrap gifts the next time an occasion arises.

Revisit the Text: Ideas for Discussion

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

- *The writer ends the very first sentence in the article with an exclamation mark instead of a period. There is another sentence that ends with an exclamation mark too. What do you think the writer's goal is in using the exclamation marks in these places?*
- *Explain how these instructions can be used to help readers create their own designs for wrapping paper.*
- *The writer makes this how-to activity sound fun. Do you think it would be fun to use your potato stamps to decorate things besides wrapping paper? What other purposes might you have for the stamps? What else could you decorate?*

Write About Reading

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

- *Imagine that you are writing to a friend. Explain to your friend how to make potato stamps and personalized wrapping paper based on the details in the text. (Informative/Explanatory)*
- *What is the best paper to use to wrap a special gift: handmade potato print paper or wrapping paper from a store? Use details from the text to write a paragraph that supports your opinion. (Opinion)*

Connect to the Internet

To learn more information about craft projects and design, visit these websites: www.nga.gov/kids/kids.htm and <https://kids.usa.gov/play-games/art/index.shtml>.

Interview

Level O

Text Type: Interview

Summary: These pages are about a weather reporter who loves his job and shares fascinating information about the weather.

Themes/Ideas: recognize what weather reporters do and how they help people; understand what meteorology is and how snow forms

Informational Text Features: photos, headings, colored type, chart

Academic Vocabulary:

- **reporter:** a person who writes about and tells people the news
- **forecast:** to make a prediction after studying information
- **droplet:** a very small drop of water or other liquid
- **fascinating:** very interesting

Domain-Specific Vocabulary:

- **meteorology:** the study of Earth's atmosphere
- **atmosphere:** the air that surrounds Earth
- **climate:** the usual weather pattern of an area
- **snow crystal:** what is formed when droplets of water freeze

Interview With a Weather Reporter



Focus Question: What do weather reporters do, what do they have to know, and how do they help people?

First Reading

Introduce the interview. Then have students read through the text one time on their own. Discuss the interview format and the main ideas shared in the text about weather reporter Blake Jackson and his career.

Guided Close Reading

Text Structure *In this interview, two people are speaking. Look at the way the information is organized. How does the organization help you follow the question-and-answer format and identify when each person is speaking?* ①-⑦

Key Ideas and Details *Read the weather reporter's answer to the interviewer's first question. What key idea does the reporter mention? Using details later in the interview, discuss why this key idea is important.* ① ② ⑦

Think Aloud Mr. Jackson says that when he was young he thought the weather maps on TV were fascinating. He thought it would be great to read the maps and "tell people what the weather would be." Later, he says he likes knowing that he is helping people plan by giving them the latest information on the weather.

Connect Events *What did Blake Jackson study in college? How did his college education help him prepare to be a weather reporter? Provide details from the text that describe how he uses his education in his job.* ①-⑦

Vocabulary *How can you use the text and images to understand the meaning of the words droplet and snow crystals? How are droplets important to the development of snow?* ④

Text Features *The weather reporter loves snow. How does the snow crystals chart work with the text to show the five basic shapes of snow and why someone might find snow so interesting?* ③-⑤

Draw Conclusions *Why does this weather reporter suggest that it is important to warn people about bad weather? What does he mean when he says that he hopes people will use this information to make "wise choices"?* ①-③ ⑦

Think Aloud I can tell that the reporter thinks that it is important for people to know when bad weather is on the way because he says that it is one of the things he likes best about his job. If people are warned in time, they may avoid going out in a storm, or prepare for bad weather so they dress for it or have supplies they will need.

Interview With a Weather Reporter

Interviewer: Blake Jackson, it's nice to have this chance to talk with you, after seeing you report the weather on TV every evening. So tell me, how did you get interested in becoming a weather reporter?

1 Blake Jackson: When I was young, I used to love to watch my town's weather reporter on TV. I thought the maps were fascinating. I thought it would be so great to be able to read those maps and tell people what the weather would be.

Interviewer: How did you learn to be a weather reporter?

2 Blake Jackson: When I went to college, I decided to study meteorology (mee-tee-ur-ROL-uh-jee). Meteorology is the study of Earth's atmosphere, and its climate and weather. The atmosphere is the air that surrounds Earth. The climate is the usual weather patterns of an area. And the weather is the day-to-day changes in an area. At school, I learned how to explain, understand, and forecast the weather.



3 Interviewer: I know you love snow so much that you brought a chart that shows snowflakes. I will share the chart on the page of this article. Why did you find snow the most interesting to learn about?

Blake Jackson: I grew up near mountains. My family and I loved to ski, especially right after a snowstorm.

Interviewer: So, I guess now is a good time to ask: What is snow?

4 Blake Jackson: Scientists call snowflakes snow crystals. That's because each flake starts out as a tiny droplet of water and then freezes.

Interviewer: Where are those tiny droplets of water?

Blake Jackson: They're in clouds. As the temperature falls, the droplets freeze. They turn into snow crystals and fall as snow.

Interviewer: How many snowflakes fall during a snowstorm?

Blake Jackson: Billions of snowflakes can fall in one place.

Interviewer: What causes snowflakes to look different?

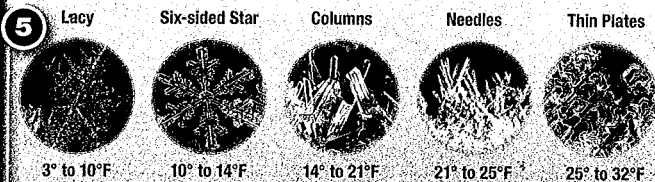
Blake Jackson: Temperature is the main thing that affects how a snowflake is formed and how it looks. Snow crystals come in five basic shapes. You can see that different shapes are formed at different temperatures.

Interviewer: Is it true that no two snowflakes are alike?

6 Blake Jackson: Yes, it's true. Even though there are five basic shapes, scientists have never found two snowflakes that are exactly alike.

Interviewer: What do you like best about your job?

7 Blake Jackson: I like knowing that I am giving people the most up-to-the-minute information. I like knowing that I give people the information they need to plan for the day. I like being able to warn people about bad weather, so they can make wise choices about what they do and where they go.



Revisit the Text: Ideas for Discussion

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

- What experiences from his early life led Blake Jackson to become interested in snow?
- Why do you think the interviewer decided to interview Mr. Jackson? What might the interviewer hope that readers would learn from these questions and answers?
- Now that you know some things about this weather reporter, what additional questions would you ask Mr. Jackson about weather forecasting, if you had the chance? Why?

Write About Reading

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

- What do weather reporters do, what do they need to know, and how do they help people? Write a brief summary based on details from the interview. **(Informative/Explanatory)**
- What is the most important part of a weather reporter's job? Use details from the text to write a paragraph to support your opinion. **(Opinion)**

Connect to the Internet

To read more about meteorology and the weather, visit these websites: <http://kids.earth.nasa.gov/archive/career/meteorologist.html> and www.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.kidmeteor/kid-meteorologist/.

Magazine Article

Level O

Text Type: Magazine Article

Summary: This article tells the history of two inventions that were invented in an unusual way: the Frisbee® and rubber.

Themes/Ideas: learn how the Frisbee and rubber were invented; understand that some inventions are accidents or a matter of luck

Informational Text Features: special type, headings, photos, illustration

Academic Vocabulary:

- **inventions:** new products or discoveries never made before
- **raw:** in a natural state; untreated
- **consistency:** the thickness or firmness of an object or material
- **product:** something that is made to be sold

Domain-Specific Vocabulary:

- **plastic:** a lightweight, human-made material that can be molded into almost any shape
- **sulfur:** a yellow, strong-smelling chemical element often used in gunpowder and medicine

Oops! Stories Behind Inventions



Focus Question: How have lucky accidents and new ways of looking at things helped people invent new products?

First Reading

Read the title and talk about its special type. Discuss the meaning of *oops*. Point out the subheadings and images in the article. For the first reading, have students read through the text on their own. Then discuss the main ideas the author shared.

Guided Close Reading

Text Feature *The lead is the print between the title and the rest of the article. What information does the author include in the lead?* ①

Make Inferences *If college students were playing with pie tins before the invention of the Frisbee, why is Morrison considered the inventor?* ② ③ ④

Think Aloud *Even though college students used pie tins as toys, Morrison was the first to make the toy Frisbee. He made the discs from plastic and sold the idea to a toy company.*

Words and Phrases in Context *The author puts quotation marks around “caught” and “easy as pie.” What do these words and phrases mean as used in the article?* ② ⑤

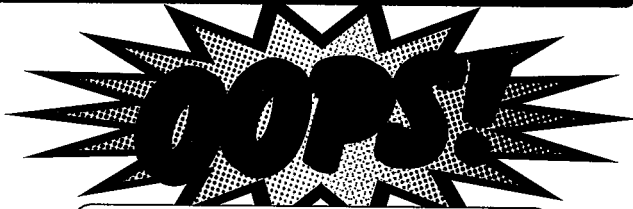
Key Ideas and Details *Describe with details the lucky accident that Charles Goodyear had.* ⑦–⑩

Photos and Captions *Look at the photo of Morrison playing with a Frisbee and the illustration of Goodyear inventing rubber. What information do they add about how these inventions were made and the time when they were invented?* ⑥ ⑫

Author’s Craft *The author uses sneakers as an example of a rubber product. Why do you think the author chose this example? Was it a good choice?* ⑪ ⑬

Think Aloud *The author chose sneakers because it is an example of a rubber product that most people know. It helps readers understand that even though Charles Goodyear made his discovery years ago, the rubber he made is still used in products we use today.*

Vocabulary *Why does the author use technical words like “sulfur” and simple words like “oops” and “goo”? Why might both technical and informal words be appropriate in an article about inventions?* ⑨ ⑩



STORIES BEHIND INVENTIONS

How do inventors think of inventions? Sometimes, all it takes is a special way of looking at something, and sometimes, all it takes is a lucky accident . . .

FRISBEES

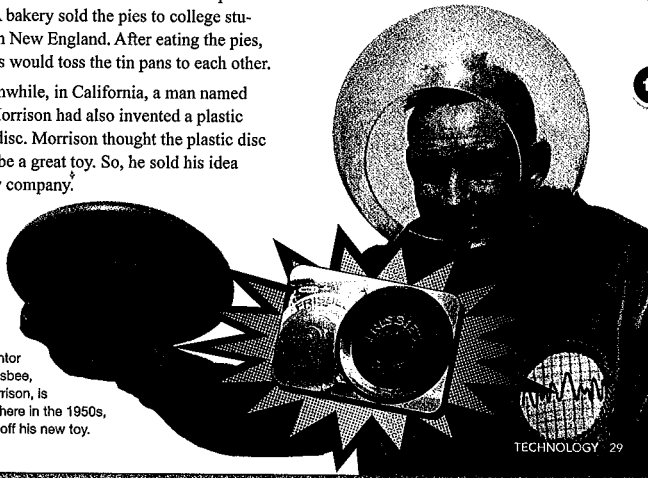
Have you ever caught a Frisbee®? It sure “caught” its inventor by surprise!

The first Frisbee was really just a metal pie pan. It had the words “Frisbie’s Pies” printed on it. A bakery sold the pies to college students in New England. After eating the pies, the kids would toss the tin pans to each other.

Meanwhile, in California, a man named Fred Morrison had also invented a plastic flying disc. Morrison thought the plastic disc would be a great toy. So, he sold his idea to a toy company.

The company’s president heard about the “Frisbie’s Pies,” and he changed the disc’s name to Frisbee. Soon, millions of Frisbees were sold. The ideas for this invention were as “easy as pie!”

The inventor of the Frisbee, Fred Morrison, is pictured here in the 1950s, showing off his new toy.



TECHNOLOGY 29

RUBBER

Rubber used to melt in hot weather and crack when it got cold. Then, in 1839, an inventor named Charles Goodyear had a lucky accident.

Goodyear was looking for a way to make raw rubber useful at every temperature. He tried adding many different chemicals to raw rubber to change the rubber’s consistency.

One day he tried sulfur. Nothing happened. So Goodyear put the mixture on a shelf. It was right over a wood-burning stove. Oops! The rubber slid onto the stove.

“Yuck! That stinks!” Goodyear thought. He tried to wipe the goo off the stove. But to his surprise, there was no goo! The rubber was soft but firm. Sulfur plus heat was the magic combination!

Soon, all kinds of rubber products were invented. One may be right there on your feet—sneakers!



Charles Goodyear is hard at work creating his game-changing new product, rubber!



Revisit the Text: Ideas for Discussion

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

- The author uses an informal and casual tone, or attitude. What effect does this choice have on your experience reading the article?
- According to the article what was Goodyear trying to do? What two things did he find out were needed to change raw rubber into a product that could be used in hot and cold weather?
- What did you learn about the invention of rubber that you didn’t know before? What other examples of products made with rubber could the author have included?

Write About Reading

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

- The author says an invention can be a “lucky accident.” Do you think the invention of useful rubber was really a lucky accident? Why or why not? Support your opinion statement with details from the article. **(Opinion)**
- Write a paragraph that compares and contrasts the experiences of Fred Morrison and Charles Goodyear. **(Informative/Explanatory)**

Connect to the Internet

To learn about other accidental inventions, have students read about the microwave and penicillin: <http://web.mit.edu/invent/iow/spencer.html>; www.pbs.org/wgbh/aso/databank/entries/dm28pe.html.

Newspaper Article

Level O

Text Type: Newspaper Article

Summary: This article is about the proposed world's largest Ferris wheel being built in New York City starting in 2014.

Themes/Ideas: learn about the plan to build the world's largest Ferris wheel in New York City; comprehend that the title "world's largest" is subject to change

Informational Text Features: masthead, headline, photos, chart

Academic Vocabulary:

- **popular:** well liked
- **attractions:** things that people want to do or places they want to go
- **approved:** agreed to or accepted

Domain-Specific Vocabulary:

- **UAE:** The United Arab Emirates, a country on the Arabian Peninsula in Asia
- **city planner:** someone whose job it is to plan the organization of a city's roads, parks, and other features

Coming Soon: The World's Largest Ferris Wheel



Focus Question: What makes the building of the New York Wheel such a newsworthy event?

First Reading

Read the headline and note that these are pages from a newspaper article. Review the meaning of *attraction*. Point out the text features, including the masthead, headline, photos, and chart. For the first reading, have students work through the text on their own. Then discuss why the Ferris wheel plan in New York is so special.

Guided Close Reading

Text Features *What kind of text is this? What text features tell you what kind of text this is? What information do you learn from those text features?* ❶

Think Aloud *I know this is a newspaper article because of the colored banner, headline, and bold text. The red banner tells me that this is a newspaper called News Today. This text feature also tells me that the newspaper was printed on Thursday, May 29, and that it costs \$2.50. The bold text tells me that the article is about New York, New York.*

Words and Phrases in Context *Wheely is not a real word, but what does it mean in the quotation at the start of the article?* ❷

Key Ideas and Details *What is the main point of the last two paragraphs? How does this information support the main idea of the article?* ❸ ❹

Connect Ideas *By the time it is completed, the New York Wheel may not be the "world's largest Ferris wheel" because of plans to build a larger one in Dubai. What can you infer about world records from this detail? Consider the information on the chart on the back of the card.* ❺ ❻ ❼

Think Aloud *I can infer that world records are difficult to achieve and harder to keep. It will take years to build the Ferris wheel, which shows how difficult earning the record is. As the chart shows, however, another builder will probably set a new record after that.*

Photos and Text *Look at the picture on the front of the card. How does it help you understand where the New York Wheel will be located?* ❽

Vocabulary/Text Feature *Read the caption under the photo on the back of the card. What is an attraction? Based on details in the text, why do you think the New York Wheel is set to become a popular attraction?* ❾-❿

Author's Purpose *Review the information in the chart. Why do you think the author chose to present the information visually in a chart with pictures? How would it have been different in paragraph form?* ⓫

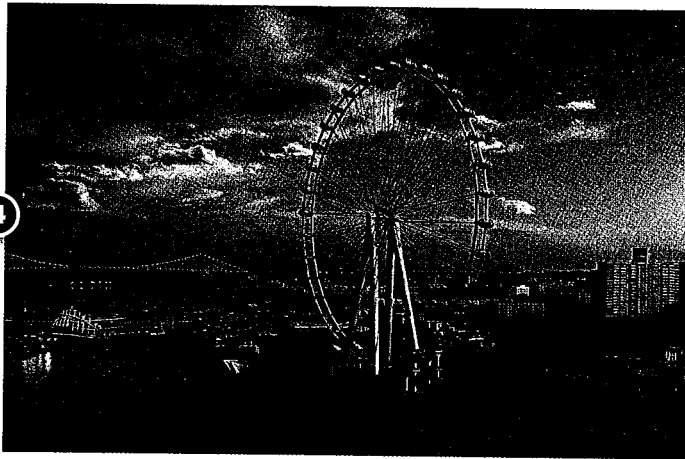
COMING SOON: The World's Largest Ferris Wheel

1 New York, New York— "I'm wheely, wheely, wheely happy!" joked Debi Rose.

2 She was excited and proud to announce some big news. New York City will be building a 625-foot-tall Ferris wheel.

That's huge! More than 1400 people will be able to ride it at the same time.

3 Ms. Rose is one of the many people who helped get the building plan approved. The project will take years to complete.



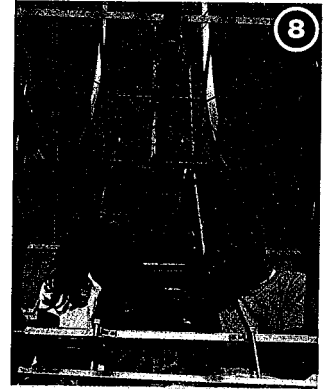
An artist shows what the New York Wheel will look like when it is built on Staten Island.

Will the New York Wheel really be the tallest in the world? It could be—but it may not hold that title for long.

Dubai, UAE, has plans to build a Ferris wheel that will be 689 feet tall. This project will also take a long time. Right now, it is hard to tell which city will finish its project first.

New Yorkers, though, are not worried. A city planner said, "It won't matter if our wheel is the biggest. It will bring a lot of enjoyment to the people who visit it. That's what counts."

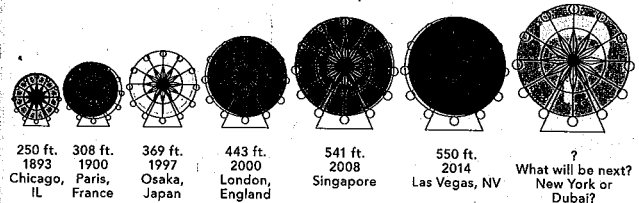
Many people would agree. Most Ferris wheels are only about 25 feet tall. Yet, year after year, people line up at fairs and amusement parks for a chance to ride round and round, up and down.



Ferris wheel rides have been popular attractions for more than 100 years.

Going Up!

Since the day the first Ferris wheel was built by George Ferris to wow visitors to the 1893 World's Fair, builders have been trying to top each other. Here are a few examples.



Revisit the Text: Ideas for Discussion

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

- The author includes two quotations in the article. Why do you think the author used these quotations? How do they help you understand the information in the article?
- How tall is an average Ferris wheel? How tall was the first Ferris wheel? How do these details help you understand how impressive a 625-foot-tall Ferris wheel will be?
- Why is building the world's tallest Ferris wheel a newsworthy event? If people enjoy even short Ferris wheels, why do builders keep building them taller?

Write About Reading

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

- Write a paragraph that describes the extraordinary features of the New York Wheel and briefly explain why its construction is a newsworthy event. (**Informative/Explanatory**)
- A New York City city planner says, "It won't matter if our wheel is the biggest." Do you agree? Why or why not? Write a well-developed paragraph in which you state your opinion and support it with details from the text. (**Opinion**)

Connect to the Internet

To learn more information about the first Ferris wheel, visit the following websites: www.chicagohistory.org/education/resources/history-lab/the-first-ferris-wheel and www.hydeparkhistory.org/kids/wheel.html.

Question and Answer Book

Level O

Text Type: Question and Answer Book

Summary: This question and answer text is about the job of a zoo nutritionist, the person who decides what zoo animals should eat.

Themes/Ideas: identify what a zoo nutritionist does; use a chart to compare food for adult and baby animals

Informational Text Features: questions, answers, photos, chart

Academic Vocabulary:

- **specialist:** an expert in a certain subject or job
- **menu:** a list of food served
- **portions:** shares of what is given

Domain-Specific Vocabulary:

- **nutritionist:** an expert in the study of food and health
- **healthy:** good for the body
- **orangutan:** a large, reddish-brown ape
- **ounce:** a unit of weight equal to 1/16 of a pound

What is a zoo nutritionist?



Focus Question: What does a zoo nutritionist do, and how does this affect what animals in the zoo eat?

First Reading

Read the title and discuss the meaning of *nutritionist*. Call attention to the question and answer format and explain that students should read each question and then the answer. Note the text features including the chart. For the first reading, have students read the text independently. Then discuss the main ideas that the author shared about what a zoo nutritionist does.

Guided Close Reading

Key Ideas and Details *What is a zoo nutritionist's job? How does a zoo nutritionist decide what food to give to each animal?* ① ②

Text Structure *The author uses descriptions to share information about zoo nutritionists. How does that structure help the reader understand the information?* ① - ③

Photos and Text *What do the pictures included with the question and answer book show? How do these photos help readers understand the text?* ② ③ ④ ⑥

Vocabulary *The caption on the chart asks readers to "Compare the portions" of different orangutans. What does portions mean? How does the chart help readers figure out the meaning of portions?* ⑤

Text Feature *Based on the chart, what different types of foods do orangutans in the zoo eat? What conclusion can you draw about the types of foods orangutans eat? How do the portions for males, females, and babies compare?* ⑤

Think Aloud *According to the chart, orangutans eat salmon, mayonnaise, cheese, pears, carrots, cauliflower, oranges, and honeydew melon. I can draw the conclusion that orangutans eat mostly fruits and vegetables. Male orangutans eat the most, followed by females, then babies.*

Compare and Contrast *How many ounces of food does a baby orangutan eat in a day? How many ounces does an adult male eat? What's the difference? What does that difference say about orangutans?* ⑤ ⑥

Think Aloud *The text says that a baby orangutan eats 18 ounces. An adult male eats 96 ounces! That's a big difference of 78 ounces. That difference shows that adult males eat a lot more than babies.*

1 Q: What is a zoo nutritionist?

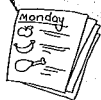
A: A zoo nutritionist is a specialist in healthy food for animals at the zoo.

2 Q: What do zoo nutritionists do?

A: Zoo nutritionists plan the meals very carefully. They figure out how much food each animal should have. Zoo nutritionists try to give the animals the same kinds of foods that they would eat in the wild. If that's not possible, the nutritionists give the animals other foods that are good for them.

3 Q: Does a zoo nutritionist have different meal plans for babies and adults?

A: Yes, that's part of a zoo nutritionist's job. This zoo has five orangutans. There are two females, two males, and a baby. The males are nearly twice as big as the females, so they need more food. Each day, the orangutans have a different menu, or list of foods to be served.



This chart shows one day's menu for a group of orangutans. Compare the portions for females, males, and babies.

Food	Female	Male	Baby
salmon	5 ounces	8 ounces	1.5 ounces
mayonnaise	0.5 ounce	0.5 ounce	0.5 ounce
cheese	2.5 ounces	2.5 ounces	0.5 ounce
pears	11 ounces	18 ounces	3 ounces
carrots	4 ounces	7 ounces	1.5 ounces
cauliflower	17 ounces	28 ounces	5 ounces
oranges	8.5 ounces	14 ounces	2.5 ounces
honeydew melon	11 ounces	18 ounces	3.5 ounces

5 Q: How many ounces of food does a baby orangutan eat in a day?

A: The total is 18 ounces. One pound is 16 ounces. So, 18 ounces is only a little more than one pound.



Revisit the Text: Ideas for Discussion

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

- The author uses a chart to share information about orangutan food. How does this chart help readers understand the information?
- Does a zoo nutritionist feed animals the same food every day? How do you know?
- Review the chart with the orangutan menu. How do you think this menu compares to other animals in the zoo, such as lions or lizards? How might the zoo nutritionist's job change for those animals?

Write About Reading

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

- In a short paragraph, summarize what a zoo nutritionist does and how this affects what animals in the zoo eat. **(Informative/Explanatory)**
- Based on what you've read, would you want to work as a zoo nutritionist? Why or why not? Write a short opinion paragraph answering this question. **(Opinion)**

Connect to the Internet

To learn more about zoo food, have students visit www.lpzoo.org/conservation-science/science-centers/veterinary-services/collaborations-care/nutrition and <http://torontozoo.com/EducationAndCamps/FeedingAnimals.pdf>.

Level 0 Lessons at-a-Glance

LEVEL 0

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Excerpt	<i>Dinosaur Days</i>	Earth Science- Science & Technology	Moderate	understand the parts of the museum exhibit; recognize the differences between different kinds of dinosaurs featured in the exhibit	<ul style="list-style-type: none"> • http://pbskids.org/dinosaurtrain/ • www.nhm.ac.uk/nature-online/life/dinosaurs-other-extinct-creatures/dino-directory/country/USA/gallery.html
Encyclopedia Article	<i>Abigail Adams</i>	History	Basic	recognize important events in Abigail Adams's life; understand her significance as a historical and political figure	<ul style="list-style-type: none"> • www.nps.gov/wori/historyculture/abigail-adams.htm • www.nwhm.org/education-resources/biography/biographies/abigail-smith-adams/
Essay	<i>The Amazing Inventions of Thomas Edison</i>	Science and Technology History	Basic	identify the inventions of Thomas Edison; understand the impact Edison's inventions had on people's lives	<ul style="list-style-type: none"> • http://memory.loc.gov/ammem/edhtml/edbio.html • http://invention.smithsonian.org/centerpieces/edison/000_story_02.asp
Fact Book Excerpt	<i>A City Under the Sea</i>	Life Science	Moderate	understand characteristics of coral reefs; recognize different reef sharks and their characteristics	<ul style="list-style-type: none"> • www.greatbarrierreef.com.au/information/for-kids/ • www.sharkbay.org/Tigersharkfactsheet.aspx
Guidebook Excerpt	<i>Desert Animals</i>	Life Science	Moderate	recognize the characteristics of the coyote and the sidewinder rattlesnake; understand the traits that help each one survive in the desert	<ul style="list-style-type: none"> • http://animals.sandiegozoo.org/habitats/desert • http://animals.sandiegozoo.org/animals/rattlesnake • www.pbs.org/wnet/nature/critters/coyote.html
How-to	<i>Make Your Own Wrapping Paper</i>	Arts and Crafts	Complex	recognize the materials needed to make potato-stamped wrapping paper; understand the steps of the process for making personalized wrapping paper	<ul style="list-style-type: none"> • www.nga.gov/kids/kids.htm • https://kids.usa.gov/play-games/art/index.shtml
Interview	<i>Interview With a Weather Reporter</i>	Earth Science	Complex	recognize what weather reporters do and how they help people; understand what meteorology is and how snow forms	<ul style="list-style-type: none"> • http://kids.earth.nasa.gov/archive/career/meteorologist.html • www.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.kidmeteor/kid-meteorologist/
Magazine Article	<i>Oops! Stories Behind Inventions</i>	Science and Technology History	Basic	learn how the Frisbee and rubber were invented; understand that some inventions are accidents or a matter of luck	<ul style="list-style-type: none"> • http://web.mit.edu/invent/iow/spencer.html • www.pbs.org/wgbh/aso/databank/entries/dm28pe.html
Newspaper Article	<i>Coming Soon: The World's Largest Ferris Wheel</i>	Science and Technology History	Moderate	learn about the plan to build the world's largest Ferris wheel in New York City; comprehend that the title "world's largest" is subject to change	<ul style="list-style-type: none"> • www.chicagohistory.org/education/resources/history-lab/the-first-ferris-wheel • www.hydeparkhistory.org/kids/wheel.html
Question and Answer Book Excerpt	<i>What is a zoo nutritionist?</i>	Life Science	Complex	identify what a zoo nutritionist does; use a chart to compare food for adult and baby animals	<ul style="list-style-type: none"> • www.lpzoo.org/conservation-science/science-centers/veterinary-services/collaborations-care/nutrition • http://torontozoo.com/EducationAndCamps/FeedingAnimals.pdf