

Contents

Level P

Why Guided Reading Short Reads?.....	3
Choosing Texts and Text Complexity	5
Moving Students Through the Stages of Reading Development	6
Supporting English Language Learners	7
Using the Guided Reading Short Reads Lessons	8
Almanac Excerpt Weather	10
Brochure Excerpt Oak Street Farmers' Market	12
Essay Why Do Roaches Rule?	14
Fact Book Excerpt Fantastic Fish	16
Guidebook Excerpt The Sonoran Desert	18
How-to Smile and Say Kimchi!	20
Interview Animal Keeper	22
Magazine Article Thunderstorm!	24
Newspaper Article On This Day, April 14, 1912.....	26
Question and Answer Book Excerpt What's So Funny?	28
Level P Lessons at-a-Glance.....	30
Bibliography	31

Almanac

Level P

Text Type: Almanac

Summary: This excerpt from an almanac gives factual information about weather, including an explanation of the three factors that combine to result in weather.

Themes/Ideas: identify three key factors that cause weather; locate important information in a table

Informational Text Features: headings, tables, photos, map

Academic Vocabulary:

- **determines:** decides; causes one thing rather than another
- **factors:** influences or elements that lead to a result
- **cycle:** set of events that always repeats in the same order
- **extremes:** highs and lows; measurements far from the middle

Domain-Specific Vocabulary:

- **evaporate:** change from a liquid into a gas or vapor
- **vapor:** tiny drops of a material mixed with gas, as in steam or smoke

Weather



Focus Question: What are the causes and effects of the weather, including weather extremes?

First Reading

Introduce the material by reading the brief explanation of what an almanac is that precedes the text. Ask students to name other reference books and reliable reference sources. Explain that *stats* is an abbreviation, or shortening, of the word *statistics*. Statistics are sets of numerical information used to analyze, describe, or explain ideas and events. Point out that the statistics on the card are tables that give information in terms of inches of rainfall and degrees Fahrenheit about specific locations.

Have students read through the text one time on their own. Then discuss the factors that cause weather and weather extremes.

Guided Close Reading

Key Ideas and Details *What is the focus of the first paragraph? How do the paragraphs that follow connect to the first paragraph?* ①-④

Compare and Contrast *What type of information is contained in the following paragraphs? What type of information is contained in the tables? How is the information different? Why is each format used?* ②-⑥

Think Aloud *The paragraphs contain explanations of the causes of weather. The information is about ideas and concepts. Detailed sentences are the best way to give that kind of information. The information in the tables is examples of statistics. The information is about measurable things like rainfall and temperature. That kind of information is best given to the reader in a table, list, or chart.*

Vocabulary *Reread the paragraph about humidity. It says that “warming, evaporation, condensation, and precipitation” is a cycle that is “always going on.” How does this help you understand what cycle means? Look for another word in the paragraph that contains the root cycl-. How are the meanings of the two words related?* ①

Vocabulary/Text Feature *Look at the titles of the tables. How do the titles help you understand the word extremes? Contrast the amount of rainfall in the driest places with the amount of rainfall in the wettest places. How does that difference help you understand the word extremes?* ⑤ ⑥

Think Aloud *The titles use words like driest, wettest, hottest, and coldest. Those words all refer to places that are the most or least of something. That is different from being average or in the middle. The contrast between the numbers is really big. The dry places get five or less inches of precipitation and two wettest places get more than a hundred. That major difference helps me see that “extremes” are at the high or low ends of something, not in the middle.*

An almanac is a reference book that gives facts and stats about different subjects. These excerpts are about weather.

Weather

What Causes Weather?

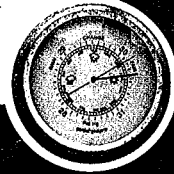
Weather has a huge effect on our lives. It determines what kind of clothing we choose to wear, what we eat, and how we spend our day. The weather changes constantly, but all weather is a result of three key factors—pressure, temperature, and humidity (the amount of water in the air).

Pressure

We walk around under an ocean of air called the atmosphere. The atmosphere is always pressing down on us, and that pressure changes constantly. High atmospheric pressure leads to clear, sunny weather. Low pressure brings cloudy, stormy weather.

Temperature

We all know that the Sun warms Earth. The Sun also warms the atmosphere, which is where weather takes place. Warm air from Earth rises, and cool air rushes in to replace it. This movement of air creates wind. If the air warms gradually and rises gently, we'll feel a pleasant breeze. If the air heats up quickly, it may lead to strong winds and severe storms.



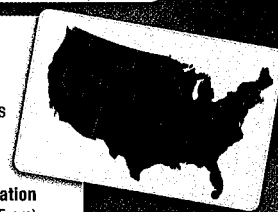
312

Humidity

Sometimes the Sun's heat strikes water instead of land. When this happens, some of the water molecules evaporate. Like the warm air, the water vapor rises into the atmosphere. It then cools, or condenses, and forms into clouds made of water or ice particles. When the clouds become too heavy, the particles fall to Earth as rain, sleet, snow, or hail, also called precipitation. This cycle of warming, evaporation, condensation, and precipitation is always going on. In fact, there is the same amount of water on Earth today as there was when Earth first formed—now THAT's recycling!

U.S. Weather Extremes

The numbers below are based on 30-year averages at weather stations in the 48 lower continental United States (excluding Alaska and Hawaii).



3 Driest Places

Location	Annual Precipitation
Yuma, AZ	3.01 in. (7.65 cm)
Las Vegas, NV	4.49 in. (11.40 cm)
Bishop, CA	5.02 in. (12.75 cm)

3 Wettest Places

Location	Annual Precipitation
Mount Washington, NH	101.91 in. (258.85 cm)
Quillayute, WA	101.72 in. (258.37 cm)
Astoria, OR	67.13 in. (170.51 cm)

3 Hottest Places

Location	Average Temperature
Key West, FL	78.1°F (25.61°C)
Miami, FL	76.7°F (24.83°C)
Yuma, AZ	75.3°F (24.05°C)

3 Coldest Places

Location	Average Temperature
Mount Washington, NH	27.2°F (2.66°C)
International Falls, MN	37.4°F (3.00°C)
Marquette, MI	38.7°F (3.72°C)

313

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 information is given in the tables? What information is shown on the map? How are they connected? How does the colored text help you understand the connection?
- How do the ideas about temperature and pressure relate to the facts about weather extremes?
- What can you infer from the paragraphs and the chart about the pressure, temperature, and humidity in Yuma, AZ?

Write About Reading

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

- How do three key factors influence the weather? Name the three key factors and explain their influence using definitions and details from the text. (**Informative/Explanatory**)
- Which section of the almanac excerpt was most interesting to read? State your opinion and support it with reasons based on the text. (**Opinion**)

Connect to the Internet

To read more about weather, have kids go to <http://eo.ucar.edu/kids/green/what1.htm> and <http://urbanext.illinois.edu/treehouse/>.

Brochure

Level P

Text Type: Brochure

Summary: These pages offer information about foods that are for sale at a farmers' market and tell why these foods are healthy.

Themes/Ideas: recognize the kinds of farm-fresh foods available at a farmers' market; understand nutritional benefits of eating fruits, vegetables, and dairy

Informational Text Features: illustrations, headings, speech bubbles, text boxes

Academic Vocabulary:

- **tempted:** attracted to doing something that is often considered wrong
- **products:** items that are made or grown to be sold
- **rich:** have a lot of, or full of

Domain-Specific Vocabulary:

- **farmers' market:** a place where farmers sell their fresh, local food
- **nutrients:** ingredients in foods that help the body grow and be healthy
- **dairy:** a type of farm where cows provide milk; foods made from milk
- **calcium:** a nutrient in foods that helps build strong bones

Oak Street Farmers' Market



Focus Question: How can shopping at a farmers' market help people eat well and stay healthy?

First Reading

Read the title of the brochure, noting that these pages are written to persuade people to shop at a farmers' market. Point out the text features, such as the text boxes, headings, and illustrations. Have students read through the text on their own. Then discuss the concept of a farmers' market and why it is appealing.

Guided Close Reading

Key Ideas and Details Look at the front of the card. When can you shop at this market? What other important information is provided in the first two columns of the brochure? ①-③

Compare and Contrast The writer of the brochure compares shopping at a supermarket to shopping at a farmers' market. What differences does the author describe? Use details and examples from the text. How does this information support the author's main point about Oak Street Farmers' Market? ②

Text Structure On the next two pages of the brochure, as shown on the second side of your card, the information is organized by grower. Statements from the growers are included in speech bubbles. How does this text structure help readers know more about the farmers and their products? How does it serve the purpose of persuading readers to come to the market to shop? ④-⑦

Think Aloud Under each heading you get a description of what is available at each stand, and sometimes why the food that growers sell is healthy. The statements from the growers in the speech bubbles add more information about the foods they sell and why you might want to buy them. The speech bubbles give me the idea that the farmers are proud of what they sell and that makes the foods sound healthy and sometimes tasty and worth trying.

Vocabulary: You know the word rich can refer to someone who has a lot of money. This brochure uses the word differently. What does it mean to be "rich in vitamin C?" Which foods discussed in the brochure are rich in calcium? ④-⑦

Words and Phrases in Context The brochure says that "doctors tell us that everyone should eat a rainbow of fruits and vegetables." Which details from the text provide examples of how to eat a "rainbow?" ⑤

Connect Ideas Maxie sometimes sells smoothies that combine yogurt with fruits and vegetables. Based on what you have read, what nutrients would you get if you drank a smoothie made with yogurt, peaches, and berries? ④-⑦

Think Aloud Each ingredient offers different nutrients. This mixture would give me calcium from the yogurt, B vitamins and potassium from the peaches, and vitamin C from the berries.

A brochure is a pamphlet that explains or persuades. This brochure is about a market that has healthy foods.

OAK STREET FARMERS' MARKET




Our market brings the farm to you! The foods we offer are always fresh—and they're good for you, too!

Saturdays
8 am to 4 pm


2 Your supermarket sells all kinds of foods, including sugary and salty snacks! People get tempted into buying—and filling up on—foods that are not good for them. Eating more fruits, vegetables, and low-fat dairy products is a good idea. Shopping at the Oak Street Farmers' Market makes it easier for you to eat well and stay healthy.

3 **OUR GROWERS**


Bea's Berries




Greg's Family Farm



Leo's Orchard




Maxie's Dairy




Bea's Berries
Berries are rich in vitamin C and other nutrients that help keep people healthy. Bea also sells berry jams that are sweetened with just a little honey and fruit juices—never sugar!

4 Try berries on your cereal or in a salad. Berries are great for dessert, too!




Greg's Family Farm
Looking for leafy greens? Greg has lettuce, spinach, and kale. Other popular items are eggplants, carrots, radishes, potatoes, and squash.

5 Doctors tell us that everyone should eat a rainbow of fruits and vegetables. Shop here for red, orange, yellow, green, and purple veggies.




Leo's Orchard
Apples, peaches, plums, and pears—Leo sells them all! These fruits have lots of B vitamins and potassium—nutrients that are good for your heart.

6 Kids should have three servings of fruit each day. Fruit slices are great for snacks. Apples are my favorite!



Maxie's Dairy
Maxie uses the milk she gets from her own cows to make her yogurt. She also sells fresh milk and her own chocolate milk in glass containers. Sometimes she sells smoothies made from her yogurt and fruits and veggies she buys from the other growers in the market!

7 The calcium in yogurt and milk helps your body, especially your bones, stay strong! Sip low-fat milk after soccer or basketball.



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 wants to persuade readers to shop at the farmers' market. Identify words and phrases the writer uses to make foods at this market sound like they are worth buying.
- The brochure talks about why the foods at the market are healthy. It says that Bea's jams are sweetened with honey or fruit juices but never sugar. What can you infer about what Bea thinks of adding sugar to foods?
- Which of the foods described in the brochure have you tried? Which have you never had? Has what you read changed your opinions about any of these foods? Why or why not?

Write About Reading

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

- List the types of farmers who sell at the Oak Street Farmers' Market. Describe the foods they sell and why these foods are healthy. Include details and examples from the brochure. **(Informative/Explanatory)**
- Leo says that apples are his favorite snack. Select one of the foods described in the brochure. Create a paragraph telling why it would make a good snack. In your paragraph about this food include examples from the text about why this food is healthy to support your opinion. **(Opinion)**

Connect to the Internet

To learn more information about healthy eating and shopping at local farmers' markets, visit the following websites: www.choosemyplate.gov/KIDS/ and www.nutrition.gov/farmers-markets.

Essay

Level P

Text Type: Essay

Summary: This essay is about the cockroach's ability to avoid danger by using its sensors to measure how air moves.

Themes/Ideas: understand how cockroaches know when to hide; identify the traits that help cockroaches avoid danger

Informational Text Features: photos, headings

Academic Vocabulary:

- **crafty:** clever
- **sense:** to feel something using sight, hearing, smell, taste, or touch
- **strike:** to attack
- **evading:** avoiding

Domain-Specific Vocabulary:

- **cerci:** segments at the end of a cockroach that help it sense movement; these also appear on other arthropods, such as insects and crustaceans
- **antennae:** thin, sensitive organs located on the head of insects, crabs, and similar creatures that help the animal feel or touch things
- **wind current:** movement of air in one direction
- **electrodes:** parts of a device that measures movements

Why Do Roaches Rule?



Focus Question: What characteristics do cockroaches have that helped them survive for millions of years?

First Reading

Read the title and explain that *roaches* is another name for *cockroaches*. Point out the text features of this essay. For the first reading, have students read through the text. Then discuss the main ideas about roaches that the author shared.

Guided Close Reading

Key Ideas and Details Describe a key idea from the "Going, Going, Gone" section. What details from the section support this idea? ①-③

Text Structure Why does the author begin the essay with the section "Going, Going, Gone"? ①-③

Think Aloud The author begins the essay with "Going, Going, Gone" because this section gives an example of how cockroaches behave. The section introduces readers to the cockroach traits that they will read about in the essay.

Connect Ideas Reread the "Sensors for Scooting" section. What is the connection between the first three sentences? ④ ⑤

Words and Phrases in Context The author says that "roaches sense the movement of the air." How is the word *sense* used in this context? How is this meaning similar to other uses of *sense* you have heard? How is it different? ④

Vocabulary/Text Feature The author states that a cockroach uses its *cerci* to sense movement. Use context clues and the photo at the top of the second page to describe *cerci*. Which clues are the most helpful for understanding what *cerci* are? Explain. ④ ⑥

Think Aloud *Cerci* are the two spiked "tails" that a cockroach has on its body. These tails have almost 200 hairs that help the cockroach figure out how the air is moving. The photo shows what the *cerci* look like. The most helpful clue is that *cerci* are "two spiked tails." This clue helps me figure out what *cerci* look like and identify what I am looking for in the photo.

Make Inferences How did scientist Dima Rinberg figure out whether cockroaches could tell the difference between different kinds of wind currents? What do his findings suggest about how a cockroach uses its early-warning system? ⑦ ⑧

Author's Craft Why does the author include the "Dodging Danger" section? Does this section help answer the question in the title? Explain. ⑨

Why Do Roaches Rule?

Going, Going, Gone

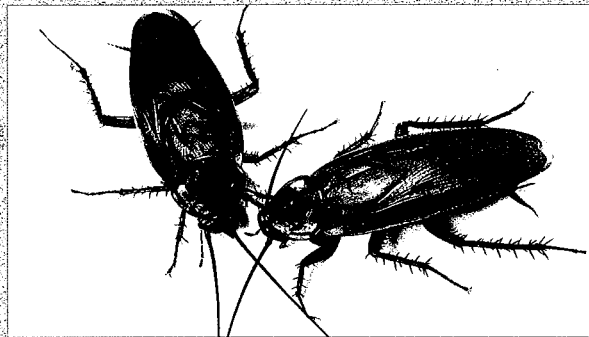
1 What happens when someone tries to catch a cockroach? In an instant, the cockroach disappears into a crack in the wall. When danger appears, the cockroach is gone.

The cockroach is a very capable insect. Its body, speed, and habits all help it avoid danger. An adult cockroach can squeeze through a tiny crack no thicker than the edge of a quarter. The cockroach's speed helps keep it safe, too. It can travel at about three miles per hour. That's very fast for such a tiny creature.

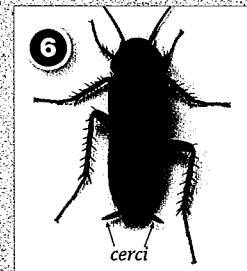
2 Cockroaches are hard to control. Getting rid of roaches in a home or office can be a hard job. One reason is that cockroaches reproduce at amazing rates. Another reason is that cockroaches like dark places. They usually come out only at night. During the day they stay in dark cracks or warm places.

Sensors for Scooting

3 But how do cockroaches know when to scoot away? Until recently, experts didn't know what made these insects so crafty. But now, scientists have found that roaches have sensors for detecting tiny



wind currents. A cockroach has two spiked "tails," called cerci. They are covered with nearly 200 tiny hairs. The hairs act like antennae. They help roaches sense the movement of the air. Nerve cells attached to each hair detect tiny shifts in wind. The cells can tell the wind's strength and direction. That's how the roaches know whether to stay or run.



Blowing in the Wind

4 This early-warning system interested scientist Dima Rinberg. "A cockroach doesn't jump at just any breeze," he pointed out. Rinberg knew that the cockroach's natural enemies are frogs and wasps. He decided to research whether a cockroach could tell the difference between wind currents made by the shutting of a door, for instance, and the movements of a frog.

5 Rinberg needed to measure the insect's response to different wind currents. So, he created a wind-tunnel effect to test on the insects. First he used wax to pin a cockroach between two tubes. Then, he attached electrodes to the roach's nerve cells. Rinberg sent air at different wind speeds through the tubes. He also had it come from different directions. He found that the cockroach responded most to slow-moving currents.

"That was surprising. You would expect the roach to react to fast-moving currents," Rinberg says. But it turns out that the calmer, slower currents are the kind that frogs and wasps make just before they strike.

Dodging Danger

6 Rinberg wasn't surprised that cockroaches are so good at evading danger. He points out that they have been around for more than 300 million years. That's 60 times longer than humans!

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 does the author organize the information in this essay to make it interesting and easy to understand?
- According to the essay, cockroaches have been around for much longer than humans. What traits do cockroaches have that make them such strong survivors?
- Many people think of cockroaches as unwanted pests. How does the author describe cockroaches in this essay? What other animals have bad reputations that might cause people to have a negative opinion about them?

Write About Reading

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

- What characteristics do cockroaches have that help them avoid danger? Organize details and examples from the essay in a chart. **(Informative/Explanatory)**
- How effective are the photos in helping you understand information from the text? Write a brief opinion paragraph that states your opinion. In your paragraph, compare what readers learn about cockroaches from the text and what they learn from the photos. **(Opinion)**

Connect to the Internet

To learn more information about cockroaches, students can check out these websites: www.pbs.org/wnet/nature/critters/cockroach.html and <http://pbskids.org/dragonflytv/scientists/scientist23.html>.

Fact Book

Level P

Text Type: Fact Book

Summary: These pages contain facts about fish as well as examples of “un-fishy” fish that do not look or act like other fish.

Themes/Ideas: understand the parts of a fish and what they do; recognize that not all fish look or act the same

Informational Text Features: photos, labels, text box

Academic Vocabulary:

- **fantastic:** something wonderful
- **steer:** to guide in a certain direction
- **blend:** to mix things together

Domain-Specific Vocabulary:

- **dorsal fin:** fin on the back of a fish that keeps it upright
- **gills:** organs that fish use to get oxygen from water
- **pectoral fin:** lower fins behind the fish's head that help it move
- **scales:** plates that cover the outside of an animal

Fantastic Fish



Focus Question: What are the characteristics of a fish, and which fish are unusual?

First Reading

Read the title and note that these are pages from a fact book. Ask students which word in the title lets the reader know the author's opinion about the subject. Point out the informational text features of this fact book, and have students browse the front and back of the card. Have students do the first reading on their own. Then discuss the main ideas that the author shared.

Guided Close Reading

Key Ideas and Details *What facts about fish does the author present? What are the main body parts of fish that live in water?* ❶

Photos and Text *How do the photo, text, and labels work together?* ❷ ❸

Think Aloud *The photo shows a fish in water. The text says that fish use gills to breathe underwater, and they use fins to swim. The labels identify each part and what it does. The dorsal fin on top of the fish keeps the fish from rolling over. The tail fin, on the back of the fish, pushes the fish forward through the water. The pectoral fins on the bottom of the fish help it steer.*

Words and Phrases in Context *What word or phrase does the author use in the text to describe fish that are different from most fish? What is the effect of using this word?* ❹

Think Aloud *The word un-fishy appears in a subheading on the second page. The prefix un- means “not.” The author uses this silly, made-up word to make the point that not all fish look or act like typical fish.*

Text Structure *What text structure does the author use to show information about un-fishy fish that look and act differently than do most other fish? How does the compare-and-contrast text structure contribute to your understanding of fish?*

❺-❻

Compare and Contrast *In what ways are eels, sea horses, rays, and mudskippers all unlike typical fish? Which fish is most unlike typical fish? Use details from the text to support your response.* ❼-❼

Photos and Text *Describe a sea horse, based on the photo and text.* ❽

Vocabulary *Some brightly colored fish live in coral reefs among the “colorful coral and plants.” How does the author's use of the word blend help you understand why these fish live there? Why would blending into the background be important for fish living in the coral reefs?* ❾

FANTASTIC FISH

1

Take a look in any pond, lake, or ocean, and you will find all kinds of fish! Here are some cool fish facts. Most (but not all!) fish live in the water. Fish that live in the water use gills to breathe and fins to swim, and they have scales covering their bodies.

2

Opening to gills
allows fish to breathe underwater

Dorsal fin
keeps fish from rolling over

Tail fin
pushes fish forward

Pectoral fin
helps fish steer

Un-Fishy Fish?

3

Yes! There are some fish that don't really look or act the way we think they should.

Eels are fish, but they look more like snakes. They live in freshwater and salt water.



Sea horses are fish, but they look more like tiny horses.

Rays look like a cross between a kite and a flying saucer. The manta ray has a wingspan that can be more than 20 feet (6.1 meters)!



The mudskipper uses its front fins to walk and spends time out of the water. It looks more like a lizard or a frog than a fish!

Did You Know?

Many of the most beautiful fish in the world live in coral reefs. Their bright colors help them blend in with the colorful coral and plants of the reef.

8

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 does the author organize the information on these pages to help you better understand different types of fish? How does this help the author support his idea that fish are fantastic?
- Fish come in all shapes and sizes. What key details did you read or see that help you understand why some fish look or act different from "regular" fish?
- What surprised you about the statement "Most, (but not all!) fish live in the water"? How could you find out what fish do not live in water?

Write About Reading

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

- Fish have many different types of fins. Organize this information into a chart explaining where each fin is located and what each fin does. **(Informative/Explanatory)**
- Of the fish that you read about, which one do you think is the most "fantastic"? State your opinion, and use information from the text to develop and support an opinion paragraph. **(Opinion)**

Connect to the Internet

To read more about fish, have students check out these websites: www.who.edu/main/topic/sharks-and-other-fish and <http://ocean.si.edu/ocean-life-ecosystems/fish>.

Guidebook

Level P

Text Type: Guidebook

Summary: These pages are about the Sonoran Desert, the hottest desert in the United States.

Themes/Ideas: learn about the Sonoran Desert; understand why this area is so remarkable

Informational Text Features: bold text, map, bullet points, text boxes, photos

Academic Vocabulary:

- **guide:** a book or person that gives information about a specific topic
- **habits:** regular activities or behaviors

Domain-Specific Vocabulary:

- **temperature:** how hot or cold something is
- **rainy season:** a period of time in which it rains a lot
- **cactus:** a kind of plant covered in sharp needles
- **venom:** a kind of poison that comes from an animal's bite

The Sonoran Desert



Focus Question: What characteristics make the Sonoran Desert such a remarkable place?

First Reading

Read the title and note that these are pages from a guidebook. Review the meanings of *guide* and *temperature*. Point out the text features of this guidebook, including the map and text boxes. For the first reading, have students read through the text on their own. Then discuss the main ideas.

Guided Close Reading

Text Feature Find the Sonoran Desert on the map. Where is it located? Why is this important information to include in a guidebook? ① ②

Vocabulary/Text Feature What does the word *temperature* mean? What is the temperature like in the Sonoran? How does this detail help you understand the guidebook's main ideas? ③

Text Feature Find the bold print in the text box about the weather in the Sonoran. Why do you think the author chose to use bold print here? How does the bold print help you understand the information in this text box? ④

Think Aloud I think the author used bold print to highlight the main ideas about weather in the Sonoran. The bold print helps me because it makes the most important parts of each sentence stand out.

Sequence Read the white text on the top of the back page. How do these sentences serve as a transition between pages? How do they introduce the information that appears on the back of the card? ⑤

Photos and Text What is a saguaro cactus? How do details in the text and photo help you understand what a saguaro cactus is? What do you learn about these cacti from the photo that you don't learn from the text? ⑥

Think Aloud A saguaro cactus is a plant that grows in the desert. The text tells me that they grow in rocky places and can reach 40–60 feet. It also tells me that they bloom in May and June. The photo tells me that the cacti are green, have prickly spines, and grow flowers on the top parts of the plant.

Text Feature What information does the author give about the banded Gila monster? Why do you think the author includes these details in the guidebook? ⑦

Connect Ideas Read the information about the weather in the Sonoran and about the cacti and lizards that live there. What inferences can you make about the temperatures these living creatures can tolerate and the amount of water they need to live? ⑧ ⑨ ⑩

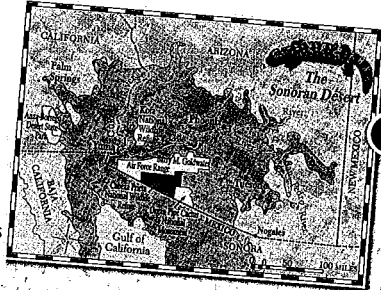
A guidebook is a reference book that you carry with you. These excerpts are from a guidebook about the Sonoran Desert.

The Sonoran Desert

The Sonoran Desert is the hottest desert in the United States.

Where is it?

- The desert is in orange on this map. You'll see that the Sonoran Desert is in the states of Arizona and California.
- You'll see that this desert is also in the country of Mexico.



What is the weather like in the Sonoran?

- The Sonoran Desert is very hot with a high temperature (temperature) of 120°F (49°C). And the sun is there a lot!
- At night (at night), the temperature can drop to 32°F (0°C).
- It's very dry. There's not a lot of rain, only 3 to 16 inches (8 to 41 cm).
- What do the cacti, saguaro cacti, look like?
- How do the plants and animals live in this hot, dry place? How do they survive? How do they get water? How do they get water? How do they get water?

These Sonoran Desert sights are well known. Take a look, but don't get too close.



Saguaro (Cactus)
You'll find the saguaro (so-WAH-roh) cactus in rocky places.

What to look for

- This large, tall plant looks like a tree.
- The saguaro cactus grows taller than 40 feet (12-13 m).
- You can see its flowers in bloom in May and June, although each flower lasts for only one night!

Banded Gila Monster
Found in the southern part of the Sonoran is the saguaro cactus. The lizard is called a gila monster.

What to look for
This lizard has a thick body. It has a head like a snake's. Its back is like a ladder. It's 18-24 inches (46-60 cm) long.

Habits
The Gila monster is active at night. It eats small lizards and insects.

WATCH OUT!

Gila monsters have a very strong, painful bite. As they bite and chew, venom flows into the wound. Stay away from Gila monsters.

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 does the author organize information in these pages? How does this organization make it easier for you to understand the information?
- How do the visuals support the main ideas about the Sonoran Desert? Why do you think pictures are an important part of the guidebook?
- What did you learn about the Sonoran Desert? How does the Sonoran Desert compare with other deserts you know about?

Write About Reading

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

- What characteristics make the Sonoran Desert such a remarkable place? Write a well-developed paragraph that uses details from the text to answer this question. **(Informative/Explanatory)**
- Do you think the Sonoran Desert is a dangerous place to visit? Why or why not? Support your opinion with reasons based on details from the text. **(Opinion)**

Connect to the Internet

To learn more information about the Sonoran Desert, visit www.worldwildlife.org/ecoregions/na1310. To read more about Gila monsters, visit <http://animals.sandiegozoo.org/animals/gila-monster>.

How-to

Level P

Text Type: How-to

Summary: In these pages, students learn about the tongue-tingling Korean food, kimchi.

Themes/Ideas: find out what ingredients are used in kimchi and why it is a favorite food in Korea; learn about how to make a kimchi salad

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

Academic Vocabulary:

- **condiment:** a flavorful sauce or relish
- **tangy:** having a sharp, strong flavor

Domain-Specific Vocabulary:

- **kimchi:** a condiment made from a mixture of vegetables fermented in various seasonings
- **Korea:** two East Asian countries, South Korea and North Korea
- **reaction:** a process of chemical changes that take place when two or more chemicals are mixed together
- **ferment:** a chemical reaction that can help preserve food

Smile and Say Kimchi!



Focus Question: What is kimchi and why is it a favorite food in Korea?

First Reading

Read aloud the title and preview the text, noting that these are pages from a how-to text. Review the meanings of *condiment* and *ferment*. Have students browse the card, front and back. Point out the text features, such as the bulleted lists and numbered list. Have students read through the text one time on their own. Then discuss the main ideas of the article.

Guided Close Reading

Connect Ideas *Why do you think the author started the article by asking if you say “cheese” before someone takes your picture? Support your reason with text and photos from the article.* ① ⑤ - ⑦

Think Aloud *When we say “cheese” for the photographer, we smile. When we say “kimchi,” we also smile. I remember that the author said kimchi “is the most popular food in Korea.” I think the author asks the question to get us thinking, and then uses words and pictures to show that eating kimchi makes people in Korea happy.*

Words and Phrases in Context *What does the author mean by the phrase “tongue-tingling taste” in the first paragraph? Support your explanation with details from the article about how kimchi tastes, how it is made, and what ingredients are used to make it.* ①

Sequence *In the text box “Directions” how are the steps organized? Why is this structure important for a recipe? How is this different from the text structure in the “How to Make Kimchi Salad” text box? Why is the structure different?* ③ ④

Think Aloud *The steps in “Directions” are in sequence order. This is important because the steps need to be done in order for the recipe to work. The information in “How to Make Kimchi Salad” is grouped by category instead. This is because it is just a list of materials to gather, and they can be gathered in any order.*

Key Ideas and Details *The author says many Koreans eat kimchi at every meal. Use details from the text to explain why kimchi is such a popular food in Korea.* ① ⑦

Make Inferences *One of the headings under “How to Make Kimchi Salad” is “You Will Need.” Many recipes have such a section. Why do you think this is? How does it make things easier?* ③

Draw Conclusions *The author says that an astronaut took kimchi into space in 2009. Use details in the article to explain why you think the astronaut took the kimchi.* ① ⑦

SMILE AND SAY KIMCHI!



1 WHAT IS KIMCHI?

Do you say "cheese" before someone snaps your picture? In Korea, people say "kimchi!" (KIM-chee). Kimchi is a condiment made from vegetables, usually cabbage. It is the most popular food in Korea. It can be a little sweet, but it's also salty. It's often spicy, and it's always tangy! Its tongue-tingling taste comes from the way it is made.

To make kimchi, vegetables are soaked with salt for a long time. The vegetables change, or ferment, in reaction to the salt. Then, people mix in spices and sauces to add flavor.

Have you ever eaten kimchi? Look for a jar in your grocery store and give it a try with this tasty salad!

HOW TO MAKE KIMCHI SALAD

If you like to cook, you might want to try this recipe. This colorful salad is easy to make. Have an adult help you slice and chop.

SALAD

- 2 small apples (or 1 large apple)
- 2 cups spinach, washed
- 1 cup lettuce leaves, washed
- ½ cup grated carrots

DRESSING

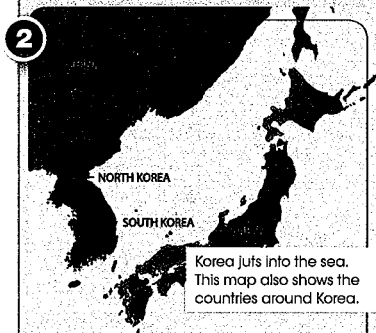
- 1 tablespoon olive oil
- 1 teaspoon lemon juice
- 1 tablespoon honey

TOPPING

- 1 cup kimchi, chopped

YOU WILL NEED:

- Cutting board and knife (for your adult helper)
- Measuring cups and spoons
- Large bowl
- Small bowl
- Mixing utensils



Korea juts into the sea. This map also shows the countries around Korea.

DIRECTIONS

STEP 1 Wash your hands.

STEP 2 Wash the apples. Have your adult helper cut the apples into small chunks. Then sprinkle the chunks with the lemon juice.

STEP 3 Mix the spinach, lettuce, carrots, and apples in the large bowl.

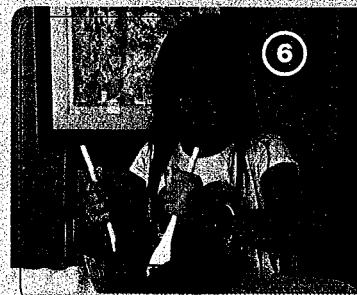
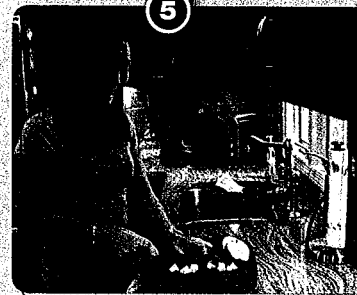
STEP 4 Mix olive oil and honey in the small bowl.

STEP 5 Pour the olive oil and honey over the apples, spinach, carrots, and lettuce. Mix together.

STEP 6 Dish out the salad into four plates or bowls.

STEP 7 Top each plate of salad with ¼ cup of kimchi and serve.

STEP 8 Enjoy!



7 MORE ABOUT KIMCHI

KIMCHI IN SPACE

Today, many Koreans eat kimchi at every meal, every day. Some Koreans believe that it helps them stay healthy. When the first Korean astronaut took off in 2009, she carried specially made kimchi designed for her journey.

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.

- *Kimchi is a salty, fermented condiment. Some people who have not eaten kimchi might not want to try a salty, fermented food. What words and phrases does the author use to make kimchi sound tasty?*
- *Why does the author include a map? How does this help you put Korea in context?*
- *Kimchi and kimchi salad are made from vegetables and fruit. Describe how the fruits and vegetables you eat are similar to, or different than, the ingredients in kimchi salad. If many Koreans eat kimchi at every meal, do you think you eat more or fewer vegetables than most Koreans?*

Write About Reading

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

- Make a list of words that the author uses to describe kimchi. Then describe what is in kimchi and when people eat it. Use details and examples from the text. **(Informative/Explanatory)**
- What part of the text is most effective in persuading people to try kimchi: the text, the photos, or the recipe? Support your opinion with reasons and details from the text. **(Opinion)**

Connect to the Internet

To read more about Korean and fermented foods, visit the following websites: www.pbs.org/hiddenkorea/food.htm and www.exploratorium.edu/cooking/pickles/fermentation.html.

Interview

Level P

Text Type: Interview

Summary: This interview with an animal keeper describes why taking care of wild animals at a safari park is her dream job.

Themes/Ideas: recognize the main tasks of an animal keeper; recall animal facts

Informational Text Features: photos

Academic Vocabulary:

- **study:** closely observe, pay attention to
- **interview:** meeting or conversation with the purpose of obtaining information
- **natural:** not made by people, happening in nature

Domain-Specific Vocabulary:

- **uniform:** special clothing worn by members of a group
- **vet:** abbreviation for veterinarian, or animal doctor
- **entertain:** give amusement by performing

Animal Keeper



Focus Question: What makes being an animal keeper an interesting job?

First Reading

Read the title and preview the text. Note that an interview has a series of related questions and answers. Remind students to first read the question and then read the answer. Have students look at the photos that accompany the text and predict some of the animals the keeper cares for. Have students read through the text. After they read, talk about the things an animal keeper does.

Guided Close Reading

Key Ideas and Details *What do you learn about a wildlife park from the introductory paragraph printed in bold type? ①*

Think Aloud *Animal keepers at the wildlife park have interesting jobs. Animals can live in as natural a habitat as possible.*

Make Inferences *What common trait do rhinos, giraffes, zebras, and gazelles have? How would the animal keeper's job be different if the animals she cared for were not plant eaters? What tasks would she likely not do? ③ ④ ⑤*

Text Structure *The interviewer asks, "How does your day begin? What happens next?" What kind of text structure does this add? How does this help the animal keeper tell her story? ⑤ ⑥*

Think Aloud *By asking about the animal keeper's day in this way, the interviewer is making the animal keeper tell about her day in time order, or sequence. It probably makes it easier for the animal keeper to tell about her day because it's the order in which it happened.*

Photos and Text *What animals are shown in the photos? Why are these animals shown? What details about these animals did you learn from the text? ④ ⑦ ⑨*

Think Aloud *A giraffe and a rhino are shown. They are mentioned because the animal keeper takes care of them. The animal keeper says that both animals are plant eaters. Sometimes a giraffe will go hide to have her babies. Sometimes a rhino needs its toenails clipped.*

Connect Ideas *What events in the animal keeper's life are connected to the idea of loving and studying animals? ① ⑩ - ⑭*

Author's Craft *How does this format help the interviewer find out information from the animal keeper? How does this format help the animal keeper share her point of view? ① - ⑭*

ANIMAL KEEPER

1 Beyond the animals, having a job as an animal keeper at a wildlife park would be a great experience. A wildlife park allows the animal to live the natural life that it would live. We caught up with Michelle to find out more about the job of an animal keeper.

2 **Interviewer:** As an animal keeper, what exactly is your job?

Michelle: It's my job to keep the animals happy and safe.

3 **Interviewer:** Do you work with all the animals in the park?

4 **Michelle:** I work with the animals that come from Africa and East Asia. I work with rhinos, giraffes, zebras, and gazelles.

5 **Interviewer:** How does your day begin?

Michelle: Well, I'll tell you one thing—it begins too early! I get up at five o'clock. Then I eat breakfast. I put on my uniform. Then it's time to head for the park.

6 **Interviewer:** What happens next?

Michelle: I load my truck with food for the animals. Here at the park, we use food that the animals would eat in the wild. My animals are plant eaters. You wouldn't think that leaves, grass, and crumbs could weigh so much

7 **Interviewer:** What do you do when feeding time is over?

Michelle: First, we go around and count all the animals. We make sure that each one is okay. Most of the time, they all are. Sometimes, we will bring a sick animal to the vet. Sometimes a giraffe or zebra or gazelle will go off somewhere to have her babies. Then we must go looking for her. Finding her babies is another story.

8 **Interviewer:** What do you mean?

Michelle: Well, after the mothers have their babies, they hide them. They're trying to protect them. We have to climb high up into the hills and look behind rocks. We have to look under fallen tree limbs. We keep looking until we spot them. It can really take a long time.

9 **Interviewer:** Do the mothers want you to be near the babies?

Michelle: Not really. But we need to make sure the babies are okay. We don't get too close unless we have to. For instance, if a baby looks too small, we bring it in and weigh it.

Interviewer: What other jobs do you do?

Michelle: I have many other jobs. Some animals might need shots. Others might

need to be washed or combed, and some of the rhinos may need to have their toenails clipped.

Interviewer: What? Are you kidding? You don't really clip the rhinos' toenails, do you?

Michelle: Sure! I know it sounds crazy, but it's really one of my favorite jobs. First, I bring the rhino something he loves—a big bucket of sweet grass, seeds, and crumbs. Then I rub his belly. Soon he will roll over—just like a puppy. Then I take a pair of giant clippers and slowly begin to clip his toenails. If I'm lucky, he'll let me work on him for almost an hour.

10 **Interviewer:** You must really love animals to do that! Have you always loved animals?

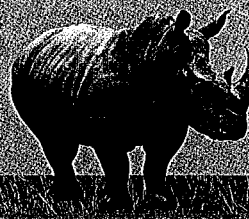
Michelle: Always, always, always! When I was a kid, I thought I'd be a vet some day.

11 **Interviewer:** When did you decide to become an animal keeper instead?

Michelle: When I got older, I became a helper at this park and I loved it! That's when I knew I wanted to study animals and work at a place like this!

12 **Interviewer:** Is there anything else that you would like people to know about these animals?

13 **Michelle:** It's important to respect them. They're not pets. They're not just here to entertain us. You must be very careful around these animals. You must respect their power.



World Wildlife 15

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 does the interviewer get the animal keeper to say more about a topic? Explain.
- What important terms are defined in the interview? How do these definitions help you understand the interview?
- What other careers do you know of that involve caring for or studying animals? How is being an animal keeper similar to those jobs? How is it different?

Write About Reading

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

- What are the main responsibilities of an animal keeper? Write a paragraph using information from the interview to explain. **(Informative/Explanatory)**
- What part of this animal keeper's job is the most exciting? Which part is the least interesting? Write an opinion paragraph using information from the interview to support your ideas. **(Opinion)**

Connect to the Internet

To read more about the San Diego Zoo and the San Diego Zoo Safari Park, go to <http://kids.sandiegozoo.org/> and www.sdzsafaripark.org/parkwildlife/index.html.

Magazine Article

Level P

Text Type: Magazine Article

Summary: This magazine article explains how thunderstorms and lightning develop in the atmosphere.

Themes/Ideas: understand the process that creates lightning and thunder; understand the importance of thunderstorms

Informational Text Features: photo, illustrations, bold text

Academic Vocabulary:

- **proverb:** a saying that expresses a common belief in simple language
- **expanding:** growing in size

Domain-Specific Vocabulary:

- **electrical charges:** quantity of electricity described as positive or negative that affects how matter interacts

Thunderstorm!



Focus Question: What are lightning and thunder, and what happens during a thunderstorm?

First Reading

Read the title and talk about the design of the title. Preview the text, noting that this is a magazine article. Call attention to the photo and illustrations included with the article. For the first reading, have students read through the article on their own. Then discuss the main ideas the author shared.

Guided Close Reading

Author's Craft *Why does the author begin the article with an old saying? How does the saying relate to the topic of the article?* ②-④

Photos and Text *Look at the photo on the first page. What idea about lightning does it show?* ① ⑤

Vocabulary *The author explains that electrical charges are responsible for lightning. Think about how powerful electricity is—enough to power a car and lights in a city. How does this help you understand lightning's power?* ⑤

Key Ideas and Details *What is thunder? What is the relationship between lightning and thunder? How is this different from the way people experience a thunderstorm?* ⑥

Think Aloud *Lightning creates thunder. When lightning heats the air, it expands and the sound it creates is thunder. This is different from how people experience a thunderstorm, because often people hear thunder before they actually see lightning.*

Connect Ideas/Illustrations *Why are thunderstorms more likely to happen during the spring and summer?* ⑦ ⑨ ⑩

Think Aloud *Thunderclouds develop when warm, moist air rises from the ground when the sun heats it. Because it is sunnier during the spring and summer seasons, it makes sense that thunderstorms are more likely to happen during those periods.*

Key Ideas and Details *The author writes that "even if thunderstorms are scary, they aren't all bad." How do thunderstorms affect Earth's surface? Why are these changes important?* ③

Author's Purpose *What do you think is the author's purpose for writing this magazine article? Who do you think is the audience?* ②-③

ENVIRONMENT

1



2 *Birds flying high, the weather will be dry. Birds flying near the ground, soon you'll hear the thunder's sound.*

3 Is there anything to this old weather saying, or proverb?

4 Yes! It's true for two reasons. First, when it rains, insects hide under leaves and bushes. So birds stay closer to the ground to find their food. Also, birds fly lower to avoid storm clouds.

5 During a thunderstorm, electrical charges build up inside clouds.

6 Thunder is the sound of heated air expanding. The lightning has heated the air. When the sound reaches

Scientists aren't sure why this happens, but when it does, lightning strikes. Lightning can flash within one cloud. Or, it can jump from one cloud to another. It can also travel from a cloud to the ground and even from the ground to a cloud!

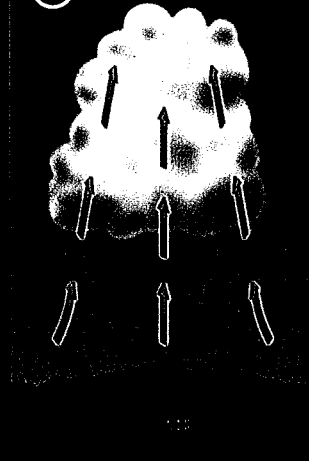
your ears—crash!—you're near a thunderstorm. Sometimes the sound can be really scary.

7 In the United States, spring and summer are thunderstorm times. The two illustrations below show what causes a thunderstorm. The picture on the left shows that when the sun warms the ground, moist air rises and meets cool, dry air. The picture on the right shows warm air rising and rising until it meets cool, dry air. When that happens, tall clouds called thunderclouds are formed. It's so cold inside a thundercloud that the

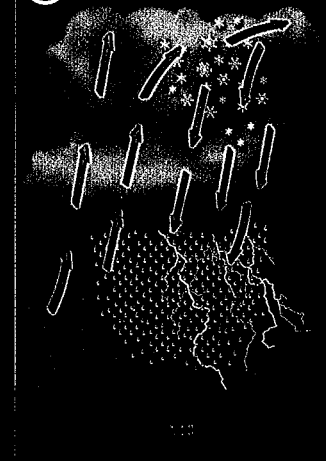
liquid inside the cloud turns into tiny bits of ice. These pieces of ice then bump into each other and cause an electrical charge, which we know as lightning. Lightning causes thunder. Zap! Bang! Whoosh! Heavy rain falls from the clouds.

8 Even if thunderstorms are scary, they aren't all bad. They're Earth's air conditioners! They force hot air on Earth's surface to rise. That cools the air nearer the ground. Thunderstorms also carry water from oceans and lakes to dry, thirsty land.

9



10



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 the words crash, zap, bang, and whoosh in the article. What effect did this have as you read the article?*
- *What key ideas and details from the article help you understand thunderstorms and how they develop?*
- *This article begins with a saying that explains when to expect a thunderstorm. Why might a saying about thunderstorms be useful? What other sayings about weather do you know?*

Write About Reading

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

- Write a paragraph that describes how clouds, lightning, and thunder develop during a thunderstorm. **(Informative/Explanatory)**
- Should people be scared of thunderstorms? Write a short opinion statement using details from the article to support your ideas. **(Opinion)**

Connect to the Internet

To further students' understanding of thunderstorms, go to <http://kidshealth.org/kid/watch/out/thunderstorms.html> and www.nssl.noaa.gov/education/students/.

Newspaper Article

Level P

Text Type: Newspaper Article

Summary: These pages are about the legendary ship *Titanic* and the tragedy of its sinking.

Themes/Ideas: learn details about the famous ship *Titanic*; understand the significance of its sinking

Informational Text Features: photos, captions, illustration

Academic Vocabulary:

- **enormous:** very large
- **elegant:** marked by grace and high style
- **scrambled:** rushed
- **remains:** is left over or behind

Domain-Specific Vocabulary:

- **maiden voyage:** a first trip
- **lifeboat:** a small boat carried on a larger boat to be used by the passengers and crew in case of emergency
- **wreck:** a destroyed ship

On This Day, April 14, 1912



Focus Question: Why was the sinking of the *Titanic* such a great tragedy?

First Reading

Read the title and preview the text, noting that this is a newspaper article that looks back at events that happened more than 100 years ago. Point out the images and captions. Have students read through the text independently. Then discuss the main ideas the writer shared about the tragedy that was the sinking of the *Titanic*.

Guided Close Reading

Photo and Text What words and phrases are used to describe the *Titanic*'s size? How do the descriptions work with the first photo and caption to help you picture the ship? ① ②

Words and Phrases in Context What does the writer mean by the phrase "floating palace"? How does this figurative language work with other details to help you imagine what the ship was like? ② ③

Key Ideas and Details The text says, "No one aboard this ship worried about iceberg warnings." Why is this detail important? ③

Think Aloud This detail shows that the people on board, including perhaps the crew, really believed that the ship was the most powerful ship on the sea, and that its size and speed made it unsinkable.

Make Inferences Some of the world's richest people were aboard the *Titanic*, but most of the passengers were not rich. What do these facts lead you to think about the experiences of different groups of people on the ship? ② ④

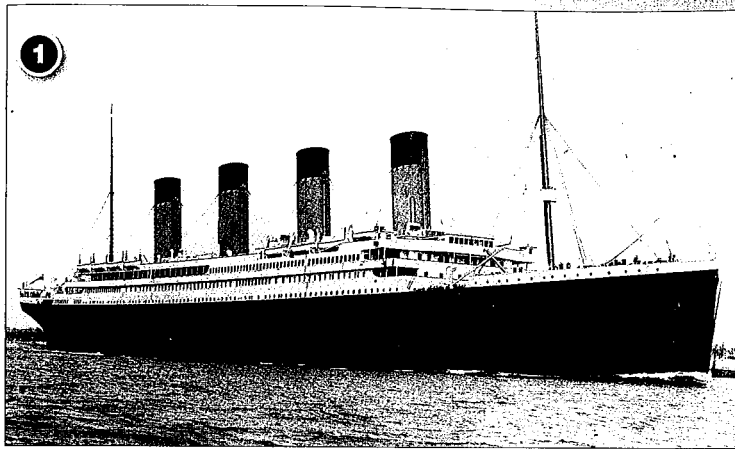
Vocabulary What does the word *scrambled* convey about the passengers trying to escape as the *Titanic* filled up with water? ④

Photos and Text The article has three images of the *Titanic*: one as it sets sail, one as it is sinking, and one of its wreckage. How do these images work with the details in the text to tell the story of the tragedy? ①-⑦

Think Aloud The photos show how the once large and powerful *Titanic* sank and turned into a rusted wreck. The text gives more information about the ship and those aboard it before, during, and after it hit an iceberg, including details about what happened and how many people died as a result.

Summarize People are still fascinated by the *Titanic* more than 100 years after its only voyage. Summarize the most important aspects of the disaster that you think make the topic so interesting. What details of the event do you think are the most important? ①-⑦

DAILY REPORTER: NEW YORK, N.Y., APRIL 14



The glorious "unsinkable" Titanic sets sail for New York on its maiden voyage.

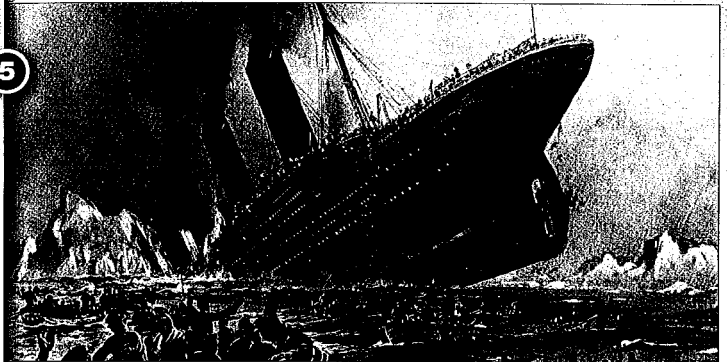
ON THIS DAY, APRIL 14, 1912

2 The *Titanic* set sail from England on April 10, 1912. The enormous ship was three football fields long. At eleven stories high, it was the largest thing anyone had ever built. The ship had elegant restaurants, a swimming pool, and indoor gardens. Some of the world's richest people were on the *Titanic*.

3 It was the ship's first voyage. This floating palace was going to New York City. **4** At around midnight, on April 14, 1912, a huge iceberg ripped open the side of the

crew intended to set a record getting there. That didn't seem to be a problem. The *Titanic* was the most powerful ship on the sea, bragged its builder. There was nothing to be afraid of. No one aboard this ship worried about iceberg warnings. The *Titanic* was unsinkable.

DAILY REPORTER: NEW YORK, N.Y., APRIL 14



Titanic. Tons of water poured into the ship. Most of the ship's 2,224 passengers were not rich. They were crowded in tiny rooms on the lower decks. These lower decks quickly filled up with water. People scrambled to the lifeboats. But there weren't enough lifeboats for everyone. Only 722 passengers were able to get into lifeboats and survive. More than 1,500 people drowned or froze to death in the water that night. Other ships came to help, but they arrived too late.

6 Today, we remember the people who were lost when the "unsinkable" *Titanic* sank to the bottom of the sea. The *Titanic*'s tragic story still fascinates people today. In 1985, Robert Ballard, an undersea explorer, discovered the wreck of the *Titanic* on the ocean floor. Since then, others have explored the shipwreck, hoping to see what remains of the great ship *Titanic*.



The bow of the *Titanic* lies 12,500 feet underwater.

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.

- Newspaper writers try to include all the important information about an event in their articles. Was this writer successful? Is there anything else you would have liked to have learned about this tragic incident that the writer did not mention?
- More than 1,500 of the *Titanic*'s passengers died. Based on text details, what could have been done to save more lives?
- There have been many fiction books, movies, and plays based on the *Titanic*. Why do you think the tragedy makes good material for a fictional retelling?

Write About Reading

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

- Which was a bigger mistake: not worrying about icebergs or not having enough lifeboats? Write a well-developed opinion statement, and use details from the article to support your claim. **(Opinion)**
- The crew intended to set a record and arrive in New York earlier than they had originally planned. Write a cause-and-effect paragraph to explain why this may have been so dangerous for the ship's maiden voyage. **(Informative/Explanatory)**

Connect to the Internet

To learn more about the *Titanic*, students can visit these websites: www.pbs.org/lostliners/t_artifact.html and www.titanicattraction.com/titanic-education-guide.php.

Question and Answer Book

Level P

Text Type: Question and Answer Book

Summary: These pages discuss comedy, from its beginning in early Greek plays to modern-day classics, and what it means to be funny.

Themes/Ideas: learn about the history of comedy; understand the characteristics of comedies

Informational Text Features: questions, answers, photos

Academic Vocabulary:

- **humorous:** funny
- **surprise:** something unexpected
- **twist:** a change from what is expected
- **riddle:** a puzzling question or problem that is a challenge to solve

Domain-Specific Vocabulary:

- **comedy:** a work meant to make people laugh
- **comedy classic:** an old example of comedy that is still respected and enjoyed

What's So Funny?



Focus Question: What is a comedy and what makes it funny?

First Reading

Read the title and note that these are pages from a question and answer book. Review the meaning of *comedy*. Point out the text format and features, including the questions, answers, and photos. For the first reading, have students read through the text on their own. Then discuss what makes a comedy and how comedy came to be what it is today.

Guided Close Reading

Sequence *What is the first question and answer in this excerpt? How does this question and answer pair help introduce the information that follows in the rest of the text?* ①

Vocabulary/Text Feature *What is a comedy? Given the author's definition of comedy, why do you think he or she chose the title "What's So Funny?"* ②

Think Aloud *A comedy is a movie, show, or play that is supposed to make people laugh. Based on this definition, I think the author chose the title because comedies are meant to be funny. The phrase "What's so funny?" is a question often asked by observers when someone is laughing at something unknown. So the author is also using that common phrase to start the reader thinking about comedy and how it makes us feel.*

Author's Craft *Read the answer to the second question. What pronoun does the author use here? How does that choice affect you as the reader?* ③

Think Aloud *The author uses the pronoun "you" to talk directly to the reader. This choice draws me into the text and makes me think about how I would answer the questions the author asks.*

Key Ideas and Details *How did comedies come to be? What questions and answers tell about the history of comedy and how the old traditions continue today? Why are these important details?* ④ ⑤

Connect Ideas *Based on details in the text, what makes people laugh? What makes some jokes, stories, or programs funnier than others?* ① ⑤

Vocabulary *What does the phrase comedy classic mean? Why does the author suggest that readers watch a comedy classic?* ⑥

Photos and Text *Who were the Marx Brothers? Why do you think the author chose to include a photo of them in this excerpt? What details in the photo suggest that they were funny?* ⑦

What's So Funny?

1 Q: WHAT MAKES SOMETHING FUNNY?

A: Some people may find silly jokes very funny. Other people laugh at humorous stories or books. Still others may giggle when they hear funny songs or riddles. There are many things that make us laugh.

2 Q: WHAT IS A COMEDY?

A: A comedy is a TV show, a play, or a movie that is written to make people laugh. When you have a choice, do you choose to watch a comedy? Or do you choose something serious, or not funny? Most people really love to laugh. Do you?



3 Q: WHAT WERE THE FIRST COMEDIES?

A: The first known comedies were plays written over two thousand years ago in ancient Greece by a man named Aristophanes (Ar-ih-STOFF-uh-nee-z). People watched actors perform his plays. The plays made people laugh.

4 Q: CAN PEOPLE STILL SEE ACTORS PERFORM THOSE OLD GREEK COMEDIES?

A: Yes, they can. Eleven of those plays are still popular today. Actors all over the world perform them!



5 Q: WHAT MAKES PEOPLE LAUGH?

A: Scientists have actually studied what makes us laugh. Scientists all agree that surprise is the key to laughter. That's why sometimes when actors fall unexpectedly or get soaked with water, people laugh. If a play has a funny twist that surprises us, we will likely laugh. But if we know the ending of a joke, even a very funny one, we probably won't laugh.

6 Q: WHAT IS A COMEDY CLASSIC?

A: Some funny plays, recordings, TV shows, and movies were written years ago. We call something a comedy classic if it was written years ago and still makes people laugh. Many people enjoy watching or listening to comedy classics. If you see a comedy classic, you may be laughing at the same funny things your grandparents or great grandparents laughed at. If you get a chance to watch a comedy classic, sit back and enjoy it!

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

- *What is the author's purpose, or reason for writing, this text? How does he or she use questions and answers to achieve that purpose?*
- *What are the main ideas of this text? What details support those main ideas? How do the photos support those main ideas and details?*
- *Why do you think comedies are still as popular today as they were in ancient Greece?*

Write About Reading

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

- Make a word web with "comedy" in the center. In the outer circles, add characteristics of comedy mentioned in the text that make it funny. Include brief descriptions with each characteristic. **(Informative/Explanatory)**
- Which question and answer pair gives you the most information about comedies? Write a well-developed opinion paragraph in which you state your choice and give details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To read more about ancient Greek theater, visit www.bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/. To learn more information about the Marx Brothers, visit www.pbs.org/wnet/gperf/shows/shtetl/multimedia/marxbros.html.

Level P Lessons at-a-Glance

LEVEL P

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Almanac Excerpt	<i>Weather</i>	Earth Science Geography	Complex	identify three key factors that cause weather; locate important information in a table	<ul style="list-style-type: none"> • http://eo.ucar.edu/kids/green/what1.htm • http://urbanext.illinois.edu/treehouse/
Brochure Excerpt	<i>Oak Street Farmers' Market</i>	Life Science	Basic	recognize the kinds of farm-fresh foods available at a farmers' market; understand nutritional benefits of eating fruits, vegetables, and dairy	<ul style="list-style-type: none"> • www.choosemyplate.gov/KIDS/ • www.nutrition.gov/farmers-markets
Essay	<i>Why Do Roaches Rule?</i>	Life Science	Complex	understand how cockroaches know when to hide; identify the traits that help cockroaches avoid danger	<ul style="list-style-type: none"> • www.pbs.org/wnet/nature/critters/cockroach.html • http://pbskids.org/dragonflytv/scientists/scientist23.html
Fact Book Excerpt	<i>Fantastic Fish</i>	Life Science	Basic	understand the parts of a fish and what they do; recognize that not all fish look or act the same	<ul style="list-style-type: none"> • www.whoi.edu/main/topic/sharks-and-other-fish • http://ocean.si.edu/ocean-life-ecosystems/fish
Guidebook Excerpt	<i>The Sonoran Desert</i>	Earth Science Geography Life Science	Basic	learn about the Sonoran Desert; understand why this area is so remarkable	<ul style="list-style-type: none"> • www.worldwildlife.org/ecoregions/na1310 • http://animals.sandiegozoo.org/animals/gila-monster
How-to	<i>Smile and Say Kimchi!</i>	Nutrition History Geography	Complex	find out what ingredients are used in kimchi and why it is a favorite food in Korea; learn about how to make a kimchi salad	<ul style="list-style-type: none"> • www.pbs.org/hiddenkorea/food.htm • www.exploratorium.edu/cooking/pickles/fermentation.html
Interview	<i>Animal Keeper</i>	Life Science	Moderate	recognize the main tasks of an animal keeper; recall animal facts	<ul style="list-style-type: none"> • http://kids.sandiegozoo.org/ • www.sdzsafaripark.org/parkwildlife/index.html
Magazine Article	<i>Thunderstorm!</i>	Earth Science	Moderate	understand the process that creates lightning and thunder; understand the importance of thunderstorms	<ul style="list-style-type: none"> • http://kidshealth.org/kid/watch/out/thunderstorms.html • www.nssl.noaa.gov/education/students/
Newspaper Article	<i>On This Day, April 14, 1912</i>	History	Complex	learn details about the famous ship <i>Titanic</i> ; understand the significance of its sinking	<ul style="list-style-type: none"> • www.pbs.org/lostliners/t_artifact.html • www.titanicattraction.com/titanic-education-guide.php
Question and Answer Book Excerpt	<i>What's So Funny?</i>	History	Moderate	learn about the history of comedy; understand the characteristics of comedies	<ul style="list-style-type: none"> • www.bbc.co.uk/schools/primaryhistory/ancient_greeks/arts_and_theatre/ • www.pbs.org/wnet/gperf/shows/shtetl/multimedia/marxbros.html