Text-Marking Lessons
for Active Nonfiction Reading

Reproducible Nonfiction Passages With Lessons That Guide Students to Read Strategically, Identify Text Structures, and Activate Comprehension

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# Contents

- **Introduction** ................................................................. 5
  - Connections to the Common Core State Standards .................. 5
  - How to Use the Companion Folder Files With an Interactive Whiteboard .......... 6
  - How to Use the Lessons .................................................. 6
  - Teaching Routine ......................................................... 8
  - Assessment ................................................................. 9

- **Lesson 1: Read for Details • White House Pets** ...................... 10
  - Reading 1: First Dogs .................................................. 11
  - Reading 2: Wild Pets ................................................... 12
  - Reading 3: Family Pets ................................................ 13

- **Lesson 2: Main Idea & Details • U.S. Coins** ............................ 14
  - Reading 1: Coins in Your Pocket .................................... 15
  - Reading 2: Jefferson’s Nickel ......................................... 16
  - Reading 3: State Quarters ............................................. 17

- **Lesson 3: Sequence of Events • Kids Save the Earth** ............... 18
  - Reading 1: Kids Recycle Sneakers .................................. 19
  - Reading 2: Kids Save a Beach ....................................... 20
  - Reading 3: Kids Plant Trees ......................................... 21

- **Lesson 4: Summarize • Camping Out** .................................. 22
  - Reading 1: Setting Up Camp ......................................... 23
  - Reading 2: Cooking on a Campfire ................................ 24
  - Reading 3: Finding Your Way ........................................ 25

- **Lesson 5: Cause & Effect • Caves** ..................................... 26
  - Reading 1: Hidden Places ............................................ 27
  - Reading 2: Underground Wonders .................................. 28
  - Reading 3: Cave Explorers .......................................... 29
Lesson 6: Make Predictions • Nature’s Ways .............................. 30
  Reading 1: Picnic in the Park .................................................. 31
  Reading 2: Sand Castles .......................................................... 32
  Reading 3: Snow Day ............................................................. 33

Lesson 7: Problem & Solution • Dogs on Duty .................... 34
  Reading 1: Python Pete .......................................................... 35
  Reading 2: Huskies to the Rescue ........................................ 36
  Reading 3: Guarding Lady Liberty ....................................... 37

Lesson 8: Compare & Contrast • All Kinds of Pets .......... 38
  Reading 1: Pet Snakes and Lizards ...................................... 39
  Reading 2: Pet Hamsters and Guinea Pigs ......................... 40
  Reading 3: Pet Canaries and Parrots ................................. 41

Lesson 9: Make Inferences • Ready for Rescue .......... 42
  Reading 1: Fire Alarm! .......................................................... 43
  Reading 2: Blackout! ............................................................ 44
  Reading 3: Emergency! ....................................................... 45

Lesson 10: Fact & Opinion • Healthy Habits .................. 46
  Reading 1: Snack Attack ...................................................... 47
  Reading 2: Feeling Fit .......................................................... 48
  Reading 3: Milk or Soda? ..................................................... 49

Lesson 11: Context Clues • Chinese New Year ........ 50
  Reading 1: Celebrate the New Year .................................... 51
  Reading 2: The Chinese Calendar ..................................... 52
  Reading 3: A Dragon Parade .............................................. 53

Lesson 12: Author’s Purpose • Alaska and Hawaii .... 54
  Reading 1: Our Two Newest States .................................... 55
  Reading 2: Visit a Volcano!/Under the Sea ........................ 56
  Reading 3: The Biggest State/Ride the Whale Watcher ......... 57

Answer Key ................................................................. 58

Lesson-by-Lesson Connections to the Common Core State Standards  .. 64
Introduction

Students at all grade levels must use reading comprehension skills in every class, every day. Therefore, the ability to comprehend text is an essential ingredient for academic success. To help students achieve their academic goals, introduce them to text marking—a proven, powerful tool for building comprehension skills.

*Text-Marking Lessons for Active Nonfiction Reading* provides engaging, ready-to-use readings for 12 key comprehension skills. The readings are organized around high-interest topics connected to the curriculum. They are specially written to engage students’ interest and specially formatted to provide practice with text marking. When enhanced with an interactive whiteboard, the readings allow students to “get into” and comprehend text in new and rewarding ways.

Why is text marking such an effective tool for comprehension? Marking a text focuses students’ attention by giving them concrete tasks. Circling a cause, underlining its effect, and boxing the signal word puts students inside the text. They become involved in active reading as they mark key comprehension elements. Text marking also helps students make the cognitive transfer between the text and comprehension. In addition, it highlights the importance of justifying an answer with evidence from the text.

For teachers, text marking provides quick and concrete evidence of whether or not students are on task and an accurate snapshot of skills students have mastered and skills they need to work on. Assessment is both concrete and constructive. The lessons in *Text-Marking Lessons for Active Nonfiction Reading* provide readings for teaching and modeling a skill, practicing a skill, and applying the skill. The gradual release instructional model is easy to follow and provides best practices for comprehension learning.

Text marking gives you an effective way to help students interact with text and improve their reading comprehension.

Connections to the Common Core State Standards

The Common Core State Standards emphasize the importance of close attention to the text and its features. Text marking provides an extremely effective tool to focus students on the dimensions of text complexity. For example, the lessons guide students to analyze meaning and purpose by making inferences and identifying author’s purpose. Students focus on text structure by text marking sequence of events, cause and effect, and problem and solution. Most important, text marking helps students identify evidence in the text to support their comprehension.
All 12 lessons in this book meet the following College and Career Readiness Anchor Standards for Reading:

R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.CCR.4: Interpret words and phrases as they are used in a text.

For a breakdown of how each lesson connects to the Common Core State Standards for English Language Arts, refer to the chart on page 64. Please visit www.corestandards.org for more details about the standards.

How to Use the Companion Folder Files With an Interactive Whiteboard

The Companion Folder includes 12 PDF files—one for each lesson—that contain all of the passages from the printed book. As soon as possible, transfer these files to the computer connected to your interactive whiteboard. Once they are in your computer, you can then import them into the whiteboard software for interactive use with your students. Taking care of this step in advance saves valuable class time and also helps you want to save edited samples for future reference.

If you are using SMART Notebook™ software for the SMART Board® or any other interactive whiteboard software, be sure you have installed the latest version. (This product was tested using the following software: Notebook for the SMART Board, version 10.7.154.0, and ActiveInspire for the Promethean ActivBoard, version 1.5.37817.)

How to Use the Lessons

Each lesson consists of four pages of instruction, readings, and text-marking activities.

The **Teaching Plan** gives you specific instructions and tips for teaching each skill through a set of three readings.

### Lesson 2   Teaching Plan

#### Main Idea & Details • U.S. Coins

1. **Introduce the skill**

   - Ask students what they know about U.S. coins. Prompt discussion with these questions: What are coins? What are the names of the coins? How are the coins used? (This could be a good opportunity to reinforce the terms quarter, nickel, dime, penny, cent, and other coin-related vocabulary.)

   - Reread the paragraph. Ask students which sentence best tells the main idea. Have them circle the first sentence. What is the most important point of the paragraph? What do we need to do to find the main idea? (This could be a good opportunity to reinforce the terms main idea, main point, or the most important point about the topic.)

   - To find the supporting details, I'll look for the most important point about the topic. The topic sentence is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the main idea.

   - The main idea is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the

2. **Model**

   - Students repeat the task for the next skill. Ask the students who need help. (This could be a good opportunity to reinforce the terms main idea, main point, or the most important point about the topic.)

   - To find the supporting details, I'll look for the most important point about the topic. The topic sentence is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the main idea.

   - The main idea is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the

3. **Practice**

   - Guide students to read the main idea and details in the following passage: By the end of the following paragraph, students should be able to find the main idea and supporting details.

   - To find the main idea, I'll look for the most important point about the topic. The topic sentence is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the

4. **Apply**

   - Guide students to read the main idea and supporting details in the following passage: By the end of the following paragraph, students should be able to find the main idea and supporting details.

   - To find the main idea, I'll look for the most important point about the topic. The topic sentence is that each coin has history stamped on its front and back. I'll circle the first sentence as the main idea. One detail is that Abraham Lincoln is on the penny. I'll underline that information. Another detail is that the

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**Materials**

- Reading 1: “Coins in Your Pocket” • page 14
- Reading 2: “Jefferson’s Nickel” • page 15
- Reading 3: “State Quarters” • page 16
- Notebook for the SMART Board, version 10.7.154.0
- ActiveInspire for the Promethean ActivBoard, version 1.5.37817

**Prompts for engaging prior knowledge**

**Definitions for introducing the skill**

**Language for modeling the skill**

**Prompts for practicing the skill**

**Tips for applying the skill and concluding the lesson**
Reading 1 introduces the topic for the lesson and provides a passage for you to model the comprehension skill.

Reading 2 provides a longer text for you to use with students to practice the skill together. It elaborates on the lesson topic.

Reading 3 provides another text for students to use independently to apply the skill. It extends the lesson topic.
Teaching Routine

Follow this routine for each lesson, using the specific instructional suggestions in the teaching plan and the three readings for the lesson.

1. **Introduce**
   - **ENGAGE PRIOR KNOWLEDGE**
     Prompt students with questions to discuss what they know about the lesson topic.
   
   - **TEACH THE SKILL**
     Introduce the skill using the student-friendly definitions provided for each lesson. These definitions also appear on the Reading 1 page.

2. **Model**
   - **MODEL THE SKILL**
     Display Reading 1 on the whiteboard and provide students with a copy. Direct students’ attention to the board. Point out the text markings they will be using for the skill as you review the skill definitions.
   
   - **READ THE PASSAGE**
     Ask students to follow along as you read aloud the first reading. Tell them to think about the skill and look for it in the text as they read.
   
   - **MARK THE TEXT**
     Use the modeling language in the teaching plan to demonstrate how to ask questions about the text and then apply the skill by marking the text on the board. Have students add these marks to their own copy for reference.

3. **Practice**
   - **PRACTICE THE SKILL**
     Display Reading 2 on the whiteboard and provide students with a copy. Point out the instructions for text marking.
   
   - **READ THE PASSAGE**
     Have students read the passage along with you. Ask them to think about the skill and look for its elements in the text as they read.
   
   - **MARK THE TEXT**
     Guide students to mark the skill in the text by asking the comprehension questions provided in the teaching plan.
   
   - **REVIEW TEXT MARKINGS**
     Help student volunteers mark the text on the whiteboard.
4. Apply

**APPLY THE SKILL**
Display Reading 3 on the whiteboard and provide students with a copy. Have them briefly review the text markings before reading.

**READ THE PASSAGE**
Direct students to read the passage independently. If you think students would benefit, have them read with a partner.

**MARK THE TEXT**
Ask students to follow the text-marking instructions and monitor their progress as they work independently or with a partner.

**REVIEW TEXT MARKINGS**
Have several students volunteer to mark the text on the whiteboard. Encourage students to use the academic language of the skill to explain how they marked the text.

**CONCLUDE THE LESSON**
Wrap up instruction with a prompt that challenges students to apply the topic to their own lives.

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**Assessment**

See the Answer Key on pages 58–63 for annotated versions of each exercise. You may want to be flexible in your assessment of student answers, as the text marks and responses in the annotated exercises do not always represent the only possible answers.

Encourage students to self-assess and correct their answers as you review the text markings on the whiteboard.

Provide additional support to students who need further instruction in the skill by using a fresh copy of the readings.
Lesson 1  Teaching Plan

Read for Details • White House Pets

1. Introduce
Ask students what they know about White House pets. Prompt a discussion with these questions: 
*Who lives in the White House in Washington, D.C.?* 
*Do you know about any pets that live in the White House?* As they read about White House pets, students should look for the following:

- The **topic**, or what the text is mostly about.
- The **details**, or important information that tells more about the topic.
- The answers to **questions** such as who, what, where, when, why, and how.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to find the topic and supporting details in “First Dogs.”

- To find the topic, I’ll ask myself what the reading is mostly about. The first sentence says “The White House is home to the President, his family, and their dogs.” The rest of the text tells about dogs that lived in the White House. I’ll box “The White House is home to the President, his family, and their dogs,” as the topic.
- To find important details, I’ll look for pieces of information that tell more about the topic. One detail is “President Obama gave his daughters a big, playful puppy.” I’ll underline that.
- To find more details, I’ll also look for the answers to questions like who, what, where,

when, why, and how. For example, “President James Buchanan had the biggest dog” answers a “who” question. I’ll underline that detail.

3. Practice
Guide students to mark the topic and important details in “Wild Pets” by asking the following questions.

PARAGRAPH 1:
- What is this reading mostly about?
- What animals did explorers send to President Jefferson?

PARAGRAPH 2:
- Who had a pet alligator?
- How many pets did Teddy Roosevelt have?

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: **Compare the life of a White House pet with the life of any other pet. How would it be different? How would it be the same?**
When you read for details, remember:

- A **topic** is what a text is mostly about.
- A **detail** is important information that tells more about the topic.
- Details answer **questions** such as who, what, where, when, why, and how.

**Read “First Dogs.”**

Find the topic and important details.

Then mark the text.

## First Dogs

The White House is home to the President, his family, and their dogs! Many dogs have lived in the White House. President Obama gave his daughters a big, playful puppy. They named it Bo. President James Buchanan had the biggest dog. It was named Lara. Lara weighed 170 pounds! Other White House dogs were Fido, Big Ben, and Buddy.
Wild Pets

1. Some Presidents had wild animals for pets. Thomas Jefferson sent explorers out west. They sent back a big box. Two bear cubs were inside. The President made the bears his pets. He built a cage on the White House lawn. He walked the bear cubs in the garden.

2. John Quincy Adams had a pet alligator. The alligator was a gift from a friend. The President kept it in the East Room. It snapped its jaws at visitors. Teddy Roosevelt had 40 pets in all. He loved wildlife. His pets included a zebra, a lion, and five bears.
Read “Family Pets.”
Find the topic and important details.
Then mark the text.

**Family Pets**

1. The children of some Presidents had pets that caused trouble in the White House. President Abe Lincoln had a young son named Tad. Tad owned a pair of goats. They were named Nanny and Nanko. The goats ran all over the White House. They pulled chairs like racing carts.

2. Teddy Roosevelt’s children had all kinds of pets. His daughter Alice had a green snake. Alice loved to carry it to parties. She would let the snake loose. Then she waited for the screams. Alice’s brother was named Archie. He had a pony called Algonquin. Once, Archie became very sick. His brothers knew how to cheer him up. They put the pony in the White House elevator. Then they took him up to Archie’s room. Archie felt better. But the pony didn’t want to leave!

**Mark the Text**

1. Find the topic and important details.
   - Box the topic.
   - Underline Tad Lincoln’s pets’ names.

2. Underline the important details.
   - Who had a green snake for a pet?
   - How did Archie Roosevelt’s brothers make him feel better?
Lesson 2  Teaching Plan

Main Idea & Details • U.S. Coins

1. Introduce the Skill
Ask students what they know about U.S. coins. Prompt a discussion with these questions: Whose face is on the front of a penny? What coin shows the history of the fifty states? As they read about U.S. coins, students should look for the following:

- The main idea, or the most important point about a topic.
- Supporting details, or information that tells more about the main idea.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to find the main idea and supporting details in “Coins in Your Pocket.”

- To find the main idea, I’ll look for the most important point about the topic. The topic is U.S. coins. The main idea of this reading is that each coin has history stamped on its front and back. I’ll circle the first sentence as the main idea.
- To find the supporting details, I’ll look for pieces of information that tell more about the main idea. One detail is that Abraham Lincoln is on the penny. I’ll underline that because it is a supporting detail. I’ll also underline the words that are on the back of many pennies.

Materials
- Reading 1: “Coins in Your Pocket” • page 15
- Reading 2: “Jefferson’s Nickel” • page 16
- Reading 3: “State Quarters” • page 17

3. Practice
Guide students to mark the main idea and details in “Jefferson’s Nickel” by asking the following questions.

PARAGRAPH 1:
- What is the main idea about U.S. coins in this paragraph?
- What is a supporting detail about why a nickel is called a nickel?
- What were five-cent coins called before 1866?

PARAGRAPH 2:
- What is the main idea about U.S. coins in this paragraph?
- How long has Jefferson been on the nickel?
- What do the backs of new nickels show?

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: If you could collect one kind of coin, which would it be? Explain why.
Main Idea & Details • U.S. Coins • 1

To find key information as you read, remember:

- The **main idea** is the most important point about a topic.
- **Supporting details** give information that tells more about the main idea.

Read “Coins in Your Pocket.”
Find the main idea and supporting details.
Then mark the text.

**Coins in Your Pocket**

Each U.S. coin has history stamped on its front and back. The face of a president is on the front of many coins. Abraham Lincoln is on the penny. George Washington is on the quarter. The back of each coin has a picture and words. The backs of many pennies show the Lincoln Memorial. The words “one cent” are below it.

Do you know whose face is on a dime? Check out the change in your pocket!
Read “Jefferson’s Nickel.”
Find the main idea and supporting details.
Then mark the text.

Jefferson’s Nickel

1 The nickel has a long history. Why is it called a nickel? It is partly made of the metal nickel. The first nickels were made in 1866. Before then, five-cent coins were silver. They were called “half-dimes.”

2 The face on the nickel belongs to Thomas Jefferson. Jefferson has been on our nickel since 1938. The backs of many nickels show Jefferson’s home. In 2004, the U.S. Mint made new nickels. Jefferson is still on the front. Pictures of the American West are on the back. One shows a buffalo. Take a look in your pocket. What is on the back of your nickels?

Mark the Text

1 Find the main idea and supporting details.
   - Circle the main idea.
   - Underline why a nickel is called a nickel.
   - Underline what five-cent coins were called before 1866.

2 Find the main idea and supporting details.
   - Circle the main idea.
   - Underline how long Jefferson has been on the nickel.
   - Underline what the backs of new nickels show.
Read “State Quarters.”
Find the main idea and supporting details. Then mark the text.

**State Quarters**

1. In 1999, the U.S. Mint began making state quarters. It made five new quarters each year for ten years. There were 50 in all. Which state’s quarter was first? It was Delaware, the first state to join the Union. The quarter for Hawaii came last.

2. The back of each state quarter has a picture for the state. It is an important person, place, or event in the state’s history. The Alaska quarter shows a bear and a salmon. Florida’s quarter shows a ship and the space shuttle.

What is on the back of your state’s quarter?

**Mark the Text**

1. Find the main idea and supporting details.

   - Circle the main idea.
   - Underline why Delaware was the first state quarter.

2. Find the main idea and supporting details.

   - Circle the main idea.
   - Underline what is on the back of Alaska’s quarter.
Lesson 3 Teaching Plan

Sequence of Events • Kids Save the Earth

1. Introduce the Skill

Ask students what they know about helping to save the environment. Prompt a discussion with these questions: What have you done to help save the environment? What projects can kids do to help the Earth? As they read about protecting the environment, students should look for the following:

- The **events**, or important things that happen in the text.
- The **sequence**, or the order in which things happen.
- **Signal words** that help explain the order in which things happen, such as first, next, last, yesterday, tomorrow, and finally, plus times and dates.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model

Model for students how to find a sequence of events in “Kids Recycle Sneakers.”

- First, I’ll look for signal words that help me understand the order of events. I see the word first. I’ll put a box around that. Next, I’ll box the other signal words like next, then, and finally.
- To identify the events, I’ll look for important things that happened, like when the class asked kids for their old sneakers. I’ll underline the events.
- To find the sequence, I’ll ask myself what happened first, next, and last. I’ll number the events in the order they happened. The first event is that they asked kids for their old sneakers. The last event is that they finally made the bottoms into a big rubber mat.

3. Practice

Guide students to mark the sequence of events in “Kids Save a Beach” by asking the following questions.

- What signal words tell when events happened?
- What important events happened when they saved the beach?
- What happened first? What happened next? What happened last?

4. Apply

Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Which one of these environmental projects did you like best? Explain why.

Materials

- Reading 1: “Kids Recycle Sneakers” • page 19
- Reading 2: “Kids Save a Beach” • page 20
- Reading 3: “Kids Plant Trees” • page 21
To determine the sequence of events as you read, remember:

- **Events** are important things that happen.

- The **sequence** is the order in which things happen.

- **Signal words** help explain the order in which things happen, such as *first*, *next*, *last*, *yesterday*, *tomorrow*, and *finally*, plus times and dates.

Read “Kids Recycle Sneakers.”
Find the sequence of events.
Then mark the text.

**Kids Recycle Sneakers**

Can old sneakers help the environment?

A fourth-grade class learned how. First, they asked kids for their old sneakers. Next, they put an ad in a newspaper. Then, they collected the shoes and counted them. The total was 471 pairs! Next, they recycled the sneakers. Finally, the bottoms were made into a big, rubber mat. It became the surface for a new playground.
Read “Kids Save a Beach.”
Find the sequence of events.
Then mark the text.

**Kids Save a Beach**

The town of Margate, New Jersey, sits on a beautiful beach. Every winter, storms come off the Atlantic Ocean. Wind and waves sweep away sand into the ocean. Fourth-graders in Margate decided to save the beach.

First, they asked the town to collect used Christmas trees and bring them to the beach. Then, workers dug long, deep holes in the sand. Next, the students dragged the trees into the holes. Then, they buried the bottom halves of the trees in the sand. The top halves stood up. Finally, nature did the rest. The trees caught sand blowing in the wind. Sand dunes formed to protect the beach. Now the sand doesn’t wash out to sea anymore.
Read “Kids Plant Trees.”
Find the sequence of events.
Then mark the text.

**Kids Plant Trees**

A Girl Scout troop in Oregon planted trees to help the environment. First, they decided where to plant the trees. They chose a neighborhood park. Then they bought trees at a local nursery. Next, they planted the trees. They dug a hole as deep as the tree roots and twice as wide. Then they put in the trees and filled the holes with dirt. Finally, they watered the trees.

How will the trees help the environment? They make the air cleaner to breathe. They give a home to wildlife. And they make the earth a more beautiful place.
Lesson 4  Teaching Plan

**Summarize • Camping Out**

1. **Introduce the Skill**
Ask students what they know about camping out. Prompt a discussion with these questions: *What would it be like to spend the night in nature? How would you sleep, eat, and find your way around?* As they read about camping out, students should think about the following:

- The **topic**, or what the reading is mostly about.
- The **important details** that tell more about the topic.
- A **summary**, or short statement of the topic and important details of a reading.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. **Model**
Model for students how to summarize “Setting Up Camp.”

*First, I’ll find the topic, or what the reading is mostly about. I’ll circle “When you camp out, choose a good spot to pitch your tent.”*

*Next, I’ll check important details that tell about the topic. One important detail is “Find a place that is on high, dry ground.” I’ll also check other important details.*

*To summarize, I’ll put together a short statement about the topic and important details in my own words. I’ll write: Find a good place to pitch your tent. Choose a place that is dry, cool, and flat.*

3. **Practice**
Guide students to summarize “Cooking on a Campfire” by asking the following questions.

- *What is this reading about?*
- *What are several important details?*
- *How will you summarize the reading in your own words?*

4. **Apply**
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: *Would you like to camp out in nature? Why or why not?*

**Materials**

- Reading 1: “Setting Up Camp” • page 23
- Reading 2: “Cooking on a Campfire” • page 24
- Reading 3: “Finding Your Way” • page 25
To summarize a passage you have read, remember:

- The **topic** is what the reading is mostly about.
- The **important details** tell more about the topic.
- A **summary** is a short statement of the topic and important details of a reading.

Read “Setting Up Camp.” Find the topic and important details. Then mark the text and write a summary.

**Setting Up Camp**

When you camp out, choose a good spot to pitch your tent. Find a place that is on high, dry ground. Camp away from a lake or river because there are lots of mosquitoes around water. Next, pitch your tent under trees. The trees will block out the sun and their shade will keep you cool. Finally, choose a spot that is smooth and flat. You don’t want to sleep on a rock!
Cooking on a Campfire

You can help set up a fire pit to cook your food. Begin by finding a piece of ground that has bare soil. Use a shovel or trowel to dig a hole. Make the hole about 2 feet wide and six inches deep. Then gather up about 20 rocks. Circle the hole with the rocks to keep the fire inside the pit. Ask an adult to build the campfire. You can help by gathering fuel. Pick up dried grass and small dead twigs.

Cooking over a campfire is fun, and the food is delicious. You can roast hot dogs and marshmallows. You can make flapjacks on a griddle. But always be safe with your fire. Have a bucket of water nearby. Also be safe with your food. Wrap leftover food in bags. There may be bears around!
Read “Finding Your Way.” Find the topic and important details. Then mark the text and write a summary.

**Finding Your Way**

You can use nature signs to find your way if you are lost in the woods. First, look for the sun in the sky. In the morning, the sun rises in the east. In the evening, it sets in the west.

Moss grows more on the north side of a tree. That is because it is cooler there. In the spring, snow melts faster on the south side of a tree. More snow is left on the northern side.

At night, look for the North Star to find your way. First, find the Big Dipper and the Little Dipper. The North Star is the top star in the Little Dipper’s handle. It shines very brightly in the north part of the sky.

Summarize the text.
- Circle the topic.
- Check important details.
- Write a summary in your own words on the lines.
1. Introduce the Skill

Ask students what they know about caves. Prompt a discussion with these questions: Where would you find a cave? What would it be like inside? As they read about caves, students should look for the following:

- A **cause**, or a reason something happened.
- An **effect**, or what happened as a result.
- **Signal words** that help identify the cause and effect. Examples are therefore, as a result, because, so, and for this reason.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model

Model for students how to find a cause-and-effect relationship in “Hidden Places.”

- To find the cause, I’ll ask, “Why did something happen?” The text says that wind and weather wear down rock. I’ll circle that sentence because it is the cause.
- I see the signal words as a result. I’ll draw a box around the words because they tell me that an effect is next.
- To find the effect, I’ll ask “What happened as a result?” It says that caves were formed. I’ll underline that because it is the effect.

3. Practice

Guide students to mark the cause-and-effect relationships in “Underground Wonders” by asking the following questions.

**PARAGRAPH 1:**
- What do acid and water do?
- What signal word tells you there is a cause-and-effect relationship?
- What happens as a result of the acid and water eating limestone rock?

**PARAGRAPH 2:**
- What does the dripping water do?
- What signal word tells you there is a cause-and-effect relationship?
- What happened as a result of the dripping water with minerals?

4. Apply

Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Would you like to explore a cave? What effect would being in a cave have on you?
To identify the cause and effect as you read, remember:

- A **cause** is the reason something happened.
- An **effect** is what happened as a result.
- **Signal words** help identify the cause and effect. Examples are: *therefore, as a result, because, so,* and *for this reason.*

Read “Hidden Places.”
Find a cause-and-effect relationship.
Then mark the text.

**Hidden Places**

Caves are deep. They are dark. They are hidden from sight. Amazing things are hidden inside a cave. A process called weathering creates caves. Wind and water wear down rock. As a result, caves are formed. It takes thousands of years to form a cave.

A cave can be a narrow tunnel, or it can be a huge room called a cavern. Big or small, all caves have hidden mysteries to explore.
Read “Underground Wonders.”
Find the cause-and-effect relationships.
Then mark the text.

**Underground Wonders**

1 Water can form beautiful limestone caves. As rain falls, it soaks into the ground. There, the water mixes with acid. The mixture can eat through limestone rock. Over time, the acid and water eat bigger and bigger holes in the rock. As a result, a limestone cave forms.

2 Limestone caves are underground wonders. They have rocks with amazing shapes. Some hang from the ceiling. They look like stone icicles. Others rise up from the floor. They look like stone spikes. Dripping water leaves minerals behind. As a result, the minerals turn into the amazing rocks.

**Mark the Text**

1 Find a cause-and-effect relationship.
   - Circle the cause.
   - Box the signal word.
   - Underline the effect.

2 Find a cause-and-effect relationship.
   - Circle the cause.
   - Box the signal word.
   - Underline the effect.
Read “Cave Explorers.”
Find the cause-and-effect relationships.
Then mark the text.

Cave Explorers

1. Would you like to explore a cave? Scientists explore caves to study them. Other people explore caves, too. Caves are dark and dangerous. As a result, explorers need special equipment. They wear boots and hard hats. They carry flashlights and compasses. They bring along food, water, and a first aid kit.

2. What animals do cave explorers see? Bats are the best-known cave animals. The bats hang from the cave ceiling by their feet. As a result, they sleep upside down! At night, the bats fly out of the cave. They hunt for insects to eat. There are over two hundred caves you can visit in the United States. A guide will lead you through their deep, dark world.
Lesson 6  Teaching Plan

Make Predictions • Nature’s Ways

1. Introduce the Skill
Ask students what they know about how nature works. Prompt a discussion with these questions: What would you predict was going to happen if you heard thunder and the sky was full of dark clouds? What would you predict was going to happen if you left a bottle of water out in the freezing weather? As they read about nature’s ways, students should do the following:

- Look for clues that tell what might happen next in a story.
- Use their own experience or knowledge to add to the story clues.
- Make a prediction, or guess, about what is going to happen next in a story.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to make a prediction about “Picnic in the Park.”

- To make a prediction about what Sam’s family saw when they came back to the picnic table, I’ll look for clues in the text. It says that squirrels were jumping from branch to branch and that the squirrels were chattering. I’ll underline those clues.
- Next, I’ll think about my own experience and knowledge. I know that squirrels like to eat nuts.
- I’ll put together the story clues with my own experience and make a prediction. I predict that Sam’s family saw that the squirrels had been eating the nut cake.

3. Practice
Guide students to make a prediction about “Sand Castles” by asking the following questions.

PARAGRAPH 1:

- What story clues give hints about what might happen to the sand castle?
- What experience or knowledge do you have about how the ocean tides work?
- Make a prediction about what Ricky and Maria saw when they came back to the beach.

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Do you think you can always predict what will happen in nature? Why or why not?

Materials

- Reading 1: “Picnic in the Park” • page 31
- Reading 2: “Sand Castles” • page 32
- Reading 3: “Snow Day” • page 33
To help you make a prediction as you read, remember:

- A **story clue** hints at what might happen next.
- Your **experience or knowledge** is what you already know.
- A **prediction** is a guess about what will happen next.

Read “Picnic in the Park.” Mark the text and make a prediction.

**Picnic in the Park**

Sam’s family packed a picnic for the park. Sam brought along his soccer ball. At the park, they found a table under a big tree. Squirrels were jumping from branch to branch in the tree. Sam’s mom unpacked the sandwiches, apples, and a nut cake. As they ate, the squirrels chattered above them. Sam’s mom decided to save the cake for later. They all jumped up to play soccer.

When they came back, what do you think they saw?
Read “Sand Castles.” Mark the text and make a prediction.

Sand Castles

Ricky and Maria ran across the beach to the ocean. The tide was just going out. The waves left seashells behind on the sand. Maria ran to pick up shells. Ricky sat down and started to build. He scooped up wet sand and made the walls of a sand castle.

Maria joined him. She dribbled sand on top of the walls. She made towers out of sand. Their dad came up to take photos. Ricky and Maria stood by their sand castle and grinned. Then they went inside to get out of the hot sun.

Late that afternoon, Ricky and Maria came back to the beach. The water was much closer now. They looked for their sand castle. What do you think they saw?

________________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Read “Snow Day.” Mark the text and make a prediction.

**Snow Day**

The snow fell all night long. By the morning, it was 12 inches deep. The town closed the schools and called a snow day! Tony and Matt slept an extra hour in the morning. Then they put on hats, gloves, boots, and warm coats and ran into their backyard. The sun was warm and bright.

The boys rolled the snow into three big balls. They put the balls on top of each other. They used rocks for eyes and a carrot for a nose. Then they added a hat and scarf. The sun became warmer and warmer. Tony and Matt played outside all day. When they went inside, their snowman looked smaller.

The next morning, they had to go back to school. The temperature was up to 50 degrees! Tony and Matt went to the window to check on their snowman. What do you think they saw?

________________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Mark the Text**

Make a prediction. What did Tony and Matt see?

- Underline story clues.
- Think about your experience and knowledge.
- Write a prediction on the lines.
Lesson 7  Teaching Plan

Problem & Solution • Dogs on Duty

1. Introduce the Skill
Ask students what they know about dogs on duty. Prompt a discussion with these questions:
Where have you seen a dog working with the police? What other jobs can dogs do? As they read about working dogs, students should look for the following:

- **A problem**, or a difficult situation that needs to be fixed.
- **A solution**, or way of dealing with a problem or difficulty.
- **Signal words** that describe the problem and solution, such as *problem, challenge, solve, fix, and solution*.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to find a problem and solution in “Python Pete.”

- **First**, I’ll look for signal words that give me clues about the problem and solution: I’ll box problem and solve the problem.
- **To find the problem**, I’ll look for the difficult situation that has to be fixed. The text says that the huge snake is killing and eating the other animals. I’ll circle that.
- **To find the solution**, I’ll look for how the problem was solved. I read that a brave beagle is helping to solve the problem. I’ll underline that sentence.

3. Practice
Guide students to mark the problem and solution in “Huskies to the Rescue” by asking the following questions.

PARAGRAPH 1:
- What signal words give you clues about the problem and solution?
- What problem do the rangers have in winter?
- What is the solution to the problem?

PARAGRAPH 2:
- What signal words give you clues about the problem and solution?
- What problem do the rangers have with the huskies in the summer?
- How is the problem solved?

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Which dog do you think has the most dangerous job? The best job?

Materials

- Reading 1: “Python Pete” • page 35
- Reading 2: “Huskies to the Rescue” • page 36
- Reading 3: “Guarding Lady Liberty” • page 37
Problem & Solution • Dogs on Duty • 1

To help you identify a problem or solution as you read, remember:

- A **problem** is a difficult situation that needs to be fixed.
- A **solution** is a way of dealing with a problem or difficulty.
- **Signal words** such as *problem, challenge, solve, fix,* and *solution* help describe the problem and solution.

Read “Python Pete.”
Find the problem and solution.
Then mark the text.

**Python Pete**

Everglades National Park is full of wildlife. There are alligators, birds, and snakes. Now another animal has moved in. It is the Burmese python. This huge snake is causing a big problem. It is killing and eating the other animals. A brave beagle is helping to solve the problem. The dog’s name is Pete. Pete tracks the python through the swamp. He lets rangers know when he finds one. They remove the python. And Pete gets a treat.
Read “Huskies to the Rescue.”
Find the problems and solutions.
Then mark the text.

Huskies to the Rescue

1  Denali National Park is in Alaska. In the winter, it is covered with snow and ice. Park rangers have a big problem getting around. They can’t ride ATVs in parts of the park. So what do they do? Alaskan husky dogs solve the problem. A team of about 30 huskies lives in Denali. They pull rangers on sleds through the park.

2  There isn’t as much snow in the summer. The rangers want to keep the dogs busy. How do they solve the problem? They have the huskies entertain visitors. The dogs put on shows for about 50,000 visitors a year. People learn about the husky breed. They see the dogs’ sleds. Best of all, they can pet the dogs and have their pictures taken with them.
Read “Guarding Lady Liberty.”
Find the problems and solutions.
Then mark the text.

Guarding Lady Liberty

1 Dogs also work at the Statue of Liberty.
The statue sits on an island near New York City.
Rangers have to keep Lady Liberty safe from damage.
A team of special dogs solves the problem. The dogs can sniff out harmful materials. They search the boats going to Liberty Island.

2 The Statue of Liberty has other visitors.
Thousands of geese land on the island. They eat the grass on the park’s lawn. They leave behind over a pound of droppings each day. That’s big trouble! The solution is a border collie named Misty. Misty patrols the park. She chases away the geese. Best of all, Misty loves people. She welcomes visitors to see Lady Liberty.
Lesson 8  Teaching Plan

Compare & Contrast • All Kinds of Pets

1. Introduce the Skill
Ask students what they know about pets that aren’t cats and dogs. Prompt a discussion with these questions: What kind of pets do owners keep in cages? What is the difference between a hamster and a guinea pig? As they read about different kinds of pets, students should do the following:

- **Compare**, or tell how two or more things are alike.
- **Contrast**, or tell how two or more things are different.
- Look for **signal words** such as both, too, alike, in addition, same, but, rather than, however, and different.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to find comparisons and contrasts in “Pet Snakes and Lizards.”

- To compare, I’ll ask myself how two things are the same. I’ll look for signal words such as both, too, alike, in addition, same, but, rather than, however, and different.

- To contrast, I’ll ask myself how two things are different. I’ll look for signal words such as but, rather than, however, and different.

Guide students to mark the comparisons and contrasts in “Pet Snakes and Lizards” by asking the following questions.

PARAGRAPH 1:

- How are the homes of hamsters and guinea pigs the same?
- How are their homes different?

PARAGRAPH 2:

- How are hamsters and guinea pigs the same?
- What are two ways they are different?

3. Practice

Guide students to mark the comparisons and contrasts in “Pet Hamsters and Guinea Pigs” by asking the following questions.

PARAGRAPH 1:

- How are the homes of hamsters and guinea pigs the same?
- How are their homes different?

PARAGRAPH 2:

- How are hamsters and guinea pigs the same?
- What are two ways they are different?

4. Apply

Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Which of these pets would you most like to have? Explain your choice.
To help you compare and contrast information as you read, remember:

- To **compare** means to tell how two or more things are the same.
- To **contrast** means to tell how two or more things are different.
- **Signal words** help describe a comparison or a contrast. Examples are *both, too, also, in addition, same, but, rather than, however,* and *different."

Read “Pet Snakes and Lizards.” Compare and contrast the two kinds of pets. Then mark the text.

**Pet Snakes and Lizards**

Would you like a pet snake or lizard? These unusual pets are reptiles. They both have the same kind of scaly skin. They both eat other animals for food.

Snakes and lizards are different in many ways. A lizard has legs, but a snake is legless. Small pet lizards eat insects or worms. However, a snake has a different diet. It likes to eat small live animals like mice.

These reptile pets aren’t for everyone. But 13 million owners love their scaly friends.
Read “Pet Hamsters and Guinea Pigs.”
Compare and contrast the two kinds of pets.
Then mark the text.

**Pet Hamsters and Guinea Pigs**

1. Hamsters and guinea pigs are small, caged pets. Both animals need a safe home to live in. They cannot run loose around a house. A hamster needs a cage made of metal. It has sharp teeth and loves to chew. However, a guinea pig needs a different kind of home. It likes a hutch made of wood and wire.

2. Hamsters and guinea pigs are both rodents. They have sharp teeth to gnaw on hard foods. The two animals have different diets. Hamsters eat meat and vegetables, but guinea pigs eat only vegetables. Hamsters and guinea pigs are both good pets. However, they have different personalities. Guinea pigs are more loving. They like more attention. Hamsters are more active. They like to run on their wheels for miles a day!

**Mark the Text**

1. Compare and contrast the homes of hamsters and guinea pigs.
   - Circle a way they are the same.
   - Underline a way they are different.
   - Box the signal words.

2. Compare and contrast what they eat and their personalities.
   - Circle two ways they are the same.
   - Underline two ways they are different.
   - Box the signal words.
Read “Pet Canaries and Parrots.”
Compare and contrast the two types of birds.
Then mark the text.

**Pet Canaries and Parrots**

1. Many people have pet birds. A canary and a parrot are popular pets. Both birds live in cages. However, the cages are different sizes. The smaller canary has a small cage. The larger parrot has a big cage. A canary needs to fly across its cage. A parrot needs to flap its wings for exercise.

2. Both canaries and parrots make interesting sounds. But the sounds are very different! Canaries are songbirds. They can sing pretty songs. Parrots can talk. They can repeat an owner’s words.

   Which bird would you like better?

**Mark the Text**

1. Compare and contrast the cages of pet canaries and pet parrots.
   - Circle a way they are the same.
   - Underline a way they are different.
   - Box the signal words.

2. Compare and contrast the sounds that they make.
   - Circle a way they are the same.
   - Underline a way they are different.
   - Box the signal words.
Lesson 9  Teaching Plan

Make Inferences • Ready for Rescue

1. Introduce the Skill
Ask students what they know about community rescue workers. Prompt a discussion with these questions: Who would save you in case of a fire? Who would help if you had an accident? Who might take you to the hospital? As they read about community rescue workers, students should do the following:

• Ask if there is an idea the author hints at, but doesn’t state directly.
• Look for text clues that help them figure out the unstated idea.
• Combine the text clues with their own knowledge and experience.
• Make an inference about something that isn’t stated in the text.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to make an inference about “Fire Alarm!”

• First, I’ll ask a question about the text. What did the firefighters find inside the school?
• To find text clues, I’ll look for information that hints at the meaning of what happened. It says that the firefighters went into the school. They came back out twenty minutes later. Jenny’s father said the school is safe. I’ll underline those pieces of information.
• To use my own knowledge and experience, I’ll think about what happens if there is a fire.

3. Practice
Guide students to make an inference about “Blackout!” by asking the following questions.

• Why did Miguel’s mother have to direct traffic for six hours?
• What text clues give you a hint?
• What can you add from your own knowledge?
• What inference can you make?

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: If you heard an ambulance coming down the street with its siren on, what inference would you make?

Materials

- Reading 1: “Fire Alarm!” • page 43
- Reading 2: “Blackout!” • page 44
- Reading 3: “Emergency!” • page 45
To help you make inferences as you read, remember:

- An **inference** is a combination of text clues and what you already know.
- A **text clue** is a key word or detail that helps a reader figure out an unstated idea.
- **Background knowledge** is what you already know about a topic.

Read “Fire Alarm!” Find text clues and combine them with your own knowledge to make an inference. Then mark the text.

**Fire Alarm!**

Jenny’s father is a firefighter. One day, the fire alarm rang at Jenny’s school. Everyone left the building. Soon, they heard the sound of sirens. A fire truck roared up. Firefighters jumped out and ran inside the school. Jenny saw her dad with them. Twenty minutes later, the firefighters came back out.

Jenny’s father walked up to her class. “You can go back in, kids” he said. “The school is safe.” He gave Jenny a quick hug and then jumped back on the fire truck.
Read “Blackout!” Find text clues and combine them with your own knowledge to make an inference. Then mark the text.

**Blackout!**

Miguel’s mother is a police officer. She works downtown in the city. Miguel goes to a day camp in the summer. His mother usually drops him off and picks him up. But one day last summer, things were different. The temperature soared. Soon, it was over 100 degrees. Suddenly, all the lights went off. There was no electricity in the whole city.

That day, Miguel’s father picked him up from camp. They drove home carefully. They had take-out food for dinner.

Miguel’s mother got home late. She had to work until 10:00. She said her arms were really tired. She directed traffic for six hours that day!

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**Mark the Text**

Make an inference: Why did Miguel’s mother have to direct traffic for six hours?

- Underline text clues.
- Think about what you already know.
- Write your inference on the lines.
Read “Emergency!” Find text clues and combine them with your own knowledge to make an inference. Then mark the text.

**Emergency!**

Ty’s father is an EMT. He works inside an ambulance. He takes care of people in an emergency.

One evening, the phone rang. Ty’s father picked it up. He said he would be right there. Ty’s dad said that a young couple needed an ambulance. The woman had to get to the hospital right away.

Four hours later, Ty’s dad came home. He had a big smile on his face. He told Ty what happened. “We picked up two people. By the time we got to the hospital, there were three of them!”

“Great work, Dad,” Ty said.

**Mark the Text**

Make an inference:
What happened in the ambulance?

- Underline text clues.

Think about what you already know.

Write your inference on the lines.
1. Introduce the Skill

Ask students what they know about healthy eating and exercise. Prompt a discussion with these questions: How many hours of exercise do you think you should get every week? Do you think you eat healthy food? As they read about healthy habits, students should look for the following:

- A fact, or a statement that can be proven true.
- An opinion, or a statement of someone’s personal feeling or belief.
- Signal words, such as believe, think, feel, and unfair, which can help them recognize an opinion.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model

Model for students how to identify facts and opinions in “Snack Attack.”

- To identify a fact, I’ll ask “Can this statement be proven true? Where or how would I check whether it’s true?” I’ll circle the statement, “A cookie can have about 140 calories.” That is a fact because I can prove that it’s true by checking in a book or on the Internet. I’ll also circle the sentence, “An apple has 60 calories.”
- To identify an opinion, I’ll ask, “Is this someone’s belief, feeling, or judgment?” I’ll also look for signal words, such as think, believe, best, worst, fair, and unfair. I’ll underline the sentence, “Many kids think cookies are the best snack” because that is an opinion. It has the signal word think and tells how someone feels. I’ll also underline the sentence “They believe that fruit is the better snack” and I’ll box believe.

3. Practice

Guide students to mark the facts and opinions in “Feeling Fit” by asking the following questions.

- What are two statements that are facts?
- How could you check to see that they are true?
- What are two statements that are opinions?
- What signal words tell you that they are opinions?

4. Apply

Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: How can you get more exercise every week? What part of your diet would you like to change?
To identify facts and opinions as you read, remember:

- A **fact** is a statement that can be proved to be true.
- An **opinion** is a statement of someone’s personal belief or feeling.
- **Signal words**, such as believe, think, feel, and unfair help you recognize an opinion.

Read “Snack Attack.”
Identify facts and opinions.
Then mark the text.

**Snack Attack**

Many kids think cookies are the best snack. They want them every day after school. Many parents do not agree. They believe that fruit is a better snack. They buy apples for snacks.

A cookie can have about 140 calories. That is a lot for one snack. An apple has 60 calories. It also has vitamins B and C. Which snack do you think is better?
Read “Feeling Fit.”
Identify facts and opinions.
Then mark the text.

**Feeling Fit**

Fitness is a hot topic. How do kids feel about it? Should they exercise more? Some kids say no. They believe they are fit enough. At home, they watch TV. Or, they play on the computer. On average, kids watch about 28 hours of TV every week. If you add on computers and cell phones, it’s 53 hours a week.

Other kids think that more exercise is better. They play sports after school. They walk, ride their bikes, or run. Many doctors tell their kid patients to get about 60 minutes of exercise every day. They believe in fitness first.

What about you? Are you feeling fit?
Read “Milk or Soda?”
Identify facts and opinions.
Then mark the text.

Milk or Soda?

What we drink is as important as what we eat.
Drinks can be good for you or bad for you. They can be full of vitamins or full of calories.
Some kids believe that milk is a great drink.
They like to have it with peanut butter and jelly sandwiches. Milk has several vitamins and calcium.
Calcium is a mineral that builds strong bones. Other kids think soda tastes better. Soda doesn’t have any vitamins. A can of soda has about 150 calories, all of them from sugar.

What is your choice? Do you like milk or soda better?
Lesson 11  Teaching Plan

Context Clues • Chinese New Year

1. Introduce the Skill
Ask students what they know about the Chinese New Year. Prompt a discussion with these questions: What do you know about the Chinese New Year? How is it celebrated? As they read about the Chinese New Year, students should look for the following:

- An unfamiliar word, or a word they don’t know the meaning of.
- The context, or words and sentences around the unfamiliar word.
- Context clues, or specific clues in the sentences that can reveal the meaning of the unfamiliar word.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

2. Model
Model for students how to use context clues to find the meaning of an unfamiliar word in “Celebrate the New Year.”

- I’ll circle the word symbol as an unfamiliar word to learn more about.
- To find context clues, I’ll look in the sentence the word is in, and the sentences around it. I’ll underline the words “The color red” and “for happiness.” Next, I’ll underline “stands for” in the next sentence.
- To identify the meaning of symbol, I’ll put together the clues and write its meaning. A symbol is a thing that stands for something else.

3. Practice
Guide students to use context clues to find the meaning of an unfamiliar word in “The Chinese Calendar” by asking the following questions.

PARAGRAPH 1:
- What does the word lunar mean?
- What context clues can you find for the meaning of lunar?
- Can you describe the meaning of lunar?

4. Apply
Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: Which year would you want to be born in: the rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, or pig?

Materials

- Reading 1: “Celebrate the New Year” • page 51
- Reading 2: “The Chinese Calendar” • page 52
- Reading 3: “A Dragon Parade” • page 53
To understand the meaning of unfamiliar words as you read, remember:

- An **unfamiliar word** is a word that you don’t know the meaning of.
- **Context** is the words and sentences around the unfamiliar word.
- **Context clues** are specific clues in the sentences that can reveal the meaning of the unfamiliar word.

Read “Celebrate the New Year.” Use context clues to figure out the meaning of an unfamiliar word and mark the text.

**Celebrate the New Year**

People celebrate the Chinese New Year all around the world. What do they do? Families give each other red and gold envelopes. The envelopes contain gifts of money. The color red is a **symbol** for happiness. The color gold stands for wealth. Before the New Year, families sweep their houses. They sweep out all the bad luck. Best of all, everyone goes to a Chinese New Year’s parade.
Read “The Chinese Calendar.” Use context clues to figure out the meaning of an unfamiliar word and mark the text.

**The Chinese Calendar**

When is the Chinese New Year? It is not on January 1. In fact, it changes each year. The Chinese New Year begins on the first full moon of a new year. The Chinese calendar is a **lunar** calendar. It is based on how the moon circles the Earth.

There are 12 different years in the Chinese calendar. They are all named after animals. The first year is the Year of the Rat. Other years are named after the ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig. The animal years always go in the same order. When one cycle of years is done, another starts. Do you know which year were you born in?

**Mark the Text**

Use context clues to figure out the meaning of the word **lunar**.

- Circle the word *lunar*.
- Underline context clues.
- What is the meaning of *lunar* in this passage? Write it on the lines.
Read “A Dragon Parade.” Use context clues to figure out the meaning of an unfamiliar word and mark the text.

**A Dragon Parade**

Many U.S. cities celebrate the Chinese New Year. They have colorful parades through the streets. San Francisco has the biggest parade. It is over two and a half miles long. What does the parade look like? School children dress up to march in the parade. They wear **vivid** costumes of bright colors like red and yellow. There are bands, floats, and firecrackers. There are lion dancers and big puppets.

The Golden Dragon is a crowd favorite. People break out in cheers when they see it. The Dragon is over 250 feet long! One hundred men and women carry it. They are members of a martial arts school. They need to be strong to carry the huge dragon.

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**Mark the Text**

Use context clues to figure out the meaning of the word **vivid**.

- Circle the word **vivid**.
- Underline context clues.
- What is the meaning of **vivid** in this passage? Write it on the lines.
Lesson 12  Teaching Plan

**Author’s Purpose • Alaska and Hawaii**

### 1. Introduce the Skill

Ask students what they know about the states of Alaska and Hawaii. Prompt a discussion with these questions: *What states were the last to join the Union? What do you know about Alaska and Hawaii?* As they read about Alaska and Hawaii, students should identify the following:

- **The author’s purpose**, or the reason why the author is writing something.

- **Text evidence** that reveals the author’s purpose.

- Whether the author’s purpose is to **inform**, to **persuade**, or to **entertain**.

Continue following the Teaching Routine (pages 8–9) and use the lesson-specific tips for each remaining step.

### 2. Model

Model for students how to find the author’s purpose in “Our Two Newest States.”

- **To find the author’s purpose, I’ll ask questions about why the author wrote this text. Then I’ll look for text clues that can answer my questions.**

- **Is the author trying to persuade me, or convince me of something? No, I don’t see language that is full of opinions or trying to persuade me.**

- **Is the author trying to entertain me? No, the language is serious and formal.**

- **Is the author trying to inform me about something? Yes, the text is full of facts about Alaska and Hawaii. I’ll check the box “to inform” and underline sentences that give information.**

### Materials

- **Reading 1:** “Our Two Newest States” • page 55
- **Reading 2:** “Visit a Volcano!”/“Under the Sea” • page 56
- **Reading 3:** “The Biggest State”/“Ride the Whale Watcher” • page 57

### 3. Practice

Guide students to identify the author’s purpose in “Visit a Volcano!” and “Under the Sea” by asking the following questions.

**PARAGRAPH 1:**

- **Is the author’s purpose in “Visit a Volcano!” to inform, to persuade, or to entertain?**

- **What text evidence shows that the author’s purpose is to persuade?**

**PARAGRAPH 2:**

- **What is the author’s purpose in “Under the Sea”?**

- **What text evidence shows that the author’s purpose is to entertain?**

### 4. Apply

Have students complete Reading 3 independently and then share their answers with partners or the group. Conclude by asking: *If you could choose between a trip to Alaska and a trip to Hawaii, which would you choose? Explain why.*
To help you figure out the author’s purpose as you read, remember:

- The **author’s purpose** is the reason why the author is writing something.
- The author’s purpose can be to **inform**, to **persuade**, or to **entertain**.
- **Text clues** are words or sentences that reveal the author’s purpose.

Read “Our Two Newest States.” Identify the author’s purpose and mark the text.

**Our Two Newest States**

Alaska and Hawaii are new states. They joined the U.S.A. in 1959. The two states are special. Neither one is part of the U.S. mainland. Hawaii is in the middle of the Pacific Ocean. It is a chain of islands made by volcanoes. Alaska stretches north of the Arctic Circle. Much of it is covered by snow and ice. The two states are famous for their sights.
Read “Visit a Volcano!” and “Under the Sea.” Identify the author’s purpose for each reading. Then mark the text.

**Visit a Volcano!**

Do you want a red-hot vacation? Come see Hawaii with Top Tours. Hawaii has the most active volcano in the world. Our volcano tour explodes with fun. You can see black sand beaches. You can walk across lava fields. You might even see red-hot lava. Call us today!

**Under the Sea**

Today, we went to Hanauma Bay on the island of Oahu. It is famous for its tropical fish. Dad rented snorkeling gear for us. We put on goggles and flippers. We fastened our breathing tubes. Then we dove into the water.

Wow! Fish were all around us. We saw red, blue, yellow, and striped fish. They swam right by my goggles. Pretty soon, I felt like a fish myself. I love Hawaii!
Read “The Biggest State” and “Ride the Whale Watcher.” Identify the author’s purpose for each reading. Then mark the text.

**The Biggest State**

1. Alaska is the biggest state of all. It is over twice the size of Texas. Alaska is about 1,400 miles long. It is 2,700 miles wide. Everything in this state is big. Most of the highest mountains in the country are here. Denali is the largest national park in the country. You can see some really big grizzly bears there!

**Ride the Whale Watcher**

2. Are you planning a trip to Alaska? Don’t forget to see the whales! Take the best trip ever on one of our Whale Watcher boats. In the spring, you’ll see gray whales. In the summer, you can spot humpback whales and orcas, or killer whales. See an orca jump out of the water and do a back flip. The whales are waiting for you in Alaska. Come for an amazing ride on the Whale Watcher!
### First Dogs

The White House is home to the President, his family, and their dogs! Many dogs have lived in the White House. President Obama gave his daughters a big, playful puppy. They named it Bo. President James Buchanan had the biggest dog. It was named Lara. Lara weighed 170 pounds! Other White House dogs were Fido, Big Ben, and Buddy.

| 1 | Thomas Jefferson sent explorers out west. They sent back a big box. Two bear cubs were inside. The President made the bears his pets. He built a cage on the White House lawn. He walked the bear cubs in the garden. |
| 2 | John Quincy Adams had a pet alligator. The alligator was a gift from a friend. The President kept it in the East Room. It snapped its jaws at visitors. Teddy Roosevelt had 40 pets in all. He loved wildlife. His pets included a zebra, a lion, and five bears. |

### Wild Pets

Some Presidents had wild animals for pets.

| 1 | The children of some Presidents had pets that caused trouble in the White House. President Abraham Lincoln had a young son named Tad. Tad owned a pair of goats. They were named Nanny and Nanko. The goats ran all over the White House. They pulled chairs like racing carts. |
| 2 | Teddy Roosevelt’s children had all kinds of pets. His daughter Alice had a green snake. Alice loved to carry it to parties. She would let the snake loose. Then she waited for the screams. Alice’s brother was named Archie. He had a pony called Algonquin. Once, Archie became very sick. His brothers knew how to cheer him up. They put the pony in the White House elevator. Then they took him up to Archie’s room. Archie felt better. But the pony didn’t want to leave! |

### Family Pets

- Pets included a zebra, a lion, and five bears.
- President Buchanan had the biggest dog. It was named Lara.

### Coins in Your Pocket

- Each U.S. coin has history stamped on its front and back.
- The face of a president is on the front of many coins. Abraham Lincoln is on the penny.
- George Washington is on the quarter. The back of each coin has a picture and words. The backs of many pennies show the Lincoln Memorial. The words “one cent” are below it.

| 1 | Do you know whose face is on a dime? Check out the change in your pocket! |

### Jefferson’s Nickel

- The nickel has a long history. Why is it called a nickel? It is partly made of the metal nickel. The first nickels were made in 1866. Before then, five-cent coins were silver. They were called “half-dimes.”
- The face on the nickel belongs to Thomas Jefferson. Jefferson has been on our nickel since 1938. The backs of many nickels show Jefferson’s home. In 2004, the U.S. Mint made new nickels. Jefferson is still on the front. Pictures of the American West are on the back. One shows a buffalo. Take a look in your pocket. What is on the back of your nickels? |

### State Quarters

- In 1999, the U.S. Mint began making state quarters. It made 5 new quarters each year for ten years. There were 50 in all. Which state’s quarter was first? It was Delaware, the first state to join the Union. The quarter for Hawaii came last.
- The back of each state quarter has a picture for the state. It is an important person, place, or event in the state’s history. The Alaska quarter shows a bear and a salmon. Florida’s quarter shows a ship and the space shuttle.

| 1 | What is on the back of your state’s quarter? |
LESSON 3 PAGE 19

**Kids Recycle Sneakers**

Can old sneakers help the environment? A fourth-grade class learned how. First, they asked kids for their old sneakers. Next, they put an ad in a newspaper. Then, they collected the shoes and counted them. The total was 471 pairs! Next, they recycled the sneakers. Finally, the bottoms were made into a big, rubber mat. It became the surface for a new playground.

LESSON 3 PAGE 20

**Kids Save a Beach**

The town of Margate, New Jersey, sits on a beautiful beach. Every winter, storms come off the Atlantic Ocean. Wind and waves sweep away sand into the ocean. Fourth-graders in Margate decided to save the beach.

1. First, they asked the town to collect used Christmas trees and bring them to the beach.
2. Then, workers dug long, deep holes in the sand.
3. Next, the students dragged the trees into the holes.
4. Then, they buried the bottom halves of the trees in the sand.
5. Finally, nature did the rest. The trees caught sand blowing in the wind. Sand dunes formed to protect the beach. Now the sand doesn’t wash out to sea anymore.

LESSON 3 PAGE 21

**Kids Plant Trees**

A Girl Scout troop in Oregon planted trees to help the environment. First, they decided where to plant the trees. They chose a neighborhood park. Then, they bought trees at a local nursery. Next, they planted the trees. They dug a hole as deep as the tree roots and twice as wide. Then, they put in the trees and filled the holes with dirt. Finally, they watered the trees.

How will the trees help the environment? They make the air cleaner to breathe. They give a home to wildlife. And they make the earth a more beautiful place.

LESSON 4 PAGE 23

**Setting Up Camp**

When you camp out, choose a good spot to pitch your tent. Find a place that is on high, dry ground. Camp away from a lake or river because there are lots of mosquitoes around water. Next, pitch your tent under trees. The trees will block out the sun and their shade will keep you cool. Finally, choose a spot that is smooth and flat. You don’t want to sleep on a rock.

Find a good place to pitch your tent.
Choose a place that is dry, cool, and flat.

LESSON 4 PAGE 24

**Cooking on a Campfire**

You can help set up a fire pit to cook your food. Begin by finding a piece of ground that has bare soil. Use a shovel or trowel to dig a hole. Make the hole about 2 feet wide and six inches deep. Then gather up about 20 rocks. Circle the hole with the rocks to keep the fire inside the pit. Ask an adult to build the campfire. You can help by gathering fuel. Pick up dried grass and small dead twigs. Cooking over a campfire is fun, and the food is delicious. You can roast hot dogs and marshmallows. You can make flapjacks on a griddle. But always be safe with your fire. Have a bucket of water nearby. Also be safe with your food. Wrap leftover food in bags. There may be bears around!

Make a fire pit with a hole and rocks to cook hot dogs or other food. Be safe with your fire and your food.

LESSON 4 PAGE 25

**Finding Your Way**

You can use nature signs to find your way if you are lost in the woods. First, look for the sun in the sky. In the morning, the sun rises in the east. In the evening, it sets in the west. Moss grows more on the north side of a tree. That is because it is cooler there. In the spring, snow melts faster on the south side of a tree. More snow is left on the northern side.

At night, look for the North Star to find your way. First, find the Big Dipper and the Little Dipper. The North Star is the top star in the Little Dipper’s handle. It shines very brightly in the north part of the sky.

Use nature signs to find your way.
Look for the sun, moss, snow, and the North Star.
Hidden Places
Caves are deep. They are dark. They are hidden from sight. Amazing things are hidden inside a cave. A process called weathering creates caves. Wind and water wear down rocks. As a result, caves are formed. It takes thousands of years to form a cave.

A cave can be a narrow tunnel, or it can be a huge room called a cavern. Big or small, all caves have hidden mysteries to explore.

Underground Wonders
1 Water can form beautiful limestone caves. As rain falls, it soaks into the ground. There, the water mixes with acid. The mixture can eat through limestone rock. Over time, the acid and water eat bigger and bigger holes in the rock. As a result, a limestone cave forms.

2 Limestone caves are underground wonders. They have rocks with amazing shapes. Some hang from the ceiling. They look like stone icicles. Others rise up from the floor. They look like stone spikes. Dripping water leaves minerals behind. As a result, the minerals turn into the amazing rocks.

Cave Explorers
1 Would you like to explore a cave? Scientists explore caves to study them. Other people explore caves, too. Caves are dark and dangerous. As a result, explorers need special equipment. They wear boots and hard hats. They carry flashlights and compasses. They bring along food, water, and a first aid kit.

2 What animals do cave explorers see? Bats are the best-known cave animals. The bats hang from the cave ceiling by their feet. As a result, they sleep upside down! At night, the bats fly out of the cave. They hunt for insects to eat. There are over two hundred caves you can visit in the United States. A guide will lead you through their deep, dark world.

Picnic in the Park
Sam’s family packed a picnic for the park. Sam brought along his soccer ball. At the park, they found a table under a big tree. Squirrels were jumping from branch to branch in the tree. Sam’s mom unpacked the sandwiches, apples, and a nut cake. As they ate, the squirrels chattered above them. Sam’s mom decided to save the cake for later. They all jumped up to play soccer.

When they came back, what do you think they saw? They saw that the squirrels had been eating the nut cake.

Sand Castles
Ricky and Maria ran across the beach to the ocean. The tide was just going out. The waves left seashells behind on the sand. Maria ran to pick up shells. Ricky sat down and started to build. He scooped up wet sand and made the walls of a sand castle.

Maria joined him. She dribbled sand on top of the walls. She made towers out of sand. Their dad came up to take photos. Ricky and Maria stood by their sand castle and grinned. Then they went inside to get out of the hot sun.

Late that afternoon, Ricky and Maria came back to the beach. The water was much closer now. They looked for their sand castle. What do you think they saw? The castle was gone because the tide had washed it away.

Snow Day
The snow fell all night long. By the morning, it was 12 inches deep. The town closed the schools and called a snow day! Tony and Matt slept an extra hour in the morning. Then they put on hats, gloves, boots, and warm coats and ran into their backyard. The sun was warm and bright.

The boys rolled the snow into three big balls. They put the balls on top of each other. They used rocks for eyes and a carrot for a nose. Then they added a hat and scarf. The sun became warmer and warmer. Tony and Matt played outside all day. When they went inside, their snowman looked smaller.

The next morning, they had to go back to school. The temperature was up to 50 degrees! Tony and Matt went to the window to check on their snowman. What do you think they saw? The snowman was gone because it had melted.
**Python Pete**

Everglades National Park is full of wildlife.
There are alligators, birds, and snakes. Now another animal has moved in. It is the Burmese python. A huge snake is causing a big problem. It is killing and eating the other animals. A brave beagle is helping to solve the problem. The dog’s name is Pete. Pete tracks the python through the swamp. He lets rangers know when he finds one. They remove the python. And Pete gets a treat.

**Huskies to the Rescue**

1. Denali National Park is in Alaska. In the winter, it is covered with snow and ice. Park rangers have a big problem getting around. They can’t ride ATVs in parts of the park. So what do they do?
2. There isn’t as much snow in the summer. The rangers want to keep the dogs busy. How do they solve the problem? They have the huskies entertain the visitors. The dogs put on shows for about 50,000 visitors a year. People learn about the husky breed. They see the dogs’ sleds. Best of all, they can pet the dogs and have their pictures taken with them.

**Guarding Lady Liberty**

1. Dogs also work at the Statue of Liberty. The statue sits on an island near New York City. Rangers have to keep Lady Liberty safe from damage.
2. The Statue of Liberty has other visitors. Thousands of geese land on the island. They eat the grass on the park’s lawn. They leave behind over a pound of droppings each day. That’s big trouble! The solution is a border collie named Misty. Misty patrols the park. She chases away the geese. Best of all, Misty loves people. She welcomes visitors to see Lady Liberty.

**Pet Snakes and Lizards**

Would you like a pet snake or lizard? These unusual pets are reptiles. They both have the same kind of scaly skin. They both eat other animals for food.

Snakes and lizards are different in many ways. A lizard has legs, but a snake is legless. Small pet lizards eat insects or worms. However, a snake has a different diet. It likes to eat small live animals like mice.

These reptile pets aren’t for everyone. But 13 million owners love their scaly friends.

**Pet Hamsters and Guinea Pigs**

1. Hamsters and guinea pigs are small, caged pets. Both animals need a safe home to live in. They cannot run loose around a house. A hamster needs a cage made of metal. It has sharp teeth and loves to chew. However, a guinea pig needs a different kind of home. It likes a hutch made of wood and wire.
2. Hamsters and guinea pigs are both rodents. They have sharp teeth to gnaw on hard foods. The two animals have different diets. Hamsters eat meat and vegetables, but guinea pigs eat only vegetables.

**Pet Canaries and Parrots**

1. Many people have pet birds. A canary and a parrot are popular pets. Both birds live in cages. However, the cages are different sizes. The smaller canary has a small cage. The larger parrot has a big cage. A canary needs to fly across its cage. A parrot needs to flap its wings for exercise.
2. Both canaries and parrots make interesting sounds. But the sounds are very different! Canaries are songbirds. They can sing pretty songs. Parrots can talk. They can repeat an owner’s words.

Which bird would you like better?
Fire Alarm!

Jenny’s father is a firefighter. One day, the fire alarm rang at Jenny’s school. Everyone left the building. Soon, they heard the sound of sirens. A fire truck roared up. Firefighters jumped out and ran inside the school. Jenny saw her dad with them. Twenty minutes later, the firefighters came back out.

Jenny’s father walked up to her class. “You can go back in, kids,” he said. “The school is safe.” He gave Jenny a quick hug and then jumped back on the fire truck.

There had been a false alarm. The firefighters did not find a fire.

Snack Attack

Many kids think cookies are the best snack. They want them every day after school. Many parents do not agree. They believe that fruit is a better snack. They buy apples for snacks.

A cookie can have about 140 calories. That is a lot for one snack. An apple has 60 calories. It also has vitamins B and C. Which snack do you think is better?

Feeling Fit

Fitness is a hot topic. How do kids feel about it? Should they exercise more? Some kids say no. They believe they are fit enough. At home, they watch TV. Or, they play on the computer. On average, kids watch about 28 hours of TV every week. If you add on computers and cell phones, it’s 53 hours a week.

Other kids think that more exercise is better. They play sports after school. They walk, ride their bikes, or run. Many doctors tell their kid patients to get about 60 minutes of exercise every day. They believe in fitness first.

What about you? Are you feeling fit?

Milk or Soda?

What we drink is as important as what we eat. Drinks can be good for you or bad for you. They can be full of vitamins or full of calories.

Some kids believe that milk is a great drink. They like to have it with peanut butter and jelly sandwiches. Milk has several vitamins and calcium. Calcium is a mineral that builds strong bones. Other kids think soda tastes better. Soda doesn’t have any vitamins. A can of soda has about 150 calories, all of them from sugar.

What is your choice? Do you like milk or soda better?
LESSON 11 PAGE 51

**Celebrate the New Year**

People celebrate the Chinese New Year all around the world. What do they do? Families give each other red and gold envelopes. The envelopes contain gifts of money. The color red is a symbol for happiness. The color gold stands for wealth. Before the New Year, families sweep their houses. They sweep out all the bad luck. Best of all, everyone goes to a Chinese New Year’s parade.

*A symbol is a thing that stands for something else.*

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LESSON 11 PAGE 52

**The Chinese Calendar**

When is the Chinese New Year? It is not on January 1. In fact, it changes each year. The Chinese New Year begins on the first full moon of a new year. The Chinese calendar is a lunar calendar. It is based on how the moon circles the Earth.

There are 12 different years in the Chinese calendar. They are all named after animals. The first year is the Year of the Rat. Other years are named after the ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog, and pig. The animal years always go in the same order. When one cycle of years is done, another starts. Do you know which year you were born in?

Lunar means having to do with the moon.

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LESSON 11 PAGE 53

**A Dragon Parade**

Many U.S. cities celebrate the Chinese New Year. They have colorful parades through the streets. San Francisco has the biggest parade. It is over two and a half miles long. What does the parade look like? School children dress up to march in the parade. They wear vivid costumes of bright colors like red and yellow. There are bands, floats, and firecrackers. There are lion dancers and big puppets.

The Golden Dragon is a crowd favorite. People break out in cheers when they see it. The Dragon is over 250 feet long! One hundred men and women carry it. They are members of a martial arts school. They need to be strong to carry the huge dragon.

**Vivid** means bright and strongly colored.

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LESSON 12 PAGE 55

**Our Two Newest States**

Alaska and Hawaii are new states. They joined the U.S.A. in 1959. The two states are special. Neither one is part of the U.S. mainland. Hawaii is in the middle of the Pacific Ocean. It is a chain of islands made by volcanoes. Alaska stretches north of the Arctic Circle. Much of it is covered by snow and ice.

The two states are famous for their sights.

✓ **to inform**

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LESSON 12 PAGE 56

**Visit a Volcano!**

Do you want a red-hot vacation? Come see Hawaii with Top Tours. Hawaii has the most active volcano in the world. Our volcano tour explodes with fun. You can see black sand beaches. You can walk across lava fields. You might even see red-hot lava.

Call us today! ✓ **to persuade**

**Under the Sea**

Today, we went to Hanauma Bay on the island of Oahu. It is famous for its tropical fish. Dad rented snorkeling gear for us. We put on goggles and flippers. We fastened our breathing tubes. Then we dove into the water.

Wow! Fish were all around us. We saw red, blue, yellow, and striped fish. They swam right by my goggles. Pretty soon, I felt like a fish myself.

I love Hawaii! ✓ **to entertain**

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LESSON 12 PAGE 57

**The Biggest State**

Alaska is the biggest state of all. It is over twice the size of Texas. Alaska is about 1,400 miles long. It is 2,700 miles wide. Everything in this state is big. Most of the highest mountains in the country are here. Denali is the largest national park in the country. You can see some really big grizzly bears there!

✓ **to persuade**

**Ride the Whale Watcher**

Are you planning a trip to Alaska? Don’t forget to see the whales! Take the best trip ever on one of our Whale Watcher boats. In the spring, you’ll see gray whales. In the summer, you can spot humpback whales and orcas, or killer whales. See an orca jump out of the water and do a back flip. The whales are waiting for you in Alaska. Come for an amazing ride on the Whale Watcher!

✓ **to persuade**
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<td>11</td>
<td>RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
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