

# Reading A-Z

## Summer Reading Resources Sample

**Summer School  
Theme Pack  
Samples**

**Key Question:** How and why do animals change to fit into their environment?

**Skill Focus:** Cause and Effect

## Weekly Materials Checklist

### Write Rights (Daily Grammar):

- Days 1–5, 1 per student

### Read Out Loud Books (1 copy each):

- Wonders of Nature* (Level R)
- Glow-in-the-Dark Animals* (Level R)

### Comprehension Skill Pack:

- Teacher Lesson Plan
- Poison Dart Frogs*, (Grade 2) 1 copy per student
- Tigers in Trouble*, (Grade 2) 1 copy per 2 students
- Bats and Their Amazing Ears*, (Grade 3) 1 copy per student
- A Better Running Shoe*, (Grade 3) 1 copy per 2 students

### Games:

- Chain Reaction
- Contractions Go Fish

### Shared Reading:

- Arctic Life* (Level 2), Lesson Plan
- Arctic Life*, 1 copy per student

### Charts:

- Key Question Chart\*
- Academic Vocabulary Chart\*

### Leveled Books:

- |   |  |
|---|--|
| <input type="checkbox"/> <i>Animals, Animals</i> (K)  | <input type="checkbox"/> <i>Seals, Sea Lions, and Walruses</i> (P) |
| <input type="checkbox"/> <i>How Animals Sleep</i> (L) | <input type="checkbox"/> <i>Sharks</i> (Q)                         |
| <input type="checkbox"/> <i>Sharks</i> (M)            | <input type="checkbox"/> <i>Weird Bird Beaks</i> (R)               |
| <input type="checkbox"/> <i>Weird Bird Beaks</i> (N)  | <input type="checkbox"/> <i>Penguins</i> (S)                       |
| <input type="checkbox"/> <i>Owls Overhead</i> (O)     | <input type="checkbox"/> <i>Camouflage</i> (T)                     |

### Graphic Organizer:

- Cause and Effect

### Passport Binder Entry:

- Habitats/Adaptations, grades 2-3

### Leveled Book Quiz:

- 1 quiz per leveled book copied

\*Teacher-created materials

## Whole Group

Estimated Time: 30 minutes

### Daily Work: Grammar (optional)

Write Rights: Day 1

### Introduce Weekly Theme and Key Question

Explain that this week the class will be learning about how animals and insects adapt to fit the environment in which they live. Introduce or review that *adapt* means *to change in order to survive where they live*.

Write the following question on the board: *How and why do animals change to fit into their environment?*

### Read Out Loud: Apply Key Question

Leveled Book: *Wonders of Nature* (R)

Read to page 10 of the leveled book. Invite students to listen as you read for ways animals have adapted to survive in their environment. After you finish reading, ask volunteers to give examples of how animals adapt to where they live (e.g., *the chameleon can change color to blend in with their surroundings*). List students' ideas in a chart with the week's question. Encourage students to explain how the adaptations help the animal live in its environment.

## Small Group

Estimated Time: 60 minutes

### Games: Skill Practice

Introduce students to *Chain Reaction* and *Contractions Go Fish*.

Allow students time to practice playing the games to encourage independence with them on the remaining days in the week.

### Assess: Benchmark Assessment (Optional)

Assess student reading level with *Benchmark Passages*.

## Whole Group

Estimated Time: 30 minutes

### Shared Reading: Cyclical Skill Review

Shared Reading Book: *Arctic Life* (Level 2)

See Day 1 of the *Shared Reading Lesson Plan*.

**Key Question:** How and why do animals change to fit into their environment?

**Skill Focus:** Cause and Effect

## Whole Group

Estimated Time: 30 minutes

### Daily Work: Grammar (optional)

Write Rights: Day 2

### Key Question Review

Review the the information in the **Key Question Chart** created on Day 1 from the Read Out Loud.

### Read Out Loud

Read from page 11 to the end of *Wonders of Nature (R)* to the class. After you finish reading, ask volunteers to give examples of how animals adapt to where they live (e.g., *moles travel underground, allowing them to eat earthworms and other food that lives underground*). List students' ideas in a chart with the week's question. Encourage students to explain how the adaptations help the animal live in its environment.

### Introduce Skill Focus

#### Comprehension Skill Pack Lesson

Complete the following components of the lesson with students:

- Introduce and Connect
- Teach the Skill
- Apply the Skill in Context, Model with the Projectable

**Academic Vocabulary:** *adapt, adaptation, survive, cause, effect*

Create an **Academic Vocabulary Chart** with the words above. Discuss each academic word with students. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts.

## Small Group: Guided Reading

Estimated Time: 60 minutes

### Centers: Skill Practice

- Raz-Kids** or **RAZ** book on student's level to read independently (student choice)
- Skill-Related Games: **Chain Reaction** and **Contractions Go Fish**

### Build Background/Review Skill Focus

Explain to students that they will practice finding causes and effects in more than one text this week. Review what was discussed during the whole-group activity. Review that something that leads to another event is called a *cause* and what happens as a result is called an *effect*.

### Reinforce Skill Focus

On the board, write *cause* → *effect*. Write *ate a lot of sweets* under *cause*. Ask students to share what the effects could be (e.g. *stomach ache, cavities*, and so on). List their ideas under *effect*.

*Hummingbirds have long, thin beaks. These beaks help them to drink nectar from flowers. "Long, thin beaks" is the cause and its effect is "hummingbirds can drink nectar from flowers."* Write this example on the board. Read it aloud again using the signal word so: *Hummingbirds have long, thin beaks SO they can drink nectar from flowers.* Then model reading the example using the signal word *because*.

### Introduce the Leveled Book

Give students a copy of the **leveled book**. Explain they will use the book throughout the week in the small group. Ask questions to assess the student's background knowledge, such as:

*Look at the front cover and read the title. What do you think this book will be about? What living thing(s) do you think you will read about in this book? How do you think it has adapted to its environment?*

## Whole Group

Estimated Time: 30 minutes

### Shared Reading: Cyclical Skill Review

Book: *Arctic Life (Level 2)*

See Day 2 of the **Shared Reading Lesson Plan**.

**Key Question:** How and why do animals change to fit into their environment?

**Skill Focus:** Cause and Effect

## Whole Group

Estimated Time: 30 minutes

### Daily Work: Grammar (optional)

Write Rights: Day 3

### Key Question Review

Review the the information added to the **Key Question Chart** from days 1 and 2.

### Apply Key Question to the Skill Focus

Ask students: *What happens first, a cause or an effect?* (A cause; it leads to the effect.) Ask volunteers to provide examples of cause-and-effect relationships.

Review the work that was modeled on the projectable yesterday. Remind students that causes were underlined, effects were highlighted, and clue words that helped identify a cause-and-effect relationship were circled.

### Skill Focus Application

Allow students to practice identifying the causes and effects, following the "Practice Using the Reproducible" section of the **Comprehension Skill Pack**. Have students write the causes and effects they identify on the **Graphic Organizer**.

### Academic Vocabulary

Review the **Academic Vocabulary Chart** from Day 2. Ask students to recall any vocabulary that serves as clue words to help find causes and effects. Be sure to add *because*, *so*, *since*, and the phrase *as a result of* to the list.

## Small Group: Guided Reading

Estimated Time: 60 minutes

### Centers: Skill Practice

1. **Raz-Kids** or **RAZ** book on student's level to read independently (student choice)
2. Skill-Related Games: **Chain Reaction** and **Contractions Go Fish**

### Introduce the Book Vocabulary

Have students look through the **leveled book** to find boldface words. Make a list of the words. Explain to students that these words are vocabulary words for the book and knowing the meanings of the vocabulary words will help readers better understand what they read. Direct students to the glossary of the book. Explain that all of the vocabulary words and their definitions are in the glossary.

Have students find the first vocabulary word in the book. Read aloud the sentence that contains the word. Model using the glossary to determine the meaning of the word and using the definition to understand the sentence it is in. Have students work in pairs to do the same with another vocabulary word.

### Fluency Practice/Skill Application

Read the first few pages of the leveled book aloud to students to model fluency. Then have students take turns buddy-reading the remainder of the book aloud. Note areas of difficulty to review with students after the reading. Then model underlining one cause in the book, shading over its effect, and circling the clue words. Discuss why this is a cause-and-effect relationship.

### Assess: Skill Focus

Have students independently identify one cause-and-effect relationship from the first half of the leveled book. Have them underline one cause, highlight over its effect, and circle any clue words that help identify the relationship between the two. Discuss what students marked in their books and why.

## Whole Group

Estimated Time: 30 minutes

### Shared Reading: Cyclical Skill Review

Shared Reading Book: **Arctic Life (Level 2)**

See Day 3 of the **Shared Reading Lesson Plan**.

**Key Question:** How and why do animals change to fit into their environment?

**Skill Focus:** Cause and Effect

## Whole Group

Estimated Time: 30 minutes

### Daily Work: Grammar (optional)

Write Rights: Day 4

### Key Question Review

Review the information in the **Key Question Chart**. Ask students for additional information to add to the chart. Encourage them to refer to the information they learned in their leveled books and the shared reading book. If needed, ask students to recall an example of how animals in the arctic are able to survive in their environment during winter, according to *Arctic Life* (e.g., *an Arctic Fox grows thicker fur*, and so on). Guide students to see the cause-and-effect relationships between the various pieces of information listed in the chart. Review that some causes lead to a chain of cause-and-effect relationships.

### Apply Key Question to the Skill Focus

Ask volunteers to share examples of cause-and-effect relationships they have read about. Have students discuss the causes and effects they identified yesterday during the whole-group activity with the projectable. Ask volunteers to share their work, including their **Graphic Organizer**, with the group.

### Writing

Follow the “Write and Share” section from the **Comprehension Skill Pack**.

## Small Group: Guided Reading

Estimated Time: 60 minutes

### Centers: Skill Practice

1. Write an initial answer to the Key Question.
2. **Raz-Kids** or **RAZ** book on student’s level to read independently (student choice)
3. Skill-Related Games: **Chain Reaction** and **Contractions Go Fish**

### Review Vocabulary

Ask students to use the vocabulary words in sentences, either written or verbal.

### Assess: Using a Graphic Organizer

Create another cause-and-effect chart, similar to the Graphic Organizer used on Day 3 with the Comprehension Skill Pack. Review with students the information they underlined and circled. Model adding the information to the Graphic Organizer. Ask students to explain which causes lead to which effects.

### Assess: Independent Reading/Focus Skill Application

Have students reread the **leveled book** independently. Ask students to underline at least one new cause as they read, shade over its effect, and circle any clue words that help identify the relationship between the two. Have students complete the Graphic Organizer with the information they marked in their book.

### Assess: Writing: Key Question Response

Ask the group to refer to the Key Question of the week and the information in the chart. Have students write or dictate an initial answer to this question on their **Passport Binder Entry**.

## Whole Group

Estimated Time: 30 minutes

### Shared Reading: Cyclical Skill Review

Shared Reading Book: *Arctic Life (Level 2)*

See Day 4 of the **Shared Reading Lesson Plan**.

**Key Question:** How and why do animals change to fit into their environment?

**Skill Focus:** Cause and Effect

## Whole Group

Estimated Time: 25 minutes

### Daily Work: Grammar (Optional)

Write Rights: Day 5

### Key Question Review

Review the Key Question. Ask students for additional ideas to add to the **Key Question Chart**. Encourage students to refer to the information they learned in their leveled books and shared reading book. If needed, ask students to identify additional adaptations that allow animals to survive in the arctic during winter (e.g., *some animals turn white to camouflage in the snow so they are not seen by their predators*).

### Assess: Read Out Loud: Confirm/Revise Response to Key Question

Leveled Book: *Glow-in-the-Dark Animals (J)*

Invite students to listen, as you read, for how animals have adapted to survive in their environment. After you finish reading, ask volunteers to give examples of how animals adapt to where they live (e.g., *some ocean animals squirt glowing chemicals in the water that hides them from predators*). List student ideas in the week's Key Question chart. Encourage students to explain how the adaptations help these animals to survive in their environment. Ask students to review their initial answer to the Key Question on their **Passport Binder Entry** to decide whether they need to revise it on the basis of this new information.

## Small Group: Guided Reading

Estimated Time: 50 minutes

### Centers: Skill Practice

1. Raz-Kids or RAZ book on student's level to read independently (student choice)
2. Skill-Related Games: **Chain Reaction** and **Contractions Go Fish**

### Focus Skill Application

Have students share with the class the additional cause-and-effect relationship(s) they identified in the leveled book. Encourage students to explain the cause-and-effect relationship(s) they identified. Discuss the information students wrote on their graphic organizers.

### Key Question Review

Review with students the information in the Key Question Chart. Provide assistance to student as needed in completing their answers to the Key Question.

### Assess: Comprehension Skill Check

Have students take the **Leveled Book Quiz**.

## Whole Group

Estimated Time: 30 minutes

### Shared Reading: Cyclical Skill Review

Shared Reading Book: *Arctic Life (Level 2)*

See Day 5 of the **Shared Reading Lesson Plan**.

## Theme Wrap-Up

Estimated Time: 15 minutes

Review student answers to the Key Question. Have them add their final draft to their Passport Binder.

# Wonders of Nature

A Reading A-Z Level R Leveled Book

Word Count: 710



Reading A-Z

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LEVELED BOOK • R

# Wonders of Nature

**Multi  
level  
J•O•R**

Written by Cheryl Ryan

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# Wonders of Nature



Written by Cheryl Ryan

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Level R Leveled Book  
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## Correlation

LEVEL R	
Fountas & Pinnell	N
Reading Recovery	30
DRA	30

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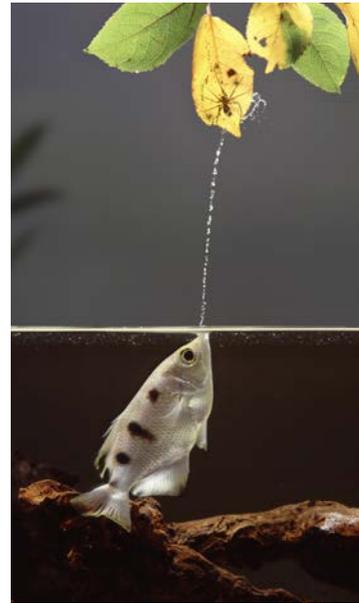
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## Introduction

The world is full of strange and interesting animals. Some animals look unusual or have special abilities. Let's look at some of these strange animals and learn what makes them wonders of nature.

### Archerfish

An archerfish squirts drops of water at an insect or spider to knock it off a leaf that hangs over the water. The archerfish forms a tube with its tongue and the roof of its mouth and then shoots drops of water through the tube. When a bug falls into the water, the archerfish eats it. Because the archerfish has a flat body, it can swim right under its prey and get into position without being noticed. Sometimes an archerfish leaps out of the water to catch a bug instead of squirting water at it.





### Trap-Door Spider

A trap-door spider lives in a sticky underground tunnel with a hidden door. The spider's body produces silk, which it mixes with dirt to make the door. The silk in the door helps keep water out of the spider's tunnel when it rains. When an insect passes close to the door, the trap-door spider senses its movements and jumps out to grab it. Female trap-door spiders stay near their tunnels for their entire lives. Their offspring leave to build their own tunnels nearby.

### Beaver

Beavers chew through tree trunks with their sharp teeth. Beavers use tree trunks, branches, mud, clay, and stones to build dams in rivers and streams. The dams create ponds where beavers build their homes, which are called lodges. By building dams, beavers create **wetlands**, which are **habitats** for other **mammals** as well as for birds, fish, turtles, and frogs. Wetlands protect the **environment** by preventing **erosion**, soaking up floodwater, and acting as filters to clean water.





### Three-Wattled Bell Bird

The three-wattled bell bird lives in Central America. Its call sounds like a large, heavy bell ringing. Female three-wattled bell birds are green, and males are brown with white heads. Three long, pointed flaps of skin called *wattles* grow from the male's beak. The bell bird scares away enemies with its loud call and by shaking its wattles. The bell birds' favorite food is the wild avocado. Bell birds **migrate** to different elevations because avocados ripen at different times of year at different heights in the mountains.



### Bower Bird

Bower birds live in Australia and New Guinea. To attract female birds, male bower birds spend up to ten months building tall piles of twigs and branches around the bases of trees. They decorate these piles, called bowers, with shells, feathers, flowers, and fruit. Sometimes they even paint the walls with plant juice. Bower birds have also been known to use film cases, toothbrushes, and other objects made by people as part of their decorations. When the male birds finish decorating, the female birds choose the bowers they like best.

## Chameleon

Chameleons are lizards that can change their skin color to blend in with their surroundings. They can even change color to show how they feel. Chameleons catch insects with their long tongues, which can be twice as long as their bodies. Chameleons can point each of their eyes in a different direction at the same time to help them see all around them. When they spot an insect they want to eat, chameleons focus both of their eyes forward to help them aim their tongues.



## Flying Dragon

Flying dragons are small lizards that can glide through the air, usually from tree to tree, by opening folds of skin on the sides of their bodies like wings. The wings are brightly colored and have spots and stripes on them. Flying dragons use their sticky tongues to catch and eat insects, mainly ants and termites. They can glide long distances and can even turn around in the air to land on the same tree they took off from.





### Leaf Insect

Leaf insects live in hot places. Their bodies, wings, and legs look like leaves, which allows them to blend in with real leaves on trees. Their leaf-shaped bodies sometimes appear to have damage from insects eating them, but the markings are just **camouflage**. Leaf insects will even move back and forth to look like leaves swaying in the breeze. Leaf-insect eggs look like seeds, which helps to fool predators that eat eggs. The eggs can take more than a year to hatch. Baby leaf insects are red, but when they start eating leaves, they turn green.

### Leaf-Rolling Weevil

In the summer, the female leaf-rolling weevil rolls a leaf into a cone shape. She takes up to two hours getting the leaf just right. She stops every couple of turns to bite wedges and add folds to help hold the cone together.



When finished, she lays her eggs inside the cone and then closes the open end. When the leaf falls in autumn, it carries the eggs with it. The leaf hides and protects the eggs until they hatch. When the **larvae** hatch, they eat the dead leaf.



### Praying Mantis

The praying mantis often holds its front legs in a praying position. Mantises hide on plants to catch their food. Some praying mantises are green to blend in with leaves, while others that live in the desert are the color of sand. The praying mantis is **carnivorous** and eats many types of insects as well as small frogs, lizards, and mice. A praying mantis can even catch and eat small birds such as hummingbirds. A mantis has five eyes and can turn its head to look directly behind its body. Its two large eyes can see shapes and colors, and its three small ones just sense light and dark.

### Mole

Moles **burrow** underground to find and eat earthworms. They also eat beetles, slugs, and snails. Moles have big appetites and can eat their own body weight's worth of food in a single day! After digging many interconnecting tunnels that form a maze, a mole builds its nest deep inside. Because its fur points up, a mole can move backward and forward in a tunnel



without getting dirt trapped in its coat. Moles have tiny eyes, but they are not blind.



Side view of a mole's nest and tunnels

## Sea Dragon

Sea dragons are small fish that are related to sea horses. Their bodies have many parts that look like the stems and leaves of seaweed.

They blend in with ocean plants, which helps them catch food and hide from enemies. The female lays many bright pink eggs on



the male sea dragon's tail, and the male carries the eggs until they hatch. Sea dragons don't use their "leaves" to swim. Instead, they use small, clear fins on their necks and backs that are very hard to see.

## Conclusion

Interesting animals come in many shapes and sizes. Their special looks and abilities help all these wonders of nature to survive.

## Glossary

<b>burrow</b> ( <i>v.</i> )	to dig a tunnel (p. 14)
<b>camouflage</b> ( <i>n.</i> )	something that helps disguise an animal so it can blend in with its surroundings (p. 11)
<b>carnivorous</b> ( <i>adj.</i> )	meat-eating (p. 13)
<b>environment</b> ( <i>n.</i> )	the natural world (p. 6)
<b>erosion</b> ( <i>n.</i> )	the gradual wearing away of rock or soil by water, wind, or ice (p. 6)
<b>habitats</b> ( <i>n.</i> )	the natural environments of plants or animals (p. 6)
<b>larvae</b> ( <i>n.</i> )	baby animals that go through major body changes before they look like adult members of their kind (p. 12)
<b>mammals</b> ( <i>n.</i> )	warm-blooded animals with backbones and hair or fur that nurse their young and have babies that are born live (p. 6)
<b>migrate</b> ( <i>v.</i> )	to move from one habitat or region to another at a certain time each year (p. 7)
<b>wetlands</b> ( <i>n.</i> )	areas of land that are marshy or swampy (p. 6)

# Chain Reaction

Skill: Cause and Effect

GRADES 2-3

## Directions

1. Arrange all the cards face down on a surface.
2. Each player takes a turn flipping over one CAUSE CARD. The player will then read the card to the other players..
3. They player must come up with an EFFECT for the CAUSE CARD.
4. The other players will decide if the EFFECT matches the CAUSE or not.
5. Game continues as players take turns.
6. EXTENSION: Each player will select one cause-and-effect relationship to illustrate.

Reading A-Z



## My Cause-and-Effect Illustration

Reading A-Z



Cause-and-Effect Concentration

I forgot my homework.

Reading A-Z

Cause-and-Effect Concentration

I did not eat breakfast.

Reading A-Z



Cause-and-Effect Concentration

The car ran out of gas.

Reading A-Z

Cause-and-Effect Concentration

I studied for my test.

Reading A-Z



Cause-and-Effect Concentration

I brush my teeth twice a day.

Reading A-Z

Cause-and-Effect Concentration

I was late for school.

Reading A-Z



Cause-and-Effect Concentration

I ate too much cake.

Reading A-Z

Cause-and-Effect Concentration

It was stormy all day.

Reading A-Z



Cause-and-Effect Concentration

My friend hurt my feelings.

Reading A-Z

Cause-and-Effect Concentration

The ball broke the window.

Reading A-Z



Cause-and-Effect Concentration

I won the big contest.

Reading A-Z

Cause-and-Effect Concentration

I ran really fast.

Reading A-Z



Cause-and-Effect Concentration

I dropped the cup.

Reading A-Z

Cause-and-Effect Concentration

I was very sleepy.

Reading A-Z



Cause-and-Effect Concentration

I was ready for bed.

Reading A-Z

Cause-and-Effect Concentration

My room is clean.

Reading A-Z

# **Project-Based Learning Pack Samples**

### Driving Question

How can communities use technology to solve the problem of disappearing coral reefs?

### Pack Summary

Coral reefs are underwater communities made up of plants, fish, and other living things. Coral reefs began forming millions of years ago, but today they are in danger. Humans, rising ocean temperatures, storms, and other things are putting them at risk. If we lose our coral reefs, we may lose much of the seafood that many people depend on to eat and make a living. Shorelines also lose protection from major storms and some of nature’s most beautiful places.

Scientists are finding ways to use technology to help save coral reefs. Students will discuss how communities can use technology to solve the problem of disappearing coral reefs.

### Objectives

#### Content Area Skills

##### Language Arts

- Ask and answer questions to demonstrate understanding of a text.
- Identify the main topic and key details of a text.
- Describe the connection between a series of scientific ideas or concepts.
- Determine the meaning of words and phrases relevant to the topic or subject area.
- Compare and contrast the most important points presented by two texts on the same topic.

##### Social Studies

- Identify and describe the way people affect their environment or surroundings.
- Identify the physical changes of climate and its effects on plants and animals.
- Describe the concepts of growth and change.
- Analyze how society often turns to science and technology to solve problems.
- Describe the technology we use to study the natural world.

##### Science

- Make indirect observations of plants and animals to identify the diversity of life in a habitat.
- Identify where water is found on Earth and whether it is solid or liquid.

#### 21st Century Skills

- Create a project as part of a team to demonstrate learning.
- Equally participate on a team.
- Participate in team discussions according to agreed-upon rules.
- Prepare for each meeting.
- Help plan and manage the team’s time.

#### Reading and Activities Chart

Resource	Text Type	Source Type	Summary
<i>Coral Reefs</i> leveled book Level N (Book also available at Levels Q and U)	Nonfiction informational	Anchor Text	<i>Coral Reefs</i> is an informational book about the incredible underwater world of coral reefs. The book begins by introducing corals, the tiny animals responsible for building reefs. It then offers interesting facts about what happens on a coral reef, where reefs can be found, the dangers they face, and what is being done to protect them.
Coral Reef Food Web	Nonfiction diagram	Primary	What eats what in a coral reef? This diagram shows a food web that exists on a coral reef. Students can see how the disappearance of just one living thing in the food web could affect everything else.
Discover the Great Barrier Reef!	Nonfiction brochure	Primary	A colorful tourist brochure shows and tells people what they can do and see when they visit the Great Barrier Reef in Australia.
Grow a Coral Garden	Nonfiction experiment	Primary	Students use table salt and other materials to grow crystals on cardboard "coral." Students will use this experiment to get an idea of how coral grows.
Growing Coral in a Nursery	Nonfiction article	Primary	Scientists have found that they can grow groups of coral in a nursery and then transplant them to a coral reef. This may be one way to help coral reefs that are in trouble.
Interview with Mia Adreani	Nonfiction interview	Primary	An interview with a marine biologist tells why coral reefs are important and what young people can do to help save them.
Life in a Coral Reef	Nonfiction picture card	Secondary	Review a full-color picture that showcases the variety of plants and animals that live on a coral reef.
Reefs at Risk	Nonfiction map	Secondary	Learn where coral reefs are located around the world and which ones are the most endangered.
Underwater Medicine Cabinet	Nonfiction article	Secondary	Scientists are discovering that they can make medicines from coral. Some of these drugs are already helping doctors treat many serious diseases.
Follow the Pollution	Nonfiction poster	Secondary	See how pollution far from the ocean can make its way to the sea floor and wreak havoc on a coral reef.
Healthy Reefs	Nonfiction checklist	Secondary	You don't have to be a scientist to see how healthy or unhealthy a coral reef is. Use this checklist to look for signs of health and/or disease in a coral reef.
Saving Coral Reefs	Nonfiction article	Secondary	Scientists are using the latest in science and technology to help save Earth's coral reefs.

In addition, ensure students meet all pack objectives by using the *Pack Rubric*; by collecting these project resources: *Ask and Answer Questions KWLS*, *Driving Question Project Outline*, *Investigation Planner*, *Team Project Planner*, *Teamwork Rubric*, and *Peer Review Sheet*; and by assessing final projects with the *Presentation Rubric*.

**Build Background****Entry Event** *(Time: 1 day)*

- Provide an entry event that supports the Driving Question. An entry event can be anything that provides a spark, such as an activity, a class discussion, a field trip, a visitor to the class, or anything related to the topic with real-world application for students. An entry event provides an introduction to the guided discovery or guided inquiry process that students use to learn and apply information throughout a project-based learning pack.
- Introduce the [Driving Question Project Outline](#). Preview the Problem Definition, Words I Need to Know, Words to Investigate, Project Definition and Driving Question. Explain to students that as they work on this project-based learning pack they will be learning information that will help them answer the Driving Question and complete their project.
- Ask volunteers to share what they know about how coral reefs grow or the plants and animals that live in a coral reef.

**Set the Purpose for the Entry Event:** Ask students what they would like to know about coral reefs to answer the Driving Question.

*Sample Entry Event Activities*

- Present your class with pictures and/or stuffed animals of different animals and plants that make their home in the ocean, including coral, fish, sharks, turtles, kelp, and so on. Ask students if they can identify each thing. Can they identify each as a plant or animal? Challenge them to discuss how the living things are alike and different. Explain that all of these things make their home in the ocean.
- Have students create a word web that contains the word *Ocean* in a center circle and then several circles branching off the center circle. Have students think of different ways people and animals rely on the ocean and write each one in a circle of the word web. If they have trouble getting started, ask them if they have ever visited an ocean and what they did while they were there, such as swimming or boating.
- Have students list or draw things that live in the ocean. Have students share their ideas and then group these living things into categories. Guide students to identify coral as a living thing in the ocean and discuss how coral compares to other ocean organisms.

**Preteach the Vocabulary** *(Time: 1 day)*

- Read the Problem Definition and Project Definition from the [Driving Question Project Outline](#) and ask students to highlight or circle words that might be unfamiliar.
- Have students write the unknown words as Words to Investigate and ask volunteers to share their words. Read through the Words I Need to Know together. Ask volunteers to share which of the words that they need to know were on their Words to Investigate list. Tell students that understanding key academic and content vocabulary words will help them better understand the project and what they need to do to complete it.
- On the board, write a few of the unknown words students shared, focusing especially on the Words I Need to Know. Discuss strategies for discovering what those words mean, including using context or tools such as a book glossary, dictionary, or thesaurus. Model one of the strategies for students and remind students to use it when they discover new words during their investigation.

*You might also review or introduce word webs or word meaning maps using Reading A-Z's [Vocabulary Graphic Organizers](#), or use our sister website [Vocabulary A-Z's Academic Vocabulary Lists](#) to help students understand new words.*

### Anchor Text *(Time: 1–3 days)*

- Introduce the anchor text, *Coral Reefs* at Level N, to provide students with information about coral reefs and introduce the *Ask and Answer Questions KWLS*. As an alternative to the ask-and-answer questions strategy outlined below, you could follow the reading strategy and comprehension skill instruction in the guided reading lesson for the book. Use the graphic organizer provided with that lesson for before, during, and after reading activities.
- Depending on the needs of the students in your class, you might read the anchor text together as a read-aloud, pair up students to read to each other, or have students read the text during independent reading time. *Coral Reefs* is available at three reading levels (N, Q, and U). Ensure students use the KWLS before, during, and after reading to ask and answer their own questions as they read.
- Before reading, have students restate what they already know about coral reefs from the entry event and prior knowledge. Preview the book and talk about the table of contents, photographs, or other visual devices you see.
- Review or explain that on the KWLS the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic.
- Ask students to write what they know in the (*K*) section of their graphic organizer. Have students create a list of questions about what they want to know and have them fill in the (*W*) section of their graphic organizer.
- Encourage students to stop periodically as they read to circle any questions on their KWLS that were answered and write any new questions that were generated. Have students write answers to the questions they circled in the (*L*) section of their KWLS. Have students repeat this process when they are finished reading.
- Ask students to share questions they added to their KWLS while reading, and ask them what questions were answered or not answered in the text.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Remind students that all of their questions may not have been answered in the book. Invite students to fill in the final section (*S*) of their KWLS worksheet with information they would still like to know about coral reefs.



**Reading Strategy:**  
Ask and Answer  
Questions

**Comprehension Skill:**  
Main Idea and Details

### Investigation

#### Question and Plan *(Time: 1–3 days)*

- Ask for volunteers to share what they wrote in the (*L*) section of their KWLS. Facilitate a class discussion to summarize what students have learned so far that will help them answer the Driving Question. Explain that a summary is a brief overview of the most important information and helps students understand and remember what they have learned.
- Write the Driving Question on the board. Create spokes out from the Driving Question, modeled after the *Investigation Planner*. Ask volunteers to share their remaining questions. Write student questions from the (*S*) section of their KWLS near the end of each spoke on the board.
- Model for students how to determine which remaining questions will further help them answer the Driving Question. Remind students about the Project Definition on their *Driving Question Project Outline*. Comparing their list of questions against the Project Definition will help students determine which questions can focus their investigation and which questions might be saved for another time.
- Group students as pairs or in teams of 3–4 students.

- Introduce the *Investigation Planner* to all the teams. Have each student write the driving question in the space provided on the planner. Teams will discuss their remaining questions and come up with a set of three Investigation Questions (I.Q.s). The Investigation Questions will form the main questions to answer with their research.
- Explain that identifying tasks to help students answer each question will help team members manage their project tasks on their *Team Project Planners*. Ask a volunteer to share an investigation question and model setting a task on the project planner based on that question.

### Find and Evaluate Resources *(Time: 4–5 days)*

- Create bundles of 3–4 Reading and Activity Chart resources from the pack and put them at stations throughout the room. Explain that each team will visit each station in turn to preview the resources available.
- After each team has had a chance to preview the resources, have each team meet again to discuss what sources they might use from the materials available or brainstorm other sources they might use to locate additional information to answer their questions. Have students add where they might find the answers to their questions in the space provided on the *Investigation Planner*.
- Encourage students to use other resources from the classroom, library, or approved websites or searches in addition to the provided resources of the pack. You might create a set of websites using the bookmark tool of your computer's browser. At this time, let all teams know that they must complete the experiment *Grow a Coral Garden* as part of their research.
- Explain that when students find information that helps them answer their questions, they should put the title and author of the source on their Sources list on the *Investigation Planner*. Explain that this will help them if they need to refer back to any sources throughout their project.
- Provide copies of the Reading and Activity Chart resources to each team to allow students to divide up reading or tasks easily and allow them to highlight and take notes directly on the pages provided. Be sure that students understand when it is appropriate to mark in a reference and when it is not.
- Explain the *Research Bookmarks* for evaluating sources so students can determine the value of their sources for answering their questions. The questions on the bookmarks will help students think critically about their sources. Explain that knowing when a source was created, who created it, and under what circumstances it was created helps students better understand the information provided by the source.

#### Write on the Board

- ◆ *What are my questions?*
- ◆ *How will I locate information?*
- ◆ *What sources will I use?*

### Provide Project Choices

- Have students discuss with their teams what form their project presentations will take. Use the list of project ideas provided below for suggestions or limit students' choices to just a couple of options. Ensure students have some choice in their projects to keep them motivated and interested in the project.
- Projects might include creating an advertisement, a public service announcement, a travel brochure, or a news article.

**Organize Information** *(Time: 1–2 days)*

- Remind students to review the Project Definition on their *Driving Question Project Outline*. Ask students to summarize what they need to know to include each objective in their projects.
- Introduce the Main Ideas and Details section of the *Investigation Planner*. Explain to students that they should use this tool to help them organize their team's presentation once they have identified what information they will share with the class. Model grouping main ideas with appropriate details as needed for your students.
- Ask students to describe how they will include each objective in their projects in the space provided on the *Driving Question Project Outline*.

**Write on the Board**

- ♦ *Evaluate my sources and revise my plan for using them.*
- ♦ *Choose information I'll use.*
- ♦ *Make connections and inferences.*
- ♦ *Organize my information.*

**Time Management and Teamwork****Tool for Managing Tasks and Time**

- Introduce or review the *Team Project Planner* to help students organize their teams and project work. Preview each item on the planner.
- Explain that students will use the chart on the planner to fill in tasks, dates, and names for items they need to complete both individually and as a team, such as reading or other activities for research, discussion of findings, and creation of resources for the team's presentation.
- Review each *Team Project Planner* periodically to make sure everyone in the group is participating equally. You might choose to enlarge the project planners and display them in the classroom to hold students accountable and provide encouragement as tasks are completed.
- Teams should meet every day if possible, or at least three times per week.
- Teams should keep referring back to the Project Definition to guide their discussion and presentations and ensure that they are meeting the objectives of the project.
- Set a time limit for the length of project presentations. Five to ten minutes per team should be sufficient to present the findings of a project.
- Help teams construct their project timelines on the *Team Project Planner*. Set important milestone dates for your students or have them set the dates themselves, depending on their experience with time management. Setting an end date for a project and working backward is recommended.

**Tool for Working as a Team**

- Introduce or review the *Teamwork Rubric* to assess students' participation within groups. Students should use the rubric every time their team meets. Alternatively you could ask students to keep a project journal and provide a prompt for students to respond to at the end of each team meeting. Use the rubric as a starting point for your prompts.
- When teams first meet, you might lead a whole-class discussion to brainstorm ideas for what behaviors make a positive team experience. Encourage each team to develop rules for discussions and to follow them each time they meet (take turns talking, listen when others are speaking, come prepared, etc.). When teams meet, move among them and stop to coach with suggestions for problem solving or to facilitate group discussion when needed. If more than one team is struggling with a particular aspect of group work, pull them together as a class for a quick mini-lesson.
- Also use this time to correct misconceptions that students might have from inadequate research of a topic. Guide students to research further by asking additional questions about the misconception.

### **Presentation and Assessment**

- Set project presentation expectations by introducing the [Peer Review Sheet](#) and answering any questions students might have about organization, voice, body language, etc. Visually demonstrate each speaking and listening or presentation standard.
- Project presentations can happen in the classroom, in an assembly, or in another venue. Tell or remind students about what resources they have available to them in that space (or what kinds of resources they might be able to bring themselves) for the project presentations.
- One week before teams present their practice presentations for peer review, teams should provide you with a list of expected resource needs such as a laptop with Internet access, a projector, a microphone, a table to place posters, etc., and expected props, audio, or visuals they will include in their presentations.

### **Practice Presentation and Peer Review** *(Time: 1–3 days)*

- Have students actively listen and watch each presentation in order to fill out the [Peer Review Sheets](#) during each team's practice presentation. Depending on the space you have, you might have the whole class review each team in turn or pair two teams together to take turns reviewing each other's presentations while other groups continue to work.
- Remind students to use the Feedback Frames on their [Peer Review Sheets](#) to help them provide helpful feedback to each team to make their presentations better. Collect the completed [Peer Review Sheets](#).

### **Final Presentation and Assessment** *(Time: 1–3 days)*

- Use a [Presentation Rubric](#) to score each team's presentation and collect each [Team Project Planner](#), [Teamwork Rubric](#), and [Peer Review Sheet](#) to ensure students have met 21st Century Skills.
- Use the [Pack Rubric](#), Reading & Activities Chart resources (as appropriate), and the [Ask and Answer Questions KWLS](#), [Driving Question Project Outline](#), and [Investigation Planner](#) to assess the content area objectives each student and team met as part of the project-based learning pack.

### **Reflection**

#### **Opinion and Argument Writing**

- As a final activity, have students reflect on their project-based learning experience in writing by stating an opinion about the project such as what was most enjoyable, do they feel successful, or was the project valuable, and why.
- Review or explain that in opinion and argument writing a writer takes a position and writes to convince the reader to believe or do something.
- Have students start by clearly stating their opinion about the project and their participation in it. Then have them write a paragraph convincing their readers of their opinion with at least three strong arguments supported by evidence.

**Instructions:** Read the Problem Definition and the Driving Question. Circle words you do not know and write them in the Words to Investigate box. Highlight words that appear in both your Words to Investigate box and the Words I Need to Know box. Use surrounding words and sentences, a dictionary, and other strategies to discover the meanings of words you do not know.

**Problem Definition:** Coral reefs are underwater communities made up of plants, fish, and other living things. Coral reefs are home to about one-fourth of all sea life on Earth. Coral reefs began forming millions of years ago, but today they are in danger. Humans, rising ocean temperatures, pollution, and other things are putting them at risk. If we lose our coral reefs and the fish that rely on them, we lose much of the seafood that many people depend on to eat and make a living. We also lose some of nature’s most beautiful places.

Disappearing Coral Reefs • 1

Driving Question

How can communities use technology to solve the problem of disappearing coral reefs?

Words I Need to Know

- chemical
- communities
- coral
- food web
- pollution
- rely
- research
- technology
- temperature

Words to Investigate

Empty box for recording words to investigate.

continued on next page

Name \_\_\_\_\_

**Instructions:** Use each topic of the Project Definition to help you research the Driving Question and plan your project. The questions under each topic help you plan what you will research. Check off each topic once you have completed the information.

**Project Definition:** When I finish my project, I will be able to

**Describe how a coral reef grows and stays healthy.**

What do I need to know to do this? \_\_\_\_\_  
\_\_\_\_\_

How will I include it in my project? \_\_\_\_\_  
\_\_\_\_\_

**Identify the reasons coral reefs are important.**

What do I need to know to do this? \_\_\_\_\_  
\_\_\_\_\_

How will I include it in my project? \_\_\_\_\_  
\_\_\_\_\_

**Explain whether coral reefs are in danger.**

What do I need to know to do this? \_\_\_\_\_  
\_\_\_\_\_

How will I include it in my project? \_\_\_\_\_  
\_\_\_\_\_

**Analyze how science and technology can be used to save coral reefs.**

What do I need to know to do this? \_\_\_\_\_  
\_\_\_\_\_

How will I include it in my project? \_\_\_\_\_  
\_\_\_\_\_

# Coral Reefs

A Reading A-Z Level N Leveled Book

Word Count: 615



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# Coral Reefs



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# Coral Reefs



Written by Paula Schricker

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Level N Leveled Book  
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## Correlation

LEVEL N	
Fountas & Pinnell	M
Reading Recovery	20
DRA	28



Many kinds of coral, fish, and sea creatures live in a reef.

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## Introduction

Coral reefs are made up of many types and shapes of corals. Reefs are very busy places. Millions of sea plants and animals live in and around reefs.

## What Is Coral?

The corals that form reefs aren't rocks or plants. Corals are made up of groups of tiny animals called **polyps** (PAH-lips). Most polyps are smaller than a pea. Thousands of polyps can live on a piece of coral.

One type of coral is called hard, or “stony,” coral. These corals live with plants called algae (AL-jee). The algae is food for the coral. Stony corals have hard skeletons. When the polyps die, the skeleton is left. Over time, old skeletons help build a reef.



Polyps open their tentacles only at night to catch food.



These feathery polyps form branches.



(Left) A sea fan (a soft coral); (right) a brain coral (a stony coral)



Elkhorn coral branches out as an elk's horns do.

The second main type of coral is soft coral. These corals can bend with the tides. Some soft corals will sting if touched.

Many corals are named for what they look like. Brain corals look like brains. Elkhorn corals look like the horns on an elk. Sea fan corals look like open fans.

## A Busy Home Under Water

Thousands of fish of all sizes, shapes, and colors live in reefs. They depend on the reef for food and safety.

Shrimp, lobster, crab, and starfish feed around reefs. A hole in the reef makes a good home for an eel.

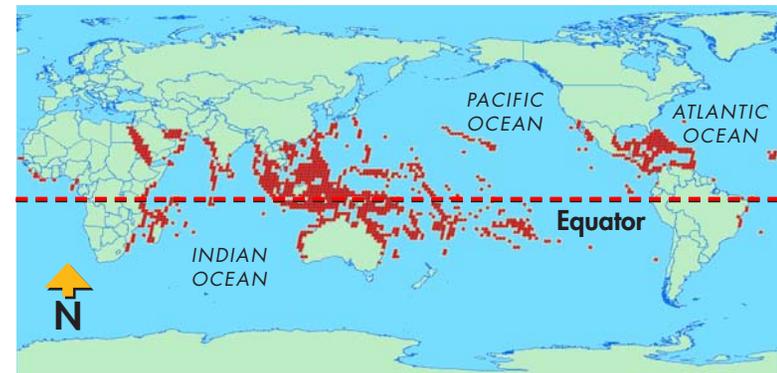


(top) Schools of brightly colored fish are common on reefs.  
(bottom) Reefs offer many good hiding places.

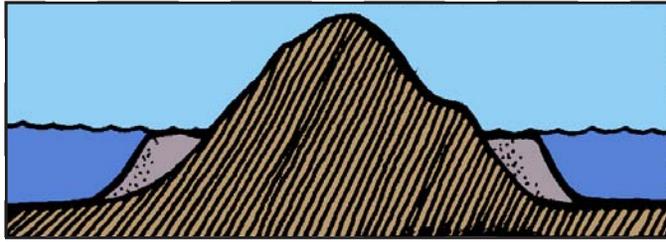
## Where Do Corals Live?

Coral reefs need certain living conditions to stay healthy. They need the right depth of water. They need healthy algae for food. Both coral and algae need water that is the right temperature.

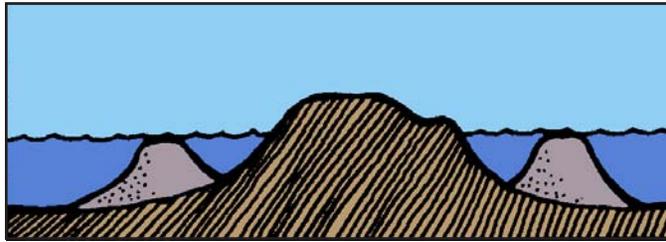
Coral reefs can be damaged easily. Fresh water that comes from rivers can kill coral. Dirt and debris can clog them. Heavy waves from large storms can break reefs apart.



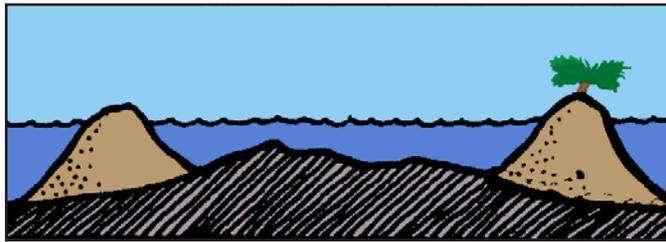
The dark areas of the map show the location of coral reefs.



Cross section of a fringing reef



Cross section of a barrier reef



Cross section view of an atoll

There are three types of coral reefs. They are called **fringing reefs**, **barrier reefs**, and **atolls**. Fringing reefs sit close to the shore. Barrier reefs have a large **lagoon**, or area of water, between the reef and the shore.



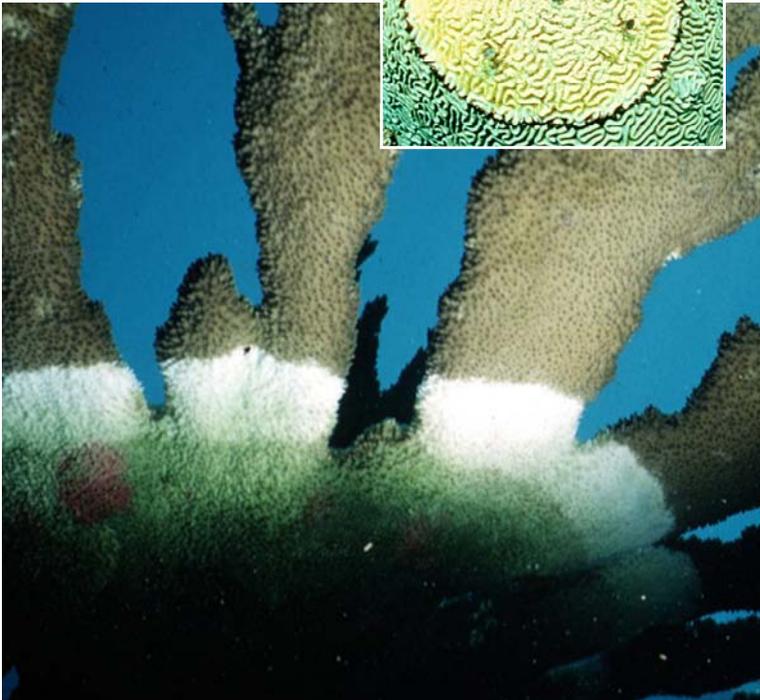
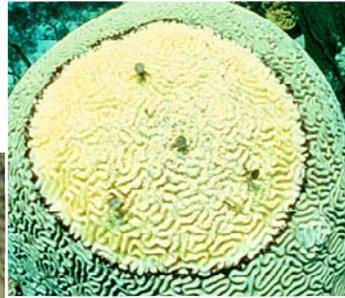
An aerial view of an atoll

An atoll is the third type of reef. An atoll grows in the shape of a circle. It grows around an old sinking island. After the island is gone, a water lagoon forms in the center of the atoll.

## Danger to Coral Reefs

Coral reefs are very fragile. Both disease and human activities damage reefs. Some fast-growing bacteria cause disease. The bacteria can destroy a big reef in just weeks.

A dark ring  
resulting from  
black band disease



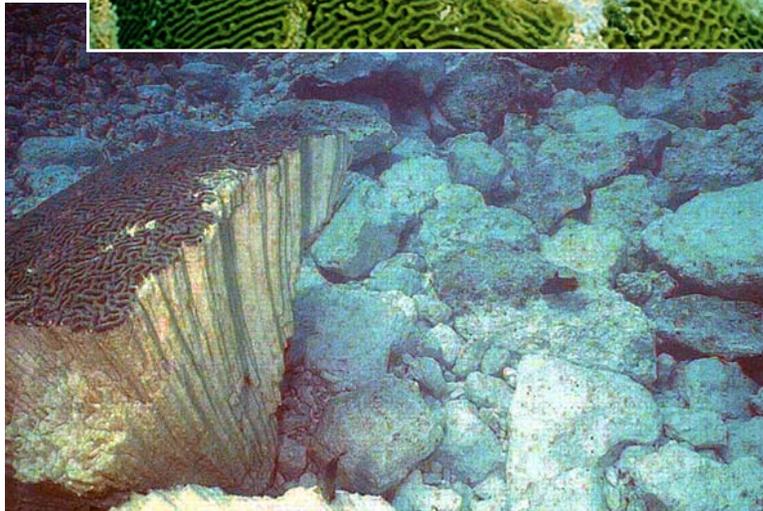
White band disease can destroy coral quickly.



The white areas of these corals have been bleached as the algae that normally give them color have died.

Other harmful bacteria attack the algae. If the coral can't eat the algae, the coral starts to starve. If the bacteria are stopped, the coral can recover. Without enough algae to eat, the coral will die. If the coral dies, the reef will die.

Humans cause most coral reef damage. Some people fish with poisons and explosives. Boats and ships break off large chunks of reefs. Boats can leak gas and oil. Gas and oil leaks harm coral, plants, and fish.



Boats break off large chunks of coral.

## Protecting the Reefs

Coral reefs are beautiful. Reefs are also valuable. Reefs help protect coasts from storms and floods. Much of the world's supply of fish lives around reefs. The fish depend on the reefs for their food. Many reef plants and animals also have other uses. Some are used for medicines.

Many countries try to protect their reefs. They have written laws and rules to follow. But people do not always follow the laws and rules.



This officer's job is to watch and protect coral reefs.



Divers still enjoy visiting fragile reefs.

Almost 25 percent of the world's reefs have been destroyed. More than half of the rest are damaged. We can all do things to help protect the reefs. We can help even if we don't live near an ocean.

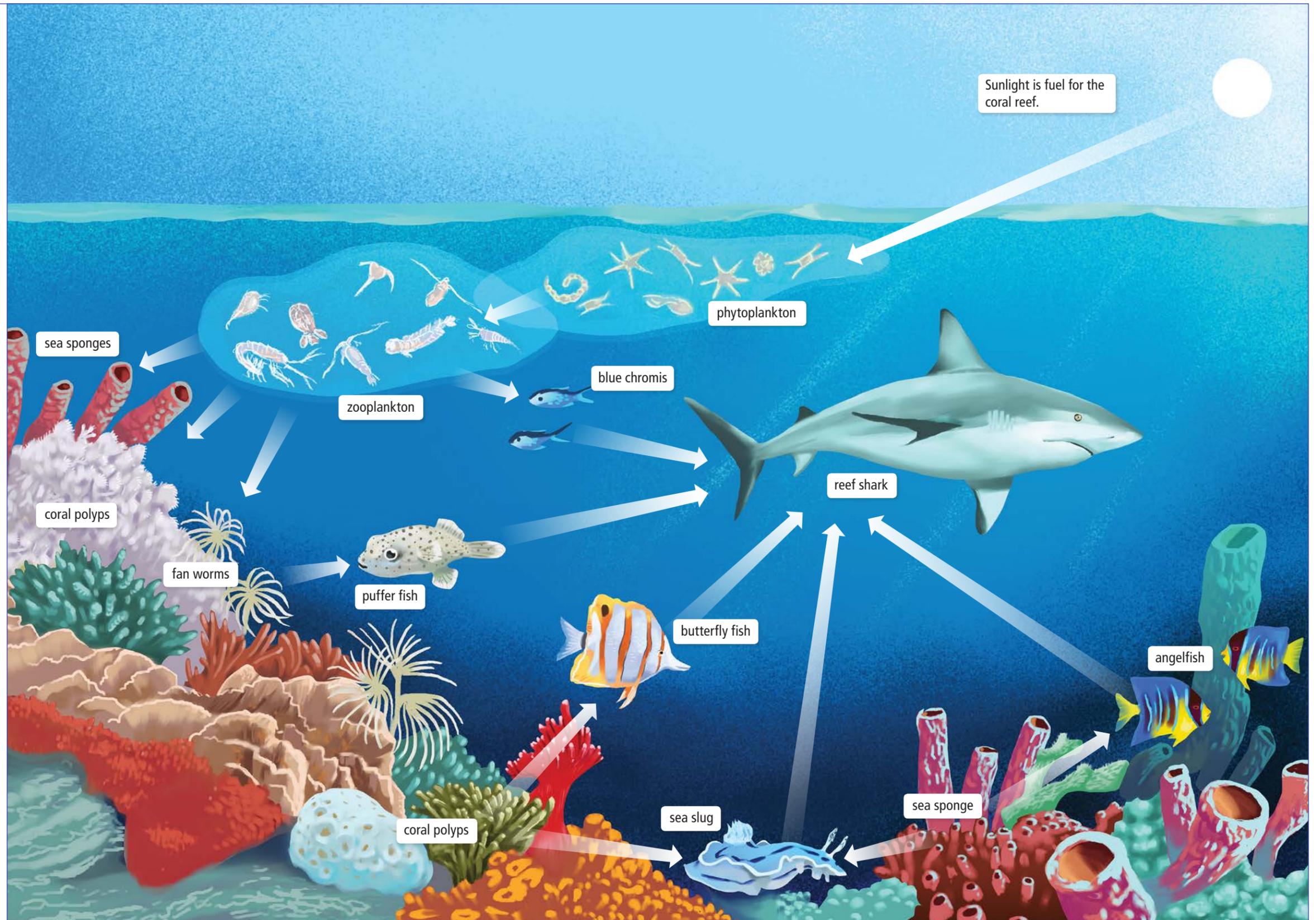
Never throw things in the water. Learn about what people do that makes ocean temperatures rise. Learn what we do that makes bacteria grow. We can all help protect coral reefs. Then all the living things on coral reefs will continue to have homes and food.

## Glossary

- atolls** (*n.*) circular reefs formed when coral grows around islands that later sink beneath the surface of the sea (p. 9)
- barrier reefs** (*n.*) reefs that sit farther from the shoreline, forming barriers between the open ocean and calm lagoons (p. 9)
- fringing reefs** (*n.*) reefs that are very close to shorelines (p. 9)
- lagoon** (*n.*) shallow, calm water between a reef and the shoreline or in the center of an atoll (p. 9)
- polyps** (*n.*) tiny individual coral animals (p. 4)

# Coral Reef Food Web

A food web is a group of plants and animals that are interconnected through what they eat. This food web shows how living things on a coral reef depend on each other. If one living thing is missing in the web, the whole web falls apart. Each coral reef is different. This food web shows just one example of which animals eat which foods found on a coral reef.



Disappearing Coral Reefs

# **Tutoring and Mentoring Pack Samples**

## Animals, Animals (H)

### TO THE TUTOR:

Each student will move at a different pace through these lessons. Some may complete a lesson during one tutoring session, while others may need two or more sessions. The amount of time you have for a tutoring session will determine how much you can do. Keep track of student progress by placing a check in the box next to the part of the lesson you complete each day and write the date next to the box. The tutor coordinator may also want you to complete a Progress Report Form on your tutoring sessions; if so, complete the form found in the packet.



#### Part 1: Fluency 10–15 minutes

**Materials:** Fluency Passage, Graph, Blank Card Template, Vocabulary Cards, timing device, blue crayon

##### STEP 1

Give the student the Fluency Passage and do a one-minute timed reading of the passage as the student reads. Mark words read incorrectly on your copy of the passage. After one minute, tell the student to stop and circle the last word read. Calculate the total words read correctly and have the student use a blue crayon to color-in the graph showing the number of words read correctly on the first reading.

##### STEP 2

Use the Blank Card Template to make word and definition cards for any words the student had difficulty reading and that are not already on the Vocabulary Cards. Practice going over the difficult words with the student as well as the fluency passage vocabulary: *animal*, *live*, *mountains*, *spots*, and *trunk* found on the pre-made Vocabulary Cards.

##### STEP 3

Model fluent reading by reading the passage with proper pauses and expression. Next, echo read the passage by reading a sentence and then having the student read the sentence. Continue to echo read all sentences in the passage.

##### STEP 4

Have the student read the passage on his/her own.



Cards can be cut apart and used in card games, such as Concentration.

#### Part 2: Comprehension 15–20 minutes

**Materials:** Book *Animals, Animals*, Vocabulary Cards, Main Idea and Details Graphic Organizer

##### STEP 1

Give the student a copy of the book. Read the title. Look at the pictures on the front and back covers.

Ask:

*What will this book most likely be about?*

*Have you seen the animals on the covers? If so, where?*

##### STEP 2

Provide the student with the Main Idea and Details Graphic Organizer. Take a picture walk with the student. Encourage the student to look for clues as to the main idea of the book. Tell the student that he/she will complete the chart as more of the selection is read.

##### STEP 3

Review fluency passage vocabulary from Part 1 and these additional story words from the book: *camel*, *elephants*, *elk*, *fox*, *giraffes*, *hippopotamus*, *kangaroo*, *polar bears*, *snow leopards*, and *zebra*.

##### STEP 4

Read page 4 to the student using proper pauses and expression.

##### GAME (optional)

If time permits, play a matching game using the Vocabulary Cards. Separate the word cards and definition cards and spread them out on the table. Have the student draw and read a word and a definition card. If the cards match, the student keeps the cards. If not, turn them back over and try for a match again. You can choose to play with the student or have him or her play alone with your encouragement.

## Animals, Animals (H)

### Part 1: Fluency 5–10 minutes

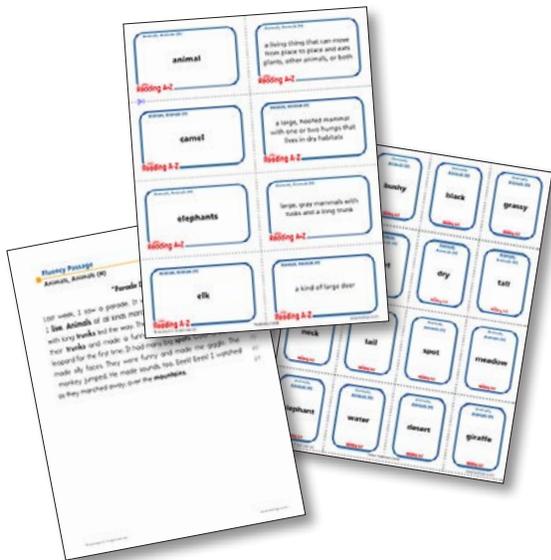
**Materials:** Fluency Passage, Vocabulary Cards

#### STEP 1

Use the Vocabulary Cards to practice pronouncing the difficult words and understanding their meaning.

#### STEP 2

Choral read (read together with the student) the Fluency Passage. Repeat if the student appears to need more guided practice. Then, have the student independently read the passage. Discuss any words that he or she has difficulty reading. Do not graph the results.



### Part 2: Comprehension 10–20 minutes

**Materials:** Book *Animals, Animals*, Vocabulary Cards, Noun/Adjective Cards

#### STEP 1

Begin by reading pages 3 and 4.

Model fluent reading with proper pauses and expression. As you read, stop and ask the following questions. (You may want to ask other questions to help the student think about what has been read.)

*What did you notice about my voice as I read?*

*When did my voice sound excited?*

*When did I pause to take a breath?*

#### STEP 2

Now have the student read pages 3–5.

Encourage him or her to read with expression and proper pauses, paying attention to the punctuation. If the student struggles, take time to model fluent reading. You may also try echo reading part of the text. (You read a sentence or two and then the student reads the same sentence or two.) Make a note of words missed and go over these words after the reading. Have the student answer the following questions after these pages:

*What part of the giraffe's body sets it apart from most other animals?*

*What do you think elephants do with their long trunks?*

*Is this selection fiction or nonfiction? How do you know?*

Ask the student to summarize what you have read.

#### STEP 3

Return the Main Idea and Details Graphic Organizer to the student. Tell him or her to record new information in the appropriate area on the chart. Ask the student to tell how the organization of the chart helps the reader to better understand and remember what is read.

#### GAME (optional)

If time allows, engage the student in a noun/adjective card game. Place the cards face-up and have the student select a noun card. Then have the student choose an adjective card that might describe the noun. Have him/her read the noun/adjective pair aloud to make a correct description.

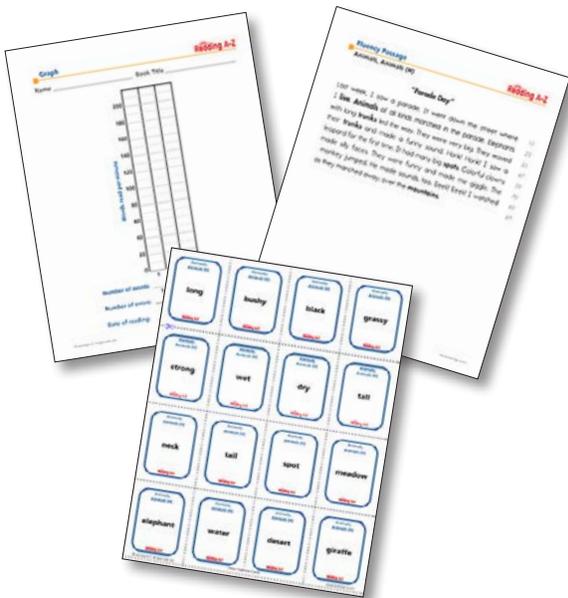
## Animals, Animals (H)

### Part 1: Fluency 5–10 minutes

**Materials:** Fluency Passage, Graph, timing device, yellow crayon

#### STEP 1

Choral read the passage. Then, have the student do an untimed independent read of the entire passage. Give positive feedback and encouragement. Next, do a one-minute timed reading while marking any words incorrectly read on your copy of the passage. Have the student use a yellow crayon to graph the number of words read correctly.



### Part 2: Comprehension 10–20 minutes

**Materials:** Book *Animals, Animals*, Vocabulary Cards, Noun/Adjective Cards

#### STEP 1

Read page 6.

Model fluent reading with proper pauses and expression. You may want to ask other questions to help the student think about what has been read.

#### STEP 2

Have the student read pages 6–8 with proper pauses and expression. Model fluent reading if the student struggles. You can also echo or choral read with him or her. Make a note of words missed and go over these words after the reading. Have the student answer the following questions after this portion of pages:

*Would you expect to see the animal on page 6 in the climate where you live? Why or why not?*

*How are the animals mentioned alike? How are they different?*

Ask the student to share his/her favorite part of the story.

#### GAME (optional)

Repeat the Lesson 1 or 2 game.

## Animals, Animals (H)

### Part 1: Fluency 5–10 minutes

Materials: Fluency Passage

#### STEP 1

Have the student read the passage independently 1–2 times while you monitor the reading and give positive feedback and encouragement. Do not do a timed reading.

#### STEP 2

Check understanding of the passage by asking the student the following questions:

*When was the parade?*

*Where was the parade?*

*What animals and people were in the parade?*

*What funny things happened in the parade?*



### Part 2: Comprehension 15–20 minutes

Materials: Book *Animals, Animals*, Main Idea and Details Graphic Organizer, crayon or highlighter, Question Cards, Jungle Game Board (optional)

#### STEP 1

Read page 9. Model fluent reading with proper pauses and expression.

#### STEP 2

Have the student read the rest of the selection with proper pauses and expression. Praise good reading. Make a note of words missed and go over these words after the reading. After reading, have the student answer the following questions:

*If an animal spends most of its time in the water, what kind of food might it eat?*

*What interesting detail did you learn about the hippo's skin?*

*Do you think the color of a polar bear's fur has anything to do with where it lives? Why or why not?*

Ask the student to share his or her favorite part of the story.

#### STEP 3

Return the Main Idea and Details Graphic Organizer to the student. Guide the student to state the main idea in his or her own words. Explain that authors may include the main idea in the text of a book, as is found in this selection: *There are many kinds of animals*. Further explain that the pictures of the book can also be a clue to the main idea of the book. Point out that the rungs on the ladder are for details that tell about the main idea. Give an example for the first rung, such as: *Elk run fast*. Give help as needed as the student completes the ladder. Remind the student that illustrations and words in bold type may be helpful when finding details.

#### GAME (optional)

Spread the Question Cards face down on the table and have the student select one. Read the card to the student. If he or she answers it correctly, have him or her move the marker the number of spaces indicated on the card. If the answer is wrong, place the card back onto the table and mix the cards up. Continue drawing cards until the student reaches the end of the game board. You can have the student roll a single die and move spaces indicated rather than moving the number on the cards.

## Animals, Animals (H)

### Part 1: Fluency 5–10 minutes

**Materials:** Fluency Passage, Graph, timing device, red crayon

#### STEP 1

Have the student read the passage independently 1–2 times. Then do a one-minute timed reading. Graph the number of correctly read words under #3 using a red crayon.

#### STEP 2

Check the student's understanding of the passage by having him/her retell the passage.

### Part 2: Comprehension 10–20 minutes

**Materials:** Book *Animals, Animals*, Main Idea and Details Graphic Organizer, Comprehension Quick Check, Question Cards and Jungle Game Board (optional)

#### STEP 1

Return the Main Idea and Details Graphic Organizer to the student. Ask the student to read what he or she wrote on the *main idea* line. Remind the student that the rungs of the ladder tell details that support the main idea of the book. Review the organizer together with the student, then have the student use the ladder to retell the story.

#### STEP 2

Have the student complete the Quick Check. When he or she is finished, review the answers with the student. Help the student find the correct answer in the book for any incorrect response.

If time permits, have the student tell how the main idea of this book can be related to *people*. Ask him or her if it is true that people are different too. Encourage the student to offer details to support his or her opinion.

#### GAME (optional)

Repeat the Question Card game from Lesson 4.

#### TUTOR NOTE:

Unless otherwise directed by the coordinator, allow the student to keep the book. Encourage him or her to practice reading at home.



Animals, Animals (H)

“Parade Day”

Last week, I saw a parade. It went down the street where	12
I <b>live. Animals</b> of all kinds marched in the parade. Elephants	23
with long <b>trunks</b> led the way. They were very big. They waved	35
their <b>trunks</b> and made a funny sound. Honk! Honk! I saw a	47
leopard for the first time. It had many big <b>spots</b> . Colorful clowns	59
made silly faces. They were funny and made me giggle. The	70
monkey jumped. He made sounds, too. Eeek! Eeek! I watched	80
as they marched away, over the <b>mountains</b> .	87

Animals, Animals (H)

**animal**

 Reading A-Z \_\_\_\_\_



Animals, Animals (H)

a living thing that can move from place to place and eats plants, other animals, or both

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**camel**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

a large, hoofed mammal with one or two humps that lives in dry habitats

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**elephants**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

large, gray mammals with tusks and a long trunk

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**elk**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

a kind of large deer

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**fox**

 Reading A-Z \_\_\_\_\_



Animals, Animals (H)

a medium-sized mammal  
related to a dog that  
has a bushy tail

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**giraffes**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

large mammals with very long  
necks and long legs

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**hippopotamus**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

a large plant-eating  
mammal with huge jaws  
that lives in water much  
of the time

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**kangaroo**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

a large mammal with  
a pouch, strong hind legs,  
and a thick tail

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**live**

 Reading A-Z \_\_\_\_\_



Animals, Animals (H)

to have one's home

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**mountains**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

high and often rocky  
areas of land with  
steep or sloping sides

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**polar bears**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

large white bears that  
live in the Arctic region

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**snow leopards**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

fairly large, light-colored,  
spotted cats that live in the  
mountains of central Asia

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**spots**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

rounded marks that are  
a different color from the  
surface around them

 Reading A-Z \_\_\_\_\_



Animals, Animals (H)

**trunk**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

the long nose of an elephant

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

**zebra**

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

a large mammal that has  
black-and-white stripes

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

 Reading A-Z \_\_\_\_\_

Animals, Animals (H)

 Reading A-Z \_\_\_\_\_

Animals,  
Animals (H)

**long**

Reading A-Z

Animals,  
Animals (H)

**bushy**

Reading A-Z

Animals,  
Animals (H)

**black**

Reading A-Z

Animals,  
Animals (H)

**grassy**

Reading A-Z



Animals,  
Animals (H)

**strong**

Reading A-Z

Animals,  
Animals (H)

**wet**

Reading A-Z

Animals,  
Animals (H)

**dry**

Reading A-Z

Animals,  
Animals (H)

**tall**

Reading A-Z

Animals,  
Animals (H)

**neck**

Reading A-Z

Animals,  
Animals (H)

**tail**

Reading A-Z

Animals,  
Animals (H)

**spot**

Reading A-Z

Animals,  
Animals (H)

**meadow**

Reading A-Z

Animals,  
Animals (H)

**elephant**

Reading A-Z

Animals,  
Animals (H)

**water**

Reading A-Z

Animals,  
Animals (H)

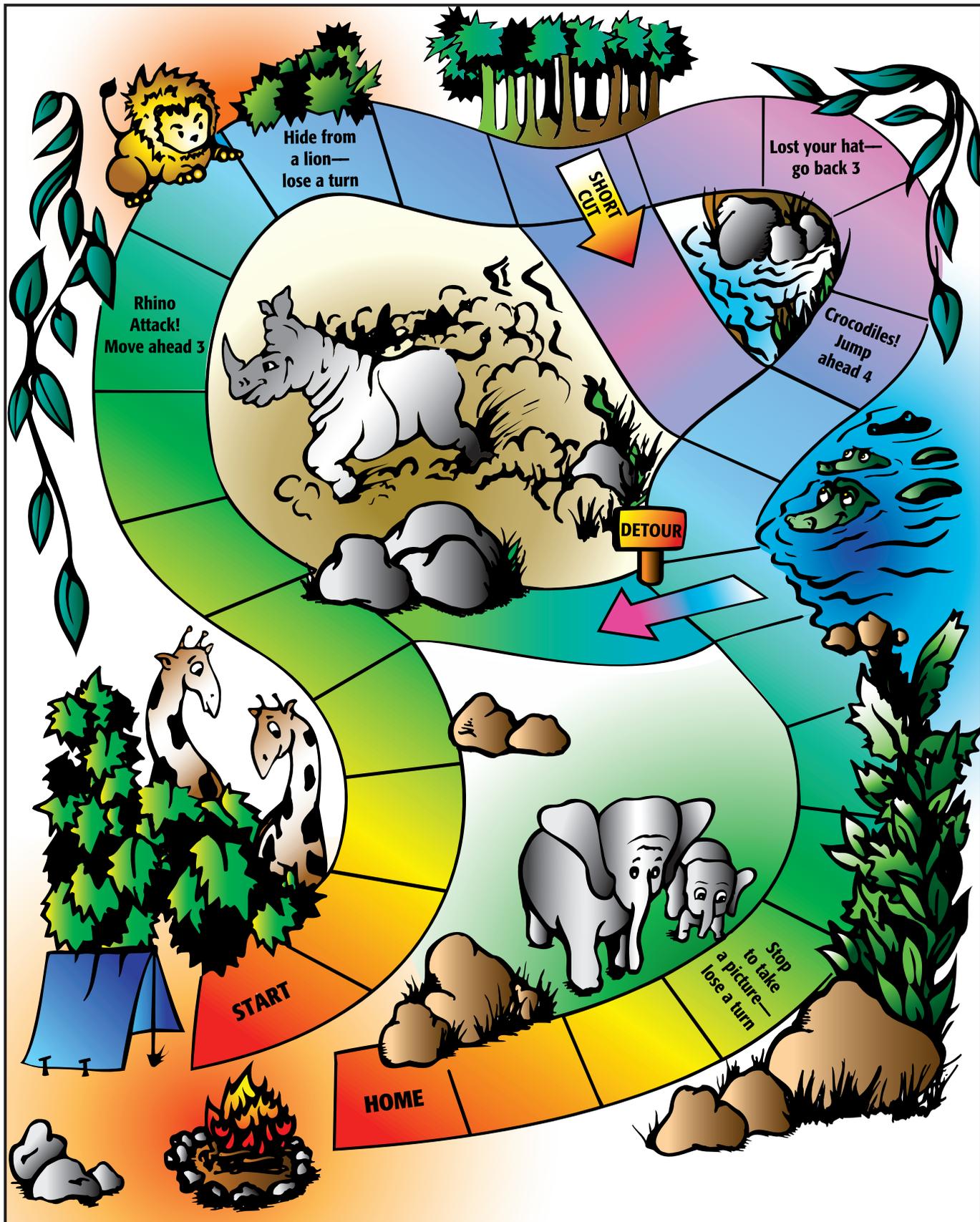
**desert**

Reading A-Z

Animals,  
Animals (H)

**giraffe**

Reading A-Z



Name \_\_\_\_\_

Main Idea: \_\_\_\_\_

The graphic organizer is a ladder shape with four rungs. Each rung is a horizontal rectangle divided into three sections by a dashed line. The rungs are supported by two vertical posts, one on the left and one on the right. Each post has a dot at the top and bottom of each rung. Small rectangular boxes are attached to the ends of the vertical posts.

**INSTRUCTIONS:** Have students write the main idea at the top of the ladder. Then have them record supporting details about the main idea on the rungs of the ladder.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Instructions:** Read each question carefully and choose the best answer.

1. Which two animals live on grasslands?
  - (a) zebra and snow leopard
  - (b) zebra and elephant
  - (c) snow leopard and camel
2. What is this book mostly about?
  - (a) animals
  - (b) bears
  - (c) food
3. Which detail is an opinion?
  - (a) Snow leopards have beautiful fur.
  - (b) Elk are in the deer family.
  - (c) Zebras live in grasslands.
4. Camels can live for weeks without \_\_\_\_\_.
  - (a) sleeping
  - (b) drinking
  - (c) moving
5. Which detail describes a kangaroo?
  - (a) long trunk
  - (b) strong back legs
  - (c) large antlers
6. **Extended Response:** Name one animal that wasn't in this book and one detail about it.

## Quick Check Answer Sheet

## Animals, Animals

*Main Comprehension Skill: Main Idea and Details*

1. **(b)** *Classify Information*
2. **(a)** *Main Idea and Details*
3. **(a)** *Fact or Opinion*
4. **(b)** *Main Idea and Details*
5. **(b)** *Vocabulary*
6. Answers will vary but should include one animal that wasn't in the book and a detail about it.

Animals, Animals (H)

4

**What kind of animal lives in the ground?**

Possible answer: fox

 Reading A-Z



Animals, Animals (H)

6

**Where might you be able to see all of the animals told about in the book?**

Possible answer: The zoo.

 Reading A-Z

Animals, Animals (H)

3

**Which animals live in cold places?**

Possible answer: elk and polar bear

 Reading A-Z

Animals, Animals (H)

5

**How are hippos and camels opposite?**

Possible answers: Hippos live near water and camels can live a long time without water.

 Reading A-Z

Animals, Animals (H)

4

**If you could add a page to this book, which animal would you write about? What details would you tell?**

Answers will vary.

 Reading A-Z

Animals, Animals (H)

Animals, Animals (H)

Animals, Animals (H)

 Reading A-Z

Animals, Animals (H)

 Reading A-Z

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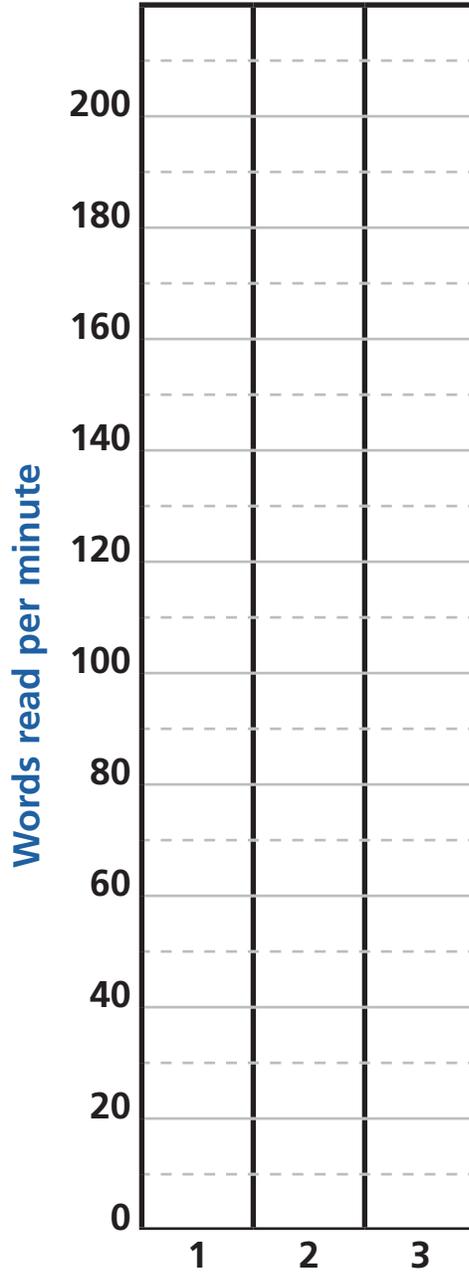
Book Title \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_ Level \_\_\_\_ Teacher \_\_\_\_\_

	Session	Tutor Name	Tutor Session Summary
	Date: _____ Time: ____ to ____		Part 1 completed:    yes    no Part 2 completed:    yes    no If no, last step completed _____ Comments:
	Date: _____ Time: ____ to ____		Part 1 completed:    yes    no Part 2 completed:    yes    no If no, last step completed _____ Comments:
	Date: _____ Time: ____ to ____		Part 1 completed:    yes    no Part 2 completed:    yes    no If no, last step completed _____ Comments:
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	Date: _____ Time: ____ to ____		Part 1 completed:    yes    no Part 2 completed:    yes    no If no, last step completed _____ Comments:

# Graph

Name \_\_\_\_\_ Book Title \_\_\_\_\_



Number of words: \_\_\_\_\_  
1      2      3

Number of errors: \_\_\_\_\_  
1      2      3

Date of reading: \_\_\_\_\_  
1      2      3



LEVELED BOOK • H

# Animals, Animals



Written by Cheryl Ryan

**MULTI**  
**LEVEL**  
**E•H•K**

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## Animals, Animals

*A Reading A-Z Level H Leveled Book • Word Count: 268*



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# Animals, Animals



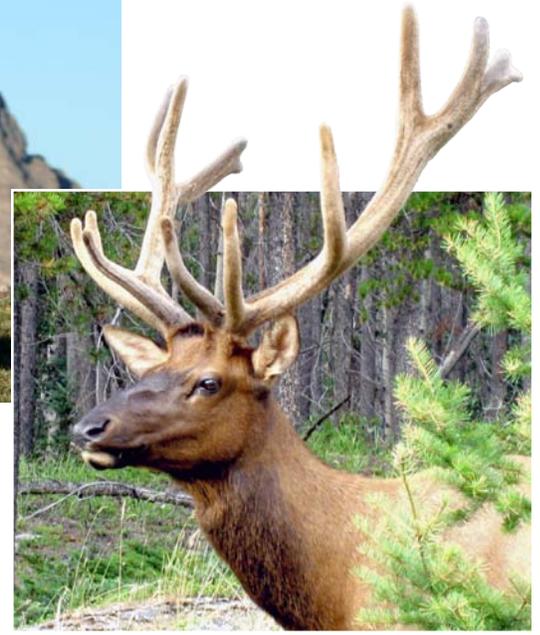
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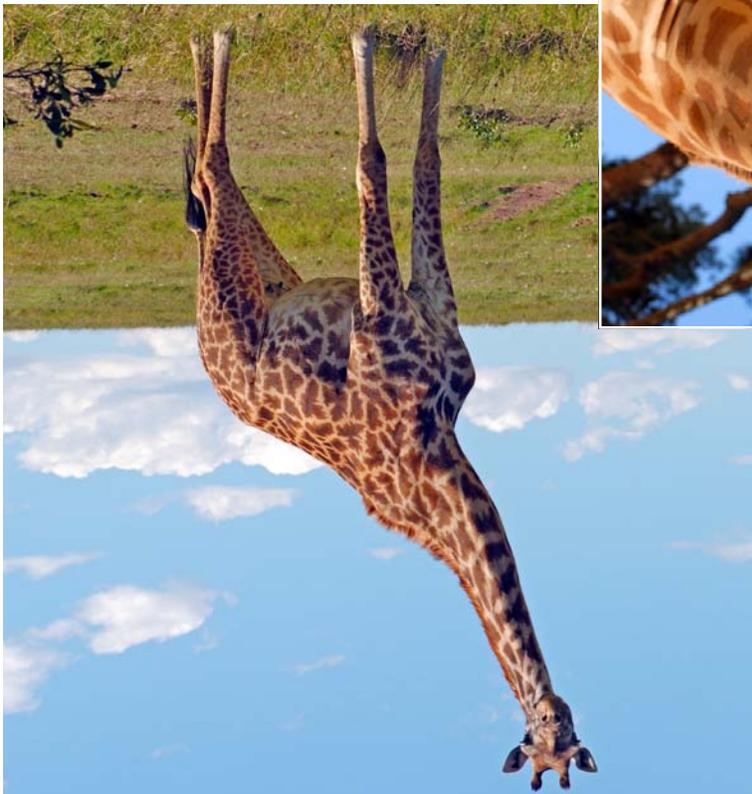
<b>LEVEL H</b>	
Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

Animals, Animals  
 Level H Leveled Book  
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 ISBN 978-1-61515-020-5  
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There are many kinds of animals.  
The elk is in the deer family.  
Male elk have large antlers.  
Elk can swim well and run very fast.



Giraffes are very tall  
with long necks.  
Giraffes have spots  
all over their bodies  
and short horns  
on their heads.



Elephants are the largest land animals.  
 Elephants have long trunks.  
 They live in grasslands and forests.

Animals, Animals • Level H

5



Snow leopards live on cold mountains.  
 They have thick fur to keep them warm.



9



This camel has a long winter coat.

Camels can live for a long time without food or water.

Animals, Animals • Level H

7

Foxes eat small animals, insects, fruits, and eggs.

Foxes live in holes in the ground.

The fox is in the dog family.



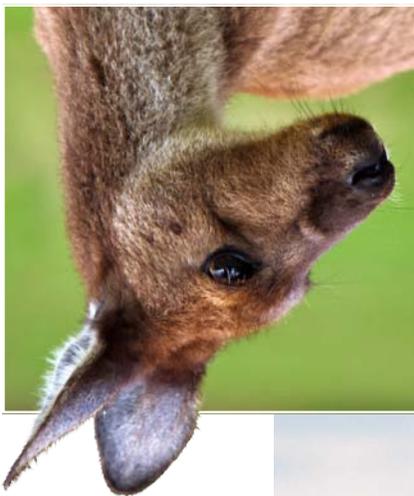
8



The zebra is in the horse family.  
Zebras have white and black stripes and live in grasslands.  
The hair on their necks stands straight up.

Animals, Animals • Level H

9



The great gray kangaroo has a pouch.  
It uses its strong back legs to hop.  
Kangaroos eat grass and other plants.



10



The hippopotamus spends most of its time in water.  
A hippopotamus has almost no hair.  
It eats grass and water plants.



Polar bears live in cold places.  
They have thick fur to stay warm.  
They eat seals, birds, and fish.  
There are many kinds of animals.