Language, Literacy & Vocabulary!

Teacher's Guide for Animal Habitats
Fluent Science

Includes:
• Lesson Plans
• Learning Masters
• Pre- and Post-Test Assessments
• Take-Home Book Masters
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Take-Home Book Masters
Content and Literacy Development for Diverse Language Learners

National Geographic’s *Windows on Literacy: Language, Literacy & Vocabulary* program is designed for today’s classroom—diverse, challenging, and complex. Many children come to school without the basic background knowledge and oral language development needed for academic success. *Language, Literacy & Vocabulary* provides the extra support young learners need to experience success from the start.

National Geographic’s *Language, Literacy & Vocabulary* program offers rich opportunities for beginning learners to build background knowledge, develop vocabulary and oral language, and learn grade-level content. Throughout the nation, teachers told us they needed materials that scaffolded the learning so that children from diverse language backgrounds, at-risk readers, and children with learning challenges would have opportunities to achieve their full potential. The *Language, Literacy & Vocabulary* program meets this need through:

- Thematic units built around essential key concepts in science, social studies, and math
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text match
- Scaffolded, multilevel instruction for students at different levels of language proficiency
- Springboards to related reading and writing
- Customized instruction for English language learners (ELLs)
- Research-based instructional strategies
- Rich and varied teacher support and tools
Consulting Author: Linda Hoyt

Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title 1 teacher, staff developer, and Title 1 District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

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Achieving academic success is essential for children to make adequate yearly progress and for continued academic growth. Conclusive data and research show that children who fall behind on their acquisition of academic content and vocabulary during the K–2 years will fall further behind as they advance through the grade levels. To help children achieve success from the start and prevent them from falling behind, *Windows on Literacy: Language, Literacy & Vocabulary* gives children access to the core grade-level content they need for standards-based academic success through these features:

- Explicit instruction in core academic content and vocabulary to build a foundation for future success
- Focused, targeted, standards-based content
- Alignment with TESOL standards
- Multiple exposures to and applications of academic vocabulary
- Carefully leveled developmental texts
- Picture glossaries of key content vocabulary
- Simple, engaging, and visually striking student book pages
- Strong picture-text match
- Familiar language and simple sentence structures
- Multiple opportunities for oral language development
- Theme Builders for building background and developing oral language
- Opportunities for writing and related reading
One Program for Your Diverse Classroom

Windows on Literacy: Language, Literacy & Vocabulary recognizes that every classroom includes diverse language learners as well as children whose background knowledge and oral language require development. Teachers told us they wanted one program that they could use with English language learners, children with reading and vocabulary challenges, and children with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, Language, Literacy & Vocabulary gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.
Flexible Use

Windows on Literacy: Language, Literacy & Vocabulary is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each theme can be completed in five days.

Pacing Guide:
One Week for One Theme

Day 1 · Lesson 1
- Administer Pre-Test
- Read Concept Book
- Introduce Concepts and Vocabulary
- Model the Reading

Day 2 · Lesson 2
- Reread Concept Book
- Develop Concepts and Vocabulary
- Introduce Comprehension Strategy
- Small Group Reading
- Modeled Writing

Day 3 · Lesson 3
- Read First Related Nonfiction Book
- Develop Concepts and Vocabulary
- Small Group Reading
- Practice Comprehension Strategy
- Shared Writing

Day 4 · Lesson 4
- Read Second Related Nonfiction Book
- Review Concepts and Vocabulary
- Small Group Reading
- Apply Comprehension Strategy
- Guided Writing

Day 5 · Lesson 5
- Rereading and Assessment
- Guided Writing
- Optional Reading
- Home Connection
- Administer Post-Test
After-School Programs

*Language, Literacy & Vocabulary* works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one theme can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one theme can be completed every two weeks. Use the suggested plan shown below.

### Pacing Guide: Two Weeks for One Theme

<table>
<thead>
<tr>
<th>Week 1 · Day 1 · Lesson 1</th>
<th>Week 2 · Day 1 · Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Read Second Related Nonfiction Book</td>
</tr>
<tr>
<td>Read Concept Book</td>
<td>Review Concepts and Vocabulary</td>
</tr>
<tr>
<td>Introduce Concepts and Vocabulary</td>
<td>Small Group Reading</td>
</tr>
<tr>
<td>Model the Reading</td>
<td>Apply Comprehension Strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 · Day 2 · Lesson 2</th>
<th>Week 2 · Day 2 · Begin Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread Concept Book</td>
<td>Assess and Extend</td>
</tr>
<tr>
<td>Develop Concepts and Vocabulary</td>
<td>Rereading and Assessment</td>
</tr>
<tr>
<td>Introduce Comprehension Strategy</td>
<td>Begin Guided Writing</td>
</tr>
<tr>
<td>Small Group Reading</td>
<td></td>
</tr>
<tr>
<td>Modeled Writing</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1 · Day 3 · Lesson 3</th>
<th>Week 2 · Day 3 · Complete Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read First Related Nonfiction Book</td>
<td>Complete Guided Writing</td>
</tr>
<tr>
<td>Develop Concepts and Vocabulary</td>
<td>Optional Reading</td>
</tr>
<tr>
<td>Small Group Reading</td>
<td>Home Connection</td>
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<tr>
<td>Practice Comprehension Strategy</td>
<td>Post-Test</td>
</tr>
<tr>
<td>Shared Writing</td>
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</tbody>
</table>

### Summer School Programs

*Language, Literacy & Vocabulary* is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one theme during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of math, science, and social studies while developing strong literacy skills.

<table>
<thead>
<tr>
<th>Four-Week Program</th>
<th>Five-Week Program</th>
<th>Six-Week Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose four themes.</td>
<td>Choose five themes.</td>
<td>Choose six themes.</td>
</tr>
</tbody>
</table>
Overview

Animal Habitats

STANDARDS
- Use academic vocabulary related to the study of animal habitats
- Use appropriate language forms to describe animal habitats and to summarize
- Develop fluency in reading, writing, listening to, and speaking English

SCIENCE
- Identify the different kinds of habitats in which animals live
- Understand that animals live in habitats that provide for their basic needs
- Describe how animal adaptations help animals survive in their habitats

READING/LANGUAGE ARTS
- Learn and apply the comprehension strategy: Summarizing
- Use the text features: Charts/Graphic Organizers and Graphic Locators
- Write about animal habitats
- Learn and use vocabulary related to animal habitats

Before Theme Assessment
To compare progress before and after teaching this theme, use the Pre-Test and Post-Test Assessments, pages 33-43.

Optional Reading

Windows on Literacy
Content-Based Fiction
Rain Forest Discovery  Level 17
Turtle Beach Mystery  Level 18

Windows on Literacy
Nonfiction
Mud, Mud, Mud  Level 7
Polar Bears  Level 8
What Lives in a Tide Pool?  Level 14
Going Up the Mountain  Level 18

Theme Materials

Concept Book
Nonfiction Books

Learning Masters

Take-Home Book Masters

Audiolesson on CD
Instructional Highlights

Key Concepts
• Animals live in many different kinds of habitats.
• Animals live in habitats that provide for their basic needs, which include food, water, air, and shelter.
• Animal adaptations help animals survive in their habitats.

Key Concept Words
Arctic ocean
desert prairie
habitat rain forest
level zone

Text Features
Charts/Graphic Organizers
Graphic Locators

Comprehension Strategy
Summarizing

Theme Planner

Lesson 1*
Teacher's Guide pp. 10–11
Read Animal Habitats
• Administer Pre-Test, p. 38
• Introduce Concepts and Vocabulary
• Model the Reading

Lesson 2
Teacher's Guide pp. 12–13
Reread Animal Habitats
• Develop Concepts and Vocabulary
• Introduce the Comprehension Strategy: Summarizing
• Small Group Reading
• Modeled Writing

Lesson 3
Teacher's Guide pp. 14–15
Read Life in the Ocean
• Develop Concepts and Vocabulary
• Small Group Reading
• Practice the Comprehension Strategy: Summarizing
• Shared Writing

Lesson 4
Teacher's Guide pp. 16–17
Read The Rain Forest
• Review Concepts and Vocabulary
• Small Group Reading
• Apply the Comprehension Strategy: Summarizing
• Guided Writing

Lesson 5
Teacher's Guide pp. 18–19
Assess and Extend
• Administer Post-Test, p. 41
• Rereading
• Guided Writing
• Assessment Tools
• Optional Reading
• Home Connection
Lesson 1

Read Animal Habitats

Introduce Concepts and Vocabulary

Introduce Theme Question

Ask students: What do you know about the places, or habitats, where animals live? What do these habitats provide to help animals survive? Explain that they will learn about animal habitats. They will also learn the language to use when describing animal habitats.

Have students draw a picture of an animal in its habitat. Ask them to write a sentence under the picture telling what the animal has or does that helps it survive in its habitat.

Develop Oral Language

Display a photo of a rain forest. Ask students to describe the scene. Model a sentence using rain forest and levels: A rain forest has many levels. A level is a specific part of the rain forest where different animals live.

Then display a photo of a desert. Ask students to describe the scene. Model sentences using desert and habitat: The desert is a habitat for many animals.

Tell students that they just described two different kinds of habitats—rain forest and desert. Explain that the ocean, Arctic, and prairie are other habitats for animals.

Turn and Talk Have partners take turns describing the photos of the other habitats.

Introduce Readers Theater

Display the Readers Theater selection on the Theme Builder.

Assign the roles of the interviewer and the handler to groups of students to read in unison. Encourage students to add appropriate expression and gestures to their reading. Have learning partners use Learning Masters page 25 to practice reading the Readers Theater selection.

Introduce Key Vocabulary

Use the Think and Discuss scene to teach Key Concept Words and model language forms.

The Arctic is one kind of habitat.

The Arctic has snow and ice.

Continue to model sentences using the words listed below. As you introduce words, jot them down on chart paper. Display this Word Bank throughout the theme.

Turn and Talk Have students work with partners to practice using the language forms for describing. For example: The _____ is very _____.

Build Background

Display the Think and Discuss scene on the Theme Builder again. Ask students to describe the habitats.

Turn and Talk Then have partners talk about one habitat and practice using the language forms for describing. For example: A (rain forest) has (many tall trees).
Preview the Book
Distribute copies of Animal Habitats. Read aloud the title and the author's name. As you page through the book, point out:
• There is a Contents page showing the sections in the book.
• Important words are highlighted in bold or in color bars.
• Diagrams called graphic locators are used to show levels or zones.

Predict Vocabulary
Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?
Display pages 8–9 and cover the words: Which words do you expect to see on these pages?
Students may mention the animals on the pages and the things they need. Add these words to the Word Bank. Have students talk with partners and use Arctic, desert, and rain forest to name the habitats. Continue the activity with other pages as time allows.

Model the Reading
Invite students to follow along as you read aloud pages 4–7 in Animal Habitats. Read fluently, modeling smooth, accurate reading with appropriate expression. After reading each pair of pages, pause to think aloud. Also, encourage students to ask questions and make observations.

Pages 4–5
Think Aloud This is like the Think and Discuss scene on the Theme Builder. The labels help identify different kinds of habitats.

Pages 6–7
Think Aloud The highlighted words in the captions identify the habitats.

Share the Reading
Now have partners complete the reading. Encourage them to pause after reading one or two pages and have conversations about what they have read. Ask them to share what they already know about the animals and their habitats.

Reread for Fluency
To have students practice fluent reading, model reading pages 12–13. Have students echo-read in unison each sentence as you finish, imitating your model. Then have students reread the entire book independently to build fluency. See Customize the Reading.

Customize Instruction for ELLs
Newcomers/Beginning During reading, have students point to the animal in each photo of a habitat. Have them show what they know about the animal by pantomiming its movements or making its sounds.

Developing Ask students simple questions to review and reinforce content, such as, “Is the Trench Zone at the top or at the bottom of the ocean?”

Expanding/Bridging Ask students to say two sentences about a particular habitat and the animals that live in it, such as, “The Arctic is cold and snowy. Polar bears have fur to keep them warm.”

Customize the Reading
Students reread and talk about Animal Habitats on their own to build fluency.
• Students who are not yet able to read the book can point to unique features in each habitat.
• Students who need extra support can reread the book while listening to the audiolesson.
• Students who can read the book might read independently or aloud with partners.
Develop Concepts and Vocabulary

Develop Oral Language
Display the photo of the flying fish. Ask students to describe the fish. What adaptation does this fish have that helps it survive? What words describe this adaptation?

Turn and Talk Encourage conversation partners to talk about the wing-like fins of the flying fish and how they help the fish fly out of the water to escape danger. Have them use these language forms:

The (flying fish) has large (fins). These (fins) are like (wings).

Revisit Readers Theater Display the Readers Theater selection on the Theme Builder. This time, have the handler bring a polar bear on the show. Change the information to fit polar bears. Assign the roles of the interviewer and the handler to groups of students and read in unison.

Build Background
Display the graphic organizer on the Theme Builder with the photos covered with sticky notes. Point to the label of one habitat and read it aloud. Ask students what would be included in such a habitat. What animals would live there? How would they survive? Follow the same procedure for the other habitats.

Turn and Talk Encourage partners to describe habitats and tell how each gives animals the things they need.

Begin Vocabulary Log As students read, encourage them to use sticky notes to tag words that they would like to save. After reading, students can record the words and their notes about them.

Use Learning Masters page 24.

Introduce the Comprehension Strategy

Introduce Summarizing
When students summarize, they condense information in a text to the most important ideas. By looking carefully at the facts, graphics, and photos in a nonfiction text, students can synthesize information into a meaningful summary.

Think Aloud When I read a book on a topic, I want to be able to pull all the information together so I can talk about the topic quickly and easily. That’s called summarizing.

Model Summarizing
Turn to pages 16–17 and model the comprehension strategy and language forms for summarizing.

The important information on these pages is that the animals shown are able to survive in the desert because they know how to find shelter, food, and water.

This text is about the fact that desert animals do things or have adaptations that help them survive.

For additional practice in summarizing, have partners work on Learning Masters page 26.
Modeled Writing

Use the graphic organizer on the Theme Builder to review some Key Concepts of the theme. Prepare to model writing, including providing details through examples.

Think Aloud I know that animals in a habitat find what they need to live. I will choose one habitat—the rain forest—and give examples that show animals meeting their needs.

An orange and black jaguar drinks water from a pool. Busy ants carry leaves near the jaguar’s feet. The ants will eat the leaves. Above, two bright red macaws climb a tree. They are building a nest. All these animals find what they need in the rain forest.

Continue, using animals from another habitat. Give examples of the animals meeting their basic needs in a habitat.
Lesson 3

Read Life in the Ocean

Develop Concepts and Vocabulary

Develop Oral Language
Model the Key Concept Words ocean and zone. For example, point out oceans on a world map or globe.

Much of the Earth is covered by oceans. Oceans have different zones. A zone is a layer or section. Different animals live in these zones.

Turn and Talk Have conversation partners take turns creating sentence stems that can be completed with ocean and zone. For example:
The east coast of the United States is on the Atlantic (Ocean).

Many fish that live in the deep (zones) of the (ocean) have adaptations that help them see.

Revisit Readers Theater Display the Readers Theater selection on the Theme Builder. Assign the roles of the interviewer and the handler to groups of students to read in unison. Encourage students to add gestures or motions.

Build Background
Distribute copies of Life in the Ocean. Invite students to talk about sea creatures that they have seen. Encourage them to use the language forms for describing:
A squid is ______.
Its tentacles have ______.

Small Group Reading

Get Ready to Read
Preview the Book Read aloud the title, the author’s name, and the Think and Discuss question on the back cover: Which zone do hatchet fish live in?

Page through the book and do the following:
• Point out the highlighted words in the text and their placement in the graphic locators.
• Point out the Index and have students use it to find information.
• Ask students to predict what they will learn.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display a page and cover the words: Which words do you expect to see on this page?

List the words students mention. Add Key Concept Words in the book that students do not mention.

Text Feature: Charts
Introduce Display the chart on pages 22–23. A chart shows groups of information. This chart shows information in rows.

Model If I want to know which animals live in the Twilight Zone, I find the row labeled “Twilight Zone” and follow it to see which animals are shown there.

Practice Have students use the chart to answer these questions: What is the name of the bottom zone? Name the animals that live there.
**Read the Book**

As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

**Pages 2–3**

**Key Concept Words** ocean, zone

**Support Comprehension** Explain the meaning of words that students may not understand, such as surface. Show students how they can find this meaning using context clues. (Contrast with “very deep water.”)

**Pages 4–9**

**Check Understanding** Describe the adaptations of flying fish and sea turtles that help them survive in the Sunlit Zone. (Flying fish have fins like wings. Sea turtles have strong flippers to swim quickly. These adaptations can help them catch food or get away from their enemies.)

**Pages 10–17**

**Support Comprehension** Draw students’ attention to the highlighted words in the text and their placement in the graphic locators on pages 10 and 14.

**Shared Writing**

Review the writing you modeled in Lesson 2. Point out that writers sometimes add a chart to their writing to make their ideas clearer. Work with students to create a chart with a column for each habitat.

Now invite students to help you to continue to write about animals and their habitats. Help students frame a sentence stating a new main idea.

**Pages 18–23**

**Practice the Comprehension Strategy**

Encourage students to Summarize to help them understand pages 18–21.

What do we know from reading these pages? What do you think is the most important information? How can we give this information in two sentences?

Guide students to understand that summaries give only the most important information, not all the information.

**Discuss the Book**

Invite students to use the Word Bank to tell about the book. What have they learned about the ocean zones in both *Life in the Ocean* and *Animal Habitats*? What new information did *Life in the Ocean* provide? Remind students to add words to their Vocabulary Logs.

Use *Learning Masters* page 28.

**Reread for Fluency**

Have students reread the entire book independently to build fluency. See *Customize the Reading*.

**Customize Instruction for ELLs**

**Newcomers/Beginning** Have students make drawings of ocean animals and write the name of the zone in which they live.

**Developing** Encourage students to describe the water in the various zones by asking questions such as, “Is the light bright?” “Is the water cold?”

**Expanding/Bridging** Have students describe in detail what animals do and the adaptations they have to survive in the various zones.
Lesson 4

Read The Rain Forest

OBJECTIVES
- Read to gain fluency in oral and silent reading
- Apply the comprehension strategy: Summarizing
- Develop an understanding that animals live in habitats that provide for their basic needs, which include food, water, air, and shelter
- Use Graphic Locators to comprehend text
- Make inferences

Materials
Photos: animals in different levels of a rain forest, such as the forest floor and the emergent level
Theme Builder
The Rain Forest
Learning Masters pages 29, 30
Take-Home Book Masters: Animal Habitats
Audiolesson 10

Review Concepts and Vocabulary

Develop Oral Language
Model the Key Concept Words level and rain forest. Display and discuss the photos of different levels of a rain forest: Rain forests have four levels. Different kinds of animals live on each level.

Turn and Talk Have partners take turns describing the photos of different levels of a rain forest. For example:
There are ants and other insects on the bottom level of the rain forest.
Encourage students to use language forms for describing.

Revisit Readers Theater Display the Readers Theater selection on the Theme Builder. Repeat the Readers Theater with information on a new animal. Assign the roles of the interviewer and the handler to groups of students to read in unison.

Build Background
Distribute copies of The Rain Forest. Invite students to share what they know about rain forests and the animals that live there. Are the animals they know insects, reptiles, mammals, or birds? What does the rain forest provide these animals?

Get Ready to Read
Preview the Book Read aloud the title, the author’s name, and the Think and Discuss questions on the back cover: Would you like to live in a rain forest? Which level would you choose?

Page through the book and do the following:
- Describe the animals in the photos.
- Point out the colors of the labels and how they correspond to the colors on the graphic locators.
- Ask students to predict what they will learn.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display a page and cover the words: Which words do you expect to see on this page?

List the words that students mention. Add Key Concept Words in the book that students do not mention.

Text Feature: Graphic Locators
Introduce Have students look at the graphic locator on the left side of page 4. A graphic locator is a kind of key that shows location or order.

Model Point to the bottom level of the graphic locator. This graphic locator shows the four levels of a rain forest. We are looking at the bottom one, the forest floor.

Practice Have students tell what the graphic locators on pages 8, 12, and 14 indicate.
Read the Book

As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

Pages 2–3

Key Concept Words level, rain forest

Check Understanding What do you notice about the picture on the chart on page 3? How does this help you understand the levels of the rain forest? (It shows trees and plants at each level of the rain forest. I can see the trees or plants at each level.)

Pages 4–7

Check Understanding Why are there so many leaves on the ground? (They may fall from the trees or from animals above eating them.)

Pages 8–15

Apply the Comprehension Strategy

Use language forms to help students Summarize the information on pages 8–15.

The important information on these pages is __________.

This text is about __________.

Guided Writing

Distribute copies of the Take-Home Book Masters. Read the title and page through the book. Explain to students that they will write books about animal habitats. Work with students to:

• Complete the Contents page.
• Name and describe animals in each habitat.
• Share writing ideas for each pair of pages.

Record students’ writing ideas for the pages of their books on chart paper. Have them suggest details or graphic locators to add to the photos as appropriate.

Now have partners talk together to plan what to write. Have each student complete a graphic organizer to plan writing. Students may name each habitat and list such information as animals that live in the habitat and words to describe the habitat.

Display the Word Bank and remind students to check their Vocabulary Logs as they begin to write.

Use Learning Masters page 30.

Support Comprehension

Guide students to use the Index to find information about different animals and levels of the rain forest.

Discuss the Book

Invite students to use the Word Bank to discuss the book and to share what they learned. Were they surprised by what they learned about the rain forest habitat? How is the rain forest habitat similar to the ocean habitat described in Life in the Ocean? (Both habitats are divided into layers, or sections, in which specific animals live. The rain forest has levels, and the ocean has zones.) Have students add words to their Vocabulary Logs.

Use Learning Masters page 29.

Reread for Fluency

Have students reread the entire book independently to build fluency. See Customize the Reading.

Customize the Reading

Students reread and talk about The Rain Forest using one of the following options:

• Look through the pages, pointing out the animals that they would like to learn more about.
• Reread the book while following along with the audiolesson.
• Read independently or aloud with a partner.

Use Learning Masters page 30.
Lesson 5

Assess and Extend

OBJECTIVES
- Use Key Concepts and Key Concept Words in writing
- Demonstrate oral language proficiency
- Demonstrate comprehension of theme selections
- Read related titles to reinforce Key Concepts and vocabulary

Materials
Take-Home Book Masters:
Animal Habitats
Learning Masters pages 22–23, 31–32

Take-Home Book Masters
Animal Habitats

Rereading and Assessments
Allow time for children to independently reread the theme selections. Display the Word Bank for children’s reference as they read.

Guided Writing
Students continue writing the Take-Home Books they began in Lesson 4. Review the group list of writing ideas. Display the Word Bank.

Page through the theme books to review the text features, including charts and graphic locators. Talk about text features that students could add to their Take-Home Books. For example, they might add graphic locators to illustrate the rain forest and ocean habitats.

Point out that good writers:
• Plan what they are going to write. Have students use their completed graphic organizers to guide their writing.
• Add details or examples to make their ideas clearer. Students can add examples of adaptations.
• Revise their work. Have students check that they gave a clear main idea with each paragraph.
• As children reread, meet with individuals. Use the Post-Test on pages 41–43 to evaluate children’s progress and to update their records.

Newcomers/BEGINNING
Provide sentence frames that reinforce the language forms for describing, such as, “Deserts are hot and dry.”

DEVELOPING
Ask questions with simple answers to help students think of what they will write, such as, “In the ocean, are the animals in the Sunlit Zone the same as in the Trench Zone?”

EXPANDING/BRIDGING
Encourage students to use a variety of sentences and sentence lengths.
**Assessment Tools**

**Self-Assessment**
Allow children to reflect and assess their own learning by completing Learning Masters pages 22–23.
- What I Learned, page 22
- How I Learned, page 23

**Reading**
In addition to the Pre-Test and Post-Test Assessments, the following assessment tools, available online, can help you evaluate and record children’s progress in reading.
- Retelling Guide and Scoring Rubric
- Fluency Scoring Guide
- Oral Reading Record

**Writing**
Use the completed Take-Home Books available online and the following tools to assess children’s development as writers.
- Writing Rubric
- Developmental Checklist

**Content Assessment**
Have students work in groups to create a picture album of animals grouped by habitat. Students should share ideas about adaptations animals have and how an adaptation helps an animal live in the habitat. Have students include captions for their drawings.

**Vocabulary and Oral Language**
Use the following resources, available online, in addition to the Think and Discuss scene on the Theme Builder, to assess oral language development.
- Content Vocabulary Checklist
- Oral Language Developmental Checklist

**Optional Reading**
Reading related titles allows students to explore concepts and vocabulary at different levels. It also allows them to use reading strategies in different types of texts. Encourage students to compare the theme books to the books in the next column.

**Optional Titles**
These related Windows on Literacy titles reinforce Key Concepts of the Animal Habitats theme.

**Nonfiction Titles**
- Mud, Mud, Mud  Level 7
- Polar Bears  Level 8
- What Lives in a Tide Pool?  Level 14
- Going Up the Mountain  Level 18

**Fiction Titles**
- Rain Forest Discovery  Level 17
- Turtle Beach Mystery  Level 18

**Home Connection**
The Family Focus letters on Learning Masters pages 31–32 summarize key concepts about animal habitats and adaptations.

In the Share and Learn activity, family members take a walk to observe animals and talk about how the animals survive in their habitat.
Language, Literacy & Vocabulary!

Learning Masters
Fluent: Animal Habitats
What I Learned

List the three most important things you learned in this theme. Tell why you listed each one.

1. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Think about reading the books in this theme. Draw an X next to the things you did as you read.

☐ I made connections.

☐ I thought about what would happen next.

☐ I asked questions before I read.

☐ I asked questions while I read.

☐ I made pictures in my mind.

☐ I picked out the most important ideas.

☐ I figured things out without the author telling me.

Choose one thing from your list. Tell how it helped you understand the text.
List words you want to remember. Tell what each word means. Add notes or drawings about the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
<th>Notes or Drawings</th>
</tr>
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<tbody>
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</tbody>
</table>
Name

Readers Theater

**Interviewer:** Hello and welcome to the show. Our guests today are a camel and its handler. What is this animal’s habitat?

**Handler:** It lives in the desert. The desert is very hot and dry.

**Interviewer:** Amazing! How does it survive?

**Handler:** Well, camels don’t have to drink water very often.

**Interviewer:** What a great adaptation!

**Handler:** The camel’s long eyelashes protect it from sand.

**Interviewer:** Camels are so interesting! Thank you for coming.
Summarizing

Read pages 12–13 in *Animal Habitats*. List the important ideas.

The important ideas on these pages are

1. 

2. 

3. 

Read your list. Use the ideas to help you summarize these pages.

This text is about
The graphic locators below for the rain forest and the ocean are not complete. Use what you learned to write the correct information on each graphic locator.

**Levels of a Rain Forest**

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Canopy</th>
</tr>
</thead>
</table>

**Ocean Zones**

| Twilight | Trench |
Life in the Ocean

List adjectives to describe the water and an animal found in each zone of the ocean. Then use some of the words in a sentence about the zone.

Sunlit Zone
Adjectives: _____________________________________________
Sentence: _____________________________________________

Twilight Zone
Adjectives: _____________________________________________
Sentence: _____________________________________________

Midnight Zone
Adjectives: _____________________________________________
Sentence: _____________________________________________

Trench Zone
Adjectives: _____________________________________________
Sentence: _____________________________________________
Use this Contents page to answer questions about *The Rain Forest*.

**Contents**

<table>
<thead>
<tr>
<th>Levels of the Rain Forest</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Floor</td>
<td>4</td>
</tr>
<tr>
<td>Understory</td>
<td>8</td>
</tr>
<tr>
<td>Canopy</td>
<td>12</td>
</tr>
<tr>
<td>Emergent Level</td>
<td>14</td>
</tr>
</tbody>
</table>

1. Under which heading would you find information about animals that live at the very top of the rain forest?

[Answer]

2. Under which heading would you find information about all four levels of the rain forest?

[Answer]

3. What information would you expect to find on pages 4 to 7?

[Answer]

4. How is a Contents page different from an Index?

[Answer]
Use this graphic organizer to plan what you will write in your Take-Home Book on animal habitats.
Dear Family,
Your child has been reading the books *Animal Habitats*, *Life in the Ocean*, and *The Rain Forest* in our unit of study on animal habitats. Please use this page to talk about animal habitats with your child.

Your child has written a Take-Home Book. Invite your child to share the book with you. Also, share your child’s Vocabulary Log for the theme. Here are some sample questions to help you discuss the Take-Home Book together:

- What is a habitat?
- What do animals need in their habitats?
- Which habitat or animal you have read about is most interesting to you? Why?
- What are some animal adaptations?

**Key Concepts**
Your child has been learning these important ideas:

- Animals live in many different kinds of habitats.
- Animals live in habitats that provide for their basic needs, which include food, water, air, and shelter.
- Animal adaptations help animals survive in their habitats.

**Words to Know**

- Arctic
- desert
- habitat
- level
- ocean
- prairie
- rain forest
- zone

**Share and Learn**
Take a walk with your child to observe animals in your neighborhood or in a park or forest preserve. As you see animals, have your child describe the animal and what it is doing. Ask your child questions about how the animal survives, such as, “What does this animal eat? Where does it find food, shelter, and water?” Ask your child to use the *Words to Know* and any new vocabulary he or she learned about habitats and animals.
Estimada familia,

Su escolar ha estado leyendo los libros Animal Habitats (Los hábitats de los animales), Life in the Ocean (La vida en el océano) y The Rain Forest (La selva tropical) en nuestra unidad de estudio sobre los hábitats de los animales. Favor de usar esta página para hablar con su escolar acerca de los hábitats de los animales.

Su escolar ha escrito un libro para llevar a la casa. Pídale a su escolar que le lea el libro. También revise el Diario de Vocabulario que ha creado para el tema. Use estas preguntas para discutir el libro juntos.

• ¿Qué es un hábitat?
• ¿Qué necesitan los animales en sus hábitats?
• ¿Cuál hábitat o animal te parece más interesante? ¿Porqué?
• ¿Cuáles son algunas de las adaptaciones de los animales?

Ideas Clave

Su escolar ha estado aprendiendo estas ideas importantes:

• Los animales viven en muchos diferentes tipos de hábitats.
• Los animales viven en hábitats que proveen sus necesidades básicas, que incluyen la comida, el agua, el aire y el refugio.
• Las adaptaciones de los animales les ayudan a sobrevivir en sus hábitats.

Vocabulario

- Ártico (Arctic)
- desierto (desert)
- hábitat (habitat)
- nivel (level)
- océano (ocean)
- pradera (prairie)
- selva tropical (rain forest)
- zona (zone)

Compartir y aprender

Dé un paseo con su escolar para observar los animales en su comunidad o en un parque o bosque. Al ver los animales, pídale a su escolar que describa el animal y lo que hace. Pregúntele sobre la manera en que sobrevive el animal. Algunos ejemplos de preguntas son: “¿Qué come el animal? ¿En dónde encuentra comida, refugio y agua?” Anime a su escolar que use el Vocabulario y cualquier vocabulario nuevo que ha aprendido sobre los hábitats y animales.
Language, Literacy & Vocabulary!

Assessments
Fluent: Animal Habitats
Administering the Tests

About the Pre-Test and Post-Test

The Pre-Test and Post-Test measure students’ performance in four skill domains:

- Concept Words
- Key Concepts
- Comprehension Strategies
- Text Features

The Pre-Test gives information about each student’s baseline proficiency with the theme of study. Analyzing student results will help you select appropriate teaching strategies and target areas of need. The Post-Test, when compared with the Pre-Test data, captures students’ gains and serves as a useful tool in documenting student progress.

Administering the Test

1. Before distributing the test, be sure that students have their Concept and Related Nonfiction books accessible. These texts are often referred to in both the Pre- and Post-Tests.

2. Distribute the test.

3. Look to make sure that each student is working on the correct page. Read all directions and test items out loud to students. Have students work individually on sections and allow a reasonable amount of time for them to complete each item.

4. Collect all tests and score them using the Answer Key on page 35.
Answer Key

Scoring the Pre-Test and Post-Test

Items 1–12 and 15–18 are worth one point. Items 13–14 are worth 2 points. There are 20 points total. For free response answers that require students to draw or write, answers need to show an understanding of the key word or concept to receive the point. Do not penalize students for incorrect spelling or grammar.

Pre-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
<th>Text Features (15–18)</th>
</tr>
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<tbody>
<tr>
<td>1 point each</td>
<td>1 point each</td>
<td>2 points each</td>
<td>1 point each</td>
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<td>1. (e)</td>
<td>7. sun</td>
<td>Points</td>
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<tr>
<td>2. (a)</td>
<td>8. ocean</td>
<td>2 Response demonstrates a complete understanding of the strategy.</td>
<td></td>
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<tr>
<td>3. (b)</td>
<td>9. Arctic</td>
<td>1 Response demonstrates a partial understanding of the strategy.</td>
<td></td>
</tr>
<tr>
<td>4. (d)</td>
<td>10. water</td>
<td>0 Response is totally incorrect or irrelevant.</td>
<td></td>
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<tr>
<td>5. (f)</td>
<td>11. air</td>
<td>Note: Do not score written response for grammar, mechanics, or spelling.</td>
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<tr>
<td>6. (c)</td>
<td>12. warm</td>
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</table>

Post-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
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<tr>
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<td>9. rain forest</td>
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<tr>
<td>6. (f)</td>
<td>12. floor</td>
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# Student Profile for Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>Test &amp; Date</th>
<th>Concept Words</th>
<th>Key Concepts</th>
<th>Compr. Strategy</th>
<th>Text Features</th>
<th>Point Score</th>
<th>Percent Score</th>
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<td>Date: ____</td>
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# Class Profile

**Teacher Name**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
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Pre-Test

Name ___________________________________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. Arctic
   a. A very hot, dry and sandy place that animals live.

2. desert
   b. This is what we call a place where animals live.

3. habitat
   c. A tropical place where animals live that is hot and wet.

4. ocean
   d. A wet and salty place where animals live.

5. prairie
   e. A very cold place that animals live.

6. rain forest
   f. Also called “the plains.” This is a wide-open space where animals live.
Pre-Test

Name _______________________________ Date ________________________

Key Concepts

Look at the words in the Word Bank. Choose the word that best completes the sentence. Write the word on the line. Follow the example.

Example: Animals live in many different kinds of ______ habitats ______.

7. Some animals dig holes underground to find shelter from the hot _________.

8. An _________ habitat provides a home for sea turtles and fish.

9. A mother polar bear and her baby cub live in the cold _______ habitat.

10. Animals have special needs to survive. They need to eat food and drink _________.

11. Animals need shelter to protect them and _________ to breath.

12. A walrus lives in the cold Arctic habitat. They have a thick layer of blubber to keep them _________ in the freezing cold.

Word Bank

- ocean
- Arctic
- air
- sun
- water
- warm
- habitats
Pre-Test

Name_________________________ Date____________________

Comprehension Strategy

Read pages 14–15 in Animal Habitats. What is the important information on these pages?

13. The important information is ______________________________

14. This is important because _________________________________

Text Features

At the right you see a graphic locator of the Levels of a Rain Forest. Look at the picture and answer the questions.

15. Which level is on the top? a. Canopy  b. Forest Floor  c. Emergent


Turn to the Contents page in Animal Habitats.

17. What information will you find on page 8?

18. What information will you find on page 12?
Post-Test

Name ___________________________________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. zone ___________________________
   a. A very cold place that animals live.

2. levels ___________________________
   b. An ocean can be divided into these four different areas (from the surface to the floor).

3. rain forest ___________________________
   c. Also called “the plains” this is a wide-open space where animals live.

4. Arctic ___________________________
   d. A tropical place where animals live that is hot and wet.

5. prairie ___________________________
   e. A rain forest can be divided into these four different areas (from the tree tops to the forest floor).

6. desert ___________________________
   f. A very hot, dry and sandy place that animals live.
Post-Test

Look at the words in the Word Bank. Choose the word that best completes the sentence. Write the word on the line.

7. A camel may find an oasis in the __________ to drink water.

8. Some animals, like the Musk oxen, grow thick __________ to protect them from the cold.

9. A __________ ____________ is a tropical habitat where it is hot and wet.

10. Sea creatures live in the ____________ habitat.

11. The long ____________ of the anteater helps this animal sniff out ants to eat.

12. The forest ____________ is a place where many animals find food.
Comprehension Strategy

Read pages 4–7 in The Rain Forest. What is the important information on these pages?

13. The important information is ____________________________________________

14. This is important because ____________________________________________

Text Features

At the right you see a graphic locator of the Levels of the Ocean Zones. Look at the picture and answer the questions.

15. What Zone is the highest?
    a. Twilight    b. Sunlit    c. Trench

16. Which Zone is the lowest?
    a. Sunlit    b. Midnight    c. Trench

Turn to pages 22–23 in Life in the Ocean. What two animals live in the Trench Zone?

17. ________________________________

18. ________________________________
Take-Home Book Masters
Fluent: Animal Habitats
About the Author

Animals Live in Habitats

Animals find food and shelter they need to live in their habitats.
Rain Forests and Oceans

Different animals live in the rain forest and ocean.

Deserts and Prairies

Many animals, such as the fennec fox, come out at night to find food.
The Arctic

Animals may have thick fur, blubber, or feathers to keep warm.

Picture Glossary

Desert: Fennec F
Ocean: O
Prairie: G
Rain Forest: M
Fluent Themes

- Plant Life
  - Juan Raeda

- Wind, Water, and Sunlight
  - Erna M. Silva

- States of Matter
  - Mary Garcia

- Then and Now
  - Unknown

- Prehistoric Life
  - Daniel Levine

- Animal Habitats
  - Michelle Kramer

- Providing Goods
  - Marisa Jee

- Maps
  - Amy Brennan

- Producing Goods
  - Charlie Walker

- Measurement
  - Teresa Patel

- Patterns, Shapes, and Symmetry
  - Susan Long

- United States Geography
  - Ruth Wanger

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