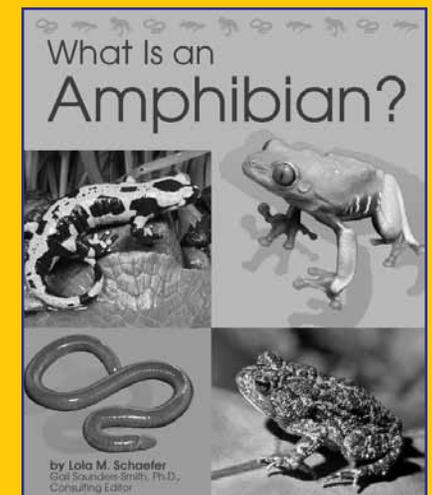
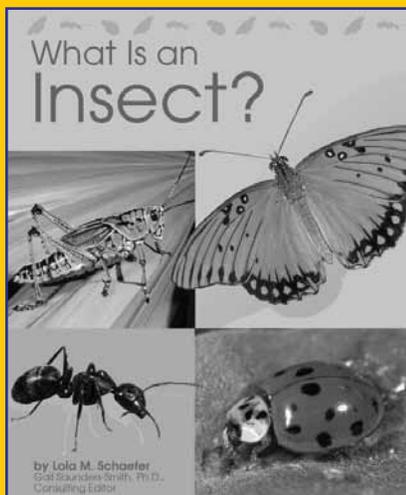
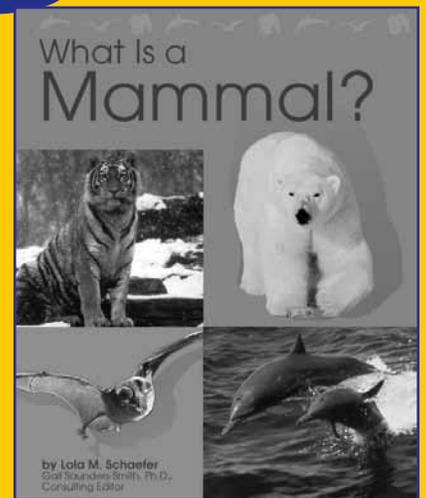
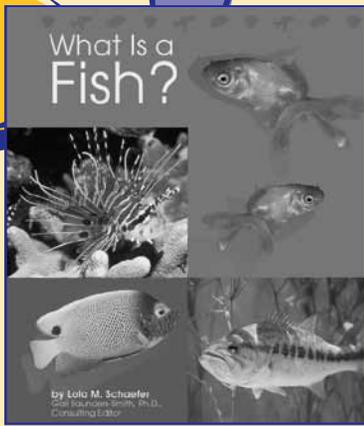


Teaching Guide for the Pebble Books The Animal Kingdom Set



ISBN 0-7368-9077-7



What Is a Fish?

Early-Intervention Level for Reading Recovery®-type Programs*: 7
Guided Reading Level:** E

Supports

- Consistent print placement
- Most pages have one or two sentences

Challenges

- Concept vocabulary: *cold-blooded, fin, fish, fresh water, gill, salt water*
- One page has three sentences

Text Features

- High-frequency words: *a, and, are, as, from, have, in, is, of, their, them, to*
- Short /i/ (*fin, fish, gills, kingdom, swim*); digraph /sh/ (*fish, fresh*); initial s-blends: *sc (scales), sch (schools), sk (skeleton), sw (swim)*

The Animal Kingdom set supports these standards:

Benchmarks for Science Literacy:

Project 2061 (AAAS, 1995)

- Standard 5A and 5B, K-2

National Science Education

Standards (NAS, 1996)

- Content Standard C, K-4

Geography for Life: National

Geography Standards 1994

- Standard 8, K-4

Lesson for Guided Reading

What Is a Fish?

Draw a large circle on the board. Brainstorm with students animals that live in the sea. List all their ideas, but write only fish within the circle. Challenge students to tell you what these have in common. Ask them to find the word *Fish* on the cover.

First Reading

- On the title page, help students notice that the text matches the text on the cover. Discuss the photograph.
- Ask students what information the table of contents provides. Point out the information about fish and the page numbers.
- Mention that page 5 has three sentences. Help students recognize the repeated phrase: *Some fish live in ____ water.*
- Let students describe the fish on page 6 and read the name on page 7. Help students read the words *cold-blooded* and *temperature* in small chunks at a time.
- Speculate with students what the creatures are on page 8. Have students read the[caption?], then find similar words on page 9.
- For pages 11 and 13, tell students to first read the repeated phrase: *Fish have.* Encourage them to study the photographs on pages 10 and 12 to fill in the words that follow.
- Let students have fun identifying the shark on page 14. Have them read the label, then find the word on page 15.
- Speculate with students how fish move through the water. Ask them to read the label on page 16, then read page 17.
- On page 18, ask students what the arrow is pointing to and have them read the label.
- Have students skim page 21 to find a word they might recognize (*schools*). Ask, “What do schools have to do with fish?” Encourage them to read to discover the answer.

Rereading

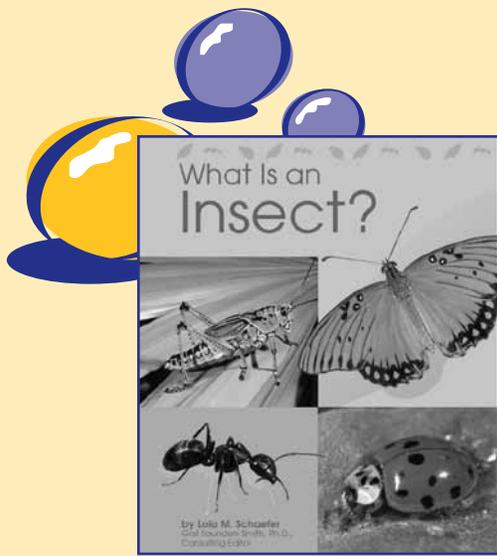
Invite students to read the book again on their own. Suggest that they read one line at a time. Make sure students know when to uncover the next line to continue reading.

Teaching Points

Plural ending *-s* (*fins, eggs, gills, groups, scales, schools*); inflected ending *-er* (*together, water*); long /u/, spelled *oo* (*schools, ou (groups, through)*)

Performance Assessment

Write the following on the board: “What is a fish? A fish has ____.” Invite students to copy and complete the sentence, telling something they learned about fish. Ask them to draw a picture of a fish, too.



What Is an Insect?

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- Some sentence repetition:
Insects have
- One or two sentences on a page

Challenges

- Concept vocabulary: *animal kingdom, antenna, body, exoskeleton, female, insect*
- Up to four lines of text on a page

Text Features

- High-frequency words: *an, and, are, can, have, of, the, they*
- Long /a/, spelled CVCe (*female*), ai (*main*), ay (*day, lay*); r-controlled vowel *a* (*large, parts*); consonant /x/ (*exoskeleton, six*)

Lesson for Guided Reading

What Is an Insect?

Invite students to describe animals they would consider “creepy crawlies.” Ask students if they can think of a general term for all these animals, and write the word *insect* on the board. Ask them to identify the animals on the cover.

First Reading

- Have students read the title and author’s name on the title page, then talk about the photograph.
- Move on to the table of contents. Say, “I think we’re going to read about an insect’s body. How do I know?”
- Ask students to identify the insect on page 4. Have them tell you the first and last word of each sentence on page 5.
- Have students identify the insect on page 6. Model how to read the word in the label. Talk about what the word *skeleton* means. Have them find *exoskeleton* on page 7. Read the page.
- Point out that the first line of text on pages 9 and 11 is the same. Help students read the labels on pages 8 and 10.
- Ask students to cover up all but the first two words on pages 13 and 15. Help them notice that these are the same words they read on the previous two pages. After reading the labels and the sentences, ask students to identify the insects on pages 12 and 14. Point out the captions to confirm their ideas.
- Invite students to count the number of legs in the photograph on page 16. Allow any who know how to spell *six* to write it on the board. Have students find the word *six* on page 17.
- With pages 18 and 19, ask students what feature stands out on this insect. Ask, “How do wings help an insect?”
- Speculate what the photograph on page 20 might show, then read page 21 to clarify their ideas.

Rereading

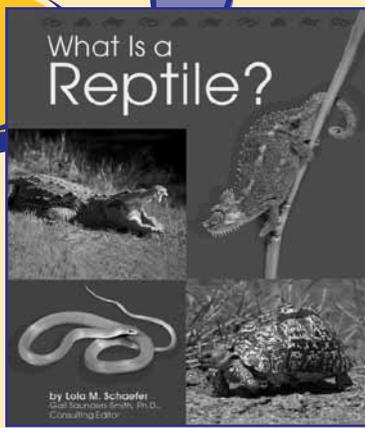
Invite students to read the book to partners. Suggest that students take turns each reading a page. Encourage partners to help each other work through difficult words.

Teaching Points

Word family *-ing* (*kingdom, wings*); word ending *-est* (*smallest*); compound word (*mouthparts*); hard *g*, soft *g* (*eggs, young, kingdom, legs, wings, large*)

Performance Assessment

Review with students that insects have very distinctive body parts. Invite students to draw an insect they read about. Challenge them to label the three main body parts, as well as the wings, antennae, exoskeleton, and legs.



What Is a Reptile?

Early-Intervention Level: 7

Guided Reading Level: E

Supports

- Some photo/text match
- High-interest topic

Challenges

- Concept vocabulary: *animal kingdom, cold-blooded, female, hatch, lung, scales, skeleton, temperature*
- One page has three sentences.

Text Features

- High-frequency words: *a, are, as, from, in, is, of, on, the, their, to*
- Long-vowel spelling pattern CVCe (*female, same, scales, reptile*); short /a/ (*animal, land, plant*); s-blends (*scales, skeleton, skin*)

Lesson for Guided Reading

What Is a Reptile?

Let students have fun identifying and describing the animals on the cover. Challenge them to name the animal group. Write the word *reptile* on the board, then help students read the title.

First Reading

- Have students read the title and author's name on the title page. Let students talk about the photo.
- Turn to the table of contents. Ask, "On which page will we learn about young reptiles? How do you know?"
- Ask students what difference they see in the photographs on page 4. Tell them to keep this in mind as they read page 5. Ask them to point out sentence endings and beginnings.
- Have students point out difficult words they see on page 7. Help them master these words, discussing their meanings. Encourage them to read on to discover the words in context.
- Ask students what they see superimposed on the photograph of the snake on page 8. Have them listen closely as they say the word *skeleton*. Challenge them to find the word on page 9.
- Ask students what they think the crocodile is doing on page 10. Have them read page 11 to confirm.
- Let students run a finger over the iguana's skin on page 12. Speculate what the skin is made of. Read page 13 to find out.
- On pages 14 and 16, invite students to talk about what the reptiles are doing. Have them find the words *reptiles eat* on pages 15 and 17. Discuss what the reptiles are eating.
- Ask students to compare how the young reptiles on pages 18 and 20 differ. Discuss the meanings of the words *some* and *most*. Let students identify each reptile, then read pages 19 and 21 to learn how reptiles can be born.

Rereading

Divide the class into small reading groups. Monitor as the group members read pages to each other. Make sure other group members are able to follow along.

Teaching Points

R-controlled vowel *ir/ur* (*birth, surroundings, temperature*); digraph /th/, initial (*their, through*), medial (*other*), ending (*birth, breathe*); inflected ending *-er* (*other, water*)

Performance Assessment

Share that some zoos specialize in reptiles. Near each exhibit, these zoos post a photograph and a few facts about the reptile. Invite students to draw and write about a reptile. Display their work on a bulletin board titled, "Our Reptile Zoo."



What Is a Bird?

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- One or two sentences on a page
- Some repetitive text: *Birds have*

Challenges

- Concept vocabulary: *bill, chick, feather, hatch, hollow, lungs, skeleton, warm-blooded*
- Several words have more than two syllables

Text Features

- High-frequency words: *a, are, be, can, from, have, in, of, the, their, to*
- Digraphs *ch (chick), tch (hatch), sh (shapes), th (breathe, feathers)*; long /e/, spelled *y (body, many)*

Lesson for Guided Reading

What Is a Bird?

Invite students to flap their arms and make sounds as they imagine a bird would. Let them name any birds they know, such as ducks, chickens, or pigeons. Help students read the title.

First Reading

- On the title page, let students talk about the photograph, then confirm the title by reading it along with the author's name.
- Review the purpose of a table of contents, then ask, "What will we learn about on page 11?"
- Encourage students to identify the bird on page 4. Point out the caption on page 5, and help them read the bird's name to confirm their ideas. Ask students what covers birds' bodies. Write *feathers* on the board, then continue to read.
- Have students identify the birds on page 6. Ask, "Is this climate cold or warm? How does this affect the birds?"
- Have students describe what they see on page 8, then read about the hatching chick on page 9.
- Ask students what image is superimposed on the bird on page 10. Help students read the word *hollow* by recalling that *ow* can have the long /o/ sound, like *bones*.
- Have students identify the illustration on page 12, then read the text on page 13 to confirm ideas.
- Ask students to trace with a finger the bills on the birds on page 14. Ask, "Are they the same? Let's read to find out."
- Encourage students to read the labels and point to the correct body parts on pages 16 and 18. Read pages 17 and 19 and listen for the label words.
- Have students describe what the bird on page 20 is doing. Invite them to read the text on page 21.

Rereading

Let students read the book again with a partner. Observe as students read, assessing if they understand basic concepts of print, such as left-to-right orientation.

Teaching Points

Long-vowel spelling pattern, CVCe (*made, same, shapes, sizes, bones, use*); other spellings for long /a/: *ai (tail), ay (lay, stay)*; short /e/, spelled *e (eggs, nest, skeleton, temperature), ea (feathers)*

Performance Assessment

Encourage students to imagine that they are birds flying. Have them write a few sentences to describe the experience, using words to identify "their" body, such as *wings, tail, beak, and feathers*. Invite them to illustrate their sentences.



What Is a Mammal?

Early-Intervention Level: 9

Guided Reading Level: F

Supports

- One to three sentences on a page
- Familiar subject matter

Challenges

- Concept vocabulary: *animal kingdom, female, limb, lung, nurse, skeleton, temperature, warm-blooded*
- Up to five lines of text on a page

Text Features

- High-frequency words: *a, are, have, in, of, on, some, the, their*
- Inflected ending *-al* (*animal, mammal*); medial double consonants (*flippers, mammal, surroundings*)

Lesson for Guided Reading

What Is a Mammal?

Speculate with students how they are like a tiger, a bear, or a giraffe. After eliciting ideas, explain that like these animals, humans are mammals. Read the title together. Ask students to predict what they might learn about mammals as they read.

First Reading

- On the title page, invite students to read the title and the author's name. Let them talk about the photograph.
- Explore the table of contents. Ask, "Will we learn about baby mammals in this book? How can you tell?"
- Speculate with students how the mammals on page 4 differ. When students suggest a land animal and a water animal, invite them to read page 5 to confirm their ideas.
- At page 6, ask, "How are these mammals different?" Help them read the words *temperature* and *warm-blooded*.
- Have students identify the animal on page 8, then identify the superimposed image. Ask, "What will page 9 tell us?"
- Have students identify the mammal on page 10. Have them read the label and explain what our lungs help us to do.
- Let students identify each animal on page 12. Ask, "What would be it like to touch them? In what ways are they alike?"
- Help students notice what the animals on pages 14 and 16 have in common. Have students point to each limb and tail.
- Speculate with students the relationship between the two mammals on page 18. Read page 19 to confirm.
- Have students identify the mammal on page 20, then explain what the smaller pigs are doing. Clarify that mother mammals produce milk for their babies. Ask students what they think the word *nurse* means on page 21. Let them look up the word in the Words to Know section, then read the sentence.

Rereading

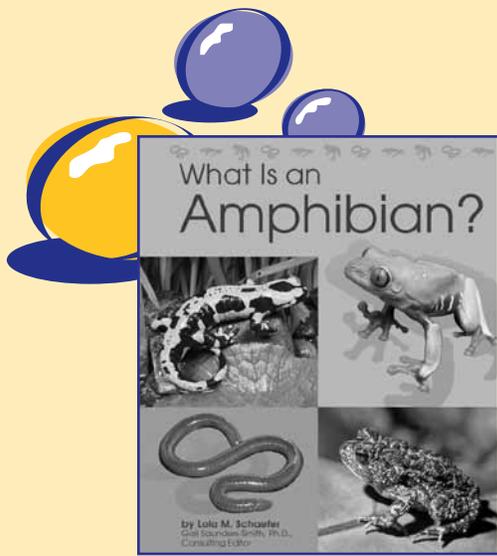
Encourage students to read the book in small groups. Remind students that they can look to the photographs for clues.

Teaching Points

Plural ending *-s* (*arms, flippers, legs, limbs, mammals, tails, wings*);
 r-controlled vowel *ir/ur* (*birth, nurse, surroundings, temperature*);
 r-controlled vowel for short /a/, spelled *ai* (*air, hair*)

Performance Assessment

Write the following on the board for students to copy and complete: A mammal has _____. A mammal can _____. A _____ is a mammal. Encourage students to draw a picture of the mammal in their last sentence to accompany their sentences.



What Is an Amphibian?

Early-Intervention Level: 11

Guided Reading Level: G

Supports

- Two to five lines of text on a page
- Some photo/text support

Challenges

- Concept vocabulary: *adult, animal kingdom, cold-blooded, gill, lung, mucus, skeleton, slither*
- Some complex sentence structures

Text Features

- High-frequency words: *and, are, as, can, from, have, in, is, of, on, or, some, the, their, to, use*
- Compound words (*cold-blooded, underwater*); consonant /f/, spelled *ph* (*amphibian*); short /u/, spelled *u* (*adult, lungs*), *ou* (*young*)

Lesson for Guided Reading

What Is an Amphibian?

Pose this riddle to the class: “Some think I’m a reptile, but I am not. I like to croak and hop, hop, hop. What am I?” When students guess frog, help them read the word *Amphibian* on the cover, recalling that *ph* makes the /f/ sound.

First Reading

- Have students recognize and read the title on the title page. Cover up parts of *Amphibian*, revealing chunks at a time for students to sound out. For example: *Am-phib-i-an*.
- Turn to the table of contents. Ask, “What will we read about on page 21? How can you tell?”
- Have students tell you how the animals on page 4 differ. Ask students to point to and read the word *Amphibians* on page 5. Praise them for mastering this difficult word.
- Let students skim page 7 for words they know. Help them through words they find intimidating. Read the page together.
- Invite students to describe the scene on page 8. Speculate if these animals are young or adult. Read page 9 to find out.
- Point out to students that the first line of text on page 11 matches the first line from page 9. Invite them to read it.
- Have students read the word in the label on page 12, then find the word in the text on page 13.
- Have students determine if the amphibian on page 14 is young or an adult. Ask, “How can you tell?”
- Let students describe the salamander’s skin on page 16, then read page 17 to find out why it is shiny.
- Ask students to identify the image superimposed on the animal on page 18, then to read the sentence on page 19.
- Ask students how many sentences are on page 21. Point out that the sentences are not very long. Summarize by asking students what the sentences tell them.

Rereading

Assess student comprehension. After they read a page or two, invite them to explain what they learned, in their own words.

Teaching Points

Hard *c* (*can, cold, become, mucus*); hard *g*, soft *g* (*eggs, gills, lungs, change*); r-blends (*breathe, crawl*); s-blends (*skeleton, skin, slither*)

Performance Assessment

Invite students to work in groups to create a book showing how amphibians move. Ask each group member to write and illustrate one of these sentences: *Some dig. Some crawl. Some slither. Some jump.* Combine the pages to make the book.

Extending the Lesson

The following activities incorporate concept knowledge gained from The Animal Kingdom set.

Objectives

The student will:

- Observe various animals to recognize and understand their differences.
- Compare how the animal groups are similar and different.
- Group animals into their animal groups.

Entry Point—Engaging the Learners

- Challenge students to recall the six different animal groups they read about. Pantomime animals from each group to prompt their answers, or invite students to do so.
- Pose riddles that identify characteristics for each animal group. For example, “I breathe through gills. I swim with fins. What am I?” Encourage students to solve the riddles, then let students compose their own riddles for you to solve.
- Invite students to talk about the animals they found most fascinating. Elicit specific information, such as, “What about the frog do you find interesting? What does this feature tell us about its animal group?” Let the class have a friendly discussion as they freely exchange ideas.

Preparation

- Locate an animal expert in your community who would be willing to visit the class to share what she or he knows about animals and animal groups. Places to try include a pet store, veterinarian’s office, local college, farm, or animal shelter. If possible, ask the expert to bring animals from each group for students to observe.
- Collect old magazines that feature animals for students to cut up. Have on hand art supplies for the Curriculum Connections activities.

Activities

- Reproduce and pass out the *Animal Kingdom Checklist*. Help students read the questions along the side, as well as the animal groups listed across the top. Tell students to check off the features that identify each animal. Let students work in groups to exchange and confirm ideas. When it is complete, challenge students to draw conclusions from the chart. For example: Which animals do not have skeletons? Which animals breathe underwater their entire lives? Which animals do not hatch from eggs?
- Announce to the class that you have invited an animal expert to visit. Before the visit, elicit from students a list of questions they have about animals and animal groups. Write down their ideas. Have the students wait for the proper time during the visit, then encourage them to ask their questions. If your visitor has brought animals, challenge students to identify the animal group to which each belongs. After the visit, have the class dictate a thank-you letter.
- Divide the class into six groups, one for each animal group. Assign an animal group to each. Provide students with magazines that feature animals. Challenge students to find pictures of animals that belong to their group. Tell students to cut out the pictures and glue them to oaktag or construction paper in collage fashion. Invite the groups to share their animals with the class.

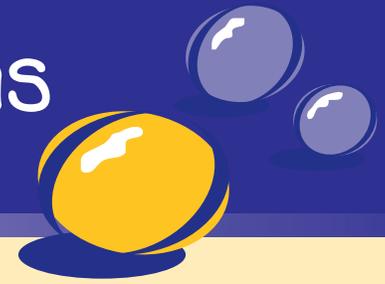
Challenging and Checking

For each student, say an animal name. Ask the student to identify to which group it belongs.

Reflecting

Assess what questions students can ask and answer about animal groups. For example: “Which animals are born in the water, then live on land?”

Curriculum Connections



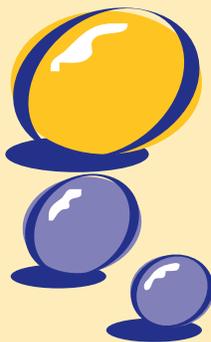
The following Curriculum Connections activities can be used to expand your Animal Kingdom studies into other subject areas.

Geography

- Share with students that all animals, no matter the animal group, belong to a much bigger world—an ecosystem. Write the word on the board. Explain that an ecosystem is a natural environment in which plants and animals live together and depend on each other for survival. If possible, have students visit a nearby ecosystem. It can be as close as a neighboring field. Invite students to sit quietly and to observe. Challenge students to not only point out any animals they see, but to recall to which animal group each animal belongs.
- Back in class, help students draw a map of the ecosystem. Remind them that a map is a drawing that shows what a place looks like from above, as if they were birds, flying over it. Start by drawing a map on chart paper or on the board. Elicit input from students that describes where specific physical features were, as well as where animals were seen. Guide students to use direction words, such as *right*, *left*, *up*, *down*, perhaps even *east*, *west*, *north*, and *south*.
- Have students work in groups to copy the map onto drawing paper. If possible, visit the ecosystem again. Instruct students to bring along their maps. Suggest that they draw in the animals they see in the corresponding places on the map.

Math

- Start a bar graph to record all the animals students can think of that belong to each animal group. Divide the bars of the graph into even sections. Write the names students suggest one in each



section, then color in the section. Have students compare the bars to determine which animal group has the most animals that they can name. For example, the amphibian group will probably be the bar with the fewest sections colored, whereas the mammal group will probably have the most sections colored.

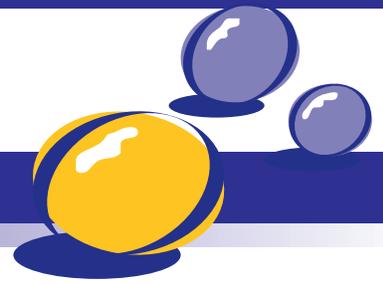
Writing

- Reproduce and pass out the *Draw and Write About It* sheet. At the top of the page, have students write the name of an animal group they liked. In the box, ask them to draw pictures of animals that belong to that group. Challenge students to write a few sentences that explain what is special about the animals in this group.

Oral Language

- Arrange students into groups of six. Tell them to each choose an animal from one of the animal groups. For example, one child is an amphibian, another a fish, and so on. Ask the groups to make up a dialogue or story for their animals. Explain that you do not want them to identify who is which animal, but merely to describe themselves or explain or act out something special they do. When ready, invite the groups to present their dialogues. Challenge the class to figure out which group member is acting out which animal group.
- Again arrange students in groups of six. Let students make puppets for each animal group. Tell group members to each be responsible for one puppet. Encourage students to put on a puppet play with their animals as characters. To guide their ideas, suggest that one animal needs something from another. For example, perhaps a fish would like wings, or a lion would like a turtle's shell. When groups are happy with their ideas, let them share their plays with the class.

Animal Kingdom Checklist



Name _____ Date _____

Answer the questions about each animal group. If the answer is “yes,” draw a check (✓) in the box. If the answer is “no,” leave the box blank.

	Amphibian	Bird	Fish	Insect	Mammal	Reptile
Does it have a skeleton?						
Does it have an exoskeleton?						
Does it have hair?						
Does it have feathers?						
Does it have scales?						
Is it warm-blooded?						
Is it cold-blooded?						
Does it breathe air through lungs?						
Do females lay eggs?						
Do females give birth to young?						

Draw and Write About It

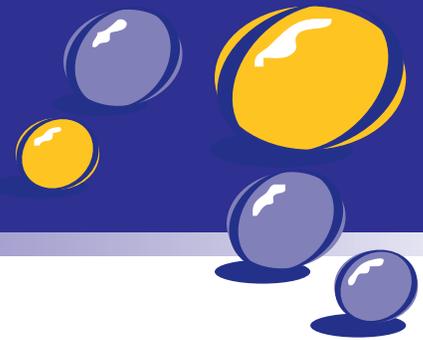


Name _____ Date _____

Animal Group _____

On the line above, write the name of an animal group you learned about. In the box, draw animals from that group. On the lines below, write sentences to tell about the group.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

School Work to Bring Home

- Let students bring home any writing assignments that you choose not to keep for assessment purposes. Encourage students to describe the books they read and how their writing reflects what they learned.
- Encourage students to take home the completed *Animal Kingdom Checklist*. As students talk about the animals, suggest that they explain to their families and friends how the chart should be read and what it tells them.
- Also allow students to take home the completed *Draw and Write About It* sheet. Encourage them to tell family members why they chose to write about these animals. Send home additional blank sheets. Suggest that they draw and write about another animal group with someone at home.

Show What You Know

- Suggest that students have fun quizzing their families and friends to see which animal groups they can identify. First, tell students to write down each animal group. Then encourage students to act out features of the animals. For example, they could flap their wings like a bird; leap like a frog; roar like a lion; wiggle fingers for antennas to be an insect. Tell them to have their families figure out which animal group they are acting out.
- Recall with students the riddles they exchanged in class about the animal groups. Suggest that students challenge their friends and families at home with such riddles, too. For example: “I don’t have a skeleton, but I have a hard outer covering. What am I?”

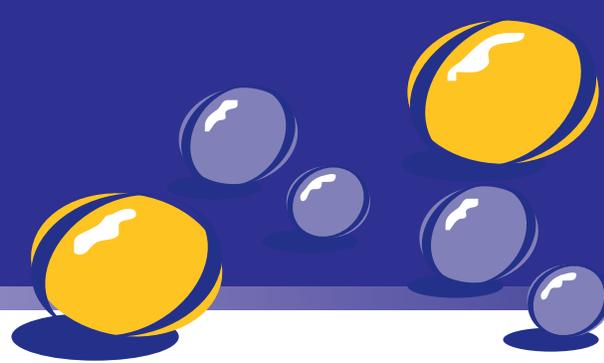
Activities to Do at Home

- With family members or friends, invite students to make animal masks, one for an animal in each group. Tell students to use paper plates or large brown grocery bags for the base of the masks. Have students ask adults to help cut out eye holes. Then encourage students to paint or draw facial features to illustrate each animal. Let students have fun with the masks, inviting family and friends to put on an animal kingdom play.
- Invite students to consider the animal groups that pets might belong to. For example, cats, dogs, hamsters, and guinea pigs are all mammals. Fish in an aquarium are fish. Turtles or snakes are reptiles. Frogs or salamanders are amphibians. A canary or a parrot is a bird. Ants in an ant farm are insects. Have students draw their pets, or pets that neighbors have, and write the animal group.
- Encourage students to observe an outdoor area near their homes to notice the various animals there. Remind students to take along an older family member or friend. Tell students to bring along paper and crayons, and to draw and label the animals they see, noting the animal groups.

Back in Class

- Let students have fun sharing projects they completed at home, such as the masks, pet pictures, and animal observations.
- Start a chart to record the pets students drew. Have headings for each animal group, then write the pets in the appropriate columns. Help students conclude as they look at the chart which animal group is most popular for pets. Have them explain how they can tell.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage in students effective prereading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation as to how each of the assessment tools provided here might be used.

Reading Skills, Behaviors, and Strategies Chart

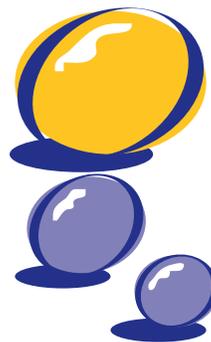
Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart, and then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced, but overall emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated reading titles outside those included in this Pebble Books set or the unit to which it belongs

Think About It Chart

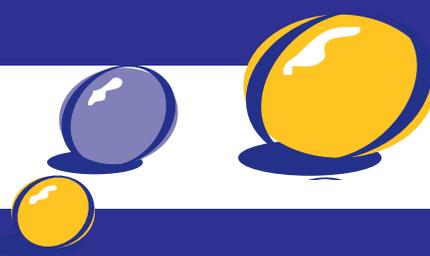
This chart, to be completed by the student, is modeled after the familiar K-W-L Chart. The Think About It Chart asks students to identify through writing what they already know about a topic, what they would like to learn about that topic, and (to be completed during or after reading the book), what they learned from this book about that topic. By its nature, this approach encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own, similar assessment, to test students' facility with the other informational literacy skills that are emphasized in the Pebble guided reading lessons.

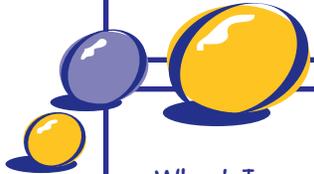


Think About It

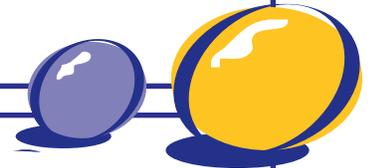


Name _____ Date _____

What I know about _____



What I want to know about _____



What I learned about _____

Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use the glossary for? How do you use a the glossary?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
