

TEACHING NOTES

Book title: Disappearing Wildlife

Series: Protect Our Planet

Some scientists believe that the polar bear could become extinct in the next 100 years. Three species of tigers have recently become extinct and orangutans in Indonesia are endangered. Students may not be aware that many species of wildlife are in danger of being erased from the planet. Disappearing Wildlife provides students with a unique look at the factors that cause extinction and possible solutions to the problem.



Text Structure: Description

Tell students that authors often use description as a text structure. Turn to *Warmer Waters* on pages 20–21 and use the text on page 21 to explore how descriptive language (such as “coral reefs are like ridges of rock”) helps the reader visualize the coral reef habitat. Have students identify other descriptive words in the section, such as *creep* and *millions of tiny shellfish*. Encourage students to pay attention to descriptive language as they read on, allowing them to more fully comprehend what they read.



Text Feature: Glossary

Explain to students that *Disappearing Wildlife* includes a glossary. It provides a list of words that appear in boldfaced print throughout the text and gives definitions for those words. Encourage students to use the glossary to look up boldfaced words they do not know. For example, students may not be familiar with the word *poachers* on page 23. Have students turn to the glossary on page 30, find *poacher*, and read the definition. Explain that the glossary is one of many tools that students can use to better understand what they read.



Comprehension Strategy: Determining Main idea and Supporting Details



Discuss with students that some ideas are more important than others. These ideas are called *main ideas*. Explain that the author of *Disappearing Wildlife* organizes each section of the text by presenting a main idea and then supporting that idea with details. Read pages 24–25 aloud and model how to distinguish between essential ideas and supporting details.

Think Aloud:

“After reading this section, I ask myself what the main idea is. What is the big idea that the author is telling on these pages? It is that some sea animals are endangered. The other sentences and captions give specific details about whales and dolphins that tell me more about this main idea.”

Pass out copies of the reproducible graphic organizer and demonstrate how to record the main idea and supporting details on it. As students read, have them choose a different section of the book and identify its main idea and details, recording the information in their charts.



Word Study: Using Context Clues

Talk with students about the importance of using context clues to figure out confusing words. Have students read page 17. Ask them to determine what *species* means based on the way that it is used in the sentence and the other information surrounding it. Elicit from students that *species* refers to a group of animals. Ask students to explain how they came up with their definition. How does the picture help them determine the meaning of the word? Is the caption helpful?



Writing and Responding: Brochure

Have students choose an endangered animal from the book and create a brochure that describes the animal's habitat and explains why the animal is endangered. Students can include a *What Can I Do?* section that provides ideas from the book, as well as their own suggestions, about what individuals can do to help endangered animals.

 Indicates a graphic organizer is linked to this activity.

NAME _____

