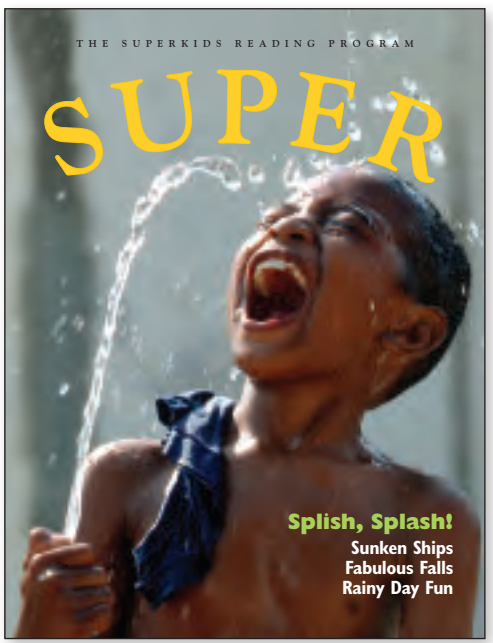
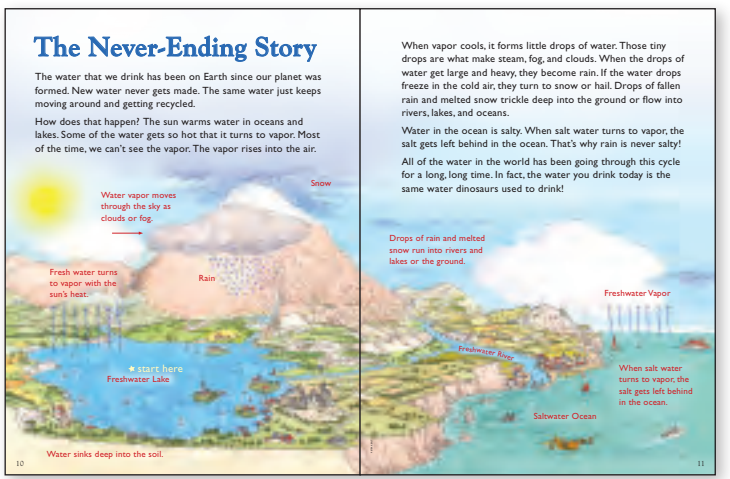
ISSUE 7 overview

MATERIALS





"The Never-Ending Story," pages 10–13

"A Thirsty World," pages 16–19

OBJECTIVES

Comprehension

- Learn and discuss informational text features
- Connect ideas in a text
- Identify main idea and details
- Discuss picture-text relationships
- Find answers in a text
- Draw conclusions
- Understand diagrams
- Understand sequence
- Understand cause and effect
- Use context clues to figure out meaning
- Understand timelines

Fluency

- Read with natural phrasing
- Read a poem rhythmically

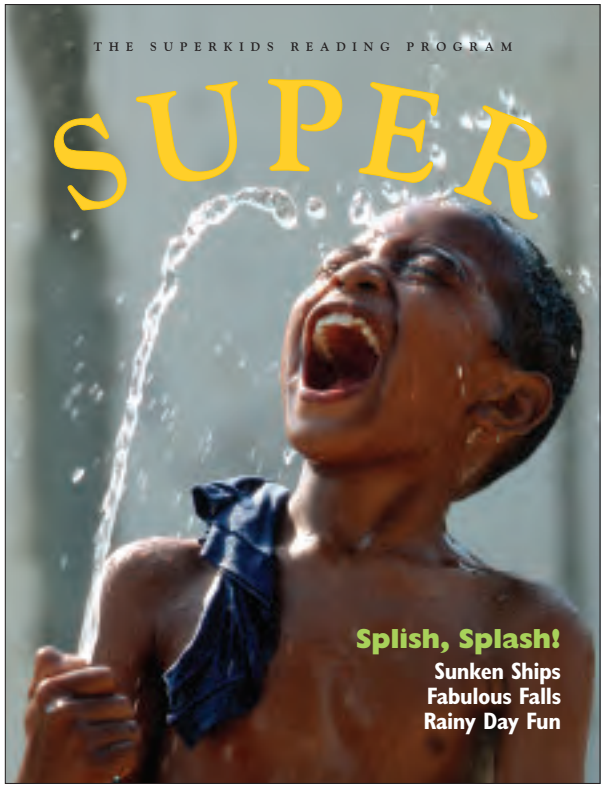
Vocabulary

- Understand vocabulary related to the theme
- Use context clues to understand vocabulary
- Use photos to understand vocabulary
- Words to Know: *treasure, cycle*

LESSON 1

Introduce *Splish, Splash!*

Use copies of SUPER Splish, Splash!



Distribute copies of SUPER *Splish, Splash!* Have children find and read aloud the issue title and the topics under the title. Ask children to predict the issue's theme. *(Children should predict it will be about water.)*

Have children read aloud the topics and describe the cover photograph. *(A boy is splashing himself with water.)* Ask children what the three article titles at the bottom of the page have in common. *(They all have to do with water.)* Invite children to share what their favorite water activity is.

Discuss the letter from the editor. Display the inside front cover and have children turn to it. Call on a child to read aloud the note from the writer on notebook paper in the lower left corner of the contents pages. Ask what children expect to learn about in this issue. *(things that have to do with water, why water is old)* Ask children to make predictions about why water in puddles could be the same water dinosaurs drank or a princess used hundreds of years ago. *(Answers will vary.)*

Discuss the contents pages. Read aloud the page heading. If needed, review what kind of information is included on the contents pages. *(Titles and page numbers of feature articles are on the right; articles that appear in the magazine's regular departments are on the left.)* Have children share what additional information is on the contents pages. *(a brief description of each article; images of some of the topics that the articles cover)*

Locate information on contents pages
In which department can you find information on what makes popcorn pop? *Ask Anything* **On what page can you find this article?** page 20

Locate information on contents pages; Make predictions
What is the title of the feature article on page 16? "A Thirsty World" **What do you think the article is about?** why people can't get water

Understand picture-text relationships
Which picture probably goes with the "Lost at Sea" article on page 26? the picture of the treasure chest

Connect text to self
After looking over the titles and descriptions on the Features page, which article do you think sounds the most interesting? Why? Answers will vary. Have children give reasons for their choice.

Model reading with natural phrasing and guide fluency practice

Use Super Shorts, *pages 2–5.*

SUPER vocabulary: ***wheelbarrow, crowned, wallow***

Introduce *Super Shorts*. Have children turn to pages 2 and 3 and read the heading. Point out the titles of the shorts on pages 2–5. Have children examine the titles and photos. Ask what they expect to read about. *(Children may mention topics indicated by the photos, such as a mud fight, swimming pigs, or rubber ducks.)*

Review how to read with natural phrasing and model this skill while reading the first short. Remind children that natural phrasing helps make reading aloud easier to understand. Explain that using natural phrasing means thinking about where to pause or stop to break up sentences into phrases that make sense and sound like someone is having a conversation. Point out that looking for punctuation such as commas and periods can help children know where to pause or stop.

Demonstrate natural phrasing as you read "Mud Madness" aloud. Have children follow along, noting how you pause and stop at different punctuation marks. Then have children read it after you. If children struggle to apply this skill, demonstrate again as they track text with their fingers. Then have them reread the text with natural phrasing.

Check comprehension for the first *Super Short*. Ask what the photo on page 2 shows. *(kids playing in mud)* Explain that a ***wheelbarrow*** is a cart with a wheel in front and legs in the back. Ask students what a wheelbarrow race might look like. *(Answers will vary.)* Point out that ***crowned*** in this case means that someone has been named the winner of something.

Model fluency as you read the second short. Read "In the Swim" and have children listen to hear how you read with natural phrasing.

Check comprehension for the second *Super Short*. Ask what the article is about. *(pigs that live on the beach and swim)* Explain that ***wallow*** means to roll around in mud or water.

ELL Support Explain that *hog the beach* is a play on words. A hog is a kind of pig. The word *hog* as a verb means to take all or most of something selfishly.

Monitor children's fluency practice as they read "In the Swim." Have children take turns reading "In the Swim" aloud with a partner. Have one partner read the selection while the other follows along. When they finish, have partners switch roles. Discuss why these pigs are unusual. *(They don't play in the mud. They swim at the beach with people.)*

Introduce the last four shorts for children to read independently. Explain that "More than Meets the Eye" is about an iceberg. Tell children to look at the photo of the iceberg on page 3 and describe what they see. Point to the short at the top of page 4. Tell children that "Rub-a-dub-dub" describes animals that like to take baths. Tell children to identify the animals in the photo. Have children read the title "Body of Water" aloud. Point out that the word *body* has two meanings. It can mean a physical person or animal or a mass of something. For example, a body of water can be a lake or ocean.


SUPER SHORTS

Rub-a-dub-dub

Do you like taking a bath? These monkeys do! They live in the mountains of Japan where it is snowy and cold. The monkeys have thick fur to keep them warm. Still, they like to warm up by taking a dip in hot springs. Hot springs are pools of naturally heated water. The water is heated by melted rock underground. When the monkeys are tired of taking a bath, they get out of the water and make snowballs for fun!

Body of Water

Every living thing on the planet needs water — especially you. In your lifetime, you will probably drink enough water to fill a swimming pool. Why will you drink so much water? Your body uses water for everything it does, even thinking. More than half of your body weight is water. Your brain is mostly water, and so is your blood. Your body gets water from the foods you eat and by drinking it. You lose water all day long by breathing, sweating, and going to the bathroom. To stay healthy, you need to keep putting water back into your body. So, drink up!

4

Make Way for Ducks!

Imagine how much fun it would be to have thousands of rubber ducks. They wouldn't fit in your tub. What would you do with them? You could have a rubber duck race. Many cities around the world hold rubber duck races every year. People pay money to put their name on the bottom of a rubber duck. Then the ducks are dropped into the river. The first duck to cross the finish line is the winner. The owner of the winning duck gets a prize. Later, the money that people paid for the ducks is given to charity. ★

5

Ask children to predict what the short is about based on the title and picture. *(Answers will vary.)*

Ask what is shown on page 5. *(a lot of toy ducks in water; lots of toy ducks being dumped from trucks)* Tell children that the article "Make Way for Ducks!" is about a popular bath toy, the rubber duck.

Introduce Practice Page 21. Pass out the page and explain how to do the activity. Have children complete the page during independent work time.

Pleasant's Pointers

Based on their reading abilities, have partners read the following shorts for fluency practice during independent work time:

Below-level: "Make Way for Ducks!"

On-level: "More than Meets the Eye"

Above-level: "Body of Water" and "Rub-a-dub-dub"

Please note that children can read other shorts in addition to the one recommended for their reading level and should be encouraged to do so.

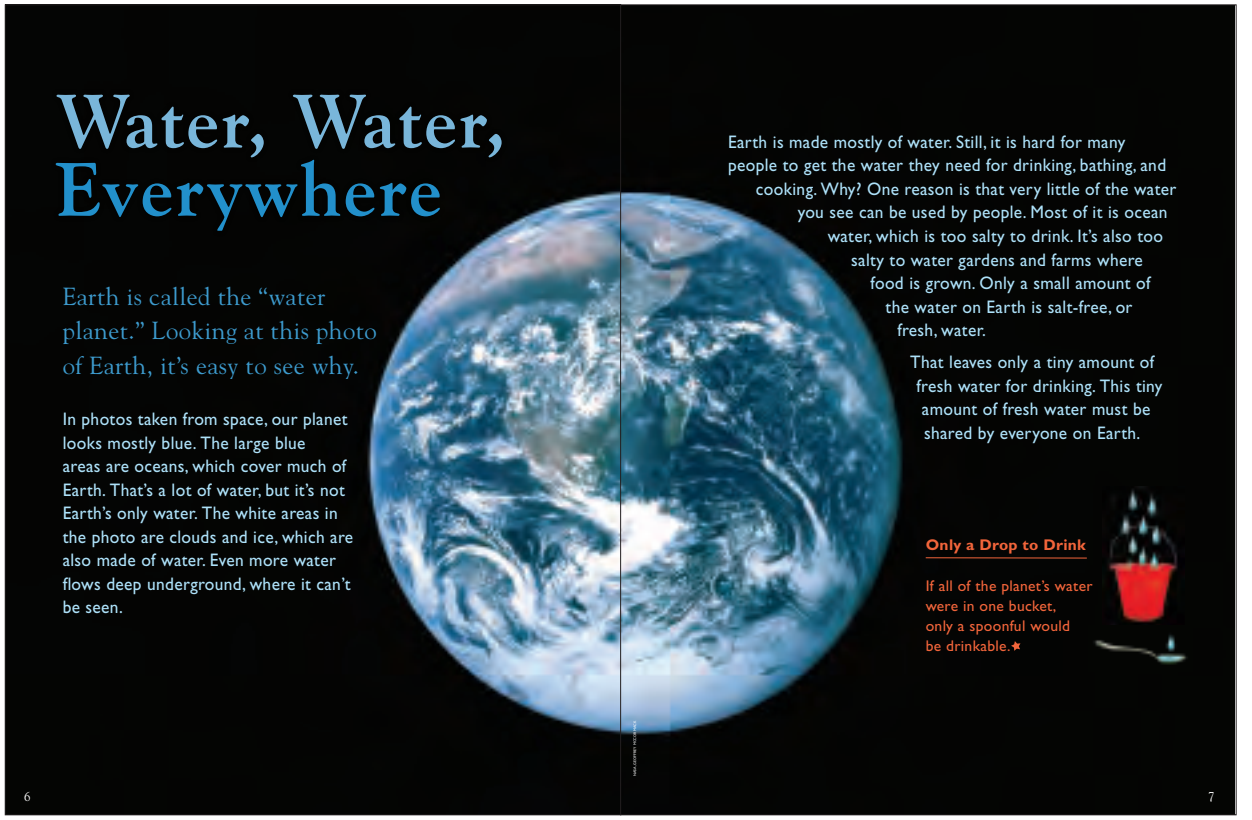
LESSON 2

Guide reading and discuss main idea and details

Use "Water, Water, Everywhere," pages 6–7.

Introduce "Water, Water, Everywhere." Have children turn to pages 6 and 7. Read the title and text underneath. Draw attention to the photo and ask children to identify the planet. *(Earth)* Ask children to predict what the article is about. (*Answers will vary. Children may mention it is about water on Earth.)* Explain that this article is about why Earth is called the "water planet."

Guide children as they read aloud and discuss pages 6–7. Listen to each child read as others in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.



Main idea and details (after reading page 6)
What is this article mostly about? water on Earth **What details help you understand this idea?** It tells about why Earth looks blue. It says that the oceans are not the only water on Earth. It talks about other water like clouds, ice, and water underground.

Main idea and details (after reading page 7)
What is page 7 mostly about? why it is hard for people to get water they need **Why can only a little of Earth's water be used by people?** Most of it comes from the ocean, and it is too salty for drinking or growing things.

Use text features
The sidebar gives us a way to visualize all the water on Earth. If all of Earth's water were in one bucket, how much water would be drinkable? only a spoonful

Guide reading and discuss vocabulary and main idea and details

Use "Super Savers," pages 8–9.

Introduce "Super Savers." Have children turn to pages 8 and 9. Read the title aloud. Have children look at each of the photos and describe what they see. *(a faucet, a girl with a laundry basket, a boy at a sink, a boy showering, a girl drinking water)* Ask what the pictures have in common. *(They all have to do with water.)* Explain that this article is about how to save water.

Guide children as they read aloud and discuss pages 8–9. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Main idea and details

Why is it important not to waste water? Fresh water can run low. **What details from the text help you understand this idea?** The article says people use clean water faster than rain or melting snow can replace it.

Draw conclusions (after reading page 8)

How do you think making sure the faucet is turned off or fixing a leaky faucet helps save water? Water won't be wasted if the faucet is turned off or a leak is fixed.

Main idea and details (after reading page 9)

How are all the photo captions related to not wasting water? They all tell different ways people can use less water.

Recall details

How can people save water when they want a glass of cold water? use ice cubes or put a pitcher of water in the refrigerator instead of running the faucet until the water is cold

Teach comprehension: Main idea and details

Use "Super Savers," pages 8–9.

Briefly review the article, focusing on the tips given to save water. Ask children to recall the tips for saving water in the article. *(turn off faucets, run washers only when full, take short showers, use ice)*

Discuss the concept of the main idea and details. Explain to children that the *main idea* is the big idea the whole article is about. Tell children it is important to know what the main idea is because it helps them understand the information given in the article. Point out that sometimes the title of an article can give them a clue to the main idea. Ask children what the main idea of "Super Savers" is. *(how to save water)* Explain that in an article, there is usually one sentence that tells what the main idea is. Reread the first two paragraphs of the article on page 8. Ask children to identify which sentence best states the main idea. *(You can help just by using less water.)*

Explain that details help support the main idea. Tell children that details can be examples, facts, reasons, or evidence that give strength to the main idea. Help children to notice that the first paragraph gives details that support the main idea by explaining why we should save water. Ask students to identify the details in the first paragraph that give reasons to save water. *(Fresh water supplies can run low. People use clean water faster than it can be replaced.)*

Guide children to locate and identify details that support the main idea. Ask children to briefly review the second paragraph and the photo caption on page 8. Ask them what details the author gives to support the main idea. *(Kids can make a difference. People should make sure to turn the faucet all the way off. Kids should tell an adult about leaks so they can be fixed.)* Ask children how these details support the main idea. *(They give reasons for saving water and examples of how to do it.)*

Introduce Practice Page 22. Pass out the page and explain how to do the activity. Tell children to write the main idea of "Super Savers" in the center circle of the graphic organizer. Then have them write details they learned in the outside circles. Have children complete the page during independent work time.

LESSON 3

Guide reading and discuss diagrams

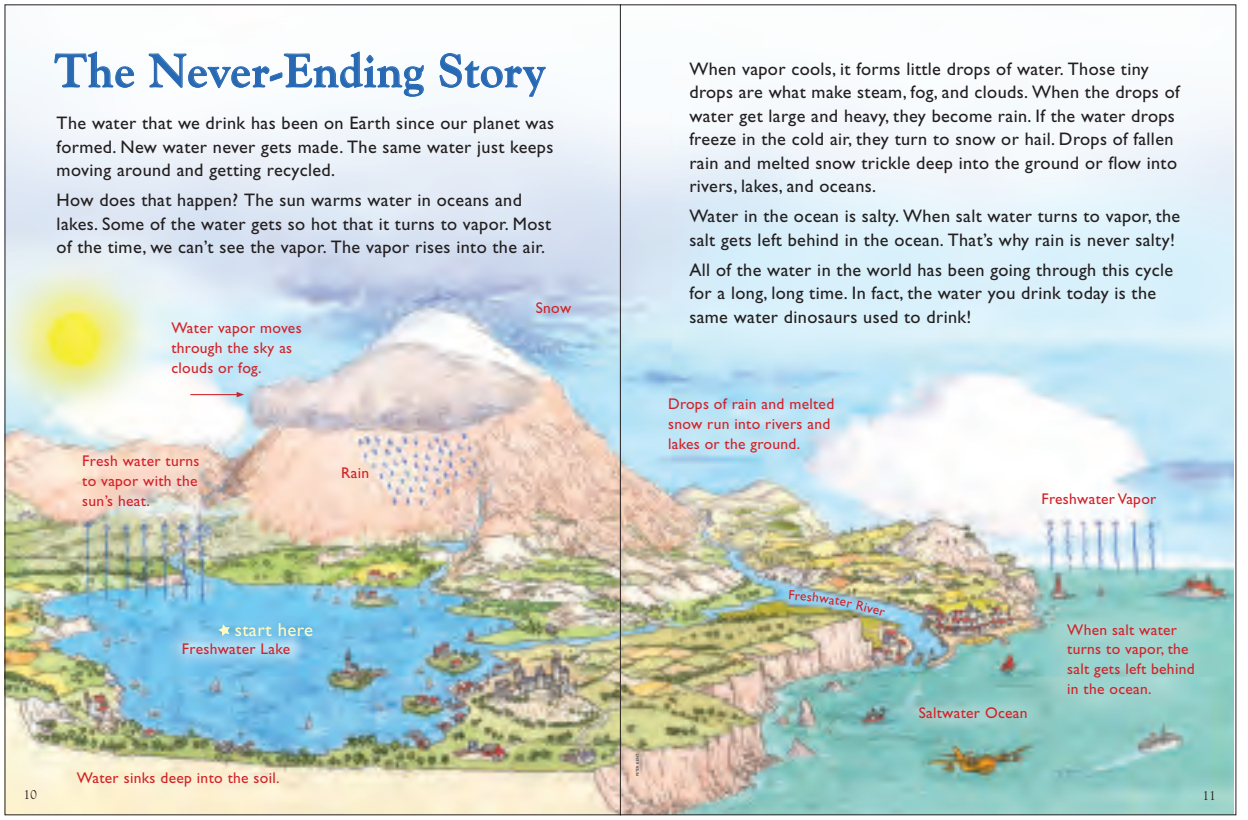
Use "The Never-Ending Story," pages 10–13.

SUPER vocabulary: *cycle*

Pleasant's Pointers

Throughout the lesson, students first read the text and then point to the areas of the diagram relating to it. This helps them recognize the perpetually repeating nature of the water cycle and reinforces comprehension of difficult concepts. To accommodate struggling students, read the text aloud to them first. Then have them read the captions as they follow the diagram.

Introduce "The Never-Ending Story." Have children turn to pages 10 and 11. Read aloud the title, or have one of the children do so. Have children examine the diagram. Ask them to identify different forms of water in the diagram. *(rain, clouds, snow, lake, river, ocean)* Explain that this article is about how water gets recycled as part of the water *cycle*.



Guide children as they read aloud and discuss pages 10–13. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Determine important ideas

How does water from oceans and lakes turn into clouds and fog? The sun warms it, and it turns into vapor. Vapor makes fog and clouds when it cools. **How does water in the clouds come down to lakes, rivers, and oceans?** It comes down as rain or snow.

Understand diagrams

Where is the star labeled *start here*? on the lake **What kind of lake is it?** a freshwater lake **What does the caption next to the wavy lines mean?** The sun's heat turns the fresh water into vapor that rises into the air. The arrows show that the vapor goes up. **Where are there other wavy lines like this?** in the ocean

Understand text features

On page 10, what does the red arrow pointing right tell us about the water vapor? The water vapor moves through the sky as clouds or fog.

Connect text to diagram

What do the red labels *Snow* and *Rain* (on pages 10–11) show in the diagram? They show what happens to water drops when they become large and heavy. **What happens to the rain and snow?** They trickle into the ground or flow into rivers, lakes, and oceans.

Understand sequence (after reading page 12)

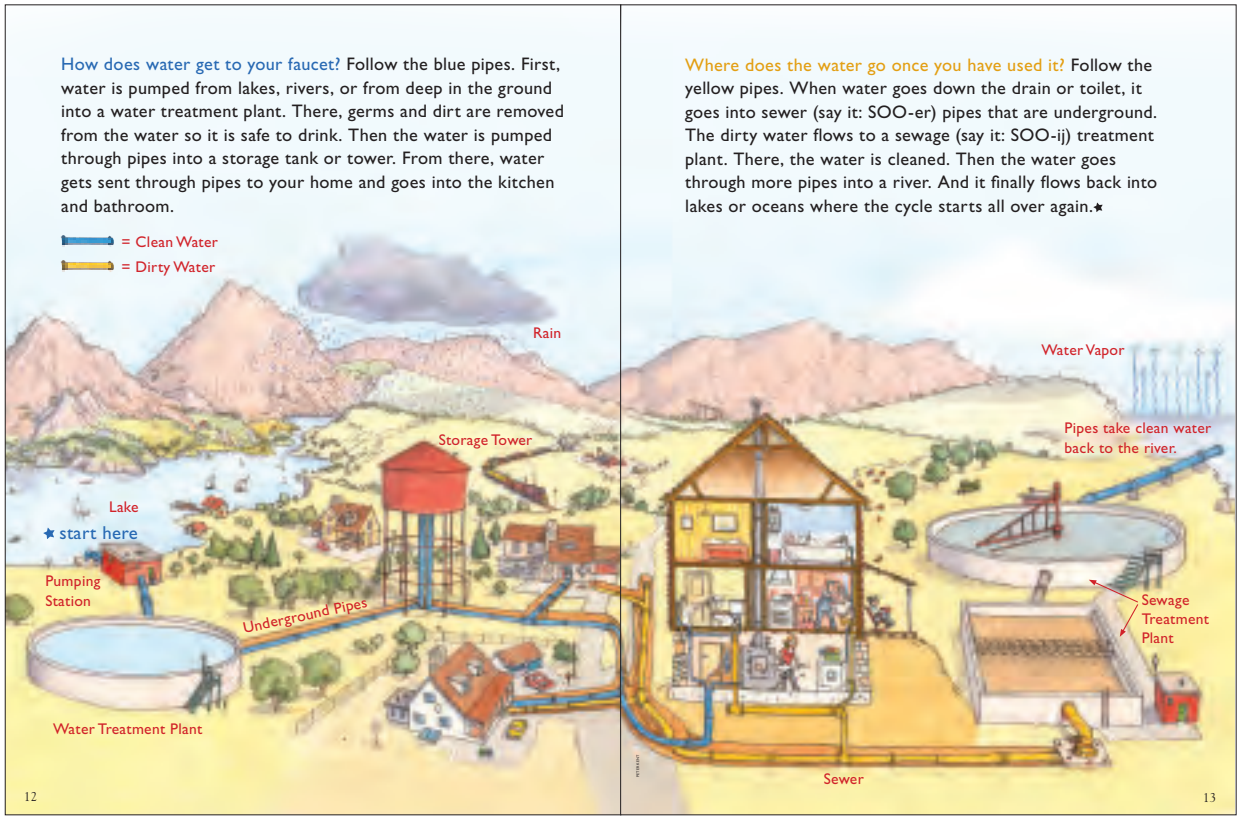
Where does the water we get from our faucet come from first? lakes, rivers, or the ground **Where does it go next?** to a water treatment plant **What happens to the water in the water treatment plant?** Germs and dirt are removed. **How does water get from the water treatment plant to our houses?** It gets stored in a tank or tower. Then it goes through pipes to our houses.

Interpret information from diagrams

The diagram has a key on page 12. A key tells us how to read parts of a diagram.
What does the blue pipe mean? clean water
What does the yellow pipe mean? dirty water

Use diagrams

Think aloud: "The key tells us that the blue pipes have clean water. We can start at the star in the lake to show where the clean water starts.



If we follow the blue pipes, we can see that the clean lake water gets pumped out of the lake into a pumping station and then to a water treatment plant where germs are removed. We can follow the pipes from the water treatment plant to the storage tower. From the storage tower, we can see that the clean water goes through the pipes to the houses."

Understand text features

What does the caption for the blue pipe on page 13 tell us? Clean water goes from the treatment plant back to the river.

Give and support ideas

Why do you think the title of this article is "The Never-Ending Story"? Children should say the title indicates that water gets used over and over again, in a never-ending cycle.

Guide reading and connect text to self

Use Kid Talk *"Drip, Drop," pages 14–15.*

Introduce *Kid Talk* "Drip, Drop." Have children turn to pages 14 and 15. Read the department title, article title, and text underneath, or call on a child to read. Ask what it means to make the best of something. *(to be as positive as possible in a bad situation)* Ask children why people sometimes have to make the best of wet weather. *(Answers will vary. Children may mention that they don't like to be outside when it is raining.)*

Guide children as they read aloud and discuss pages 14–15. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Draw and support conclusions

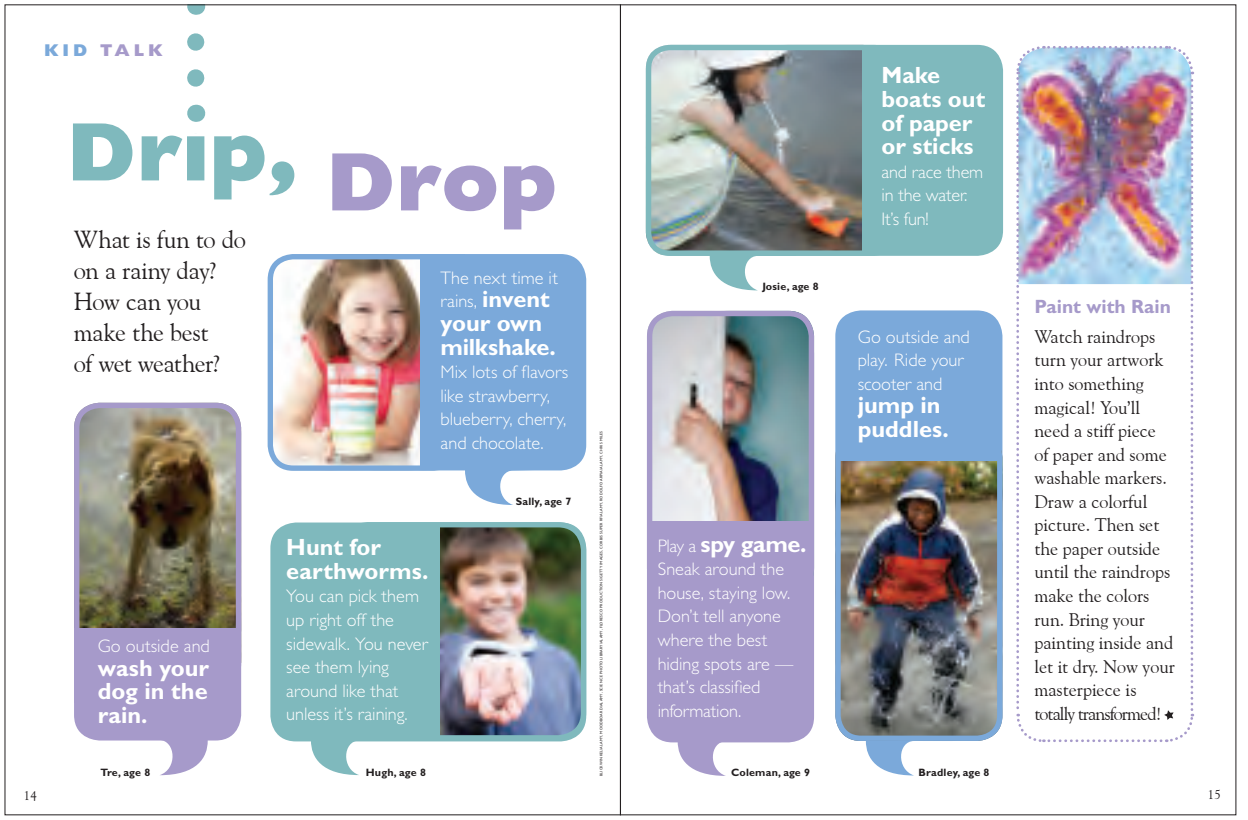
Why do you think earthworms come out in the rain? Answers will vary. Children may suggest that the water pushes them out of the ground.

Understand text features

What information does the sidebar text give? It gives instructions on how to use raindrops to make a painting. **Is this a suggestion given by a kid?** no **How do you know?** Answers may vary. Children may mention that the text is not in a speech bubble.

Connect text to self

Think about the ideas the kids in the article have for things to do on a rainy day. What would you do? Responses will vary. **Do you prefer indoor or outdoor activities when it is raining?** Responses will vary.


KID TALK

Drip, Drop

What is fun to do on a rainy day? How can you make the best of wet weather?

Go outside and **wash your dog in the rain.**

Tre, age 8

The next time it rains, **invent your own milkshake.** Mix lots of flavors like strawberry, blueberry, cherry, and chocolate.

Sally, age 7

Hunt for earthworms. You can pick them up right off the sidewalk. You never see them lying around like that unless it's raining.

Hugh, age 8

14

Make boats out of paper or sticks and race them in the water. It's fun!

Josie, age 8

Play a **spy game.** Sneak around the house, staying low. Don't tell anyone where the best hiding spots are — that's classified information.

Coleman, age 9

Go outside and play. Ride your scooter and **jump in puddles.**

Bradley, age 8

Paint with Rain

Watch raindrops turn your artwork into something magical! You'll need a stiff piece of paper and some washable markers. Draw a colorful picture. Then set the paper outside until the raindrops make the colors run. Bring your painting inside and let it dry. Now your masterpiece is totally transformed! ★

15

Introduce Practice Page 23. Pass out the page and explain how to do the activity. Tell children to think about each of the ideas the kids in the article suggested. Ask them to rank the ideas from 1–6 in the order of the activity they like the most to least. Then have children draw a picture of what they like to do on a rainy day. Have them complete the page during independent work time.

LESSON 4

Guide reading and discuss vocabulary

Use "A Thirsty World," pages 16–19.

Introduce "A Thirsty World." Have children browse through pages 16–19. Display the article as you read the title. Ask children how they get water when they are thirsty. *(from a faucet, buy a bottle of water, and so on)* Ask children to name some things we use water for. *(cooking, washing, bathing, and so on)* Tell them that in many parts of the world it is the job of children to get water, and it is very hard work. Explain that this article tells about some of these places and how they get water.

Guide children as they read aloud and discuss pages 16–19. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Use context clues

We can use words and phrases in the text and what we know about the topic of "A Thirsty World" to figure out what *water supply systems* means. What does the text tell you about many children in the world? They don't have fresh water piped into their homes. **What don't the villages have money for?** building water supply systems **Knowing this information, what do you think *water supply systems* means?** pipes with fresh water

Understand cause and effect

What are some reasons it is hard to get all the water families need? Homes don't have fresh water piped to them; the water is far away; kids have to make many trips a day.

Compare and contrast photos (after reading page 17)

Looking at the photos and captions on page 17, how are the ways people get water similar? Answers may include: people get water from nature; they have to go get water; kids are getting water. **How are they different?** Answers may include: in Russia, it is cold, and they have to get water from snow; in Africa the water is dirty; and so on.

Main ideas and details (after reading page 19)

What are pages 18 and 19 mostly about? ways to get water more easily and how to get safer water **How do the special straws help kids get safer water?** They clean the water as kids drink. **How do the rolling buckets help kids get water more easily?** They can carry a whole day's worth of water in one trip.

Use photographs and context clues

The middle photo on the bottom of the pages shows a pump and the caption explains how to use it. Using these clues, what do you think a pump is? a kind of machine that pulls water from under the ground

Determine important ideas (after reading page 19)

Why was the water in the boy's village so expensive? It had to be delivered by truck.

Understand cause and effect

How did the new well help the village? It gave the people in the village a way to get clean water at a low cost.

After-Reading Discussion

Compare and contrast texts or pictures

Compare the pictures on pages 16–17 to those on pages 18–19. What is the same and different about what the children are doing on each page? Answers may include: They are the same because kids are getting or drinking water. They are different because the children on pages 16–17 are working harder to get water.

Connect text to self

After learning about the different ways people around the world get water, which way would you try to get water if your home didn't have pipes with fresh water? Why? Responses will vary. Encourage children to explain their reasoning.

Teach comprehension: Context clues

Use "A Thirsty World," pages 16–19.

Briefly review topics discussed in the article. Ask children what "A Thirsty World" is all about. *(Kids in some parts of the world have to work to get fresh water.)* Ask what solutions the article mentioned. *(Children are likely to mention special straws, rolling buckets, pumps, and wells.)*

Introduce the concept of using context clues. Tell children that when there are words in an article they don't understand, they can use context clues to help them figure out the meaning. Explain to them that context clues are other words and phrases that might give them an idea of a word's meaning. Remind children that they can also use other text features such as photos, illustrations, or diagrams to give them clues, along with information they already know about a topic.

Model using context clues. Tell children that you will use context clues to figure out the meaning of a word. Explain that you are looking for other words, phrases, or pictures that will help in figuring out what the word means.

Reread the caption for the photo of the mother in the desert on page 17 aloud. Think aloud to model looking for context clues to figure out the meaning of the word *moisture*. For example, say:

"I know this article is about finding clean water to use. The caption says that the mother squeezes moisture from plants into her thirsty child's mouth. I see in the photo that the mother is squeezing something in her hands and water is coming out. These clues tell me that *moisture* must mean something similar to water, or something wet."

Guide children in using context clues throughout the article. Point out the word *inventions* on page 18. Ask children how people are trying to solve the problem of getting water more easily. *(They are coming up with different ways to help.)* Ask them what new things in the article people came up with to help. *(a special straw, rolling buckets)* Write the word and the clues on the board.

Inventions

Clue 1:
People are coming up with new ways to get water more easily.

Clue 2:
They created a special straw and rolling buckets.

Meaning: new creations

Have children use these clues to think about the meaning of *inventions*. *(new creations)* Record the meaning on the board.

Repeat the process for the word *costly* on page 19.

Introduce Practice Page 24. Pass out the page and explain how to do the activity. Have children identify and use context clues to figure out the meaning of the words. Have them complete the page during independent work time.

LESSON 5

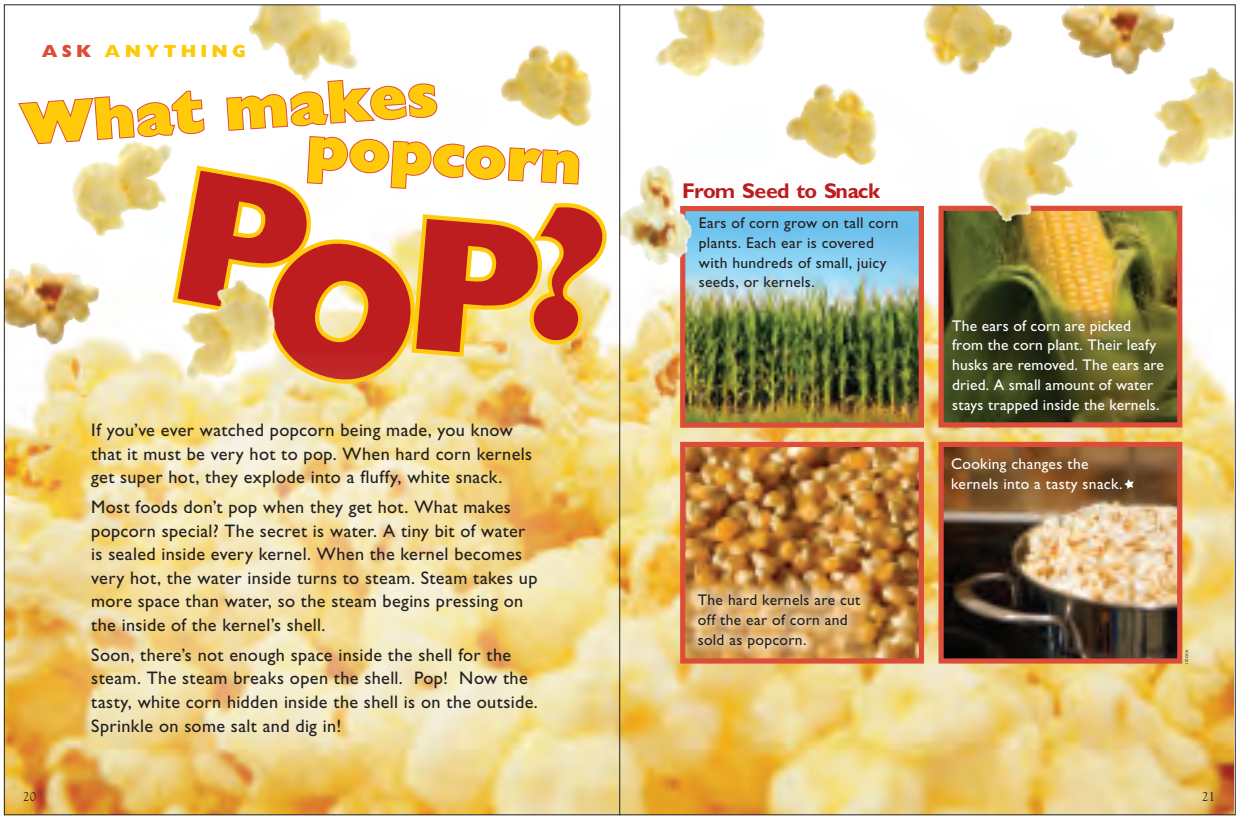
Guide reading and discuss vocabulary

Use Ask Anything *"What makes popcorn pop?," pages 20–21.*

SUPER vocabulary: ***kernel, husks***

Introduce *Ask Anything*. Have children turn to pages 20 and 21. Call on a child to read the department title and question. Ask children what they know about popcorn. *(Answers will vary. Children may mention that it pops from kernels; it comes from corn; they eat it at the movies, and so on.)* Have children preview the photographs. Ask what children expect to learn from this article. *(how popcorn pops)*

Guide children as they read aloud and discuss pages 20–21. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.



ASK ANYTHING

What makes popcorn POP?

If you've ever watched popcorn being made, you know that it must be very hot to pop. When hard corn kernels get super hot, they explode into a fluffy, white snack.

Most foods don't pop when they get hot. What makes popcorn special? The secret is water. A tiny bit of water is sealed inside every kernel. When the kernel becomes very hot, the water inside turns to steam. Steam takes up more space than water, so the steam begins pressing on the inside of the kernel's shell.

Soon, there's not enough space inside the shell for the steam. The steam breaks open the shell. Pop! Now the tasty, white corn hidden inside the shell is on the outside. Sprinkle on some salt and dig in!

20

From Seed to Snack

Ears of corn grow on tall corn plants. Each ear is covered with hundreds of small, juicy seeds, or kernels.

The ears of corn are picked from the corn plant. Their leafy husks are removed. The ears are dried. A small amount of water stays trapped inside the kernels.

The hard kernels are cut off the ear of corn and sold as popcorn.

Cooking changes the kernels into a tasty snack.

21

Understand vocabulary

Have you ever seen popcorn before it is popped? What does it look like? Answers may vary. Children will likely say it looks like a small seed or it is a small part of an ear of corn. **Popcorn comes from corn. Corn has little yellow nubs on it. Knowing what you know about corn and popcorn before it is popped, what do you think a *kernel* is?** a seed of corn

Determine important ideas

What is inside each kernel? water **What happens to the water in the kernel when the kernel gets hot?** It turns to steam.

Cause and effect

Why does the steam make the kernel pop? There isn't room inside the kernel for the steam, so it pushes against the shell and breaks it open.

Connect text to self

Have you or your family ever made popcorn? How did you make it? Answers may include: in a pot on the stove; in the microwave; or in a popcorn popper.

Recall details

How many kernels are on each ear of corn? hundreds

Use context clues to understand vocabulary

What do you see in the top right picture on page 21? an ear of corn **What does it look like?** It is yellow. It is wrapped in green leaves. **The captions of the photos say that the leafy *husks* are removed before the kernels are cut from the ears of corn. What do you think *husks* means?** the leafy, outside part of the corn

Understand sequencing

What happens after the ears of corn are dried? The kernels are cut off.

Introduce Practice Page 25. Pass out the page and explain how to do the activity. Tell children they will reread the article to find answers to the questions on the Practice Page. Have them complete the page during independent work time.

LESSON 6

Guide reading and drawing conclusions

Use "No Water? No Problem!," pages 22–25.

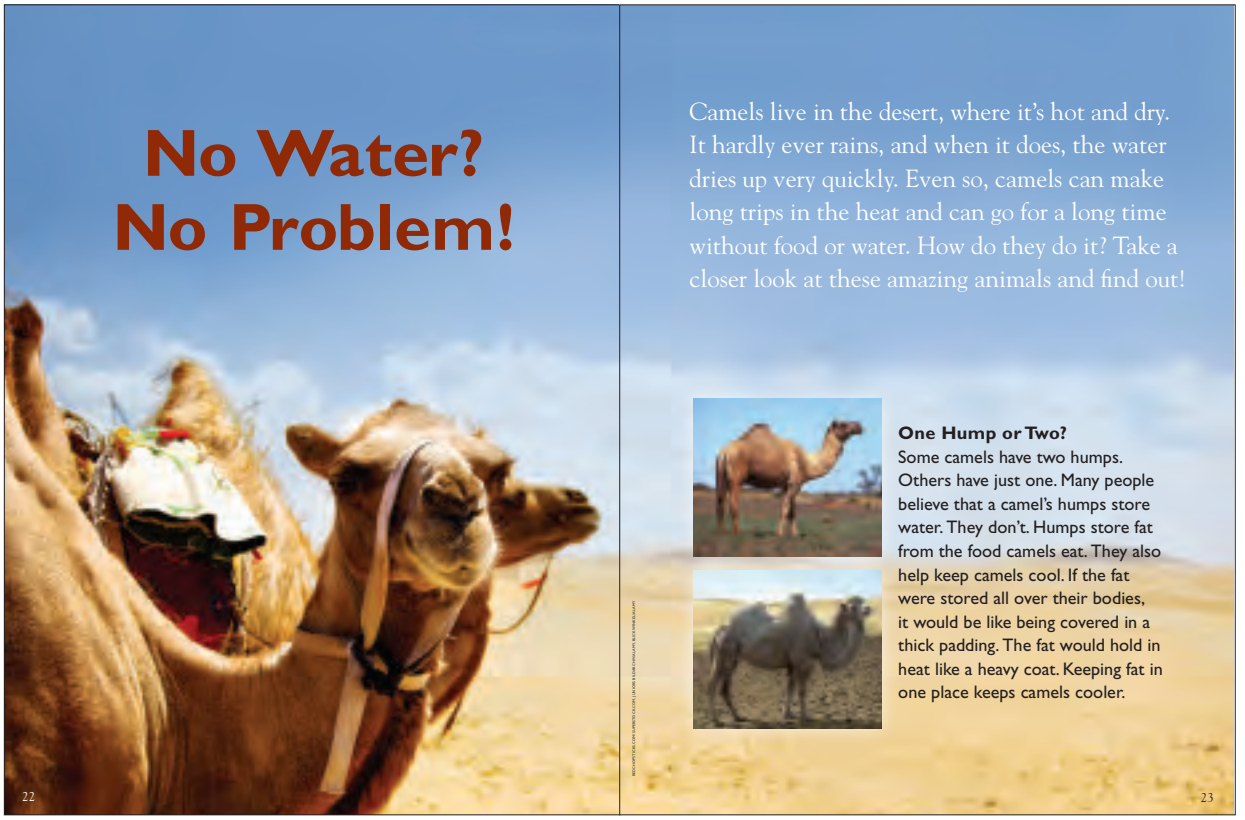
SUPER vocabulary: ***hooves, oasis***

Introduce "No Water? No Problem!" Have children turn to pages 22 and 23. Read the title. Ask children what they know about camels. *(Answers will vary.)* Have children preview the title, photographs, and headings. Explain that the headings in black tell what each section is about. Ask what children expect to learn about in this article. *(how camels live in the desert; how camels' bodies help them survive in the desert)*

Guide children as they read aloud and discuss pages 22–23. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Understand text features

Each paragraph in the article has a title, or heading. What do you think these headings are for? to tell what each paragraph is about; to tell about a camel's humps



Determine important ideas

What is the desert like? hot and dry **What makes camels able to live in the desert?** They can make long trips in the heat and go a long time without water.

Recall details

Where do camels live? in the desert **What are a camel's humps used for?** storing fat from the food camels eat **What are a camel's humps not used for?** storing water

Determine cause and effect

How do a camel's humps keep it cool? They keep its fat stored in one place. **What would happen if a camel stored its fat all over its body?** The fat would hold in the heat. It would be like wearing a heavy coat.

Connect text to self

What do you do to keep cool? Answers may vary. Children may mention going swimming or staying indoors. They may mention wearing light clothing.

Use text features: Photographs

Look at the photographs. What parts of a camel's body will the article discuss? eyelashes, hooves, humps

Determine important ideas

What happens when the wind blows in the desert? The sand blows around. **How do a camel's long eyelashes help it in the desert?** They protect its eyes from sun and sand.

Understand vocabulary: Use context clues and photos

Hooves **are the feet of a camel. What other animals have hooves?** horses, cows

Recall details

Why are a camel's hooves special? There is skin between the toes. The skin spreads out when the camel walks. This keeps the camel from sinking in the sand.

Connect text to self

Have you ever walked on sand on a beach? What was it like? Answers may vary. Children may mention that sand gets hot in the sun. They may mention that sand is hard to walk on because your feet sink.

ELL Support Explain that *no sweat* is figurative language. It means something is not a problem, or not a big deal. Here it literally means that camels don't sweat in the desert.

Recall details

Why don't camels have to carry water with them in the desert? They get enough water when they drink. **Why don't camels lose a lot of water?** They don't sweat, and their noses catch moisture from their breath and return it to their bodies. They also do not lose a lot of water when they go to the bathroom.

Determine cause and effect

What do camels use for energy when there is no food or water? They use the fat stored in their humps. **What causes a camel's humps to droop?** The camel has used its fat and needs to be fed.

Use text features: Photographs

Look at the picture in the top left corner of page 25. How do we know that the camel in the picture needs to be fed? Its humps are droopy.

Understand vocabulary: Use context clues and photos

An *oasis* is a place in the desert where there is water and green growing plants. What do camels do when they find an oasis? They stop to drink water.

Recall details

How much water can a camel drink? 25 gallons in less than 15 minutes

After-Reading Discussion

Summarize

Think about what you learned about camels. How do camels' bodies help them in the desert? Responses may vary. Children may mention a camel's eyelashes protecting its eyes from sand and sun. Children may also mention a camel's hooves helping it move on the sand, and its humps storing fat.

Connect ideas

How does this article relate to the theme of this SUPER issue? The theme is *Splish, Splash!*, and the issue is all about water. This article explains how camels can survive in the desert without a lot of water.

Teach vocabulary: Body parts

Use "No Water? No Problem!," pages 22–25.

Briefly review the article. Ask children to explain what the article they just read was about. *(It was about how camels go for a long time in the desert without food or water.)* Invite children to share a few interesting facts they learned about camels.

Locate and discuss the parts of a camel's body that are mentioned in the article. List them on the board in a chart.

Body part	How it helps a camel
humps	store fat
eyelashes	protect eyes
eyes	
hooves	keep it from sinking
skin	
toes	
nose	catches moisture

Read the words aloud and have the children repeat each word. Show children a picture of a camel. Call out one of the camel's body parts that is on the list. Have a child point to the body part on the camel.

Discuss which of the camel's body parts help it survive in the desert. Have children look through the article and identify which body parts help. *(Long eyelashes protect the eyes from sun and sand, and so on.)* Have children explain how each body part helps the camel in the desert. Record their answers in the chart.

Next, call out how one of the body parts helps the camel. (*For example, a camel uses this body part to store fat.)* Then have children identify the body part. *(humps)*

Introduce Practice Page 26. Pass out the page and explain how to do the activity. Tell children to complete the sentences by using the words in the box. Then have them arrange the letters in the blanks at the bottom to spell out where camels live. Have children complete the page during independent work time.

LESSON 7

Guide reading and discuss vocabulary

Use "Lost at Sea," pages 26–29.

SUPER vocabulary: ***cargo, coral reefs, ancient, fleet, emerald, muck, treasures***

Introduce "Lost at Sea." Have children turn to pages 26 and 27. Have them turn the magazine sideways. Read the title and subheading. Explain that sunken treasure is treasure that is lost at the bottom of the sea. Preview the photos and illustrations. Ask children why they think the magazine looks this way. (*so the ship sinking looks dramatic)* Ask children where they think the events in the picture took place and when. Tell children they will read about why different ships sank, what treasures they carried, and the people who tried to find the sunken ships.

Guide children as they read aloud and discuss pages 26–29. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.

Understand vocabulary

Cargo **is a load of things that is moved from one place to another. What did the ships in the article carry as cargo?** ***treasures*** **A** ***coral reef*** **is a ridge of hard material made from the skeletons of sea creatures. How were coral reefs a danger to ships?** They could poke holes in ships.

Determine important ideas

What was the only way to move things across the ocean? on ships **What did some ships carry?** treasures such as gold, silver, and jewels

Determine cause and effect

What caused ships to sink? hurricanes, pirates, rocks, icebergs, and coral reefs **How did the boats sink when they came across these things?** Answers will vary. Children may mention water filling the ships or the ships breaking apart.

Determine important ideas

What happened to the treasures on the ships? They sank with the ship. **How much treasure is at the bottom of the ocean?** tons **Why do treasure hunters often go for years without finding lost treasures at sea?** because the ocean is so big and deep

Make predictions (before reading pages 28 and 29)

What do you think these pages are about? Answers may vary, but children may mention treasures and sunken ships.

Interpret information: Charts

The chart on pages 28 and 29 shows information about four famous shipwrecks that were found with their cargo. What do you notice about the headings in each column? They are the same. **What information is in the first column of the chart?** information about the ships **Which column has information about the ship's cargo?** the third column; the column that asks *What was on it?*

Understand vocabulary (after reading page 28)

Ancient **means from long, long ago. The treasures found on the ships are ancient. An** ***emerald*** **is a bright-green gemstone.**

Recall details

Let's talk about the shipwreck in the top row of the chart. How long ago did the ship sink near Turkey? thousands of years ago **Why is the shipwreck important?** It is the oldest shipwreck that has ever been found. **What was on the ship?** gold, silver, jewelry, copper, elephant tusks, and the world's oldest book **How was the shipwreck found?** One diver saw metal objects in the sea, and a team of divers found the treasure.

Summarize

Summarize what happened to the *Atocha*. The *Atocha* sailed more than 350 years ago. It crashed in a hurricane. **What treasures were found from the *Atocha*?** gold and silver coins, chains, and bars; emeralds **How long did it take to find the *Atocha* treasure?** 16 years

Understand vocabulary (after reading page 29)

A ***fleet*** **is a group of ships under one commander.** ***Muck*** **is mud, dirt, or waste. Where is the treasure of the *Hussar* believed to be?** buried under the muck of a river in New York

Determine important ideas (after reading page 29)

Where was the Fleet of 11 Ships traveling? to Spain **What caused the ships to sink?** hurricane **What treasures from the ships were found?** gold, silver, coins, and emeralds

Determine important ideas (after reading page 29)

How were the treasures of the Fleet of 11 Ships found? A man found coins on the beach, then he found one of the ships under the sea. He found seven more ships with treasure.

Give and support opinions

Do you think the man was searching for treasure? Why or why not? Answers will vary. Children may say that he found the coins by accident. They may say that he was looking for the treasure because he was a treasure hunter.

Summarize

Summarize what happened to the *Hussar*. The *Hussar* sailed from England. It hit a reef and sank in the East River. **What cargo was the *Hussar* carrying?** silver and gold **What treasures have been found from the *Hussar*?** So far only the anchor has been found.

Make text-to-text connections

Let's look at a map to see where the shipwrecks were found. [*Point out the East Coast of Florida.*] This is the site where The Fleet of 11 Ships was found. [*Point out New York City.*] This is the site where the *Hussar* is believed to be.

Teach comprehension: Timelines

Use "Lost at Sea," pages 26–29.

Briefly review the chart on pages 28 and 29. Ask children what the chart shows. *(information on different famous shipwrecks)* Remind children that the chart tells information about the ships, what happened to them, what was on the ships, and who found them. Have a child read each question heading in the chart.

Discuss the purpose of a timeline. Explain that timelines are used to show when events happened in history. Explain that a timeline is a good visual way to show certain events that happened over long periods of time, with very few words.

Draw a timeline on the board. Make a tick mark to the far right on the line and label it with the current year. Explain that everything that happened before this year will be placed to the left of the line. Anything that will happen in the future would be to the right of the line.

Model placing the shipwrecks on the timeline based on the information in the article. Point out that all of the shipwrecks will be far away from the current year because they happened hundreds of years ago. Explain that the older the event is, the farther to the left it is placed on the timeline. Ask children which of the four shipwrecks they would place at the farthest point left on the timeline. *(the Oldest Shipwreck)* Model plotting the Oldest Shipwreck on the timeline by drawing a tick mark and labeling it *thousands of years ago.* Explain that timelines do not have to be labeled with an exact year.

Guide children into deciding where to place the other shipwrecks from the article on the timeline. Guide children in their discussion of where to place shipwrecks by asking them how long ago each ship sank. Plot each point on the timeline and label them.

After the shipwrecks have been plotted on the timeline, ask children which shipwreck happened first. *(the Oldest Shipwreck)* Ask children which shipwreck happened last. *(the Hussar)*

Introduce Practice Page 27. Pass out the page and explain how to do the activity. Tell children to draw a simple timeline of their life. Have them label the timeline with specific dates or descriptions. Children can complete the page during independent work time.

LESSON 8

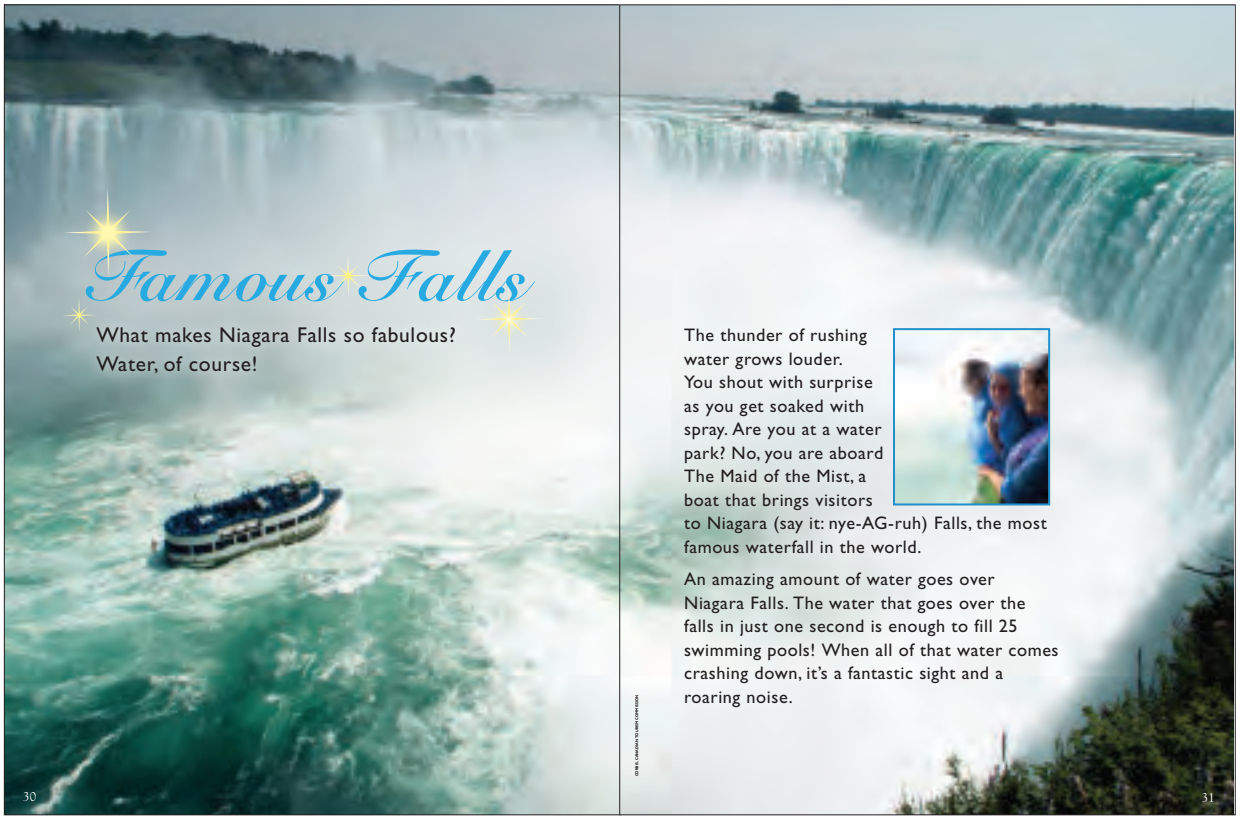
Guide reading and recalling details

Use "Famous Falls," pages 30–33.

SUPER vocabulary: ***fabulous, spring***

Review "Famous Falls." Have children turn to pages 30 and 31. Have them read the title and tell what they think the article is about. *(Niagara Falls)* Point out Niagara Falls' location on a map. Explain that they will learn facts about Niagara Falls and where the water comes from. Preview the headings, photos, and captions to make predictions about what they will read.

Guide children as they read aloud and discuss pages 30–31. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.



Understand vocabulary

Something *fabulous* is something wonderful or amazing. Look at the large photo on pages 30 and 31. What do you think makes Niagara Falls so fabulous? Answers will vary. Children might mention the amount of water or the beauty of the falls.

Use text features: Photos

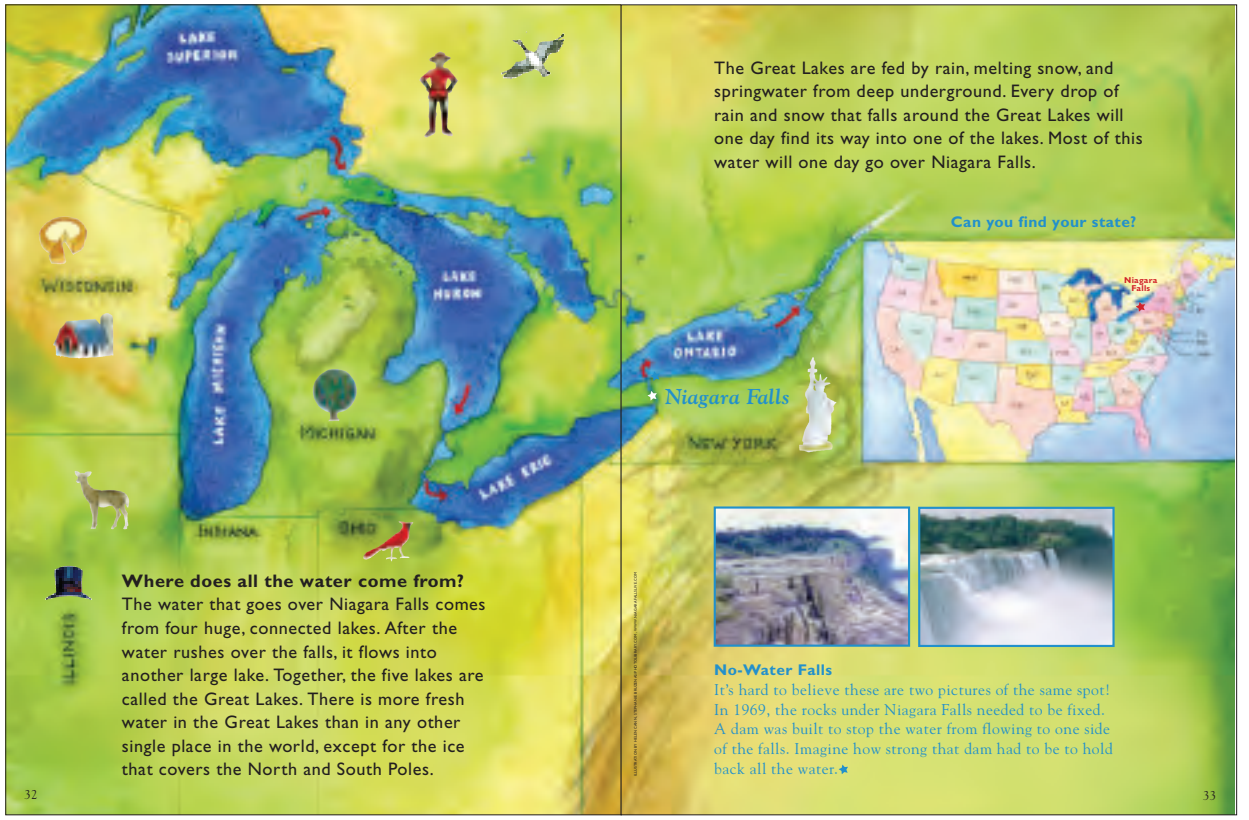
Look at the photos on pages 30 and 31. Where does the water look like it is falling from? a high cliff; a lake **What do you notice about the water?** There is a lot of water; there is mist; there is a boat on the water.

Draw and support conclusions

Why are the falls described as a *thunder of rushing water*? Answers may vary. Children might mention the loud sound of water or the amount of water.

Determine important ideas

What is *The Maid of the Mist*? a boat that brings people to visit Niagara Falls



Connect photographs and text

How do the photos on pages 30–31 help explain the text? They show the amazing sight of Niagara Falls. **How do you know that the people in the inset photo are on the boat?** The text describes passengers getting soaked on the boat. The people in the picture look soaked.

Use text features: Maps

Look at the map on pages 32–33. What prediction can you make about where the water comes from? The water comes from the lakes. **What do the arrows on the map tell you?** Water from Lake Superior and Lake Michigan goes into Lake Huron. Then the water goes into Lake Erie and then to Niagara Falls.

Determine important ideas

What are the five lakes called? the Great Lakes **Where does the water from Niagara Falls go?** into Lake Ontario

Understand vocabulary

A *spring* is water that comes up from underground. Springwater goes into the Great Lakes.

Understand text features: Photos

Look at the inset photos on page 33. How are the pictures the same? They show the same spot at Niagara Falls. **How are the two photos different?** There is no water flowing in the left picture, and there is water flowing in the right picture.

Determine important ideas

Why did a dam need to be built? The rocks under the falls needed to be fixed. **What did the dam do?** It stopped the water from flowing.

After-Reading Discussion

Connect ideas

The theme of this issue is water. How does "Fabulous Falls" connect to the theme of this SUPER? It is about waterfalls that are fed by the Great Lakes.

Recall details

Where does the water for Niagara Falls come from? the Great Lakes **Where does the water from Niagara Falls go?** into Lake Ontario **Where is the only other place on Earth with more fresh water than Niagara Falls?** the North and South Poles

Introduce Practice Page 28. Pass out the page and explain how to do the activity. Have children complete the page independently.

LESSON 9

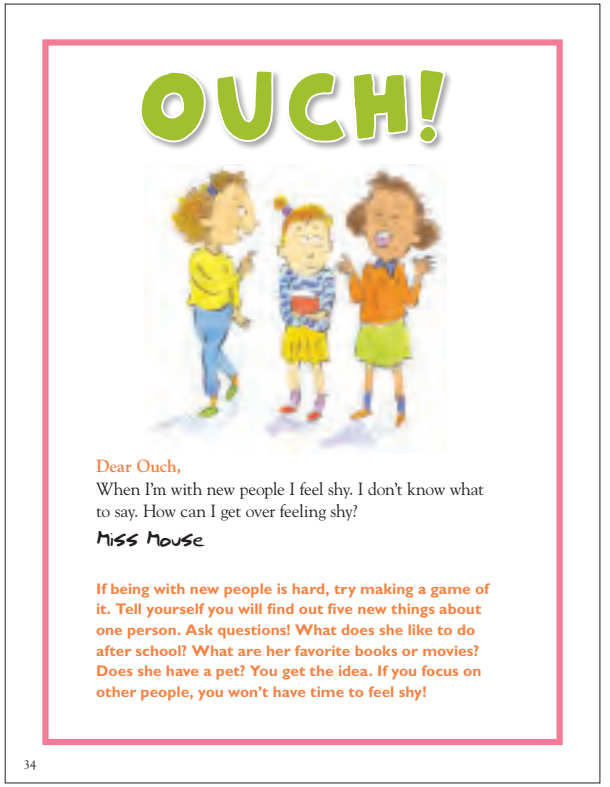
Guide reading and practice listening and speaking

Use Ouch!, *pages 34–36.*

SUPER vocabulary: ***focus***

Introduce *Ouch!* Have children turn to page 34. Have a volunteer tell what department this is and explain what the class will read about now. *(It is the* Ouch! *department. We will read letters from kids who write in about their problems, and replies giving advice about the problems.)* Have children look at how each letter is signed to make predictions about the kinds of problems the kids wrote about. *(feeling shy, deciding what to wear, talking too much in class, wanting more attention from mom)*

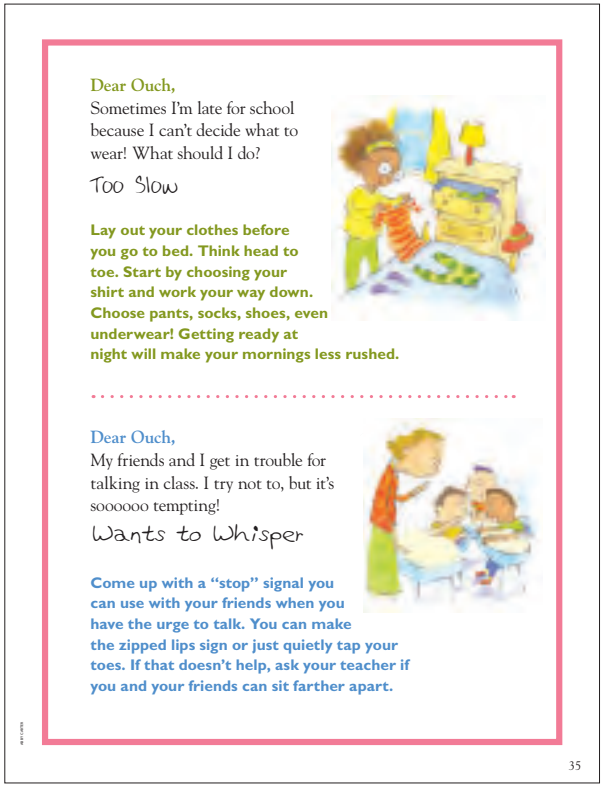
Discuss stating an opinion and how to support it. Point out to children that during discussions, others might have similar or different opinions. Remind children that when they give their opinion, providing support for their opinion will make their argument more convincing. Tell children that after you read, you will show them how to do this.



Help children read and make personal connections to the advice column. Listen to children read aloud in every group.

Understand vocabulary

After reading the first letter, explain that to ***focus*** means to concentrate. Ask children what Miss Mouse should focus on, according to the advice. *(learning about other people)*



Supporting opinions

After reading the second letter, explain that to support opinions well, you should provide specific examples. Read the response to Too Slow. **What is an example of how Too Slow can make her morning less rushed?** *(Choose pants, socks, shoes, and underwear before going to bed.)*

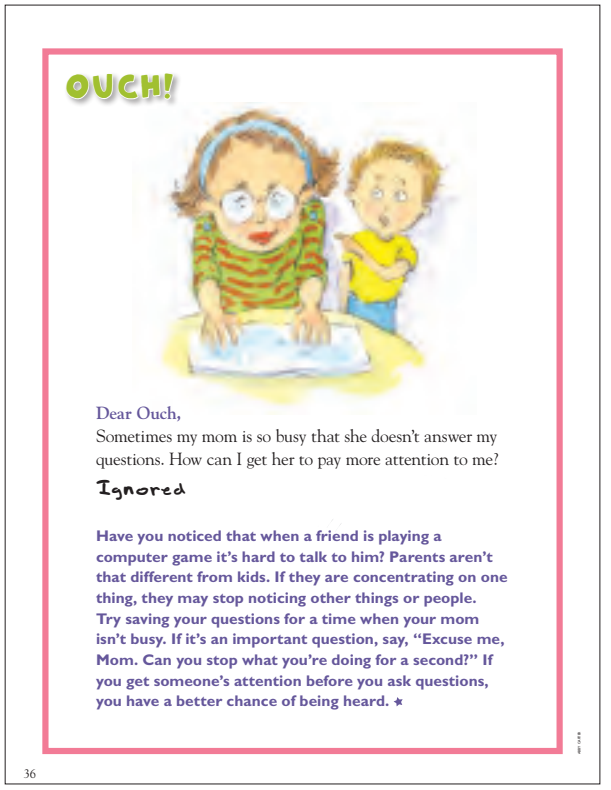
Model how to support an opinion. Tell children you will show them how to support an opinion in a clear and respectful way.

Write the following expressions that can be used to support opinions on the board and read them aloud. Explain that these expressions are good ways to introduce your opinion and provide evidence to support it.

Expressions to support opinions

because
for example
first,
second,
the fact is
this proves that

After reading "Wants to Whisper," invite a few children to share responses. Model using one of the expressions on the board to respond to what they said. For example, say, "I think that you should try to stop talking in class and concentrate *because* class time is time for learning. *For example,* if you are talking, you cannot listen at the same time, and you are not learning."


OUCH!

Dear Ouch,
Sometimes my mom is so busy that she doesn't answer my questions. How can I get her to pay more attention to me?

Ignored

Have you noticed that when a friend is playing a computer game it's hard to talk to him? Parents aren't that different from kids. If they are concentrating on one thing, they may stop noticing other things or people. Try saving your questions for a time when your mom isn't busy. If it's an important question, say, "Excuse me, Mom. Can you stop what you're doing for a second?" If you get someone's attention before you ask questions, you have a better chance of being heard. ★

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Afterwards, point out how you used the expressions to support your opinion and share your thoughts. Explain that discussions are more interesting when there are both similarities and differences in opinion and when they are expressed in a respectful way. Explain that opinions are more convincing when there is evidence to support them. Encourage children to use evidence to support their opinions.

Guide children in reading the letter from Ignored and identifying what evidence is used in the response to support the opinions. *(an example of how to get Mom's attention)* Ask children if they can think of another way to support the opinion in the response. *(Answers will vary.)*

Help children read and make personal connections to the advice column. Listen to children read aloud in every group. Help them sound out decodable words. After reading each letter and the advice given, have children discuss whether they think the advice will help solve the problem and why or why not. Children can share their experiences with similar problems and other ideas they have about how to solve the problem.

Introduce Practice Page 29. Pass out the page and explain how to do the activity. Tell children to choose one of the four letters and write a response giving their own advice to the writer. Have them complete the page during independent work time.

LESSON 10

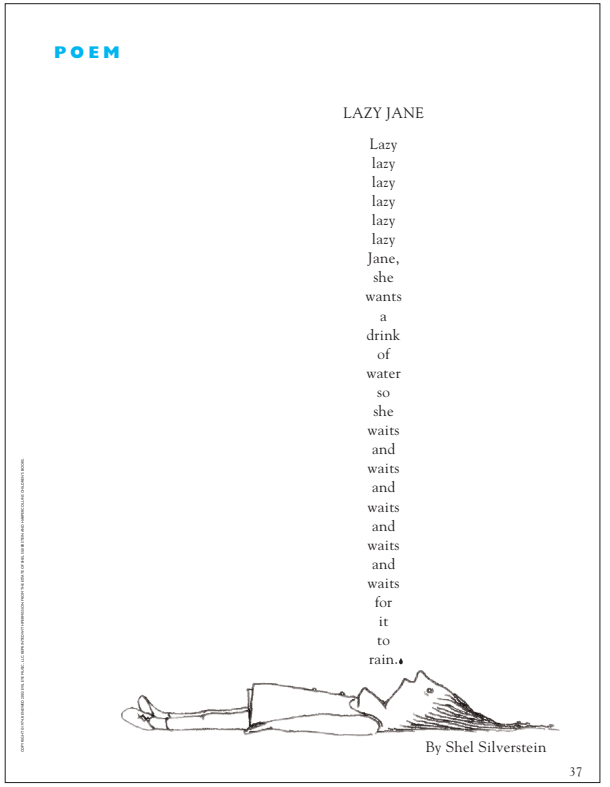
Discuss the poem and teach fluency

Use "Lazy Jane," page 37.

Introduce "Lazy Jane." Have children turn to page 37. Remind them that every SUPER has a poem that relates to the issue's theme. Ask children what the theme of the issue is. *(water)* Read the title aloud and have children look at the picture. Point out that the words are also a part of the picture. Ask them what they think the poem will be about. *(Answers will vary.)*

Read the poem aloud, emphasizing the repetition of the words. When you finish, ask children if they noticed anything interesting about the way the poem sounded. *(the repetition of certain words and rhyme)* Ask children why they think the words are written as they are on the page. *(to look like rain drops)*

Discuss why the girl in the picture is lying down on the ground. *(She's lazy; she's waiting for it to rain rather than getting up to get a drink of water.)* Ask children why the picture is important to the poem. *(The words are like rain going into Jane's mouth.)*


POEM

LAZY JANE

Lazy
lazy
lazy
lazy
lazy
lazy
Jane,
she
wants
a
drink
of
water
so
she
waits
and
waits
and
waits
and
waits
and
waits
for
it
to
rain.

By Shel Silverstein

37

Discuss rhyme and repetition in the poem. Remind children that rhyming words help give the poem a beat. Have children identify the rhyming words in the poem. *(Jane/rain)* Ask children how the author uses the text to show that Jane is really lazy. *(He repeats* lazy *six times and* waits *five times.)*

Introduce the *Last Look* and Practice Page 30. Have children turn to the back cover. Have them look at the picture and describe it. *(a girl being splashed with clean water)* Read the caption aloud. Ask children to share the last time they went swimming or diving or played in the water.

Pass out Practice Page 30 and explain how to do the activity. Have children complete the page during independent work time.