

## Animals in Trouble: Endangered Species and How to Help Them

Word	Identification Strategy	Definition	Sentence
<b>spurts</b>	base word + ending	short bursts	The water came out in short <i>spurts</i> as Joe turned the faucet on and off quickly.
<b>perish</b>	chunk	die, vanish	Tanya knew the pigeons in the park would <i>perish</i> if the trees were cut down.
<b>mature</b>	chunk	fully grown, adult	The puppy weighed less than a pound when it was born, but now that it's <i>mature</i> , it weighs sixty pounds.
<b>flock</b>	blend	group, usually of birds	The <i>flock</i> of penguins sat on the iceberg, waiting to dive into the water together.
<b>scan</b>	blend	search	The teacher asked me to <i>scan</i> my paper for mistakes before I handed it in.
<b>grave</b>	blend	serious	Cindy knew her team was in <i>grave</i> danger of not going to the championship if they could not raise enough money to play.
<b>project</b>	chunk	plan	The company started working on the <i>project</i> to build a new dam across the river.
<b>release</b>	chunk	let go	The animal officers will <i>release</i> the bear by opening its cage in a new part of the forest.

	DAY 2	DAY 3	DAY 4
Fluency in Five	Page 57 (paragraphs 2 and 3)	Page 57 (paragraphs 2 and 3) or 54 (paragraphs 1 and 2)	Page 57 (paragraphs 2 and 3), 54 (paragraphs 1 and 2), or 59 (paragraphs 2 and 3)

**DAY 1**

Team Talk

1. What is the main idea of page 52? What clues let you know this?
2. What has Florida done to help the panthers?
3. The word *scavenger* describes birds that—
  - a. eat only fresh plants.
  - b. eat other dead animals.
  - c. hunt other live animals.
  - d. hide among green plants.

How did you figure this out? (Write-On)

4. Condors most likely live in deserts because—
  - a. they don't like living in busy cities or suburbs.
  - b. desert weather is comfortable.
  - c. they don't need a lot of water.
  - d. many animals die in the hot, dry environment.

**DAY 2**

Team Talk

1. What is the main idea of page 57? What clues let you know this?
2. Which of the following means the same as the word *captured* on page 58?
  - a. chased
  - b. let go
  - c. caught
  - d. ran from

How did you figure this out? (Write-On)

3. Is the statement "The bald eagle is a beautiful bird," a fact or an opinion? Support your answer.
4. What do eagles, hawks, falcons, and owls all have in common?
  - a. They all eat fish from rivers.
  - b. They all have bald heads.
  - c. They are all birds of prey.
  - d. They are all national symbols.

Skill Practice

**Write the words in your journal. Then draw a fish above the word families, and read each word.**

1. smock
2. blocky
3. rocket
4. hammock

Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.</p> <p>6. Choose the word that best fits in the blank.</p> <p>My class is raising a caterpillar, and we plan to _____ it outside when it becomes a butterfly.</p>			

**DAY 3**

Team Talk	<p>1. What are two details that support the main idea of Florida panthers on page 52?</p> <p>2. Which of the following means the same as the word <i>range</i> on page 52?</p> <p>a. sight line</p> <p>b. distance</p> <p>c. average</p> <p>d. living area</p> <p>How did you figure that out? (Write-On)</p>
	<p>3. How does the text box on page 54 help you better understand condors and their lifestyle?</p> <p>4. Which of the following is a reason condors were dying?</p> <p>a. They were being poisoned by lead.</p> <p>b. They ate rotting food and got sick.</p> <p>c. People captured them to keep as pets.</p> <p>d. People started living in their trees.</p>

Skill Practice	<p><b>Write the words in your journal. Then draw a fish above the word families, and read each word.</b></p>
	<p>1. span                      2. stocking                      3. locket                      4. plan</p>

Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
	<p>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</p> <p>6. Choose the word that best fits in the blank.</p> <p>Unlike other plants, a cactus won't _____ if it doesn't get much water.</p>			

**DAY 4**

Team Talk	<ol style="list-style-type: none"> <li>1. Provide two details that support the main idea of hunting wolves.</li> <li>2. What has happened to wolves because of the wolf project?             <ol style="list-style-type: none"> <li>a. They have been hunted again.</li> <li>b. Their numbers have increased.</li> <li>c. They have taken over the country.</li> <li>d. They have been returned to Canada.</li> </ol> </li> <li>3. Which of the following means the same as the word <i>diet</i> on page 59?             <ol style="list-style-type: none"> <li>a. what something eats</li> <li>b. how something flies</li> <li>c. where something lives</li> <li>d. when something sleeps</li> </ol> <p>How did you figure this out? (Write-On)</p> </li> <li>4. Summarize the text using your graphic organizer.</li> </ol>
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Skill Practice	<p><b>Write the words in your journal. Then draw a fish above the word families, and read each word.</b></p> <p>1. frock                      2. tan                      3. chock                      4. fanned</p>
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Building Meaning	spurts	perish	mature	flock
	scan	grave	project	release
	<ol style="list-style-type: none"> <li>5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.</li> <li>6. Choose the word that best fits in the blank. Our family _____ was to clean out and organize the messy garage.</li> </ol>			

**DAY 6**

Writing Prompt	<p>Create an encyclopedia entry for an animal not mentioned in <i>Animals in Trouble: Endangered Species and How to Help Them</i>. Begin your entry with a heading that tells the name of the animal. Then write the body of your entry, providing five facts about the animal. For example, consider providing information about what the animal looks like, where it lives, what it eats, how it moves, or what enemies it has. You can include other facts you may know about the animal. Remember to write your ideas in complete sentences. If you have time, draw a picture of your animal to go with your entry. At the end of the lesson, the class can create its own encyclopedia of animals.</p>
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Scoring Guide	You created an encyclopedia entry for an animal you know about.	<b>25 points</b>
	Your entry begins with a heading.	<b>10 points</b>
	The body of your entry contains five facts about the animal.	<b>12 points each (60 points maximum)</b>
	The encyclopedia entry is written in complete sentences.	<b>5 points</b>