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TIME for Kids Nonfiction Readers— Fluent

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (8 pages)

Lesson Plan (12 pages)

Reader (15 pages)

To Create a World ⁱⁿ which
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TIME
FOR KIDS!

Nonfiction

Readers



Fluent
Teacher's Guide



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Contents of the CDs and DVDs

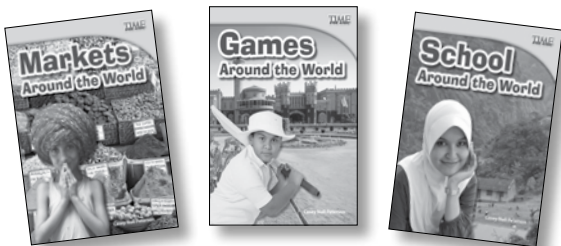
How to Use This Product

Kit Components

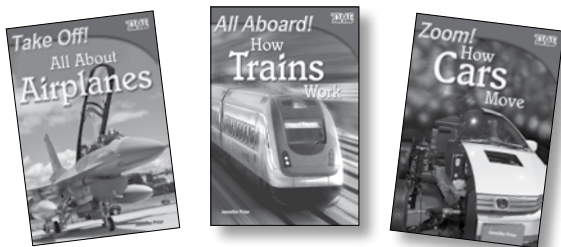
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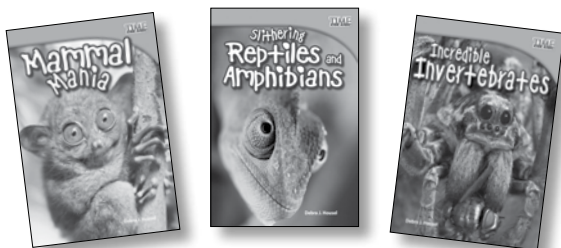
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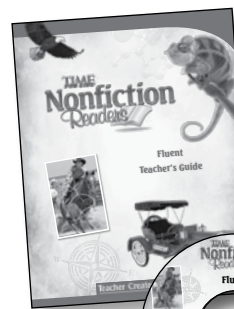
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Trio 4



Trio 5

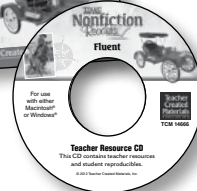


Teacher's Guide

Easy-to-use, standards-based lesson plans

Teacher Resource CD

- PDFs of books suitable for whiteboard use
- teacher resources
- student activity sheets

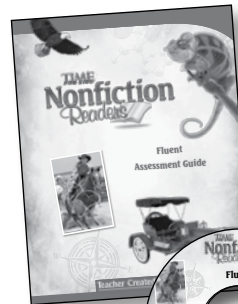


Audio CD

Professional recordings of books and poems

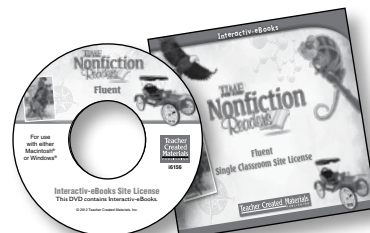
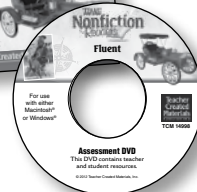
Assessment Guide

- oral reading records
- multiple-choice tests



Assessment DVD

- placement test
- assessments in both electronic and printable form



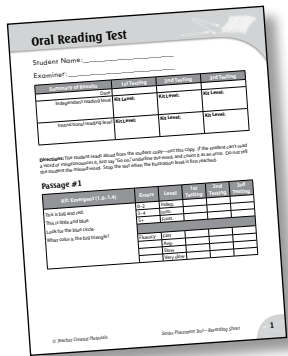
Interactiv-eBooks Single Classroom Site License

Interactiv-ebooks with embedded audio, videos, and activities

How to Use This Product (cont.)

Getting Started

1. Use the Series Placement Test. Use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



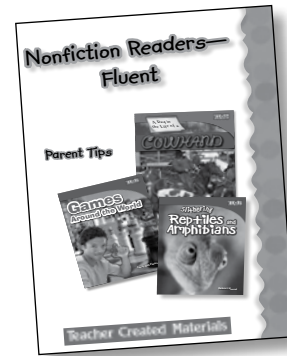
4. Prepare assessment resources.

Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold the student's placement test, oral reading records, multiple-choice tests, activity pages, and anecdotal records taken during the reading lessons.

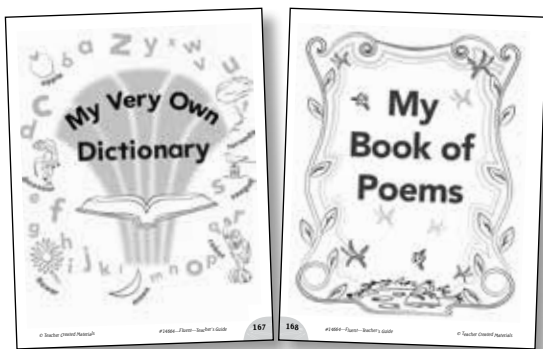
5. Make a home-school connection.

Send the Parent Tips booklet (found on the Teacher Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.

2. Create reading groups. If desired, place students in reading groups based on their reading levels or other instructional needs. See page 18 for practical tips on managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.



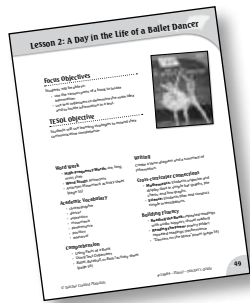
3. Prepare student resources. As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, and spiral notebooks. See pages 167–168 (or the Teacher Resource CD) for cover templates for these resources.



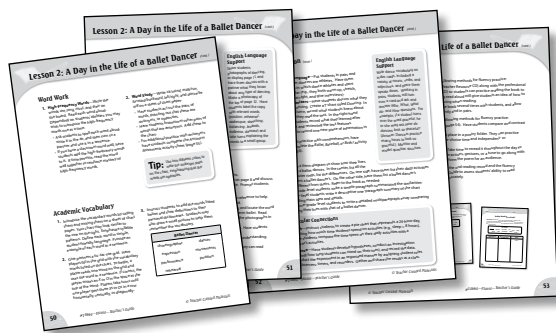
How to Use This Product *(cont.)*

Teaching a Lesson

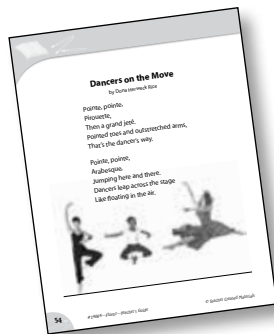
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a fluency poem, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



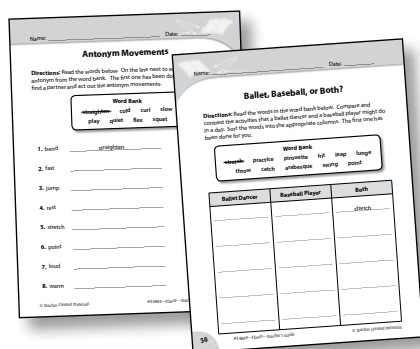
The lesson begins with an overview page that provides key information for planning purposes.



The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Writing, Cross-curricular Connections, and Building Fluency.



The fluency poem provides a thematic connection to the book and can be used as a tool for building both content-area vocabulary and fluency.

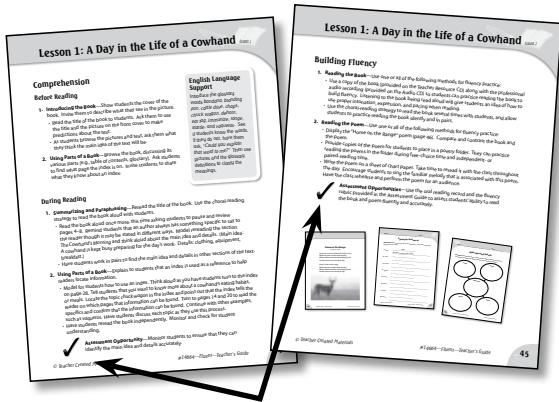


The student activity sheets can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-level students or as independent practice for on- or above-level students.

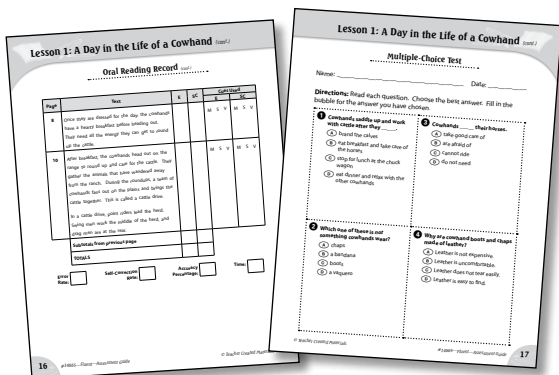
How to Use This Product (cont.)

Using Assessment Options

1. Use informal assessments during each lesson. Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.



2. Use formal assessments at the end of each lesson. The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



Using Technology Options

1. Use the Audio CD as a model of fluent reading. The Audio CD includes professional recordings of the books and poems in this kit. Play the audio tracks of the books to support students as a prereading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.



2. Use the Interactiv-eBooks to enhance the reading experience. This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and help support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

How to Use This Product *(cont.)*

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. Each book motivates students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Fluent level (levels 3.0 through 3.4) is designed for students in the first semester of grade three. Books in the Fluent kit have either 28 or 32 pages. There are six copies each of the 15 titles.

Level 3.0: *A Day in the Life of a Cowhand; A Day in the Life of a Ballet Dancer; A Day in the Life of a Firefighter*

Level 3.1: *Markets Around the World; Games Around the World; School Around the World*

Level 3.2: *Take Off! All About Airplanes; All Aboard! How Trains Work; Zoom! How Cars Move*

Level 3.3: *Mammal Mania; Slithering Reptiles and Amphibians; Incredible Invertebrates*

Level 3.4: *Backstage Pass: Fashion; Big Digs: Construction Site; Sweet: Inside a Bakery*

Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features in each level include the following:

Level 3.0

- word count approximately 800
- often half to full page of text
- chapter formats
- regular use of sidebars
- use of table of contents, glossary, and index
- use of photo captions

- more complex sentence structures and vocabulary
- some use of dialogue
- use of one to two graphic features per text
- use of boldface to introduce challenging words
- text to photo support through illustrations
- use of photos to create interest

Levels 3.1, 3.2, 3.3

- word count approximately 900
- extensive use of supporting graphics
- frequent use of multiple phrases in one sentence
- increased use of specialized vocabulary
- use of multiple visual elements
- varied use of nonfiction approaches
- some use of elaborate episodes and events

Level 3.4

- word count approximately 1000
- standard font size and type
- detailed and descriptive text
- use of literary language
- frequent use of challenging vocabulary
- longer and increasingly developed paragraphs
- use of sentence-length photo captions

How to Use This Product *(cont.)*

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers: Fluent* level are found on the chart below. Also included are the reading level designations from Teacher Created Materials (TCM) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Fluent Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
<i>A Day in the Life of a Cowhand</i>	789	3.0	M	21	30	840L
<i>A Day in the Life of a Ballet Dancer</i>	800	3.0	M	21	30	680L
<i>A Day in the Life of a Firefighter</i>	811	3.0	M	21	30	670L
<i>Markets Around the World</i>	861	3.1	N	21	30	920L
<i>Games Around the World</i>	886	3.1	N	21	30	730L
<i>School Around the World</i>	828	3.1	N	21	30	580L
<i>Take Off! All About Airplanes</i>	879	3.2	N	21	30	700L
<i>All Aboard! How Trains Work</i>	876	3.2	N	21	30	590L
<i>Zoom! How Cars Move</i>	887	3.2	N	21	30	690L
<i>Mammal Mania</i>	942	3.3	N	21	30	640L
<i>Slithering Reptiles and Amphibians</i>	933	3.3	N	21	30	670L
<i>Incredible Invertebrates</i>	930	3.3	N	21	30	640L
<i>Backstage Pass: Fashion</i>	1004	3.4	O	22	34	720L
<i>Big Digs: Construction Site</i>	1043	3.4	O	22	34	690L
<i>Sweet: Inside a Bakery</i>	978	3.4	O	22	34	780L

How to Use This Product (cont.)

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/ Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide

(and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

Guided Reading *(cont.)*

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *TIME For Kids Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. *TIME For Kids Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the *TIME For Kids Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the *TIME For Kids Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the *TIME For Kids Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 10: Mammal Mania

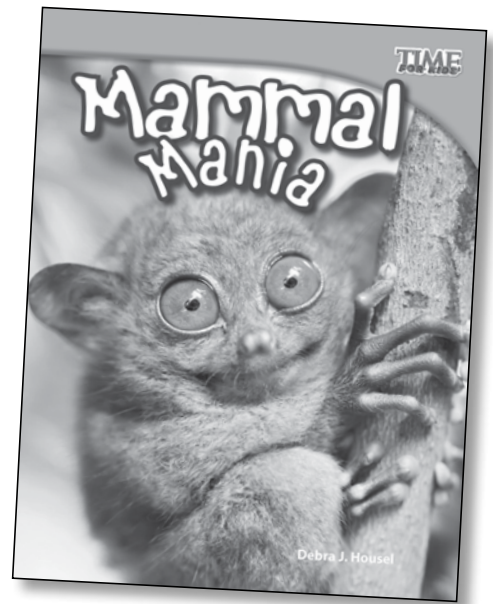
Focus Objectives

Students will be able to:

- understand structural patterns or organization in informational texts.
- establish a purpose for reading.

TESOL Objective

Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.



Word Work

- **High-Frequency Words:** *climb, nearby, small, control*
- **Word Study:** Synonyms
- *Using a Thesaurus* activity sheet (page 119)

Academic Vocabulary

- *breathe*
- *carnivore*
- *habitat*
- *herbivore*
- *milk*
- *offspring*
- *omnivore*
- *temperature*
- *vertebrate*

Comprehension

- Understanding Structure
- Establishing a Purpose
- *Compare and Contrast* activity sheet (page 120)

Writing

Write a descriptive paragraph from the point of view of a mammal.

Cross-curricular Connections

- **Mathematics:** Students perform basic mental computations (e.g., addition and subtraction of whole numbers).
- **Science:** Students know different ways in which living things can be grouped and purposes for different groupings.

Building Fluency

- **Reading the Book:** repeated readings with audio support; choral reading
- **Reading the Poem:** poetry folder; repeated readings; performance
- "I Am a Mammal" poem (page 118)

Lesson 10: Mammal Mania (cont.)

Word Work

- 1. High-Frequency Words**—Write the words *climb*, *nearby*, *small*, and *control* on the board. Read each word aloud. Depending on students' abilities, you may wish to introduce the high-frequency words one at a time.
 - Ask students to spell each word aloud, say the word in three different voices, and then turn to a partner and use it in a sentence.
 - If you have a classroom word wall, have students add the high-frequency words to it. If time permits, read the word wall together to reinforce mastery of high-frequency words.
- 2. Word Study**—Have students create a synonym web. Choose a word, use it in a sentence, and write it on the board. Then have students brainstorm all the synonyms they can think of for this word. Write the words in a web format. Have students replace the synonyms with the word to see if it makes sense. For additional practice with synonyms, have students complete the *Using a Thesaurus* activity sheet (page 119).

Tip: Use charts of various graphic organizers to help students organize information. Have organizers available for students to use when they are working independently.

Academic Vocabulary

- 1.** Introduce the vocabulary words by saying them and writing them on a sheet of chart paper. Your chart may look similar to the one below. Emphasize syllable patterns. Define each word in simple, student-friendly language. Provide an example of each word in a sentence.
- 2.** Have students play Name That Word. Assign a vocabulary word to each student. They can look up their word in a dictionary or thesaurus. They should come up with at least five synonyms. Then form two teams. A player on the first team names one of the synonyms for their word. The players on the other team try to guess the actual vocabulary word. After they guess, the second team names a synonym for the first team to guess. The teams should score one point for each correct vocabulary word guessed. Play alternates until all of the words are correctly guessed.

Mammals	
breathe	carnivore
habitats	herbivore
milk	offspring
omnivore	temperature
vertebrate	

Comprehension

Before Reading

- 1. Introducing the Book**—Show students the cover of the book. Invite them to describe what they see in the picture.
 - Read the title of the book to students. Ask them to use the title and the picture on the front cover to make predictions about the text.
 - Take a text walk through the book and allow students to discuss the features of the text.
 - As students browse the pictures and text, ask them to name some reasons for reading it.
- 2. Understanding Structure**—Ask students to share what they know about comparing and contrasting. What does *compare* mean? What does *contrast* mean? Prompt the class by saying, “We will be comparing and contrasting mammals that we learn about in this book.” Browse the book, noting various animals.

English Language Support

Show students photographs of mammals to activate their prior knowledge and allow them to discuss what they already know about the subject. Introduce students to the characteristics of mammals and relevant definitions in the glossary.

During Reading

- 1. Establishing a Purpose**—Reread the title of the book. Ask students to discuss what they would like to know about mammals. What do they think this book will tell them? Why should they read it? Tell students, “Nonfiction text can be written to inform or explain. It gives us information about something or tells us how to do something. Let’s read this book for the purpose of getting information about different types of mammals.” Use the choral-reading strategy to read the book aloud with students.
- 2. Understanding Structure**—Create a Venn diagram with the class. Label the left side *Whales* and the right side *Kangaroos*. Use the text to list all of the information about the two different animals. Then, in the joined middle portion, list the similarities. Have students restate what is in the chart, using compare-and-contrast vocabulary.
 - Have students compare and contrast two other animals in the text.
 - Have students reread the book independently. Monitor and check for understanding.



Assessment Opportunity—Monitor students to ensure that they can read the high-frequency and vocabulary words accurately.

Lesson 10: Mammal Mania (cont.)

Comprehension (cont.)

After Reading

- 1. Building Oral Language**—Have students work in pairs to create riddles describing mammals. Have them begin with broad clues and then make them increasingly more precise. Then have students guess other students' riddles.
- 2. Understanding Structure**—Have students work with a partner to compare and contrast two mammals from the text. Have students share their Venn diagram with the whole group.
 - Ask students to record one new piece of information in a journal.
 - For additional practice with comprehension, have students complete the *Compare and Contrast* activity sheet (page 120).

English Language Support

Have students compare what they learned about mammals to what they knew before reading the book. Have them discuss this first with a partner and then share with the whole group. You may have partners share what their classmate told them, or they can share their own ideas.

Writing

Have each student choose a mammal and write a descriptive paragraph from the point of view of that mammal. They should describe what that mammal sees, hears, smells, touches, and tastes. The paragraph should have a title and a topic sentence, such as *If I were a wild mammal, I would be a _____*. Students should include supporting facts and details in the body of the paragraph. Have students read their paragraphs without revealing the chosen mammal. Ask other students to guess the mammal.

- Have below-grade-level students write a one-paragraph description of the mammal's experiences.
- Have on-grade-level students write a detailed sensory paragraph with main idea and details.
- Encourage above-grade-level students to add creative elements to their paragraph.

Cross-curricular Connections



Math—Ask students to use the chart on page 22 of the book to mentally calculate the differences in life spans of the various animals. Have students choose six different animals to compare, and ask them to record their findings. Discuss students' data.



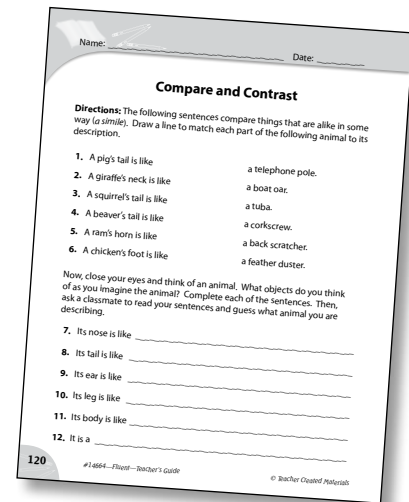
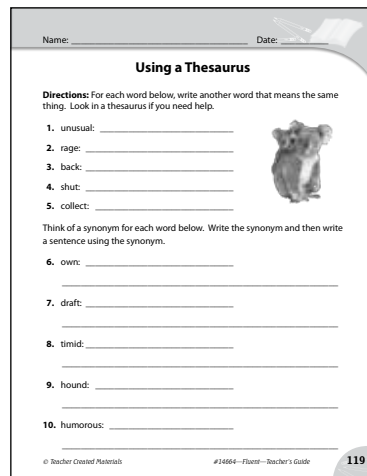
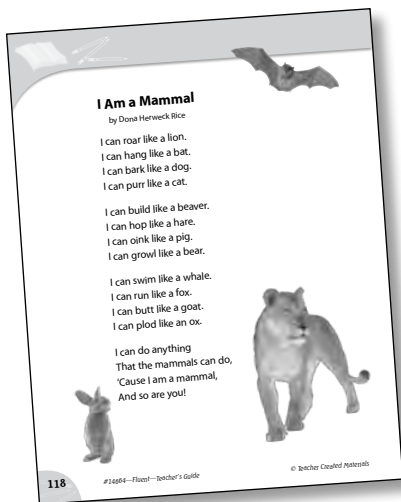
Science—Have students look up mammals, using the text and other resource materials, and list them on a chart. Then as a class, create a chart to sort the animals into three groups: herbivores, carnivores, and omnivores.

Building Fluency

- 1. Reading the Book**—Use one or all of the following methods for fluency practice:
 - Use a copy of the book (provided on the Teacher Resource CD) along with the professional audio recording (provided on the Audio CD) so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading.
 - Use the choral-reading strategy to read the book several times with students, and allow students to practice reading the book silently and in pairs.
- 2. Reading the Poem**—Use one or all of the following methods for fluency practice:
 - Display the “I Am a Mammal” poem (page 118). Have students compare and contrast the book and the poem.
 - Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in the folder during free-choice time and independent- or paired-reading time.
 - Write the poem on a sheet of chart paper. Take time to reread it with the class throughout the day to build fluency. Encourage students to create actions, gestures, or a tune to go along with the poem. Have the class rehearse and perform the poem for an audience.



Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students’ ability to read the book and poem fluently and accurately.





I Am a Mammal

by Dona Herweck Rice

I can roar like a lion.
I can hang like a bat.
I can bark like a dog.
I can purr like a cat.

I can build like a beaver.
I can hop like a hare.
I can oink like a pig.
I can growl like a bear.

I can swim like a whale.
I can run like a fox.
I can butt like a goat.
I can plod like an ox.

I can do anything
That the mammals can do,
'Cause I am a mammal,
And so are you!





Using a Thesaurus

Directions: For each word below, write another word that means the same thing. Look in a thesaurus if you need help.

1. unusual: _____
2. rage: _____
3. back: _____
4. shut: _____
5. collect: _____



Think of a synonym for each word below. Write the synonym and then write a sentence using the synonym.

6. own: _____

7. draft: _____

8. timid: _____

9. hound: _____

10. humorous: _____

Compare and Contrast

Directions: The following sentences compare things that are alike in some way (*a simile*). Draw a line to match each part of the following animal to its description.

- | | |
|------------------------------|-------------------|
| 1. A pig's tail is like | a telephone pole. |
| 2. A giraffe's neck is like | a boat oar. |
| 3. A squirrel's tail is like | a tuba. |
| 4. A beaver's tail is like | a corkscrew. |
| 5. A ram's horn is like | a back scratcher. |
| 6. A chicken's foot is like | a feather duster. |

Now, close your eyes and think of an animal. What objects do you think of as you imagine the animal? Complete each of the sentences. Then, ask a classmate to read your sentences and guess what animal you are describing.

- Its nose is like _____
- Its tail is like _____
- Its ear is like _____
- Its leg is like _____
- Its body is like _____
- It is a _____

Lesson 10: Mammal Mania

Oral Reading Record



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
290	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
4	They come in many shapes and sizes. They may swim in oceans or run through deserts and fields. Some climb trees or cliffs. They live in rainforests, frozen places, and even in your home. What are they? Mammals!			M S V	M S V
5	There is at least one mammal living in your home. You! Humans are mammals.			M S V	M S V
6	Mammals are warm-blooded animals. They are called vertebrates because they have backbones. Being warm-blooded means that a mammal's body stays the same temperature at all times. In order to do this, a mammal must eat lots of food. It also has hair, fur, or a layer of fat to keep it warm. Sometimes it has more than one of these. A polar bear has both thick fur and fat because it is always cold where it lives.			M S V	M S V
SUBTOTALS					



Lesson 10: Mammal Mania *(cont.)*

Oral Reading Record *(cont.)*

Page	Text	E	SC	Cues Used	
				E	SC
7	Did you know that being in water cools your body? You get cold if you stay in too long. Since water mammals spend their lives in the water, they have a layer of fat to insulate their bodies. It holds in their warmth.			M S V	M S V
8	Some mammals, like whales, live in the sea. Others live on land. Land mammals have four limbs. No matter where they live, all mammals breathe with lungs.			M S V	M S V
10	Male and female mammals must mate in order to have offspring. Most mammal babies grow inside their mothers. The mothers give birth to live young. The young are born helpless, so they need a parent's care. They must drink their mothers' milk. It may take weeks or years before they can take care of themselves. Just think of how long it will take you to grow up!			M S V	M S V
11	The time a mother carries her babies before giving birth is called gestation. The number of days is different for each species.			M S V	M S V
Subtotals from previous page					
TOTALS					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Multiple-Choice Test

Name: _____ Date: _____

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 Mammals are _____, which means they have a backbone.

- (A) vertebrates
- (B) insulate
- (C) hibernate
- (D) marsupials

3 Which mammal has the longest gestation period?

- (A) human
- (B) elephant
- (C) lion
- (D) pig

2 Why must mammals eat a lot of food?

- (A) They do not get much nutrition from their food.
- (B) They digest food very quickly.
- (C) They are smaller than other animals.
- (D) They need the energy to keep their body temperature warm.

4 Humans, apes, and monkeys are _____.

- (A) rodents
- (B) marsupials
- (C) primates
- (D) herbivores

Multiple-Choice Test (cont.)

Name: _____ Date: _____

5 Animals that eat only meat are _____.

- (A) hibernators
- (B) rodents
- (C) herbivores
- (D) carnivores

7 The only mammal that can fly is a _____.

- (A) chipmunk
- (B) flying squirrel
- (C) bat
- (D) human

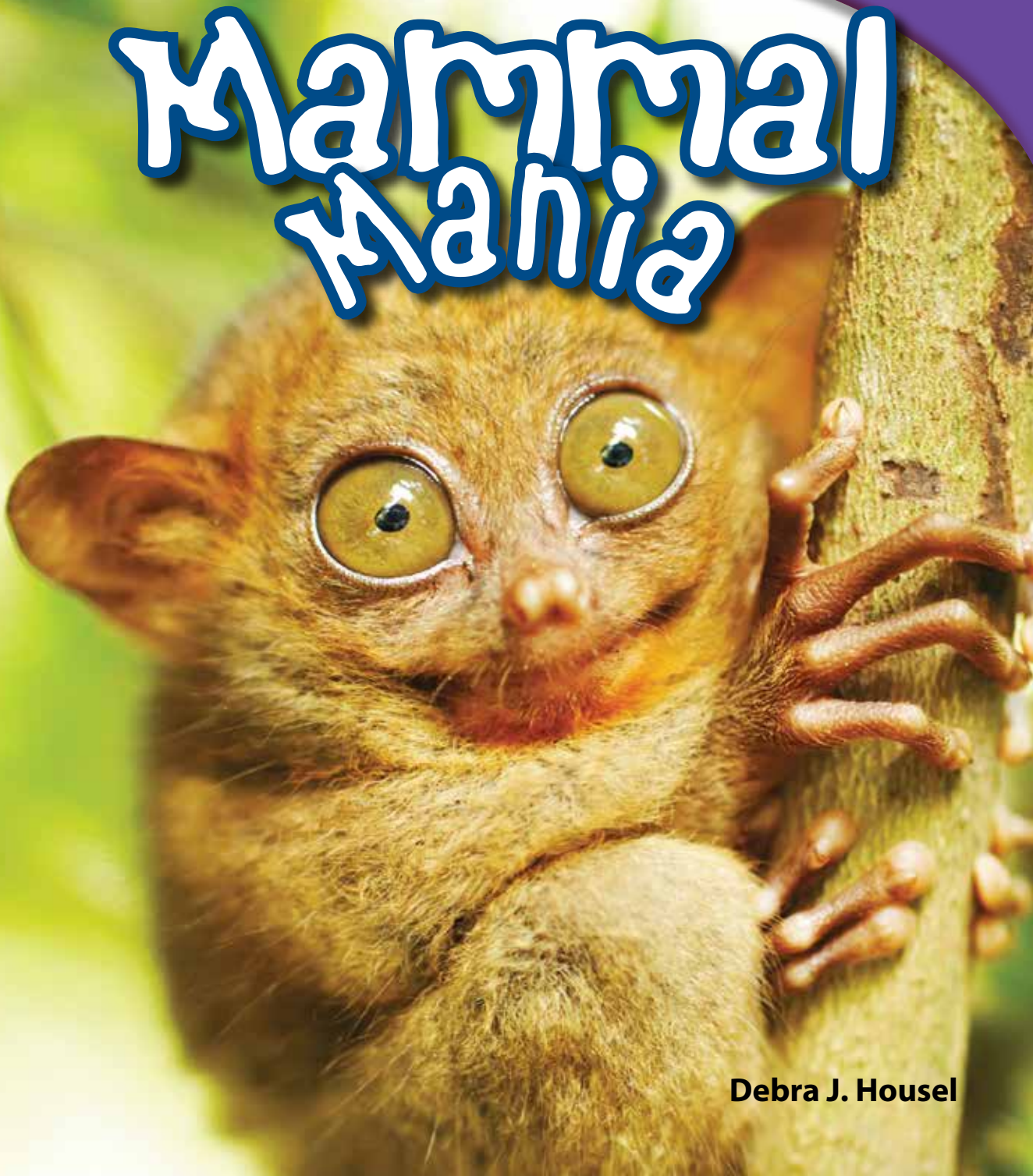
6 Why do mammals need a layer of hair, fur, or fat?

- (A) They use that layer to keep their bodies warm.
- (B) They use that layer to attract a mate.
- (C) They use that layer to feed their babies.
- (D) They use that layer to make nests.

8 Which mammals carry their babies in pouches for a time?

- (A) primates
- (B) marsupials
- (C) rodents
- (D) blue whales

Mammal Mania



Debra J. Housel

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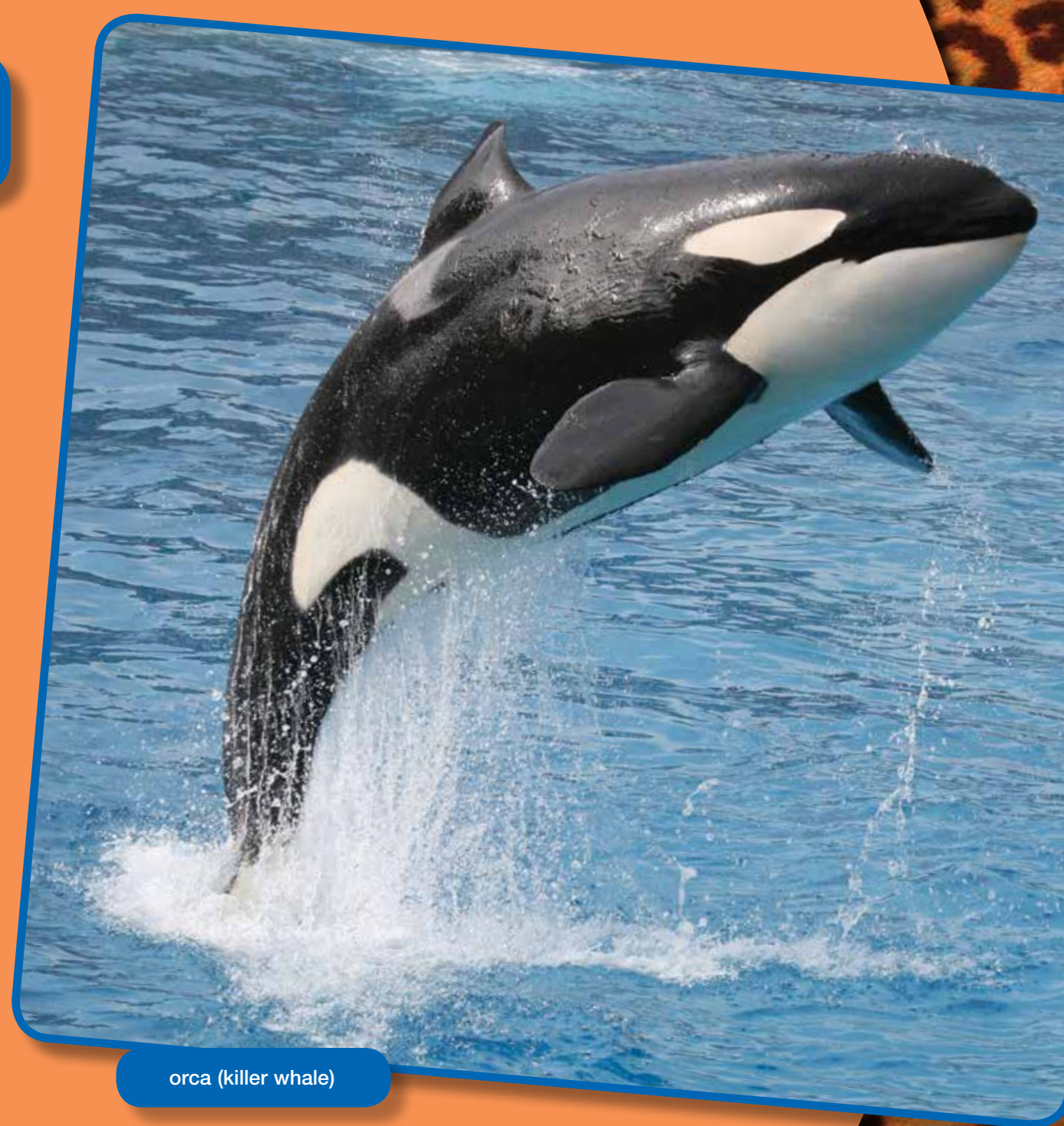


What Is a Mammal?

They come in many shapes and sizes. They may swim in oceans or run through deserts and fields. Some climb trees or cliffs. They live in rainforests, frozen places, and even in your home. What are they? Mammals!



jaguar



orca (killer whale)

There is at least one mammal living in your home. You! Humans are mammals.

Smart!

Mammals have the biggest and smartest brains of all animals. People often choose mammals for pets because they can be trained. If you have a dog, a cat, or a guinea pig, you have a pet mammal.

A rabbit's body stays 102°F at all times. ➤

Mammals are warm-blooded animals. They are called **vertebrates** (VUR-tuh-breyts) because they have backbones.

Being warm-blooded means that a mammal's body stays the same **temperature** at all times. In order to do this, a mammal must eat lots of food. It also has hair, fur, or a layer of fat to keep it warm. Sometimes it has more than one of these. A polar bear has both thick fur and fat because it is always cold where it lives.



rabbit

Did you know that being in water cools your body? You get cold if you stay in too long. Since water mammals spend their lives in the water, they have a layer of fat to **insulate** (IN-suh-leyt) their bodies. It holds in their warmth.



seal

Food = Energy

Mammals eat a lot of food in order to make energy. The energy keeps them warm.

▲ Fat and fur keep seals warm by protecting them from the cold, just as a thick coat helps you stay warm.



humpback whale

Some mammals, like whales, live in the sea. Others live on land. Land mammals have four limbs. No matter where they live, all mammals breathe with lungs.

Limbs

A land mammal's limbs are its legs and arms.

sea otter



dolphins

▲ All water mammals must come to the surface to breathe.

Offspring

The offspring of an animal are its babies. Babies come from, or “spring off,” their parents.



baby pigs

Male and female mammals must mate in order to have **offspring**. Most mammal babies grow inside their mothers. The mothers give birth to live **young**. The young are born helpless, so they need a parent’s care. They must drink their mothers’ milk. It may take weeks or years before they can take care of themselves. Just think of how long it will take you to grow up!

The time a mother carries her babies before giving birth is called **gestation** (je-STEY-shuhn). The number of days is different for each **species** (SPEE-sheez).

Mammal Gestation



▼ Mother cheetahs move their cubs to a new hiding place every few days.



Did You Know?

A species is an animal group such as cats, dogs, rabbits, or bears. A species can also be a plant group such as roses, daisies, or pine trees.

cheetahs

Kinds of Mammals

Scientists group mammals by the things they have in common. One group, **primates**, is the species name for humans, apes, and monkeys.

Most primates have thumbs. Thumbs let primates grab and pick up things. Most primates are **omnivores** (OM-nuh-vohrs) because they can eat both plants and animals.

mother and baby orangutan



macaque monkey



A lioness
hunts a zebra.

Wolves, lions, and otters are all **carnivores** (KAHR-nuh-vohrs). They eat only meat. Carnivores are **predators** (PRED-uh-ters). They hunt and catch **prey**.

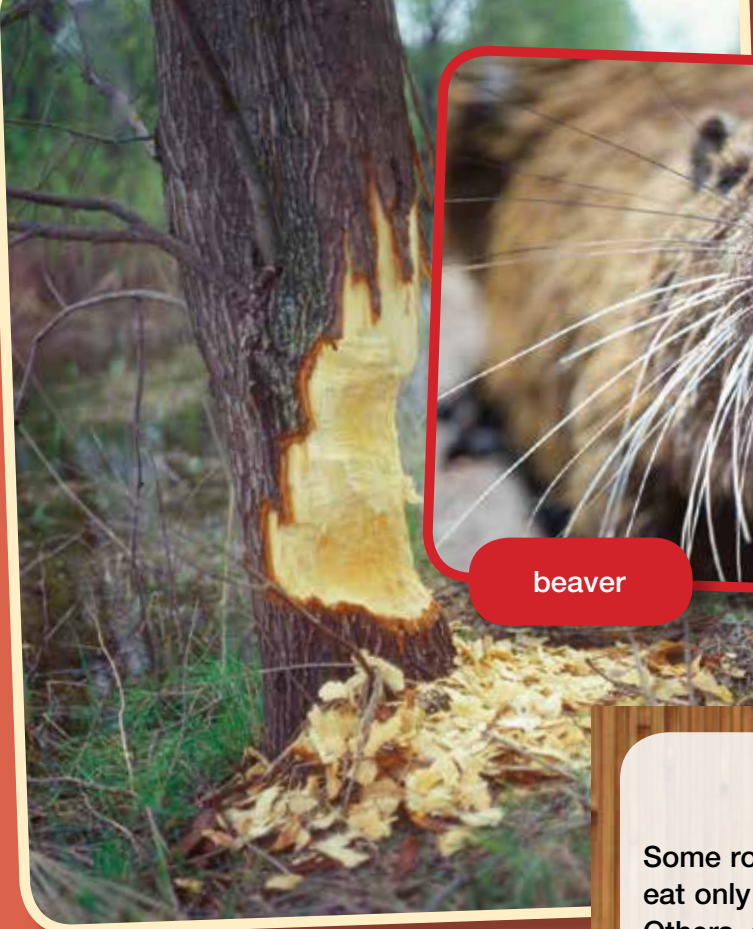
How are deer, giraffes, and cows alike? They have hooves. Hoofed mammals are **herbivores** (HUR-buh-vohrs), which means they eat only plants. The larger the animal, the more plants it must eat.



▲ A giraffe's long neck has seven vertebrae. That's the same number that humans have!



donkey hoof



beaver

Rodents

Some rodents, such as chipmunks, eat only plants. They are herbivores. Others, such as rats, eat meat and plants. They are omnivores.

▲ Chewing wood keeps a beaver's teeth from growing too long.

Most mammals have jaws and teeth. **Rodents** and rabbits have front teeth that grow constantly. They must chew hard things like tree bark to keep their teeth from becoming too long.

Do you have a pet rodent? You do if you have a mouse, a gerbil, or a hamster.

Odd Mammals



Odd mammals are different from all others. For example, anteaters have no teeth. Instead, they have long **snouts** and catch bugs with their sticky tongues. They swallow bugs whole.

All mammals can move. People walk, bears climb, kangaroos jump, and whales swim. But only one mammal can fly. It's a bat!

▼ There are about 1,000 different kinds of bats.

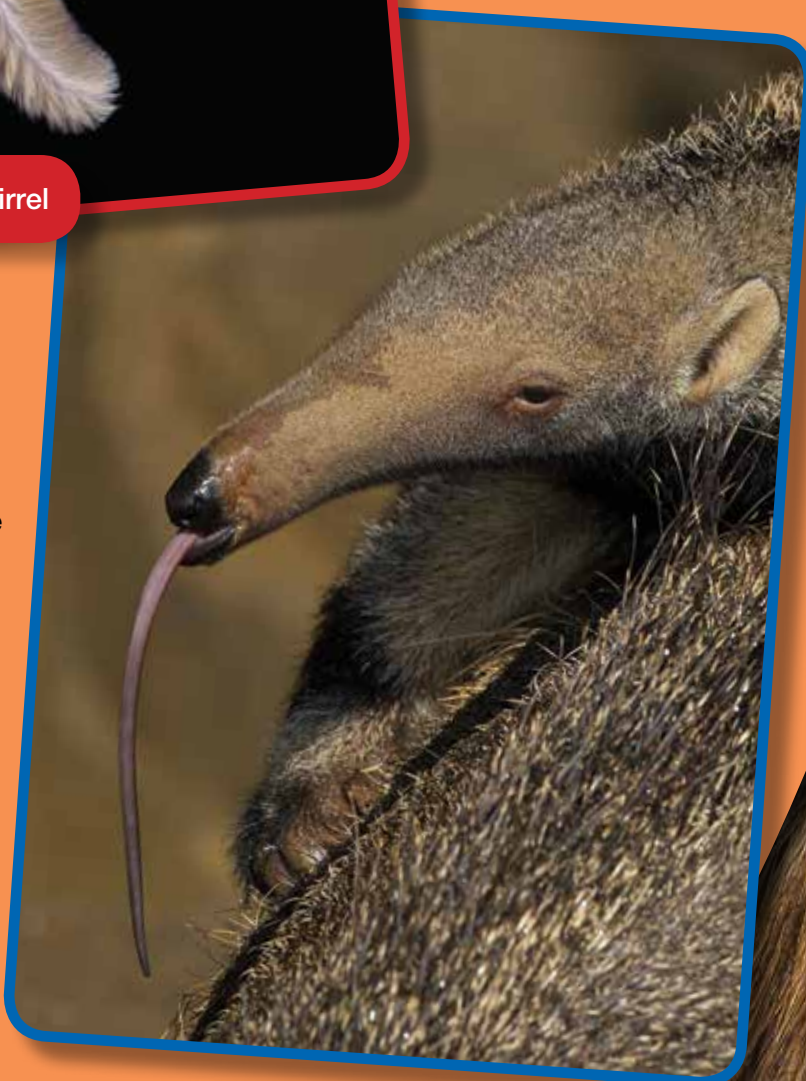


flying squirrel

Not Really Flying

Flying squirrels may look as if they could fly, but they can't. They just control how they fall by gliding. Flying squirrels glide from tree to tree to find food. Sometimes they glide as far as 295 feet to reach a new tree.

An anteater's tongue can be up to two feet long. ➤



Marsupials (mahr-SOO-pee-uhs) are another group of odd mammals. They give birth to babies that are alive but not ready to survive apart from their mothers.

Each baby must live for weeks or months in its mother's pouch. Many marsupials, including the kangaroo, live in Australia.



tree kangaroo

▲ A marsupial baby stays in its mother's pouch.



eastern gray kangaroo

Australia and a few nearby islands are home to the strangest mammals of all. They are called **monotremes** (MON-uh-treems). What makes them so strange? They lay eggs!



echidna

Why Are They Mammals?

Monotremes are called mammals because they provide milk for their young.



platypus

The platypus (PLAT-i-pus) lays its eggs in a nest. After ten days the babies hatch. The mother lies on her back. The babies lick up the milk that oozes from a gland on the surface of her belly. Her milk flows for about two months.

The other mammal that lays eggs is the echidna (ih-KID-nuh).

Life Spans and Habitats

Different mammals can live for different lengths of time. This graph shows the number of years each kind of animal normally lives. Most members of the species die by the age given. A few live longer.

Mammal Life Spans



Mammals live in **habitats** all over the world. Because they are warm-blooded, their bodies stay the right temperature no matter where they live. Some mammals live in deserts while others live in a snowy wilderness. How can this be? Each mammal has body features **suited** to where it lives.

The fennec fox and the camel live in the desert. Both can live for days without drinking water. The fennec fox's large ears let extra heat leave its body to keep it from getting too hot.

The musk ox and the Arctic hare live where it gets very cold in the winter. It never gets hot there, even in the summer. They have heavy fur to protect them from the cold.

No Water

How can some animals go days without drinking water? Fennec foxes can get water from the food they eat. Camels can store large amounts of water in their bodies but not in their humps, as many people believe.

fennec fox



musk ox



Monkeys live in rain forests where it's always hot and **humid**. Chinchillas live on mountains. Whales live in saltwater. Some sea cows live in freshwater. You can find mammals almost everywhere!

Some mammals hibernate during the winter.



ground squirrel

Some mammals live where there are big changes between the seasons. These animals must survive the heat of summer. They must also survive the bitter cold of winter. Many animals spend the winters **hibernating**.

During the warm months, these animals eat all the food they can find. This builds a layer of fat on their bodies. When it gets cold, they go into a cave or a hole in the ground. They fall asleep, and their heart and lungs slow down. They look dead, but they're just asleep. Their bodies live on their stored fat. When spring comes, they awaken.

Desert rats do something similar, except they sleep during the hottest, driest season. Then, they are active during the cooler times of the year. Sleeping during the summer is called **aestivation** (es-tuh-VEY-shun).



sea cow



◀ A chinchilla's thick fur lets it live high on cold mountains.

As you can see, mammals are very interesting creatures. Aren't you glad to be one?



red panda



tarsier monkey

Glossary

aestivation—to rest during hot and dry conditions

carnivores—animals that eat only meat

gestation—the amount of time a mammal spends developing inside its mother

habitats—the places where animals live

herbivores—animals that eat only plants

hibernating—spending the winter in a resting state

humid—moist

insulate—to keep heat from escaping

limbs—the body parts that stick out from an animal's main body, such as arms and legs

marsupials—mammals that carry their young in a pouch

monotremes—mammals that lay eggs

odd—unusual or strange

offspring—the young of an animal or plant

omnivores—animals that eat both plants and meat

predators—animals that hunt, kill, and eat other animals

prey—animals that are hunted, killed, and eaten by other animals

primates—the group of mammals that have hands (usually with thumbs) instead of paws

rodents—a group of mammals with four limbs and sharp front teeth that grow all the time

snouts—especially long noses

species—a group of animals or plants that are like each other

suited—fitting or made for

temperature—an amount of heat measured by a thermometer

vertebrates—animals that have spines (backbones)

young—babies; animals before they become adults

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