Vocabulary in Context

Read each Context Card.
Use a Vocabulary word to tell about something you did.

1. **shaped**
   Have you ever seen a home shaped like this? It is curved like a ball.

2. **branches**
   Tree branches high above the ground are a good home for a sloth.

**TARGET VOCABULARY**
- shaped
- branches
- pond
- beaks
- deepest
- break
- hang
- winding
3. pond
Turtles make their home in a pond, or small lake.

4. beaks
These birds use their beaks to build their home.

5. deepest
The deepest part of the ocean is this eel’s home.

6. break
This home won’t break! It is made of strong rock.

7. hang
These bats hang upside down in their cave.

8. winding
Some animal homes have long, winding tunnels that twist and turn.
Background

**Target Vocabulary** Animal Homes
Some birds build their homes with their **beaks**. Some insects build nests **shaped** like balls. They **hang** from branches. Often bats live in the **deepest** parts of caves. A frog may live by a **pond**. A clam lives in a shell that other animals cannot **break** easily. A groundhog digs a burrow that has **winding** tunnels. No matter where it lives, an animal feels safe in its home.

**Hornet**
Hornets build nests in tree branches.

**Honey Bee**
Honey bees live in hives. Inside the hives, bees store honey.
Comprehension

**TARGET SKILL** Text and Graphic Features

The author chose the title, *Animals Building Homes*, to tell you the topic, or what the book is about. She also chose words, headings, and photos to make her ideas clear. Use a chart like this to list some features. Then tell why you think the author used them.

<table>
<thead>
<tr>
<th>Text or Graphic Feature</th>
<th>Page Number</th>
<th>Purpose</th>
</tr>
</thead>
</table>

**TARGET STRATEGY** Question

Think of the questions you have about how animals build their homes. Then look for some answers by reading the text and studying the graphic features in the article.

**TEKS** 2.3B ask questions/clarify locate facts/details/support with evidence; 2.13 identify topic/explain author’s purpose; 2.148 locate facts in text; 2.140 use text features to locate information; **ELPS** 6 employ reading skills to demonstrate comprehension.
**TARGET VOCABULARY**
- shaped
- deepest
- branches
- break
- pond
- hang
- beaks
- winding

**TARGET SKILL**
**Text and Graphic Features**
Tell how words go with photos.

**TARGET STRATEGY**
**Question**
Ask questions about what you are reading.

**GENRE**
**Informational Text**
gives facts about a topic.

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**MEET THE AUTHOR**

**Wendy Perkins**
Can you guess why Wendy Perkins has been called a “walking animal encyclopedia”? It’s because her mind is filled with facts and information about all kinds of animals.

Ms. Perkins has written nonfiction books about animal eyes, ears, feet, feathers, noses, teeth, and tails. She also writes articles for *Highlights for Children* and a magazine put out by the San Diego Zoo called *Zoonooz*.
A beaver is hard at work. It gnaws on a tree trunk. Soon, the tree falls. The beaver floats the log to a pond. There, the beaver builds a lodge. The beaver piles up logs. It fills the cracks between the logs with mud and grass. The lodge keeps the beaver safe and warm.
Safe at Home

Most animals need a home. Homes keep animals safe from predators, rain, snow, or the hot sun. Some animals live in their homes for life. Other animals live in their homes long enough to raise their offspring or survive hot or cold weather.

STOP AND THINK
Text and Graphic Features
Why are some of the words in dark print?
Building Nests

Many animals live in nests. A hummingbird builds a small cup-shaped nest. The nest is made of moss and bits of spiderweb.
A mouse makes a grass nest in the shape of a ball. The mouse hides its nest in tall grass or in a tunnel under the ground.
Careful Builders

Some animals put a lot of work into building their homes. Weaver birds make nests that hang from tree branches. The birds carefully weave grass and leaves together. Weaver birds use their feet and beaks to tie knots in the grass.
Working Together

Animals can work together to build homes. Termites build mounds made out of mud mixed with saliva. Other animals cannot easily break through the hard mud.

STOP AND THINK

Question: What question about how termites work together does this page answer?
Polyps are animals that make coral reefs. A polyp builds a limestone cup around its body for protection. The cups of the polyps grow together to make a coral reef.
Making a Burrow

Burrows are holes in the ground where some animals live. Gophers use their teeth and paws to dig long, winding tunnels. They make rooms in the deepest parts of the tunnels. The gophers hide their offspring and food in these rooms.
Home Improvement

Some animals live in homes made by other animals. Chickadees use tree holes made by woodpeckers. Chickadees bring grass and moss into the hole. They build a nest for their chicks.

STOP AND THINK

Author's Craft  Why does the author name this page "Home Improvement"?
Building a Home

Most animals need homes where they can rest and raise their offspring. Homes also keep animals safe from predators. Beavers build lodges. Mice make nests. Gophers dig burrows. How does a polar bear make its den?
1. The word **pond** on page 169 means a —
   - small lake
   - big river
   - swimming pool

2. **TARGET SKILL** Text and Graphic Features
   List the features in *Animals Building Homes*. Then tell how they helped you understand the author’s ideas.
   
   **TEKS** 2.3B, 2.14D, **ELPS 4F**

3. **TARGET STRATEGY** Question
   Look back at page 178. Write one question you have about the gopher. **TEKS 2.3B**

4. **Oral Language** Use the Retelling Cards to tell how some animals build their homes. Include facts and details.
Hiding at the Pond
by Sue LaBella

Cast of Characters
Bullfrog
Snapping Turtle
Walking Stick

TARGET VOCABULARY
shaped
branches
pond
beaks
deepest
break
hang
winding

GENRE
A play is a story that people act out.

TEXT FOCUS
Dialogue is the conversation between characters in a play. As you read the dialogue in the play, think about which character is speaking. In this play, each character’s name is in a different color. How does this help you know who is speaking?

Write a play. Use colors to help your readers use the dialogue.

TEXES 2.6 identify dialogue in plays.
Bullfrog: (jumping) What a great day to jump! I’ll hop along this winding path around the pond.

Walking Stick: Watch out for the snapping turtle.

Bullfrog: (stops and looks around) Who said that?

Walking Stick: I did.

Bullfrog: (looking around) I can’t see you.

Walking Stick: Look closely at the tree branches. I’ll hang down and wiggle.

Bullfrog: You look like a stick!

Walking Stick: That’s right. I’m a bug called a walking stick. I have a stick-shaped body. It’s great camouflage. Birds think I’m a twig, so they don’t grab me with their beaks.
Bullfrog: My brown and green colors help me hide in the grass and in the pond.

Snapping Turtle: But not on the path!

Bullfrog: (surprised) Your dark color hides you well.

Snapping Turtle: I know. It hides me in the mud and in the deepest part of the pond, too.

Bullfrog: Your jaws look strong. Can they break things in half?

Snapping Turtle: Yes.

Bullfrog: (jumping away) Yikes! Bye!
Making Connections

Text to Self

Share Experiences  Think about the animal homes in *Animals Building Homes*. Which have you seen before? Share your ideas.

Text to Text

Explore Homes at Ponds  Work with a team to list animals from each selection that live in or near a pond. Discuss how these animals are alike and different. Name sources you might use to find more information.

Text to World

Connect to Science  What else would you like to learn about animal homes? Choose a topic to research. Find other texts, such as reference books, about your topic. Read the texts to locate facts about your topic. Ask questions to help you clarify, or understand, the information in the texts.
Grammar

More Plural Nouns  A plural noun names more than one person, animal, place, or thing. Add -s to most nouns to name more than one. Add -es to nouns that end with s, x, ch, and sh.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>one fox</td>
<td>two foxes</td>
</tr>
<tr>
<td>the class</td>
<td>many classes</td>
</tr>
<tr>
<td>a finch</td>
<td>some finches</td>
</tr>
<tr>
<td>the dish</td>
<td>three dishes</td>
</tr>
</tbody>
</table>

Try This!  Read each sentence. Write the plural of each underlined noun.

1. The boss was angry.
2. The beaver used a bunch of wood.
3. This bush is heavy!
4. The squirrel hid in a box.
**Sentence Fluency**  You may join two short sentences with the same predicate to make one longer sentence. Write **and** between the two subjects. Your writing will be smoother.

**Short Sentences**

- **Finches make nests.**
- **Mice make nests.**

**New Sentence with Joined Subjects**

- **Finches and mice** make nests.

**Connect Grammar to Writing**

When you revise your writing, try joining two short sentences that have the same predicate.
Write to Inform

**Ideas** When you write an informational paragraph, make sure you include details that tell about the main idea.

Sean drafted a paragraph about beaver homes. Later, he added more details about his main idea.

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**Revised Draft**

They use parts of trees to build their homes there. Beavers live on ponds. A beaver can use its teeth to gnaw on a tree. Then the tree falls.
Beaver Lodges
by Sean McDonald

Beavers live on ponds. They use parts of trees to build their homes there. A beaver can use its teeth to gnaw on a tree. Then the tree falls. Beavers float logs to a place to build a lodge. The beaver uses mud and grass to fill cracks. That makes the lodge warm.

I added more details about beavers’ homes.

Reading as a Writer

Which details did Sean add to tell more about his main idea? Where can you add details to your own paragraph?