



TARGET VOCABULARY

shaped
branches
pond
beaks
deepest
break
hang
winding

Vocabulary
Reader

Context
Cards



TEKS 2.5B use context to determine meaning. **ELPS 4C** develop/compare basic English vocabulary and structures.

◀ 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.



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.

Text or Graphic Feature	Page Number	Purpose

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.

Main Selection



TARGET VOCABULARY

shaped deepest
branches break
pond hang
beaks winding

TARGET SKILL

Text and Graphic Features Tell how words go with photos.

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TARGET STRATEGY

Question Ask questions about what you are reading.

GENRE
Informational Text
gives facts about a topic.

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*.



Animals Building Homes

by Wendy Perkins

Essential Question

How can chapter headings help you?





A Beaver's Home

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.





- 4 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?

TEKS 2.14B



- ◀ 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.





1 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?



Your Turn

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.



Retelling Cards



TEKS 2.3B ask questions/clarify/locate facts/details/support with evidence; **2.14D** use text features to locate information; **ELPS 4F** use visual/contextual/peer/teacher support to read/comprehend texts

Connect to

Plays



TARGET VOCABULARY

shaped	deepest
branches	break
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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.

TEKS 2.8 direct/you dialogue in plays

Hiding at the Pond

by Sue LaBella

Cast of Characters

Bullfrog

Snapping Turtle

Walking Stick



- 🔊 **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

TEKS RC-207



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



Text to Text

TEKS 2.15A, 2.24B, ELPS 4J



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

TEKS 2.3B, 2.24A



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.



TEKS 2.3B ask questions/clarify/locate facts/details/support with evidence; **2.15A** follow written directions; **2.24A** generate topics/formulate questions; **2.24B** determine relevant information sources; **RC-207** make connections to experiences/texts/community; **ELPS 4J** employ inferential skills to demonstrate comprehension.

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*.

Academic Language

plural noun

Singular Nouns

one fox
 the class
 a finch
 the dish

Plural Nouns

two foxes
 many classes
 some finches
 three dishes

Try This!



Read each sentence. Write the plural of each underlined noun.

- The boss was angry.
- The beaver used a bunch of wood.
- This bush is heavy!
- The squirrel hid in a box.




- 4 **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

 <p>Finches make nests.</p>	 <p>Mice make nests.</p>
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New Sentence with Joined Subjects

	Finches and mice make nests.
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4 **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.



Writing Traits Checklist

- ✓ **Ideas**
Do all my details support the main idea?
- ✓ **Organization**
Does my topic sentence tell the main idea?
- ✓ **Word Choice**
Did I use exact words?
- ✓ **Conventions**
Did I write neatly and leave margins?

Revised Draft

They use parts of trees to
build their homes there.
Beavers live on ponds. ^
beaver can use its teeth to
Then the tree falls.
gnaw on a tree. ^



Final Copy

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?

