



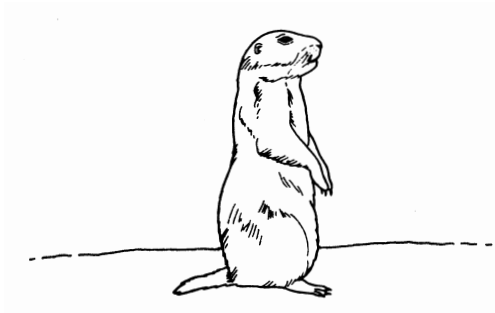
## NORTH AMERICAN DESERT LIFE TEACHER'S MANUAL

The *North American Desert Life* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, the *North American Desert Life* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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# NORTH AMERICAN DESERT LIFE

## TEACHER'S MANUAL LESSONS

**CCSS**

**Common Core State Standards**

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI.3.10, RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 (grades 4–5) text complexity band independently and proficiently.</p> <p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.10</b> By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.3.3, RF.4.3, RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.4, RF.4.4, RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>
<p><b>Writing</b></p>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2, W.4.2, W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3, W.4.3, W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>W.4.1, W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

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<p><b>Speaking and Listening</b></p>	<p><b>SL.3.1, SL.4.1, SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p><b>Language</b></p>	<p><b>L.3.1, L.4.1, L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2, L.4.2, L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.3, L.4.3, L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.3.4, L.4.4, L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 (grades 4 and 5) reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>

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## Summary

The book uses pictures and text to introduce plants and animals of North American deserts to students.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Read the title on the front cover aloud. Have students think about what they know about deserts. Ask them to tell what plants and animals they think they might learn about in this book. (RI.3.5, SL.3.1, SL.4.1, SL.5.1)</li><li>• Read the Note at the beginning of the book as students follow along. After you read each paragraph, have students restate the main ideas in their own words. (RI.3.2, SL.3.2, RI.4.2, SL.4.2, RI.5.2, SL.5.2)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Model reading page 4 aloud with expression. Point out to students that readers use a voice with expression to match the content of the sentences and the punctuation. Then have a student read the text on page 5 aloud with feeling as the class follows along. Read the Latin name for students and have them repeat. Continue the routine using the other pages. (RF.3.4.b, RF.4.4.b, RF.5.4.b)</li><li>• After each student reads a page, ask several questions to monitor comprehension. Questions should require students to refer to specific details in the text and/or pictures, such as <i>What is the Leafnose Bat named for?</i> Tell students that before they answer, they should look back at the text and take care to repeat the exact ideas presented there. (RI.3.1, RI.3.7, SL.3.1.b, RI.4.1, RI.4.7, SL.4.1.b, RI.5.1, SL.5.1.b)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Tell students that breaking a word into smaller parts and saying each part can help them pronounce the word. Each part is called a syllable. Write the word <i>burrow</i> from page 5 on the board. Tell students that when two consonants follow a vowel, the word is usually divided between the two consonants. Have a volunteer describe how to divide <i>burrow</i>. (between the two <i>r</i>'s: bur-row) Then read the word as a class. Continue with other double-consonant words in the text, such as <i>cactus</i> on pages 6 and 7. (RF.3.3.c, RF.4.3.a, RF.5.3.a)</li><li>• After reading about each animal or plant, have students use information from the text and pictures to give a detailed description of how it looks. Then discuss with the group how the pictures help them understand what they read. (RI.3.1, RI.3.7, SL.3.1, RI.4.3, RI.4.7, SL.4.1, SL.5.1)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Pair students. Tell them that they will take turns speaking for one minute about plants and animals that live in North American deserts. As students speak, their partners should listen to the information provided. Then have students reverse roles. (SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.5.1, SL.5.4)</li><li>• <b>Language Skills:</b> Direct students to the last sentence on page 28 and read it aloud. Remind them that adjectives are words that describe. Help the class understand that more than one adjective is used to describe the flowers. Adjectives that describe quality or an opinion (beautiful) come before adjectives that describe color (lavender). Have students use an adjective for opinion and an adjective for color to describe various plants and animals in the book. If necessary, supply examples of opinion adjectives such as <i>cute</i>, <i>lovely</i>, and <i>delightful</i>. (L.3.1, L.3.3, L.4.1.d, L.4.3, L.5.1, L.5.3)</li></ul>

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<b>Vocabulary</b>	
<b>Summary</b> Have students use the following strategy to identify the meanings of unknown words in a reading selection.	
<b>Vocabulary Activities</b>	<p><b>Word Structure</b></p> <p>Explain to students that thinking about the parts of an unknown word can help them discover its meaning. Have a volunteer read page 6 aloud as the class follows along. Write the word <i>grayish</i> on the board. Tell students that <i>gray</i> is the main part of this word and the word part <i>-ish</i> can mean “somewhat.” Point out that adding <i>-ish</i> to <i>gray</i> can change the meaning of the word. Have the class use this information to determine the meaning of <i>grayish</i>. (somewhat gray) Challenge students to define the color <i>grayish brown</i>. (a shade of brown that is somewhat gray) Have students determine the meaning of other <i>-ish</i> words in the text, such as those on pages 33 and 34, and use the words in sentences. (L.3.4.b, L.3.6, L.4.4, L.4.6, L.5.4, L.5.6)</p>
<b>Writing</b>	
<b>Summary</b> Have students develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<p><b>Narrative Writing</b></p> <p>Ask a volunteer to read the text on pages 24 and 25 aloud as the class follows along. Have students imagine a Prairie Dog returning to its burrow and finding a Burrowing Owl living there. What might each animal say? Have the class write a story about the animals living together. Their story should include dialogue, or the speech of one character to another. Review the use of punctuation marks in dialogue. Have students share their stories. (RF.3.4.a, W.3.3, W.3.3.b, L.3.2.c, RF.4.4.a, W.4.3, W.4.3.b, L.4.2.b, RF.5.4.a, W.5.3, W.5.3.b, L.5.2)</p>
	<p><b>Informative/Explanatory Writing</b></p> <p>Group students and have them read pages 14 and 19. As a class, discuss key ideas and details in the text and pictures. Then ask individuals to write a brief report that gives information about the Giant Saguaro cactus. Explain to students that they should group related ideas in their writing in a way that makes sense. Remind students that their writing should include a concluding statement that sums up the main ideas of the report. Have students share their reports. (RI.3.10, W.3.2, W.3.2.a, W.3.2.d, SL.3.1, RI.4.10, W.4.2, W.4.2.a, W.4.2.e, SL.4.1, RI.5.10, W.5.2, W.5.2.a, W.5.2.e, SL.5.1)</p>
	<p><b>Opinion Writing</b></p> <p>Ask students to think about the animals described in the book. Have them write to explain which animal they think would be most interesting to observe for a week and why. Tell students to use words and phrases such as <i>because</i> and <i>for instance</i> to connect their opinion and reasons. Finally, encourage the class to choose words to express their ideas, such as the words <i>beautiful</i> and <i>brilliant</i> instead of the word <i>nice</i>. Ask volunteers to share their opinion pieces. (W.3.1, W.3.1.c, L.3.3.a, W.4.1, W.4.1.c, L.4.3.a, W.5.1, W.5.1.c, L.5.3)</p>

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