**LIFE CYCLES: BAMBOO**

**Summary**
This book provides in-depth detail about bamboo and its characteristics. The text includes information on the life cycle and uses of bamboo for both people and animals.

<table>
<thead>
<tr>
<th>Guided Reading Level</th>
<th>Lexile Level</th>
<th>100th word</th>
<th>Total Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>600-649</td>
<td>bamboo p. 7</td>
<td>501</td>
</tr>
</tbody>
</table>

**Standards:**

**Common Core Language Arts**
- Use information gained from illustrations
- Determine main idea of a text

**Science**
- Knows that plants and animals progress through life cycles
- Knows that plants and animals need certain resources for energy and growth

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**Lesson Focuses for Guided Reading** *(Select lesson focus based on Student’s needs)*

<table>
<thead>
<tr>
<th>Writing Craft</th>
<th>Comprehension</th>
<th>Reading Strategies</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order a sequence of steps as in a life cycle</td>
<td>Using graphic features</td>
<td>Decoding, &amp; Phonics</td>
<td>culm, resource</td>
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<tr>
<td>Summarizing Create and use</td>
<td>Summarizing information</td>
<td></td>
<td>green products</td>
</tr>
<tr>
<td>informational text</td>
<td>Determining important</td>
<td>Locating known or unknown words</td>
<td>reproduces</td>
</tr>
<tr>
<td>features</td>
<td>supporting details</td>
<td>Reading for supporting details</td>
<td>rhizomes</td>
</tr>
</tbody>
</table>

**Lesson**

1. Warm up for reading – Students read familiar books.
2. Introduction of Bamboo – Introduce Bamboo by looking at the cover photo and starting a discussion about what students know about bamboo.
   
   Suggested questions to facilitate introductory conversation:
   - Look at the cover of the book. What do you see?
   - What do you already know about bamboo?
   - Where have you seen bamboo?
   - What do you think bamboo needs to survive?
3. Skimming and Scanning Bamboo – Use this time to introduce or review your lesson focus strategies and/or skills.
   
   Suggested skimming and scanning prompts:
   - Skim the book and look for words that are bolded. Why are they bolded? Where can we find out what these words mean?
   - Look at the glossary on page 23. Skim the definitions. How are green products and renewable resources related?
   - Can you find any other words that are related to one another? How do they relate to bamboo?
4. Reading Bamboo – Students read independently or with a partner.
5. After reading Bamboo – Open the conversation with a question that relates to the comprehension strategy of determining important details. After a brief conversation about the contents of the book move to questions that support your lesson focus.
6. After Reading Application for Bamboo – Have students complete the reproducible on creating a text box.

Suggested after reading content connection questions:
- Explain the life cycle of bamboo.
- What are 3 important details you can provide about the life cycle of bamboo?
- How can bamboo help our environment?
- Was there anything new that you learned about bamboo? Please explain.

Suggested after reading lesson focus prompts:
- I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
- Did you think about what you already know about bamboo and plants as you were reading? How did that help you while you were reading?
- Choose a diagram from the book and tell us how you used it to better understand the topic.
- How did the text boxes help you as a reader?

6. After Reading Application for Bamboo – Have students complete the reproducible on creating a text box.
EXTENSION ACTIVITY
Life Cycles: Bamboo

Creating Text Boxes

Directions: Throughout the book, there are text boxes that add details to the main idea. Illustrate one important fact about bamboo. Create your own text box that includes important details about bamboo.

Illustration:
Summary
This book provides in-depth detail about sunflowers and their characteristics. The text includes information on the life cycle and uses of sunflowers and their seeds.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>600-649</td>
<td>also p. 6</td>
<td>508</td>
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</table>

Standards:

Common Core Language Arts
- Use information gained from illustrations
- Summarizing the text

Science
- Knows that plants and animals progress through life cycles
- Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

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<thead>
<tr>
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<th>Academic Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Order a sequence of steps as in a life cycle</td>
<td>Using graphic features</td>
<td>Reading text features</td>
<td>annuals</td>
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<tr>
<td>Summarizing</td>
<td>Summarizing information</td>
<td>Locating known or unknown words</td>
<td>pollen</td>
</tr>
<tr>
<td>Create and use informational text features</td>
<td>Determining important supporting details</td>
<td>Reading for supporting details</td>
<td>disk flowers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ray flowers</td>
</tr>
</tbody>
</table>

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of Sunflowers – Introduce Sunflowers by looking at the cover photo and starting a discussion about what students know about sunflowers.
   Suggested questions to facilitate introductory conversation:
   - Look at the cover of the book. What do you see?
   - What do you already know about sunflowers?
   - Have you ever eaten sunflower seeds?
   - What do all plants need to grow?
   - How do you think sunflowers got their name?
3. Skimming and Scanning Sunflowers – Use this time to introduce or review your lesson focus strategies and/or skills.
   Suggested skimming and scanning prompts:
   - Skim the book and look for words that are bolded. Why are they bolded? Where can we find out what these words mean?
   - Look at the diagram on page 9. How does this diagram help you to understand the text?
   - Now read the caption on page 9. What else is the author helping us to understand?
   - Scan the rest of the book. Notice there are many text boxes and other diagrams throughout. How will these text boxes and diagrams help you as a reader?
4. Reading Sunflowers – Students read independently or with a partner.
5. After reading Sunflowers – Open the conversation with a question that relates to the comprehension strategy of determining important details. After a brief conversation about the contents of the book move to questions that support your lesson focus.
   Suggested after reading content connection questions:
   - Explain the life cycle of a sunflower.
   - What are 3 important details you can provide about the life cycle of a sunflower?
   - Are all sunflowers the same? Explain your answer.
   Suggested after reading lesson focus prompts:
   - I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
   - What did you do to determine the meaning of a word if it was not in the glossary?
   - Did you think about what you already know about sunflowers and plants as you were reading? How did that help you while you were reading?
   - Choose a diagram from the book and tell us how you used it to better understand the topic.
6. After Reading Application for Sunflowers – Have students complete the reproducible on creating a diagram.
Making Diagrams

Directions: Copy the diagram on page 9 in the box below. Add information and details to this diagram to show what you learned about all parts of a sunflower. Create a caption explaining your diagram.

Diagram:

Caption:
Summary
This book provides in-depth detail about butterflies and moths and their characteristics. The text includes information on their life cycles, what they eat, and physical similarities and differences.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>M</td>
<td>550-599</td>
<td>Insects p. 10</td>
<td>436</td>
</tr>
</tbody>
</table>

Standards:

Common Core Language Arts
• Compare and contrast information
• Summarizing the text

Science
• Knows that animals progress through life cycles
• Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

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<tr>
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<th>Reading Strategies Decoding, &amp; Phonics</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order a sequence of steps as in a life cycle Present information through comparing and contrasting Create and use informational text features</td>
<td>Using graphic features Determining important supporting details Connecting text to self</td>
<td>Reading text features Locating known or unknown words Reading for supporting details</td>
<td>abdomen pupa antennae reproduce chrysalis thorax cocoons migrate pollinate</td>
</tr>
</tbody>
</table>

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of Butterflies and Moths – Introduce Butterflies and Moths by looking at the cover photo and starting a discussion about what students know about butterflies and moths.
   Suggested questions to facilitate introductory conversation:
   • Look at the cover of the book. What do you see?
   • The title is Butterflies and Moths. What do you already know about these insects? Let’s write that on our K-W-L chart. (Note to teacher: You may use the K-W-L chart provided on the back of this TN.)
   • What questions do you have before we start reading? Let’s write them in the second column on our chart. How will this help us while we are reading?
3. Skimming and Scanning Butterflies and Moths – Use this time to introduce or review your lesson focus strategies and/or skills.
   Suggested skimming and scanning prompts:
   • Skim the book and look for words that are bolded. Why are they bolded?
   • Look at the diagram on page 22. What is the main idea of this diagram?
   • Scan the rest of the book. Notice there are many text boxes throughout the book. How will these text boxes help you as a reader?
4. Reading Butterflies and Moths – Students read independently or with a partner.
5. After reading Butterflies and Moths – Open the conversation with a question that relates to the comprehension strategy of using graphic features. After a brief conversation about the contents of the book move to questions that support your lesson focus.
   Suggested after reading content connection questions:
   • Explain the life cycle of a butterfly or a moth.
   • What is the same or different about butterflies and moths. Find the chart that displays this information.
   • Were you able to answer any of the questions you wrote in the second column of your K-W-L chart? What were they?
   • Tell two new pieces of information that you learned from the text.
   Suggested after reading lesson focus prompts:
   • I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
   • Did you think about what you already know about butterflies and moths as you were reading? How did that help you while you were reading?
   • How did the captions help you to understand the book better?
6. After Reading Application for Butterflies and Moths – Have students complete the reproducible K-W-L chart.
**EXTENSION ACTIVITY**  
Life Cycles: Butterflies and Moths

Name:__________________________________________________  Date:___________________

### K-W-L

Directions: Use the K-W-L chart to take notes on your reading. Fill in what you learned about butterflies and moths after you read. Share your information with a partner.

<table>
<thead>
<tr>
<th>I Know</th>
<th>I Wonder</th>
<th>I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Summary
This book provides in-depth detail about frogs and toads and their characteristics. The text includes information on their life cycles, what they eat, and physical similarities and differences.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>550-599</td>
<td>homes p.6</td>
<td>459</td>
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</table>

Standards:
Common Core Language Arts
- Compare and contrast information
- Summarizing the text
Science
- Knows that animals progress through life cycles
- Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

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<tbody>
<tr>
<td>Order a sequence of steps as in a life cycle</td>
<td>Using graphic features</td>
<td>Reading text features</td>
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<tr>
<td>Summarizing</td>
<td>Summarizing information</td>
<td>Locating known or unknown words</td>
<td>amphibians</td>
</tr>
<tr>
<td>Create and use informational text features</td>
<td>Determining important supporting details</td>
<td>Reading for supporting details</td>
<td>antifreeze</td>
</tr>
</tbody>
</table>

Lesson
1. Warm up for reading – Students read familiar books.
2. Introduction of Frogs and Toads – Introduce Frogs and Toads by looking at the cover photo and starting a discussion about what students know about frogs and toads. Suggested questions to facilitate introductory conversation:
   - Look at the cover of the book. What do you see?
   - What do you already know about frogs and toads? Do you have frogs and toads in your neighborhood?
   - Do baby frogs and toads look the same as grown frogs and toads?
3. Skimming and Scanning Frogs and Toads – Use this time to introduce or review your lesson focus strategies and/or skills. Suggested skimming and scanning prompts:
   - Skim the book and look for words that are bolded. Why are they bolded?
   - Look at the diagram on page 22. What is the main idea of this diagram?
   - Scan the rest of the book. Notice there are many text boxes with the heading, Did You Know? throughout the book. How will these text boxes help you as a reader?
   - Read the paragraph on page 14. What are the important details?
4. Reading Frogs and Toads – Students read independently or with a partner.
5. After reading Frogs and Toads – Open the conversation with a question that relates to the comprehension strategy of comparing and contrasting. After a brief conversation about the contents of the book move to questions that support your lesson focus. Suggested after reading content connection questions:
   - Explain the life cycle of a frog or toad.
   - Give three important details about frogs and toads.
   - What are some special features of a frog? Suggested after reading lesson focus prompts:
   - I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
   - Did you think about what you already know about frogs and toads as you were reading? How did that help you while you were reading?
   - How did the captions help you to understand the book better?
6. After Reading Application for Frogs and Toads – Have students complete the reproducible on comparing and contrasting.
EXTENSION ACTIVITY  Life Cycles: Frogs and Toads

Compare and Contrast

Directions: Compare and contrast frogs and toads by filling in the Venn diagram below.
Summary
This book provides in-depth detail about squirrels and their characteristics. The text includes information on their life cycles, what they eat, and physical similarities and differences.

<table>
<thead>
<tr>
<th>Guided Reading Level</th>
<th>Lexile Level</th>
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<th>Total Word Count</th>
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</thead>
<tbody>
<tr>
<td>N</td>
<td>600-649</td>
<td>on p. 7</td>
<td>493</td>
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</table>

Standards:

Common Core Language Arts
• Compare and contrast information
• Summarizing the text

Science
• Knows that animals progress through life cycles
• Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading (Select lesson focus based on Student’s needs)

<table>
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<tr>
<th>Writing Craft</th>
<th>Comprehension</th>
<th>Reading Strategies Decoding, &amp; Phonics</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
</table>
| Order a sequence of steps as in a life cycle | Using graphic features Summarizing information Determining important supporting details | Reading text features Locating known or unknown words Reading for supporting details | cache community mammals
fungi newborn reproduces lichen hibernate litter |

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of Squirrels – Introduce Squirrels by looking at the cover photo and starting a discussion about what students know about squirrels.
   Suggested questions to facilitate introductory conversation:
   • Look at the cover of the book. What do you see?
   • What do you already know about squirrels? Do you have squirrels in your neighborhood?
   • Point to the photo you think might be the beginning of the life cycle of a squirrel.
   • How is a baby squirrel different from a grown squirrel?
3. Skimming and Scanning Squirrels – Use this time to introduce or review your lesson focus strategies and/or skills.
   Suggested skimming and scanning prompts:
   • Skim the book and look for words that are bolded. Why are they bolded?
   • Look at the diagram on page 22. What is the main idea of this diagram?
   • Scan the rest of the book. Notice there are many text boxes throughout. How will these text boxes help you as a reader?
   • Read the paragraph on page 14. What are the important details?
4. Reading Squirrels – Students read independently or with a partner.
5. After reading Squirrels – Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book move to questions that support your lesson focus.
   Suggested after reading content connection questions:
   • Explain the life cycle of a squirrel.
   • Give three important details about young squirrels.
   • How are squirrels useful to our environment?
   Suggested after reading lesson focus prompts:
   • I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
   • Did you think about what you already know about squirrels as you were reading? How did that help you while you were reading?
   • How did the captions help you to understand the book better?
6. After Reading Application for Squirrels – Have students complete the reproducible on summarizing.
Summarize It!

Directions: Summarize a squirrel's life cycle. Give one supporting detail for each part.
Summary
This book provides in-depth detail about chickens and their characteristics. The text includes information on their life cycles, what they eat, and physical similarities and differences.

Guided Reading Level | Lexile Level | 100th word | Total Word Count
--- | --- | --- | ---
M | 550-599 | control | p. 7 | 481

Standards:

**Common Core Language Arts**
- Use information gained from illustrations
- Summarizing the text

**Science**
- Knows that animals progress through life cycles
- Knows that plants and animals need certain resources for energy and growth

Lesson Focuses for Guided Reading *(Select lesson focus based on Student’s needs)*

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<tbody>
<tr>
<td>Order a sequence of steps as in a life cycle</td>
<td>Using graphic features</td>
<td>Reading text features</td>
<td>breeds</td>
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<tr>
<td>Summarizing</td>
<td>Summarizing information</td>
<td>Locating known or unknown words</td>
<td>fertilized</td>
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<tr>
<td>Create and use informational text features</td>
<td>Determining important supporting details</td>
<td>Reading for supporting details</td>
<td>clutch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>flocks</td>
</tr>
</tbody>
</table>

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of Chickens – Introduce Chickens by looking at the cover photo and starting a discussion about what students know about chickens.
   Suggested questions to facilitate introductory conversation:
   - Look at the cover of the book. What do you see?
   - What do you already know about chickens?
   - Where do chickens live? Why are they important to us?
   - How is a baby chicken different from a grown chicken?
3. Skimming and Scanning Chickens – Use this time to introduce or review your lesson focus strategies and/or skills.
   Suggested skimming and scanning prompts:
   - Skim the book and look for words that are bolded. Why are they bolded? Where can we find out what these words mean?
   - Read the first paragraph on page 9. Try to determine what breeds means without looking at the glossary first. How does the author help you understand its meaning?
   - Look at the diagram on page 22. What is the main idea of this diagram?
   - Scan the rest of the book. Notice there are many text boxes throughout the book. How will these text boxes help you as a reader?
4. Reading Chickens – Students read independently or with a partner.

5. After reading Chickens – Open the conversation with a question that relates to the comprehension strategy of summarizing information. After a brief conversation about the contents of the book move to questions that support your lesson focus. Suggested after reading content connection questions:
   - Explain the life cycle of a chicken.
   - Are all chickens the same? Explain your answer.
   - Did you learn anything new about chickens that you did not know before? Please give an example.
   Suggested after reading lesson focus prompts:
   - I noticed (student’s name) using the glossary to determine the meaning of a word. What would you do if the word had not been in the glossary?
   - What did you do to determine the meaning of a word if it was not in the glossary?
   - Did you think about what you already know about chickens as you were reading? How did that help you while you were reading?
   - How did the captions help you to understand the book better?
6. After Reading Application for Chickens – Have students complete the reproducible on creating a caption.
EXTENSION ACTIVITY

Name:__________________________________________________ Date:___________________

Captions

Directions: Illustrate or create a diagram about the life cycle of a chicken. Create a caption explaining your illustration or diagram. Use some words from the glossary or new words you learned from your reading.

Illustration or diagram:

Caption: