

Set 2

UNITS 5-8

INTERMEDIATE—  
ADVANCED

LISTENING SPEAKING READING WRITING



Program Chapter

*Fourth Edition*

# Carousel of IDEAS

*English Language Development Program*

Unit 5

## Chapter 4: Critters and Creatures

This Program Chapter includes all the Teacher's Guide and Resource Book materials associated with Unit 5, Chapter 4.



Ballard  
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1-800-321-4332  
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Cat. #9-141

# How do you choose the right ELD program for your students?

Choosing an English language development (ELD) program is an important decision. There is an increasingly large number of programs available, but which program is right for you and your students? Before you can answer this question, it is critical to understand the shift in thinking that has taken place in ELD instruction over the last several years.

For many years, second language acquisition researchers argued that exposure to comprehensible input and engagement in activities using meaningful language were the keys to language acquisition. In other words, students could acquire a second language in very much the same way they acquired their first language.

Today, however, researchers and educators believe that ELD instruction requires a much more systematic, structured, and standards-based approach. Language instruction is not just “fun and games” anymore.

There must be a plan and a purpose for the language that is used in every ELD lesson. Without such a plan, English learners will not successfully master the language. They may be able to communicate socially, but that communication will most likely include fossilized grammatical errors and not be sufficient for academic success.

The Fourth Edition of the *Carousel of IDEAS* program is on the cutting edge of this shift in thinking. You won't find the bells or whistles you see in many other ELD programs. Instead, you will discover a systematic, structured, and standards-based approach to teaching language. *Carousel* has struck the perfect balance between providing comprehensible input, engaging activities, and opportunities for authentic communication, while facilitating explicit instruction on important aspects of language, such as phonics and grammar.

When reviewing any ELD program, it is important to ask the right questions before making a decision to purchase the program:

## QUESTIONS

CAROUSEL OF IDEAS, FOURTH ED.

Does the program focus explicitly on language forms (e.g., nouns, adjectives, prepositions, etc.) and grammatical features of language (e.g., pluralizing, subject-verb agreement, etc.) while keeping students interested and engaged?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program show teachers how to unlock the mystery of language by explaining how to present phonics and grammar rules to students?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program focus on language forms by having students first experience the language in a meaningful way, and then isolating a feature of language and helping students recognize and internalize that form through practice?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program focus explicitly on language functions (e.g., comparing and contrasting, asking questions, describing location, etc.) so that students know how to use language in a variety of contexts and for specific purposes?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program show the connection between language functions and language forms?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program have students learn to say, comprehend, read, and write basic everyday vocabulary as well as academic language associated with subjects such as social studies, science, and language arts?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the program specify language objectives as well as academic objectives for each lesson?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Are focused and structured reading and writing activities integrated into every chapter?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Are all vocabulary and concepts presented, practiced, and applied in the chapter in which they are introduced, and then continually reviewed and reinforced in subsequent chapters?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

# Intermediate English Language Learners

## Unit 5: The World Around Me

Chapter 1 From Here to There

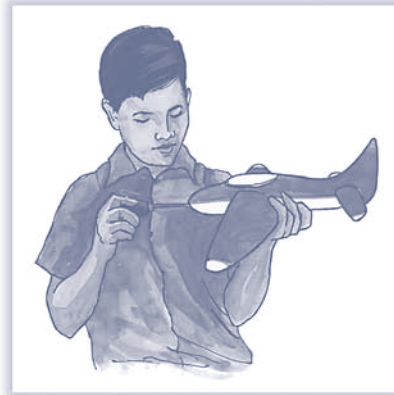
Chapter 2 One Day at a Time

Chapter 3 Just for Fun

Chapter 4 Critters and Creatures

Chapter 5 Things I Use

Chapter 6 Shape Up

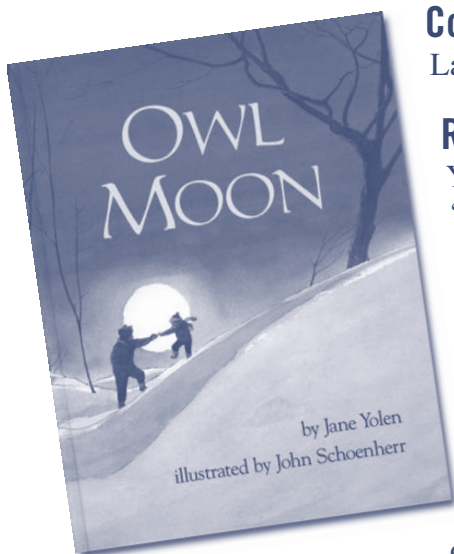


Unit 5 is designed for students at the *intermediate* stage of English language acquisition. This unit focuses on our everyday environment, including modes of transportation, the days of the week, toys, wild animals, common household objects, and shapes. Students also explore topics related to weather, directions, feelings, habitats, and important signs and symbols. The overriding goal of this unit is to help English learners continue to develop the language and academic skills they need in order to succeed in classrooms where English is the language of subject-area instruction.

# Chapter 4: Critters and Creatures

## Target Vocabulary Words & Phrases

<i>Carousel Nouns</i>		<i>Adjectives</i>	<i>Verbs</i>	<i>Pronouns</i>	<i>Other</i>
owl	peacock		flew	this	terrarium
bat	chipmunk		swam	that	taller than
frog	fawn		ran		shorter than
squirrel	polar bear		drank		longer than
rat	skunk				there were
beaver	worm				there was
spider	bug				
moose	fly				
<i>Key Chapter Functions</i>			<i>Target Forms</i>		
Asking and answering questions			Verbs and verb phrases in questions (e.g., <i>Who has the moose?/Was there a frog in the pond?</i> )		
Comparing and contrasting			Comparative structures (e.g., <i>The frog is shorter than the squirrel.</i> )		
Expressing likes and dislikes			Present tense verbs, conjunctions (e.g., <i>I don't like skunks because they smell bad./I want to see bats at the zoo.</i> )		
Predicting			Future tense verbs (e.g., <i>I think this book will be about ...</i> )		
Confirming predictions			Past and present tense verbs (e.g., <i>I found out .../Now I think ...</i> )		
Describing things			Present tense verbs, pronouns, nouns, adjectives (e.g., <i>This is a picture of the desert./The desert is hot and dry.</i> )		
Describing actions			Past tense verbs (e.g., <i>The frog jumped in the garden./The beaver ran under the tree.</i> )		



**Content Emphasis:** Science—animal habitats; Social studies—geography; Language arts—conducting research and writing a report; similes

**Reading Selections:** Suggested literature book: *Owl Moon* by Jane Yolen; Nonfiction articles: “Owls,” “Polar Bears,” “Worms,” “Beavers,” “Frogs,” “Bats”

**Enriching the Classroom Environment:** Decorate the room with pictures of wild animals, different climates, regions, and animal habitats; stuffed animals; books about wild animals; and brochures from wildlife organizations, zoos, etc.

**Assessing Student Progress:** Before beginning each lesson, review the key objectives on the chart on pages 134-135. These key objectives also are listed in the “Observing Student Progress” section of each lesson. At the end of each lesson, complete the Unit 5, Chapter 4 Evaluation Checklist for each student.

# Unit 5, Chapter 4 Overview

LESSON	SKILL EMPHASIS	KEY OBJECTIVES <sup>1</sup>
1	Listening, Speaking, Reading & Writing	<p>4.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, wild animals; other (<i>terrarium, taller than, shorter than, longer than</i>)</p> <p>4.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, wild animals; other (<i>terrarium, taller than, shorter than, longer than</i>)</p> <p>4.1.3 Ask and answer questions (e.g., Who has the skunk? Hera has the skunk.)</p> <p>4.1.4 Compare and contrast animals using comparative structures (e.g., The chipmunk is shorter than the moose.)</p> <p>4.1.5 Look up words in a dictionary and read definitions and sentences</p> <p>4.1.6 Write original sentences using target vocabulary words</p> <p>4.1.7 Express likes and dislikes orally and in writing (e.g., I like peacocks because they have beautiful feathers.)</p> <p>4.1.8 Ask interview questions and record responses</p>
2	Listening, Speaking, Reading & Writing	<p>4.2.1 Use regular and irregular plurals orally and in writing</p> <p>4.2.2 Listen attentively to presentation of target vocabulary: other (<i>there was, there were</i>)</p> <p>4.2.3 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>there was, there were</i>)</p> <p>4.2.4 Ask and answer questions (e.g., Was there a frog in the pond? Yes, there was a frog in the pond.)</p>
3	Reading & Writing	<p>4.3.1 Listen attentively to presentation of target vocabulary: pronouns (<i>this, that</i>); other (<i>mountain, plain, rain forest, cave</i>)</p> <p>4.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: pronouns (<i>this, that</i>); other (<i>mountain, plain, rain forest, cave</i>)</p> <p>4.3.3 Use pronouns orally and in writing (e.g., This is a bat. That is a frog.)</p> <p>4.3.4 As a class, create graphic organizers and sentences describing various habitats (e.g., The desert is hot and dry. There is little water in the desert. There are snakes in the desert.)</p> <p>4.3.5 Read a short nonfiction article with a small group and answer comprehension and critical thinking questions</p> <p>4.3.6 With a group, create a graphic organizer and sentences describing an animal (e.g., An owl is a type of bird. The biggest owl is the great gray owl. Owls are nocturnal.); present information to the class</p> <p>4.3.7 Use reference materials to research an animal and record data</p> <p>4.3.8 Ask interview questions and record responses</p>

<sup>1</sup> Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. Most key objectives are reinforced in subsequent chapters and units.

*Continued on next page*

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4	Listening, Speaking, Reading & Writing	<p>4.4.1 Make predictions using the future tense; confirm predictions following a model (e.g., I found out _____. Now I think _____).</p> <p>4.4.2 Listen to a story and respond orally by answering comprehension, recall, and critical thinking questions</p> <p>4.4.3 As a class, decode and create descriptive sentences</p> <p>4.4.4 Listen attentively to presentation of target vocabulary: other (<i>simile</i>)</p> <p>4.4.5 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>simile</i>)</p> <p>4.4.6 Recognize <i>simile</i> and <i>similar</i> as cognates</p> <p>4.4.7 Read and identify similes and metaphors; write an original simile</p> <p>4.4.8 Retell a story to a family member</p> <p>4.4.9 Ask interview questions and record responses</p>
5	Listening, Speaking, Reading & Writing	<p>4.5.1 Listen attentively to presentation of target vocabulary: verbs (<i>flew, swam, ran, drank</i>)</p> <p>4.5.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: verbs (<i>flew, swam, ran, drank</i>)</p> <p>4.5.3 Identify regular and irregular past tense verbs</p> <p>4.5.4 Apply rules for regular past tense verbs (<i>-ed</i>)</p> <p>4.5.5 Describe actions orally and in writing (e.g., The frog jumped in the garden. The beaver ran under the tree.)</p> <p>4.5.6 Write an original story in the past tense</p>
6	Listening, Speaking, Reading & Writing	<p>4.6.1 Express orally what student wants to see at the zoo (e.g., I want to see bats.)</p> <p>4.6.2 Follow multi-step written instructions</p> <p>4.6.3 Take detailed notes</p> <p>4.6.4 Retell experiences</p> <p>4.6.5 Write and present a report based on a field trip</p>



## Chapter Materials Checklist:

- glue/paste
- manila folders
- pocket chart
- zoo brochures
- scissors
- crayons/markers
- chart paper
- blank transparencies
- permission form/parent letter (for field trip)
- nonfiction books, encyclopedias, and web sites about wild animals
- strips of paper

# Lesson 3



## You will need:

- ✓ Chapter 4 PICTURE & WORD CARDS
- ✓ ACTIVITY SHEET 34 (“This and That”)
- ✓ IDEA Picture Dictionary 2
- ✓ Chapter 4 ACTIVITY PICTURES
- ✓ TRANSPARENCY 5 (“Habitats”)
- ✓ ACTIVITY SHEET 35A-F (“Owls,” “Polar Bears,” “Worms,” “Beavers,” “Frogs,” “Bats”)
- ✓ ACTIVITY SHEET 36 (“And the Habitat Is ...”)
- ✓ ACTIVITY SHEET 37 (“All About the \_\_\_\_\_”)
- ✓ TEMPLATE 3 (“Doing Research”)
- ✓ ACTIVITY SHEET 38 (“Where on Earth Have You Been?”)
- ✓ TEMPLATE M (“Habitats”)

## Presentation

- Write the words *this* and *that* on the board. Hold the moose PICTURE CARD in your hand, and put the polar bear PICTURE CARD on the chalk rail or in another part of the classroom. Hold up the moose and say: **This is a moose.** Point to the polar bear and say: **That is a polar bear.** Continue making statements using *this* and *that*: **This animal lives in the forest where there are lots of trees. That animal lives in a cold area where there’s lots of snow. This animal has antlers on its head. That animal has thick fur.** Explain to students that the words *this* and *that* are sometimes used to describe people or things based on their distance from the speaker. If something is close, we often use the word *this*. If something is far away, we often use the word *that*.

## Practice

- Hand out half of the PICTURE CARDS to students. Display the other half in the pocket chart. Have students take turns describing the picture they are holding and another picture in the pocket chart. Write the following model on the board for students to follow: *This is a \_\_\_\_\_.* *That is a \_\_\_\_\_.*
- Organize students into pairs. Give each student a copy of ACTIVITY SHEET 34 (“This and That”) and review the directions and examples. Student pairs will write sentences using the words *this* and *that*. Display the PICTURE & WORD CARDS for student reference. Circulate around the room and help students as needed. Have students put their activity sheets in the Chapter 4 Portfolio.
- Review with students the meaning of the word *habitat*. (Animal habitats were covered in Set 1.) Have students look up *habitat* in the IDEA Picture Dictionary 2 and read the definition and sentence aloud. Tell students that they will be reading about the habitats of the wild animals they are studying in this chapter.

### Activity Sheet 34

Activity Sheet 34

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

#### This and That

**Directions:** On the left, write sentences that start with the word *this*. On the right, write sentences that start with the word *that*. Follow the examples.

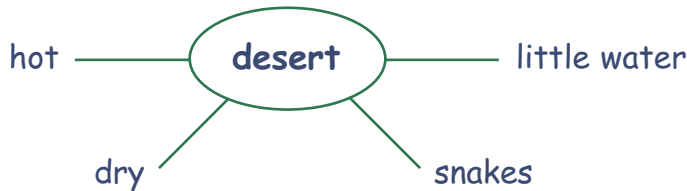
This is an owl.	That is a worm.
_____	_____
_____	_____
_____	_____

Unit 5: The World Around Me • Chapter 4: Critters and Creatures

Organize students into pairs and give each pair the Chapter 4 ACTIVITY PICTURES. Have students cut out the pictures and then split them (half to one student and half to the other). Both students should display their pictures on their desks. Then students should take turns making statements about the animals and their habitats using the words *this* and *that*. Model this for students: **This is a frog. It lives in wet places. That is a rat. It lives in dark places.** Circulate around the room and help students as needed.

- Tell students: **Today we are going to learn more about the natural habitats of the wild animals we have been studying.** Display TRANSPARENCY 5 (“Habitats”) and write the following words on the board: *desert, grassland, mountain, plain, forest*. Ask students if they know which words match with which pictures on the transparency. Have students share their predictions by coming to the front of the class and pointing out the habitats. Have them use the following sentence structures in their predictions: **I think this is a desert. I think that is a forest.** ... and so forth. After several students have shared their predictions, have students look up the words in the *IDEA Picture Dictionary 2*. Ask student volunteers to read the definitions and sentences and see if students’ predictions about the pictures were correct. In small groups or as a class, create a graphic organizer on chart paper that describes each habitat.

**Example:**



Once each graphic organizer is completed, write a few sentences on chart paper as a class about each picture on the transparency:

*This is a picture of the desert. The desert is hot and dry. There is little water in the desert. There are snakes in the desert.*

Next, write the words *rain forest* and *cave* on the board. Say: **In some parts of the world, you can find a special kind of forest. It is called a rain forest. Look at the two words—rain and forest. What do you think this means? That’s right—a rain forest is a forest that gets a lot of rain.** Some of the animals we are learning about live in the rain forest. Show students different pictures of rain forests. Next, show pictures of caves and say: **This is a cave. Caves are dark, cool openings in the sides of mountains and hills. There are very few plants in caves. Some of the animals we are learning about live in caves.** Create graphic organizers and sentences describing rain forests and caves. Display all the graphic organizers and sentences on the walls of the classroom.



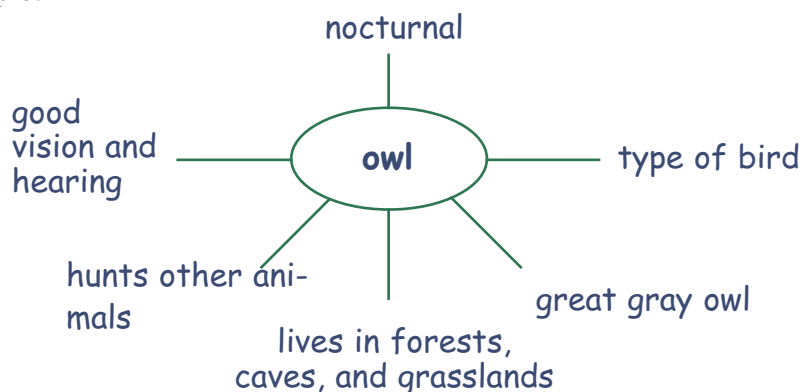
**Apply & Extend**

- Tell students they are going to read about animals that live in these different habitats. There are a total of six readings on ACTIVITY SHEET 35A-F (“Owls,” “Polar Bears,” “Worms,” “Beavers,” “Frogs,” “Bats”). You can use these in several different ways:

- 1) Divide students into groups and have each group read a different selection.
- 2) Divide the class into two teams. Have one team read one selection and have the other team read another selection. Continue with additional selections if desired.
- 3) Choose two or three selections and read them as a class.
- 4) Read all selections as a class.

Preview the readings that will be covered. Have students read the title, look at the pictures, and read the defined vocabulary and captions. After students have read the selection(s), have them discuss the “Think and Discuss” questions. Then assign each animal that was covered to a group of students. Give each group butcher paper and markers. Students should first create a graphic organizer with details about the animal, and then use the graphic organizer to write sentences describing the animal. Do this first as a class so students have a model to follow.

**Example:**



*An owl is a type of bird. The biggest owl is the great gray owl. Owls are nocturnal. This means they sleep during the day and stay awake at night. Owls hunt other animals. They have good vision and hearing. Owls live in many different habitats. They live in forests, caves, and grasslands.*

**Activity Sheet 35A**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Activity Sheet 35A

### Owls

**The Birds That Sleep All Day**

An owl is a type of bird. Owls have feathers and wings to help them fly. There are more than 200 known owl **species** in the world.

Owls come in many shapes and sizes. The smallest owl is called the least pygmy owl. It can grow to 4½-inches tall. The biggest owl is called the great gray owl. It can be as tall as 33 inches. The **wingspan** of the great gray owl can be as long as 60 inches. That's five feet!

Owls are nocturnal. This means that they sleep during the day and are awake at night. Owls are also birds of prey, which means they hunt other animals for food. Owls like to eat mice and other rodents. They also eat insects, frogs, fish, small birds, rabbits, and foxes.

Owls have very good **vision** and hearing. This helps them to be quiet hunters. Owls live on all continents except for Antarctica. They live in many habitats, including forests, caves, and grasslands.

Owls have very good vision and hearing.

**species:** a type of a living thing; a category of living things with common traits

**vision:** eyesight

**wingspan:** the length measured from the tip of one wing to the tip of the other.

**THINK AND DISCUSS**

- Where do owls live?
- What is the most interesting fact about the owl? Why is this fact interesting?
- How would your life be different if you slept during the day and stayed awake at night?

Teacher: See the Teacher's Guide for detailed instructions. Unit 5: The World Around Me • Chapter 4: Critics and Creatures

Circulate around the class and help students as needed. Have each group present its graphic organizer and sentences to the class.

- Give each student a copy of ACTIVITY SHEET 36 (“And the Habitat Is ...”) and review the directions. Complete the activity sheet as a class using the information students learned from the six reading selections. (You may skip questions related to readings that were not covered.) As you answer each question, display a transparency of the corresponding reading. Show students how they can skim the reading to find the information they are looking for. This activity will help prepare students for reading comprehension questions they may encounter on standardized tests. Have students put their work in the Chapter 4 Portfolio.
- This activity is most appropriate for older students who will be required to do research in their subject area classes. Organize students into pairs and have each pair choose one of the animals in the target vocabulary that was not covered in a reading. Give each student a copy of ACTIVITY SHEET 37 (“All About the \_\_\_\_\_”). Have them write the name of the animal they choose in the blank. Tell students that they will be researching their animal using nonfiction books, encyclopedias, and the Internet. (Arrange to have the school librarian give students a tour of the library.) Before students begin their research, give them a copy of TEMPLATE 3 (“Doing Research”) and review it with the class. This template can be used throughout the program for reference and reinforcement.

As pairs research their animals, they should answer the questions on ACTIVITY SHEET 37. Before they begin, give each student a copy of a completed activity sheet and review the language structures students should use to answer each question. Alternatively, you can make this process more interactive by completing the activity sheet first as a class, providing corrective feedback on the language structures as needed. As students complete this assignment, circulate around the room and help students as needed. Call on a few student volunteers to share their findings with the class. Have students put their papers in the Chapter 4 Portfolio.

### Activity Sheet 37

Activity Sheet 37 

Name: \_\_\_\_\_  
Date: \_\_\_\_\_


**All About the \_\_\_\_\_**

**Directions:** As you research your animal, answer the following questions.

- On which continents does this animal live?  
\_\_\_\_\_
- In what natural habitat or habitats does this animal live?  
\_\_\_\_\_
- What does this animal look like?  
\_\_\_\_\_
- How does this animal get from one place to another?  
\_\_\_\_\_
- What does this animal eat?  
\_\_\_\_\_
- How big does this animal get?  
\_\_\_\_\_
- What other interesting facts did you learn about this animal?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Unit 5: The World Around Me • Chapter 4: Critters and Creatures

### Template 3

Template 3 

**Doing Research**

**1 Make a list of questions about your topic. What do you want to find out?**



**2 Make a list of key words related to your topic.**

**Key Words:**

- rats
- rodents
- animal habitats

**3 Decide where to do your research.**

At the Library	On the Internet	At Home
<p><b>Search the Computer Catalog by Subject.</b> Type in the name of your topic. Write or print the names and call numbers of the books that interest you.</p> <p><b>Search the Card Catalog by Subject.</b> Look up your topic. Write the names and call numbers of the books that interest you.</p> <p><b>Search Printed Materials.</b> Look at the end of a book or article for a bibliography. Choose the books that fit your topic.</p>	<ol style="list-style-type: none"> <li>Find the search engine's "Search" box.</li> <li>Type in your topic or key words.</li> <li>Use the mouse to click on the start button.</li> <li>Read the descriptions of web sites.</li> <li>Click on the hyperlinks to visit the web sites that interest you.</li> </ol>	<ul style="list-style-type: none"> <li>• Interview adults about the topic and take notes.</li> <li>• Read about your topic in encyclopedias, magazines, and books.</li> <li>• Watch a video on your topic.</li> <li>• If you have a home computer, use it to search the Internet.</li> </ul>

**4 Evaluate your sources!**


**Books/Articles**—Is the author credible? Is the information current?

**Web Sites**—Is the web site written by a credible source?


**TIP:** University, government, and non-profit organizations usually have objective and accurate information. If you are not sure if a source is credible, ask your teacher for help.

**5 Take notes on the information you find.**

Keep a list of the books, magazines, and Internet sites you use. Write the author's name and the page number(s) you use from each source.



**6 Use your research to write a report or make a presentation.**



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## Involving Family

Give each student a copy of ACTIVITY SHEET 38 (“Where on Earth Have You Been?”) and TEMPLATE M (“Habitats”) and review the directions and questions. Students are to interview a family member to find the continents and habitats to which the family member has been. Allow students to share the results of their surveys with the class. Have students place their completed activity sheets in the Chapter 4 Portfolio.



NOTE: The parents and/or guardians of many of your students may not speak English. As appropriate, encourage students to use their home language in completing these assignments. Model how to complete the assignment before students take it home. Research consistently shows that a parent/guardian’s *interest* in and *support* for education are the key factors in student academic success. In this sense, the specific assignment is not the target.



### Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Listen attentively to presentation of target vocabulary: pronouns (*this, that*); other (*mountain, plain, rain forest, cave*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: pronouns (*this, that*); other (*mountain, plain, rain forest, cave*)
- ✓ Use pronouns orally and in writing (e.g., This is a bat. That is a frog.)
- ✓ As a class, create graphic organizers and sentences describing various habitats (e.g., The desert is hot and dry. There is little water in the desert. There are snakes in the desert.)
- ✓ Read a short nonfiction article with a small group and answer comprehension and critical thinking questions
- ✓ With a group, create a graphic organizer and sentences describing an animal (e.g., An owl is a type of bird. The biggest owl is the great gray owl. Owls are nocturnal.); present information to the class
- ✓ Use reference materials to research an animal and record data
- ✓ Ask interview questions and record responses
- ✓ Complete assignments neatly, accurately, and on time



Name: \_\_\_\_\_

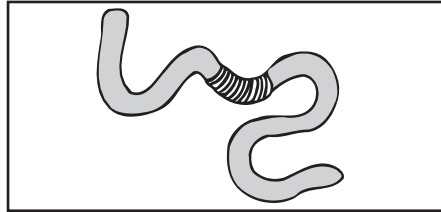
Date: \_\_\_\_\_

# This and That

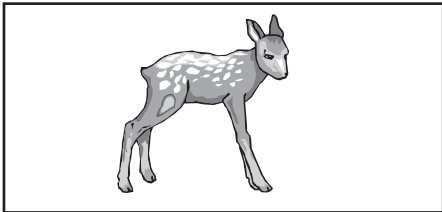
**Directions:** On the left, write sentences that start with the word *this*. On the right, write sentences that start with the word *that*. Follow the examples.



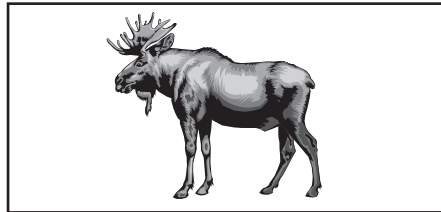
This is an owl.



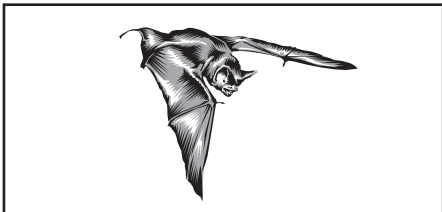
That is a worm.



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



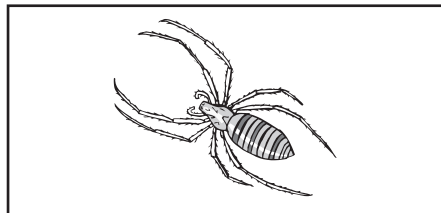
\_\_\_\_\_  
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Owls

### The Birds That Sleep All Day

An owl is a type of bird. Owls have feathers and wings to help them fly. There are more than 200 known owl **species** in the world.

Owls come in many shapes and sizes. The smallest owl is called the least pygmy owl. It can grow to 4½-inches tall. The biggest owl is called the great gray owl. It can be as tall as 33 inches. The **wingspan** of the great gray owl can be as long as 60 inches. That's five feet!

Owls are nocturnal. This means that they sleep during the day and are awake at night. Owls are also birds of prey, which means they hunt other animals for food. Owls like to eat mice and other rodents. They also eat insects, frogs, fish, small birds, rabbits, and foxes.

Owls have very good **vision** and hearing. This helps them to be quiet hunters. Owls live on all continents except for Antarctica. They live in many habitats, including forests, caves, and grasslands.



➤  
*Owls have very good vision and hearing.*

**species:** a type of a living thing; a category of living things with common traits  
**vision:** eyesight  
**wingspan:** the length measured from the tip of one wing to the tip of the other

### THINK AND DISCUSS



- Where do owls live?
- What is the most interesting fact about the owl? Why is this fact interesting?
- How would your life be different if you slept during the day and stayed awake at night?

**Teacher:** See the *Teacher's Guide* for detailed instructions.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## And the Habitat Is ...

**Directions:** Answer each question below.

1. Owls live in many habitats. List three. \_\_\_\_\_

\_\_\_\_\_

2. Polar bears are found in one place. What is this place called?

\_\_\_\_\_

3. Where do earthworms live? \_\_\_\_\_

4. In which habitat do beavers live? \_\_\_\_\_

5. In which four habitats can frogs be found? \_\_\_\_\_

\_\_\_\_\_

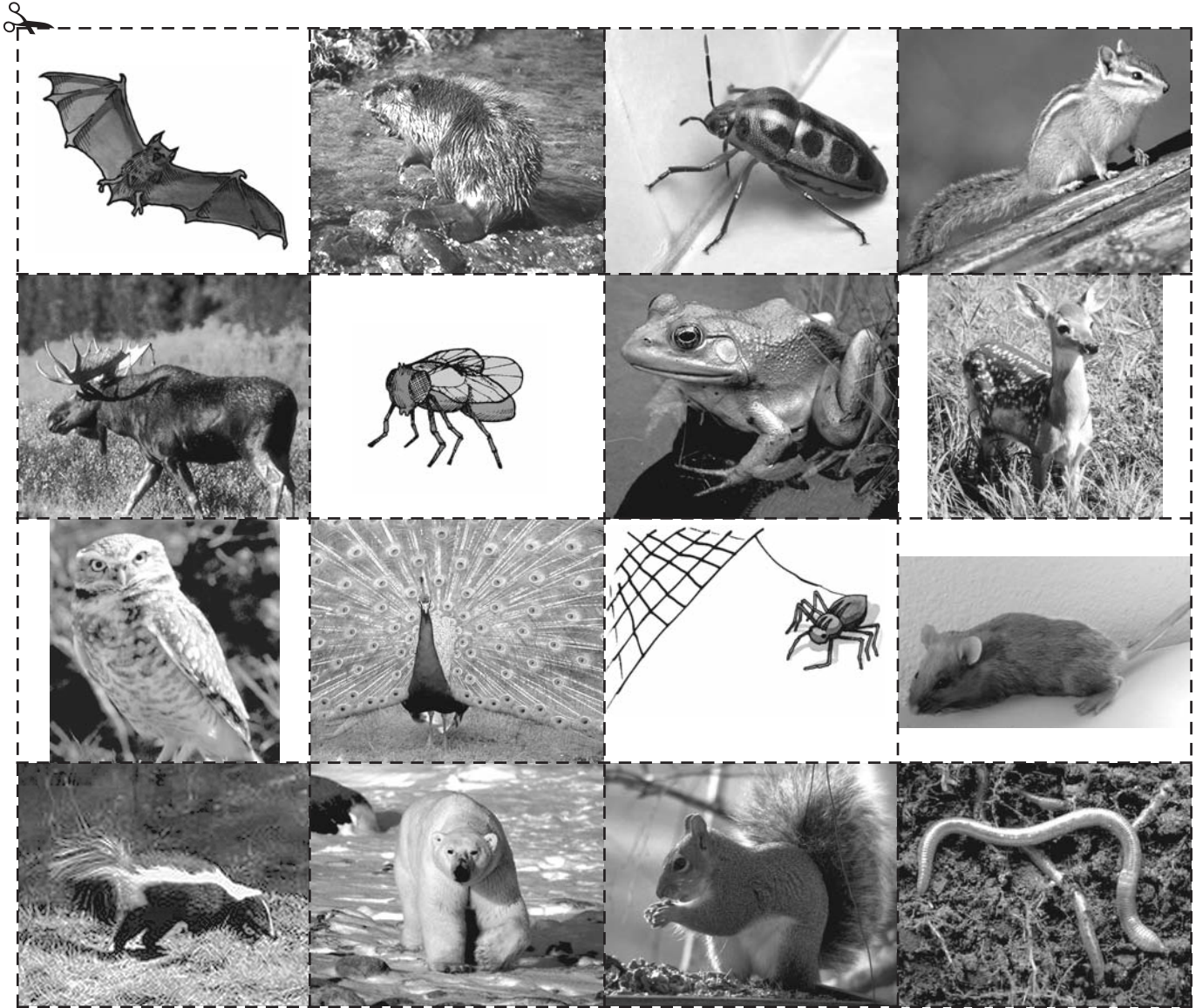
6. Where do most bats live?

\_\_\_\_\_

**Draw a picture of one of the habitats you learned about.**

Habitat: \_\_\_\_\_

**Teacher:** See the *Teacher's Guide* for detailed instructions.





# Doing Research

**1** Make a list of questions about your topic. What do you want to find out?






**2** Make a list of key words related to your topic.

**Key Words:**

- rats
- rodents
- animal habitats

**3** Decide where to do your research.

At the Library	On the Internet	At Home
<p>Search the <u>Computer Catalog by Subject</u>. Type in the name of your topic. Write or print the names and call numbers of the books that interest you.</p>  <p>Search the <u>Card Catalog by Subject</u>. Look up your topic. Write the names and call numbers of the books that interest you.</p> <p>Search <u>Printed Materials</u>. Look at the end of a book or article for a bibliography. Choose the books that fit your topic.</p>	<ol style="list-style-type: none"> <li>1. Find the search engine's "Search" box.</li> <li>2. Type in your topic or key words.</li> <li>3. Use the mouse to click on the start button.</li> <li>4. Read the descriptions of web sites.</li> <li>5. Click on the hyperlinks to visit the web sites that interest you.</li> </ol> 	<ul style="list-style-type: none"> <li>• Interview adults about the topic and take notes.</li> <li>• Read about your topic in encyclopedias, magazines, and books.</li> <li>• Watch a video on your topic.</li> <li>• If you have a home computer, use it to search the Internet.</li> </ul> 

**4** Evaluate your sources!

**Books/Articles**—Is the author credible? Is the information current?

**Web Sites**—Is the web site written by a credible source?

**TIP:** University, government, and non-profit organizations usually have objective and accurate information. If you are not sure if a source is credible, ask your teacher for help.

**5** Take notes on the information you find.

Keep a list of the books, magazines, and Internet sites you use. Write the author's name and the page number(s) you use from of each source.



**6** Use your research to write a report or make a presentation.

