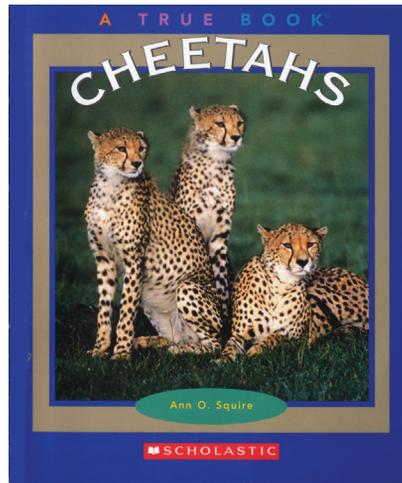


# BrainStorm™

## Read-Together Ideas



### Cheetahs

BY ANN O. SQUIRE

**Summary >>** This nonfiction book presents information about cheetahs, including their endangered status and the need to protect them. Beginning with cheetahs' best-known quality, their speed, the book uses clear sentence structure and dramatic photos to show cheetahs' physical characteristics as well as their social habits, life cycle, and use of camouflage. Glossary words support students as they read.

### Key Words

#### Habitat

- \*North America
- \*savannas
- \*grasslands
- \*Africa
- \*termite mound
- \*plains

#### Cheetahs

- \*tawny coats
- \*tear lines
- \*prey

### Key Skills and Concepts

#### LITERACY SKILLS

- \*Make predictions (Comprehension)
- \*Read with expression (Fluency)

#### SCIENCE CONCEPTS

- \*Explore how living organisms depend on one another and on their environment for survival (Life science)
- \*Understand that organisms produce offspring resembling the parents (Life science)

### Before Reading

\***Read the title and table of contents.** Invite your student to read the title of the book, and then the table of contents.

\***Select a topic to read.** While this book can be read from beginning to end, it can also be explored in chapters. If your student selects a specific chapter to read, make sure he or she begins by reading the introductory chapter, in order to gain some background knowledge. Point out that words in bold type are defined in the glossary on page 46.

## During Reading

\*As you listen to your partner read, provide support, encouragement, and occasional challenges to build reading skills to better understand the book. The

following prompts and questions for the first chapter may be used as a model for exploring the rest of the book with your student.

PAGES	SUPPORT THE READING	OBSERVATIONS
Table of Contents	This book is separated into chapters. Let's begin by reading the first chapter.	
5	Sixty miles per hour is very fast. The speed limit for a car on a highway is usually 55 or 65 miles per hour.	Take note if your student notices the captions next to the photos. (Comprehension)
6	Why is it important to know that wild cheetahs live only in Africa?	Does your student understand the difference between animals living in the wild and in captivity? (Comprehension)
7	What are some other big cats? How can being smaller help the cheetah? How is the shape of the cheetah helpful to its survival? Let's read to find out.	Is your student able to make predictions or a good, informed guess as to why this information about the cheetah's size is important? (Comprehension)
8	Read the caption. This can be another clue about the importance of the cheetah's size and shape. What do you think?	Can your students use the information from the text and photos to help make predictions? If not, reread the passages to clarify information. (Comprehension)
9	Before we continue, let's decide if we should read the following chapter or select a different chapter to read next.	Note whether your student uses the table of contents appropriately.

## After Reading

\**Wrap-Up.* Talk with your student about the book and what he or she has learned from it. You may want to summarize important aspects by revisiting the table of contents and then associated chapters.

### Write It!

\*Work with your student to create fact cards about cheetahs. Using index cards, write a key fact or important idea on each card. Make two sets and challenge each other to a cheetah quiz.