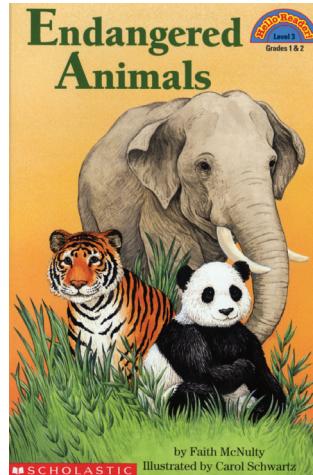


# BrainStorm™

## Read-Together Ideas



## Endangered Animals

BY FAITH MCNULTY

ILLUSTRATED BY CAROL SCHWARTZ

**Summary >>** *Endangered Animals* is a nonfiction story about the plight of many wild animals. The use of high-frequency words and simple sentence structure supports readers as they learn about the delicate balance among humans, animals, and natural resources.

### Key Words

#### Wild animals

- \* macaws
- \* pandas
- \* gorillas
- \* grizzly bears
- \* elephants
- \* tigers
- \* blue whales
- \* copper butterflies

#### Locations

- \* forests
- \* jungles
- \* grassy plains
- \* fields
- \* factories

### Key Skills and Concepts

#### LITERACY SKILLS

- \* Summarize information (Comprehension)
- \* Read with appropriate phrasing (Fluency)

#### SCIENCE CONCEPTS

- \* Understand that some kinds of organisms that once lived on Earth have completely disappeared (Life science)
- \* Understand that some human activities are detrimental to some organisms (Life science)

### Before Reading

\* **Make a chart.** Make a simple three-column chart on a sheet of paper. Label it, “Endangered Animals.” At the top of the first column write, “What I Know.” At the top of the second column write, “What I Want to Learn,” and at the top of the last column write, “What I Learned.”

\* **Fill in the first two columns of the chart.** Now invite your student to talk and write about what he or she already knows about endangered animals. Finish by asking your student to fill in two things he or she would like to learn about endangered animals from reading the book. Explain that you will return to the chart after reading the book.

## During Reading

\*As you listen to your partner read, provide support, encouragement, and occasional challenges to build

reading skills to better understand the book. Use some or all of the following prompts and questions.

PAGES	SUPPORT THE READING	OBSERVATIONS
5	Using your own words, tell me what this page (the first page of text) is about.	Can your student identify the main idea of the page? (Comprehension)
7	These marks (ellipses) tell us that this sentence continues onto the next page.	Note whether student takes a slight pause at the end of the page. (Fluency)
12-13	Again, using your own words tell me what has happened so far.	Is your student using enough details as he or she summarizes the story? (Comprehension)
15	What additional information from the pictures can you get about how people use the land and air?	Does your student use clues from the picture to gain more information? (Comprehension)
25	Now we have a better understanding of why some animals are endangered. What are some of these reasons?	Can your student recount some of the details from the story? If not, encourage him or her to reread the last few pages. (Comprehension)
26-27	What is the difference between endangered and extinct?	Take note of your student's ability to distinguish between the two ideas. Offer clarification as needed. (Comprehension)
32	Was this the ending you expected? What did you learn about endangered animals?	Note whether your student has grasped the book's main ideas. Revisit the text together if necessary. (Comprehension)

## After Reading

\***Wrap-Up.** Return to the chart you began before the reading. Review what your student wrote. Then work with your student to complete the third column. Encourage your student to flip back through the book if needed.

### Write It!

\*This topic may prompt your student to want to learn more about what he or she can do to help endangered animals in your area or far away. Explore some ideas with your student and help him or her write a plan for what an individual can do, such as helping to protect the environment, joining a conservation group, or writing letters to government officials about the importance of protecting endangered animals.