

Life Science Non-Fiction Text

- Fish
- Amphibians
- Mammals
- Birds
- Reptiles
- Arthropods
- Plants
- Life Cycles
- Animal Behaviors
- Animal & Plant Adaptations

Annotate the Text

1 Number the paragraphs

2 Underline important statements

3 Circle unknown words

4 Write questions

5 Write answers

Close Reading Steps

1 Read the text

2 Annotate the text

3 Read the text again

4 Define unknown words

5 Read the text again

6 Respond to reading

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
 - Close Reading Steps
 - Annotate/Mark the Text
- 10 Informational Texts
- 10 Multiple Choice Questions for Each Text
- 14 Graphic Organizers
- Answer Keys

Informational Texts

- Fish
- Amphibians
- Mammals
- Birds
- Reptiles
- Arthropods
- Plants
- Life Cycles
- Animal Behaviors
- Animal & Plant Adaptations

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
 - Version with "Mark the text"
 - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

Teacher Tips & Suggestions

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Mammals

A big difference between mammals and other creatures is their brain. Not that amphibians have simple brains, but mammals possess brains that are up to 10 times larger. Mammals' brains have the same parts that human brains do, but they are unable to speak their thoughts as humans are. Instead, they communicate by making noises. Chimpanzees are considered to have a brain that is most similar to humans.

Snakes and fish are often infamous for leaving their offspring behind after they lay their eggs. Mammals do not follow this pattern. Instead, mammals care for their young.

Mammals

Mammals

All mammals have some form of hair or fur on their body during their lifetime. This is a trait that marks only the mammal species and that cannot be transferred to other species of animals. Hair grows from the follicles of a mammal, helping keep it safe and warm. Did you know that even dolphins have fur? I bet you didn't know they were mammals!

Physical Characteristics

Unlike fish and amphibians, mammals are warm-blooded. This means that they are able to regulate their body temperature which is generally warmer than their surroundings. By regulating their body temperature, mammals are able to survive in many different types of environments.

Animal babies can be born in several different ways. Fish eggs must be laid and the mother must care for them.

Name: _____

6. What does the word thrive mean?
 - a. to stop growing
 - b. to grow or develop well
 - c. to get left behind
 - d. to arrive somewhere
7. What is the main idea of this text?
 - a. humans and mammals both feed their own babies
 - b. mammals have large brains
 - c. mammals have fur
 - d. humans and other mammals are similar in many ways
8. What evidence supports the author's claim that the animals can only have a certain number of heart chambers?
 - a. [animal mammals] also have four chambers in their heart, just like humans
 - b. other creatures such as reptiles only have three chambers
 - c. four chambers are the most that animals have
 - d. a complex brain isn't all that mammals have

Mammals

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word nutrition?
 - a. their mothers feed them milk
 - b. using their bodies, [they] feed their young
 - c. mammals are not off foraging for food
 - d. [they] have four chambers in their heart
2. What evidence does the author use to support the claim that mammals are different from other animals?
 - a. a big difference between mammals and other animals
 - b. mammals possess brains that are up to 10 times larger than amphibians
 - c. mammals' brains have the same parts as human brains
 - d. chimpanzees are considered to have a brain that is most similar to humans
3. Where in the text does the author show evidence that mammals have four chambers in their heart?
 - a. Paragraph 4
 - b. Paragraph 5
 - c. Paragraph 6
 - d. Paragraph 7

Close Reading Steps

1 Read the text

2 Annotate the text

3 Read the text again

10 Multiple Choice Questions for Each Text

Birds

Take a look around you or quietly listen to your surroundings, if you're outside it's likely that you will see or hear birds. With 8,000 to 9,000 living bird species in the world ranging from tiny hummingbirds to huge ostriches, it's no wonder that we see or hear them so frequently. Birds have several characteristics and behaviors that set them apart from other animal species.

Physical Characteristics

Birds are the only type of animal with plumage. Feathers are fascinating because they serve many purposes. Some benefits of bird feathers include protection from rain, camouflage, assistance with flying, and attracting mates. Depending on the species, they can have between 1,500 and 10,000 feathers.

Behaviors

Birds

Physical Characteristics

Other Facts

Birds

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word preening?
 - a. birds take great pride in their feathers
 - b. they spend much of their time preening them
 - c. birds do this to keep their feathers in excellent shape
 - d. during their preening sessions, they remove dirt, bugs, and any other dust that is dirtying up their feathers.
2. What evidence does the author use to support the idea that birds are different from other animals?
 - a. the diet of small birds preys on insects
 - b. while the diet of big birds preys on small animals
 - c. Birds use their sense of sight to find food
 - d. all animals have to look for food

Annotate the Text

① Number the paragraphs

— Underline important statements

○ Circle unknown words

❓ Question? Confusing?

❗ Interesting!

Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

Arthropods

Arthropods

You're probably wondering, what exactly an arthropod is. You are likely to think of insects, but there are several, but just don't realize it! An arthropod is a type of creature that has a hard outer shell and jointed legs. They have no backbone, so they don't have vertebrae. Examples of arthropods include spiders, crabs, and insects. The best way to remember what an arthropod is, is to think of the word "arthro" which means joint, and "pod" which means foot or leg. Arthropods actually make up 80% of the animals on Earth.

Physical Characteristics

Physical Characteristics

Arthropods are known by one specific characteristic: their segmented bodies. Each segment has a pair of appendages. T generally contain at least 6 jointed legs each, while the number greatly from species to species. For example, ants have 6 legs and centipedes can have up to 300 legs. With three times as many legs as humans, it's no wonder that arthropods can move around so much more easily than we can.

With arthropods making up the majority of the animal life on earth, it's no wonder they are found in every place to place.

Arthropods can be found all over the world. They can be found in various types of habitats, from the ocean floor to the peaks of the tallest mountains. Lobsters, for example, have the ability to live underwater in the sea while jumping spiders have been found scaling the mountain tops.

Arthropods vary in size. The smallest is known as a mite, and the largest is about the h

The size of arthropods vary. The smallest is known which is only .0037 inches long. That is about the h is tiny! The largest arthropod ever discovered is t which is about 8 feet long. With a big range of si or somewhere in between!

Arthropods

Behaviors

Arthropods actually serve several purposes in helping our environment. Insects specifically spend much of their time pollinating plants while others also help contribute to humus or leaf litter.

When it comes to eating, most arthropods are scavengers. They will scavenge on dead organic matter. Some arthropods may scour the ocean floors in search of food. They may also feed on dead animals. Land arthropods such as millipedes feed on a specific type of plant while others will eat any type of plant material.

With legs considered their most recognizable that they have many uses for arthropods. T and swimming, but this is not all they are u as a means to help them chew up their fo predators. To keep themselves safe, artho anything that feels threatening to them.

In order to continue growing, arthropods must shed their exoskeletons. Molting helps arthropods to shed their old exoskeletons. Like snakes who also shed, arthropods leave their old exoskeletons behind when going through the molting process over their lifetime.

Fun Facts

- The word arthropod is derived from the Greek word "arthro" which means joint. Arthropods or jointed feet.
- If an arthropod loses a leg, it can regenerate several rounds of molting.
- Two of the most dangerous arthropods are the mosquito and the tick. The mosquito, known for its blood-sucking behavior, is one of the deadliest insects on Earth due to its role in transmitting diseases like malaria and Zika virus.

Annotate the Text

1 Number the paragraphs

 Underline important statements

 Circle unknown words

**Question?
Confusing?**

Interesting!

Flowering & Non-Flowering Plants

Out of the over 300,000 plant species existing in the world, there's no wonder that they are divided into two subspecies: flowering and nonflowering. These terms tell us what features plants have and how they reproduce, or make more plants that look like them. While flowering plants represent the majority of plants, nonflowering plants are also found throughout the world.

Flowering

Flowering plants, also known as angiosperms, make up about 80% of all plants including shrubs, flowers, and deciduous trees. They can generally be found living in hot, warm areas throughout the world. Characterized by their ability to reproduce, flowering plants produce flowers.

Name: _____

Flowering and Non-Flowering Plants

1. Select the word or phrases from the paragraph that help the reader understand the meaning of the word nutrients.
 - a. the nutrients help them grow
 - b. plants are getting enough water and nutrients from the soil
 - c. above the roots, is the stem
 - d. the stem is used to pass water
2. Compare flowering and nonflowering plants. How are they different?
 - a. nonflowering plants produce flowers; flowering plants do not
 - b. nonflowering plants do not produce fruit; flowering plants live underground
 - c. nonflowering plants do not produce fruit; flowering plants live underground

Name: _____

Flowering Plants

Plants

Other Facts

Non-Flowering Plants

Close Reading Steps

- 1 Read the text
- 2 Annotate the text
- 3 Read the text again
- 4 Define unknown words
- 5 Read the text again
- 6 Respond to reading

© Olson Campbell

© Olson Campbell

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Graphic Organizer for Each Specific Text

Name: _____

Unknown Word

Context Clue

Word Meaning

Name: _____

What I Know

What I Want to Know

What I Learned

Name: _____

Topic

Author's Purpose

Key Vocabulary

Most Important Thing

I Wonder...

Important Facts

Illustration

Graphic
Organizers

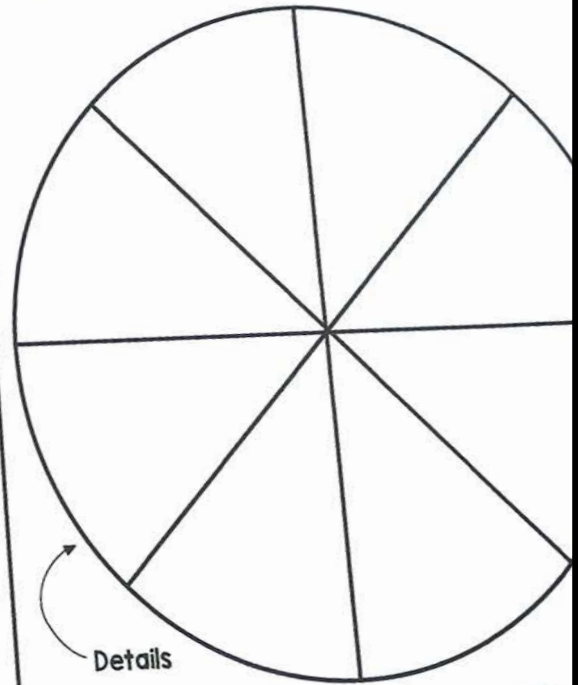
Ideas for Use

- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

Unknown Word	Context Clue

Name: _____

Central Idea



Details

Name: _____

Main Ideas

- 1
- 2
- 3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: _____

Main Idea

Detail

Detail

Detail

Graphic Organizers

Purchase now to
connect science
and literacy
in your
classroom!