



Literacy Guide

Reading Level: N*

Running Word Count: 403

Extended Vocabulary: p. 3 - plankton, penguins; p. 5 - reproduce, ensuring; p. 6 - organisms; p. 7 - enormously; p. 8 - sprout, sprouting; p. 12 - mammals; p. 18 - characteristics, unique; p. 19 - facial, physical, uniquely; p. 20 - biological,

uniqueness; p. 22 - environment; p. 23 - reproduction; p. 24 - interact

Compound Words: within, into, fingerprints

Contractions: none

Related Titles: *Basic Needs, Environments, Structure & Function, Environmental Changes, Why Am I Unique?*

* Fountas & Pinnell = Level N; DRA = Level 30; Lexile = Level 500

About This Book:

An overview of the book helps prepare students for success right from the start. By previewing what they are about to learn, you give your students a grasp of the whole that will help them assemble the parts.

To introduce *Life Cycles*, read the title, then say, “*This story is a bout life cycles. All plants and animals have life cycles. Life cycles usually include being born, growing into*

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an adult, reproducing, and eventually dying. As living things grow, they tend to closely resemble their parents. But the life cycles of insects, plants, birds, and mammals can be very different.”

Background Knowledge:

Exploring your students’ background knowledge helps set the stage for reading comprehension. It is used before reading to activate readers’ minds and to create a spirit of inquiry in relationship to the text. This conversational tool helps expand students’ understanding by encouraging them to make connections to their own lives. The following questions are designed to help you explore your students’ background knowledge related to *Life Cycles*:

“Have you ever planted a seed and watched it grow? What happened first? What happened next? Once the plant was fully grown, did it produce more seeds? What eventually happened to the plant?”



Before Reading:

Read the book in advance. Note any words that your students may have trouble reading. As they come to these words, review them with your students. For example, show students the word “ensuring” on page 5. Ask them if they know what this word means. Ask them how the word is used in this story. You may also need to give your students a synonym or a description to help them understand the meaning of a word. For instance, point out that “facial” is a word that scientists and others use when describing the face. Depending on your students’ ability, some words may need to be pre-taught while other words can be decoded using context clues or background knowledge.