

Mad for Marsupials!

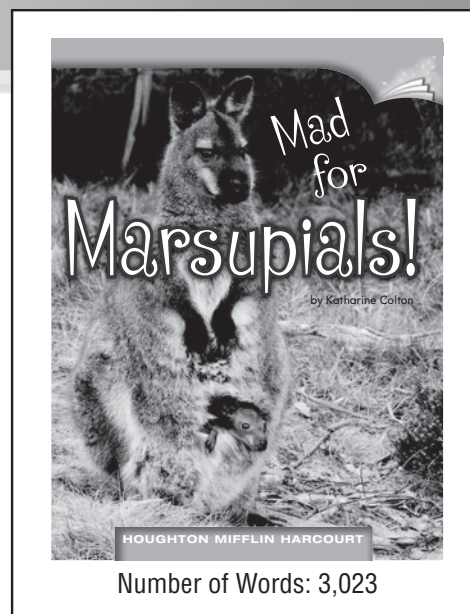
by Katharine Colton

Fountas-Pinnell Level U

Informational Text

Selection Summary

Marsupials are mammals that carry their babies in pouches while the babies develop. Protecting the habitats of various marsupials is one way to ensure that marsupials do not become extinct.



Characteristics of the Text

Genre	• Informational Text
Text Structure	• Underlying structures: description, question/answer, compare/contrast • Organized categorically
Content	• Description of what makes a mammal a marsupial • Facts about habitats, characteristics, behaviors, and diets of various marsupials
Themes and Ideas	• Marsupials are unusual and interesting mammals. • Human activity can affect marsupials.
Language and Literary Features	• Long stretches of descriptive language • Questions and answers addressed to reader • Parenthetical commentary from author
Sentence Complexity	• Mostly complex sentences
Vocabulary	• Content words: <i>embryo, forepaws, species, bacteria, nocturnal, metabolism</i>
Words	• Some words that may not be familiar, such as: <i>stint, venture, tedious, shun, diligent</i> • Many words with prefixes and suffixes, such as: <i>intently, independently, indigestion, undignified</i>
Illustrations	• Color photographs
Book and Print Features	• Table of contents, section headings, map • Photographs on every page, most with captions
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 by Katharine Colton

Build Background

Help students use their knowledge about kangaroos to visualize what they will read about in the selection. Build interest by asking questions such as the following: *What makes kangaroos different from other animals? Do you think any marsupials live near us?* Read the title and author and talk about the cover photo. Explain that the selection is an informational text that tells what a marsupial is and describes six different kinds of marsupials.

Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Point out the chapter heading and the map. Have students read the heading and the map's caption. **Ask:** *What do you think you will find out by reading this chapter?*

Pages 4–5: Have students look at the photographs and read the captions. **Ask:** *In what ways are the newborn kangaroo and the young joey different? What do you hope this chapter will explain about how a marsupial develops?*

Page 6: Point out the chapter heading and the photograph. Have students read the heading and caption. **Suggested language:** *This chapter tells about kangaroos. Page through your book and look at the other headings and photographs.* **Ask:** *What other marsupials will you read about in this book? Do they seem alike or different from one another?*

Now turn back to the beginning of the selection and read to find out about marsupials and their characteristics.

Expand Your Vocabulary

embryo – the earliest stage of life, p. 4

hydration – getting enough water or fluid, p. 9

intently – with fixed, careful attention, p. 6


locomotion – a way of moving from place to place, p. 7

predator – an animal that hunts other animals, p. 6

sources – the places that something comes from or begins, p. 9

Read

Have students read silently while you listen to individual students read. Support their understanding of the text as needed.

Remind students to use the Question Strategy  **TARGET STRATEGY** and to ask questions about the selection before they read, while they are reading, and after they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: *Which marsupial did you think was the most amazing? Why? What information in the text surprised you the most?*

Ways of Thinking

As you discuss the text, help students understand these points:

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• Marsupials are mammals that carry their babies in pouches as the babies develop.• Different marsupials have unique habitats, characteristics, behaviors, and diets.• People can take action to protect marsupials.	<ul style="list-style-type: none">• Different species adapt to their environments in different ways.• Animals' adaptations make them different from one another.• We can protect animals by protecting their habitats.	<ul style="list-style-type: none">• The chapter heads help the reader understand what each chapter will be about.• The photos and captions support and clarify what readers learn about in the text.• The table of contents helps readers quickly find information.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text and demonstrate appropriate expression as they read. Remind students to match the sound of their voices to what they are reading. For example, they should use different tones for facts and parenthetical asides and emphasize strange or unusual facts.
- **Comprehension** Based on your observations of the students' reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.
- **Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that looking for common suffixes, such as *-tion*, can help them to read and understand words such as *indigestion*, *protection*, *adaptation*, and *vegetation*.

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 6.9.

Responding

Have students complete the activities at the back of the book, using their journals. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect ✓ **TARGET SKILL** Remind students that understanding how one event (a cause) makes another event happen (the effect) can help them to make connections among ideas in a text. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below.

Think Aloud

The first box shows a cause: Kangaroos have huge, strong back feet. I will think about what happens because of kangaroos' large back feet. One thing that happens is that kangaroos hop instead of running on all four feet. I'll write that in the Effect box.

Practice the Skill

Invite students to share examples of cause-and-effect relationships in other texts they have read recently.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on Teacher's Guide page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- How is the way marsupials care for their babies different from other mammals?
- How does the photograph on page 4 help explain ideas in the chapter?
- Choose two marsupials. In what way are they the same? In what ways are they different?

English Language Development

Reading Support Make sure the text matches the student's reading level. Language and content should be accessible with regular teaching support.

Vocabulary The text includes technical terms that might be unfamiliar to students. Explain the meanings of words such as *mammals* (page 4), *species* (page 6), *bacteria* (page 8), *nocturnal* (page 11), and *metabolism* (page 11).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students' English proficiency. **Speaker 1** is the teacher. **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: What do all marsupial mothers have for their babies?</p> <p>Speaker 2: a pouch</p> <p>Speaker 1: What grows in the pouch?</p> <p>Speaker 2: a baby or joey</p> <p>Speaker 1: What does the baby do when it is grown up and has fur?</p> <p>Speaker 2: leaves the pouch</p>	<p>Speaker 1: How are marsupials different from other animals?</p> <p>Speaker 2: Marsupials carry their babies in pouches.</p> <p>Speaker 1: Think about the marsupials you read about. In what ways are they different from each other?</p> <p>Speaker 2: They are different sizes and shapes. Different ones jump, climb, or dig. They eat different things and live in different places.</p>	<p>Speaker 1: What is the same about all marsupials? What is different about them?</p> <p>Speaker 2: All marsupials carry their babies in pouches. They live in different places, eat different foods, and behave in different ways.</p>

Responding

TARGET SKILL Cause and Effect What can kangaroos do because of their huge, strong back feet? Think of other causes and effects about how kangaroos move. Copy and complete the chart below.

Cause: Kangaroos have huge, strong back feet. ?	Effect: ? ?
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Write About It

Text to Text Write a paragraph about a different animal that you have read about in another book. Include details and descriptive words that tell about that animal and how it behaves.

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Name _____ Date _____

Lesson 6
BLACKLINE MASTER 6.3

Mad for Marsupials!
Critical Thinking

Read and answer the questions.

- Think within the text** Why do female marsupials have pouches?
Female marsupials have pouches to give their babies a safe, warm place to develop and grow bigger.
- Think within the text** Compare two of the marsupials that you read about. Use examples from the text to describe how they are alike and different.
Possible response: A koala and a wombat are both small, with sharp claws and upside-down pouches. However, a koala lives in the trees and a wombat lives in an underground burrow called a warren.
- Think beyond the text** Based on what you read, which marsupial do you think has the most interesting adjustment in order to survive? Explain your answer.
Possible response: Koalas survive by living in trees. They can eat poisonous leaves, and they have cushioned bottoms so that they can sit on hard branches.
- Think about the text** On page 18, the author writes, "Here's hoping for a long and happy (and hoppy!) future for marsupials great and small." What does the author think about marsupials? Give evidence from the text to support your answer.
Possible response: The author thinks that marsupials are cool creatures. She says the kangaroo is a "superstar" and that roos can do "cool things." She thinks koalas leave people "beaming with delight."

Making Connections Imagine that you read that Australian marsupials were in danger of extinction. How would that make you feel? What would you say to help others to understand why it is important to protect marsupials?

Write your answer in your journal.

Grade 5 © Houghton Mifflin Harcourt Publishing Company 7 Lesson 6: Mad for Marsupials!

Name _____ Date _____

Critical Thinking

Mad for Marsupials!
Critical Thinking

Read and answer the questions.

1. Think within the text Why do female marsupials have pouches?

2. Think within the text Compare two of the marsupials that you read about. Use examples from the text to describe how they are alike and different.

3. Think beyond the text Based on what you read, which marsupial do you think has the most interesting adjustment in order to survive? Explain your answer.

4. Think about the text On page 18, the author writes, “Here’s hoping for a long and happy (and hoppy!) future for marsupials great and small.” What does the author think about marsupials? Give evidence from the text to support your answer.

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Mad for Marsupials! • LEVEL U

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Running Record Form

page	Selection Text	Errors	Self-Corrections
10	<p>Like koalas, wombats have a pouch opening that faces downward, and strong muscles to keep the babies inside it. Unlike koalas, wombats like to keep their feet firmly planted on the ground. Wombats live in underground burrows, known as warrens, in eucalyptus forests or open grasslands. These warrens can be quite complex, with many entrances and exits, lots of connecting tunnels, and multiple bedrooms (well, sleeping areas), and they can extend up to 650 feet. Wombats also build smaller warrens to use as escape routes when predators are in the neighborhood and looking for lunch.</p>		
	Comments:	Accuracy Rate (# words read correctly/95 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	@ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{SC} cat	0
Insertion	the _cat	1
Word told	Ⓢ cat	1

