



# **Grade 2 Informational Writing Guide**

## **Student Pages for Print or Projection**

### **SECTION 3: Elaboration – Detail Generating Questions**

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## Detail-Generating Questions

### **\*WHAT DOES IT “LOOK” LIKE?**

Sound like? Feel like?

Taste like? Smell like? Seem like?

### **\*WHY IS THAT IMPORTANT?**

Why is that important to your main idea?

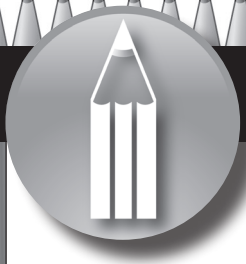
### **IS EACH DETAIL IN A SEPARATE SENTENCE?**

Separate the Grocery List!

### **DID YOU GIVE A SPECIFIC EXAMPLE?**

Avoid general language such as  
“stuff,” “things,” “nice,” etc.

**\*Grade 2 Focus**



# Student Page

Name: \_\_\_\_\_

## JUST OKAY... OR MUCH BETTER? (1)

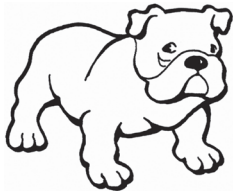
Look at the pictures below. List the details you see in the drawing and in the photograph.



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Name: \_\_\_\_\_

## JUST OKAY... OR MUCH BETTER? (2)

Read each pair of GOOD and BETTER informational sentences below. In one sentence, the author simply presents an important detail. In another, the author presents the same detail...only better. Circle the sentence that does a better job of elaborating the detail.

### 1. Birds build nests.

Birds build nests of twigs, grass, and mud as safe places to lay their eggs.



### 2. In spring, flowers bloom.

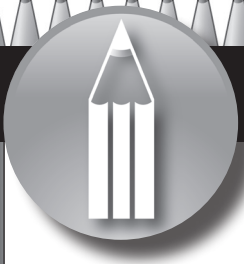
Flowers bloom during the warmer, longer days of spring.



### 3. Chocolate cupcakes heaped with sweet white frosting and rainbow sprinkles are the best party snack.

Cupcakes make good party snacks.





# Student Page

Name: \_\_\_\_\_

## JUST OKAY... OR MUCH BETTER? (3)

Read each pair of GOOD and BETTER opinion sentences below. In one sentence, the author simply presents an important detail. In another, the author presents the same detail...only better. Circle the sentence that does a better job of elaborating the detail.

1. I love watching the birds bring twigs, grass, and mud into the birdhouse to build their nest and lay their eggs.



It's fun watching birds build nests.

2. Spring flowers are so pretty.

During the warmer weather and longer days of spring I adore seeing colorful flowers bloom.



3. At my party I want to have yummy chocolate cupcakes heaped with sweet white frosting and rainbow sprinkles.



I like cupcakes and will have them at my party.



Name: \_\_\_\_\_

## JUST OKAY... OR MUCH BETTER? (4)

Read each pair of GOOD and BETTER opinion and informational sentences below. In one sentence, the author simply presents an important detail. In another, the author presents the same detail...only better. Circle the sentence that does a better job of elaborating the detail.

1. A puppy is the best pet in the world.

A little black poodle puppy is the best pet in the world.



2. A walk in the woods is educational.

Quietly walking along a forest path is one way to see and learn about woodland plants and animals.

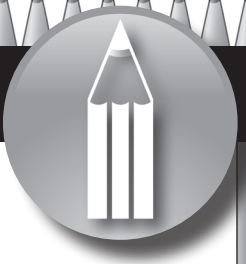


3. At the movie theater you can buy snacks like buttery popcorn, licorice laces, candy bars, and sometimes even spicy pizza or nachos.

Get a snack at the movies.



Finished? Now re-read the sentences and decide which two are the opinion sentences. Put a check mark ✓ next to them.

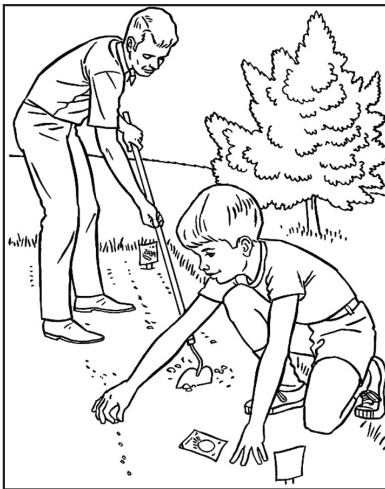
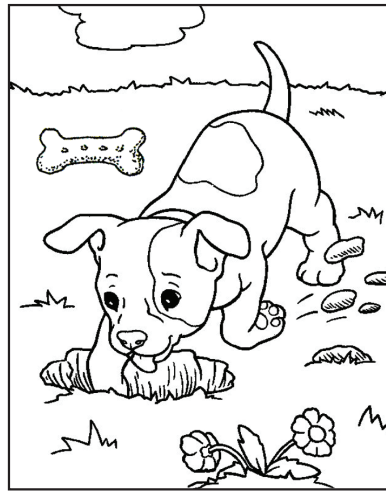
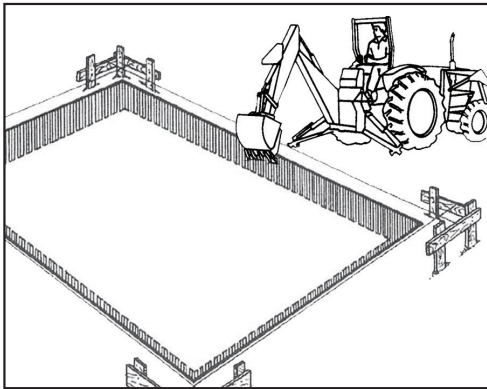


Name: \_\_\_\_\_

## GENERAL VS. SPECIFIC

Read the sentence, below. Then decide which picture this sentence best describes.

**He dug a hole in the backyard.**



Circle your favorite digger. Then, on the lines below, write a sentence with *specific detail* to describe your favorite digger. Be sure to tell *who* is digging, *what* they're digging with, *why* they're digging, and *how big* the hole was.

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Name: \_\_\_\_\_

## FIND THE OVERLY GENERAL WORDS AND PHRASES (1)

Read the paragraph below about vegetables. Look at the words in boldface print. These words are way too general and do not add to the elaboration of the opinion piece.

It is important to eat your vegetables, but some, like cabbage, do not taste **very good**. My **favorite** is a carrot. Celery is also **pretty good**.

Now read the revised paragraph. The author has given specific examples instead of overly general words or phrase. Decide which paragraph is more powerful.

Everybody knows how important it is to eat your vegetables, but some have **strong, bitter tastes** that I don't like. I think **cabbage** is one vegetable that most kids hate. It has a **sharp smell and a sour flavor**. Carrots, on the other hand, are **sweet and delicious**. You can eat them **raw or cooked**. Or, **shred them or cut them into sticks**. **Crisp, crunchy celery sticks** and **slices of cucumber** are tasty when dipped in salad dressing. They are the best snack any time of the day.





# Student Page

Name: \_\_\_\_\_

## FIND THE OVERLY GENERAL WORDS AND PHRASES (2)

Read the paragraph below about Mother's Day. Look at the words in boldface print. These words are way too general and do not add to the elaboration of the opinion piece.

Mother's Day comes **every year**. It is a day when you say thank you to your mother for **all the things she does for you**. You can buy your mother **a present** or make her a card on Mother's Day.

Now read the revised paragraph. The author has given specific examples instead of overly general words or phrase. Decide which paragraph is more powerful.

Mother's Day comes in the **month of May** each year. On this special day, boys and girls say thank you to the caring mothers who **cook for them, wash their clothes, drive them places, and help them with homework** all year long. Some people buy their mothers presents like a **box of chocolates** or **jewelry**. Others **pick flowers** and **prepare special meals like breakfast in bed** for their mothers. **Making a card for your mom** or **writing a poem for her** are two other ways to celebrate Mother's Day!



Name: \_\_\_\_\_

## CAN YOU GIVE A SPECIFIC EXAMPLE? (1)

When you are reading, don't you find it more interesting when the author includes specific examples? Read below to see how specific examples can bring informational writing to life.

**Ex.** *Nothing is funnier than a good cartoon.*

This is very general. The revision below gives specific examples.

*If you want to laugh until your stomach aches, turn on a silly cartoon with funny-looking characters and goofy, non-stop action.*

Look at the detail sentence below. It includes a general detail. Replace the general detail with some vivid, specific detail.

**Ice skating is the best winter sport.**

Your revision:

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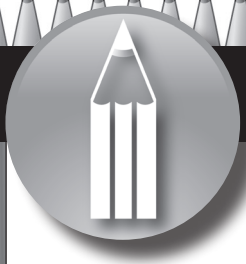
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# Student Page

Name: \_\_\_\_\_

## CAN YOU GIVE A SPECIFIC EXAMPLE? (2)

When you are reading, don't you find it more interesting when the author includes specific examples? Read below to see how specific examples can bring informational writing to life.

**Ex.** *Soup has many ingredients.*

This is very general. The revision below gives specific examples.

*Soup often includes chicken or beef and a variety of healthy vegetables.*

Look at the detail sentence below. It includes a general detail. Replace the general detail with some vivid, specific detail.

**You can put toppings on frozen yogurt.**

Your revision:

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Name: \_\_\_\_\_

## CAN YOU GIVE A SPECIFIC EXAMPLE? (3)

When you are reading, don't you find it more interesting when the author includes specific examples? Read below to see how specific examples can bring informational writing to life.

**Ex.** *Camels live in deserts.*

This is very general. The revision below gives specific examples.

*Camels can live in the dry desert habitat because they don't need much water.*

Look at the detail sentence below. It includes a general detail. Replace the general detail with some vivid, specific detail.

**The store sells lots of candy.**

Your revision:

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Name: \_\_\_\_\_

## BREAK UP THAT GROCERY LIST! (1)

Details are always more powerful when they appear one at a time rather than grouped together in a list. Read each “grocery list” below. Then break up that grocery list by writing each detail in a separate sentence. Be sure to include what each detail “looks like” and why it is important. You can continue on the back of this page. You can use the sentence starters on the bottom of this page to help.

**Ex.** *The farmer’s market sells vegetables, fruit, flowers, cookies, tee shirts, and artwork.*

**Revision:** *If you walk through the farmer’s market you can look at every kind of colorful and unusual vegetable from nearby farms. Other booths sell fresh, ripe, juicy fruit. Some farmers bring beautiful flowers for bouquets. I love to stop by the bakery booth for a cookie. You can even find a stand with tee shirts in every color and size. Artwork is displayed on tall platforms.*

**The toy store has toy trucks and cars, dolls, stuffed animals, board games, and video games.**

Your revision:

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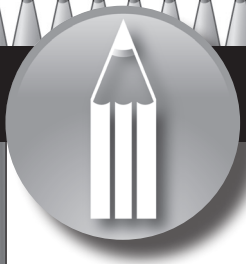
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### Sentence Starters:

- In one aisle you’ll see \_\_\_\_\_.
- You might want to look at \_\_\_\_\_.
- Many kids go right to the \_\_\_\_\_.
- They also offer \_\_\_\_\_.
- Most customers like to check out \_\_\_\_\_.
- In the case you can see \_\_\_\_\_.
- In the back of the store \_\_\_\_\_.

**BONUS:** Informational or opinion? How do you know? \_\_\_\_\_

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# Student Page

Name: \_\_\_\_\_

## BREAK UP THAT GROCERY LIST! (2)

Details are always more powerful when they appear one at a time rather than grouped together in a list. Read each “grocery list” below. Then break up that grocery list by writing each detail in a separate sentence. Be sure to include what each detail “looks like” and why it is important. You can continue on the back of this page. You can use the sentence starters on the bottom of the page to help.

**Ex.** *My backyard has a garden, swing set, an apple tree, and a picnic table.*

**Revision:** *I love the garden full of flowers in my backyard. There’s an apple tree next to the garden that’s fun to climb. All my friends swing on my swing set when they come over. It’s fun to eat outside on the picnic table.*

**My bedroom has a bed, a bookshelf, desk, chair, and a fuzzy rug.**

Your revision:

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### **Sentence Starters:**

- My bedroom has \_\_\_\_\_.
- I also own \_\_\_\_\_.
- On the floor you’ll find \_\_\_\_\_.
- In the corner is \_\_\_\_\_.
- There is a \_\_\_\_\_.

**BONUS:** Informational or opinion? How do you know? \_\_\_\_\_

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Name: \_\_\_\_\_

## WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT?

Read the sentences below. Imagine that an author will be including these details in an informational piece about healthy school snacks. See if you can match the picture to the sentence describing each item by writing the number in the blank. Then, reread each sentence and underline the words that tell us what it looks like in red. Finally, circle the words that tell us why it is important in green.



1



2



3



4

\_\_\_\_\_ Some carrots cut into strips are a healthy snack and delicious when dipped in yogurt dressing.

\_\_\_\_\_ A handful of red grapes and a wedge of cheese provides a sweet and salty snack.

\_\_\_\_\_ A crunchy red apple makes a crisp tasty treat.

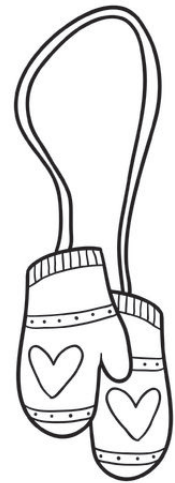
\_\_\_\_\_ Creamy yogurt with blueberries provides the boost you need mid-morning.



Name: \_\_\_\_\_

## DESCRIBING OBJECTS – WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT? (1)

Select the mittens, below, that you like the best. Color them whatever colors you like. Then, answer the questions, “What Does it Look Like? Why is it Important?”



Now, describe the mittens you picked!

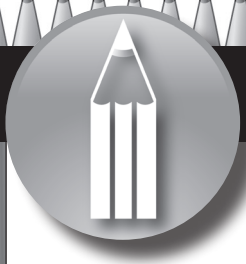
**What do they look like?**

My mittens are \_\_\_\_\_  
\_\_\_\_\_

**Why are they important?**

I use these mittens when \_\_\_\_\_  
\_\_\_\_\_



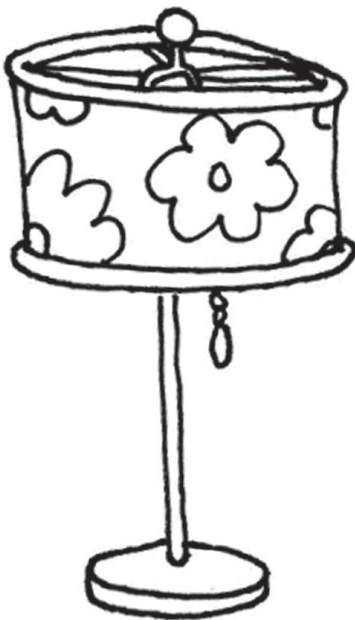


# Student Page

Name: \_\_\_\_\_

## DESCRIBING OBJECTS – WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT? (2)

Imagine you have a desk of your own at home that you could work at. On your desk would be a lamp. There are 3 lamps below. Pick your favorite lamp and color it however you like. Then, answer the questions, “What Does it Look Like? Why is it Important?”



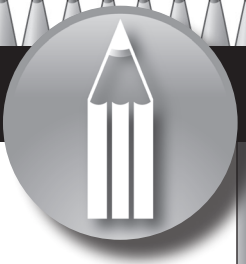
Now, describe the lamp you picked!

**What does it look like?**

My lamp is \_\_\_\_\_  
\_\_\_\_\_.

**Why is it important?**

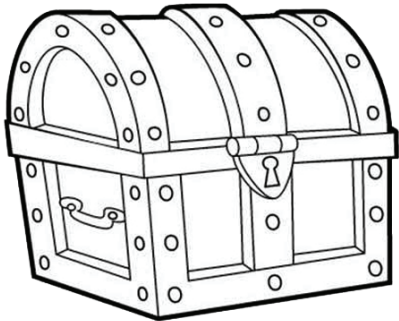
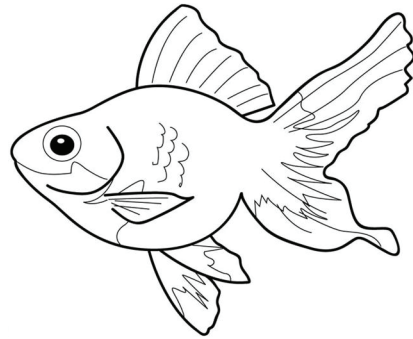
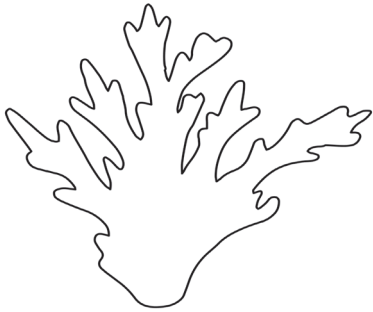
This lamp helps me \_\_\_\_\_  
\_\_\_\_\_.



Name: \_\_\_\_\_

## DESCRIBING OBJECTS – WHAT DOES IT LOOK LIKE? WHY IS IT IMPORTANT? (3)

Imagine you have a fish tank at home. Below are some objects that can go in a fish tank. Pick the object you like best and color it however you choose. Then, answer the questions, “What does it look like? Why is it important?”



Now, describe the object you picked!

**What does it look like?**

*In my fish tank I'd put* \_\_\_\_\_  
\_\_\_\_\_

**Why is it important?**

*It would* \_\_\_\_\_  
\_\_\_\_\_



Name: \_\_\_\_\_

## MATCHING TWO PARTS OF A SENTENCE (1)

When you are using detail-generating questions, your sentences often have two parts. The first part describes What Does it Look Like? The second part tells you Why is it Important? Match the first and second parts of the following sentences by drawing a line from the first part in column 1 to the second part in column 2.

### Column 1

#### What does it look like?

Owls have large, round eyes

Snakes make a hissing sound

Some birds have many fluffy layers of feathers

Dolphins and whales have blow holes on their backs

### Column 2

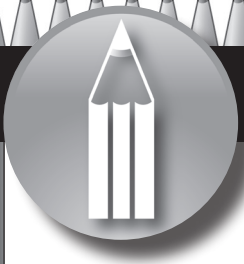
#### Why is it important?

that keep them warm in the winter.

that help these water mammals breathe.

before they strike to frighten off predators.

so that they can see at night when they are hunting for rodents.



# Student Page

Name: \_\_\_\_\_

## MATCHING TWO PARTS OF A SENTENCE (2)

When you are using detail-generating questions, your sentences often have two parts. The first part describes What Does it Look Like? The second part tells you Why is it Important? Match the first and second parts of the following sentences by drawing a line from the first part in column 1 to the second part in column 2.

### Column 1

#### What does it look like?

Animals that live in the Arctic are often white in color

Fish have gills

Foxes have a keen sense of smell and a distinct scent

Mountain goats have rubbery hoofs

### Column 2

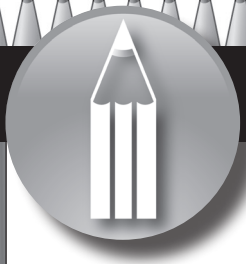
#### Why is it important?

that allow them to breathe underwater.

so that they don't slip on steep, rocky land.

to help them blend into a snowy landscape.

that they use to mark their territory.



# Student Page

Name: \_\_\_\_\_

## OBSERVE AND THINK USING DETAIL-GENERATING QUESTIONS (1)

Writing improves when authors observe carefully, ask questions, and draw conclusions. Look at each photograph below. Read the “just the facts” sentence beside it. Then ask, “Why is that Important?” Revise the “just the facts” sentence by adding your conclusion. The first one has been done for you.



**Frogs have long, strong back legs**  
*that help them jump into the water.*  
\_\_\_\_\_

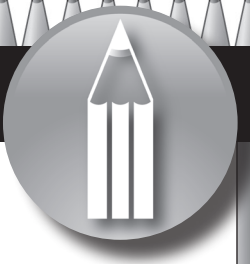
**Birds build nests**

\_\_\_\_\_  
\_\_\_\_\_



**I have a wool hat**  
\_\_\_\_\_  
\_\_\_\_\_





Name: \_\_\_\_\_

## OBSERVE AND THINK USING DETAIL-GENERATING QUESTIONS (2)

Writing improves when authors observe carefully, ask questions, and draw conclusions. Look at each photograph below. Read the “just the facts” sentence beside it. Then ask, “Why is that Important?” Revise the “just the facts” sentence by adding your conclusion.



**Use a rake**

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**Wolves have sharp teeth**

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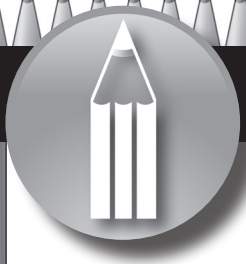
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**Wear sunglasses**

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# Student Page

Name: \_\_\_\_\_

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (1)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

Example:

**A kitten is a nice pet.**

Revision:

*A fluffy, cute kitten is a nice pet that will play with you for hours.*



Detail sentence:

**An apple or peach is a great snack!**

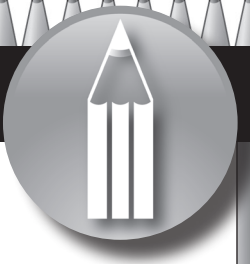


Your revision:

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Name: \_\_\_\_\_

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (2)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

Example:

**Baking cookies is easy.**

Revision:

*Baking chewy, sweet oatmeal cookies  
to share with your friends is easy.*



Detail sentence:

**Everybody needs a bike.**



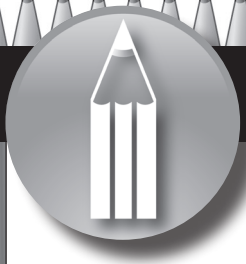
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# Student Page

Name: \_\_\_\_\_

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (3)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

Example:

**Give your mom flowers.**

Revision:

*Give your mom a bouquet of beautiful pink roses to show her how much you love her.*



Detail sentence:

**I love hot chocolate.**



Your revision:

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**BONUS:** Discuss with your class: Is this an example of opinion or informational writing?



Name: \_\_\_\_\_

## WRITING SENTENCES WITH: WHAT DOES IT “LOOK” LIKE? WHY IS IT IMPORTANT? (4)

Read the detail sentence below. Revise the sentence using the detail-generating questions:  
What does it look like? Why is it important?

Example:

**Take your dog for a walk.**

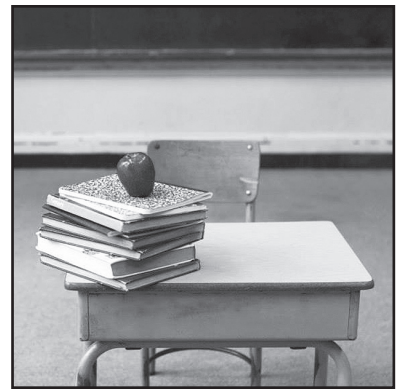
Revision:

*Taking your dog for a long walk is one way for both of you to get some exercise and fresh air.*



Detail sentence:

**Clean out your desk at school.**



Your revision:

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**BONUS:** Discuss with your class: Is this an example of opinion or informational writing?



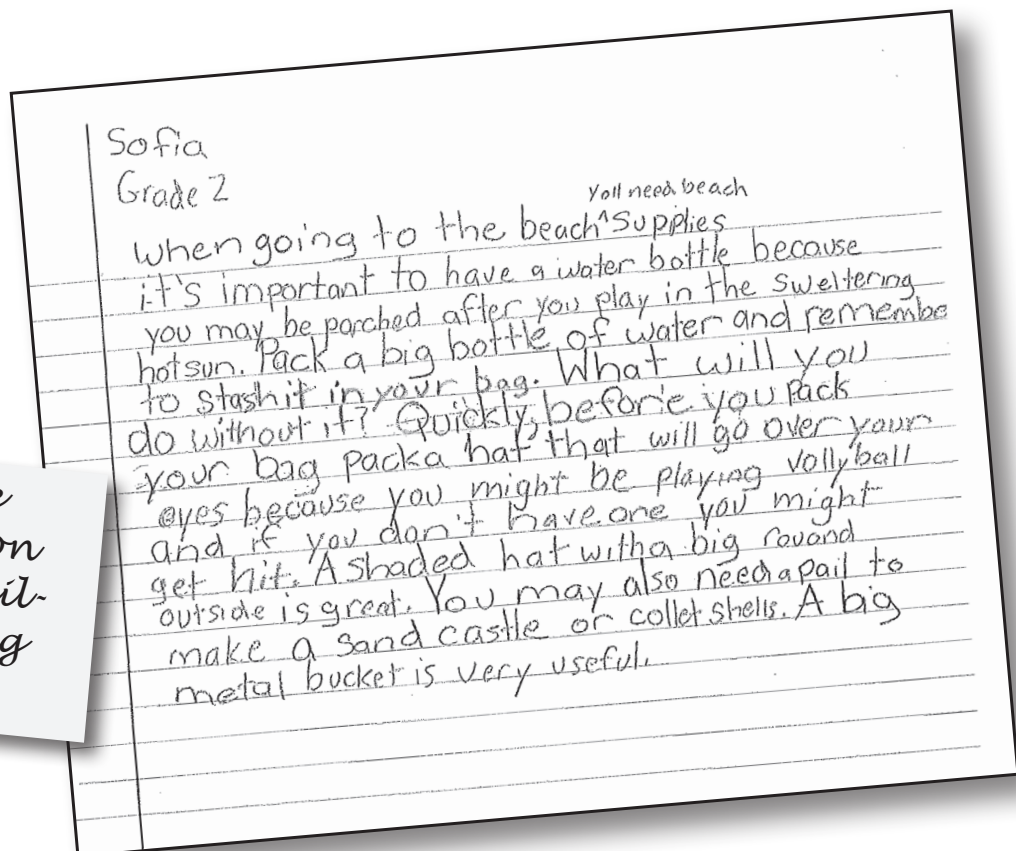
## Detail-Generating Questions for Informational Writing

- **What does it look like?**

(sound like? feel like? taste like?  
smell like? seem like?)

- **Why is it important?**

(Why is that important to your main idea?)



Note the application of the detail-generating questions.



# Student Page

Name: \_\_\_\_\_

## COMMUNITY HELPERS – WHAT DOES IT LOOK LIKE? WHY ARE THEY IMPORTANT?

Think about each detail featured below. Imagine an author will be including this detail in an informational piece about community helpers in Tomsville. In order for the reader to better visualize what the author is writing about, the author must answer two questions about each detail: What does it look like? Why is it important?

See if you can draw a line connecting the detail picture with its “What does it Look Like? Why is it Important?” description.



Dr. Torres in her white coat and stethoscope around her neck, helps keep the community in good health.

Each day you’ll see Mr. Hansen in his sturdy work clothes, mask, and gloves, up at the crack of dawn collecting trash and keeping the town clean and beautiful.



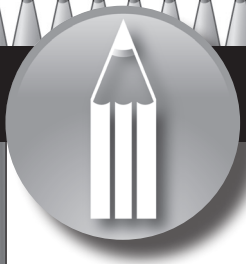
You’ll recognize Officer Jackson in his police uniform and cap, along with his dog, King, patrolling the neighborhood, preventing crime, and making people feel safe.

Stella Smith, in her helmet and boots, can be seen zooming by with siren blaring, on her way to put out a fire and save lives.



**BONUS:** Go back to each description and underline the “WHAT DOES IT LOOK LIKE?” part in RED. Underline the “WHY IS IT IMPORTANT?” part in GREEN.





# Student Page

Name: \_\_\_\_\_

## USING DETAIL-GENERATING QUESTIONS IN PARAGRAPHS (1)

Together with your class, use the detail-generating questions, "What does it Look Like? Why is it Important?" to revise a boring paragraph! First your teacher will MODEL with you, and then you'll PRACTICE, one detail at a time. It will take three days. Finally, you'll compare the BEFORE and AFTER versions!

**BEFORE:** Farmers raise animals for food. Farmers raise chickens.  
Farmers also raise cows. They also have pigs.



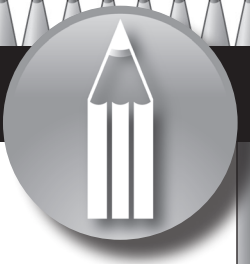
### AFTER:

What does it look like? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is it important? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Sentence Starters:

- Chickens can be seen \_\_\_\_\_.
- At the farm you'll notice \_\_\_\_\_.
- In the chicken coop \_\_\_\_\_.
- You might hear \_\_\_\_\_.
- Most farms have \_\_\_\_\_.
- In the grocery store you'll find \_\_\_\_\_.
- On the dinner table you might eat \_\_\_\_\_.
- Many people enjoy eating \_\_\_\_\_.
- If we didn't have chickens \_\_\_\_\_.
- Breakfast wouldn't be complete without \_\_\_\_\_.

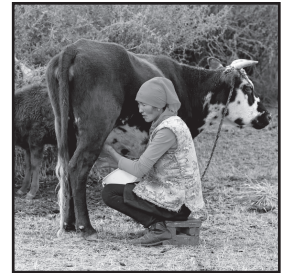
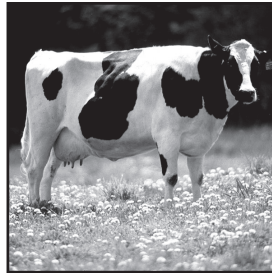


Name: \_\_\_\_\_

## USING DETAIL-GENERATING QUESTIONS IN PARAGRAPHS (2)

Together with your class, use the detail-generating questions, “What does it Look Like? Why is it Important?” to revise a boring paragraph! First your teacher will MODEL with you, and then you’ll PRACTICE, one detail at a time. It will take three days. Finally, you’ll compare the BEFORE and AFTER versions!

**BEFORE:** Farmers raise animals for food. *Farmers raise chickens.*  
*Farmers also raise cows. They also have pigs.*



### AFTER:

What does it look like? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Why is it important? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Sentence Starters:

- Cows are kept \_\_\_\_\_.
- These large animals \_\_\_\_\_.
- If you hear a moo \_\_\_\_\_.
- In the barn you’ll find \_\_\_\_\_.
- Out in the field \_\_\_\_\_.
- In the market you can buy \_\_\_\_\_.
- Beef is used for \_\_\_\_\_.
- Milk products like \_\_\_\_\_.
- There’d be no ice cream if \_\_\_\_\_.
- At a barbecue we find \_\_\_\_\_.



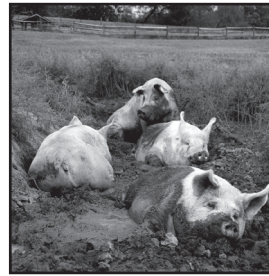
# Student Page

Name: \_\_\_\_\_

## USING DETAIL-GENERATING QUESTIONS IN PARAGRAPHS (3)

Together with your class, use the detail-generating questions, "What does it Look Like? Why is it Important?" to revise a boring paragraph! First your teacher will MODEL with you, and then you'll PRACTICE, one detail at a time. It will take three days. Finally, you'll compare the BEFORE and AFTER versions!

**BEFORE:** *Farmers raise animals for food. Farmers raise chickens. Farmers also raise cows. They also have pigs.*



### AFTER:

What does it look like? \_\_\_\_\_

\_\_\_\_\_

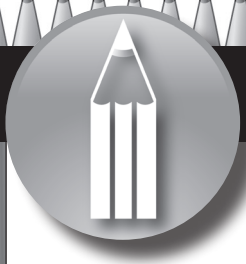
Why is it important? \_\_\_\_\_

\_\_\_\_\_

### Sentence Starters:

- Pigs can be seen \_\_\_\_\_.
- These oinkers \_\_\_\_\_.
- Farmers fatten up \_\_\_\_\_.
- Rolling in the mud \_\_\_\_\_.
- These chubby creatures \_\_\_\_\_.
- Pork is tasty when \_\_\_\_\_.
- A lot of recipes use \_\_\_\_\_.
- If you like bacon, \_\_\_\_\_.
- Sausages and ham \_\_\_\_\_.
- Most diners serve \_\_\_\_\_.





# Student Page

Name: \_\_\_\_\_

## MY HOUSE

### INTRODUCTION:

Would you like to take a tour of my house? Follow me through the kitchen and bedroom to see what makes my home so comfortable.

### MAIN IDEA #1:

Let's take a walk through the kitchen! \_\_\_\_\_

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### MAIN IDEA #2:

Have a look at my bedroom. \_\_\_\_\_

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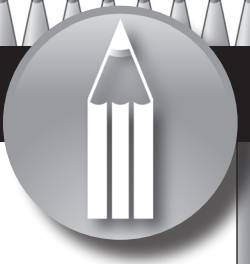
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### CONCLUSION:

Now that you've had a chance to take a tour of my house, what do you think of my kitchen? Can you see how comfortable my bedroom is? How does it compare with your house?



Name: \_\_\_\_\_

INFORMATIONAL PILLAR - MY HOUSE

**TOPIC**  
My House

**Main Idea #1** my kitchen


**Main Idea #2** my bedroom




## ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:



- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source text. Notice the **informational verbs**.

*Ex. In the text, Owls, the author **describes** the owl's appearance and **explores** owl behavior.*

- **PARAPHRASING**

Use words with almost the same meaning as those in the text.

*Ex. Instead of saying: Owls are nocturnal. These birds of prey are only active at night.*

- **CITE THE SOURCE TEXT**

Find information in the text and tell where you found it.

*Ex. In paragraph 3 the author states that owls are nocturnal.*







# Student Page

Name: \_\_\_\_\_

## READ, HIGHLIGHT, PARAPHRASE (1)

With your class, read and annotate this text!

### Skunks

Have you ever smelled something terrible outside your window at night? It might smell like burning rubber and could make your eyes water. If you do, sneak a peek out your window. You will probably see a small black and white animal. Do you know what it is? It is a skunk! These creatures of the night can be recognized by their unique appearance and telltale way of protecting themselves.

Would you know a skunk if you saw one? Most are about the size of a cat. They have black and white fur. Some are spotted. Others have big white stripes down their backs. These forest animals have small ears and bushy tails.

Skunks protect themselves in an interesting way. When an enemy comes too close the skunk turns and lifts its tail. It shoots a horrible smelling spray. The stinky mist can travel up to 10 feet! Most animals stay far away from these black and white creatures. So do people!

So, the next time you are out at night be on the lookout for these interesting animals. If you meet a skunk, move away slowly. If it sprays, don't worry! You can take a special bath to get rid of the smell!





Name: \_\_\_\_\_

## QUESTIONS ABOUT SKUNKS

1. What color are skunks?

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2. What kind of tails do skunks have?

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3. How far can a skunk spray?

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### **Sentence Starters:**

- In this article we learn that \_\_\_\_\_.
- According to this text, \_\_\_\_\_.
- The author describes \_\_\_\_\_.
- This text explains that \_\_\_\_\_.
- In paragraph 2 we find out that \_\_\_\_\_.
- In paragraph 3 the author says that \_\_\_\_\_.



# Student Page

Name: \_\_\_\_\_

## READ, HIGHLIGHT, PARAPHRASE (2)

With your class, read and annotate this text!

### Egg Laying Creatures

Have you ever seen an egg? Do you know where eggs come from? When we go to the grocery store we buy eggs laid by chickens. But, not only birds lay eggs. Let's learn about other egg – layers. Animals that lay eggs are called *oviparous*.

Most reptiles are *oviparous* creatures. If you see a lizard on a rock, most likely it hatched from an egg. Crocodiles and alligators are also reptiles that hatched from eggs laid in *clutches* of 20 or 30. Turtles lay their eggs right on the ground, or in the sand. Most types of snakes also lay eggs.



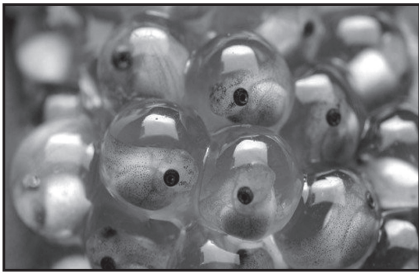
*Only the fish lays eggs!*



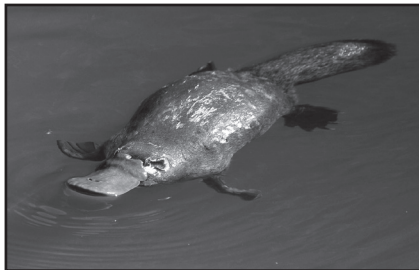
*Dolphins are mammals!*

Fish also hatch from eggs. Fish don't lay eggs in a nest. Instead, the female fish either scatters her eggs or attaches them to something like a plant. Don't be fooled! Some creatures look like fish, but they are really mammals that don't lay eggs. Besides laying eggs, fish also breathe underwater with gills. Sea mammals do not lay eggs or breathe underwater – that is why they are not really fish! Dolphins and whales belong to the sea mammal group that does not lay eggs.





*Tadpoles hatch from eggs and turn into frogs.*

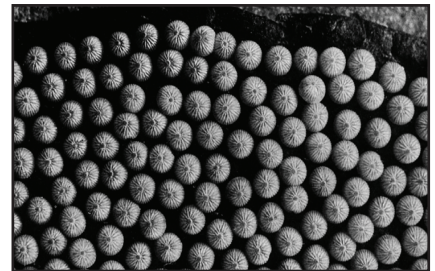


*Duckbilled Platypus*

Another group of oviparous creatures are called amphibians. Frogs, toads, and salamanders lay their slippery eggs in the water or in wet places. Some hatch as tiny adults. Others begin more like fish and lose their gills as they grow.

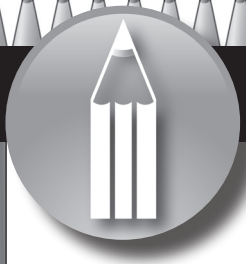
There are just a few egg-laying mammals. Most mammals do not lay eggs. But, in Australia and New Guinea we find the duck-billed platypus and spiny anteater. These egg-laying mammals hatch from eggs *and* feed their young with milk!

Of course, insects also hatch from eggs. Insects like ants, ladybugs, and bees begin as eggs. Most insects lay hundreds, even thousands of eggs. Many of these are eaten before they hatch. Often, the insect that emerges from the egg looks nothing like the adult insect. They continue to change after they hatch.



*Insect Eggs*

So, next time you walk past the cartons of eggs in the grocery store, stop. See if you can remember all the reptiles, fish, amphibians, and insects that hatch from eggs.



# Student Page

Name: \_\_\_\_\_

## QUESTIONS ABOUT EGG – LAYING CREATURES

1. Do snakes lay eggs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do fish lay eggs in nests?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How many eggs do insects lay?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Sentence Starters:**

- In this article we learn that \_\_\_\_\_.
- According to this text, \_\_\_\_\_.
- The author describes \_\_\_\_\_.
- This text explains that \_\_\_\_\_.
- In paragraph 2 we find out that \_\_\_\_\_.
- We learn that \_\_\_\_\_ in paragraph 6.
- In paragraph 3 the author says that \_\_\_\_\_.



# DINO DAILY NEWS

Dinosaurs roamed the Earth long, long ago. They were fascinating animals. Many were huge, but a few were no bigger than a chicken. One of the largest was *Brachiosaurus*.



*Brachiosaurus were giraffe-like dinosaurs*

## Brachiosaurus and Other Plant-Eaters

*Brachiosaurus* was a massive dinosaur measuring about 50 feet long. It had a long neck that allowed it to feed on the leaves and twigs of tall trees. *Brachiosaurus* was an **herbivore**, which means it ate only plants. Some believe the most interesting of the herbivores were the bone-headed dinosaurs. They had skulls that were an amazing 12 inches thick!

## The King of the Dinosaurs

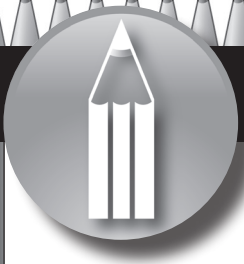
When we think of dinosaurs, many of us picture *Tyrannosaurus-Rex*. A tall dinosaur with silly little arms and huge teeth, T-Rex was a **carnivore**, which means that it ate meat. While T-Rex is still known as the King of the Dinosaurs, the bones of an even more fearsome carnivore have been discovered in South America. The *Giganotosaurus* is thought to have been bigger and faster than T-Rex.

## Dinosaur Bones Found Around the World

The person who discovered the bones of *Giganotosaurus* was an **amateur**, which means he was just digging for bones as a hobby. Bones of dinosaurs have been discovered all around the world by other lucky amateurs as well as by **paleontologists**, scientists who study prehistoric life. Who knows? Maybe the next great discovery will be in your backyard!



*Reconstructed skeleton*



# Student Page

Name: \_\_\_\_\_

## GIVING THE AUTHOR CREDIT - CITING SOURCES

Your class has read the text titled DINO DAILY NEWS. Answer each question by dropping in the author's exact words. Notice how the reader can pick out the author's words. Notice the quotation marks.

1. What did *Brachiosaurus* eat?

The author explains, " \_\_\_\_\_  
\_\_\_\_\_ "

2. What did T-Rex eat?

According to the author, " \_\_\_\_\_  
\_\_\_\_\_ "

3. Where have dinosaur bones been found?

In this article the author says, " \_\_\_\_\_  
\_\_\_\_\_ "