

S U B J E C T

Link

Curriculum Integration Reading Program



Lesson Components

BIG IDEA

The Big Idea section stimulates students' interest and gives them a wider understanding of the chapter's theme.



Contents Map

The Contents Map previews the content covered in each lesson and the subject it is related to.


Warm Up

The Warm Up section prepares students for the reading passage by providing additional topic information or a related activity.

11 Tyrannosaurus Rex and Apatosaurus

Warm Up







Do you know about *Tyrannosaurus rex* and *Apatosaurus*? Guess and check true or false.



1. They lived at the same time.	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Apatosaurus</i> was bigger than <i>Tyrannosaurus rex</i> .	<input type="checkbox"/>	<input type="checkbox"/>
3. They both ate other dinosaurs.	<input type="checkbox"/>	<input type="checkbox"/>

Key Words

Fill in the blanks and read the words.

-  _ia_t
-  j_
-  t_a_
-  _e_h
-  r_e_e
-  _t_er

Practice

Read and choose the correct words.

- We use a **rake** / **jaw** to collect leaves.
- He is **tearing** / **scaring** a piece of paper.
- Some dinosaurs had very strong **rakes** / **jaws**.
- The girl is eating a **giant** / **high** burger.
- The woman **helped** / **gathered** many potatoes from the ground.
- She can't **reach** / **guess** the apple on top of the books.

Key Words

This section highlights the key words from the lesson with pictures and fun vocabulary activities.

Practice

This section allows students to check their understanding of the key words in sentences.

Tyrannosaurus Rex and Apatosaurus

Tyrannosaurus rex and *Apatosaurus* are famous dinosaurs. But they did not live at the same time. They were very different dinosaurs.

Tyrannosaurus rex (*T. rex* for short) was as long as a bus. It weighed almost seven tons and ran on two legs. *T. rex* was a meat eater. It had **giant**, powerful **jaws**. It used them to catch and kill other dinosaurs for food. *T. rex*'s sharp teeth helped it **tear** its food.

Apatosaurus was bigger than *T. rex*. It was as long as two buses. It weighed almost 38 tons and walked on four legs. *Apatosaurus* ate plants. With its long neck, it could **reach** high leaves. *Apatosaurus*'s teeth looked like a **rake**. It used them to **gather** leaves from branches.

Which dinosaur do you like better, *T. rex* or *Apatosaurus*?

Words 111

Let's Focus

How were *T. rex* and *Apatosaurus* different?

Connect to Yourself

What other dinosaurs do you like?

Let's Focus

Let's Focus section encourages students to think about the main idea as they read through the passage.

Connect to Yourself

This section allows students to relate ideas from the passage to their own lives or to think critically about what they have read.

Reading Comprehension

A Choose the best answers.

- What is the main idea of this passage?
 - T. rex* and *Apatosaurus* were different from each other.
 - T. rex* and *Apatosaurus* didn't live at the same time.
 - T. rex* and *Apatosaurus* are very famous dinosaurs.
- What did *T. rex* use to catch its food?
 - its neck
 - its jaws
 - its arms
- What did *Apatosaurus* do with its long neck?
 - It caught other dinosaurs.
 - It reached high leaves.
 - It collected branches.
- What did *Apatosaurus*'s teeth look like?
 - a branch
 - a bus
 - a rake

B Check true or false.

- T. rex* was as long as a bus. T F
- T. rex* was heavier than *Apatosaurus*. T F

C Write the correct answer.

- What did *T. rex* use its sharp teeth for? It used them to _____ its food.

Graphic Organizer & Summary

Fill in the blanks with the words from the box.

Dinosaur	<i>T. rex</i>	<i>Apatosaurus</i>
Weight	+ about _____ tons	+ about thirty-eight tons
Length	+ as long as a bus	+ as long as _____ buses
Food	+ _____	+ plants
Body	+ had strong _____	+ had a long _____
	+ had sharp teeth	+ had teeth like a rake
	+ walked on two legs	+ walked on four legs

two meat seven neck jaws

Step 2 Complete the summary with the words from the box.

Tyrannosaurus rex and *Apatosaurus* were _____ dinosaurs. *T. rex* was as long as a bus. It _____ around seven tons and ran on two legs. *T. rex* ate meat using its powerful jaws and _____ teeth. *Apatosaurus* was longer and heavier than *T. rex*. It had _____ legs and ate _____ with its long neck. Its teeth looked like a _____.

plants four weighed rake different sharp

Reading Comprehension

Students' understanding of the passage is checked through a series of multiple-choice and short-answer questions. Main idea, detail, and inference questions are included.

Graphic Organizer & Summary

A two-step summarizing activity teaches students how to make outlines and summaries. It also gives them a chance to review what they have learned.

Chapter 3 Wrap-up

Concept Map What did you learn from each lesson?

Learning from Fossils

The World's Greatest Fossil Hunter

Tyrannosaurus Rex and *Apatosaurus*

Spending Time with Dinosaurs!


Task: Talk about what you learned from this chapter with your partner. "I learned that..."

Chapter Wrap-up

After completing each chapter, the teacher and students work together to think about and write down the key points from the lessons. The students can then discuss what they learned from the chapter with a partner.

Contents

CHAPTER 1 Winter

	SUBJECT	LESSON	TITLE	WORDS	PAGE
 <p>CHAPTER 1 Winter</p>	Science	1	How Do Animals Survive in Winter?	130	6
	History	2	The Snowflake Man	129	14
	Sports	3	Sled Hockey	128	20
	Literature	4	The Story of Orion	135	26

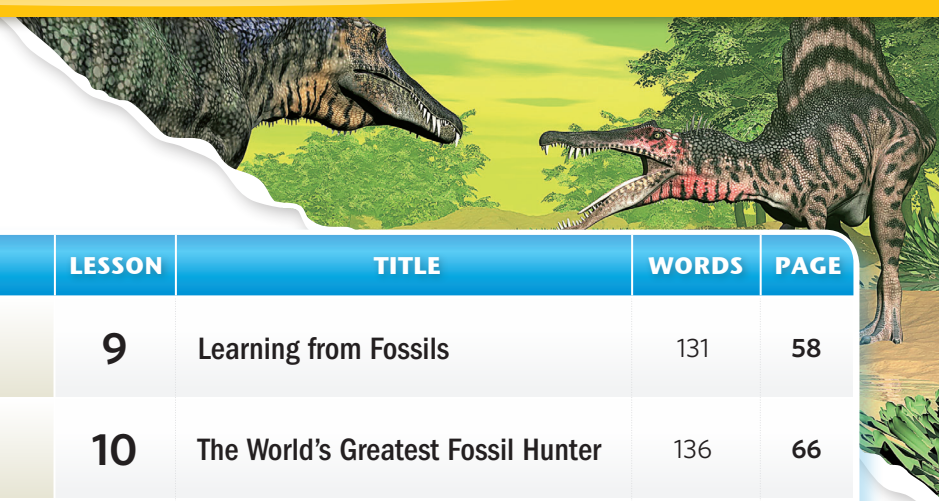
CHAPTER 2 Homes

	SUBJECT	LESSON	TITLE	WORDS	PAGE
 <p>CHAPTER 2 Homes</p>	Social Studies	5	Unique Homes in Hot Places	134	32
	Science	6	A Huge Home for a Little Bird	139	40
	History	7	Housewarming Gifts in the Past	131	46
	Art	8	Van Gogh's Bedroom Art	133	52



CHAPTER 3

Dinosaurs



	SUBJECT	LESSON	TITLE	WORDS	PAGE
	Science	9	Learning from Fossils	131	58
	History	10	The World's Greatest Fossil Hunter	136	66
	Science	11	<i>Tyrannosaurus Rex</i> and <i>Apatosaurus</i>	133	72
	Social Studies	12	Spending Time with Dinosaurs!	136	78

CHAPTER 4

Deserts

	SUBJECT	LESSON	TITLE	WORDS	PAGE
	Science	13	All About Hot Deserts	136	84
	Social Studies	14	The Sahara and Gobi Deserts	137	92
	Science	15	The Sonoran Desert's Special Cactuses	134	98
	History & Social Studies	16	A Forest in the Desert	139	104

Supplementary Material

Chapter 1 - Concept map	p. 113
Chapter 2 - Concept map	p. 115
Chapter 3 - Concept map	p. 117
Chapter 4 - Concept map	p. 119



CHAPTER 1

Winter



**BIG
IDEA**

What do you do in
winter?

LESSON
1

**How Do Animals
Survive in Winter?**



LESSON
2

The Snowflake Man



Science

History

Winter

Literature

Sports

LESSON
4

**The Story of
Orion**



LESSON
3

Sled Hockey





How Do Animals Survive in Winter?

Warm Up

What do animals do in winter?



Some deer travel to faraway places.

Key Words



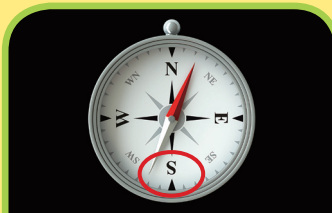
Read the words. Then circle them in the sentences above.

1.



survive

2.



south

3.



travel



Wood ducks fly south to survive in winter.



Frogs hide and sleep in winter.



Gray squirrels grow thicker, longer fur.

4.



faraway

5.



fur

6.



hide

How Do Animals Survive in Winter?



It gets very cold in winter. However, animals **survive** because of their special habits.

Many birds fly **south** in fall. It is warmer there. There is also more food. However, the trip is long and dangerous. So, geese fly in large groups. That way, they can **travel** to **faraway** places more safely.

Let's Focus

What are some animals' winter habits?





Some animals, like black bears, sleep through winter. They eat a lot of food in fall. Then they can survive all winter without eating. They also find warm, safe places to sleep. Caves are good sleeping places.

Some animals grow different **fur** in winter. Rabbits get thicker fur to stay warm. Other animals also change color. For example, Arctic foxes are brown in summer. But their fur turns white in winter. It helps them **hide** in the snow.

Words 130



Connect to Yourself

How do you keep warm in winter?

Reading Comprehension

A Choose the best answers.

1. What is this passage mainly about?
 - a. how animals find food in winter
 - b. when animals sleep in winter
 - c. how animals survive in winter
2. How do geese fly south?
 - a. alone
 - b. in pairs
 - c. in big groups
3. What do black bears do in fall?
 - a. They eat a lot.
 - b. They run a lot.
 - c. They sleep a lot.
4. How do Arctic foxes hide in the snow?
 - a. They grow thicker fur.
 - b. They grow white fur.
 - c. Their fur turns brown.

B Check true or false.

5. Black bears can survive all winter without food.
6. Rabbits grow thinner fur in winter.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

C Write the correct answers.





7. Why do many birds fly south?

It is _____, and there is more _____ there.

Graphic Organizer & Summary

Step 1

Fill in the blanks and match.

1. **Geese**

 2. **Black Bears**

 3. **Rabbits**

 4. **Arctic Foxes**

- a. Their fur turns from brown to _____.
 - b. They fly _____.
 - c. They _____ in caves.
 - d. They grow _____ fur.

south

thicker

white

sleep

Step 2

Complete the summary with the words from the box.

Animals do different things to _____ in winter. Many birds fly south for warmer weather and more food. Geese fly in _____ to get there more safely. Black bears sleep in _____ all winter long. In fall, they eat a lot. That way, they do not need to eat in _____. Rabbits grow thicker _____ to stay warm. Arctic foxes turn white to _____ in the snow.

caves

hide

winter

fur

survive

groups