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Date: Day 1 Reading
Pg 1

Building a Story

Authors use text structures to organize information in a piece of writing. Different text structures help authors achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to answer the questions below about "Death of a Dinosaur" (pp. 10-13).

1. What is the main purpose of the article?

Description
includes details to help you picture or get to know a person, place, thing, or idea.

2. Look at the list of text structures on the right. Then look at the subtitle of the article below the headline on page 10. Which type of text structure is used in the subtitle?

Cause and Effect
explains *why* something happened (cause) and *what* happened as a result (effect).

3. The author uses description in the first section. What does she describe?

Problem and Solution
presents a problem and explains how it is solved.

4. In the first two paragraphs of "Buried at Sea," the author explains how different fossils form. Which text structure(s) does she use in her explanation? Give details from the paragraphs to support your answer.

Compare and Contrast
presents the similarities and/or differences between two items, such as events, time periods, or places.

Sequence of Events
describes events in the order in which they happen. This is also called *chronological order*.

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Building a Story (cont'd.)

5. Later in the section "Buried at Sea," the writer uses a problem-and-solution structure. In your own words, briefly describe the problem, who faced it, and the solution. +3

6. Look at the diagram "Fossil Formation" on page 11. What purpose does it serve? If the labels were combined into one long paragraph, which text structure would it have? +2

You be the author! Write a paragraph about a nodosaur. Use the illustration on page 10 as inspiration. Include a description and a sequence of events. Use information from the article to help with details.

Name: _____

Date: Day 2 Reading

Think It Through

Directions: Read each question below, then use the article "Death of a Dinosaur" (pp. 10-13) to answer each question.

1. Removing the nodosaur from the ground was a challenging process. Identify two details from the article that support that statement.

2. Which word best describes the technicians' process of cleaning the nodosaur fossil?

A quick B careful C scary D harmful

3. In your own words, describe how scientists think the fossil likely formed. (Hint: Look at the diagram "Fossil Formation" on page 11.)

4. Scientists learned that when the nodosaur was alive, its skin was reddish brown. What did they observe about the fossil that told them that?

A huge horns on its neck
 B the protective mineral shell around it
 C chemicals within the skin
 D tiny masses in its stomach

5. Pretend you're one of the scientists working on the nodosaur fossil. Write a short journal entry describing what makes the discovery so exciting. Be sure to include details from the article and your reaction to the discovery.

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Date: Day 3 Reading

A Rainbow of Words

In "New Blue!" (pp. 8-9), you read about the discovery of a new blue pigment that could be used to color objects. There are many ways to describe an object's color in words. Look around you for objects to write about. Then follow the prompts to describe their colors in different ways. We did the first one for you.

1. Find an object: the grass outside the window

Write a common color word that describes the object: green

Find a more specific color word (Hint: use a dictionary or thesaurus): emerald

Write a short sentence using at least one of your color words:

The puppies ran outside to roll in the emerald grass.

2. Object: _____

Common color word: _____

Specific color word: _____

Sentence: _____

3. Object: _____

Common color word: _____

Specific color word: _____

Sentence: _____

4. Object: _____

Common color word: _____

Specific color word: _____

Sentence: _____

5. Object: _____

Common color word: _____

Specific color word: _____

Sentence: _____

Go Further: Next, write a paragraph that describes an imaginary scene or your surroundings. Include details about the colors of at least two things in the setting.

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Date: Day 4 Reading

Green Reading

In “World’s Wildest Plants” (pp. 4-7), you read about some unusual adaptations that plants use to survive. Many plants have another trick: They can sense the world around them. Read the passage below about how plants detect sounds. Then answer the questions about both articles.

The Secret Lives of Plants

By Jennifer Barone

Let’s face it: At first glance, plants don’t seem to lead very interesting lives. But research shows that plants actually detect and respond to changes in the world around them.

Heidi Appel is an ecologist at the University of Toledo in Ohio. She wanted to know if plants could hear and respond to caterpillars chewing on their leaves. To find out, she exposed

some plants to recordings of munching sounds. Afterward, those plants produced more *chemical defenses*, substances that taste bad to bugs. Other sounds, such as wind blowing, had no effect. In other words, the plants ignored sounds that weren’t a threat!

Besides sound, many plants can also respond to chemicals and light. “Don’t underestimate plants!” says Appel.

EXCERPT FROM SCHOLASTIC SCIENCE WORLD

1. What is the main idea of “The Secret Lives of Plants”? How is it different from the main idea of “World’s Wildest Plants”?

2. How did reading the articles change the way you think about plants? Which details stood out?

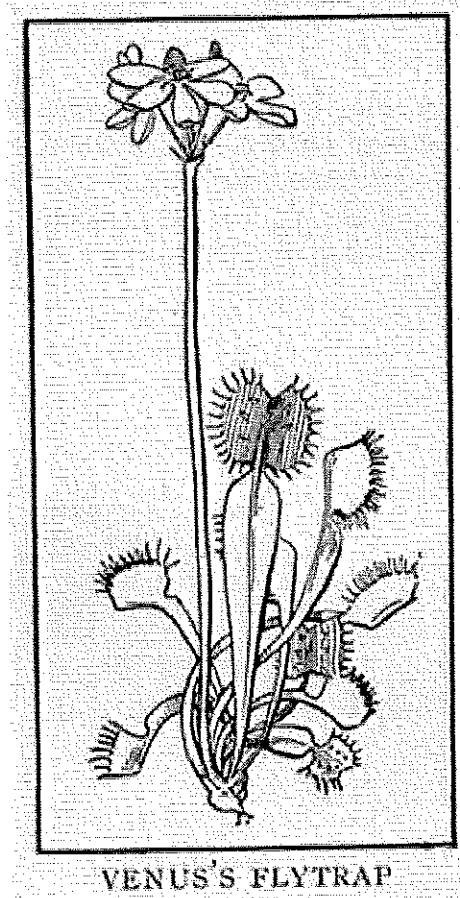
3. “The Secret Lives of Plants” describes how some plants can detect changes in their environment. Choose one of the plants from “World’s Wildest Plants.” How do you think it reacts to its environment?

4. “Plants don’t seem to lead very interesting lives.” Do you agree or disagree with this statement? Use details from both articles to support your answer.

The Venus Flytrap

by ReadWorks

Jan 5



The Venus flytrap is an insect-eating plant that lives mostly on the East Coast. Found primarily in swampy parts of the United States, like North and South Carolina, the Venus flytrap has colorful pink and green hues. Like most other plants, Venus flytraps get some nutrients from the soil, but since swampy areas tend to have soil that is nutrient-poor, it is hard for the plant to get nutrients from there. As a result, the flytrap has evolved to not only rely on the soil to survive. The Venus flytrap is a carnivorous plant because it catches insects and eats them to get the nutrients that it can't get from the soil.

The Venus flytrap has leaves that open to catch prey and then snap shut once it's ready to eat. On the inside of each leaf there are short, stiff hairs called trigger hairs. When an insect touches one of the three trigger hairs on either side of the leaf twice in a row, it signals to the flytrap that dinner is here. The leaves then snap shut, trapping the insect inside. Of course, some insects are able to escape, but many don't. And if they try and struggle to get out, the trap closes even tighter! The trap doesn't close all the way, though. It stays open for a few seconds, so smaller insects that might be trapped inside with the main meal can crawl out. Venus flytraps don't like to eat small insects because they don't provide a lot of nutritional value. If it's not an insect that is trapped, rather a nut or a stone, the trap will open after about 12 hours and spit it out. The inside of a flytrap has fingerlike tentacles that help keep the insect from escaping. If you fold your hands together and lace your fingers on the inside, you'll get an idea of what the trap looks like.

In order to digest or eat the insect, the flytrap must squeeze its prey very tightly, as digestive juices

dissolve the inside of the insect. At the end of this process, which takes anywhere from 5 to 12 days, the trap opens up again, and either rain or wind will carry the insect's remaining exoskeleton away. If the flytrap has caught an insect that is too big, and, say, the legs of the bug are sticking out of the trap, the digestion process might not happen the way it should. The trap will grow mold and once that happens, it will continue to get sicker and sicker, with the trap eventually turning black and falling off.

The exact amount of time it takes for the trap to open back up again depends on a variety of factors. These factors include the size of the insect, temperature, how old the trap is, and how many times the plant has gone through this process. In fact, the trap can only catch about three of its prey before it turns black, dies, and falls off. The trap can only open and close about seven times; that is why it is important to not go around touching the trap in order to get them to close. So if you ever see one, don't tease it!

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1. What is the Venus flytrap?

- A. a plant-eating insect
- B. an insect-eating plant
- C. swampy, nutrient-poor soil.
- D. a plant that grows on Venus

2. What does the author describe in the passage?

- A. the species of insects the Venus flytrap eats
- B. plants that are similar to the Venus flytrap
- C. the swampy regions of North and South Carolina
- D. how the Venus flytrap catches and eats its prey

3. The trap of the Venus flytrap may not last long. What evidence from the passage supports this conclusion?

- A. The trap opens up again 5-12 days after catching and eating an insect.
- B. The trap stays open for a few seconds so that smaller insects can crawl out.
- C. The trap must squeeze the prey very tightly in order to digest or eat the insect.
- D. The trap can only catch about three of its prey before it dies and falls off.

4. What was the Venus flytrap forced to adapt to?

- A. an environment without any other plants
- B. an environment with nutrient-rich soil
- C. an environment without nutrient-rich soil
- D. an environment without any large animals

5. What is the passage mainly about?

- A. different types of carnivorous plants that live in swamps
- B. the Venus flytrap and how it catches its prey
- C. the swampy areas where the Venus flytrap lives
- D. why the trap of the Venus flytrap turns black and fall off

6. Read the following sentence: "The inside of a flytrap has fingerlike **tentacles** that help keep the insect from escaping."

The author compares **tentacles** to what?

- A. insects
- B. flytraps
- C. insects
- D. fingers

7. Choose the answer that best completes the sentence below.

The Venus flytrap cannot get enough nutrients from the soil in which it grows.
_____, the Venus flytrap evolved to get nutrients from an additional source.

- A. Finally
- B. Moreover
- C. Although
- D. Consequently

8. Where does the Venus flytrap get its nutrients?

9. Describe the process by which the Venus flytrap catches and digests its prey.

10. How has the trap of the Venus flytrap helped this plant to survive?