

OBJECTIVES

Explain to students that Part 1 features science information and ideas. Have students point to each objective as they read it along with you. Pause to clarify difficult words. Encourage students to use the objectives to discuss what they will learn. Additional practice activities for these objectives can be found in the **Workbook** and **CD-ROM**.

BACKGROUND

Have a volunteer read aloud the introductory paragraph. Then read and discuss the questions in the Make Connections section as a whole group. Ask students to name bodies of water that are close by; plants, trees, and crops that grow in the area; and wildlife that they have seen. Have students describe how the weather during the year affects the living things they have mentioned. Write student responses on an overhead projector, and have students copy them in their notebooks.

COOPERATIVE GROUPING

Have students review the Make Connections question about the weather in their area. Then ask them to brainstorm words related to local weather during each of the four seasons. Record the words on the board, using a web. Have students copy the web into their notebooks. Form two groups. Have one group use the words to orally describe the local weather throughout the year. Have the other group use the words to orally describe how the natural world responds to seasonal changes in the weather.

PART 1

OBJECTIVES
LANGUAGE DEVELOPMENT

- Reading:
- Vocabulary building: Greek and Latin roots
 - Reading strategy: Skimming
 - Text types: Science article, poetry
 - Literary element: Rhyme

- Writing:
- Organizational diagram
 - Expository paragraph

- Listening/Speaking:
- Poetry
 - Comparing experiences
 - Asking for and giving information

- Grammar:
- Subject-verb agreement

- Viewing/Representing:
- Diagrams

ACADEMIC CONTENT

- Science vocabulary
- Natural systems and the environment
- Nature poetry

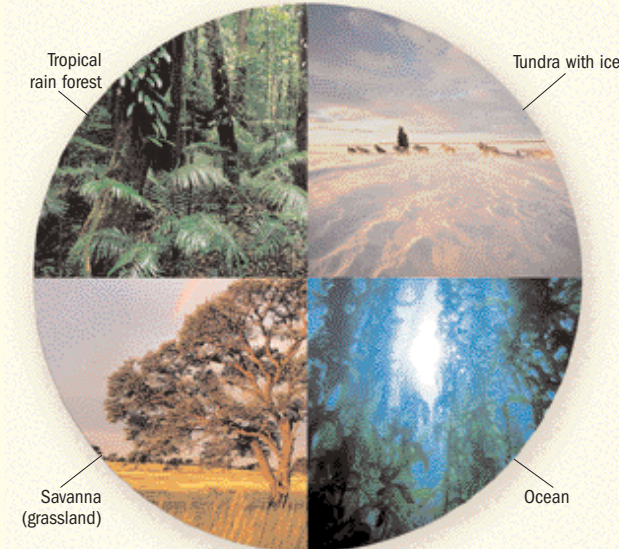
Prepare to Read

BACKGROUND

“Ecosystems: The Systems of Nature” is an informational science text. It contains facts about living and nonliving things.

Make connections What do you know about your environment—that is, the air, water, and land around you? Are there rivers or lakes? Plants or trees? Birds, fish, or other animals? What is the weather like?

Earth has several major kinds of environments. Tundra regions—treeless, nearly flat plains—cover much of the Arctic and other cold areas. Rain forests—very tall trees growing close together in places where it rains a lot—are found both in hot regions, such as Brazil, and in cooler areas, such as Washington state. Forests of trees that stay green or lose their leaves in the fall grow in regions with moderate temperatures and rainfall. Other major environments are deserts and grasslands, as well as water environments—oceans, lakes, rivers, streams, and wetlands. Which major environment do you live in?



VOCABULARY

Many English words, especially science words, have Greek or Latin roots. Learning the roots and their meanings can help you figure out the meanings of many new words.

Look at the chart. Use your understanding of the Greek or Latin roots and words to figure out the meaning of the **red** words. Write each word and its meaning in your notebook.

Greek or Latin Root	Greek or Latin Word	New Word
car- (flesh; meat)	vorare (to eat)	carnivore
herba- (plant)	vorare (to eat)	herbivore
omni- (everything)	vorare (to eat)	omnivore
inter- (between; together)	actus (to do)	interact
organ- (tool; part of the body; activity)	-ism (condition of)	organism
eco- (house; natural environment)	systema (placing together)	ecosystem

READING STRATEGY

Skimming

Skimming a text means reading it very quickly to get a general understanding of what it's about. Skimming can also help you establish your purpose for reading the text.

When you skim a text, follow these steps:

- Read the first and second paragraphs quickly.
- Read only the first sentences of the following paragraphs.
- Read the last paragraph quickly.

When you have finished skimming, you can read the whole text more carefully.

LEARN KEY WORDS

- carnivore**
- herbivore**
- omnivore**
- interact**
- organism**
- ecosystem**

TAKS prep

VOCABULARY

Pronounce each Key Word, and have students point to it and say the word after you. Then have them read the introductory text. Explain that many English words we use today come from the ancient Greek and Latin languages. Point to and pronounce each root and word on the chart. Have students repeat the roots in columns one and the words in column two and read the meanings aloud. Then have students read each new word aloud with you and use the information on the chart to tell what it means. Ask students to write each Key Word and its meaning in their notebooks.

READING STRATEGY

Have volunteers take turns reading aloud the Reading Strategy. Explain that first and last paragraphs often state the main idea in a selection. The first sentence of a paragraph often states the paragraph's main idea. Discuss how reading these paragraphs and sentences can help students get an idea of what a whole selection is about. Remind students that they should always go back and read a selection carefully after skimming. Use a section or chapter in a social studies or science text to model how to skim, reading aloud headings, opening and closing paragraphs, and topic sentences of key paragraphs. Follow the steps described in the Reading Strategy. After modeling, have students paraphrase what they think the text will be about.

TEACHING GUIDE

PRETEACH	Provide Background	Read and discuss the Background information. Complete the activity. (ATE/SB p. 48)
	Present Concepts	Introduce the Reading Strategy. (ATE/SB p. 49)
TEACH	Monitor Comprehension	Informally monitor comprehension while students read the selection independently or in groups. (ATE/SB pp. 50-55)
	Teach and Practice	Present the Grammar, Usage, and Mechanics. (ATE/SB pp. 62, 63) Complete the Writing activity. (ATE/SB p. 64) Present Grammar, Phonics, and Spelling minilessons. (ATE pp. 50, 52, 60)
CONNECT	Connect to Literature	Have students read the literature and relate it to the informational reading. (ATE/SB pp. 58-60)
	Across the Curriculum	Present curriculum links as students read. (ATE pp. 52, 54)
ASSESS	Check Knowledge	Assess students' comprehension by having them complete the Check Your Knowledge section. (ATE/SB p. 65)
	Monitor Progress	Use one or more of the print assessment resources in the Assessment Package.
EXTEND	Integrate Language and Apply Understanding	Have students complete the Workshops (ATE/SB pp. 84-87) and a project from the Unit Projects. (ATE/SB p. 88) Then have them choose a book to read from Further Reading. (ATE/SB p. 89)

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: Make a three-column chart on the board and label the columns *Carnivore*, *Herbivore*, and *Omnivore*. Use the chart and give students clues to help them categorize a variety of creatures. For example, *A horse eats plants*. Encourage students to respond orally in complete sentences. (*A horse is a herbivore.*) Then have them add the name of the animal to the correct column.

Advanced: Write the words *carnivore*, *herbivore*, *omnivore*, *organism*, and *ecosystem* on index cards. Review their meanings, and have students practice reading the words. Hold the cards facedown. Students can take turns choosing a card, reading the word, and using it in a sentence. For example, *A carnivore eats meat*.

TEKS Corner
TAKS Preparation

7.1(E); 7.5(B); 7.5(G); 7.6(B); 7.10(A); 7.10(F); 7.10(M); 7.12(B); 7.25(D); 7.25(F); 7.28(F)