



Amazing Journeys

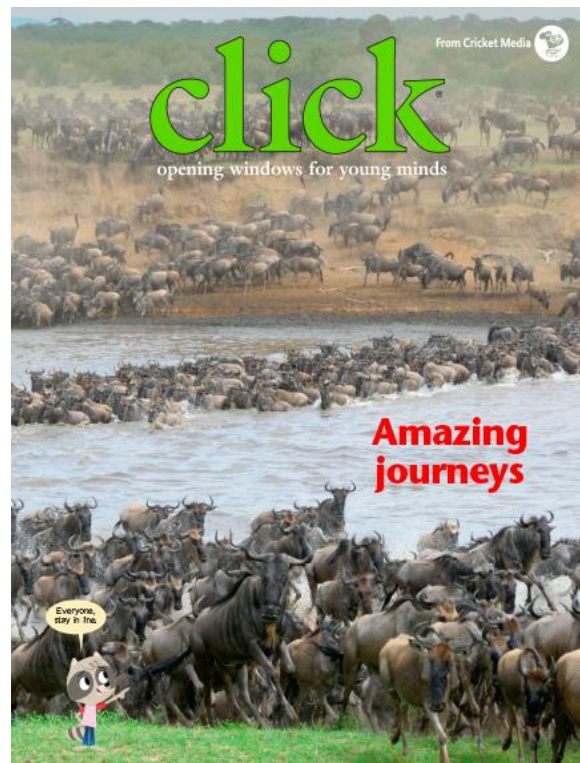
Students learn about the incredible journeys animals take by land, sea, and air.

CONVERSATION QUESTION

Why do some animals migrate?

TEACHING OBJECTIVES

- Students will read to learn about different animal migrations
- Students will learn about the characteristics of different migratory birds
- Students will learn about gray whale migration
- Students will determine the similarities and differences between animal migrations
- Students will use graphics and text to collect information
- Students will find information to construct explanations
- Students will write narrative stories to develop imagined events
- Students will use communication skills when working with a partner
- Students will use maps to learn about gray whale migration



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Amazing Journeys**
Narrative Nonfiction, ~650L
- **Marsh Madness**
Photo Essay/Activity, ~650L
- **Giants on a Journey**
Expository Nonfiction, ~850L

Amazing Journeys

pp. 8–10, Narrative Nonfiction

Use this article about how different animals migrate to make comparisons about their journeys.



RESOURCES

- Compare and Contrast

OBJECTIVES

- Students will read to learn about different animal migrations
- Students will determine the similarities and differences between animal migrations
- Students will write narrative stories to develop imagined events

KEY VOCABULARY

- **migrate (p. 8)** to move from one area to another at different times of the year
- **escape (p. 8)** to get away from a place
- **nursery (p. 10)** a place where some young animals are cared for by adults

ENGAGE

Conversation Question: Why do some animals migrate?

Preview the article photographs and have students point out features of the different animals. Ask students how the animals are the same and different as they compare the photos. Explain that the text that accompanies each photo is written as a narrative, to show what the animals might share about how they travel.

INTRODUCE VOCABULARY

Ask students what “migrate” means and encourage them to share examples of animals they know that migrate. When discussing the examples emphasize the vocabulary words to help students use these words in the context of a conversation about migration. Review the words at the end of the discussion and ask students to explain what each word means.

READ & DISCUSS

Use these questions as prompts after students have read the article:

- Which animals do you think have the most difficult journey?
- What information can you find that answers the conversation question: Why do some animals migrate?
- Whose journey do you think is most amazing and why?

CONCEPT/SKILL FOCUS: Similarity and Diversity

INSTRUCT: Explain how analyzing the similarities and differences of characteristics is an important scientific skill. Discuss how this article is making comparisons between animals that migrate. Ask students to find information and record it on the *Compare and Contrast* graphic organizer. Have them use this information to make comparisons about how different animals migrate.

ASSESS: Review the graphic organizers to assess that students have been able to make comparisons of the animals presented in the article and their migration journeys.

EXTEND

Language Arts: Narrative Writing Students write a story based on one of the animals’ special journeys. Have students use illustrations, as needed, to help communicate their ideas. Share and display these stories.

Compare and Contrast

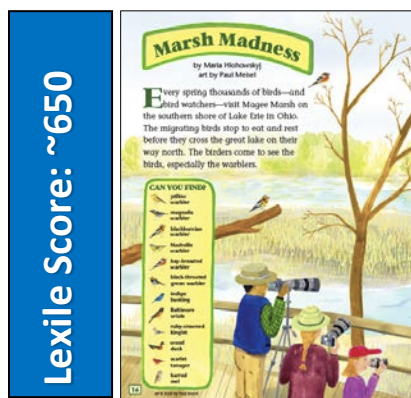
Take notes about what makes each animal's journey amazing. Then compare the animals to see how they are the same and different.

Page	Animal	Amazing Journey Information
8	Wildebeest	
9	Straw-Colored Fruit Bat	
9	Arctic Tern	
9	Bar-Tailed Godwit	
10	Globe Skimmer Dragonfly	
10	Emperor Penguin	
List 3 ways the journeys are the same:		<ol style="list-style-type: none"> 1. 2. 3.
List 3 ways they are different:		<ol style="list-style-type: none"> 1. 2. 3.

Marsh Madness

pp. 16–19, Photo Essay/Activity

Use this article and observation activity to help students look closely for traits of different kinds of birds.



RESOURCES

- Bird Information Chart

OBJECTIVES

- Students will learn about the characteristics of different migratory birds
- Students will use graphics and text to collect information
- Students will use communication skills when working with a partner

KEY VOCABULARY

- **marsh** (p. 16) an area of soft, wet land that has many grasses and other plants
- **migrating** (p. 16) moving from one area to another at different times of the year
- **warblers** (p. 16) any one of many different kinds of small singing birds

ENGAGE

Conversation Question: Why do some animals migrate?

Ask students if they have noticed how different kinds of birds are seen in their neighborhood in the summer and winter. Explain that the robin is a common bird in many parts of the country that migrates south in the fall and north in the spring. Ask students why a bird might risk a long journey to migrate. Explain that they will be exploring many different kinds of birds that migrate.

INTRODUCE VOCABULARY

Review the vocabulary words and read them aloud. Then ask students to locate the words on page 16 and explain what they mean with a partner. Answer questions or provide additional explanation as needed.

READ & DISCUSS

Explain that this article uses many details to help readers use observation to learn about different kinds of migrating birds.

Have students search for birds with these different characteristics:

- A bird that swims
- A bird with red feathers
- The largest bird
- A bird with blue feathers
- A bird with a colorful beak

CONCEPT/SKILL FOCUS: Collecting Information

INSTRUCT: Explain how birdwatchers contribute important information about birds. All over the world people have become experts in observing birds. One important skill is to identify birds by how they look, behave, and sound. Have students choose five birds and fill in the *Bird Information Chart* with information they find in the text and photograph. Point out the example and ask where the color and size information was found (in the photograph). Ask where the food source was found (in the text). Ask why some of the sections are empty (information was not found in the text and photo).

ASSESS: Have students share their charts, make comparisons, and explain reasons for what they added to the grid.

EXTEND

Language Arts: “Can You Find” Students use oral language skills as they work with a partner to locate the birds in the “Can You Find” activity on pages 16–17.

Bird Information Chart

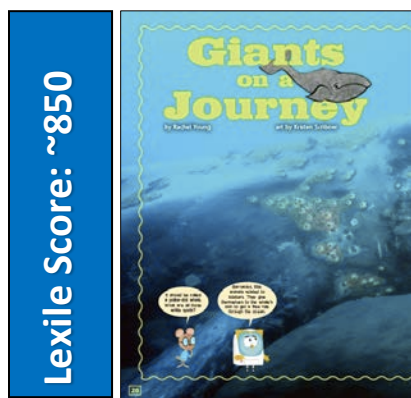
Choose five birds and fill in the chart with information you find about each bird. The first one is done for you. As you can see, some of the spaces might be blank. Don't forget to study the photos to add information about bird size and colors!

Bird	Bird Traits				
	Nest/Eggs	Colors	Food	Size	Migration
Bay-breasted Warbler		Orange, brown, with red top of head	Spruce budworm	Small	
1.					
2.					
3.					
4.					
5.					

Giants on a Journey

pp. 20–23, Expository Nonfiction

Use this article to help students find supporting details to explain why gray whales migrate.



RESOURCES

- Gray Whale Migration Explained

OBJECTIVES

- Students will learn about gray whale migration
- Students will find information to construct explanations
- Students will use maps to learn about gray whale migration

KEY VOCABULARY

- **migrations (p. 21)** movements from one area to another at different times of the year
- **mammal (p. 21)** a type of animal that feeds milk to its young
- **baleen (p. 22)** a tough material that hangs down from the upper jaw of whales without teeth and is used to filter small ocean animals out of seawater
- **lagoon (p. 22)** an area of seawater that is separated from the ocean by a reef or sandbar

ENGAGE

Conversation Question: Why do some animals migrate?

Share the title of the article with the students and ask them to predict the following:

- Who are the giants?
- What journey are they going on?
- Why are they taking the journey?

Return to their predictions after reading the article and discuss what evidence they learned that explains the answers to these questions.

INTRODUCE VOCABULARY

Print the vocabulary words where they are visible to the class. Ask students to look for these words in the article. When they find them, have them read the sentences where the words are found with a partner and discuss what the words mean using context clues. Have volunteers share a definition to write next to the word you wrote.

READ & DISCUSS

Use these questions as prompts after students have read the article:

- How do the photographs help you learn about the gray whales?
- Where could you see whales taking care of their young?
- What times of year would you most likely see whales off the coast of Oregon?

CONCEPT/SKILL FOCUS: Construct Explanations

INSTRUCT: Explanations are a way of sharing information with reasons and evidence. This article includes reasons why gray whales make their long journeys. Have students use the *Gray Whale Migration Explained* graphic organizer to find two details that support each question about the whale's journey. Use this opportunity to model and support students using their own words

ASSESS: Review the graphic organizer to assess if students are able to find two supporting details for each question that helps explain gray whale migration. They should be able to write these in their own words and find support in the text and photos.

EXTEND

Social Studies: Use Maps Ask students how the map in this article helps convey information and support explanations about gray whale migration. Have students point out information on the map that reinforces what they are learning in the article. Ask them to share what information is easier to understand because of the map.

Gray Whale Migration Explained

Find two details in the article that answer the following questions.

Where do gray whales migrate to in the winter?

- _____
- _____

Where do gray whales migrate to in the summer?

- _____
- _____

What do gray whales do in the summer?

- _____
- _____

What do gray whales do in the winter?

- _____
- _____

Why do gray whales migrate?

- _____
- _____