

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Independently read questions about a story and write, speak or select an answer.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.
- Point to or select a picture from a choice of three in response to a question about a story.
- Identify feelings associated with a story, play or poem with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.
- Respond to a question by choosing a single option or errorless picture.
- Identify or select a word that has two meanings within the context of a story, play or poem.

 **Topic Connection**

In this unit's Chapter Book, *Fall Break Camping Trip*, students learn about plants and animals in different biomes and how people help or hurt the environment. In this chapter, **Going Home**, students see Carlos and his cousin get the campsite cleaned up when they are ready to go home. They want to make sure they are helping the environment.



Topic Words



animal	desert	grassland
biome	environment	live*
bird*	forest	plant



Literacy Words

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Monthly Checkpoint Assessments

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.





Lesson at a Glance

Activity 1

Activity 2

Activity 3


Instructional Activities

Read Aloud

Guided / Shared Reading

Answer Questions

 See how these activities fit into the **Suggested Monthly Plan**.


ULS Materials and Resources

Chapter 6: Going Home
(Level H/I)

Communication Board

Standards Connection A

Chapter 6: Going Home
(Level H/I, F/G or F/G Symbol-Supported)

Communication Board

Chapter 6: Going Home

Communication Board

Comprehension Questions
(Fill-In and Multiple-Choice, Levels 3-1)

Advanced Questions

Fill-In Cards 

Standards Connection B

Standards Connection C

[Instructional Guides: Active Participation Scripts](#)

[Instructional Guides: Instructional Tips](#)

[SymbolStix PRIME](#)

L³ Skills: [Language Arts Skills](#)


Additional Materials

Instructional Targets

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied in a story, play or poem.



Instructional Routine



Before Reading	<ul style="list-style-type: none"> • Use Lesson 15, Activity 3 to introduce and review the Topic Words: animal, biome, bird, desert, environment, forest, grassland, live and plant. • Continue talking about the environment. Ask a focus question such as, "How can we help the environment?" Discuss students' responses. • Display Chapter 6, Going Home (Level H/I), and read the title. Use Standards Connection A to provide a visual. • Preview the chapter. Point out illustrations of Carlos in the chapter. Point out that Carlos is smiling. Then say, "As I read, it is your job to remember one thing that Carlos or his cousins learned." • Review the learning goal with students: I will remember one thing Carlos or his cousins learned.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> • Read aloud with fluency and expression. • Call attention to the term 'help' by emphasizing it as you read. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> • Comment on how the illustrations help you see what Carlos and his cousins learned while on their camping trip. For example, on page 44 of the Chapter Book, say, "Aunt Rosa and Camila put water on the fire. They learned that it is important to put water on fires to help stop wildfires." Point out how the characters were able to learn something from each other and how they changed throughout the story. • Point out the implied meaning of a selection of text. For example, the book states on page 48, "Carlos had fun learning about the forest and wants to learn about other biomes in the world as well." Ask students, "What feeling does the word learn give?" Talk about how the word learn can bring feelings of happiness for doing something new or knowing something you didn't before. <p>Discussion Questions</p> <ul style="list-style-type: none"> • Read and discuss the questions at the bottom of each page in the chapter.
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal. Ask, "What is one thing Carlos or his cousins learned?" <p>Level 3: Have the student independently describe one thing Carlos or his cousins learned. Provide prompts such as, "What did Aunt Rosa and Camila learn about fires? What did Carlos learn about different biomes?"</p> <p>Level 2: Have the student identify one thing Carlos or his cousins learned. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student identify one thing Carlos or his cousins learned by making a selection (may be errorless choice). For example, display the symbol for 'water'. Ask, "What did they learn to use to put out fires?"</p> <ul style="list-style-type: none"> • Continue the discussion by talking with students about how the characters changed when they learned new things. Point out that Carlos was nervous at the beginning, but then he was excited once he learned something new. • Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding ?











- **Level 3:** Can the student independently describe one thing Carlos or his cousins learned?
- **Level 2:** Can the student identify one thing Carlos or his cousin learned? How?
- **Level 1:** Can the student identify one thing Carlos or his cousins learned by making a selection (may be errorless choice)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This leveled Chapter Book is presented in three leveled formats: Level H/I, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	Instructional Routine Guided Reading   or 		Instructional Routine Shared Reading   or 
Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the environment. • Use the following Topic Words in conversation about the chapter: animal, biome, bird, desert, environment, forest, grassland, live, plant. Have students locate the words in the chapter. • Read the first three pages aloud, introducing students to the structure of the language. • Review the learning goal with students: I will read a chapter. 	Before Reading	<ul style="list-style-type: none"> • Introduce the chapter by having students share what they have learned about the environment. • Use the following Topic Words in conversation about the chapter: animal, biome, bird, desert, environment, forest, grassland, live, plant. Help students locate the words in the chapter. • Review the learning goal with students: I will read a chapter.
During Reading	<ul style="list-style-type: none"> • Listen as students read quietly to themselves. • Monitor fluency. • Model, prompt or support use of skills and strategies.  	During Reading	<ul style="list-style-type: none"> • Read aloud while students follow along. • Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. • Monitor print concepts and fluency. • Model and support use of skills and strategies. 
After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: as, feel, important, only, other, pick, that, when and world. 	After Reading	<ul style="list-style-type: none"> • Revisit the learning goal and talk with students about the chapter. • Have students locate the High-Frequency Words: as, feel, important, only, other, pick, that, when and world.

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?



Instructional Target

Reading Standards for Literature

- **Key Ideas and Details:** Answer questions and use support from text to explain the main ideas, details and inferences of a story.



Instructional Routine



or



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What is one way people can help the environment—put water on fires or let fires keep burning?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, Going Home. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, Going Home. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions (vary the level displayed according to student needs) and read the first question aloud. Model using the chapter to answer the question. • Model marking or selecting your answer on the Comprehension Questions page.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from multiple choices or one errorless picture choice.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding ?



Level 3: Can the student independently answer questions about the chapter?



Level 2: Can the student answer questions about the chapter by selecting a picture?



Level 1: Can the student answer questions about the chapter by selecting a picture? How many choices were presented?



Questions and Answers

help water home learned clean up

Fill-In (Levels 3-1)

1. It is time to go _____. (home)
2. They work together to _____ the camp. (clean up)
3. They put _____ on the fire. (water)
4. They want to _____ the animals. (help)
5. Carlos _____ that he can help the environment. (learned)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (hiking, going home*, swimming)
2. What will they work together to do? (litter, hunt, clean up*)
3. What do they put on the fire? (gas, water*, plants)
4. What do they want to do for the animals? (help them*, trap them, wash them)
5. What is important to know about this chapter?
 - Carlos learned that he can help the environment.*
 - They do not clean up the camp.
 - Carlos did not like camping.

Fill-In Advanced

1. Uncle Miguel, Aunt Rosa, Camila, Austin and Carlos make it back to _____. (camp)
2. They feel _____ that they helped the turtle. (happy)
3. Carlos will go back home to the _____. (desert)
4. They can help the _____ by putting out fires. (environment)
5. Wildfires make the _____ dirty and dangerous for people to breathe. (air)

Multiple-Choice Advanced

6. What do Carlos and Austin clean up? (food, garbage*, dirt)
7. What does Carlos see flying over the trees? (airplanes, bugs, birds*)
8. How does Carlos know he is back in the grasslands? (more water, more grass*, more trees)
9. How does Carlos change during the story?
 - Carlos is excited and likes visiting new places.*
 - Carlos never wants to leave home again.
 - Carlos is scared to learn new things.
10. Why isn't Carlos nervous anymore?
 - He had fun learning about the forest and other biomes.*
 - Aunt Rosa told him he shouldn't be nervous.
 - Austin showed him a snake in the forest.



 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different genres; identify personal preferences.


 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience different literature genres having various themes. 	<ul style="list-style-type: none"> • Identify two stories or books of the same genre. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.


Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 13 - Chapter 6
Standards Connection A


13
Standards Connection A




What is the title of this chapter?





What do you think this chapter will be about?




This is a Chapter Book.
What kind of Chapter Book is this?



Fiction



Nonfiction




What is the chapter topic?



Biography


Social Studies



Science





Compare this book to a Chapter Book that has been read recently.





What kind of book would you choose?


Picture Book


Chapter Book


Comic Book


Book with facts

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HS, Unit #, Unit Target, Unit Topic
Lesson 13, Chapter 6, Title

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Summarize the main theme of a story and support it by citing details. Summarize a sequence of events in a story.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

 **Differentiated Tasks**

Level 3 Students will...

- Summarize the main idea, key details and characters of a story.
- Describe events in order from a story.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Use picture supports to retell the main idea, key details or characters from a story.
- Use picture supports to identify the order of events from a story.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...


- Retell key details or characters from a story through an active participation response (e.g., voice output device, eye gaze choice board).
- Select a picture to identify an event from a story (single option or errorless choice).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.




Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.


Standards for Language are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.

Lesson 13 - Chapter 6
Standards Connection B

13
Standards Connection B

 **Main Idea (What is this story about?)**

In the beginning... 	
Then... 	
At the end... 	

 **What is important to know?**

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HS_Unit 10_Unit Target_Unit Topic_Lesson 13_Chapter 6_Topic

 **Instructional Targets**

Reading Standards for Literature

- **Craft and Structure:** Identify the structure of a story, play or poem. Identify and compare what is stated and what is implied in a story, play or poem.

 **Differentiated Tasks**











Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> • Describe words, phrases or features that are part of the structure of a story, play or poem. • Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> • Identify words, phrases or features that are part of the structure of a story, play or poem. • Identify feelings associated with a story, play or poem with support. 	<p>Students will...</p> <ul style="list-style-type: none"> • Select a word or illustration that is part of the structure of a story, play or poem. • Identify or select a word that has two meanings within the context of a story, play or poem.


Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.


To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 13 - Chapter 6
Standards Connection C

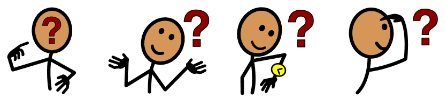




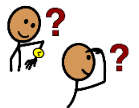
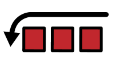
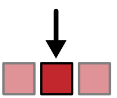
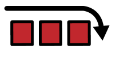

13
Standards Connection C

Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

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 HS, Unit #, Unit Topic, Unit Type
Lesson 13, Chapter 6, 13e

Story Board

	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

Chapter 6: Going Home





Uncle Miguel, Aunt Rosa, Camila, Austin and Carlos make it back to camp. They are tired. They feel happy that they helped the turtle. They spend the rest of their camping trip exploring the forest and watching the animals that live there.

How does the family feel when they return to camp? Why?

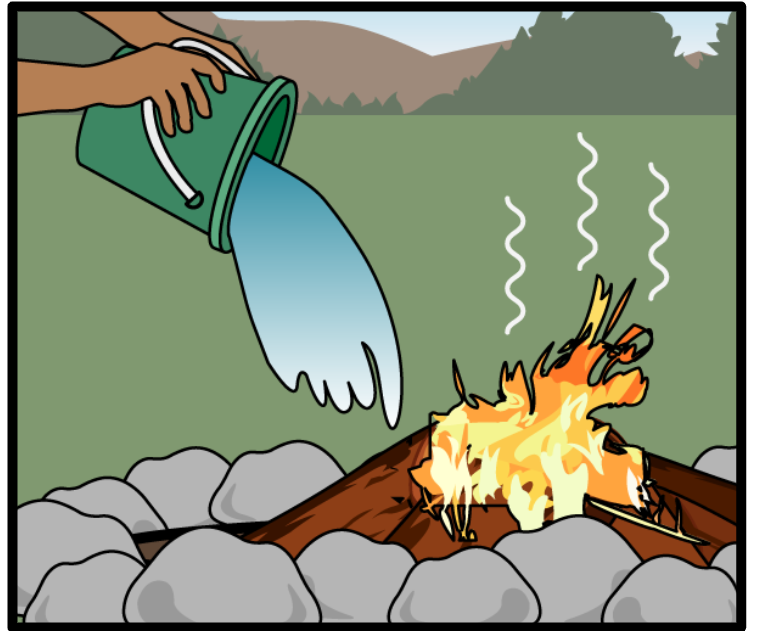


It is time for them to leave the forest. Carlos will go back home to the desert. Before they leave, they must make sure everything is cleaned up. They will work together to make sure everything is the same as when they came.

Why is it important to clean everything before they leave?

Aunt Rosa and Camila get water to put on the fire pit. They can help the environment by putting out fires.

Wildfires not only take away homes for the



animals, they also make the air dirty and dangerous for people to breathe.

How do Aunt Rosa and Camila help the environment before they leave?

Uncle Miguel, Austin and Carlos

clean up the camp. They put the tents and all their supplies away.



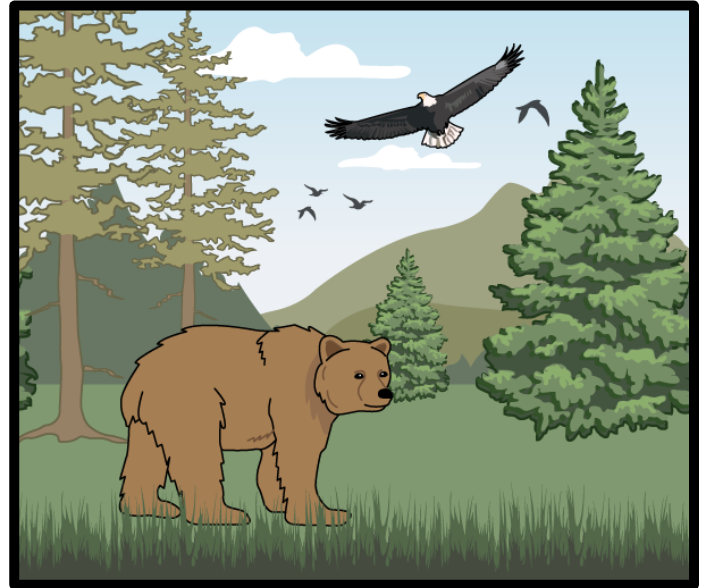
They pick up any garbage that is around the camp. Carlos has learned that it is important to leave the forest just the way you found it to help people and animals.

How do Uncle Miguel, Austin and Carlos help the environment?

The camp is clean and they are ready to leave. The family gets back in the car and drives

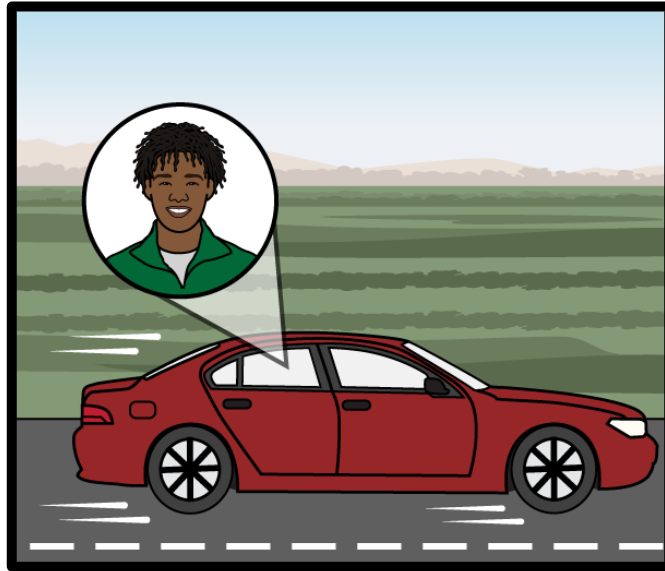
home. As they leave the forest,

Carlos sits up on



his seat and looks out the window to see what plants and animals he can see. He sees birds flying over the trees and a bear walking through the forest.

How does Carlos feel as he leaves the forest? How do you know?



The land starts to change. There are less trees and more grass. They are back in the grasslands. Carlos still doesn't know a lot about the animals and plants in the grasslands, but he isn't nervous anymore. He thinks it is important to visit new places.

Why is it important to learn about different places?

Carlos had fun learning about the forest and wants to learn about other

biomes in the world as well.

He knows he can help the



environment. Carlos is excited to share all the things he saw and learned with his family and friends when he gets back home.

What will Carlos do after his trip because of the things he learned?

Chapter 6:

Going Home

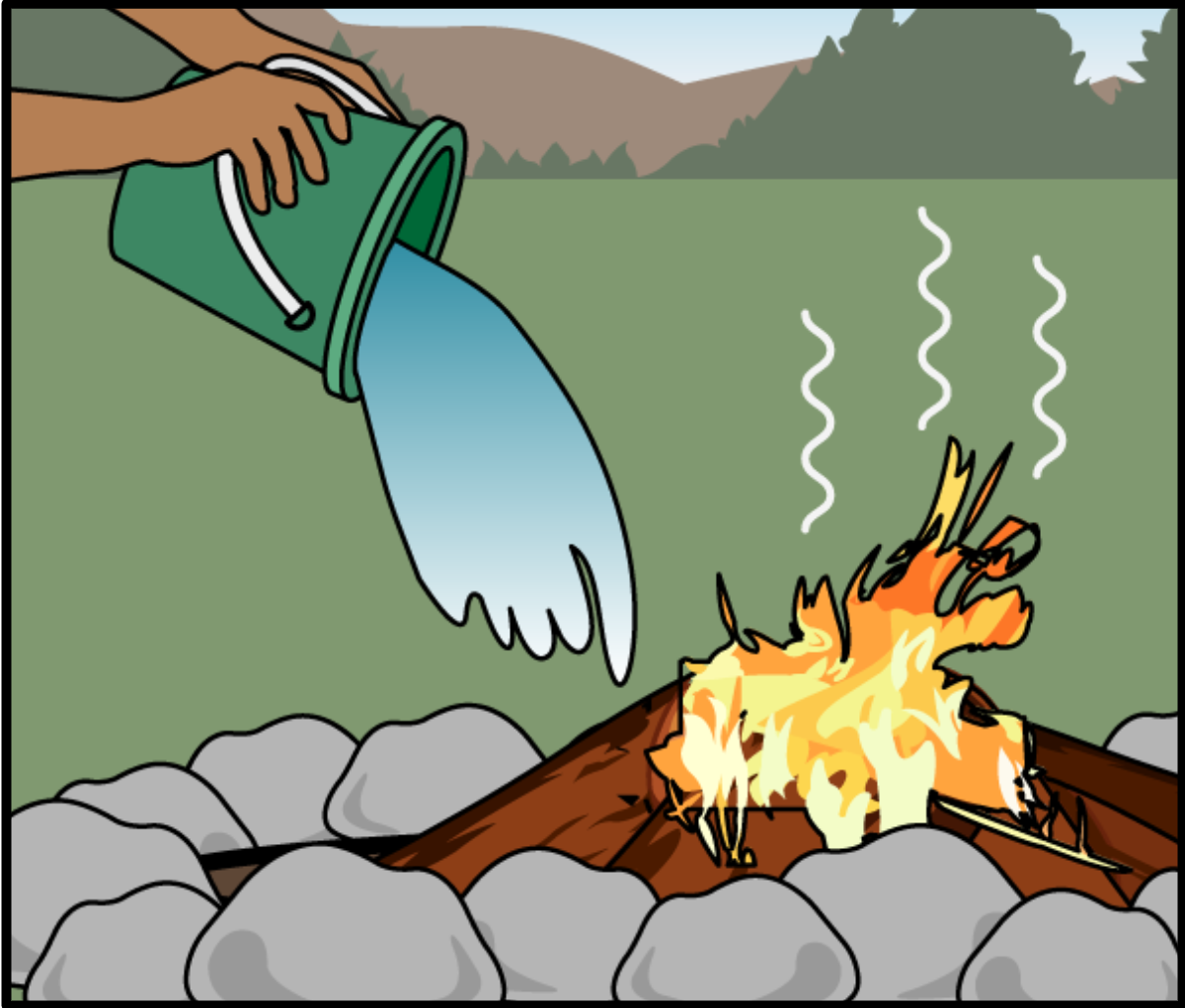




Carlos and his cousins return to camp. They are tired. They are happy they helped the turtle.



It is time to go home. Carlos and his cousins need to clean up. They work together to clean up the camp.

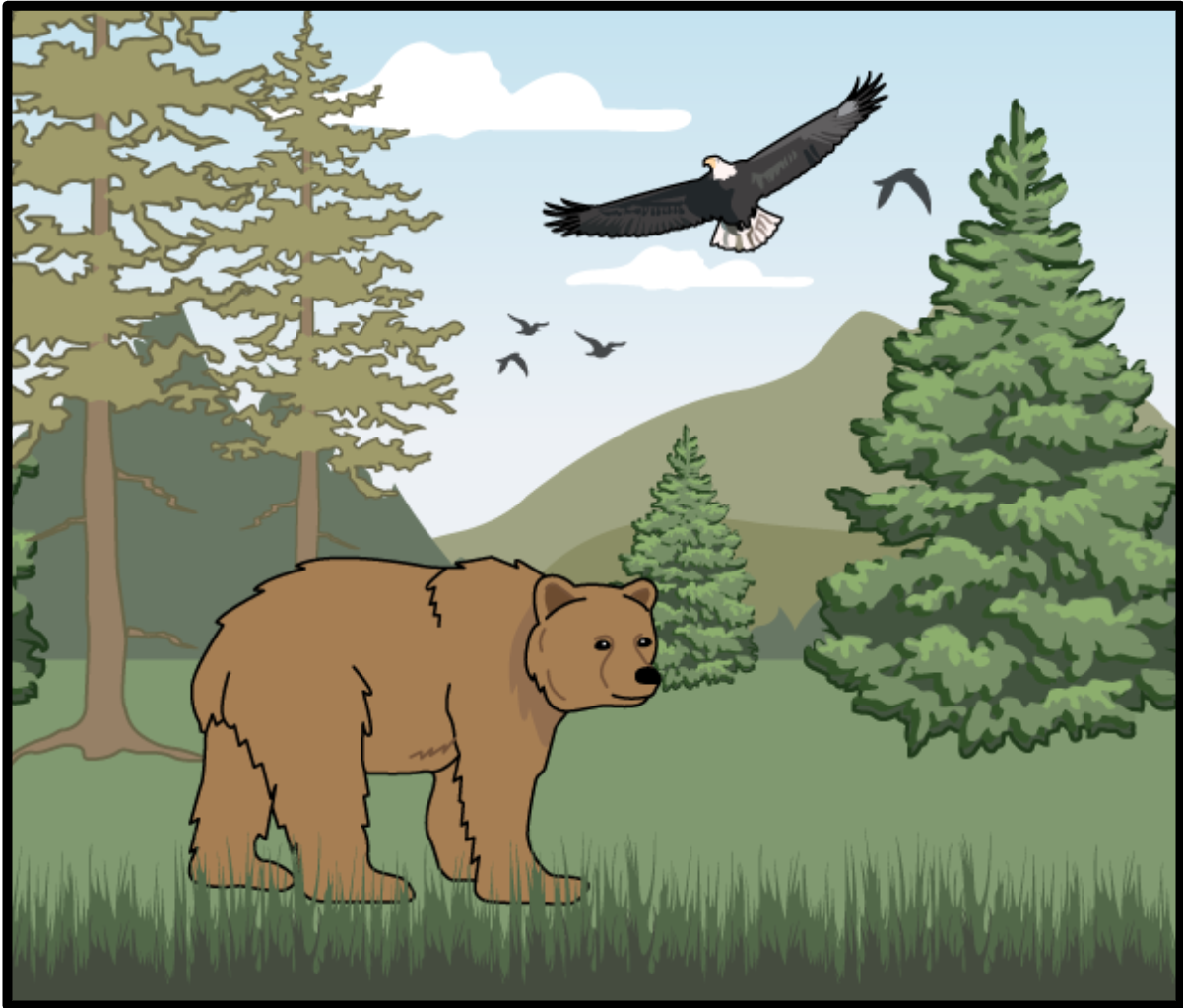


His aunt and cousin put water on the fire. They put out the fire. This keeps the forest safe from wildfires.

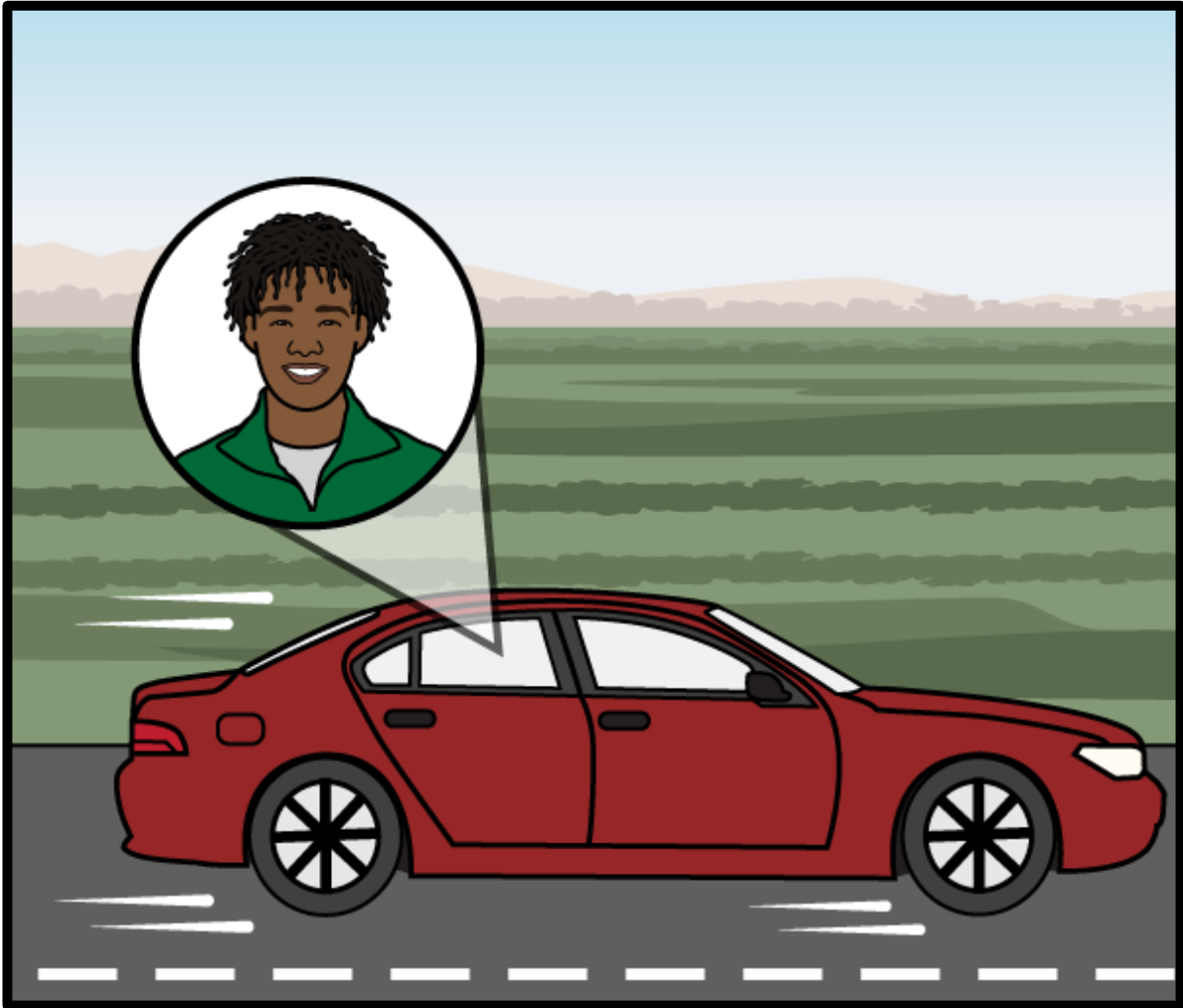


Carlos and his cousin clean up the camp. They put the tents away.

They pick up all the garbage. They want to help the animals.



The camp is clean. The family gets in the car. They drive home. Carlos sits up tall in his seat. He wants to see all the plants and animals.



The land changes. They are back in the grasslands. Carlos is excited. He had fun visiting a new place.



Carlos had fun learning about the forest. Carlos learned that he can help the environment. He will tell his family everything he learned.

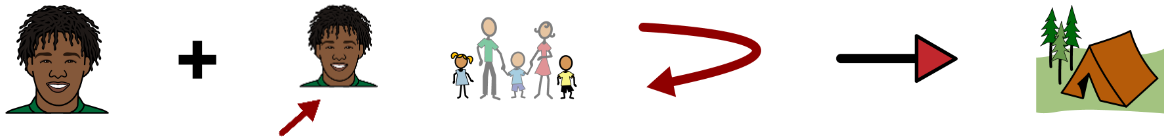
Chapter 6: Going Home



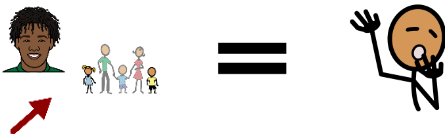
Bind This End



Carlos and his cousins return to camp.



They are tired.



They are happy they helped the turtle.

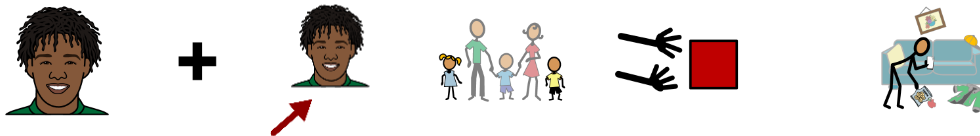




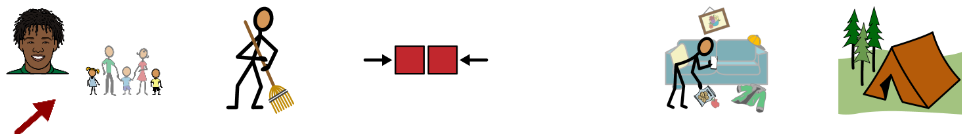
It is time to go home.

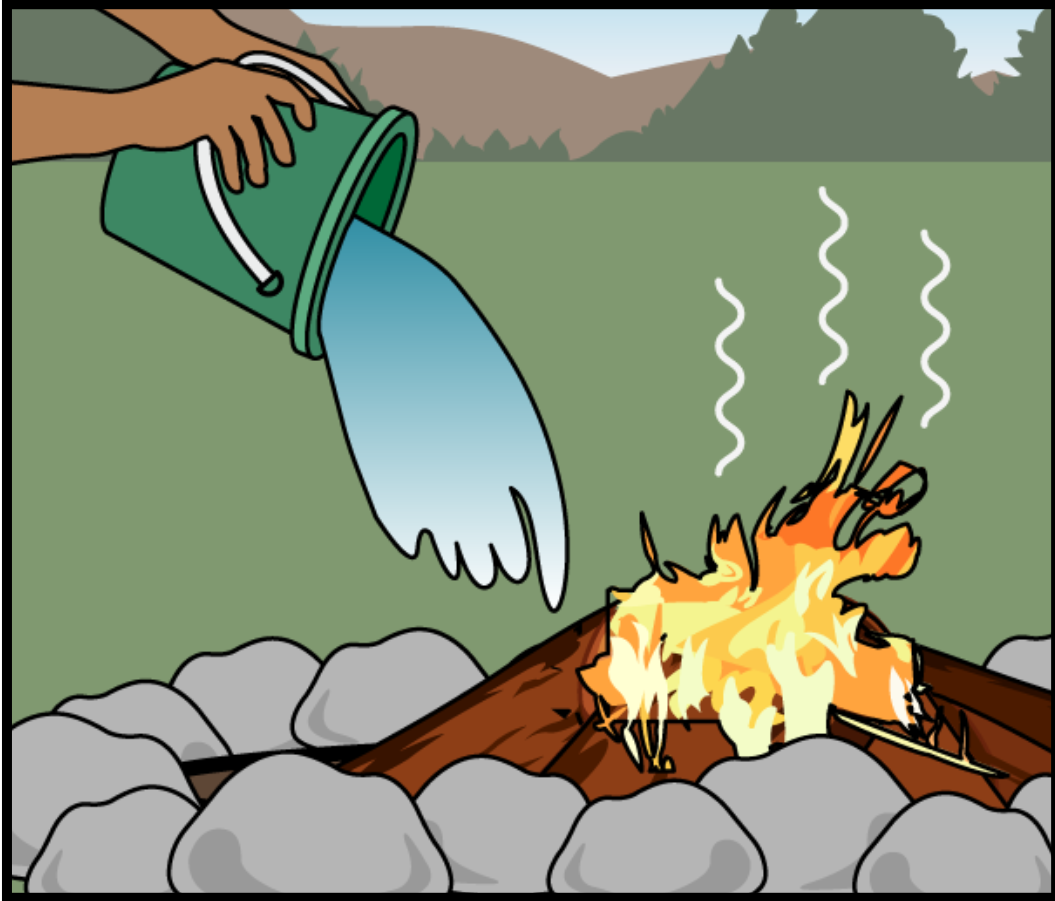


Carlos and his cousins need to clean up.

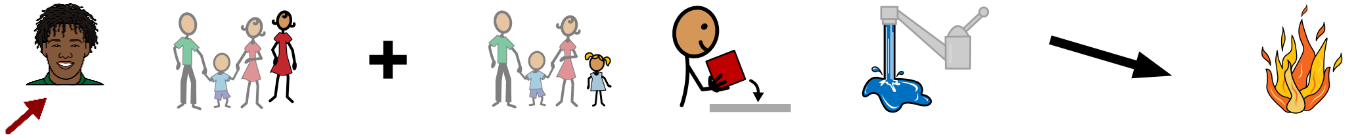


They work together to clean up camp.





His aunt and cousin put water on the fire.



They put out the fire.



This keeps the forest safe from wildfires.

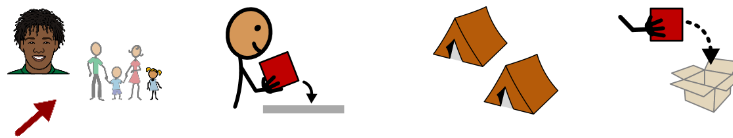




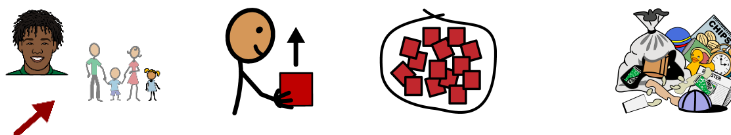
Carlos and his cousin clean up the camp.



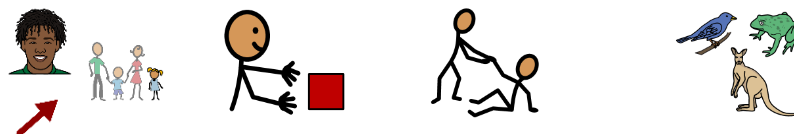
They put the tents away.

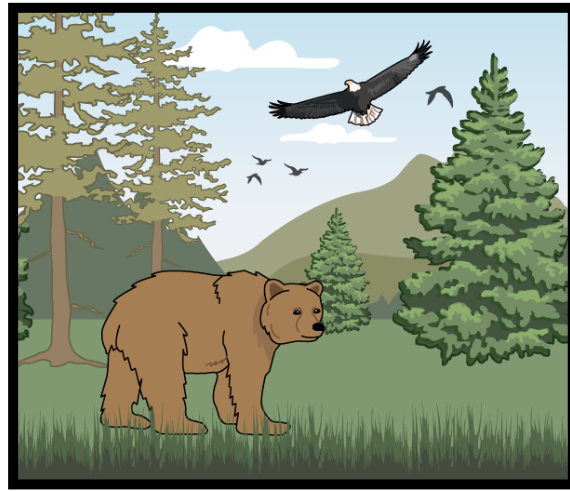


They pick up all the garbage.



They want to help the animals.

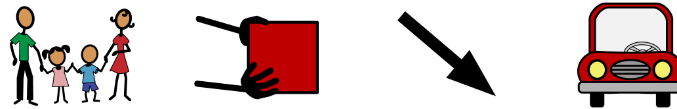




The camp is clean.



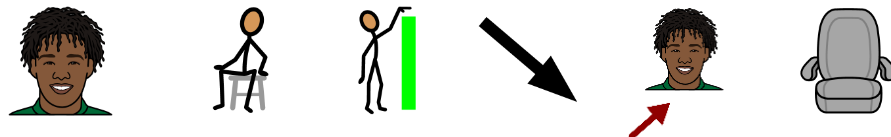
The family gets in the car.



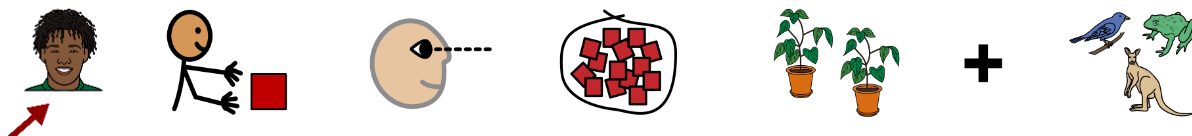
They drive home.

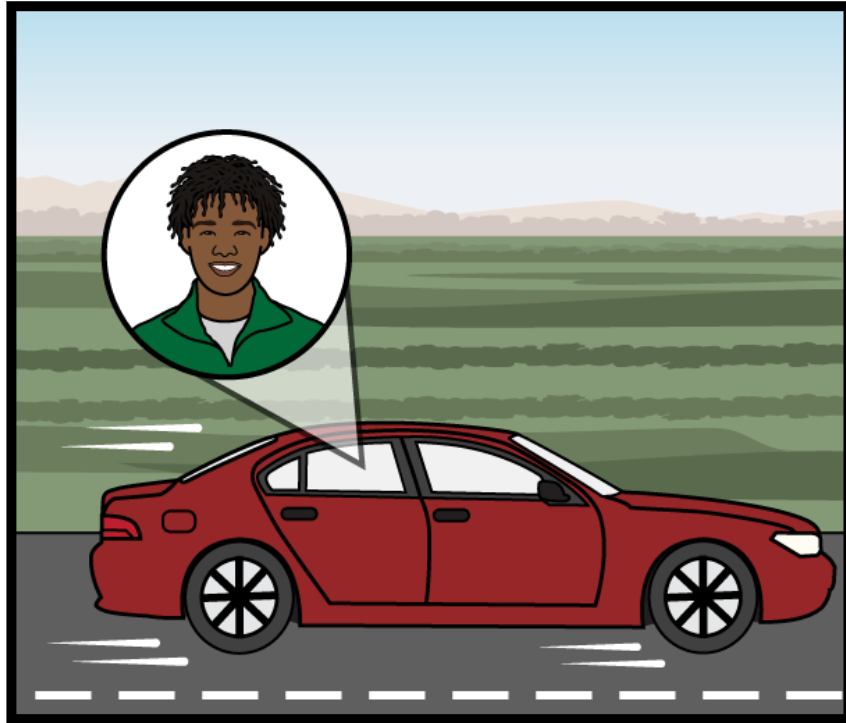


Carlos sits up tall in his seat.

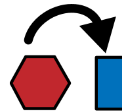


He wants to see all the plants and animals.

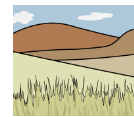




The land changes.



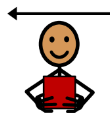
They are back in the grasslands.



Carlos is excited.



He had fun visiting a new place.





Carlos had fun learning about the forest.



Carlos learned that he can help the environment.



He will tell his family everything he learned.



yes



Going Home

no

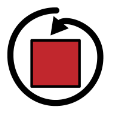


<p>help</p>	<p>go</p>	<p>together</p>	<p>Carlos</p>	<p>camp</p>	<p>home</p>
<p>clean up</p>	<p>work</p>	<p>safe</p>	<p>water</p>	<p>fire</p>	<p>forest</p>
<p>put out</p>	<p>keep</p>	<p>all</p>	<p>wildfire</p>	<p>tent</p>	<p>garbage</p>
<p>drive</p>	<p>see</p>	<p>excited</p>	<p>animal</p>	<p>car</p>	<p>plant</p>
<p>change</p>	<p>learn</p>		<p>environment</p>		

Within each category, pictures are listed from left to right in the order in which they appear in the text.



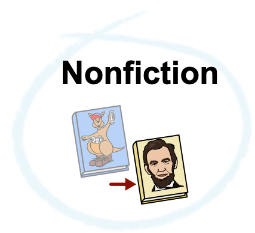
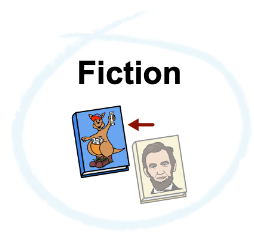
What is the title of this chapter?



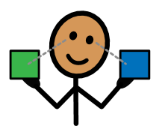
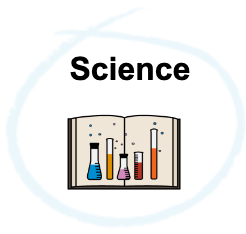
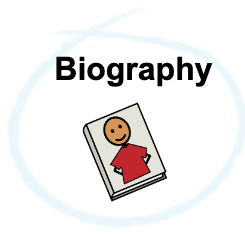
What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?



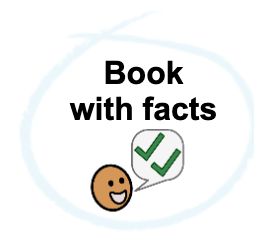
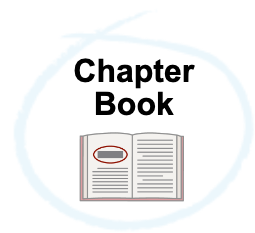
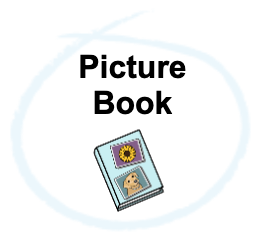
What is the chapter topic?



Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?



Name: _____

1. It is time to go .

2. They work together to the camp.

3. They put on the fire.

4. They want to the animals.

5. Carlos that he can help the environment.

Name: _____

1. It is time to go

.

2. They work together to

the camp.

3. They put

on the fire.

4. They want to

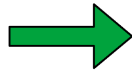
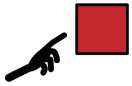
the animals.

5. Carlos

that he can help the environment.

Chapter 6: Going Home

1. It is time to go

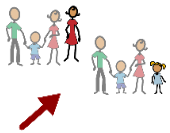


.

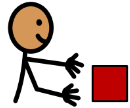
2. They work together to the camp.



3. They put on the fire.



4. They want to the animals.



5. Carlos that he can help the environment.



1. What is this chapter about?

a. hiking

b. going home

c. swimming

2. What will they work together to do?

a. litter

b. hunt

c. clean up

3. What do they put on the fire?

a. gas

b. water

c. plants

4. What do they want to do for the animals?

a. help them

b. trap them

c. wash them

5. What is important to know about this chapter? a. Carlos learned that he can help the environment. b. They do not clean up the camp. c. Carlos did not like camping.

1. What is this chapter about?

a. hiking



b. going home



c. swimming



2. What will they work together to do?

a. litter



b. hunt



c. clean up

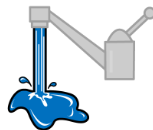


3. What do they put on the fire?

a. gas



b. water

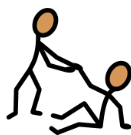


c. plants

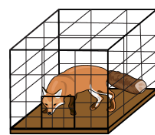


4. What do they want to do for the animals?

a. help them



b. trap them



c. wash them



5. What is important to know about this chapter?

a. Carlos learned that he can help the environment.



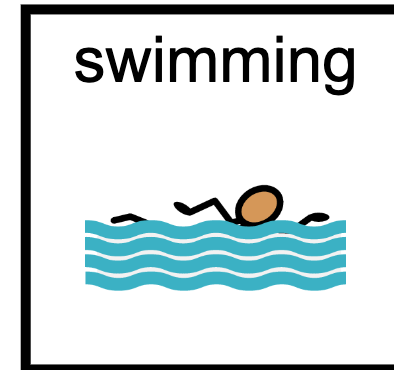
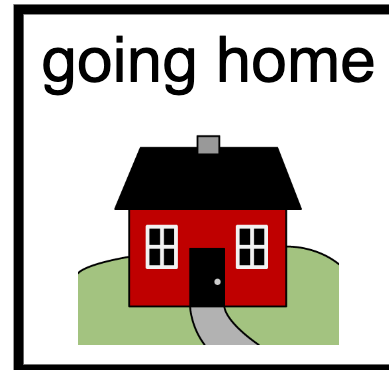
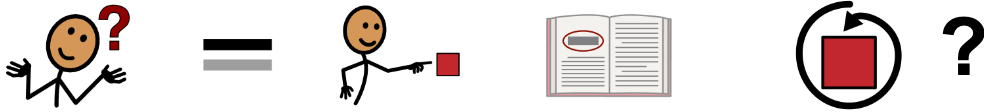
b. They do not clean up the camp.



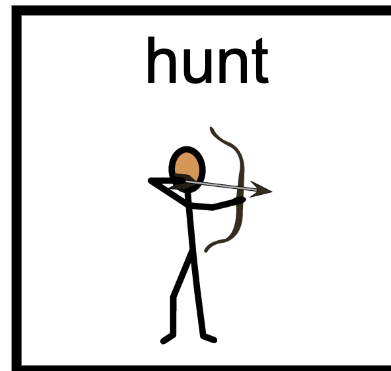
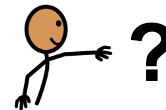
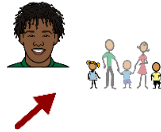
c. Carlos did not like camping.



1. What is this chapter about ?



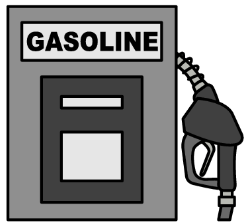
2. What will they work together to do ?



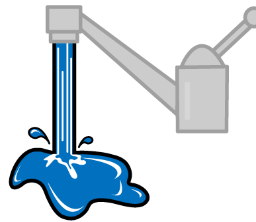
3. What do they put on the fire ?



gas



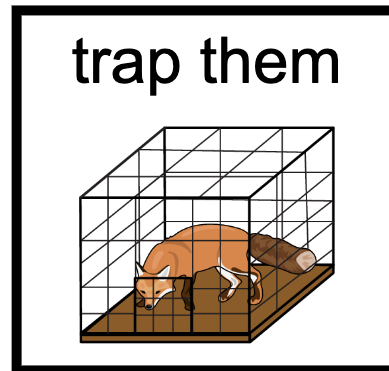
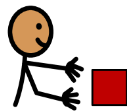
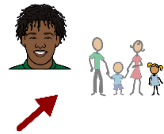
water



plants



4. What do they want to do for the animals ?



5. What is important to know about this chapter ?



Carlos learned that he can help the environment.



They do not clean up the camp.



Carlos did not like camping.



Name: _____

Use your chapter book to help you fill in the blank.

- 1. Uncle Miguel, Aunt Rosa, Camila, Austin and Carlos make it back to _____ .**
- 2. They feel _____ that they helped the turtle.**
- 3. Carlos will go back home to the _____ .**
- 4. They can help the _____ by putting out fires.**
- 5. Wildfires make the _____ dirty and dangerous for people to breathe.**

Use your chapter book to help you choose the correct answer.

6. What do Carlos and Austin clean up?

- a. food
- b. garbage
- c. dirt

7. What does Carlos see flying over the trees?

- a. airplanes
- b. bugs
- c. birds

8. How does Carlos know he is back in the grasslands?

- a. more water
- b. more grass
- c. more trees

9. How does Carlos change during the story?

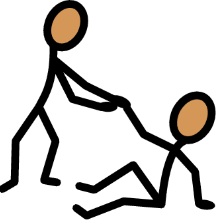
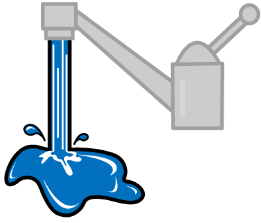
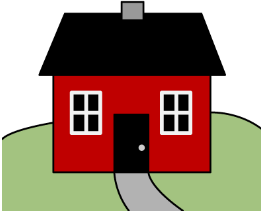
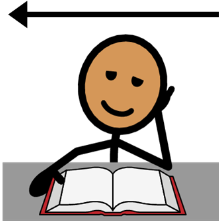


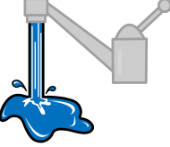

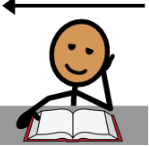

- a. Carlos is excited and likes visiting new places.
- b. Carlos never wants to leave home again.
- c. Carlos is scared to learn new things.

10. Why isn't Carlos nervous anymore?

- a. He had fun learning about the forest and other biomes.
- b. Aunt Rosa told him he shouldn't be nervous.
- c. Austin showed him a snake in the forest.


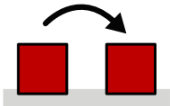
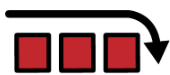


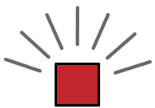
For hands-on instruction, print, cut out and laminate.

<p>help</p> 	<p>water</p> 	<p>home</p> 	<p>learned</p> 	<p>clean up</p> 
<p>help</p> 	<p>water</p> 	<p>home</p> 	<p>learned</p> 	<p>clean up</p> 
<p>help</p>	<p>water</p>	<p>home</p>	<p>learned</p>	<p>clean up</p>



Main Idea (What is this story about?)

In the beginning... 	
Then... 	
At the end... 	



What is important to know?
