

**Magazine Article: Everything Must Die**

**Guided Reading Teaching Focuses**

Help students to:

- Identify main ideas and supporting details to clarify understanding of text.
- Understand sequences of events.

**Introducing the Text**

- Ask students to share what they know about cycles in general and life cycles in particular. *Are cycles and life cycles topics you already know something about? Does anyone know any types of cycles? Share your examples with the group. What do all cycles have in common? Can you give me an example of a life cycle of a living thing? Why do you think the word cycle is found in bicycle and tricycle?*
- Ask the students to scan the article *Everything Must Die* and make predictions about the content from the title, subheads, and photos.
- Tell the students that there are some technical words that they may not be familiar with. These words should be explained in the surrounding text or photos. *When you read this article you will find that there are some specialized technical words. You should be able to work out the meaning of these words from clues in the surrounding text and/or the photos. If you can't, note them down and we will discuss them later.*

**Reading the Text**

- Ask the students to read page 2 of the article. *What is the main idea presented on this page? Cite three details that support the main idea. Why is it important to learn about life cycles?*
- Ask the students to read the section on

reproduction.

*As you read the first sentence, I want you to think about what the main idea is and what details the author might include about reproduction. As you read the rest of the section, look for details that support the main idea the author writes about. Think about how the section is organized and whether or not it is easy to understand. How do the photos help? Remember also to read the captions, as they provide more information.*

- When you are sure that the students are able to find supporting evidence for the topic sentences, ask them to read to the end of the article.
- Have the students start the BLM as they finish reading.

**Discussing the Text**

- Draw the group back together to discuss the text. Ask the students to identify the main ideas in each section and the supporting information. Allow for debate. *Let's discuss each section separately. What are the main ideas? I want each of you to contribute one piece of supporting evidence.*
- Have the students focus on the last three sections about life cycles. *Look at how the author presents the sequence of each life cycle. Did she take care to present information in a logical sequence? Why is this important when writing about life cycles? What technique did she use in the butterfly and frog sections to make the information easier to follow? Evaluate the helpfulness and positioning of the photos.*
- Invite the students to complete and discuss the BLM.

# Everything Must Die

Complete the table by supplying the main idea and three supporting details for each of the sections of the article.

Section	Main Idea	Supporting details
Introduction		1. 2. 3.
Reproduction		1. 2. 3.
Butterfly Life Cycle		1. 2. 3.
Frog Life Cycle		1. 2. 3.
Mammal Life Cycle		1. 2. 3.

## Magazine Article: In Search of the Giant Insects

### Guided Reading Teaching Focuses

Help students to:

- Describe the importance of setting to the plot of the story.
- Evaluate the devices the author uses to engage the reader.

### Introducing the Text

- Ask the students to turn to page 12 and read the title of the article.

*What does the title tell you about the genre of the story? Write down your ideas and we'll revisit them at the end of the reading. What clues does the title give you about the possible plot?*

### Reading the Text

- Ask the students to read page 12.  
*Where will most of the story be set? Who do you think the main characters are? Why? What do you think the problem that the characters try to solve will be? Think about the devices that the author uses to make you want to read further. Be prepared to discuss the images that the author creates and how she does it. Also look at how the author makes the story amusing.*
- Have the students read page 13 to confirm their predictions about the setting and to find out what devices the author is now using.  
*Were you right in your predictions about the setting? Tell the person next to you what literary devices the author is now using. Could you have predicted this from the title? Can you cite an example of how the author sets up anticipation for what is to come next in the story? What types of problems are the group going to encounter?*
- Ask the students to read to the end of page 14.  
*As you read the first column on page 14, I want you to think about what is happening in the story now. What devices does the writer use to hold your interest and make you want to read further? React specifically to the last two sentences on the page?*

*How does she give you a better sense of what the group was experiencing in the jungle? How did you feel after reading the part about blood-sucking leeches?*

- Have the students read to the end of the story noting other examples of imagery.  
*As you finish reading the story, I want you to note down examples of imagery that really appeal to you. Be prepared to discuss them with the group.*
- Ask the students to start the BLM as they finish reading.

### Discussing the Text

- Gather the group together to discuss the article.  
*Discuss with the group the setting, the characters, and the main events that took place. Relate the events to what you already know from reading the article on life cycles. Is there any new terminology? Share with the group what knowledge you brought to the story to assist you with your predictions and comprehension. Refer back to the text to give specific examples.*
- Evaluate the devices that the author used to entertain the reader.  
*Let's talk about the ways that the author entertained you. Do you think she did a good job at portraying what the characters were experiencing? Give examples. What about her use of metaphor, simile, and hyperbole? How did this add to the entertainment value of the story? How did she use imagery to help you imagine what it was like to be where the characters were? Were you able to identify all the different settings from the author's descriptions? Cite the descriptive passage you liked most. Read it out loud and explain what images are used and why you liked the passage.*
- Have the students discuss and share their completed BLMs.

# In Search of the Giant Insects

Cite examples of language used to describe places, events, people, and animals in the story.

The graphic organizer consists of four central boxes, each labeled with a category: **People**, **Places**, **Events**, and **Animals**. Each central box is connected by lines to two empty rectangular boxes on either side, providing space for students to cite examples of language from the story.

## Magazine Poems: Metamorphosis Sea Turtles

### Guided Reading

#### Teaching Focuses

Help students to:

- Compare poetry to narrative and factual text as a means of communicating information to the reader.
- Discuss the different structures used to present a topic.
- Read poems to an audience.

### Metamorphosis

#### Introducing the Text

- Have the students brainstorm a list of all the things they can think of related to metamorphosis.

*Make a list of words and short phrases you know that are related to the metamorphosis topic. Write the first letter of each word or phrase on a piece of paper and see what words you can make out of those letters.*

- Ask the students to look at the poem on page 11. *Scan the poem on page 11 and then comment on the structure. What do you notice about the letters running vertically from top to bottom on the left side of the page? Do you think it would be easy to write a poem with this structure? Why or why not? What do you call this style of writing?* (Acrostic)

#### Reading the Text

- Ask the students to read the poem aloud. *As you read the poem out loud, I want you to think about whether it makes sense and what information the writer is trying to convey. Relate the poem to information you learned from the first article in the magazine.*

#### Discussing the Text

- Ask the students to discuss the author's purpose and the information conveyed in the poem. *Do you think this format is an effective way to teach about metamorphosis? Why or why not? Compare the poem to the information on*

*metamorphosis on pages 6 and 7. Which presentation is the easiest to understand?*

- Have the students work in pairs and write their own acrostics using the following words: eggs, larva, pupa, adult. Make sure that they understand that each word or phrase following each letter has to relate to the original vertical word as a whole.

### Sea Turtles

#### Introducing the Text

- Ask the students to use the contents page to locate the poem, *Sea Turtles*. Have them study the illustration to see if they can predict what the poem will be about.

*What do you think the author will be writing about? Share your thoughts with the person next to you.*

#### Reading the Text

- Ask the students to read the poem aloud. *As you read the poem, think about the structure and rhyming pattern. See if you need to confirm or revise your initial predictions.*

#### Discussing the Text

- After the students have read the entire poem, take time to discuss it as a group. *What was the rhyming pattern of the poem? Was it consistent for each verse? Did the poem have rhythm? Did the rhythm affect the way you read the poem? How? Share with the group whether your initial predictions were right. Did you predict that the author would write about the life cycle of sea turtles? Why or why not? How do you feel about this style and structure for presenting information about the sea turtle's life cycle? Compare this poem to the acrostic on metamorphosis. Which structure do think is the most effective? Why?*
- Have the students work in pairs and write SEA TURTLE vertically along the left side of a piece of paper. Ask them to then write an acrostic on sea turtles. Have volunteers read their poems aloud to the class.

## Magazine Play: *Beauty and the Beast*

### Guided Reading

#### Teaching Focuses

Help students to:

- Predict events from the title and the setting.
- Extract appropriate and significant information from fiction.

#### Introducing the Text

- Ask the students to make predictions about the play by studying the title, the character list, and the illustration on page 22.

*Read the title and the characters' names, then look at the illustrations. Who or what do you think will have the role of the beast? Who or what will be the beauty? Look at the art used in the title. What additional clues does it provide?*

- Explain that some fictional texts contain important pieces of factual information and that one of the purposes of reading this text will be to extract some factual information.

*When you read this play you will notice that it has some factual information within a fictional story. I want you to take notice of this information as it will add to your overall knowledge about life cycles.*

#### Reading the Text

- Have the students read all parts of the play independently in order to gain meaning. Ensure that they note factual information as they read.
- Discuss the first instance when factual information is introduced.

*Read page 23. What does this page teach you about the life cycle of butterflies?*

- Have the students read to the end of Scene 1.  
*As you read the rest of the scene, think about additional factual information presented. Be prepared to share with the group at least five facts you learned. What do you think will happen in Scene 2?*
- Ask the students to read Scene 2 to confirm or revise their predictions. Have them make more predictions about the plot.

*What factual information did you get from Scene 2? How was it related to Scene 1?*

- Ask the students to read to the end of the play.  
*As you read, continue to make and revise predictions and extract factual information.*

#### Discussing the Text

- Draw the group together to discuss the factual information that was stated or inferred.  
*Share with the group what factual information you learned about the life cycles of butterflies and frogs. What facts were stated and what facts did you infer?*
- Discuss the initial predictions that the students made and how and when they refined them.  
*Were your original predictions correct? Explain why or why not. Did you predict that the caterpillar and the tadpole would change and have further encounters with the butterfly and frog? Did the play take any twists that you did not expect? What were they?*
- Discuss with the students how hard or easy it was to extract facts from fiction.  
*Was it easy for you to extract facts from the play? How did the information from other readings help you? Cite examples of inferences you made during the reading.*

#### Subsequent Reading

- Assign roles and have the students read the play together.
- Ask the students to work in groups of three to write another scene to the play.  
*Choose a new setting and another living thing and depict its life cycle.*

## Magazine Article: Word Power

### Word Work

#### Introduce

- Ask the students to find each of the boldface words on page 10 in the text.

*Reread the words in context. Think about what each word means based on how it is used in context.*

#### Use

- Ask the students to write each word down. Have them select the correct word meanings and write them down beside the words.
- Have the students refer to the rating scale to give themselves a rating.
- Have them do the Xtra for Xperts question and find out what *metamorphosis* means.

*Check the answers on page 21. If you were incorrect, refer back to the text to see if you can figure out the correct meanings.*

*If you are not sure of the meaning of metamorphosis, go back to the word in the text and reread the sentence. Read the surrounding text to see if the meaning becomes clearer, then check with the dictionary. Think up another sentence using the same word to ensure that you know its meaning.*

#### Apply

- Have the students write their own sentences using each word. Challenge them to use three of the words meaningfully in one sentence and encourage them to use the words in their own writing.

*When you have written your sentences, read them to the person next to you. Leave out the Word Power words as you read. See if the other person can guess the words from the context. Take turns with this activity.*

## Magazine Article: Web Site

- Have the students find the Safari Superstar, Tess Zhong, in the magazine. Find out more about Tess from the web site.

*Do you think Tess was brave to go traveling up the Amazon and into the jungle? Make a list of all the dangers she faced on her trip. Find out more information about the living creatures mentioned in the story by searching the Internet.*

- Have each student design a family tree that includes four generations of his or her family. Make sure the trees include birth and death dates. E-mail the family trees to the Safari Tour Guide.

## Magazine Article: Point of View

### Oral Language Activity

- Ask the students to read the fax on page 20. *What is the point of view put forward in the fax? What does the writer suggest is unfair? Do you agree? What would happen if all insects had life cycles of 4,000 years? How many eggs would a fly lay in this time?* *Read the letter written by the professor then refer back to the story about Tess Zhong's trip. Why do you think she didn't bring back examples? Why would she use trick photography? Judging from the author's description of Tess, do you think she would use such tricks? Why or why not?*
- Have the students read the e-mail. *Do you think the writer has a valid point about bacteria not being living things? Why or why not? Do you think all bacteria are harmful and useless? Explain your answer.*

## **Book: The Morphing Monster**

### **Guided Reading**

#### **Teaching Focuses**

Help students to:

- Describe the effect of the literary devices the author uses.
- Identify text genre from the plot and other features.

#### **Summary**

Colin and Barrandura are sleeping outside in a tent when they are woken by a strange and loud noise in the woods. Fearing it might be aliens, they retreat to their beds in the house. The next morning they investigate. They find a large cocoon, which they take home. What emerges surprises them.

#### **Introducing the Text**

- Have the students read the chapter titles on the contents page and check the pictures to help them make informed predictions.  
*Quickly check the chapter titles and illustrations. Share with the person next to you what you think the main events in this story will be. What do you think morphing means? What word from the Safari magazine sounds similar to this word? Are the terms related? Explain how. How does knowing what morphing means help you predict what the story might be about?*
- Invite the students to talk about any science fiction, mystery, fantasy, or adventure books that they have read.  
*What makes a book a mystery? What makes a book science fiction? What makes a book fantasy? What makes a book an adventure?*  
*Write the students' responses to these questions on the board. Explain that as they read The Morphing Monster you want them to be thinking about what genre the book is. Have them look for the elements that you have written on the board.*
- Discuss various literary devices used by writers.  
*Direct the students to look for them as they read.*

### **Reading the Text**

- Ask the students to read pages 2–5.  
*Let's discuss what is going on in the first few pages. Have you ever slept outside or been home alone and heard strange noises? How did you feel? What does your mind begin to do at these times? Do you think that same thing was happening with Colin and Barrandura? How do you think the setting affected the way their imaginations worked? Explain your answer.*
- Have the students identify the author's use of literary devices on these first pages.  
*What literary devices used by the author can you cite from these pages? In what way did they contribute to the story? Were they helpful? Explain how.*
- Have the students read to the end of the first chapter. Discuss further evidence of strange happenings.  
*What did Bevo's actions tell you about what was in the woods? Do you think this is the author's way of foreshadowing or giving hints about something that will happen later in the story? Explain why or why not.*
- Ask the students to read to the end of the book.  
*As you read the rest of the story, I want you to jot down other examples of literary devices. When you have finished reading, we will discuss the effect these have on the story. Also be looking for ways to identify the genre of the story.*
- Ask the students to start work on the BLM as they finish reading.

### **Discussing the Text**

- Draw the group together to discuss the story.  
*Share with the group what you think of this story. What literary devices did you record? What genre do you think the story is? Why? (Accept any reasonable answer that is well defended.)*
- Have the students discuss their completed BLMs.



# The Morphing Monster

In each chapter, cite literary devices you find and label them as:

- Metaphor
- Hyperbole
- Foreshadowing
- Simile
- Imagery
- Slang

	Word/Phrase	Type of device
Chapter 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		

## Concluding Activities

### Synthesizing Information Across Texts

- After the students have read the various texts in guided reading, have them revisit the texts for the purpose of analyzing and synthesizing information presented across several texts. Encourage the students to use the texts, illustrations, diagrams, and photos as they revisit the life cycle theme.
- Help the students synthesize all the information presented about life cycles in the magazine and Encyclofact. Encourage them to suggest headings under which they could gather the information. *Work in small groups of three. Go back through the texts that you have read about life cycles and work out some headings that you could summarize information under.*
- Help the students use large sheets of chart paper to summarize the things that they have learned under the different headings that they suggested. *When you have chosen your headings, summarize the information under each one. For each heading pose one question that you still need an answer to.*
- Have the students revisit the text to extract topic-specific words. *I want you to work with a partner. Revisit the texts and make a list of all the words that are specific to the theme. Write a glossary definition for each word. Use dictionaries and encyclopedias to help you.*
- Invite the students to revisit the texts again to list any words that had nothing to do with life cycles.
- Have students work with a partner to prepare interview questions to present to the class. *Work with a partner to prepare some interview questions that you would ask an insect or other animal about its life cycle. Include questions about how it feels, its relatives, and how much time it spends at each stage of its life cycle. You will need to refer back to all the texts that you have read to*

*prepare questions. When you present your work to the class, one of you will play out the interviewer and the other will play out the insect.*

### Extension Activities

- If possible, arrange for an entomologist to visit the class and talk about life cycles. You could also invite a pest exterminator to come and talk about how pest control relies on information about the life cycles of pests in order to get rid of them.
- Tell students to use the library and the Internet to research information about the life cycle of an animal of their choice. Have the class research life spans of organisms. Make a class graph to show the different life spans.
- Have students find out more about mosquitoes and how they can be kept under control by understanding their life cycles.
- Have students research the various stages of the human life cycle. Have them make a time line for the life of a typical human being.

## Encyclofact Theme: Life Cycles

### Guided Reading

#### Teaching Focuses

Help students to:

- Locate specific information in the text.
- Read and interpret technical, subject-specific words.

#### Introducing the Text

- Discuss the students' prior knowledge of plant life cycles.

*What do you already know about life cycles? Do you have any current knowledge about plant life cycles? Let's list the things that you already know about what happens to a plant during its life cycle.*

- Record the students' answers on the board under the appropriate headings.
- Ask the students what more they would like to find out about plant life cycles. Record their questions on the board.

*Scan the illustrations to the article, Life Cycles. Do you think this text will answer your questions?*

#### Reading the Text

- Ask the students to read page 23 of the Encyclofact.

*Read page 23 to see if the information matches what you would expect to read about in an article entitled Life Cycles. Why do you think animal life cycles are not covered in this article? What would have been a better title for this article?*

- Discuss the topic-specific vocabulary.  
*Let's talk about the words pollination, biennial and perennial. Write down what you think these words mean. Check the meaning in context while you read the Encyclofact.*

- Ask the students to read page 24 to find out about pollination.

*Compare the plant life cycle to the life cycle of a butterfly. How are they alike? How are they different?*

Have the students read page 25.

*As you read page 25, think about plants in your backyard. Are there many annuals in your*

*backyard? Give examples.*

- Ask the students to read to the end of the Encyclofact article on life cycles.

*As you read about different types of plants, think about the plants around you and whether you think they are annuals, biennials, or perennials.*

- As the students complete reading, ask them to start filling out the BLM.

#### Discussing the Text

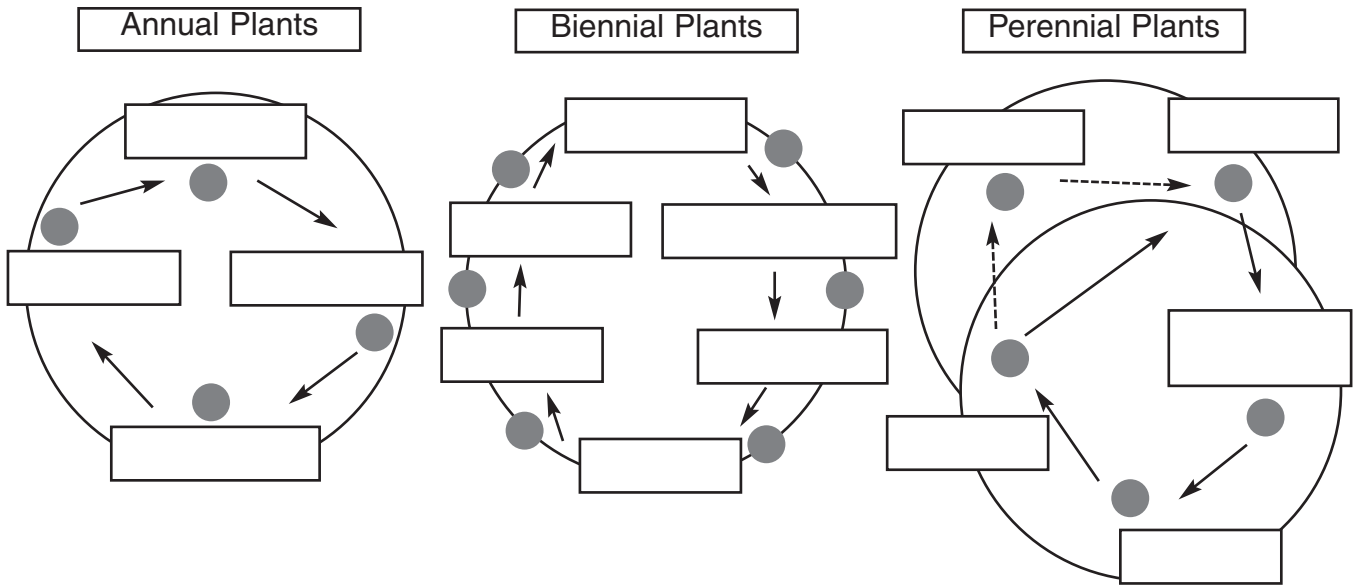
- Revisit the discussion that the students had prior to reading the text.

*Let's revisit our initial discussion. Were your questions answered by reading this text? Do you still have other questions that have not been answered? What information would you still like to learn about plant life cycles? Where could you go to find this sort of information? If you were going to use the Internet, what words would you put into a search engine?*

- Discuss examples of plants in the students' surroundings, from those found indoors to those found outdoors. Have them classify plants they know under the three categories discussed in the Encyclofact.
- Discuss fruit and vegetable plants. Explain that melons, peppers, beans, tomatoes, etc., have all formed from the flower of a plant. Discuss the importance of the vegetative growth stage in plants whose roots, stems, or leaves we eat, for example, lettuce, carrots, onions, potatoes, and celery.
- Have the students discuss and complete the BLM.

# Life Cycles

Label the stages of each plant life cycle in the spaces provided.



List two examples of each type of plant.

- | Annuals | Biennials | Perennials |
|---------|-----------|------------|
| 1 _____ | 1 _____   | 1 _____    |
| 2 _____ | 2 _____   | 2 _____    |

What happens in the second year of a biennial plant's life cycle?

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What is the difference between a herbaceous perennial and a woody perennial?

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## Encyclofact Theme: Rescue Missions

### Guided Reading

#### Teaching Focuses

Help students to:

- Compare information.
- Make inferences from incomplete information.

#### Introducing the Text

- Invite the students to discuss what they already know about rescue missions. Then ask them to use page 13 to predict what further information they will learn from the Encyclofact.

*Share with the group what you already know about rescue missions. Then turn to page 13 to find out what more you will learn on this topic.*

- Ask the students to discuss what they already know about ways of getting rescued.  
*Let's talk about what you already know about being rescued. What are the ways in which people can be rescued? Compare different rescue situations. For example, compare rescuing a cat from a tree with rescuing a person from a burning high-rise building. What are the dangers faced by the rescue workers in each situation? What are the dangers faced by those being rescued? Which would you consider to be the higher priority rescue? Why?*

#### Reading the Text

- Have the students read pages 14–16.  
*How would you compare the types of fire-fighting vehicles mentioned on pages 15 and 16? Think about different fires and how vehicles are adapted to each possible situation. Do you think the text tells you about all kinds of firefighting vehicles? Which sorts of vehicles would you use to fight a fire in a coal mine?*
- Ask students to read the other sections of the article. Tell them to consider the information for the purpose of making comparisons and inferences.

#### Discussing the Text

- Draw the group together again to discuss the specific information in the reading.  
*First, let's compare some of the information that you*

*have read. Refer back to pages 16 and 17 and the information on fire vehicles. How are the vehicles alike? How are they different? Which vehicles would you use to fight a fire in a tall building? Which vehicles would you use to fight a fire in a small barn in the country? Think about forest fires in remote areas. Imagine you are a city manager and need to equip the seaside city of 200,000 people with fire-protection vehicles. You can choose three different types of vehicles only. Explain which vehicles you would buy and why.*

- Discuss the information on police vehicles found on pages 17–19.  
*Do you like the way the information on police vehicles was presented? Is there anything that would have made the information more useful? Can you think of other police vehicles not mentioned here? What are they?*
- Have students read the information on pages 20 and 21.  
*How would you compare the three types of rescue boats mentioned? Can you think of any situations at sea when you would need more than just salvage boats? Explain what situations and what other vehicles you would need.*
- Have the students make some inferences from the information contained in the Encyclofact.  
*Let's talk about some things that you can infer from the data that you have read. Why do you think so many kinds of police and fire vehicles are needed today? How much do you think it costs taxpayers to buy and maintain all these vehicles?*
- Have students research the costs of various fire and police vehicles. Suggest they make a graph from the information they find. Use this information to infer what kind of budget you would need to furnish a city with rescue vehicles.
- Have the students discuss their completed BLMs.

# Rescue Missions

Write which firefighting vehicles would be needed to handle each type of fire below:



What is the difference between a wet and dry salvage? \_\_\_\_\_

\_\_\_\_\_

What type of vehicle is needed to fight an oil-based fire? \_\_\_\_\_

\_\_\_\_\_

What could police use to get a cat out of a tree? \_\_\_\_\_

\_\_\_\_\_

What could be used to detonate a bomb? \_\_\_\_\_

\_\_\_\_\_

## Encyclofact Theme: Hunters, Gatherers, and Trackers

### Guided Reading

#### Teaching Focuses

Help students to:

- Evaluate the use of visual devices for organizing information.
- Make inferences beyond the information in the text.

#### Introducing the Text

- Invite the students to make predictions using prior knowledge and the entry titles listed on page 3.  
*Share with the group what you already know about people who hunt, gather, and track for survival. What more do you think you will learn about the subject from reading the article?*

#### Reading the Text

- Ask the students to read pages 4 and 5 of the Encyclofact.  
*As you read pages 4 and 5, I want you to concentrate on new information, and then relate this information to what you already know about hunting, gathering, and tracking. Be prepared to discuss the skills needed for hunting and gathering.*
- Have the students read the other sections of the article independently. Remind them to read all parts of the charts and diagrams as well as the text in order to learn more about traditional ways of hunting, gathering, and tracking.  
*As you read the chart and diagrams, think about the different information you are getting from each source. Think about how they make information more accessible and easier to understand.*
- Have the students start work on the BLM.

#### Discussing the Text

- Draw the group together to discuss the specific information that was the focus of the reading.  
*Think back on what you have learned from the tables, graphs, charts, and diagrams. How did the visual organizers help you better understand hunting equipment and the Bindibu people? What*

*generalizations can you make when comparing hunting equipment from the past with that of today? Compare the food of the Bindibu people with what you typically eat. Make a diagram of what you eat that is similar to the one in the Encyclofact. How would your family's possessions be different if you had to move around to get food? What possessions that you now have would you get rid of? What new things would you need to get?*

- Invite the students to make further inferences from the text.  
*What inferences can you make about the effectiveness of hunting equipment from long ago compared to that of today? What does that tell you about the skills of early hunters? What inferences can you make about how Bindibu children spent their leisure time? What inferences can you make about their furniture?*
- Have the students discuss and complete the BLM if they have not already done so.

# Hunters, Gatherers, and Trackers

1. What are five essential skills that someone who relies on hunting and gathering for survival must have? \_\_\_\_\_

\_\_\_\_\_

2. Why do hunters and gatherers restrict themselves to a few possessions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Look at the diagrams of hunting equipment then and now on pages 6–7.

Name four major differences in the two groups.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. List five facts about the Bindibu people.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Reproducible Page

Reading Safari

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