



LIVING THINGS AND THEIR NEEDS

The Reading Link

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The Living Things and Their Needs educational unit is comprised of the student storybook, *Tillena Lou's Day in the Sun*, the *Living Things and Their Needs Teacher's Guide*, and two integrated supplements: *The Reading Link* and *The Math Link*. These materials, along with teaching slide sets and presentations for classroom use are available at www.k8science.org.

For more information on this and other educational programs, contact the Center for Educational Outreach at 713-798-8200, 800-798-8244, or visit www.bioedonline.org.

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This Reading Link contains ready-to-use reading and language arts activities that are aligned with the My World and Me: Living Things and Their Needs integrated unit. It is not intended to represent a comprehensive reading program. The activities are related to language arts objectives common to many curricula and cover a range of grade and ability levels. Teachers may wish to select from these activities those that are most appropriate for their own students.

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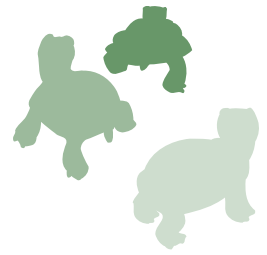
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Language Arts



The following activities and strategies are designed to extend science concepts and vocabulary into reading/language arts.

READING FOR INFORMATION AND ENJOYMENT

Ask students, *What is the purpose of the story?* Have students explain their answers. Possible purposes are given below.

- To get information.
- To solve problems.
- To enjoy and appreciate.

RHYMING

When you, the teacher, read the story, encourage students to repeat the “repeating” verse together. Ask, *Was it difficult to remember the first verse? If not, why? If so, What could make it easier?* One way to help students remember the verse include creating hand signals or motions to match the text.

REPETITION AND RHYTHM

Use counters to make a poetry syllable pattern (number of syllables in each line) for the first stanza.

- Line 1 = 4 syllables
- Line 2 = 4 syllables
- Line 3 = 5 syllables
- Line 4 = 5 syllables

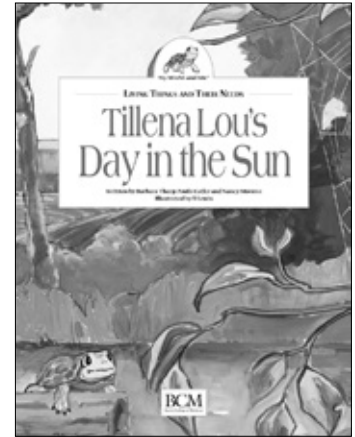
Ask students, *Was there a pattern to the stanza?* (Answer: 4-4-5-5). *Do other stanzas of the story have a pattern?* Have students choose other stanzas and again count syllables .

RHYMING WORDS

Make a list of the story’s rhyming words. Ask, *Are there any other rhyming words we can add to the list?*

- | | |
|----------------|-------------|
| Sky – by | Near – hear |
| Nest – rest | Buy – fly |
| Sun – fun | Day – way |
| Around – sound | |

Create a bulletin board of rhyming combinations inspired by the story.



Read the storybook, *Tillena Lou's Day in the Sun*, with students before completing this activity.





Individual hands-on activities from the *Living Things and Their Needs Teacher's Guide*, the student storybook, *Tillena Lou's Day in the Sun*, and *The Math Link* mathematics supplement also are available for free download (PDF format) from www.bioedonline.org.

RHYMING PICTURES

Have students create colored drawings to illustrate the pairs of rhyming words and post the drawings in the classroom.

CHARACTERS

Ask students to name/describe the characters in the story. Or, have students come up with additional characters who also might live in a pond.

PLAY

Create name cards for all the characters in the story and let students act-out the story.

NEW VERSES

As a class add verses to the story. To help students come up for ideas, have them think other needs and wants Tillena Lou might have.

TURTLES

Ask, *Has anyone ever seen a turtle?* Encourage students to describe any “turtle” adventures they might have had in the past. If possible, have a turtle in the classroom. Have students observe and draw the turtle. Discuss similarities and differences between the pet turtle and Tillena.

FACT OR FICTION?

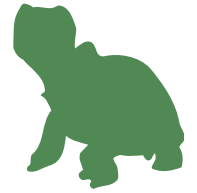
Ask, *Is the story fact? Could it really happen? Or is the story fiction, meaning that it could not happen?* Encourage students to identify the ways in which the story parallels the real world and the ways in which it represents fantasy. For instance: Turtles do sit on logs and slide into the water, but don't turn into turtle deer!

WHAT HAPPENS NEXT?

Give students an opportunity to decide, “what happens next” in the story. Begin by asking, *How do you think Tillena Lou and her brothers felt at the end of the story?* Ask, *What do you think happened when Tillena got home? What might happen to Tillena and her brothers on another day?*



Starting Sounds



Name _____

Look at the picture. Say the name of the object to yourself. Look at the words next to the picture. Circle the word that starts with the same sound as the picture. The first one has been done for you.

1)

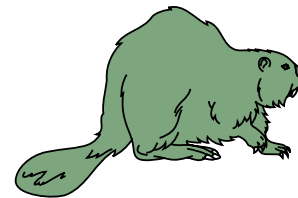


a. Sock

b. Two

c. Can

5)

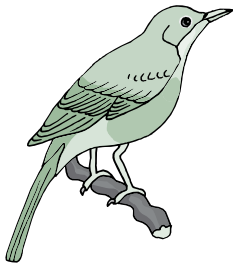


a. Car

b. Bat

c. Door

2)

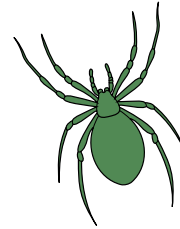


a. Boy

b. Crow

c. Doll

6)

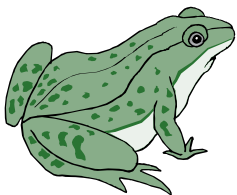


a. Man

b. Two

c. Spot

3)

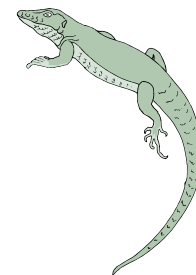


a. Bog

b. Dish

c. Fan

7)

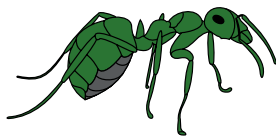


a. Land

b. Hot

c. Ice

4)

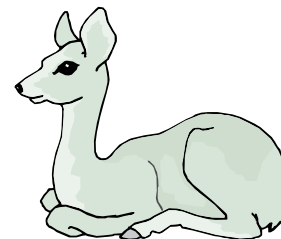


a. Wall

b. Apple

c. Pot

8)

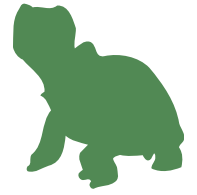


a. Duck


b. Cat


c. Fly

Tillena Lou's Sentence Scramble




Can you cut out and sort these words to make a sentence? Glue them onto a new sheet of paper and add the picture to the end of your sentence.

tiny	is	turtle.	Tillena	a	
------	----	---------	---------	---	---


sounds.	Bees	make	buzzing	nice	
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Spiders	spin	can	webs.	silky	
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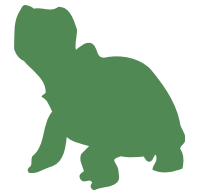
fly	swiftly.	dragon- flies	blue	Bright	
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Bullfrogs	wet	ponds.	in	live	
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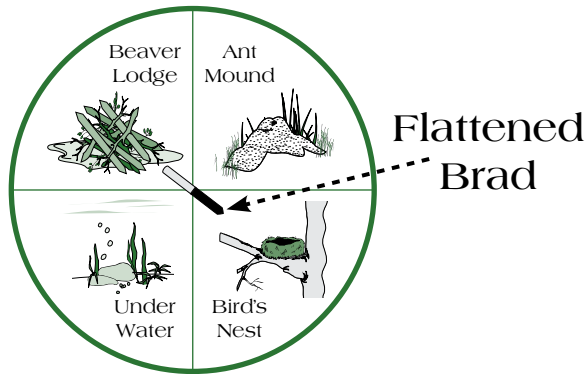
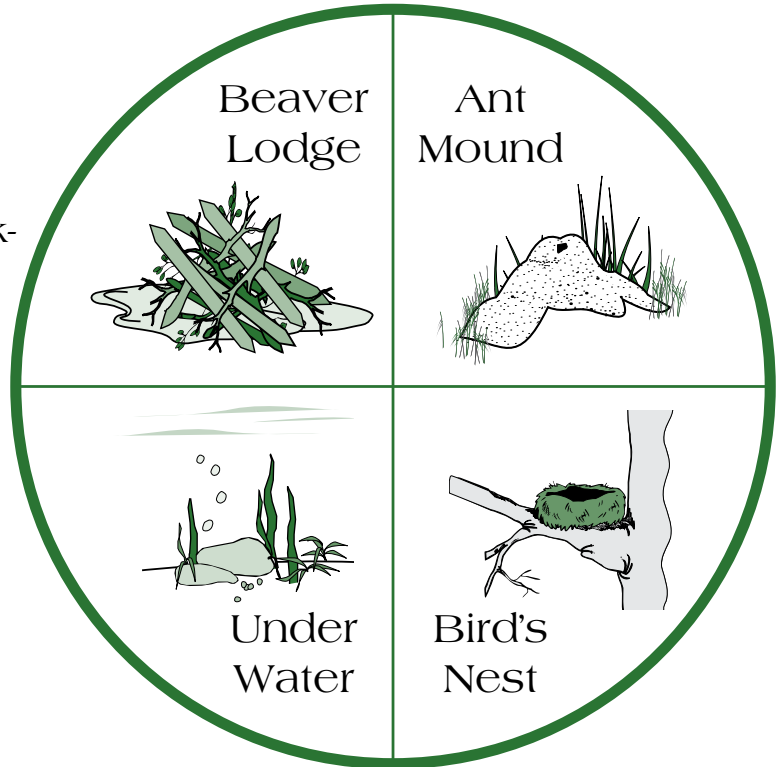
Use the boxes below to make a sentence about a deer.

					
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Spinner: If I Lived in a . . .



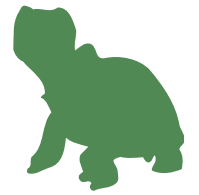
1. Cut out the picture to the right.
2. Push a metal brad through the back side of the paper. Spread the two points of the brad to flatten them on the front side of the paper.
3. Color one point with a black marker. The finished spinner should look like the picture below.



4. Spin the spinner and look at the picture the spinner lands on. Write a story about what it would be like to live in this type of home.

Name

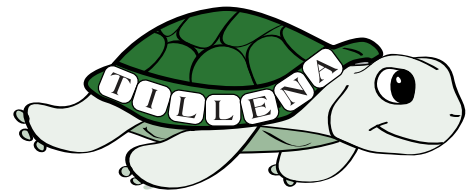
Tillena Lou's Shell-Spell-Shuffle



1. Cut out each letter box below.



2. Make as many words as you can with the letters. Some words can be made using just a few of the letters.



Example

3. Choose your favorite word. Glue it along the big turtle's shell. (See "Example," right).

4. My favorite word is: _____

