

# Lesson

# 20

# Close Reading

## **1<sup>st</sup> Read – Scratch the Surface**

- get the gist of the text

## **2<sup>nd</sup> Read – Discover New Words**

- highlight/underline any unfamiliar words
- use context clues to determine the meaning of the word
- write the definition on the text

## **3<sup>rd</sup> read – Dig a Little Deeper**

- determine the main idea of each paragraph or section of the text
- write the main idea on a post-it

## **4<sup>th</sup> read – Analyze the Text**

- teacher determines (identify theme, cause and effect, author's purpose, etc.)

# Clever Colonies

1

Everyone knows the world of bugs is fascinating, but who knew that African termites would have so much to teach us? Where might you find these amazing creatures? Scattered throughout the **wilderness** of Africa, termite colonies can be found standing up to forty feet tall! If you were **gliding** over the ground in an airplane, you could see them scattered among the trees. In fact, trees from the **region** might be growing on the mounds!

Scientists are studying the termite family, called a **colony**, and its **shelter**, called a mound. They've been making some **unexpected** discoveries about both. Now what do these amazing structures and their builders have to show us? Well, to begin with, termite families are amazing! When a new colony starts, the king and queen work together to raise their young. When the young grow into juveniles, they become workers and start to care for the very young. When the juveniles mature, they might become soldiers, workers, or new kings or queens.

The king and queen stay together throughout their lives, which might be as long as fifty to a hundred years! There can be several kings and queens in one colony.

2

Termite mounds are also amazing. Underground, beneath the tall mound, termite nests can be up to six feet wide! At first, scientists thought the tall mound was there to keep the termite nest from becoming **overheated**. However, they discovered that the termite nest stays a **constant** temperature because the ground stays a constant temperature. Rather than controlling temperature, the mound above keeps the **climate** inside from becoming too humid. It does this by circulating air.

Since the mound is always being worn away by weather, the termites add **layer** after layer to it each year. The climate inside is very important, because it has to be just right for the termites' survival. It also has to be just right for the food some termite species grow, which is fungus!

3

As scientists keep studying termites and their homes, we learn more about how to build our own homes. Perhaps someday your home will be modeled after a termite mound, so whether a blizzard is blowing or the sun is blazing, your home will have a constant, cozy temperature inside.

# Lesson 20 Vocabulary

*Life on the Ice*

1. \_\_\_\_\_ **shelter** - place to live or take cover
2. \_\_\_\_\_ **colony** - group of people or animals living together
3. \_\_\_\_\_ **constant** - not changing
4. \_\_\_\_\_ **wilderness** - wild area of land where very few people live
5. \_\_\_\_\_ **climate** - average or typical weather in a particular place
6. \_\_\_\_\_ **region** - large section of land on Earth
7. \_\_\_\_\_ **unexpected** - happens without warning
8. \_\_\_\_\_ **gliding** - moving smoothly
9. \_\_\_\_\_ **overheated** - too hot to be safe
10. \_\_\_\_\_ **layer** - one thickness of something

## Lesson 20



### LANGUAGE DETECTIVE

**Talk About the Writer's Words**  
Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

## Vocabulary in Context

**1 shelter**  
A tent can make a good **shelter** for an explorer. It is a good place to keep warm.



**2 colony**  
Some people take trips to study a **colony**, or large group, of penguins.



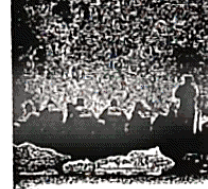
**3 constant**  
Steady, or **constant**, rain can make hiking trails slippery and difficult to use.



**4 wilderness**  
Explorers often travel through **wilderness**, or unsettled areas.



**5 climate**  
Boaters must avoid ice when exploring regions with a very cold **climate**.



**8 gliding**  
**Gliding**, or moving smoothly, through the air is an exciting way to explore.



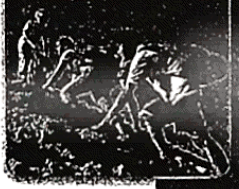
**6 region**  
This overgrown jungle is in a hot and rainy **region**, or area.



**9 overheated**  
Smart explorers find shade and drink water when they feel **overheated**.



**7 unexpected**  
The **unexpected** view from the top surprised these hikers.



**10 layer**  
A **layer** of ice must be several inches thick before it is safe to cross.



**Life on the Ice**
**Phonics:**  
**Compound Words**

# Compound Words

Write a word from the box to answer each clue. Then answer the question below by reading the word in the shaded boxes.

chalkboard

flashlight

outside

toothbrush

cookbook

homework

snowshoes

underwater

fireplace

newspaper

1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														

1. This helps you see in the dark.

2. You wear these to walk in snow.

3. You need this to brush your teeth.

4. Look here to see fish in a lake.

5. You do this work after school.

6. This is a book of recipes.

7. You might play here after school.

8. A fire in here will warm a room.

9. A teacher may write on this in a classroom.

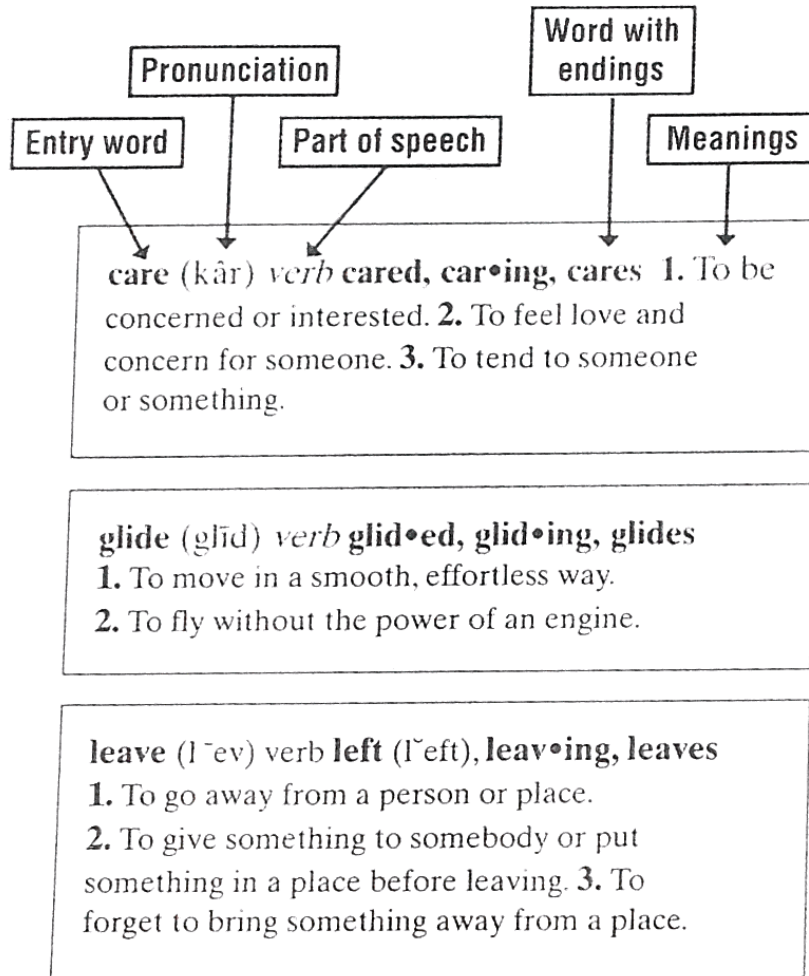
10. You read this to learn the news.

What is the coldest place on Earth? \_\_\_\_\_

## Projectable 20.7

Life on the Ice Vocabulary Strategies Dictionary/Glossary

## Dictionary/Glossary



Vocabulary Strategies

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Grade 3, Unit 4

Name \_\_\_\_\_ Date \_\_\_\_\_

# Dictionary/Glossary

**Life on the Ice**  
Vocabulary Strategies:  
Dictionary/Glossary

Read each word. Write the base word to use to find its dictionary entry. Then find each entry word in a dictionary. Write the words with all their endings.

Word	Entry Word in Dictionary	Part(s) of Speech	Word with Endings
1. gliding			
2. hesitate			
3. dripping			
4. rippling			
5. horrifying			

Now write a sentence for one form of each word.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Projectable 20.4

Life on the Ice Analyze the Text Main Ideas and Details

## Idea-Support Map: Main Ideas and Details

**Main Idea** Antarctica is an extremely cold place.

**Supporting Detail**

**Supporting Detail**

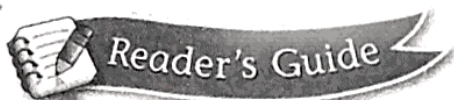
**Supporting Detail**

Analyze the Text

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Grade 3, Unit 4

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**Life on the Ice**  
Independent Reading

# Life on the Ice

## A Travel Guide to the Poles

Gather information about the North and South Poles.  
Use the information to create a travel guide.



**Read pages 170–171. Where are the Poles? What are they like?**

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**Read pages 174–175. What is traveling to the Poles like?**

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**Read pages 180–181. How do you need to dress at the Poles?**

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**Read pages 182–183. What are the different seasons like for people who live at the Poles?**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Life on the Ice**  
Independent Reading

Now use the information you collected to design a travel guide for the North and South Poles. Be sure to point out interesting details that would make visitors eager to go. Remember to let your excitement show!

Come to the North and South Poles! An adventure awaits you!



Name \_\_\_\_\_ Date \_\_\_\_\_

# Cumulative Review

**Life on the Ice**  
**Phonics:**  
Cumulative Review

Read each sentence. Choose two words from the Word Bank to form a compound word to complete each sentence. Then read the complete sentence.

bare	brush	eye	sun
bath	brow	fire	room
boat	butter	fly	sail
glasses	camp	foot	paint

1. When you do not have a shoe or sock on your foot, you are \_\_\_\_\_.
2. You use \_\_\_\_\_ to protect your eyes.
3. To make a colorful picture, you use a \_\_\_\_\_.
4. The hair that grows just above your eye is called an \_\_\_\_\_.
5. You take a shower in a room called a \_\_\_\_\_.
6. An insect that uses its pretty wings to fly from flower to flower is called a \_\_\_\_\_.
7. A boat that uses wind and sails is called a \_\_\_\_\_.
8. When you want to cook something while you are camping, you build a \_\_\_\_\_.