

Teacher's Supplement



MAGAZINE ARTICLES

Max and Kate	3
Contemporary Realistic Fiction	810L
Fall	8
Lyrical Poem	800L
Harvest Time with Papa.	9
Contemporary Realistic Fiction	700L
The Autumn Dance.	20
Narrative Nonfiction	690L
Big Bear Walks in His Sleep	24
Fantasy	510L
I Am an Owl	34
Lyrical Poem	790L



Teachers' Guide for *Ladybug October 2015*

Using This Guide.	2
Common Core: Reading, Speaking & Listening, and Writing	3
Article Pages.	4
Cross Text Connections with Multiple Articles	10
Mini-Unit	11
Printables.	14
Glossary	17
Online Resources	18



OVERVIEW

*In this magazine, readers will learn about the many changes that can happen in autumn. **Ladybug October 2015** focuses on how people, animals, and*

plants are affected by the changes autumn brings.

ESSENTIAL QUESTION:

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?



We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 9

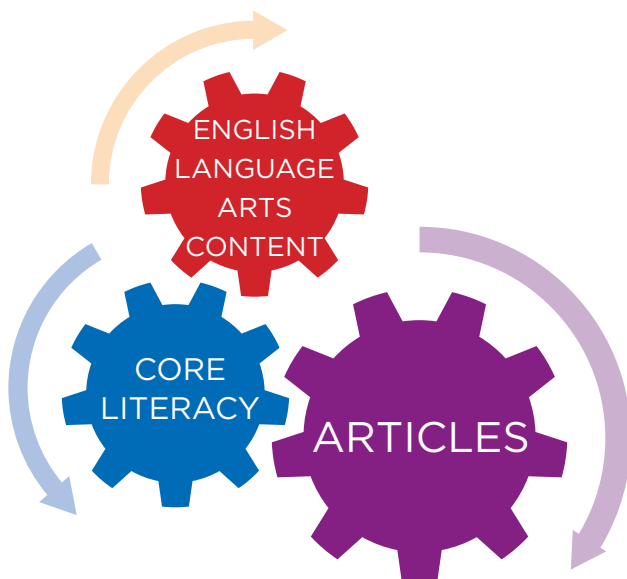
Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The diagram illustrates a sample article page titled "ARTICLE: What's Mine Is Yours" with callouts to various teaching resources:

- Essential Question**: Callout to the "ESSENTIAL QUESTION" section on the left side of the page.
- Content Concepts**: Callout to the "SCIENCE CONCEPT" section on the left side of the page.
- Common Core Anchor Standards**: Callout to the "COMMON CORE CONNECTIONS" section at the bottom of the page.
- Key Vocabulary**: Callout to the "KEY VOCABULARY" section on the left side of the page.
- Prepare to Read**: Callout to the "PREPARE TO READ" section on the right side of the page.
- Close Reading Questions**: Callout to the "CLOSE READING QUESTIONS" section on the right side of the page.
- Common Core Connections to teach reading and writing standards**: Callout to the "COMMON CORE CONNECTIONS" section at the bottom of the page.

TEACH A MINI-UNIT PAGES 11 - 13

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.Reading.1)

Describe Relationships (CCSS.Reading.3)

Analyze Text Structure (CCSS.Reading.5)

Interpret Visual Information (CCSS.Reading.7)

Summarize (CCSS.Reading.2)

Determine Word Meaning (CCSS.Reading.4)

Understand Author's Point of View (CCSS.Reading.6)

Explain Reasons and Evidence (CCSS.Reading.8)

FOCUS STANDARD: CCSS. Reading 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the *same* article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 11 – 13) as well as the **article pages** (pages 4 - 9) for ways to incorporate writing into your instruction

ARTICLE: Max and Kate

Magazine pages 3, Contemporary Realistic Fiction



Max, Kate, and Charlie go apple picking for their Aunt Sue's roadside stand. Max's dad helps them.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

ELA CONCEPT

The text and illustrations work together to tell the story.

CROSS-CURRICULAR EXTENSION

Science

Research the growth cycle of an apple tree (from blossoms to mature apples). Learn what apple trees need to produce apples.

KEY VOCABULARY

rosy (p. 4) having a pink color

gently (p. 5) in a way that is not hard or forceful

bruised (p. 5) caused a dark area on a plant or piece of fruit

chuckles (p. 7) laughs in a quiet way

PREPARE TO READ

Read a book (fiction or nonfiction) about apple picking. As you read, list the experiences included in the book (drive to orchard, collecting apples in a basket...) Tell the students they will be using the list to compare with the story.

CLOSE READING QUESTIONS

- List the things the kids do to help their Aunt Sue. How are these things helpful?
- How did Max's dad help the kids? Could the kids have done their work without him? Use details from the story to support your answer.
- Find 5 or more details in the illustrations that are not found in the text. Why might the illustrator have included these details?
- Notice the dialogue on page 7. How does the punctuation (!) at the end of each sentence help you know how Kate and Max were speaking?
- How does the list from the Prepare to Read activity compare to this story? Use details from both to support your answer

COMMON CORE CONNECTIONS

Retell Stories *CCSS Literature 2*

Choose one of the characters (Max, Kate, or Charlie) and retell the story, describing the things that character does. Use both the text and the illustrations.

Using Prepositions *CCSS Language 1*

Choose 1 or 2 pages from the story. Use prepositions to describe what you see. (Example: Charlie is pulling his wagon behind him.) Try to use complete sentences.

Collaboration *CCSS Speaking and Listening 1*

With a partner, choose one of the illustrations from the story. Pretend to have a conversation between 2 of the characters.



A mother and her children go apple picking and plan to have a picnic.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

ELA CONCEPTS

An illustrator must carefully read a poem (details, tone...) to accurately portray it.

CROSS-CURRICULAR EXTENSION

Science

Research the different kinds of apples and what they look like. Compare your findings with the illustrations. What kind of apple might the one in the illustration be?

KEY VOCABULARY

bunch (p. 8) a group of things of the same kind

autumn (p. 8) the season between summer and winter

breeze (p. 8) a gentle wind

tart (p. 8) having a sharp or sour taste

crate (p. 8) a large wooden or plastic box used for moving things from one place to

PREPARE TO READ

Show the students a picture of an apple orchard (one that shows apples on trees and on the ground would be best). Discuss and list what details you might see, hear, touch, smell, and taste. Add your own ideas and those of students who have had apple-picking experiences.

CLOSE READING QUESTIONS

- Who went on this trip? How do you think they got there? Base your answers on the poem and the illustration.
- Find the 2 cats. How are they alike? How are they different? Describe them by how they look and what they are doing. Will you use the text or the illustration for your answer?
- Read the definition for crate to the students. What is the difference between a basket and a crate? Why do you think the family brought both to the apple orchard?
- What will the family do once they finish picking apples? Then what?
- Who seems to be narrating this poem? What is the tone of the poem?

COMMON CORE CONNECTIONS

Ask and Answer Questions *CCSS Literature 1*

With a partner, ask each other questions about the poem using the words who, what, where, when, and why.

Compare and Contrast *CCSS Literature 3*

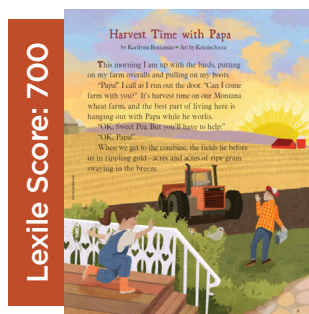
Compare the list you made in the Prepare to Read introduction with the poem. How does your list compare to the sensory details in the poem?

Craft and Structure *CCSS Literature 5*

Discuss the purpose of the poem. Tell a funny story? Tell an adventure? Tell about a fun day? Discuss how the illustrator kept this purpose in mind. Discuss what kind of picture details would not match this text.

ARTICLE: Harvest Time with Papa

Magazine pages 9, Contemporary Realistic Fiction



A girl accompanies her father as he uses a combine and other farm equipment to harvest wheat.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

ELA CONCEPTS

The reader learns, through fiction, about actual farm life and harvest time.

CROSS-CURRICULAR EXTENSION

Research

Research farm combines: what they are used for and how they work.

KEY VOCABULARY

harvest (p. 9) the season when crops are gathered from the fields

combine (p. 9) a machine that cuts crops and separates the seeds from the rest of the plant

GPS (p. 11) a radio system that tells you where you are and gives you directions to other places

grain elevator (p. 13) a building in which grain is stored

PREPARE TO READ

Show the student a picture of a farmer working in the field with simple tools and a picture of one using large farm equipment. Discuss how farming has changed and why these changes have occurred.

CLOSE READING QUESTIONS

- Describe the setting of the story (place, season, time of day, weather...)
- Who are the 3 characters in the story? How are they related?
- Why does the girl want to go with her father? How does she seem to feel about the farming life? Use details from the story to support your answers.
- What problem causes the combine to go, “Clunk, clunk?” What steps does the father take to solve this problem?
- How does the girl use her senses throughout the day with her father? Why do you think the author choose to include all these sensory details?

COMMON CORE CONNECTIONS

Retell Key Details *CCSS Literature 1*

Before you read (or reread) the story to the students, ask them to listen for ways the girl in the story uses her senses to experience her day with her father.

Compare and Contrast *CCSS Literature 4*

Before class or with the students, find verb phrases (*pulling on my boots, swaying in the wind, snips the wheat...*) in the story. Take turns acting them out.

Understanding Characters *CCSS Literature 3*

It is late morning when the girl gets home. She draws a picture of some part of the day. Students draw what they think she might have drawn. They share their drawings and explain why they think the girl might have chosen that experience to draw.

Lexile Score: 690



In fall, a blackbird waits for and joins a flock of blackbirds as they migrate south.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

SCIENCE CONCEPT

Nonfiction can be written in a narrative way.

CROSS CURRICULAR EXTENSION

Science

Research the different types of blackbirds. What kind of blackbird is this article about?

KEY VOCABULARY

meadows (p. 20) open fields of grass that are growing wild

nervous (p. 20) feeling worry or fear about a particular thing or things

continues (p. 21) does the same thing without stopping

moans (p. 21) makes long low sounds to show pain or sadness

huddle (p. 21) to crowd, push, or pile together

PREPARE TO READ

Find a recording of the song and call of a red-winged blackbird. Play it for the class. Discuss whether this is a bird the students have heard before.

CLOSE READING QUESTIONS

- Find the color words in this story. Why did the author use so many?
- Find the 2 sounds the blackbird makes in the article. Try sounding them out. Do you sound like a bird?
- Listen to this sentence from the text. It howls and whips and moans. The definition of moans is, “makes long low sounds to show pain or sadness.” Is the wind in pain? Is it sad? Why did the author choose this word?
- What did the blackbirds do when the wind stopped? Why did they do that? Use details from the text to support your answer.
- How many details from the poem does the illustrator show? Does the illustration help you enjoy the poem more

COMMON CORE CONNECTIONS

Creating Illustrations from Text *CCSS Informational Text 7*

Using the colors mentioned in the article, create a picture of the tree the blackbird is waiting in. Use crayons, paint, colored pencils, or torn paper to create your picture.

Identifying a Main Idea *CCSS Informational Text 2*

Why do you think the author chose this title, The Autumn Dance? Is it a good choice? What might be a different title?

Research to Build Knowledge *CCSS Writing 7*

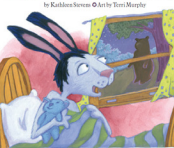
Participate in a class-based research project about bird migration. Do all birds migrate? Do migrating birds all travel in huge groups? What birds migrate to/from the area where you live?

ARTICLE: Big Bear Walks in His Sleep

Magazine pages 24, Fantasy

Lexile Score: 510

Big Bear Walks in His Sleep



Skinny Rabbit woke in the middle of the night. What was that noise he'd heard? He looked out the bedroom window. Under the tree in his backyard stood something large. Something scary. Skinny Rabbit's heart gave a thump. Then he looked again. What a minute! That something was his neighbor, Big Bear. Skinny Rabbit hurried outside. "Big Bear, what are you doing here?" Big Bear rubbed his eyes. "Is that you, Skinny Rabbit?"

Skinny Rabbit is awakened night after night by his sleepwalking friend, Big Bear. Each time, Skinny Rabbit feeds his friend cinnamon toast and then walks him back home.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

SCIENCE CONCEPTS

Fiction can use animal characters to show human relationship issues.

CROSS CURRICULAR EXTENSION

Science

Research what bears do in fall to prepare for hibernation (eat extra food). How might this need for extra food contribute to Big Bear's behavior?

KEY VOCABULARY

puzzled (p. 25) confused

briar patch (p. 27) a piece of land covered with thorny plants

startled (p. 28) to be suddenly scared

sleepwalk (p. 29) to walk while asleep

PREPARE TO READ

Discuss the traits of friendship, especially when a friend behaves in ways you find confusing or annoying. List the ideas so you can refer back to them after reading the story.

CLOSE READING QUESTIONS

- How does Big Bear feel when he sees Skinny Rabbit on his first nighttime visit? How do the text and illustration help you know this?
- What points does this story make about friendship?
- List at least three dangers Skinny Rabbit worries will happen to Big Bear if he keeps walking around in his sleep.
- The reader mostly sees this story through Skinny Rabbit's eyes. How would the story be different if it was shown through Big Bear's eyes?

COMMON CORE CONNECTIONS

Retell Story *CCSS Literature 2*

Create a list of 5-7 key events from the story (or do this as a class). Cut the list into strips, one event per strip. Stick the event strips up in random order. Read the strips. Discuss what the order the strips should be. When reordering is complete, reread the story to check.

Recognizing Common Types of Texts *CCSS Literature 5*

Discuss whether this is an article of nonfiction or fiction. When it's established this is an example of fiction, discuss whether it's realistic or fantasy. Students should support their answers with details from the text.

Character Development *CCSS Literature 3*

List ways Skinny Rabbit is a good friend to Big Bear. List ways Big Bear is a good friend to Skinny Rabbit.



An owl describes what it's like to be an owl.

ESSENTIAL QUESTION

What changes can people, animals, and plants expect in autumn? How do these changes affect how they act?

SCIENCE CONCEPTS

In the words of a short poem, an author can present a clear and elegant picture.

CROSS CURRICULAR EXTENSION

Science

Research the common characteristics of owls. Does this poem provide accurate details?

KEY VOCABULARY

peer (p. 34) to look closely

dusk (p. 34) the time of day just before night

glide (p. 34) to move smoothly, quietly, and with no effort

hollow (p. 34) an empty space inside something, such as a tree

PREPARE TO READ

Show the students photographs of an owl (one showing its face and another in flight, would be good). Note its physical characteristics. Discuss what the students know about owls.

CLOSE READING QUESTIONS

- Who is speaking in this poem? How do you know this?
- Find the rhyming lines. What is the rhyming pattern?
- What season is this? Use the text and/or illustration to support your answer.
- As you read the poem aloud, have the students identify the action words (peer, glide, rest, think). Act them out.
- What does the phrase, rest in a hollow to think owl things mean? What might be an example?

COMMON CORE CONNECTIONS

Fluency *CCSS Foundational Skills 4*

Read the poem together several times. Choose students who are able to take turns reading the poem aloud. As the poem is read, the other students act out the owl actions.

Research *CCSS Writing 7*

Read the class a nonfiction book about owls that includes information about their wings and hunting. Use this information to answer the following questions about the poem. Why was the owl out at night? What was it probably looking for? What makes the owl's wings so silent when it flies?

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Compare and contrast “Max and Kate” and “Fall.” In your discussion, include text type (genre), illustrations, characters involved, activities the characters are involved in, role of the parent in each story, and the authors’ purposes for writing.
- Gather information across two or more articles to make a sensory list of the things we see, smell, taste, touch, and hear in autumn.
- Form a response to the essential question: What changes can people, animals, and plants expect in autumn? How do these changes affect how they act? Use information from multiple articles.
- Compare and contrast “Harvest Time with Papa” and “Big Bear Walks in his Sleep.” In your discussion, include text type (genre), illustrations, the authors’ purposes for writing, and Papa’s farming / Skinny Rabbit’s gardening.
- As you read or reread several articles, pick out important fall words. Create a word web using the fall words. Try using your word web to write your own poem about fall!
- Compare and contrast “The Autumn Dance” and “I Am An Owl.” In your discussion, include text type (genre), illustrations, the bird species characteristics, and what the birds in each article are doing (and why).
- Use information from multiple articles to create a comic that shows two or more animals talking about things they do in autumn.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

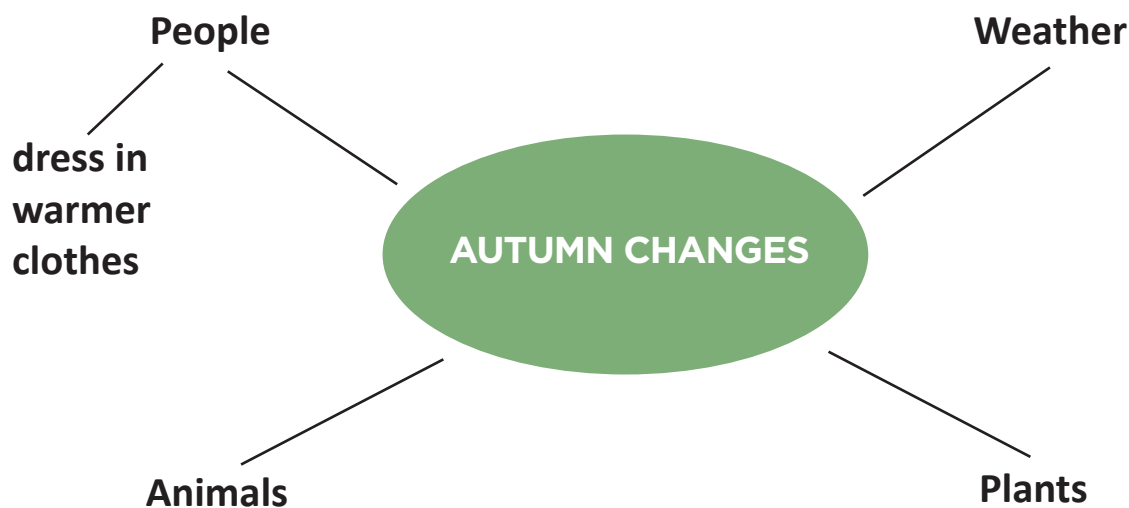
When summer ends and autumn begins, people, animals, and plants prepare for the changes that come. Observing and noting how people, animals, and plants change can lead to fascinating discoveries. In this unit, students will create a class book about autumn changes.

ENGAGE

READ AND COMPARE

APPLY

ENGAGE: It is likely your students are keen observers. Start a discussion asking about how autumn weather is different from summer weather. Then ask students to think how these changes affect people, animals, and plants. Create an idea or concept web to tap into their background knowledge. Begin with a Mind Map like the one below. Add student observations/knowledge. Add new observations/ knowledge as the class explores this unit.





READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use “Harvest Time with Papa” (pages 9-14) as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 5 of this guide. If you choose, students can read along using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Read aloud one or more of the following articles: “Max and Kate,” “Fall,” “The Autumn Dance,” and “Big Bear Walks in His Sleep.” As you read, add pertinent student observations to the Mind Map. Refer to the Article Pages for summaries of each article within Ladybug 2015.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 10 to compare articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS.Reading 1, 2, 3* Listen carefully to find details that show autumn changes.

COMPARE AND CONTRAST: *CCSS.Reading 2* As students listen to pairs of articles and examine the illustrations, they note and discuss similarities and differences



APPLY: CREAT A CLASS BOOK

The students have listened to and discussed several articles about the changes that come in autumn. Now it is time to create a class book to let the students apply what they've learned. Form the students into 4 groups. Assign each group a topic (weather, people, animals, plants). Each group is responsible for creating pages about their topic for a class book: *Autumn Changes*.

As a class, review the *Autumn Changes Mind Map* to refresh the students' understanding/memory of what they have learned so far.

- Ways to portray information (drawings, collages, labels...)
- Materials needed (paper, magazines to cut, glue, pencils, crayons...)
- Helpful resources (*Ladybug October 2015*, grade appropriate books ...)
- Record and post results
 - list of materials
 - list of resources

Form groups. Instruct them to brainstorm:

- Ideas for pages, based on the group's specialty and who will do each page
- Materials they expect to need
- Ways they expect to portray information
- *Ladybug October 2015* articles that will give them helpful information

When groups are ready, give them each an Autumn Changes Graphic Organizer. Demonstrate how to fill it out.

- Section A: Circle appropriate group topic
- Section B: Add student names to Page boxes, the name of each student in a different box.
- Sections C and D: Referring to lists created in Step I, guide students to complete these sections by circling items and adding items (if needed).

After brainstorming, each group will:

- Decide what each student's page will be about
- Gather necessary materials
- Consult *Autumn Changes Mind Map*
- Consult appropriate articles from *Ladybug October 2015* and other resources
- Start working on page

The final product may include:

- Cover
- Table of Contents
- Student Pages, organized into 4 chapters by topic
- Glossary

Additional Resources

Animals in Fall by Mari Schuh.

Animals in Fall by Martha E. H. Rustad

Apples in Fall by Schuh, Mari C.

Autumn is here! by Heidi Pross Gray

The Autumn Leaf by Carl Emerson

Fall by Siân Smith

Fall by Tanya Thayer

How Do You Know It's Fall? by Allan Fowler

How Do You Know It's Fall? by Lisa M. Herrington

Weather in Fall by Mari Schuh

NAME: _____

Mini-Unit Graphic Organizer

A. GROUP (circle one)

Weather

People

Animals

Plants

B. PAGES Write name, then add a small picture (or words) that shows what your page will be about

Name _____

Name _____

Name _____

Name _____

Name _____

Name _____

C. MATERIALS (circle the materials you need)

paper

pencils

glue

crayons

magazines to cut

other _____

B. PAGES (circle the resources you need)

books

Ladybug October 2015

picture dictionary

other _____

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

autumn the season between summer and winter

*We listen to the **autumn** breeze, and dream of apple pie. (p. 8)*

breeze a gentle wind

*We listen to the autumn **breeze**, and dream of apple pie. (p. 8)*

briar patch a piece of land covered with thorny plants

*"...If you keep walking in your sleep, you could stumble into a hole or get caught in a **briar patch** or trip over a log and bump your head." (p. 27)*

bruised caused a dark area on a plant or piece of fruit

*Kate shows Charlie how to gently place them in the basket so they don't get **bruised**. (p. 5)*

bunch a group of things of the same kind

*Fall is apple-picking time, we go pick a **bunch**. (p. 8)*

chuckles laughs in a quiet way

*"Don't worry—Charlie and I saved the best ones for a pie!" **chuckles** Max. (p. 7)*

combine a machine that cuts crops and separates the seeds from the rest of the plant

*When we get to the **combine**, the fields lie before us in rippling gold—acres and acres of ripe grain swaying in the breeze. (p. 9)*

crate a large wooden or plastic box used for moving things from one place to another

*Picking sweet and picking tart, picking large and small, we fill a basket, then a **crate**—and soon we've filled them all! (p. 8)*

dusk the time of day just before night

*I peer through the **dusk** with round yellow eyes... (p. 34)*

gently in a way that is not hard or forceful

*Kate shows Charlie how to **gently** place them in the basket so they don't get bruised. (p. 5)*

glide to move smoothly, quietly, and with no effort.

*...then **glide** through the forest on soft, silent wings... (p. 34)*

GPS a radio system that tells you where you are and gives you directions to other places

*Papa sets the **GPS** to auto steer and we are off! (p. 11)*

grain elevator a building in which grain is stored

*When the truck is full Grandpa will haul it to town to sell at the **grain elevator**. (p. 13)*

harvest the season when crops are gathered from the fields

*It's **harvest** time on our Montana wheat farm, and the best part of living here is hanging out with Papa while he works. (p. 9)*

hollow an empty space inside something, such as a tree

*...and rest in a **hollow** to think owl things. (p. 34)*

peer to look closely

*I **peer** through the dusk with round yellow eyes... (p. 34)*

puzzled confused

*"I don't know," said Big Bear, **puzzled**. (p. 25)*

rosy having a pink color

*Max reaches up into the branches, then hands the **rosy** apples down to Kate. (p. 4)*

sleepwalk to walk while asleep

*"Big Bear, you don't have to **sleepwalk** to get a snack from me..." (p. 29)*

startled to be suddenly scared

*A noise at the front door **startled** him. (p. 28)*

tart having a sharp or sour taste

*Picking sweet and picking **tart**, picking large and small, we fill a basket, then a crate—and soon we've filled them all! (p. 8)*



“Max and Kate”

- <http://www.watchknowlearn.org/Video.aspx?VideoID=24057&CategoryID=8065>

This is a video of a school field trip in which the students go apple picking.

“Fall”

- <http://www.nwf.org/kids/family-fun/outdoor-activities/visit-an-apple-orchard.aspx>

This site includes descriptions and pictures from a trip to an apple orchard.

“Harvest Time with Papa”

- https://www.deere.com/en_US/corporate/our_company/fans_visitors/kids/john_deere_in_action.page

Several farm machines, including a combine are shown in action.

“The Autumn Dance”

- http://www.allaboutbirds.org/guide/Red-winged_Blackbird/lifehistory

This site provides information about redwing blackbirds, including behavior, sounds, a video, and more.

“Big Bear Walks in His Sleep”

- <http://www.kidzone.ws/lw/bears/facts.htm>

This site provides information about bears’ hibernation, diet, cubs, and more.

“I Am an Owl”

- <http://www.enchantedlearning.com/subjects/birds/info/Owl.shtml>

This site provides information about owls’ anatomy, flight, hunting and more.