Comprehension Passages

Out of this World LITERACY

LEXILE

synthesizing

2 DIGITAL FORMATS!

SYNTHESIZING #1 Name: Date:

READ: The word synthesize is a fancy word for thinking carefully about information learned during reading. Readers pay attention to new things they learn. Sometimes they change their opinions after reading new information. Read the passage. Answer the questions and then take the challenge!

Bowled Over

Toni joined her team on the lanes. The team prepped for the bowling game against the Cougars. Toni knew it would be a tough match, but her coach had been giving them advice all week.

"Hands in," the team captain called. "Go team go on 3. 1…, 2…, 3…"

"Go team go!" shouted all the bowling team members.

Toni was the first to bowl in the lineup. She knew she would set the tone for the entire game. She had two balls to make a great round. Her hands were sweaty. She took a few steps toward the balls. Her pink marbled bowling ball stared back at her. Toni patted her hands on the chalk block. She inhaled a deep breath and turned around to look at her teammates.

"You can do it!" "Go Toni!" they shouted.

Toni knew this important match depended upon her getting the team off to the right start. Last week after her two gutter balls, the team lost. She picked up her pink ball and stepped over in the lane. She held the pink ball close to her chest and breathed in deeply. She exhaled. Toni cleared her mind and began her steps that she practiced every day after school.

Toni released her ball and froze. She couldn't do anything but watch and hope that her ball painted in her favorite color would roll where she wanted.

"Strike!" shouted the coach. Toni bowled over the pins and knocked them all down.



RESPOND: Answer the following questions after reading. *drag the apples to the correct answers*

1a. What is something readers learn in the story?
a. Teamwork is dream work.
b. Toni's team depended upon her.
c. The team wasn't worried about Toni's first round.
d. Coaches push players to do their best.

1b. What evidence from the text best supports the answer you chose in 1a?
a. "Her pink marbled bowling ball stared back at her."
b. "You can do it!"
c. "Toni patted her hands on the chalk block."
d. "Last week after her two gutter balls, the team lost."

2a. Which is the best conclusion readers can draw about Toni?
a. Toni doesn't like to bowl.
b. Toni is nervous.
c. Toni's teammates are rooting against her.
d. This is Toni's last game.

2b. What evidence from the text best supports the answer you chose in 2a?
a. "Toni bowled over the pins."
b. "Toni patted her hands on the chalk block.."
c. "Her hands were sweaty."
d. "Toni was the first to bowl in the lineup."

3. What do readers learn about Toni as a teammate?
a. Toni doesn't work well with others.
b. Toni works hard for her team.
c. The team is disrespectful.
d. Toni prefers playing alone.

WRITE: How have your opinions changed about supporting a teammate after reading the story? Use evidence from the text. *Type here:*

CHALLENGE: Use the codes to identify new learning and thinking of the text.
*** drag the colors to words that match in the text.*

blue	red	green
How Toni prepared for the match	What Toni did right before she bowled	Why Toni felt so much pressure

4 TEXTS

PRINTABLE!

Hello There!

I am so excited to be bringing you this set of comprehension passages, where everything you and your students need to practice a specific comprehension skills is on ONE page!

What Is Included:

1. 4 comprehension passages focused on synthesizing.
2. 4 complete answer keys.
3. 2 Google Drive digital versions (horizontal and vertical)
4. Lexile and F&P Levels

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on synthesizing.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on synthesizing
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!







GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Bowled Over
(Level M)

Bumpy Ride
(Level L)

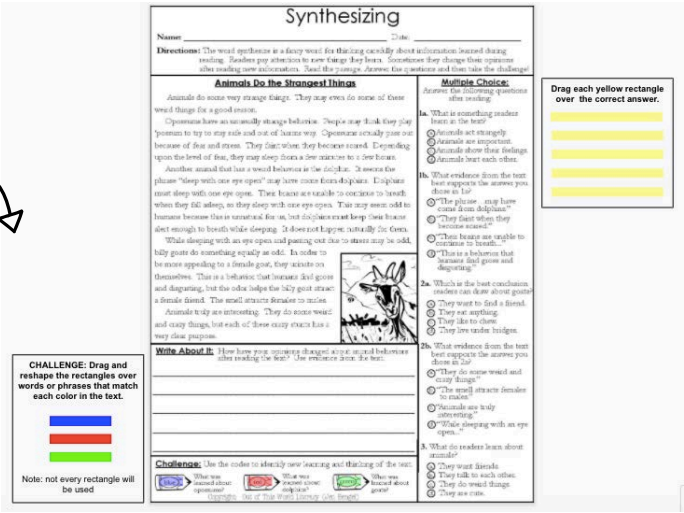
Old Kirk Christianson
(Level Y)

Animals Do the Strangest Things
(Level U)

ANSWER KEYS

DIGITAL VERSION #1

VERTICAL PAGES



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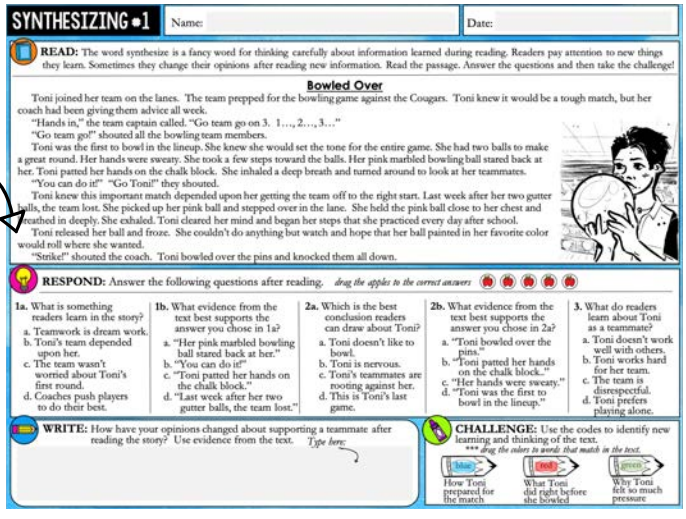
ANSWER KEYS

DIGITAL VERSION #2

VERTICAL PAGES



SYNTHESIZING #1 | Name: | Date:

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WRITE: How have your opinions changed about supporting a teammate after reading the story? Use evidence from the text. *Type here:*

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**** drag the colors to words that match in the text.*

blue — How Toni prepared for the match
red — What Toni did right before she bowled
green — Why Toni felt so much pressure

Synthesizing

Name: _____ Date: _____

Directions: The word synthesize is a fancy word for thinking carefully about information learned during reading. Readers pay attention to new things they learn. Sometimes they change their opinions after reading new information. Read the passage. Answer the questions and then take the challenge!

Ole Kirk Christiansen

The name Ole Kirk Christiansen may not ring a bell to many, but the toy he is responsible for introducing to the world is one that is recognized by all. Ole Kirk Christiansen was a carpenter from Denmark who turned his love of working with wood into a career.

The Danish woodworker opened his own wood shop and faced many challenges. He didn't let those challenges get in the way of his success. Christiansen loved working in his shop making various creations. He didn't let the lack of electricity stop him from creating furniture or toys. In addition to not having electricity, his own children accidentally caught his wood shop on fire and completely destroyed it. Most people would have given up, but not Ole Kirk Christiansen. He kept working with wood and doing what he loved.

After the fire, Ole Kirk Christiansen decided to only make toys. He started a new company. Leg godt is a Danish phrase that means "play well." He named his new company after this phrase. Ole Kirk Christiansen is known for designing and creating Legos. In 1949, he adjusted his material and began using plastic to create the plastic Lego bricks that all children know by sight.



While Ole Kirk Christian's name may not be familiar, the toy and company, Lego, that he created is widely famous throughout the world.

Write About It: How have your opinions changed about Lego and the creator of Lego? Use evidence from the text.

_____

_____

_____

_____

_____

Challenge: Use the codes to identify new learning and thinking of the text.

- blue: What was learned about the meaning of Lego?
- red: What was learned about where Lego began?
- green: What was learned about Christiansen's career?

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Multiple Choice:

Answer the following questions after reading:

1a. What is something readers learn in the text?

(a) The history of Lego
(b) The history of toys
(c) The history of woodworking
(d) The history of Denmark

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "Ole Kirk Christiansen is known for designing and creating Legos."
(b) "The Danish woodworker opened his own wood shop."
(c) "Leg godt is a Danish phrase."
(d) "Most people would have given up."

2. [illegible] is the best conclusion readers can draw about Ole Kirk Christiansen?

(a) He was determined.
(b) He was a fire fighter.
(c) He was good at math.
(d) He liked to read.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "Ole Kirk Christiansen's name may not be familiar."
(b) "He adjusted the material."
(c) "He started a new company."
(d) "He didn't let those challenges get in the way of his success."

3. What do readers learn about the phrase "leg godt"?

(a) It is a [illegible] phrase.
(b) It inspired the name Lego.
(c) Christiansen said it a lot.
(d) It is an old proverb.

PASSAGE FOR SPECIFIC SKILL

A/B QUESTIONS

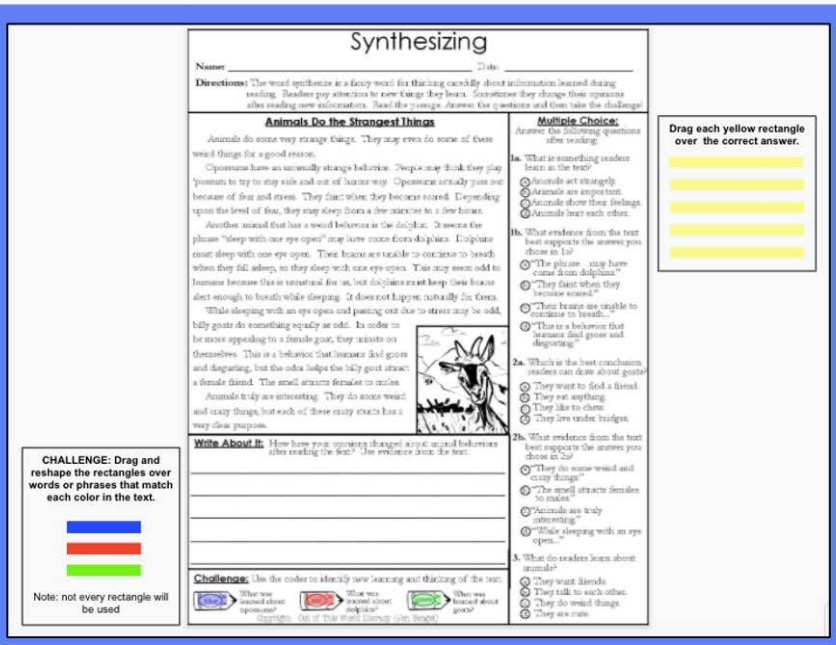
CUSTOM ILLUSTRATION

WRITTEN RESPONSE

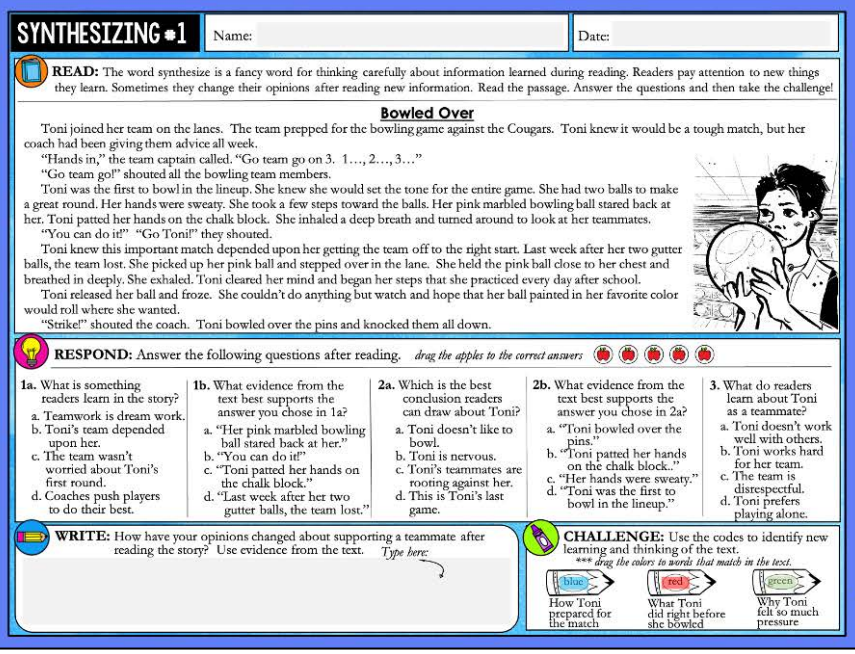
IDENTIFY EVIDENCE IN THE TEXT

CHOOSE FROM 2 DIGITAL FORMATS!

VERTICAL VERSION



HORIZONTAL VERSION



GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Bowled Over (Level M)	**Bumpy Ride** (Level L)
Old Kirk Christianson (Level Y)	**Animals Do the Strangest Things** (Level U)

ANSWER KEYS

DIGITAL VERSION #1
VERTICAL PAGES



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ANSWER KEYS

DIGITAL VERSION #2
VERTICAL PAGES



GOOGLE DRIVE READY!

4 ORIGINAL PASSAGES

PROFESSIONALLY LEVELED!

CUSTOM ILLUSTRATIONS

Passages and Reading Levels

Below is a list of titles included in this set of comprehension passages

Passage Title	Word Count	Genre	Comprehension Skill	Lexile Level	F&P Level	Grade Level
Bowled Over	246	Fiction	Synthesizing	540L	M	3.0
Bumpy Ride	259	Fiction	Synthesizing	530L	L	2.0
Ole Kirk Christiansen	226	NF	Synthesizing	970L	Y	6.9
Animals Do the Strangest Things	239	NF	Synthesizing	840L	U	5.5

LEXILE®

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The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Bowled Over	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6h Synthesize information to create new understanding.
Passage 2: Bumpy Ride	CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6h Synthesize information to create new understanding.
Passage 3: Ole Kirk Christiansen	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6h Synthesize information to create new understanding.
Passage 4: Animals Do the Strangest Things	CCSS.ELA-LITERACY.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.6h Synthesize information to create new understanding.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Bowled Over	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6h Synthesize information to create new understanding.
Passage 2: Bumpy Ride	CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6h Synthesize information to create new understanding.
Passage 3: Ole Kirk Christiansen	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6h Synthesize information to create new understanding.
Passage 4: Animals Do the Strangest Things	CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	3.6h Synthesize information to create new understanding.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Bowled Over	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6h Synthesize information to create new understanding.
Passage 2: Bumpy Ride	CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6h Synthesize information to create new understanding.
Passage 3: Ole Kirk Christiansen	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6h Synthesize information to create new understanding.
Passage 4: Animals Do the Strangest Things	CCSS.ELA-LITERACY.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.6h Synthesize information to create new understanding.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Bowled Over	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6h Synthesize information to create new understanding.
Passage 2: Bumpy Ride	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.6h Synthesize information to create new understanding.
Passage 3: Ole Kirk Christiansen	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6h Synthesize information to create new understanding.
Passage 4: Animals Do the Strangest Things	CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	5.6h Synthesize information to create new understanding.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Bowled Over	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5h Synthesize information to create new understanding.
Passage 2: Bumpy Ride	CCSS.ELA-LITERACY.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5h Synthesize information to create new understanding.
Passage 3: Ole Kirk Christiansen	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5h Synthesize information to create new understanding.
Passage 4: Animals Do the Strangest Things	CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.5h Synthesize information to create new understanding.

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SYNTHESIZING #1

Name:

Date:

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"Hands in," the team captain called. "Go team go on 3. 1…, 2…, 3…"

"Go team go!" shouted all the bowling team members.

Toni was the first to bowl in the lineup. She knew she set the tone for the entire game. She had two balls to make a great round. Her hands were sweaty. She took a few steps toward the balls. Her pink marbled bowling ball stared back at her. Toni patted her hands on the chalk block. She inhaled a deep breath and turned around to look at her teammates.

"You can do it!" "Go Toni!" they shouted.

Toni knew this important match depended upon her getting them off to the right start. Last week after her two gutter balls, the team lost. She picked up her pink ball and stepped to the line. She held the pink ball close to her chest and breathed in deeply. She exhaled. Toni cleared her mind and began her steps that she practiced every day after school.

Toni released her ball and froze. She couldn't do anything but watch and hope that her ball painted in her favorite color would roll where she wanted.

"Strike!" shouted the coach. Toni bowled over the pins and knocked them all down.



RESPOND: Answer the following questions after reading.

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a. Teamwork is dream work.
b. Toni's team depended upon her.
c. The team wasn't worried about Toni's first round.
d. Coaches push players to do their best.

1b. What evidence from the text best supports the answer you chose in 1a?

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Which is the best conclusion readers can draw about Toni?

a. Toni doesn't like to bowl.
b. Toni is nervous.
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d. It is Toni's last game.

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3. What do readers learn about Toni as a teammate?

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WRITE: How have your opinions changed about supporting a team after reading the story? Use evidence from the text.

CHALLENGE: Use the codes to identify new learning and thinking of the text.

- blue — How Toni prepared for the match
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SAMPLE

Synthesizing

Name: Answer Key **Date:** _____

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"Strike!" shouted the coach. Toni bowled over the pins and knocked them all down.

Write About It: How have your opinions changed about supporting a teammate after reading the story? Use evidence from the text.

Answer Should Include:

1. Opinions about supporting teammates.
2. Evidence from the text that supports readers opinions.

Challenge: Use the codes to identify new learning and thinking of the text.

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- green: Why Toni felt so much pressure

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Multiple Choice:

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Bumpy Ride

Mason pedaled his bicycle with his arm draped over the handlebars. Each bump in the road, each hole in the role, and every move he made hurt.

Mason and Chace had gone for a quick bike ride to the corner and back. It wasn't a trip that was out of the ordinary. The pair of friends always raced to the corner and back home during the summer. Today was no different. It was supposed to be no different, but things took a turn for the worse.

Mason and Chace were just about to the end of the road, where they would turn back to go home. As they approached the corner, Mason's bicycle chain locked up. Mason flew over the handlebars. At first Chace didn't notice. He reached the corner and turned around. As soon as he did, he spotted his friend on the ground. He hurried back to make sure his friend wasn't hurt.

"Are you okay?" Chace hollered to Mason.

"I can't move my arm," Mason cried.

Chace scooped up the bike and checked the chain. It was locked up, but he was able to free it. He helped his injured friend onto his bike. The two friends slowly made their way back to Mason's house. Every bump made Mason cringe with pain. It felt like the longest walk of Mason's life.



When they reached Mason's house, Mason's mom said, "We need to go to the hospital. That is definitely broken. Thank you for helping him Chace."

Mason wouldn't be riding his bike again for a while.

Write About It: How has your opinion changed about the dangers of riding bicycles? Use evidence from the text.

Answer Should Include:

1. Opinions about dangers of riding bicycles.
2. Evidence from the text that supports the reader's opinions.

Challenge: Use the codes to identify new learning and thinking of the text.

- blue — What was learned about the dangers of bicycling?
- red — What was learned about being a friend?
- green — What was learned about helping others?

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Multiple Choice:

Answer the following questions after reading:

1a. What is something readers learn in the story?

(a) Bicycling is fun.
(b) Friendship is important.
(c) Bicycles can have flat tires.
(d) Racing is dangerous.

1b. What evidence from the text best supports the answer you chose in 1a?

(a) "He hurried back to be sure his friend wasn't hurt."
(b) "Today was no different."
(c) "At first Chace didn't notice."
(d) "As soon as he did, he spotted his friend on the ground."

2a. Which is the best conclusion readers can draw about Chace?

(a) He is rowdy.
(b) He is caring.
(c) He is hyper.
(d) He is uncoordinated.

2b. What evidence from the text best supports the answer you chose in 2a?

(a) "When they reached Mason's house,"
(b) "Every bump made Mason cringe with pain."
(c) "He helped his injured friend onto his bike."
(d) "I can't move my arm."

3. What do readers learn about friendships?

(a) Friendships are easy.
(b) Mason has many friends.
(c) Mason and Chace are not friends.
(d) It is important to have a good friend.

Synthesizing

Name: Answer Keys Date: _____

Directions: The word synthesize is a fancy word for thinking carefully about information learned during reading. Readers pay attention to new things they learn. Sometimes they change their opinions after reading new information. Read the passage. Answer the questions and then take the challenge!

Ole Kirk Christiansen

The name Ole Kirk Christiansen may not ring a bell to many, but the toy he is responsible for introducing to the world is one that is recognized by all. Ole Kirk Christiansen was a carpenter from Denmark who turned his love of working with wood into a career.

The Danish woodworker opened his own wood shop and faced many challenges. He didn't let those challenges get in the way of his success. Christiansen loved working in his shop making various creations. He didn't let the lack of electricity stop him from creating furniture or toys. In addition to not having electricity, his own children accidentally caught his wood shop on fire and completely destroyed it. Most people would have given up, but not Ole Kirk Christiansen. He kept working with wood and doing what he loved.

After the fire, Ole Kirk Christiansen decided to only make toys. He started a new company. Leg godt is a Danish phrase that means "play well." He named his new company after this phrase. Ole Kirk Christiansen is known for designing and creating Legos. In 1949, he adjusted his material and began using plastic to create the plastic Lego bricks that all children know by sight.



While Ole Kirk Christian's name may not be familiar, the toy and company, Lego, that he created is widely famous throughout the world.

Write About It: How have your opinions changed about Lego and the creator of Lego? Use evidence from the text.

Answer Should Include:

1. Opinions about Legos.
2. Evidence from the text that supports the reader's opinions.

Challenge: Use the codes to identify new learning and thinking of the text.

blue — What was learned about the meaning of Lego?

red — What was learned about where Lego began?

green — What was learned about Christiansen's career?

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Multiple Choice:

Answer the following questions after reading:

1a. What is something readers learn in the text?

- (a) The history of Lego
- (b) The history of toys
- (c) The history of woodworking
- (d) The history of Denmark

1b. What evidence from the text best supports the answer you chose in 1a?

- (a) "Ole Kirk Christiansen is known for designing and creating Legos."
- (b) "The Danish woodworker opened his own wood shop."
- (c) "Leg godt is a Danish phrase."
- (d) "Most people would have given up."

2a. Which is the best conclusion readers can draw about Ole Kirk Christiansen?

- (a) He was determined.
- (b) He was a fire fighter.
- (c) He was good at math.
- (d) He liked to read.

2b. What evidence from the text best supports the answer you chose in 2a?

- (a) "Ole Kirk Christiansen's name may not be familiar."
- (b) "He adjusted the material."
- (c) "He started a new company."
- (d) "He didn't let those challenges get in the way of his success."

3. What do readers learn about the phrase "leg godt"?

- (a) It is a German phrase.
- (b) It inspired the name Lego.
- (c) Christiansen said it a lot.
- (d) It is an old proverb.

Synthesizing

Name: Answer Keys Date: _____

Directions: The word synthesize is a fancy word for thinking carefully about information learned during reading. Readers pay attention to new things they learn. Sometimes they change their opinions after reading new information. Read the passage. Answer the questions and then take the challenge!

Animals Do the Strangest Things

Animals do some very strange things. They may even do some of these weird things for a good reason.

Opossums have an unusually strange behavior. People may think they play 'possum to try to stay safe and out of harms way. Opossums actually pass out because of fear and stress. They faint when they become scared. Depending upon the level of fear, they may sleep from a few minutes to a few hours.

Another animal that has a weird behavior is the dolphin. It seems the phrase "sleep with one eye open" may have come from dolphins. Dolphins must sleep with one eye open. Their brains are unable to continue to breath when they fall asleep, so they sleep with one eye open. This may seem odd to humans because this is unnatural for us, but dolphins must keep their brains alert enough to breath while sleeping. It does not happen naturally for them.

While sleeping with an eye open and passing out due to stress may be odd, billy goats do something equally as odd. In order to be more appealing to a female goat, they urinate on themselves. This is a behavior that humans find gross and disgusting, but the odor helps the billy goat attract a female friend. The smell attracts females to males.



Animals truly are interesting. They do some weird and crazy things, but each of these crazy stunts has a very clear purpose.

Write About It: How have your opinions changed about animal behaviors after reading the text? Use evidence from the text.

Answer Should Include:

1. Opinions about animal behaviors.
2. Evidence from the text that supports the reader's evidence.

Challenge: Use the codes to identify new learning and thinking of the text.

- blue: What was learned about opossums?
- red: What was learned about dolphins?
- green: What was learned about goats?

Multiple Choice:

Answer the following questions after reading:

1a. What is something readers learn in the text?

- (a) Animals act strangely.
- (b) Animals are important.
- (c) Animals show their feelings.
- (d) Animals hurt each other.

1b. What evidence from the text best supports the answer you chose in 1a?

- (a) "The phrase…may have come from dolphins."
- (b) "They faint when they become scared."
- (c) "Their brains are unable to continue to breath..."
- (d) "This is a behavior that humans find gross and disgusting."

2a. Which is the best conclusion readers can draw about goats?

- (a) They want to find a friend.
- (b) They eat anything.
- (c) They like to chew.
- (d) They live under bridges.

2b. What evidence from the text best supports the answer you chose in 2a?

- (a) "They do some weird and crazy things."
- (b) "The smell attracts females to males."
- (c) "Animals are truly interesting."
- (d) "While sleeping with an eye open..."

3. What do readers learn about animals?

- (a) They want friends.
- (b) They talk to each other.
- (c) They do weird things.
- (d) They are cute.

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