**Selection Summary**

Many animals are in danger of extinction. Some animals are hunted. Some lose their homes when people build houses where the animals lived. Dirty air and water cause some animals to die. But people can help animals. In some schools, students learn how to protect sea turtle eggs. Other groups raise funds to adopt whales.

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### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Five sections with titles, each one to two pages</td>
</tr>
<tr>
<td></td>
<td>Introduction to concepts of endangerment and extinction</td>
</tr>
<tr>
<td></td>
<td>Three sections on how to help endangered animals</td>
</tr>
<tr>
<td>Content</td>
<td>Endangered and extinct animals</td>
</tr>
<tr>
<td></td>
<td>Causes of animal endangerment</td>
</tr>
<tr>
<td></td>
<td>Realistic suggestions for helping animals</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Extinction is a serious problem.</td>
</tr>
<tr>
<td></td>
<td>People put animals at risk through hunting, building, and polluting air and water.</td>
</tr>
<tr>
<td></td>
<td>People, including children, can help save animals.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Clear, direct prose</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Additional information contained in captions</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Questions</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Simple sentences, with some compound and complex sentences: <em>It will stay out in the ocean, and the money will be used to protect it.</em></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Words related to animals at risk, such as <em>danger</em>, <em>extinct</em>, <em>risk</em>, <em>disappears</em>, <em>spreading</em>, <em>protect</em>, <em>dodo</em>, <em>passenger pigeon</em></td>
</tr>
<tr>
<td>Words</td>
<td>Mostly shorter words, with a few challenging multisyllable words such as <em>extinction</em>, <em>unfortunately</em>, <em>customers</em></td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color photos on most pages support the text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Eight pages of text</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Photo captions and labels</td>
</tr>
</tbody>
</table>

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Animals in Danger! by Patricia Ann Lynch

Build Background
Help students use their knowledge about endangered and extinct animals. Build interest by asking a question such as the following: Why are people concerned when an animal is in danger of dying out? What endangered animals do you know? Read the title and author and talk about the cover illustration.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 2: Explain that many animals in the world are in danger.
Suggested language: Turn to page 2. Read the heading: “Animals in Danger”. When a type of animal dies out completely, it will never live on earth again. It becomes extinct.

Page 3: Draw attention to the photographs and the labels and captions. Which animals are in danger right now? Which animals are already extinct?

Page 5: Read the caption. Point out the highlighted word: spreading. What do you think happens to animals when more and more people are spreading out, or expanding, into areas where the animals live and hunt?

Page 8: This section is called “Adopt a Whale”. The author says: People give what they can afford to help take care of the animal. Why do people give whatever money they are able to pay to help save a whale or other endangered animal? Why do you think saving animals is important to so many people? Now turn back to the beginning and read to find out some ways that you might be able to help endangered animals.

Target Vocabulary

afford — to be able to pay for, p. 8

block — the section of a street between two other streets, p. 10

contacted — got in touch with, p. 6

customers — people who buy things at a store, p. 8

earn — to gain money, praise, or respect, p. 9

figure — to decide or to solve, p. 10

raise — to collect money, p. 10

spreading — stretching out or expanding, p. 5
Read

Have students read *Animals in Danger!* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Analyze/Evaluate Strategy and to think about what they read, and then form an opinion about it.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

*Suggested language:* What do you think is the biggest challenge for people who are trying to save endangered animals? What should people do to help?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some animals are already extinct, and others are at risk of extinction.</td>
<td>• It is bad for people and the Earth when animals become extinct.</td>
<td>• Section headings help readers understand how the information is organized.</td>
</tr>
<tr>
<td>• Hunting, building, and pollution harm animals.</td>
<td>• People should help endangered animals.</td>
<td>• Photographs give a lot of information and draw the reader in.</td>
</tr>
<tr>
<td>• People are working to protect animals.</td>
<td>• People should avoid polluting the air and water.</td>
<td>• Captions and labels help to explain the photos.</td>
</tr>
<tr>
<td>• Working with animals, raising money, and cleaning up trash are ways to help.</td>
<td>• People should avoid hunting endangered animals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children and adults can work together to help animals.</td>
<td></td>
</tr>
</tbody>
</table>


Choices for Further Support

• **Fluency** Invite students to choose a passage from the text to read aloud. Encourage students to read with good phrasing and expression, as if they were giving a television report about the topic of endangered animals.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that adding the ending –ly to a word changes it into a word that tells “how.” As examples, point out the words *sadly* and *unfortunately* on page 4.
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 3.1.

Responding
Have students complete the vocabulary activities on page 11. Remind them to answer the Word Teaser on p. 12. (Answer: block)

Reading Nonfiction
Nonfiction Features: Captions and Photos Remind students that nonfiction has many special features to help readers find and understand important information. Captions and photos are two of these features. Explain that captions can be short phrases or labels, as on page 3, or complete sentences with more information, as on page 4. Captions tell what a photo or diagram or map is about. Reading the captions in a nonfiction book is a good way to preview the book before reading the main text.

Photos are another important source of information. They often give additional information that is not in the text. Have students look at the photo on page 5. Ask what information they can learn from the photo (buildings and cities have spread over a large area) and from the caption (many animals lose their homes because people build cities). Then have students choose a photo from the book and write two new captions for it, one short and one longer.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6.

Assessment Prompts
• Which words on page 8 help the reader know the meaning of afford?
• In paragraph 2 on page 8, find the word that gives a clue to the meaning of customers.
• What word on page 5 means almost the same as expanding?
Read directions to students.

Target Vocabulary
Write words and ideas that go with the word **afford** in the web.
Then create your own webs for the remaining Target Vocabulary words.

afford  block  contacted  customers  earn  figure  raise  spreading

**Vocabulary**

*buy things*  *allowance*  *money*  *save*

Animals in Danger!

Possible responses shown.

**Name**
**Date**

Grade 3, Unit 1: Good Citizens

Lesson 3: Animals in Danger!

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Animals in Danger!

Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

On page 2, the author says: “You can help save animals that are at risk.” Why do you think it is important to save endangered animals? How can you help now? How might you help when you are an adult?

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Target Vocabulary

Write words and ideas that go with the word *afford* in the web. Then create your own webs for the remaining Target Vocabulary words.

**Vocabulary**

- afford
- block
- contacted
- customers
- earn
- figure
- raise
- spreading

**Diagram**

```
       afford
      /       \
   /           \
 /               \

customers
block
contacted

earn
 figure
raise
spreading
```
Animals in Danger • LEVEL K

What animals do you see every day? Do you see squirrels? Do you see birds? How would you feel if these animals were gone forever? Would you miss them?

Many animals are in danger. They could die out or never live on Earth again. These animals would be extinct.

Some animals are already extinct. There is still time for others, though. And here’s some more good news. You can help save animals that are at risk.

Why are animals in danger of extinction? Unfortunately, there are lots of reasons. And sadly, most of these reasons have to do with people.