

Beating the Heat

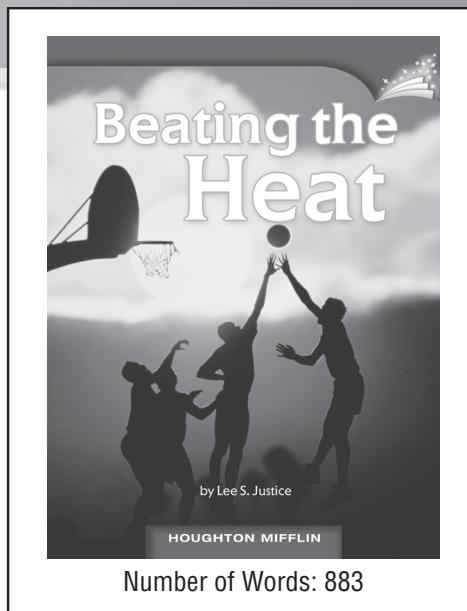
by Lee S. Justice

Fountas-Pinnell Level Q

Informational Text

Selection Summary

Heat can be dangerous for people. In hot parts of the world, people have found ways to protect themselves. In hot, humid climates, people dress in light, loose clothing and live in open houses. In hot, dry climates, people dress in layers of clothing and live in thick-walled—even underground—homes.



Characteristics of the Text

Genre	<ul style="list-style-type: none"> • Informational Text
Text Structure	<ul style="list-style-type: none"> • Four sections with easy-to-read headings • Multiple topics that represent subtopics of a larger topic or theme
Content	<ul style="list-style-type: none"> • How heat affects the body • Ways people in hot, humid places protect themselves • Ways people in hot, dry places protect themselves
Themes and Ideas	<ul style="list-style-type: none"> • Wherever they live, people have found ways to survive harsh environments. • Humid heat and dry heat present different challenges to people.
Language and Literary Features	<ul style="list-style-type: none"> • Writer talks directly to the reader (second person): <i>How will you beat the heat?</i> • Simple clear language
Sentence Complexity	<ul style="list-style-type: none"> • Both dependent and independent clauses: <i>Breezes pass through the walls, and the nipa roof provides shade from the hot sun.</i>
Vocabulary	<ul style="list-style-type: none"> • Terms not defined in text: <i>evaporates, vapor, humid, tropics</i> • Foreign words and names: <i>sari, sarong, nipa, Saudi, Tuareg</i> • Place names: <i>Honduras, Philippines, Tunisia, Libya</i>
Words	<ul style="list-style-type: none"> • Some challenging multisyllable words: <i>temperature, evaporates, comfortable, traditional</i>
Illustrations	<ul style="list-style-type: none"> • Variety of photographs, sometimes more than one to a page, and some full-page photos • Diagram showing effects on the body of humid air and dry air • Map showing location of the tropics
Book and Print Features	<ul style="list-style-type: none"> • Thirteen pages, with text, illustrations, or both on every page • Section headings and subheadings

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Beating the Heat by Lee S. Justice

Build Background

Have students use their knowledge of how to keep cool in hot weather. Build interest by asking questions such as: *What is your favorite thing to do on a really hot day?* Read the title and author and talk about the cover photograph. Discuss the idiom in the title. Tell students that this book is informational text, so the words and photos will give factual information about how people stay cool.

Introduce the Text

Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary. Here are some suggestions:

Page 4: Have students turn to page 4 and read the heading. Point out that this section describes how heat affects people.

Suggested language: *What does your body do when it is really hot? Why do you think you sweat? What could happen if you got too hot, or **overheated**?*

Page 6: Point out that this page has two headings. *The red heading, “Hot and Humid Places,” is the main heading. It tells what this section of the book is mostly about. A humid place has a wet **climate**, or mostly wet weather. The black subheading, “Cool Clothing,” gives information about the topic of the main heading. What kind of clothing keeps you cool in hot weather? What kind of clothing do you think that people in very hot climates wear?*

Pages 10–11: Read the heading with students. Explain that this section of the book tells about hot places that are dry, not humid. *How might the way people dress and live in a hot, dry place be different from the way people in hot, wet places dress and live? Look at the man in the photos on page 11. He’s wearing several **layers**, or thicknesses, of clothing. Does that surprise you? He even has a layer on his head!*

Now turn back to the beginning of the book and read to find out how heat affects people and how people around the world protect themselves from it.

Target Vocabulary

climate - the average or typical weather in a particular place, p. 6

colony - a group of people or the same kind of animals living together, p. 9

constant - not changing, p. 8

gliding - moving smoothly, with little effort, p. 2

layers - n. thicknesses of something, p. 10

overheated - too hot to be safe, p. 4

region - an area, division, or district, p. 5

shelters - n. places to live or take cover, p. 9

unexpected - something that happens without warning, p. 10

wilderness - a wild area of land where very few people live, p. 10

Read

Have students read *Beating the Heat* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Infer/Predict Strategy  **TARGET STRATEGY** and to use clues to figure out more about the selection.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: *If you had to make a choice, would you rather live in a hot, humid climate or a hot, dry climate? Why?*

Ways of Thinking

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

Thinking Within the Text	Thinking Beyond the Text	Thinking About the Text
<ul style="list-style-type: none">• In hot weather, becoming overheated can be dangerous.• People who live in hot, humid places wear light, loose clothing and live in open houses that let breezes through.• People who live in hot, dry places wear layers of clothing and live in thick-walled houses that keep the sun's heat out.	<ul style="list-style-type: none">• Hot climates are not all alike.• Wherever they live, people find ways to protect themselves from harsh, hot weather.• People can adapt to many kinds of environments.	<ul style="list-style-type: none">• The photographs show examples of clothing and homes in both hot, humid and hot, dry climates.• The headings and subheadings tell the reader what information will be presented in each part of the text.• The author includes many details about how people are affected by heat and how they protect themselves from it.

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Choices for Further Support

- **Fluency** Invite students to choose a passage from the text and demonstrate phrased fluent reading. Remind them to vary the speed of their reading, slowing down when the text is more difficult and speeding up for easier parts.
- **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. Guide students to take apart and read words using their knowledge of open and closed syllables. For example, point out that *vapor* begins with an open syllable—one that ends in a vowel (va-por)—and the first syllable in *tropics* is closed, ending in a consonant (trop-ics). Have students look through the book and list more words of each type. (Examples: open—*humid, climate, regions*; closed—*linen, solid, deserts*).

Writing about Reading

Critical Thinking

Have students complete the Critical Thinking questions on BLM 20.8.

Responding

Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Main Ideas and Details ✓ **TARGET SKILL** Remind students that as they read, they can identify important ideas and details about a topic. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

This book contains a lot of information, so as I read, I look for the main ideas. Many times, the main idea comes at the beginning of a paragraph. On page 6, under the subheading “Cool Clothing,” I read that people in the tropics dress in light, loose-fitting clothing. That’s the most important idea of the paragraph. The paragraph tells me that loose clothing lets air move around the body, and air passes easily through light materials. These are details about the main idea.

Practice the Skill

Have students read the paragraph on page 8 and write the main idea. Then have them write details about the main idea.

Writing Prompt: Thinking Beyond the Text

Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts

- How do white clothing and white buildings help protect people from the heat?
- Complete this sentence in your own words: From this book, the reader can tell that people who live in hot places _____.
- Which words from the first paragraph on page 4 help the reader know the meaning of the word *evaporates*?

English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Vocabulary Provide help as needed with the meaning of words not defined in the text, such as *evaporates*, *vapor*, and *humid* (page 4); *imaginary* (page 6); and *traditional* (page 9).

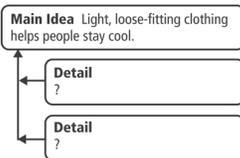
Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
<p>Speaker 1: Point to the sun on the cover. Do you think this is a hot day or a cold day?</p> <p>Speaker 2: a hot day.</p> <p>Speaker 1: Are the people on page 7 wearing light clothes or heavy clothes?</p> <p>Speaker 2: light clothes</p>	<p>Speaker 1: What are the houses on pages 8 and 9 made of?</p> <p>Speaker 2: They are made of wood and grass.</p> <p>Speaker 1: Why does the house on page 8 have open sides?</p> <p>Speaker 2: The open sides let wind blow through the house.</p>	<p>Speaker 1: How do the houses in the photo on page 12 protect people from the heat?</p> <p>Speaker 2: They are dug into the cool earth, so they protect people from the sun and the wind.</p>

Responding

TARGET SKILL Main Idea and Details
 Certain clothing helps people stay cool in hot, humid places. Copy and complete the chart below by adding two details that support this main idea.



Write About It

Text to World Write a paragraph to the people in your town persuading them not to exercise when the temperature gets very hot. Some people might object to this idea. Include answers to these objections.

Name _____ Date _____

Lesson 20
 BLACKLINE MASTER 20.8
Beating the Heat
 Critical Thinking

Critical Thinking

Read and answer the questions.

- Think within the text** Where are Earth’s hot, humid regions?
 near the Equator, in the tropics
- Think within the text** What kinds of shelters do people in hot, dry regions prefer?
 Possible response: They prefer shelters with thick walls and small windows to keep the heat out.
- Think about the text** What kinds of animals would you expect to find in a hot, humid place? In a hot, dry place?
 Possible response: I might find jungle animals such as snakes, parrots, and tigers in a hot, humid place. I might find desert animals such as camels and lizards in a hot, dry place.
- Think beyond the text** Would you rather live in a hot, humid place or in a hot, dry place? Why?
 Responses will vary.

Making Connections How does your climate compare with the ones described in *Beating the Heat*. Is yours mostly humid or mostly dry? What do you do to keep cool when it’s hot?

Write your answer in your Reader’s Notebook.

Read directions to students.
 Critical Thinking

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Name _____ Date _____

Beating the Heat
Critical Thinking

Critical Thinking

Read and answer the questions.

1. Think within the text Where are Earth's hot, humid regions?

2. Think within the text What kinds of shelters do people in hot, dry regions prefer?

3. Think about the text What kinds of animals would you expect to find in a hot, humid place? In a hot, dry place?

4. Think beyond the text Would you rather live in a hot, humid place or in a hot, dry place? Why?

Making Connections How does your climate compare with the ones described in *Beating the Heat*. Is yours mostly humid or mostly dry? What do you do to keep cool when it's hot?

Write your answer in your Reader's Notebook.

Beating the Heat • LEVEL Q

Beating the Heat
Running Record Form

page	Selection Text	Errors	Self-Corrections
6	<p>The equator is an imaginary line around the center of the Earth.</p> <p>North and south of the equator lie regions called the tropics.</p> <p>Most parts of the tropics are warm all year. During some seasons, they get lots of rain. This gives the tropics their hot and humid climate.</p> <p>People in the tropics dress in light, loose-fitting clothing.</p> <p>Loose clothing lets air move around the body. That makes people feel more comfortable in the heat. People also wear clothing made from cotton or linen. Air passes more easily through these materials.</p> <p>People in tropical regions often wear white clothing, too.</p>		
	Comments:	Accuracy Rate (# words read correctly/101 × 100) _____ %	Total Self-Corrections _____

Behavior	Code	Error
Read word correctly	✓ cat	0
Repeated word, sentence, or phrase	Ⓜ cat	0
Omission	̄ cat	1

Behavior	Code	Error
Substitution	cut cat	1
Self-corrects	cut ^{sc} cat	0
Insertion	the ^ cat	1
Word told	Ⓢ cat	1

