

**ELA**  
**Second Grade**  
**Schoolwide - Reading**  
**Nonfiction**





# Nonfiction Interview

**Name of person being interviewed:** \_\_\_\_\_

**Relationship to person interviewing:** \_\_\_\_\_

What are your favorite nonfiction topics to read about? Can you list at least three?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What types of nonfiction do you like best? Reference? Biography? Literary Nonfiction? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you prefer reading nonfiction books, magazines, or newspapers? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Can You Find It?

Text Title	Text Type <ul style="list-style-type: none"><li>• Reference</li><li>• Biography</li><li>• Literary Nonfiction</li></ul>	Something You Already Know About This Topic	Nonfiction Features Found



# Nonfiction Text Features

Nonfiction Text Feature	Purpose
<b>Diagram</b>	Gives the readers a visual explanation of how something works
<b>Close-up</b>	Zooms in on a photograph or illustration to give the readers a better view of something important to the topic
<b>Subtitles/Subtopics</b>	Give the readers a clue as to the information being presented on the page; breaks down the main topic into smaller topics for easier understanding
<b>Types of Print</b> (bold, different colors, capital letters, italics)	Signal to the readers what is important to pay attention to
<b>Photographs or Illustrations With Captions or Labels</b>	Help the readers understand what something looks like
<b>Index</b>	Helps the readers locate where they can find answers to questions about things covered in the text
<b>Map</b>	Helps the readers understand where things are in the world
<b>Table of Contents</b>	Helps the readers identify key topics in the book and the order in which they will be presented by the author
<b>Glossary (Words to Know)</b>	Helps the readers learn the definitions of important topic-specific words in the text

# Preview, Skim, and Scan

Here are some ways to activate our prior knowledge and predict what our nonfiction text will be about before we start reading the text. These techniques will help us better understand the text that we will be reading.

Technique	How We Use It	What Features Apply
Preview	To look at something in the text that gives an advance idea or impression of something to come	Table of Contents Overview
Skim	To read parts of a text to get the gist, or the overall idea, rather than concentrating on absorbing all the details	Headings Captions Labels
Scan	To read a text or text features for specific information rather than trying to absorb all the information	Photographs Maps Diagrams



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

# K-W-L Chart

Text Title: \_\_\_\_\_ Topic: \_\_\_\_\_

<div><b>K</b> What I <b>Know</b> about the topic</div>	<div><b>W</b> What I <b>Want</b> to know about the topic</div>	<div><b>L</b> What I <b>Learned</b> about the topic</div>

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

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

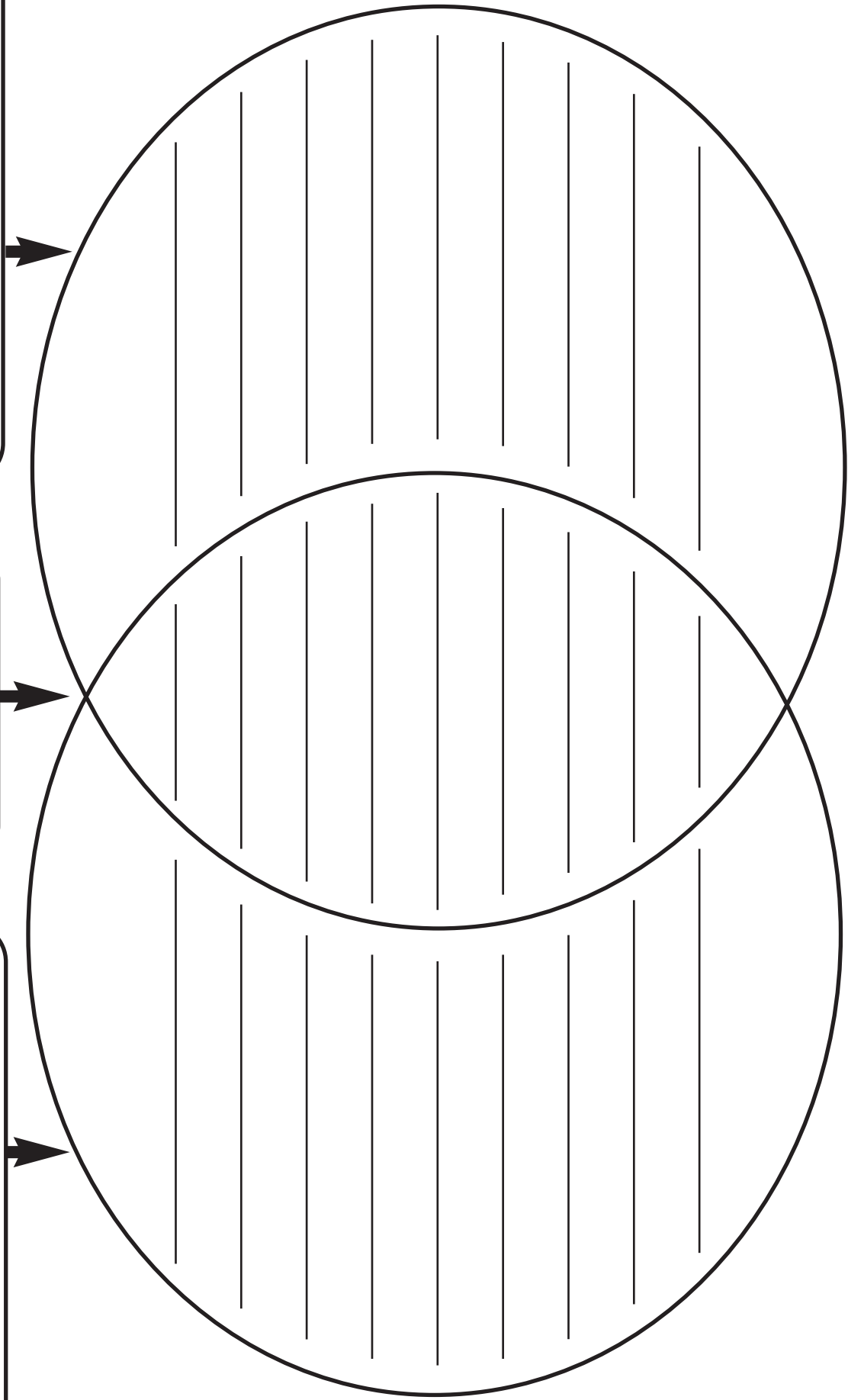
# Compare/Contrast Text Structure

Text Title: \_\_\_\_\_

Subject: \_\_\_\_\_

**same**

Subject: \_\_\_\_\_



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

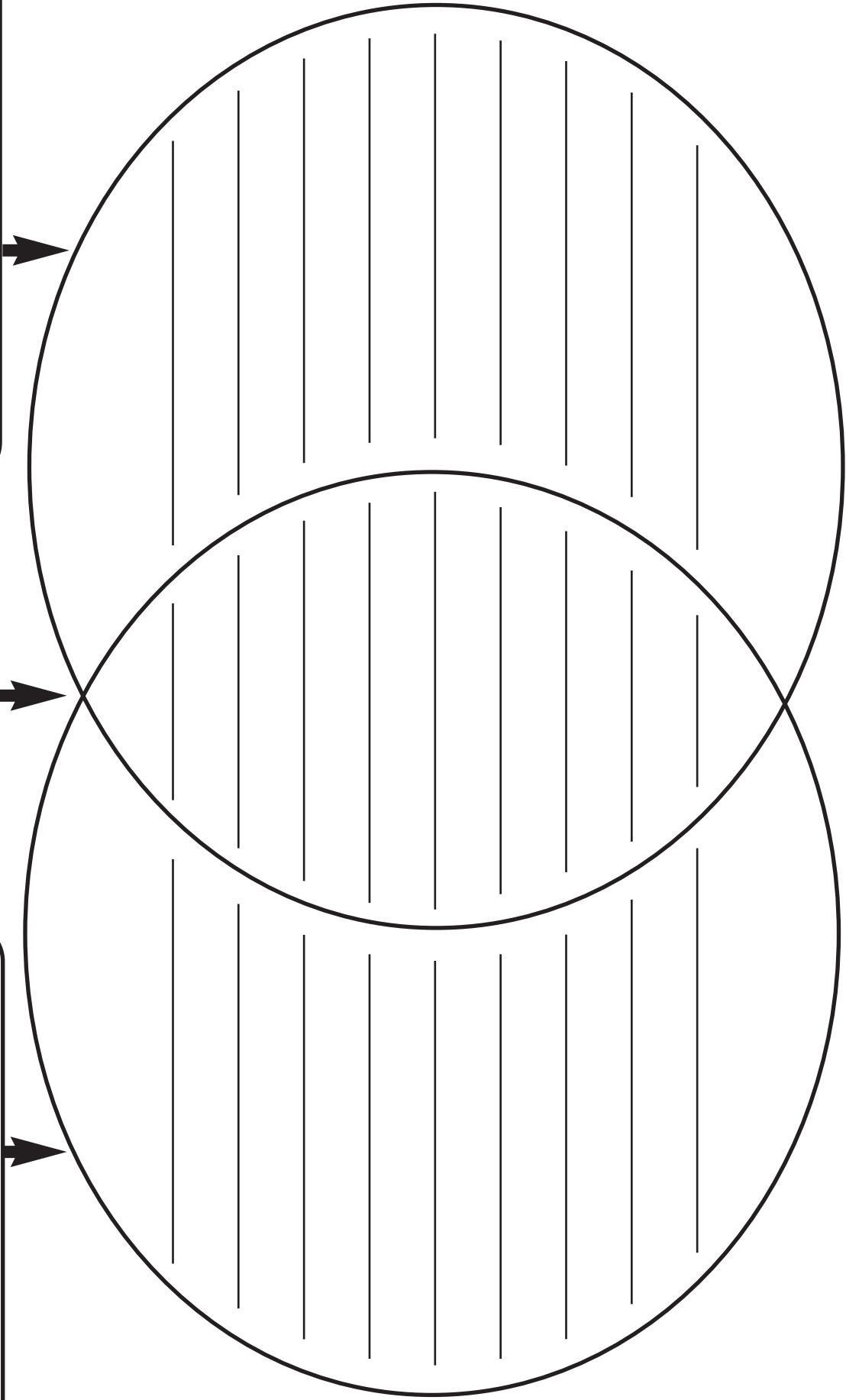
# Compare/Contrast Text Structure

Text Title: \_\_\_\_\_

Subject: \_\_\_\_\_

**same**

Subject: \_\_\_\_\_



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

# Description Text Structure

Book Title: \_\_\_\_\_ Topic: \_\_\_\_\_

Main Idea	Supporting Details
	<div></div> <div></div> <div></div>

Main Idea	Supporting Details
	<div></div> <div></div> <div></div>

Main Idea	Supporting Details
	<div></div> <div></div> <div>013</div>

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

# Description Text Structure

Book Title: \_\_\_\_\_ Topic: \_\_\_\_\_

Main Idea	Supporting Details
	<div></div> <div></div> <div></div>

Main Idea	Supporting Details
	<div></div> <div></div> <div></div>

Main Idea	Supporting Details
	<div></div> <div></div> <div></div>

# Help Me Organize It!<sup>015</sup>

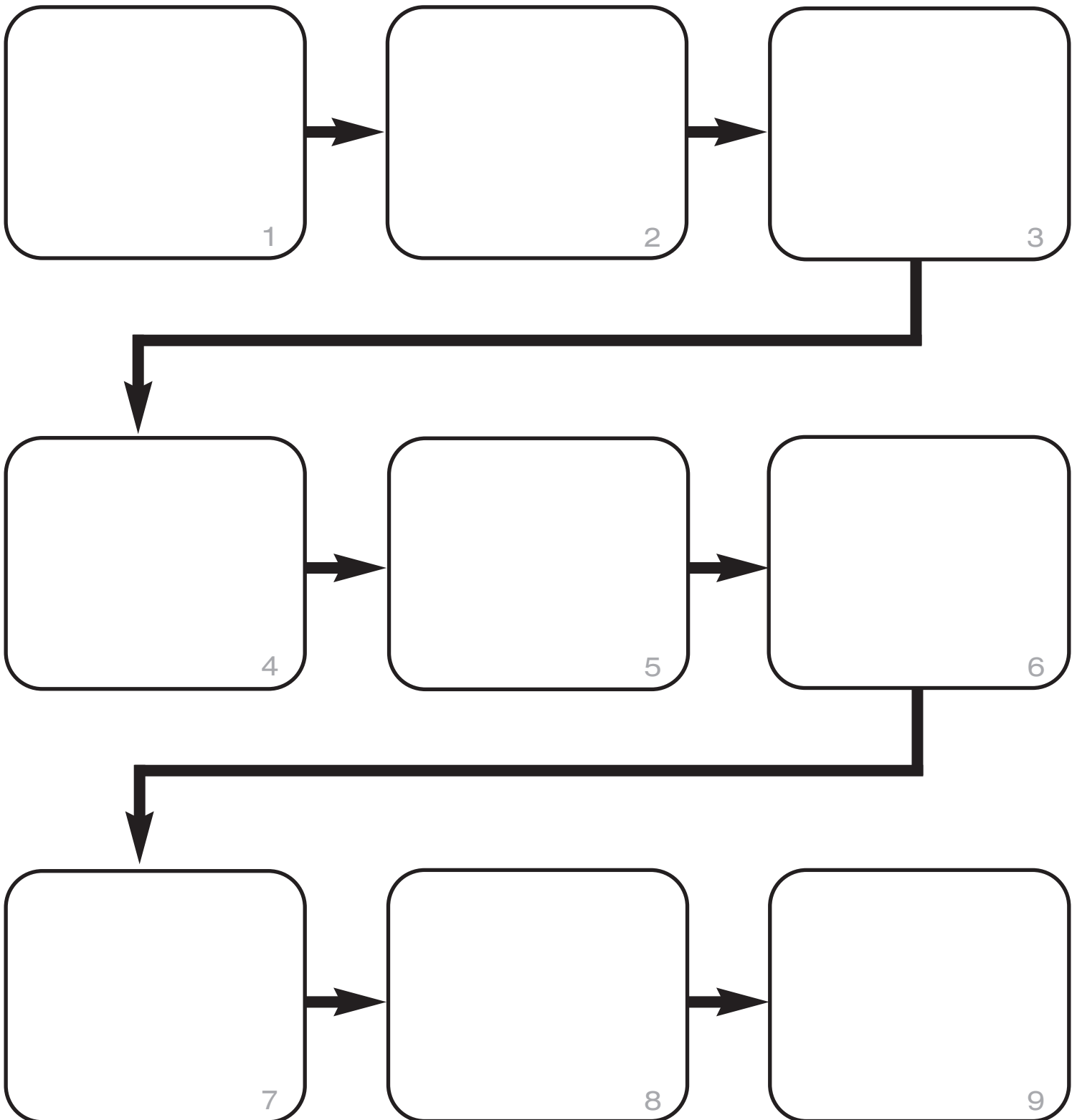
Text Structure	Questions to Ask as I Read
<b>Description</b> Main Idea & Supporting Details	<ul style="list-style-type: none"><li>• Is there a certain topic, person, or place being described in great detail?</li><li>• Is the author telling a story and teaching me facts at the same time?</li></ul>
<b>Comparison</b> Compare/Contrast	<ul style="list-style-type: none"><li>• Are there examples of two ideas that seem like opposites?</li><li>• Am I learning about how ideas are the same and different?</li></ul>
<b>Chronological</b> Sequence	<ul style="list-style-type: none"><li>• Is time passing?</li><li>• Do I see examples of hours, days, weeks, and/or years?</li><li>• Are important dates moving the text along?</li></ul>
<b>Problem/Solution</b>	<ul style="list-style-type: none"><li>• Is there a problem in the text?</li><li>• Were attempts made to solve the problem?</li><li>• Was the problem solved?</li></ul>
<b>Cause and Effect</b>	<ul style="list-style-type: none"><li>• What happened in the text?</li><li>• Why did it happen?</li></ul>





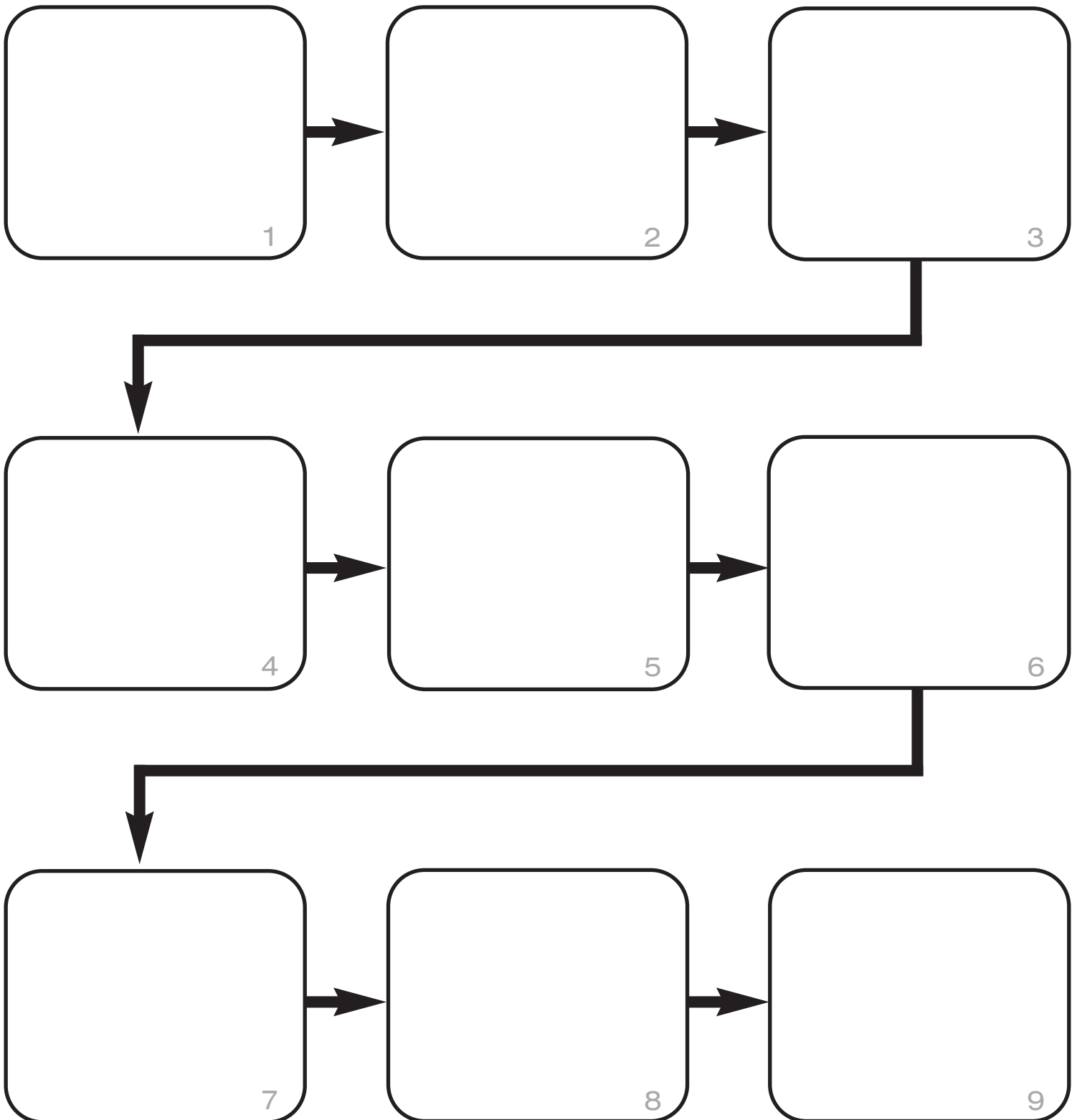
# Chronological Text Structure<sup>017</sup>

Title of Text: \_\_\_\_\_

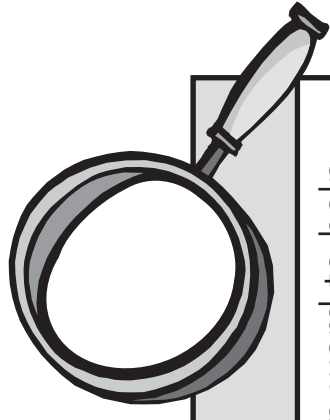


# Chronological Text Structure<sup>018</sup>

Title of Text: \_\_\_\_\_



# Being Word Detectives



Name of Strategy	How We Use It
Context Clues	<p>Look at the words and/or pictures around the unknown word to help you figure out the meaning of the unknown word.</p> <ul style="list-style-type: none"> <li>• What words around the unknown word do you know?</li> <li>• What do they mean?</li> <li>• Are there parts of the word that you know (prefix, suffix, etc.)?</li> <li>• Does the illustration or photograph give you any clues?</li> </ul>
Background Knowledge	<p>Think about what you already know about this topic.</p> <ul style="list-style-type: none"> <li>• What have you read about this topic?</li> <li>• What have you seen about this topic?</li> <li>• What do you know about the ideas being presented in the sentence where the word appears?</li> <li>• Have you had personal experiences with this topic or idea? What are they?</li> </ul>
Glossary	<p>If the text has a Glossary, use it to confirm or clarify the definition of the unknown word.</p> <ul style="list-style-type: none"> <li>• Is the word in the back of the text?</li> <li>• Is the word in bold on the page with the definition on the side of the page?</li> <li>• Is the word highlighted in the text?</li> <li>• Is the word in a different color font?</li> </ul>



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

# What Does It Mean?

Book Title: \_\_\_\_\_

Unfamiliar Word	Which strategy helped me? • CC for Context Clues • BK for Background Knowledge • G for Glossary	Clues I used to help me define the word	What I think it might mean
			021

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

# What Does It Mean?

Book Title: \_\_\_\_\_

Unfamiliar Word	Which strategy helped me? • CC for Context Clues • BK for Background Knowledge • G for Glossary	Clues I used to help me define the word	What I think it might mean
			022

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# What's the Purpose?

Text Title and Author	Author's Purpose (to entertain, to persuade, to inform or teach)	Text support that leads you to think that
		023

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# What's the Purpose?

Text Title and Author	Author's Purpose (to entertain, to persuade, to inform or teach)	Text support that leads you to think that
		024



# What Do I Know? – How Do I Feel?

**Text Title:** \_\_\_\_\_

Complete as many questions as you can and provide evidence from the text to get a better and deeper understanding of the text you have read. Then complete the sentences below.

Questions to Ask	Evidence From the Text	Page
1. <i>Who</i> or <i>What</i> was the text about?		
2. <i>Where</i> did this occur or take place?		
3. <i>When</i> did it occur?		
4. <i>Why</i> is the subject important?		
5. <i>How</i> did this occur?		

After learning about the topic or subject, my opinion about the topic is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I feel this way because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Questions to Ask About the Text <sup>927</sup>

Text Title: \_\_\_\_\_

**Who or What was the most important subject in this text?**

- A person
- An animal
- A natural disaster
- A sport
- Other

\_\_\_\_\_

**Where did this occur?**

- Home or dwelling
- Environment
- State
- City
- Country

\_\_\_\_\_

**When did it occur?**

- Year
- Season
- Month
- During a historical event

\_\_\_\_\_

**Why did it occur?**

- Did the subject give something to society?
- Is the subject important to our world?
- What is the subject's purpose on Earth?
- How does the subject help us to live better lives?
- What can the subject teach us?

\_\_\_\_\_

**How did this occur?**

- Naturally
- Scientifically
- Historically

\_\_\_\_\_



Date: \_\_\_\_\_ 029

# Facts and Fancy Words

**Topic:** \_\_\_\_\_

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Date: \_\_\_\_\_ 030

# Facts and Fancy Words

**Topic:** \_\_\_\_\_

[illegible]

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

# A Reporter's Notebook

Text Title: \_\_\_\_\_ Subject: \_\_\_\_\_

<b>Who</b> is this person?	<hr/> <hr/> <hr/>
<b>When</b> was this person born?	<hr/> <hr/> <hr/>
<b>Where</b> did this person live?	<hr/> <hr/> <hr/>
<b>What</b> were some important dates/events in his or her life?	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Why</b> is this person well known?	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>How</b> did this person make a difference?	<hr/> <hr/> <hr/> <hr/> <hr/>

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

# A Reporter's Notebook

Text Title: \_\_\_\_\_ Subject: \_\_\_\_\_

<b>Who</b> is this person?	<hr/> <hr/> <hr/>
<b>When</b> was this person born?	<hr/> <hr/> <hr/>
<b>Where</b> did this person live?	<hr/> <hr/> <hr/>
<b>What</b> were some important dates/events in his or her life?	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Why</b> is this person well known?	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>How</b> did this person make a difference?	<hr/> <hr/> <hr/> <hr/> <hr/>



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

# K-W-L Chart

Text Title: \_\_\_\_\_ Topic: \_\_\_\_\_

<div><b>K</b></div> <div>What I <b>Know</b> about the topic</div>	<div><b>W</b></div> <div>What I <b>Want</b> to know about the topic</div>	<div><b>L</b></div> <div>What I <b>Learned</b> about the topic</div>

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

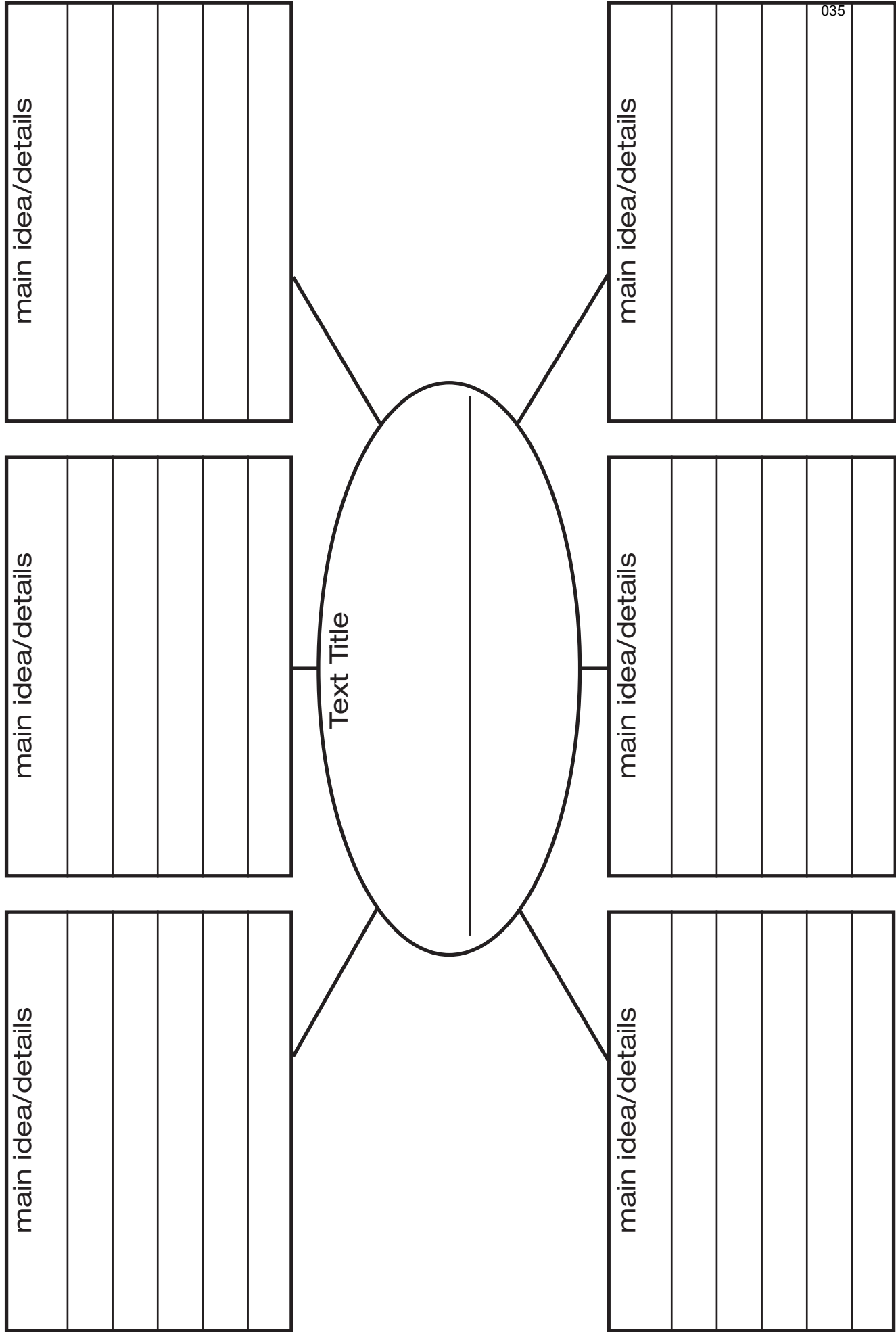
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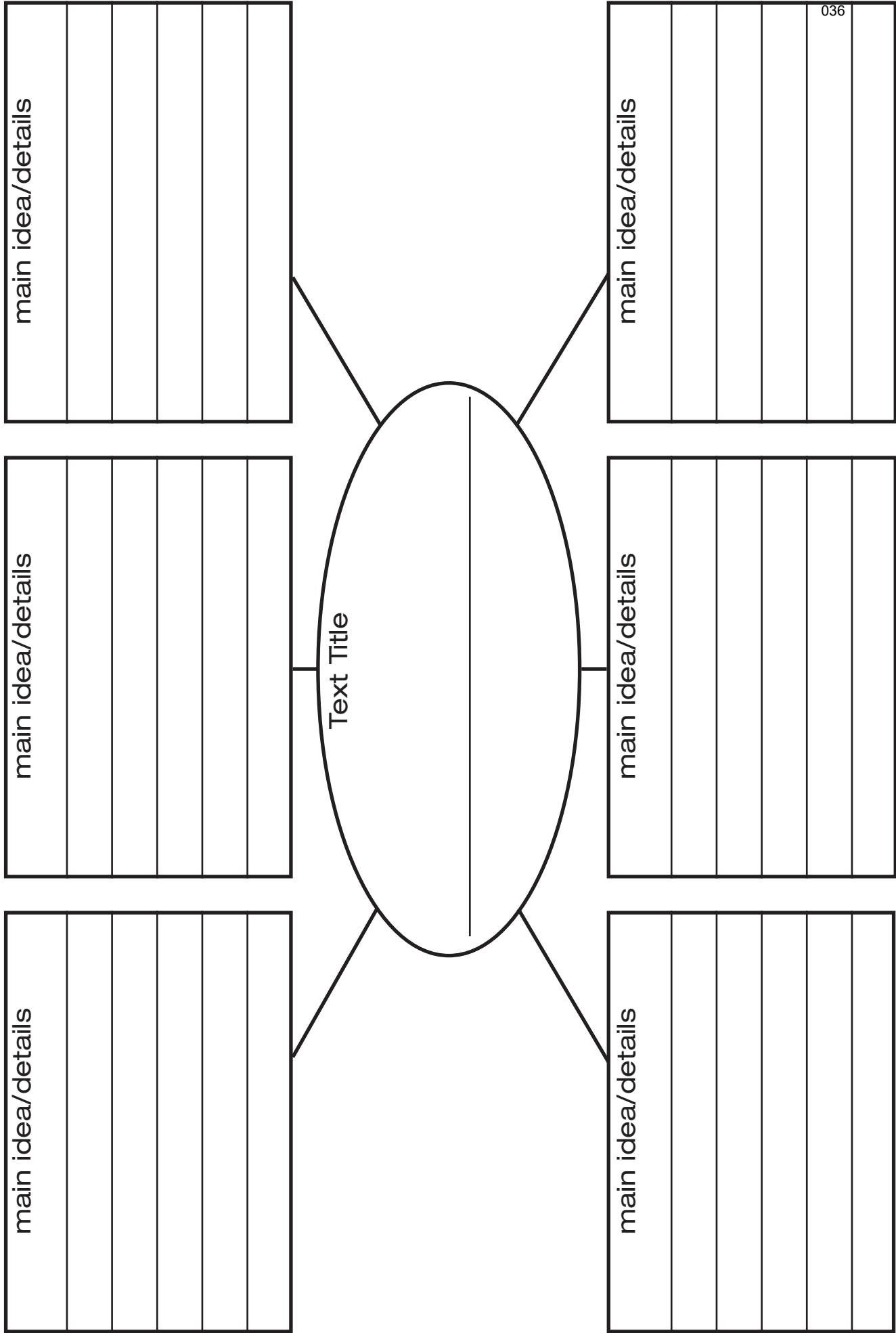
Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Description Text Structure



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

# Description Text Structure



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

# Comparison Text Structure (Venn Diagram)

Book Title: \_\_\_\_\_ Topic: \_\_\_\_\_

**same**

A Venn diagram consisting of two overlapping circles. Each circle is filled with ten vertical lines for writing. Above the circles are three rounded rectangular boxes. The middle box contains the word "same". Arrows point from each box to a specific region of the Venn diagram: the left box points to the left circle, the "same" box points to the intersection of the two circles, and the right box points to the right circle.



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

# Comparison Text Structure Matrix Organizer

(comparing three or more subjects)

Text Title: \_\_\_\_\_

				039

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

# Comparison Text Structure Matrix Organizer

(comparing three or more subjects)

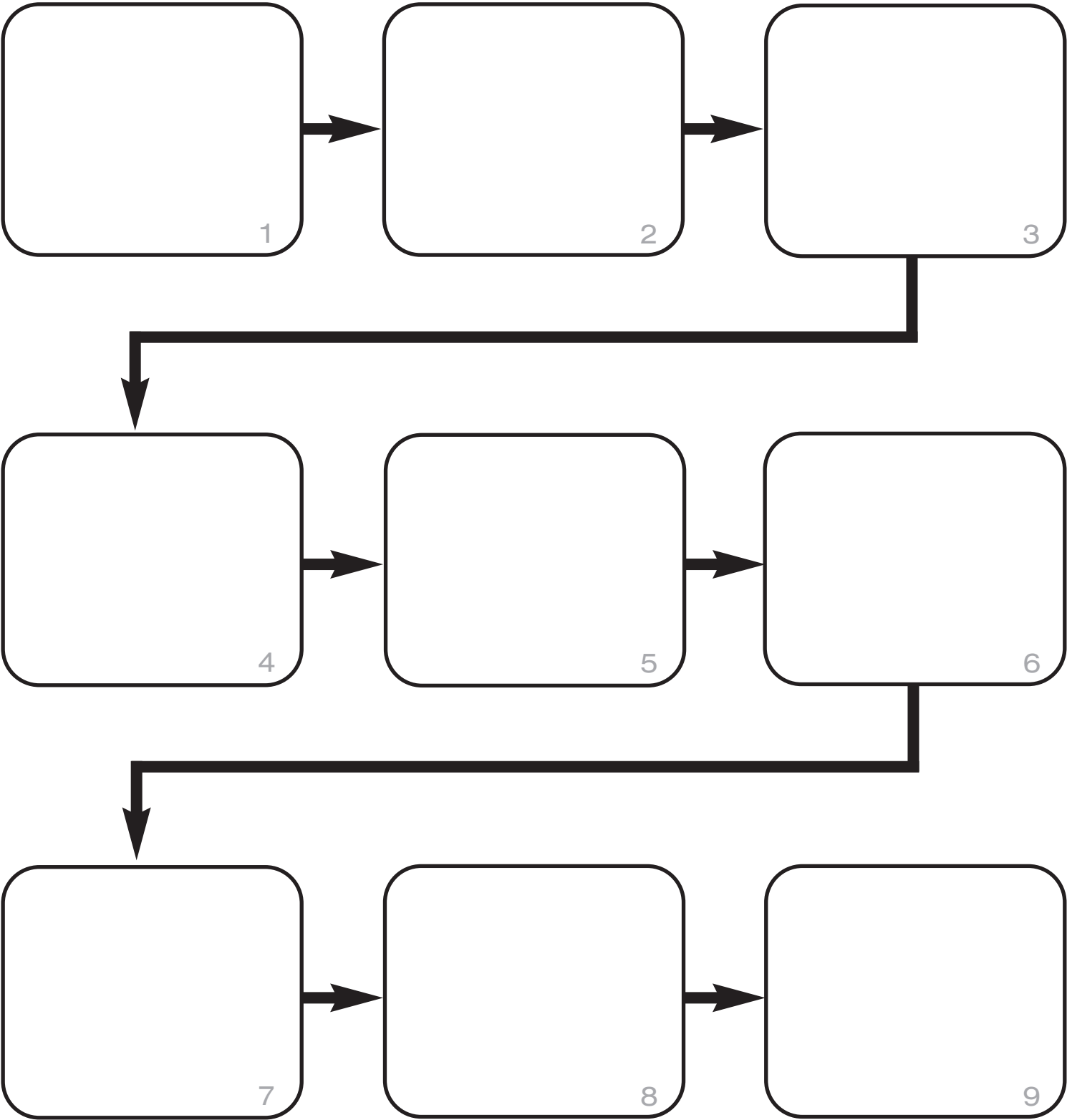
Text Title: \_\_\_\_\_

				040



# Chronological Text Structure<sup>041</sup>

Title of Text: \_\_\_\_\_





# Common Nonfiction Text Structures 043

Text Structure	What is it?	Signal Words
<b>Description (Main Idea/Details)</b>	Describes a topic, idea, person, place, or thing and lists its features and characteristics or provides examples	<ul style="list-style-type: none"> <li>• to illustrate</li> <li>• characteristics</li> <li>• an example</li> <li>• such as</li> <li>• to begin with</li> <li>• for instance</li> </ul>
<b>Chronological (Sequence)</b>	Describes items or events in the order they happened or tells the steps to follow to do something or make something	<ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• next</li> <li>• then</li> <li>• before</li> <li>• after</li> <li>• finally</li> <li>• following</li> <li>• now</li> <li>• soon</li> <li>• later</li> </ul>
<b>Comparison (Compare/Contrast)</b>	Shows how two or more things are alike and/or how they are different	<ul style="list-style-type: none"> <li>• same as</li> <li>• similar to</li> <li>• alike</li> <li>• as well as</li> <li>• both</li> <li>• not only . . . but also</li> <li>• instead of</li> <li>• either . . . or</li> <li>• different from</li> <li>• as opposed to</li> <li>• on the other hand</li> </ul>
<b>Problem/Solution</b>	Tells about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions	<ul style="list-style-type: none"> <li>• question is</li> <li>• dilemma is</li> <li>• to solve this</li> <li>• one reason for the problem is</li> <li>• one answer to this is</li> </ul>
<b>Cause/Effect</b>	<p>Cause describes <i>why</i> something happened.</p> <p>Effect describes what happened as a <i>result</i> of the cause. (Sometimes the effect is listed first.)</p>	<ul style="list-style-type: none"> <li>• so</li> <li>• because</li> <li>• since</li> <li>• therefore, if . . . then</li> <li>• as a result of</li> <li>• this led to</li> <li>• may be due to</li> <li>• consequently</li> <li>• for this reason</li> </ul>



# Problem/Solution Text Structure<sup>045</sup>

Book Title: \_\_\_\_\_ Topic: \_\_\_\_\_

Problem

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Attempted  
Solutions

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End Result / Solution

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# Problem/Solution Text Structure<sup>046</sup>

Book Title: \_\_\_\_\_ Topic: \_\_\_\_\_

Problem

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Attempted  
Solutions

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End Result / Solution

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---

---

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

# Cause and Effect Text Structure

**Text Title:** \_\_\_\_\_

**Cause**

Why did it happen?

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**Effect**

What happened?

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---

**Cause**

Why did it happen?

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**Effect**

What happened?

---

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

# I Think It Means . . .

Text Title: \_\_\_\_\_

Words I Don't Know	Context Clues (words and/or text features surrounding the unknown word)	What I Think the Word Means
		049

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

# I Think It Means . . .

Text Title: \_\_\_\_\_

Words I Don't Know	Context Clues (words and/or text features surrounding the unknown word)	What I Think the Word Means
		050

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# What's the Purpose?

Text Title and Author	Author's Purpose (to entertain, to persuade, to inform or teach)	Text support that leads you to think that
		051



# Are You Going Green?

by Karen Smith and Carey Moore

"Going Green" means making smart choices that will help protect the Earth and the environment.

## Here are some facts about waste:

- Over 6 billion disposable pens are thrown away in the U.S. every year.
- About 2 billion plastic shaving razors are thrown away each year.
- Americans throw away about 350 million disposable lighters each year.



- An average school throws away 38 tons of paper each year. That's over 8 million sheets of paper every year and is equal to 644 trees.
- Each day we throw away 44 million newspapers. That's the same as dumping 500,000 trees a week into landfills.
- The U.S. has enough trash each day to fill 44,919 garbage trucks.



- Each year almost 4 million tons of junk mail are sent to Americans.



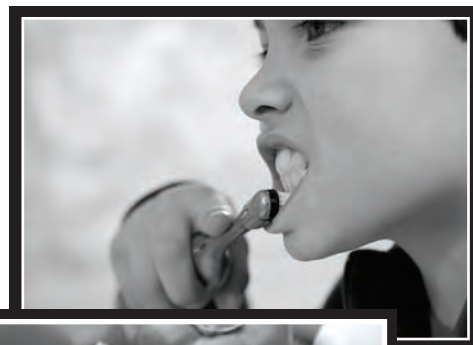
# There are a lot of things you can do to Go Green!

## Here are a few suggestions:



- Learn to recycle plastic, paper, and glass. This way the landfills won't fill up so fast and the recycled items can be used again.

- Instead of throwing away old clothes, think about donating them to charity.
- Walk or ride your bike when you can.
- When brushing your teeth, turn off the water while you brush.
- Start a garden and grow some of your own vegetables.
- Unplug chargers for cell phones, portable DVD players, and laptop computers that are not being used. When they aren't being used, chargers are using electrical power if they stay plugged in.
- Reuse sports bottles and fill them with water instead of buying bottled water.
- You can make your own school notebooks by using old cereal boxes for the front and back covers. Punch three holes in the covers and put fifty sheets of paper between them. Slip metal rings in the holes to keep it together.



- When you take a shower, try to shower 3 minutes less each day.

**Think of other ways you can Go Green!**  
**Share your ideas with your friends and family.**

### Resources:

[www.thechildrens-guide.com/children-going-green.html](http://www.thechildrens-guide.com/children-going-green.html)  
[www.ivillage.com/green/family/0,,bmbzlqpb,00.html](http://www.ivillage.com/green/family/0,,bmbzlqpb,00.html)

# M&M'S®

by Karen Smith and Carey Moore

**M&M'S® are fun to eat and taste good, but it may be interesting to learn more about this famous candy!**

## Making M&M'S®

First of all, let's learn how M&M's® are made. Chocolate is heated and poured into little round molds. After they cool, the little round chocolates are put into a machine that goes around and around and tumbles them like clothes tumble in a dryer. This way the chocolate hardens and is ready for the next step.

While they are tumbling, a sugar coating is added that coats the little round chocolates. When the tumbler stops, the sugar coating cools. After cooling, the tumbler begins again and more sugar coating is added, and the little round chocolates are cooled again. This happens lots of times. During the last coating, different colors are added. When the colored sugar coating has cooled, the candy is put onto a large moving belt called a conveyor belt and dropped into large containers called bins. Finally, the different colors are each poured into brown paper sacks and sealed. After the paper sacks are sealed, they are taken to stores for you to buy.

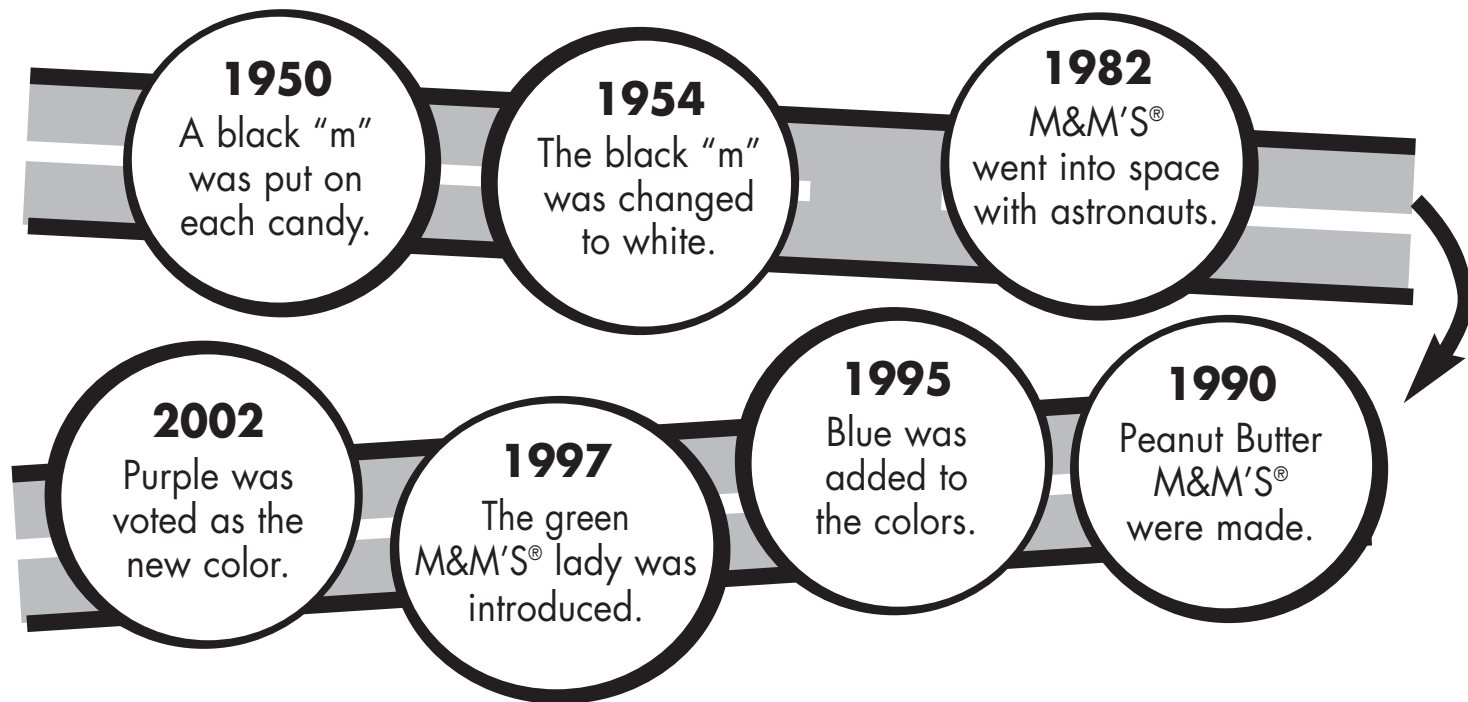
How M&M'S® are made is only part of their story. Now let's take a trip back in time and find out how M&M'S® got started.

## How M&M'S® Got Started

M&M'S® got their start almost 70 years ago! Two men, Forrest Mars and Bruce Murrie, started the company. The letters from their last names (M and M) were used to name the candy. When the company started in 1941, M&M'S® were sold only to the army for the men who were fighting in World War II. When the war was over in 1945, M&M'S® were sold to everyone. The M&M'S® saying, or slogan, is "M&M'S® melt in your mouth, not in your hands!"

## The M&M'S® Time Line

Now let's look at a time line to get more of the M&M'S® story. A time line is like taking a trip down a road. At each stop, we will learn something about M&M'S®.



Learning about M&M'S® is fun, but not as much fun as eating them!

### Resources:

<http://www.mms.com/us/>

<http://www.madehow.com/Volume-3/M-M-Candy.html>

<http://inventors.about.com/od/mstartinventors/a/ForrestMars.htm>

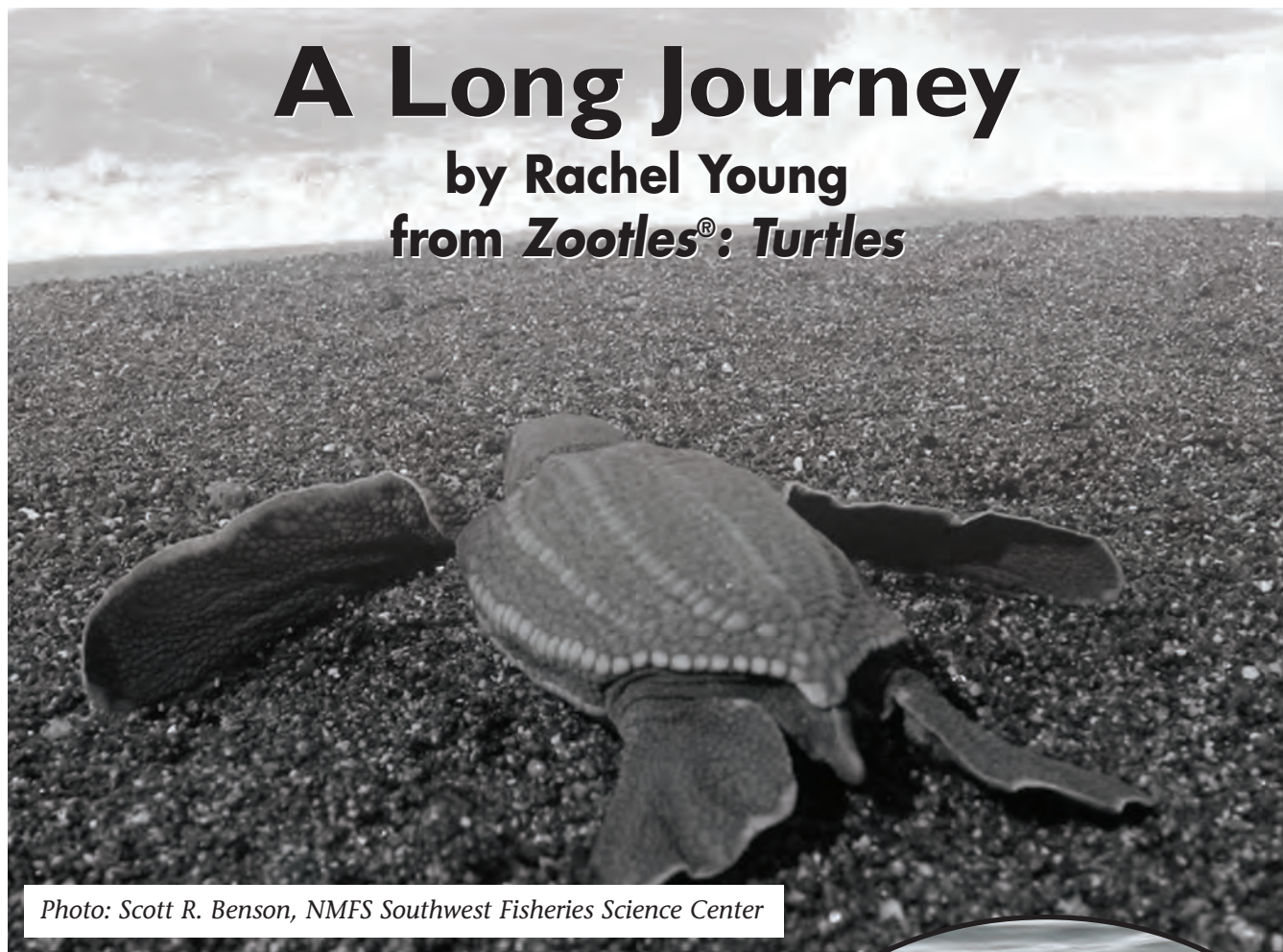
[http://inventors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=inventors&cdn=money&tm=7&gps=203\\_42\\_1003\\_545&f=10&tt=2&bt=1&bts=0&zu=http%3A//web.mit.edu/invent/iow/mars.html](http://inventors.about.com/gi/o.htm?zi=1/XJ&zTi=1&sdn=inventors&cdn=money&tm=7&gps=203_42_1003_545&f=10&tt=2&bt=1&bts=0&zu=http%3A//web.mit.edu/invent/iow/mars.html)

[http://www.galenfrysinger.com/las\\_vegas\\_m\\_m.htm](http://www.galenfrysinger.com/las_vegas_m_m.htm)



# A Long Journey

by Rachel Young  
from **Zootles®: Turtles**



*Photo: Scott R. Benson, NMFS Southwest Fisheries Science Center*

Leatherback turtles swim alone way out in the ocean. For a long time, no one knew exactly which routes these huge, rare turtles were taking.

To help solve this mystery, Peter Dutton and Scott Benson carefully scooped up turtles they found swimming or nesting on the beaches. The scientists attached special tracking devices to the turtles' shells. Then they let the turtles go. The devices would tell scientists how fast and how far the animals were swimming, and where they were going.



**This leatherback wears a device (not visible) that measures how deep it dives. It's attached by a suction cup!**

*Photo: Scott R. Benson, NMFS Southwest Fisheries Science Center*

Finally, scientists could tell where the turtles were heading. In about a year and a half, for example, one turtle swam from a beach in Indonesia all the way to Hawaii, then to Oregon, and then all the way back to Hawaii again. That's nearly 13,000 miles, or halfway around the world!

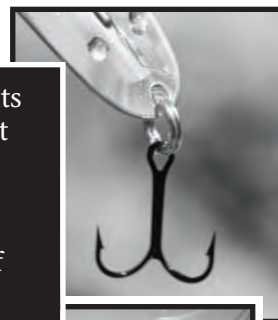
# Hang Tough

by Alice Bluegrass

At an aquarium next to the bird rescue center, there is another animal that will never be free to live in the wild.

He is a 20-year-old green turtle that has lived at the aquarium for 15 years. He was brought in with a serious eye injury from a fisherman's hook and head injuries from a boat that damaged his other eye. Some people found him lying on the beach and carried him to the aquarium's hospital.

Fishermen's hooks and boats are not the only things that can harm turtles. Some get caught in fishing nets and often drown because they cannot reach the surface of the water to get air.



The green sea turtle, like Hang Tough, is one of seven species of sea turtles. All of these species have been around since the time of the dinosaurs—more than 200 million years!

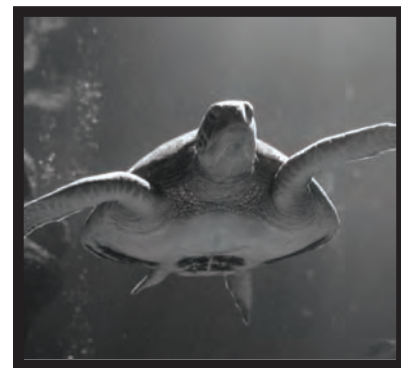
The veterinarians worked on him for a long time but could not save his eyesight. He was now blind. He survived and began to grow healthy and strong even though he had been through a lot of trouble, so he was named "Hang Tough."

Hang Tough is handfed every day on the surface of the water. He uses his flippers to feel the sides of his tank, and this lets him know when he is on the surface. His handlers guide him to his food. He likes to eat lettuce and other green vegetables. Sometimes a

scuba diver goes into the tank to feed and play with him. He seems to like it when people talk to him and is very popular with the children who visit the aquarium.

Hang Tough has a big, new, deep fish tank, and he seems to have adapted very well to it—maybe because he is really like his name: He hangs tough.

When animals are hurt, it is fortunate that there are people who care about them and are able to help the animals live with their injuries. It would be even better if humans didn't harm animals.



Green sea turtles can get as big as 5 feet long, weigh up to 700 pounds, and live as long as 80 years! They, along with the other species of sea turtles, are on the list of endangered species.



# Queen of the Waves

by Ed Combs

Gertrude Ederle looked exhausted. But that wasn't surprising. She had been swimming for 11 hours. She wasn't in a warm, calm swimming pool, either. She was in the middle of the icy and dangerous English Channel. Gertrude was trying to become the first woman ever to swim from France to England.

She had already tried the 21-mile swim across the Channel once, but failed. Now it looked like she would fail again.

"Gertie, you must come out!" someone shouted from the tugboat. The tugboat was there to help if she got in trouble. But Gertrude didn't feel like she was in trouble. She raised her head above the waves. "What for!" she called out. Gertrude was not going to quit swimming until she got to England.

## Determination

Gertrude had always been determined. She was born in October 1906 in New York City. She learned to swim on the Jersey Shore. At age 15, she started training for races. Soon she was setting records. In 1924, she went to the Summer Olympics. She won a gold medal and two bronze medals. Gertrude was disappointed that she didn't do better.



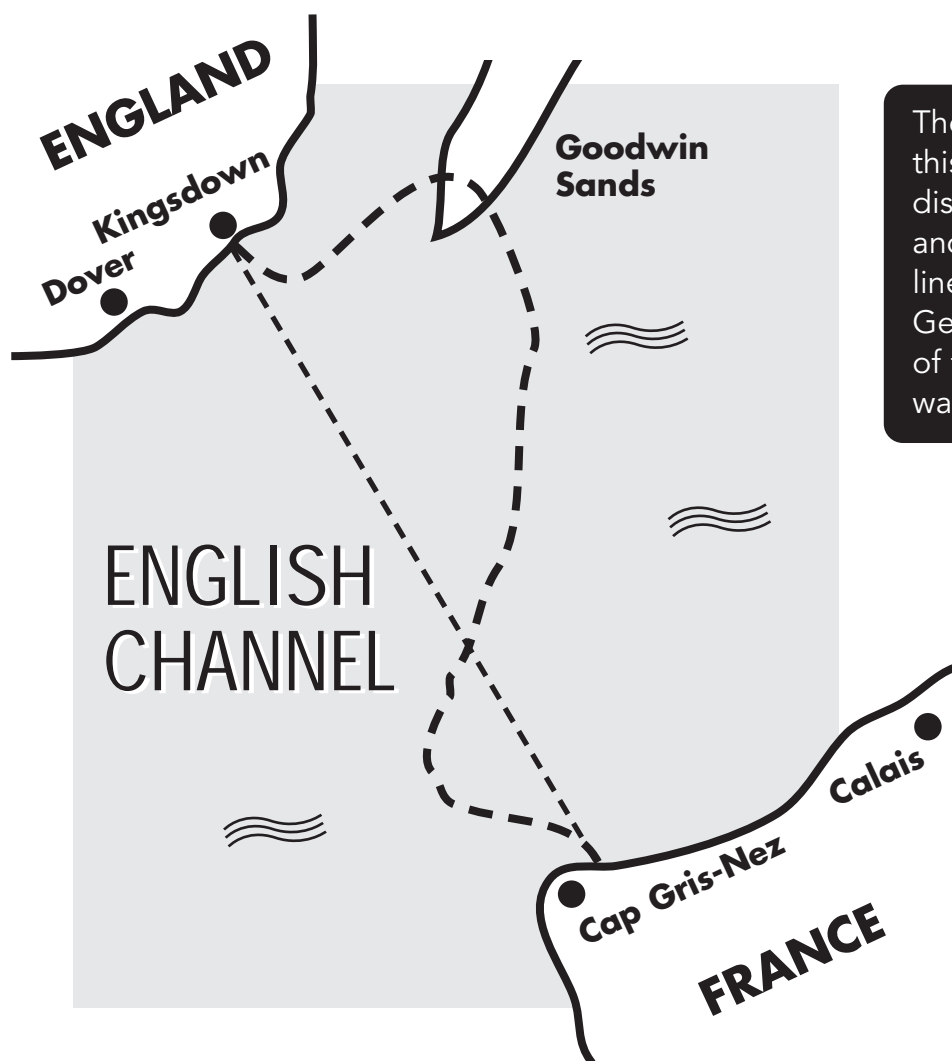
A crowd gathers to congratulate Gertrude on her successful swim across New York Bay in 1925.

Later that same year she tried to swim the English Channel. After 9 hours in the icy water, her trainer made her stop. He thought she had swallowed too much seawater. Gertrude disagreed. She fired him and hired a new trainer.

## Success at Last!

The next year she tried again. She spent weeks training in France. This time she was ready and determined to swim the 21 miles across the Channel.

Early on August 6, 1926, Gertrude dove into the English Channel at Cap Gris-Nez, France. The 19-year-old swam for hours in the icy gray water. Her trainer worried about her safety. Her friends begged her to quit. But her father and sister cheered her on. Her father had promised to buy her a new car if she finished the swim. "Remember the car!" he yelled. Gertrude kept swimming.



The straight dotted line on this map shows the 21-mile distance between Cap Gris-Nez and Kingsdown. The curved line indicates the 35-mile route Gertrude had to swim because of the bad weather and rough waters.

### A Heroe's Welcome

Gertrude returned to America after her swim across the Channel and was greeted as a hero. People called her "Queen of the Waves." New York City held a ticker tape parade in her honor. Two million people attended. She met the president. She had a dance named after her. She even got to play herself in a movie. It was called *Swim Girl, Swim*.

### After a Successful Swim

Unfortunately, Gertrude had lost some of her hearing when she was a child. The Channel swim made it worse. By the 1940s, she was deaf. But Gertrude had always been determined. She never let anything stop her. The Queen of the Waves spent the rest of her life teaching deaf children to swim.

On August 27, 1926, Gertrude rode through a huge crowd of proud, cheering Americans who lined Broadway in New York City.



# A Turtle Tot's Tale

by Donna Latham

from *Zootles®: Turtles*

In the soft sand of the nest, tiny Tilda struggled to free herself from her leathery egg. She wiggled and jiggled, waggled and wriggled. She flapped her gray, paddle-shaped front flippers and squirmed further and further out . . . but still not quite all the way. Hatching was hard work! Finally, with all her might, Tilda flicked her hind limbs against the egg.



Paddle, paddle, kick! Paddle, paddle, flick! Tilda had squirmed free. Worn out, the little hatchling rested on the cool sand.



A moonlit sky shimmered over the ocean, which sparkled like diamonds. In the distance, waves crashed against the shore. Somehow Tilda knew she had to creep toward the brightness. Clumsy in the clumpy sand, she waddled toward the glistening sea, which seemed so very far away.

Uh-oh! Black, masked eyes peered curiously from behind a mound of sand. Whiskers twitched around a dark nose. A hungry raccoon! But even though she was tired, Tilda managed to skitter out of reach.

Paddle, paddle, hurry! Paddle, paddle, scurry!





The raccoon, left hungry, slipped back into the inky night, while Tilda continued crawling toward the brightness. She left soft tracks behind her as she crept along. The sea seemed so very far away, yet Tilda plodded on, pushing her body awkwardly over the sand.

Suddenly, the sand beneath her flippers quivered and shivered, and Tilda tumbled. Uh-oh! White as bone, a ghost crab scooted from a sandy burrow. Scuttling sideways on eight legs, it waved pale claws. But again, Tilda scurried out of reach.

Paddle, paddle, paddle! Paddle, zoom, skedaddle!

The hungry crab disappeared along the sandy shore, as Tilda skidded toward the sprawling sea. It seemed close, now, so very close.

Uh-oh, again! A noisy gull screeched overhead. Tilda dashed to the water's edge and pushed herself into a big wave, but it was so powerful, it knocked her back against the shore. Now the gull swooped low. Tilda tossed herself into the waves once more. This time the water snatched her up like a warm hand and the waves carried her out, out, out to sea.



Paddle, paddle, whoosh! In the water, Tilda was clumsy and slow no longer. She flapped her flippers like a bird in flight and swam away into the warm ocean.

# Types of Turtles

by John Bonnett Wexo  
from *Zootles®: Turtles*

**Not all turtles look the same! Their bodies are different, depending on where they spend most of their time.**

Here are some quick ways to tell the difference between a **sea turtle**, a **tortoise**, and a **freshwater turtle**.



◆ Photographer/source: R.P. van Dam/noaa.gov

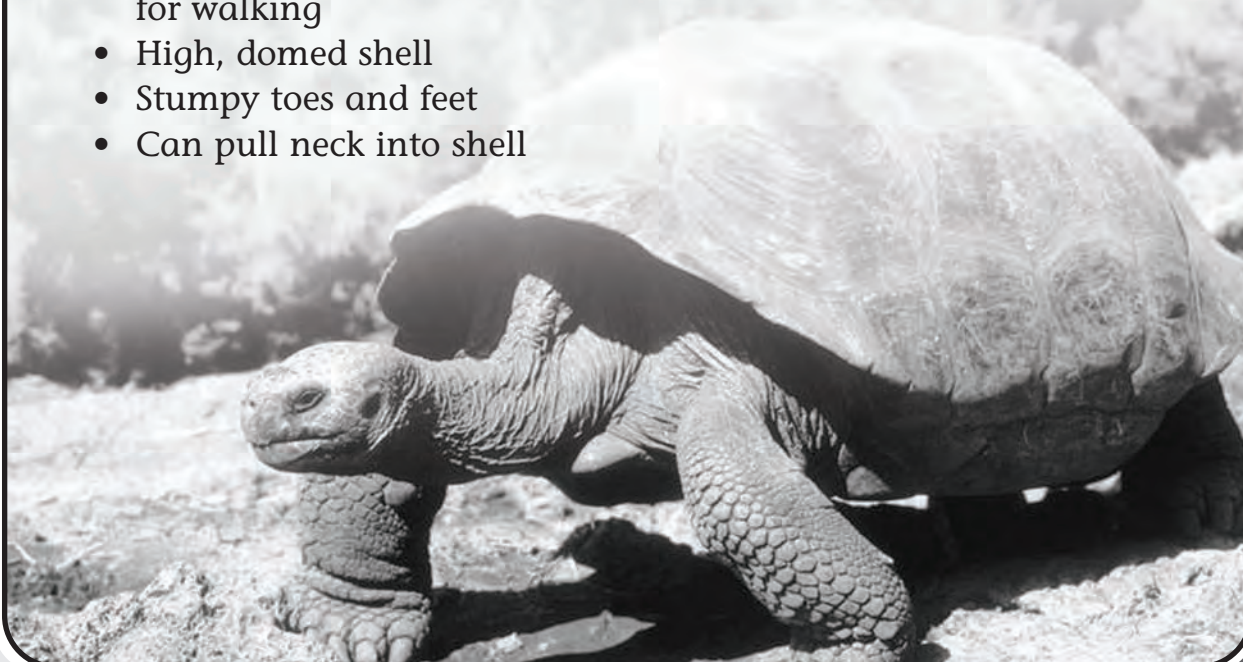
**Sea turtles** live in oceans.

- Legs shaped like long paddles for swimming
- Streamlined shell
- Flippers instead of feet
- Can't pull neck into shell



The turtles known as **tortoises** live on land, often on rough, dry ground.

- Short, heavy, club-like legs for walking
- High, domed shell
- Stumpy toes and feet
- Can pull neck into shell



**Freshwater turtles** live in or near rivers, ponds, and lakes.

- Long legs compared to tortoise
- Flatter, streamlined shell
- Webbed feet with claws
- Can pull neck into shell



# Animals That Help

by Karen Smith and Carey Moore

Pets are animals that people love and that make people happy. One thing about pets is that if they are cared for and treated right, they are always a friend.

Animals can be trained to help people who are sick, who are lonely, or who need help. They are called therapy animals, or visiting animals. These animals are taken to nursing homes, hospitals, and schools to be with people who need some kind of help. They help people who are lonely, who are in pain, or who are sad about something that has happened to them. Sometimes people have to leave a pet they love at home while they are in the hospital, so the visiting animals help these people feel better and remember their own pets.



Friendly, loving animals provide great comfort and joy to many people who are lonely or who live in nursing homes.



Cats, horses, rabbits, pot-bellied pigs, and parrots are some of the animals that have been used to help people forget their troubles, sickness, or pain. But dogs are used more than any other animal for therapy and visiting.



Different types of animals can be helpful to people in need. Even a pot-bellied pig, which many people raise as pets!

To be therapy animals or visiting animals, they have to be good around people and other animals.<sup>966</sup> They are trained to sit, get into people's laps, be gentle, not lick, and let people pet them.

A lot of dogs and cats are used to visit older people who feel lonely and who do not have many family members around them. Visiting dogs and other animals make older people happy and give them something to talk to and love.

Some dogs are trained to be with veterans, or people who were in a war. Sometimes veterans need extra love to help them forget the war. Some veterans were injured and the dogs help them forget their pain, which also helps them heal faster.

Two programs called "Tail Waggin' Tutors" and "Sit, Stay, Read!" train dogs to sit and listen to children read at schools or libraries. The dogs sit on the carpet at the reading center or next to a desk or table and listen to children who are learning to become better readers.



- Almost all children love stuffed animals. But a live animal, like this dog, brings even greater joy to a child who is sick.

Pawprints and Purrs, Inc. takes trained dogs and cats to children's hospitals. While they are there, the children are able to hug and talk to the animals. This helps the children laugh, be happy, and forget about being sick.

Therapy animals and visiting animals come in all sizes and all kinds. The most important thing about them is that they are gentle, friendly to people, and full of love. After they are trained, they become animals that help.

### **Resources:**

<http://www.sniksnak.com/therapy.html>

<http://www.berthoudrecorder.com/News/2009/aug/20/features/dog-tags-service-dogs-bri>

<http://www.therapydogs.com/>

<http://www.dogplay.com/Activities/Therapy/therapy.html>

<http://www.cnn.com/2009/LIVING/10/24/dogs.irpt/>

# What's in Your Backyard?

by John Bonnett Wexo  
from Zootles®: Backyard Birds

Birds live all over the world, so wherever your backyard might be, take a look out the window! You're likely to see a backyard bird or two.

A **Steller's jay** is easy to spot in Seattle, Washington.

Photographer/source: Lee Karney/  
U.S. Fish and Wildlife Service

**Loons** can be found swimming on Lake Buffalo in Minnesota.

Photographer/source: Lee Karney/  
U.S. Fish and Wildlife Service

In Ogunquit, Maine, **seagulls** are common.

Photographer/source:  
Bobby Mikul  
[www.publicdomainpictures.net](http://www.publicdomainpictures.net)

You might find a **mockingbird** in your backyard if you live in Ocala, Florida.

Photographer/source: Gary Kramer/  
U.S. Fish and Wildlife Service

People in Brownsville, Texas see **roadrunners** all the time.





# What's for Lunch?

by John Bonnett Wexo  
from *Zootles®: Backyard Birds*

- You can tell a lot about what a bird eats simply by looking at its beak and feet.



A **woodpecker's** special feet help it "hop" up and down the trunk of a tree. Its beak is strong enough to peck for insects.

A **heron's** feet aren't webbed, so it can walk quietly in water, and its long beak lets it grab fish without dunking its eyes underwater!



A **duck's** webbed feet are for swimming, and its round bill scoops underwater plants.



Birds fly differently, too! Some birds, like ducks, usually fly **low**, closer to the land and water. Other birds, like hawks, often fly **high**, over the treetops. Do you think a woodpecker would fly **high** or **low**? How about a hummingbird? Why?



A **hawk** has strong feet for grabbing prey and a sharp beak for ripping it into bite-sized pieces.

■ Photograph source: U.S. Fish and Wildlife Service

A **cardinal's** short, sharp beak is perfect for cracking open seeds. Its feet are for perching on branches.



■ Photographer/source: Dr. Thomas G. Barnes/U.S. Fish and Wildlife Service



A **hummingbird** uses its long, thin beak to draw nectar from flowers. It hardly uses its feet, because it doesn't land very often!

■ Photographer/source: Bill Buchanan/U.S. Fish and Wildlife Service