High Interest Topics Packet

Informational Reading Selections and Comprehension Questions

by Betsy Weigle
High-Interest Topics
Informational Reading Selection and Comprehension Questions

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Common Core State Standards include an updated focus on reading informational texts. With these high interest selections, students from grades 3 – 5 can practice their informational reading skills and apply their understanding of the text to Common Core comprehension questions. Included is multiple-choice, short answer and some extended response items.

These informational reading selections about kid-favorite topics include little-known facts to engage and entertain students.

The reading packet includes selections on:

- Names of the Months
- Eyes and Eye Color
- Interesting Facts about Hair
- Dung Beetles
- Rainbow Science
- How to Make Mud Pies

* 6 informational reading selections

Included in this packet:

- Comprehension questions
  - multiple choice
  - short answer
  - extended response
- Answer keys

Betsy

Effective Teaching Made Fun®
Common Core Standards

Focus: Reading Informational Text

Names of the Months

Standards Listed by Question Number
1. RI 3.3, RI 4.3, RI 5.3
2. RI 3.1, RI 4.1, RI 5.1
3. RI 3.3, RI 4.3, RI 5.3
4. RI 3.4, RI 4.4, RI 5.4
5. RI 3.2, RI 4.2, RI 5.2
6. RI 3.5, RI 4.5, RI 5.5
7. RI 3.7, RI 4.7, RI 5.7
8. RI 3.9, RI 4.9, RI 5.9
9. RI 3.1, RI 4.1, RI 5.1

Eyes and Eye Color

Standards Listed by Question Number
1. RI 3.1, RI 4.1, RI 5.1
2. RI 3.3, RI 4.3, RI 5.3
3. RI 3.7, RI 4.7, RI 5.7
4. RI 3.1, RI 4.1, RI 5.1
5. RI 3.8, RI 4.8, RI 5.8
6. RI 3.5, RI 4.5, RI 5.5
7. RI 3.4, RI 4.4, RI 5.4
8. RI 3.4, RI 4.4, RI 5.4

Interesting Facts about Hair

Standards Listed by Question Number
1. RI 3.1, RI 4.1, RI 5.1
2. RI 3.3, RI 4.3, RI 5.3
3. RI 3.2, RI 4.2, RI 5.2
4. RI 3.5, RI 4.5, RI 5.5
5. RI 3.5, RI 4.5, RI 5.5
6. RI 3.8, RI 4.8, RI 5.8
7. RI 3.9, RI 4.9, RI 5.9
8. RI 3.7, RI 4.7, RI 5.7
9. RI 3.1, RI 4.1, RI 5.1
Dung Beetles

Standards Listed by Question Number
1. RI 3.5, RI 4.5 RI 5.5
2. RI 3.3, RI 4.3, RI 5.3
3. RI 3.2, RI 4.2, RI 5.2
4. RI 3.7, RI 4.7, RI 5.7
5. RI 3.8, RI 4.8, RI 5.8
6. RI 3.1, RI 4.1, RI 5.1
7. RI 3.4, RI 4.4, RI 5.4
8. RI 3.8, RI 4.8, RI 5.8

Rainbow Science

Standards Listed by Question Number
1. RI 3.4, RI 4.4 RI 5.4
2. RI 3.1, RI 4.1, RI 5.1
3. RI 3.7, RI 4.7, RI 5.7
4. RI 3.3, RI 4.3, RI 5.3
5. RI 3.4, RI 4.4, RI 5.4
6. RI 3.5, RI 4.5, RI 5.5
7. RI 3.1, RI 4.1, RI 5.1
8. RI 3.1, RI 4.1, RI 5.1

How to Make Mud Pies

Standards Listed by Question Number
1. RI 3.9, RI 4.9 RI 5.9
2. RI 3.1, RI 4.1, RI 5.1
3. RI 3.2, RI 4.2, RI 5.2
4. RI 3.3, RI 4.3, RI 5.3
5. RI 3.4, RI 4.4, RI 5.4
6. RI 3.5, RI 4.5, RI 5.5
7. RI 3.3, RI 4.3, RI 5.3
8. RI 3.9, RI 4.9, RI 5.9
Credits

Eyes and Eye Color

Eye color statistics: http://statisticbrain.com/eye-color-distribution-percentages/
Diagram: http://kidshealth.org/kid/htbw/eyes.html

Interesting Facts about Hair

Photo - Split Ends:
http://3.bp.blogspot.com/_rMEQtYbTpvs/TTNlDD1rdHI/AAAAAAAAACQ/NfJ2AQ3_WEw/s1600/Split-Ends.jpg

Rainbow Science

Photos:
Moonbow: http://media02.hongkiat.com/moonbow-photography/double-moonbow-in-dorgali.jpg
Rainbow: http://www.designzzz.com/rainbows/yard-rainbow.jpg
Names of the Months ~

Informational Reading Selections and Comprehension Questions
The Names of the Months

You already know there are 12 months in a year. Do you know how each month got its name? To find out, we have to go back many years to the time of the Romans and Ancient Greeks.

January
This month got its name from the Roman god Janus. He was the god of all new beginnings. That seems about right. You might see pictures or statues of Janus in museums. Janus has 2 faces, one that sees the future and one that sees the past. What better way to start the New Year!

February
This month is named for an ancient Roman festival called Februia that marked the end of winter. This was the time when houses and buildings were cleaned, top to bottom. The festival celebrated a clean start for people too.

March
This month is known for its stormy weather so it was named for Mars, the god of war. Have you ever heard the saying, “March comes in like a lion, but out like a lamb?” It means that the weather is blustery in early March, but calms down for the beginning of spring weather. It makes sense to compare the weather to a fierce lion.

April
This month is known for spring weather and blooming flowers. April comes from the Latin word *aperit* which means ‘to open’. You might think of April as the opening of a new growing season.

May
The month of May comes from Maia, a Roman goddess. She was in charge of new plants that grow in springtime. The month of May was named in her honor.

June
This month was named for Juno, another Roman goddess. She was married to the most important Roman god, Jupiter. Because of this she is thought of as the goddess of marriage. Maybe this is why June is the number one month for getting married.
July

July was named to honor a Roman ruler named Julius Caesar. He was born on July 13th. Julius Caesar was given this honor because he reorganized the calendar so it had 12 months instead of 10. People were often confused by their 10 month calendar.

August

Like July, August was named for a powerful Roman ruler named Augustus Caesar. He was a relative of Julius Caesar.

September

September, October, November and December have names based on the old, confusing 10-month calendar that was used before Julius Caesar reorganized it in 153 BC. In the old calendar, September comes from the word *septem* which means 7. September used to be the seventh month instead of the ninth month it is now.

October

October comes from the Latin word for eight: *octem*. It used to be the 8th month when the 10-month calendar was still in use. Can you think of other things that start with “oct”? 

November

*Novem* means nine in Latin, so November was the ninth month in the years before Julius Caesar. Now it is the 11th month.

December

Just like decade means 10 years, *decem* means 10 and December means the 10th month. December was the last month of the year on both the 10 month and 12 month calendars.
The Names of the Months

1. What do September, October, November and December have in common? Give at least one example.

2. Complete the chart by checking boxes with a check mark ✓ next to each month and the reason for its name. Some may have more than one ✓!

<table>
<thead>
<tr>
<th>Month</th>
<th>Named for god</th>
<th>Named for goddess</th>
<th>Named for festival</th>
<th>Named for number</th>
<th>Named for Roman ruler</th>
<th>Named for season</th>
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</thead>
<tbody>
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<td>January</td>
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</tbody>
</table>

3. The author wrote this selection to explain
4. What is the meaning of the word *aperit* as it is used in the fifth paragraph of the selection?

5. The selection shows that the names of the months have a long history. Which detail **best** supports this idea?
   a. February is named for an ancient Roman festival called Februa.
   b. A 10 month calendar was used until 153 BC.
   c. Just like decade means 10 years, decem means 10.

6. How did the author organize the information in the selection?
   a. in order of the months on a calendar
   b. in alphabetical order by month name
   c. in the order in which they were invented

7. How do the images in the selection help you understand the names of the months?
   a. They show the reader what the weather is like in each month.
   b. They show the reader where each month was named.
   c. They show the reader who the month was named for.

8. If a person wanted to know more about the history of calendars, which would be the **best** resource?
   a. an almanac
   b. The History Channel
   c. Website: Wikipedia/History of Calendars

9. According to the text, why is June a good month for weddings?
**The Names of the Months**

1. What do September, October, November and December have in common? Give at least one example.

   These months are all named for numbers. For example, October was the 8th month because octem means 8 in Latin.

2. Complete the chart by checking boxes with a check mark ✓ next to each month and the reason for its name. Some may have more than one ✓!

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</table>

3. The author wrote this selection to explain how the months got their names.
4. What is the meaning of the word *aperit* as it is used in the fifth paragraph of the selection?

aperit means “to open” like flowers open in the spring

5. The selection shows that the names of the months have a long history. Which detail best supports this idea?

- a. February is named for an ancient Roman festival called Februa.
- b. A 10 month calendar was used until 153 BC.
- c. Just like decade means 10 years, decem means 10.

6. How did the author organize the information in the selection?

- a. in order of the months on a calendar
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- a. an almanac
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9. According to the text, why is June a good month for weddings?

because June is named for the goddess of marriage
Eyes and Eye Color

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Informational Reading Selections and Comprehension Questions
Eyes and Eye Color

Your eyes start working from the moment you open them in the morning until you fall asleep at night. They take in more information than any other part of your body. This information (light, shape, color, motion and more) goes to your brain so your brain can sort out what is happening in the world around you.

Look in the mirror. You can see many parts of your eyes. You can see the white part, or the sclera. The sclera covers most of your eyeball, protecting it.

You can see the color of your eyes in the iris. The iris gets larger and smaller to adjust the amount of light that goes into your eyes. If the sun is too bright outside, muscles squeeze making the colored part of your eye larger and the black part very small. Not as much light can get in.

You can also see your pupil, which is the black spot in the middle. It isn't really black! It is an opening in your eye that lets light in so you can see.

The iris and pupil are covered and protected by the cornea. The cornea is clear and dome-shaped. It works like the lens on eyeglasses, helping you clearly see the world around you.
So why are your eyes the color they are? Ask your family. Humans get their eye colors from their families. Often, you will have another family member with eyes the same color as yours – but not always.

Some children have eye colors that are very different from their parents. But if both parents have brown eyes, it is very likely that their children will have brown eyes too.

You can see from the chart below that most people in the United States have blue or brown eyes, while green or gray eyes are more unusual.

The next chart shows that brown eyes are the most common color in the world. About 90% of the world’s population has light or dark brown eyes.
Eyes and Eye Color

1. Using details from the text, explain **two** ways the graphs at the end of the selection help you understand eye color.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

2. Which sentence from the selection **best** explains why you have the eye color you do.
   a. Humans get their eye colors from their families.
   b. Some children have eye colors that are very different from their parents.
   c. Brown eyes are the most common color in the world.

3. Compare the graphs at the end of the selection. What are two **important** differences between the graphs?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
4. Read this sentence from the passage:

Your eyes start working from the moment you open them in the morning until you fall asleep at night.

Which **best** describes why the author uses this sentence.
   a. to share the experience of opening your eyes in the morning
   b. to interest the reader in the topic of eyes and eye color
   c. to explain why we open our eyes in the morning

5. The author claims that if both parents have brown eyes, their children will likely have brown eyes. Write one sentence from the text that supports this claim.

6. What is the purpose of the **sclera**?
   a. to give the eye color
   b. to allow light into the eye
   c. to protect the eyeball

7. The word **pupil** has two meanings.

Read the sentence: *The doctor shined a light into the girl’s pupil to check the health of her eye.*

Which meaning of the word pupil is being used?
   a. pupil: a student
   b. pupil: opening in the middle of the iris

8. What context clues helped you determine the meaning of the word as it was used in the sentence above?
Eyes and Eye Color

1. Using details from the text, explain two ways the graphs at the end of the selection help you understand eye color.

- graphs help reader understand eye color amounts in the US v. the world
- graphs help reader understand their own eye color compared to other humans

Any responses that pertain to the graphs and comprehension are acceptable.

2. Which sentence from the selection best explains why you have the eye color you do.

a. Humans get their eye colors from their families.

b. Some children have eye colors that are very different from their parents.

c. Brown eyes are the most common color in the world.

3. Compare the graphs at the end of the selection. What are two important differences between the graphs?

- one graph shows data from the US and the other from the world
- the graphs show great differences in amount of people with brown/blue eye color
- the graphs use different scales

Any other important differences are acceptable.
4. Read this sentence from the passage:

   Your eyes start working from the moment you open them in the morning until you fall asleep at night.

   Which best describes why the author uses this sentence.
   
   a. to share the experience of opening your eyes in the morning
   b. to interest the reader in the topic of eyes and eye color
   c. to explain why we open our eyes in the morning

5. The author claims that if both parents have brown eyes, their children will likely have brown eyes. Write one sentence from the text that supports this claim.

   Humans get their eye color from their families.
   Often, you will have another family member with eyes the same color as yours.

6. What is the purpose of the sclera?
   
   a. to give the eye color
   b. to allow light into the eye
   c. to protect the eyeball

7. The word pupil has two meanings.

   Read the sentence: The doctor shined a light into the girl's pupil to check the health of her eye.

   Which meaning of the word pupil is being used?
   
   a. pupil: a student
   b. pupil: opening in the middle of the iris

8. What context clues helped you determine the meaning of the word as it was used in the sentence above?

   doctor
   to check the health of her eye
Facts about Hair

~

Informational Reading Selections and Comprehension Questions
Interesting Facts about Hair

When you think about hair, you think about the hair on your head. But did you know that there is hair on almost every part of your body? Your lips, palms of your hands and bottoms of your feet don’t have hair. Some hair is easy to see, like on your head and eyebrows. Other hair is so fine, it is hard to see. Look closely at your cheeks in a mirror and you will see tiny hairs!

There are many things you might not know about the hair that grows on your head. Read on for some interesting facts about hair.

Facts

- Some insects like the wood roach love to eat human hair and fingernail clippings.

- Most people have about 100,000 hairs on their head. People with red hair have 90,000 hairs. People with black hair have 110,000 hairs and people with blond hair tend to have 140,000 hairs on their head.

- The longest most people’s hair can grow is 90 cm or nearly 3 feet long. The longest hair recorded was on a Chinese woman. Her hair was over 18 feet long.

- Usually people lose 40 – 80 hairs each day.

- Hair is stretchy. It can stretch by ¼ of its length before it breaks.

- Cutting hair does not make it grow faster or thicker.

- Most people’s hair grows 12 cm or nearly 5 inches per year. Blond hair grows the fastest of all hair colors.

- Hair on boys grows more quickly than girls’ hair.
Name: ___________________________     Date: _______________ Score:

- Elderly people have fewer hairs on their heads and the hair they do have grows slower than younger people.
- Each strand of hair lasts for 2 to 7 years before it falls out.
- Hair grows faster when the weather is warm or when you are sleeping.
- The first hair dryer was a vacuum cleaner hair dryer.
- Humans get their hair color from their families.
- A long time ago during the Renaissance period (1450-1600) women plucked all of the front of their hair because very high foreheads were considered beautiful.
- By the age of 50, half of all men will become bald.
- Hair is the fastest growing tissue in the human body besides bone marrow.
- Hair and fingernails are made out of the same thing, keratin, a type of protein. Hair and nails are actually dead cells. Keratin is also found in reptile scales, turtle shells, bird beaks, animal hooves and rhino horns.
- Because hair is made of dead cells, fancy shampoos and conditioners can do nothing to fix or prevent split ends. Only a haircut can fix that.
- 75% of people in the world are born with dark brown or black hair. 13% have light to medium brown hair and 10% have blond hair. Less than 3% of the world’s population is born with red hair.
- Hair only grows on mammals.

Do you think it is surprising that there is so much to know about human hair?
Interesting Facts about Hair

1. Write three details from the selection that tell what all human hair has in common.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. Read the sentence from the selection: There are many things you might not know about the hair that grows on your head.

Which best describes why the author uses the sentence above?

a. to share the experience of growing hair
b. to explain why mammals grow hair
c. to excite the reader about reading hair facts

3. What is the main idea of the selection?

a. Hair covers almost all parts of the human body.
b. Hair grows quickly for boys and girls.
c. Hair is an interesting part of being human.

4. How is the text organized?

a. In order with most interesting facts first
b. By hair problems and their solutions
c. In random order with an introduction and conclusion
5. According to the selection, what can a person do if they want to get rid of split ends on their hair?
   a. Get a hair cut
   b. Use split end conditioner
   c. Glue the ends back together

6. Blond hair is different from hair of other colors. Write two details to support this statement.

   __________________________________________
   __________________________________________
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   __________________________________________

7. If someone wanted to learn more about human hair, which of the following would not be a reliable source?
   c. The Hair Song by Pancake Manor

8. Why do you think the author included an image of split ends?
   a. To explain what split ends are
   b. To persuade the reader to cut their split ends
   c. To explain how to get rid of split ends

9. Write one fact you will share when you get home from school today.
Interesting Facts about Hair

1. Write three details from the selection that tell what all human hair has in common.

   Appropriate response includes any three details that share similarities and are explicitly written in the text.

2. Read the sentence from the selection: There are many things you might not know about the hair that grows on your head.

   Which best describes why the author uses the sentence above?
   
   a. to share the experience of growing hair
   b. to explain why mammals grow hair
   c. to excite the reader about reading hair facts

3. What is the main idea of the selection?
   
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5. According to the selection, what can a person do if they want to get rid of split ends on their hair?
   a. Get a hair cut
   b. Use split end conditioner
   c. Glue the ends back together

6. Blond hair is different from hair of other colors. Write two details to support this statement.
   - People with blond hair have more hair on their head, 1400,000 hairs!
   - Blond hair grows the fastest of all hair colors.
   - Only 10% of people in the world have blond hair.

7. If someone wanted to learn more about human hair, which of the following would not be a reliable source?
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8. Why do you think the author included an image of split ends?
   a. To explain what split ends are
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9. Write one fact you will share when you get home from school today.
   - People with blond hair have more hair on their head, 1400,000 hairs!
   - Blond hair grows the fastest of all hair colors.
   - Only 10% of people in the world have blond hair.
Dung Beetles

~

Informational Reading Selections and Comprehension Questions
Dung Beetles

There are about 350,000 different species of beetles that live all over the world. The dung beetle is one beetle that is as interesting as it is popular.

Habitat
Dung beetles can adapt to most climates except for very dry places such as deserts and very cold places such as the tundra. Anywhere you can find animal dung, you can find dung beetles. Some dung beetles live in dung while others will make dung balls and roll them to a spot where they can bury the balls in an underground home or burrow.

Types
There are three types of dung beetles:

Rollers: These dung beetles roll the dung into balls and bury them away from the dung pile to make their home. They also eat these dung balls.

Tunnelers: These dung beetles dig tunnels below piles of dung. Then they pull the dung down into their tunnel for food. The female dung beetle does most of the digging. The male dung beetle drags the dung into the tunnels.

Dwellers: This type of dung beetle just lives in piles of dung.

Words to Know

Tundra: an arctic plain where the ground is frozen all year long
Dung: animal poop
Life Cycle
A male and female pair of dung beetles work together to make and take care of a ball or pile of dung. The female places an egg in the middle of the dung. When the egg hatches, the larva will eat the dung and develop into an adult over time, eating its way out of the dung.

Importance
Dung beetles do a lot to help our Earth. Dung beetles help decompose or break down dung all over the world. If we didn’t have dung beetles, there would be a lot of dung in the world and piles of dung brings millions of flies. Dung beetles also help fertilize dirt by dragging nutrient-rich dung underground.

Interesting Facts
- There are more than 5,000 different kinds of dung beetles.
- Dung beetles are super smellers. This helps them locate fresh dung.
- Dung beetles eat only animal dung. They do not need water or any other food.
- Dung beetles are strong. They can lift dung that is 50 times their own weight.
- A dung beetle lives for about three years.
- A dung beetle can be anywhere between 1 and 60 millimeters long.
- Dung beetles are also known as scarab beetles.
- In parts of Texas, it is estimated that dung beetles bury up to 80% of cattle dung on open ranges.

References:
http://www.earthlife.net/insects/dung.html
http://animals.nationalgeographic.com/animals/bugs/scarab/
http://museum.unl.edu/research/entomology/Scarabs-for-Kids/cycle.html

Images:
Dung beetle photo: http://static.nautil.us/338_819f46e52c25763a55cc64242644317.png
Dung Beetles

1. What is the purpose of the “Words to Know” box?
   a. to give the readers words to look up in a dictionary
   b. to define important words for the reader
   c. to show a picture of important words

2. What is the difference between rollers, dwellers and tunnelers?
   a. Each type of dung beetle puts their dung in a different place.
   b. Each type of dung beetle rolls their dung into different shapes.
   c. Each type of dung beetle lives in a different part of the world.

3. Give a summary of the selection. Include three important ideas from the selection in your summary.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. How does the image on page 1 of the selection help you understand dung beetles?
   a. The image shows where dung beetles live in the world.
   b. The image shows where dung beetles make their home.
   c. The image shows how dung beetles roll dung balls.
5. In the first paragraph of the selection the author states, “The **dung** beetle is one beetle that is as interesting as it is popular.”

Based on information from the text, why do you think the dung beetle might be considered interesting and popular?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. What was most likely the author’s purpose for writing this selection?
   a. to inform the reader about dung beetles
   b. to persuade the reader to save dung beetles
   c. to entertain the reader with stories about dung eating beetles

7. What is the meaning of the word **decompose** as it is used in the **Life Cycle** section of the selection?
   a. to eat dung
   b. to break down
   c. to live in dung

8. How can you tell this text is a reliable source on dung beetles?
   a. the author included interesting facts to prove they are an expert on the topic
   b. the author sounds like they know what they are talking about
   c. the author included references to show where they got their information
Dung Beetles

1. What is the purpose of the “Words to Know” box?
   a. to give the readers words to look up in a dictionary
   b. to define important words for the reader
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2. What is the difference between rollers, dwellers and tunnelers?
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   b. Each type of dung beetle rolls their dung into different shapes.
   c. Each type of dung beetle lives in a different part of the world.

3. Give a summary of the selection. Include three important ideas from the selection in your summary.
   The selection Dung Beetles is about the life cycle, habitat and habits of dung beetles. First you should know dung beetles live nearly everywhere in the world. Second, you should know dung beetles eat and live in animal waste. Finally you should know dung beetles are important to the health of the Earth.

4. How does the image on page 1 of the selection help you understand dung beetles?
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   c. The image shows how dung beetles roll dung balls.
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Based on information from the text, why do you think the dung beetle might be considered interesting and popular?

Appropriate responses should include two or more statements from the selection that are of interest to the student or to the general population.

6. What was most likely the author’s purpose for writing this selection?
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Rainbow Science

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Informational Reading Selections and Comprehension Questions
Rainbow Science

Have you ever wondered where rainbows come from? What exactly is the science behind rainbows? With just a few easy-to-find items, you can discover how rainbows work through a science experiment.

Supplies:
- a glass of water
- white paper
- sunshine

Procedure
1. If inside, find a room with sun coming through a window. (Or you can take everything outside.)
2. Hold the glass of water above the paper and watch what happens when sunlight passes through the water. The sunlight refracts or bends and forms a rainbow on your sheet of paper.
3. Hold the glass of water at different heights and angles to see the effect it has on the rainbow.

The Science of Rainbows

When you see a rainbow in the sky, it is usually after or during a rain shower when the sun is shining. Rainbows occur most often in the morning or early evening. A natural rainbow is actually a circle and has no end. Sometimes people in airplanes can see rainbows that are complete circles. Normally you can’t see the bottom half of a rainbow because it is below the horizon.

Sometimes you can see a rainbow in the mist of a waterfall, fountain or sprinkler.

Rainbows form in the sky when sunlight refracts as it passes through the water in the air. It is the same as when it passes through your glass of water. The bending of the light separates light into the colors red, orange, yellow, green, blue, indigo (dark blue) and violet.
Rainbow Facts

- The rainbow got its name from its shape. The arch of a rainbow looks much like a bow for shooting arrows. Also, people noticed that they would only see this colorful bow when it had been raining hence, a rainbow!
- The famous scientist Sir Isaac Newton was the first person to explain how a rainbow forms and he named the seven colors that can be seen in a rainbow.
- It takes millions of raindrops in the sky to make a rainbow that is visible.
- The lower the sun is, the higher the rainbow will appear.
- You cannot touch a rainbow and you can never find the end of one.
- Earth is the only planet in our solar system that has rainbows.
- In order to see a rainbow after or during a rain shower, turn your back to the sun.
- Rarely, rainbows can be seen during the night. Sometimes moonlight is bright enough to create a rainbow, called a moonbow.
- Double rainbows happen when sunlight is reflected through the raindrops in the sky twice. When this happens you will see a brighter rainbow and one that is dimmer. The colors of the two rainbows will be opposite. One will end with violet and the other will begin with it.
Rainbow Science

1. What is the meaning of the word refract as it is used in step 2 of the procedure for making a rainbow?
   - a. to bend
   - b. to separate
   - c. to shine

2. What was the author’s purpose for writing this text? Explain using details from the text.

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Which of these best explains why the author included the diagram of light passing through water?
   - a. so the reader can understand the colors of a rainbow
   - b. so the reader can understand how light refracts in water
   - c. so the reader can understand how to perform the science experiment

4. According to the selection, what are three supplies needed to make a rainbow inside?
   - a. sunlight, rain, paper
   - b. sunlight, glass of water, paper
   - c. light source, glass, water
5. Read this sentence from the text: When this happens you will see a brighter rainbow and one that is **dimmer**.

Which word is a synonym for or means the same as **dimmer**?

a. clearer  
b. fainter  
c. brighter

6. What information does the section on **The Science of Rainbows** give the reader?

a. how, where and why rainbows occur  
b. when and where you can touch rainbows  
c. who first explained rainbows and their color

7. Give three details from the selection that tell what all rainbows have in common.

1. ____________________________________________
   
2. ____________________________________________
   
3. ____________________________________________

8. If more people read this text and learned more about rainbows, what do you think would most likely happen? Include details from the text in your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Rainbow Science

1. What is the meaning of the word **refract** as it is used in step 2 of the procedure for making a rainbow?
   - a. to bend
   - b. to separate
   - c. to shine

2. What was the author’s purpose for writing this text? Explain using details from the text.

   The author’s purpose was to inform the reader about rainbows. The author gave an experiment to try so the reader could see rainbows for themselves. The author also explained the science behind rainbows and provided interesting facts about rainbows to inform the reader about rainbows.

3. Which of these **best** explains why the author included the diagram of light passing through water?
   - a. so the reader can understand the colors of a rainbow
   - b. so the reader can understand how light refracts in water
   - c. so the reader can understand how to perform the science experiment

4. According to the selection, what are three supplies needed to make a rainbow inside?
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7. Give three details from the selection that tell what all rainbows have in common.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

8. If more people read this text and learned more about rainbows, what do you think would most likely happen? Include details from the text in your answer.

*If more people learned about rainbows by reading this text, people would understand how rainbows are made. In the text the author explained how light refracts into 7 colors. Also, more people might be able to see/find rainbows because they know where to look. In the text it said that you can find rainbows by waterfalls, sprinklers or turn your back to the sun during or after a rain storm.*

*Appropriate responses must include at least two details from text.*
How to Make Mud Pies

Informational Reading Selections and Comprehension Questions
1. How to Make Mud Pies

Mud pies are a part of growing up that most people experience at least once or twice. You might be surprised to know there is more to making mud pies than mixing dirt and water. Follow the steps below for perfect mud pies.

Real Mud Pie Instructions

1. Find good dirt. This is the most important step to making perfect mud pies. Look for dirt that is loose and smooth in your hands. It should not feel too sandy. It should not feel too much like clay.

2. Sift out rocks, pebbles and gravel. You can do this by borrowing a sifter or strainer from your kitchen. (Just make sure you ask first!)

3. Mix the dirt with water. Slowly pour small amounts of water into the dirt. Mix gently with your hands. Keep adding small amounts of water until the mud feels like stiff cookie dough.

4. Knead the mud pie dough with your hands. Fold the edges to the center and press and squish. This makes sure the dough will hold together when you make your pies.

5. Make your pies. Roll the mud into balls first. Flatten each ball with your hand making them as thick or thin as you prefer.

6. Decorate your mud pies. You can draw designs in the top with a small stick. You can add small pebbles, leaves or parts of flowers.

7. Bake the mud pies in the sun for 15 to 20 minutes while you prepare tea for your guests.

8. When your guests arrive, serve your tea. It is best served in a pretend tea pot with pretend cups and saucers. Serve each guest a mud pie on an imaginary plate with a pretend silver fork.

If you are interested in making mud pies that use less imagination and can be eaten by friends and family, read on for a delicious recipe.
Favorite Mud Pie Dessert

Ingredients

- 1 package (18 ounces) crème filled chocolate sandwich cookies (Oreos®)
- ½ cup butter or margarine, melted
- 8 ounces cream cheese, softened
- 1 container (8 ounces) frozen nondairy whipped topping (CoolWhip®)
- 1 package (4 serving size) instant chocolate pudding mix
- 2 cups cold milk

Directions

1. Place cookies in a gallon zip lock bag. Crush cookies with hands first. Then crush more with a rolling pin or other hard, unbreakable object.
2. Pour butter into bag with cookie crumbs. Seal bag and mix butter and crumbs well by carefully mashing bag with hands.
3. Open bag and remove ½ cup crumbs for later. Pour the rest of the crumbs in a 9 x 13 inch pan. Press crumbs firmly and evenly in bottom of pan.
4. Mix cream cheese and one container of whipped topping in a bowl. You can use an electric mixer if you have an adult to help you. Spread this mixture on the cookie crust.
5. Make the pudding following the directions on the box. Spread pudding in pan on top of cream cheese mixture. Let sit 5 minutes.
6. Spread remaining whipped topping on pudding. Sprinkle with the rest of the cookie crumbs.
7. Put mud pie in refrigerator for 2 hours. This recipe serves 12 people.
How to Make Mud Pies

1. Complete the chart by comparing the first and second recipes for mud pies. Include at least two details from the text for each part of the chart.

<table>
<thead>
<tr>
<th>Real Mud Pies</th>
<th>Both</th>
<th>Mud Pie Dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the sentence from the selection: If you are interested in making mud pies that use less imagination and can be eaten by friends and family, read on for a delicious recipe.

Which best describes why the author uses this sentence?

a. to share the experience of making mud pies
b. to interest the reader in reading a recipe that can be eaten
c. to explain how to find out more about mud pies

3. Which sentence best states the main idea of the text?

a. Mud pies are interesting to make and share with friends and family.
b. Mud pies are a messy, fun way to spend the day.
c. Mud pies are made from cookies, pudding and whipped topping.

4. After reading this selection, the reader may be persuaded to:
5. The author used the word **refrigerator** in the last step of making a mud pie dessert. Circle the Latin roots that help you understand the meaning.

<table>
<thead>
<tr>
<th>Zoo – animal</th>
<th>-er/or – one who does this</th>
<th>Bio – life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frigus – cold</td>
<td>Anti – against</td>
<td>Uni – one</td>
</tr>
<tr>
<td>Photo – light</td>
<td>Geo – earth</td>
<td>Re – to do again</td>
</tr>
</tbody>
</table>

6. In which section of the text would you find information about kneading the mud pie dough?
   a. Introduction on how to make mud pies
   b. Instructions for how to make mud pies
   c. Directions for making favorite mud pie dessert

7. According to the selection, what are three things you should do when serving Real Mud Pies?
   1. ____________________________________________________________________
   2. ____________________________________________________________________
   3. ____________________________________________________________________

8. Which would be the best resource if you wanted to become an expert on making Real Mud Pies?
   a. Book: Mud Pies and other Recipes by Marjorie Winslow
   b. Website: Robots and Mud Pies Preschool
   c. Video: Aunt Myrna’s Mississippi Mud Pie Recipe by Cooking with Jackie Show
How to Make Mud Pies

1. Complete the chart by comparing the first and second recipes for mud pies. Include at least two details from the text for each part of the chart.

<table>
<thead>
<tr>
<th>Real Mud Pies</th>
<th>Both</th>
<th>Mud Pie Dessert</th>
</tr>
</thead>
<tbody>
<tr>
<td>use dirt and water</td>
<td>are called mud pie</td>
<td>uses edible ingredients</td>
</tr>
<tr>
<td>use sun to bake</td>
<td>are shared with friends</td>
<td>needs to be chilled</td>
</tr>
<tr>
<td>are made outside</td>
<td>and family</td>
<td>can eat</td>
</tr>
<tr>
<td>knead the dough</td>
<td>require mixing</td>
<td>layers ingredients</td>
</tr>
<tr>
<td>decorate with rocks</td>
<td>are fun to make (inferred)</td>
<td></td>
</tr>
<tr>
<td>pretend to eat</td>
<td></td>
<td></td>
</tr>
</tbody>
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2. Read the sentence from the selection: If you are interested in making mud pies that use less imagination and can be eaten by friends and family, read on for a delicious recipe.

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a. Mud pies are interesting to make and share with friends and family.
b. Mud pies are a messy, fun way to spend the day.
c. Mud pies are made from cookies, pudding and whipped topping.

4. After reading this selection, the reader may be persuaded to:

Make a real mud pie or mud pie dessert
5. The author used the word refrigerator in the last step of making a mud pie dessert. Circle the Latin roots that help you understand the meaning.

- zoo – animal
- frigus – cold
- photo – light
- bio - life
- -er/or – one who does this
- anti – against
- uni – one
- re – to do again

6. In which section of the text would you find information about kneading the mud pie dough?
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   b. Instructions for how to make real mud pies
   c. Directions for making favorite mud pie dessert

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