Junior Great Books Nonfiction Inquiry

The Junior Great Books Nonfiction Inquiry program for grade 2 brings high-quality nonfiction and student-centered discussion to your classroom while providing a superb framework for practicing reading comprehension, critical thinking, and writing. Teaching tips, support for differentiated instruction, and tools for building language arts skills make exploring science and social studies topics in depth engaging and rewarding for you and your students.

**In the Nonfiction Inquiry program:**

- Students follow our inquiry-based sequence of activities for each text.
- Students learn to read for understanding, ask questions, reread and take notes, form ideas about an issue in the text, and support those ideas with evidence.
- Each text is aligned with a Junior Great Books story (see the chart below), and Text-to-Text Connection prompts allow students to compare and contrast the stories and nonfiction texts in writing or discussion.

**Inside this booklet, you will find:**

- Features and benefits of the Nonfiction Inquiry program (pp. 2–4)
- Overview of the Nonfiction Inquiry activity sequence (pp. 5–12)
- Unit overview and complete selection from the Student Log (pp. 13–18)
- Assessment overview (p. 19)

### Connecting Nonfiction Inquiry 2 with Junior Great Books Series 2

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Nonfiction Inquiry Materials

### Student Log
Includes:
- A student introduction explaining what to expect from the program
- The full nonfiction text for each unit
- Unit-specific activity prompts to help students practice close reading, critical thinking, and writing skills
- Check Your Understanding quizzes to gauge reading comprehension
- A writer’s checklist to help students prepare written responses

### Teacher’s Guide
Includes:
- Step-by-step instructions for each activity with point-of-need teacher support
- Unit overviews that summarize activities and show all activity prompts
- Differentiation options and suggestions for pair/group learning, including support for emerging readers
- A Teacher Resources section including vocabulary activities, assessment tools, and a student reflection form


### Professional Development Webinar
Our highly interactive, live Nonfiction Inquiry webinar provides an introduction to the Shared Inquiry™ method and equips you to use the program effectively in the classroom. Contact your Great Books educational consultant for pricing information and to schedule a webinar today!
- 800.222.5870
- gbfonlineconsultant@greatbooks.org

### About the Great Books Foundation
Founded in 1947, the Great Books Foundation is an independent, nonprofit educational organization that creates reading and discussion programs for students and adults with the conviction that literacy and critical thinking help form reflective and well-informed citizens. For more about us, visit [greatbooks.org](http://greatbooks.org).
## Nonfiction Inquiry 2 at a Glance

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<td>Thought-provoking nonfiction texts</td>
<td>Inspire close reading and in-depth questioning; explore historical and contemporary issues</td>
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<td>Full-color photos and graphics</td>
<td>Support instructional best practices for integrating textual and visual information</td>
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<td>Sharing questions activity</td>
<td>Stimulates curiosity while building metacognitive and collaborative skills</td>
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<td>Differentiated instruction</td>
<td>Engages all students, including emerging readers, in higher-level reading, thinking, and discussion</td>
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<td>Close-reading activities during second reading</td>
<td>Note-taking prompts make textual analysis fun and spur divergent thinking</td>
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<td>Shared Inquiry discussion</td>
<td>Builds students’ abilities to develop ideas, use textual evidence, and listen and respond to others</td>
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<td>Vocabulary target words and activities</td>
<td>Allow students to learn new words in a meaningful context; range of activity options provides variety</td>
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<td>Written response activities</td>
<td>Enable students to build on ideas developed in discussion; provide an authentic context for writing</td>
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<td>Text-to-text prompts connect to specific Junior Great Books fiction units; students may research questions related to unit topic</td>
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<td>Assessment and reflection</td>
<td>Formative and summative options build a complete picture of students’ progress</td>
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<td>Teacher resources</td>
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<td>Make getting started with the program and customizing its use easy</td>
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Nonfiction Inquiry Activities

Following is an overview of the Nonfiction Inquiry activity sequence. Activity instructions, along with annotated student pages, appear on pages 6–12. Full implementation options are included in the Teacher’s Guide.

SESSION 1

Prereading (10–15 minutes)
Students respond to prompts that help them activate prior knowledge about the unit topic and make a personal connection to the topic.

First Reading with Sharing Questions (25–30 minutes)
Students read the text independently and mark where they have questions. (For a mini-lesson on helping students ask questions, see the Teacher Resources section of the Teacher’s Guide.) Students share their questions with the class; you record them and address those that affect students’ textual comprehension. Before the next lesson, students assess comprehension with the Check Your Understanding quiz.

SESSION 2

Second Reading (25–30 minutes)
Students reread the text and make notes. After sharing notes with a partner, they use the notes to prepare an answer to the focus question that will be explored in Shared Inquiry discussion.

SESSION 3

Shared Inquiry Discussion (20–25 minutes)
Students discuss their answers to the focus question. (For mini-lessons on good discussion behavior, see the Teacher Resources section of the Teacher’s Guide.) You ask follow-up questions to help students develop and support their ideas. After the discussion, students write about how their answer changed or grew stronger.

SESSION 4

Writing (35–45 minutes)
Students develop a written response to the focus question or other question you choose. An organizer helps students plan their writing, and a writer’s checklist helps them evaluate their draft.

EXTENSION ACTIVITIES

Extension activities include the research-focused Further Investigation option and the Text-to-Text Connection option, in which students link ideas in the nonfiction text to a Junior Great Books story.

ASSESSMENT OPTIONS

Assessment options are described on page 19 of this booklet.
Prereading (10–15 minutes)

Activity Instructions

1. **Have** students answer the two prompts on the prereading page of the Student Log (see example on this page).

2. **Optional:** Check for general understanding of the unit topic by having volunteers briefly share what they wrote. If students struggle to complete the “What Do You Know?” prompt, see the box below for suggestions.

**ACTIVITY SUMMARY**
- Students activate prior knowledge and explore personal connections to the topic.

**ASSIGNMENT PROFILE**
- Independent work
- In class or at home

**SPLASH! RUSTLE! HOW HABITATS HELP FROGS SURVIVE**

**Prereading**
In this unit, you’ll read about how some kinds of frogs use the different places they live to stay safe from animals that might eat them. Before you read, answer the questions below.

**What Do You Know?**
What do you already know about frogs and where they live?

**What Do You Think?**
What are some things frogs might do to hide or get away from animals that might eat them?

Each time you read the text, return to what you wrote here to see if new information changes or adds to your answers.

**CHECK YOUR PROGRESS**
After you finish this page, check the box above and go to the next page.

**Building Background Knowledge**
Having students share responses to the “What Do You Know?” prompt can help you quickly gauge how much knowledge of the topic they possess. Students do not need to be experts on a topic, but some background knowledge will certainly help with comprehension. If you find that students need support, you can share some background information before the first reading, such as an encyclopedia entry or a few photos. You can also help them define key vocabulary words. Target words for each unit appear in the unit overviews and suggested vocabulary activities are provided in the Teacher Resources section of the Teacher’s Guide.
First Reading with Sharing Questions  (25–30 minutes)

Activity Instructions

1. **Prompt** students to complete the first reading according to the instructions in the Student Log (see below).

   - **First Reading Instructions**
     1. As you read, mark a question mark wherever you are confused or curious about something.
     2. After reading, you’ll share your questions with the class.

   - **Check Your Understanding Instructions**
     - Read each question and the answer choices carefully.
     - Look back at the text to answer the question.
     - Fill in the circle next to the answer you choose.
     - After you finish the quiz, turn to the next page.

   1. Which of these is the most likely reason a frog would jump a long distance?
      - because it is racing another frog
      - to get away from danger
      - because it is summer
      - to get away from bugs

2. **Regroup** and have students share their questions aloud while you record them for everyone to see.

3. **Identify** any comprehension questions that need to be addressed right away (A Guide to Question Types is provided in the Teacher’s Guide). Help students answer them using the text, their own knowledge, and other appropriate resources.

4. **Point out** some remaining questions that could be saved for another activity, such as the discussion or an extension project. Tell students you may return to them later.

5. **Ask** students to return to the “What Do You Know?” prompt to see if their initial responses were confirmed or changed as a result of completing the activity.

6. **Have** students complete the Check Your Understanding quiz (see below). Use it to gauge their general understanding before moving on to the second reading activity.

Supporting emerging readers
Activity instructions suggest having students read the texts independently because all texts fall within the College- and Career-Ready Lexile range for second grade. However, it is always an option to read the text aloud to the whole class or to a small group of students. This differentiation option can be helpful for many second-grade learners.

Helping students ask questions
To help students identify places in a text where they are confused or curious and to help them formulate questions about a text, a mini-lesson on asking questions is included in the Teacher Resources section of the Teacher’s Guide. This interactive mini-lesson offers suggestions for modeling curiosity and question words to share with students.
NONFICTION INQUIRY ACTIVITIES

Second Reading (25–30 minutes)

Activity Instructions

1. **Ask** students to reread and mark the text according to the note prompt in the Student Log (see sample below).

2. **Have** students share their notes with a partner.

3. **Introduce** the discussion focus question.

4. **Have** students review their notes to formulate and record an answer to the focus question and some supporting evidence.

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**Activity Summary**

- Students reread the text, making and sharing notes that will prepare them for the Shared Inquiry discussion.

**Assignments Profile**

- Independent work
- In class or at home

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**SPLASH! RUSTLE! HOW HABITATS HELP FROGS SURVIVE**

1. Listen to or reread “Splash! Rustle! How Habitats Help Frogs Survive” on pages 8–12. Mark an A where you think a frog does something amazing to stay safe.

2. After you finish the text, look at the places you marked with an A. Choose one place to share with your partner, and write it below.

3. After talking to your partner, write the answer to this focus question:

   **What do you think is the most amazing way that a frog uses its habitat to stay safe?**

   

   Give a piece of evidence that supports your answer:

   

   Another piece of evidence that supports your answer:

   

**CHECK YOUR PROGRESS**

After you reread, make notes, and complete this page, check the box above. When it’s time for the discussion, go to the next page.

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When students pair up to share their notes after rereading, they are able to see different perspectives on the text.

During the discussion, students can refer to this page to recall their ideas and evidence. Having students write an answer before discussion also enables you to call on quieter students and ask them to share what they wrote.
Nonfiction Inquiry 3

Activity Instructions

1. Ask students to reread and mark the text according to the note prompt in the Student Log (see sample on facing page).

2. Introduce the discussion focus question. (Focus questions are located on the second reading page of the Student Log and in the unit overviews in this guide, pp. 29–47.)

3. Have students review their notes in order to formulate and record an answer to the focus question and some supporting evidence.

Activity Summary

»» Students reread the text, making notes that will prepare them for the Shared Inquiry discussion.

Assignment Profile

»» Independent work

Second Reading (35–45 minutes)

Student Learning Spectrum

This student learning spectrum reflects student behavior in three key areas of critical thinking: idea, evidence, and response.

Look for students to:

<table>
<thead>
<tr>
<th>IDEA</th>
<th>EVIDENCE</th>
<th>RESPONSE</th>
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</thead>
<tbody>
<tr>
<td>Offer no answers or repeat others’ answers to the focus question</td>
<td>Have difficulty supporting ideas with evidence</td>
<td>Have difficulty listening to other students’ ideas</td>
</tr>
<tr>
<td>Offer simple answers to the focus question</td>
<td>Refer in general to the text or knowledge to support ideas</td>
<td>Agree or disagree with other students’ ideas</td>
</tr>
<tr>
<td>Offer developed answers to the focus question</td>
<td>Refer to specific parts of the text or knowledge to support ideas</td>
<td>Explain agreement or disagreement with other students’ ideas</td>
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Differentiated Instruction

**Support**

For students struggling to answer the question or use notes for evidence, try one of the following:

- Project a page of text you have marked. Model reviewing your notes to help you generate an answer to the focus question.
- Have pairs of students share their thoughts and evidence before writing an answer to the focus question.

**Challenge**

- Before students record the evidence they marked, have students talk to a partner about which evidence is the strongest, and why.
- After they record answers and evidence, pair students who have divergent answers. Have them briefly discuss what they wrote. Then ask: Did you hear any ideas from your partner that surprised or interested you? Have volunteers explain their reactions.

**Support**

If students are struggling in one or more of the key critical thinking areas in the student learning spectrum, concentrate your follow-up questions in those areas in the next discussion. Make a copy of the suggested follow-up questions on page 20 and jot students’ names next to them as a reminder to ask them those questions during the discussion. You might also:

- Lead a discussion reflection with students, identifying areas of strength and areas for improvement. (See pp. 60–61 for reflection suggestions.)
- Consult Troubleshooting Shared Inquiry Discussion (p. 23) for support tips.

**Challenge**

If your students show proficiency in one or more of the key critical thinking areas, try asking some of the advanced questions below to encourage them to:

- Explain ideas in more detail
  - Can you explain what you mean by [word or phrase]?
  - How does that idea help answer our focus question?

- Explain how evidence supports an idea
  - How does this part of the text support your answer?
  - What happens in this part of the text to make you think that?

- Consider other responses
  - Why do you agree with [name]’s answer?
  - How is your idea different from [name]’s answer?
**ACTIVITY SUMMARY**
- Students discuss the focus question about the text while the teacher asks follow-up questions to help them further develop ideas.

**ASSIGNMENT PROFILE**
- Whole-class or group work
- In class

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**Activity Instructions**

NOTE: If your class is large, you may wish to divide it for discussion. Have one half do a different, absorbing activity (such as listening to an audio recording or working on a computer). Then have the two groups trade places. Another idea, if your class is proficient at discussion, is to have one half actively observe the other half by writing down ideas they find interesting or examples of good discussion behavior. Then have the two groups trade places.

1. **Seat** everyone in a circle. If needed, review the five discussion guidelines in the Student Log.
2. **Give** students a few minutes to review their answer to the focus question and the evidence they recorded in the Student Log (see sample, left).
3. **Begin** the discussion by asking volunteers to share their answers and evidence. Remind students that during the discussion they can also support their ideas with their own knowledge and experiences.
4. **Aim** for the discussion to last at least 15 minutes. Throughout the discussion ask:
   - **Follow-up questions** (see below) to help students practice critical thinking skills
   - **Cluster questions** (see page 13) when you want students to investigate particular passages or issues
5. **Close** the discussion by asking students to write their answers after discussion in the Student Log. If time allows, have volunteers share responses aloud.

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**Example Follow-Up Questions**

The follow-up questions you ask during the discussion will help to advance students’ critical thinking skills. Try using these questions when you want students to:

**CLARIFY IDEAS**
- What do you mean when you say that?
- Can you say a little more about that?
- Is there another way you can explain that?

**FIND EVIDENCE**
- Where does that happen in the text?
- What part of the text makes you think that?
- Where did you get that evidence from?

**RESPOND TO OTHERS**
- Have you heard an answer you agree with?
- Do you agree or disagree with [name]?
- Will you tell [name] what you think of her idea?
Writing (35–45 minutes)

ACTIVITY SUMMARY

Students write a response in which they state an idea and use evidence to support it.

ASSIGNMENT PROFILE

- Independent work
- In class or at home

Activity Instructions

1. Decide on a writing prompt to give to students. You might use:
   - The focus question from the discussion, to help students further develop their ideas and evidence in writing. Have them use their completed Student Log pages as a starting point.
   - A prompt of your own, using students’ questions or areas of interest that arose during the sharing questions activity.

2. Ask students to complete the organizer in the Student Log (see sample on this page). Students can write one or more paragraphs, depending on their proficiency.

3. Have students write their drafts, using the organizer notes to help them.

4. Tell students to use the writer’s checklist in the Student Log to revise and edit their drafts as needed. Collect the revised drafts.

5. Use the writing rubric in the Teacher’s Guide to inform your feedback on students’ drafts. Have students revise further based on your feedback.

6. Share students’ final drafts by publishing them, posting them to a class website, or otherwise making them available to the class or other groups.

Supporting Young Writers

Use these suggestions to customize instruction and build students’ writing confidence:

- Start with group writing. Building a draft together gives all students a basic understanding of the writing process. Doing group writing immediately after discussion and using the focus question as the prompt allows you to include student-generated ideas and evidence.

- Explain how to use evidence. Remind students of instances in the discussion where the same piece of evidence was used by different people to make different points. Give students sentence starters, such as “I think this means . . .” or “This shows that . . .”

- Respond to students’ ideas. When giving oral or written feedback, spend as much (or more) time commenting on the ideas students are expressing as on the mechanics of writing.

- Demonstrate how to use the writer’s checklist. Take time to explain the “why” behind the questions included on the checklist (e.g., a title is important because it lets the reader know what the piece is about).
Extension Activities (times vary)

ACTIVITY SUMMARY
➤ Students investigate unanswered questions about the text they read.

ASSIGNMENT PROFILE
➤ In class or at home

Activity Instructions

The following optional activities help students apply their learning about the unit topic or extend their learning into related topics.

Further Investigation

1. **Remind** students that they may still have questions that did not get answered during the unit. Ask them to record some of these questions on the Further Investigation page of the Student Log, along with ideas about how they might find answers to those questions (see sample on this page).

2. **Choose** one of the following ways (or a method of your own) for students to share questions and pursue answers:
   - **We Wonder:** Ask students to write questions on index cards or sticky notes and post them in the classroom. Students can post answers as they learn more about the topic or discuss the question in pairs or groups.
   - **Ask an Expert:** Work with students to identify a knowledgeable person who could help them answer one of their questions (e.g., a local meteorologist could answer a question about weather). Then have students submit questions to the expert via letters, emails, or video clips. Have them share the answers they receive with the rest of the class.
   - **Independent Reading:** Encourage students to read books, magazines, or articles from reputable websites to explore a topic more deeply. Students can share their findings in reports or brief presentations.

Text-to-Text Connection

1. **Choose** a prompt from the unit overview to connect students’ nonfiction unit work to a specific Junior Great Books story. (The chart on page 2 shows the alignment between the fiction and nonfiction units.)

2. **Have** students answer the prompt in writing, in discussion, or in another medium of your choosing. Remind them to use evidence from both texts to support their answers.
UNIT 4: Splash! Rustle! How Habitats Help Frogs Survive

Life Science: Animals and Habitats

Introduces different species of frogs and examines how each one uses elements of its habitat to protect itself from predators.

Activity Prompts

All page numbers refer to the Student Log.

PREREADING PAGE 7

Students activate prior knowledge and explore personal connections to the topic.

What Do You Know?: What do you already know about frogs and where they live?

What Do You Think?: What are some things frogs might do to hide or get away from animals that might eat them?

FIRST READING WITH SHARING QUESTIONS PAGES 8–13

Students read or listen to the text and share questions they have about it, answering some and setting others aside for later exploration. Students complete the Check Your Understanding quiz to gauge comprehension of the text.

Target Vocabulary

Use the highlighted words (or your own) to work with vocabulary in context anytime after the sharing questions activity.

habitats (p. 8) amphibians (p. 9) pollution (p. 12) survive (p. 9) protecting (p. 9)

SECOND READING PAGE 14

Students read or listen to the text, making notes that will prepare them for the Shared Inquiry discussion.

Second reading note: Mark an A where you think a frog does something amazing to stay safe.

Students share one of the passages they marked with a partner, then use their notes to formulate an answer to the focus question.

Focus question: What do you think is the most amazing way that a frog uses its habitat to stay safe?

SHARED INQUIRY DISCUSSION PAGE 15

Students discuss the focus question while the teacher asks follow-up and cluster questions to help them further develop their ideas.

Focus question: What do you think is the most amazing way that a frog uses its habitat to stay safe?

Cluster questions:

- Which frog do you think has the easiest time staying safe? Which do you think has the hardest time staying safe? Why?
- Which frog habitat do you think helps keep frogs safest, and why?
- What actions do you think people could take to help keep frogs safe?

WRITING PAGE 16

Students plan and develop a response to a writing prompt.

EXTENSION ACTIVITIES PAGE 17

Further Investigation

Students pursue answers to questions they still have about the text or the topics within it.

Text-to-Text Connection

Students connect “Splash! Rustle! How Habitats Help Frogs Survive” with “The Wise Little Toad,” Rosario Ferré (Series 2, Book Two) through writing or discussion.

Text-to-Text Connection prompts:

- Of the frogs you read about, which one’s habitat would the wise little toad most likely live in, and why?
- Create a comic strip in which a bullfrog comes to the pond where the wise little toad and the fish are living. What would the bullfrog do? What would the wise little toad and the fish do?
Have you ever tried to catch a frog? Unless you moved very fast, the frog got away before you could grab it! Frogs are great at jumping and finding hiding places. There are many kinds of frogs, living in different habitats. The smallest frog is found in Papua New Guinea and could sit on your fingertip. The Goliath frog that lives in African rainforests can be about a foot long and weigh more than seven pounds.

Some frogs live mostly in water. Others spend most of their time in trees. But every frog knows how to use its habitat to get food and have

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**habitat**: the natural homes of animals or plants

**Papua New Guinea**: a country in the Pacific Ocean near Australia

**African**: from the continent of Africa
babies. Many other animals like to eat frogs. That means frogs need to use their habitats to survive.

Getting the Jump on Frogs

About 100 species, or kinds, of frogs have been found in North America. But all frogs have some things in common. They are amphibians. Frogs also have strong back legs good for jumping. Some can jump 20 times their body length! Frogs have big eyes that see well at night. Those eyes also help them spot bugs to eat.

Almost all frogs lay their eggs in water. The eggs hatch into tadpoles that swim in water. Over time, the tadpoles grow legs and start breathing air. The young frogs are then able to go out on land. Even frogs that spend most of their lives on land nearly always go back to water when it’s time to lay eggs.

Wherever frogs live, they spend a lot of time protecting themselves from animals that want to make a meal of them!

survive: stay alive
North America: the United States, Mexico, and Canada
amphibians: animals that live in water and on land
tadpoles: young frogs that live in water
protecting: keeping someone or something from being hurt
Habitats, Hiding, and Escape

Spring peepers are good at hiding. The spring peeper is about an inch long and is one of the smallest frogs in North America. Hearing its “peep” call is easy, but seeing a spring peeper is hard. That’s because spring peepers often live on the ground in forests, where they can get under fallen leaves. Or they may live on the edge of a pond where there is grass to cover them. Hiding is important to spring peepers because their small size makes it easy for other animals to eat them.

Mink frogs have a special way to help them stay safe. They stink! When a mink frog is touched, its skin gives off a smell like a rotten onion. This can make other animals stay away.
But mink frogs mostly use their habitat to stay safe. They like to live on ponds with a lot of lily pads. When in danger, mink frogs hop away on the floating leaves or hide under them.

How would you like to turn a different color in order to hide? That’s what some northern Pacific tree frogs do. Most of the time, these frogs are green or brown. But they also can change color to match the leaves, grass, and land around them. In places or seasons where there are lots of green plants and leaves, the frogs can turn greener. In places or seasons where there are browner plants and more dirt, they can turn browner. These color changes help the frogs hide by making them harder to see. They don’t have to hide under leaves, because they can look almost like leaves!

The bullfrog is the biggest frog in North America. It can be up to eight inches long and weigh more than a pound. The bullfrog gets its
name from its loud call, which some people think sounds like the moo of a cow. Bullfrogs love water and don’t spend a lot of time on land. When a hungry animal comes after them, bullfrogs often dive into deep water. Bullfrog tadpoles taste bad to many animals, just as mink frogs smell stinky to them. And bullfrogs don’t mind traveling to escape danger. Young bullfrogs can travel up to six miles in just a few weeks to find a new place to live!

One of the biggest dangers to frogs today is people. People are putting buildings on or near many frog habitats. **Pollution** in ponds, lakes, and streams can make frogs very sick. Groups like SAVE THE FROGS! are working to protect frogs and be sure they have places to live. Frogs help us by eating some bugs that can hurt plants or make people sick, so it makes sense for us to work to keep them healthy and happy.

**pollution**: waste caused by people that makes the water, air, or land dirty

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**First Reading**

**CHECK YOUR PROGRESS**

After you mark the text with ?s, write your questions and choose two of them to bring to the sharing questions activity. Then check the box above and go to the next page.
Assessment

Overview

This chart shows the skills addressed by each assessment component, and the best time to use the component. Using these tools together when you assess students will give you a fuller picture of their learning across key aspects of the program (reading comprehension, critical thinking, and writing).

Assessment Component Chart

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<th>ASSESSMENT COMPONENT</th>
<th>SKILLS ASSESSED</th>
<th>WHEN TO USE</th>
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<tbody>
<tr>
<td>Student Learning Spectrums (in Activity Instructions section of Teacher’s Guide)</td>
<td>Varies according to activity</td>
<td><strong>During or after an activity</strong>, to get a snapshot of where students are individually or as a class. Use the suggested differentiation options to customize your instruction.</td>
</tr>
<tr>
<td>Check Your Understanding (in Student Log)</td>
<td>Reading comprehension</td>
<td><strong>After the sharing questions activity.</strong> Score quizzes immediately if you wish to gauge comprehension before the second reading. If not, score them at the end of the unit. Answer keys are located in the Teacher’s Guide.</td>
</tr>
<tr>
<td>Critical Thinking Rubric (in Teacher’s Guide)</td>
<td>Critical thinking</td>
<td><strong>After a Shared Inquiry discussion.</strong> You may also consider using the idea and evidence sections of the rubric to assess the Shared Inquiry page of the Student Log.</td>
</tr>
<tr>
<td>Writing Rubric (in Teacher’s Guide)</td>
<td>Opinion writing</td>
<td><strong>After students hand in finished work.</strong></td>
</tr>
</tbody>
</table>
Junior Great Books Series 2

Combine JGB Series 2 Fiction with JGB Nonfiction Inquiry 2

Build cross-curricular units that enable students to compare and contrast texts and concepts! Each three-volume set of Junior Great Books Series 2 includes nine stories, grouped by theme, that capture students’ imagination and sustain a thoughtful process of reading, writing, and discussion.

Series 2, Book One

THEME: FRIENDSHIP
The Happy Lion  Louise Fatio
Miss Maggie  Cynthia Rylant
Anancy and Dog and Puss and Friendship  West Indian folktale as told by James Berry

THEME: RESPONSIBILITY
Catalog Cats/Our Garden* (from The Stories Julian Tells)  Ann Cameron
Carlos and the Cornfield  Jan Romero Stevens
The Wedding Basket  West African folktale as told by Donna L. Washington

THEME: BRAVERY
The Jade Stone*  Chinese folktale as told by Caryn Yacowitz
The Girl and the Chenoo  Native American folktale as told by Joseph Bruchac and Gayle Ross
Jack and the Beanstalk  English folktale as told by Joseph Jacobs

Series 2, Book Two

THEME: GENEROSITY
Erandi’s Braids  Antonio Hernández Madrigal
The Invisible Hunters*  Nicaraguan folktale as told by Harriet Rohmer
Fishing Day  Andrea Davis Pinkney

THEME: COMMUNITY
Perfect Crane*  Anne Laurin
Hurricane Flowers*  Ethel Pochocki
My Great-Grandmother’s Gourd*  Cristina Kessler

THEME: BEING YOURSELF
The Wise Little Toad*  Rosario Ferré
Doodle Flute  Daniel Pinkwater
The Velveteen Rabbit  Margery Williams

*Correlates with JGB Nonfiction Inquiry 2 unit. See page 2 for details.

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