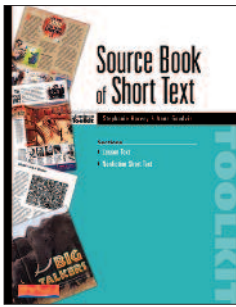


The Comprehension Toolkit: Grades 3-6

informational text



The *Source Book of Short Text* is a collection of exemplary nonfiction texts that support or extend each *Toolkit* lesson. The *Source Book* provides two kinds of text: Lesson Text and Nonfiction Short Text.

Lesson Text

Many *Toolkit* lessons are drawn from articles found in children's magazines such as *TIME for Kids*, *National Geographic Explorer*, and *Kids Discover*. Lesson Text is a collection of those articles. Provided in a reproducible format, the 24 articles in this collection can be easily made into handouts or overhead transparencies. These articles include:

- "Can Kids Stop Kids from Smoking?" in *TIME for Kids*
- "Titanic" in *Kids Discover*
- "Titanic: Past and Present, Part Three" from The Titanic Historical Society website
- "Mexico" in *National Geographic Reading Expeditions*
- "Garaná's Story: A day in the life of a young Afghan refugee" in *National Geographic Explorer*
- "Western Roundup" in *TIME for Kids*
- "The Maya" in *Kids Discover*
- "The Comeback Humpbacks" in *National Geographic for Kids*

COVER STORY

CAN KIDS STOP KIDS FROM SMOKING?

Not at all for Sale! Not for Sale! Not for Sale! The teenagers shouted these words at a gathering in New Jersey last week. The teens belong to a group called REBEL (Reaching Everyone by Exposing Lies). They were sending a message to cigarette companies: "The way cigarette makers target kids with ads makes me sick," said REBEL's Jessie Smolin, 17. "We're not for sale. They can't buy us."

Each year 400,000 Americans die of diseases caused by smoking. Studies show that the earlier kids try smoking, the greater their chances of becoming addicted and dying of smoking-related

teach kids why they shouldn't smoke. Last year the group helped pass a law that forbids smoking at school sports events. Since the program began two years ago, teen smoking in Mississippi has dropped. The same thing happened in Florida after a group called Truth showed kids in creating antismoking ads. The very successful ads now run on national TV.

Surprisingly, money for these programs comes from tobacco companies. In 1998 the companies agreed to pay \$200 billion to 46 states for learning people's health. A few states are using some of that money to pay for antismoking programs created by kids.

"Tobacco companies try to tell kids it's cool to smoke," says Samuele Casas, 16, of REBEL. "We frame the message so that it can see it's cooler not to."

—By Peter G. Anderson

Kids work on Frontline Projects.

Back to School

Education = Hope for Afghan Children

It was March 25, 2002. Crowds of boys and girls gathered throughout Afghanistan. Excited children filled the air. Many children had walked and waited for this moment. The first day of school was about to begin.

Were these children really that happy to start school? The answer is yes. Many Afghan children hadn't attended school in years. Girls weren't allowed to go. And staying home seemed safer for some boys.

Many Afghan children were growing up without the skills they needed to earn a living. They faced lives of poverty, but their school equals hope.

Class Acts

Unfortunately, years of fighting had destroyed or damaged 7,000 Afghan schools. The rest were in poor shape. And no one had money or materials to fix them.

So the United Nations Children's Fund (UNICEF) and American Red Cross stepped in. Working with Afghan leaders, they repaired broken windows and doors. They also bought new desks, chairs, chalkboards, and textbooks.

U.S. students helped too. They donated money that paid for chests full of school supplies. Afghan students got pencils, chalk, erasers, notebooks, rulers, jump ropes, and soccer balls.

Help Afghan Students

Find out when you can do at www.nationalgeographic.com/ngexplorer/articles.

Ready to learn. Afghan students hold new school supplies donated by kids in the United States.

No Complaints From This Crowd

All this help was just a start. Afghan schools still don't have space for every student. Classrooms are cramped, and tents hold extra classes.

To ease crowding, most schools have two shifts. Half the children attend morning classes. Others go in the afternoon. But all students aren't complaining. "They're just happy to be back."

"I never stopped thinking about the day when I might go back to school," says Safa, nine-year-old girl. "And the one day has the name that school would start again. I was so happy."

—Tara

From National Geographic Explorer, Garaná's Story © 2002. Reprinted by permission. Lesson 23: Garaná's Story

FOR MORE ON SMOKING, VISIT www.timeforkids.com/2002/03/25/032502smoking

What if cigarette ads told the TRUTH?

The Truth Campaign hopes to Florida. Now we're nationwide.

TIME FOR KIDS

said with permission from TIME For Kids Magazine

Lesson Text are provided in a reproducible format in the *Source Book of Short Text* and in full color on the *Resources for The Comprehension Toolkit CD-ROM*.

MAYA

Thousands of years ago, not a single human being lived in all of North or South America. Then, around 23,000 B.C., the first people arrived from Asia. Slowly, they roamed south, and some settled in parts of Mexico, Central America, and South America. Later, they became known as the Maya.

From these humble beginnings, the Maya created one of the most splendid civilizations of all time. They erected magnificent palaces, developed an elaborate system of writing and an accurate calendar, and were able to predict eclipses.

Then, around A.D. 800, something terrible must have occurred. During the next century, many Maya cities became deserted. In time, the jungle once again claimed this Maya land.

Who were the Maya? What did they achieve? Journey back in time and witness one of the most fascinating—and puzzling—civilizations of all times.

A The Maya lived in an area of about 120,000 square miles. The heart of their civilization was the tropical rain forests in what are now the lowlands of northern Guatemala.

A Maya never recorded their sacred secret by the Maya. They served to gods of writing.

Check It Out!

The first dynasty was called the Olmecs. They built a great city over the Gulf of Mexico. They built a great bridge no longer exists. What do you think happened to it?

64 Lesson 22: The Maya (1 of 10) | From KIDS DISCOVER — MAYA, Copyright 2005 ©. All rights reserved. | From KIDS DISCOVER — MAYA, Copyright 2005 ©. All rights reserved. | Lesson 22: The Maya (1 of 10) 65

“If kids are not reading engaging, interesting, thought-provoking text, why bother? We need to provide kids opportunities to read text worth thinking about. Students need a steady diet of texts that present a variety of perspectives, opinions, and interpretations.”

Nonfiction Short Text

To help teachers build a library of engaging, age-appropriate nonfiction text, the *Source Book of Short Text* also provides Nonfiction Short Text, a text pack of 43 short informational essays specially written for the *Toolkit*. Organized thematically and by reading challenge, Short Text cover a range of topics including:

- The First Olympics
- Navajo Code Talkers
- Hurricane Hunters
- Your Circulatory System
- The History of Photography
- The Tour de France
- The Life of Frida Kahlo
- How Computers Work
- The Greenhouse Effect

Navajo Code Talkers

By the time The United States entered World War II in 1941, Native Americans had been forced onto tracts of land called reservations. Indian children who went to school



14 War II Navajo Code Talker

y to the U.S. success in many old War II battles. But since Code Talkers were sworn to secrecy when they came home the end of the war no one knew at they had done and they did not talk about it. Finally, in 2000, they were ended the Congressional Gold Medal from the U.S. Congress. The le Talkers were credited with ring countless lives and winning ny battles. The Navajo code came one of the most important d most successful military codes r used. ■

The Greenhouse Effect

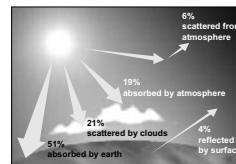
If you've ever been inside of a greenhouse, your first words were probably, "Wow, it's hot in here!" A greenhouse is built of glass and it heats up because lots of sunlight gets in, warming the ground and plants inside. However, the warm air has no way to escape. It's similar to a car that's been parked in the sun for hours with the windows closed—the temperature rises because the heat has no way to get out.

Help from the Atmosphere

The planet Earth is surrounded by our atmosphere, which traps heat in a way similar to a greenhouse. The sun radiates energy, in the form of light, that passes right through our atmosphere and heats up the Earth's surface. Much of the sun's energy is absorbed by land, oceans, trees, and other plants. The earth also radiates some energy back into space, but in the form of heat instead of light. The atmosphere absorbs some of this heat and warms up. If it weren't for our atmosphere, the Earth would be almost 50 degrees Fahrenheit colder than it is now. This warming is called the Greenhouse Effect, and we couldn't live on the Earth without it.

The Role of Gases

The atmosphere is made up of a mixture of different gases. It's about three quarters nitrogen and one quarter oxygen. Oxygen and nitrogen, however, aren't very good at absorbing heat. Most of the heat absorbed by the atmosphere is collected by small amounts of other gases such as methane, nitrous oxide, and above all, carbon dioxide. These



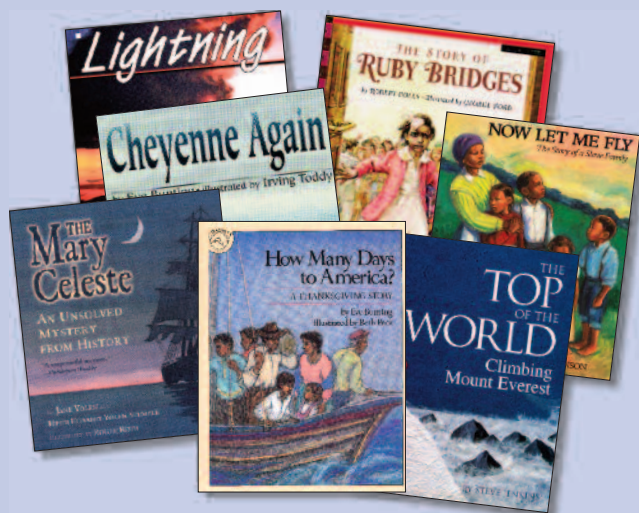
Light from the sun heats up the Earth and surrounding atmosphere.

gases are unusual in that they are transparent to solar energy, but absorb heat energy. Therefore, they don't block out light from the sun, but they catch the heat as it's radiated back by the earth and keep it in the atmosphere. They are called greenhouse gases.

Outside Influences

Carbon dioxide and other greenhouse gases are a natural part of our atmosphere, but they can also be produced by factories, cars, and coal-burning power plants. Over the past century humans have been creating more and more greenhouse gases as the number of cars and factories increases, and many scientists are worried that these man-made gases may absorb even more heat and warm the Earth to record levels. This is called the Enhanced Greenhouse Effect and its result is what's known as "global warming."

Adapting to global warming will be difficult, and many people are working to find ways to cut back on the amount of greenhouse gases that we're putting into our atmosphere. ■



The Comprehension Toolkit Trade Book Pack

The *Trade Book Pack* contains the seven engaging trade books referenced in the *Toolkit* lessons.

- *How Many Days to America?* by Eve Bunting
- *Cheyenne Again* by Eve Bunting
- *Lightning (Nature in Action)* by Stephen Kramer
- *Now Let Me Fly* by Dolores Johnson
- *The Mary Celeste: An Unsolved Mystery from History* by Jane Yolen
- *The Story of Ruby Bridges* by Robert Coles
- *The Top of the World: Climbing Mount Everest* by Steve Jenkins

Because these popular books may already be owned, and because some teachers may want to purchase class sets, these books are available as an optional purchase. *See the back cover for more details.*