Riches From Earth

Themes
- Natural Resources
- Life Cycle
- Conservation

Skills & Strategies

**Anchor Comprehension Strategies**
- Identify main idea and supporting details

**Comprehension**
- Determine text importance
- Summarize information
- Use graphic features to interpret information

**Word Study/Vocabulary**
- Use context clues to determine word meaning

**Science Big Idea**
- All life, including humans, are dependent upon Earth’s natural resources.

“Riches From Earth” by Judith Hodge

Our planet is rich in resources: soil, rocks, minerals, water, and more!
Lesson at a Glance

Before Reading (page 3)
- Build Background
- Introduce the Book
- Administer Preassessment

During Reading (pages 4–10)
Introduction—Chapter 1
- Model Metacognitive Strategy: Determine Text Importance
- Set a Purpose for Reading
- Discuss the Reading
- Model Comprehension Strategy: Identify Main Idea and Supporting Details
- Use Graphic Features to Interpret Information: Labeled Diagrams

Chapters 2–3 (pages 7–8)
- Apply Metacognitive Strategy: Determine Text Importance
- Set a Purpose for Reading
- Discuss the Reading
- Guide Comprehension Strategy: Identify Main Idea and Supporting Details
- Use Context Clues to Determine Word Meaning: Definitions

Chapter 4–Conclusion (pages 9–10)
- Apply Metacognitive Strategy: Determine Text Importance
- Set a Purpose for Reading
- Discuss the Reading
- Apply Comprehension Strategy: Identify Main Idea and Supporting Details
- Use Context Clues to Determine Word Meaning: Definitions

After Reading (page 11)
- Administer Posttest
- Synthesize Information: Summarize
- Draw Conclusions

Writing Workshop (pages 12–13)
- Model the Writing Process: Write a Main Idea/Supporting Details Paragraph

Identify Main Idea and Supporting Details (page 14)
Use Context Clues: Definitions (page 15)
Main Idea and Details (page 16)

Sample Lesson Planning Guide

Navigators Lesson Guides provide flexible options to meet a variety of instructional needs. Here is one way to structure this lesson.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Build background: quick-write about digging in the dirt</td>
</tr>
<tr>
<td></td>
<td>Introduce/preview the book: table of contents, skim the chapters</td>
</tr>
<tr>
<td>2</td>
<td>Model metacognitive strategy: determine text importance—key topics vs. supporting details</td>
</tr>
<tr>
<td></td>
<td>Model comprehension strategy: identify main idea and supporting details</td>
</tr>
<tr>
<td></td>
<td>Use graphic features to interpret information: labeled diagrams</td>
</tr>
<tr>
<td>3</td>
<td>Apply metacognitive strategy: determine text importance—familiar and unfamiliar topics</td>
</tr>
<tr>
<td></td>
<td>Guide comprehension strategy: identify main idea and supporting details</td>
</tr>
<tr>
<td></td>
<td>Use context clues to determine word meaning: definitions</td>
</tr>
<tr>
<td>4</td>
<td>Apply metacognitive strategy: determine text importance—several important ideas</td>
</tr>
<tr>
<td></td>
<td>Apply comprehension strategy: identify main idea and supporting details</td>
</tr>
<tr>
<td></td>
<td>Use context clues to determine word meaning: definitions</td>
</tr>
<tr>
<td>5</td>
<td>Summarize the book using the main ideas for each chapter</td>
</tr>
<tr>
<td></td>
<td>Pose question: what conclusions can we draw about Earth and its components?</td>
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</tbody>
</table>

Additional Related Resources

Notable Trade Books for Read-Aloud

Web Site for Content Information
- The U.S. Department of Agriculture provides teachers with materials for teaching about conservation and natural resources.

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Before Reading

Build Background
• Ask students: *When you were little and you dug in the dirt, what did you hope to find? What did you actually find?* Ask students to dig back in their memories and quick-write the answers on a sheet of paper.

• Draw a T-chart with headings as shown. As students complete their quick-writes, have them share some of their memories and record them on the chart.

• Remind students that there are jobs that require digging in dirt. They include farming, archaeology, mining, and home construction. Say: *Earth gives us many riches. What are some riches you can think of?* (Answers might include gold and copper, wheat and corn, water, and so on.)

<table>
<thead>
<tr>
<th>What We Hoped to Find</th>
<th>What We Actually Found</th>
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<tbody>
<tr>
<td>buried treasure</td>
<td>roots</td>
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<tr>
<td>fossils</td>
<td>acorns</td>
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<tr>
<td>bones</td>
<td>broken pottery</td>
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Introduce the Book
• Give students a copy of the book. Have them read the title and then turn to the table of contents. Ask: *What do you think you will read based on the chapter headings?* Ask pairs of students to choose a chapter of interest and turn to that chapter.

• Have students skim the chapter, looking at pictures and captions, charts, and diagrams. Request that students come away with one or two key ideas from the chapter they have chosen.

• Explain that *Riches from Earth* tells about the resources that lie on and below Earth’s surface. It explains how humans use those resources to improve their lives.

• Allow volunteers to tell classmates what they learned from the chapter they skimmed.

Administer Preassessment
• Have students take Ongoing Assessment #17 on page 70 in the *Comprehension Strategy Assessment Handbook* (Grade 5).

• Score assessments and use the results to determine instruction.

• Keep group assessments in a small-group reading folder. For in-depth analysis, discuss responses with individual students.

Informal Assessment Tips
1. Assess students’ ability to locate chapters using the table of contents.
2. Document informal observations in a folder or notebook.
3. Keep the folder or notebook at the small-group reading table for handy reference.
4. Tell struggling students to use a finger to trace the dots or leaders that run from the chapter title to the page number. Remind them that the chapter opens on that page but includes other pages that follow.
Model Metacognitive Strategy: Determine Text Importance

Good readers decide and remember what is important and what is not important as they read. To do this well, readers must be able to identify the author’s purpose for using particular nonfiction text features, notice and select new information on new and unfamiliar topics, understand that a piece of text may have many themes and/or ideas, and distinguish between key topics and supporting details. Good readers keep track of their thinking by using a journal or self-stick notes.

- Use a real-life example of determining text importance. Say: When I read a mystery book, I know that every page is important to solving the mystery. When I read a magazine, however, I focus first on the stories that most interest me. When I find an interesting story, I read the title and first paragraph to learn what it’s about. Then I read to find the key ideas in the story. If the story contains sidebars or charts or captions, I may or may not read them, because I may or may not need the information in those features to understand the author’s key topics.

In anything you read, the author may include lots of interesting details that are not part of the key topics. You need to think: Why is the author writing this book/article/story? What does the author want me to know? Is this detail important to my understanding of the key topics in the writing?

- Read page 2 aloud as students follow along. Say: The introduction of this book focuses my attention on the author’s purpose for writing and the key ideas she wants me to learn. On this page, the first paragraph is just a way of getting my attention. The information in it does not tell me any more about why the author is writing. The information in the second and third paragraphs gives me a much better idea about her key ideas. She wants me to learn about Earth’s resources and where they are found. The illustration is interesting and fun, but it is not vital to my understanding of the introduction.

Minds-On/Hands-On Activity

1. Dig up some grass with a ball of dirt and replant it in several paper cups.

2. Give a paper cup to each pair of students. Ask them to pull up a couple of blades of grass. What clings to the roots of the grass?

3. Discuss how the roots of grass and other plants hold soil together and keep it from being washed away by heavy rains. Why do towns plant grass along the edges of roads and hillsides?

Set a Purpose for Reading

- Ask students to read chapter 1 silently to see what they can learn about soil and its connection to riches from Earth. As they read, ask them to jot down the author’s key topics in their journals. Point out that there are many sidebars and captions in the chapter. Students should read them as well, with the understanding that the information found there may not be as important as the information in the running text.
Discuss the Reading
- Have students take turns sharing one fact that they learned from the text.
- Ask: What key topics did the author want you to learn about? What are some interesting supporting details that she included? Look for details that answer the questions who, what, where, when, and how much or how many.

Model Comprehension Strategy: Identify Main Idea and Supporting Details
- Say: As I read nonfiction, I look for the author’s main ideas about the topic. I search for the details that the author uses to support those main ideas. I know that main ideas often appear in the topic sentence of a paragraph. Other times, I must use what I read to guess or infer the main idea. If I can reduce several pages of text to a couple of main ideas, it makes it much easier for me to understand and remember what I’ve read. It helps me prepare to teach about the topic. If I were your age, it would help me prepare to take a test on the topic, too.
- Pass out the graphic organizer Identify Main Idea and Supporting Details (blackline master, page 14 of this guide.)
- Explain that as students read, they will complete the first four rows together. The last three rows will be completed independently.
- Have students return to chapter 1 and follow along while you show them how to locate main ideas and details. Write the information on the graphic organizer as you find it. (You may want to make a chart-size copy of the graphic organizer or use a transparency.) Say: As I read, I’ll keep the title of the book in mind. I’ll look for main ideas that have to do with the riches from Earth.
- Reread page 4 and say: Here on page 4, I can read a lot about what’s in soil. There are two important facts on this page. They relate to the title of the book. One is in the third paragraph. Soil is rich in nutrients that help plants grow. Write that detail on the chart. Continue: There are several details that support that idea. Write them and say them aloud.

Informal Assessment Tips
1. Watch students as they differentiate between key topics and supporting details in their journals or notebooks.
2. In a folder or notebook, jot down what you see each student doing.
3. Document students who are not using this metacognitive strategy.
4. Remind students that determining text importance helps them focus on the author’s reasons for writing and enables them to better understand the main idea.

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</table>
The main idea in the fourth paragraph, the one that best relates to the title of the book, is that soil contains life. The details relate to this main idea. Every detail tells more about the life contained in soil. Write the main idea and details in the chart as shown. Say: These details answer the questions “How much life?” and “What kinds of life?”

Tell students that they will keep searching for main ideas and supporting details as they continue reading the book. They should remember to look for details that answer the questions who, what, where, when, and how. Remind them that locating main ideas will help them focus on the author’s reasons for writing the book.

**Identify Main Idea and Supporting Details**

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<td>Soil contains nutrients.</td>
<td>Humus is decayed plant and animal material. Humus releases nutrients into the soil.</td>
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**Use Graphic Features to Interpret Information: Labeled Diagrams**

- Refer to the labeled diagram on page 6. Explain that diagrams of this kind give a lot of information in a quick, visual way.
- Ask students to tell what the diagram shows (the layers in soil). Have a volunteer name the four layers shown (A horizon, B horizon, C horizon, and parent rock). Say: The brackets beside the picture show you the approximate depth of each layer, so that you can easily compare the layers without having to read complicated measurements. Which layer is thinnest? (A horizon) What is that layer made up of? (dark topsoil full of rich humus) What would happen if erosion stripped off this layer? (You would be left with the B horizon, which is lighter and less fertile) Tell students that they should watch for other diagrams as they read. The diagrams may not be vital to their understanding of the book, but they often give interesting supporting details about the main ideas on a page.
Apply Metacognitive Strategy: Determine Text Importance

- Say: Today we’ll look at locating new information—information that can be important because it’s brand-new to you. Read page 8 aloud while students follow along. Say: I’ve heard of sedimentary rock, and I know I’ve seen it when I was out hiking, but I did not know how it was formed. The information in paragraph 2 is new to me. I now know that sedimentary rock is formed of sediments that are carried by water, ice, and wind and pressed into layers. This new information is important to my understanding of rocks.

- Explain that as students read nonfiction, they will often be faced with new information about familiar and unfamiliar topics. Often, that new information is the most valuable or important to them, because it gives them an understanding about the topic that they did not have before.

Set a Purpose for Reading

- Ask students to read chapters 2 and 3, looking especially for any information that is brand-new to them and noting it in their journals. Remind them to look at the charts and captions as they read. These may not include key topics, but they may hold information that is new to the students and is therefore interesting.

Discuss the Reading

- Ask students to share any information they learned for the first time while reading chapters 2 and 3.
- Have volunteers explain how the two chapters they just finished connect to the title of the book: Riches from Earth.

Content Information

Use this information to clarify some of the effects of forces on rocks.

- Rocks on the surface of Earth are subject to heat, cold, and the roots of growing plants. These forces cause them to expand, contract, and crack. Eventually, rocks break down to form soil.
- Rocks deep underground are subject to the heat of Earth’s core and the extreme pressure of gravity. These forces can form soft rocks into hard rocks, just as squeezing a clay ball can change it and harden it.

Minds-On/Hands-On Activity

1. Bring in a variety of cereal boxes, or have students bring some in from home.
2. Give each group or pair of students one box and ask them to look at the nutrition facts on the side panel. Have them record the percent daily value (with and without milk) of each of these minerals: sodium, potassium, phosphorus, calcium, magnesium, zinc, copper, iron. Explain that if the ingredient is not listed, they should assume the percent is zero.
3. Discuss their results. Which cereal seems to have the highest percentage of minerals? Which one has the least? Which has the most variety of minerals?
Informal Assessment Tips

1. Watch students as they help complete the main idea/details chart.

2. In your folder, jot down what you see the students doing as they complete the activity with you.

3. Ask yourself: Are students having problems with this strategy? If so, what are the problems? Are students mastering this strategy? If so, how do I know?

4. For struggling students, review the strategy using the comprehension strategy poster lesson. Use both sides of the poster if needed.

Guide Comprehension Strategy: Identify Main Idea and Supporting Details

• Remind students that the main idea of a paragraph, page, or chapter is the most important idea the author wants the reader to know. Supporting details are details that give more information about that main idea. They may answer questions such as who, what, when, where, and how much or how many.

• Have a volunteer read aloud the first paragraph on page 8. Ask: What would you expect the rest of the chapter to be about? (the three kinds of rocks) How do you know? What would you expect to learn about the rocks? (what they are, how they are formed, what makes them different)

• Say: Within each chapter, there are other main ideas as well. Have students turn to page 13. Ask: What is the main idea of this page? What are some details that support that main idea? Use the completed graphic organizer on this page for suggested answers. Repeat the process for page 19.

Use Context Clues to Determine Word Meaning: Definitions

• Have students find the word sediment on page 8. Explain that the author gives a direct definition to help the reader determine the meaning of the word. Say: Look at the sentence in which the word appears. After the word sediment, it says “or bits of sand, shell, rock, and other small pieces of matter.” In other words, sediment refers to all of these small pieces of matter that are deposited and later make up sedimentary rock. The word or alerts you that a definition is coming.

• Ask students to skim page 9 to locate the word fossil. Say: The definition of fossil is not as direct here, but it does exist. The entire first paragraph on this page is really a definition of fossil. What is a fossil? (the remains or print of a plant or animal captured in sedimentary rock.)

• Continue with the terms metamorphic on page 12, elements on page 14, and ores on page 19. Point out the clues that announce a definition—the words means or are called and the comma indicating an appositive, or renaming of a previous noun.

• Tell students that they will continue to use context clues to determine the meanings of unknown words as they read Riches from Earth. Many of the new words may be part of new information on unfamiliar topics, so defining these words will help them better understand that new information.
Chapter 4–Conclusion

Apply Metacognitive Strategy: Determine Text Importance
• Remind students that as they read the book so far, they have differentiated between important and less important information. They have also looked for information that was new to them.
• Say: You have probably found that in each chapter, there were several important ideas or key topics. Although the author’s purpose is to teach us about the riches of Earth, she has many subtopics under that, each with details to support it.
• Have students skim chapter 4. Say: The title of the chapter is “Fossil Fuels,” which gives me a good idea about the author’s key topic. However, within the chapter, there are three fossil fuels discussed—coal, oil, and natural gas. Each of those might be considered a key topic, and each has many supporting details that tell more about it.
• Have a volunteer read page 21. Ask: What is the key topic discussed on this page? (coal) What are some supporting details having to do with that topic? (Coal has been used as an energy source for thousands of years. Coal develops in four stages—peat, lignite, bituminous coal, and anthracite.)
• Encourage students to continue looking for key topics and supporting details as they finish reading the book on their own.

Set a Purpose for Reading
• Have students read the rest of the book silently. Have them continue to take notes on the most important ideas they learn from the text. Remind them that not everyone will find the same information important. If ideas are new to them, they may need to record them.

Discuss the Reading
• Have students share their notes from the reading. Ask: Are all of your notes on key topics or important ideas? Compare students’ notes. Point out that not every topic will seem important to every reader. However, good notes should provide enough information about the book’s key ideas that they could now write a summary of the book.
• Ask: How do these notes look similar to notes you might take from a textbook before you take a test? (The notes focus on key topics, which would be the most important topics to study.)

Content Information
Students might like to consider how the riches from Earth compare with those of other planets.
• Other planets in our solar system contain rocks and minerals. However, the key component needed for life—water—seems to be much harder to find.
• Recent studies of Mars are specifically looking for traces of water. Even if it only occurred in the distant past, signs of water might mean that Mars once sustained life of some kind.

Minds-On/Hands-On Activity
1. Give each pair of students a small, clear, flat-bottomed plastic tub or bowl; a can with both ends removed; aquarium gravel; a pitcher of water; and a spoon.
2. Have students fill the tub with gravel. Have them use the spoon to dig a hole in the gravel big enough to hold the can so that the gravel comes up the can halfway. This will represent a well.
3. Tell students to pour water gently around the edges of the tub. What happens to the “rain” that falls near the well? What happens to the well? Have them continue, pouring more and more water as in a heavy rain.
4. Discuss students’ results. Ask: Why is rain important for drinking water? What happens to wells when there are periods of drought?
**Identify Main Idea and Supporting Details**

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<td>Soil contains nutrients.</td>
<td>Humus is decayed plant and animal material. Humus releases nutrients into the soil.</td>
</tr>
<tr>
<td>13</td>
<td>Rocks help scientists learn about Earth’s history.</td>
<td>Fossils in rock layers tell us about land and climate changes. Fossils in young rocks tell us about the last 590 million years.</td>
</tr>
<tr>
<td>19</td>
<td>Metals are important and useful minerals.</td>
<td>They are collected from the surface of Earth or mined deep underground. Copper is used for electrical wires, and iron is used for building.</td>
</tr>
<tr>
<td>23</td>
<td>Nonrenewable resources will run out.</td>
<td>Conservation is important. Many people are now looking into other forms of energy.</td>
</tr>
<tr>
<td>25</td>
<td>Living things need water.</td>
<td>Water dissolves and carries nutrients. Humans need 2.4 liters of water a day.</td>
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</tbody>
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**Apply Comprehension Strategy: Identify Main Idea and Supporting Details**

- Review the graphic organizer with students and explain that you want them to identify main ideas and supporting details on pages 23, 25, and 28.
- Ask if they have any questions before they begin.
- Monitor their work and intervene if they are having difficulty.
- Discuss students’ responses together.
- For more practice, have students complete the blackline master Main Idea and Details on page 16.

1. What is the main idea of this article? Write it as a sentence. Trace fossils tell us a lot about how animals looked and acted.
2. What are the five kinds of trace fossils mentioned in the article? Tracks, trackways, trails, burrows, borings.
3. Where might you see a trace fossil? In a rock.

**Use Context Clues to Determine Word Meaning: Definitions**

- Remind students that unfamiliar words may be defined directly or indirectly in the text. By using context clues, students can avoid having to use the dictionary to define new words.
- Have students turn to page 20 and locate information that helps them define fossil fuels. Ask: Where are fossil fuels found? (deep underground) What do fossil fuels do? (give off energy when burned) How are fossil fuels formed? (from the remains of dead plants under pressure underground) What are the three main fossil fuels? (coal, oil, natural gas) Say: Now you should have enough information to understand what fossil fuels are.
- Have students turn to page 22 and locate the word petroleum. Ask: According to paragraph 1, what is petroleum? (a liquid fossil fuel) According to sentence 1, what is another word for petroleum? (oil) Continue with density on page 26. Ask: According to paragraph 1, what is density? (a measure of how much matter there is in a given amount of space)
- For more practice, have students complete the blackline master Use Context Clues: Definitions on page 15 of this guide.

| 1. quicksand | sandy soil that is mixed with water |
| 2. oversaturated | flooded with too much water |
| 3. liquefied | having the properties of a liquid |
| 4. underground springs | rivers below the surface of Earth |
| 5. flail | make panicky movements |
After Reading

Administer Posttest
• Have students take Ongoing Assessment #18 on page 72 in the Comprehension Strategy Assessment Handbook (Grade 5).

Synthesize Information: Summarize
• Have students look back at the notes they took on key topics for the chapters. Ask them to skim each chapter and reduce it to a few main ideas.
• Ask students to work in pairs to use their notes and lists of main ideas to write a brief (one-page) summary of the information found in Riches from Earth.
• Post students’ summaries and allow classmates to compare and contrast them.

Draw Conclusions
• Pose this question: What conclusions can we draw about Earth and its riches? Have students work together to brainstorm a list of important conclusions they can draw from their reading of Riches from Earth.

Informal Assessment Tips
1. Score assessments and determine if more instruction is needed for this strategy.
2. Keep group assessments in a small-group reading folder.
3. Look closely at students’ responses. Ask yourself: Why might this student have answered the question in this manner? For in-depth analysis, discuss responses with individual students.
4. Use posttests to document growth over time, for parent/teacher conferences, or for your own records.
• Remind students that they looked for main ideas and supporting details as they read the book *Riches from Earth*. Sometimes, the main ideas were stated directly in a topic sentence. Sometimes, they had to be inferred or put together from the information on the page.

• On chart paper or the board, make a web as shown. Say: *After I read the book, I had a question about sandy soil. Why isn’t it rich the way most topsoil is? I decided to find out more about it. I did some research and made this web.*

• Use the writing model to show how the information from the web can be used to write a paragraph. Point out that the central question will become the main idea of the paragraph. The surrounding phrases will be supporting details.

• Have students think of a question that comes to their mind after their reading of *Riches from Earth*.

• Have students use their question as the basis for a web like the one shown. Ask them to use the Internet or library resources to find information that helps them answer their question.

• Before students write, explain that they may use their question as part of a topic sentence, or they may write a paragraph where the main idea is implied rather than stated directly.

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**Model the Writing Process: Write a Main Idea/Supporting Details Paragraph**

**Informal Assessment Tips**

1. Observe students as they participate in the group writing project. Identify those who might need additional assistance during the various stages of the writing process. Jot down notes in your journal.

2. During conferences, keep notes on each student’s writing behaviors. Ask yourself: What evidence do I have to support the conclusion that this student is writing well or poorly? What can I do about it?

3. Suggest that struggling students work with you to brainstorm questions that could be asked and answered in a paragraph.
Sandy Soil

Sandy soil is not as rich as most topsoil. It cannot hold much water. Because most living things need a lot of water, few plants can grow in sandy soil. Since few plants grow, there are few plants to decay. Rich humus and topsoil depend on decay. Without decaying plants, sandy soil does not contain humus. So sandy soil tends to stay dry and sandy.
# Identify Main Idea and Supporting Details

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Quicksand is scary, but it is not as dangerous as you might think. Quicksand is sandy soil that is mixed with water. It is formed when the sand becomes oversaturated, or flooded with too much water. In this state, the sand essentially floats on the water. The soil can no longer hold any weight. It has so much water in it that it is liquefied—it has the properties of a liquid.

Quicksand is rare, but it may occur near underground springs. These rivers below the surface of Earth can be forced upward, causing the sand above them to float. Earthquakes or other disturbances to the earth can cause quicksand to form.

Quicksand is usually shallow. If you find yourself in deep quicksand, do not flail around. That kind of panicky movement will just get you in deeper. Instead, treat the quicksand like water. Float on it, and swim to dry land.

Write the definitions of the underlined words. Use the passage to help you.

1. quicksand ____________________________________________________________
_______________________________________________________________________

2. oversaturated ________________________________________________________
_______________________________________________________________________

3. liquefied _____________________________________________________________
_______________________________________________________________________

4. underground springs _________________________________________________
_______________________________________________________________________

5. flail _________________________________________________________________
_______________________________________________________________________
Trace Fossils

Have you ever walked through mud in your boots? You left behind footprints that showed a lot about you. They showed your size and weight. They showed how you walked. If your footprints had been pressed into rock, they would have become trace fossils.

Trace fossils are the traces of creatures or other living things, captured in rock. There are many different kinds of trace fossils.

Some of the most common trace fossils are tracks. These are footprints like your boot prints in the mud. Sometimes animals left an entire path of footprints. These are called trackways.

Creatures without legs, such as worms, might leave trails instead of tracks. You may have seen a fossil trail in a rock. It looks like a curvy carved line.

Other trace fossils include burrows and borings. These are holes that animals dug into mud, wood, or stone. They are now preserved in rock.

These preserved traces tell us a lot about how animals looked and acted. They are important to our understanding of animals from long ago.

1. What is the main idea of this article? Write it as a sentence.

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2. What are the five kinds of trace fossils mentioned in the article?

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3. Where might you see a trace fossil?

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