**Take a Look!**

**SUMMARY** Students learn the importance of carefully observing and investigating nature.

**VOCABULARY**

Concept Words
- craters
- planet
- beak
- insect

**INTRODUCE THE BOOK**

**BUILD BACKGROUND** Explain to students the scientific process. Discuss with students why a great way to learn something new is to observe it closely.

**PREVIEW** Invite students to take a picture walk to preview the text and illustrations. Have students describe what they see on each page.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Take a Look!* Ask them what they think they will see in each photo.

**COMPREHENSION QUESTIONS**

**PAGE 5** Why do you think it’s difficult to observe details about Mars? *(It’s so far away that it’s hard to see it clearly.)*

**PAGE 6** What are some other observations you can make when you investigate this bird? *(Possible responses: green on head and neck, black feathers, cream-colored throat, beak is curved)*

**PAGE 7** How does the appearance of this insect help protect it? *(It looks like the stick it’s standing on, which hides it from enemies.)*

**TEXT-TO-SELF QUESTION**

What have you observed in nature?

**REVISIT THE BOOK**

**READER RESPONSE**

**Answers**

1. Possible responses: stars, moon, constellations, planets
2. grass, plants, insects, animals
3. Responses will vary

**EXTEND UNDERSTANDING** Discuss with students places where they can check their observations, such as books and encyclopedias, magazines, and Web sites. Explain that this is another form of investigation.

**RESPONSE OPTIONS**

**SPEAKING** Ask students to observe and investigate something in nature on the way to and from school or around their homes. Have them share what they observed.

**SCIENCE CONNECTION**

Review with students the importance of being thorough while observing. Talk about using questions such as *Whose is it? What does it look like? Where was it found?* and *What else do you know?* Take students outside to use the W-questions to make observations.

**ELL** Have students draw on paper four boxes, one above the other. Write one of the following questions in each box: *Whose is it? What does it look like? Where was it found?* and *What else do you know?* Hold up an interesting object in front of the class, such as a rock that could be a meteor, and have students fill in the boxes as a class.

**GRAPHIC ORGANIZER, PAGE 34**

Have students list questions they can ask when observing and investigating something in nature. Help students with words they don’t know. *(Possible responses: What do I see? What color is it? What does it look like? How big is it? What does it eat? Where does it live?)*
List questions you ask when you investigate something in nature.

Questions I Ask When I Investigate Nature

[Blank lines for student responses]