



Maggie's Activity Pack

Name _____

Date _____

Citizen Scientists

What are citizen scientists? They are people who watch what is happening around them. They give this information to scientists or they create good habitats for animals. Read these paragraphs to learn more.

Beekeeping

Patti read about honeybees. She learned that over half of the world's food supply needs them. They help plants grow. Patti got a beehive for her backyard. She bought a beekeeper suit. Patti also found out was that she could harvest honey from the hive's honeycomb.

Patti is a beekeeper. How does that make her a citizen scientist?

There are many compound words in the paragraph. Circle them.

Citizen Science on Land and Water

Many landowners want to help. They spend time outdoors making their land a good place for wildlife. Some people set up birdhouses for bluebirds. They often do this at the edge of cornfields. Other people put out birdfeeders for hummingbirds. Those who live near wetlands protect the water. Other people measure rainfall or snowfall. This helps meteorologists.

Tell one way you can help your community.

Circle all the compound words in the paragraph.

Citizen Science From Home

Some people use a computer to be a citizen scientist. Bennett watched a puffin cam on a website. He took notes every afternoon. He let the scientists know when the puffin parents brought fish to their baby bird. Scientists put his feedback into their database. This helped them learn more about puffins. You can be a citizen scientist from anywhere!

What animal would you like to watch on your computer?

Circle all the compound words in the paragraph.

Dear Colleague,

The idea for this activity came from one of my favorite pastimes as you find me glued to my computer during puffin season. I love to watch the burrows on Seal Island off the coast of Maine. Many fellow viewers take careful notes of puffin feedings and interactions. This provides key information for the scientists working to save puffin populations. There are a number of cams that welcome viewers from all over the world to gather information for study. This makes a good center for children. In fact, I often used time at the panda cam as an incentive for good work or listening in my classroom. This helps get us away from commercial and tangible rewards.

As always, we integrate several subject areas with the content. We try never to give you a list of unrelated sentences for children to merely circle compound words or correct grammar errors. We always try to help students see the bigger picture of our world while they are learning key skills. In this activity, children use facts to apply, evaluate, and create, all higher-order reading skills. Along with this, we give children a change to identify compound words. You can extend this by asking students to make a glossary of all the compound words. What a wonderful center activity this would make! You could also use the pdf file on your SMART Board and have children circle the compound words on it. You could have small groups discuss responses to the comprehension questions and then share these with the class. This promotes verbal skills.

We hope you will visit www.missmaggie.org to play our games. Interactive offerings such as “Short Circuit” and “SuperMatch” allow children to practice language skills in a fun way!

Happy teaching,
Dr. Kathy

Answer Key:

Responses to comprehension questions will vary.

Compound words in each paragraph:

Beekeeping: honeybees, beehive, backyard, beekeeper, honeycomb

Citizen Science on Land and Water: landowners, outdoors, wildlife, birdhouses, bluebirds, cornfields, birdfeeders, hummingbirds, wetlands, rainfall, snowfall

Citizen Science From Home: website, afternoon, feedback, database, anywhere

Goals:

Student will read three informational paragraphs about how people can act as citizen scientists: beekeeping, using the land around them, and from home. They answer higher-order comprehension questions based on the facts and then identify the many compound words used in each paragraph. This activity is available on the intermediate, primary, and emergent reader levels and correlates with the IRA/NCTE Standard, “Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).” It also correlates with components of the Common Core Standard, Reading: Informational Text.