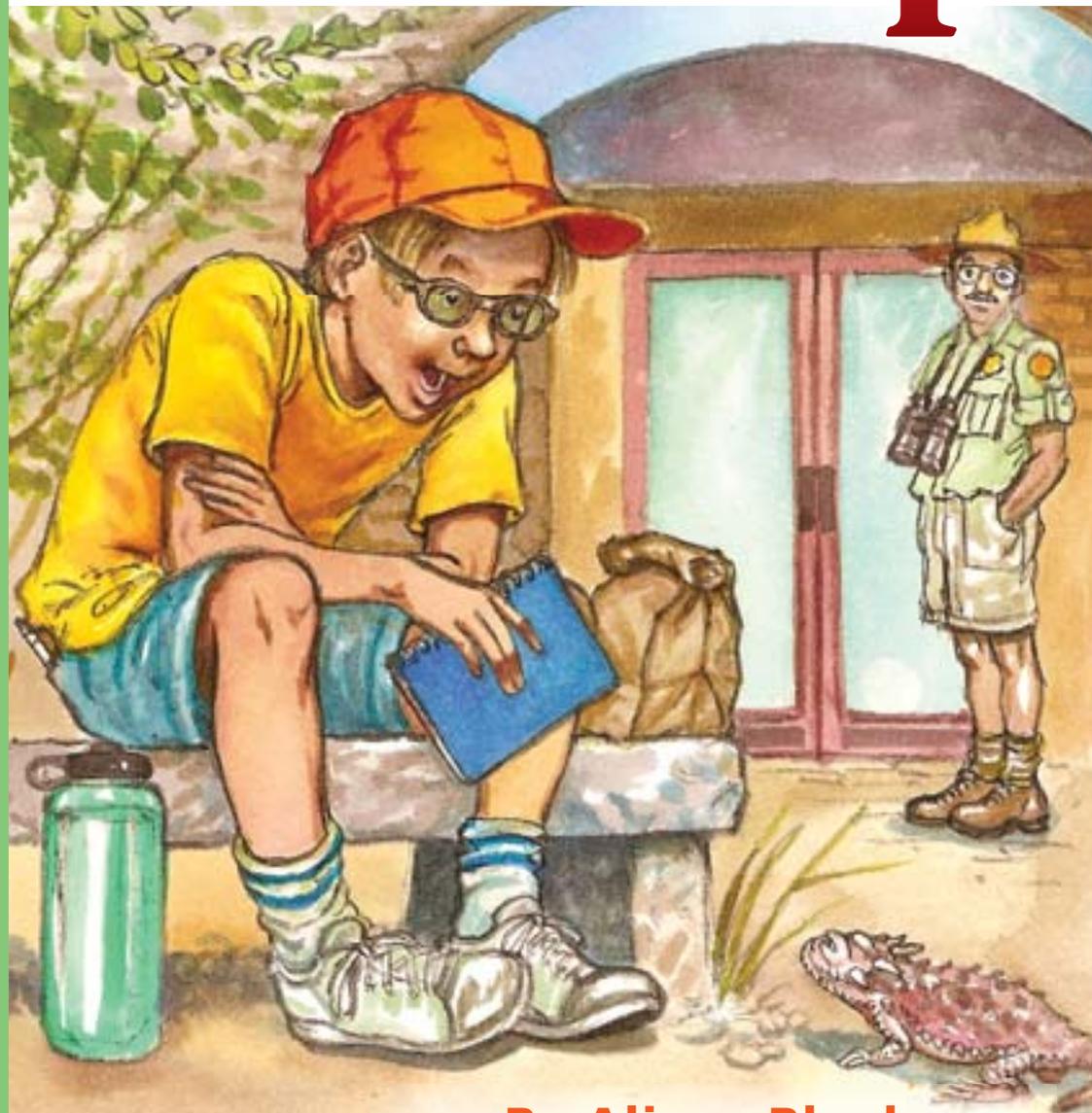


Suggested levels for Guided Reading, DRA™, Lexile®, and Reading Recovery™ are provided in the Pearson Scott Foresman Leveling Guide.

The Field Trip



Genre	Comprehension Skills and Strategy
Realistic fiction	<ul style="list-style-type: none">• Cause and Effect• Generalize• Predict and Set Purpose

Scott Foresman Reading Street 3.3.5

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By Alison Blank
Illustrated by Judy Love

Vocabulary

lofty

incredible

noble

search

sting

survivors

topic

unseen

waterless

Word count: 681

The Field Trip



By Alison Blank
Illustrated by Judy Love

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Note: The total word count includes words in the running text and headings only. Numerals and words in chapter titles, captions, labels, diagrams, charts, graphs, sidebars, and extra features are not included.

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona •
Upper Saddle River, New Jersey

“I have a surprise for you today,” said Ms. Perez to her third-grade class. “To begin our science unit on deserts, we’re going on a field trip.”

“Where?” Rose asked.

“Think about the topic—we’re going to the desert, of course!” Ms. Perez answered.

Everyone in the class cheered except for Matt. Field trips could be full of surprises, and Matt wasn’t crazy about them.

Illustrations

Judith Du Four.

Photographs

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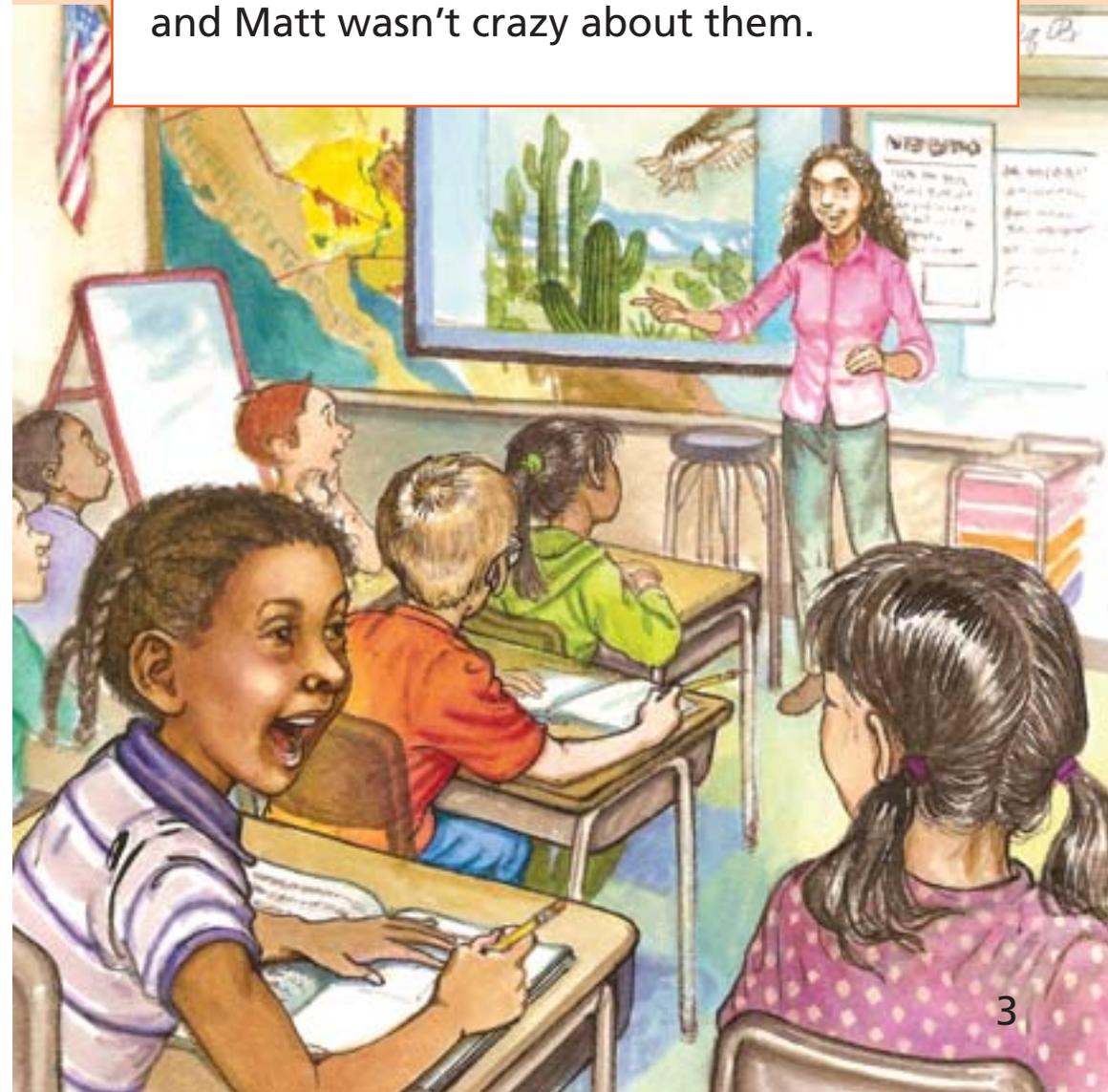
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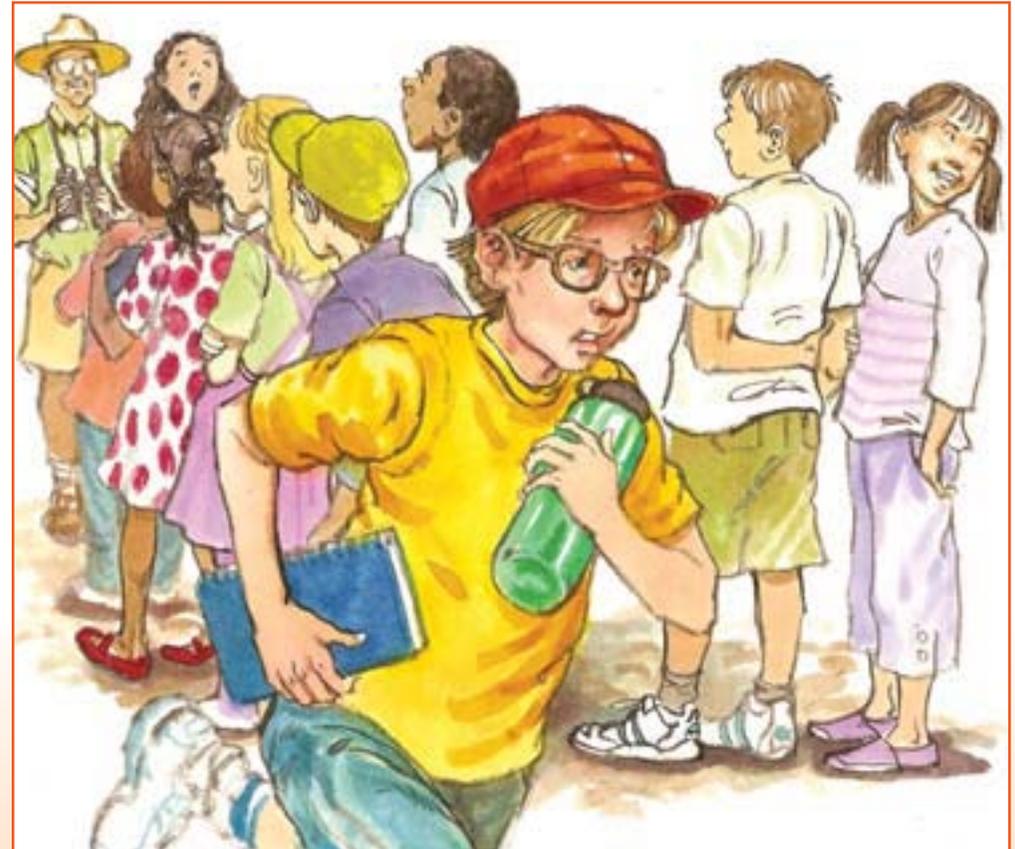
1 2 3 4 5 6 7 8 9 10 V0G1 13 12 11 10 09



The next week, the class got on a bus headed for the Arizona-Sonora Desert Museum. "Many people think deserts are dry, waterless places, but there is more to the desert than we may see at first glance," said Ms. Perez, as everyone settled into their seats. "We'll find out the truth."

An hour after they left school, the bus came to a stop. Matt read the sign at the entrance: "Welcome to the Desert Museum."

As the kids left the bus, Ms. Perez told them to line up near the entrance gate.

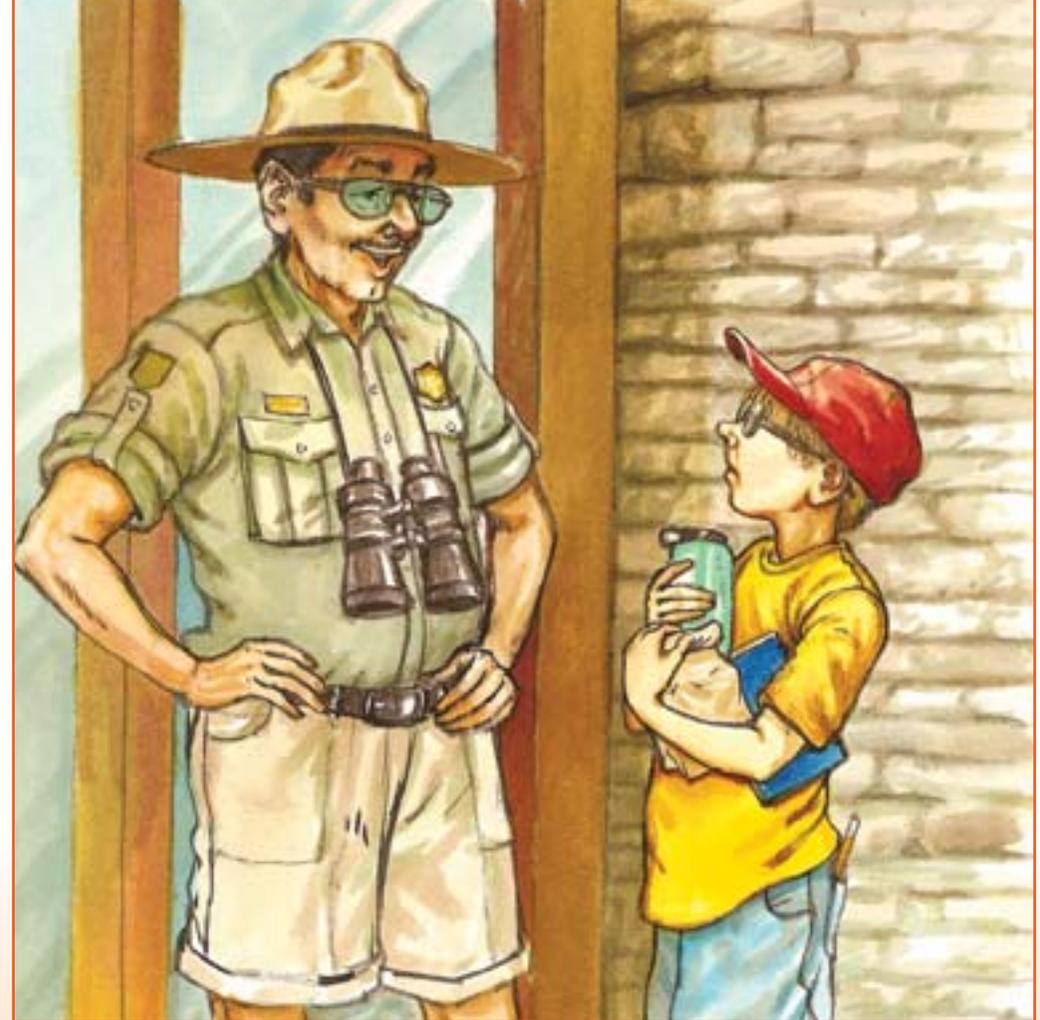


The sky was bright blue, and the sun beat down on them. Matt was glad he'd worn sunblock.

Before the tour began, Ms. Perez announced, "You'll be doing a report on deserts. It's due on Friday. Don't forget to look for the unseen and be sure to take notes."

"Oh, no," Matt said in a panic. "I left my pencil on the bus! I'll be right back, Sonia," Matt said as he began to run back. Unfortunately, Sonia didn't hear him.

Matt finally returned with his pencil, his notebook, and a bottle of water he had brought in case he got thirsty. He also had a snack and a hat to shield him from the sun. Suddenly he realized that something was wrong. "Hey, where is everybody?"

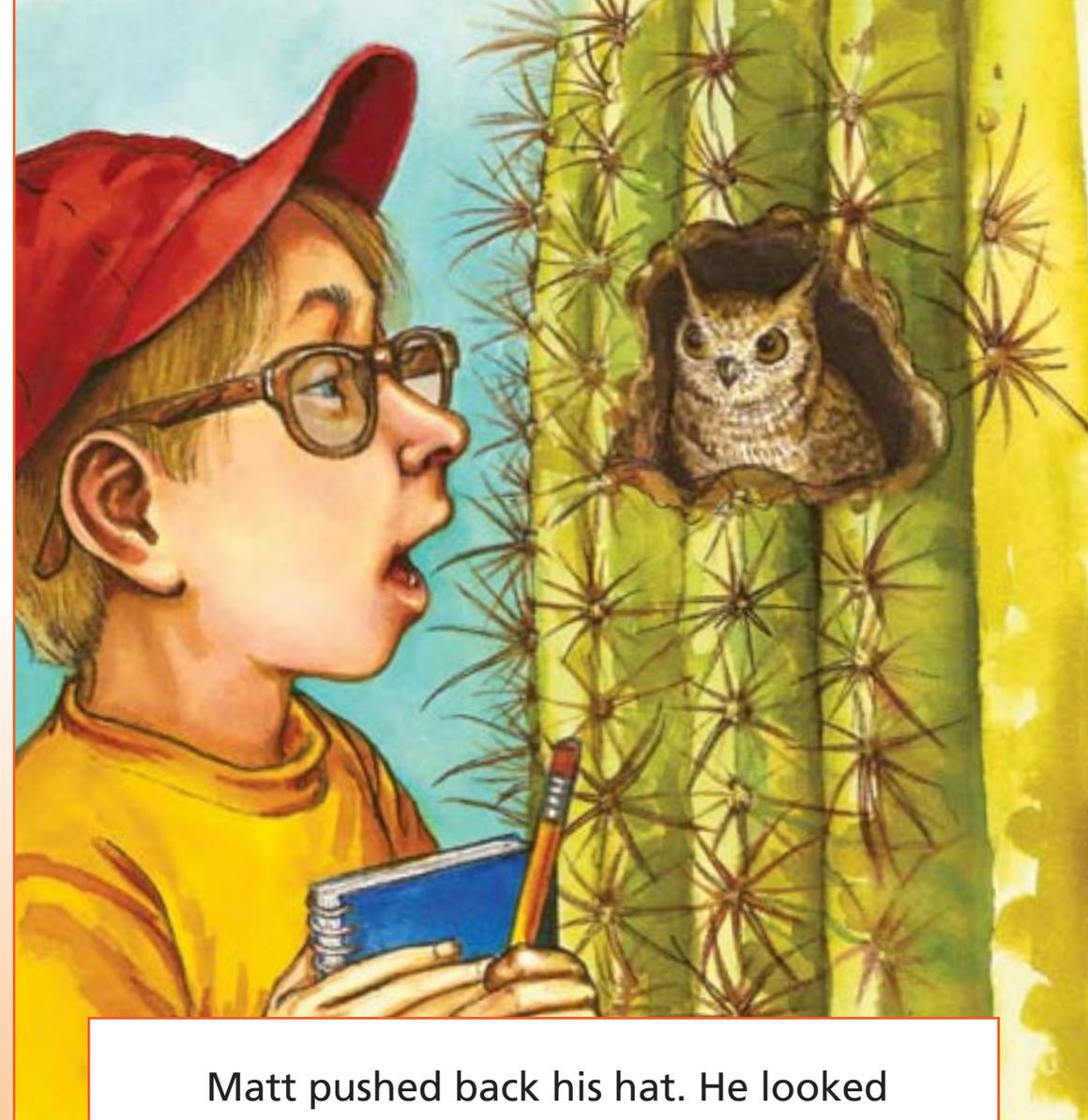
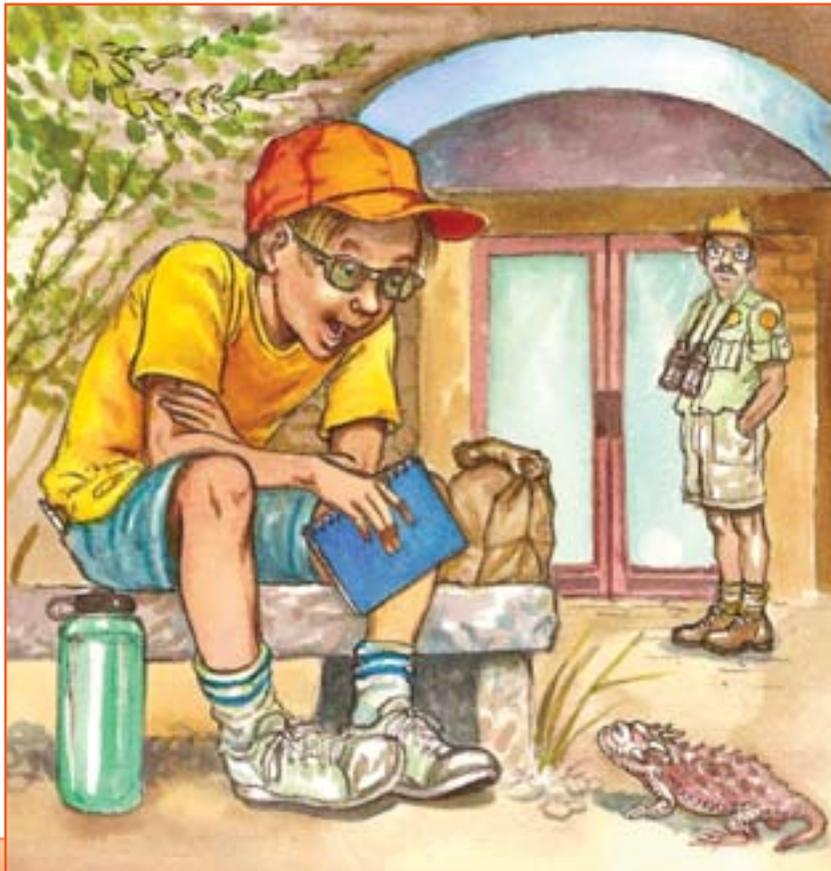


A friendly looking guard answered Matt. "I think your class left on their tour a few minutes ago," he said.

Matt felt his eyes start to sting as they filled with tears. "Don't worry. This happens all the time. Just take a seat on the bench over there. I'm sure your teacher will realize the mistake and start to search for you very soon."

"This is terrible," Matt thought. "I knew something like this would happen."

Seated on the bench, he kicked up some sand with his feet. He felt hot. "Boy, nothing could live here," he thought. Suddenly, something moved below him! A sand-colored lizard slithered quickly across the sand to another hiding place. "Incredible!" Matt thought. It was gone before he knew it. Matt grabbed his notebook and described the lizard.



Matt pushed back his hat. He looked around and observed the scene. A tall, lofty cactus stood across the path.

Matt walked over and stared at a hole in the center of the cactus. Inside, something was looking back at him! It had big eyes. Was that an owl? Matt jotted this down in his notebook.

It was beginning to feel a little cooler. Matt took out an apple and took a big bite. Then he noticed there was something moving nearby. It was a rabbit with very long ears. It was munching on a surprisingly juicy-looking cactus.

Before Matt could reach for his notebook, Ms. Perez was hugging him. "Thank goodness we found you!" she said. "I hope you weren't too bored."

"Not at all," said Matt as he made some notes about the rabbit.



Matt worked on his report all through the next week. Even though he hadn't been on the whole museum tour, he was surprised to find that he had plenty of notes to use.

The next Friday, Matt gave his report. "The desert is a surprising place," he began. "You may think it is dry and lonely, but it isn't. The animals and plants that live there have adapted to the heat and lack of water. They are noble survivors."

When Matt finished, the class applauded.

Then Ms. Perez said, "After we finish presenting our reports, we'll read about other deserts around the world. Then our next unit is going to be on the Arctic."

Matt raised his hand. "Ms. Perez, can we go there on a field trip?"

The Sonoran Desert

The Sonoran Desert in Arizona and California is a very interesting place. Animals such as lizards, snakes, and jackrabbits live there. Many plants such as the tall saguaro cactus live there, as well.

Deserts are places where it rains very, very little, but the Sonoran Desert gets more rain than most deserts do. The animals and plants that live there have adapted to the heat and the lack of water. They hide in shadows during the day. They come out when it gets cooler at night. They eat cacti and other plants that soak up water from the rain. The conditions in the desert can be harsh. However, these animals and plants call the desert home.



Reader Response

1. What caused Matt to miss the first part of the museum tour? What effect did this have on Matt? On his report?
2. What do you predict Matt's class might learn about the Arctic? Make a web like the one below to organize your answers. What clues in the story helped you make this prediction?



3. Find the word *survivors* in the story. Based on the context clues, what do you think this word means?
4. Where would you most like to go on a field trip? Why?