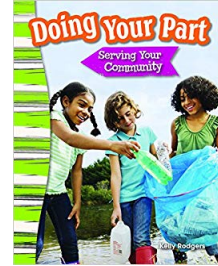



Unit 2: Animals Surviving and Thriving



WEEK 1 Day 1

**Writing Report**  
Deconstruction: Report Purpose

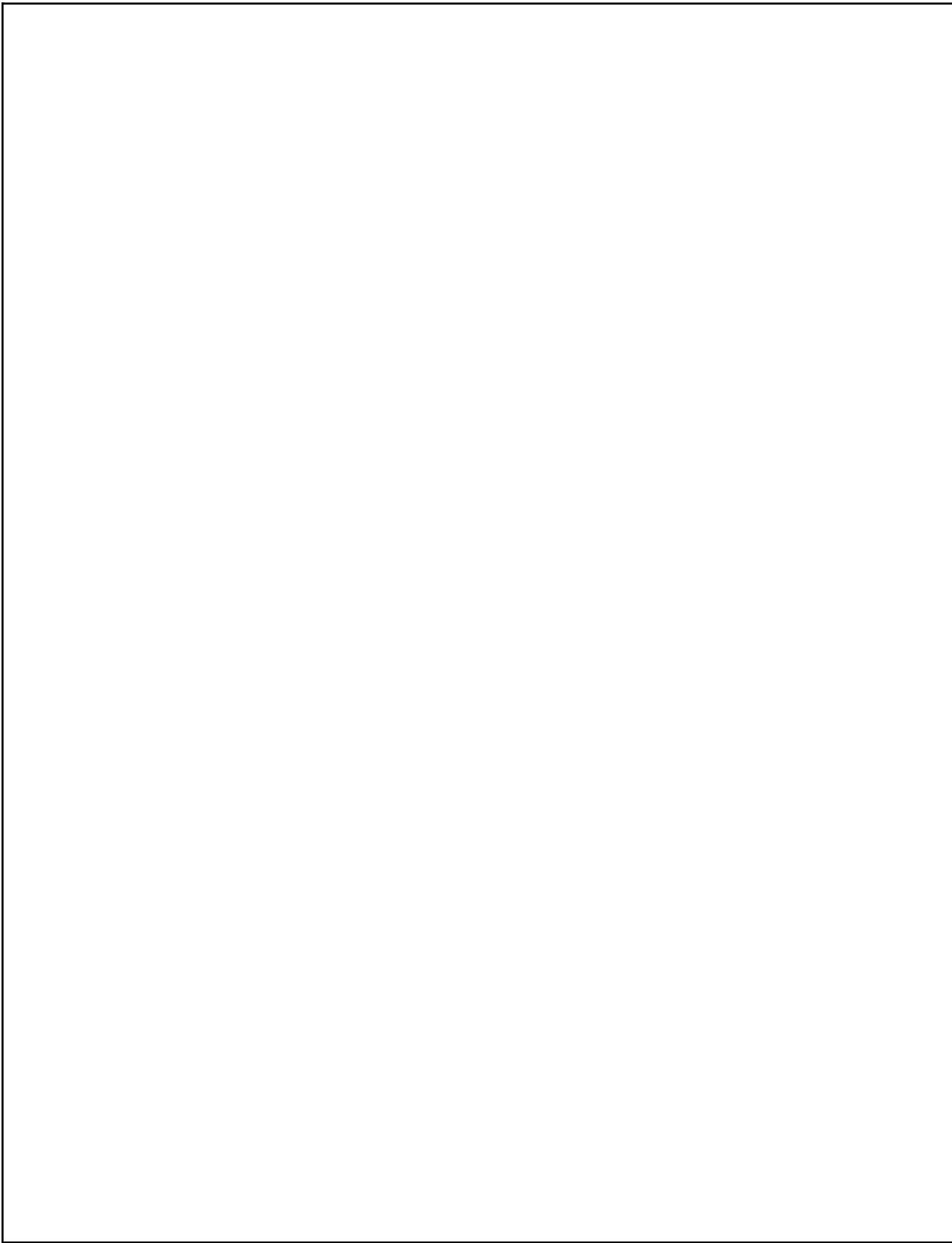
<b>Content Objective</b>	I can identify the main purpose of a text. (R.9.1.b)
<b>Language Objective</b>	I can describe what I notice about a text. (SL.1.1)
<b>Vocabulary</b>	<p><b>genre:</b> a type of writing</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>organize:</b> to arrange</p> <p><b>topic:</b> what the writing is about</p> <p><b>information:</b> facts or details about a subject</p> <p><b>subtopic:</b> a smaller part of the topic</p> <p><b>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Report (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"> <li>● report mentor texts:             <ul style="list-style-type: none"> <li>○ <i>Tide Pools</i>, Laura Marsh (2 copies)</li> <li>○ <i>Sea Turtles</i>, Laura Marsh (2 copies)</li> <li>○ <i>Animals in the City</i>, Elizabeth Carney (2 copies)</li> <li>○ <i>Racoons</i>, Allan Fowler</li> <li>○ <i>Ants</i>, Melissa Stewart</li> <li>○ <i>Snakes!</i>, Melissa Stewart</li> <li>○ <i>Starfish</i>, Edith Thacher Hurd</li> <li>○ <i>Gray Squirrels</i>, G.G. Lake</li> </ul> </li> </ul>

	<p>On the whiteboard, write the following questions, leaving space under each one to record children’s ideas:</p> <p>Why did the author write this?</p> <p>What do you notice?</p> <ul style="list-style-type: none"> <li>● Report anchor chart images: mentor texts</li> <li>● Cut out the mentor text images.</li> <li>● chart paper</li> </ul> <p>Prepare the following Report anchor chart. Glue the mentor text images to the chart.</p> <div data-bbox="500 590 1362 1005" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Report</b></p> <p><b>Purpose:</b> to organize information about a topic</p> <p><b>Examples:</b></p>  </div> <ul style="list-style-type: none"> <li>● <i>Doing Your Part: Serving Your Community</i>, Kelly Rodgers</li> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>We have learned about and written in two genres so far this year: procedure and personal recount. Today we are going to begin learning about a new genre of writing!</i></p>
<p><b>Deconstruction</b> 28 minutes</p>	<p><i>We know that each <b>genre</b> has a different <b>purpose</b>, a different reason why the author writes it. With a partner, each of you is going to look at a book to figure out why the author wrote it. Turn through the pages together. Talk about why the author may have written the text, and what in the words and illustrations show you this.</i></p> <p>Refer to the questions on the board.</p> <p><i>With your partner you are going to answer these two questions: Why did the author write this? and What do you notice?</i></p> <p>Distribute books to pairs of children. As children work, circulate to support them and refer them to the questions on the board. Give children about ten minutes to work together, then bring them back to the whole group.</p> <p>One at a time, have each pair hold up their book to show their classmates.</p>



	<p>Ask, “Why did the author write this?” and “What do you notice?” Encourage children to cite key details from the text (both words and illustrations) as they respond. Write the pairs’ responses on the whiteboard. As pairs share, think aloud to highlight the trends in their responses.</p> <p>Show the Report anchor chart.  <i>The books that you looked at are all reports. <b>Reports</b> are written to organize information about a topic.</i></p> <p>Hold up <i>Doing Your Part</i>.  <i>We read Doing Your Part. What is the <b>topic</b> of this report—what is it about? [roles and responsibilities in communities]</i></p> <p><i>The information in this book is organized into <b>subtopics</b>, like “Community.”</i></p> <p>Display the Why We Write chart and point to <i>Sea Turtles</i>.  <i>At the beginning of the year, we looked at this book and recorded our ideas about why the authors may have written this text. Sea Turtles is another example of a report. Based on what you just learned about reports, is there anything we can add to this chart?</i></p> <p>Record any new ideas on the Why We Write chart.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>It’s so exciting to learn about different genres of writing! Tomorrow we will continue to look closely at reports and learn more about their stages.</i></p> <p>Note: Leave the Report anchor chart posted for reference and additions throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>R.9.1.b</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the reports.  What do they notice about the structure of the reports?  What do children already know about the purpose of report?</p>

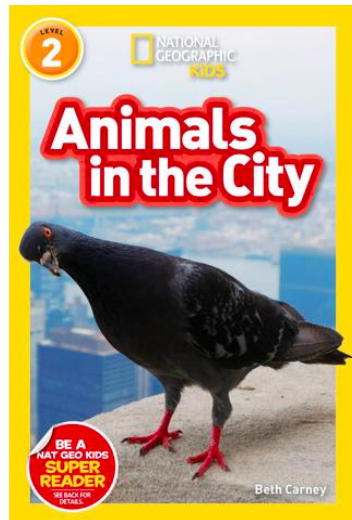
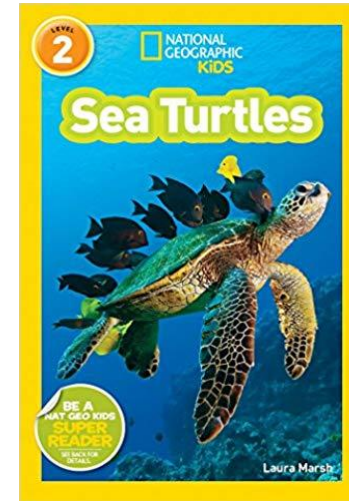
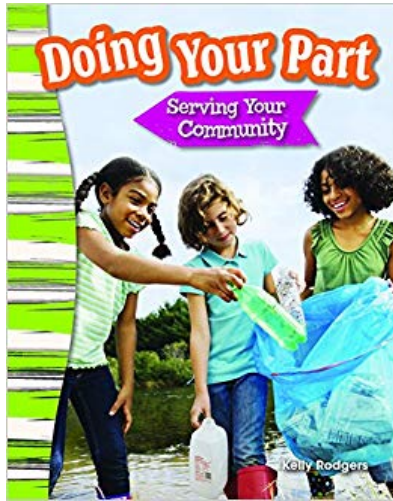
**Notes**



Writing U2 W1 D1

Report anchor chart images

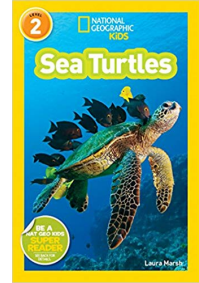
mentor texts



Writing U2 W1 D1

Writing U2 W1 D1

Unit 2: Animals Surviving and Thriving



WEEK 1 Day 2

**Writing Report**  
 Deconstruction: Report Stages  
 Individual Construction: Choosing Topics

<b>Content Objective</b>	I can draw and write what I know about an animal. (W.3.1.b)
<b>Language Objective</b>	With a partner, I can discuss what I might learn about sea turtles based on subtopic headings. (SL.1.1)
<b>Vocabulary</b>	<p><b>purpose:</b> the reason for doing or creating something</p> <p><b>report:</b> a genre of writing whose purpose is to organize information about a topic</p> <p><b>organize:</b> to arrange</p> <p><b>information:</b> facts or details about a subject</p> <p><b>topic:</b> what the writing is about</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>subtopic:</b> a smaller part of the topic</p> <p><b>general statement:</b> the beginning of a report, which introduces and classifies the topic</p> <p><b>classify:</b> assign to a class or category</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● Report anchor chart images, from Day 1, and glue stick Cut apart the stages images.</li> <li>● Report anchor chart, from Day 1</li> <li>● animal reports:             <ul style="list-style-type: none"> <li>○ <i>Ants</i>, Melissa Stewart</li> <li>○ <i>Raccoons</i>, Allan Fowler</li> <li>○ <i>Snakes!</i>, Melissa Stewart</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Starfish</i>, Edith Thacher Hurd</li> <li>○ <i>Gray Squirrels</i>, G. G. Lake</li> <li>● drawing and writing tools</li> <li>● drawing and writing paper, one for each child</li> <li>● children’s writing folders</li> </ul>
<b>Opening</b> 1 minute	<i>Yesterday we learned the purpose of <b>report</b>: to organize information about a topic. Today we will look more closely at the <b>stages</b>, or parts, of report.</i>
<b>Deconstruction</b> 15 minutes	<p>Show <i>Sea Turtles</i>.</p> <p><i>This book is called Sea Turtles, by Laura Marsh. The <b>topic</b> of this book is sea turtles—that is what this book is about! We will look at parts of this book today to understand the stages of report. Later in the unit we will read the whole book during Text Talk.</i></p>
Table of Contents	<p><i>Reports are <b>organized</b> by grouping information together. The groups of information that tell more about the topic of a report are called <b>subtopics</b>.</i></p> <p><i>Some reports have a page like this: the Table of Contents. This page allows the reader preview the subtopics included in the text and to understand how it is organized.</i></p> <p><i>This book contains subtopics that tell more about the topic: sea turtles. What do you think this subtopic, “Ocean World,” might be about? [where sea turtles live; what sea turtles do in their habitat]</i></p> <p>Read the rest of the subtopics.</p> <p>Think, Pair, Share.</p> <p><i>Based on the names of the subtopics, what else might we learn about sea turtles from this book?</i></p>
pages 4-7	<p><i>Let’s read the beginning of the book to find out how reports begin.</i></p> <p>Read pages 4-7.</p> <p><i>Reports begin with a <b>general statement</b> that introduces and classifies the topic.</i></p> <p><i>Laura Marsh begins by asking questions and giving some interesting information to introduce sea turtles. Then she classifies sea turtles as reptiles. She says “They are one of the few reptiles that live in the sea.”</i></p>
pages 8-30	<i>After the general statement come the subtopics, where the author provides more information about sea turtles, organized in the order</i>

*we saw in the Table of Contents.*  
Quickly turn through the pages, reading several headings.

pages 30-31




*Laura Marsh ends her report with one last subtopic, called "Safekeeping." She recommends ways that people can help sea turtles. Many reports end this way, with one final subtopic.*

*Let's add what we just learned to our Report chart.*  
On the Report anchor chart, add Stages. Glue the stages images below. See the following example.

**Report**

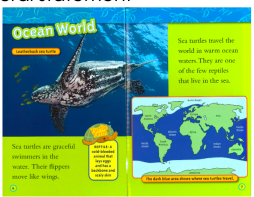
**Purpose:** to organize information about a topic

**Examples:**


**Stages:**

general statement



They are one of the few reptiles that live in the sea.

information organized in subtopics



**Individual Construction**  
13 minutes

*During this unit you will each write a report about an animal. These reports will be written for Kindergarten students, so that they can learn about other animals than the ones they are already studying. Today you will get a chance to choose the animal you would like to write about and to draw and write what you already know about that animal.*

*There are five animals to choose from: ants, raccoons, snakes, squirrels, and starfish. Think about these animals. Which one would you most like to research and write about?*

Hold up Ants.

*This is one of the texts a group will use to research ants. I will put it here [indicate the area where the group who writes about ants will*

	<p>work]. <i>If you are interested in researching and writing about ants, you will go to this table.</i></p> <p>Repeat the process of previewing the research texts and indicating where groups will work.</p> <p><i>Today you will begin by drawing and writing what you already know about your animal.</i></p> <p>Send children who are ready with paper and drawing and writing tools. There should be no more than six children in a group. Assist other children in choosing animals by having them preview the books about each animal.</p> <p>Circulate to support children as they draw and write.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned about the stages of reports, and you chose animals to research and write about. Tomorrow we will learn more about what it means to do research.</i></p> <p>Have children put their writing in their folders.</p>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Listen for and make note of how children discuss the reports.</p> <p>What do children understand about the stages of reports? What is still confusing?</p> <p>Review children’s individual work.</p> <p>What information do they record about their animals? How do they record that information—through illustrations, words, or both?</p>

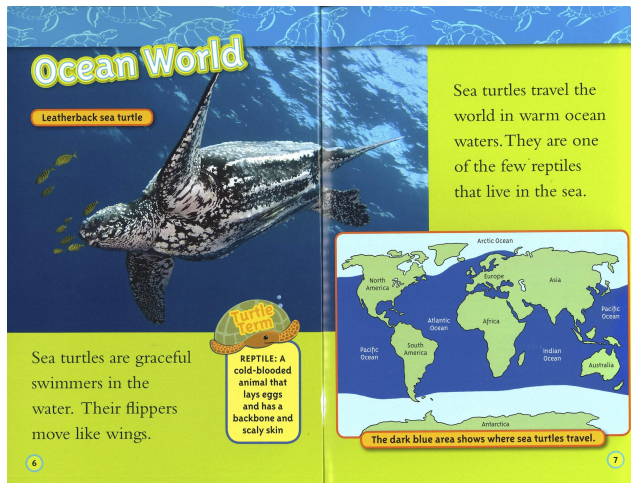
<b>Notes</b>
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Report anchor chart images

stages

general statement



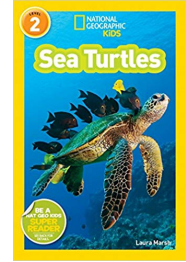
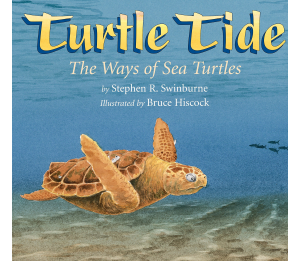
They are one of the few reptiles that live in the sea.

information organized in subtopics

Table of Contents	
A Sea Turtle! . . . . .	4
Ocean World . . . . .	6
Meet the Turtles! . . . . .	10
Nestbuilding . . . . .	14
Oh, Baby! . . . . .	16
Big and Small . . . . .	20
On the Menu . . . . .	22
Danger! . . . . .	24
Sea Turtle Rescue . . . . .	26
Safekeeping . . . . .	30
Glossary . . . . .	32

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3



**Writing Report**  
 Modeling and Joint Construction in Pairs: Research  
 continued on Days 4 and 5

<b>Content Objective</b>	I can research to gather information for a report. (W.3.1.b, W.1.1.a, W.1.1.b)
<b>Language Objective</b>	With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>stages:</b> the parts of a piece of writing</p> <p><b>research:</b> to get information about something</p> <p><b>offspring:</b> a new plant or animal produced by a parent</p>
<b>Materials and Preparation</b>	<p>Although children write their own individual reports, they work together with their peers to research, generate information, and provide feedback to one another. In this lesson, children begin researching the animals they will write about. Research resources are provided (see the following), but may be supplemented by video and live animal observations.</p> <p>Before the lesson, choose three children from a single animal group to help with modeling research.</p> <ul style="list-style-type: none"> <li>● animal research sheet, 5 copies</li> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne</li> <li>● writing tools</li> <li>● sticky notes, one pad for each group and 5 for modeling</li> </ul> <p>Prepare the following research bins and put them in the areas where each group will work.</p>

### Ants

Books to collect:

- *Ants*, Melissa Stewart
- *A Bird Can Fly*, Douglas Florian, pages 8-9

Scanned book selections (included):

- "Pavement Fight," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 48-49
- *How Animal Babies Stay Safe*, Mary Ann Fraser, pages 20-21

### Raccoons

Books to collect:

- *Raccoons*, Allan Fowler
- *Animals in the City*, Elizabeth Carney  
Before the lesson, put a sticky note on page 16.

Scanned book selections (included):

- "The Hunting Lesson," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 110-111
- *How Animal Babies Stay Safe*, Mary Ann Fraser, pages 24-25
- *Slither, Slide, Hop, and Run*, Katherine Kenah, page 56

### Snakes

Books to collect:

- *Snakes!*, Melissa Stewart

Scanned book selections (included):

- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 74-77
- *How Animal Babies Stay Safe*, Mary Ann Fraser, page 8
- *Slither, Slide, Hop, and Run*, Katherine Kenah, page 47

### Squirrels

Books to collect:

- *Gray Squirrels*, G. G. Lake
- *Squirrels Leap, Squirrels Sleep*, April Sayre

Scanned book selections (included):

- "Dine and Dash," from *Hidden City*, Sarah Grace Tuttle
- *Peterson First Guide to Urban Wildlife*, Sarah B. Landry, pages 104-105

### Sea Stars

Books to collect:

- *Starfish*, Edith Thacher Hurd
- *Tide Pools*, Laura Marsh  
Before the lesson, put sticky notes on pages 13, 14, and 26.

Scanned book selection (included):

	<ul style="list-style-type: none"> <li>● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry, pages 54-55</li> </ul>
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we learned about the <b>stages</b>, or parts, of report. You also chose animals to write about and began writing what you know about those animals. Today you will learn about doing research, so that you can gather even more information about these animals.</i></p>
<p><b>Modeling</b> 18 minutes</p>	<p>Hold up <i>Sea Turtles</i>.  <i>We know that reports are full of information. Laura Marsh wrote this great book about sea turtles. But how did she get all the information she needed? Authors like Laura Marsh need to do research to learn about a topic before they can write about it.</i></p> <p><b>Research</b> means finding out information about a topic, and it can happen in many different ways. Researchers do a lot of reading; sometimes they interview experts; they observe animals; or they watch videos.</p> <p><i>Sometimes researchers have a clear idea of the types of information they are searching for before they begin. They might start with questions or subtopics they want to learn more about. When I reviewed the animal reports we have in our classroom, I noticed that there are some common subtopics that are usually included in animal reports.</i></p> <p>Show the animal research sheet.  <i>Authors usually include information about the animal’s habitat, or where it lives; its body structures; its food; and <b>offspring</b>, or babies. We will research these four subtopics.</i></p> <p>Hang the animal research sheet on the board, for all to see.</p> <p>Show one research bin.  <i>Each group will get a bin of research texts, an animal research sheet, a pad of sticky notes, and pencils. Your job today is to review the texts and label information you find related to the four subtopics.</i></p> <p><i>Let me show you what I mean.</i></p> <p>Have the children who are helping model come forward.  <i>We are a group. We are all researching sea turtles. For today, ____ [child] and I will be research partners, and ____ and ____ will be partners. Each pair will start by looking through one of the texts.</i></p> <p>Give <i>Turtle Tide</i> to the other pair, and keep <i>Sea Turtles</i>.</p> <p>Refer to the animal research sheet.  <i>As we look through our books, we are trying to find information about these subtopics: habitat, body, food, and offspring. We’re</i></p>

	<p><i>going to look through our books with our partners and pause when we get to a piece of information about one of these subtopics.</i></p> <p>Model turning through the book pages with a partner. Pause on page 6 and talk to your partner.</p> <p><i>This looks like helpful information. What do you think these pages are telling us about?</i></p> <p><i>Yes, this is information about the sea turtles habitat. I see that the sea turtle is swimming in the water.</i></p> <p>Ask your partner,</p> <p><i>What else do you notice about the sea turtle’s habitat on this page?</i> [map of the oceans where sea turtles travel]</p> <p><i>We are going to label this page with a sticky note. We’ll write “H” so that we can go back later and remember that we found information about the habitat here.</i></p> <p>Turn the page and pause on page 8.</p> <p><i>What kind of information do we find here?</i> <i>Should we label it?</i> <i>What should we write on the sticky note? Why?</i></p> <p>Ask the other pair,</p> <p><i>Have you found any pages that we might label with one of our subtopics?</i></p> <p>Continue modeling identifying, discussing, and labeling information until children understand their task.</p>
<p><b>Joint Construction in Pairs</b> 10 minutes</p>	<p><i>Now you will begin your research! You will sit with other children writing about the same animal. On the table are your research bins. Work in partners to read, discuss, and label information.</i></p> <p>Distribute animal research sheets, sticky notes, and pencils, and send the children to begin researching in small groups. As children work, circulate to support them.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Tomorrow you will continue your research!</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others</p>

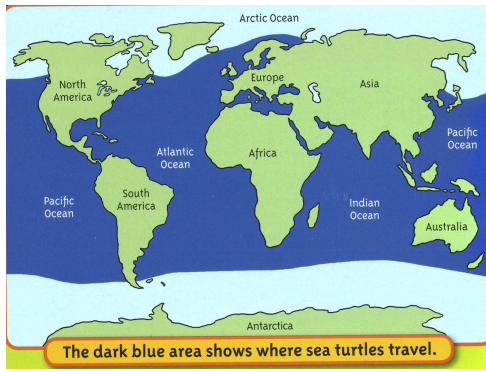
	with care, speaking one at a time about the topics and texts under discussion).
<b>Ongoing assessment</b>	Observe and take notes as children research. Do children accurately identify information related to a subtopic? Which subtopics do children identify easily? Which appear more difficult?

**Notes**



Writing U2 W1 D3

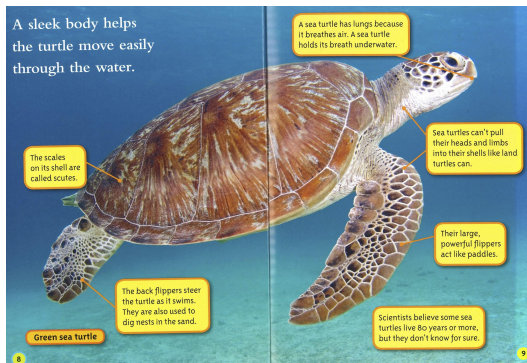




# H - habitat



# F - food



# B - body structures

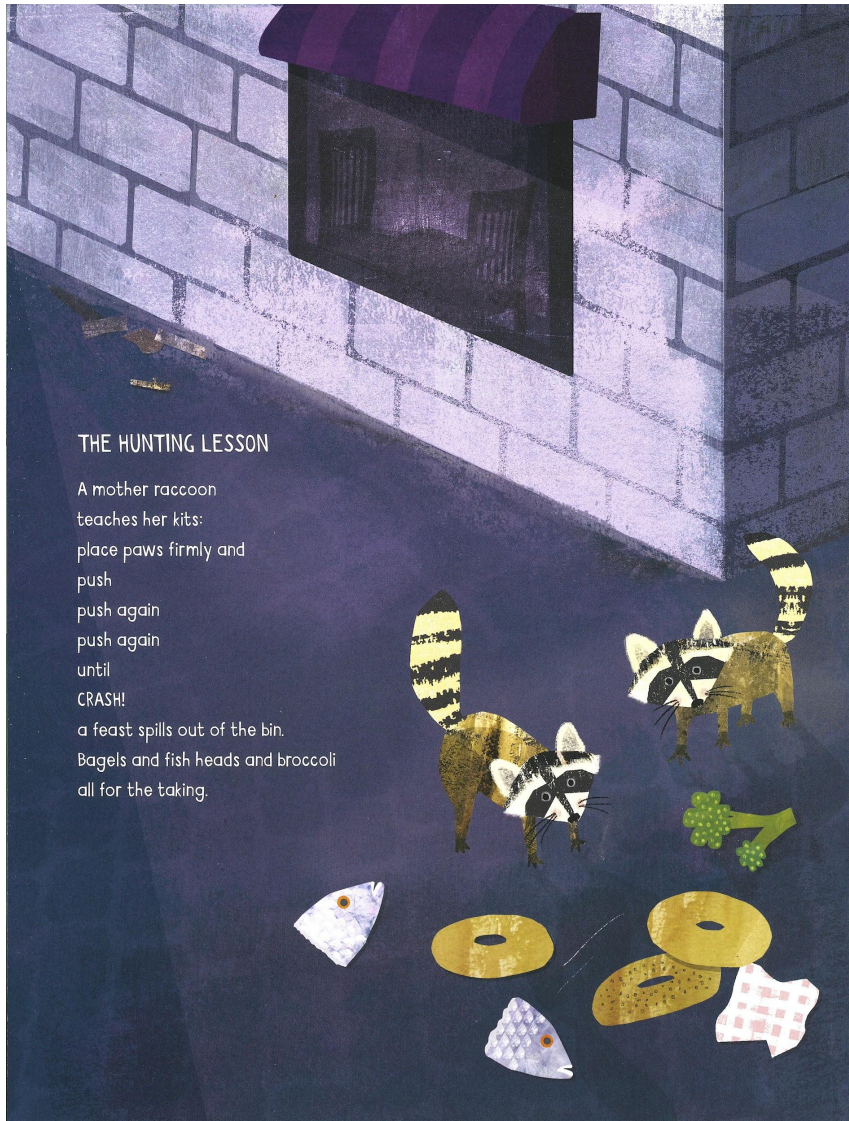


# O - offspring



Writing U2 W1 D3

## Raccoons



Writing U2 W1 D3



## Snakes

There are babies who don't need their parents.



When turtles, snails, snakes, and saltwater crabs hatch, they already know how to find food and escape from their enemies.



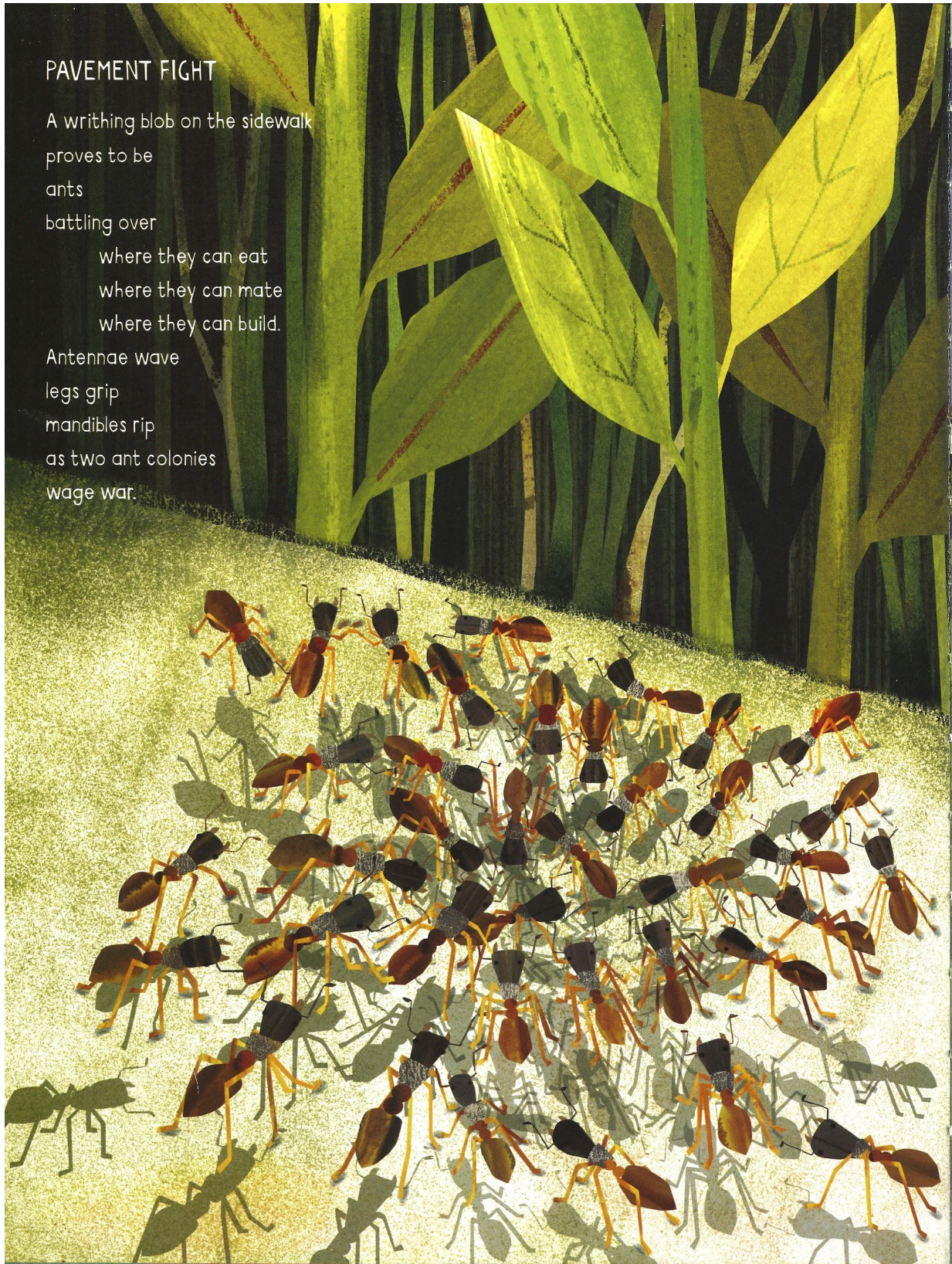


## Ants

### PAVEMENT FIGHT

A writhing blob on the sidewalk  
proves to be  
ants  
battling over  
    where they can eat  
    where they can mate  
    where they can build.

Antennae wave  
legs grip  
mandibles rip  
as two ant colonies  
wage war.



Writing U2 W1 D3



## Ants

Some insects of the ant, wasp, and bee group are highly social, with many generations and different kinds of workers living together for their mutual benefit.

**VELVET ANT** **1 in.**  
This insect is not really an ant but a wasp—a *hairy, red, wingless* female looking for insect pupae to parasitize with her eggs. Also called “cow killers,” velvet ants pack a painful wallop of a sting. Male velvet ants have wings and no stingers.

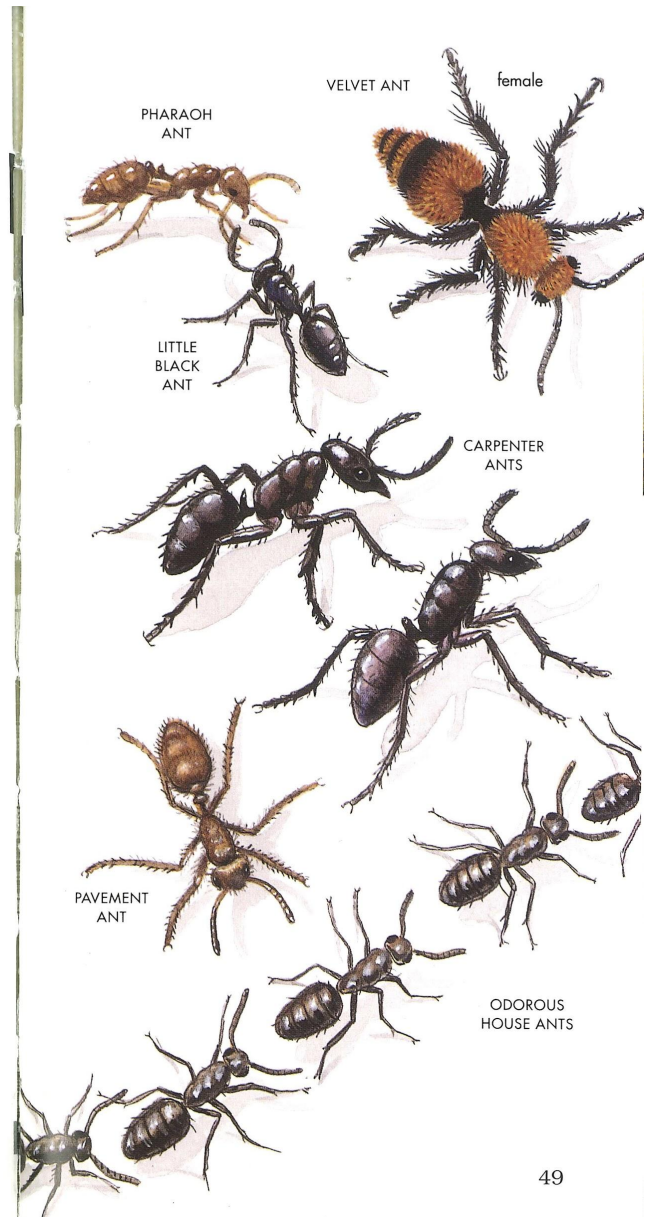
**PHARAOH ANT**  **$\frac{1}{16}$  in.**  
Warmth-loving and nonbiting, *tiny, brown* pharaoh ants are found almost anywhere people give them a home. Large colonies simply divide and, linked by odor trails, establish sprawling communities of millions of workers and many queens.

**LITTLE BLACK ANT**  **$\frac{1}{16}$  in.**  
The Little Black Ant nests outside our homes, below ground, with the colony entrances marked by small craters. In the South it occasionally moves indoors. It likes sweet foods.

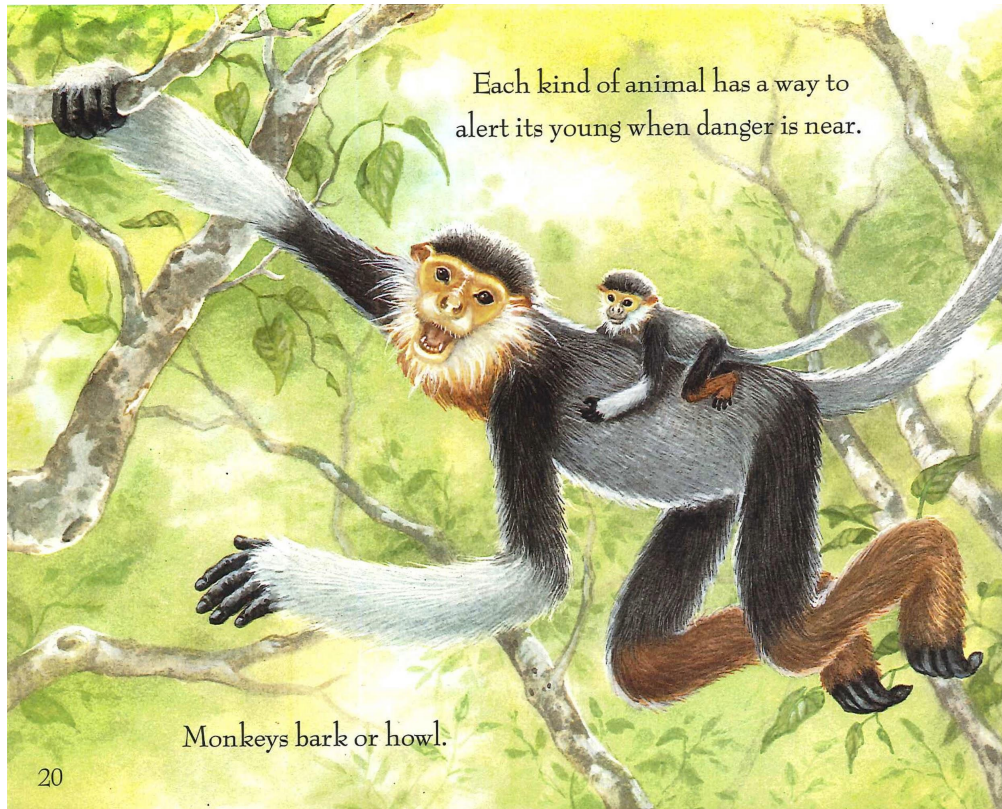
**CARPENTER ANT**  **$\frac{1}{2}$  in.**  
East of the Rockies, *large, black* carpenter ants (bigger and light brown in Texas) nest in holes gnawed in dead wood, including our homes, where they can do a lot of damage. In large numbers, they smell of formic acid, which they use as a weapon and a defense. A nip with a spritz of formic acid in it makes a painful, hard swelling.

**PAVEMENT ANT**  **$\frac{1}{8}$  in.**  
*Brown, hairy* pavement ants usually nest under stones, asphalt, and concrete. They often invade houses, especially in summer.

**ODOROUS HOUSE ANT**  **$\frac{1}{8}$  in.**  
The brown to black Odorous House Ant travels in lines. When other food sources fail, it enters our homes. If crushed, it gives off a *coconut odor*.



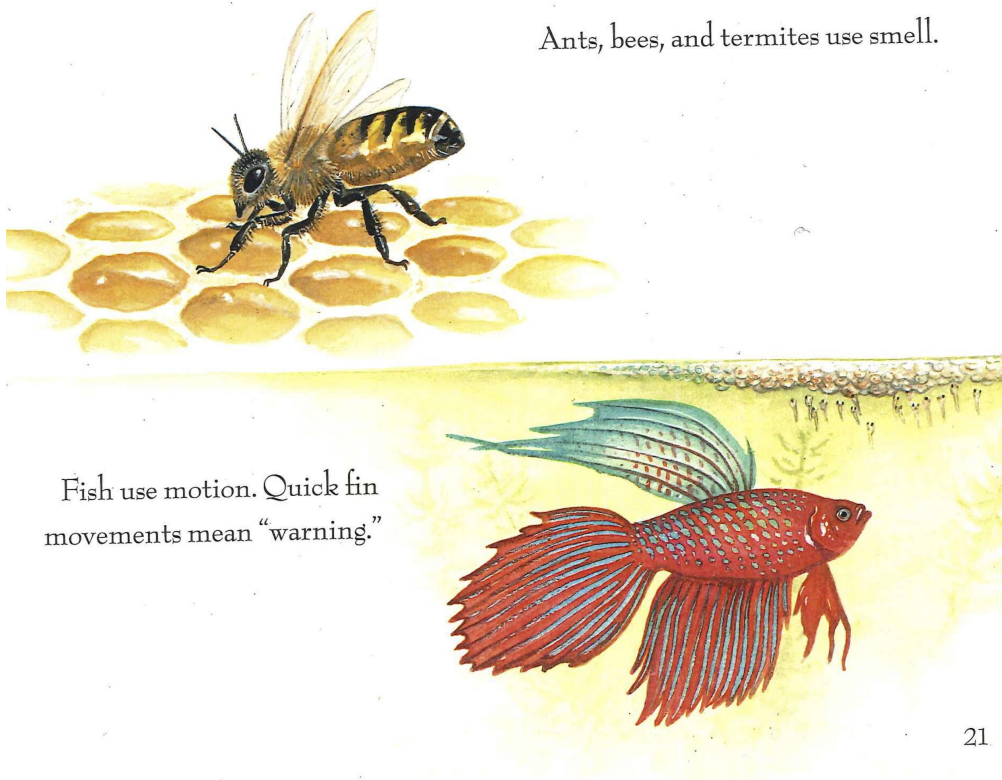
## Ants



Each kind of animal has a way to alert its young when danger is near.

Monkeys bark or howl.

20



Ants, bees, and termites use smell.

Fish use motion. Quick fin movements mean "warning."

21

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## Raccoons

### RINGTAIL

To 3½ ft.

In fast-growing southwestern areas where cities and suburbs overlap rocky or wooded land, you may catch a glimpse of this shy, slender, two-pound member of the raccoon family. Also known as the cacomistle, this mammal, with its *long, banded tail*, normally eats insects, small animals, plants, and fruit. It is an extraordinarily skilled climber, with sharp claws and hind feet that can rotate 180 degrees like a squirrel's. Dog food left outside, rodents, and fruit-bearing decorative trees can attract these nighttime visitors.

### RACCOON

To 3½ ft.

Distinctive and clever, this nocturnal, *black-masked, ring-tailed* mammal has exploited the presence of humans. It has ranged far north and west from its original southern home. The extremely dexterous Raccoon can turn knobs, open latches, open and overturn garbage pails, pry open ventilation louvers, and brazenly use pet doors to enter houses. With its assertive hustle, rolling gait, and raised, handsome fur, it can look very formidable, and it will fight and bite fiercely if it must. Raccoons often carry the rabies virus and should never be approached.

### MINK

To 28 in.

The Mink is cursed with a luxurious, *glistering, dense, brown coat*; 100 of these small, *white-throated* weasels give up their lives and pelts to make one full-length mink coat. Mink are now raised commercially for this purpose. It is a surprise to learn that this *long-bodied, short-legged* carnivore can be found everywhere in North America where there are waterways to hunt along, even in urban areas. Mink swim well, preying on fishes, frogs, muskrats, snakes, and waterfowl. Each Mink marks its personal shoreline circuit with strong-smelling musk.

RINGTAIL



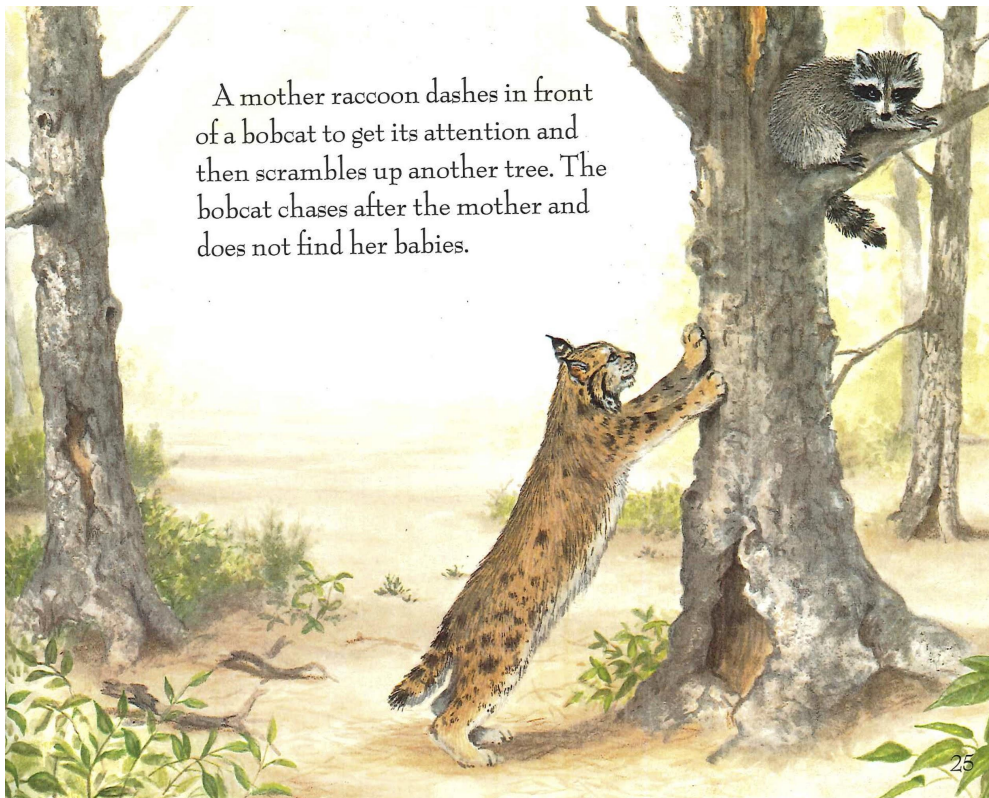
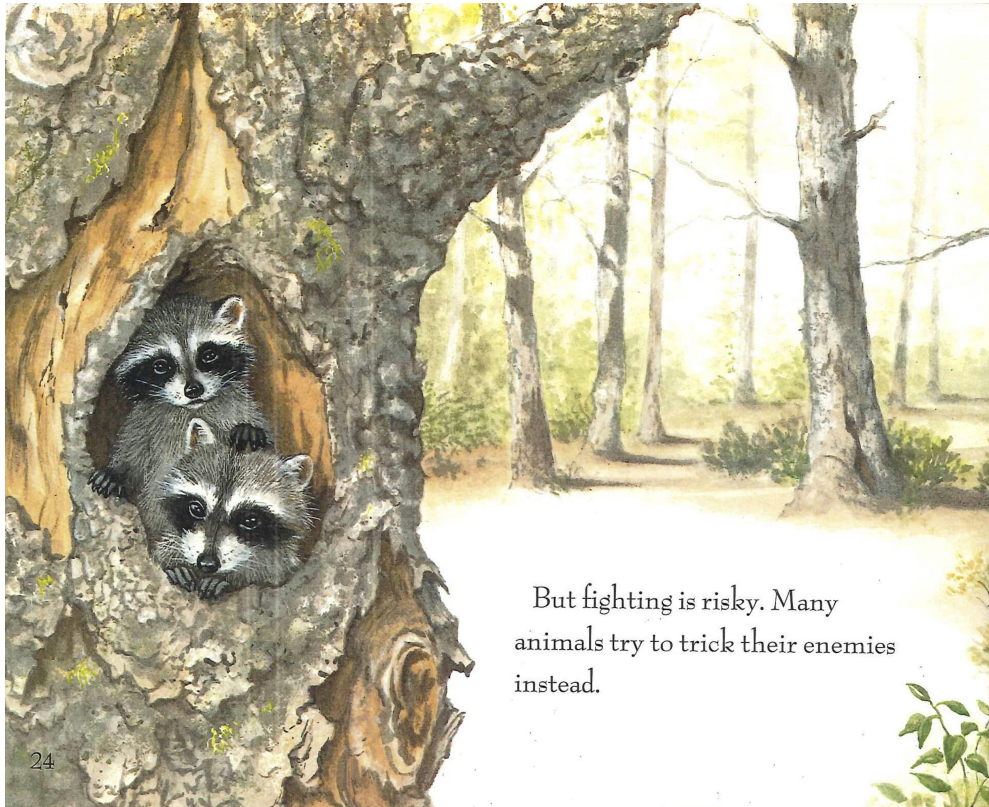
RACCOON



MINK



## Raccoons





## Raccoons



A raccoon can **climb**! It moves up and down by using its feet. Its **front** and back feet work like hands.

## Snakes

Many snakes are found in developed areas, and a few thrive even in urban settings. Snakes use their tongues to collect odor particles from the air. All snakes are carnivorous and swallow their prey whole.

### **EASTERN HOGNOSE SNAKE** To 3<sup>3</sup>/<sub>4</sub> ft.

This nonpoisonous, blotched or dusky snake with its *upturned nose* is found east of the Rockies. It does its best to look dangerous by opening its mouth wide, spreading its neck in a menacing hood, and tightly coiling its tail in a good imitation of a rattlesnake. If these ploys fail, it rolls over and plays dead.

### **MILK SNAKE** To 4 ft.

There are advantages to looking dangerous even if you are a harmless snake simply hanging out under trash and logs, hunting other reptiles and rodents. The widespread *reddish, yellow, and black banded* Milk Snake resembles the truly dangerous coral snake (see page 76).

### **NORTHERN WATER SNAKE** To 4 ft.

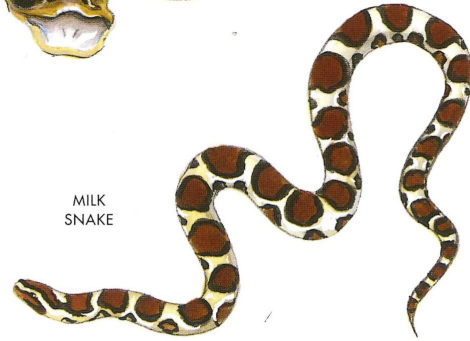
From the Mississippi basin eastward, aggressive water snakes follow rivers and ponds into developed areas. They are active night and day, hunting frogs, small fish, and rodents. The muted, vaguely *diamond-shaped* markings look a little like those of poisonous diamondback rattlesnakes and Cottonmouths. Water snakes are not poisonous, but they can give a nasty bite.

### **PLAINS GARTER SNAKE** To 3<sup>1</sup>/<sub>2</sub> ft.

Reassuringly *striped from end to end* in black and variously flecked yellow, the widespread and familiar garter snakes resemble no poisonous snakes in North America. Semiaquatic, they often follow waterways into urban areas. If caught, they will release a foul-smelling musk and may try to bite—but they quickly calm down.



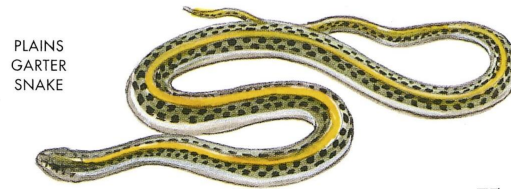
EASTERN  
HOGNOSE  
SNAKE



MILK  
SNAKE



NORTHERN  
WATER  
SNAKE



PLAINS  
GARTER  
SNAKE

## Snakes

Although 92 percent of North American snakes are harmless, a few are dangerous. Remember, though, that venomous snakes are trying as hard to avoid a confrontation as you are. Just watch where you put your hands and feet if you are in snake country.

**CORAL SNAKE** **To 3 ft.**  
Coral Snakes have powerful venom that affects the central nervous system. Red, yellow, and black banded, these snakes of the coastal south and far Southwest resemble many harmless snakes, like the Milk Snake. Various rhymes help to correctly identify this snake, but none is completely accurate. Remember “black head, you’re dead” and “red touches yellow, kill a fellow.” Although a few harmless snakes have one or the other of these characteristics, you’re wise to keep your distance from any black-headed snake whose red and yellow bands touch.

**COPPERHEAD** **To 4 ft.**  
Bulging cheeks and diamond-shaped markings identify members of the poisonous pit viper family. The Copperhead, found in the southeastern United States, has a reddish tinge; its “diamonds” are the pale markings rather than the darker ones.

**COTTONMOUTH** **To 6 ft.**  
Another pit viper, the Cottonmouth, also called the water moccasin, lives in waterways, which it might follow into urban areas in the Southeast. Aggressive and very poisonous, this murky-colored snake warns by opening its mouth wide, showing the white inside. It swims with its head lifted well above the water.

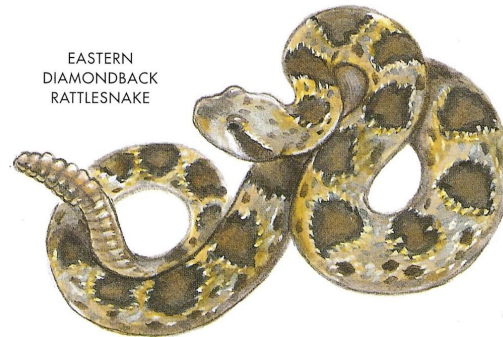
**EASTERN DIAMONDBACK RATTLESNAKE** **To 8 ft.**  
Our largest and most dangerous snake, this rattler has a large triangular head, diamond patterns and a buzzing tail rattle. Watch for it in deserts, rocky areas, piney flatlands, and abandoned buildings.



COTTONMOUTH



EASTERN DIAMONDBACK RATTLESNAKE



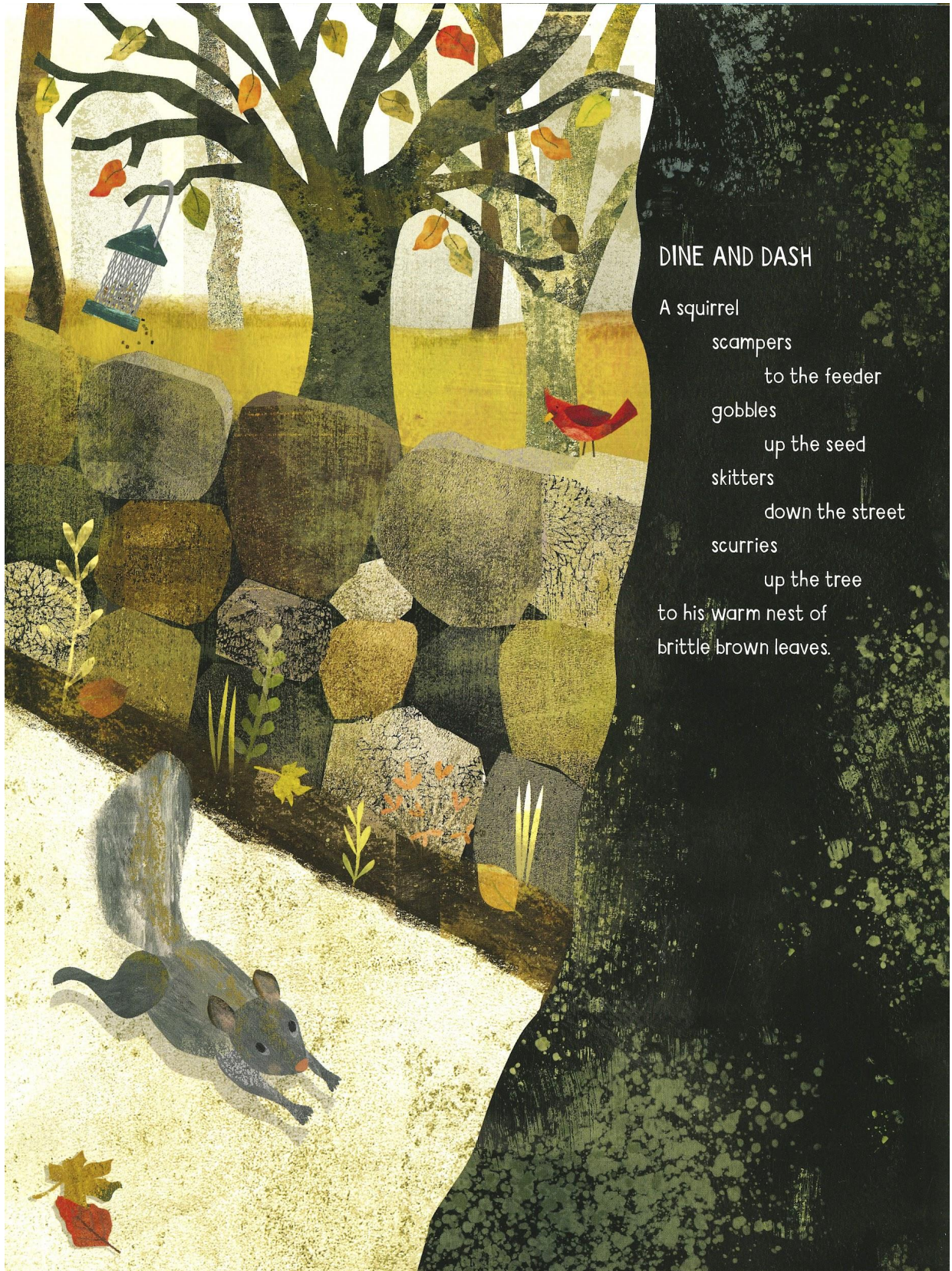




A snake can **slither**! It wiggles from side to side on the ground.



## Squirrels



### DINE AND DASH

A squirrel

scampers

to the feeder

gobbles

up the seed

skitters

down the street

scurries

up the tree

to his warm nest of

brittle brown leaves.

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## Squirrels

### 13-LINED GROUND SQUIRREL To 14 in.

White stars and stripes distinguish this lovely little red-brown ground squirrel. It has many shy country cousins, but this animal is attracted to golf courses and mowed roadsides from the Texas Gulf coast north to the Canadian prairies.

### GRAY SQUIRREL To 26 in.

Taking advantage of our bird feeders, our trash, our briefly abandoned chocolate bars, and our shade trees—thoughtfully linked by utility wires—the opportunistic Gray Squirrel is familiar to everyone in the eastern United States and some places farther west. Its big, bushy tail serves as a balance, a blanket, and a warning flag.

### WHITE-FOOTED MOUSE To 9 in.

There are more than 1,000 species of rats and mice in the world. Only a few of these have important bad effects on humans (see page 106), and the eastern White-footed Mouse is not usually one of them. It is a “country mouse” who only occasionally drops by our houses for a visit during cold weather. It resembles many of its wild cousins throughout North America.

### MEADOW VOLE To 7 in.

Widespread throughout all our cooler regions, this short-tailed, blunt-nosed field mouse has been called a machine for turning grass into meat. Living outside anywhere there is grassy cover, it often falls prey to our cats.

### MUSKRAT To 30 in.

This large aquatic vole, with its long, nearly hairless tail that helps it swim, follows waterways into urban areas throughout North America. Feeding on water plants, frogs, fish and young birds, it builds lodges using plant materials and mud, instead of wood as a beaver does. About 8 million muskrats are trapped each year for their waterproof, shiny, dense pelts.



13-LINED  
GROUND  
SQUIRREL



GRAY  
SQUIRREL



WHITE-FOOTED  
MOUSE

MEADOW VOLE



MUSKRAT

## Sea Stars

### **ECHINODERMS**

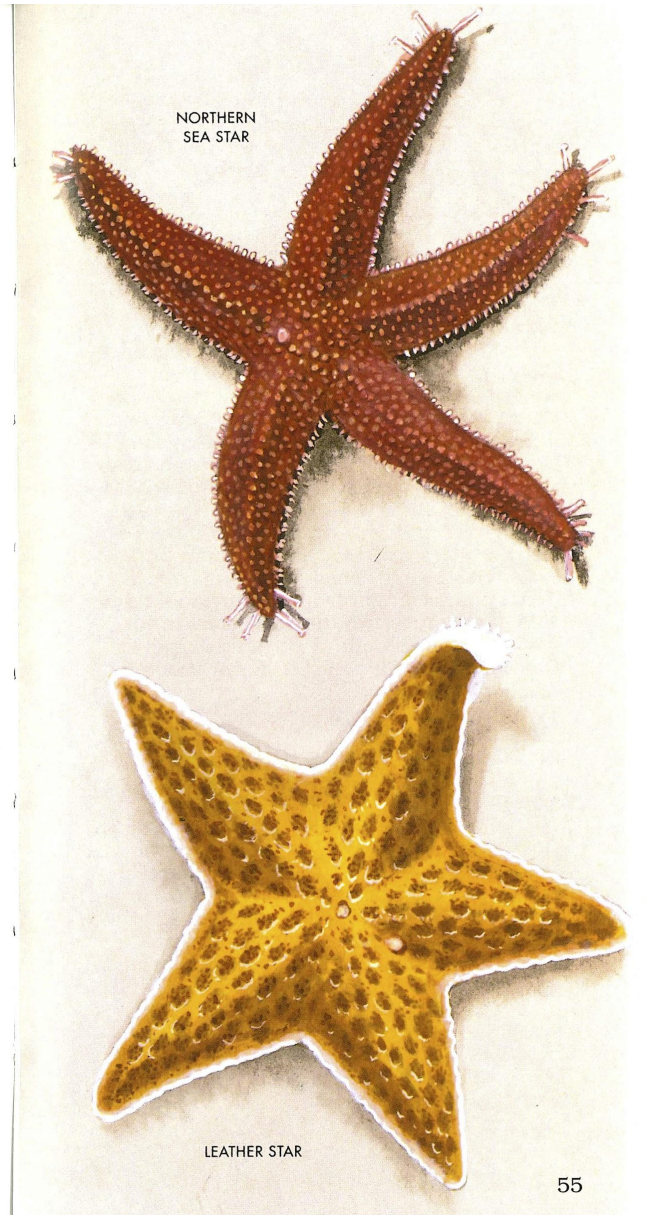
These ocean-dwelling animals have radial symmetry, meaning they have several (usually five) similar parts radiating from a central hub. They include the spiny-skinned sea stars, sea urchins, and their kin. Echinoderms are thought by some to be organisms that gave up a livelier life early in their evolutionary history in favor of a more sedentary one. Their larvae are similar in some ways to the embryos of animals with backbones. This means that sea stars may be a little more closely related to humans than they are to animals without backbones, such as arthropods. With this provocative thought in mind, we can admire them also for their slow-moving mastery of the element in which they live: water. They move by controlling the water pressure inside their bodies—without any brains at all.

### **NORTHERN SEA STAR** 5 in.

These animals are commonly known as starfish, but they are not really fish at all. On the East Coast, *reddish* Northern Sea Stars can be seen by the hundreds hunting for mussels, their favorite food, on rocks and pilings and in tide pools. The *pale spot*, called a madreporite, controls the flow of water that lets the sea star move its feet. If a predator takes an arm or two, the limbs will grow back.

### **LEATHER STAR** 5 in.

The garlicky smelling, *leathery* feeling Leather Star lives on the West Coast. Like all echinoderms, the Leather Star uses water pressure to coordinate the actions of its hundreds of tube feet. The Leather Star moves slowly on sea walls, rocky shores, and pilings in search of anemones and sea cucumbers to eat.



## Unit 2: Animals Surviving and Thriving

### WEEK 1 Day 4

#### Writing Report

Joint Construction in Pairs: Research  
continued from Day 3

<b>Content Objective</b>	I can research to gather information for a report. (W.3.1.b, W.1.1.a, W.1.1.b)
<b>Language Objective</b>	With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.1.1.a)
<b>Vocabulary</b>	<b>research:</b> to get information about something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● research bins, including texts and animal research sheets, from Day 3</li><li>● writing tools</li><li>● sticky notes, one pad for each group</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday you began researching to learn more about your animals. You read different texts to learn about your animals' habitats, body structures, food, and offspring. Today we will continue that work.</i>
<b>Joint Construction in Pairs</b> 20 minutes	<p><i>If you and your partner were using a book to research yesterday and did not finish going through the whole book, go back to that book to continue your work. If you finished going through your book, choose another one from the bin. Remember, you will work in partners to read, discuss, and label information.</i></p> <p>Send the children to research. As they work, circulate to support them. Identify one pair of children to share their research success or challenges using Thinking and Feedback. The pair should either have a dilemma about which they would like advice (i.e., not finding information on offspring), or should offer inspiration to peers (i.e., having particularly effective research strategies).</p>
<b>Closing</b> 9 minutes	Use the Thinking and Feedback protocol. Record suggestions and inspirations to inform work on Day 5.

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	<i>Tomorrow you will continue your research!</i>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Ongoing assessment</b>	<p>Observe and take notes as children research.</p> <p style="padding-left: 40px;">Do children accurately identify information related to a subtopic? Which subtopics do children still need to identify?</p> <p>Reflect on the Thinking and Feedback experience.</p> <p style="padding-left: 40px;">Which work was highlighted? What were the suggestions/inspirations? What do I expect to see tomorrow as children research?</p>

<b>Notes</b>
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Unit 2: Animals Surviving and Thriving

WEEK 1 Day 5

**Writing Report**  
 Joint Construction in Pairs: Research  
 continued from Days 3 and 4

<b>Content Objective</b>	I can research to gather information for a report. (W.3.1.b, W.1.1.a, W.1.1.b)
<b>Language Objective</b>	With my partner, I can discuss the information found in our research text, and explain how it relates to a particular subtopic. (SL.1.1.a)
<b>Vocabulary</b>	<b>research:</b> to get information about something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Thinking and Feedback notes, from Day 4</li> <li>● research bins, including texts and animal research sheets, from Day 3</li> <li>● writing tools</li> <li>● sticky notes, one pad for each group</li> </ul>
<b>Opening</b> 1 minute	<p><i>Today you will continue your research. Review the texts you have already looked at. Decide which texts still need investigation, and which subtopics you have not yet identified.</i></p> <p>Remind children of the suggestions and inspirations from the previous day’s Thinking and Feedback.</p>
<b>Joint Construction in Pairs</b> 28 minutes	<p><i>Remember, you will work in partners to read, discuss, and label information.</i></p> <p>Send the children to research. As they work, circulate to support them.</p>
<b>Closing</b> 1 minute	<i>Next week you will begin writing reports, based on your research!</i>
<b>Standards</b>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>W.1.1.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.1.b</b> Gather information from provided sources and/or recall</p>

Writing U2 W1 D5

	information from experiences in order to answer questions with guidance and support from adults. <b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>Ongoing assessment</b>	Observe and take notes as children research. Do children accurately identify information related to a subtopic? Have children identified information related to all subtopics?

**Notes**