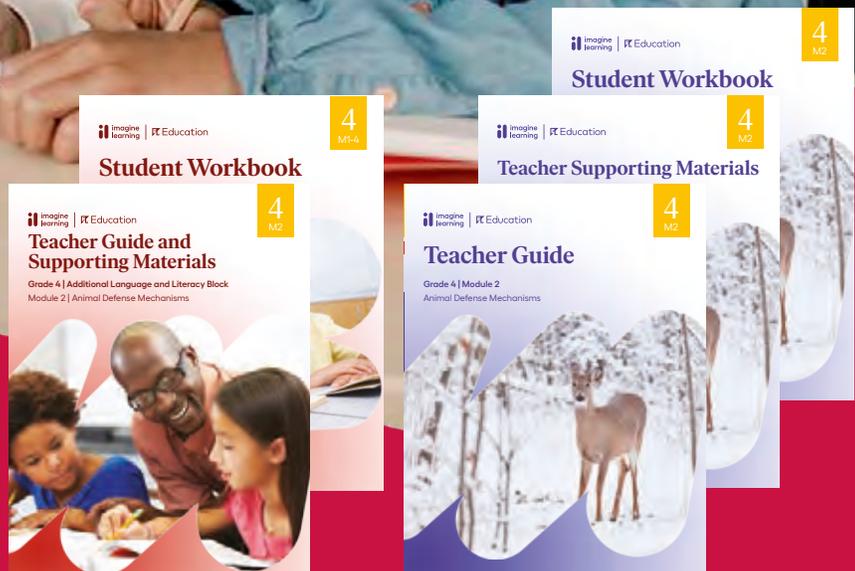
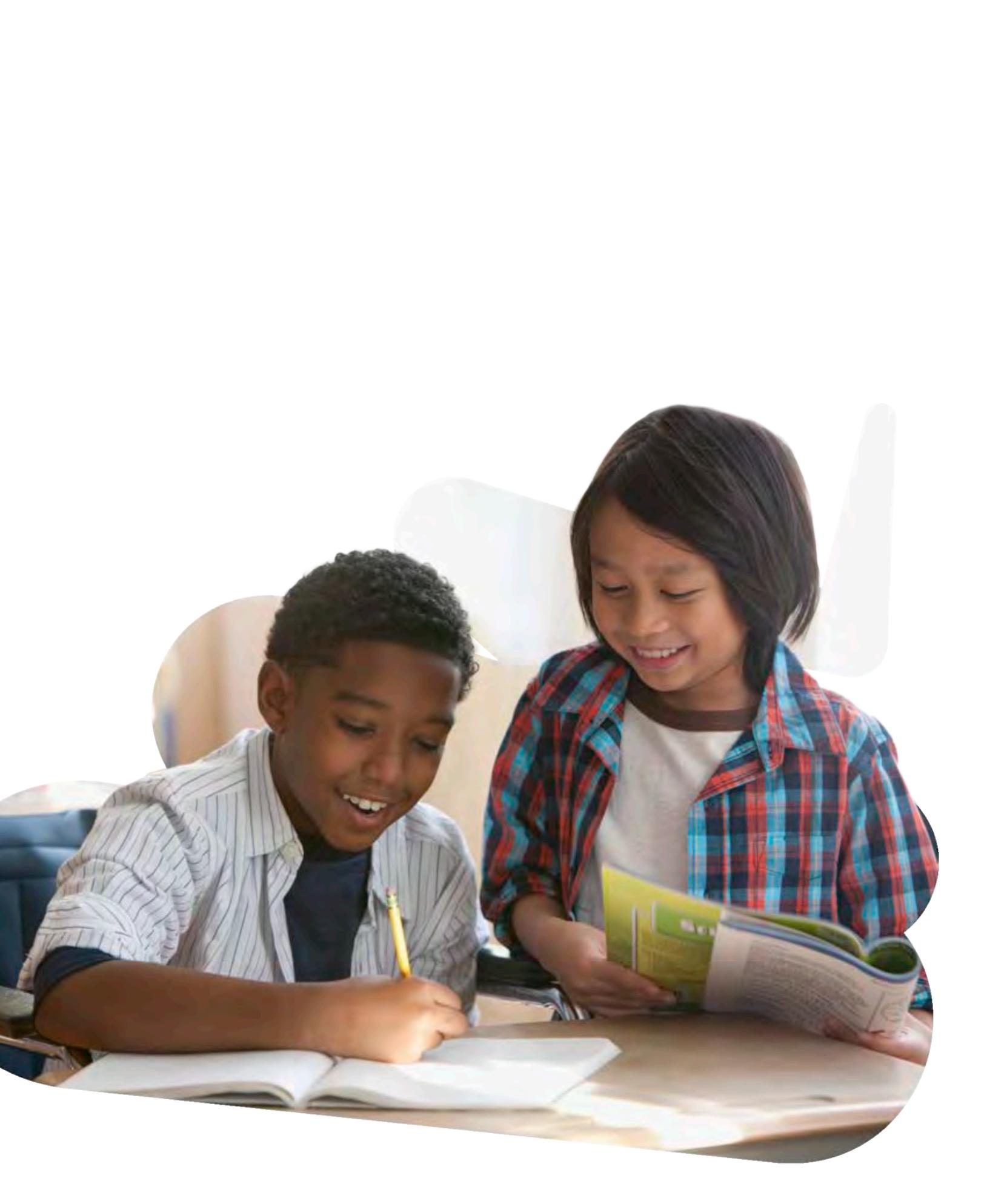




# Print Components Sampler

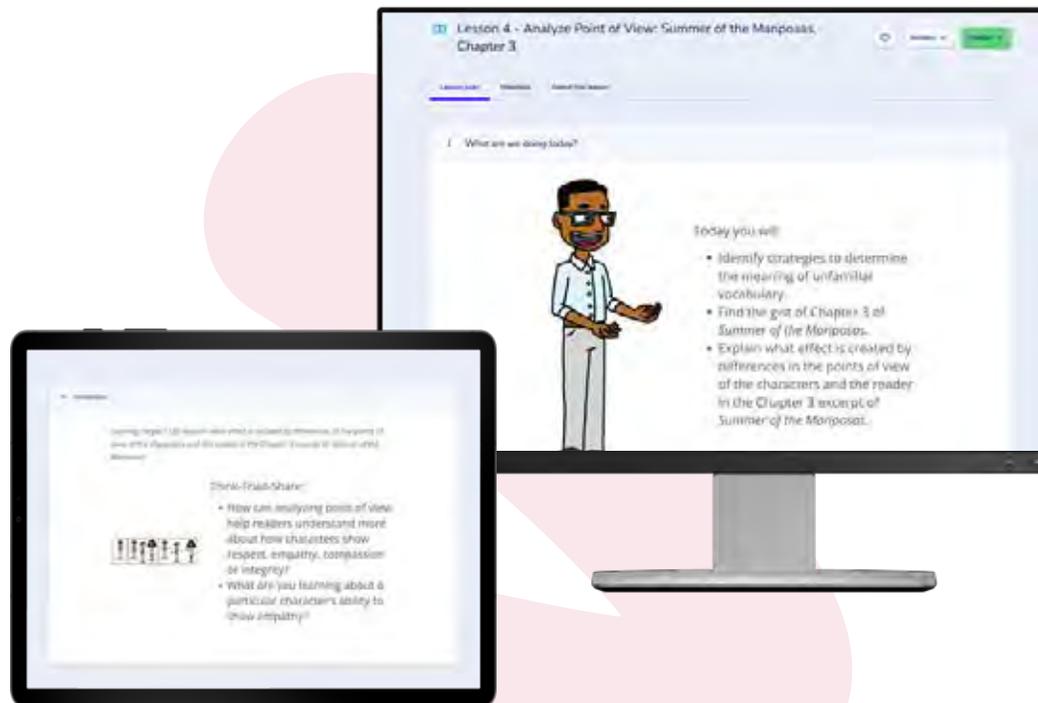
Grade 4 | Module 2





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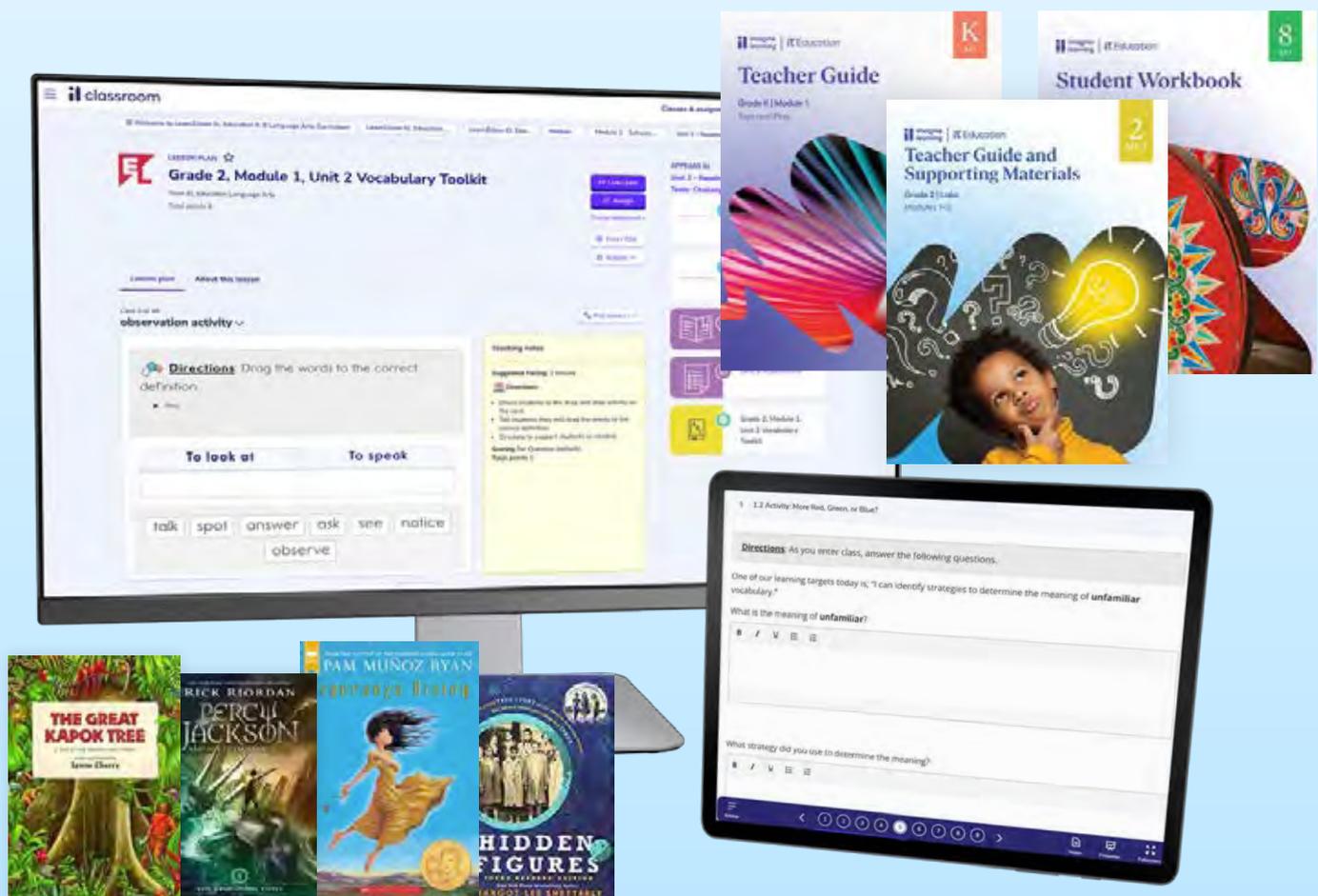
# High-Quality Content-Based Literacy Instruction

Created by teachers for teachers, the Imagine Learning EL Education curriculum is a content-based, research-informed, core language arts program for Grades K–8. It features:

- Compelling, real-world content with engaging, complex texts
- Standards-based instruction to support the mastery of knowledge and skills
- Lessons and instruction designed to build habits of character
- A focus on producing high-quality student work
- Structured phonics to support foundational skills development
- Professional development to ensure implementation with integrity

## A Platform that Supports Teachers

Our innovative platform empowers educators to spend more time teaching and less time planning. Teachers can more easily plan lessons with rich resources and instructional supports, while robust data and reporting allow them to differentiate instruction for students' needs.



# Curriculum Materials for Grade 3–5



## Module Lessons

(60 minutes of daily instruction)

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language. There is an optional Life Science module per grade, which provides an inquiry-based approach to rigorous and authentic science instruction.



Imagine Learning EL Education features 4 modules of content-based literacy instruction per grade



**Teacher Guides**  
Modules 1–4  
(1 book per module)



**Teacher Supporting Materials**  
Modules 1–4  
(1 book per module)



**Student Workbooks**  
Modules 1–4  
(1 book per module)

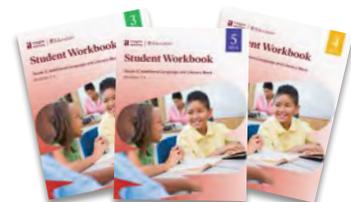
## Additional Language and Literacy Block Instruction

(60 minutes of additional daily instruction)

The Additional Language and Literacy (ALL) Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.



**Teacher Guides & Supporting Materials**  
Modules 1–4  
(1 book per module)



**Student Workbooks**  
Modules 1–4  
(1 book per module  
1–4 per student)

# Guiding Principles of EL Education

EL Education's curriculum centers around key guiding principles that support educators and students in their learning both inside and outside of the classroom.

## Equity Matters

All children deserve an education that fosters their unique abilities, provides real opportunities to achieve high academic standards, and prepares them to take their place in society when they leave school. That's why EL Education's curriculum rests on a foundation of equity with the Dimensions of Student Achievement.



### MASTERY OF KNOWLEDGE & SKILLS

Standards-aligned instruction and assessment  
Focus on critical thinking, communication, and deeper learning



### HIGH-QUALITY STUDENT WORK

Demonstrates complexity, craftsmanship, and authenticity  
Evident in performance tasks, conversations, and responses to prompts



### CHARACTER

Tools to become effective, ethical learners who work to make the world a better place  
Integrated focus on developing character within lesson context

## Backward Design

EL Education centers around the guiding principle of backward design, meaning instructional planning keeps the end in mind and educators assess all along the way.

## Substantive Content Matters

While students develop a deepening understanding of cross-curricular content – science, social studies, or literature – they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, carefully embedded within the lessons.

## Diverse and Inclusive Settings

The curriculum recognizes that students learn from one another and respect one another when they learn together in the same environment. In addition, teachers have various learning needs in the classroom, so the curriculum provides numerous supports and resources to differentiate instruction for all learners, from students with learning disabilities to those who need academic extensions.

## Promote Student Thinking, Collaboration, and Respect

Clear and simple protocols and conversation cues support rich, purposeful, and collaborative conversations that deepen learning and allow students to appreciate diverse perspectives.

## Students Own Their Learning

Students using EL Education become active learners with an agency in their education. They set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

## Families and Guardians Are Partners

Students learn best when families can be part of the educational journey. The curriculum supports the home-to-school connection with various resources to encourage and extend learning at home.

## Curriculum as Powerful Professional Development

The EL Education curriculum provides ample resources and opportunities for teachers to build on their existing expertise and improve their ability to make strong instructional decisions during planning and while teaching. In addition, with Imagine Learning, educators have access to ongoing professional learning and customer support to implement EL Education with integrity.

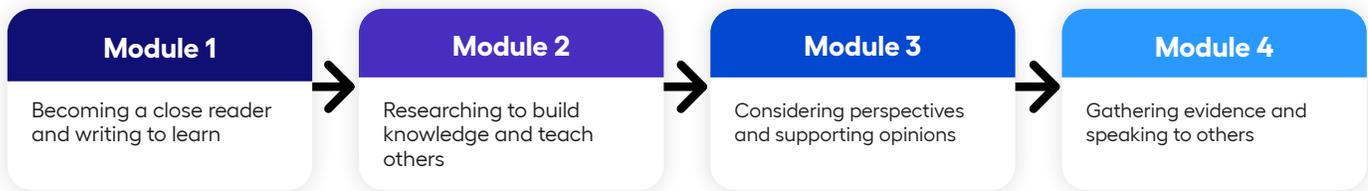
# A Proven Instructional Model

Students engage in a consistent instructional routine centered around content-rich modules with compelling real-world examples. Students move from building background knowledge to extended reading and research and finally to extended writing. Each lesson and unit follow a cycle designed to give students time to process a text.

Imagine Learning EL Education is carefully structured to build literacy skills across K–8. Lessons provide a consistent focus on academic standards mastery for reading, writing, speaking, and listening.

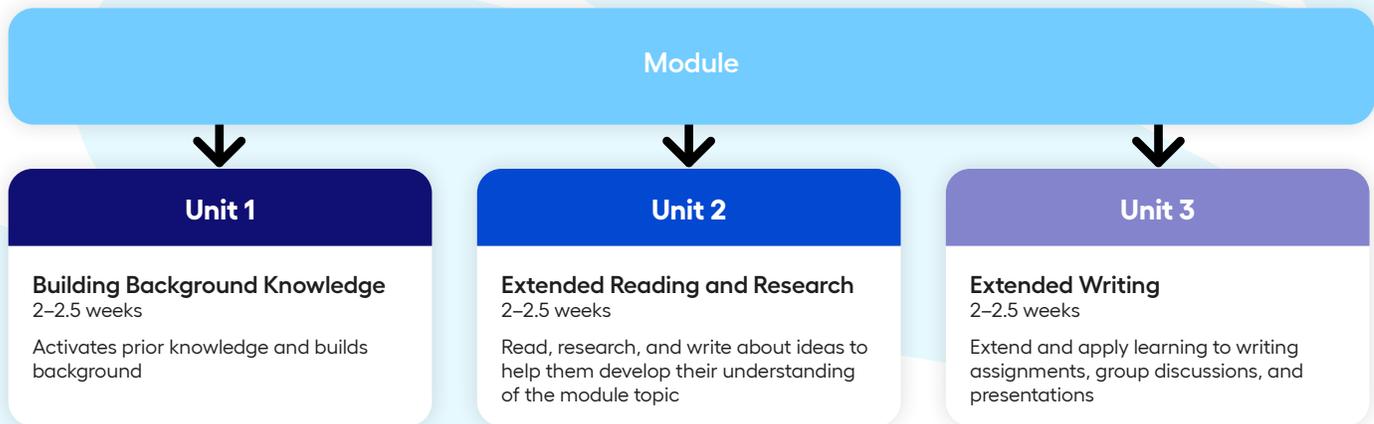
## Literacy Instruction

Every grade has four modules, each comprising eight to nine weeks of instruction. These modules offer one hour of content-based literacy instruction to dive deep into the module topics.

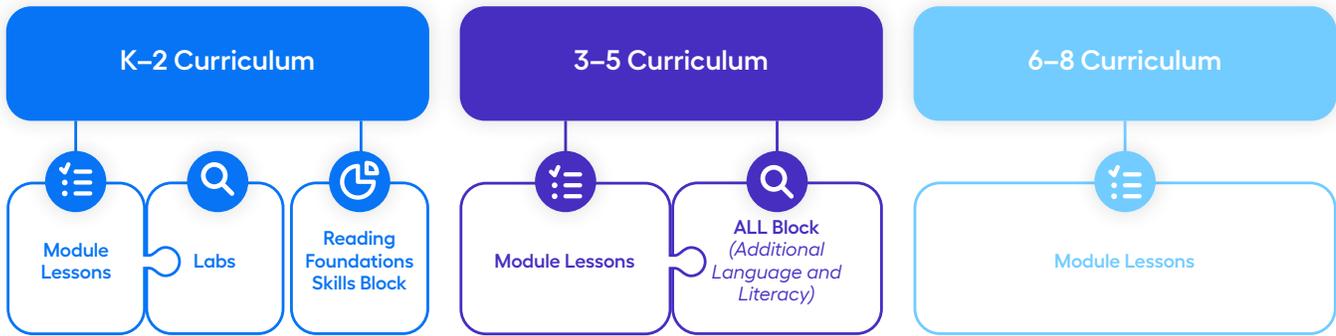


*Module Example from Grades 3–5*

Each module includes three units to build profound content knowledge on a topic or text.



# EL Education Content Based Language Arts Curriculum



## Grades K-2

In grades K-2, teachers have access to core literacy instruction through module lessons. In addition, there are areas for students to expand their learning through hands-on exploration and opportunities to build foundational reading skills.

### READING FOUNDATIONS SKILLS BLOCK

This structured phonics program teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation. Lessons and assessments offer one additional hour of foundational skills development.

### LABS

Optional labs help reinforce literacy skills, content knowledge, and habits of character taught in the module lessons with hands-on exploration and inquiry-based lessons.

## Grades 3-5

In grades 3-5, teachers have access to core literacy instruction through module lessons, plus an additional hour of practice through ALL Block.

### ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

The **ALL Block** provides extra literacy and language practice for students, reinforcing the skills they learn in the module lessons. Teachers can use this time to differentiate instruction.

The ALL Block module focuses on five components:

- Accountable independent reading
- Additional work with complex texts
- Reading and speaking fluency
- Writing practice
- Word study/vocabulary



## Grades 6-8

In grades 6-8, teachers have access to literacy instruction through module lessons, as well as additional English Learner instructional support.

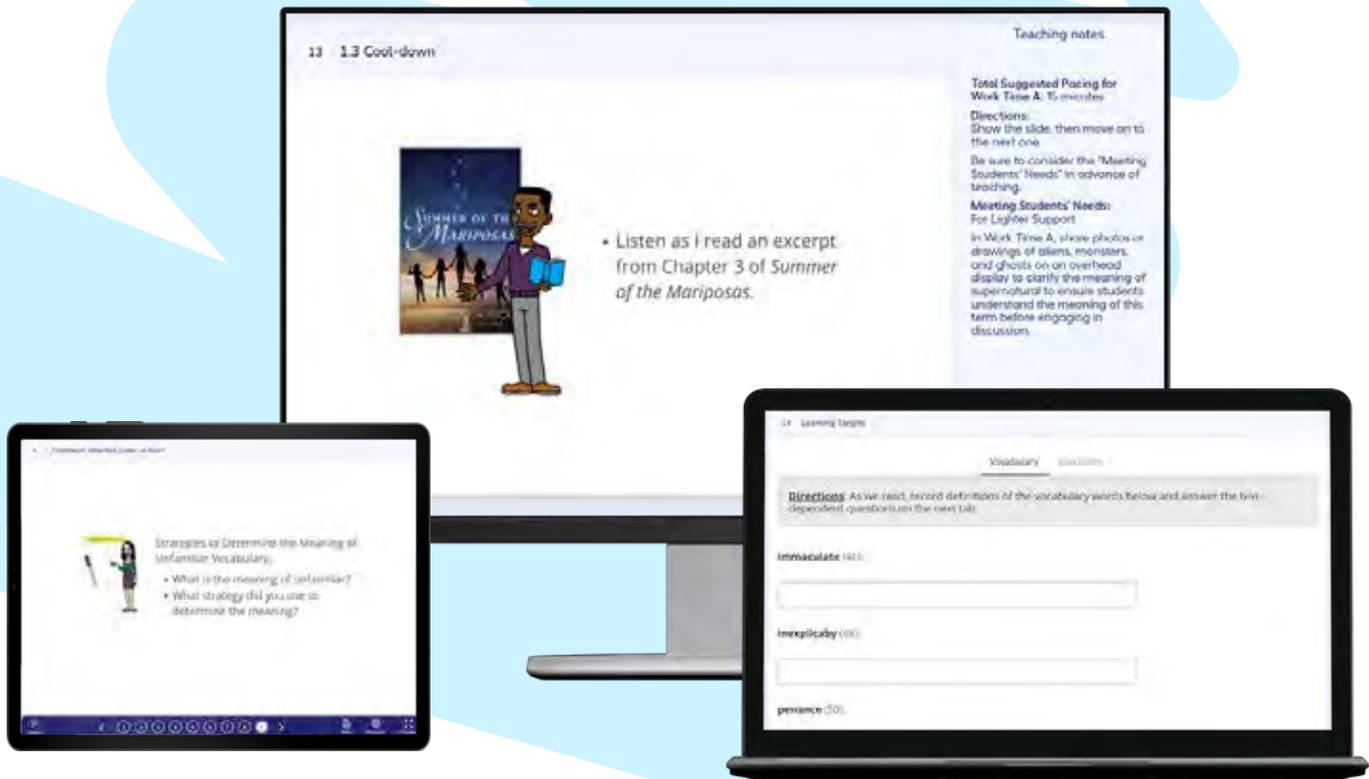
# The Imagine Learning Difference

*The highest quality English language arts curriculum, powered by a best-in-class digital delivery*

Our unique platform allows teachers to connect with individual students, engage creatively, and customize the curriculum for greater impact. It's a tool that amplifies teachers' best instincts, better equipping them to do the same for their students.

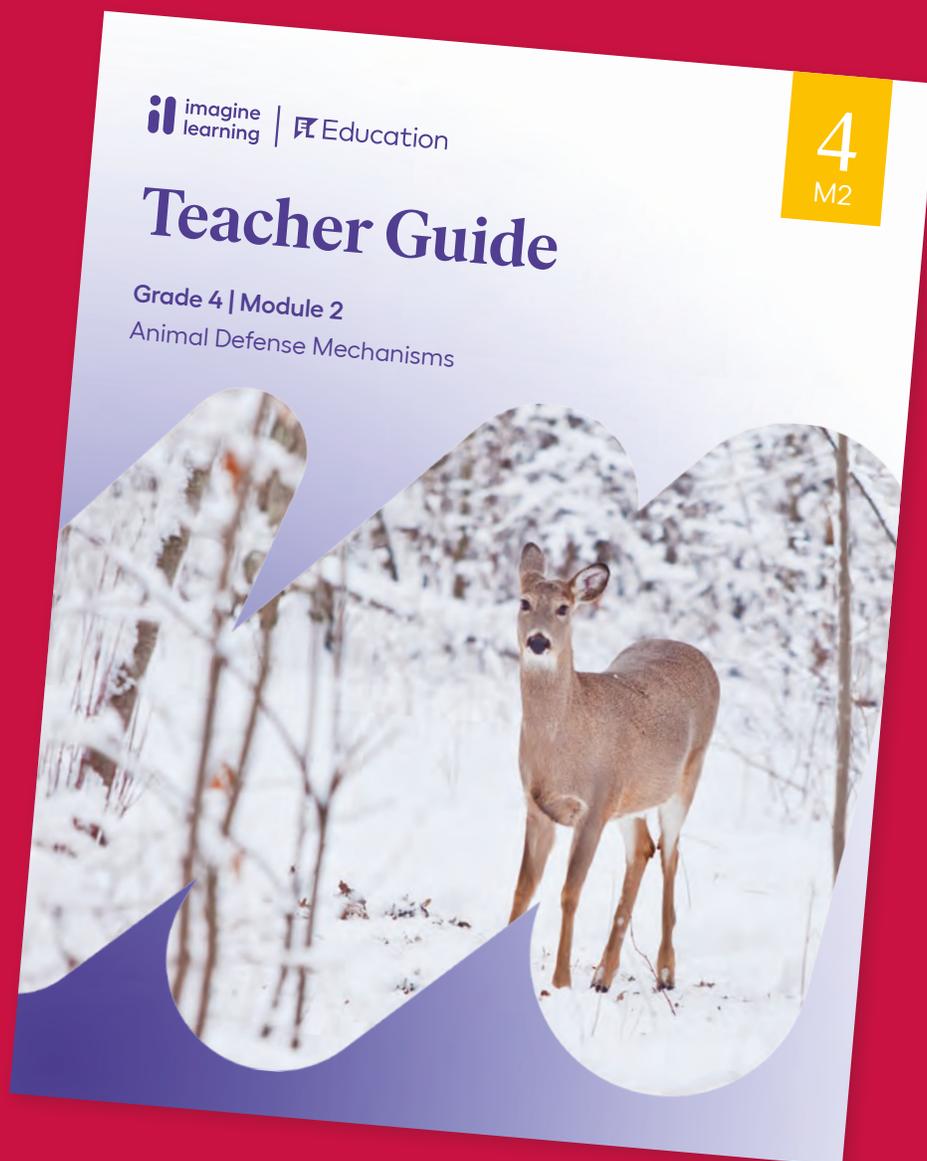
## The platform provides:

- ✓ Organized, classroom-ready curriculum and content to support teaching and learning
- ✓ Customizable lessons and assessments for flexibility and personalization
- ✓ Robust data and reporting to differentiate instruction to student needs
- ✓ Seamless integration with your district's LMS
- ✓ Hands-on platform training for teachers and leaders to implement with integrity



# Module Teacher Guide

## Sample



# Grades 3–5 Curriculum Plan

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Around the World
	Writing Tasks*	<ul style="list-style-type: none"> <li>• Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10)</li> <li>• Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4, W.3.10)</li> <li>• Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6)</li> <li>• Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b)</li> <li>• Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)</li> </ul>
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Bibliburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Pollivogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

\* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

## Animal Defense Mechanisms

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 4	Topic	4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality. Ratifying the 19th Amendment
	Writing Tasks*	<ul style="list-style-type: none"> <li>Revising a Literary Essay (W.4.2a, W.4.5, L.4.1f, and L.4.2b)</li> <li>Poetry Presentation+ (SL.4.4 and SL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10)</li> <li>Narrative Writing: Animal Defenses Choose-Your-Own-Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1)</li> <li>Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10)</li> <li>Taking Action Project Press Release (W.4.2, W.4.4, W.4.10)</li> </ul>
	Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> <li>Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6)</li> <li>Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10)</li> <li>Rainforest Adventures EBook (W.5.3, W.5.4, W.5.6, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10)</li> <li>Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e)</li> <li>Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6)</li> </ul>
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep: How Jackie Robinson Changed America</i> , Robinson, Sharon	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

\* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

+ This presentation requires students to write the speech they are going to present.

## Animal Defense Mechanisms

In this eight-week module, students explore animal defense mechanisms. They build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. In Unit 1, they build background knowledge on general animal defenses through close readings of several informational texts. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. Students will continue to use the research notebook, using the millipede as a whole class model. They begin to research an expert group animal in preparation to write about this animal in Units 2 and 3, again using the research notebook. In Unit 2, students continue to build expertise about their animal and its defense mechanisms, writing the first part of the final performance task—an informative piece describing their animal's physical characteristics, habitat, predators, and defense mechanisms. With their new knowledge about animal defenses from Unit 1, students read informational texts closely, using the same research notebook to synthesize information about their animal. In Unit 3, students apply their research from Units 1 and 2 to write a narrative piece about their animal that incorporates their research. This narrative takes the format of a choose-your-own-adventure. For their performance task, students plan, draft, and revise the introduction and one choice ending of the narrative with the support of both peer and teacher feedback. The second choice ending is planned, written, and revised on demand for the end of unit 3 assessment. **This task centers on CCSS ELA RI.4.9, W.4.2, W.4.3, W.4.4, W.4.6, W.4.7, W.4.8, and W.4.9b.**



## Guiding Questions and Big Ideas

**How do animals' bodies and behaviors help them survive?**

**How can writers use knowledge from their research to inform and entertain?**

- *To protect themselves from predators, animals use different defense mechanisms.*
- *Writers use scientific knowledge and research to inform and entertain.*

## The 4 T's

## TOPIC

Animal Defenses

## TASK

Choose-Your-Own-Adventure  
Animal Defense Mechanisms  
Narrative

## TARGETS

(CCSS explicitly taught and assessed): RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, and W.4.9b

## TEXTS

*Animal Behavior: Animal Defenses, Venom, Can You Survive the Wilderness?*



## Performance Task

### Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative

This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. In this task, students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informative piece describing students' animals and their defense mechanisms. Then students write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring the use of a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the on-demand End of Unit 3 Assessment. After this assessment, students compile and publish work from the module, including the informative writing from Unit 2 as an introduction and the choose-your-own-adventure narrative with two choices of ending. This task centers on CCSS ELA **RI.4.9, W.4.2, W.4.3, W.4.4, W.4.6, W.4.7, W.4.8, and W.4.9b.**

## Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### Science (based on NGSS)

**Note:** also consider using EL's 4th grade Life Science Module, a separate resource that includes approximately 24 hours of science instruction. This life science module explicitly addresses 4th grade NGSS life science standards, and naturally extends the learning from this ELA module.

### Next Generation Science Standards

Life Science Performance Expectation:

- **4-LS1-1:** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  - **LS1A:** Structure and Function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. **(4-LS1-1)**

## Animal Defense Mechanisms

## Habits of Character

## Social-Emotional Learning Focus

Central to EL Education's curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students work to contribute to a better world; put their learning to use to improve communities (e.g., citizenship, service).

Students also focus on working to become effective learners, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

Required Trade Books (for purchase) <sup>1</sup>	Unit 1	Unit 2	Unit 3
1. Doeden, Matt. <i>Can You Survive the Wilderness?</i> North Mankato, MN: Capstone Press, 2012. Print.			✓
2. Singer, Marilyn. <i>Venom</i> . Plain City, OH: Darby Creek Publishing, 2007. Print.	✓	✓	✓
3. Wilsdon, Christina. <i>Animal Behavior: Animal Defenses</i> . New York: Chelsea House, 2009. Print.	✓		
Additional Texts (no purchase necessary; included in the module materials)	Unit 1	Unit 2	Unit 3
4. "Fight to Survive!" Written by EL Education for instructional purposes. Lexile 890.	✓	✓	
Recommended Texts (for volume of reading on the module topic)			

See stand-alone Recommended Texts and Other Resources list for detailed suggestions for books, articles, and videos on the module topic.

<sup>1</sup> See stand-alone Required Trade Books list for procurement details, including the number of copies of each text.



### Reading—Literature

- **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading—Informational

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.4.8:** Explain how an author uses reasons and evidence to support particular points in a text.
- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **W.4.2a:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **W.4.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - **W.4.2c:** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
  - **W.4.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - **W.4.2e:** Provide a concluding statement or section related to the information or explanation presented.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **W.4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

## Animal Defense Mechanisms

- **W.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c:** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **W.4.9a:** Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
  - **W.4.9b:** Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- **W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening

- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4* topics and texts, building on others’ ideas and expressing their own clearly.
  - **SL.4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - **SL.4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
  - **SL.4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Language

- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **L.4.1c:** Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - **L.4.1d:** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **L.4.2a:** Use correct capitalization.
  - **L.4.2b:** Use commas and quotation marks to mark direct speech and quotations from a text.
  - **L.4.2c:** Use a comma before a coordinating conjunction in a compound sentence.
  - **L.4.2d:** Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **L.4.3a:** Choose words and phrases to convey ideas precisely.
  - **L.4.3b:** Choose punctuation for effect.
  - **L.4.3c:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - **L.4.4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - **L.4.4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
  - **L.4.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).


**Module-at-a-Glance**
**Weeks 1–3****Unit 1: Building Background Knowledge: Animal Defenses and the Research Process****Instructional Focus**

- Building Background Knowledge: What Are Defense Mechanisms, and How Do They Help Animals Survive?
- Building Background Knowledge: What Do Researchers Do?
- Listening Closely to Paraphrase Information about Animal Defenses
- Reading Closely about Animals and Their Defenses
- Science Talk: Synthesizing What We Know about the Animal Defense Mechanisms
- Listening Closely: Learning about Millipedes and Their Defenses
- Reading Closely about Millipedes
- Science Talk: Synthesizing What We Know about the Millipede
- Setting the Purpose for a Deeper Study of Animal Defense Mechanisms

**CCS Standards**

- RL.4.10, RI.4.1, RI.4.2, RI.4.4, RI.4.7, RI.4.8, RI.4.10, W.4.5, W.4.7, W.4.8, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.2, SL.4.6, L.4.4, L.4.4a, L.4.4b, L.4.4c

**Assessments**

- Mid-Unit 1 Assessment: Reading about Caterpillars, Answering Questions, and Determining the Main Idea (RI.4.2, RI.4.4, and RI.4.7)
- End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms (RI.4.1, RI.4.2, and SL.4.2)

**Weeks 4–5****Unit 2: Using Writing to Inform****Instructional Focus**

- Reading Scientific Text: Reading Closely about a Chosen Animal
- Science Talk: Synthesizing What We Know about Our Researched Animal
- Setting a Purpose for Writing: Creating a Rubric for Informative Paragraphs
- Writing Informative Texts: Sequencing Ideas and Using Research Notes
- Writing Informative Texts: Revising Paragraphs for Organization, Concrete Details

**CCS Standards**

- RI.4.1, RI.4.2, RI.4.4, RI.4.9, RI.4.10, W.4.2, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9b, SL.4.1, SL.4.1b, L.4.1, L.4.1c, L.4.2, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.3a, L.4.3c, L.4.4, L.4.6

**Assessments**

- Mid-Unit 2 Assessment: Reading and Researching the Defense Mechanisms of the Pufferfish (RI.4.1, RI.4.2, W.4.7, and W.4.8)
- End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms (RI.4.9, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.7, W.4.8, 4.9b, L.4.2a, L.4.2c, L.4.2d and L.4.3a)



## Performance Task

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### **Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative**

This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. In this task, students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanisms. Then students write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the “on-demand” End of Unit 3 Assessment. After this assessment, students will compile and publish work from the module, including the informative writing on an expert group animal from Unit 2 as an introduction and the choose-your-own-adventure narrative with two choices of ending. This task centers on CCSS ELA RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, and W.4.9b.

## Mid-Unit 1 Assessment

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### **Reading and Researching Animal Defense Mechanisms**

This assessment centers on CCSS ELA RI.4.2, RI.4.4, SL.4.2, L.4.4a and L.4.4c. Students watch a video and read a short text to learn about animal defense mechanisms. In Part I, they watch the video and take notes. Then they paraphrase the video. In Part II, students read a text about how some animals use their shells to protect themselves. They answer selected response text-dependent and short answer questions, demonstrating their ability to cite evidence, determine the main idea, identify supporting details, and determine the meaning of unknown words.

## End of Unit 1 Assessment

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### **Answering Questions and Summarizing Texts about Animal Defense Mechanisms**

This assessment centers on CCSS ELA RI.4.2, RI.4.4, RI.4.7, L.4.4a, L.4.4b, and L.4.4c. Students read a new informational text (including diagrams) about animal defense mechanisms. They answer selected response text-dependent questions, demonstrating their ability to use a variety of strategies to define words in the passage, as well as their ability to interpret information presented in diagrams. Students also write a brief summary of the article, identifying the main idea and some of the supporting details used to develop it.

## Mid-Unit 2 Assessment

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### Reading and Researching the Defense Mechanisms of the Pufferfish

This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.10, W.4.7, and W.4.8. Students read two texts about the pufferfish. They answer text-dependent multiple choice and short answer questions, demonstrating their ability to cite evidence, determine the main idea, summarize, and organize their research.

## End of Unit 2 Assessment

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### Writing an Informative Text about Pufferfish Defense Mechanisms

This assessment centers on CCSS ELA RI.4.9, W.4.2a, W.4.2b, W.4.2d, W.4.2e, W.4.4, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.1c, L.4.2a, L.4.2c, L.4.2d, and L.4.3a and has three parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Parts II and III, students plan and draft an informative writing piece on the pufferfish and its defense mechanisms. They reread two texts from the unit as well as a new text in order to synthesize information and plan a short, informative piece of writing that answers the question: “How does the pufferfish use its body and behaviors to help it survive?” In their writing, students introduce the pufferfish, describe its defense mechanisms, and use examples from the texts to support their description.

## Mid-Unit 3 Assessment

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### Planning for and Drafting a Narrative Introduction

This assessment centers on CCSS ELA RI.4.9, W.4.3a, W.4.3d, W.4.4, W.4.9b, W.4.10, L.4.3a, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and writing standards. In Part II, students plan and write a first draft beginning to their choose-your-own-adventure narrative. Students use their Introduction Expansion graphic organizers to write a beginning that establishes their narrative by introducing their character, setting, and problem of their story, using carefully chosen words and phrases to describe the characters, experiences, and events precisely.

## End of Unit 3 Assessment

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### Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

This assessment centers on CCSS ELA RI.4.9, W.4.3b, W.4.3c, W.4.3d, W.4.3e, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.2a, L.4.2b, L.4.2d and L.4.3a, L.4.3b, L.4.3c, and L.4.6 and has two parts. In Part I, students answer selected response questions targeting assessment of language and reading standards. In Part II, students write Choice #2 for their choose-your-own-adventure narrative. In this narrative conclusion, students feature another defense mechanism of their animal.

## Student Checklists

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Students are provided with checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.

## Summary of Task

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This performance task gives students a chance to blend their research of animal defense mechanisms with narrative writing. In this task, students use their research about a specific animal as the basis for a choose-your-own-adventure story. The narrative opens with a short informational piece describing the student's animal and its defense mechanisms. Then students write a narrative in which their animal is featured as the main character facing a dangerous predator, thus having to use a defense mechanism. The choose-your-own-adventure format lets students envision and write two different variations of the plot, with each variation featuring the use of a different defense mechanism. The first variation will be scaffolded during writing instruction throughout Unit 3, with students using teacher feedback and peer critique to improve and revise their work. The second variation will serve as the End of Unit 3 “on-demand” assessment. After this assessment, students will compile and publish work from the module, including the informative writing on an expert group animal from Unit 2 as an introduction and the choose-your-own-adventure narrative with two choices of ending. This task centers on CCSS ELA RI.4.9, W.4.2, W.4.4, W.4.3, W.4.6, W.4.7, W.4.8, and W.4.9b.

## Format

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### Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative

The choose-your-own-adventure format of the narrative is based on a study of a mentor text, *Can You Survive the Wilderness?* by Matt Doeden.

It will include an introduction with a short informational essay about animals the students researched.

The narrative will be research-based and have two variations or versions (i.e., two possible outcomes for the plot).

One version of the narrative will be scaffolded (during Unit 3 instruction).

The other version will function as the End of Unit 3 on-demand assessment.

## Standards Addressed through This Task

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- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9b:** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

### Student-Friendly Writing Invitation/Task Description

After researching informational texts on a specific animal and its defense mechanisms, create a choose-your-own-adventure narrative about your chosen animal. Write an introduction that describes your animal’s physical characteristics, habitat, predators, and defense mechanisms. In your narrative, describe an encounter with a predator and two possible defense mechanisms for survival. Use details and examples from your research to develop your narrative, including concrete words, phrases, and sensory details to convey your animal’s experiences.

### Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

#### **Your choose-your-own-adventure animal defense mechanisms narrative should include:**

- An illustrated cover page with title
- An informational page with a physical description of your animal, its habitat, its defense mechanisms, and predators
- An About Your Adventure page explaining how to read the book and the possible challenges your animal could encounter (in question form)
- An introduction to your narrative, describing the challenge your animal encounters and two choices (defense mechanisms) it could make in order to survive
- A page for each choice (defense mechanism) describing the experience or events showing how your animal responds to the choice
- List of sources from your research

## Options for Students

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- Students will write their narrative individually. They will use their research notes to plan their narratives.
- Students might have a partner to assist as they work on their narrative, but the narrative will be an individual's product.
- Student narratives could be various lengths, shorter for those for whom language is a barrier.
- Students could present their narratives to their own class as practice for presenting to others in the school community.

## Options for Teachers

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- Students may present their narratives to their own class, to other classes in the school, or to parents or other adults.
- Student narratives could be accompanied by additional illustrations.
- Student narratives could be displayed in the room, in the school library, or in the community to enhance student motivation with the potential authentic audiences.

## Resources and Links

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### Video and Slideshows:

- Three-banded armadillo: 'Part 1: Three-Banded Armadillo Keeper Chat at the Houston Zoo,' Video. Houston Zoo. YouTube. 3 March, 2009. Web. 9 Apr, 2015. <https://www.youtube.com/watch?v=fk1xISDmfxc>
- Ostrich: 'Ostrich.' Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/ostrich>.
- Springbok: 'Springbok.' Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/springbok>.
- Monarch Butterfly: 'Monarch Butterfly.' Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/monarchbutterfly>.

## Central Text and Informational Texts

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1. Singer, Marilyn. *Venom*. Plain City, Ohio: Darby Creek Publishing, 2007. Print.
2. Wilsdon, Christina. *Animal Behavior: Animal Defenses*. New York: Chelsea House Publishing, 2009. Print.
3. Doeden, Matt. *Can You Survive the Wilderness?* North Mankato, MN: Capstone Press, 2012. Print.
4. Additional informational texts listed in each separate unit overview document.

**Grade 4:** Module 2

# Unit 1: Overview and Lessons

In the first unit of this module, students begin by building background knowledge on animal defense mechanisms using an Animal Defenses research notebook to record notes and synthesize new information. Listening closely and close reading of informational texts about animal defense mechanisms will prepare students for the mid-unit assessment, in which they listen to and read new texts about animal defense mechanisms. Students continue their study of the topic in the second half of the unit. They will continue to record notes and to synthesize new information in their Animal Defenses research notebooks. This whole class study of animal defenses will act as a model for students as they research an animal of their choice in Unit 2. At the end of this unit, students select their “expert animal” to research with a small group during Unit 2.



### Guiding Questions and Big Ideas

**How do animals’ bodies and behaviors help them survive?**

- *To protect themselves from predators, animals use different defense mechanisms.*

**How can writers use knowledge from their research to inform and entertain?**

- *Writers use scientific knowledge and research to inform and entertain.*

**The 4 T’s**

<p><b>TOPIC</b></p> <p>Students begin to build background knowledge about animal defense mechanisms. They learn about different animals’ physical and behavioral defense mechanisms that allow them to survive.</p>	<p><b>TASK</b></p> <p>Students view and read new informational texts and answer selected response and short answer questions about them (mid-unit assessment). Students read a new informational text, answer selected response questions about it and summarizing it (end of unit assessment).</p>
<p><b>TARGETS</b></p> <p>CCSS explicitly taught and addressed: RI.4.2, RI.4.4, RI.4.7, SL.4.2, L.4.4a, L.4.4b, L.4.4c.</p>	<p><b>TEXTS</b></p> <p>Selections from <i>Animal Behavior: Animal Defenses</i> and “Fight to Survive!”</p>

## Mid-Unit 1 Assessment

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### Reading and Researching Animal Defense Mechanisms

This assessment centers on CCSS ELA RI.4.2, RI.4.4, SL.4.2, L.4.4a and L.4.4c. In this assessment, students watch a video and read a short text to learn about animal defense mechanisms. In Part I, they watch the video and take notes. Then, they paraphrase the video. In Part II, students read a text about how some animals use their shells to protect themselves. They answer selected response text-dependent and short answer questions, demonstrating their ability to cite evidence, determine the main idea, identify supporting details, and determine the meaning of unknown words.

## End of Unit 1 Assessment

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### Answering Questions and Summarizing Texts about Animal Defense Mechanisms

This assessment centers on CCSS RI.4.2, RI.4.4, RI.4.7, L.4.4a, L.4.4b, and L.4.4c. In this assessment, students read a new informational text (including diagrams) about animal defense mechanisms. They answer selected response text-dependent questions, demonstrating their ability to use a variety of strategies to define words in the passage, as well as their ability to interpret information presented in diagrams. Students also write a brief summary of the article, identifying the main idea and some of the supporting details used to develop it.

## Habits of Character

## Social-Emotional Learning Focus

In this module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

 Unit-at-a-Glance

This unit is approximately 2.5 weeks or 12 sessions of instruction.

Unit 1: Overview

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<p><b>Lesson 1</b></p> <p>RI.4.1, W.4.7, W.4.8, SL.4.1, SL.4.1b</p>	<p><b>Building Background Knowledge: What are Animal Defense Mechanisms?</b></p> <p><b>1. Opening</b></p> <p>A. Discovering Our Topic: Poster Walk (20 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Preparing to Research (10 minutes)</p> <p>B. KWEL Chart: Animal Defense Mechanisms (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Launching Independent Reading (15 minutes)</p> <p><b>4. Homework</b></p> <p>A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can infer about animal defense mechanisms based on information in pictures and text.</li> <li>I can support my inferences with details and examples from pictures and texts.</li> <li>I can record what I know about animal defense mechanisms.</li> <li>I can write questions about things I would like to know about animal defense mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>Observations during Poster Walk</li> <li>Participation during unpacking of guiding questions</li> <li>KWEL Chart: Animal Defense Mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>Poster Walk</li> <li>Guiding Questions anchor chart</li> <li>Performance Task anchor chart</li> </ul>
<p><b>Lesson 2</b></p> <p>RI.4.1, RI.4.4, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c</p>	<p><b>Building Background Knowledge: Launching Research of Animal Defense Mechanisms</b></p> <p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Beginning the Research Process: What Does It Mean to Research? (15 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading Aloud and Paraphrasing <i>Venom</i> (15 minutes)</p> <p>B. Reading for Gist: Animal Behavior; <i>Animal Defenses</i> (10 minutes)</p> <p>C. A Closer Look at Words: <i>Animal Behavior: Animal Defenses</i> (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Introducing the Word Wall (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Conversation about animal defense mechanisms from your homework for this unit.</p> <p>B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> <li>I can explain what it means to be a researcher.</li> <li>I can paraphrase information presented in a read-aloud on animal defense mechanisms.</li> <li>I can find the gist of an excerpt from <i>Animal Behavior: Animal Defenses</i>.</li> <li>I can find the meaning of unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listening Closely note-catcher</li> <li><i>Animal Behavior: Animal Defenses</i> Chapter 1: Gist Chart</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task anchor chart</li> <li>Researchers Do These Things anchor chart</li> <li>Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3)</li> <li>Domain-Specific Word Wall</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>  RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c	<b>A Closer Read for Main Ideas: <i>Animal Behavior: Animal Defenses</i> Chapter 1</b> <b>1. Opening</b> A. Reviewing Learning Targets and Engaging the Reader: Reading Aloud and Paraphrasing <i>Venom</i> (10 minutes) <b>2. Work Time</b> A. Close Read: "Lying Low" (30 minutes) B. Reading for the Gist: <i>Animal Behavior: Animal Defenses</i> (10 minutes) <b>3. Closing and Assessment</b> A. Debrief: Creating a Determining the Main Idea Anchor Chart (10 minutes) <b>4. Homework</b> A. Conversation about animal defense mechanisms from your homework for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can paraphrase information presented in a read-aloud on animal defense mechanisms.</li> <li>I can cite evidence from the text to support the answers to my questions.</li> <li>I can determine the main idea of a text and explain how it is supported by key details.</li> </ul>	<ul style="list-style-type: none"> <li>Listening Closely note-catcher</li> <li>Close Read Questions: "Lying Low"</li> <li><i>Animal Behavior: Animal Defenses</i> Expert Group Gist Chart</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3)</li> <li>Determining the Main Idea anchor chart</li> </ul>
<b>Lesson 4</b>  RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, SL.4.2, L.4.4, L.4.4a, L.4.4c	<b>Reading Scientific Text: Building Expertise on Animal Defense Mechanisms</b> <b>1. Opening</b> A. Engaging the Reader: Reading Aloud and Paraphrasing <i>Venom</i> (5 minutes) B. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. Close Read: "A Life in Hiding" (20 minutes) B. Rereading an Informational Text: Determining the Main Idea (15 minutes) C. A Closer Look at Words: <i>Animal Behavior: Animal Defenses</i> (10 minutes) <b>3. Closing and Assessment</b> A. KWEL: Animal Defense Mechanisms (5 minutes) <b>4. Homework</b> A. Vocabulary from your homework for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can paraphrase information presented in a read-aloud on animal defense mechanisms.</li> <li>I can cite evidence from the text to support the answers to my questions.</li> <li>I can determine the main idea of a text and explain how it is supported by key details.</li> <li>I can find the meaning of unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listening Closely note-catcher</li> <li>Close Read Questions: "A Life in Hiding"</li> <li>Determining Main Idea note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3)</li> <li>Determining the Main Idea anchor chart</li> <li>Domain-Specific Word Wall</li> </ul>
<b>Lesson 5</b>  RI.4.2, RI.4.4, W.4.7, W.4.8, SL.4.1, SL.4.2, L.4.4, L.4.4a, L.4.4c	<b>Reading Scientific Text: Reading Closely about Animal Defense Mechanisms</b> <b>1. Opening</b> A. Engaging the Reader: Movement Words (10 minutes) B. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. Rereading an Informational Text: Identifying Supporting Details (25 minutes) <b>3. Closing and Assessment</b> A. Share and Debrief (20 minutes) <b>4. Homework</b> A. Vocabulary from your homework for this unit. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can identify details that support the main idea of a section of <i>Animal Behavior: Animal Defenses</i>.</li> <li>I can paraphrase and take notes on information presented by my peers.</li> </ul>	<ul style="list-style-type: none"> <li>Movement Words note-catcher</li> <li>Determining Main Idea note-catcher</li> <li>Observation of participation during peer share</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task anchor chart</li> <li>Determining the Main Idea anchor chart</li> </ul>

## Animal Defense Mechanisms

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>  RI.4.1, RI.4.2, RI.4.4, RI.4.10, RL.4.10, SL.4.2, L.4.4, L.4.4a, L.4.4c	<b>Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms</b>  <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes)  <b>2. Work Time</b> A. Mid-Unit 1 Assessment, Part I: Watching and Paraphrasing Animal Defenses (15 minutes) B. Mid-Unit 1 Assessment, Part II: Reading and Answering Questions about Animal Defense Mechanisms (20 minutes) C. Research Reading Share (15 minutes)  <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)  <b>4. Homework</b> A. Vocabulary from your homework for this unit B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can paraphrase information presented in a video on animal defense mechanisms.</li> <li>I can cite evidence from the text to support the answers to my questions.</li> <li>I can determine the main idea of a text and explain how it is supported by key details.</li> <li>I can find the meaning of unfamiliar vocabulary.</li> <li>I can share my learning from my independent reading and listen as my peers share theirs.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment</li> <li>Tracking My Progress, Mid-Unit 1 recording form</li> <li>Independent Reading Journals</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions anchor chart</li> </ul>
<b>Lesson 7</b>  RI.4.2, RI.4.4, SL.4.2, L.4.4	<b>Generating Criteria of an Effective Summary</b>  <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) B. Reading Aloud: Pages 36–37 of <i>Venom</i> (5 minutes)  <b>2. Work Time</b> A. Generating Criteria of an Effective Summary (15 minutes) B. Reading “Fight to Survive!” for Gist (25 minutes)  <b>3. Closing and Assessment</b> A. Sharing Gist Statements (5 minutes)  <b>4. Homework</b> A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can list the criteria for an effective summary.</li> <li>I can find the gist of a text.</li> <li>I can use strategies to determine the meaning of unfamiliar words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>“Fight to Survive!” annotated for gist and unfamiliar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of an Effective Summary anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>  RI.4.7, L.4.4, L.4.4b	<b>Interpreting Diagrams with Text</b> <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) B. Reading Aloud: Pages 47–49 of <i>Venom</i> (5 minutes) <b>2. Work Time</b> A. Interpreting the Diagram in <i>Venom</i> (15 minutes) B. Interpreting the Diagram in “Fight to Survive!” (15 minutes) <b>3. Closing and Assessment</b> A. Using Affixes and Roots to Determine the Meaning of Unfamiliar Vocabulary (20 minutes) <b>4. Homework</b> A. Choose one of the Affixes Practice sheets from the Supporting Learning at Home materials for Unit 1. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can interpret a diagram in a text and use it to help me understand the text.</li> <li>I can find the meanings of unfamiliar words by using affixes and roots.</li> </ul>	<ul style="list-style-type: none"> <li>“Fight to Survive!” diagram</li> <li>Filled out Affix Word Glossary -ity</li> </ul>	
<b>Lesson 9</b>  RI.4.2, RI.4.7, W.4.5, SL.4.2	<b>Writing a Summary: “Fight to Survive!”</b> <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) B. Reading Aloud: Pages 77–78 of <i>Venom</i> (5 minutes) <b>2. Work Time</b> A. Group Writing: Summary of Pages 77–78 of <i>Venom</i> (20 minutes) B. Independent Writing: Summary of “Fight to Survive!” (20 minutes) <b>3. Closing and Assessment</b> A. Peer Feedback (10 minutes) <b>4. Homework</b> A. Use the Summary Writing organizer in the Supporting Learning at Home materials for Unit 1 to write a summary of your research reading. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can write a summary of “Fight to Survive!” including the main idea and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Summary of “Fight to Survive!”</li> </ul>	<ul style="list-style-type: none"> <li>Criteria of an Effective Summary anchor chart</li> </ul>
<b>Lesson 10</b>  RI.4.2, RI.4.4, RI.4.7, L.4.4	<b>End of Unit 1 Assessment: Interpreting Diagrams and Summarizing Texts about Animal Defense Mechanisms</b> <b>1. Opening</b> A. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. End of Unit 1 Assessment: Interpreting Diagrams and Summarizing Texts about Animal Defense Mechanisms (50 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes) <b>4. Homework</b> A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can use strategies to determine the meaning of unfamiliar vocabulary.</li> <li>I can interpret a diagram in a text and use it to help me understand the text.</li> <li>I can summarize a text using the main idea and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1 Assessment</li> <li>Exit Ticket</li> </ul>	

## Animal Defense Mechanisms

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 11</b>  SL.4.1, SL.4.1a, SL.4.1b	<b>Preparing for a Text-Based Discussion: Science Talk about Animal Defenses</b> <b>1. Opening</b> A. Research Reading Share (10 minutes) B. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. What Is a Science Talk? (10 minutes) B. Preparing Evidence and Questions for the Science Talk (30 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning Targets (5 minutes) <b>4. Homework</b> A. Review notes for the Science Talk. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can effectively participate in a Science Talk about animal defense mechanisms.</li> <li>I can prepare for the Science Talk by using evidence from animal defense mechanism texts.</li> </ul>	<ul style="list-style-type: none"> <li>Animal Defense Mechanisms: Preparing for a Science Talk note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Science Talk protocol</li> <li>Discussion Norms anchor chart (from Module 1, Unit 1)</li> </ul>
<b>Lesson 12</b>  SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.6	<b>Text-Based Discussion: Science Talk about Animal Defenses</b> <b>1. Opening</b> A. Engaging the Reader: Connecting Key Vocabulary: Interactive Word Wall (10 minutes) B. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. Preparing for a Science Talk (10 minutes) B. Conducting a Science Talk—Round 1 (15 minutes) C. Conducting a Science Talk—Round 2 (15 minutes) <b>3. Closing and Assessment</b> A. Debrief (5 minutes) <b>4. Homework</b> A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> <li>I can effectively participate in a Science Talk about animal defense mechanisms.</li> <li>I can ask questions so I am clear about what is being discussed and to build my understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Science Talk Notes and Goals</li> </ul>	<ul style="list-style-type: none"> <li>Science Talk protocol</li> <li>Discussion Norms anchor chart</li> <li>Participating in a Science Talk</li> </ul>

## Supporting English Language Learners

*The Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), and some supports can serve a wide range of student needs. However, ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are specifically identified as "For ELLs" in the Meeting Students' Needs column.*

- Prioritizing lessons for classrooms with many ELLs:** To prepare for the Unit 1 assessments, consider prioritizing and expanding instruction in Lessons 3-5 and 7-9, which establish the concepts of reading scientific text, close reading, Language Dives, writing summaries, and interpreting diagrams. If necessary, consider placing less

focus and condensing instruction in Lessons 1, 2, 11, and 12, which provide helpful background, practice, and repetition, but don't introduce as many new concepts. Although the Science Talk in Lessons 11 and 12 is not formally assessed, it can be a particularly effective way to maximize English language development.

- **Language Dives:** ELLs can participate in an optional Language Dive in Lesson 7. This Dive introduces students to a sentence and language structure they will encounter and use repeatedly throughout the module. It is the first part of two connected Language Dives in Units 1 and 2: Part I, in Unit 1, guides students to deconstruct, reconstruct and practice the structures of a main idea statement for a summary. Part II, in Unit 2, Lesson 8, guides students to use the same language structures as a model for writing a focus statement for an informative piece. Many lessons also include optional Mini Language Dives for ELLs. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. Beginning in module 2 and going forward, create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. At the end of each Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as "Nouns and noun phrases" or "Linking language." Consider color-coding each category. Examples: blue for nouns and subjects; purple for pronouns; red for predicates and verbs; yellow for adjectives; and green for adverbs. See each Language Dive for suggested categories. Students can then refer to the wall during subsequent speaking and writing tasks. For more information on Language Dives and supporting ELLs, see the Module 1 Appendix.
- **Goals 1 and 2 Conversation Cues:** Continue to encourage productive and equitable conversation using Goals 1 and 2 Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. <http://inquiryproject.terc.edu/shared/pd/TalkScience-Primer.pdf>. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6*. Second Edition, Sausalito, CA: Math Solutions Publications). Refer to the Module 1 Appendix for the complete set of cues. Heightened language processing and development is a primary potential benefit for ELLs.
- **Diversity and Inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students investigate animal defense mechanisms. Take time to draw out students' prior experiences and associations with the animals introduced in this module if students are comfortable sharing. Some students may have ties to or experience with the countries of origin of the animals.
- **Language Processing:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Note-taking:** Both in the lessons and assessments, the unit requires students to develop and demonstrate note-taking skills. Provide ELLs with note-taking strategies: identifying key words; creating categories to organize thinking; reviewing notes at the end of the lesson.
- **Summarizing:** Help ELLs learn the language of summarizing by focusing on synonyms and paraphrasing. Help them develop the skills necessary to distinguish key ideas from minor details. Be explicit when telling ELLs that summaries must use original language and credit another person's ideas. The concept of intellectual property may be different in the United States than in other countries the student has lived.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.

## Preparation and Materials

### Animal Defenses research notebook

In Lessons 1–12, students will use an Animal Defenses research notebook to record notes and observations about general animal defense mechanisms. This journal will be referenced and used in Units 2 and 3 as students write the informational and narrative pieces of the final performance task.

Before Lesson 1, this journal should be prepared for students and will be used in each subsequent lesson of the unit. Later, in Unit 2, once students have selected an animal to research with a small group, they will use another notebook for their research (Expert Group Animal research notebook) with similar graphic organizers and note-catchers. This will help students gather evidence from the texts they read and synthesize their new learning in a similar fashion to Unit 1.

In advance, consider preparing the Animal Defenses research notebook (in Lesson 1) as a copied and stapled packet. In addition, consider providing students with a research folder for use throughout the module. This will help students keep their materials (research notebooks, texts, writing) organized and in one place.

Each lesson contains examples of completed pages of the Animal Defenses research notebook for teacher reference.

Note that the Working to Contribute to a Better World anchor chart and the Determining the Main Idea anchor chart are introduced in this unit and will be referenced throughout the module and school year.

### Vocabulary Log

Students began a vocabulary log in Module 1 to collect new academic and domain-specific vocabulary. Students can continue to use the same vocabulary book for this module if they have pages left; however, they will need to start a new section for the domain-specific vocabulary from this module at the back of their vocabulary log. This could be done using flags or sticky tabs for each module.

Academic vocabulary should be organized as follows:

Word and Pronunciation	Definition	Translation and Cognate	Synonym or Antonym	Sketch/ Diagram/ Icon	Notes
What is the word and how do you say it?	What is the word and how do you say it?	What is the translation in your home language?	What is a word that means the same thing? Or means the opposite?		(for example collocations)

## Lesson 1: Building Background Knowledge: What Are Animal Defense Mechanisms?



### CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.



### Daily Learning Targets

- I can infer about animal defense mechanisms based on information in pictures and text. (RI.4.1)
- I can support my inferences with details and examples from pictures and texts. (RI.4.1)

### Ongoing Assessment

- Observations during Poster Walk (SL.4.1)
- Participation during unpacking of guiding questions (SL.4.1)
- KWEL Chart: Animal Defense Mechanisms (RI.4.1)

### Agenda

#### 1. Opening

- A. Discovering Our Topic: Poster Walk (20 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Preparing to Research (10 minutes)
- B. KWEL Chart: Animal Defense Mechanisms (10 minutes)

#### 3. Closing and Assessment

- A. Launching Independent Reading (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students participate in a Poster Walk to preview *Venom* and *Animal Behavior: Animal Defenses* as a way to build schema on the topic of animal defenses (RI.4.1, W.4.7, SL.4.1b).
- Then, students consider the module's performance task prompt to help focus their work (W.4.7, W.4.8). To give yourself more context, preview the Performance Task Overview.
- The general name for students' notebook is Animal Defenses research notebook. These notebooks contain note-catchers and graphic organizers tailored for research on animal defense mechanisms.
- Throughout the unit, the Materials list references the complete Animal Defenses research notebook, as well as the material(s) within the research notebook that students use in the lesson.
- After examining their research notebooks, students construct a KWEL chart (RI.4.1, W.4.7, W.4.8). Allow students to generate an initial list in the K, or knowledge, column. Students may make statements that you know to be untrue, but these should still be added to the chart. As the class continues to read and learn about animal defense mechanisms, these items can then be confirmed as true or untrue.
- Throughout Module 1, students were introduced to Goals 1 and 2 Conversation Cues to promote productive and equitable conversation. Continue using Goals 1 and 2 Conversation Cues in this way, considering suggestions within lessons. Refer to the Module 1 Appendix for additional information on Conversation Cues.
- The research reading students complete for homework will help to build both their vocabulary and knowledge pertaining to animals and specifically animal defense mechanisms. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help to describe and make sense of it.
- In this lesson students also choose independent research reading books (RI.4.10, RI.4.10). See the Independent Reading: Sample Plans document for ideas on how to launch independent reading in your classroom. If you have your own routines for launching independent reading, in this lesson students will choose a research reading book.
- Each unit in this module is accompanied by a Recommended Texts list with a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. In this lesson, students browse and select one of these texts for reading throughout the unit.
- In this lesson, students learn a cold call strategy called equity sticks. Equity sticks are Popsicle sticks with each student's name that can be pulled randomly for students to respond to teacher prompts. Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions. Feel free to use some other total participation technique instead; the goal is to ensure participation and accountability.

- In this module, the habit of character focus is working to contribute to a better world. Throughout the module, students will ‘collect’ characteristics of contributing to a better world on a Working To Contribute to a Better World anchor chart. The characteristic they collect in this lesson is: apply my learning when discussing the performance task.

**How it builds on previous work:**

- Students will continue to use their vocabulary log from Module 1 to collect new vocabulary in this module. As in Module 1, students will add new academic vocabulary to the front of the logbook and domain-specific vocabulary to the back of the book. You may wish to have students prepare the back of their books for the new module with a new section marked with flags or tabs.
- The Academic Word Wall will continue to be added to in this module. This is a permanent word wall that is added to across the year.

**Areas where students may need additional support:**

- Since there are 10 posters to use during the Poster Walk, students likely will not visit each poster. Strategically group students and decide which posters they will visit. For example, consider placing ELLs in the same group and assigning them to examine posters 1–7, since they are not as text-heavy as posters 8–10.
- Consider inviting students who need additional fluency practice to chorally read the text on posters 8–10 during the Poster Walk.

**Assessment Guidance:**

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ small group discussions. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather baseline reading fluency data from students’ independent reading books in Closing and Assessment A. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 4) to informally assess students during the independent reading launch in Closing and Assessment A. See Module 1 Appendix.

**Down the road:**

- In the next lesson, students discuss what it means to research a topic in more depth (for example, developing research questions and note-taking).

**In advance:**

- Prepare for the Poster Walk by reviewing the protocol in Opening A and preparing the Poster Walk posters (see preparation information in supporting materials). Note that this preparation will take time.
- Determine Poster Walk groups.
- Prepare the Animal Defenses research notebook. Consider stapling these notebooks into packets for students prior to this lesson. You may have each student create a research folder for storing their notebooks and other notes, texts, and writing throughout the module.
- Review the Independent Reading: Sample Plans in preparation for launching independent reading in this lesson. See Module 1 Appendix.
- Prepare an equity stick for each student.
- Post: Posters, learning targets.

- Opening A: Students view slideshows on technology (see posters in supporting materials).
- Opening A: Poster Walk artifacts set up on Google Docs in a folder. Students type their thinking into the Google Doc.
- Opening A: In Unit 2, students work in expert groups to study an animal and its defenses. They use web pages to research, and each web page has a slideshow option. Set up slideshows for each of the animals on technology around the classroom with an option for note-taking, or embed the links in a Google doc.
- Opening A: Set up the following web pages as part of the Poster Walk:
  - Three-banded armadillo: ‘Part 1: Three-Banded Armadillo Keeper Chat at the Houston Zoo.’ Video. Houston Zoo. YouTube. 3 March, 2009. Web. 9 Apr, 2015. <https://www.youtube.com/watch?v=Ik1xfSDmfxc>
  - Ostrich: ‘Ostrich.’ Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/ostrich>
  - Springbok: ‘Springbok.’ Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/springbok>
  - Monarch Butterfly: ‘Monarch Butterfly.’ Wildscreen ARKive. Web. 9 Apr, 2015. <https://eled.org/monarchbutterfly>
  - Pufferfish: ‘World’s Weirdest - Poisonous Pufferfish vs. Eel.’ Video. NatGeoWild. YouTube. 7 Nov, 2012. Web. 9 Apr, 2015. <https://youtu.be/dBXhZAcT8Q>
- Work Time B: KWEL Chart: Animal Defense Mechanisms set up as a collaborative team document that all students in the team add to—for example, a Google Doc.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.LA.1, 4.LA.3, 4.LB.5, 4.LB.6

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by emphasizing note-taking skills. Note-taking is an important activity that appears in multiple parts of this lesson. Note-taking is also required on the unit assessments and in life beyond the grade 4 classroom.
- ELLs may find note-taking challenging. Help ELLs develop note-taking skills by encouraging them to write down only key words (not sentences) as they engage with the posters. Help them develop categories under which to take notes, e.g., “body” or “behavior.” Encourage them to review their notes at the end of each activity.

#### Levels of support

*For lighter support:*

- Invite students to discuss various ways to politely but assertively gain and hold the floor in US conversations. Example: Wait for a stop or slight pause from the current speaker, then lean forward and say, “I really like that idea because \_\_\_\_\_, and I was thinking that \_\_\_\_\_.”

## Animal Defense Mechanisms

When you need to pause to find your words, say “Uh,” or “I have some additional thoughts I’d like to share.” or “Give me a second to gather my thoughts.”

*For heavier support:*

- The lesson introduces many possibly unfamiliar words, from *poster* to *source*. Continue to encourage ELLs to keep a vocabulary log of new words as they move through the unit, with translations and examples in context when they hear or see the new words. See other suggestions for working with new terms in the lesson. Offer a comforting smile and tell ELLs: “We will use a lot of new English words. Don’t worry. Don’t try to understand all the words today. It’s okay. Just try to do the most important things. You’re doing great!”
- Develop experience with question words by allowing students to role-play the topic of defense mechanisms. One student can be a scientist, and the other can be an animal. Offer question frames: “Millipede \_\_\_\_\_, are you so long?” “\_\_\_\_\_, you only had two legs?”

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** As you introduce each learning target, consider writing synonyms or sketching a visual above each key term to scaffold students’ understanding. Additionally, invite students to share ways in which they worked toward similar targets from previous modules.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. For those who may need additional support with expressive language, facilitate communication by providing sentence frames to help them organize their thoughts. This way, all students can benefit from peer interaction.
- **Multiple Means of Engagement (MME):** Throughout this unit, sustained engagement and effort is essential for student achievement. Some students may need support to remember the goal for the work they are doing with this text. These students benefit from consistent reminders of learning goals and their value or relevance. Recall that students who may struggle with sustained effort and concentration are supported when these reminders are built into the learning environment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- infer, inference, defense, mechanism, support, document, inform, entertain, contributing to a better world, apply my learning (L)
- venom/venomous, poison/poisonous, self-defense, survive, toxic, predator, prey (T)

## Materials

- ✓ Poster Walk posters and technology to play slideshows (new; teacher-created; see supporting materials)
- ✓ Directions for Poster Walk (one to display; see supporting materials)
- ✓ Markers (one different-colored marker per group)
- ✓ Equity sticks (one per student)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ Working to Contribute to a Better World anchor chart (new; teacher-created and added to in Work Time A; see supporting materials)
- ✓ Working to Contribute to a Better World anchor chart (example, for teacher reference; see supporting materials)
- ✓ Animal Defenses research notebooks (one per student and one to display; see Teaching Notes)
  - KWEL Chart: Animal Defense Mechanisms (page 1 of Animal Defenses research notebook)
- ✓ Unit 1 recommended texts (see module overview documents)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)

## Opening

### A. Discovering Our Topic: Poster Walk (20 minutes)

- Build up excitement for this module and unit by explaining that today, students will begin learning about a new topic that they will study and write about over the next several weeks.
- Point out the **Poster Walk posters and the technology to display the slideshows** around the classroom.
- Display and review briefly the **directions for Poster Walk**, reminding students about expectations for group work and discussion.
- Explain that today, they will be in groups of three to four and rotate through the Poster Walk posters to discuss the following question:  
*“What can you infer about animal defenses from the pictures and/or text on this poster?”*
- Circle the word *infer* and ask students to turn and talk to a partner, reviewing what it means to infer about something. (You use what you know and what the text says to figure out something the author doesn’t specifically say.)
- Clarify and provide an example as needed. Clarification: “To make an *inference*, a reader uses what he or she already knows about a topic and combines it with the text he or she read to figure out something that the author does not explicitly tell the reader. It is a guess based on evidence.” Example: “If someone is crying, you might infer that he or she is sad.”
- Group students and indicate where each group will start. (You may leave this open-ended and allow groups to visit as many charts as time allows or assign particular charts to each group.)
- Distribute **markers** and explain that there will be one recorder per group.

- Ask students to begin. Give them 3 minutes to work on each chart, and then rotate. As students are writing, monitor for text-based inferences. If necessary, gently point participants to interesting comments and inferences, pushing students to cite evidence for their inferences.
- At the end of 15 minutes, invite students to go back to the poster where they began and read through all of the inferences and comments on their assigned poster. Explain that they should be thinking about what they notice and wonder about what has been written on their poster.
- Ask, and then invite each group to share out round-robin style what they noticed and wondered until all posters have been shared:

*“What patterns or themes did you notice in all of the Poster Walk posters?” (I noticed that many of the posters had animals on them, or I saw the word defenses repeated again and again.)*

### Meeting Students’ Needs

- For ELLs: Consider partnering students who speak the same home language, since discussion of complex content is required. This allows students to have more meaningful discussions and clarify points in their native language. If such pairing isn’t possible or fair, pair ELLs with a partner who has more advanced or native language proficiency.
- For ELLs: Provide students with a sentence starter or frame to aid in language production. For example: *In the photograph I see... This makes me think that...*
- For ELLs and students who may need additional support with comprehension: Repeat the question: “What can you infer about animal defenses from the pictures and/or text on this poster?” Rephrase the question: “Read this poster. Look at the pictures. Think about the words and the pictures for a minute. What do you think the animal does to be safe?” (MMR)

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Read the first learning target aloud to students:
 

*“I can infer about animal defense mechanisms based on information in pictures and text.”*
- Tell them that today they will infer about animal defense mechanisms, the topic the class will be studying for the next few weeks. They will use pictures and text to do this.
  - Explain that the first word in the term *defense mechanism*, *defense*, means to protect yourself or keep something or someone from getting hurt.
  - The second word, *mechanism*, means natural reaction in response to something else. So the term *defense mechanism* means how animals react to protect themselves from harm.
- Ask for a student volunteer to read the second learning target:
 

*“I can support my inferences with details and examples from pictures and texts.”*
- Remind students that whenever they make an inference, they must support it with information from the text they are reading and thinking about.
- Have students give a quick thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today’s learning targets.

## Meeting Students' Needs

- For students who may need additional support with comprehension: Invite students to make a sketch that helps them define key vocabulary such as *infer*, *defense mechanism*, etc. For instance, students may draw a pair of eyes (to represent what they saw, the evidence) + a lightbulb (to represent what they already knew, their background knowledge) = *inference*. (MMR, MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from learning targets. Work on comprehension of these structures, for example, by eliciting paraphrases of these structures, modeling the target, and asking questions. Write and display student responses next to the chunks.
- NOTE: The "thumbs-up" and related signals may be offensive in some cultures. Explain to ELLs that these signals are okay in the United States, or ask the class to devise signals that are acceptable to all cultures.

## Work Time

### A. Preparing to Research (10 minutes)

- Introduce **equity sticks**. Tell students that the class will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking.
- Remind students that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident in their thinking, but sharing their thinking is important in learning new things.
- Discuss the importance of being respectful of everyone's learning by asking:
 

*"How can the class be respectful when others are sharing their thinking about questions?"*  
(We'll actively listen to speakers by looking at them while they talk, or Only one person will speak at a time.)
- If productive, cue students to listen carefully:
 

*"Who can repeat what your classmate said?"* (Responses will vary.)
- Invite students to Think-Pair-Share the first question: "How do animals' bodies and behaviors help them survive?"
 

*"What does survive mean?"* (It means to stay alive.)

*"What do you think is meant by animals' bodies and behaviors?"* (Their bodies are how they physically look and are made, and their behaviors are how they act.)
- Explain to students that scientists call what animals do to protect themselves and survive *animal defense mechanisms*, and in this module, they will learn about defense mechanisms of all kinds of animals.
- Invite students to Think-Pair-Share the second question: "How can writers use knowledge from their research to *inform* and *entertain*?" Ask:
 

*"What does it mean to inform?"* (It means to teach someone about something.)

*"What does it mean to entertain?"* (It means to do something for someone to enjoy.)

*"What does the word research mean?"* (It means you learn about something by reading.)

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- If necessary, give an example of something that informs (the nightly news) and something that entertains (a sitcom or movie), and something that does both (a nature show or a show about a period in history).
- Explain that students' written performance task for this module will have to inform and entertain their readers on the topic of animal defense mechanisms and that they will have an opportunity to learn about research during the study of this topic.
- Display the **Performance Task anchor chart**. Use equity sticks to call on a student to read the first three sentences of the prompt. Invite students to give a thumbs-up if they have read a choose-your-own-adventure-type book before or a thumbs-down if they have not.
- Explain that a choose-your-own-adventure is a story that has two possible endings and the reader decides what a character will do at certain points in the story. Tell students that they will learn more about this genre later in the module; for the time being, they just need to know they will research an animal and its defense mechanisms to write a narrative.
- Direct students' attention to the **Working to Contribute to a Better World anchor chart**. Emphasize the phrase *contributing to a better world* at the top of the anchor chart and inform students that this means putting learning to use to improve communities. Point out that it can be any community: for example, the classroom, school, or town.
- Read aloud the habit of character recorded.
- Invite students to tell an elbow partner what *applying my learning* means in their own words using the anchor chart as a guide.
- Invite students to discuss with an elbow partner and cold call students to share their responses with the whole group:
  - “What does *applying your learning* look like? What might you see when someone is *applying what he or she has learned*?” (see *Working to Contribute to a Better World anchor chart (example, for teacher reference)*).
  - “What does *applying your learning* sound like? What might you hear when someone is *applying what he or she has learned*?” (see *Working to Contribute to a Better World anchor chart (example, for teacher reference)*).
- Record student responses in the appropriate column on the *Working to Contribute to a Better World anchor chart*.
- Record *contribute* and *apply learning* on the academic word wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Once again, remind students of the habit of character of focus: *apply my learning*. Explain that through the creation of their stories, they will be applying what they have learned about animal defense mechanisms.
- Distribute **Animal Defenses research notebooks**. Invite students to look through their notebooks and think about what they notice and wonder about them.
- Invite students to do a quick Go-round in which each person shares in turn. Ask:
  - “What do you notice about the research notebook?”
- Validate student responses and summarize what students noticed. This may sound something like: “Great observations! I heard several of you say that you noticed there were several graphic organizers repeated throughout the notebook.”

- Explain that students will use the research notebook during the first unit to collect and document research about animal defense mechanisms. Tell students they will work with a new research notebook in Unit 2, and then later to write their choose-your-own-adventure narratives in Units 2 and 3.
- Invite students to turn and talk, sharing what they wonder about the research notebook. Answer any clarifying questions and say that other things they are wondering about will be answered as they use the notebook.

### Meeting Students' Needs

- For students who may need additional support with motivation: Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely. (MME)
- For ELLs: Be careful with equity sticks. Ensure that ELLs have plenty of time to think or take notes to process question language before they respond. Allow opportunities for them to verbalize an answer with a partner who has more advanced language proficiency before responding to questions in front of the class.
- For ELLs: Allow students to explore spelling and pronouncing aloud, synonyms, definitions, translations, collocations (words frequently used together), word clusters, and word maps to increase understanding of unfamiliar terms in this lesson, such as *be respectful*, *stay alive*, *performance task*, *adventure*, *narrative*, *notice*. Example: *be respectful*, *be good*, *be nice*, *be polite*, *have good manners*; *respetuosa* (Spanish)/*jonjung* (Korean)/*adara* (Arabic)/*respeitoso* (Portuguese); *highly respectful*, *perfectly respectful*; *We were perfectly respectful at the library*. *My grandmother says I need to be respectful*.

## Work Time

### B. KWEL Chart: Animal Defense Mechanisms (10 minutes)

- Invite students to open to page 1 in their research notebooks, the **KWEL Chart: Animal Defense Mechanisms**. Focus students on the questions at the top of the chart and read them aloud as they read silently in their heads:  
*“How do animals’ bodies and behaviors help them survive?”*
- Explain the KWEL table as needed (K = what we know or think we know, prior knowledge about the topic; W = what we want to know, our questions; E = evidence; and L = what we learned, answers to our questions, or information that confirms/refutes our prior knowledge; in the Source column, write the source of the information recorded on the chart).
- Tell students that for the next several days, the class will record their knowledge, questions, and learning using this chart. Invite students to fill in the K column.
- Use equity sticks to cold call several students to share out. Record students’ comments (both accurate and inaccurate) in the K column. For example, a student may share correct information such as: “Venom is a defense mechanism of some snakes.” Or a student might inaccurately say: “Tigers use venom as a defense mechanism.”
- Tell students that during this unit, they will continue to learn about animal defense mechanisms and will be looking for evidence from various texts to either confirm or revise

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their current knowledge. This chart will grow throughout the unit as a way to document class growth in their knowledge about animal defense mechanisms.

- Tell students that they will now think about what they are curious about regarding animal defense mechanisms. What do they want to learn about how animals protect themselves? Explain that this is questioning process that scientists go through as they research and discover new things. Without a deep sense of curiosity, scientists wouldn't have any motivation to conduct experiments or research a topic. Scientists often ask "Why?" or "How come?" or "What if?" Scientists always ask questions as part of scientific research.
- Invite students to independently record at least three questions about what they want to know about animal defense mechanisms in the middle W column. If students do not have much background knowledge about this topic, they may not have many questions at this time. This is okay, because the class will revisit and record more on this chart as they read other texts. Reiterate that they will be looking for answers to these questions as they continue learning about animal defense mechanisms during this unit.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

### Meeting Students' Needs

- For students who may need additional support with strategy development: Graphic organizers engage students more actively and provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning. For students needing additional support, provide a partially filled-in graphic organizer. (MMAE)
- For ELLs: Before cold-calling ELLs or students who require additional think time, allow them to quickly verbalize, confirm, and clarify their responses with a partner first. This step will not only build confidence, but also is a critical part of processing and acquiring a new language.
- For ELLs: Check understanding: "What will we be doing in this unit?" (learning about what animals do to protect themselves and using evidence to help talk about what we learned)
- For ELLs and students who may need additional support with comprehension: Explain that "How come?" is similar to "Why?" Explain that "if" refers to a possible event. Model various questions scientists might ask using sentence frames.
- Example for students who need heavier support:  
*"Why does a monarch butterfly have \_\_\_\_ (orange and black colors/wings/a terrible flavor)?"*
- Example for students who need lighter support:  
*"What if the ink of an octopus \_\_\_\_?" (MMR)*

## Closing and Assessment

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### A. Launching Independent Reading (15 minutes)

- Refer to the **Independent Reading: Sample Plans** to launch independent reading, or use your own routine. Tell students that you have gathered many books related to this topic for them to read independently throughout the module.
- Invite them to browse the **Unit 1 recommended texts**.

## Homework

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A. **Accountable Research Reading.** Select a prompt to respond to in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)

## Lesson 2: Building Background Knowledge: Launching Research of Animal Defense Mechanisms



### CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- **L.4.4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.4.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



### Daily Learning Targets

- I can paraphrase information presented in a read-aloud on animal defense mechanisms. (W.4.8, SL.4.2)
- I can find the gist and the meaning of unfamiliar vocabulary from an excerpt from *Animal Behavior: Animal Defenses*. (RI.4.4, L.4.4)

### Ongoing Assessment

- Listening Closely note-catcher (W.4.8, SL.4.2)
- *Animal Behavior: Animal Defenses* Chapter 1: Gist chart (RI.4.4, L.4.4)

## Agenda

### 1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Beginning the Research Process: What Does It Mean to Research? (15 minutes)

### 2. Work Time

- A. Reading Aloud and Paraphrasing *Venom* (15 minutes)
- B. Reading for Gist: *Animal Behavior: Animal Defenses* (10 minutes)
- C. A Closer Look at Words: *Animal Behavior: Animal Defenses* (10 minutes)

### 3. Closing and Assessment

- A. Introducing the Word Wall (5 minutes)

### 4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson begins with students revisiting the Performance Task anchor chart introduced in Lesson 1 to further frame the research they do throughout the module. Students co-create the What Do Researchers Do? anchor chart in Opening B (W.4.7); this anchor chart will be revisited throughout the module as students research and write about animal defense mechanisms.
- Reading *Venom* aloud in Work Time A serves two purposes: to engage students by having them examine the diagrams to build background knowledge and to give students practice with the routine of listening to a text and then paraphrasing it (W.4.8, SL.4.2). Students do not receive their own copy. You may invite students to look through *Venom* during independent reading or other flextime throughout the school day.
- During the read-aloud, the Listening Closely note-catcher is introduced and is used and expanded upon in later lessons. If it's difficult to read the text aloud and model using the note-catcher at the same time, consider inviting a "guest reader" to the class for the read-aloud; this guest reader might be the principal, another teacher, or a parent volunteer.
- This is the first of four lessons in which students read selections from *Animal Behavior: Animal Defenses*. This text helps them to build background knowledge on animal defense mechanisms and practice key reading skills they will have to use independently later in this unit and in Unit 2. In this lesson, students read a selection from Chapter 1 for the gist (RI.4.2, W.4.7, W.4.8). They also use vocabulary strategies as they reread this selection (RI.4.4, L.4.4a, L.4.4c).
- Consider where students will write their gist statements for each section of the text: on sticky notes, in the margin, on a separate sheet of paper.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads selections from Chapter 1 of *Animal Behavior: Animal Defenses* aloud in Work Times B and C.

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- Students who finish quickly could write their own research questions about animal defense mechanisms.
- In this module, the habit of character focus is working to contribute to a better world. The characteristic they are reminded of in this lesson is: apply my learning as they review the performance task in preparation to begin the research process.

### How it builds on previous work:

- The research reading students complete for homework will help to build both their vocabulary and knowledge pertaining to animals and specifically animal defense mechanisms. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help to describe and make sense of it.
- Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.
- Students will continue to use their vocabulary log from Module 1 to collect new vocabulary in this module. As in Module 1, students will add new academic vocabulary to the front of the logbook and domain-specific vocabulary to the back of the book. You may wish to have students prepare the back of their books for the new module with a new section marked with flags or tabs.
- The Academic Word Wall will continue to be added to in this module. This is a permanent word wall that is added to across the year.

### Areas where students may need additional support:

- During Lessons 2–3, students work with a reading partner. Strategically partner students so they can support one another well as they read this complex text.
- Students may struggle with using a dictionary in Work Time C. Consider spending some time prior to this lesson reviewing how a dictionary is structured and how to look up a word.

### Assessment Guidance:

- Review students' gist charts and vocabulary logs to ensure that they understand that the gist is what the text is mostly about and to review the strategies they are using to determine the meaning of unfamiliar words.

### Down the road:

- In Lesson 3, students will reread the selection of *Animal Behavior: Animal Defenses* for gist in this lesson, with a focus on determining the main idea and identifying supporting details.
- In Lessons 4 and 5, students will practice reading for gist, determining the meaning of unfamiliar words, determining the main idea and identifying supporting details in small groups as they read new selections from *Animal Behavior: Animal Defenses*.

### In advance:

- In this lesson, students begin building the Domain-Specific Word Wall. Set up this wall in advance with the letters of the alphabet organized in order. New, topic-related words will be added underneath the appropriate letter. The word will be written on a piece of paper or card and then stuck under the letter.
- Consider whether you will have a guest reader for *Venom*.
- Locate the Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3) or re-create this chart to display. See Work Time B.

- Prepare chart paper for and post What Do Researchers Do? and Determining the Meaning of Unfamiliar Vocabulary anchor charts (see supporting materials).
- Prepare the Domain-Specific Word Wall.
- Post: Learning targets.

### Technology & Multimedia

- Work Time B: For students who will benefit from hearing the text read aloud multiple times to find the gist, consider using a text-to-speech tool such as Google Chrome Speak (<https://chrome.google.com/webstore/detail/chrome-speak/diagnfimeecdccejpnkjgbllelclcpj>).
- Work Times B and C: Consider inviting students to use a web page annotation tool such as <https://www.diigo.com> for highlighting unfamiliar vocabulary words and adding gist annotations to a web page. Model this in Work Time B and invite students to use the tool for their own work in Work Time C.
- Work Times B and C: Student Expert Group Animal research notebooks could be completed by students online, for example on Google Docs in a folder for each student.
- Work Times B and C: Students complete their note-catchers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.L.B.6

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by helping them learn to paraphrase, first by taking running notes. This is particularly valuable to ELLs who come from countries or cultures who share different values or copyright laws. Be clear with ELLs that paraphrasing means they can use an author's ideas, but they must retell the ideas in their own words and cite their sources. If they don't, they can get into serious trouble with US copyrights.
- ELLs may find the number of unfamiliar vocabulary words challenging. Consider enhancing the vocabulary strategies introduced in this lesson. Examples: Spell and pronounce the target word aloud. Encourage students to look up and write their home language translation and the English collocation (way the word is frequently used with other words). Encourage students to find the target word in different paragraphs or contexts; highlight the word, read the sentence aloud, and discuss the meaning of the sentence.

#### Levels of support

*For lighter support:*

- Encourage students to discuss classroom interaction norms. Example: They should politely stop you or their peers when they don't understand what is being said. Invite them to identify some sentence frames to use: Sorry, but I don't understand you. Could you repeat that slowly? Could you say that another way? Also encourage them to create frames to initiate

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and extend conversations: I agree. And I would also say that \_\_\_\_\_. I'd like to share something. Here's another thing to think about:\_\_\_\_\_.

*For heavier support:*

- Offer continued practice taking running notes. Example: Help students create a graphic organizer they can use any time during class to take notes about what another student is saying. Every now and then, ask students to use their notes to verbally paraphrase what another student has just said. This type of activity will help students simultaneously develop their note-taking skills, prepare for the mid-unit assessment, and acquire language.
- Ask students to review their vocabulary logs and collect additional samples of the words in context.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Students with limited background knowledge may need support coming up with questions. It may be helpful to provide them with some specific ideas about questions they could ask. In addition, some students may need extra practice paraphrasing. Offer these students a copy of sample running notes that they will use to paraphrase. Coach students on how to explain what was read *in their own words*.
- **Multiple Means of Action and Expression (MMAE):** Explain each step of the process in advance of today's class discussion about the performance task. Share the sequence of the units (from Opening B of this lesson) and tell them what the discussion questions will be so they have a chance to hear them in advance. This will allow students to think through their answers before they need to discuss with a partner.
- **Multiple Means of Engagement (MME):** In this lesson, students have opportunities to share ideas and thinking with classmates. Some students may need support for engagement during these activities, so encourage self-regulatory skills by helping them anticipate and manage frustration by modeling what to do if they need help from their partners. Consider offering sentence frames to strategically selected peer models. Offering these supports for engagement promotes a safe learning space for all students.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- paraphrase, research (L)
- venom, poisonous, savannah, herd, gazelles, prey, graze, predator, quiver (T)

### Materials

- ✓ Close Readers Do These Things anchor chart (from Module 1, Unit 1, Lesson 3)
- ✓ Affix lists (one per student; from Module 1)

- ✓ Vocabulary logs (one per student; begun in Module 1)
- ✓ Equity sticks (one per student)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Performance Task anchor chart (begun in Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 1)
- ✓ Researchers Do These Things anchor chart (one for display; see supporting materials)
- ✓ *Venom* (book; one to display)
- ✓ Animal Defenses research notebook (distributed in Lesson 1; one per student and one to display)
  - Listening Closely note-catcher (pages 2–3 of Animal Defenses research notebook)
  - *Animal Behavior: Animal Defenses* Reading for Gist and Unfamiliar Vocabulary (page 4 of Animal Defenses research notebook)
  - *Animal Behavior: Animal Defenses* Chapter 1: Gist chart (page 5 of Animal Defenses research notebook)
- ✓ Listening Closely note-catcher (example, for teacher reference)
- ✓ *Animal Behavior: Animal Defenses* Chapter 1: Gist chart (Answers, for Teacher Reference)
- ✓ *Animal Behavior: Animal Defenses* (book; one per student and one to display, cover and pages 7–12, 124–125)
- ✓ Dictionaries (one per student and one to display)
- ✓ Domain-Specific Word Wall (new; co-created with students during Closing A)
- ✓ Word Wall cards (four to display)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Tell students that in this lesson, they will learn what it means to be a researcher or someone who deeply studies a topic.
- Use equity sticks to call on a student to read the first learning target:  
*“I can paraphrase information presented in a read-aloud on animal defense mechanisms.”*
- Point to the word *paraphrase* and explain that to understand this learning target, students need to know the meaning of this word.
- Invite students to clap the syllables of the word with you as you say them. Write the syllables on the board: par-a-phrase.
- Focus students on the vocabulary strategies listed on the **Close Readers Do These Things anchor chart** and use a total participation technique to invite responses from the group:  
*“We have probably seen parts of this word before, so which strategies could we use to determine the meaning of this word?” (student responses may vary, but could include using known affixes or root words)*
- Cover the ‘para.’ Invite students to tell you in chorus what word is left (phrase).
- Tell students a phrase is a series of words.

- Point to the prefix para- and ask students to popcorn out any other words with this prefix (paragraph, parallel). Record the words on the board.
- Ask and use a total participation technique to invite responses from the group. Invite students to retrieve their **affix lists** if they need to:  
*“What do you think para- means based on how it is used in each of these words?” (to come from)*

- Record on a table drawn on the board as follows:

Prefix	Root
para- (to come from)	phrase (a series of words)

- Invite students to say in their own words what they think this means to their elbow partner and cold call students to share with the group (to come from words; explaining something in your own words)
- Ask students to reread the learning target with this in mind, then turn to a partner and explain what they think it means to paraphrase information from a read-aloud. Give students a few minutes to think and share, then use the equity sticks to call on a few pairs to share out.
- Add paraphrase to academic word wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Invite students to also add the words to their **vocabulary logs**.
- Read the second learning target:  
*“I can find the gist and unfamiliar vocabulary from an excerpt from Animal Behavior: Animal Defenses.”*
- Explain to students that today they will begin working with one of the texts they will be reading to research animal defense mechanisms.
- Record any new vocabulary on the **Academic Word Wall**.

**Meeting Students’ Needs**

- For students who may need additional support with vocabulary: On the posted learning targets, write synonyms or descriptions above key vocabulary words to support student understanding of these terms. For example, above the word *researcher*, write “someone who reads to learn about a topic” or above the word *gist*, write “what the text is mostly about.” (MMR)
- For ELLs: Give a model of paraphrasing. Example: “I enjoy cheetahs, turtles, and deer. = I like many wild animals.” Emphasize that the paraphrase has to be your own words, different from the original.
- For ELLs and students who may need additional support with comprehension: Repeat and rephrase the learning targets. Example: “I can read part of *Animal Behavior: Animal Defenses* and tell you what it’s mostly about.” (MMR)

## Opening

### B. Beginning the Research Process: What Does It Mean to Research? (15 minutes)

- Display the **Performance Task anchor chart** and reread the performance task prompt. Remind students that they will be working toward writing a choose-your-own-adventure narrative during this module.
- Focus students on the **Working to Contribute to a Better World anchor chart**, specifically apply my learning. Remind students that as they will be creating their choose-your-own-adventure narratives, they will be applying what they have learned to teach others about animal defense mechanisms.
- Ask them to think about what it means to research and then turn and share their thinking with an elbow partner. Invite students to share out whole group. (It means to study or collect information about a new topic.) Clarify the meaning of *research* if necessary.
- Invite students to continue discussing the following questions with their elbow partners, sharing out whole group after each:
  - “*Why is it important for writers to research?*” (They need to know a lot about what they are going to write about, so that it will be interesting.)
  - “*What are different ways writers might conduct, or do, research?*” (They read about the topic, or They look online to learn about what they are going to write about.)
- Explain that writers often have to conduct research to learn about a topic they will write about. Preview the sequence of the three units in this module so students are oriented.
  - Under the performance task prompt, write: “Unit 1—Research: Animal Defense Mechanisms.” Explain that in this unit, they will learn about general animal defense mechanisms.
  - Next, write: “Unit 2—Research and Write: Build Expertise on a Selected Animal.” Tell students that in Unit 2, they will research in expert groups on different animals, and that this animal will be the main character in their narratives. However, before they can write their narrative, they have to research and write an informational piece about their animal and its defense mechanism.
  - Finally, write: “Unit 3—Write Narratives.” Explain that in this unit, students will read and examine a choose-your-own-adventure story to learn about this format and then plan and write their own narratives using the animal they researched as the main character.
- Ask students to give you a thumbs-up, -sideways, -down based on their general understanding of the module’s structure.
- Introduce the **Researchers Do These Things anchor chart**. Invite volunteers to read the criteria aloud for the whole group.
- Ask students to Think-Pair-Share:
  - “*How can we make sure we are studying and collecting information about animal defense mechanisms effectively?*”
- If productive, cue students to expand the conversation by giving an example, and to listen carefully and seek to understand:
  - “*Can you give an example?*” (Responses will vary.)
  - “*Who can tell us what your classmate said in your own words?*” (Responses will vary.)

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- Record any new ideas to the anchor chart.
- Explain that students will do all of these things as they research animal defense mechanisms and that they will refer to this anchor chart throughout the module.
- Ask students to Think-Pair-Share:
  - “What questions should we try to answer as we research animal defense mechanisms?”
- Be sure to point out that they will try to answer one of the guiding questions for the module: “How do animals’ bodies and behaviors help them survive?”

### Meeting Students’ Needs

- For students who may need additional support with information processing: Consider repeated this examination of the performance task, either by meeting with them in advance or again after the class discussion. This repetition will help solidify the purpose and plan for their learning. (MMR, MMAE)
- For students who may need additional support with auditory processing: Consider posting the Back-to-Back and Face-to-Face questions or writing the questions down and giving these students an opportunity to preview them before this discussion. (MMR)
- For ELLs and students who may need additional support with auditory processing: Repeat and rephrase all questions. Provide sentence frames for ELLs who need heavier support to assist in responses. Example: “One way we can do a good job researching animal defense mechanisms is to \_\_\_\_.” (MMR)
- For ELLs: Discuss the meaning of each of the ways students can effectively study and collect information as written on the anchor chart. Example:
  - “What does *investigate* mean? What kind of people *investigate*? What are we going to investigate?”
  - “What does *different aspects of a topic* mean? What are some different aspects of animal defense?” (Body, behavior, etc.) “Are *nose* and *smell* different aspects?”
- If a small group of students met after Lesson 1 to work on coming up with research questions, remind these students that these are some of the questions that they can try to answer as they research animal defense mechanisms.

## Work Time

### A. Reading Aloud and Paraphrasing *Venom* (15 minutes)

- Display the cover of *Venom* and read the title and author aloud to students. Ask:
  - “What do you think *venom* means?”
- Use equity sticks to call on a few students. Accept all responses but do not clarify the meaning at this point.
- Ask:
  - “What do you notice about this book? What do you think you will learn from it?”
- Read the back cover of the book, then ask:
  - “Now what do you think *venom* means?”

- Display pages 4 and 5 and read the heading: “Introduction: Don’t Eat, Don’t Touch, Don’t ... Well, Just Don’t!” Ask:
  - “What do you notice about these pages? What do you wonder about these pages?” (Students should notice the text features, headings, color, and use of punctuation, all of which are to capture readers’ attention and cue them to the topic’s dangerous nature.)
- Read aloud the three paragraphs on page 4. Invite students to turn and talk, sharing one interesting thing they learned while listening to page 4. After a minute, use equity sticks to cold call several students and ask:
  - “What is one thing your partner learned while listening to page 4?”
- As students share their partner’s learning, ask students to give a thumbs-up to show if they found the same thing interesting.
- Validate responses, then ask the following questions and continue to use equity sticks to cold call students:
  - “According to this text, what does poisonous mean?” (Something that has poison, or something that can make you sick.)
- Ask:
  - “After reading this page, did your definition of venom change? Why or why not?” (poison; reasons may vary)
  - “Why do you think the author titled this book *Venom*?”
- Validate responses. If it did not come up in the discussion, explain that this book is all about animals that use venom and poison to survive.
- Invite students to look at the visual on page 4. Read aloud the title and question. Read about each pair of animals. Ask students to hold up one finger if they think the animal on the left is poisonous, or two fingers if they think the animal on the right is poisonous (e.g., hold up one finger for the American toad or two fingers for the bullfrog for the first set of animals).
- Read aloud the title and two paragraphs on page 5. Invite students to turn and talk, sharing one interesting thing they learned while listening to page 5. After a minute, use equity sticks to cold call several students and ask:
  - “What is one thing your partner learned while listening to page 5?”
- As students share their partner’s learning, ask students to give a thumbs-up to show if they also think what the student is sharing is interesting. Validate responses. Ask:
  - “Why might an animal use venom?” (To catch prey, for self-defense, or to defend its family or community.)
- If productive, cue students to listen carefully and seek to understand:
  - “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Invite students to look at the diagram on page 5. Read aloud the title and directions. Invite students to match the animal with how it injects venom.
- Explain that students will use this text throughout the unit to learn how animals use venom to protect themselves and to practice how a listener can take notes and paraphrase a text.
- Explain to students that to paraphrase a text, they will need to retell the text. Explain that this is different from summarizing a text, because when summarizing a reader needs to determine the importance of the ideas presented in a text and say the big ideas concisely. When paraphrasing, readers need to simply tell everything they read or heard in their own words.

- Explain that they will practice paraphrasing a text that is read aloud to them and that to do this effectively, they will need to take notes while listening to what is being read. Tell students that taking notes is an important step in paraphrasing because it will help them include specific details from the text, and that they should not try to paraphrase a text from memory because they may miss details from the text.
- Explain that this type of note-taking can be described as running notes. Tell students that as they listen to the text, they will jot down notes about what they observe or hear. Then they will review their notes and paraphrase the text.
- Introduce the guest reader (if necessary), sharing that he or she will read *Venom* aloud as you model how a listener can take notes and then paraphrase a text.
- Ask students to get out their **Animal Defenses research notebook** and turn to the **Listening Closely note-catcher** on pages 2–3. Display a blank copy of the note-catcher. Explain that students will use this note-catcher to record their running notes during the read-aloud.
- Use equity sticks to call on a student to read the directions and headings of the table in the note-catcher. Answer any clarifying questions.
- Point out the research question on the note-catcher: “How do animals’ bodies and behaviors help them survive?” Explain that researching to answer this question is the purpose for reading this text, and they should keep this in mind as they work.
- Tell students that the text will be read aloud twice: one time for them to simply listen for gist and a second time for them to take running notes.
- Explain that today they will practice paraphrasing pages 4 and 5 of *Venom*. Tell them that since they have already listened to these pages read aloud once, they should be able to determine the gist.
- Invite students to turn and talk. Ask, and then use equity sticks to call on a student to share out:  
*“What was the gist of these pages?” (Some animals use venom and poison to survive.)*
- Tell students that they will now hear page 4 read aloud a second time, and that you will model how to take running notes about what you hear while listening to the text read aloud. Explain that they do not need to write anything on their note-catchers at this time.
- Invite the guest reader to reread the first paragraph on page 4. Ask:  
*“After hearing this paragraph read again, what notes could we take?” (Students will name various details from this section of the text.)*
- Model recording these notes in the “What do you OBSERVE/HEAR?” box on the note-catcher. Invite students to record these details on their note-catchers. Refer to the **Listening Closely note-catcher (Example, for Teacher Reference)**.
- Continue in this manner for each paragraph on pages 4–5, stopping after each paragraph and discussing and modeling what kind of running notes could be recorded on the note-catcher.
- Remind students of the purpose for reading this text: to research how animals’ bodies and behaviors help them survive. Invite students to write down any questions they have after hearing this text in the “What QUESTIONS do you have?” box.
- Invite students to turn to the next page of their note-catchers. Explain that now that they have completed their running notes, they can paraphrase the text. Remind them what it means to paraphrase as necessary.

Ask students to reread their notes; then give the following instructions:

1. Reread your notes from today's reading of *Venom*.
  2. Think about how we could paraphrase what we heard today.
  3. Share with an elbow partner how you would explain this text in your own words.
- As students work, point out that they should include the source when they paraphrase and that referring to their running notes can help them include many specific details when they paraphrase. Invite students to write their paraphrased version of the text on their note-catchers.
  - Use equity sticks to call on several pairs to share how they would paraphrase the text. This allows students to hear the text paraphrased in a variety of ways. (This section of *Venom* was about how some animals are toxic. Some animals are poisonous and can make you sick if you eat them or touch them. This is how they protect themselves from predators. For example, if a dog bites a toxic toad, it would spit it out and the toad would not get eaten. Some animals are venomous and inject their poison by biting or stinging their enemy, like snakes or spiders. Animals use venom to catch their prey and to protect themselves or their community.)
  - Encourage students to thank the guest reader. Tell them that they will use this book throughout the module to learn about animal defense mechanisms and to practice paraphrasing. They will have many more opportunities to read this book and can read through it on their own during independent reading or in their free time during the school day if they wish.

### Meeting Students' Needs

- Reading the complex text aloud slowly, fluently, and without interruption or explanation promotes fluency for students by allowing them to hear a strong reader read with accuracy and expression.
- For students who may need additional support with perception: Consider displaying the text for students to read along silently during the read-aloud. (MMR)
- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- For students who may need additional support with sustained effort: Consider jotting running notes or key words on the board as you read *Venom* aloud. (MMR, MME)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from *Venom*: Write and display student responses next to the chunks. Highlight language structures that are critical to understanding the gist of *Venom*. A relatively high-frequency structure is: *One reason animals use venom/a second major reason animals use venom/a third reason animals use venom*. Work on comprehension by eliciting paraphrases of the sentence each structure is used in. Ask questions about the structures. Example:  
*"What does reason mean? What does major reason mean? What is one reason you come to school? What is a major reason animals use poison?"*
- For ELLs: Chorally pronounce and spell key words on the board, such as *diagram* and *paraphrase, gist*. Encourage students to add them to their vocabulary log.
- For ELLs: Explain that *gist* is what a text is mostly about; the most important ideas.

- Some students will need support coming up with questions for their Listening Closely note-catcher. It may be helpful to provide them with some general ideas about things they could ask, such as, "Is there anything you wonder about the (choose something specific from the text)?"

### Work Time

#### B. Reading for Gist: *Animal Behavior: Animal Defenses* (10 minutes)

- Move students into their reading partnerships. Let them know they will continue to research animal defense mechanisms by reading excerpts from a text closely for the next few lessons.
- Post and review the *Close Readers Do These Things anchor chart* (from Module 1, Unit 1, Lesson 3).
- Tell students that the text they will read is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to struggle.
- Display and distribute *Animal Behavior: Animal Defenses*. Build up the excitement; this text will be the first text they read and examine closely for their research.
- Invite students to look through the book, thinking about what they notice and wonder. Have students share these observations and questions with an elbow partner. Use equity sticks to call on students to share out.
- Display page 7 of *Animal Behavior: Animal Defenses* and invite students to turn to this page in their copies. Read pages 7-12 aloud for students without stopping, stopping at the end of the section "A Life in Hiding."
- Ask students to turn and talk and use total participation techniques to invite students to share their responses with the whole group:  
*"What is the text about?" (Student responses may vary, but could include it's about how different animals protect themselves.)*
- Invite students to turn to ***Animal Behavior: Animal Defenses Reading for Gist and Unfamiliar Vocabulary*** on page 4 of their Animal Defenses research notebook and display so all students can see. Cold call students to read the directions aloud for the whole group as they read along silently in their heads. Point out how these directions are based on the *Close Readers Do These Things anchor chart*.
- Display page 7 of *Animal Behavior: Animal Defenses*. Read the first three paragraphs aloud for the whole group and invite students to read along silently in their heads.
- As a group, follow the directions to find the gist and unfamiliar vocabulary words in the first three paragraphs.
- Ask students to discuss with an elbow partner:  
*"What is the gist of these paragraphs? What are they mostly about?" (They are about how gazelles protect themselves from cheetahs.)*
- Display the ***Animal Behavior: Animal Defenses Chapter 1: Gist chart*** and invite students to refer to their research notebooks to find the Gist and Unfamiliar Vocabulary directions on page 4 and the Gist chart on page 5.

- Model recording the gist in the chart and invite students to record on their own charts. Refer to the ***Animal Behavior: Animal Defenses Chapter 1: Gist chart (Answers, for Teacher Reference)***. Tell students that they will have a chance to discuss the unfamiliar vocabulary words they circled later on in the lesson.
- Continue in this manner as you read the remainder of this selection from *Animal Behavior: Animal Defenses*, recording the gist of each section (the remainder of the introduction to the chapter on pages 7–9, “Self-Defense” on page 9, “Lying Low” on page 10, and “A Life in Hiding” on pages 11–12).

### Meeting Students' Needs

- For students who may need additional support with writing fluency: Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding. Consider providing a partially filled-in graphic organizer. (MMAE)
- For ELLs and students who may need additional support with organizing ideas for written expression: Provide a sentence starter or frame to aid in language production. For example: *In the visual I see...* (MMAE)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from the *Animal Behavior* text. Write and display student responses next to the chunks. Highlight language structures that are critical to understanding the gist. Higher-frequency language includes: *avoid being noticed, may be caught, animals such as, species*.
- For ELLs: Note that the first two examples contain passive language. Ask students: “What does *noticed* mean?” (Seen.) “What’s another way to say *avoid being noticed*?” (Not be seen.) “Who might notice the animals?” (Other animals.) “Why do animals want to avoid being noticed?”

## Work Time

### C. A Closer Look at Words: *Animal Behavior: Animal Defenses* (10 minutes)

- Explain that students will now have a chance to discuss the unfamiliar vocabulary words from this selection of *Animal Behavior: Animal Defenses*. Invite them to skim page 7 and ask the following, then use equity sticks to call on students to share out, listing the words shared on the board:  
*“What words did you circle that you didn’t know the meaning of?” (Answers will vary; students may identify savannah, herd, gazelles, prey, graze, predator, and quiver.)*
- Ask students to turn to their partner and choose a word to try to figure out the meaning of. After a few minutes, invite students to share out whole group which word they tried to decipher and the strategy they used to do this.
- Tell students that they have learned a lot about how to figure out new words. Now, they get to use that knowledge. Focus students on the strategies for determining unfamiliar vocabulary on the Close Readers Do These Things anchor chart.
- Use the strategies to determine the meanings of the following challenging words from the text. Encourage students to help you.

- *savannah* (a grassland)
  - *herd* (a group of animals)
  - *gazelles* (a kind of antelope living in Africa)
  - *prey* (an animal that is eaten by other animals)
  - *graze* (to eat grass)
  - *predator* (an animal that eats other animals)
  - *quiver* (to shake)
- Tell students that they now will use some of these strategies while rereading this selection of *Animal Behavior: Animal Defenses* to determine the meaning of some more challenging words.
  - Invite students to continue to use the back of their vocabulary log to keep track of the words they learn related to animal defenses throughout the module.
  - Show students the glossaries in the backs of *Animal Behavior: Animal Defenses* and *Venom* and remind them that a *glossary* is a text feature authors often use in nonfiction texts and is found at the end of a book. Also remind students that glossaries are formatted so the words appear in alphabetical order.
  - Model adding a new word to the back of the vocabulary log using the word *prey* on page 7 of *Animal Behavior: Animal Defenses*:
    - Reread the first paragraph and circle the word *prey* in the third sentence.
    - Explain that the text makes you think this word means “an animal that is hunted by another animal,” but that you want to confirm this.
    - Demonstrate using the strategies for determining unfamiliar vocabulary on the Close Readers Do These Things anchor chart to select a strategy for determining the word and tell students that your strategy will be to use the glossary. Point out that you are using this strategy because the word is in bold, which is a clue to the reader that the definition is in the glossary.
    - Turn to the glossary on page 124.
    - Think aloud in a way similar to the following: “The glossary is organized in alphabetical order, so I need to skim the words to find the words starting with the letter p. Here is the word *prey*, and the definition after says, ‘an animal that is eaten by other animals.’”
  - Complete the entry for this word as a class in the vocabulary logs.
  - Distribute **dictionaries** and explain that students will use them to look up another word from this selection of *Animal Behavior: Animal Defenses*.
  - Reread the third paragraph on page 7 and point out the word *quiver*.
  - Allow students a few minutes to reread the paragraph and look the word up in the dictionary. Point out that this word has several meanings, as outlined in the dictionary:
    - *n* a case for carrying arrows
    - *v* to move with a slight shaking motion
    - *n* the act or action of quivering
  - Invite students to turn and talk with their partners, and then use equity sticks to call on a few pairs to share how they determined the meaning of this word:
 

*“Which meaning of the word quiver makes the most sense in the context of this text?”*  
*(Quiver is describing what the gazelles are doing, so is used as a verb in this text. The*

*first definition of a case for carrying arrows does not make sense within the context of the text—the gazelles are not carrying arrows.)*

- Ask students to help you add this word to their vocabulary log as a class.
- Answer clarifying questions.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

### Meeting Students' Needs

- For ELLs: Chorally pronounce all unfamiliar vocabulary.
- Pair students with strategic elbow partners to ensure that struggling readers have a strong, politely helpful person to support their efforts to determine the meaning of unfamiliar vocabulary words.
- For students who may need additional support with vocabulary: Identify the vocabulary word they should focus on and tell them which vocabulary strategy to use to figure out its meaning. Partially complete their Animal Defense Mechanisms glossary in advance. This will give students direction and purpose and get them using the strategy right away. (MMR)

## Closing and Assessment

### A. Introducing the Word Wall (5 minutes)

- Point out the new **Domain-Specific Word Wall**. Remind students that this Word Wall is a place to gather words about the topic they are studying. Explain that they will use their vocabulary logs as individuals, but that this Word Wall is where the class will keep track of topic-related vocabulary; this will help during class discussions.
- Remind students of the format of the Domain-Specific Word Wall—words are grouped alphabetically; only words are displayed, no definitions; words will be added to the Word Wall over the course of the module. Explain that students can refer to the Word Wall during discussions with peers or when writing as a way to use scientific vocabulary when discussing a topic.
- Show students the new **Word Wall cards** with the words *defense mechanisms*, *prey*, *quiver*, and *venom*. Use equity sticks to choose students to add the cards to the Word Wall.
- Invite students to show a thumbs-up, -down, or -sideways to briefly reflect on the last learning target. Tell students that they will revisit this target and practice using the glossary and the strategies for determining unfamiliar vocabulary on the Close Readers Do These Things anchor chart throughout this unit and will continue to figure out more about it.
- Repeat, inviting students to self-assess against how well they applied their learning in this lesson.

### Meeting Students' Needs

- For ELLs and visual learners: add visuals and simpler synonyms for each word on the Word Wall. The class can co-construct these, and it will help to make the meanings of these words more memorable for all students. (MMR)

## Homework

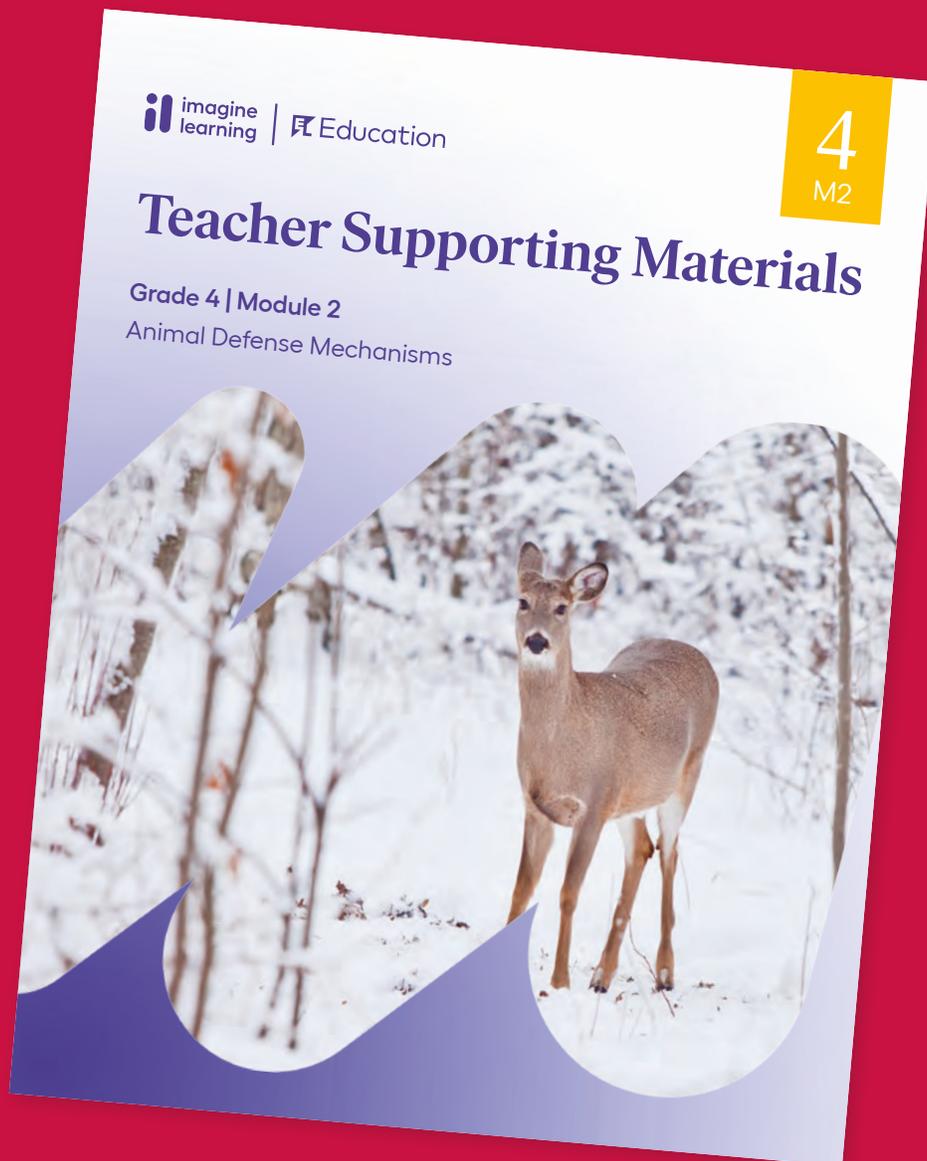
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**A. Accountable Research Reading.** Select a prompt to respond to in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 1 or 2, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters. (MMAE)

# Module Teacher Supporting Materials Sample



## Poster Walk: Poster Preparation

(For Teacher Reference)

**Directions:** On a sheet of chart paper, create the posters according to the directions below. Post them around the classroom in advance of the lesson.

<p><b>Poster Walk Poster 1</b></p>	<p>Write the discussion question at the top of the poster: "What can you infer about animal defense mechanisms from these pictures and/or text?"</p> <p>Display the book <i>Venom</i> by Marilyn Singer under the poster.</p> <p>Bookmark the following pages of the book with sticky notes:  page 8 ("Home Is Where the Venom Is" and photograph of the house)  page 22 ("Pretty Poison" and photos of butterflies)  page 81 ("Eight Arms to Hold You" and photos of octopuses)</p>
<p><b>Poster Walk Poster 2</b></p>	<p>Write the discussion question at the top of the poster: "What can you infer about animal defense mechanisms from these pictures and/or text?"</p> <p>Display several copies of the book <i>Animal Behavior: Animal Defenses</i> by Christina Wilsdon under the poster.</p> <p>Bookmark the following pages of the books with sticky notes:  page 15 (a photo of a walkingstick insect)  page 36 (a photo of an opossum playing dead)  page 57 (a photo of a poison dart frog)  page 59 (a photo of a cinnabar caterpillar)  page 92 (a photo of a hover fly)</p>
<p><b>Poster Walk Poster 3</b></p>	<p>Use technology to play the slideshow of images found on this web page: <a href="http://www.eled.org/armadillo">http://www.eled.org/armadillo</a></p> <p>Write the following quote from <i>Animal Behavior: Animal Defenses</i>, page 50, on a poster next to the technology playing the slideshow:  "Their name, which means 'little armored one' in Spanish, refers to their bony armor."</p> <p>Write the discussion question below the quote on the poster: "What can you infer about animal defense mechanisms from these pictures and/or text?"</p>

<b>Poster Walk Poster 4</b>	<p>Use technology to play the slideshow of images found on this web page: <a href="http://eled.org/springbok">http://eled.org/springbok</a></p> <p>Write the following quote from <i>Animal Behavior: Animal Defenses</i>, page 8, on a poster next to the technology playing the slideshow: "[It] bounces into the air with arched back and stiff legs. This motion is called stotting or pronking."</p> <p>Write the discussion question below the quote on the poster: "What can you infer about animal defense mechanisms from these pictures and/or text?"</p>
<b>Poster Walk Poster 5</b>	<p>Use technology to play the slideshow of images found on this web page: <a href="http://eled.org/monarch-butterfly">http://eled.org/monarch-butterfly</a></p> <p>Write the following quote from <i>Animal Behavior: Animal Defenses</i>, page 105, on a poster next to the technology playing the slideshow: "It feeds on poisonous milkweed plants as a caterpillar. It is unharmed by the poison and stores it up in its body to make itself poisonous to predators."</p> <p>Write the discussion question below the quote on the poster: "What can you infer about animal defense mechanisms from these pictures and/or text?"</p>
<b>Poster Walk Poster 6</b>	<p>Write the following quote from <i>Animal Behavior: Animal Defenses</i>, page 9: "Much of an animal's self-defense behavior comes from within it. Most animals are born 'knowing' how to defend themselves. Scientists call this inborn knowledge instinct."</p> <p>Write the discussion question below the quote on the poster: "What can you infer about animal defense mechanisms from this text?"</p>
<b>Poster Walk Poster 7</b>	<p>Write the following quote from <i>Animal Behavior: Animal Defenses</i>, page 14: "Camouflage, also known as cryptic coloration, is the one-size-fits-all defense in the world of animals. Animals ... depend on their cryptic colorations to help them blend in."</p> <p>Write the discussion question below the quote on the poster: "What can you infer about animal defense mechanisms from this text?"</p>

## Directions for Poster Walk

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Poster Walk Protocol

In this protocol, you will work with your group to answer the following question as you visit a series of posters and examine their photographs or text. After discussing the question and the poster, your group will record their thinking on the poster below the picture or text.

**Discussion question:** What can you infer about animal defense mechanisms from these pictures and/or text?

### Directions:

1. Examine the poster's picture or text and discuss the question above.
2. Record your group's response using details from the picture or text to support your answer.
3. Move to the next poster when your teacher gives a signal.
4. If another group has visited the poster before your group, respond to both the question and their answer.

## Working to Contribute to a Better World Anchor Chart

*(Example, for Teacher Reference)*

**Directions:** Write the following on a piece of chart paper, leaving space at the bottom to add to it throughout the module.

### Put learning to use to improve communities

Habit of character	What does it look like?	What does it sound like?
I apply my learning to help our school, the community, and the environment.		

## Working to Contribute to a Better World

(Example, for Teacher Reference)

Habit of character	What does it look like?	What does it sound like?
<p>I apply my learning to help our school, the community, and the environment.</p>	<ul style="list-style-type: none"> <li>• Creating products like posters, leaflets, or videos for the school or community.</li> <li>• Putting together presentations for the school or the community.</li> <li>• Organizing an event to benefit the school, the community or the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• "Did you know that...?"</li> </ul>

## Animal Defenses Research Notebook: KWEL Chart, Page 1 of Animal Defenses Research Notebook

(Answers, for Teacher Reference)

RI.4.1, RI.4.10, W.4.7, W.4.8

**Guiding question:** How do animals' bodies and behaviors help them survive?

K: I think I know ...	W: I want to know ...	E: Evidence, and L: I Learned ...	Source
<ul style="list-style-type: none"> <li>• Venom is poison.</li> <li>• Animals have lots of different ways they defend themselves.</li> <li>• Mimicry is when animals look or act like other animals as a way to protect themselves.</li> <li>• Some fish use camouflage to blend in with what's around them as a way to hide from predators.</li> </ul>	<ul style="list-style-type: none"> <li>• How does a tiger protect itself?</li> <li>• What if a human approaches an animal? Does the animal use the same defenses it would use if a predator came near it?</li> <li>• How does a jellyfish sting an enemy?</li> </ul>		

## Animal Defenses Research Notebook

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Contents:

Page 1: KWEL chart

Pages 2–3: Listening Closely note-catcher

Page 4: Reading for Gist and Unfamiliar Vocabulary

Page 5: Gist chart

Pages 6–7: Listening Closely note-catcher

Pages 8–11: Close Read Questions: "Lying Low"

Page 12: Expert Group Gist chart

Pages 13–14: Listening Closely note-catcher

Page 15–19: Close Read Questions: "A Life in Hiding"

Pages 20–21: Determining the Main Idea note-catcher

Page 22: Movement Words note-catcher

# Animal Defenses Research Notebook: KWEL Chart

RI.4.1, RI.4.10, W.4.7, W.4.8

**Guiding question:** How do animals' bodies and behaviors help them survive?

K: I think I know ...	W: I want to know ...	E: Evidence, and L: I Learned ...	Source

## Animal Defenses Research Notebook: Listening Closely Note-catcher

W.4.8, SL.4.2

**Source:** *Venom*, pages 4–5

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Guiding question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

--

What **QUESTIONS** do you have?

--



## Animal Defenses Research Notebook: Reading for Gist and Unfamiliar Vocabulary

RI.4.2, RI.4.4, RI.4.10, W.4.7, L.4.4

**Source:** *Animal Behavior: Animal Defenses*

**Focus task:** Read for gist and unfamiliar vocabulary.

### Directions:

1. Read the selection once all the way through from start to finish.
2. Reread the first three paragraphs and think about the gist.
3. Underline things that you understand or know about.
4. Circle any words that you do not know.
5. Talk with your group about all of your good ideas.
6. Record the section subheading and state the gist of the paragraph (what the section is mostly about) on the gist chart.
7. Repeat with the next paragraph until you have read the whole selection.

# Animal Defenses Research Notebook: *Animal Behavior: Animal Defenses* Chapter 1 Gist Chart

RI.4.2, RI.4.10, W.4.7

**Source:** *Animal Behavior: Animal Defenses*, pages 7–12

Section	Gist

## Animal Defenses Research Notebook: Listening Closely Note-catcher

W.4.8, SL.4.2

**Source:** *Venom*, pages 16–17

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Guiding question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

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What **QUESTIONS** do you have?

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## Animal Defenses Research Notebook: Close Read Questions: "Lying Low"

**RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c**

**Source:** "Lying Low" from *Animal Behavior: Animal Defenses* (pages 10–11)

Directions	Questions								
<p>Turn to page 10 of <i>Animal Behavior: Animal Defenses</i>.</p> <p>With a partner, reread Paragraph 1 of "Lying Low," from "Many animals hide ..." to "... while under cover."</p>	<ol style="list-style-type: none"> <li data-bbox="448 867 483 1520">1. What is the title of this section? <b>(RI.4.1)</b></li> <li data-bbox="565 499 600 1520">2. According to the paragraph, why do many animals hide? <b>(RI.4.1)</b></li> <li data-bbox="751 222 824 1520">3. Below, list two of the signs we might see in the woods that "many animals hide to avoid being noticed." Be sure to use details from the article. <b>(RI.4.2)</b></li> </ol>								
<p>With a partner, reread Paragraph 2 of "Lying Low," from "Many insects even alter ..." to "... the growth of these galls."</p>	<ol style="list-style-type: none"> <li data-bbox="963 520 998 1520">4. What do you think the word <i>after</i> might mean? <b>(RI.4.4, L.4.4a)</b></li> </ol> <p>Fill in the chart to show how the insect <i>alters</i> the plant.</p> <table border="1" data-bbox="1122 191 1422 1520"> <thead> <tr> <th data-bbox="1130 1167 1175 1520">Insect</th> <th data-bbox="1130 191 1175 1167">What it does</th> </tr> </thead> <tbody> <tr> <td data-bbox="1175 1167 1256 1520">Caterpillar</td> <td data-bbox="1175 191 1256 1167"></td> </tr> <tr> <td data-bbox="1256 1167 1338 1520">Weaver ant</td> <td data-bbox="1256 191 1338 1167"></td> </tr> <tr> <td data-bbox="1338 1167 1422 1520">Aphids, wasps, and midges</td> <td data-bbox="1338 191 1422 1167"></td> </tr> </tbody> </table>	Insect	What it does	Caterpillar		Weaver ant		Aphids, wasps, and midges	
Insect	What it does								
Caterpillar									
Weaver ant									
Aphids, wasps, and midges									

5. In your own words, write the main idea of this paragraph. **(RI.4.2)**

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List three details the author uses to support the main idea **(RI.4.2, RI.4.8)**:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Reread Paragraph 3 of "Lying Low," from "Larger animals also ..." to "conceal them in tree holes."

6. What example does the author give to support the idea that large animals take *advantage* of the plants, rocks, and other parts of their habitat? **(RI.4.1, RI.4.4, RI.4.8, L.4.4a)**

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With a partner, reread Paragraph 4 of "Lying Low," from "Staying hidden for many hours ..." to "... wedging it in place."

7. According to the text, why is staying hidden for many hours not necessary for some animals? **(RI.4.1, RI.4.2)**

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8. Write the names of all the animals used as examples in this paragraph. **(RI.4.1, RI.4.2)**

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9. In your own words, write the main idea of this paragraph. **(RI.4.2)**

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List two of the details the author uses to support the main idea **(RI.4.2, RI.4.8)**:

a. 

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b. 

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## Animal Defenses Research Notebook: *Animal Behavior: Animal Defenses:* Expert Group Gist Chart

RI.4.2, RI.4.10, W.4.7

**Source:** *Animal Behavior: Animal Defenses*

- Group 1—"Escape Artists" (page 22); "Fleeing" (pages 22–26)
- Group 2—"Animal Armor" (page 38); "Scales, Scutes, and Skin" (pages 49–52)
- Group 3—"Bad Smells, Bad Tastes, and Powerful Poisons" (pages 55–56); "Poisonous Prey" (pages 56–58)

Section	Gist

## Animal Defenses Research Notebook: Listening Closely Note-catcher

**W.4.8, SL.4.2**

**Source:** *Venom*, pages 19

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Research Question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

What **QUESTIONS** do you have?



## Animal Defenses Research Notebook: Close Read Questions: "A Life in Hiding"

**RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c**

**Source:** "A Life in Hiding" from *Animal Behavior: Animal Defenses* (pages 11–12)

Directions	Questions
With a partner, reread Paragraph 1 of "A Life in Hiding" on page 11, from "A variety of species ... to ... keep them under cover."	1. What is the title of this section? <b>(RI.4.1)</b> _____ _____
	2. According to the text, what is extreme about the way some species live? <b>(RI.4.1)</b> _____ _____ _____
	3. Which sentence in Paragraph 3 best supports the idea that this animal spends most of its time in hiding? <b>(RI.4.2)</b> _____ _____ _____
	4. On the chart below, record three ways that spending most of the day in hiding helps the clam survive. You may use words and/or pictures to show your thinking. <b>(RI.4.1, RI.4.2)</b>
	<div style="text-align: center;"><b>#1</b></div> <div style="text-align: center;"><b>#2</b></div> <div style="text-align: center;"><b>#3</b></div>

<p>5. In your own words, write the main idea of these paragraphs. <b>(RI.4.2)</b></p> <hr/> <hr/> <hr/> <p>List three details the author uses to support the main idea <b>(RI.4.2, RI.4.8)</b>:</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p>	<p>6. Which sentences best support the idea that the animal's body allows it to spend most of its time in hiding? <b>(RI.4.2)</b></p> <hr/> <hr/> <hr/> <p>7. Below, record one way that spending most of the day in hiding helps the earthworm survive. You may use words and/or pictures to show your thinking. <b>(RI.4.1, RI.4.2)</b></p>	<p>8. Which sentence best supports the idea that the animal spends most of its time in hiding? <b>(RI.4.2)</b></p> <hr/> <hr/> <hr/> <p>9. Below, record one way that spending most of the day in hiding helps the mole survive. You may use words and/or pictures to show your thinking. <b>(RI.4.1, RI.4.2)</b></p>
<p>Reread Paragraph 5 of "A Life in Hiding," from "Other animals find safety ..." to "... clamp it in place."</p>		<p>With a partner, reread Paragraph 6 of "A Life in Hiding," from "A mole digging ..." to "... might pounce on it."</p>

## Animal Defenses Research Notebook: Close Read Questions: "A Life in Hiding"

RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c

10. Reread "A Life in Hiding" and determine the main idea and supporting details for this section of the text. **(RI.4.2)**

### "A Life in Hiding" pages 11–12

**Main Idea:**

*What clues did you use to determine the main idea?*

**Supporting Details:**

*What explicit information from the text supports your thinking about the main idea?*

## Animal Defenses Research Notebook: Close Read Questions: "A Life in Hiding"

RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c

11. Below, rewrite the main idea(s) of each section **(RI.4.2)**:

"Lying Low"

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"A Life in Hiding"

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When you have finished, discuss the following with your group:

- How is the main idea of the section "A Life in Hiding" similar to the main ideas of the section "Lying Low"? **(RI.4.2)**
- In what ways are the main ideas of these sections different? **(RI.4.2)**
- What have you learned about animal defenses from reading these two sections? **(RI.4.1)**





## Animal Defenses Research Notebook: Movement Words Note-catcher

RI.4.4, W.4.2d, L.4.3a, L.4.4a

Words Describing How Animals Move	Source

## Researchers Do These Things Anchor Chart

RI.4.5, RI.4.7, W.4.7, W.4.8

**Teacher Directions:** Write the following on chart paper to create this anchor chart.

### What do researchers do?

- Ask questions about a topic to focus their research
- Determine the structure of a text to be able to locate information to answer research questions quickly
- Interpret information presented in different ways (for example charts, graphs, diagrams) to better understand the text
- Investigate different aspects of a topic to build knowledge or answer research questions
- Choose and use reliable sources by identifying the *publisher, author, bias, accuracy, and timeliness* of the source.
- Take notes and categorize information
- Analyze data and facts, and draw a conclusion
- Think about how new ideas or learning connect to what they already know
- Talk with others to clarify their thinking and deepen their learning about a topic
- Present what they have learned in their research through speaking or writing about the topic
- Cite their sources:
  - Author name last, first. Title of book.  
City of pub. Date of pub. Pages.

## Animal Defenses Research Notebook: Listening Closely Note-catcher (Pages 2–3)

(Example, for Teacher Reference)

**W.4.8, SL.4.2**

**Source:** *Venom*, pages 4–5

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Research Question:** "How do animals' bodies and behaviors help them survive?"

### What do you OBSERVE/HEAR?

- Some animals can hurt or kill with a bite, stab, sting, or spit.
- Some animals can hurt or kill if you bite them.
- They are found all over the world, in water and on land.
- Poisonous animals make you sick if you eat them or touch them.
- The poison is how they defend themselves from predators.
- Sometimes the poison tastes bad and makes the predator spit them out.
- If a dog bites a toxic toad, it will spit the toad out.
- Some toxic animals are venomous.
- Venomous animals inject their poison with their teeth, spines, or stingers.
- snakes, spiders, jellyfish, and bees are venomous.
- Some animals use venom to catch prey.
- Some animals use venom to protect themselves.
- Some animals use venom to defend their families or community.
- Poisonous or venomous animals can be dangerous to humans if their toxins are strong.

### What QUESTIONS do you have?

- How do humans react to these animals' venom?
- How do the animals use their venom?
- Is there a way to tell if an animal is venomous by looking at it?

Explain what this text was about by paraphrasing the information heard. Be sure to include specific details from your notes in your response.

*This section of *Venom* was about how some animals are toxic. Some animals are poisonous and can make you sick if you eat them or touch them. This is how they protect themselves from predators. For example, if a dog bites a toxic toad, it would spit it out and the toad would not get eaten. Some animals are venomous and inject their poison by biting or stinging their enemy, like snakes or spiders. Animals use venom to catch their prey and to protect themselves or their community.*

## Animal Defenses Research Notebook: Animal Behavior: Animal Defenses Chapter 1 Gist Chart (Page 5)

*(Answers, For Teacher Reference)*

**RI.4.2, RI.4.10, W.4.7**

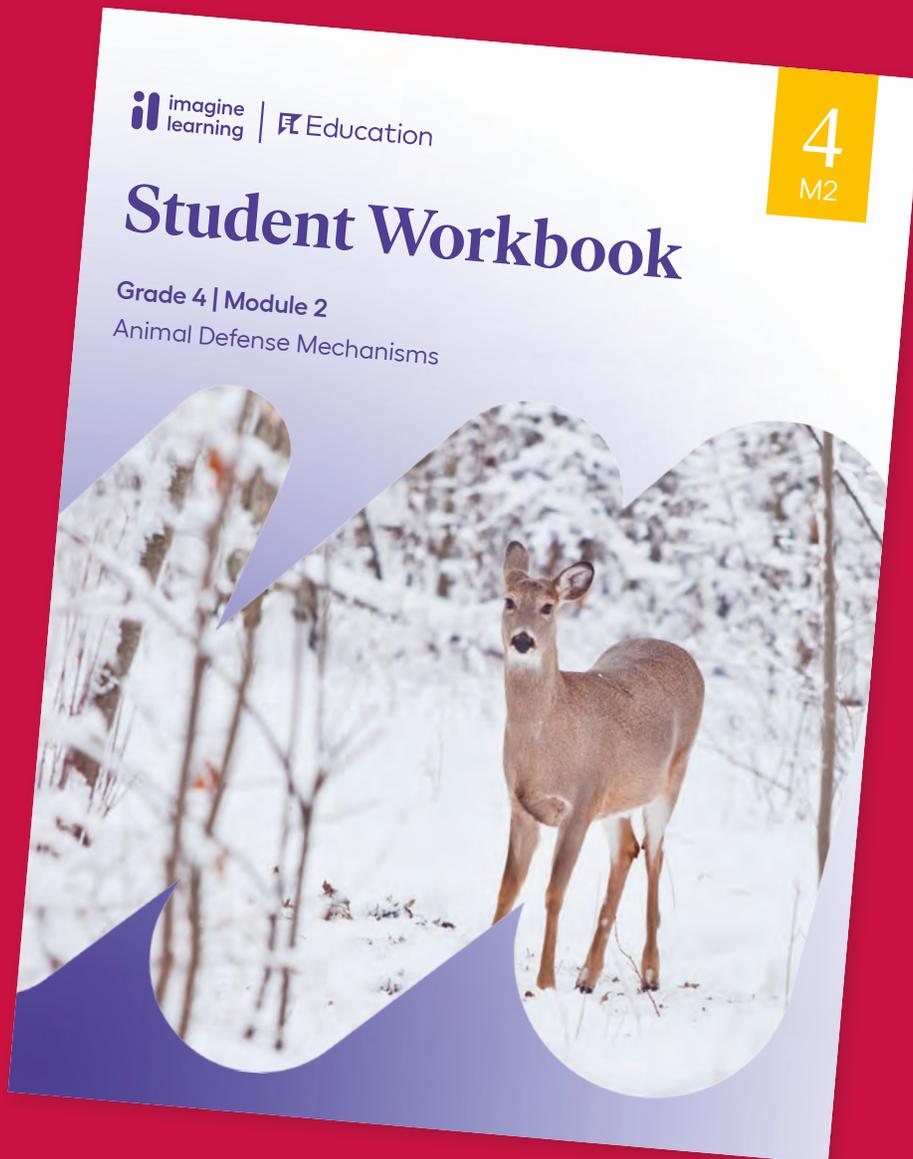
**Source:** *Animal Behavior: Animal Defenses*, pages 7–12

Section	Gist
<i>Introduction</i> pages 7–9	<i>It is about how gazelles protect themselves from cheetahs and how animals are born "knowing" how to defend themselves.</i>
<i>"Self Defense"</i> page 9	<i>Animals use primary defenses, defenses they have ready all the time, and secondary defenses, their backup defenses, to protect themselves.</i>
<i>"Lying Low"</i> page 10	<i>Some animals hide if they see a predator to avoid being noticed.</i>
<i>"A Life in Hiding"</i> pages 11–12	<i>Some animals have adapted over time to look like their surroundings in order to hide from predators.</i>



# Module Student Workbook

## Sample



## Directions for Poster Walk

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Poster Walk Protocol

In this protocol, you will work with your group to answer the following question as you visit a series of posters and examine their photographs or text. After discussing the question and the poster, your group will record their thinking on the poster below the picture or text.

**Discussion question:** What can you infer about animal defense mechanisms from these pictures and/or text?

### Directions:

1. Examine the poster's picture or text and discuss the question above.
2. Record your group's response using details from the picture or text to support your answer.
3. Move to the next poster when your teacher gives a signal.
4. If another group has visited the poster before your group, respond to both the question and their answer.

# Animal Defenses Research Notebook

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Contents:

Page 1: KWEL chart

Pages 2–3: Listening Closely note-catcher

Page 4: Reading for Gist and Unfamiliar Vocabulary

Page 5: Gist chart

Pages 6–7: Listening Closely note-catcher

Pages 8–11: Close Read Questions: "Lying Low"

Page 12: Expert Group Gist chart

Pages 13–14: Listening Closely note-catcher

Page 15–19: Close Read Questions: "A Life in Hiding"

Pages 20–21: Determining the Main Idea note-catcher

Page 22: Movement Words note-catcher

## Animal Defenses Research Notebook: KWEL Chart

RI.4.1, RI.4.10, W.4.7, W.4.8

**Guiding question:** How do animals' bodies and behaviors help them survive?

K: I think I know ...	W: I want to know ...	E: Evidence, and L: I Learned ...	Source

## Animal Defenses Research Notebook: Listening Closely Note-catcher

**W.4.8, SL.4.2**

**Source:** *Venom*, pages 4–5

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Guiding question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

What **QUESTIONS** do you have?



## Animal Defenses Research Notebook: Reading for Gist and Unfamiliar Vocabulary

**RI.4.2, RI.4.4, RI.4.10, W.4.7, L.4.4**

**Source:** *Animal Behavior: Animal Defenses*

**Focus task:** Read for gist and unfamiliar vocabulary.

### **Directions:**

1. Read the selection once all the way through from start to finish.
2. Reread the first three paragraphs and think about the gist.
3. Underline things that you understand or know about.
4. Circle any words that you do not know.
5. Talk with your group about all of your good ideas.
6. Record the section subheading and state the gist of the paragraph (what the section is mostly about) on the gist chart.
7. Repeat with the next paragraph until you have read the whole selection.

# Animal Defenses Research Notebook: *Animal Behavior: Animal Defenses* Chapter 1 Gist Chart

RI.4.2, RI.4.10, W.4.7

**Source:** *Animal Behavior: Animal Defenses*, pages 7–12

Section	Gist

## Animal Defenses Research Notebook: Listening Closely Note-catcher

**W.4.8, SL.4.2**

**Source:** *Venom*, pages 16–17

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Guiding question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

What **QUESTIONS** do you have?



# Animal Defenses Research Notebook: Close Read Questions: "Lying Low"

**RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c**

**Source:** "Lying Low" from *Animal Behavior: Animal Defenses* (pages 10–11)

Directions	Questions								
<p>Turn to page 10 of <i>Animal Behavior: Animal Defenses</i>.</p> <p>With a partner, reread Paragraph 1 of "Lying Low," from "Many animals hide ..." to "... while under cover."</p>	<ol style="list-style-type: none"> <li>1. What is the title of this section? <b>(RI.4.1)</b></li> <li>2. According to the paragraph, why do many animals hide? <b>(RI.4.1)</b></li> <li>3. Below, list two of the signs we might see in the woods that "many animals hide to avoid being noticed." Be sure to use details from the article. <b>(RI.4.2)</b></li> </ol>								
<p>With a partner, reread Paragraph 2 of "Lying Low," from "Many insects even alter ..." to "... the growth of these galls."</p>	<ol style="list-style-type: none"> <li>4. What do you think the word <i>alter</i> might mean? <b>(RI.4.4, L.4.4a)</b></li> </ol> <p>Fill in the chart to show how the insect <i>alters</i> the plant.</p> <table border="1" data-bbox="1209 180 1521 1522"> <thead> <tr> <th data-bbox="1209 1165 1263 1522">Insect</th> <th data-bbox="1209 180 1263 1165">What it does</th> </tr> </thead> <tbody> <tr> <td data-bbox="1263 1165 1344 1522">Caterpillar</td> <td data-bbox="1263 180 1344 1165"></td> </tr> <tr> <td data-bbox="1344 1165 1430 1522">Weaver ant</td> <td data-bbox="1344 180 1430 1165"></td> </tr> <tr> <td data-bbox="1430 1165 1521 1522">Aphids, wasps, and midges</td> <td data-bbox="1430 180 1521 1165"></td> </tr> </tbody> </table>	Insect	What it does	Caterpillar		Weaver ant		Aphids, wasps, and midges	
Insect	What it does								
Caterpillar									
Weaver ant									
Aphids, wasps, and midges									

5. In your own words, write the main idea of this paragraph. **(RI.4.2)**

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List three details the author uses to support the main idea **(RI.4.2, RI.4.8)**:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Reread Paragraph 3 of "Lying Low," from "Larger animals also ..." to "... conceal them in tree holes."

6. What example does the author give to support the idea that large animals take *advantage* of the plants, rocks, and other parts of their habitat? **(RI.4.1, RI.4.4, RI.4.8, L.4.4a)**

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With a partner, reread Paragraph 4 of "Lying Low," from "Staying hidden for many hours ..." to "... wedging it in place."

7. According to the text, why is staying hidden for many hours not necessary for some animals? **(RI.4.1, RI.4.2)**

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---

8. Write the names of all the animals used as examples in this paragraph. **(RI.4.1, RI.4.2)**

---



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9. In your own words, write the main idea of this paragraph. **(RI.4.2)**

---

---

List two of the details the author uses to support the main idea **(RI.4.2, RI.4.8)**:

a. 

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b. 

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## Animal Defenses Research Notebook: Close Read Questions: "Lying Low"

RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c

10. Reread "Lying Low" and determine the main idea(s) and supporting details for this section of the text. (RI.4.2)

<b>"Lying Low," pages 10–11</b>	
<p><b>Main Idea #1:</b></p>          <p><i>What clues did you use to determine the main idea?</i></p>	<p><b>Supporting Details:</b></p> <p><i>What explicit information from the text supports your thinking about the main idea?</i></p>
<p><b>Main Idea #2:</b></p>          <p><i>What clues did you use to determine the main idea?</i></p>	<p><b>Supporting Details:</b></p> <p><i>What explicit information from the text supports your thinking about the main idea?</i></p>

## Animal Defenses Research Notebook: *Animal Behavior: Animal Defenses:* Expert Group Gist Chart

**RI.4.2, RI.4.10, W.4.7**

**Source:** *Animal Behavior: Animal Defenses*

- Group 1—"Escape Artists" (page 22); "Fleeing" (pages 22–26)
- Group 2—"Animal Armor" (page 38); "Scales, Scutes, and Skin" (pages 49–52)
- Group 3—"Bad Smells, Bad Tastes, and Powerful Poisons" (pages 55–56); "Poisonous Prey" (pages 56–58)

Section	Gist

## Animal Defenses Research Notebook: Listening Closely Note-catcher

**W.4.8, SL.4.2**

**Source:** *Venom*, pages 19

**Directions:** Listen as *Venom* is read aloud. Use the table below to record your notes.

**Research Question:** "How do animals' bodies and behaviors help them survive?"

What do you **OBSERVE/HEAR**?

What **QUESTIONS** do you have?



## Animal Defenses Research Notebook: Close Read Questions: "A Life in Hiding"

**RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c**

**Source:** "A Life in Hiding" from *Animal Behavior: Animal Defenses* (pages 11–12)

Directions	Questions
With a partner, reread Paragraph 1 of "A Life in Hiding" on page 11, from "A variety of species ..." to "... keep them under cover."	1. What is the title of this section? <b>(RI.4.1)</b> _____ _____
	2. According to the text, what is extreme about the way some species live? <b>(RI.4.1)</b> _____ _____ _____
	3. Which sentence in Paragraph 3 best supports the idea that this animal spends most of its time in hiding? <b>(RI.4.2)</b> _____ _____ _____
	4. On the chart below, record three ways that spending most of the day in hiding helps the clam survive. You may use words and/or pictures to show your thinking. <b>(RI.4.1, RI.4.2)</b>
<b>#1</b>	<b>#2</b>
<b>#3</b>	

5. In your own words, write the main idea of these paragraphs. **(RI.4.2)**

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List three details the author uses to support the main idea **(RI.4.2, RI.4.8)**:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Reread Paragraph 5 of "A Life in Hiding," from "Other animals find safety ..." to "... clamp it in place."

6. Which sentences best support the idea that the animal's body allows it to spend most of its time in hiding? **(RI.4.2)**

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7. Below, record one way that spending most of the day in hiding helps the earthworm survive. You may use words and/or pictures to show your thinking. **(RI.4.1, RI.4.2)**

With a partner, reread Paragraph 6 of "A Life in Hiding," from "A mole digging ..." to "... might pounce on it."

8. Which sentence best supports the idea that the animal spends most of its time in hiding? **(RI.4.2)**

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9. Below, record one way that spending most of the day in hiding helps the mole survive. You may use words and/or pictures to show your thinking. **(RI.4.1, RI.4.2)**

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## Animal Defenses Research Notebook: Close Read Questions: "A Life in Hiding"

**RI.4.1, RI.4.2, RI.4.4, RI.4.8, W.4.7, W.4.8, L.4.4a, L.4.4c**

11. Below, rewrite the main idea(s) of each section **(RI.4.2)**:

"Lying Low"

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"A Life in Hiding"

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When you have finished, discuss the following with your group:

- How is the main idea of the section "A Life in Hiding" similar to the main ideas of the section "Lying Low"? **(RI.4.2)**
- In what ways are the main ideas of these sections different? **(RI.4.2)**
- What have you learned about animal defenses from reading these two sections? **(RI.4.1)**

## Animal Defenses Research Notebook: Determining the Main Idea Note-catcher

RI.4.2, W.4.7

Reread the text and determine the main idea for your section of the text.

**Group 1:**

<b>"Fleeing," pages 22-26</b>	
<p><b>Main Idea #1:</b></p>          <p><i>What clues did you use to determine the main idea?</i></p>	<p><b>Supporting Details:</b></p> <p><i>What explicit information from the text supports your thinking about the main idea?</i></p>
<p><b>Main Idea #2:</b></p>          <p><i>What clues did you use to determine the main idea?</i></p>	<p><b>Supporting Details:</b></p> <p><i>What explicit information from the text supports your thinking about the main idea?</i></p>



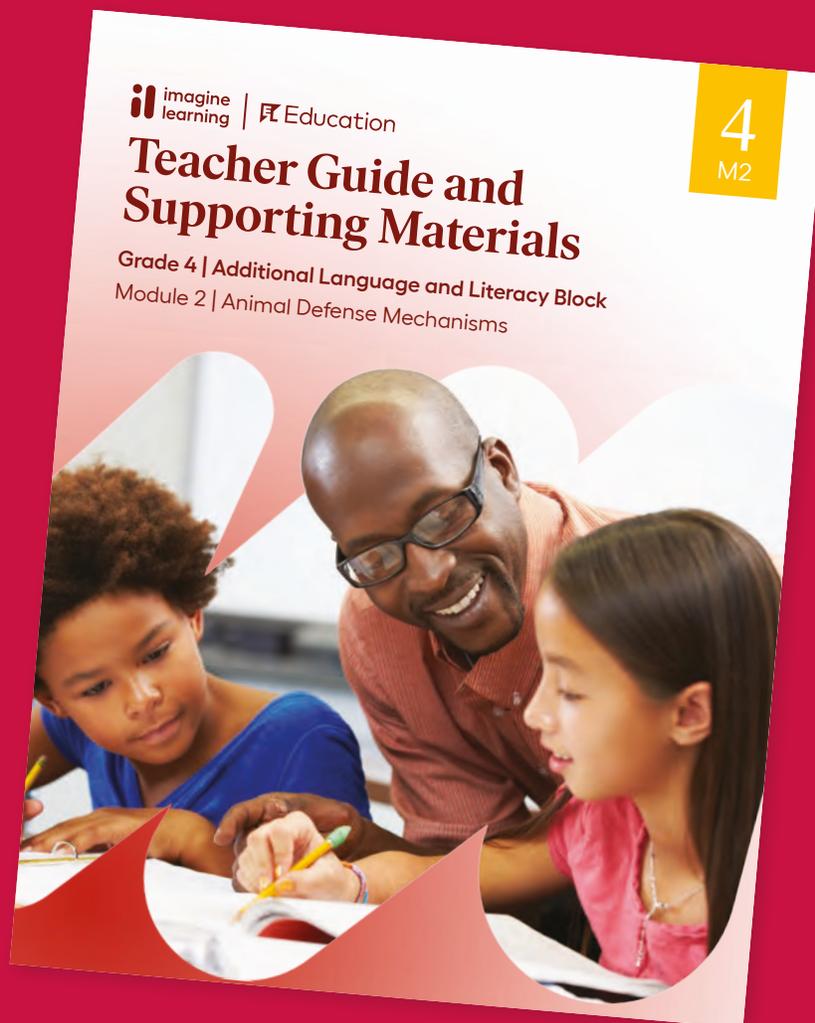
## Animal Defenses Research Notebook: Movement Words Note-catcher

RI.4.4, W.4.2d, L.4.3a, L.4.4a

Words Describing How Animals Move	Source

# Teacher Guide & Supporting Materials

## Additional Language and Literacy Block Sample



The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA “module lessons.” Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
  - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
  - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
  - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
  - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.

**Key for ALL materials** (for teacher reference only; students do not need to know what these symbols mean):

- = Below grade level
- = On grade level
- ◆ = Above grade level
- ▲ = English language learners

## ALL 4M2 UNIT 1 OVERVIEW

**Reading and Speaking Fluency/GUM**

RF.4.4

- Students are allocated a narrative fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation.
- *ELLs complete the same activities as other students with a shorter excerpt of text.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Additional Work with Complex Text**

RI.4.2

- Students practice stating the main idea of different passages from *Animal Behavior: Animal Defenses* through specific teacher-led instruction, in order to be prepared for determining the main idea and summarizing in the module lessons.
- *ELLs complete the same activities as other students with differentiated supports.*
- Suggested student grouping for teacher-guided instruction: group 1 ■ ▲, group 2 ●, group 3 ◆
- (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Independent Reading**

RL.4.10, RI.4.10, SL.4.1

- All students read both research texts (related to the topic of animal defense mechanisms) and free choice texts (on any topic of their interest).
- They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*

**Writing Practice**

W.4.1, W.4.2, W.4.2a, W.4.2b, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6

- Students respond to prompts about texts read in the module lessons.
- *ELLs learn about writing summaries and practice writing summaries both as a group and independently.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ◆ ●
- (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Word Study and Vocabulary**

RF.4.3a, L.4.4b, L.4.6

- Students analyze two academic vocabulary words and their affixes (using Frayer Models) and practice using the words in context.
- *ELLs analyze produced and developed and their affixes (using a vocabulary organizer) and practice using the words in different contexts.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆
- (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 4M2 UNIT | SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
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Lesson 1

FLEX DAY

Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.

Lesson 2

**Reading and Speaking Fluency/GUM**

ALL Block:  
Week 1, Day 1

**Overview:** With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals.

**Learning Target:** I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

*ELLs complete the same activities as other students with a shorter excerpt of text.*

**Printed Materials:**

- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide
- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card
- Fluency Self-Assessment Checklist

**Additional Work with Complex Text**

**Overview:** Students follow a task card to practice forming a sentence that could be used to express the main idea of an article on animal defenses in preparation for a close read in the module lessons.

**Learning Target:** I can state the main idea of a passage in two different ways. (RI.4.2)

*ELLs complete the same activities as other students.*

**Printed Materials:**

- Unit 1, Week 1: Additional Work with Complex Text: Student Task Card
- Main Idea Scramble

**Independent Reading**

**Overview:** All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.

**Learning Target:** I can read my research reading text independently for 10 minutes. (RI.4.10)

*ELLs complete the same activities as other students.*

**Printed Materials:**

- Unit 1, Week 1: Independent Reading: Student Task Card

Lesson 3

**Additional Work with Complex Text**

ALL Block:  
Week 1, Day 2

**Overview:** With teacher guidance, students use a task card to reread and determine the main idea of "Bad Smells, Bad Tastes, and Powerful Poisons" from *Animal Behavior: Animal Defenses*.

**Learning Target:** I can state the main idea of a passage in two different ways. (RI.4.2)

*ELLs complete the same activities as other students.*

*See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.*

**Printed Materials:**

- Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide
- Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲)(●)(◆)
- Main Idea Pieces (■▲)

**Reading and Speaking Fluency/GUM**

**Overview:** Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1.

**Learning Target:** I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)

*ELLs complete the same activities as other students.*

**Printed Materials:**

- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card

**Independent Reading**

**Overview:** All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.

**Learning Targets:** I can read my research reading text independently for 10 minutes. (RI.4.10)

*ELLs complete the same activities as other students.*

**Printed Materials:**

N/A

(continued)

ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b>  ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students learn how to consider punctuation when reading aloud. They then apply this skill to fluently read their fluency passage. <b>Learning Target: I can read a text aloud fluently. (RF.4.4)</b> <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> Students follow a task card to reread "Animal Armor" from <i>Animal Behavior: Animal Defenses</i> and practice forming sentences that could be used to express the main idea of this section. <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals. <b>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b>  ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, students use a task card to reread and determine the main idea of "Escape Artists" from <i>Animal Behavior: Animal Defenses</i> . <b>Learning Target: I can state the main idea of a passage in two different ways. (RI.4.2)</b> <i>ELLs complete the same activities as other students.</i> <i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> <b>Printed Materials:</b> • "Escape Artists" Scrambled Sentences	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to read/performance their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. <b>Learning Target: I can read a passage aloud fluently. (RF.4.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. <b>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 6</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 4M2 UNIT | SAMPLE CALENDAR (Continued)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
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Lesson 7

FLEX DAY

Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.

Lesson 8

ALL Block:  
Week 2, Day 1  
*\*\*Note: This ALL Block lesson assumes ELLs have already read the text "Fight to Survive!", which happens in Unit 1, Lesson 7 of the module lessons.*

**Writing Practice**

**Overview:** With teacher guidance, students begin to build up stamina in writing fluency. They choose from several prompts about animal defense mechanisms and use what they have learned through their research in the module lessons as they write continuously for 5 minutes. Students are introduced to a fluency checklist for self-assessment. They identify strengths and set goals.

**Learning Targets:** ■ ● ◆: I can respond to a prompt about animal defense mechanisms. (W.4.1, W.4.2, W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)

▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.1, W.4.2a, W.4.2b, W.4.4)

*ELLs analyze a summary of the Behavioral Defense Mechanisms section from "Fight to Survive!" to understand how the information and ideas in the summary are clearly presented and easy to understand. See the Unit 1, Week 2; Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.*

**Printed Materials:**

- Unit 1, Week 2: Writing Practice: Teacher Guide
- Unit 1, Week 2: Writing Practice: Week 1: Teacher-Guided Student Activity Card (■ ● ◆), (▲)

**Word Study and Vocabulary**

**Overview:** Students follow a task card to play a memory match game with affixes and their meanings.

**Learning Target:** I can identify affixes in words and use affixes as clues to the meanings of words. (RF.4.3a, L.4.4b)

*ELLs complete the same activities as other students.*

**Printed Materials:**

- Unit 1, Week 2: Word Study and Vocabulary: Student Task Card
- Memory Match Cards

**Independent Reading**

**Overview:** All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals.

**Learning Target:** I can read my free choice reading text independently for 10 minutes. (RL.4.10/RI.4.10)

*ELLs complete the same activities as other students.*

**Printed Materials:**

- Unit 1, Week 2: Independent Reading: Student Task Card

(continued)

ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9  ALL Block: Week 2, Day 2	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>typical</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.</p> <p><b>Learning Targets:</b> ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix <i>-al</i>. (RF.4.3a, L.4.4b)</p> <p>▲: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ed</i>. (RF.4.3a, L.4.4b)</p> <p><i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the word produced. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■ ● ◆), (▲)</li> </ul>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 10 minutes in response to a prompt about "Lying Low."</p> <p><b>Learning Target:</b> I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Writing Practice: Student Task Card</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals.</p> <p><b>Learning Target:</b> I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>

(continued)

ALL 4M2 UNIT 1 SAMPLE CALENDAR (Continued)

Module, Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 10</b></p> <p>ALL Block: Week 2, Day 3</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> With teacher guidance, students continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 15 minutes in response to a prompt about "Lying Low" and "A Life in Hiding."</p> <p><b>Learning Targets:</b> ■ ● ◆: I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)</p> <p>▲: I can write information and ideas in a summary that is clearly presented and easy to understand. (W.4.2a, W.4.2b, W.4.4)</p> <p><i>With teacher guidance, ELLs continue to analyze a summary of the Behavioral Defense Mechanisms section from "Fight to Survive!" to understand how the information and ideas in the summary are clearly presented and easy to understand. They categorize supporting details and produce an oral summary to build the language necessary for writing. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context.</p> <p><b>Learning Target:</b> I can use an academic vocabulary word in context. (L.4.6)</p> <p><i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal.</p> <p><b>Learning Target:</b> I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>

(continued)

ALL 4M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and All Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 11</b>  ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b>  <b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>essential</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.  <b>Learning Targets:</b> ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic word with the suffix -ial. (RF.4.3a, L.4.4b)  ▲: I can analyze the meaning of an academic word with the suffix -ed. (RF.4.3a, L.4.4b)  <i>With teacher guidance, ELLs analyze the meaning of the academic word developed. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i>  <b>Printed Materials:</b> N/A	<b>Writing Practice</b>  <b>Overview:</b> Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned through their research in the module lessons as they write continuously for 12 minutes in response to a prompt about their expert group selection from <i>Animal Behavior: Animal Defenses</i> . Students self-assess and revisit their fluency goals to determine progress.  <b>Learning Target:</b> I can respond to a prompt about animal defense mechanisms. (W.4.2, W.4.4, W.4.9b, W.4.10, L.4.6)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> N/A	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another.  <b>Learning Target:</b> I can listen carefully and ask questions of others about their free choice reading. (RL.4.10, RI.4.10, SL.4.1)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> N/A
<b>Lesson 12</b>	<b>FLEX DAY</b>  Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## Reading and Speaking Fluency/GUM

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

##### Day 3

- I can read a text aloud fluently. (RF.4.4)

#### Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
  - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
  - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

## Materials

### Days 1 and 3

- Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- Unit 1, Week 1: Independent Reading: Student Task Card (one per student)
- Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- Animal Behavior: Animal Defenses* (text; one per student)
- Day 1 only:** Sticky notes (two per student)
- Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- Fluency Self-Assessment Checklist (one per student)
- Fluent Readers Do These Things anchor chart (begun in Module 1)
- Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■●◆▲ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open up their copies of *Animal Behavior: Animal Defenses* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
  - ■● Starting at “A cheetah stalks ...” on page 7 and ending at “... and then leap again.”
  - ◆ Starting at “A cheetah stalks ...” on page 7 and ending at “Scientists call this inborn knowledge instinct” on page 9. Note: Students do not need to read the caption to the photograph on page 8.
  - ▲ Page 56, paragraph 1 of “Poisonous Prey” section: starting at “A poisonous animal has poison ...” and ending at “... or even after it has swallowed it.”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- ▲ Mini Language Dive:
  - Throughout the Language Dive, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - Encourage extended conversation among students about the meaning of the passage, especially the key phrases: *typically* and *comes in contact*.
  - Invite students to place a finger on the sentence: **It does not typically have a special body part, such as a sting, for injecting the poison** and to read it aloud chorally with you.
  - Turn and Talk:
    - “What does typically mean?” (usually)
    - “So, does a poisonous animal usually have a sting? What, in the sentence, makes you think so?” (No; the sentence says it “does not typically have a special body part, such as a sting.”)
  - Invite students to place a finger on the sentence: **Instead, a predator comes in contact with the poison when it seizes or eats the poisonous animal** and to read it aloud chorally with you.
  - Turn and Talk:
    - “What does contact mean? You can use your dictionary.” (touch)
    - “What does comes in contact with mean?” (touch)
    - “Why do we say comes in contact with instead of touches?” (For variation. It has a different connotation than touch, which sounds deliberate. Coming into contact with something might be accidental.)
    - “When does a predator come in contact with the poison? When it sees a poisonous animal?” (No; when it seizes or eats one)
    - “How does this paragraph help you answer the guiding question: How do animals’ bodies and behaviors help them survive?” (Responses will vary.)
  - If productive, cue students to clarify the conversation by confirming what they mean:
    - Conversation Cue: “So, do you mean...?” (Responses will vary.)
  - Invite students to ask questions about anything they don't understand in the text.
- ●◆▲:
- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students that they saw this checklist in Module 1 and should be familiar with it.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.

- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
  - I can read my text at a speed that is appropriate for the piece.
  - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them:
  - First read: quickly, not attending to punctuation.
  - Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
  - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards, as they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

### Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■●◆▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open up their copies of *Animal Behavior: Animal Defenses* and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Invite students to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to review the goals they set on Day 1.
- Focus students on the criterion:
  - I can notice and read punctuation.
- Remind students that they also focused on this criterion in Unit 3 of Module 1.
- Focus students on the model sentences on their activity card.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on the period at the end of the first sentence and invite them to highlight it.
- Read the sentence aloud, reading the punctuation as an example.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Ask students to discuss with an elbow partner:
  - *“How does the reader’s voice respond to the punctuation?” (Intonation goes down at the end to close the sentence.)*
- Invite students to read it chorally with you.
- Repeat with the rest of the sentences on the activity card, focusing on the question mark, the exclamation mark, and then the comma in the same way.
- Talk through the punctuation in the excerpt students are reading that they need to pay close attention to.
- Invite students to read the entire excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, and their fluency goal from Day 1, paying particular attention to how well they notice and read punctuation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
Characteristics of Fluent Reading	4	3	2	1	0	
	Exemplar	Advanced	Proficient	Developing	Beginning	
<b>RF.4b,</b> <b>RF.4c</b>	I can read all/almost all of the words correctly.					
<b>RF.4c</b>	I can correct myself and reread when what I read was wrong or didn't make sense.					
<b>RF.4a,</b> <b>RF.4b</b>	I can read at a speed that is appropriate for the piece.					
<b>RF.4a,</b> <b>RF.4b</b>	I can read smoothly without many breaks.					
<b>RF.4a,</b> <b>RF.4b</b>	I can read groups of related words and phrases together.					
<b>RF.4a,</b> <b>RF.4b</b>	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
<b>RF.4b</b>	I can use the appropriate tone to express the author's meaning.					
<b>RF.4b</b>	I can use facial expressions and body language to match the expression in my voice.					
<b>RF.4b</b>	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					



## Reading and Speaking Fluency/GUM



### Unit 1, Week 1: Teacher-Guided Student Activity Card (■●◆▲)

Name: \_\_\_\_\_ Date: \_\_\_\_\_



#### Daily Learning Targets

**Day 1:**

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

**Day 3:**

- I can read a text aloud fluently. (RF.4.4)

#### Student Materials

**Day 1:**

- Animal Behavior: Animal Defenses*
- Fluency Self-Assessment Checklist

**Day 3:**

- Animal Behavior: Animal Defenses*

#### Directions:

#### Day 1

Your teacher will guide you through the activities on this card.

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.

2. Discuss with a partner, then write. I am good at:

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---

---

3. Discuss with a partner, then write. I want to get better at:

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### Day 3

Your teacher will guide you through the activities on this card.

1. For that reason, people have sometimes thought that the ostrich was actually hiding its head in the sand. This is a myth.
2. What if you could curl up in an impenetrable, armored ball? Perhaps you would prefer to run as fast as a car?
3. The ostrich's head is always exposed on top of the ground. It is just well camouflaged!
4. Predators, especially birds, will not make that mistake more than once!
5. If the three-banded armadillo's coat of armor isn't enough to discourage a hungry predator, it also has another line of defense.
6. In fact, ostriches have the longest legs of any bird. They are the fastest birds in the world!
7. In a herd, many eyes, ears, and noses are alert for danger.
8. Predators are constantly looking for food—and prey like millipedes, armadillos, ostriches, butterflies, and springboks want to avoid being eaten!

**Additional Work with Complex Text****Unit 1, Week 1: Student Task Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Daily Learning Targets**

- Day 1: I can state the main idea of a passage in two different ways. (RI.4.2)
- Day 3: I can state the main idea of a passage in two different ways. (RI.4.2)

**Day 1:**

- Main Idea Scramble sheet
- Scissors (one per pair)

**Day 3:**

- *Animal Behavior: Animal Defenses*

**Directions:****Day 1**

Follow the ALL Independent Group Work protocol to complete the task.

With a partner:

1. Cut apart the pieces on the Main Idea Scramble sheet.
2. Use the pieces to make a main idea sentence that begins with "Some animals \_\_\_\_\_."

*Example of a main idea sentence:*

Some animals

use

spines

to protect  
themselves

Some animals use spines to protect themselves.

3. Write the sentence you made in the space on the next page.
4. Mix up the pieces and use them again. Repeat until you have made four different sentences. You may use each piece as many times as you like.

1. Some animals

---

---

---

2. Some animals

---

---

---

3. Some animals

---

---

---

4. Some animals

---

---

---

**What do you notice about the sentences? Write your observations in the space below. You will share them with your teacher tomorrow.**

We noticed:

---

---

**MORE CHALLENGE:** Think of some other ways to state each main idea. Write your own sentences on the back of this sheet. How many sentences were you able to make all together?

**Day 3**

Follow the ALL Independent Group Work protocol to complete the task.

With a partner:

1. Read "Animal Armor" on page 38 of *Animal Behavior: Animal Defenses* aloud.
2. Discuss the main idea of the text.
3. Read the model sentences below:

Some animals protect themselves by using stingers.  
Some animals use stingers to protect themselves.

4. Write the main idea of the "Animal Armor" text in two different ways. You may use the model sentences to help you.

a.

---

---

b.

---

---

**MORE CHALLENGE:** On the back of this paper, brainstorm other ways to express the main idea of this passage. Write your main idea sentences underneath your brainstorm.

**Additional Work with Complex Text****Unit 1, Week 1, Day 1: Main Idea Scramble**

to protect themselves	stingers
protect themselves	by using
use	poison



## Additional Work with Complex Text



### Unit 1, Week 1, Days 1 and 3: Student Task Card (Answers, for Teacher Reference)

#### Day 1

Sample sentences:

*Some animals use poison to protect themselves.*

*Some animals protect themselves by using poison.*

*Some animals use stingers to protect themselves.*

*Some animals protect themselves by using stingers.*

We noticed:

Responses will vary, but may include:

- *The word "animals" and a form of "use" is in all of them.*
- *The words "protect themselves" are in all of them.*
- *When the word "by" is used, the verb ends in "ing."*
- *The two sentences about poison use almost the same words.*
- *The same words can be used in different places in the sentence.*

**MORE CHALLENGE:** Think of some other ways to state each main idea. Write your own sentences on the back of this sheet. How many sentences were you able to make altogether?

Responses will vary, but may include:

- *One of the ways animals protect themselves is by being poisonous.*
- *One of the ways animals protect themselves is by stinging.*
- *Being poisonous can help an animal protect itself.*
- *Some animals sting to protect themselves.*

#### Day 3

*Some animals use armor to protect themselves.*

*Some animals protect themselves by using armor.*



## Independent Reading



### Unit 1, Week 1: Student Task Card

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_



#### Daily Learning Targets

**Days 1 and 2:**

I can read my research reading text independently for 10 minutes. (RI.4.10)

**Day 3:**

I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)

**Day 4:**

I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

#### Student Materials

**Days 1–3:**

- Research reading text
- Independent reading journal
- Vocabulary log

**Day 4:**

- Research reading text
- Vocabulary log

**Directions:**

---

**Days 1 and 2**

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.

**Day 3**

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
4. Respond to this prompt in the front of your independent reading journal: How does your reading connect to your work in the module lessons?

**Day 4**

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

**Research Share:**

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
  - One thing you have learned from your research reading text
  - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
  - Pass your research reading text around.
  - Share one thing that you have learned. ("I have learned \_\_\_\_\_")
  - Share two new vocabulary words and their meanings. (Two new vocabulary words I have learned are \_\_\_\_\_ and \_\_\_\_\_.")

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
  - Continue to read your free choice reading text.
  - Try out a new text.



## Additional Work with Complex Text

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can state the main idea of a passage in two different ways. (RI.4.2)

##### Day 4

- I can state the main idea of a passage in two different ways. (RI.4.2)

#### Teaching Notes

- On Day 1, students read the introduction to one of the expert group passages and practice stating the main idea in two different ways.
- On Day 2, students practice stating the main idea.
- **Differentiation:**
  - The Teacher-Guided Student Activity Cards for these activities are differentiated.
  - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they work on the same Teacher-Guided Student Activity Card.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
  - Day 2: Write or project the following model sentences for easy reference:
    - Some animals use poison to protect themselves.
    - Some animals protect themselves by using poison.
    - Some animals use stingers to protect themselves.
    - Some animals protect themselves by using stingers.

#### Materials

##### Days 2 and 4

- ☑ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ☑ Unit 1, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)

- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Animal Behavior: Animal Defenses* (one per student; to read a passage: “Bad Smells, Bad Tastes, and Powerful Poisons” pages 55–56)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ Model sentences (to display; see Teaching Notes)

### Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

### ■●◆▲ Day 2: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open to page 55 of *Animal Behavior: Animal Defenses* and to read the text under the heading, “Bad Smells, Bad Tastes, and Powerful Poisons.” As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to the Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Refer students back to “Bad Smells, Bad Tastes, and Powerful Poisons” in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.

- Remind students that often, in an informational text, the title of a chapter tells us what the chapter will be about. Invite students to turn and talk with a partner about what they think the main idea of this text is. Listen for the idea that the passage is about how some animals use chemicals to defend themselves.
- ▲: Mini Language Dive:
  - Read the first two paragraphs aloud, stopping as needed to check for general comprehension.
  - Reread, record, and display the final sentence of Paragraph 1: **A variety of animals use another weapon ... stop their attack after it has begun.**
  - Using total participation techniques and Conversation Cues, discuss critical language in the final sentence of Paragraph 1 with questions such as:
    - “What’s a weapon?” (*part of the body that helps the animal defend itself*)
    - “What’s another weapon animals have to protect themselves?” (*Teeth. If possible, point to a picture of an animal’s sharp teeth.*)
    - “What’s a chemical? You can look up the translation.” (*a fluid or substance in the animal’s body*)
    - “What does it mean to ward off a predator? Does it mean to run after a predator?” (*No; it means scare a predator.*)
    - “So, how do chemicals help prey? Paragraph 2 may help you answer.” (*bad taste, bad smell, irritating, poisonous*)
  - If productive, cue students to expand the conversation by giving an example:
    - Conversation Cue: “Can you give an example?” (*Responses will vary.*)
- Call attention to the **model sentences**. Remind students that these are the main idea sentences they generated yesterday.
- Explain that they can use these sentences as models to help them write sentences about other animal defenses. Ask students what a similar sentence about animals using chemicals to defend themselves might sound like. Listen for:
  - Some animals use chemicals to protect themselves.
  - Some animals protect themselves by using chemicals.
- Support students in completing their differentiated activity cards. Demonstrate using the model sentences for wording, spelling, and punctuation as needed. Share responses as time allows.
- ▲:
  - If time allows, ask students about the language in the main idea sentences:
    - “What do you notice about these sentences?” (*They both start with Some animals and use protect themselves. They have some form of use chemicals. They use similar verbs but vary the structure.*)
    - “What do the sentences begin with?” (*animal; a thing*)
    - “What comes next?” (*use/protect; an action; what the animal does*)
    - “What comes after the action?” (*chemicals/themselves; an object; a thing the animal uses or protects*)
    - “What are by using chemicals and to protect themselves?” (*the way and the reason that they protect themselves*)

- Tell students they should remember this as a common type (or formula) of sentence in English: thing (noun) + action (verb) + thing (object).
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

#### Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 1, Week 1: Independent Reading: Student Task Card** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

#### ■●◆▲ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Invite students to open to page 22 of *Animal Behavior: Animal Defenses* and to read the text under the heading "Escape Artists." As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Refer students to "Escape Artists" in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.
- After reading, ask students to turn to a partner and share their idea about the main idea of the passage. Listen for the idea that the passage is about how some animals escape to defend themselves.
- ▲: Mini Language Dive:
  - Reread, record, and display the first sentence of Paragraph 2: **For many ... is escape.**
  - Using total participation techniques and Conversation Cues, discuss critical language in the first sentence of Paragraph 2 with questions such as:

*“What does this defense refer to?” (second line of defense)*

*“What do you think a second line of defense means?” (another way an animal protects itself that may not be as good)*

*“What does escape mean? (get away; get free)*

*“In the paragraph, can you find another word for escape, or a way of escape?” (fleeing)*

*“What’s another word for fleeing?” (running)*

*“What’s another way to escape that’s described in the passage?” (startling)*

*“What does startling mean?”*

— If productive, cue students to clarify the conversation by confirming what they mean:

*Conversation Cue: “So, do you mean...?” (Responses will vary.)*

- Invite students to complete their activity cards independently. Informally observe as they work in order to identify students who will need additional support with stating main ideas in the module lessons.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (■▲)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:**

- Main Idea Pieces
- Animal Behavior: Animal Defenses*
- Scissors

**Day 4:**

- "Escape Artists" Scrambled Sentences
- Animal Behavior: Animal Defenses*
- Scissors

**Directions:****Day 2**

Your teacher will guide you through the activities on this card.

1. Cut apart the Main Idea Pieces.
2. Use the pieces to make two main idea sentences for the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt that begin with "Some animals \_\_\_\_\_."
3. Say the sentences aloud to your partner.
4. Copy each sentence you make on the lines on the next page.

a.

---

---

b.

---

---

**Day 4**

Your teacher will guide you through the activities on this card.

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.

2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

a.

---

---

b.

---

---

4. Read each sentence aloud to a partner. Does it make sense?

5. Discuss these questions with a partner. Then share with the group:

- How are these main idea sentences similar to the ones you made on the Day 3 task card?
- How are they different?

6. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:

Some animals use sharp claws to protect themselves.

**Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison



**Additional Work with Complex Text**



**Unit 1, Week 1, Day 2: Main Idea Pieces (■▲)**

to protect themselves	chemicals
protect themselves	by using
use	chemicals
Some animals	Some animals

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (●)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:** *Animal Behavior: Animal Defenses***Day 4:** "Escape Artists" Scrambled Sentences *Animal Behavior: Animal Defenses* Scissors**Directions:****Day 2**

Your teacher will guide you through the activities on this card.

With your group:

1. Read the model sentences below:

Some animals protect themselves by using stingers.

Some animals use stingers to protect themselves.

2. Write the main idea of the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt in *Animal Behavior: Animal Defenses* passage in two different ways. You may use the model sentences to help you.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**Day 4**

Your teacher will guide you through the activities on this card.

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.
2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_

4. Read each sentence aloud to a partner. Does it make sense?
5. Discuss these questions with a partner. Then share with the group:
  - How are these main idea sentences similar to the ones you made on the Day 3 task card?
  - How are they different?
6. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:  
Some animals use sharp claws to protect themselves.

**Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison

**Additional Work with Complex Text****Unit 1, Week 1: Teacher-Guided Student Activity Card (◆)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Daily Learning Target****Days 2 and 4:**

I can state the main idea of a passage in two different ways. (RI.4.2)

**Student Materials****Day 2:** *Animal Behavior: Animal Defenses***Day 4:** "Escape Artists" Scrambled Sentences *Animal Behavior: Animal Defenses* Scissors**Directions:****Day 2**

Your teacher will guide you through the activities on this card.

With your group:

1. Read the model sentences below:

Some animals protect themselves by using stingers.

Some animals use stingers to protect themselves.

2. Write the main idea of the "Bad Smells, Bad Tastes, and Powerful Poisons" text excerpt in *Animal Behavior: Animal Defenses* passage in two different ways. You may use the model sentences to help you.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

3. Brainstorm other ways to express the main idea of this excerpt of text on the back of this card.

**Day 4**

Your teacher will guide you through the activities on this card.

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences.
2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists" in *Animal Behavior: Animal Defenses*.

3. Write the sentences here:

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

4. Read each sentence aloud to a partner. Does it make sense?
5. Discuss these questions with a partner. Then share with the group:
  - How are these main idea sentences similar to the ones you made on the Day 3 task card?
  - How are they different?

4. Take turns saying a main idea sentence for each of the animal defenses listed below. Example:

Some animals use sharp claws to protect themselves.

**Animal defenses:**

- a) fight back
- b) smell bad
- c) run away
- d) scales
- e) sharp claws
- f) spines
- g) taste bad
- h) avoid danger
- i) live in groups
- j) poison

**Additional Work with Complex Text****Unit 1, Week 1, Day 4: "Escape Artists" Scrambled Sentences**

to protect themselves	by escaping
protect themselves	Some animals
escape	Some animals

**Additional Work with Complex Text****Unit 1, Week 1, Days 2 and 4: Teacher-Guided Student Activity Card**  
*(Answers, for Teacher Reference)***Day 2**

*Some animals use chemicals to protect themselves.*

*Some animals protect themselves by using chemicals.*

**Day 4**

1. Cut apart the pieces at the bottom of the "Escape Artists" Scrambled Sentences sheet.

2. Use all the pieces to make two sentences that tell the main idea of "Escape Artists."

*Some animals protect themselves by escaping.*

*Some animals escape to protect themselves.*

3. Glue the pieces onto the sheet under "Sentence #1" and "Sentence #2."

4. Read each sentence aloud to a partner. Does it make sense?

5. Discuss these questions with a partner. Then share with the group.

- How are these main idea sentences similar to the ones you made in the Day 3 task card?

*Responses will vary, but may include:*

*They use the phrases "to protect themselves" and "protect themselves by."*

*They use the verb/action word and the -ing form of the verb/action word (e.g., escape, escaping)*

- How are they different? *Responses will vary, but may include:*

*They use a different verb/action word and -ing word (e.g., escape instead of use; escaping instead of using)*

*They drop the word use.*

6. Take turns saying a main idea sentence for each of the animal defenses listed below.

*Responses will vary, but may include:*

*Some animals fight back to protect themselves.*

*Some animals protect themselves by using spines.*

*Some animals live in groups to protect themselves.*

*Some animals protect themselves by avoiding danger.*



## Reading and Speaking Fluency/GUM



### Unit 1, Week 1: Student Task Card

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



#### Daily Learning Targets

**Day 2:**

I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)

**Day 4:**

I can read a passage aloud fluently. (RF.4.4)

#### Student Materials

**Days 2 and 4:**

- Animal Behavior: Animal Defenses*
- Fluency Self-Assessment Checklist

**Directions:**

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**Day 2**

Follow the ALL Independent Group Work protocol to complete the task.

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *Animal Behavior: Animal Defenses* to yourself.
3. Find a partner who is reading the same passage as you and label yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A: read aloud. Partner B: listen for one star and one step.
6. Partner B: share your star and step with partner A.
7. Partner B: read aloud. Partner A: listen for one star and one step.
8. Partner A: share your star and step with partner B.

9. Write your star and step below.

Star	Step

**Day 4**

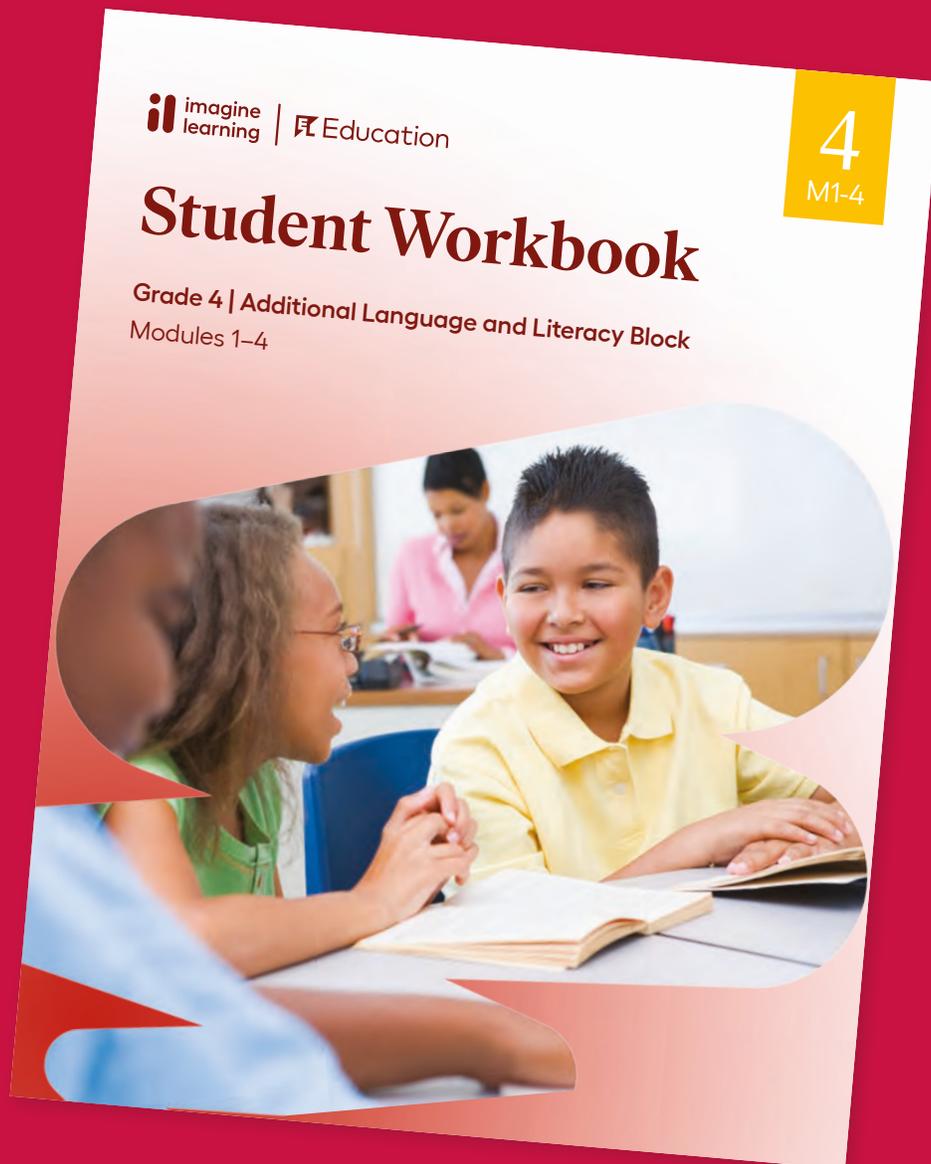
Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *Animal Behavior; Animal Defenses* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
  - "The speed of your reading was perfect—especially when \_\_\_\_."
  - "I noticed that you paused at the periods."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

# Student Workbook

## Additional Language and Literacy Block

### Sample



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
Characteristics of Fluent Reading	Syllable	Advanced	1	2	3	4
			Proficient	Developing		Beginning
<b>RF.4b, RF.4c</b> I can read all/almost all of the words correctly.						
<b>RF.4c</b> I can correct myself and reread when what I read was wrong or didn't make sense.						
<b>RF.4a, RF.4b</b> I can read at a speed that is appropriate for the piece.						
<b>RF.4a, RF.4b</b> I can read smoothly without many breaks.						
<b>RF.4a, RF.4b</b> I can read groups of related words and phrases together.						
<b>RF.4a, RF.4b</b> I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>						
<b>RF.4b</b> I can use the appropriate tone to express the author's meaning.						
<b>RF.4b</b> I can use facial expressions and body language to match the expression in my voice.						
<b>RF.4b</b> I can use the appropriate volume and change volume naturally as if I am talking to a friend.						



## Additional Work with Complex Text



### Unit 1, Week 1: Student Task Card

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



#### Daily Learning Targets

- Day 1: I can state the main idea of a passage in two different ways. (RI.4.2)
- Day 3: I can state the main idea of a passage in two different ways. (RI.4.2)

#### Day 1:

- Main Idea Scramble sheet
- Scissors (one per pair)

#### Day 3:

- *Animal Behavior; Animal Defenses*

#### Directions:

---

#### Day 1

Follow the ALL Independent Group Work protocol to complete the task.

With a partner:

1. Cut apart the pieces on the Main Idea Scramble sheet.
2. Use the pieces to make a main idea sentence that begins with "Some animals \_\_\_\_\_."

*Example of a main idea sentence:*

Some animals

use

spines

to protect  
themselves

Some animals use spines to protect themselves.

3. Write the sentence you made in the space on the next page.
4. Mix up the pieces and use them again. Repeat until you have made four different sentences. You may use each piece as many times as you like.

1. Some animals

---

---

---

2. Some animals

---

---

---

3. Some animals

---

---

---

4. Some animals

---

---

---

**What do you notice about the sentences? Write your observations in the space below. You will share them with your teacher tomorrow.**

We noticed:

---

---

**MORE CHALLENGE:** Think of some other ways to state each main idea. Write your own sentences on the back of this sheet. How many sentences were you able to make all together?

---

**Day 3**

Follow the ALL Independent Group Work protocol to complete the task.

With a partner:

1. Read "Animal Armor" on page 38 of *Animal Behavior: Animal Defenses* aloud.
2. Discuss the main idea of the text.
3. Read the model sentences below:

Some animals protect themselves by using stingers.  
Some animals use stingers to protect themselves.

4. Write the main idea of the "Animal Armor" text in two different ways. You may use the model sentences to help you.

a.

---

---

b.

---

---

**MORE CHALLENGE:** On the back of this paper, brainstorm other ways to express the main idea of this passage. Write your main idea sentences underneath your brainstorm.

**Additional Work with Complex Text****Unit 1, Week 1, Day 1: Main Idea Scramble**

to protect themselves	stingers
protect themselves	by using
use	poison



## Independent Reading



### Unit 1, Week 1: Student Task Card

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_



#### Daily Learning Targets

##### Days 1 and 2:

I can read my research reading text independently for 10 minutes. (RI.4.10)

##### Day 3:

I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)

##### Day 4:

I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

#### Student Materials

##### Days 1-3:

- Research reading text
- Independent reading journal
- Vocabulary log

##### Day 4:

- Research reading text
- Vocabulary log

#### Directions:

---

##### Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.

---

**Day 3**

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
4. Respond to this prompt in the front of your independent reading journal:  
How does your reading connect to your work in the module lessons?

---

**Day 4**

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

**Research Share:**

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
  - One thing you have learned from your research reading text
  - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
  - Pass your research reading text around.
  - Share one thing that you have learned. ("I have learned \_\_\_\_\_")
  - Share two new vocabulary words and their meanings. (Two new vocabulary words I have learned are \_\_\_\_\_ and \_\_\_\_\_.)

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

## Module 2: Unit 1: Week 1

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
  - Continue to read your free choice reading text.
  - Try out a new text.

## Reading and Speaking Fluency/GUM



### Unit 1, Week 1: Student Task Card

Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Daily Learning Targets

#### Day 2:

I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)

#### Day 4:

I can read a passage aloud fluently. (RF.4.4)

### Student Materials

#### Days 2 and 4:

- Animal Behavior: Animal Defenses*
- Fluency Self-Assessment Checklist

### Directions:

#### Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *Animal Behavior: Animal Defenses* to yourself.
3. Find a partner who is reading the same passage as you and label yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A: read aloud. Partner B: listen for one star and one step.
6. Partner B: share your star and step with partner A.
7. Partner B: read aloud. Partner A: listen for one star and one step.
8. Partner A: share your star and step with partner B.

9. Write your star and step below.

Star	Step

---

#### Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *Animal Behavior: Animal Defenses* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
  - "The speed of your reading was perfect—especially when \_\_\_\_."
  - "I noticed that you paused at the periods."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



# Print Components Sampler

Grade 4 | Module 2