

Getting to the Core

3rd Grade Unit of Study
Changing Habitats

Changing Habitats

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Santa Ana Unified School District Common Core Unit Planner - Literacy

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| Unit Title: | Changing Habitats | |
| Grade Level/Course | Grade 3 | Time Frame: 3 weeks October - November |
| Big Idea (Enduring Understandings): | Changes Affect Living Things | |
| Essential Questions: | 1. How do changes in the environment affect living things? 2. How do animals adapt to changes in their environment? 3. How do humans impact the habitats of living things? 4. What do humans do to protect living things? | |
| Instructional Activities: Activities/Tasks | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Date _____ to _____</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Complex Text: <i>Can We Save the Peregrine Falcon?</i> (from the science text) </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p>Read 1: Unencumbered (read silently or aloud by the teacher)</p> </div> <div style="width: 30%;"> <p>Read 2: Chunk text with text dependent questions</p> </div> <div style="width: 30%;"> <p>Read 3: Read to describe how DDT affected Peregrine Falcons</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; text-align: center;"> <p>Practice cause and effect language with conjunctions</p> </div> <div style="width: 30%; text-align: center;"> <p>Summarize text including casual relationships</p> </div> </div> </div> <div style="width: 30%;"> <p>Date _____ to _____</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Complex Text: <i>City Critters</i> (anchor text from OCR) </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p>Read 1: Unencumbered (read silently or aloud by the teacher)</p> </div> <div style="width: 30%;"> <p>Read 2: Chunk text with text dependent questions</p> </div> <div style="width: 30%;"> <p>Read 3: Read for main idea & details about city animals</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; text-align: center;"> <p>Ask & answer (who, what, when, where, why) questions & summarize text</p> </div> <div style="width: 30%; text-align: center;"> <p>Complete Description Chart</p> </div> </div> </div> <div style="width: 30%;"> <p>Date _____ to _____</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; text-align: center;"> Complex Text: <i>Two Days in May</i> (standard text from OCR) </div> <div style="display: flex; justify-content: space-around;"> <div style="width: 30%;"> <p>Read 1: Unencumbered (read silently or aloud by the teacher)</p> </div> <div style="width: 30%;"> <p>Read 2: Chunk text with text dependent questions</p> </div> <div style="width: 30%;"> <p>Read 3: Read to determine how characters' traits & feelings contribute to events</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 30%; text-align: center;"> <p>Ask & answer (who, what, when, where, why) questions & sequence text</p> </div> <div style="width: 30%; text-align: center;"> <p>Create Sequence Map as well as a one-sided Cause & Effect Map to represent how characters' traits & feelings contribute to events</p> </div> </div> </div> </div> | | |
| 21st Century Skills: | Learning & Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media, and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications, & Technology Literacy | |

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| Essential Academic Language: | Tier II: competition for resources, cause, effect, because, since, as a result, consequently, so, therefore, in order to, sequence, summary, first, finally, in summary, in short | Tier III: Adapt, adaptation, environmental change, environment, community, territory, urban, suburban, suburb, relocate, habitat, species, ecosystem, camouflaged, population |
| What pre-assessment will be given? <ol style="list-style-type: none"> 1. Quick write: What are some specific traits or adaptations animals have that help them survive? 2. Teacher observation of students' ability to summarize text during speaking and writing by identifying main idea and details. 3. Teacher observation of student skills during collaborative discussion. Teacher and student use of the Collaborative Academic Conversations rubric. | | How will pre-assessment guide be given? Pre-assessment will be used to: <ol style="list-style-type: none"> 1. Determine if students have adequate knowledge about animal traits, adaptations, and habitats to understand how changes in an environment would affect those animals. If students do not have the requisite knowledge, additional reading or study will be required. Use <i>Lesson 1</i>. 2. Analyze what academic language students use, avoid, or misuse when writing about the topic. Teacher will incorporate needed language into lessons to scaffold speaking, writing, listening, and reading. If students need pre-teaching in academic language, use <i>Lesson 1</i>, providing plenty of oral practice. 3. If you have observed that students still need support in summarizing, teach <i>Lesson 2</i>. 4. If you have observed that your students need structures for collaborative discussion, teach <i>Lesson 3</i>. |
| Standards | | Assessment of Standards - include formative (F) and summative (S) |
| Content Standard(s): 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: <ol style="list-style-type: none"> c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | | F: Ask and answer questions in pairs and small groups during and after the reading of the texts. F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon F: Complete a description chart for <i>City Critters</i> that shows characteristics of animals and adaptations to city life F: Students research Orange County wildlife in collaborative groups, and create a public service announcement to inform the public about the animal S: Students write an informative paragraph based on two pieces of text S: Students write an informative paragraph based on two pieces of text |

| <p>Bundled Reading Literature Standard(s): RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | <p>F: Ask and answer questions in pairs and small groups during and after the reading of <i>Two Days in May</i></p> <p>F: Collaborative groups add to a class-created flow map of the sequence of events in <i>Two Days in May</i> and then add information about the characters’ feelings and traits that contributed to the sequence of the story</p> <p>S: SAUSD Standards-based mini -assessment including “Response to Literature” with Thinking Map and writing prompt</p> | <p>Do students correctly answer questions in pairs/small groups and refer to the text to do so?</p> <p>When students are collaboratively creating their parallel flow maps, are they able to articulate how the characters’ traits, motivations, or feelings contributed to the sequence of events?</p> <p>Were students independently able to answer the questions in the Standards-based mini -assessment?</p> |
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| <p>Bundled Reading Informational Text Standard(s): RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or</p> | <p>F: Answering and asking questions in pairs and small groups during and after the reading of the texts</p> <p>F: Work in collaborative groups to complete a description chart for <i>City Critters</i> begun as a class that shows characteristics of animals and adaptations to city life</p> <p>F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon</p> <p>S: Standards-based mini assessment including</p> | <p>Do students correctly answer questions in pairs/small groups and refer to the text to do so?</p> <p>Are students able to ask their partner questions about the text in partner discussions?</p> <p>Are students able to collaboratively complete a description chart with main ideas and details?</p> <p>Does each student contribute to the</p> |

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| <p>subject area. (See grade 3 Language standards 4–6 for additional expectations.)</p> <p>RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> | <p>“Response to Literature” with Thinking Map and writing prompt for <i>City Critters</i></p> | <p>thinking?</p> <p>Are students able to collaboratively organize and create a cause and effect flow map? Does each student contribute to the thinking?</p> <p>Were students independently able to answer the questions in the Standards-based mini assessment, including the writing portion?</p> |
| <p>Bundled Foundational Skill(s) Standard(s): (K-5)</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>F: Listen in on partner discussion and oral summaries during reading of <i>City Critters</i> and <i>Two Days in May</i></p> | <p>Are students able to read grade level text with comprehension?</p> |
| <p>Bundled Writing Standard(s):</p> <p>Informative/Explanatory:</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information</p> | <p>F: Students create a public service announcement after researching what to do if they encounter particular wildlife, native to Orange County, in their house or yard</p> <p>S: Students write an informative paragraph after looking at pictures and reading text a particular species of city wildlife.</p> | <p>Are students able to collaboratively and independently gather information from resources and write texts that clearly portray the information?</p> |

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| <p>from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> | | |
| <p>Bundled Speaking and Listening Standard(s)</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p> | <p>Teacher Evaluation of student speaking and listening during:</p> <p>F: Ask and answer questions in pairs and small during and after the reading of <i>Can We Save the Peregrine Falcon?</i>, <i>City Critters</i>, and <i>Two Days in May</i></p> <p>F: Collaborative groups create a flow map of the sequence of events in <i>Two Days in May</i> that includes their inferences about characters and events, and the evidence from the text to support their inferences</p> <p>F: Work in collaborative groups to complete a description chart for <i>City Critters</i> begun as a class</p> <p>F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon</p> <p>S: Participation in presentations of Orange County City Wildlife research project with evaluation checklist</p> | <p>When talking about text in pairs and groups, do students follow protocol/rules/ routines for collaborative discussions?</p> <p>Can students plan and deliver an informative presentation about City Wildlife with appropriate facts and details? Do all students participate in the thinking, conversation, and final product? Do they follow rules and guidelines for collaboration?</p> |
| <p>Bundled Language Standard(s):</p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Use coordinating and subordinating conjunctions.</p> <p>k. Produce simple, compound, and complex sentences.</p> <p>2. Demonstrate command of the conventions of standard English</p> | <p>F: Teacher evaluation of student use of conjunctions related to cause and effect during partner, small group, and class discussions</p> <p>S: Use of conjunctions to signal cause and effect in culminating informative writing piece and presentation</p> | <p>Do students use the appropriate conjunctions for cause and effect when speaking and writing?</p> |

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| <p>capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. d. Form and use possessives e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>) <p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) | | |
| <p>Resources/ Materials</p> | <p>Complex Texts to be used:</p> <p>Informational Text(s) Titles: <i>Can We Save the Peregrine Falcon?</i> By David Dobson, California Science, Grade 3, chapter 3, <i>City Critters</i>, Open Court Reading, Grade 3, Unit 2, City Wildlife; Supplemental squirrel & peregrine falcon articles</p> <p>Literature Titles: <i>Two Days in May</i> by Harriet Peck Taylor, Open Court Reading, Grade 3, Unit 2, City Wildlife</p> <p>Primary Sources: (NA) Media/Technology: Discovery Education: http://www.discoveryeducation.com/ The Jeff Corwin Experience, Wild Animals in the City/ Urban alligator http://player.discoveryeducation.com/index.cfm?guidAssetId=BCB3B84E-9970-4D94-A21D-7EC6B65A2C72&blnFromSearch=1&productcode=US</p> <p><i>Animals Around Us: Animal Adaptations: What Are They?</i> http://app.discoveryeducation.com/core:player/view/assetGuid/DDED0266-D0EA-4600-9BE5-04ABBB8D28A0 TeacherTube Video clip of PSA sample (Wild at Heart) found at http://www.schooltube.com/video/1774b578f1444345a79a/ Other: Student resources provided with lessons</p> | |

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| Interdisciplinary Connections: | <p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e., math, social studies, art, etc.)</p> <p>This unit integrates science and literacy as students read, write, and speak about animal adaptations and changing habitats in each of the texts. In the culminating project, students are asked to consider animals in Orange County, which relates to the focus on Orange County in 3rd grade Social Science. As part of their culminating project, students can also create visuals for their presentation that could include art.</p> | |
| Differentiated Instruction: | <p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>Use of visuals, process information with partner/small group, use of language patterns for oral and written responses, structured language practice strategies, building additional background knowledge and pre-teaching vocabulary as needed, including using easier texts first to build background and vocabulary.</p> | <p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs- Work with flexible small groups to guide students in reading and responding to text; add additional texts, substitute or shorten text as appropriate.</p> <p>GATE- Opportunity to do independent research of city wildlife of interest and create a book to contribute to the classroom library.</p> |







SAUSD Common Core Lesson Planner

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| Unit: Changing Habitats Lesson: 1 | Grade Level/Course: 3 rd | Duration: One ELA Block |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | |
| Common Core and Content Standards | Life Sciences: Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Use coordinating and subordinating conjunctions | |
| Materials/Resources/ Lesson Preparation | <i>Animals Around Us: Animal Adaptations: What Are They?</i> Paul Fuqua, 2003 full video 8 min. Discovery Education http://app.discoveryeducation.com/core:player/view/assetGuid/DDED0266-D0EA-4600-9BE5-04ABBB8D28A0 Language Frames with target language in Student Learning Journal Note-Taking Guide in Student Learning Journal | |
| Objectives | Content: Students will learn about animals' adaptations and how those adaptations help those animals survive in their environment. | Language: Students will describe animals' adaptations and how those adaptations help those animals survive in their environments. |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |

| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
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| | | because, since, consequently, so, therefore, in order to survival, characteristic, feature | |
| | STUDENTS FIGURE OUT THE MEANING | From video: adaptation, camouflage, predator, carnivore, herbivore | behavior |
| Pre-teaching Considerations | | Students should have a basic understanding of cause and effect. If they do not, teach a lesson first using this format with an everyday, familiar topic. | |
| CCSS Foundational Standards (K-5 only) | | Continue teaching the foundational standards through the Open Court Reading program. | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | <ul style="list-style-type: none">Tell students you will be learning about how the habitats of animals have changed from living in their natural environments to living among humans, in an urban environment.Explain to students that they will view a short video to learn more about animal adaptations. They will learn about animals’ characteristics, features, and the things that help animals to survive. | <u>Differentiated Instruction:</u> |
| Interacting with the Text/Concept | | <ul style="list-style-type: none"><u>First Viewing:</u><ul style="list-style-type: none">Unencumbered view of the video - show the video in its entirety.<u>Second Viewing:</u><ul style="list-style-type: none">Explain to students that they will use the Note-Taking Guide to answer questions during the video and discuss answers with a partner or group.Refer to the Teacher’s Note-Taking Guide to see where to stop after each question. Students will:<ol style="list-style-type: none">Record the information from the video in the correct boxes on their Note-Taking Guide.Discuss notes with their partner or group. Talk Move 1Add or change information based on their conversation.Call on students to share their answers to the whole class to add responses to the class Note-Taking Guide.<u>After Note-Taking Guide is complete</u>, draw arrows between “Feature or Characteristic to Adapt” and “How It Helps the Animal to Survive”.<ul style="list-style-type: none">Explain that these are the cause and effects relationships since each feature helps, or causes, the animal to survive.Talking off of the Note-Taking Guide:<ul style="list-style-type: none">Introduce the cause and effect language patterns in the Student Learning Journal. Choose the appropriate frames based on the | English Learners: After each section of the video, clarify vocabulary and/or paraphrase the video clip as necessary. Limit the number of language patterns you introduce dependent on the English language levels of your students. Students Who Need Additional Support: Preview the video with students Accelerated Learners: |







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| | <p>language levels and needs in your class. Model how to put the information from the Note-Taking Guide in the language patterns. Emphasize the academic key words for cause and effect.</p> <ul style="list-style-type: none"> ○ For example: Because <u>the turtle has paddle-shaped feet, it can swim easily.</u> Since <u>the turtle has paddle-shaped feet, it can swim easily.</u> <u>The turtle has paddle-shaped feet, consequently it can swim easily.</u> <u>The turtle has paddle-shaped feet, so it can swim easily.</u> <u>The turtle has paddle-shaped feet, therefore it can swim easily.</u> <u>The turtle has paddle-shaped feet, in order to swim easily.</u> ○ Students repeat chorally each sentence you create about each animal. | |
| Extending Understanding | <ul style="list-style-type: none"> • Students create sentences with their partner or group. Teacher provides corrective feedback and assistance as necessary. • Students share sentences with whole class. • Students will write three sentences about an animal and its adaptations using the cause and effect language patterns in their Student Learning Journal. • Reflection <ul style="list-style-type: none"> ○ Have students reflect on the second Essential Question: <i>How do animals adapt to changes in their environment?</i> in the Student Learning Journal. | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Teacher's Copy of Notetaking Guide

| Animal | Feature or Characteristic to Adapt | How it Helps the Animal Survive |
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| Turtle (stop at 4:02)  | -- paddle-shaped feet with skin between the toes → --eyes and nostrils at the top of his head → | --can swim with ease --can breathe and see what is happening with body still safely under water |
| Flatfish (let video play)  | -- lending camouflage (colors match the sand) → | --is invisible to predators |
| Poison Frog (stop at 5:16)  | -- has warning coloration (special colors to be seen) → | --warns (tells) predators to leave it alone |
| Pronghorn (let video play)  | --has sharp-edged cutting teeth in front to cut → broad flat-topped teeth back | --can slice through grass and grind it before swallowing (eat grass) |
| Badger (stop at 7:26)  | --large dagger (knife)-like teeth → | --can grab, kill, and grind up prey |
| Bison (buffalo) (stop at 8:41)  | --their combined (whole herd) eyes, ears, and noses are always on the lookout predators → | --will notice any predator |

Animals Around Us: Animal Adaptations: What Are They?

Note Taking Guide

| Animal | Feature or Characteristic to Adapt | How it Helps the Animal Survive |
|---|------------------------------------|---------------------------------|
| Turtle  | | |
| Flatfish  | | |
| Poison Frog  | | |
| Pronghorn  | | |
| Badger  | | |
| Bison (buffalo)  | | |

Lesson 1

Because _____, _____.

Since _____, _____.

_____ consequently _____.

_____, so _____.

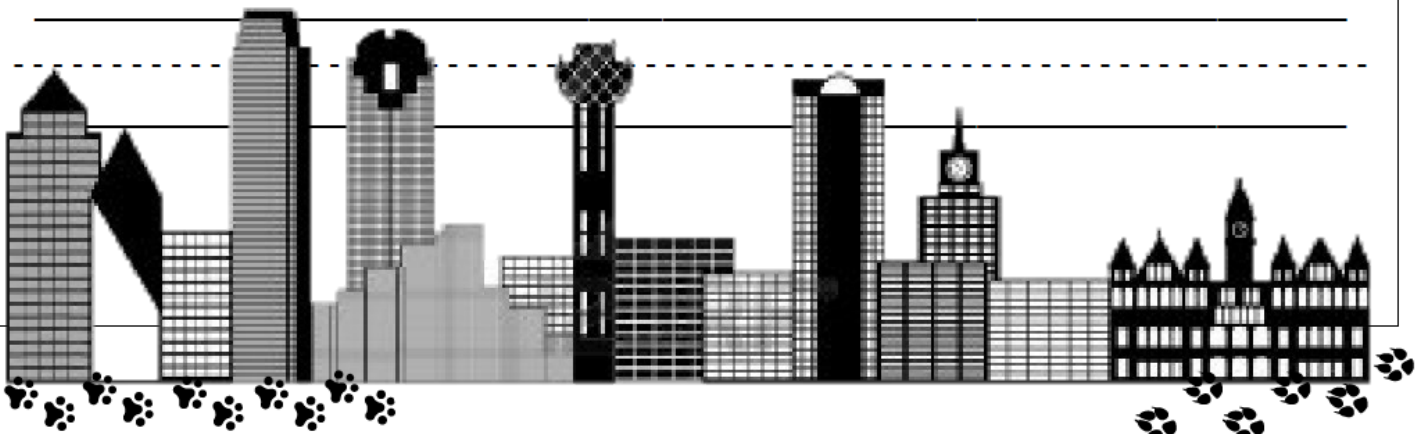
_____, therefore _____.

_____ in order to _____.



Animal Adaptation Sentences

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing practice.

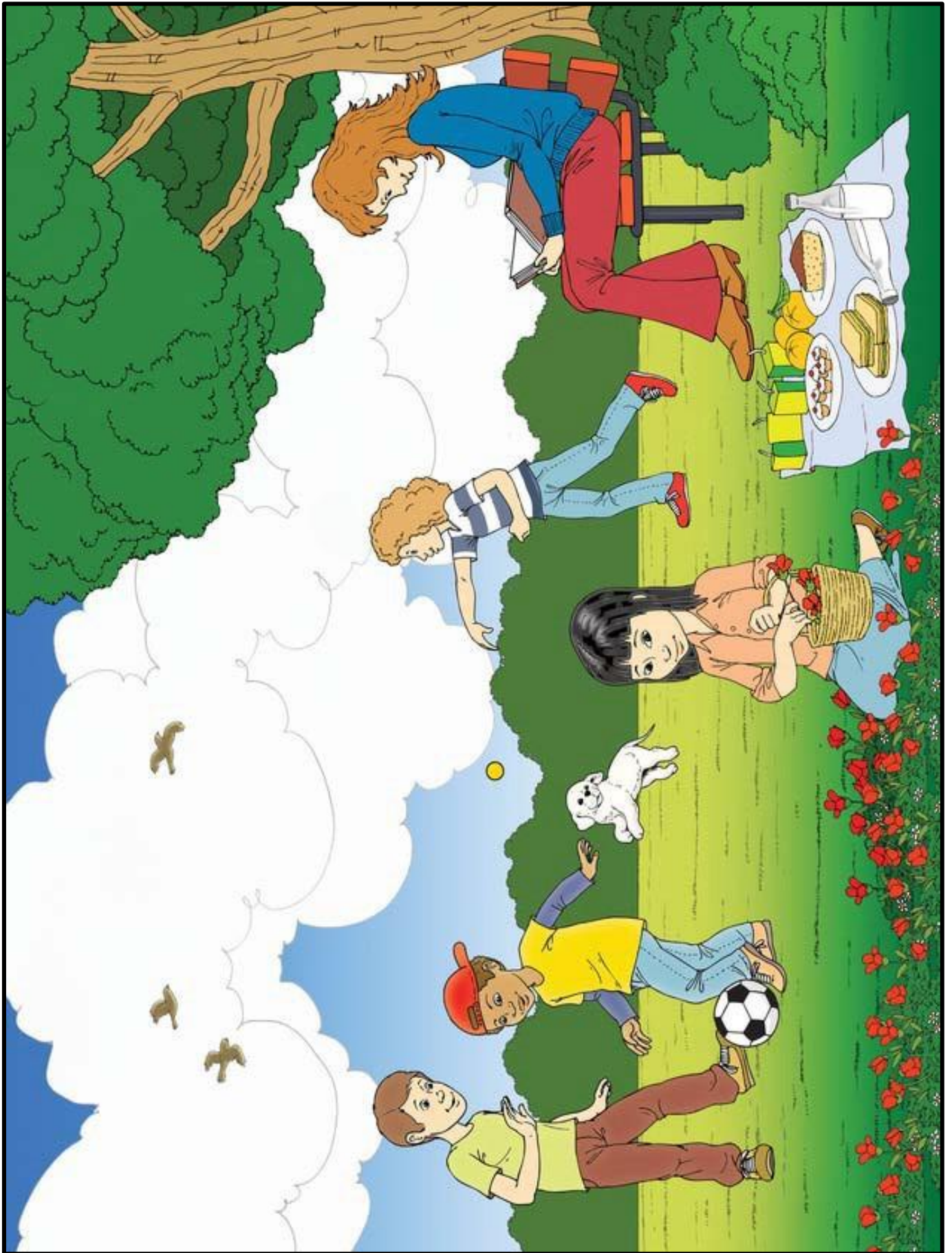


SAUSD Common Core Lesson Planner

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|--|---|--|
| Unit: Changing Habitats Lesson: 2 | Grade Level/Course: 3 rd | Duration: One ELA Block |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | |
| Common Core and Content Standards | Reading Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , in building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| Materials/Resources/ Lesson Preparation | Park scene page (optional color copies can be printed from on-line teacher resource book) Sticky notes Practice paragraphs in Student Learning Journal | |
| Objectives | Content: Students will understand that a summary consists of a main idea and important details to support the main idea. | Language: Students will practice summarizing a picture and a paragraph by stating the main idea and the important details that support that idea to a partner. |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input type="checkbox"/> 1. Demonstrating independence <input type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |

| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
|---|--|---|---|
| | | main idea, important details, topic | N/A |
| | STUDENTS FIGURE OUT THE MEANING | N/A | N/A |
| Pre-teaching Considerations | | N/A | |
| CCSS Foundational Standards (K-5 only) | | Continue teaching the foundational skills through Open Court Reading | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | |
| Preparing the Learner | | <ul style="list-style-type: none">Tell the students: <i>Today we are going to summarize by identifying the main idea and important details of a picture or text. Learning how to summarize is very important because it helps you remember information and helps you check to see if you understand what you have been reading.</i> | <u>Differentiated Instruction:</u> |
| Interacting with the Text/Concept | | <ul style="list-style-type: none">Cover park scene with sticky notes and place under the document cameraRemove one sticky note and state, “There is a girl picking flowers”. Replace sticky note.Remove another sticky note and ask students what they see. Replace sticky and continue removing, asking, and replacing until you have shown students what is underneath all sticky notes.Return to the first sticky note you uncovered and say, “If we wanted to say what the whole picture was about, could we say the whole picture is about a girl picking flowers?”. The response will be “no”. It is a detail.Write the detail on the board, under the document camera, or chart paper.Remove the next sticky note and ask “Could we say the whole picture is about boys playing soccer?”. Students will say “no”. It is a detail.Add this detail under the last detail that you wrote.Continue uncovering the picture, each time asking if that is what the whole picture is about, restating that the piece is a detail and recording the detail. <div>The girl picks flowers</div> <div>The boys play soccer</div> <div>The lady reads a book</div> | English Learners: Provide students with sentence frames to use as needed. The main idea is _____. Since the details are _____, _____, and _____, I know that the main idea is _____. Special Needs: Work with students in a small group and provide them with additional practice opportunities with pictures and familiar text. |

| | | |
|---------------------------------------|--|--|
| | <ul style="list-style-type: none"> Once the whole picture is uncovered, say <i>“If we wanted to step back and name the whole picture, what could we name it?”</i> If students have trouble, provide them with a suggestion like <i>“There are many ways to enjoy the park. Does that talk about the whole picture? Does it go with the girl picking flowers? Does it go with the lady reading a book? Does it go with the girl playing with her dog? Does it go with the boys playing soccer? Yes, it does. There are many ways to enjoy the park is the main idea. The main idea is about stepping back to see what the whole picture is about.”</i> Write the main idea above the details. <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">There are many ways to enjoy the park.</div> <div style="margin: 5px 0;"> </div> <div style="text-align: center;"> <u>The girl picks flowers</u> <u>The boys play soccer</u> <u>The lady reads a book</u> <u>The girl plays with her dog</u> </div> </div> Say: <i>“If we want to summarize what this picture is about, we would include the main idea and supporting details. Our summary could be:</i> <ul style="list-style-type: none"> There are many ways to enjoy the park. The boys play soccer. The girl likes to pick flowers. The lady enjoys reading a book. The girl plays with her dog. Have students practice summarizing with their partner. First Partner A summarizes and then Partner B summarizes. Tell students to make sure include the main idea and supporting details when they summarize. | Accelerated Learners: Encourage students to practice summarizing more complex texts that they read each day. |
| Extending Understanding | <ul style="list-style-type: none"> Students will now summarize a piece of text (practice paragraphs #1 and #2) in the Student Journal. Explain that it works the same way as it did with the picture. <ul style="list-style-type: none"> Read the text to look for the details. Step back to find the “big picture” or main idea. Check to see if all of the details match the main idea. Put the main idea and details together to create a summary or summarize the text. Students work in pairs or groups on the two texts in the Student Learning Journal Talk Move #4. They will create a partial Classifying/Tree Map and finally summarizing the text. <ul style="list-style-type: none"> Note: You will need to return to this process with both pictures and text in order for students to internalize the process and succeed with more complex texts. Reflection <ul style="list-style-type: none"> Students will write their summaries of either Paragraph #1 or #2 in their Student Learning Journal only after collaborating with their partner/group. | |
| Lesson Reflection | | |
| Teacher Reflection Learning/ Outcomes | | |



Practicing Summarizing by Finding the Main Idea and Supporting Details

Practice Paragraph #1

Miguel is an excellent soccer player! He is the goalie for his team and they won the championship last year! Miguel also likes to play basketball. At school during lunch he plays with his friends. Miguel can always make the most baskets. When Miguel's family goes to the park on weekends, they always play volleyball. Miguel loves playing and he will dive for the ball to keep the other team from scoring a point! Miguel is so enthusiastic about sports, he always finds opportunities to play.

Practice Paragraph #2

Raccoons are very mischievous creatures. They often dig through people's trash cans looking for food and leave a huge mess behind! Raccoons will also steal from peoples' gardens. They will take fresh fruit right off the trees before humans have a chance to pick it. Sometimes raccoons also damage the roofs of houses when they try to find a way in! Most residents aren't happy to see a raccoon in the neighborhood.

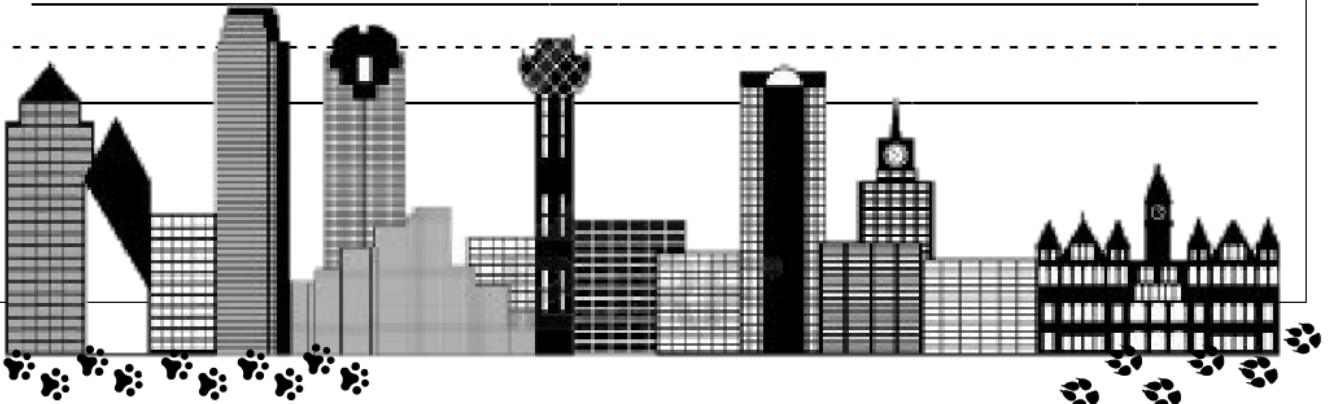
The main idea is _____.

Since the details are _____,
_____, and _____, I know the
main idea is _____.



Lesson Reflection

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are six sets of these lines for writing practice.



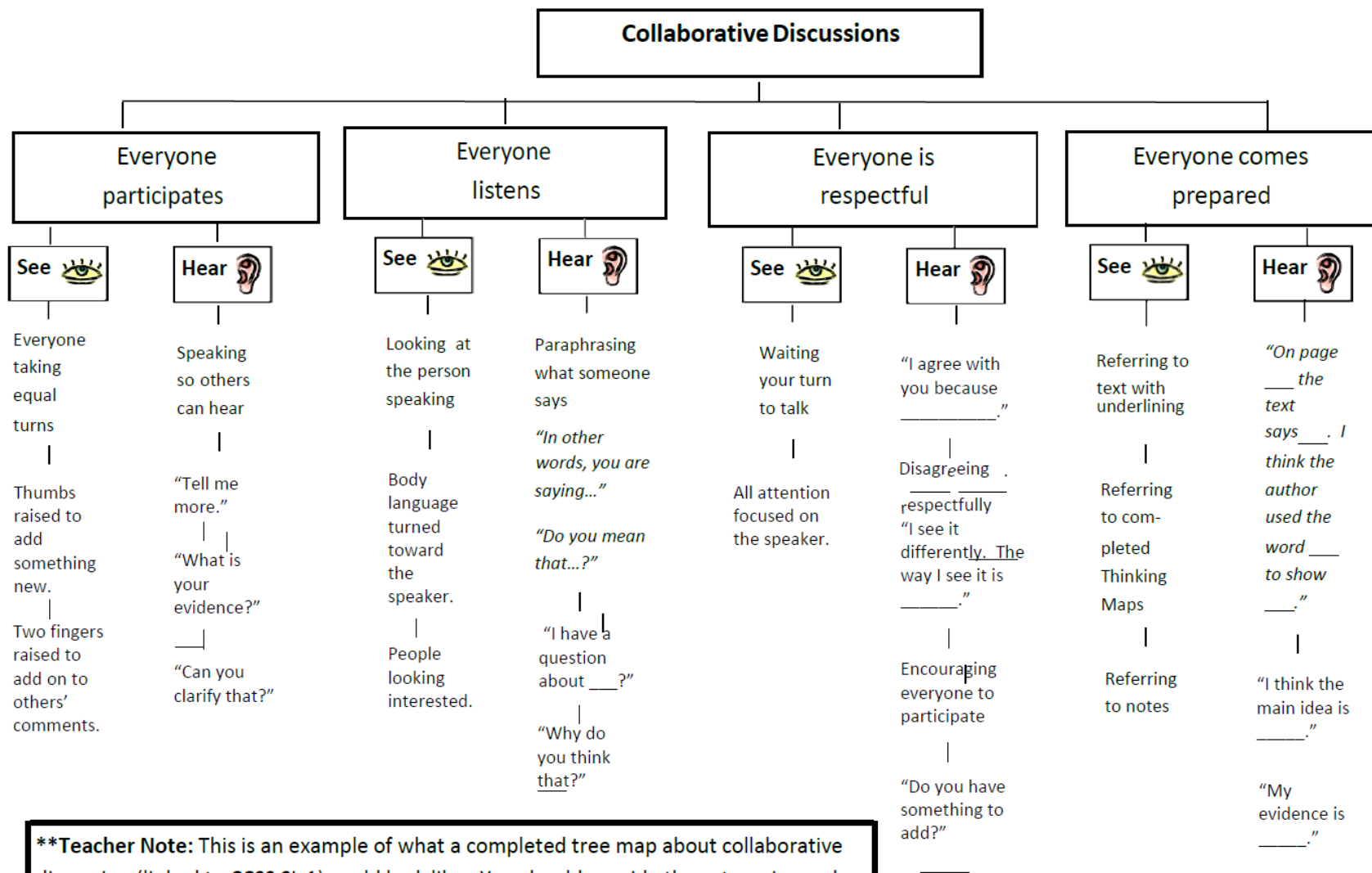
SAUSD Common Core Lesson Planner

| | | | |
|--|---|--|---|
| Unit: Changing Habitats Lesson: 3 | | Grade Level/Course: 3 rd | Duration: One ELA Block (may be extended over two days) |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | | |
| Common Core and Content Standards | | Speaking and Listening 1. Engage effectively in a range of collaborative discussions (partners, small groups, and teacher-led whole group) on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. 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. b. Follow agreed-upon rules for discussions. (See Norms in Collaborative Academic Conversation handbook) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | |
| Materials/Resources/ Lesson Preparation | | Sample collaboration tree map, butcher paper to make large class tree map, raccoon picture cards, facilitator role cards (one for each group), discussion stems cards, 4 index cards or sticks for each group numbered 1 – 4, raccoon discussion questions (See resource book) | |
| Objectives | | Content: Students will learn that for a collaborative group to be successful, everyone must participate, listen, show respect, and come to the discussion prepared. | Language: Students will practice participating in a collaborative group discussion about city wildlife (raccoons) making sure to prepare for the discussion, show they are listening, and participate respectfully. |
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | | WORDS WORTH KNOWING |
| | Participates, prepared, facilitator, natural habitat, raccoon | | N/A |

| | | | |
|--|---------------------------------|--|---|
| | STUDENTS FIGURE OUT THE MEANING | Listen, respectful, agree, disagree | N/A |
| Pre-teaching Considerations | | This is an introductory lesson on collaboration skills that doesn't assume prior knowledge. If you have already established collaborative academic conversation norms for you classroom, review your own. | |
| CCSS Foundational Standards (K-5 only) | | Continue teaching the foundational standards through the Open Court Reading. | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | <ul style="list-style-type: none">“Today you will be learning how to have quality collaborative (group) discussions. This skill will be important as you interact with your groups this year, throughout high school, in college, and even in your future careers.” | Differentiated Instruction: English Learners: |
| Interacting with the Text/Concept | | <ul style="list-style-type: none">Create a tree map in front of the students (see sample). Tell students there are four main things to remember when participating in collaborative discussions.Explain to students that when you participate, you join, or play an active part in the discussion. Ask students to think about what they might see (pretending they can't hear anything) if they were observing a group where everyone participates. Have them share their ideas with a partner. Call on volunteers and non-volunteers and then put applicable ideas on the tree map. Keep all statements in the positive. For example, if students say “Don't interrupt,” ask them, “What you would do if you <i>weren't</i> interrupting?” to reword the statement into a positive behavior such as “Wait your turn to talk.” If there are ideas that students don't think of, suggest and record them.<ul style="list-style-type: none">Suggest the idea of thumbs up (or other signal) to contribute something new to a discussion and two fingers up to add on to what someone is saying in group discussions. Add stems/frames that would be useful for students and make sure that all key points have been covered.Repeat the process for each branch of the mapCreate “classroom rules for collaborative discussions” with your students. Ask them to refer to the tree map and consider the different ideas in each category. Again, remember to word all statements in the positive, or what students <i>should</i> do. Write the rules on a piece of chart paper so they are visible for students. You may wish to refer to the norms for Collaborative Academic Conversations. | Provide language patterns to scaffold conversation about raccoons. From the picture I can tell that _____. I think _____ shows the raccoon in its habitat because _____. I can see from the picture that the raccoon has adapted to urban life by _____. To live in the city, the raccoon has learned to _____. One problem that raccoons might cause in the city is _____. I know this because I see _____ in the picture. |

| | | |
|---------------------------------------|---|--|
| <p>Extending Understanding</p> | <p>(This section may be continued the next day if necessary)</p> <ul style="list-style-type: none"> • Tell students that they are now going to practice the rules they set. Distribute one set of the raccoon picture cards to each group. Students prepare for the discussion by examining the pictures. • Turn to “Collaborative Discussion Questions” in the Student Handbook read the questions aloud to students and allow them time to write their answers independently. • Once most students are done, choose one group to model for the rest of the class and do the following: <ul style="list-style-type: none"> ○ Explain that for discussions to be successful, that each group will need a facilitator. The facilitator’s ONLY responsibility is to RESPECTFULLY make sure that everyone has a chance to speak and that the group remembers the rules. Put the card with the “Facilitator’s Responsibilities” on the document camera and read through them. Have the students chorally repeat the sentence patterns. Teacher may assign an additional role of writer/scribe to record the group’s thoughts for the collaborative discussion questions. Another option is to use the GLAD strategy of assigning different colored markers to each student to ensure that everyone participates. ○ Explain that it is helpful to have sentence starters to help us ask for clarification, build on others’ ideas, disagree, and cite evidence from the text. Put the discussion starters on the document camera and introduce the stems and frames to the students. Model them and have students repeat chorally. Explain to students that they should use these frames to ask for clarification, build on others’ ideas, disagree, and cite evidence from the text. ○ Each student in the model group pulls a card or stick so they have a number. Choose a number to be the facilitator and give them the facilitator card. ○ Tell the students that they will discuss the pictures they observed. They can use the answers on their questions sheet for reference. The person who has the number 3 will go first. When other members of the group have something to add on, they will raise 2 fingers. When they have a new idea, they will raise a thumb. They can use the sentence starters provided on the card to enter the conversation. ○ Review the rules for discussion and remind the facilitator that he or she will make sure everyone gets a turn and follows the rules using the sentence stems/frames provided on the card. ○ The group models this process for the class. (Intervene and redirect as necessary, making sure students follow the rules and use the language patterns provided.) Have the class share what positive collaboration processes they observed. | <p>Special Needs:</p> <p>Provide with language patterns as with English learners (above) to scaffold conversation about raccoons.</p> <p>As the rest of the class is working on “preparing for the discussion” by writing their answers to the text, pull students individually or in a small group to assist them in answering the questions.</p> <p>Accelerated Learners:</p> <p>Consider providing accelerated learners a leadership role in the group. You might assign them as the first facilitators to model the process.</p> |
|---------------------------------------|---|--|

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> • Tell the class that it is now everyone's turn to practice. Have each person pull a stick and those who pulled the designated number serve as the facilitator and get the card. Person #3 begins the discussion. • Formative Assessment: Circulate as students are collaborating. Encourage them to use the language patterns and follow the rules of discussion. Notice specific positive examples of student interaction and areas where students need more work. • After students have had sufficient time to practice, stop them and share specific areas of strength and room for growth. Have teams share in their groups their personal goals for growth in collaborative discussions. <p>Note: You will need to revisit both the tree map and the rules for collaborative discussion each time students engage in discussion until the behaviors and language are internalized. Consider practicing the process again with different pictures, video clip, or short text. You might want to laminate the sentence strips and facilitator cards for use each time the students work in groups.</p> <ul style="list-style-type: none"> ○ <u>Reflection</u> <ul style="list-style-type: none"> ➤ Have students reflect on the Essential Questions: <i>How do changes in the environment affect living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things?</i> | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |



****Teacher Note:** This is an example of what a completed tree map about collaborative discussion (linked to CCSS SL 1) could look like. You should provide the categories and then build this with students, questioning them to get examples for what they would "see" and "hear". If students don't provide a key idea, suggest and add it. For maximum impact, revisit the map often and add more examples that you observe while your students are collaborating. Ideally, this map would be on large chart paper in the room.

1. **Listen** carefully & **look** at the speaker.



2. **Share** and **explain** your ideas.



3. **Build on** each other's **ideas**.



4. **Ask questions** to understand others.



5. **Agree** or **disagree** respectfully.



6. **Speak loudly** and **clearly**.



2-3 norms

What to say when you want clarification...

- Will you explain that again?
- I have a question about what you said about _____.
_____.
- Do you mean that _____?
- Could you expand a little bit on what you said about _____?
- Could you give an example of what you mean by _____?
- Could you explain that again, please?

What to say when you want to build on another's idea...

- You made a good point when you said _____.
- My idea is related to _____'s idea. I think _____.
- I see what you're saying. I agree because _____.
- My idea builds on _____'s idea. I think _____.
- I'd like to piggyback on that idea. I think _____.

What to say when you disagree...

- I see what you're saying, but I think that _____.
- Another way to look at it is _____.
- I do agree with what you said about _____, but I think _____.
- I see it another way. Based on _____, I think _____.
- Another possibility might be _____.
- I have a different answer. I wrote down that _____.

What to say when you want to cite evidence from the text...

- On page _____, the author says " _____ ".
- When I read _____ on page _____, I thought that _____.
- I think the text supports my thinking on page _____, by stating that _____.
- Another example of _____ is on page _____, where the author states _____.

Facilitator's Responsibilities

1. Decide who begins and whose turn is next. Make sure that everyone has a chance to talk.
2. Point out to the group when the rules aren't being followed by using the one or more of the following frames:

"I would like to redirect our discussion and get back to ___'s turn."

"I would like to remind everyone of our rules for discussion, especially number ___ which says

_____."



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"I would like to redirect our discussion and get back to ___'s turn."

"I would like to remind everyone of our rules for discussion, especially number ___ which says

_____."



Picture #1



Picture #2



Picture #3



Picture #4



Picture #5



Picture #6



Picture #7



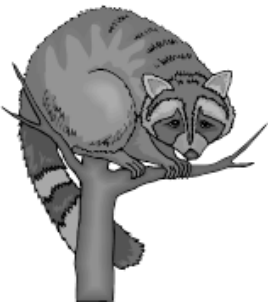
SAUSD Common Core Lesson 3

Picture #8



Picture #9





Collaborative Discussion Questions

Raccoons

1. Which pictures do you think show the raccoon in its natural habitat? Which pictures do you think show the raccoon in an urban (city) habitat? Support your answer with evidence from the pictures.
2. How has the raccoon adapted to urban (city) life? Support your answer with evidence from the pictures.
3. What problems do you think raccoons might cause in the city? Support your answer with evidence from the pictures.

Lesson 3

From the picture I can tell that _____.

I think _____ shows the raccoon in its
_____ habitat because _____.

I can see from the picture that the raccoon
has adapted to urban life by
_____.

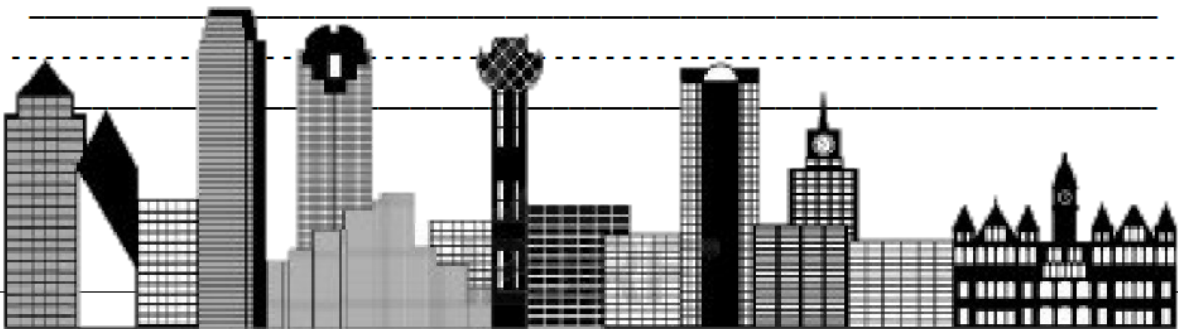
To live in the city, the raccoon has learned
to _____.

One problem that raccoons might cause is
_____. I know this because I see
_____ in the picture.



Lesson Reflection

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for student writing.



SAUSD Common Core Lesson Planner

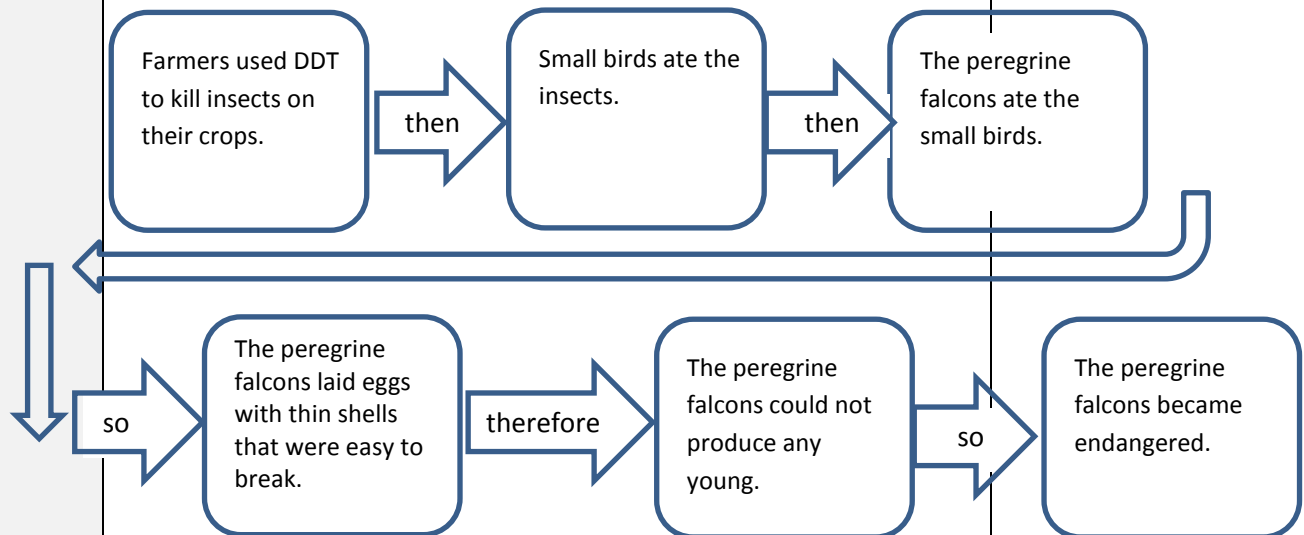
| | | |
|--|--|---|
| Unit: Changing Habitats Lesson: 4 | Grade Level/Course: 3 rd | Duration: Two ELA Blocks |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | |
| Common Core and Content Standards | <p>Reading Informational Text Standard(s):</p> <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <p>Speaking and Listening Standards:</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Language Standard(s):</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions. <p>Life Sciences</p> <ol style="list-style-type: none"> Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: <ol style="list-style-type: none"> Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | |
| Materials/ Resources/ Lesson | Macmillan/McGraw-Hill Science textbook, Chapter 3 text, <i>Can We Save the Peregrine Falcon?</i> Pre-written sentence frames Supplemental Peregrine Falcon text in Teacher Resource book and Student Workbook | |
| Objectives | Content: Students will use information from the text <i>Can We Save the Peregrine Falcon</i> to find out how the peregrine falcon became endangered and express that in a flow map. | Language: Students will use their flow map to Explain to a partner how the use of a poisonous chemical endangered the peregrine falcon using conjunctions _____so _____,_____therefore_____ _____consequently _____ ,_____resulting in_____) and write a paragraph summarizing the information. |

| | | | |
|--|--|--|----------------------------|
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | chemical, poisonous, environment, natural changes, human-induced changes, banned, ingest | N/A |
| | | peregrine falcon, endangered species, harmful | N/A |
| Pre-teaching Considerations | | Students need facility in the use of Thinking Maps, trained in routines and procedures for partner and small group conversations and collaborative work. | |
| CCSS Foundational Standards (K-5 only) | | Continue with Green Section of Open Court Reading | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | Prior Knowledge, Context, and Motivation: <ul style="list-style-type: none"> Quick write: What are some specific traits or adaptations animals have that help them survive in their environment? After writing, partner share. Think-Pair-Share: What are things that happen that can change an environment or habitat where animals live (if students need an example, give them one such as a fire or flood)? | |

| | | |
|-----------------------------------|---|--|
| | <ul style="list-style-type: none"> Students share out and teacher builds a Circle Map with their responses. | <u>Differentiated Instruction:</u> |
| Interacting with the Text/Concept | <ul style="list-style-type: none"> Draw classifying map (tree map) with heading “environmental changes” and the categories “natural” and “human-induced”. Define these terms on the tree map (caused by nature, caused by humans). Engage in Think-Pair-Share (TPS) to determine where the items brainstormed earlier would go on the tree map. Students categorize the items from the Circle Map to the Tree Map. Think-Pair Share to add additional ideas to the tree map. Explain that throughout this unit, students will be learning about environmental changes and how they affect animals. <div data-bbox="305 537 1136 722" data-label="Diagram"> <pre> graph TD EC[Environmental Changes] --> N[Natural] EC --> HI[Human-Induced] </pre> </div> <ul style="list-style-type: none"> FIRST READ (read entire text without stopping): Select one of the following based on the level of your students. <ul style="list-style-type: none"> Have students read <i>Can We Save the Peregrine Falcon?</i> Independently (page 129 of their Science Book) <ul style="list-style-type: none"> Read it with a partner Read it aloud to them Post these four questions on the Big Idea/ Essential question board and read them with the students: <ul style="list-style-type: none"> How do changes in the environment affect living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? Engage in a collaborative conversation using Talk Move #1 Share, Clarify and Expand on Ideas SECOND READ-Text Features Students tell their partner what animal they see on the page. Refer to the caption on the bottom of the page. <i>Read this selection to find out how the peregrine falcon became an endangered species.</i> <ul style="list-style-type: none"> ➤ Write endangered species on the board and have students help you define it and write the final definition “species-a group of living things that have the same characteristics” examples: tigers, dogs, cats, humans are all species. “endangered---few in number, in danger of becoming extinct (like dinosaurs)” examples: gray wolf, giant panda, green sea turtle. | English Learners: Additional step-asides to define vocabulary Provide sentence starters and frames, for example: _____have _____ to help them survive. One thing that changes the environment is/are _____. Students Who Need Additional Support: Additional step-asides and language patterns/sentence starters as with English learners. As these students engage in Think Pair Share, circulate to provide them additional assistance. Accelerated Learners: What is the author trying to tell us about the impact environmental changes have on a particular species? Look for clues in the text to support the author’s purpose. Encourage students to research another endangered animal to create a short report on why it became extinct and what is being done to help it. Extend students understanding of science |

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| | <ul style="list-style-type: none"> THIRD READ- TEXT DEPENDENT QUESTIONS Engage them in Think Pair Share for the questioning and then call on a couple of non-volunteers to share answers to Text Dependent Questions. <ol style="list-style-type: none"> After the sentence ending on line 5, “a chemical used to kill harmful insects,” ask: <ul style="list-style-type: none"> ➤ <i>What is DDT and what was it used for? Why do you think the insects were considered “harmful”?</i> (Students cite evidence from the text) After the next sentence ask, <ul style="list-style-type: none"> ➤ <i>How did the peregrine falcon ingest (consume/eat) the DDT?</i> After the last sentence in the paragraph, define “banned” (step- aside, “not allowed to be used anymore”) ... <ul style="list-style-type: none"> ➤ <i>How might a very thin eggshell affect the development of a baby falcon? How did the peregrine falcon become endangered?</i> Explain what happened to your partner; refer back to the text as necessary. In line 8 of the first paragraph, explain to students that “so” is a conjunction, a connecting word, that joins two parts of this sentence together. It tells us that there is a cause and effect relationship. Students determine which part of the sentence is the cause and which is the effect. _____ is the cause and _____ is the effect | <p>curriculum through Think like a Disciplinarian i.e., Think like an ecologist.</p> <p>What ethical issues might an ecologist examine when studying ecosystems? What key words are specific to the work of an ecologist? What patterns might an ecologist examine? Assume the role of a farmer who needs to control the insect population in order to have a successful harvest.</p> <p>Write an essay explaining your the use of insecticides. Assume the point of view of someone who is opposed to the use of poisonous chemicals for insect control. Write an essay explaining your point of view opposing the use of insecticides.</p> |
| <p>Extending Understanding</p> | <div data-bbox="289 1266 1164 1518"> <div>Cause</div> <div>The poison made falcon eggshells very thin and easy to break</div> <div>so, therefore, as a result, consequently, thus</div> <div>Effect</div> <div>Peregrines became unable to produce any young.</div> </div> <p>Discuss other conjunctions that could be used instead of “so”. Practice the sentence using the other conjunctions.</p> <ol style="list-style-type: none"> After final paragraph, "....other birds to eat. <ul style="list-style-type: none"> ➤ <i>How did the peregrine falcon adapt to live with people? Why do you think they began to live in the cities?</i> <ul style="list-style-type: none"> Ask students if they have anything to add to the tree map they created previously as a class, and add “harmful chemicals, DDT” to the map under “human-induced”. | |

- Students work in partners to create a sequence map (flow map) to illustrate how the peregrine falcon became endangered. Students refer back to the text to create the map. Students explain the map to their partner and then have “pairs square” to explain their map to another pair. Students use appropriate conjunctions as they explain their maps.



- Students write a paragraph responding to the following question:
 - **How did the peregrine falcon become endangered?**

Begin with this topic sentence:

The peregrine falcon used to be common in the United States, but now they are an endangered species.

6. Students can read their paragraphs aloud in small groups.

*Formative Assessment: Evaluate student progress as they read their paragraphs aloud and answer essential questions. Consider using a standards-based checklist of speaking and listening skills.

○ Reflection

- Have students reflect on the Essential Questions: *How do changes in the environment affect living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things?*

Lesson Reflection

Teacher Reflection

Environmental Changes

```
graph TD; A[Environmental Changes] --> B[Natural]; A --> C[Human-Induced]
```

Natural

Human-Induced



endangered
species

Lesson 4

Because _____, _____.

Since _____, _____.

_____ consequently _____.

_____, so _____.

_____, therefore _____.

_____ in order to _____.

Basic Facts About Peregrine Falcons (Lexile 1050)



The Peregrine Falcon is a raptor, or bird of prey. Adults have blue-gray wings, dark brown backs, a buff colored underside with brown spots and white faces with a black tear stripe on their cheeks. They have a hooked beak and strong talons. Their name comes from the Latin word *peregrinus*, which means 'to wander.' They are commonly referred to as the Duck Hawk. Peregrine Falcons are the fastest-flying birds in the world. They are able to dive at 200 miles per hour.

Diet

Peregrine Falcons eat other birds such as songbirds and ducks, as well as bats. They catch their prey mid-air.

Population

There are an estimated 1,650 breeding pairs in the United States and Canada.

Range

This bird is one of the most widely distributed species in the world. It is found on every continent except Antarctica. It can survive in a wide variety of habitats including urban cities, the tropics, deserts, and the tundra. Some migrate long distances from their wintering areas to their summer nesting areas.

Behavior

Peregrine falcons have adapted to living in many cities and make use of tall buildings that provide suitable ledges for nesting and depend on the large populations of pigeons and starlings in cities for food. They dive and catch their prey in mid-air. Peregrines have few natural predators.

Peregrine falcons mate for life in the same territory each year. The male courts the female for about one month, using aerial displays. They make a nest, or scrape, on ledges and in small caves located high on a cliff. Some Peregrine falcons will use man-made structures such as bridges and skyscrapers to nest.

Can We Save The Peregrine Falcon?

Text Dependent Questions



1. What is DDT and what is it used for? (RI 3.1)

Answer: DDT is a chemical used to kill harmful insects.

2. Why do you think the insects were considered 'harmful?' (RI 3.1)

Answer: (Inference) Perhaps the insects were eating the plants.

3. How did the peregrine falcon ingest the DDT? (RI 3.1)

Answer: The DDT was eaten by insects, which were eaten by small birds, which were then eaten by the falcons.

4. How might a very thin eggshell affect the development of a baby falcon? (RI 3.1)

Answer: They were thin and broke easily.

5. How did the peregrine falcon become endangered? (RI 3.2)

Answer: The falcons were unable to produce any young.

6. How did the peregrine falcon adapt to live with people? (RI 3.1)

Answer: They live on tall buildings in cities.

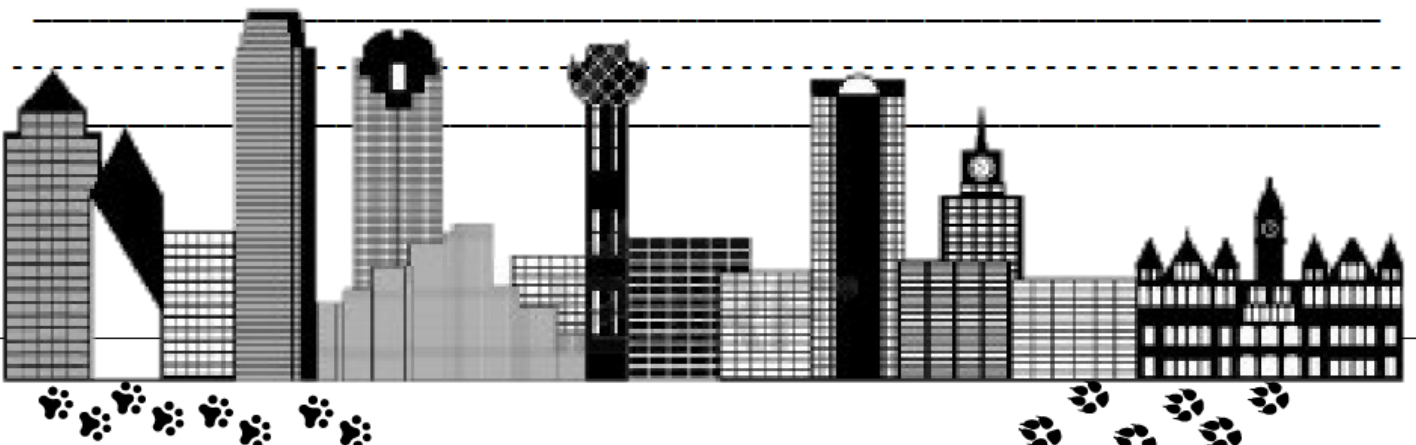
7. Why do you think they began to live in cities? (RI 3.1)

Answer: They can find plenty of pigeons and other birds to eat.



Lesson Reflection

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines for student writing.



SAUSD Common Core Lesson Planner

| | | |
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| Unit: Changing Habitats Lesson: 5 | Grade Level/Course: 3 rd | Duration: 4 ELA Blocks City Critters OCR text |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | |
| Common Core and Content Standards | <p>Reading Informational Text Standard(s):</p> <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Determine the meaning of general academic and domain specific words and phrases in a text relevant to <i>grade 3 topics or subject area</i>. <p>Writing Standards: Informative/Explanatory:</p> <ol style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <p>Speaking and Listening Standards:</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Language Standard(s):</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use coordinating and subordinating conjunctions. <p>Life Sciences</p> <ol style="list-style-type: none"> Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | |
| Materials/ Resources/ Lesson Preparation | <i>City Critters</i> text, Open Court Reading Unit 2 Text dependent questions, Student Learning Journal Language Patterns, Student Learning Journal Description Chart, Student Learning Journal Macmillan/McGraw-Hill science textbook, Chapter 3 <i>Can We Save the Peregrine Falcon?</i> Supplemental text on Peregrine Falcon and Squirrels, Student Learning Journal | |
| Objectives | Content: Students will read <i>City Critters</i> to find out where various animals live in a city/urban | Language: As students read <i>City Critters</i> , they will ask and answer text dependent questions about what they have |

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| | area. Students will learn about animals’ characteristics, natural environment, and how they have adapted to city life. Students will collaboratively organize the information on Description Chart. | read. Students will use the Description Chart they develop to collaboratively write a paragraph about an animal using appropriate language to summarize. In summary _____. _____ so _____. Finally _____. In short _____. Eventually _____. | |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture | | |
| Common Core Instructional Shifts | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | | |
| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING biologist, urban, particular, balcony, cliff, sewers - pg. 127 migrating, exhaust - pg. 128 rare, laboratory(ies), research and experiments - pg. 129 species, attract - page 130 observation - 131 | WORDS WORTH KNOWING Department of Wildlife and Parks |
| | STUDENTS FIGURE OUT THE MEANING | skyscraper creatures pollution fumes | comeback grasslands |
| Pre-teaching Considerations | Familiarity with summarizing by identifying main ideas and details from text. If students need more background in summarizing, refer back to Lesson 2. Trained in routines and procedures for partner and small group conversations and collaborative work. If students need additional instruction in conversations and collaborative work, refer back to Lesson 1. | | |
| CCSS Foundational Standards (K-5 only) | Continue to teach the foundational skills through Open Court Reading | | |
| Lesson Delivery | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | |

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| Preparing the Learner | <ul style="list-style-type: none"> Extended Anticipatory Guide - see page in your TE for directions and page in the Student Learning Journal. | Differentiated Instruction: English Learners: Additional step-asides to define vocabulary |
| Interacting with the Text/Concept | <ul style="list-style-type: none"> First Read <ul style="list-style-type: none"> Unencumbered first read (read entire text without stopping): Select one of the following based on the level of your students. <ol style="list-style-type: none"> Have students read <i>City Critters</i> independently Read it with a partner Read it aloud to them Second Read <ol style="list-style-type: none"> Focus on text dependent questions. Students will work collaboratively to answer the text dependent questions. During the second read stop as follows with step asides and questioning. Engage students in Think-Pair-Share. Allow sufficient wait time or speaking/writing time to process the questions before sharing. Text Dependent Questions Pages 126-127 <ol style="list-style-type: none"> What is a wild animal? <ul style="list-style-type: none"> <i>A wild animal is any animal you see that is not a pet. A wild animal does not depend on people for food or shelter.</i> What does an urban biologist do? <ul style="list-style-type: none"> <i>An urban biologist is a scientist who studies wildlife in cities.</i> Why do Canadian geese nest on balconies? <ul style="list-style-type: none"> <i>Urban biologists think that Canadian geese nest on balconies because they think that geese thought that a balcony looked like a cliff.</i> Describe the urban habitat of a raccoon. According to the picture caption, where do they find food? <ul style="list-style-type: none"> <i>In New York City raccoons live in sewers, in buildings, chimneys, and in Central Park. They find food in garbage cans.</i> Pages 128-129 <ol style="list-style-type: none"> Why are city parks a great place to go bird watching? <ul style="list-style-type: none"> <i>On page 128 the author states that city parks are “islands of green space” where birds stop during their migration.</i> What do animals look for when finding a new place to live? <ul style="list-style-type: none"> <i>When looking for a new place to live, animals need food, shelter, and a place to raise their babies.</i> By studying the wild animals that live in a city, scientists can learn a lot about the area. What were scientists trying to find out by studying squirrels in Florida? <ul style="list-style-type: none"> <i>Scientists studied squirrels that live near a highway because they wanted to know if the squirrels were affected by breathing the car exhaust. Any health problems will show up first in city animals before they show up in humans.</i> Pages 130 <ol style="list-style-type: none"> What information does the author use in this section to support the main idea? <ul style="list-style-type: none"> Scientists create and protect special animal habitats- spots with the right amounts of water and food and the kinds of trees and plants and animal needs to survive. <ul style="list-style-type: none"> ...scientists have set aside a small “grasslands” habitat... ... built a different kind of habitat- a garden that | Provide sentence starters and frames, for example: One thing I learned about is _____. They have _____ and like to live in _____ and _____. Why do _____? How do _____? Where do _____? When do _____? Provide additional visuals, sentence starters, & patterns. For example: The _____ is an urban dweller. Its natural habitat includes _____ and _____ therefore it lives in the city. It likes to live in/on _____. Another interesting thing about _____ is _____. Students Who Need Additional Support: Remind them about the steps used to summarize text. Additional visuals, step-asides and language patterns/sentence starters as with English learners. As students engage in Think-Pair-Share, circulate to provide them additional assistance. Provide them with additional small group or individual assistance as necessary. |

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| | <p>grow goodies for butterflies.</p> <ul style="list-style-type: none"> • Third Read - Description Chart • Students will return to the text a third time in order to complete the Description Chart. <ul style="list-style-type: none"> ○ I Do: Teacher models how to complete the Description Chart for the Peregrine Falcon. Use think aloud strategies. Refer to the science text for additional information. ○ We Do: Teacher and students complete the Description Chart for the Canadian Geese. ○ You Do Together: Students work with a partner or group to complete the Description Chart for the raccoon. Students need to refer back to the pictures in Lesson 3. ○ You Do Independently: Students independently complete the Description Chart for the squirrel. Students need to refer to the supplemental Squirrel text to complete the chart. ○ Once Description Chart is complete, the teacher tells the students they will use the chart to write an informational summary on an animal. | <p>Accelerated Learners:</p> <p>Research the advantages and disadvantages that city living provides birds.</p> <p>Have students research a local Orange County bird, such as the swallow, to learn how it has adapted to city/suburban life. Organize the information, write a short report to present to the class and/or display in a prominent location.</p> |
| Extending Understanding | <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ I Do: Teacher models how to use information from the Description Chart to write an informational summary paragraph. Teacher models Peregrine Falcon. ○ We Do: Teacher and students use information from the Description Chart to write an informational summary paragraph on Canadian Geese. ○ You Do Together: In collaborative groups of 4, students create a cooperative paragraph using information from the Description Chart to write an informational summary paragraph about the raccoon - (recommendation: give each student a different colored pencil or marker to ensure 100% participation. ○ Collaborative groups orally rehearse their cooperative paragraphs then share aloud to the class. ○ You Do Independently: Students use information from the Description Chart to write an informational summary paragraph. ○ Teacher can collect the individual paragraphs and use as a formative assessment. • Reflection: <ul style="list-style-type: none"> ○ Think-Pair-Share: Which animal in the selection City Critters did you find the most interesting and why? ○ Have students share out their opinions. Clear up any misconceptions. ○ Extended Response Question: <ul style="list-style-type: none"> ► Using both the science text from Lesson 4 and the information found in City Critters, how did scientists help the Peregrine Falcon to survive? How have these birds adapted to city life? <p>Write your response in the Student Learning Journal.</p> | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Changing Habitats
Extended Anticipatory Guide

| Statements | Opinion | | Evidence and source: |
|---|---------|----------|----------------------|
| | Agree | Disagree | |
| 1. All animals adapt or get used to changes in their environment. | | | |
| 2. Everyone cares about animals. | | | |
| 3. Our actions, the things we do, can hurt animals. | | | |
| 4. Animals can survive in an urban or city habitat. | | | |

| Language for Agreeing | Language for Disagreeing |
|--|---|
| <ul style="list-style-type: none"> I agree with the statement that _____ because _____. I agree with you that _____ because _____. I have a similar opinion. I believe _____. | <ul style="list-style-type: none"> I disagree with the statement _____ because _____. I respectfully disagree with you. I believe that _____ because _____. I have a different opinion. I believe _____. |

Extended Anticipatory Guide – Directions

- Students independently place a checkmark under the column that best represents their opinion for each statement. *Agree/Disagree*
- In dyads, Student A reads statement #1 and then shares his/her opinion and reason while Student B listens attentively (no discussion at this point in the process).
- Next, Student B acknowledges Student A's response and then shares his/her opinion.
- Partners continue alternating as such until they reach the last statement.

| Extended Anticipatory Guide | | | |
|--|---------|----------|-------------------------------|
| Statements | Opinion | | What I learned from the text: |
| | Agree | Disagree | |
| 1. All animals <u>adapt</u> to changes in their environment. | | | |
| 2. Everyone cares about animals. | | | |
| 3. Our actions, the things we do, can hurt animals. | | | |
| 4. Animals can survive in an <u>urban habitat</u> , or city. | | | |





Possible language supports for agreeing and disagreeing:

- I agree with the statement that because.....
- I agree with you that because
- I have a similar opinion. I believe.....
- I disagree with the statement because
- I respectfully disagree with you. I believe that because
- I have a different opinion. I believe

Reflect on group discussion (optional):

1. On which statement(s) did you all agree? What were the reasons for these responses?
2. On which statement (s) did you all disagree? What were the reasons for the differing responses?

City Wildlife Description Chart

| Animal | Description | Natural Habitat | Urban Habitat | Interesting Facts |
|---|--------------------|------------------------|----------------------|--------------------------|
| Peregrine Falcon  | | | | |
| Canadian Geese  | | | | |
| Raccoon  | | | | |
| Squirrel  | | | | |

Main Idea/Summary

Based on our analysis of the texts, we believe that _____ is the big idea.

_____ is the big idea of these texts. I came to this conclusion because _____.

Squirrels

Squirrels are familiar to almost everyone. More than 200 squirrel species live all over the world, with the notable exception of Australia.

The tiniest squirrel is the aptly named African pygmy squirrel—only five inches (thirteen centimeters) long from nose to tail. Others reach sizes shocking to those who are only familiar with common tree squirrels. The Indian giant squirrel is three feet (almost a meter) long.

Like other rodents, squirrels have four front teeth that never stop growing so they don't wear down from the constant gnawing. Tree squirrels are the types most commonly recognized, often seen gracefully scampering and leaping from branch to branch. Other species are ground squirrels that live in burrow or tunnel systems, where some hibernate during the winter season.

Ground squirrels eat nuts, leaves, roots, seeds, and other plants. They also catch and eat small animals, such as insects and caterpillars. These small mammals must always be wary of predators because they are tasty morsels with few natural defenses, save flight. Sometimes groups of ground squirrels work together to warn each other of approaching danger with a whistling call.

Tree squirrels are commonly seen everywhere from woodlands to city parks. Though they are terrific climbers, these squirrels do come to the ground in search of fare such as nuts, acorns, berries, and flowers. They also eat bark, eggs, or baby birds. Tree sap is a delicacy to some species.

Flying squirrels are a third, adaptable type of squirrel. They live something like birds do, in nests or tree holes, and although they do not fly, they can really move across the sky. Flying squirrels glide, extending their arms and legs and coasting through the air from one tree to another. Flaps of skin connecting limbs to body provide a winglike surface. These gliding leaps can exceed 150 feet (46 meters). Flying squirrels eat nuts and fruit, but also catch insects and even baby birds.

Whether they dwell high in a tree or in an underground burrow, female squirrels typically give birth to two to eight offspring. Babies are blind and totally dependent on their mothers for two or three months. Mothers may have several litters in a year, so most squirrel populations are robust.

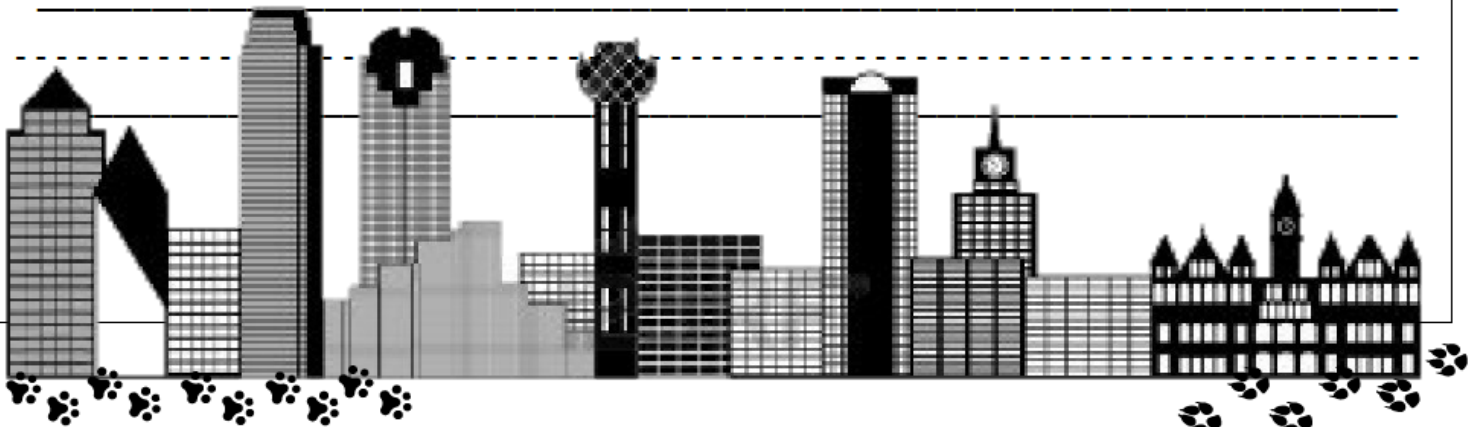
<http://animals.nationalgeographic.com/animals/mammals/squirrel/>



Lesson Reflection



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing practice.



Independent Student Squirrel Informational Summary Paragraph

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing practice.



SAUSD Common Core Lesson Planner

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|---|--|---|
| Unit: Changing Habitats Lesson: 6 | Grade Level/Course: 3 rd | Duration: Two ELA Blocks |
| Big Idea: Changes Affect Living Things Essential Question: 1. How do changes in the environment change living things? 2. How do animals adapt to changes in their environment? 3. How do humans impact the habitats of living things? 4. What do humans do to protect living things? | | |
| Common Core and Content Standards | Reading Literature Standard(s): 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event. 4. Determine the meaning of words and phrases as they are used in a text, distinguish literal from non-literal language 6. Distinguish their own point of view from that of the narrator or those of the characters. 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Speaking and Listening Standards: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. 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. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Life Sciences 3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | |
| | Materials/ Resources/ Lesson Preparation Discovery Education: http://www.discoveryeducation.com/ <i>The Jeff Corwin Experience</i> , <i>Wild Animals in the City</i> , <i>Urban Alligator</i> (3:56 minutes) Computer and projector to show video clip Open Court Reading textbook, Level 3, Unit 2, <i>Two Days in May</i> , Charted language patterns as needed Picture cards to build background knowledge, Sequencing Map (Flow Map) | |
| Objectives | Content: Students will read <i>Two Days in May</i> to understand the sequence of events including why the deer came to the city and what the neighbors did for the deer. | Language: As students read <i>Two Days in May</i> , they will ask and answer questions (who, what, when, where, how, why) about what they have read and summarize the story using a Sequencing Map. |

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|---|--|--|---|
| Depth of Knowledge Level | | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | grazing, courtyard, hooves, hushed, animal control officers, solemnly, does, bucks, starve, woods, peaceful protest, organization, rescues, relocates, outfit, anxiously, cautiously, alert, appreciate (understand), population growth, wildlife rescue organization, tranquilizer, fawns not on speaking terms, human wall | rotate, alarmed, admiring, nervous (figurative meaning in context), gathered, agreement |
| Pre-teaching Considerations | | Understanding of how to summarize by identifying main ideas and details from text (see Lesson 2). Trained in routines and procedures for partner and small group conversations and collaborative work (see Lesson 1). | |
| CCSS Foundational Standards (K-5 only) | | Continue using the green section of Open Court Reading to teach the Foundational Standards. | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | Prior Knowledge, Context, and Motivation: <ul style="list-style-type: none"> Tell students they are going to watch a movie clip to find out what can happen when wildlife enter the city. Show the clip <i>Urban Alligator</i> from <i>The Jeff Corwin Experience, Wild Animals in the City, Urban Alligator</i> (3:56 minutes) http://player.discoveryeducation.com/index.cfm?guidAssetId=BCB3B84E-9970-4D94-A21D-7EC6B65A2C72&blnFromSearch=1&productcode=US | <u>Differentiated Instruction:</u> English Learners: Call students up in small groups to provide them with additional help accessing the text. Provide explanations for |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> • Think-Pair-Share: What animal came to the city and where did it go? Why did it come to the city? What problems might the alligator being in the urban area cause for people and the animal? What did the wildlife workers do with the animal? (Use Talk Move #4- Think with Others) • Tell students that today they are going to read a fictionalized account of a true story about a different animal that comes to the city. • Think-Write-Pair-Share: Ask students to Think-Write-Pair-Share what they know about deer and summarize the comments you heard as you were circulating and correct any misconceptions. (Use Talk Move #4- Think with Others) | <p>vocabulary words they don't know.</p> <p>Students Who Need Additional Support:</p> <p>Call students up in small groups to provide them with additional help accessing the text. Provide explanations for vocabulary words they don't know. Guide them in transferring the ideas from the texts to the Thinking Map.</p> |
| <p>Interacting with the Text/Concept</p> | <ol style="list-style-type: none"> 1. Place the pictures of deer and the corresponding vocabulary as students watch. Have students chorally repeat new words and phrases and provide them opportunities for 10:2 (think-pair-share) to process the information periodically. (This could also be done as a PowerPoint presentation, but there is value in having the pictures posted where you and the students can refer back to them). 2. Tell student that today they will be reading to find out why deer came to the city, what the people in the neighborhood did, and what happened to the deer in the end. 3. Read Two Days in May with students. You should start by reading aloud, and then choose some paragraphs (where students can find success using their reading skills) for students to read silently as you tackle this text together. 4. Stop as follows for step asides and Text Dependent Questions. As you process each section of text with students, build a class Sequencing Map (flow-map) that summarizes the story. Engage them in TPS for the questioning and then call on a couple of non-volunteers to share answers. <p>Pages 166 –167</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. On pages 166 and 167, how does the author convey that the deer are an unusual sight through her word choice? <ul style="list-style-type: none"> ➤ <i>“I thought I had never seen such an amazing sight...”</i> 2. What did the author mean by “nervous tails”? Is this a literal or nonliteral use of the word? <ul style="list-style-type: none"> ➤ <i>By nature deer are skittish and shaky. People often refer to “deer in the headlights” when saying that someone is nervous or frightened. The tails were not actually “nervous” so this is a nonliteral use of the word.</i> <p>Sequencing Map (Flow Map):</p> <p>Work with students (think-pair-shares) to determine the summary for this section of text and record it on the class Sequencing Map. See sample Flow Map at the end of the lesson.</p> <ul style="list-style-type: none"> ➤ <i>What is the central idea of this portion of the text? Or What has happened in the story so far?</i> | <p>Accelerated Learners:</p> <p>Encourage these students to take leadership roles, such as facilitator, in their groups.</p> |

Page 168-171

Text Dependent Questions:

3. What do you think the author was saying when he said that Mr. Smiley and the Pigeon Lady “were not on speaking terms”?
 - *The author states in the following sentences that the Pigeon Lady fed her pigeons in front of Mr. Smiley’s Laundromat and he thought it was bad for business.*
4. Why were Papa and Mr. Donovan speaking in “hushed voices”? What were they discussing? Use evidence from the text to support your reasoning.
 - *Papa and Mr. Donovan were speaking in “hushed voices” because they were discussing what to do with the deer. After their discussion, they decided to call animal control.*
5. What did Mr. Benny and the other neighbors agree on?
 - *Mr. Benny and the other neighbors agreed to form a human wall around the deer without getting too close. They decided to have a peaceful protest.*
6. How do the illustrations on pages 170-171 connect with what the author said with words?
 - *On page 170 the illustrations show that the crowd was gathered together discussing the situation. Everyone appears to be deep in thought. They all have concerned looks on their faces.*
 - *On page 171 you can see Mr. Benny addressing the group.*

Sequencing Map:

Work with students (engaging them in think-pair-shares) to determine the summary for this section of text and record it on the class Sequencing Map. See sample Flow Map at the end of the lesson.

- *What is the central idea of this portion of the text? Or What has happened in the story so far?*

Page 172-175

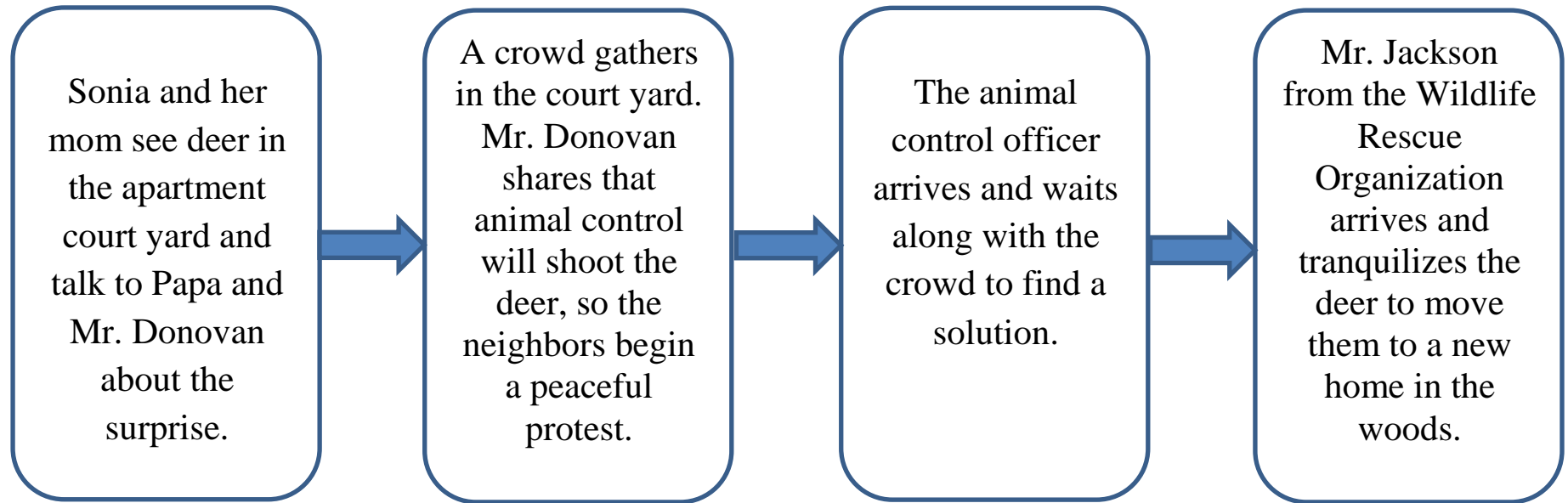
Text Dependent Questions:

7. What did Mr. Benny hope that the wildlife rescue organization would do?
 - *Mr. Benny hopes that the wildlife rescue organization will rescue and relocate the deer.*
8. How do the illustrations on pages 174 connect with what the author said with words?
 - *The neighbors offered the animal control officer some pizza.*
9. Reread the control officer’s comments on the top of page 174. What does he identify as the cause of the problem?
 - *The animal control officer states that the problem is population growth. We’ve built towns and highways where there were once forests and streams. Now there is very little habitat for the deer.*
10. Describe Sonia’s mother using evidence from the text (pg. 175) to explain your description.
 - *Sonia’s mother is caring. She brought blankets, a quilt, a jacket, and even Sonia’s stuffed dog Hershey. She is loving because she sat close to Sonia and draped her arm across her shoulders. Before she left, she kissed Sonia on the top of her head.*

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| | <p>Sequence Map: Work with students (engaging them in think-pair-shares) to determine the summary for this section of text and record it on the class sequence map. See sample Flow Map at the end of the lesson.</p> <ul style="list-style-type: none"> ➤ <i>What is the central idea of this portion of the text? Or What has happened in the story so far?</i> <p>Pages 176-179</p> <p>Text Dependent Questions:</p> <p>11. What did Carl Jackson, from the wildlife rescue organization, do with the deer?</p> <ul style="list-style-type: none"> ➤ <i>Carl Jackson put the deer in crates so that he could take them to the rescue center. In order to do so, he needs to shoot the deer with a small amount of tranquilizer to make them sleep for a while.</i> <p>12. How does the illustration on page 177 contribute to the words the author used on that page? How does it help you understand?</p> <ul style="list-style-type: none"> ➤ <i>The illustration shows Carl Jackson helping to guide the wobbly and unstable deer to the wooden crates.</i> <p>13. How do you think the neighborhood will change as a result of the deer incident? Use textual support for your answer.</p> <ul style="list-style-type: none"> ➤ <i>I think the neighborhood will change because the neighbors were brought closer together as a result their teamwork. As the deer were loaded into the crates a cheer went up from the crowd. People were high-fiving and hugging each other. Mr. Smiley and the Pigeon Lady shook hands and became friendly with each other.</i> <p>Summarizing Map: Work with students (engaging them in think-pair-shares) to determine the summary for this section of text and record it on the class Summarizing Map. See sample Flow Map at the end of the lesson.</p> <ul style="list-style-type: none"> ➤ <i>What is the central idea of this portion of the text? Or What has happened in the story so far?</i> | |
| Extending Understanding | <ul style="list-style-type: none"> ○ Talk off the Map: Have students work with a partner or in a small group to summarize what happened in the selection. First, _____. Later, _____. _____, so _____. Finally, _____. ○ Reflection-Extended Response: Answer the following question in the Student Learning Journal <ul style="list-style-type: none"> ➤ <i>Describe Sonia. Provide evidence from the text to explain your description.</i> (This question mirrors the extended response question from Benchmark #1). | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Lesson 6

Sequencing Map



Lesson 6

First, _____.

Later, _____.

_____ SO _____.

Finally, _____.

SAUSD Common Core Lesson Planner

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| Unit: Changing Habitats Lesson: 7 | Grade Level/Course: 3 rd | Duration: One ELA Block | |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? How do we use ideas presented in the text to support informative/explanatory writing? | | | |
| Common Core and Content Standards | Reading Literature Standard(s): <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Speaking and Listening Standards: <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Life Sciences <ol style="list-style-type: none"> Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: <ol style="list-style-type: none"> Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | | |
| | Materials/Resources/Lesson Preparation Open Court Reading textbook, Level 3, Unit 2, <i>Two Days in May</i> Sequence Map from previous lesson Sentence frames to support speaking and writing Character Traits Resource Page | | |
| Objectives | Content: Students will revisit <i>Two Days in May</i> and their summary of it to determine how the characters feelings and traits contribute to the sequence of events in the story. | Language: Students will add information about the characters' feelings and traits that contributed to the sequence of events in the story to their Sequence Maps and discuss. | |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | | |
| College and Career Ready Skills | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing | | |

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| | | <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | character traits Cause & effect and sequence words: at first, after, because, since, therefore, so | N/A |
| | STUDENTS FIGURE OUT THE MEANING | | |
| Pre-teaching Considerations | | Some understanding of characterization, including character traits and feelings. Trained in routines and procedures for partner and small group conversations and collaborative work. (See Lesson 3) | |
| CCSS Foundational Standards (K-5 only) | | Continue teaching the foundational standards by using the Green section of Open Court Reading for this unit. | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | Prior Knowledge, Context, and Motivation: <ul style="list-style-type: none">Have students review the Sequence Maps from yesterday and share it, by talking through it, with a partner using language patterns. | <u>Differentiated Instruction:</u> English Learners: Provide sentence starters and frames, for example: Because _____ felt _____ he/she/the _____. Provide students more practice with target |
| Interacting with the Text/Concept | | <ul style="list-style-type: none">Tell students that they will revisit the Sequencing Map (Flow Map) from Lesson 4, and think about the characters’ feelings and traits and how those feelings and traits contributed to the events in the story.Guide students through Section 1 on the Sequencing Map (Flow Map), returning to the text (Section 1 , pages 166-167) and illustrations to identify the character traits (concerned and caring) of Sonia and her mom in this section, citing their evidence; what they say, do, or think. Add the information to Section 1 of the Sequencing Map (Flow Map) to create a one-sided multi flow for Section 1. | |

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| | <ul style="list-style-type: none"> Show students the connection between the characters' traits and feelings and how these contributed to the event in the beginning of the story. i.e. Sonia and her mom are concerned therefore, they talk to Papa and Mr. Donovan. Language Frame: _____ is _____ therefore _____. In order to show evidence use the following use: I know she is _____, because _____. Move on to the next events on the Sequencing Map (Flow Map) and ask students to read what was written and then review the corresponding pages returning to the text and illustrations to identify the character traits. Add the information to each event of the Sequencing Map (Flow Map) to create a one-sided multi flow for that event. The Character Traits listed are just a suggestion. Refer to character traits resource page following this lesson. <ul style="list-style-type: none"> Section 2 (pages 168-171) Mr. Donovan (decisive) and Chester (cautious) in this section, citing their evidence. Section 3 (pages 172-176) Officer Steve (compassionate and Intelligent) in this section, citing their evidence. Section 4 (pages 177-) Carl Jackson (responsible and gentle) in this section, citing their evidence. As students begin to understand the process, have them work with a partner or in a small group to complete their Cause and Effect Map (one-sided Multi-flow map) that connects the characters' traits and feelings to the events in the story. After students have completed the task, have a class discussion. Model creating cause/effect sentences orally using the language patterns seen in Step 3. | <p>language.</p> <p>Students Who Need Additional Support:</p> <p>Remind them about the steps used to summarize text.</p> <p>Additional step-asides and language patterns/sentence starters as with English learners.</p> <p>As these students engage in TPS, circulate to provide them additional assistance.</p> <p>Accelerated Learners:</p> <p>Have students choose another story or book they have read and create two parallel flow maps showing the events and characters' feeling and traits in the story, citing evidence from the text.</p> |
| Extending Understanding | <ul style="list-style-type: none"> Ask the students to form groups of four and participate in Talking Stick with each student providing one sentence that expresses a character's feeling or trait and how that contribute to a subsequent action. As partners and groups work collaboratively, evaluate how they are progressing in meeting Call students back together and distribute an index card to each. Have each student write at least two sentences that show how characters' feelings or traits contributed to events of the story, Two Days in May. Collect the cards to evaluate students' understanding of how the characters' actions and traits are related and students' use of language to express their ideas. To conclude the lesson, revisit the Content and Language Objective as well as the Big Idea and Essential Questions. | |
| Lesson Reflection | | |
| Teacher Reflection | | |

Lesson 7

At first, _____.

After _____.

Because _____ felt

_____ he/she/the _____.

Since _____, _____.

_____ therefore _____.

_____ so _____.

Character Traits

Kind



thoughtful
unselfish
loving
loyal
helpful
caring
compassionate
friendly
considerate

Happy



joyful
cheerful
comical
fun-loving
lucky
funny
out-going
care-free
enthusiastic

Smart



intelligent
witty
studious
resourceful
inventive
creative
curious

Brave



courageous
adventurous
daring
bold

Confident



successful
proud
self-confident
conceited
arrogant
self-assured
decisive
feisty
spunky

Calm



quiet
peaceful
mannerly

Busy



active
energetic
wired
hyperactive

Sad



gloomy
miserable
Unhappy
down-hearted
depressed

Worried



concerned

Hard-Working



responsible
ambitious
determined
diligent

Careful



cautious
watchful
gentle

Angry



mad
stubborn
upset

Shy



timid
quiet
bashful

Silly



foolish
odd
strange

Mean



rude
vicious
cruel
selfish

Lazy

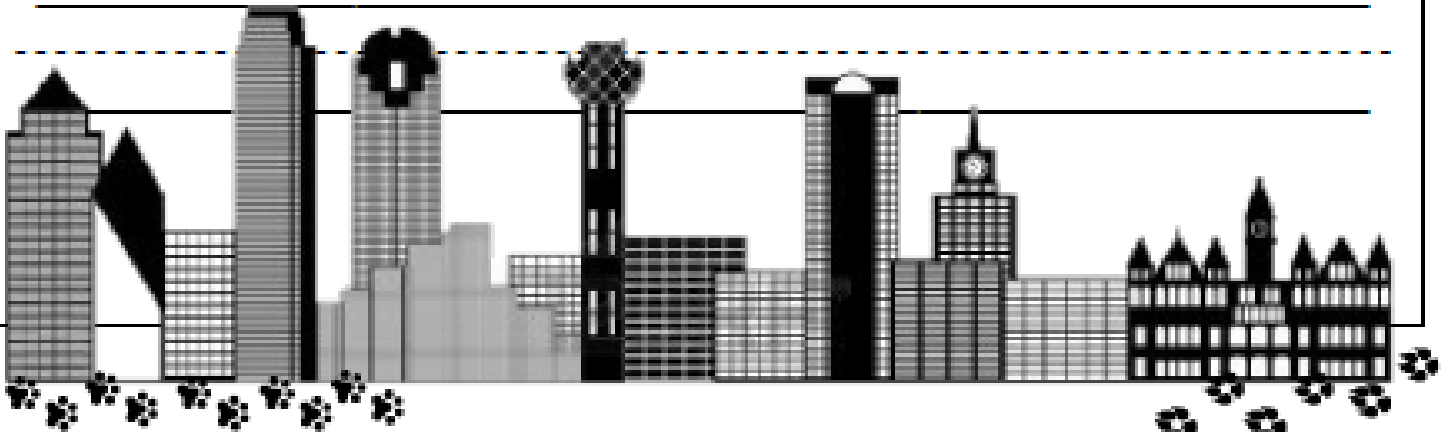


bored
dawdler
irresponsible

Lesson Reflection

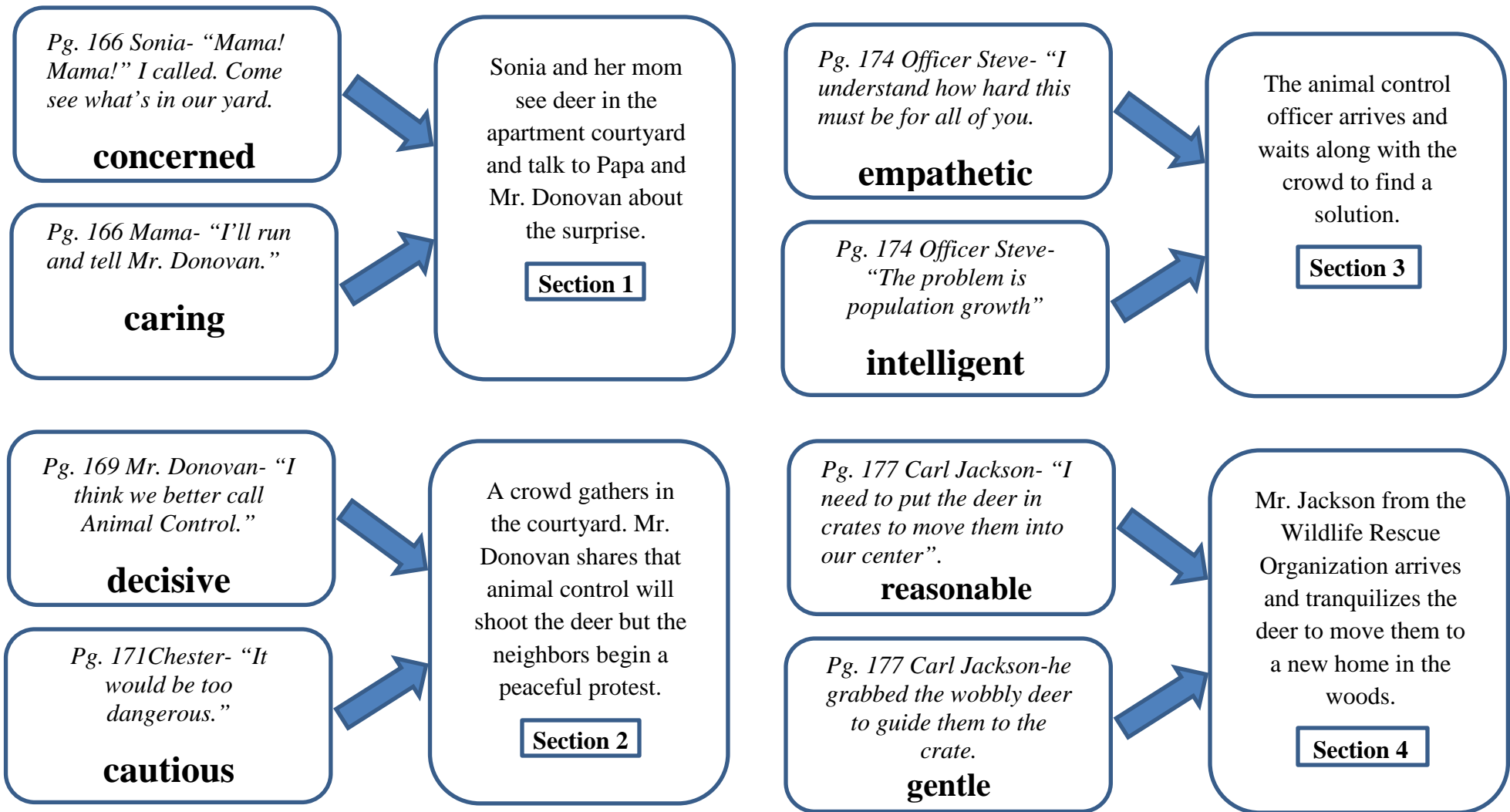


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines for writing practice.



Lesson 7

One-Sided Multi-Flow Map



SAUSD Common Core Lesson Planner

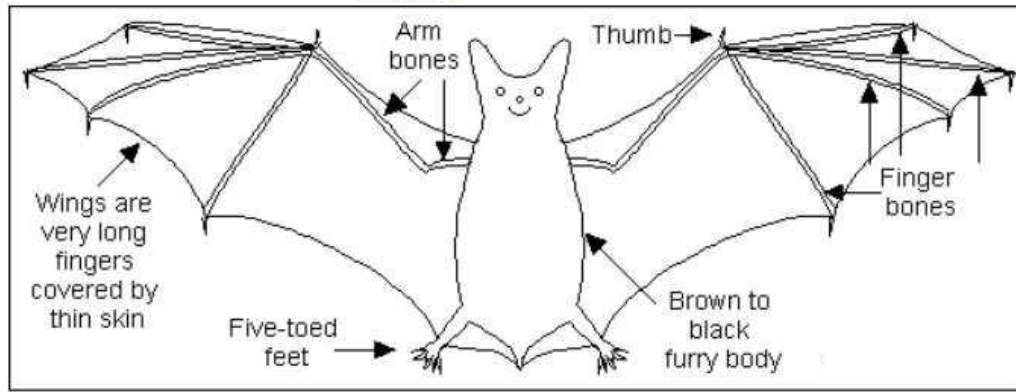
| | | |
|--|---|---|
| Unit: Changing Habitats Lesson: 8 Performance Task | Grade Level/Course: 3 rd | Duration: 2 ELD Blocks Public Service Announcement |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | |
| Common Core and Content Standards | <p>Reading Informational Text Standard(s):</p> <ol style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. <p>Speaking and Listening Standards:</p> <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <ol style="list-style-type: none"> Explain their own ideas and understanding in light of the discussion. <ol style="list-style-type: none"> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Writing Standards</p> <p>Informative/Explanatory</p> <ol style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension Develop the topic with facts, definitions, and details Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information Provide a concluding statement or section. <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> Conduct short research projects that build knowledge about a topic Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <p>Life Sciences</p> <ol style="list-style-type: none"> Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: <ol style="list-style-type: none"> Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. <p>Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p> | |
| Materials/Resources/ | Animal texts, Student Learning Journal Classifying/Tree Map, Student Learning Journal | |

Lesson Delivery

| Instructional Methods | <p>Check method(s) used in the lesson:</p> <p> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection </p> | |
|-----------------------------------|--|---|
| Preparing the Learner | <ul style="list-style-type: none"> • Think-Pair-Share: What are examples of city wildlife here in Orange County? How do you know? What can happen when humans and wildlife? • Explain that a Public Service Announcement is a commercial to teach the public about an important issue. • Show students the example of a PSA Wild at Heart that can be found at http://www.schooltube.com/video/1774b578f1444345a79a/ | <p><u>Differentiated Instruction:</u></p> <p>English Learners:</p> <p>Call students in small groups to provide them with additional help accessing text. Provide explanations for vocabulary as needed.</p> |
| Interacting with the Text/Concept | <ul style="list-style-type: none"> • Provide students with the following scenario: <i>You have been hired by Orange County Animal Services to help develop their public awareness campaign for city wildlife in Orange County. Each group will be assigned/choose a different animal and your job will be to develop a poster and a public service announcement (PSA), a kind of commercial, to help teach the public about the animal. You will:</i> • <i>Work with your group to research your animal. You will be provided with two resources, but you can add your own resources if you would like.</i> • <i>Take notes on and highlight the resources, recording the important details information on a tree map</i> • <i>You will then use the information from your tree map to create a poster and a PSA, but for now you will begin with the research.</i> • I Do: Teacher will choose an animal text and model the process: <ul style="list-style-type: none"> ○ Reading the text ○ Highlighting key points in the text ○ Organizing the information on a Classifying/Tree Map (option, create map on chart paper for students to refer to when they are working in their independent groups) ○ Model how to write a script from the Classifying/Tree Map, using the Group PSA Task Sheet in the Student Learning Journal OR the PSA Sentence Starters Scaffold in the Student Learning Journal. ○ <i>Option:</i> show examples of the poster that goes along with the PSA. • Explain that the poster and the script must contain the information about their animal: description, natural habitat, urban habitat/adaptations, cautions, and advice. <p><i>*Note: Depending upon the ability of your classroom, you may choose to chunk this process into smaller chunks, I Do-read, highlight, organize into a map now You Do Together- the same, I Do-write the script now You Do Together-write the script, etc.</i></p> <div style="text-align: center;"> <p>(Animal)</p> <pre> graph TD A["(Animal)"] --- B[Description] A --- C[Natural Habitat] A --- D["Urban Habitat/ Adaptations"] A --- E[Cautions] A --- F[Advice] </pre> </div> | <p>Provide sentences starters, frames, and/or vocabulary assistance.</p> <p>Students Who Need Additional Support:</p> <p>Call students in small groups to provide them with additional help accessing text. Provide explanations for vocabulary as needed.</p> <p>Guide students in transferring information onto their Classifying/Tree Map.</p> <p>Place students in groups where they will be most successful.</p> <p>Additional language support as with ELL's</p> <p>Accelerated Learners:</p> <p>Encourage these students to take leadership roles in their groups.</p> <p>Have students find additional resources for their project research.</p> <p>They can add information answering: <i>How humans help create a healthy relationship with wildlife in the city?</i></p> |

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| | <ul style="list-style-type: none"> • Teacher assigns animals for each group OR allows groups to choose on their own. • Animals to choose from: bat, mountain lion, raccoon, skunk, coyote, opossums, rattlesnake, or duck | |
| Extending Understanding | <ul style="list-style-type: none"> • You Do Together: Students work with their group and do the following tasks: <ul style="list-style-type: none"> ○ Reading the text ○ Highlighting key points in the text ○ Organizing the information on a Classifying/Tree Map ○ Assign the roles for the PSA ○ Write the rough draft of the script using the Group PSA Task Sheet in the Student Learning Journal OR the PSA Sentence Starters Scaffold in the Student Learning Journal. ○ Have the script approved by teacher ○ Create a poster to go with the PSA <ol style="list-style-type: none"> 1. Gather materials ○ Practice acting out your PSA with your group ○ Present your PSA to the entire class <ol style="list-style-type: none"> 1. <i>Option:</i> teacher may video PSA's to share with another class or school • Teacher will use the Presentation Rubric to grade the PSA and PSA poster • <u>Reflection:</u> • Students will answer the Essential Questions in their Student Learning Journal. They can tear them out when they are finished and post them on the Essential Questions board. | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Bats



Bats are the only flying mammals. They give birth to live young and nourish them with milk. Bats are nocturnal; they are most active at night and sleep during the day hanging upside-down. Bats are found in all types of habitats all around the world except at the poles. Outside of urban areas, bats live in trees and caves. There are over 900 different species of bats.

During the cold winter, some bats migrate to a warmer area. Some bats (like the brown bat) hibernate during the cold of winter, sleeping very deeply until warm weather arrives.

Anatomy: Bat's wings are long fingers covered by thin skin. They have furry bodies. Some bats have short tails, other have no tail. Bats have weak legs and don't walk very well. The smallest bat is the bumblebee bat (with a wingspan of 6 inches=15 cm, weighing less than a penny); the biggest bat is the flying fox bat (with a wingspan of 6 feet=1.8 m, weighing 2 pounds=1 kg).

Senses/Diet: Bats can see, but do not use this as their primary sense.

There are two types of bats that differ in their diet and in the way they sense and obtain food. Bats are divided into:

- **Microchiropterans:** These bats use echolocation to find insects and small animals to eat. While flying, these bats send out high-pitched sounds that bounce off other objects. The bat listens for the bounced sound, and can determine where objects are located. People cannot hear these high-pitched sounds. Some Microchiropterans include the vampire bat, the frog-eating bat, etc. The vampire bat is the only bat (and the only mammal) that eats blood. It makes a small hole with its two very sharp incisor teeth and laps up the blood, which doesn't clot because of anti-coagulants in the bat's saliva.
- **Megachiropterans:** These large bats use the sense of smell to find their food, fruit and/or nectar. Some Megachiropterans include the fruit bat, the blossom bat, etc.

Adapted from: www.enchantedlearning.com

The following advice should be taken when bats are located on your property:

--Never touch or pick up a bat with bare hands, even if it appears dead.

--Have all domestic animals in your care currently vaccinated for rabies.

--Immediately notify your local animal control if you suspect exposure to a human or domestic animal.

--Bat-proof all dwellings to deny access.



Photo of a red bat courtesy of Bat World Sanctuary/www.batworld.org

Bats are the only flying mammal. They are helpful to the ecosystem because they pollinate plants and spread seeds. They also keep insects under control since they are insect predators. Sixteen species can be found in Orange County.

Bats leave their roost at dusk and will hunt throughout the night until morning. They look for areas that are dark and quiet during the day.

Bat-proofing your home is important. Bats can fit into small spaces and openings. To keep them out, close up opening in roofs, walls and floors. Put screens on all windows and doors.

If you wake up and find a bat in your room, notify animal control to have the bat tested. Rabies, a virus which can be spread by bats, can affect people and animals. Make sure that all of your pets have current rabies vaccinations. If you think a human or domestic animal has been exposed to a bat, notify your local animal control immediately. Never touch a bat with your bare hands!

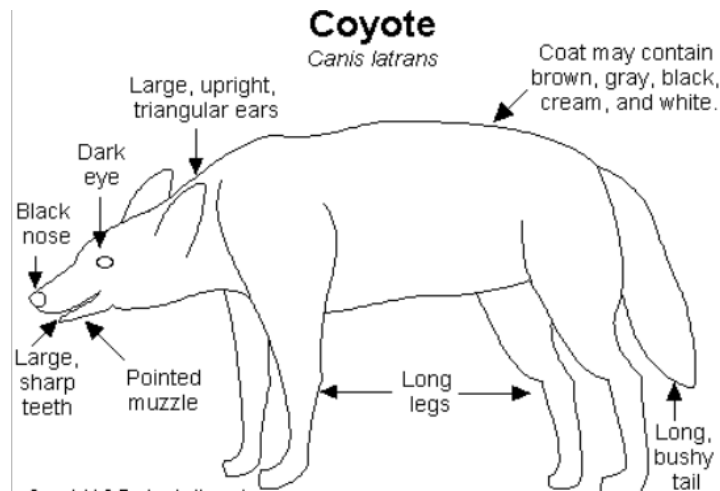
Orange County Animal Care will help with any bat that is:

- Injured, sick or dead
- Involved in a bite with a human or animal
- Trapped in a home

If any of these things happen, please call OC Animal Care.

Adapted from:

<http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>



The coyote is a fast-running **carnivore** (meat-eater). The coyote is closely related to the wolf. Coyotes probably mate for life; they have 3 to 12 pups each spring. Both parents care for the pups. Coyotes live in small family groups and guard their home territory fiercely.

Habitat

Coyotes inhabit all life zones of the Desert Southwest from low valley floors to the crest of the highest mountains, but especially open plains, grasslands and high mesas. Its natural habitat is open grassland, but it will move to wherever food is available.

Anatomy: These mammals have a brown, gray, cream and/or black coat that camouflages them while hunting. Adults weigh from 20 to 50 pounds (9 to 23 kg). They have very good eyesight, acute hearing, and a keen sense of smell.

Hunting and Diet: Coyotes eat rodents, carrion (dead animals that they find), fish, snakes, lizards, grains, and fruit. They swallow food in large chunks, barely chewing it.

Adapted from: www.enchantedlearning.com

Many steps can be taken to protect you and your property from nuisance animals like coyotes and other wildlife.

--Fence off animal enclosures

--Keep cats and small dogs indoors or in the close presence of an adult.

--Feed pets indoors.

--Store trash in covered heavy-duty containers.

--Keep yards free from potential shelter such as thick brush and weeds.

--Enclose the bottoms of porches and decks.

--Eliminate potential food and water sources, such as fallen fruit and standing water.



Coyotes are found in ALL areas of Orange County.

Coyotes do not need open space to survive. In fact, most coyotes who live in urban areas are the offspring of generations of coyotes who lived in the urban areas of Orange County.

Coyotes are very comfortable living close to human beings. They have little fear of humans and are often seen trotting along within a few feet of joggers, bikers and horseback riders. Coyotes are not usually a danger to humans, but they will show defensive behaviors if threatened or cornered. It is important to leave a comfortable distance between you and a coyote.

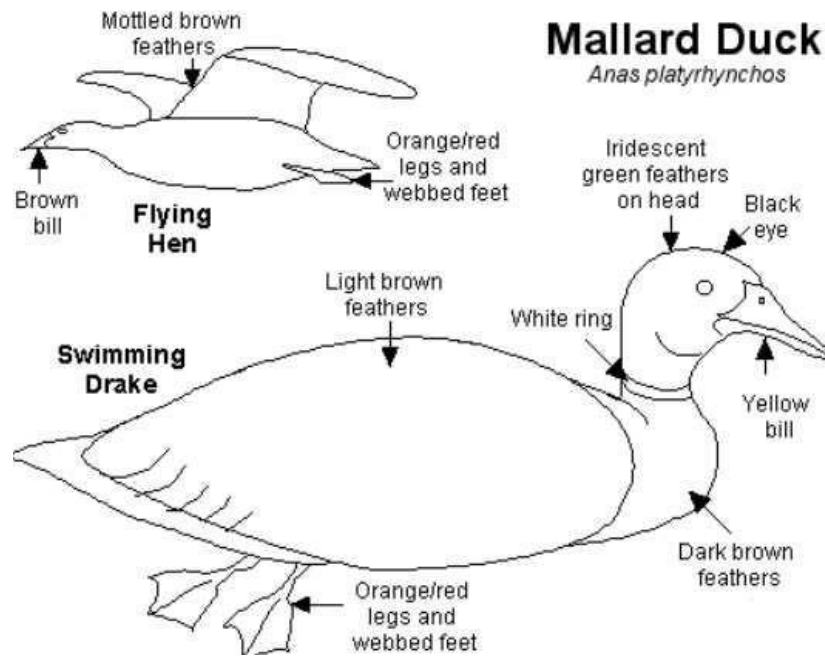
Small pets can easily become coyote prey. Cats and small dogs should not be allowed outside alone in an area where there are coyotes.

Though coyotes generally hunt between sunset and sunrise, they can see at all hours of the day. They will not pass up the opportunity for an easy meal. A dog or cat left in a backyard can be taken in a matter of moments.

If you see a coyote that behaves aggressively, you have probably gotten too close to its prey or its family. A coyote behaves in a similar way as domestic dogs that are defending their territory and family. Don't get close to them.

All children should be taught from a very early age to avoid strange animals, whether domestic or non-domestic. They should never try to feed a wild animal. When older children are hiking or are in parks, they should be taught coyote safety. Practicing this advice will minimize the problems caused by urban coyotes. Adapted from:

<http://egov.ocgov.com/egov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>



Mallard Ducks are common wild ducks that live in the Northern Hemisphere. Mallards can be found in almost any wetland habitat, including permanent wetlands such as marshes, lakes, and ponds. Most domestic (tame) ducks were bred from mallards. The female is called a **hen**, the male is called a **drake**, and the young are called **ducklings**.

Anatomy: Males are brightly colored, having a green head, a white collar, and a bright yellow bill. Females are mottled brown with a brown bill. Mallards are about 20-23 inches (51-59 cm) long.

Diet: Mallard ducks have a varied diet. They eat insects, worms, frogs, snails, slugs, small shellfish, grasses, and other plants that grow near shore.

Eggs and Nests: Mallards build cup-like nests made of grass and leaves; they are lined with duck down (delicate feathers). Nests are usually on the ground in dense undergrowth. Females lay 5-14 greenish-white eggs in each **clutch** (a set of eggs laid at one time). The female cares for the young.

Adapted from: www.enchantedlearning.com

Steps to prevent ducks from nesting in undesirable areas should be taken prior to the arrival of duck mating season. The following is a list of steps, which may be taken to discourage ducks from making a backyard area a nesting site:

--Cover swimming pools during the nesting season.

--Allow beach or pool balls to float on the surface of pools, ponds or fountains.

--Clear away foliage from around water sources to eliminate a protected nesting area.

--Enclose above ground decks with skirting to eliminate a nesting site.



From late February and into August, Animal Care Services (ACS) receives many phone calls from residents who are concerned about the well-being of ducks who have selected, what appear to be, strange locations to nest and raise their young. Many calls are received regarding a mother duck and ducklings crossing the road, or ducks nesting around a backyard swimming pool. Some calls are from residents who feel the presence of ducks at their home is a nuisance, and should be removed. This information is intended to help explain duck behavior, the laws protecting ducks and other migratory birds, and how to determine if a duck should be impounded for health and safety reasons.

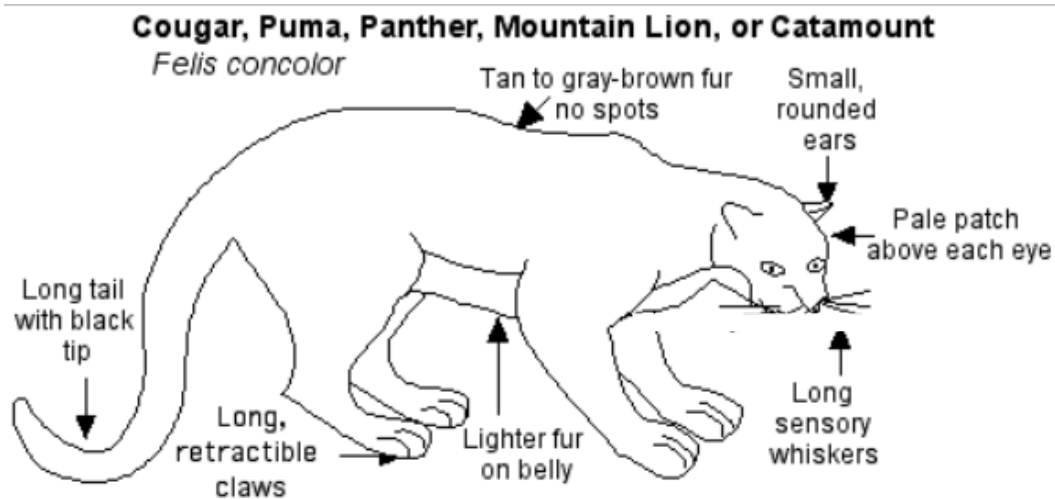
There are many species of ducks that migrate through Orange County. The most common specie is the Mallard. During breeding season, males have a beautiful, glossy green head with a narrow white collar. They have a chestnut breast, a white tail, yellow bill and orange feet. The females look completely different—mottled brown with a whitish tail. A female's bill is dark and patched with orange and their feet are orange. They, as well as the males, have a prominent violet blue stripe bordered with white on the lower edge of their wings.

During January and February, mates are chosen and nesting areas are located. Mallards usually nest close to water. In urban areas, this means ponds, swimming pools, fountains, and even very unusual locations. After nesting, both the male and female stay near the nest to defend it. Females usually lay about 8-10 eggs. After

four weeks, the eggs hatch and the mother will take the ducklings to water, even if it means walking across a busy intersection. Females will aggressively protect their young so the entire brood should be avoided. In 10-12 weeks, the ducklings can fly and will soon fly away and join other ducks who have completed the cycle.

Federal law strictly prohibits interfering with nesting ducks. Heavy fines are levied against anyone who violates the Federal Migratory Waterfowl Act. Once a nest is made, it cannot be interfered with and nature must be allowed to take its course. If a pair has selected your yard in which to nest, enjoy this natural occasion and in a few short weeks, the ducks and ducklings will be gone. If your pool is selected as a water source, place a screen in front of your filter opening so the ducklings will not be harmed and enjoy the show. In any instance of an injured duck, Animal Control Services should be called. Adapted from: <http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>

Mountain Lion



The Mountain Lion is a fierce cat that lives deep in forests, grasslands, and deserts of North America and South America. These solitary cats can purr but cannot roar. Very athletic, these cats are excellent jumpers, climbers and swimmers.

Moving into the city:

Some people believe these lions are being forced out of their former home ranges into the city by humans. Another reason mountain lions might come to the city is that the good habitat is already full of lions. Since they compete for food and space, some lions are forced to move, ending up in the city.

Anatomy:

The mountain lion has keen eyesight and good hearing. It has a small head, big ears, powerful jaws, long, pointed canine teeth, and sharp, retractable claws on each foot. The brown eyes have circular pupils.

Diet:

Mountain lions like to prey on deer, though they also eat smaller animals such as coyotes, porcupines, and raccoons. They usually hunt at night or during the hours of dawn and dusk. These cats employ a blend of stealth and power, stalking their prey until an opportunity arrives to pounce, then going for the back of the neck with a fatal bite. They will hide large carcasses and feed on them for several days.

Adapted from: www.enchantedlearning.com

What should a person who is approached by a mountain lion do—or not do? The following suggestions are based on studies of mountain lion behavior and analysis of attacks by mountain lions, tigers and leopards:

--Do not hike alone

--Keep children close to you

--Do not approach a lion

--Do not run from a lion

--Do not crouch down or bend over

--Do all you can to appear larger



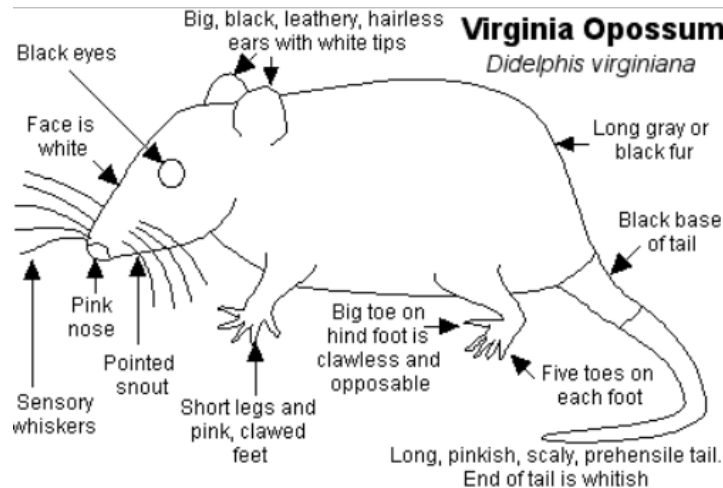
More than half of California is prime mountain lion habitat. Generally speaking, mountain lions can be found wherever deer are present, since deer are a mountain lion's main food source. Foothills and mountains are the most suitable mountain lion habitat, while valleys and deserts are considered unsuitable.

If a mountain lion is declared a public safety threat, then an animal control officer will secure the area, then locate and kill the animal as soon as possible. Factors that are considered include the lion's behavior and its proximity to schools, playgrounds and other public gathering places. Animal Services receives hundreds of reported mountain lion sightings annually statewide, but few turn out to be public safety threats. Usually, there is no apparent explanation for why a mountain lion seems to abandon its instinctive wariness of humans. Mountain lions usually live alone and stay away from people. Sometimes disease will cause an animal to behave strangely.

Mountain lion attacks on humans are rare. Mountain lions are wild animals though, and like any wildlife, can be dangerous. People who live in a mountain lion habitat can take precautions to reduce their risk of encountering a mountain lion. By deer-proofing the landscape, homeowners can avoid attracting a lion's main food source. Removing dense vegetation from around the home and installing outdoor lighting will make it difficult for mountain lions to approach unseen.

There have been only 15 verified mountain lion attacks on humans in California since 1890, six of them fatal. It has become increasingly common for mountain lions to prey on pets and livestock as more people move into mountain lion habitat. Animal Services receives hundreds of reports annually of mountain lions killing pets and livestock.

Opossum



The opossum is the only living marsupial from North America. It is common in the eastern USA and has spread north and west. This large opossum lives in deciduous forests and prairies. Opossums are **nocturnal** (most active at night). They sleep during the day in a den in a hollow tree or in an abandoned rodent burrow.

Habitat:

Ideal opossum habitat is woodland and farmland, but the opossum is very adaptable and will thrive in nearly any habitat, from wilderness to inner city.

It is a common visitor to backyards that provide the basic necessities, such as a source of water, food, and appropriate den sites. The opossum is not particular, and will live almost anywhere.

Playing Possum:

When opossums are attacked, they will "play possum," pretending that they are dead; they remain still, do not blink, and their tongue hangs out. This act often makes the attacker lose interest in the opossum. Some of their many predators include foxes and dogs.

Anatomy: The opossum is about 2.5 feet (76 cm) long, including its foot-long, hairless, prehensile (grasping) tail. This opossum is about the size of a cat. It has a clawless, opposable thumb on each hind foot.

The Pouch: The young are about the size of a bee when they are born. Females have a fur-lined pouch on their abdomen into which these tiny, under-developed young crawl. The young live and drink milk from teats in the pouch for about 2 months.

Diet: The opossum is an **omnivore** (eating both plants and animals). It eats insects, lizards, mice, snails, earthworms, fruit, nuts, seeds, grasses, and carrion (dead meat that it finds, like road kill).

Adapted from www.enchantedlearning.c

The following steps can be taken to discourage opossum activity on your property:

--Keep pet food indoors and do not leave food of any kind outside at night

--Remove any fallen fruit

--Cover trash containers tightly

--Do not leave plastic trash bags outside

--Change automatic sprinkler settings regularly

--Remove garbage, debris, lumber, etc.

--Check fencing, eliminate access points and seal house and decking foundations



The opossum is an animal commonly found in urban Orange County, and generally is not a threat to humans or pets. However, some people have concerns about the opossums' nightly forages in their yards and trash.

The opossum is the only marsupial (pouched animal) in North America. It is a house cat-sized mammal with white to dark gray fur. Its face is long and pointed and it has dark rounded, paper-thin, hairless ears. The opossum's tail is long, hairless, and scaly and can be used for grasping. The opossum has 50 teeth, that it readily shows when it is afraid; however, showing its teeth is usually the extent of its actions. When an opossum is scared, it "plays possum," pretending to be dead.

Opossums, as well as most wildlife, stay in certain geographical areas as long as they have food, water, and shelter. Without these three things, the opossum will not remain. Opossums eat a wide variety of foods including fruit, vegetables, nuts, meat, insects, pet food, and garbage.

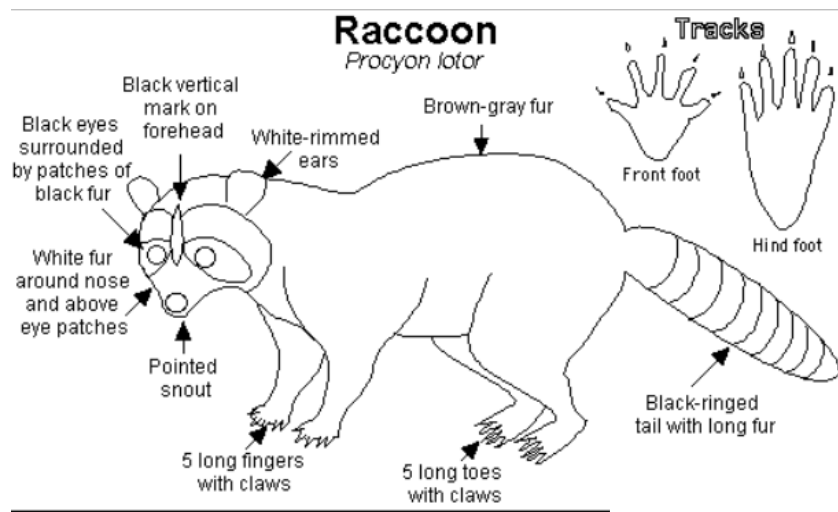
In urban areas, opossums have been found to live in attics, garages, woodpiles, under houses and decks, or in any other place that offers protection. Although common, they are often not seen due to their nocturnal habits.

Animal control will help any opossum that is:

- **Injured/Sick/Dead**
- **Has been involved in a bite with a human**

If any of these conditions exist, please call Orange County Animal Care Services.

Adapted from: <http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>



Raccoons are small, very adaptable mammals from North and South America and a few tropical islands. They live in a variety of habitats, including marshes, forests, prairies, cities, and suburbs. These **nocturnal** (most active at night) animals have a life span of about 6 years in the wild.

Raccoons have adapted well to urban life and are among the most common species found in cities and towns. The ideal raccoon habitat is an area with small stands of timber bordering corn and vegetable fields, and with water close by.

Anatomy:

Raccoons have distinctive black patches around their eyes that look like a mask. They have a bushy, black-ringed tail, clawed feet, and a pointed snout. They have long fingers and toes and an acute sense of touch. Newborn raccoons do not have black eye patches or a ringed tail; these develop after a few days. Raccoons grow to be about 18 to 26 inches (46-66 cm) long plus a striped, furry tail 9 to 12 inches (23-30 cm) long.

Diet:

Raccoons are **omnivores**; they will eat almost anything, including frogs, crayfish, birds, mice (and other small mammals), fruit, nuts, plants, crops, and garbage. It's common to find raccoons raiding garbage cans and dumps, and many urban raccoons "commute" to their food sources via storm sewers, sometimes traveling miles underground from their dens within the woods to restaurant dumpster banquets.

Raccoons find much of their food in water. Adult raccoons have few natural enemies; young raccoons can be eaten by wolves and bobcats.

Raccoons can cause considerable damage to roofs, attics, lawns and gardens. Simple measures can prevent such damage from occurring:

--Eliminate all sources of food, water and shelter.

--Store trash in solid containers with tight fitting or locking lids. Never use plastic trash bags for outdoor storage.

--Do not feed pets outdoors. If you must have food and water dishes outside, bring them in before nightfall.

--Keep lawn and garden free of insect pests. Snails, grub worms, and other soil dwelling bugs are a significant raccoon food source.

--Cut back tree branches that lead to your roof.

--Seal up holes leading under or into your home or patio decking and thin out vegetation.



Raccoons have long been a part of Orange County life. In years past, they were found in relatively undeveloped areas; however, with the onset of urban sprawl, their natural habitat was lost. Nevertheless, raccoons are intelligent and hardy animals, adapting to life in an urban area.

Raccoons are usually seen foraging for food at night and in the early morning hours. They seek food in garbage cans, pet dishes that are left outside, vegetable gardens, and other man-made sources. When food is readily available, raccoon populations increase. Under these circumstances, problems occur.

Females normally give birth between February and April, though it is not uncommon to find new litters outside of these parameters. Prior to bearing young, raccoon mothers seek a safe den, which frequently is inside an attic, garage, storage shed or other location. Raccoons have one litter a year consisting of 3-5 babies. Though baby raccoons look adorable, they should never be captured and kept as pets. They are wild animals, and once they reach maturity, usually by two years of age, they become difficult to manage and bite and scratch. It is against the law to keep raccoons as pets for this and other safety reasons.

Wild animals do not have the benefit of veterinary care and may have diseases and parasites. For this reason, children should stay away from all wild animals they encounter, and pets should be brought indoors at night. This will help prevent any interaction with wild animals.

Animal Services will help with any raccoon that is:

Injured/Sick/Dead

Has been involved in a bite with a human

If any of these conditions exist, please call Orange County Animal Services.

Adapted from: <http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>

The following steps can be taken to discourage rattlesnake activity around your home:

--Snakes like to move through areas where they are not easily detected. Clear any land (shrubs, broken branches, overgrown bushes, etc.) surrounding your property.

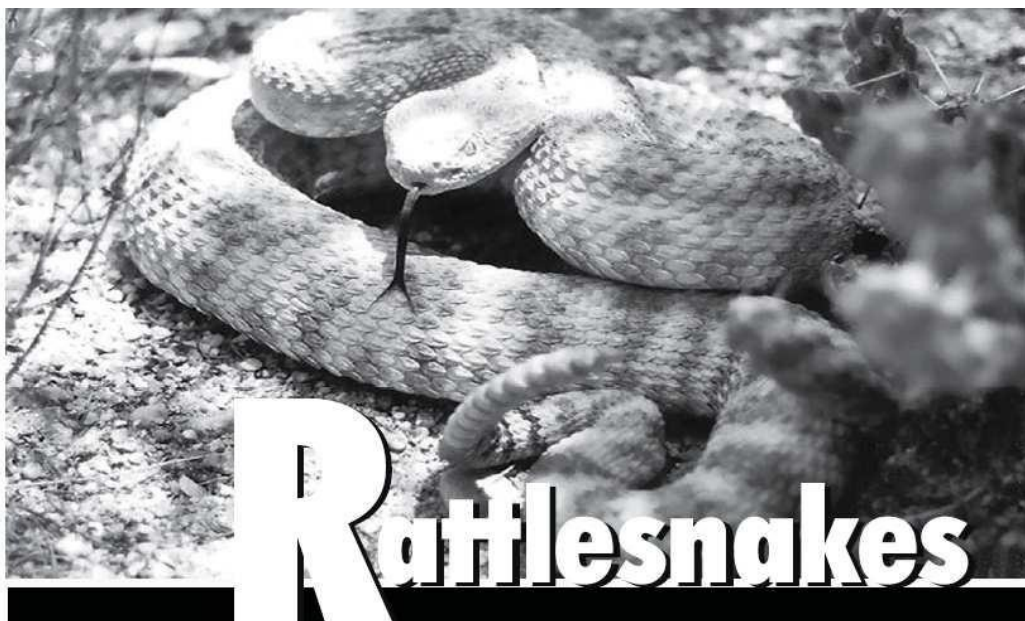
--Remove vegetation far enough back from fences so that snakes cannot crawl up and get over into the property.

--Seal openings in or under buildings to keep snakes from nesting under the property.

--Fill up gopher and squirrel holes with stones and dirt. Snakes use these as passageways, and will be deterred away from property if the route is closed.

--When looking for snakes in concealed areas such as ivy, lawns, and untrimmed shrubbery, poke ahead with a long stick. If a snake is there, it will either attack the stick or glide away quickly.

--The desire to avoid direct contact is mutual.



Rattlesnakes are found in the following areas of Orange County: desert-like and brush covered regions, the foothills and adjacent districts, mountainous areas, and around subdivisions located in formerly "wild" areas.

The active season for rattlesnakes starts toward the end of spring when they come out of hibernation. Most snakes will go back into hibernation when the colder weather months set in.

The main food source for rattlesnakes is rodents, therefore, rodent and snake control go together. A rodent free area is unattractive to rattlers, so remove rodent harborages by: 1) piling wood 18" above the ground; 2) keeping all trash away; 3) removing grass cuttings, weeds, tree trimmings, and the like where rats and mice may nest. Remember that gophers and squirrels are rodents!

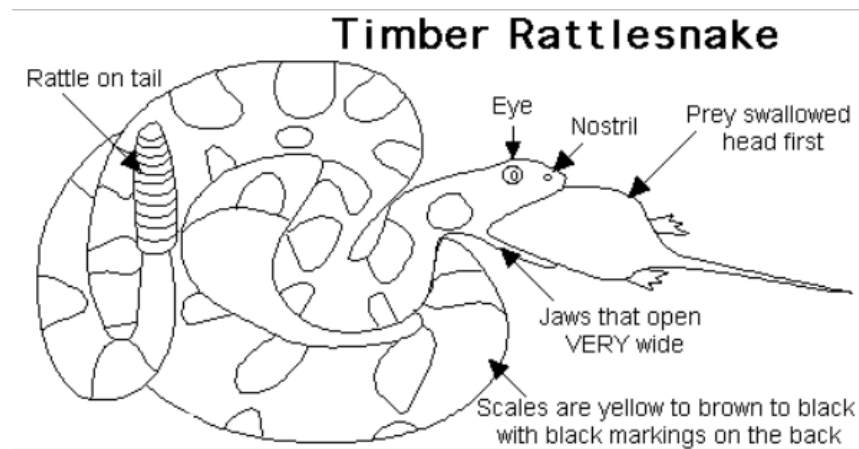
Snakes will hunt for food day or night so long as the outdoor temperature is not too cold. When the sun is too hot or when it is chilly, snakes will seek shelter under shrubs, logs, rocks, or any other place that offers protection against the weather.

An Orange County Animal Care Services Officer will respond and/or impound any rattlesnake that is:

- **Injured/Sick/Dead**
- **Has had intimate contact with a domestic animal.**
- **On private property or in a location that would be a direct threat to the public.**

If any of these conditions exist, please call Orange County Animal Care Services

Adapted from: <http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>



Rattlesnakes are poisonous snakes that have a rattle on their tail. In colder areas, this normally solitary snake overwinters in a den with many other rattlesnakes. These snakes are good swimmers. Rattlers try to avoid humans.

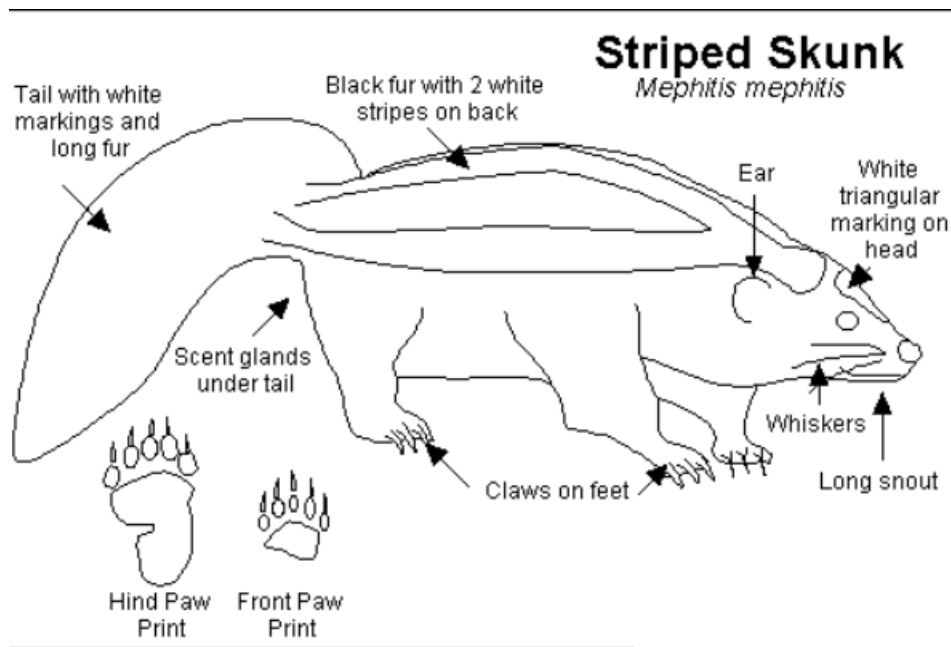
Habitat: This snake is considered a generalist, which means that it isn't too picky about its habitat. It can be found living in deserts, grassy plains, forests, rocky hillsides and areas along the coast.

The Rattle: A hollow rattle on the tail makes a buzzing sound when it moves. After each **molt** (losing the old skin), the rattle has another section added to it. Older rattlesnakes usually have a longer rattle (unless it has been broken off).

Anatomy: Like all snakes, rattlers are cold-blooded; they are the same temperature as the environment. They continue to grow all their lives, getting bigger and bigger each year. Their scaly skin glistens but is dry to the touch. The scales vary from yellow to brown to black, and there are dark V- or diamond-shaped markings along the back. The snake smells with its tongue and has two long, hollow fangs that inject a relatively weak **venom** (poison) into prey.

Hunting and Diet: Rattlesnakes are carnivores (meat-eaters). They mostly hunt at night (they are nocturnal) and can sense the heat of their potential prey. Rattlers kill prey with venom, which also contains digestive enzymes that begin to dissolve the meat even before the snake eats it. Like all snakes, they swallow prey whole, head first. Rattlesnakes eat rodents, lizards, and other small animals.

Adapted from: www.enchantedlearning.com



Skunks are the smelliest mammals. These small, nocturnal (most active at night) animals are found in South and Central America and much of North America (excluding the coldest regions).

Habitat:

Skunks can be found in their natural habitats of forest borders, brushy areas, and grassy fields. Skunks are burrowing animals. In urban areas, they are often found under buildings, and porches. Much of the skunk's natural habitat has been destroyed. Each year they are forced into closer contact with humans and must compete with us for food, shelter and space.

The Spray: Skunks produce a very smelly spray that repels most predators. This oily, yellow liquid is produced in two glands located under the tail. They can spray up to 10 ft. (3 m) away. The smell is long-lasting and very hard to get rid of tomato juice helps.

Anatomy: Wild skunks are black and white, but the patterns vary. They all have a bushy tail, short legs, clawed feet, and a long snout.

Diet: Skunks are **omnivores**; they eat insects, rodents, reptiles, small mammals, worms, eggs, fish, fruit, and plants.

Adapted from: www.enchantedlearning.com

The following steps can be taken to discourage skunk activity around your home.

--Keep pet food indoors and do not leave food of any kind outside.

--Cover trash containers.

--Don't leave plastic trash bags outside.

--Change automatic sprinkler settings regularly.

--Eliminate garbage, debris, lumber piles, etc.

--Check fencing and eliminate access points.

--Seal house and decking foundations.

--Clear dense vegetation and thin



The common skunk is about the size of a plump house cat. Skunks are not good fighters or runners but possess a strong-smelling gland at the base of their tail. When cornered or bothered, they stamp their front feet in warning and turn to aim their gland at their target. The powerful oily scent can be ejected for about 10 feet. If left alone, they will turn and scamper away. Skunks, as well as most wildlife, stay in certain areas as long as these things are present: food, shelter and water. Without these three items, the skunk will not remain.

Skunks eat a variety of food. In spring and summer they eat fruits, berries, eggs, all kinds of insects, small rodents and reptiles. In winter they dig small insects and rodents out of the ground. Their digging leaves little cone-shaped holes. They usually live in underground burrows which they may dig if the ground is soft. Otherwise, they live in vacant homes of other rodents, hollow logs, rock piles and under houses. Skunks are nocturnal and are rarely seen during daylight hours. There are certain steps that residents of an affected area should take to eliminate the problem of nuisance skunks. The problem will not go away overnight, but if everyone is willing to help, the problem will eventually subside. Animal control experts agree that education and cooperation are the keys to solving many wildlife problems.

Animal Control will respond to any skunk that is:

- **Injured/Sick/Dead**
- **Has had contact with a human or a domestic animal.**

If any of these conditions exist, please call Orange County Animal Care Services.

Adapted from: <http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care>



Group Public Service Announcement



Performance Task

1. Use the texts you read to write a script for your Public Service Announcement (PSA). Everyone in your group should help to create the script. Take turns recording each part. The following must be included:
 - a. Describe your animal. Include interesting details.
 - b. Describe the natural habitat of your animal.
 - c. Tell about where the animal lives in the city. How has it adapted to city life?
 - d. Explain any problems or dangers that this animal causes.
 - e. Provide advice to people about what they should do if they encounter the animals.
2. Next, decide who will say each part when you present your PSA to the class. Everyone in your group must have a speaking part. Write each person's name next to the part they will say aloud.
3. Now, practice presenting your PSA as a group. You will find that you need to revise and edit as you find parts you can improve. Revise your script and create your final draft.
4. Take your script to your teacher for final approval.
5. Once your teacher has approved the final draft, each person should copy it so they have their own copy to refer to.
6. Create a poster with a visual that will enhance your presentation. Everyone in the group should contribute to the poster.
7. Continue to practice your presentation. Check to make sure everyone:
 - a. Uses clear and specific vocabulary
 - b. Annunciates, speaks out loud, clearly
 - c. Uses complete sentences
 - d. Maintains appropriate, correct, pace
 - e. Maintains eye contact with audience

Presentation Rubric

Name(s): _____

Date: _____ Presentation Title: _____

Content:

| | | | | | | |
|---|--|---|---|---|---|---|
| 1 | Organizes ideas around major points that follow a logical sequence | 5 | 4 | 3 | 2 | 1 |
| 2 | Includes appropriate facts | 5 | 4 | 3 | 2 | 1 |
| 3 | Includes relevant details | 5 | 4 | 3 | 2 | 1 |
| 4 | Includes descriptive details | 5 | 4 | 3 | 2 | 1 |
| 5 | Provides a strong conclusion | 5 | 4 | 3 | 2 | 1 |

Delivery

| | | | | | | |
|---|--|---|---|---|---|---|
| 1 | Uses clear and specific vocabulary | 5 | 4 | 3 | 2 | 1 |
| 2 | Annunciates, speaks clearly | 5 | 4 | 3 | 2 | 1 |
| 3 | Uses complete sentences | 5 | 4 | 3 | 2 | 1 |
| 4 | Maintains appropriate pace | 5 | 4 | 3 | 2 | 1 |
| 5 | Adds drawing or other visual displays as appropriate | 5 | 4 | 3 | 2 | 1 |
| 6 | Maintains eye contact with audience | 5 | 4 | 3 | 2 | 1 |

Comments:

SAUSD Common Core Lesson Planner

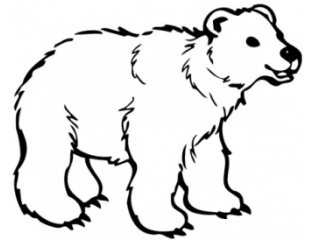
| | | | |
|--|---|--|--|
| Unit: Changing Habitats Lesson: 9 Summative Assessment | Grade Level/Course: 3 rd | Duration: One ELA Block | |
| Big Idea: Changes Affect Living Things Essential Question: <ol style="list-style-type: none"> How do changes in the environment change living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? | | | |
| Common Core and Content Standards | Reading Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Writing Informative/Explanatory: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. Language Standard(s): 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Use coordinating and subordinating conjunctions. Life Science 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations. | | |
| | Materials/Resources/Lesson Preparation Copies of writing prompt packet, Student Learning Journal | | |
| Objectives | Content: Students will read a news article and an informational article to learn about the black bear, where it has recently been found, and why it has been found there. They will organize information from the article in a tree map. | Language: Students will answer questions about the articles they read and write an informational essay about the black bear, its habitat, and its adaptations to changes in its habitat. | |
| Depth of Knowledge Level | <input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking | | |

| | | | |
|---|--|--|---|
| College and Career Ready Skills | | <input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably <input type="checkbox"/> 7. Coming to understand other perspectives and culture | |
| Common Core Instructional Shifts | | <input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | PROVIDES TEACHER SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | STUDENTS FIGURE OUT THE MEANING | common, forests, adaptable, mammals, roam, dens, sheltered, birth, omnivore, protective, woods, residents, animal control officer, tranquilizer darts, drought, wildfires, natural habitat | notoriously, wandered, cases |
| Pre-teaching Considerations | | This is a culminating assessment. Students gained vocabulary, content knowledge, and skills throughout the unit to help them be successful on this assessment. | |
| CCSS Foundational Standards (K-5 only) | | Continue to teach the foundational standards using your Open Court Green Section. | |
| Lesson Delivery | | | |
| Instructional Methods | | Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | |
| Preparing the Learner | | Prior Knowledge, Context, and Motivation: <ul style="list-style-type: none">Explain to students that they will now have an opportunity to “show what they know” from this unit by reading two texts about an animal, organizing the key information from the article, and writing about the animal. Explain to students that this is an independent activity and they are expected to do their best work and complete it on their own. | <u>Differentiated Instruction:</u> English Learners: As necessary, provide students with instruction in key vocabulary that they don’t understand. Provide additional sentence frames for support. |
| Interacting with the Text/Concept | | <ul style="list-style-type: none">Distribute assessment packet to students. As students follow along, read the direction for part one and point out the two articles and the tree map. | |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Explain to them that they will have 35 minutes (adjust the time according to your student needs) to read the articles, organize the information, and answer questions. • Tell students to begin. After 25 minutes, tell students that they have 10 more minutes to finish reading and taking notes. • After 10 minutes, ask students to put down their pencils and have them follow along as you read aloud the directions for part II. • Show students the checklist that will be used to score this writing piece. • Tell students they may begin. • After 35 minutes, give them a 10 minute warning. • After 10 minutes, collect their writing which you will score using an informational writing checklist. | <p>The brown bear is _____.</p> <p>It has_____. Its natural habitat is _____.</p> <p>The brown bear's habitat changed due to _____ , so it _____.</p> <p>Provide and additional easier text to build vocabulary and background knowledge.</p> <p>Students Who Need Additional Support:</p> <p>Provide additional vocabulary instruction and sentence frames as with English learners.</p> |
| Extending Understanding | <ul style="list-style-type: none"> • Return to the unit essential questions with the students and record new understandings. • Reflection <ul style="list-style-type: none"> ➤ Review the Big Idea and Essential Question as a closing activity <p>Big Idea: Changes Affect Living Things</p> <p>Essential Question:</p> <ol style="list-style-type: none"> 1. How do changes in the environment change living things? 2. How do animals adapt to changes in their environment? 3. How do humans impact the habitats of living things? 4. What do humans do to protect living things? | <p>Read text aloud to students either individually or in a small group.</p> <p>Assist students in highlighting key point in text to transfer to Tree Map.</p> <p>Accelerated Learners:</p> <p>Complete assignment as intended, independently.</p> <p>Allow students to conduct independent research on another animal that has been recently affected by wildfires or drought and write a report to share with the class.</p> |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Assessment

“Changing Habitats”



Student Directions:

As a park ranger, you have been asked to write a paragraph informing tourists about black bears and precautions they should take if they encounter one. Read two articles about black bears. Create a Classifying Map to organize the information and have a collaborative conversation. Answer the four text dependent questions. Write an informational paragraph about the black bear and its changing habitat.

Part 1 - Close Reading

1. Do an unencumbered first read of the two articles. One is a news story and the other is an informational article.
2. Read the articles a second time and annotate the text: underline key ideas and important details.
3. Create a Classifying Map with information from the two articles.

Part 2 - Collaborative Conversation

In small groups, have a collaborative conversation about each of the four questions. Add any important details from the discussion to your answers. Be sure to use conversation norms.

Part 3 - Text Dependent Questions

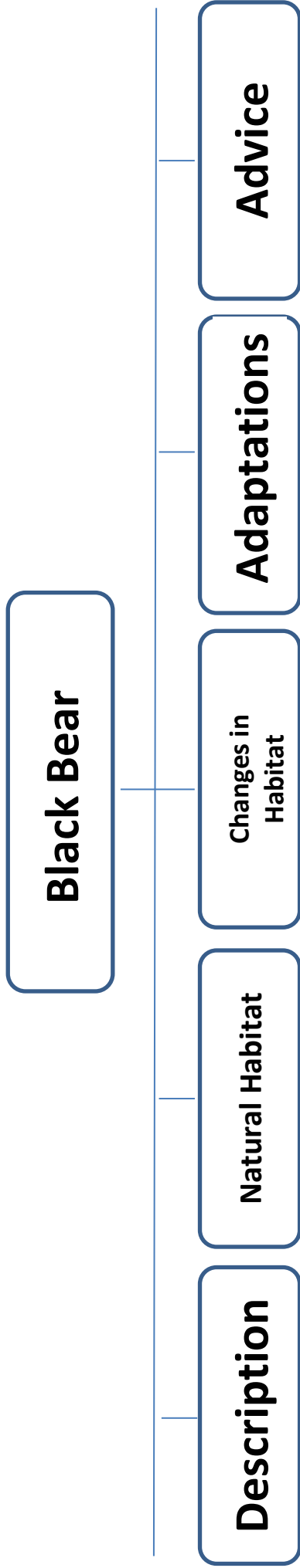
1. Answer the questions in complete sentences citing evidence from the texts.

Part 4 - Write

Write an informational paragraph about the black bear and its changing habitats. Revise and edit your paragraph using the rubric.

Part 1- Organize the information

Classify the information from the articles and the answers to the questions on a Classifying Map (Tree Map)
Use phrases, not sentences to note important details on your map.



Name: _____

Part 3: Text Dependent Questions

Directions: Answer the four questions below. They will help you think about the sources you have read. You can look back at the articles and the Classifying Map.

1. Describe the black bear and its natural habitat. Use details from the sources to support your answer.

2. Why did the black bear come into the city?

3. What did people do when the bear came into the city?

4. What advice should people follow if they see a black bear in their neighborhood?

Part 4: Prompt

You are a park ranger in the Angeles National Forest. You have been asked to write a paragraph for the park newsletter informing tourists about the black bear and precautions they should take if they encounter one in the park.

Write an information paragraph using your Classifying Map. Be sure to include a topic sentence, important details, and a closing sentence. Describe the black bear, its natural habitat, and how it adapted to changes. Also, include the advice people should follow if they encounter a black bear in their neighborhood. Cite evidence from the articles to support your ideas. Revise and edit your paragraph using the rubric.

Wandering Bear Stops Traffic on L.A. Freeway

By Eliza Murphy

A black bear that walked through a Los Angeles neighborhood has been taken back to the woods where she belongs.

Animal control officers hope she will stay there.

Around 7:30 a.m. Sunday, the bear walked onto the freeway in Los Angeles. This caused the highway to be closed. The bear then walked into a nearby neighborhood.

Residents first saw the bear climbing over fences and walking through yards.



Officials followed the bear by land and air. Animal control officers finally surrounded the black bear. They hit her with tranquilizer darts so they could return her to the woods.

“We caught the bear and returned it to the Angeles National Forest yesterday afternoon,” animal control officer Mackey told ABC News. “It walked off on its own at about 3:30 p.m.”

“Hopefully she’ll find some food and stay in the woods,” Mackey added.

There have been a high number of cases across the country of bears coming into the city. Wildlife officials have said they expect the fall to bring even more bears to the city. Drought and wildfires have made it harder for bears to find food in their natural habitat. Bears come to the city to look for food since can’t find food in their natural habitat. Animal control officers say that if people see black bears near their homes they should stay away from the bears and call their local animal control.

Adapted from: <http://abcnews.go.com/blogs/headlines/2012/09/wandering-bear-stops-traffic-on-l-a-freeway/>

Black Bear

Black bears are North America's most common bears. They usually live in forests and are excellent tree climbers. They are also found in mountains and swamps.

Black bears are very adaptable eaters. They usually eat grasses, roots, berries, and insects. They will also eat fish and mammals. They easily develop a taste for human foods and trash. Bears that become used to human food at campsites, cabins, or homes can become dangerous and are often killed. That is why people should never feed bears!

Black bears live alone. They roam large areas. Males might wander a 15- to 80-square-mile home range.

When winter arrives, black bears spend the season resting in their dens. They use body fat they have built up by eating all summer and fall. They make their dens in caves or other sheltered spots. Sometimes they even make dens in tree holes high above the ground.

Female black bears give birth to two or three blind, helpless cubs in winter. They nurse the cubs in the den until spring. In spring, they all come out in search of food. The cubs will stay with their mother for about two years.

Fast Facts

Type:

Mammal

Diet:

Omnivore

Average life span in the wild:

20 years

Size:

5 to 6 ft. (1.5 to 1.8 m)
long

Weight:

200 to 600 lbs. (90 to
270 kg)

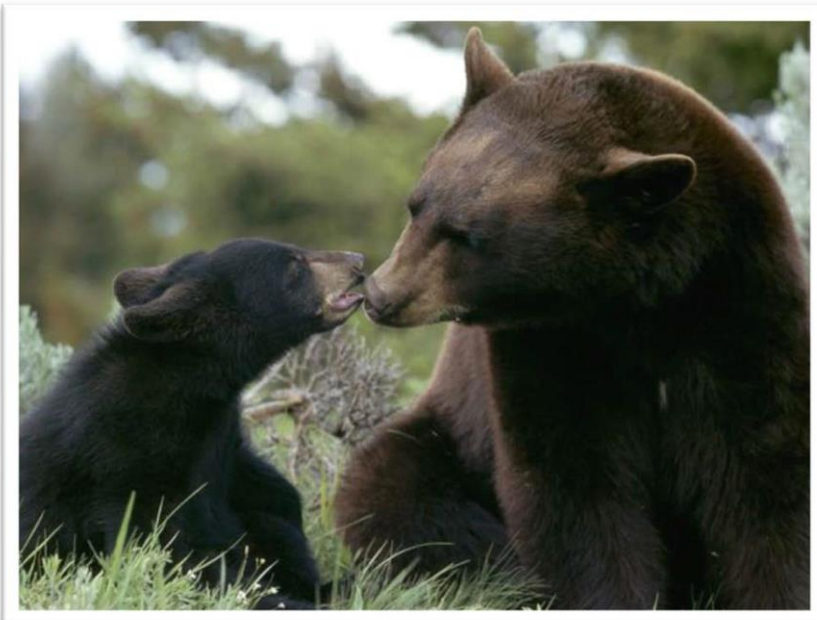
Did you know?

Black bears are not true hibernators. During their winter dormant period, though, they do not eat, drink, urinate, or defecate, but may wake up if disturbed.

Size relative to a 6-ft (2-m) man:

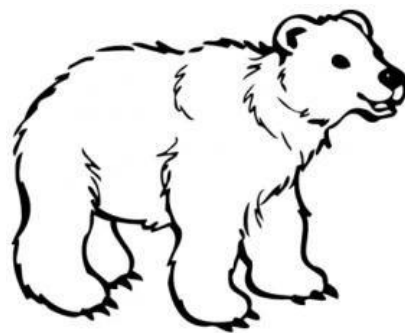


Mother black bears are notoriously protective of their cubs, who stay with their mothers for about two years. *Photograph by Norbert Rosing*



Adapted from: <http://animals.nationalgeographic.com/animals/mammals/black-bear/>

Name: _____



RUBRIC
3rd Grade Informational Paragraph

| Student Checklist | Criteria | Teacher Points (points TBD by teacher) |
|--------------------------|---|--|
| | Content | |
| | Description of black bear | |
| | Description of natural habitat | |
| | Adaptations | |
| | Advice | |
| | Cite evidence | |
| | Informational/Expository (Not narrative) | |
| | Organization | |
| | Clear topic sentence | |
| | Important details | |
| | Concluding sentence | |
| | Related information grouped together | |
| | Grammar, Punctuation, Spelling | |
| | Effective linking words (So, therefore, because, as a result, etc.) | |
| | Grade level words spelled correctly | |
| | Correct punctuation and capitalization | |

Lesson 9

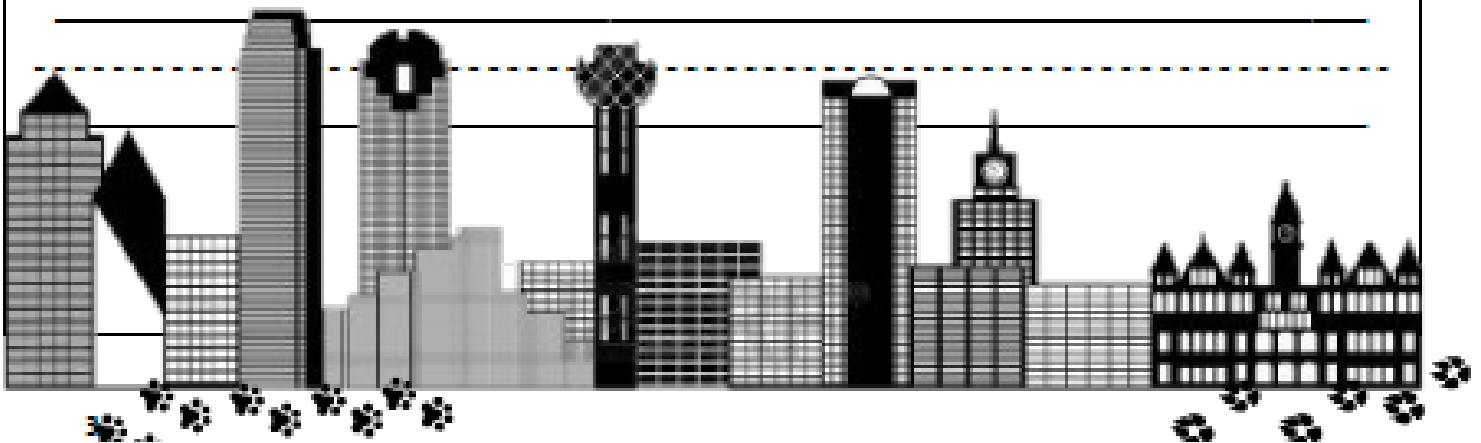
The brown bear is _____.

It has _____.

Its natural habitat is _____.

The brown bear's habitat changed
due to _____, so it _____.

Changing Habitats Unit Reflection on Big Idea and Essential Questions





Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

