Introduction
Animal Survival

Grade Level: First Grade

Target Group: Sheltered Content Course

Sources of Written Reading Materials:

- New Haven Public School Science Curriculum (http://www.newhavenscience.org/14organisms.htm)
- Macaulay Sound Library (http://macaulaylibrary.org/)
- Discovery Education: http://app.discoveryeducation.com/
- National Geographic Video Library: http://video.nationalgeographic.com/
- Song Adapted from Musical Plays: Life Cycles http://www.badwolfpress.com/life-cycles-musical-play

Sources of lessons:

- New Haven Public School Science Curriculum (http://www.newhavenscience.org/14organisms.htm)
- Emily Palten, teacher

Overarching Learning Goals:

- I want my students to know about the diversity of organisms on the Earth, and what features make different animals unique.

- I want my students to know that animals have certain structures in order to survive in their environment.

- I want my students to know the relationship between predator and prey.
Lesson 1
Lesson 1:
Animals have unique body structures; this allows them to move and survive in their habitat.
<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to explain how animals are similar and different because of their body structure.</td>
<td>Students will be able to orally describe an animal's characteristics using appropriate terminology in a whole group setting.</td>
</tr>
<tr>
<td>2. Students will be able to discuss how an animal's body structure enables it to move around in its habitat.</td>
<td>Students will orally discuss the different ways animals move with a partner after listening to a movie as a whole class.</td>
</tr>
<tr>
<td>3. Students will be able to infer where an animal lives based on its body structure.</td>
<td>Students will individually write complete sentences about the environment an animal lives in and the body features this animal must have to survive in that environment.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Pre-production Level 1</th>
<th>Early Production Level 2</th>
<th>Speech Emergent Level 3</th>
<th>Intermediate Level 4</th>
<th>Nearly Fluent Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: Describe animal bodies, compare and contrast animals.</td>
<td>Students will orally discuss different pictures of animals by repeating information.</td>
<td>Students will discuss different pictures of animals giving one or two word answers in response to teacher questions.</td>
<td>Students will orally discuss different pictures of animals using phrases and short sentences.</td>
<td>Students will orally discuss different pictures of animals using complete sentences.</td>
<td></td>
</tr>
<tr>
<td>Speaking: Explaining how animals move.</td>
<td>Students will match features with the animal's picture.</td>
<td>Students will discuss with a partner, with use of prompts from the teacher, and use of gestures, pictures, and gestures.</td>
<td>Students will discuss with a partner using a word bank and pictures.</td>
<td>Students will complete sentences about the animals using a partially completed worksheet.</td>
<td></td>
</tr>
<tr>
<td>Writing: Write complete sentences about the animals using a word bank.</td>
<td>Students will label the animals and match to corresponding features by copying from a word bank. Use L1 as necessary.</td>
<td>Students will label the animals and match to corresponding features by filling in the blanks using a word bank.</td>
<td>Students will complete sentences about animals using a partially filled in word bank and complete sentences using a word bank.</td>
<td>Students will write three complete sentences about the animals using a partially completed worksheet.</td>
<td></td>
</tr>
</tbody>
</table>

1. Students will be able to orally describe an animal's characteristics using appropriate terminology in a whole group setting.
2. Students will orally discuss the different ways animals move with a partner after listening to a movie as a whole class.
3. Students will individually write complete sentences about the environment an animal lives in and the body features this animal must have to survive in that environment.
# Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing and Contrasting</td>
<td>Animals are similar and different</td>
<td>• The <em><strong>1</strong></em> has (a) <em><strong>2</strong></em>.</td>
<td>1. jaguar, frog, butterfly, monkey, snake, toucan, piranha, ant</td>
<td>Language of compare and contrast Being verbs Concrete and Collective Nouns Articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The <em><strong>1</strong></em> has no <em><strong>2</strong></em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I’m thinking of an animal that has (a) <em><strong>2</strong></em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The <em><strong>1</strong></em> and the <em><strong>1</strong></em> are similar. They both have <em><strong>2</strong></em> (s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The <em><strong>1</strong></em> and the <em><strong>1</strong></em> are different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explaining</td>
<td>An animal’s body structure enables it to move in its habitat</td>
<td>• The <em><strong>1</strong></em> lives in the <em><strong>3</strong></em>_.</td>
<td>2. fins, beak, tail, wings, claws, legs, arms, teeth,</td>
<td>Action Verbs Concrete and Collective Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The <em><strong>1</strong></em> <em><strong>4</strong></em> with its <em><strong>2</strong></em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td>Infer where an animal lives based on its body structure</td>
<td>• I know a/n <em><strong>1</strong></em> lives in the <em><strong>3</strong></em> because it has <em><strong>2</strong></em>.</td>
<td>3. River, trees, canopy, forest floor</td>
<td>Consequential Conjunction Concrete and Collective Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Swims, slithers, crawls, walks, jumps, flies, runs, climbs</td>
<td></td>
</tr>
</tbody>
</table>
Procedure
(Note: everything in red is taken from the original lesson)

Initiation (10 minutes)
1. Have a poster size drawing of the rainforest habitat with trees, river, forest floor, and canopy out to show students (Appendix 1). Stick pictures of the rainforest animals on the chart (Appendix 3). Play recording of toucan, tree frog and other rainforest animal sounds for the students (Macaulay Library http://macaulaylibrary.org/).
2. Ask students to guess what animals they hear and where they think the animals might live (Accept answers in L1, students may also want to point to the picture on the chart).
3. Tell students that we are going to focus on one habitat today. What habitat is that? If they can’t guess tell them the rainforest. Ask them to help you spell the title “Rainforest.” Also show a map (See Appendix 2) and point to where the rainforest is located (Students should already be familiar with a world map and able to identify where they are on the map).

Development (60 minutes)
1. Point to one of the animal pictures (Appendix 3). Name the animal and ask them to repeat all together. Ask students to describe how animals look, or what sort of traits they have. Write what students say on labels to stick to the picture. Have students repeat the sentence frame, “The (animal) has a (characteristic)” for each trait they say. Repeat with all eight animals. Ask questions to illicit the new vocabulary words if students don’t mention any of the following: fins, beak, arms, tail, wings, claws, legs. Stick the animal body features next to the animal that has them on the habitat poster (See Appendix 4).
   - Nearly Fluent- Level 5: Students will orally discuss different pictures of animals using complete sentences.
   - Intermediate – Level 4: Students will orally discuss different pictures of animals using phrases and short sentences.
   - Speech Emergence – Level 3: Students will orally discuss different pictures of animals by using a word bank to complete sentence frames
   - Early Production- Level 2: Students will orally discuss different pictures of animals giving one or two word answers in response to teacher questions.
   - Pre-production- Level 1: Students will orally discuss different pictures of animals by repeating information. Students will match features with the animal’s picture.
2. Have the students stand up and introduce a guessing game. Tell them, “I’m thinking of an animal that has a (characteristic)” Have this phrase written on a sentence strip for them to refer back to. They have to guess the animal based on the characteristic you give and use the same phrase, “The (animal) has a (characteristic)” when they give the answer. Ask if any students want to be the leader and have the other students guess their animal. Keep the poster out for students to refer to.

3. Ask the students if all these animals have the same structure, and guide a discussion on how all the animals are different. Read the first page of What Do You Do With a Tail like This? Reiterate that animals are different by showing them the page comparing tails, and comparing mouths. (See Appendix 5) Focus on the rainforest animals on the pages (lizard & monkey, anteater & mosquito) Ask them how and why are they different? Guide this discussion to reach the conclusion that animals have different features because of where they live.

4. Explain to the children that they will be watching a video about how animals use their bodies. Tell students to pay attention to how animals move while they watch the movie, World’s Best Hot Creatures (Segment on Brazil’s Rainforests, minutes 17-20, http://app.discoveryeducation.com/)

5. After the movie split students into pairs. Model how to talk with a partner about how the animals moved in the movie. For example, teacher might say, “The piranha swims with its fins” Generate a word bank on the board with the words swims, slithers, crawls, walks, jumps, flies, runs, climbs. Attach a gesture to each word as you introduce it. Ask students to discuss with their partner and walk around as they talk repeating the words and gestures with them.

- Nearly Fluent- Level 5: Students will discuss with a partner using complete sentences. They will act as leaders in their group.
- Intermediate- Level 4: Students will discuss with a partner by completing sentence starters with phrases and short sentences.
- Speech Emergent – Level 3: Students will discuss with a partner with use of a word bank and pictures.
- Early Production – Level 2: Students will discuss with a partner, with use of a word bank, gestures, pictures, and L1.
- Pre-Production – Level 1: Students will discuss with a partner, with prompts from the teacher, and use of gestures, pictures, and L1.

6. Have a few students share out to the whole group what they said to their partner. Guide the discussion to come to the conclusion that animals develop traits, which help them move and live in a specific environment. Relate the conversation back to us. Do we have a tail? Do we have strong arms to hang from trees all day? Do we have wings? Why not?
Informal Assessment (15 minutes)

7. Explain that students will be completing a written assignment to show what they have learned about the traits of rainforest animals (Appendix 6). Leave the poster of the animals and all the words to help them. Let them know they may quietly talk to others at their table and use their L1 as necessary.
   - Nearly Fluent- Level 5: Students will write three complete sentences about the animals.
   - Intermediate – Level 4: Students will write three complete sentences about the animals using a partially completed worksheet.
   - Speech Emergent- Level 3: Students will complete sentences about the animals using a partially filled in worksheet and a word bank.
   - Early Production – Level 2: Students will complete sentences about animals by filling in the blanks using a word bank.
   - Pre-Production – Level 1: Students will match pictures of the animals to their corresponding body part by copying from a word bank. Use L1 as necessary.

Closure (10 minutes)

1. Have two or three students share what they wrote on their worksheet.
2. Refer back to the anteater in the story, What Do You Do With A Tail Like That? (Appendix 5). Ask the students where would it live? How do you know? Repeat how an animal has special traits to help it move and live in a specific environment.
Wings

Claws
Animals use their noses, ears, tails, eyes, mouths, and feet in very different ways. See if you can guess which animal each part belongs to and how it is used. At the back of the book you can find out more about these animals.
Write about three animals. Draw a picture of one of the animals.

Rainforest Animals

Name:

Appendix 6: Level 5
I know a animal because it has lives in the trees.  

I know a animal because it has lives in the river.  

I know a animal because it has lives in the trees.  

Write about the animal bodies. Draw a picture of a rainforest animal.

Name:
Rainforest Animals

Write about the animal bodies. Draw a picture of a rainforest animal below the sentences.

1. I know a ___ lives in the river because it has ___.
2. I know a ___ lives in the trees because it has ___.
3. I know a ___ lives in the trees because it has ___.

Fill in the blanks:
- toucan
- piranha
- frog
- wings
- fins
- legs

Name:

Appendix 6: Level 3
Rainforest Animals

1. A _______ lives in the river. It has _______.

2. A _______ lives in the trees. It has _______.

3. A _______ lives in the trees. It has _______.

Fill in the blanks: Toucan, Piranha, Frog, Legs, Fins, Wings.
Label the animals and match to their body part.

Rainforest Animals

Wings
Fins
Legs
Piranha
Frog
Toucan

Name: _________________________

Appendix 6: Level 1
Rationale

My original lesson had students looking at all different animals in several habitats and comparing them. I chose to modify my lesson to focus in on the rainforest because I felt like I could achieve the same objectives but not overwhelm the students with new vocabulary and information. I chose the rainforest because many students are familiar with it, and many come from countries where there is rainforest. Many of the animal names are the same in their L1, Spanish. After this series of lessons students could always learn about another habitat and draw parallels between the two.

After this decision I had to change the lesson a great deal. I wanted to add as much visual information through videos and pictures as possible. I also believe that assigning gestures to vocabulary words helps students learn and recall new words. There is a lot of new vocabulary in the lesson so I wanted to focus on students listening, saying, seeing, and writing the words. Finally the original lesson was full of teacher talk, and I wanted to make it have more interaction by modifying the game, adding partner discussion and giving students the ability to talk and share while doing the writing assignment.
Lesson 2
Lesson 2:
Animals have unique body structures; this allows them to eat certain foods.
<table>
<thead>
<tr>
<th>Content Objectives</th>
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</tr>
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</table>
| 1. Students will be able to explain how there are different foods in the rainforest that animals eat.  
2. Students will be able to discuss how an animal's body structure enables it to eat certain foods.  
3. Students will be able to infer what an animal eats based on its body structure. | 1. Students will be able to orally discuss what animals eat in the rainforest with a partner.  
2. Students will be able to orally discuss the different body parts needed to eat certain foods, and identify which animals eat which foods in a whole group setting.  
3. Students will individually write and complete sentences inferring what an animal eats based on its body structure. |

<table>
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<tr>
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<th>Speech Emergent Level 3</th>
<th>Early Production Level 2</th>
<th>Pre-production Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking: Describe different foods that animals eat in the rainforest.</td>
<td>Students will discuss with a partner using complete sentences. They will act as leaders in their group.</td>
<td>Students will discuss with a partner by completing sentence starters with phrases and short sentences.</td>
<td>Students will discuss with a partner with use of a word bank and pictures.</td>
<td>Students will discuss with a partner, with use of a word bank, gestures, pictures, and L1.</td>
<td>Students will discuss with a partner, with prompts from the teacher, and use of gestures, pictures and L1.</td>
</tr>
<tr>
<td>Speaking: Explaining the body parts animals need to eat certain foods.</td>
<td>Students will orally discuss what an animal eats based on its body structure using complete sentences.</td>
<td>Students will orally discuss what an animal eats based on its body structure using phrases and short sentences.</td>
<td>Students will orally discuss what an animal eats based on its body structure by using a word bank to complete sentence frames.</td>
<td>Students will orally discuss what an animal eats based on its body structure by giving one or two word answers in response to teacher questions.</td>
<td>Students will orally discuss what an animal eats based on its body structure by repeating information. Students will match animal's body structure with the animal's picture.</td>
</tr>
<tr>
<td>Writing: Write about what an animal eats based on its body features.</td>
<td>Students will write sentences about the animals using sentence starters.</td>
<td>Students will write complete sentences about the animals using a partially completed worksheet.</td>
<td>Students will complete sentences about the animals using a partially filled in worksheet using a word bank and pictures.</td>
<td>Students will complete sentences about animals by filling in the blanks using a word bank and pictures.</td>
<td>Students will label pictures of the body features and foods by copying from a word bank. Use L1 as necessary.</td>
</tr>
</tbody>
</table>
## Functional Language Chart

<table>
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<tr>
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<th>Situation</th>
<th>Expressions</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing</td>
<td>Foods in the rainforest</td>
<td>• There are <em><strong>1</strong></em> in the rainforest.</td>
<td>1. fruits, leaves, flowers, insects, other animals.</td>
<td>Being verbs</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Concrete and Collective Nouns</td>
</tr>
<tr>
<td>Applying cause</td>
<td>An animal's body structure enables it to eat</td>
<td>• An animal needs <em><strong>2</strong></em> <em><strong>3</strong></em> in order to eat <em><strong>1</strong></em>.</td>
<td>2. sharp, fast, long, sticky, strong</td>
<td>Cause-Effect lexis</td>
</tr>
<tr>
<td>and effect</td>
<td>certain foods.</td>
<td></td>
<td>3. fins, beak, tail, wings, claws, legs, arms, teeth, tongue, tongue,</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Concrete and Collective Nouns</td>
</tr>
<tr>
<td>Interpreting</td>
<td>Infer what an animal eats based on its body</td>
<td>• I know a/n <em><strong>4</strong></em> eats <em><strong>1</strong></em> because it has (a) <em><strong>2</strong></em> <em><strong>3</strong></em>.</td>
<td>4. jaguar, frog, butterfly, monkey, snake, toucan, piranha, ant</td>
<td>Consequential Conjunctions</td>
</tr>
<tr>
<td></td>
<td>structure.</td>
<td>• What does a <em><strong>4</strong></em> eat?</td>
<td></td>
<td>Wh- Questions</td>
</tr>
</tbody>
</table>
Procedure
(Note: everything in red is taken from the original lesson)

Initiation (10 minutes)
1. Put up the rainforest poster from lesson one with all the rainforest animals previously discussed. Play a game, what animal am I? Teacher does one of the gestures from yesterday (climbs, runs, swims, flies). Have the students guess what animal you are imitating to review their names. Go through all eight animals.
2. Ask students, why do animals move in different ways? (answers may include to survive in their habitat, or because they have different body structures).

Development (40 minutes)
1. Explain to the students that every organism’s structure is also designed to eat different types of foods. Play students the following video of spider monkeys eating. Tell the students to look for what the monkeys are eating and how they are eating it. https://www.youtube.com/watch?v=7XG2t8eGzaU. Ask students what did the monkey eat? What do you think other animals might eat in the rainforest? Have them work with a partner to generate a response (Appendix 1).
   - Nearly Fluent – Level 5: Students will discuss with a partner using complete sentences. They will act as leaders in their group.
   - Intermediate – Level 4: Students will discuss with a partner by completing sentence starters with phrases and short sentences.
   - Speech Emergent – Level 3: Students will discuss with a partner with use of a word bank and pictures.
   - Early Production – Level 2: Students will discuss with a partner, with use of a word bank, gestures, pictures, and L1.
   - Pre-Production – Level 1: Students will discuss with a partner, with prompts from the teacher, and use of gestures, pictures, and L1.

2. While students are talking prepare an “Eating in the Rainforest” chart. The chart should have two columns, the first labeled “Body Part”, and the second column labeled “Food.” Ask some of the pairs to share their ideas about what animals might eat with the whole group. Some responses might include fruit, insects, leaves, and other animals. Stick the pictures of foods under the “food” column of the chart as students say them.

3. Point to the fruit picture on the chart. Ask students to think again about the monkey eating the fruit in the video. How did the monkey get to eat the fruits? Challenge the students to think of what types of body parts an animal living in the rainforest would
need to get their food. The monkey had to swing in the trees using its tail and strong arms to reach the fruit. Teacher goes through each of the foods and asks students what body part would be needed to get that food. Fill in the “Body Part” column on the “Eating in the Rainforest” chart, drawing an arrow from the necessary body part to the food to show a cause effect relationship. Use pictures to help students (Appendix 2).

**Note: At this point do not reveal which body parts belong to which animals. Strong arms or wings are needed to climb for fruit, and leaves (monkeys, butterflies, toucans). Long sticky tongues and fast legs would be needed to catch insects (frogs). Sharp teeth and camouflage would be needed to catch small animals (jaguars, snakes, piranha). Use students L1 to ensure they understand the adjectives you are using to describe the body parts (sticky, long, strong, etc.)

5. After you have filled out both columns of the “Eating in the Rainforest” chart, tell students to look at the pictures of different animals that live in the rainforest (from Lesson 1- Appendix 3). Ask them to look for a part of their body, which might give clues about what they eat. Teacher models for students, “I can tell what a monkey eats; it has strong arms so it can eat fruits that grow high in the trees” Go through each of the eight animals using the vocabulary words and identifying what the animal eats as a class.

- Nearly Fluent – Level 5: Students will orally discuss what an animal eats based on its body structure using complete sentences.
- Intermediate – Level 4: Students will orally discuss what an animal eats based on its body structure using phrases and short sentences.
- Speech Emergent – Level 3: Students will orally discuss what an animal eats based on its body structure by using a word bank to complete sentence frames.
- Early Production – Level 2: Students will orally discuss what an animal eats based on its body structure by giving one or two word answers in response to teacher questions.
- Pre-Production – Level 1: Students will orally discuss what an animal eats based on its body structure by repeating information. Students will match animal’s body structure with the animal’s picture.

5. Explain we will play a review game called “Go to your Corner” (99 Ideas Text). Post the foods, “fruit”, “flowers and leaves”, “insects” and “other animals” in each corner of the room (Appendix 3). Tell students the will be in teams of two, and give each pair an animal card. Students stand in the middle of the room and can trade cards and then when the teacher says go! Students need to ask themselves, what does an (animal) eat? Then students have to walk quickly to their corner to match the animal they have to the food in the corners. Ask a few students to share with the following phrase: I know a
(animal) eats (food) because it has (a) ____ _____. Have students come back into the middle, trade cards with each other, and play again.

Informal Assessment (15 minutes)

1. Explain that students will be animal detectives, and write about what three of the animals eat independently (Appendix 4). Leave the anchor chart of the animals and all the words to help them. Let them know they may quietly talk to others at their table and use their L1 as necessary to complete the animal detective worksheet.
   - Nearly Fluent- Level 5: Students will write sentences about the animals using sentence starters.
   - Intermediate- Level 4: Students will write complete sentences about the animals using a partially completed worksheet.
   - Speech Emergent- Level 3: Students will complete sentences about the animals using a partially filled in worksheet and a word bank.
   - Early Production- Level 2: Students will complete sentences about animals by filling in the blanks using a word bank and pictures.
   - Pre-Production- Level 1: Students will label pictures of the body features and foods by copying from a word bank. Use L1 as necessary.

Closure (5 minutes)

1. Have students gather back together. Ask students, what about us? Is our body designed to eat certain foods? What do we eat? Depending on what students come up with remind them that people eat both meat and vegetables.
2. Give each pair of students a mirror. Ask students what do they notice about their teeth? Why do you think we have teeth like we do? (Also ask the question in their L1). We have sharp teeth in the front of our mouths designed to help us eat meat, and flat teeth in the back to help us chew vegetable and grains.
3. Reiterate the main idea that all animals, including humans, have certain body structures that allow them to move in certain ways, and to eat certain foods so that they can survive in their environment.
Fruits

Insects

Flowers

Leaves

Other Animals
Fruits
Animals

Other
Insects
Flowers and Leaves
I'm an Animal Detective!

3) I can tell what a so it can eat: 

2) I can tell what a so it can eat: 

1) I can tell what a so it can eat: 

This animal has: 

I'm an Animal Detective!
(1) I can tell what a monkey eats.

(2) I can tell what a jaguar eats.

(3) I can tell what a frog eats.

This animal has a ______ so it can eat ______.

I'm an Animal Detective!

Name: [Blank]

Appendix 4: Level 4
3) I can tell what frog eats.

2) I can tell what jaguar eats.

1) I can tell what a monkey eats.

<table>
<thead>
<tr>
<th>Insects</th>
<th>Sharp teeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>Sticky tongue</td>
</tr>
<tr>
<td>Other animals</td>
<td>Strong arms</td>
</tr>
</tbody>
</table>

I'm an animal detective!

Fill in the blanks:

Name: [Blank]

Appendix 4: Level 3
I'm an Animal Detective!

<table>
<thead>
<tr>
<th>Fill in the blanks:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insects</td>
<td>arms</td>
</tr>
<tr>
<td>Fruits</td>
<td>teeth</td>
</tr>
<tr>
<td>Animals</td>
<td>tongue</td>
</tr>
</tbody>
</table>

Appendix 4: Level 2
I'm an animal detective!

Name:

Appendix 4: Level 1

The frog eats insects.
The jaguar eats other animals.
The monkey eats fruits.

Match and fill in the blanks:

- Teeth
- Tongue
- Arms
Rationale

Out of the three lessons this was the one that I diverged from the original the least. One of the main ways I modified the lesson was changing the introduction and building background. I wasn’t sure that students would have any idea what animals in the rainforest eat. Since learning about animals really lends itself to videos I decided I would start with showing them a video of a monkey eating, so students could name at least learn one food that animals eat from the start. It also created a reference point to keep going back to throughout the lesson. I also made sure the students had lots of visuals of the different foods to make sure they understood. I kept the iconic representations and pictures of animals consistent from the first lesson so students would not be overloaded. I had intentionally chosen some body parts that help animals move and eat (wings, arms) so there would be some overlap and students would see that the same body structure can help animals survive in many ways.

In the original lesson there is a connection to self in that students look with mirrors at their teeth and think about what they eat. I wanted to keep that the same because I think it is always valuable to have students see how a lesson relates to their own life. Also, in this unit it is a common misconception that humans are not animals, so this activity could bring up that conversation if students still were not sure. Ultimately I decided to close with this activity.
Lesson 3
Lesson 3:
Animals have unique body structures; this allows them to be predators, prey, or both.
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<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
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<td>1. Students will be able to define and give examples of the words predator and prey.</td>
<td>1a. Students will read about predators and prey with a partner, highlighting key facts in the passage.</td>
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<td>2. Students will be able to classify animals as predators, prey or both and describe the characteristics of each.</td>
<td>2a. Students will be able to orally categorize animals as predators or prey in a whole group setting.</td>
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<tr>
<td></td>
<td>2b. Students will be able to orally share characteristics of predators and prey in a whole group setting.</td>
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<tr>
<td>Reading: Read passages about predators and prey.</td>
<td>Students will be able to read a passage about predator and prey with a partner paying close attention to bold words and highlighting key information. Student will act as the leader in the pair.</td>
<td>Students will be able to read a passage about predator and prey with a partner paying close attention to bold words and highlighting key information.</td>
<td>Students will be able to read a passage about predator and prey with a partner paying close attention to bold words and highlighting key information. Student will use a modified passage, with pictures.</td>
<td>Students will be able to read a passage about predator and prey with a partner paying close attention to bold words. Student will use a modified passage, with pictures and words in L1. Pairs will have support from the teacher.</td>
<td>Students will be able to read a passage about predator and prey with a partner paying close attention to bold words. Pairs will repeat words and phrases with the teacher.</td>
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<tr>
<td>Speaking: Describe predators and prey and classify animals into groups, discuss if animals can be both predator and prey.</td>
<td>Students will be able to classify animals as predator or prey and describe their characteristics using complete sentences.</td>
<td>Students will be able to classify animals as predator or prey and describe their characteristics using complete sentences. Students will use sentence starters for extra support.</td>
<td>Students will be able to classify animals as predator or prey and describe their characteristics using short phrases. Students will use sentence starters and pictures for extra support.</td>
<td>Students will be able to classify animals as predator or prey and describe their characteristics using one or two word answers. Students will use a word bank, pictures, and their L1.</td>
<td>Students will be able to classify animals as predator or prey and describe their characteristics by repeating information with the teacher. Students will use a word bank, pictures, and their L1.</td>
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## Functional Language Chart

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<th>Situation</th>
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| Defining   | What is a predator and what is prey   | • ___1___ hunt other animals.  
• Predators eat prey  
• ___1___ eat meat  
• ___1___ eat plants  
• ___1___ are big and small.  
• ___1___ use camouflage. | 1. predators, prey | Being Verbs  
Concrete and Collective  
Nouns |
| Classifying| Categorizing animals as predator or prey, discussing what traits each have. | • The ___2___ is a ___1___.  
• The ___2___ is a predator and prey.  
• Predators have ___3___ ___4___  
• Prey have ___3___ ___4___  
• Prey have eyes on the side of their head  
• Predators have eyes in the front of their head | 1. predator, prey  
2. jaguar, frog, butterfly, monkey, snake, toucan, piranha, ant  
3. sharp, fast, long, sticky  
4. teeth, beak, claws, legs, tongue, | Being Verbs  
Concrete and Collective  
Nouns |
Procedure
(Note: everything in red is from the original lesson plan)

Initiation (10 minutes)
1. Ask students, who remembers what the jaguar eats? Encourage students to review the sentence structure from yesterday; I know the jaguar eats (food) because it has (body structure). Tell them we are going to watch a short clip to see the jaguar hunt its food. [video link]
2. After the video ask a student to retell what happened in the clip.

Development (40 minutes)
1. Introduce the terms predator and prey. Use the movie as an example that the jaguar is a predator. It hunts different animals, its prey, to catch and eat in the rainforest. Write both of the words, predator and prey, on the board and ask students to chorally repeat them. Introduce the gestures for predator and prey. (Predator- put hands up like claws, and show teeth; Prey - put hands clasped together near heart and move back, looking afraid).

2. Tell students that they are going to read in partners to find out more information about predators and prey. Remind them to pay special attention to the bolded vocabulary words (Appendix 1). You are going to ask them to tell you three things about predators and three things about prey. Tell students to circle or highlight the important details on the paper so they can use it to share. **Give students the predator paper first, lead the discussion in step three about predators, then give them the prey paper and lead another discussion ** Depending on the make up of the class pair students so that level 5’s are with Level 3’s, Level 4’s are together and then Level 1’s and 2’s are together and will be working with the teacher.
   • Nearly Fluent – Level 5: Students will be able to read a passage about predator and prey with a partner paying close attention to bold words. Student will act as the leader in the pair.
   • Intermediate – Level 4: Students will be able to read a passage about predator and prey with a partner paying close attention to bold words and highlighting key information.
   • Speech Emergent - Level 3: Students will be able to read a passage about predator and prey with a partner paying close attention to bold words. Student will use a modified passage, with pictures.
   • Early Production- Level 2: Students will be able to read a passage about predator and prey with a partner paying close attention to bold words. Student will use a modified passage, with pictures and words in L1. Pairs will have support from the teacher.
   • Pre-Production – Level 1: Students will be able to read a passage about predator and
prey with a partner paying close attention to bold words. Student will use a modified passage, with pictures and words in L1. Pairs will have support from the teacher.

3. Ask students to come back together and begin a discussion about what they learned from the reading. Have a chart ready with two columns, one for predator and one for prey. List the facts that students give in the appropriate column. Also use the animal pictures from lesson one to stick in the predator or prey column as students mention them. Have students brainstorm traits that most predators and most prey have and write them down. Use pictures to teach them these characteristics if they can't come up with them (Appendix 2). Make sure to ask why predators and prey have these traits. Ask, can an animal be both a predator and prey? Can they think of an example? (A toucan is a good example, it preys on insects, but a jaguar preys on it)

- Nearly Fluent – Level 5: Students will be able to classify animals as predator or prey and describe their characteristics using complete sentences.
- Intermediate – Level 4: Students will be able to classify animals as predator or prey and describe their characteristics using complete sentences. Students will use sentence starters for extra support.
- Speech Emergent- Level 3: Students will be able to classify animals as predator or prey and describe their characteristics using short phrases. Students will use sentence starters and pictures for extra support.
- Early Production – Level 2: Students will be able to classify animals as predator or prey and describe their characteristics using one or two word answers. Students will use a word bank, pictures, and their L1.
- Pre-Production – Level 1: Students will be able to classify animals as predator or prey and describe their characteristics by repeating information. Students will use a word bank, pictures, and their L1.

4. Have students stand up in a circle. Introduce the predator and prey song by having students repeating after the teacher in unison. Ask students to use the predator and prey gestures you taught in the beginning of the lesson during the song (Appendix 3). Depending on the levels of the students in the class students can act as the toucan, jaguar, or plant by themselves and have the entire class sing the chorus in between. (Although the words are modified the basic tune can be heard in this video: https://www.youtube.com/watch?v=ZjHJ5nfbfZk )

Informal Assessment (30 minutes)
1. Draw an example of a predator prey relationship on the board, using an arrow. For example draw a cat with an arrow pointing to a mouse. Label predator and prey. Tell students they will be deciding which animals are the predators and which are the prey on their worksheet. They have to cut all of the animals first, then arrange them, and then glue them (Appendix 4). Teacher can walk around and ensure they are arranging
animals correctly before giving them the glue. Teacher can ask students questions to informally assess their individual understanding of the concepts. **As an extension you could ask students to write a sentence about each pair of animals, or to label the animals on the back of the paper **

Closure (10 minutes)
1. Tell students we are going to play a game called inside outside circle (99 ideas). Arrange students in two seated circles, with the students in the inside facing out towards their partner in the outside circle. Tell students that you will hold up one of the vocabulary words from the past three lessons and they will need to tell their partner what it means or give an example of the word. Use the words climb, teeth, insects, wings, predator, and prey. Remind them they can use their L1 as necessary.
2. When students talk about predator and prey make sure to reiterate that animals have certain body structures to either help them be great predators, or if they are prey to help escape from predators.
What is a *Predator*?

*Predators* are animals that hunt, or prey on, other animals. All animals need food to live. Predators need to eat other animals to *survive*. Jaguars, snakes, and piranhas are predators. Predators are not always big. For example, a ladybug is a predator.

Predators eat *meat*. Predators usually have sharp *teeth*, and *claws*. Some predators use *camouflage* to sneak up on their *prey*. Camouflage is when an animal blends in with its *environment* so other animals do not see it.
What is a **Predator**?

Predators are animals that hunt other animals.

Jaguars, snakes, and piranhas are predators. Predators can be small. A ladybug is a predator.

Predators eat **meat**.

Predators have sharp **teeth**, and **claws**.

Some predators use **camouflage** to sneak up on their prey. Camouflage is when an animal blends in with its **environment** so other animals do not see it.
Predators

Predators eat other animals. Jaguars, snakes, and piranhas are predators. Predators can be big or small.

Predators have sharp teeth, and claws.

Some predators use camouflage.
¿Qué es un depredador?

Los depredadores son animales que cazan o se alimentan de otros animales. Todos los animales necesitan comida para vivir. Los depredadores necesitan comer otros animales para sobrevivir. Jaguares, serpientes, y pirañas son depredadores. Los depredadores comen carne. Los depredadores suelen tener los dientes afilados y garras. Algunos depredadores usan el camuflaje de acercarse a su presa. El camuflaje es cuando un animal se mezcla con su ambiente para que otros animales no lo ven. Los depredadores no siempre son grandes. Por ejemplo, una mariquita es un depredador.

Predator = Depredador
Prey = Presa
Survive = Sobrevivir
Meat = Carne
Sharp Teeth = Dientes Afilados
Claws = Garras
Camouflage = Camuflaje
Environment = Ambiente
Animals use camouflage to hide from predators. Some prey can run fast away from predators. Some animals can be predators and prey. For example, a tree frog is a predator when it catches insects with its sticky tongue. The tree frog is prey for snakes and other predators. Some animals are big. Some prey are small and some prey are big. Monkeys and ants are prey. Some plants and animals eat only plants and some eat plants and animals. Animals that predators hunt are called prey. What is prey? Level 4 and 5.
A tree frog is a predator when it eats insects with its sticky tongue.

Some animals can be predators and prey.

Prey can run fast away from predators.

Predators can camouflage to hide from prey.

Monkeys and ants are prey. Some prey are small and some are big.

Some prey eat plants. Some prey eat animals.

What is prey?

Animals that predators hunt are called prey.
A frog is prey.

A frog is a predator.

Some animals can be predators and prey.

Prey use camouflage to hide. Some prey can run fast.

Some prey eat plants. Some prey eat plants and animals.

Animals that predators hunt are called prey.

Prey

Level 1 and 2
¿Cuál es la presa?

Los animales que cazan los depredadores se llaman presa. Algunas presas comen sólo las plantas y algunos comen plantas y animales. Los monos y las hormigas son presa. Algunas presas son pequeñas y algunas son grandes. Uso presa de camuflaje para esconderse de los depredadores. Algunas presas puede correr rápido lejos de los depredadores. Algunos animales pueden ser depredadores y presas. Por ejemplo, una rana de árbol es un depredador cuando atrapa insectos con su lengua pegajosa. La rana de árbol es presa de serpientes y otros animales.

Prey = Presa  
Plants = Plantas  
Animals = Animales  
Camouflage = Camuflaje  
Run Fast = Correr Rápido
Eyes on sides of head

Legs (to run quickly)

Eyes in front

Sharp beak

Sharp teeth

Claws

Predators:

Appendix 2:
Here at the bottom of the food chain—everybody eats us.
We are plants and have you noticed how the food chain treats us?

PLANTS:

REPEAT CHORUS

| Fly high in the trees to eat plants and insects, I’ll be the winner.
| I am the toucan and I don’t want to be the jaguar’s dinner.

TOUCAN:

REPEAT CHORUS

Crocodiles, toucans, monkeys, I’ll catch them all between my paws.
I’m a jaguar and I hunt with my sharp teeth and claws.

JAGUAR:

Predator, predator or prey
It’s a never-ending game we play.
Which is it today?
Predator or prey?

CHORUS:

APPENDIX 3:
Paste each predator chasing the prey. Cut out all of the animals.

Prey

Predator

Name:

Appendix 4:
Rationale

When writing my third lesson I decided to take away a large portion of the original lesson about how prey protect themselves from predators. I eliminated that piece because I felt that predator and prey is a large, and important enough concept for students to master on its own. Additionally I had lots of information about how prey protect themselves and that could easily be another full lesson, if not two more.

Since the text was based off of the piece that I cut out I had to find a new text to modify. I had a very hard time finding a book that was about predator and prey at an early elementary level. I decided to write my own text that was extremely simple for students to understand and full of pictures. I also wanted to make a copy of the Level 5 version in Spanish so students would have the opportunity to use their L1 to support the L2 learning. Additionally I took out the final assessment piece, because I would want students to learn the next lesson, before completing a culminating project about animals.

Finally, I loved the idea of incorporating a song into the lesson because I have found that students learn a lot of language through songs. In the past my students will still be singing songs weeks after we have moved onto a new topic. The original song was about frogs and rabbits, so I adapted it to be about the rainforest to go with our theme.
Appendix A:
Grammar Index, Language Functions Index, Strategies Checklist
Indices

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Original Lessons
Appendix B:
Original Lessons
Animal Survival

**Grade Level:** First Grade

**Target Group:** Sheltered Content Course

**Sources of written reading materials:**
- New Haven Public School Science Curriculum (http://www.newhavenscience.org/14organisms.htm)

**Sources of lessons:**
- New Haven Public School Science Curriculum (http://www.newhavenscience.org/14organisms.htm)
- Emily Palten, teacher

**Overarching Learning Goals:**
- I want my students to know about the diversity of organisms on the Earth, and what features make different animals unique.
- I want my students to know that animals have certain structures in order to survive in their environment.
- I want my students to know the relationship between predator and prey, and be exposed to the idea of a food chain.
- I want my students to know how different animals protect themselves from predators.
Lesson One: Animal Structures & How Animals Move

Student Goal:
1. Students will understand the diversity of animal structures.
2. Students will become familiar with the terminology to describe different animal structures.
3. Students will understand that an animal’s body structure enables it to move around in its specific habitat.
4. Students will be able to infer where an animal lives based on its body structure.

Procedure:
1. Ask students to describe how animals look, or what sorts of traits they have (explain the word traits). Accept any responses that apply. Some of these may be in conflict with each other (they have two legs vs. they have four legs), this is ok for now.
2. Point to the different pictures of animals displayed. Review the variety of animal parts (gills, scales, legs, beaks, wings, fur, teeth, etc.) and begin a list on a piece of chart paper titled “Animal Parts”. Encourage the students to look closely at the pictures (magnifying glasses?) to really pick out different traits.
3. Ask the students if all these animals have the same structure, and guide a discussion on how all the animals are different. Ask the students to look at all the different legs they can see. Encourage them to find legs of different animals that are the same, and then different. Repeat this with different types of body parts, ears, noses, feet, etc.
4. Play the “I’m thinking of an Animal” game with the students. One student can come to the front of the room and choose an animal from those displayed. The student has to describe the animal they are thinking of, using appropriate vocabulary (skin, beak, talons, etc.). The other children in the class have to understand the vocabulary and the different structures to guess the animal.
5. Ask the student’s if they can think of a reason for why all of the animals look so different. Guide this discussion to reach the conclusion that animals have different features because of where they live.
6. Explain to the children that they will be watching a video about how animals use their bodies in their different environments. Encourage them to copy the movements of the animals, and pay attention how animals use their bodies in different ways. Using a large computer screen that all the children can see (or better yet a computer hooked up to a projector), play the video “Animals in Action” from www.unitedstreaming.com.
7. After the video discuss with the children what they use on their bodies to move, and in general how people use their bodies to get from one place to another in our environment.

8. Then ask how they saw different animals moving, in their different environments. Ask how an animal’s movements or body parts allowed them to get around in their specific habitat.

9. Ask students to identify patterns they see for animals that live in different environments and record these on a chart. The chart should have four major climates (maybe water, trees, desert, arctic). For example: animals that live in the water have scales, gills, and fins. Animals that lived in trees had longer stronger arms. Continue this discussion for a variety of different animals in different environments. You can even use pictures of animals which are not shown a lot in the video, such as a variety of different water animals. Guide the discussion to come to the conclusion that animals develop traits which help them move and live in a specific environment.

10. Read and discuss the beginning of the story, What Do you Do with a Tail Like This?

Assessment Activities:
1. Tell the students to go on an animal scavenger hunt. They can use the pictures to find an animal based on the clues on the “Animal Scavenger Hunt” worksheet. Use the worksheets to assess their understanding of animal structures.

2. Have the students choose an animal from the displayed pictures which lives in one of the areas you discussed. The student should tell the class which environment they think the animal lives in, and what traits it has which correspond. For example: I know this shark lives in the water because it has gills and fins.
Lesson Two: How and What Do Animals Eat?

Student Goals:
1. Students will understand the relationship between an animal’s body structure and what it eats.

Procedure:
1. Finish reading the story, *What Do You Do With a Tail Like This?* and review the concept that different animals have different structures to move and to survive in their environment.
2. Explain to the students that every organism’s structure is also designed to eat different types of foods. For example, people eat both meat and vegetables. Therefore, we have sharp teeth in the front of our mouths designed to help us eat meat, and flat teeth in the back to help us chew vegetable and grains. Pass around the mirror so the children can examine their different types of teeth.
3. Ask students if they can think of any ways that animals bodies are designed to help them eat their food. Guide the discussion and prompt with questions like “What does a tiger eat? What does it have on its body to help it catch food? What does it have to help it eat food?”
4. Ask the students to consider a particular environment, such as a rainforest and to think of what types of foods animals might eat there. Some responses might include fruit, nuts, insects, leaves, and other animals. Record these responses on the “Eating in the Rainforest” chart under the food column.
5. After you have recorded these responses, challenge the students to think of what types of body parts an animal living in the rainforest would need to get their food. **Note: At this point do not reveal which body parts belong to which animal. Strong arms are needed to climb for fruit, nuts, and leaves (monkeys). Long sticky tongues and fast legs would be needed to catch insects (lizards and frogs). Sharp teeth and camouflage would be needed to catch small animals (snakes).**
6. After you have filled out the chart, tell students to look at the pictures of different animals that live in the rainforest. Ask them to look for different parts of their body which give clues about what they eat. For example: I can tell what an Orangutan eats. It has long arms so it can eat leaves in the trees.

Assessment Activity: The students now go look around at all the different rainforest animals and fill out their Animal Detective sheet (following this lesson). Their responses should follow your previous discussion, and demonstrate an understanding on the link between an animal’s body structure and how it gets food.
Lesson Three: Predators and Prey

**Student Goals:**
1. Students will understand the concept of predator and prey.
2. Students will understand the concept of camouflage and other ways prey try to protect themselves from predators.

**Procedure:**
1. First review with students how in the previous lesson you examined how different animals use their different structures to eat different things.
2. Introduce the terms predator and prey. Have students brainstorm traits that most predators have and traits that prey have.
3. Ask students how some prey might try to avoid predators. Discuss the word “camouflage” and how it helps animals hide. Ask the students if they can think of any animals which blend easily into where they live. (Ever notice that squirrels are the same color as a tree trunk?)
4. Show several pictures of animals which camouflage into their environment (green bug on a leaf, flounder under the sand in water, leopard in the grass, polar bear in the snow, etc.) Ask students to explain how these animals coloring allows them to hide in their environment. When they are finished you can ask what they notice about the animals that live in the same environments. Guide the discussion to reach the conclusion that animals which live in the same place have similar coloring so it is easier for them to hide there.
5. Split students into groups to each read a part of the Scholastic On Defense Print Out to explore other ways that prey protect themselves from predators.
6. Have students come back and share with the entire class about what they learned.
7. Read and discuss the book, *What Do You Do When Something Wants To Eat You?*

**Assessment Activity:** Have students share with the group about the specific mechanism that prey uses to hide from predators that they learned about.

**Culminating Activity:** Animal Report Class Book

**Procedure:**
1. The student chooses an animal that they find interesting.
2. With adult supervision, the student will research the organism online. They should find information about the organism’s environment, its body structure, what it consumes, and how it has developed unique features which allow it to survive in its habitat.

3. The student should collect a variety of pictures of the organism, printed from online or cut out from magazines.

4. They should divide a piece of construction paper into four categories, and label the categories how my organism looks, where it lives, how and what it eats, and what it needs to live.

5. The student will make a page of a book about their animal by gluing photos of the animal in the column “how my organism looks”, using words or pictures to describe “where it lives”, using pictures or words to show “how and what it eats”, and then it’s basic need under “what it needs to live”.

6. After students complete their reports, they take turns sharing these with the class. The class should ask questions in line with the concept on which the lesson is based. Use the student’s response to assess understanding of essential knowledge of the unit. Compile the work into a class book for student to read.
On Defense

What would you do if something big and hungry wanted to eat you? Some animals face this problem every day. They're called prey, and the animals that hunt them are called predators. Read on to learn some tricks prey animals use to stay alive.

Run Fast

For some animals, running away is the best defense. This basilisk lizard has an extra advantage. Thanks to flaps of skin on its feet and fast sprinting speeds, it can run across the surface of water to get to safety.

Be a Copycat

Why does this fly look so much like a bee? Insect eaters know that bees sting. So if this fly can fool predators into thinking it's a stinging bee, it's home free. This kind of fake-out is called mimicry.

Blend In

What a predator can't see, it can't catch and eat. So in the winter, this snowshoe hare grows a white fur coat to match the snow. When the snow melts, the hare grows brown fur to match the bare ground. This kind of blending in is called camouflage.

Stand Out

Poisonous animals would rather be seen and remembered. This poison arrow frog's bright orange markings really stand out against a green leaf. The message? "I'm dangerous. Don't even try to eat me."
Look Big and Bad

This **lo moth** would make a tasty treat for many birds. Those birds, in turn, are tasty to larger predators, like owls. The moth takes advantage of this by flashing the two large eyespots on its wings. If the moth is in luck, the hungry bird will take the spots for glaring owl eyes and fly away.

Suit Up

This **armadillo** is covered with thick, scaly plates that protect it like a suit of armor.

Team Up

**Musk oxen** are huge and woolly, with large curly horns. But one ox by itself is still no match for a pack of hunting wolves. So the oxen travel in herds of 10 to 20. If wolves attack, the oxen form a circle, with their young safe in the center. Using this teamwork, the oxen can drive off the hungry wolves.

Play Dead

Some predators will only eat animals they catch alive. So when a **hognosed snake** is threatened, it rolls over and pretends to be dead. Once the predator leaves, the snake flips back over and slithers safely away.

Fight Back

The **African porcupine**'s back is covered with sharp spines. If a predator threatens, the porcupine can charge backward and give its attacker a nose full of needles.
Animal Scavenger Hunt

1) Find an animal that has a beak.

2) Find an animal that has gills.

3) Find an animal that has four legs.

4) Find an animal that has feathers.

5) Find an animal that has fur.

6) Find an animal that has scales.

7) Find an animal that has teeth.
I'm an Animal Detective!

1) I can tell what a ________________ eats.
This animal has ________________ so it can eat ________________.

2) I can tell what a ________________ eats.
This animal has ________________ so it can eat ________________.

3) I can tell what a ________________ eats.
This animal has ________________ so it can eat ________________.