

# Scaffolds for CCLS Curriculum

*Grade 1 Module: Animals and Habitats*

<http://www.engageny.org/resource/grade-1-ela-domain-8-animals-and-habitats>



**Long Island Teachers' Institute**  
Melville Marriott  
December 5, 2014

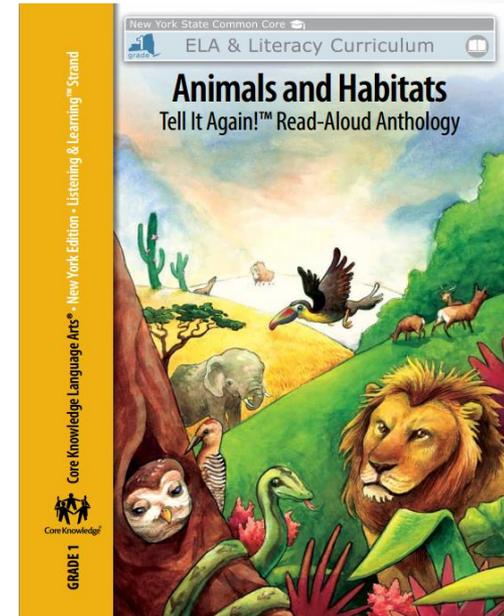
# Shifts in ELA/ Literacy

<b>Shift 1</b>	<b>Balancing Informational &amp; Literary Text</b>	Students read a true balance of informational and literary texts.
<b>Shift 2</b>	<b>Knowledge in the Disciplines</b>	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
<b>Shift 3</b>	<b>Staircase of Complexity</b>	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
<b>Shift 4</b>	<b>Text-based Answers</b>	Students engage in rich and rigorous evidence based conversations about text.
<b>Shift 5</b>	<b>Writing from Sources</b>	Writing emphasizes use of evidence from sources to inform or make an argument.
<b>Shift 6</b>	<b>Academic Vocabulary</b>	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

# Grade 1, Module 1: Domain (Unit) 8

## *Animals and Habitats*

This NYS *Tell It Again! Read-Aloud Anthology* for Animals and Habitats contains background information and resources that the teacher will need to implement this unit, in specific categories, sequences, and with teacher instructions for each of 9 lessons.



The L.I. RBE-RN's adaptation of this unit has similar components but approaches the topics covered through instructional approaches and methodologies that are developmentally appropriate for second language learners.

# Digital Resources

ZooBooks, Zootles and Zoobies is one interactive website offering informational literature on an assortment of animals, including habitat, anatomy and behavior. The texts are categorized by age group.



BrainPop, Jr., BrainPop, BrainPop Español and BrainPop ESL have several resources that can be used to introduce and enrich a unit on habitats. These include videos on: rainforest, desert, Arctic, ocean, forest, and freshwater habitats.

# Digital Jumpstarts

By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.

The screenshot displays the 'portaportal.com' website interface. It features a navigation bar at the top with 'ABC' and icons for home, search, and user profile. The main content is organized into four columns:

- Animals & Habitats**:
  - [Intro to Habitats](#) (NEW) - Animated video of badger singing a habitat song. [http://www.youtube.com/watch?v=H\\_CSILuVZs](http://www.youtube.com/watch?v=H_CSILuVZs)
  - [Rainforests](#) (NEW) - "Rainforests: Beneath the Canopy" a documentary narrating the wonders of the Rainforest ecosystems. <http://www.neok12.com/php/watch.php?v=zX0570505075620b4054727b&t=Forests>
  - [BrainPOP, Jr.](#) - Animated videos to introduce Rainforest, Desert, Arctic, Ocean, Forest and Freshwater Habitats. <http://www.brainpopjr.com>
  - [Los animales de la Selva](#) - Video en espanol. [http://www.youtube.com/watch?v=wrurv3pJl\\_0](http://www.youtube.com/watch?v=wrurv3pJl_0)
  - [Animales marinos](#) - Video en espanol. <http://www.youtube.com/watch?v=7Rb1mmpAVys#t=43>
  - [Arctic Wildlife](#) - <http://www.youtube.com/watch?v=WklcqCW4VhQ>
- Animal Lifestyles & Behavior**:
  - [Beluga Whales](#) (WOW) - National Geographic Video. [http://video.nationalgeographic.com/video/animals/mammals-animals/whales/whale\\_beluga/](http://video.nationalgeographic.com/video/animals/mammals-animals/whales/whale_beluga/)
  - [Animals of the Arctic](#) - <http://www.athropolis.com/links/arctic.htm>
  - [Arctic Animals](#) - <http://library.thinkquest.org/3500/animals.htm>
  - [Polar Bears](#) - <http://kids.nationalgeographic.com/kids/animals/creaturefeature/polar-bear/>
  - [Hunting of Arctic Animals](#) - [http://firstpeoplesofcanada.com/fp\\_groups/fp\\_inuit3.html](http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html)
  - [Animals](#) - A multi-media exploration of animals. <http://kids.nationalgeographic.com/kids/animals/creaturefeature/anemonefish/>
- Informational Literature**:
  - [Zoobooks](#) (E00L) - Categorized by age group, this interactive website offers an assortment of informational literature. <http://www.zoobooks.com/>
  - [Capstone Classroom Rainforest Collection](#) - <http://www.capstoneclassroom.com/product/9781432941253>
- Author Resources**:
  - [Jan Brett's Classroom Materials](#) (WOW) - From activity ideas to character masks to even interactive game, welcome to the world of Jan Brett. <http://www.janbrett.com/index.html>

The 'portaportal.com' logo is prominently displayed in the center of the page.

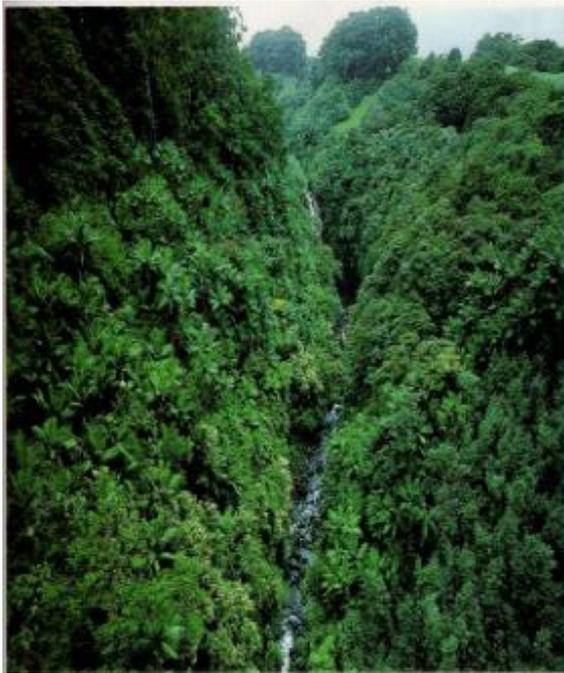
For access to our page go to:  
[http://guest.portaportal.com/LIR-BE-RN\\_animals\\_and\\_habitats](http://guest.portaportal.com/LIR-BE-RN_animals_and_habitats)

# Grade 1 Module: Animals and Habitats

## *Academic Vocabulary*

### What is a Habitat? (Audio/Visual Intro)

Rainforest



Ocean



Arctic



[http://www.youtube.com/watch?v=H\\_CSILluVZs](http://www.youtube.com/watch?v=H_CSILluVZs)

# “I Can” Statements:

## Long-Term Language Learning Targets



### Kindergarten:

*I can use words acquired through conversations, reading and being read to, and responding to texts. (L.K.6)*

### 1<sup>st</sup> Grade:

*I can define words by category and by one or more attributes. (L.1.5b)*

### 2<sup>nd</sup> Grade:

*I can identify real-life connections between words and their use. (L.2.5a)*

# Grade 1 Module 1

## *Selected Vocabulary List by Proficiency Level*

Beginning	Intermediate	Advanced
habitat	adapt	burrow
Arctic	carnivore	tundra
shelter	freshwater	camouflage
survive	herbivore	amphibious
Equator	hibernate	regeneration
prey	co-exist	nocturnal
gills	omnivore	scavenger
climate	shallow	plankton
pattern	colony	extinction

# Frayer Model

## Concept Development Graphic

<small>DEFINITION</small> <b>What is it?</b>	<small>CHARACTERISTICS</small> <b>What does it look like?</b>
<p>A home or place to live that is natural</p>	
<b>What are some examples?</b>	<div style="text-align: center;">  <h1>Habitat</h1> </div> <b>Who lives there?</b>
<p>Rainforest</p> <p>Oceans</p> <p>Arctic</p>	<p>monkeys, toucans, snakes, songbirds</p> <p>whales, fish, dolphins, coral, starfish.</p> <p>polar bears, snowy owls, Arctic fox</p>

# Modified Cloze Exercise

## Beginning Level:

Freshwater and ocean fish breathe through \_\_\_\_\_ . Many fish live in the same \_\_\_\_\_ . Sometimes, sharks and other big fish \_\_\_\_\_ on smaller fish to survive.

habitat

shelter

float

prey

gills

( 10 )

# Modified Cloze Exercise

## Intermediate Level:

All animals have to eat to \_\_\_\_\_.

Animals that eat meat are called

\_\_\_\_\_.

\_\_\_\_\_.

Animals that eat meat and plants are \_\_\_\_\_.

omnivores

survive

Equators

herbivores

shallow

climate

carnivores

# Modified Cloze Exercise

## Advanced Level:

Snowy owls and caribou share the \_\_\_\_\_ habitat.

With extensive daylight, the owls \_\_\_\_\_ by hunting

in daytime; they aren't \_\_\_\_\_.

Snowy owls can change their colors to \_\_\_\_\_ themselves in

winter.

burrow

tundra

camouflage

co-exist

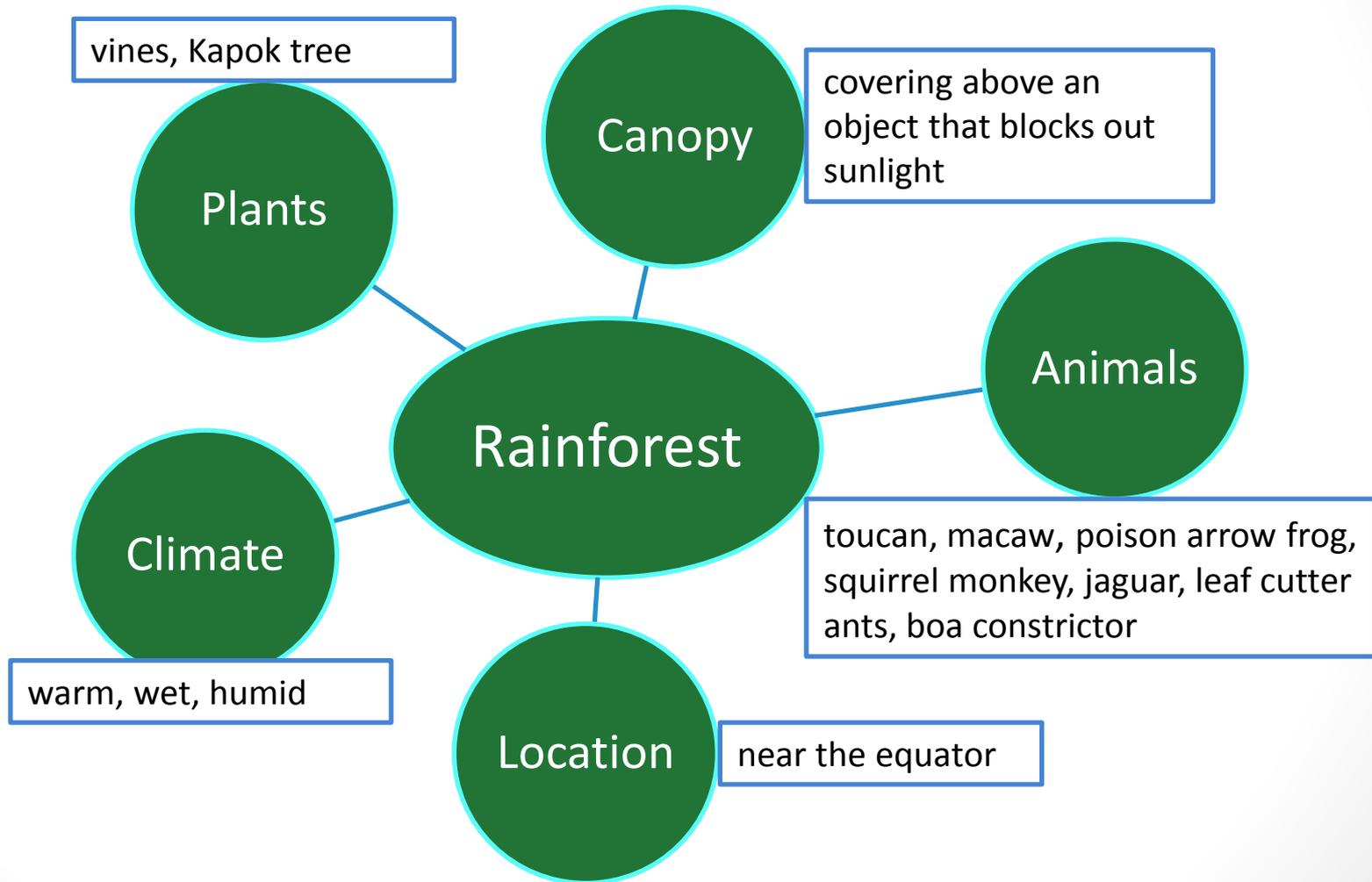
Arctic

nocturnal

adapt

extinction

# Rainforest Concept Map



# Animals of the Rainforest



Video en español: [http://www.youtube.com/watch?v=wrurv3pJj\\_0](http://www.youtube.com/watch?v=wrurv3pJj_0)

# Grade 1 Module: Rainforest Animals

## Purpose

In this unit students will read and retell “*The Umbrella*” by Jan Brett.

## Activities

1. Interactive Read Aloud of Jan Brett’s “*The Umbrella*”
2. Role play activity engaging students in a retelling of the story’s events
3. Paired activity focused on sequencing the events and writing details
4. Independent student writing/narration of story, including reactions/opinions.

## Product

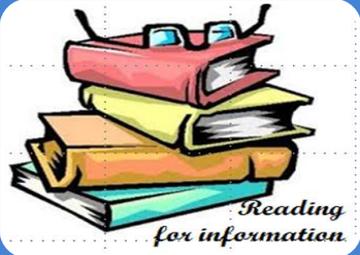
- Paired Activity Retelling Graphic Organizer (RL.K.2)
- Independent Writing – Retelling of the story with reaction to events (W.K.3)

## Resources

- “The Umbrella” by Jan Brett
- Character Masks
- Sequencing Graphic Organizer
- Choice paper



# Grade 1- Module 1: Domain 8: Kindergarten



## Reading Standards for Literature

- I can retell a story and include important details. (RL.K.2)



## Writing Standards

- I can draw, write, and dictate to compose a story where I:
  - *tell about the events in the order they occurred, and*
  - *give a reaction to what happened.* (W.K.3)



## Speaking and Listening Standards

- I can ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.K.2)

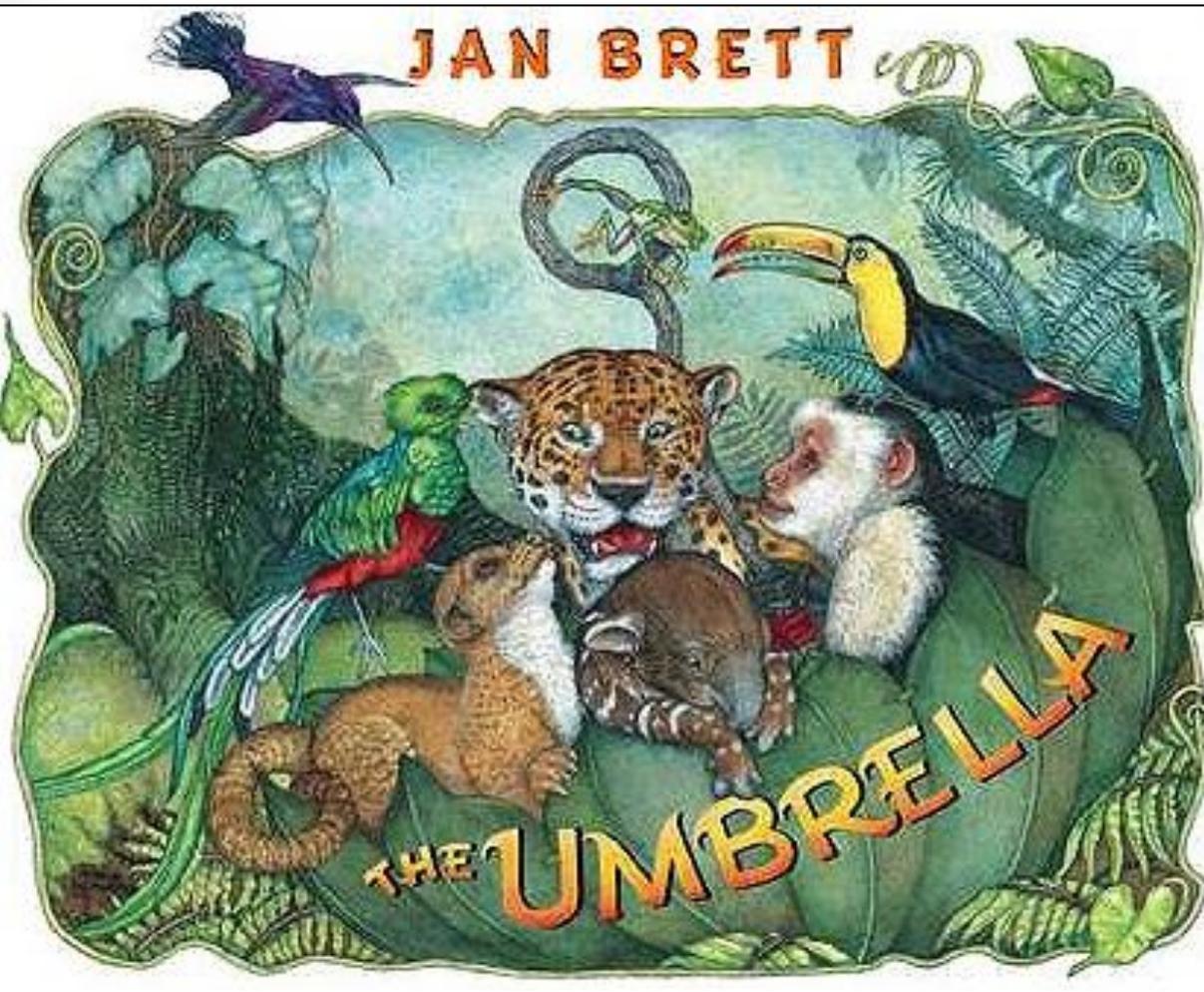


## Language Standard

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1.)

# *Animals of the Tropical Rainforest Habitat*

## **Whole Group Activity: Read Aloud**



**The Umbrella** *Written and illustrated by Jan Brett*  
ISBN: 0-399-24215-5



# Whole-Class Activity: *Role Play*



The goal of the role play is to engage students in a Total Physical Response (TPR) activity that all students, including SwDs and ELLs can participate in. This activity engages students in a whole-class retelling of the events of the story, with an emphasis on characters and setting.

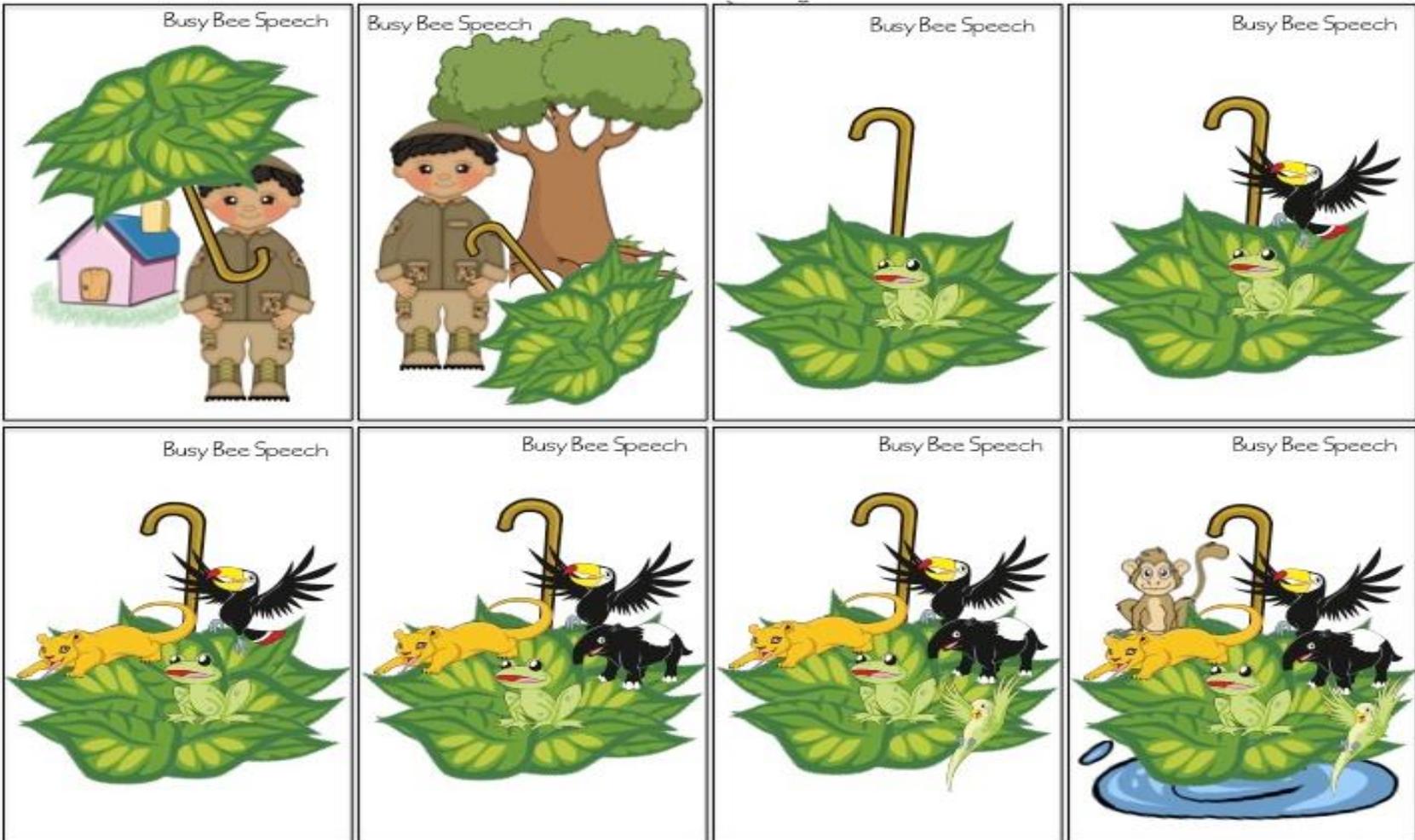
# Whole-Class Activity: *Role Play*

Assign students characters from *"The Umbrella"* by Jan Brett, and have them act out the story using character masks. They can jump into the green umbrella!



# Paired Activity: Sequencing

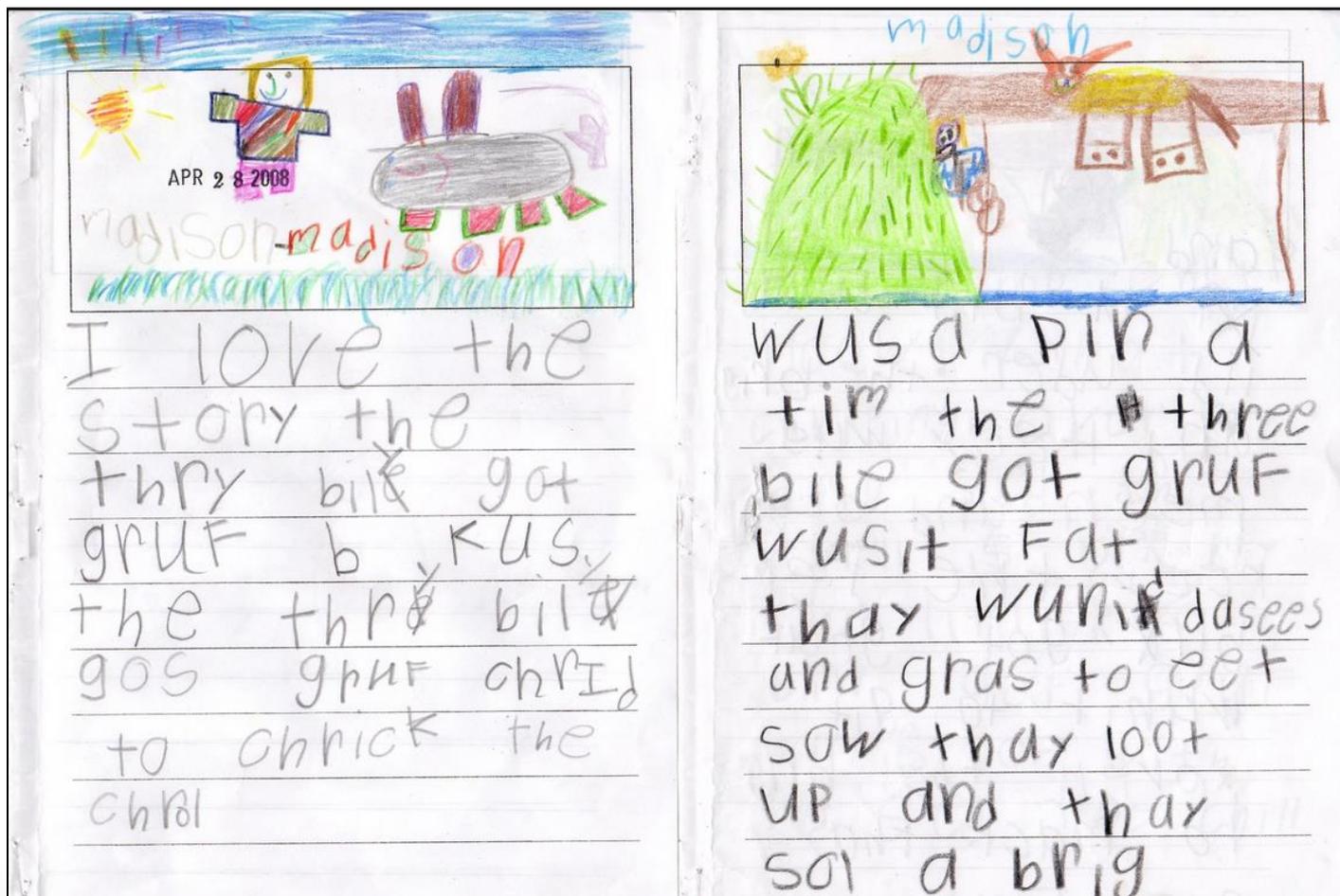
Students can work in pairs to organize the events of the story in sequence, retell the story using transitional phrases (“At the beginning”, “then”, “so”, “after that”, “in the end”) and write short sentences with details.





# Independent Writing: *Sample Retelling*

The CCLS asks for Kindergarten students to include their reactions or opinions of the events of the story in their written retelling, using a combination of drawing, writing and dictating.



APR 28 2008  
madison-madison

I love the  
story the  
thry bil & got  
gruf b kusi  
the thry bil &  
gos gruf child  
to chick the  
child

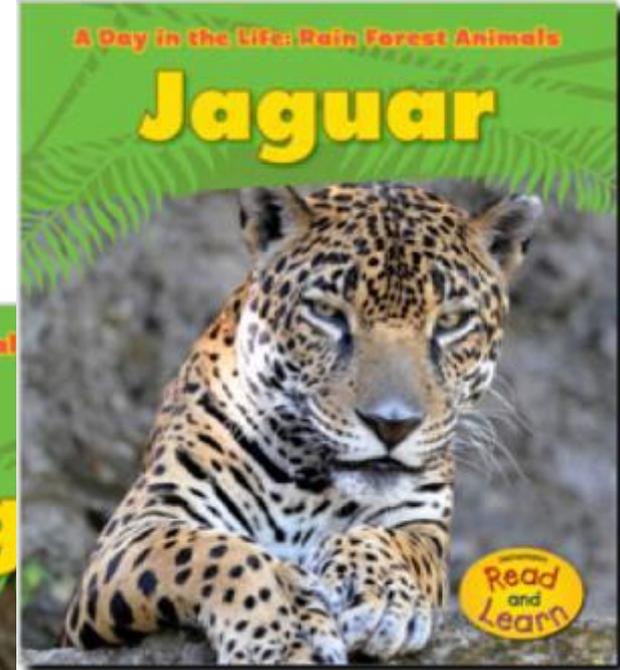
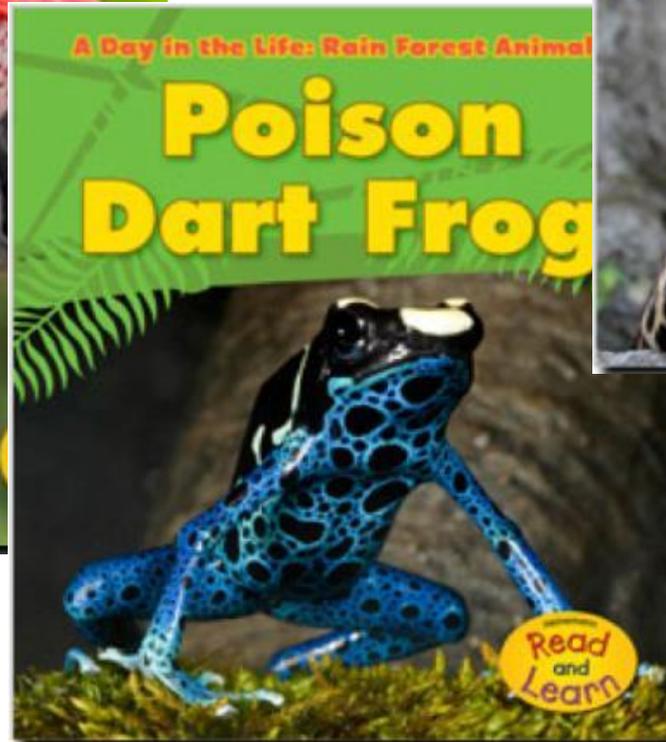
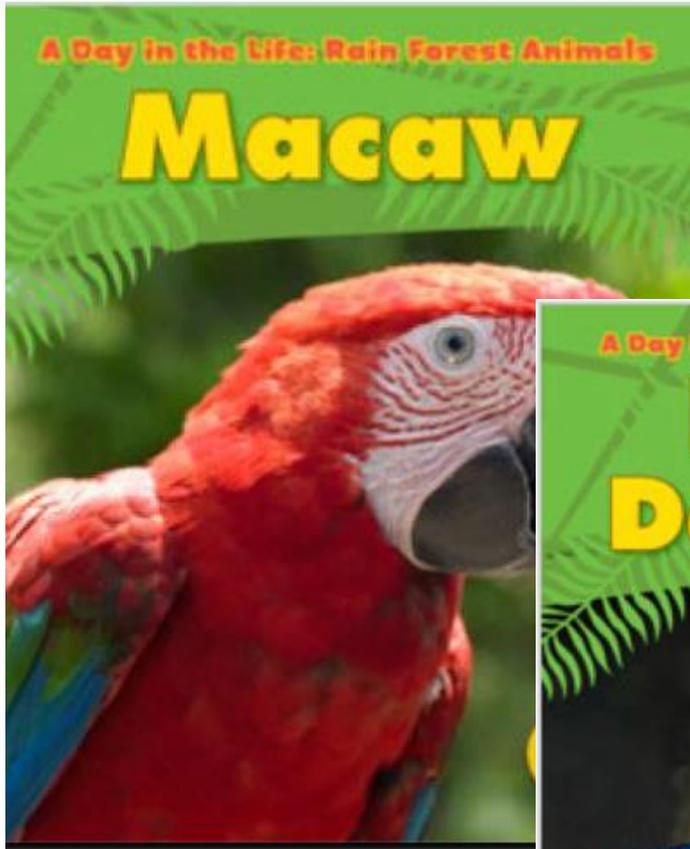
madison

was a pin a  
tim the # three  
bile got gruf  
was it fat  
they want dasees  
and gras to eat  
saw they loot  
up and they  
sol a brig

# Retelling Rubric – *Independent Writing*

	4	3	2	1
<b>Sequencing</b>	<ul style="list-style-type: none"> <li>includes big events in sequence by using details from the story</li> <li><u>or</u></li> <li>summarizes the gist of the story with appropriate details</li> </ul>	<ul style="list-style-type: none"> <li>includes big events in sequence</li> <li><u>or</u></li> <li>summarizes the gist of the story</li> </ul>	<ul style="list-style-type: none"> <li>includes a few of the big events,</li> <li><u>or</u></li> <li>may retell very few ideas from the story</li> </ul>	<ul style="list-style-type: none"> <li>includes only one portion of the text</li> <li><u>or</u></li> <li>Retelling is incomprehensible</li> </ul>
<b>Completeness</b>	<ul style="list-style-type: none"> <li>identifies and explains characters' feelings and actions, with details from story</li> </ul>	<ul style="list-style-type: none"> <li>identifies some characters' feelings and actions in the story</li> </ul>	<ul style="list-style-type: none"> <li>does not refer to characters' feelings or actions in the story</li> </ul>	<ul style="list-style-type: none"> <li>makes up a story not relevant to the topic</li> </ul>
<b>Reaction; Opinion</b>	<ul style="list-style-type: none"> <li>includes a reaction to what happened in the story</li> </ul>	<ul style="list-style-type: none"> <li>includes a reaction to what happened in the story</li> </ul>	<ul style="list-style-type: none"> <li>may not include an opinion of the story</li> </ul>	<ul style="list-style-type: none"> <li>gives no opinion of the story</li> </ul>
<b>Illustration</b>	<ul style="list-style-type: none"> <li>illustration is a clear representation of the student's retelling of the story</li> </ul>	<ul style="list-style-type: none"> <li>illustration is related to student's retelling of the story</li> </ul>	<ul style="list-style-type: none"> <li>illustration may represent some aspect of the story</li> </ul>	<ul style="list-style-type: none"> <li>illustration is not related to the story, or is missing</li> </ul>

# Literature Connections: *Fiction vs. Nonfiction*



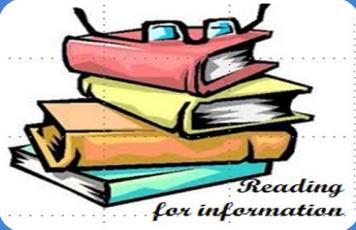
“A Day in the Life of Rain Forest Animals” series by Capstone Classroom introduces young readers to aspects of different animals' habitat, anatomy and behavior.

# Animals of the Ocean



Wordless video: <http://www.youtube.com/watch?v=7Rb1mmpAVys#t=43>

# Grade 1- Module 1: Domain 8: First Grade



## Reading Standards for Informational Text

- I can use various text features to locate key facts or information in a text. (RI.1.5)



## Writing Standards

- I can participate in shared research and writing projects. (W.1.7)



## Speaking and Listening Standards

- I can participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups (SL.1.1)



## Language Standard

- I can demonstrate command of the conventions of standard English grammar and usage when writing. (L.1.1.)

# Grade 1 Module: Ocean Animals

## Purpose

- This unit of study focuses on writing information books. This unit will reinforce the writing process with regards to revision and editing.

## Activities

- In partnership, children will use non-fiction literature to research and write **information books** on an animal of their choice. Writers will be expected to include the different features of nonfiction text in their books.

## Product

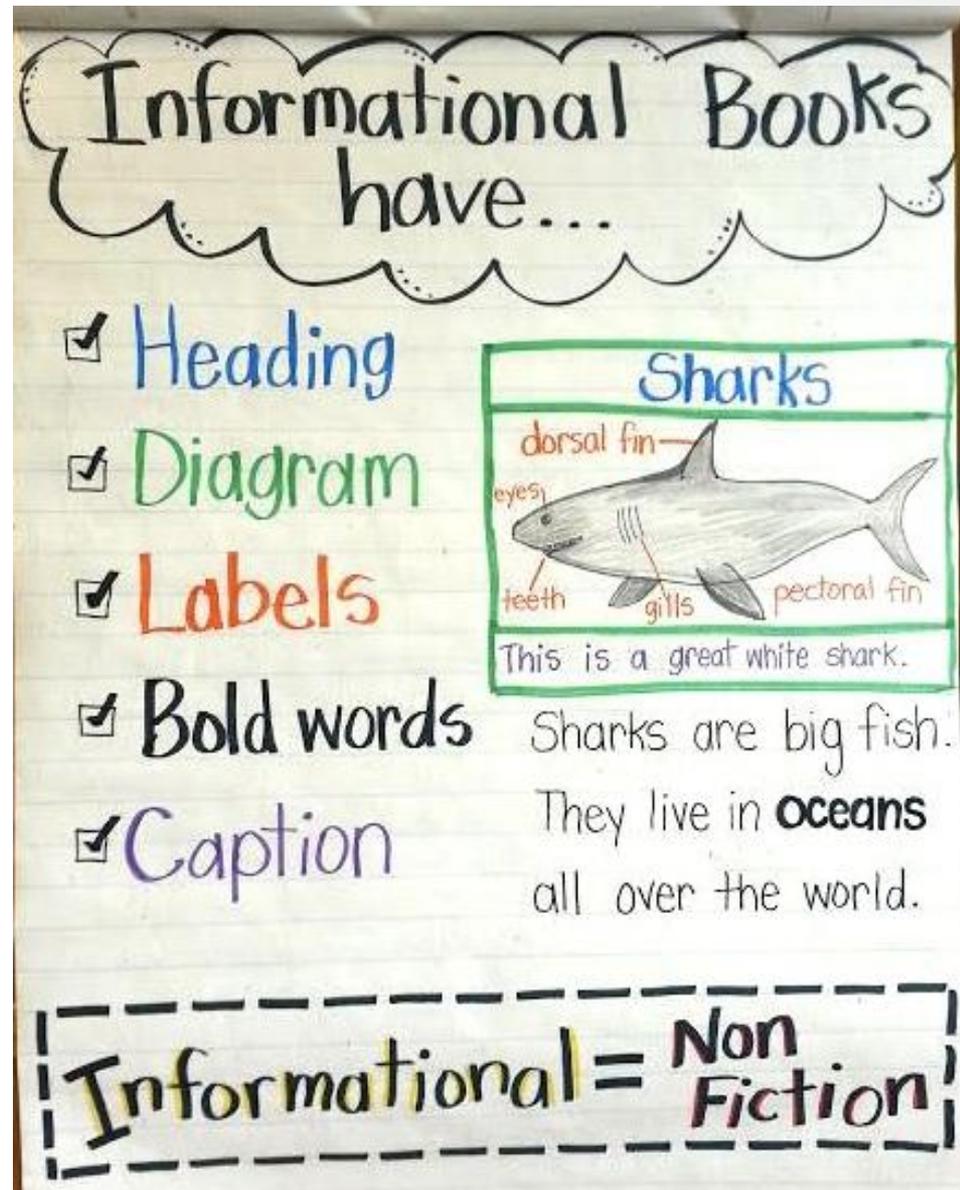
- Students will create an information book on a self-selected ocean animal.

## Resources

- **Fiction**
  - “The Seashore Book” by Charlotte Zolotow, ISBN: 0064433641
  - “Swimmy” by Leo Lionni, ISBN: 0394826205
- **Non-Fiction**
  - “Whales” by Kevin J. Holmes, ISBN: 9780736880732
  - “*Big Blue Whale*” by Nicola Davies, ISBN: 9780763610807
  - Zootles: Whales

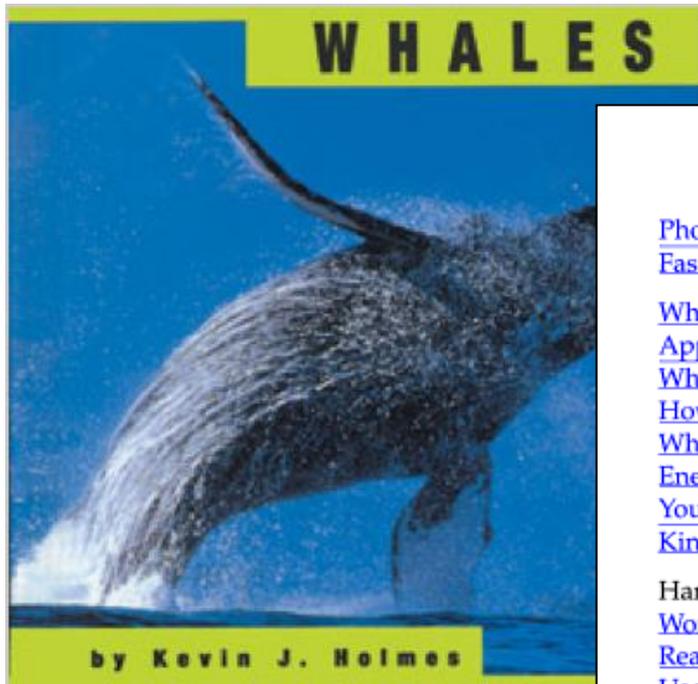
# Starting the Unit

- Remind students to use books as models for their own writing.
- Preview informational books, pointing out the non-fiction features.
- Teacher should create shared writing activities to model the writing process.



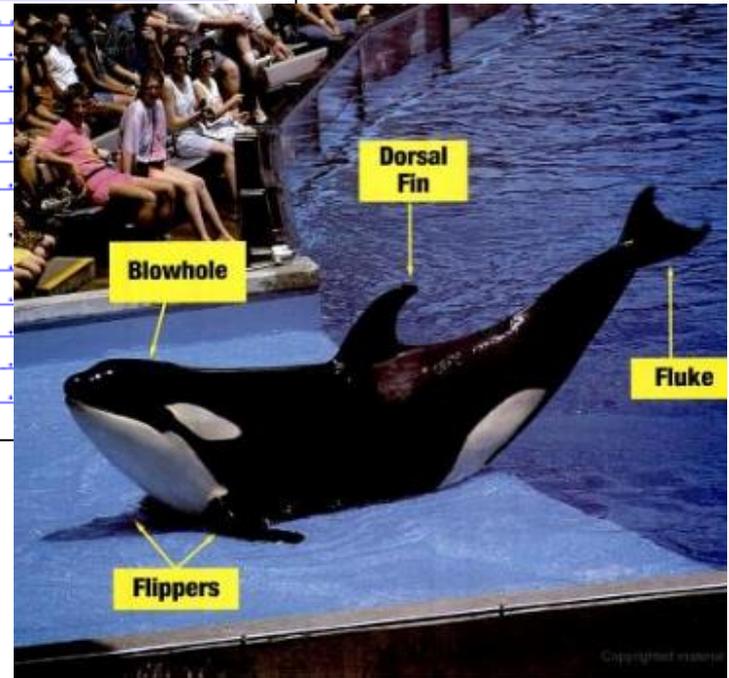
# Animals of the Ocean

## Whole Group Activity: Read Aloud



### Table of Contents

<a href="#">Photo Diagram</a>	<a href="#">4</a>
<a href="#">Fast Facts</a>	<a href="#">5</a>
<a href="#">Whales</a>	<a href="#">7</a>
<a href="#">Appearance</a>	<a href="#">9</a>
<a href="#">Where Whales Live</a>	
<a href="#">How Whales Act</a>	
<a href="#">What Whales Eat</a>	
<a href="#">Enemies of Whales</a>	
<a href="#">Young Whales</a>	
<a href="#">Kinds of Whales</a>	
<a href="#">Hands On: Measuring Whales</a>	
<a href="#">Words to Know</a>	
<a href="#">Read More</a>	
<a href="#">Useful Addresses</a>	
<a href="#">Internet Sites</a>	
<a href="#">Index</a>	



“Whales” by Kevin J. Holmes  
ISBN 9780736880732



# Rubric: Student Generated

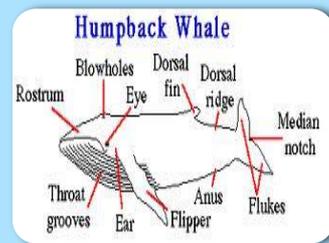
	Editor Calling	Almost Ready	Award Winner
 <p>IDEAS</p>	<ul style="list-style-type: none"> <li>Few/No details</li> <li>Writer doesn't know much about topic</li> </ul>	<ul style="list-style-type: none"> <li>Some details — need more</li> <li>Writer knows a little about topic</li> </ul>	<ul style="list-style-type: none"> <li>Lots of interesting details</li> <li>Writer sounds like an expert on topic</li> </ul>
 <p>ORG.</p>	<ul style="list-style-type: none"> <li>Order does <u>NOT</u> make sense</li> <li>Middle only</li> </ul>	<ul style="list-style-type: none"> <li>Some ideas out of order</li> <li>BM — no <u>end</u></li> </ul>	<ul style="list-style-type: none"> <li>Order makes sense &amp; easy to follow</li> <li>BME — all 3!</li> </ul>
 <p>VOICE</p>	<ul style="list-style-type: none"> <li>Reader is bored.</li> </ul>	<ul style="list-style-type: none"> <li>Some boring parts — some interesting parts</li> </ul>	<ul style="list-style-type: none"> <li>Reader enjoyed the whole thing</li> </ul>
 <p>WORD CHOICE</p>	<ul style="list-style-type: none"> <li>All R.I.P. words</li> </ul>	<ul style="list-style-type: none"> <li>Some R.I.P. &amp; some "wow" words</li> </ul>	<ul style="list-style-type: none"> <li>Tons of "wow" words</li> </ul>
 <p>SENT FLUENCY</p>	<ul style="list-style-type: none"> <li>Sentences all sound same</li> </ul>	<ul style="list-style-type: none"> <li>most of the sent. sound the same</li> </ul>	<ul style="list-style-type: none"> <li>Different types of sentences</li> </ul>
 <p>CONV.</p>	<ul style="list-style-type: none"> <li>Tons of mistakes</li> </ul>	<ul style="list-style-type: none"> <li>many mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Few/No mistakes</li> </ul>

# Group Activity: About-Point Graphic Organizer

Topic: Whales

Sources: "Whales" by Kevin J. Holmes; "Blue Whale" on National Geographic - (<http://animals.nationalgeographic.com/animals/mammals/blue-whale/>); Zootles: Whales.

Team Members : \_\_\_\_\_



Heading: Anatomy Book/Site "Whales" by Kevin J. Holmes

This section is about the anatomy and the point is to describe the whales body. The parts of the whale are illustrated, described and defined in this section.



Heading: Habitat Book/Site \_\_\_\_\_

This section is about **where whales live** and the point is \_\_\_\_\_.



Heading: Behavior Book/Site \_\_\_\_\_

This section is about **how whales act together or alone** and the point is \_\_\_\_\_.

# Individual Graphic Organizer

This activity gives ELLs an organizational strategy to assist them with content area research and writing. It moves ELLs through the basic steps of forming questions, conducting research, documenting sources and reporting the results.

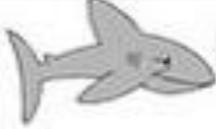
Topic: Whales

Section: Behavior: How do whales act?

Member: \_\_\_\_\_.

Questions:	Source / Page
1. Why do whales swim in groups?	Whales by Kevin J. Holmes. P. 13  Video on National Geographic Kids.
2. How do mother whales take care of their babies?	

# Illustrations to Interact with Text



my shark report  
by \_\_\_\_\_

my shark \_\_\_\_\_  
My shark is a \_\_\_\_\_  
\_\_\_\_\_

my shark can \_\_\_\_\_  
\_\_\_\_\_

My shark eats \_\_\_\_\_  
\_\_\_\_\_

shark fun facts \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

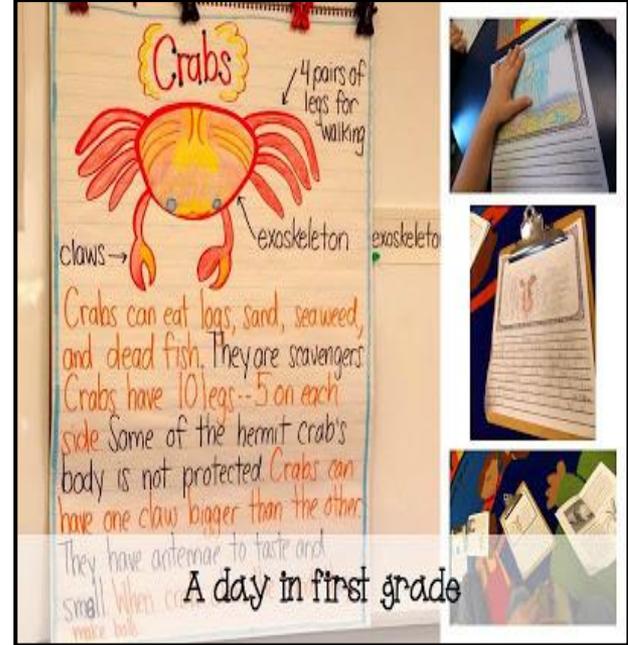
habitat \_\_\_\_\_  
\_\_\_\_\_

Title: \_\_\_\_\_

*Draw the picture*  
*Caption for Picture*

1. What I see \_\_\_\_\_  
\_\_\_\_\_
2. Questions I have.. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Where is it in the text/video?  
\_\_\_\_\_  
\_\_\_\_\_

# Summary with Illustration



<http://adayinbcasfirstgrade.blogspot.com/2013/05/five-for-friday-ocean-style.html>

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

My Table of Contents

Write the name of each page title, and the page number.

Pg. \_\_\_\_\_

Pg. \_\_\_\_\_

Pg. \_\_\_\_\_

Pg. \_\_\_\_\_

Pg. \_\_\_\_\_

Pg. \_\_\_\_\_

Choose vocabulary words that go \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

About the Author

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

I am in \_\_\_\_\_ grade.

I live in \_\_\_\_\_

I like to \_\_\_\_\_

I like to write about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dedication Page

This book is dedicated to \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 1<sup>st</sup> Grade - Published Books



# Animals of the Arctic



Video in English: <http://www.youtube.com/watch?v=WklcqCW4VhQ>

# Animals of the Arctic



## Purpose

- Familiarize students with the features of non-fiction text
- Actively teach and model comprehension strategies L2 learners can use and access high level non-fiction content and text
- Apply the strategies learned through “Text Mapping” to other texts and media
- Gather information for culminating writing activity

## Activities

- Individual students (or small groups) will read selected books and websites about animals that live in the Arctic habitat
- Students will complete a “Scavenger Hunt” graphic organizer as they read

## Product

- Students will produce authentic writing (flip book or magazine article) differentiated to student’s individual proficiency levels and/or needs.

## Resources

A selection of non-fiction books about the Arctic Habitat

<http://www.athropolis.com/links/arctic.htm>

<http://library.thinkquest.org/3500/animals.htm>

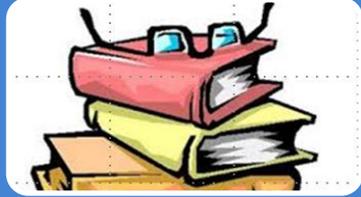
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/polar-bear/>

[http://firstpeoplesofcanada.com/fp\\_groups/fp\\_inuit3.html](http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html)

# Grade 1- Module 1: Domain 8:

## Second Grade 'I can...' Statements

### Reading Standards for Informational Text



- I can ask and answer such questions as who, what, where, when, why, and how to show that I understand what I read. (RI.2.1)
- I can use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and easily. (RI.2.5)

### Writing Standards



- I can write informative/explanatory texts about a topic, use facts and definitions to develop ideas, and write a conclusion. (W.2.2)

### Speaking and Listening Standards



- I can participate in group conversations about grade 2 topics and texts with classmates and adults. (SL.2.1)
- I can ask for explanation during a discussion if I need more information. (SL.2.1c)

### Language Standards



- I can use simple and compound sentences. (L.2.1)
- I can capitalize proper nouns. (L.2.2)

# The Arctic: A Cold & Beautiful Land

## “Text Mapping”

### Pre-reading Activity

- Explicit and concrete process which makes text more “manageable”
- Instills confidence with complex text for L2 learners

### Aid to Comprehension

- Provides opportunity to model reading comprehension strategies, study skills, and note-taking skills
  - Low-tech yet interactive
  - Skills are transferable to approaching text in all reading contexts and contents

*More Information on Text Mapping:*

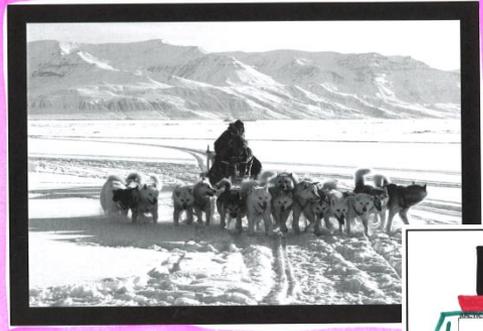
[www.textmapping.org](http://www.textmapping.org)

[www.nerdynerdynerdyn.com/2012/03/text-mapping.html](http://www.nerdynerdynerdyn.com/2012/03/text-mapping.html)

*The Arctic: A Cold & Beautiful Land (free download):*

<http://www.teacherspayteachers.com/Product/Arctic-Circle-Week-1-of-4-Common-Core-Non-Fiction-Reading-Unit-429154>

# The Arctic



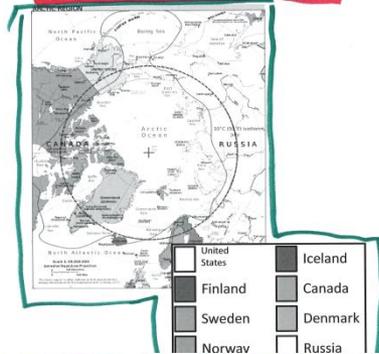
A Cold & Beautiful Land

- 1 Headings
  - 2 Sub-headings
  - 3 Maps + Diagrams
  - 4 Photos + Captions
  - 5 Fact Bubbles
  - 6 Diagrams
  - 7 Keywords
- By: Cara Walker

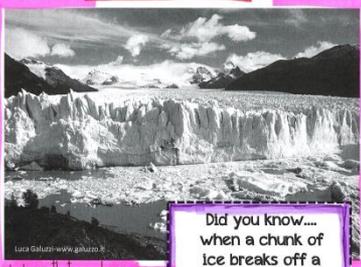
# The Arctic: A Cold & Beautiful Land "Text Mapping" Sample

- Teacher models strategies to "deconstruct" non-fiction text
- Students interact with text to identify and label the features on non-fiction text.
- Together, a "Non-Fiction Text Features" Reference Chart is created

## Location



## Land



Did you know... when a chunk of ice breaks off a glacier it is called "calving"?

Much of the Arctic Circle is made up of **glaciers**. A glacier is a large river of ice. An **iceberg** is part of a glacier that breaks off and floats in the water. When that chunk of ice floats in the water it is called an iceberg.

## Types of Animals Hunted By The Inuit

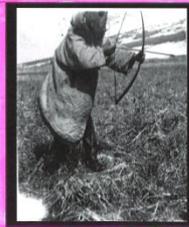
### Land Animals

- Caribou
- Musk Oxen
- Arctic Hare
- Polar Bear
- Arctic Fox

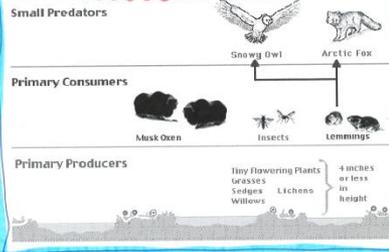
### Water Animals

- Walrus
- Fish
- Seals
- Small White Whales
- Narwhales

There are few stores in the arctic. Many people must hunt and fish for food.



## A Food Web in the Tundra Biome



Arctic animals need one another to eat. If one kind of animal dies, it causes other animals to go hungry. This **food web** shows how animals need one another in the tundra.

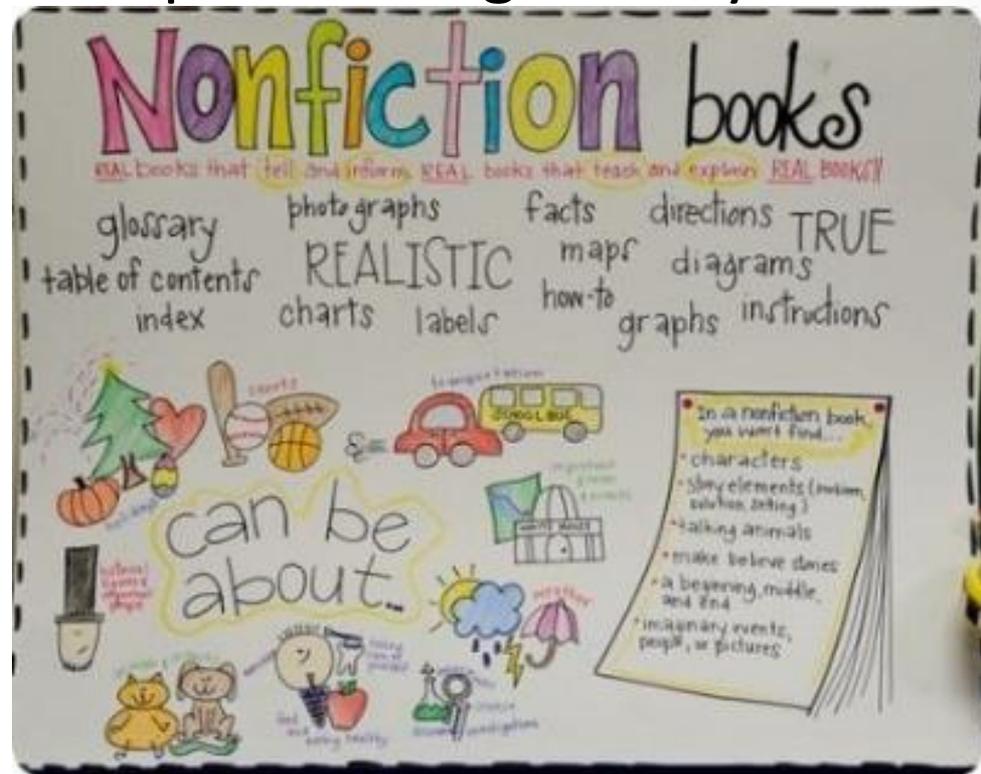
## Glossary

- Arctic Circle:** Most northern area on Earth.
- Blubber:** A thick layer of fat that keeps arctic animals warm.
- Dog Sled:** A sled pulled by husky dogs, used in the arctic.
- Food Web:** Shows how predators and prey depend on one another for survival.
- Glacier:** A large, slow moving river of ice
- Iceberg:** A chunk of ice that has broken off of a glacier and is floating in water.
- Igloo:** A house made out of snow blocks.
- Inuit:** Native people from the Arctic Circle.
- Migrate:** When large groups of animals move from one place to another.
- Parka:** A warm coat made of animal fur.
- Snowshoe:** A special shoe used for walking on top of snow.
- Tundra:** An area with small plants, shrubs, and trees.

# Non-Fiction Text Features

## Reference Charts

- Serve as a visual reference
- Reinforce concepts from pre-reading activity



# Animals of the Arctic Habitat

## *“Non-Fiction Text Scavenger Hunt”*

Text Feature	Source (with Page Number if from a book)	How is this feature important or helpful?	Facts learned from this feature:
Table of Contents			
Heading & Sub- heading			
Photo & Caption			
Illustration or diagram			
Glossary			

# Animals of the Arctic Habitat:

## *Differentiating the Product*

- Students at all levels will be required to produce authentic writing differentiated to student's individual proficiency levels and/or needs.
- **Students will receive checklists** so they know what is expected in the final product. All students will receive checklists for each product so that they can demonstrate the requirements at a higher proficiency if they so choose.

Beginner	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Bulleted facts, or;</li> <li>• Short descriptive sentences</li> <li>• Photos or Illustrations with captions</li> <li>• List of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive sentences and paragraphs</li> <li>• Headings/sub-headings</li> <li>• Keywords with glossary</li> <li>• Photos or Illustrations with captions</li> <li>• List of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Magazine style article</li> <li>• Organized paragraphs</li> <li>• Headings/sub-headings</li> <li>• Keywords with glossary</li> <li>• Photos or Illustrations with captions</li> <li>• Diagrams/charts/maps</li> <li>• Fact bubbles</li> <li>• List of sources as works cited</li> </ul>

# Animals of the Arctic Habitat

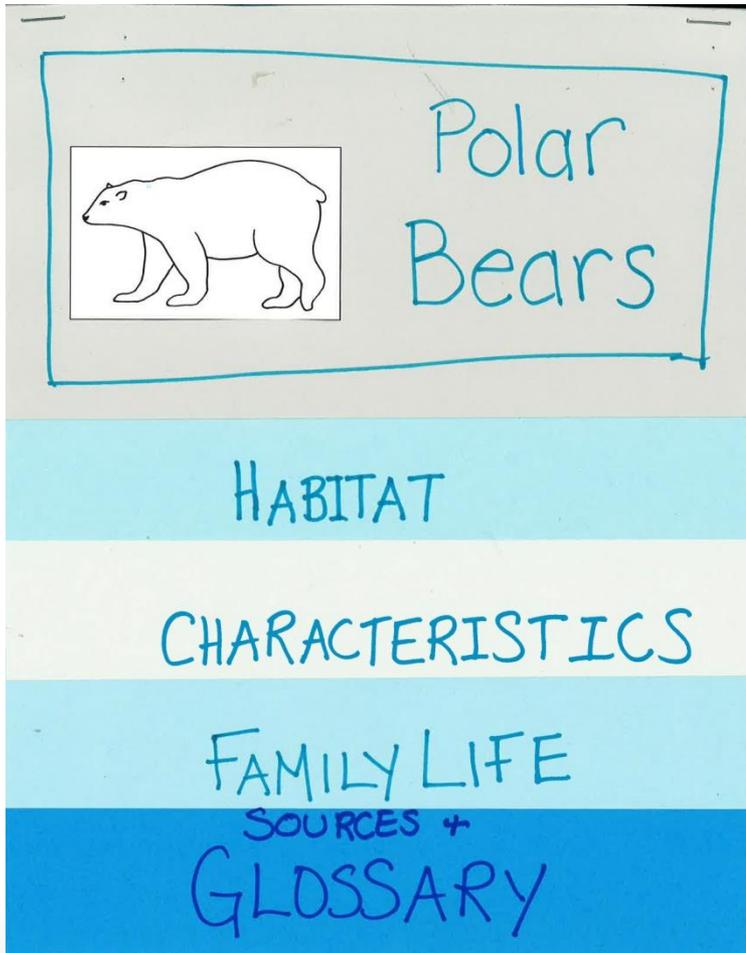
## *Beginner/Intermediate Level Pre-Writing Activity*

- **Pre-writing:** Students will choose an animal from the Arctic and complete a graphic organizer, filling in information obtained during the “Text Mapping” and “Scavenger Hunt” activities. Students will also practice specific descriptive writing structures.

<b>Animal:</b> _____		<b>Draw a picture of the Arctic Habitat animal:</b>	
_____ s are:	_____ s can:	_____ s have:	

# Animals of the Arctic Habitat

## *Beginner/Intermediate Level Writing Activity*



- Students write a flip book incorporating:
  - Features of non-fiction text (e.g., photos with captions, headings/ sub-headings, glossary)
  - Paragraphs using descriptive writing structures from pre-writing activity
  - Facts documented during prior activities.

# Arctic Habitat Magazine Article

## Intermediate/Advanced Pre-Writing Activity

Students will write a magazine article about one or more aspects of the Arctic Habitat. The article will include:

- Features of non-fiction text (e.g., photos with captions, headings, glossary)
- Vocabulary related to the Arctic habitat
- Additional relevant facts learned during readings
- A graphic organizer will be provided to help students organize their ideas and information

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

\_\_\_\_\_

Title

Main Idea:

\_\_\_\_\_

\_\_\_\_\_

My article will have \_\_\_\_ Headings. (List them below)

Heading	Sub - Heading (optional)

Text features I will include in my article:



Text Feature	Section Heading

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

_____	Key Vocabulary
Heading	_____
_____	_____
Sub-heading (optional)	_____

Text Feature(s)

\_\_\_\_\_

Facts

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Magazine Article – Arctic Habitat

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

\_\_\_\_\_

Title

Main Idea:

---



---

My article will have \_\_\_\_ Headings. (List them below)

Heading	Sub - Heading (optional)

Text features I will include in my article:






Text Feature	Section Heading

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

\_\_\_\_\_

Heading

\_\_\_\_\_

Sub-heading (optional)

Key Vocabulary

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Text Feature(s)

Facts

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Magazine Article – Arctic Habitat

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

Polar Bears  
Title

Main Idea: This article will be about Polar Bears and the Arctic habitat.

My article will have \_\_\_\_ Headings. (List them below)

Heading	Sub - Heading (optional)
Habitat	
Characteristics	Physical Characteristics, Behavior
Family Life	

Text features I will include in my article:

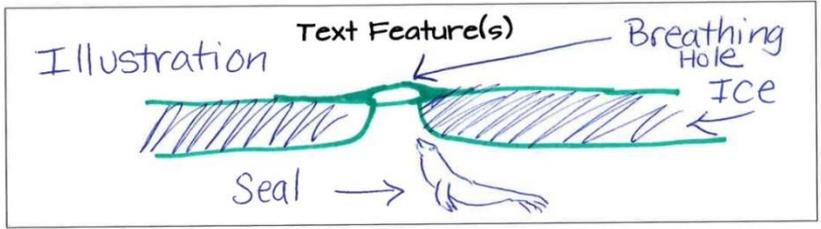


Text Feature	Section Heading
Map	Habitat
Photo with Caption	Family Life
Illustration	Characteristics
Glossary	

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

Characteristics  
Heading  
Behavior  
Sub-heading (optional)

Key Vocabulary  
prey    breathing hole  
seal  
patient



Facts

1. Polar bears are very patient hunters. They wait near breathing holes to catch ringed seals.
2. Polar bears are hunters. They prey on ringed seals. ~~They~~ There are a lot of ringed seals for polar bears to hunt.
3. Polar bears must live near ice to hunt ringed seals. Some polar bears follow the ice when ice floes move so they can still hunt for seals.

# ADDITIONAL RESOURCES FOR THESE TOPICS:

This entire presentation and other scaffolded modules created by L.I. RBE-RN staff are available for viewing and downloading at:

<http://www.esbores.org/Page/1013>

- National Geographic
- Discovery Online
- Mystic and NY Aquariums
- Museum of Natural History
- And many more...