

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 2 ELA UNIT CONNECTED TO LIFE SCIENCE**

Scientist's Journal

This journal belongs to:

Animal Life Cycles

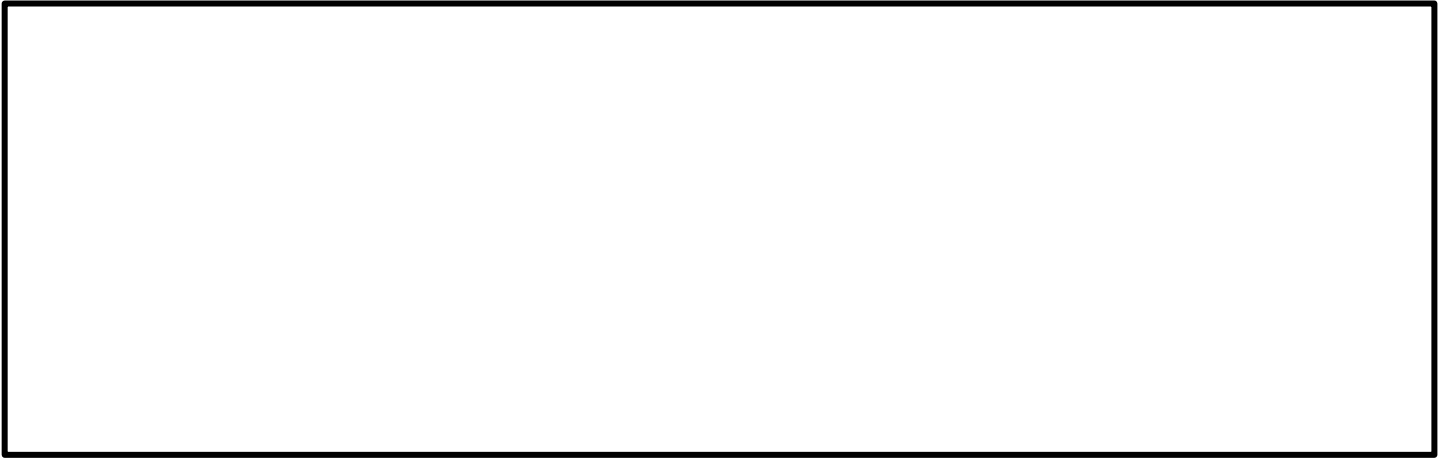
Living Things	Birth	Growth	Reproduction	Dangers/Predators	Protections
All living things (plant & animal species)					
Mammals					
Bats (mammal)					
Newt (amphibian)					
Butterfly (insect)					
Praying Mantis (insect)					
Sea Turtle (reptile)					

Text: *Bats*

Daily Task 2: Draw the life cycle of a bat including labels for each stage in the cycle. Write an informative paragraph, describing how a bat's characteristics (behaviors and structures) help it survive (function) each stage of its cycle.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animals' internal/external structures and their functions; and
- provide a conclusion to provide closure for your readers.



Text: *Into the Sea*

Daily Task 9:

Imagine you are a sea turtle.

1. Draw the sea turtle life cycle.
2. Write three short diary entries as if you were the sea turtle:
 - first, write about when you were born;
 - second, write how you survived as a baby sea turtle; and
 - third, write about how you survived dangers as an adult.

Be sure to use vocabulary words, such as hatchling, current, or instinctive.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animals' internal/external structures and their functions; and
- provide a conclusion to provide closure for your readers.

Text: *Sea Turtles*

Daily Task 10: Both bats' and sea turtles' survival are threatened by humans. You will write an informative paragraph that compares and contrasts the threats humans pose to the survival of sea turtles to bats and make suggestions for changing human behavior in the future.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animals' internal/external structures and their functions; and
- provide a conclusion to provide closure for your readers.

Use this graphic organizer to plan for your writing.

List the SAME ways that bats and sea turtle's survival are threatened by humans:	
Use this information when you are comparing sea turtles and bats in your writing.	
Now you will contrast, or tell what is different, sea turtles and bats when their survival is threatened.	
Sea Turtles	Bats

End-of-Unit Task

You are an animal scientist at the local zoo. Your job is to teach school groups about animal life cycles and their importance to animal survival. Prepare a copy of your speech and an example of the poster you plan to use with school groups:

- You will create one poster with two different species we read about in this unit.
 - Your poster should include an illustration of the life cycle of each species.
 - Next to each stage of your species' life cycles, label the dangers, specific predators, and how each species protects itself.
 - Write your speech. In your speech, be sure to refer to the two species on your posters to explain what animal behaviors and characteristics help it survive using the unit's vocabulary whenever possible.

Present your speech and poster to your "colleagues" as practice and feedback. When you give your speech, be sure to point out the life cycles you drew on your poster.

End-of-Unit Task Planning Pages Follow

