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: What is a Life Cycle?

Daily Task 1: We have learned about the basic life cycle common to all species. We have also learned about how the mammal life cycle has some unique characteristics. Write a paragraph explaining what a life cycle is and why is it important for animal survival. Be sure to explain how mammal parents take care of their young during birth and growth (behaviors) so their young can survive (function).

Your paragraph 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: 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.

- 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: Nightsong

Daily Task 3: Use the information from the previous nonfiction expository text, *Bats*, and details from this fiction text to write an explanatory paragraph about how the author of *Nightsong* helps you understand echolocation and how echolocation helps Chiro during his long journey to find food and his way home.

- 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

Text: Pinduli

Daily Task 4: In the story *Pinduli*, the main character chose to change her appearance by rolling in pale dust until she was completely white, because the lion and zebra made fun of her fur.

Take a stance as to whether you agree or disagree with the character's behavior. Write your opinion about whether Pinduli should have changed the appearance of one of her structures (mane). Why or why not?

Use specific examples from the text to support your opinion. Include your thinking about how animal structures function to support survival.

- introduce your opinion;
- develop the opinions 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: Born in the Wild: Baby Mammals and Their Parents

Daily Task 5: Write an informational text explaining how mammals' behaviors help their offspring survive. Make connections between the number of offspring mammals have, the level of care from the parent, and the survival tendencies of the species.

- 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.

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Text: What is a Life Cycle? Reading 2

Daily Task 6: You are an animal scientist for the zoo. The zoo has opened a new butterfly exhibit. A group of children from the local preschool will be visiting the butterfly exhibit tomorrow and will observe butterflies in different stages of metamorphosis. Write a short speech explaining what the preschool students will observe and why: the stages of metamorphosis and how they protect the young caterpillar.

- Include some of our vocabulary terms, such as metamorphosis, larvae, caterpillar, predators, chrysalis, or compete.
- Make sure to welcome the children, introduce yourself, and share your information about the stages of metamorphosis.

- 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: A Butterfly is Patient, Reading 2

Daily Task 7: Pretend that you have just become a butterfly. When you were a caterpillar, you had a friend, a ladybug. Write a letter to your friend explaining how exciting it is to be a butterfly, how you protect yourself, and survive.

- Choose a type of butterfly (from our book, *A Butterfly is Patient*) to pretend to be.
- Explain to your friend how you protect yourself and what predators you face.
- Use evidence from the text to tell your friend about your new life.
- Be sure to include details to describe your actions, thoughts, and feelings.

Note: You can give yourself a nickname, if you want. For example, you pretend to be a Pipevine Swallowtail. Your nickname could be Pip.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;

provide a conclusion to provide closure for your readers.

- 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

Text: My Awesome Summer by P. Mantis

Daily Task 8: Using the text, create an explanatory paragraph that shares how the author and the illustrator help you understand the life cycle of the praying mantis and how it survives, so the life cycle can continue. Before writing, talk to your partner about how the author used diary entries to tell the story of P. Mantis.

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- introduce the topic;
- use facts to provide information; and

•	provide a concluding statement or section.

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.

- 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 tu	rtles and bats in your writing.				
Now you will contrast, or tell what is different, sea tu	rtles 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.
 - o 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





