

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

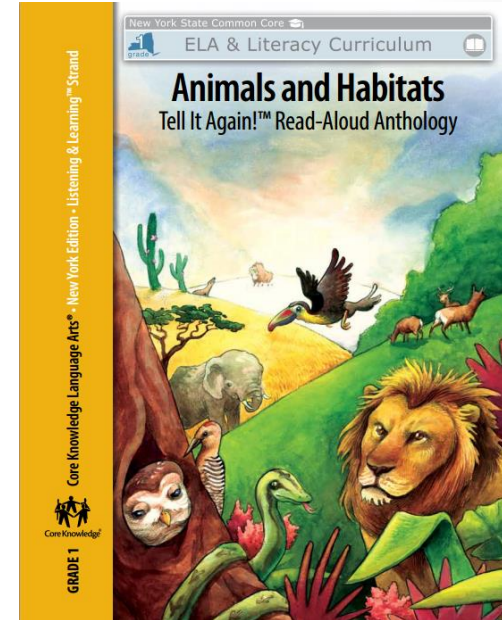
Shifts in ELA/ Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	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.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	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, which is organized into four main columns, each with a title and a list of educational links. Each column has a header bar with 'ABC', a plus icon, a folder icon, and a pencil icon.

- Animals & Habitats**
 - [Intro to Habitats](#) **NEW**
Animated video of badger singing a habitat song.
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=wrurv3pj_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/
 - [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
 - [Animals](#) ▲
A multi-media exploration of animals.
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/anemonefish/>
- Informational Literature** ▲ ▼
 - [Zoobooks](#) **WOW** ▼
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>

portaportal.com

For access to our page go to:
http://quest.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

“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)

1st Grade:

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

2nd 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 Arctic shelter survive Equator prey gills climate pattern	adapt carnivore freshwater herbivore hibernate co-exist omnivore shallow colony	burrow tundra camouflage amphibious regeneration nocturnal scavenger plankton extinction

Frayer Model

Concept Development Graphic

DEFINITION What is it?	CHARACTERISTICS What does it look like?
A home or place to live that is natural	  
What are some examples?	Who lives there?
Rainforest	monkeys, toucans, snakes, songbirds
Oceans	whales, fish, dolphins, coral, starfish.
Arctic	polar bears, snowy owls, Arctic fox

Habitat

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

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

shallow

survive

climate

Equators

herbivores

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.

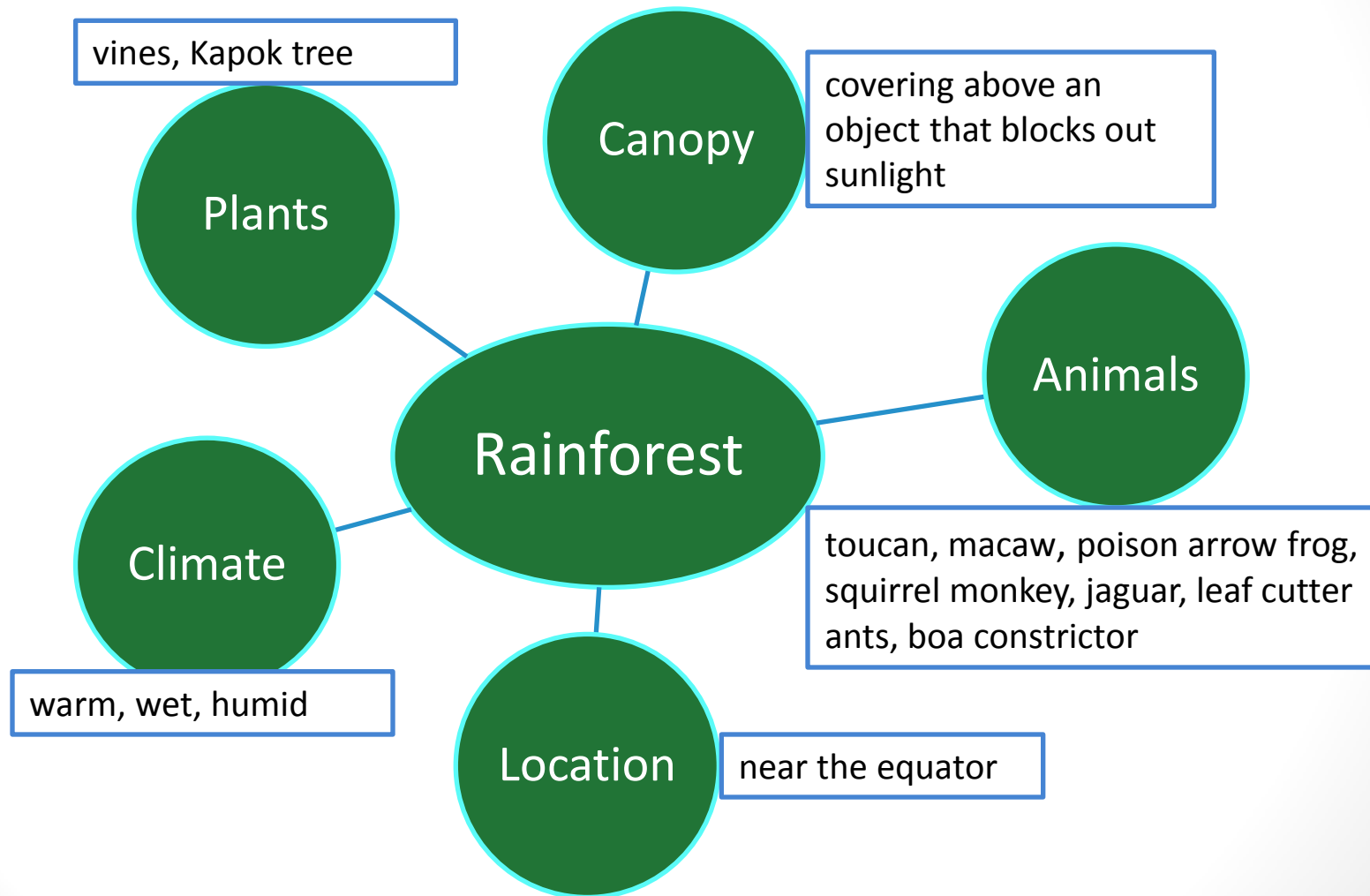
burrow
Arctic

tundra
nocturnal

camouflage
adapt

co-exist
extinction

Rainforest Concept Map



Animals of the Rainforest



Video en español: 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

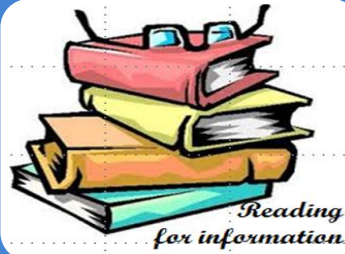
- Paired Activity Retelling Graphic Organizer (RL.K.2)
- Independent Writing – Retelling of the story with reaction to events (W.K.3)

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)

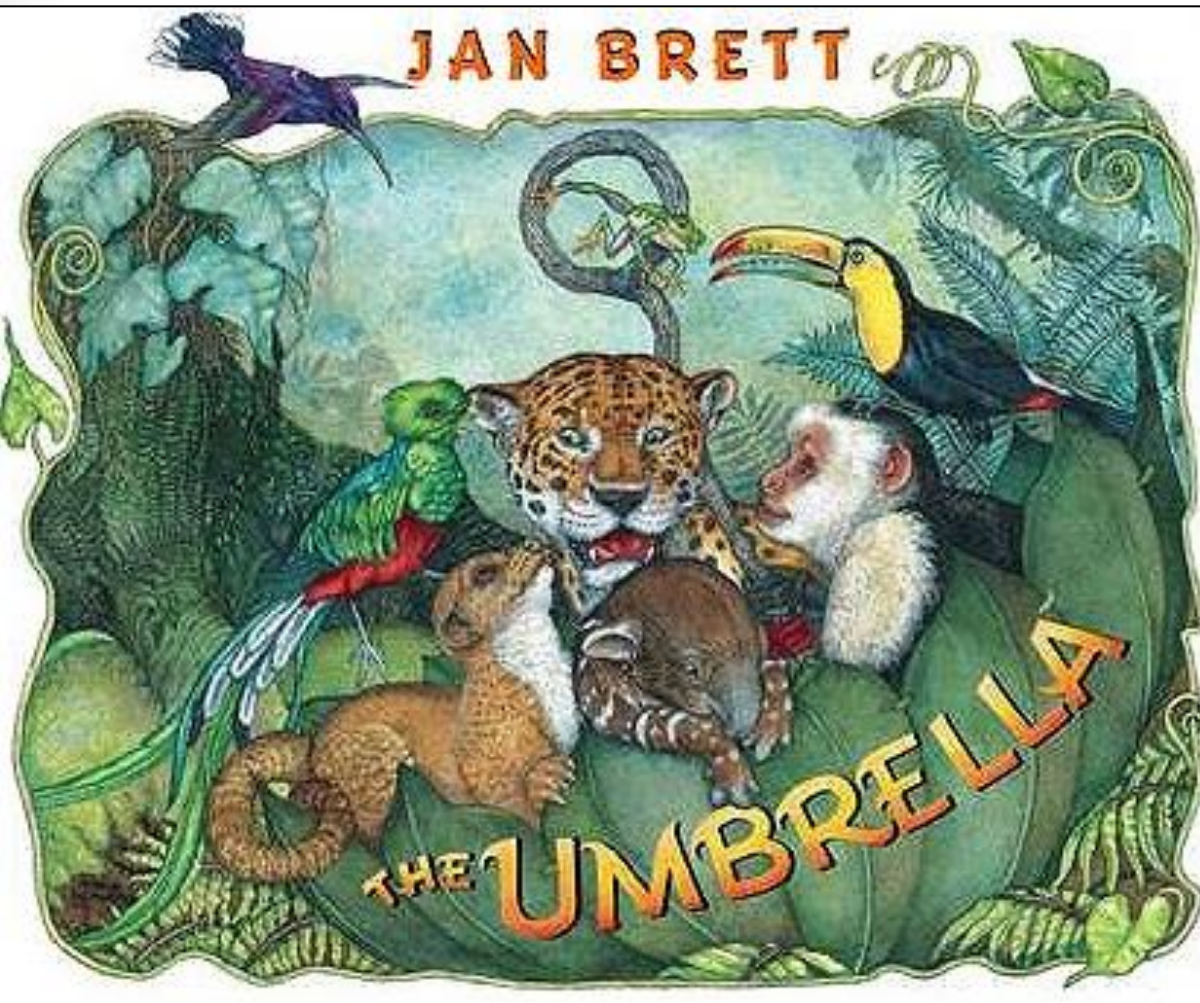


Language Standard

- 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.

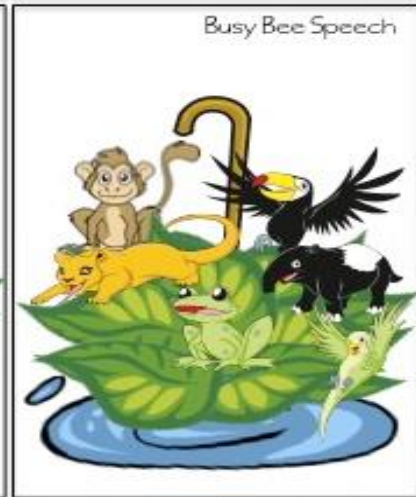
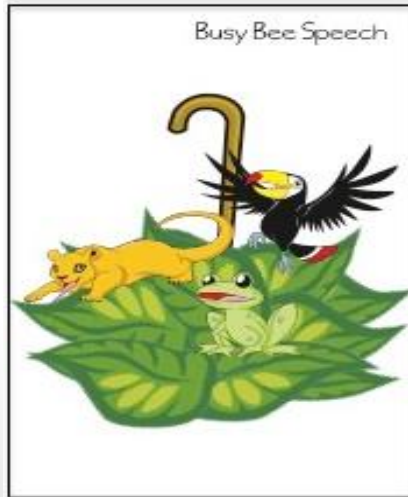
Whole-Class Activity: *Role Play*

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.



Paired Activity: *Sequencing*



Retelling of "The Umbrella" by Jan Brett

Partners: _____ and _____

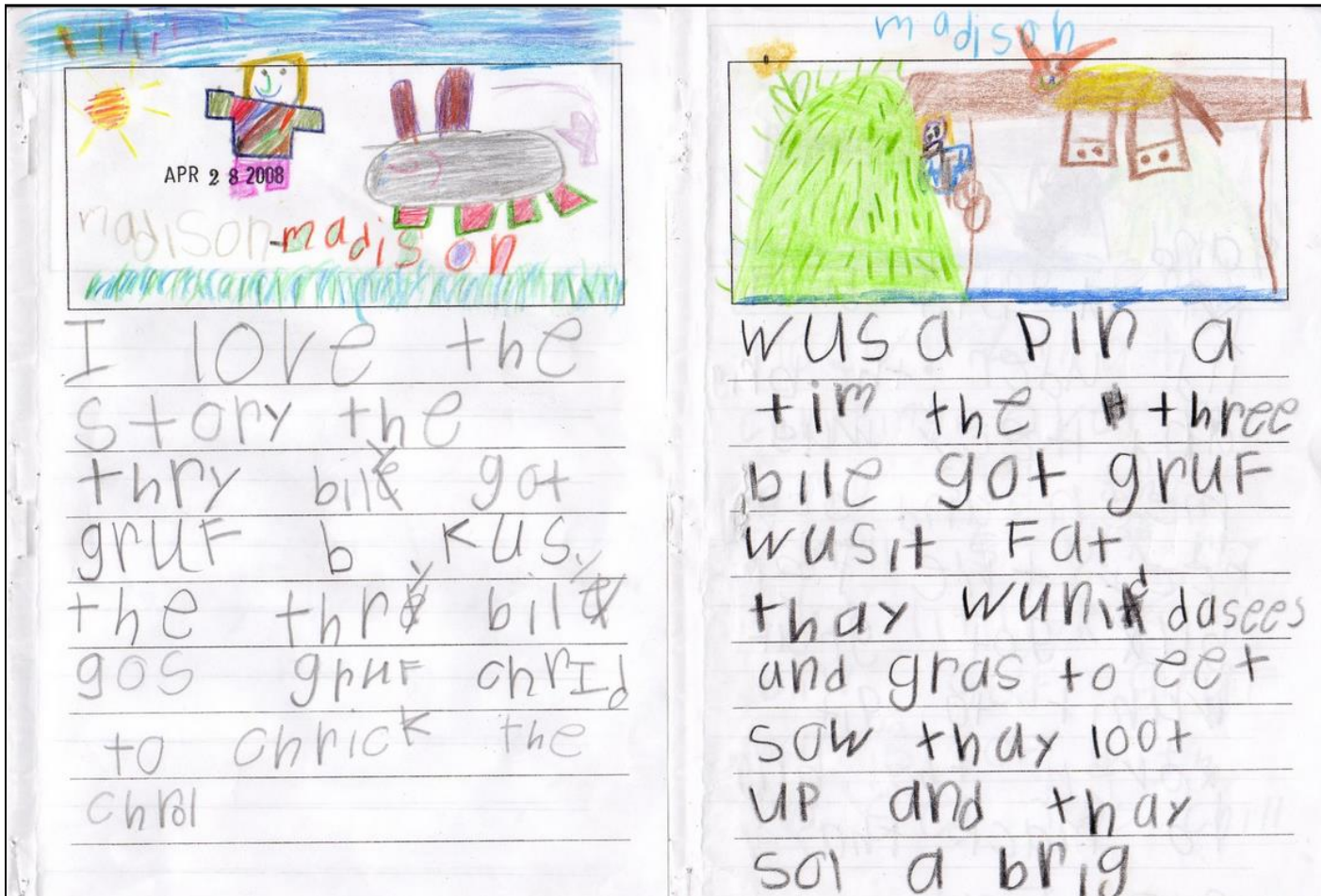
Busy Bee Speech



At the beginning,

Independent Writing: *Sample Retelling*

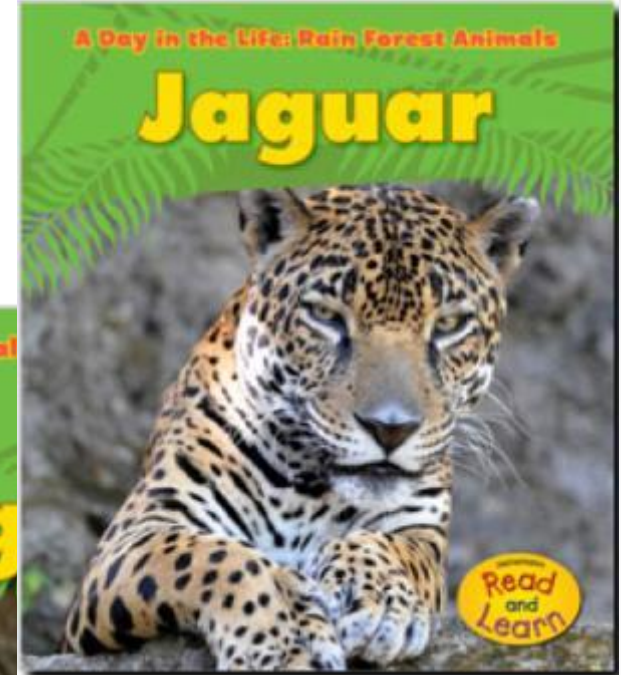
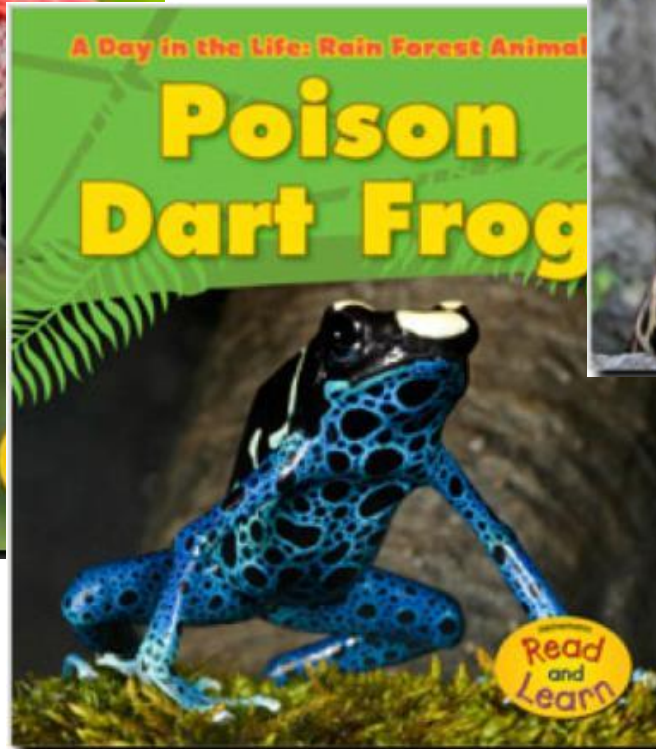
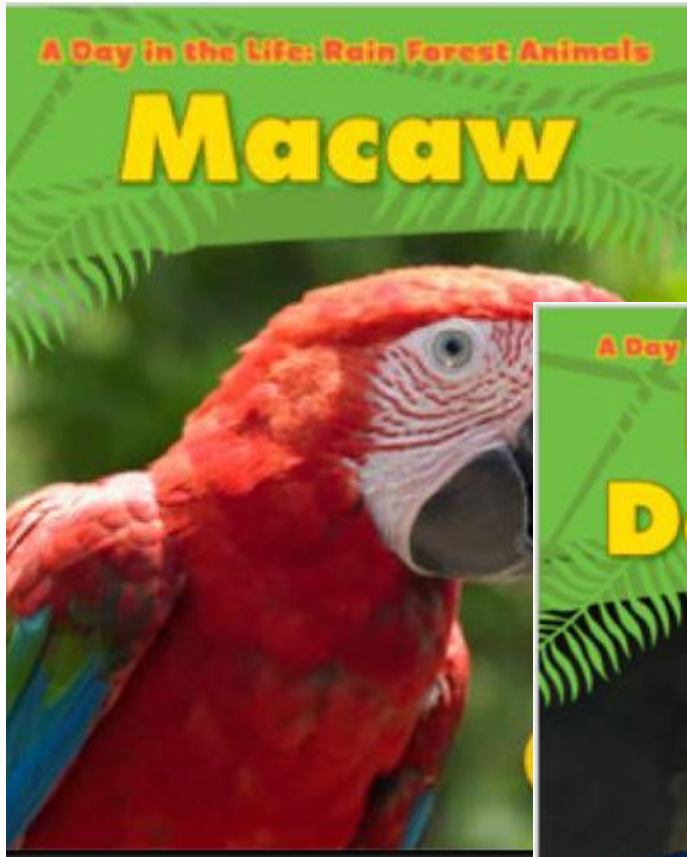
The CCLS asks for Kindergarten students to include their reactions or opinions of the events of the story in their written retelling, using a combination of drawing, writing and dictating.



Retelling Rubric — *Independent Writing*

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

Literature Connections: *Fiction vs. Nonfiction*



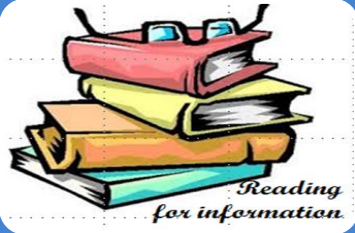
“A Day in the Life of Rain Forest Animals” series by Capstone Classroom introduces young readers to aspects of different animals' habitat, anatomy and behavior.

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

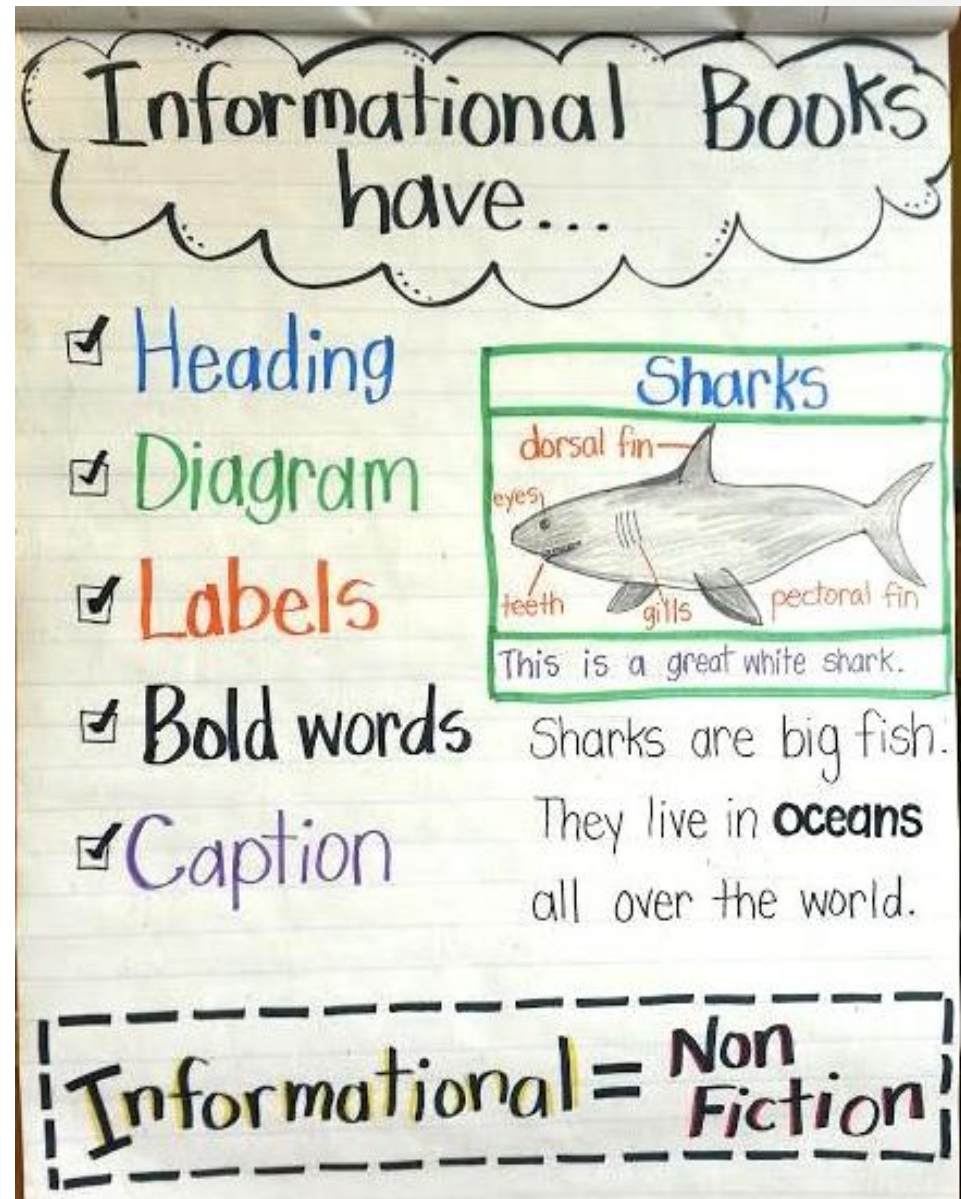
- Students will create an information book on a self-selected ocean animal.

Resources

- **Fiction**
 - “The Seashore Book” by Charlotte Zolotow, ISBN: 0064433641
 - “Swimmy” by Leo Leonni, 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

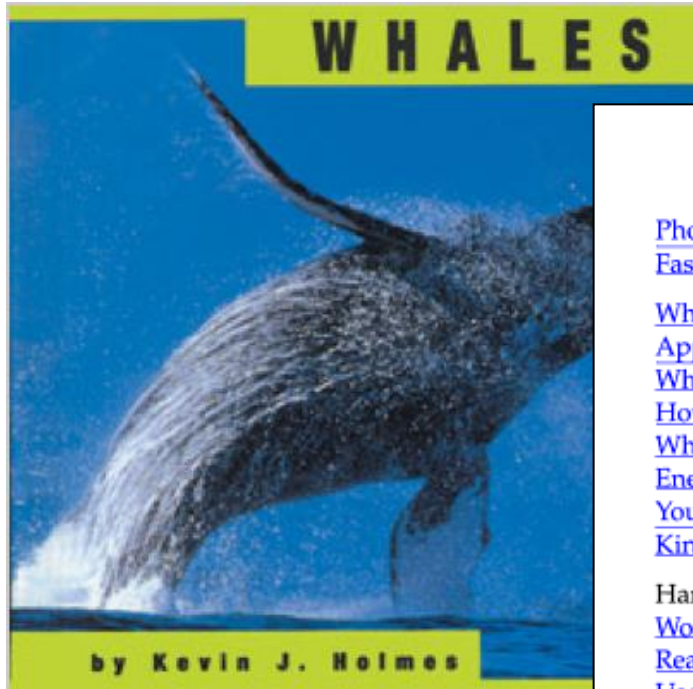
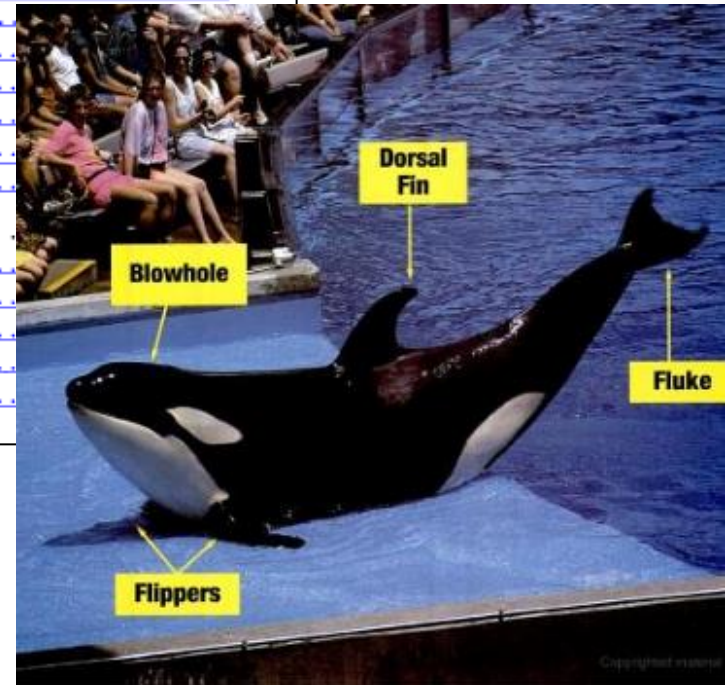


Table of Contents







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

“Whales” by Kevin J. Holmes
ISBN 9780736880732





Rubric: Student Generated

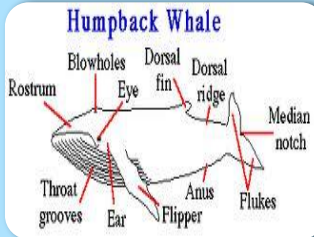
	Editor Calling	Almost Ready	Award Winner
 IDEAS	<ul style="list-style-type: none"> Few/No details Writer doesn't know much about topic 	<ul style="list-style-type: none"> Some details — need more Writer knows a little about topic 	<ul style="list-style-type: none"> <u>Lots</u> of interesting details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

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.

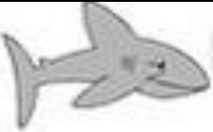
Topic: Whales

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?

Crabs

4 pairs of legs for walking

claws →

exoskeleton

exoskeleton

Crabs can eat logs, sand, seaweed, and dead fish. They are scavengers.

Crabs have 10 legs -- 5 on each side. Some of the hermit crab's body is not protected.

Crabs can have one claw bigger than the other.

They have antennae to taste and smell.

When crabs are small, they are called crabs.

A day in first grade

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

L.I. RBE-RN Presentation – Dec. 2014

1st 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>

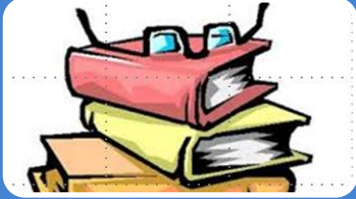
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/polar-bear/>

http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html

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:

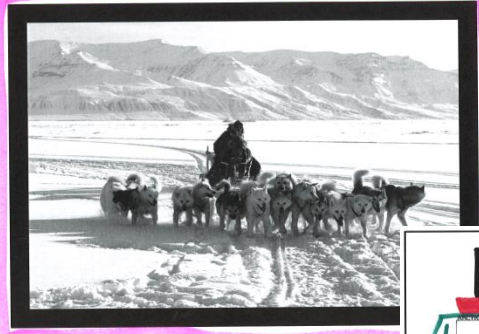
www.textmapping.org

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

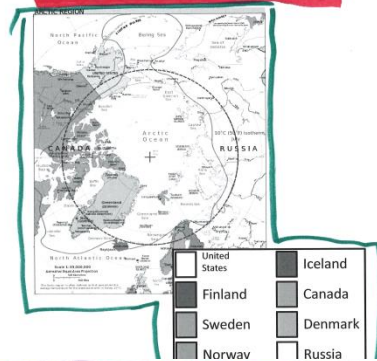


A Cold & Beautiful Land

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

By: Cara Walker

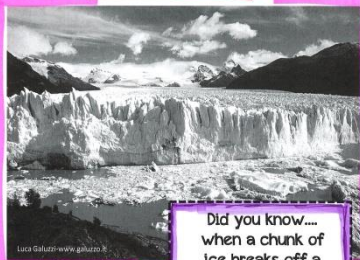
Location



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

Land



Iceberg that is calving.

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

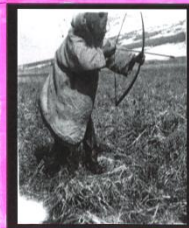
Land Animals

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

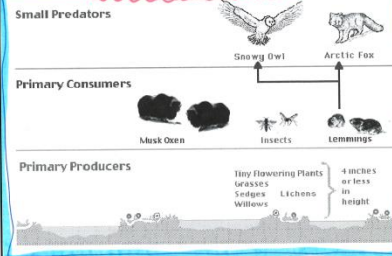
Water Animals

- ☐ 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.

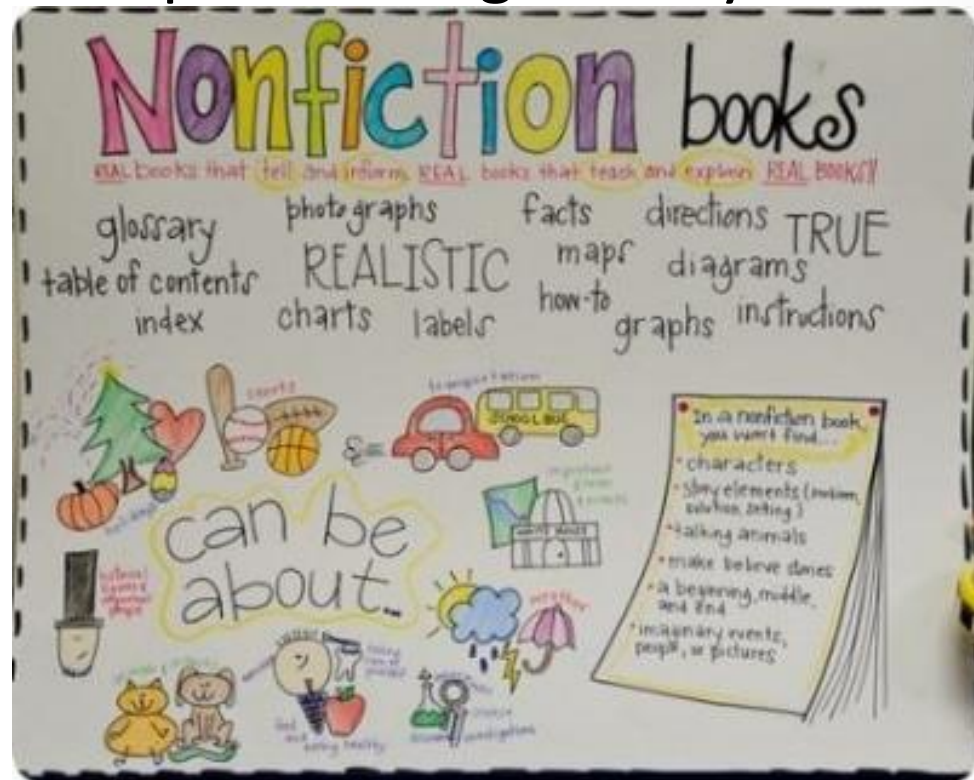
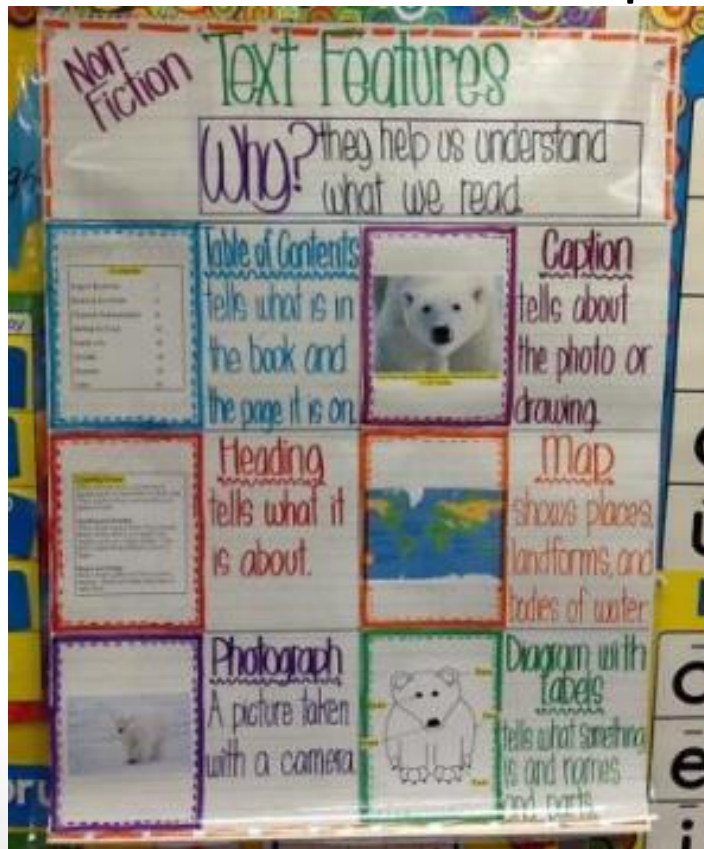
Snowshoe: A special shoe used for walking on top of snow.

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

Animals of the Arctic Habitat

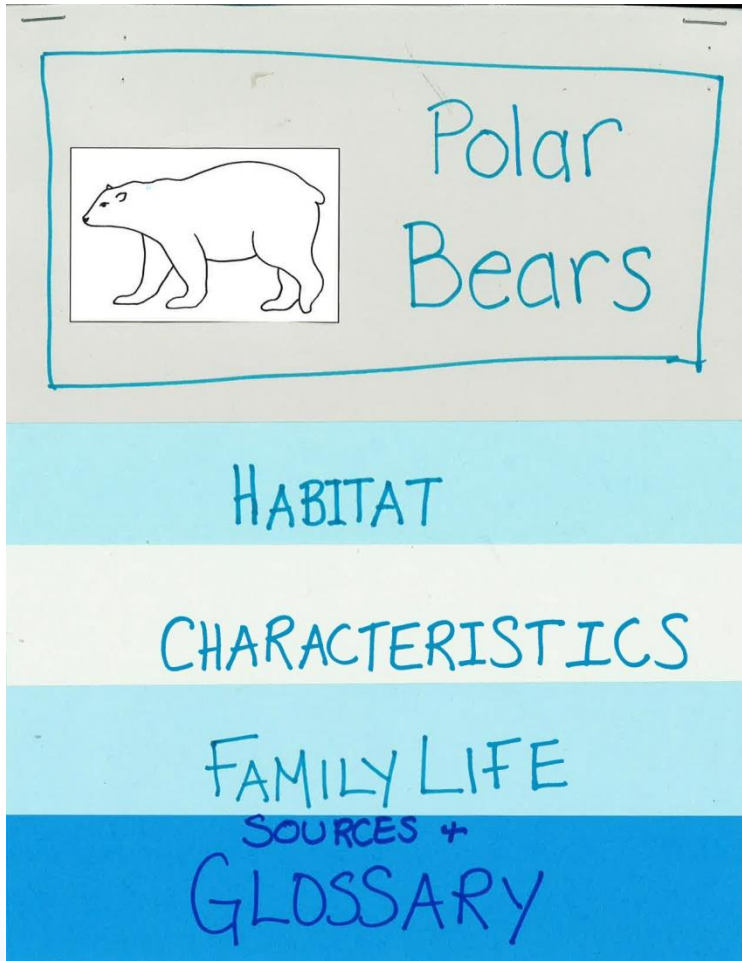
Beginner/Intermediate Level Pre-Writing Activity

- **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.

Animal: _____		Draw a picture of the Arctic Habitat animal:	
_____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: _____

Heading	Key Vocabulary
Sub-heading (optional)	

Text Feature(s)

Facts

1. _____

2. _____

3. _____

Magazine Article – Arctic Habitat

Name: _____

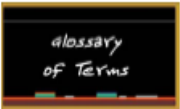



Title

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: _____

<u>Polar Bears</u> 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:

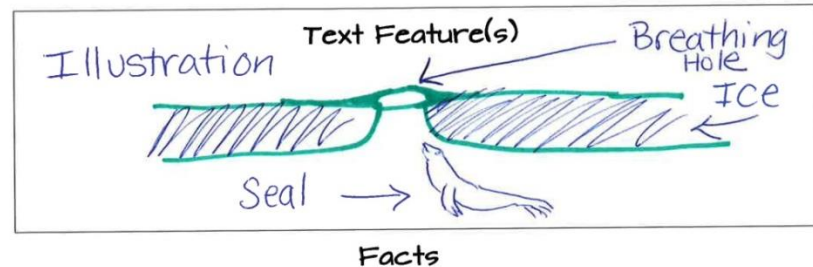


Text Feature	Section Heading
Map	Habitat
Photo with Caption	Family Life
Illustration	Characteristics
Glossary	

Name: _____

<u>Characteristics</u> Heading
<u>Behavior</u> Sub-heading (optional)

Key Vocabulary <u>prey</u> <u>seal</u> <u>patient</u>	<u>breathing hole</u>
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- 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.esboces.org/Page/1013>

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