



Teacher Lesson Plans & Student Materials

Module Title: Animal Communication



The materials for this module of K.L.I. include:

Topic-related books for *Discovery Reading*:

1. *How Do Animals Communicate?* by B. Kalman (Crabtree Classics Publishers: ISBN: 0778733025)
2. *How To Talk to a Tiger and Other Animals* by J. Bittel (Harry Abrams Pub; ISBN: 1419752111)

Discovery Reading prompt card and *Sentence Workshop* prompt card

Breaking Words prompt card

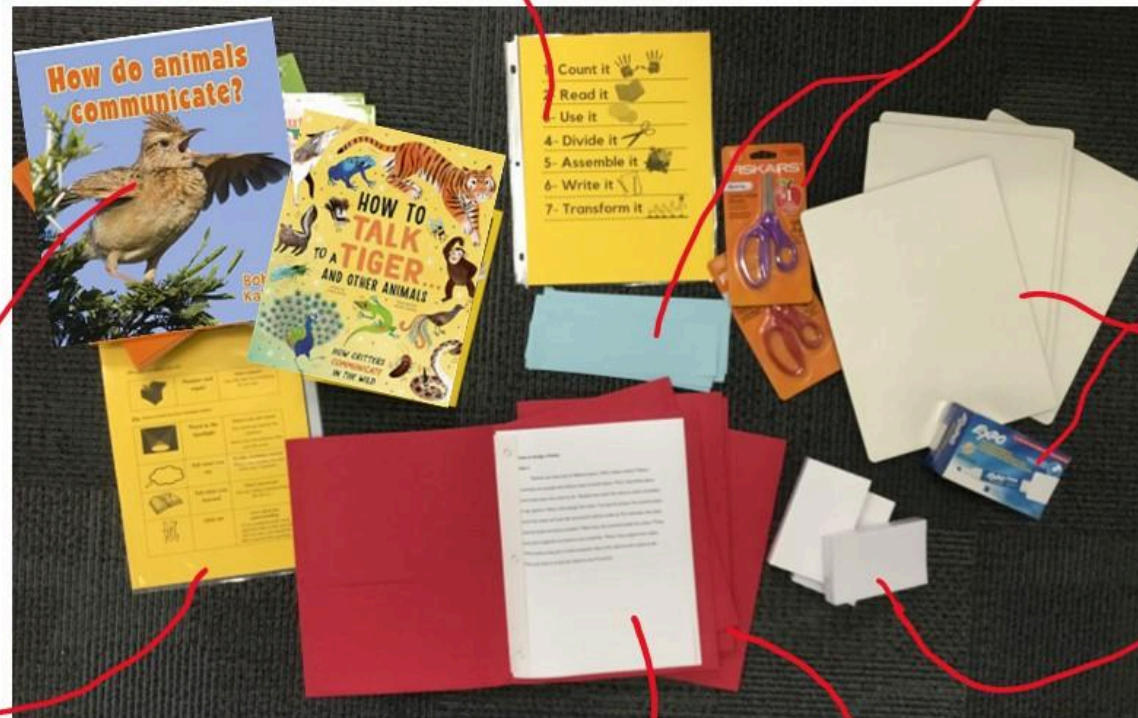
Scissors and strips of paper for *Breaking Words*

Small dry erase boards and markers for *Breaking Words*

Note cards for *Sentence Workshop*

Stacked texts for *Confident Reading*

Graphic organizers for *Uncover the Structure*



Module Inquiry Focus: Animal Communication			
Overarching Inquiry Questions:			
-If animals don't have language, how do they communicate with one another in order to stay alive?			
-What features have animals developed to help them adapt to their environment and communicate with other animals?			
Segment 0	Intro/Preview		
Segments 1-3	1-DR Lesson A	2-CR Lesson A	3-BW Lesson A
	Book Title: <i>How Do Animals Communicate?</i>	Passage Title: Honeybees Text 1	Word Choices: communicate (communicated, communicates, uncommunicated, communicator, recommunicate); warning (warns, warned, unwarned, warnings)
	Text Chunks (page #s): p. 6-7		
	Guiding Question: What are some ways that animals communicate and why do they communicate this way?		
	Word in the Spotlight: communicate		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
Segments 4-6	4-DR Lesson B	5-CR Lesson B	6-SW Lesson A
	Book Title: <i>How Do Animals Communicate?</i>	Passage Title: Honeybees Text 2	Mystery Sentence: Some animals use bright patterns on their bodies to warn predators to stay away, while others roar or growl fiercely when they feel threatened.
	Text Chunks (page #s): p.16 large paragraph; p.19 large paragraph; a few captions from p.17		
	Guiding Question: How do animals use their physical appearance to send messages to other animals?		
	Word in the Spotlight: predator		
Segments 7-9	7-DR Lesson C	8-CR Lesson C	9-BW Lesson B
	Book Title: <i>How to Talk to a Tiger...and Other Animals</i>	Passage Title: Honeybees Text 3 (Maze)	Word Choices: threaten (threatened, threatens); appearance (appeared, reappeared, appears, appearances)
	Text Chunks (page #s): p. 12-13 ("Playing Possum"--select chunks)		
	Guiding Question: What are some ways that animals defend themselves against predators?		
	Word in the Spotlight: threatened		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
Segments 10-12	10-DR Lesson D	11-UtS Lesson A	12-SW Lesson B
	Book Title: <i>How to Talk to a Tiger...and Other Animals</i>	Passage Title: Honeybees Text 3 (complete)	Mystery Sentence: Certain animals live in the deepest part of the ocean where there is no light, so they have adapted to this environment by making their own light to communicate.
	Text Chunks (page #s): p. 14-15	Text Structure: Sequence	
	Guiding Question: How do animals that live in the deepest part of the ocean communicate with one another?		
	Word in the Spotlight: species		
Segment 13	13-Inquiry Wall Maintenance Day		
Segments 14-16	14-DR Lesson E	15-CR Lesson D	16-BW Lesson C
	Book Title: <i>How Do Animals Communicate?</i>	Passage Title: Animal Liars Text 1	Word Choices: attract (attracts, attracted); defended (defender, undefended)
	Text Chunks (page #s): p. 8 and p. 10		
	Guiding Question: How do animals use sound to send messages to other animals?		
	Word in the Spotlight: attract		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
Segments 17-19	17-DR Lesson F	18-CR Lesson E	19-SW Lesson C
	Book Title: <i>How to Talk to a Tiger...and Other Animals</i>	Passage Title: Animal Liars Text 2	Mystery Sentence: Rattlesnakes vibrate their tails rapidly to threaten predators, but they keep their tails quiet while they sneak up on prey to eat.
	Text Chunks (page #s): p. 26-27 (top: snakes)		
	Guiding Question: How does a rattlesnake use vibrations to communicate?		
	Word in the Spotlight: vibration (or vibrate)		

Segments 20-22	20-DR Lesson G	21-CR Lesson F	22-BW Lesson D
	Book Title: <i>How to Talk to a Tiger..and Other Animals</i>	Passage Title: Animal Liars Text 3 (MAZE)	Word Choices: undetectable (undetected, detects, detected, detector, redetect); vibrate (vibrated, vibrates)
	Text Chunks (page #s): p. 32-33 (Tarsier, Farting Fish)		
	Guiding Question: How do some animals communicate using sounds humans can't hear?		
Segments 23-25	Word in the Spotlight: undetectable		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
	23-DR Lesson H	24-UtS Lesson B	25-SW Lesson D
	Book Title: <i>How to Talk to a Tiger..and Other Animals</i>	Passage Title: Animal Liars Text 3 (complete)	Mystery Sentence: Dolphins use a special type of echolocation called a burst pulse to communicate messages that can scare off other dolphins because they sound like loud screams.
	Text Chunks (page #s): p. 33 (dolphins)	Text Structure: Compare/Contrast	
Segment 26	Guiding Question: How do dolphins use echolocation to communicate?		
	Word in the Spotlight: echolocation		
Segment 26	26-Inquiry Wall Maintenance Day		
Segments 27-29	27-DR Lesson I	28-CR Lesson G	29-BW Lesson E
	Book Title: <i>How to Talk to a Tiger..and Other Animals</i>	Passage Title: Elephant Vibrations Text 1	Word Choices: navigate (navigates, navigated, navigator, navigators, unnavigated); recognize (recognized, unrecognized, recognizes)
	Text Chunks (page #s): p. 34-35 (a few select paragraphs about bats)		
	Guiding Question: What sorts of messages do bats send through echolocation?		
Segments 30-32	Word in the Spotlight: navigate		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
	30-DR Lesson J	31-CR Lesson H	32-SW Lesson E
	Book Title: <i>How to Talk to a Tiger..and Other Animals</i>	Passage Title: Elephant Vibrations Text 2	Mystery Sentence: Some animals communicate with unique sounds that humans can't hear, such as bats who use echoing clicks and squeaks to navigate within caves.
	Text Chunks (page #s): p. 42- yellow text box; and p. 47- ants		
Segments 33-35	Guiding Question: What are some ways animals use chemicals to communicate?		
	Word in the Spotlight: pheromones		
	33-DR Lesson K	34-CR Lesson I	35-BW Lesson F
	Book Title: <i>How Do Animals Communicate?</i>	Passage Title: Elephants Vibrations Text 3 (MAZE)	Word Choices: grooming (grooms, regroom, ungroomed, groomer); chemical (chemicals)
Segments 36-38	Text Chunks (page #s): p. 22-23		
	Guiding Question: Why is touch an effective form of communication for animals?		
	Word in the Spotlight: grooming		BW Affixes: un-, re-, -s/-es, -ed, -er/-or
	36-DR Lesson L	37-UtS Lesson C	38-SW Lesson F
Segment 39	Book Title: How Do Animals Communicate?	Passage Title: Elephant Vibrations Text 3 (complete)	Mystery Sentence: Wolves howl to find members of their own pack and to tell wolves in other packs to keep away.
	Text Chunks (page #s): p. 26-27	Text Structure: Sequence	
	Guiding Question: How is animal group communication similar to and different from human group communication?		
	Word in the Spotlight: dominant		
Segment 39	39-Inquiry Space: Prepare for informal showcase		
Segment 40	40-Showcase: Share and celebrate new knowledge		


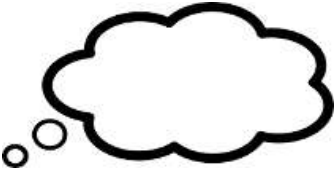


Printable Materials

- 1. Discovery Reading Prompt Card**
- 2. Breaking Words Prompt Card**
- 3. Sentence Workshop Prompt Card**
- 4. Graphic Organizers for Uncover the Structure**
- 5. Confident Reading Stacked Texts**

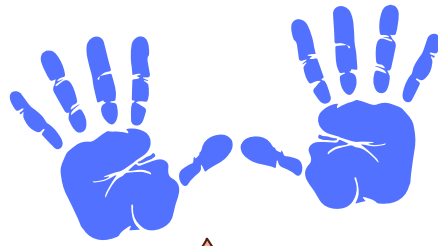
After every text chunk, stop and:

	Monitor and repair	Wait a minute! One idea that was confusing for me was...
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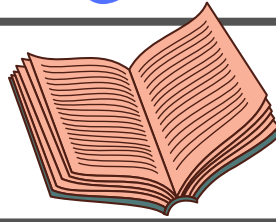
Plus, choose at least one more thought routine:

	Word in the spotlight	There's our new word! Our word was used in this sentence... Here's my own sentence that uses the word...
	Tell what you see	It's like watching a movie! When I was reading this part of the text, I pictured...
	Tell what you learned	That's new to me! One new thing I learned from the text is...
	Quiz me	Let's check for understanding! If you understood the most important idea in this part of the text, then you should be able to answer this question...

1- Count it



2- Read it



3- Use it



4- Divide it



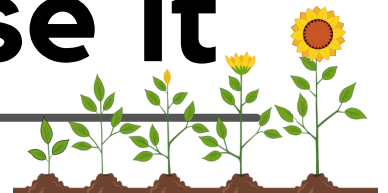
5- Assemble it



6- Write it



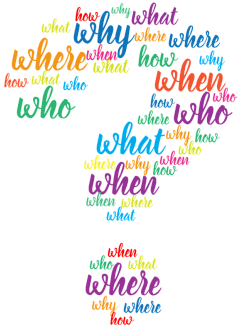


7- Transform & Use it

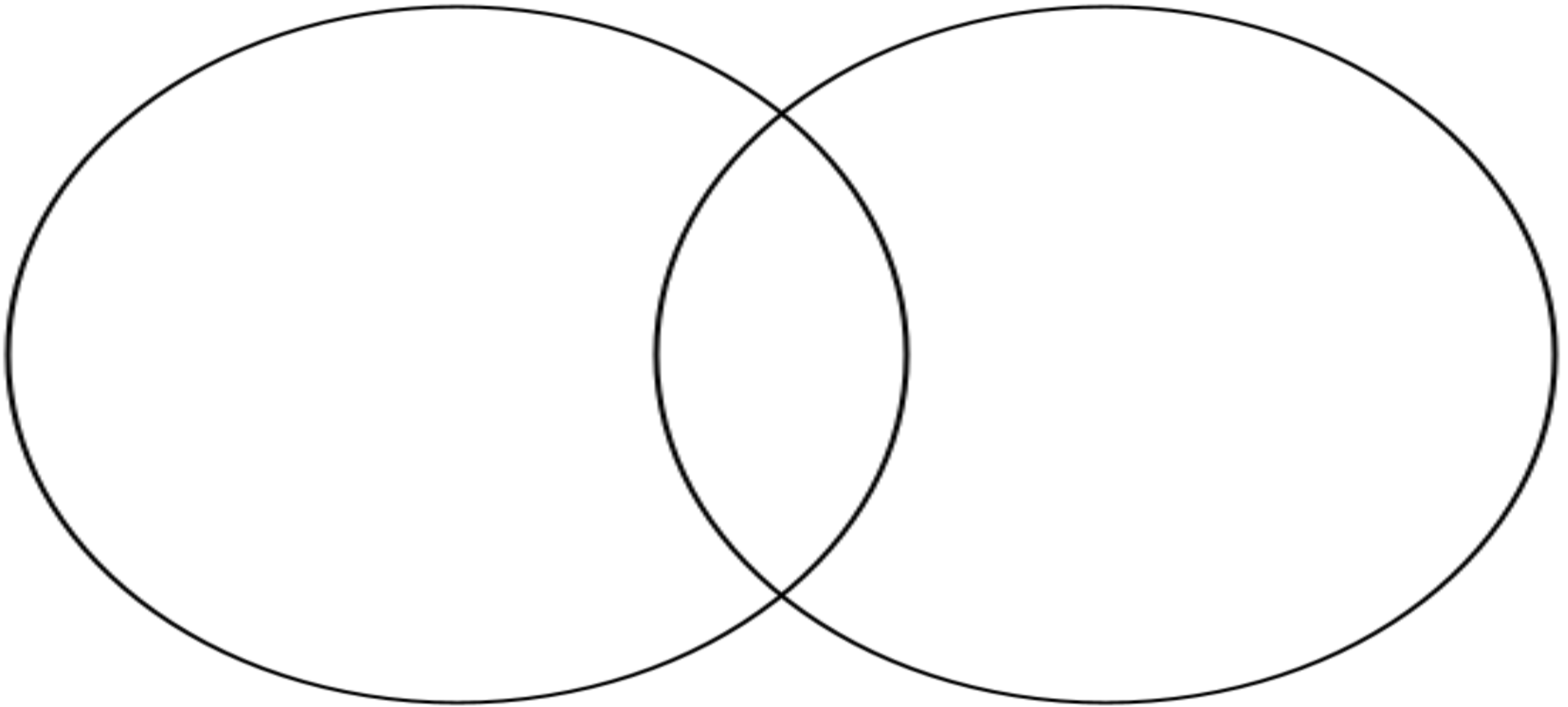


Sentence Workshop

Prompts for Discussing a Sentence

	<p>1. <u>Who</u> or <u>what</u> is the most important part of this sentence?</p>
	<p>2. What does the sentence tell us about the who or what?</p>
	<p>3. What else do we know from the sentence?</p> <ul style="list-style-type: none">a. Do we know why?b. Do we know when?c. Do we know where?d. Do we know how?

Compare and Contrast



Signal Words for Compare: *Same as, similar(ly), both, have in common, likewise, alike*

Signal Words for Contrast: *Different, in comparison, in contrast, however, but, on the other hand, although*

Sequence



Signal Words: first, then, next, last, finally, now, after, in (date)

Student Texts for Confident Reading

Animal Communication Module

Honeybees

Text 1

¹Honeybees live in large groups called colonies. ²They all have jobs. ³There is one queen who lays eggs. ⁴Some worker bees take care of the babies in the hive. ⁵Others go out in search of flowers to collect nectar. ⁶They use the nectar to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she uses dancing to tell the other bees where to go. ⁹First, she will fly back to the hive. ¹⁰She dances. ¹¹The other bees touch her to feel which way she is moving. ¹²The bees all fly off to find the flowers. ¹³Finally, they bring the nectar back to the hive to make more honey!

Honeybees

Text 2

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee has an important job that helps them contribute to the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees.

⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar to make food. ⁶They use the nectar to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She performs a dance to tell the other bees where to go. ¹⁰First, she will fly back to the hive. ¹¹She dances as she comes into the hive. ¹²The other bees touch her to feel which way she is moving. ¹³Her steps tell the other bees where to go. ¹⁴The bees all fly off to find the flowers. ¹⁵ Finally, they bring the nectar back to the hive to make more honey!

Honeybees

Text 3 (Maze)

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee in a colony has an important job that helps them contribute to the success of the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar.

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 to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She uses dancing to tell the other bees where to go. ¹⁰First, she will fly back to the hive.

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Honeybees

Text 3 (complete)

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee in a colony has an important job that helps them contribute to the success of the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar. ⁶They use it to make honey. ⁷There are lots of bees to feed!

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Animal Liars

Text 1

¹Did you know that animals can lie? ²Some animals use their looks to fool other animals. ³They do this for different reasons. ⁴Some look dangerous to keep others away. ⁵Some trick other animals so they can eat them.

⁶Hoverflies are harmless, but they look like wasps. ⁷The stripes on their bodies make other animals think they are dangerous. ⁸Milk snakes do this too. ⁹Their markings look like poisonous coral snakes. ¹⁰They are trying to stay safe.

¹¹On the other hand, some animals pretend to be nice to catch food. ¹²One type of spider puts off a nice smell that makes moths come near the web. ¹³Then it grabs them and eats them! ¹⁴The fangbelly fish makes itself look like another fish in order to get close to prey it wants to eat. ¹⁵Other animals need to watch out for these liars!

Animal Liars

Text 2

¹Did you know that animals can lie? ²Some animals use how they look to fool other animals. ³They do this in two different ways. ⁴Some animals try to look more dangerous than they really are to scare away animals that might hurt them. ⁵Others try to look harmless so they can get close to animals they want to eat.

⁶Hoverflies are harmless, but they look like wasps. ⁷The stripes on their bodies make predators think they are dangerous. ⁸Milk snakes also use their appearance to keep other animals away. ⁹Their markings look like coral snakes, which are poisonous. ¹⁰They use their appearance to stay safe.

¹¹On the other hand, there are some animals that try to seem less dangerous than they really are to catch food. ¹² The bolus spider uses an attractive smell that makes moths want to come near its web. ¹³When one gets close, the clever spider captures and eats the moth. Surprise! ¹⁴Similarly, the fangbelly fish makes itself look like another fish in order to get close enough to bite its prey. ¹⁵Other animals need to watch out for these liars!

Animal Liars

Text 3 (Maze)

¹Did you know that animals can lie? ²It isn't common, but some animals use their appearance to fool other animals. ³There are two different strategies for lying that animals use. ⁴Some animals try to look more dangerous than they really are to keep predators away. ⁵Other

animals,

however while first

, pretend to be less dangerous in order to get close to their prey.

⁶Hoverflies and milk snakes are examples of animals that try to look more dangerous than they really are. ⁷Hoverflies are harmless, but they look like wasps. ⁸The stripes on their bodies make predators think they are dangerous like wasps. ⁹Milk snakes have markings on their bodies

that look like coral snakes, which are

venomous harmless funny

. ¹⁰Predators are fooled into being scared, so they stay far away. ¹¹Both animals use their appearances to stay safe.

¹²On the other hand, other animals try to look less dangerous than they really are to attract prey so they can eat. ¹³The bolus spider uses an attractive smell that makes moths want to come

near its web. ¹⁴When

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 gets close, the clever spider captures and eats the moth.

Surprise! ¹⁵Similarly, the fangbelly fish makes itself look like a different harmless fish so it can get close to its prey. ¹⁶Then it takes a big bite! ¹⁷Other animals need to watch out for these liars.

Animal Liars

Text 3 (complete)

¹Did you know that animals can lie? ²It isn't common, but some animals use their appearance to fool other animals. ³There are two different strategies for lying that animals use. ⁴Some animals try to look more dangerous than they really are to keep predators away. ⁵Other animals, however, pretend to be less dangerous in order to get close to their prey.

⁶Hoverflies and milk snakes are examples of animals that try to look more dangerous than they really are. ⁷Hoverflies are harmless, but they look like wasps. ⁸The stripes on their bodies make predators think they are dangerous like wasps. ⁹Milk snakes have markings on their bodies that look like coral snakes, which are venomous. ¹⁰Predators are fooled into being scared, so they stay far away. ¹¹Both animals use their appearances to stay safe.

¹²On the other hand, other animals try to look less dangerous than they really are to attract prey so they can eat. ¹³The bolus spider uses an attractive smell that makes moths want to come near its web. ¹⁴When one gets close, the clever spider captures and eats the moth. Surprise! ¹⁵Similarly, the fangbelly fish makes itself look like a different harmless fish so it can get close to its prey. ¹⁶Then it takes a big bite! ¹⁷Other animals need to watch out for these liars.

Elephant Vibrations

Text 1

¹Elephants live in groups. ²They work together to stay safe and find food.

³They use over 200 signals to communicate.

⁴This is important when they are in danger. ⁵If an elephant needs help, they start by making a sound. ⁶People can't hear it. It makes the ground shake. ⁷Other elephants feel it with their feet. ⁸Then, they follow the sound to find the elephant in trouble. ⁹Finally, the herd shows up to help. ¹⁰Sometimes elephants come from miles away!

Elephant Vibrations

Text 2

¹ Elephants live in groups called herds. ² They work together to stay safe and find food. ³ They use over 200 touch and sound signals to communicate.

⁴ This is very important when elephants are in danger. ⁵ If an elephant needs help, they start by making a sound. ⁶ This sound is so low, people can't even hear it. ⁷ It makes the ground vibrate. ⁸ The other elephants can feel the vibrations with their feet and trunks. ⁹ Then, the elephants follow the sound to find the elephant in trouble. ¹⁰ Finally, the whole herd shows up to help protect their friend.

¹¹ Sometimes elephants come from many miles away!

Elephant Vibrations

Text 3 (Maze)

¹Elephants live in large groups called herds. ² They work together to stay safe and find food. ³They use over 200 touch and sound signals to communicate with each other.

⁴This is very important when elephants are in danger. ⁵They don't have many

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friends

, but they might run into a lion or crocodile on their own and need help. ⁶ If this happens, they start by making a rumbling sound. ⁷ This sound is

so low, people can't even hear it

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 it makes the ground vibrate.

⁸Nearby elephants can feel the vibration with their feet and trunks, and then they

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Elephant Vibrations

Text 3 (complete)

¹Elephants live in large groups called herds. ²They work together to stay safe and find food. ³They use over 200 touch and sound signals to communicate with each other.

⁴This is very important when elephants are in danger. ⁵They don't have many predators, but they might run into a lion or crocodile on their own and need help. ⁶If this happens, they start by making a rumbling sound. ⁷This sound is so low, people can't even hear it but it makes the ground vibrate. ⁸Nearby elephants can feel the vibration with their feet and trunks, and then they follow it to find the elephant in trouble. ⁹Finally, the whole herd shows up to help protect their friend. ¹⁰Sometimes they come from many miles away!

Animal Communication Day 0 Lesson

Introduction to the Module

Purpose of the Day Zero Lesson

The first lesson of a KLI module is intended to allow students to preview the inquiry topic of the module and to be introduced to the Discovery Reading routines. We provide some general guidance in this Day Zero lesson plan, but we allow for and encourage flexibility so teachers can use this first day to get themselves and students set up for success in the module. Thus, this lesson should not be used as a script or formula.

Generally, the components of the Day 0 lesson should include:

- acquainting students to the teacher, each other and the classroom environment
- introducing and explaining the DR thought process routines using the DR prompt card
- reading a short text that introduces the topic of the module and allows for students to begin practicing the DR routines
- setting up the inquiry space and discussing what topics or questions students are curious about learning in the module

Introductory activities to establish classroom environment (optional)

Use the first ten minutes to introduce students to the classroom environment in ways that fit your teaching style and preferences. This is especially important if the students have not worked together or with the teacher before beginning K.L.I. **If this is not your group's first K.L.I. module, you may not need to spend much time on this step.**

Ideas for this time might include:

- Icebreaker activities to help students get to know each other and the teacher. It's a good idea to do something that gets students talking to one another to set the stage for all the discussion they will do during the module.
- Establishing classroom routines or norms, such as expectations for participation or time-saving procedures.

Introductory text to practice the DR thought process routines

-Pass out the DR prompt card to students. Teacher may say, **"Every day we are going to be reading books together during a routine called Discovery Reading. While we read, we are going to use these special cards to help us think about what we are reading. We will use these cards to discuss what we are reading about and what we are learning while we read. Today, we are going to get introduced to what these routines are and practice them a little bit."** If this is not your first K.L.I. module, you can modify this introduction since students will already be familiar with the prompt card.

-Introduce the topic of this module: Animal Communication. Teacher may say, **"During this**

module we are going to be learning all about how animals communicate with one another. Some of you may already be familiar with how different animals or species communicate differently than humans, and that's great. During this unit, we are going to be doing a lot of reading, thinking, and talking about how animals communicate, so it's okay if you don't know much about this topic yet. Just to get a little introduction to this topic before we read any books, today we are going to read this short text about the communication between animals. We'll use this text to learn and practice these routines on our Discovery Reading prompt card."

-Use this short text (see below) to introduce the typical "format" of a Discovery Reading lesson. For example, you may say, **"Each day, before we read, I will introduce our spotlight word. This is an important new vocabulary word that we will come across in the text we read during each lesson. Our first spotlight word is a very important word: *message*! A *message* is information that is sent either verbally or nonverbally. Be on the lookout for this word as we read today."**

- **"Another thing we will do before we begin reading each day is look at our Guiding Question. Each day we will have a question that relates to the big idea of what we are learning that day. If we think carefully about what we are reading, we will be able to answer the Guiding Question by the end of the lesson! Today our guiding question is '*How do animals send messages?*' After we read this text, we should be able to answer this question!"**

-Lead students through reading the text. You may choose to read it aloud, or choose a reading routine from our Scaffolded Reading Routine in the DR manual.

-You can either take pauses after every few sentences and lead students in practicing the thought routines. Or, you can read the whole text one time through, introduce and practice a few thought routines, then read the text a second time, and practice the routines again.

-When you pause, introduce a routine and model it for students, then invite students to take a turn practicing it as well, just as you would do during Discovery Reading. Here are two examples:

- **"One routine we are always going to do after we read is '*Monitor and Repair*.'** (direct them to Prompt Card) **"This is when we say, '*Huh! Wait a minute! Something that confused me in the text was...*' We think about what was confusing and then talk through it together so that we can understand what we are reading. I'll go first. On this part it says an animal can '*freeze its*' body.' I'm not really sure what that word *freeze* means in this sentence, but I know that when you *freeze* you are cold or frozen. Let me re-read around that word: the example describes an animal feeling in danger because a predator or an animal who is hunting is nearby. If an animal is frozen, or *freezes* its body, the other animal cannot see anything moving! So, I think when an animal is frozen or in the '*freeze position*' it is not moving in order to stay safe. (Student name), do you want to take a turn? What in the text made you say '*Wait a minute!*'?"**

- “Let’s stop here and practice ‘Word in the Spotlight.’ This is when we have spotted our new vocabulary word for today in the text we are reading! During this routine, we will find our new word, explain what it means, and practice using the word in a sentence! Today our word is *message*, which was all over this text!”
 - “(Student name), can you read us the first sentence that we saw the word *message*?”
 - “Great, can you explain to us what *message* means?”
 - “And (student name), do you think you can use the word *message* in your own sentence?”

-After you have finished reading the text, lead students in a discussion of the guiding question: *How do animals send messages?* You do not need to record the answer– just use this time to talk about the answer and to help students practice returning to the text to construct an answer. Try to solicit participation from every student here.

Introduce the Inquiry Space

-After you have finished reading, introduce the Inquiry Space to students. Teacher may say something like, “**During this module we are going to be learning so many exciting things about how animals are able to communicate with one another. We need a place to keep track of our new knowledge! This is called our Inquiry Space. We are going to pull this up every day, at the end of each lesson, and record important things we learned during the lesson.**

We are doing this not only to keep track of our new knowledge, but because at the end of this module, we are going to share this knowledge with others! When we are finished reading all about the multiple ways animals can communicate, we are going to invite some other students, teachers, family members, whoever you’d like!-- to come visit our class, and we are going to share everything we learned about animal communication with them! We are going to be animal communication experts by the end of this module. So that we are totally prepared to share our knowledge with others, we are going to use this inquiry space to keep our learning organized.”

-Take some time with students to set up this inquiry space however you’d like, using the template provided. You may solicit input from students on how to organize it, what colors to use, etc. It’s also a good idea to add one entry to the inquiry space based on today’s lesson: for example, you may record the definition of “message” or write one sentence about why animals send messages.

-Close the lesson by sharing the two overarching questions for this module and inviting students to generate any questions they have about the module, as well. Read the questions together and tell students that this is what we will be learning about in the module. You may choose to place the questions on the inquiry space if you’d like:

-If animals don't have language, how do they communicate with one another in order to stay alive?

-What features have animals developed to help them adapt to their environment and communicate with other animals?

Have you ever wondered how humans differ from animals? Humans can send a message to another person by talking, writing, or even creating a colored picture. Animals are not able to send messages like humans, but they may use their body language instead. An animal changes their body language, or movements, to show how they are feeling. For example, if an animal thinks danger is nearby, it may freeze its body so that predators cannot easily see it. Animals can also use sound to send messages about how they are feeling. If a pet dog at your home is excited, maybe they will bark. Although they cannot say hello, dogs can bark to send a message about how happy they are to see us. Animals can send messages to humans or other animals in many different ways.

DR Lesson A

Discovery Reading Lesson Title: Animal Communication_Lesson A (Elaborative, High Teacher Support)

Book: *How Do Animals Communicate?*

Pages: 6-7

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- “For the next few weeks, we are going to be learning all about how animals communicate with each other and adding our new knowledge to this Inquiry Space [show the Inquiry Space to students]. Since this is our first lesson in the module, we don’t have anything here yet, but it’s going to get all sorts of interesting information added over the next few weeks. Today during Discovery Reading, we are going to read from a book called *How Do Animals Communicate?*” Show cover of book to students.

Guiding Question Framing:

- “Let’s take a second and look at the **big question** that we are going to be able to answer by the end of this lesson. (Show and read the question.) The question we will

answer is: What are some ways that animals communicate, and why do they communicate this way? So while we read today, let's make sure we are gathering ideas that help us form and understand an answer to this question."

Word to Preview Before Reading:

- "Before we start reading, I want to talk about a word we will encounter in this text today. It's actually a word that's in our guiding question, and it's a really important word to help us understand this whole module. This word is communicate. Repeat after me: **communicate**." (Students say the word.) "Good. To communicate is to exchange information, ideas, or feelings with others. Humans do this by talking or by writing messages to each other. But we don't always have to talk to communicate, right? We can communicate with our bodies, such as by smiling, nodding, frowning, or even making silly faces." (Teachers may find it helpful to briefly turn to pages 4-5 of the book to show examples of human communication.) "In this module, we will learn about how animals communicate with one another." Add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION - During Reading

Text Chunk #1: page 6, the first paragraph on that page + the caption underneath the frog picture.

- "We are going to read the first paragraph on this page before we stop and discuss using our prompt card. I will read aloud and you can follow along in your book. Let's start." [Teacher reads chunk aloud]
- Prompt cards should be in front of students, and direct them to look at the prompt card as you say this next part. "Let's stop here and begin with 'Word in the Spotlight' because I think our vocabulary word appeared on this page! Who spotted our new vocabulary word here? When you share, be sure to say 'Our word was used in this sentence', and then read the sentence to us!"
 - "Yes, (student name), thank you for reading the sentence for us. So what does it mean that animals *communicate* where to find food and warn each other of danger?" Call on a student to respond and briefly discuss.
 - "Now, who would like to use the word *communicate* in your own sentence? When you share, start by saying, 'Here's my own sentence that uses this word,' and tell us your sentence that shows us you know what *communicate* means!"
- "Now let's do 'Monitor and Repair.' Let's think of something that made you say 'Wait a minute!' Who would like to take a turn monitoring and repairing? What in that paragraph or in the caption made you say 'wait a minute!'"
 - Call on one student to share and another to help that student work out their confusion.
 - If no one volunteers, you can take a turn, for example: "Hmm, well I wanted to

talk about something that was a little tricky for me. In the caption underneath the picture of this bright spotted frog, it said that the bright colors warn predators that eating these frogs will kill them. Predators is kind of a big word. The frog's bright colors are warning these predators that if they eat these frogs, they will be killed. So maybe predators are like other animals that want to eat the frog? What do you think?"

- Allow students to discuss, potentially offering a follow-up to push students: "But how is this an example of *communication*? Remember, our guiding question is to think about ways animals communicate, and why they communicate."

Text Chunk #2: page 6, second paragraph, plus the caption about the hippopotamus.

- "Let's read some more. Listen and follow along as I read."
- "OK, here let's start with Monitor and Repair. Who would like to share one thing that made you say 'Wait a minute'? What was an idea that was confusing for you?"
 - "(Student name), thank you for sharing. (Student name), can you help (student name) figure out their confusion?"
 - Give students a moment to talk through their confusion, providing guidance as necessary.
- "Let's do 'Tell what you see' next. As we read this section of text, what did you picture animals doing or looking like in your mind? When you answer, be sure to use the prompt card and say, "When I was reading this part of the text, I pictured..."
 - Call on one student to share.

Text Chunk #3: page 7, the paragraph and the caption underneath the photo of the calves.

- "For this section, let's read together chorally. Everyone follow along and let's read it aloud together."
- "Let's do Monitor and Repair one last time. Who would like to share something on this page that made you say "Huh. Wait a minute!"? Let's talk through it together."
 - Note: having students actually answer the question posed in the caption might be a good discussion for the Monitor and Repair routine here if no one volunteers a part that confused them.
- "As our last step, let's practice Tell What You Learned. We sure learned a lot on these pages! Turn to your partner and each of you take turns sharing one new thing you learned from the text. It can be from this section or anything we read today. While talking to your partner, you can explain or give an example in

English or another language that you speak.” (FLR)

- Debrief or allow students to share out if time.

SYNTHESIZING KNOWLEDGE - After Reading

“Now that we have finished our reading for today, let’s return to our guiding question:

What are some ways that animals communicate, and why do they communicate this way?

Hopefully you noticed that this idea came up a bunch today in our conversation.

“Let’s generate an answer to this together. Who has an idea to get us started?”

Walk the students through a discussion, encouraging students to return to the text, and have them work together with you to construct an answer. The teacher leads the students in writing an answer as a group on the **inquiry space** (you write while students dictate.)

*NOTE: You should always ensure that the vocabulary word is reinforced or reviewed after reading. You can either encourage students to use the vocabulary word in the class answer (as in the model sentence below) or you can briefly review the meaning of the word before answering the question. Here, the word is part of the question, so just encourage students to use it in the answer.

Example model answer:

Animals communicate using their bodies and their five senses, such as sight, smell, taste, hearing, and touch. They communicate so that they can send different messages to each other, such as to scare off other animals, to be friendly, or to attract a mate.

CR Lesson A

Confident Reading Lesson Plan A: Elaborative

Text: Honeybees Text 1

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 1

¹Honeybees live in large groups called colonies. ²They all have jobs. ³There is one queen who lays eggs. ⁴Some worker bees take care of the babies in the hive. ⁵Others go out in search of flowers to collect nectar. ⁶They use the nectar to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she uses dancing to tell the other bees where to go. ⁹First, she will fly back to the hive. ¹⁰She dances. ¹¹The other bees touch her to feel which way she is moving. ¹²The bees all fly off to find the flowers. ¹³Finally, they bring the nectar back to the hive to make more honey!

Text: “Honeybees Text 1”

Step One. Teacher Intro and Model Read Aloud

“Today we are going to be reading a text called “Honeybees.” I will read the text aloud first so you can get a sense of what the text is saying and how it sounds. Follow along with me.”

Teacher reads aloud the text while students follow along.

Step Two. Silent Read

“In a moment you will take turns reading this same text out loud with your partner. To get ready for that, let’s first take a minute and read the text silently in our heads. Go ahead.”

Students read the text silently.

Step Three. Partner Read

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

Step Four. Discuss

“Wow, we just read a lot of information. Let’s take a second and quickly discuss what we just read. Let’s use our prompt “Tell me what you learned” from Discovery Reading. I’m going to quickly go around and point to each of you. When I point to you, tell me one thing you learned from this text.”

Teacher calls on each student to share. This should be done quickly.

Step Five. Feedback and Teaching Point

Teacher provides feedback in specific areas, such as: (see manual for description)

- pace and expression
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Example: “While you were reading, I heard some really great confident reading. First, I noticed that you all read at just the right speed. I know last time we were reading a little too quickly, which made it hard for us to understand one another, so it’s great that I heard you slow down this time. Confident readers make the text sound clear to whoever is listening to them read.

“Let’s talk a little bit about the way we should sound when we read

phrases that show us a little bit about how the text is structured. I'm going to reread the last sentence: ¹³*Finally, they bring the nectar back to the hive to make more honey!*

Do you hear how I paused between *Finally* and *they bring the nectar back to the hive to make more honey*? The first part of that sentence is giving me information about when something happened, but that pause tells me that I'm about to learn *what* happens. I make sure to put a little space there to show that the big idea in the sentence is on its way."

"Let's practice this and hear how it sounds. 'Now I'll read the whole sentence, being sure to take that brief pause at the comma, and I want you to repeat after me: ¹³*Finally, they bring the nectar back to the hive to make more honey!* (students repeat; do this maybe 1 or 2 more times.)

Step Six. Bridging Language Routine

The teacher offers a teaching point related to an example of bridging language in the text using the systematic routine:

"Let's re-read a couple of sentences. Put your finger on the first two sentences and listen while I read. ¹*Honeybees live in large groups called colonies.* ²*They all have jobs.*

"What or who does *they* refer to in the second sentence? Who has jobs?

Students: "Honeybees."

"OK, let's check it and see. Let's place the words *honeybees* in place of "*they*" in the second sentence. Read aloud with me, from the beginning: ¹Honeybees live in large groups called colonies. ²*Honeybees* all have jobs.

"Does that sound right? Yes! It's a little repetitive, which is why the author chose to replace *honeybees* in the first place, but the first sentence is about *honeybees*, so we know *they* is referring back to *honeybees*!"

Step Seven. Group Read

"Let's read the text one last time, and this time we will choral read aloud, all together. Let's try to make sure we are incorporating the feedback we learned today."

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

BW Lesson A

Breaking Words Lesson Plan A (Elaborative_High Teacher Support) Animal Communication Module

Word Cards:

- *communicate*
- *warning*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

*Two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm up	There is no warm up today because it is the first day of the module.
	Word 1: <i>communicate</i>
Count It	<p>“Today we are going to work with a few words related to our learning about animal communication. The first word is <i>communicate</i>. For example, we learned that animals <i>communicate</i> in different ways for different purposes. Let’s start with Count It on our prompt card. How many syllables are in the word <i>communicate</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p> <p>Students: <i>Four</i></p> <ul style="list-style-type: none"> • <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it</i>

	<p><i>sounds as we say it and the movement of your chin up and down with each syllable</i></p> <p>“You’re right! <i>Communicate</i> has four syllables. Let’s clap it out to make sure.”</p>
Read It	<p>Now let’s move on to Read It (place the word card in front of the student). Can you read this word aloud?”</p> <p>Students: <i>communicate</i></p>
Use It	<p>“Next, let’s Use It. How would you use <i>communicate</i> in a sentence about animals?”</p> <p>Students: (for example) <i>Even though animals can’t talk the way humans can, they communicate by using sight, smell, sounds, taste and touch.</i></p> <p>(Note: give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u>)</p>
Divide It	<p>“Now it’s time for Divide It. How would we divide this word?”</p> <p>Students: com/mun/i/cate OR com/mu/ni/cate [either one produces logical pronounceable chunks without misrepresenting any syllable generalizations]</p> <p>Students mark these breaks on the card. If they mark a break in a place that is not logical, the teacher provides support.</p> <p>“Let’s check each syllable to make sure it has exactly one vowel sound. COM has /ah/ or /uh/ depending on how you say it, MU has /yoo/, NI has /i/, and CATE has /ay/. Awesome! We are going to cut this word into four pieces.”</p>
Assemble It	<p>“Ok, time to Assemble It. How do we put this word back together?” Scramble the cards and have students put it back together. Repeat a few times.</p>
Write It	<p>“Next we’re going to Write It. Without looking, how do you write <i>communicate</i>? Think about the four syllables we found to help you spell it.”</p> <p>Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly. Then show the correct spelling and let students check theirs.</p>
Transform & Use It	<p>“Last but not least, let’s Transform It.</p> <p>“While we are learning about animal communication, we are going to pay attention to a set of word parts that can be added to a lot of our words, though not all of them will work. I have already made cards for these parts so that we</p>

	<p>can add them to our words. <i>Show the students the affixes for this module: un-, re-, -s/-es, -ed, -er/-or</i></p> <p>“These word parts add meaning to our words. For example, if I add the word part <i>-s</i> to <i>communicate</i>, I get the word <i>communicates</i>.</p> <p>“Let’s try another one of our word parts. Let’s add <i>-ed</i> where we just had <i>-s</i>. <i>(Physically lay the -ed card next to the base word you cut out during Divide It.)</i> What new word do we have?”</p> <p>Students: <i>communicated</i></p> <p>“If the word part <i>-ed</i> means something was already done, what do you think <i>communicated</i> could mean?”</p> <p>Students: <i>Animals communicated with each other in the past.</i></p> <p>“Does adding <i>-ed</i> add a syllable?”</p> <p>Students: <i>Yes, now it is five syllables.</i></p> <p>“How could you use <i>communicated</i> in a sentence about animals?”</p> <p>Students: <i>The animals communicated with one another to find food.</i></p> <p>“Does that word work in that sentence? Does it make sense?”</p> <p>Students: <i>Yeah, it makes sense because it means that the animals sent information to each other to help each other find food.</i></p> <p>“Now let’s try this one. What if we added <i>un-</i> to the beginning of <i>communicated</i>. What word do we have?”</p> <p>Students: <i>Uncommunicated.</i></p> <p>“Okay, so if <i>un-</i> means not or opposite, then <i>uncommunicated</i> means when something is not communicated. Like if you want to tell someone something but you don’t. You leave your idea uncommunicated, or unsaid.”</p> <p>“Let’s try another of our word parts. Let’s take everything off and go back to the original word, <i>communicate</i>. Now let’s add this word part to the beginning. What if we added <i>re-</i> at the beginning of the word? What word do we have now?”</p> <p>Students: <i>recommunicate</i></p>
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	<p>“If the word part <i>re-</i> means again or to do something again, what does <i>recommunicate</i> mean?”</p> <p>Students: <i>to communicate again</i></p> <p>“Does <i>re-</i> add another syllable to the base/root word <i>communicate</i>?”</p> <p>Students: <i>Yes, now it is five syllables.</i></p> <p>“How could you use <i>recommunicate</i> in a sentence about animals?”</p> <p>Students: <i>The wolf had to recommunicate his howl when the rest of the pack didn’t hear him.</i></p> <p>“Let’s check our last word part to see if it works. If we add <i>-or</i> to the end, we get <i>communicator</i>. Someone or something that communicates. Let’s use that in a sentence about animals.”</p> <p>“Great work! I’m going to start building a word deck of the words we create in Breaking Words lessons during this module. I’m going to write <i>communicates</i>, <i>communicated</i>, <i>uncommunicated</i>, <i>recommunicate</i>, and <i>communicator</i> on word cards for us to practice later.”</p> <p>“Let’s move on to our next word.”</p>
	Word #2: <i>warning</i>
Count It	<p>“Our next word is <i>warning</i>. We have learned that animals give each other <i>warnings</i> in many different ways to keep themselves and their families safe. Let’s start with Count It on our prompt card. How many syllables are in the word <i>warning</i>?”</p> <p>[Do this without showing the written word to students; this prompts them to think about it based on phonology (sound)]</p> <p>Students: <i>Two</i></p> <ul style="list-style-type: none"> <i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable. Also, the teacher can help them clap through the “rhythm” of the word: “Think about how it sounds as we say it and the movement of your chin up and down with each syllable.”</i> <p>“You’re right! <i>warning</i> is a two syllable word.”</p>
Read It	“Now let’s move on to Read It (<i>place the word card in front of the student</i>).”

	<p>Can you read this word aloud?"</p> <p>Students: warning</p>
Use It	<p>"Next, let's Use It. How would you use <i>warning</i> in a sentence about animal communication?"</p> <p>Students: <i>The bright colors of a king snake's skin are a warning to predators.</i></p> <p>(Note: give two different students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u>)</p>
Divide It	<p>"Now it's time to Divide It. How would we divide this word?"</p> <p>Students: warn/ing</p> <p>"Awesome! We are going to cut this word into two pieces, warn/ing."</p> <p>"Let's check the vowel sounds."</p>
Assemble It	<p>"Ok, time to Assemble It. How do we put this word back together?" Scramble the cards and have students put it back together.</p>
Write It	<p>"Next we're going to Write It. Without looking, how do you write <i>warning</i>?"</p> <p>Students take a moment to write the word on the whiteboards. If students need assistance, prompt them to think about what they noticed/learned in previous parts of the lesson to help them write it correctly.</p>
Transform & Use It	<p>"Last but not least, let's Transform It. Let's start by looking at the end of the word. It has a word part <i>-ing</i>. Let's actually take off <i>-ing</i> and work just with the word <i>warn</i>."</p> <p><i>Show students the affix cards again: un-, re-, -s/-es, -ed, -er/-or</i></p> <p>"What if we added <i>-ed</i> to this word? What is the word now? (<i>Physically lay the -ed card next to the base word warn you cut out during Divide It.</i>) "What new word do we have?"</p> <p>Students: <i>warned</i></p> <p>"If the word part <i>-ed</i> means something was already done, what do you think <i>warned</i> could mean?"</p> <p>Students: <i>To tell someone about danger in the past</i></p> <p>"Does adding <i>-ed</i> add a syllable?"</p> <p>Students: <i>No, it is just one syllable.</i></p>

“How could you use *warned* in a sentence about animals?”

Students: *The animal's stripes warned predators to stay away.*

“Great! Now, does that word work in that sentence? Does it make sense?”

Students: *Yes, it makes sense because we just read in our book about how animals can warn other animals with their stripes.*

“Let’s try another of our word parts. Let’s keep *-ed* there, but now this time let’s also add this word part to the beginning of the word. What if we added *un-* at the beginning of the word? What word do we have now?”

Students: *unwarned*

“If the word part *un-* means not, what do you think the word *unwarned* means?”

Students: *not warned*

“Does *un* add another syllable to the word *warned*?”

Students: *Yes, now it is two syllables.*

“How could you use *unwarned* in a sentence about animals?”

Students: *Because the bear cub was unwarned by its mother, it accidentally ate a poisonous plant.*

“Let’s check the rest of our word parts to see what other words we can make.”

“What if we go back to our original word, warning. Add *-s* to the end and we get—?”

Students: *Warnings.*

“Use that in a sentence about animals.”

“Good. What if we try to add *un-* to the beginning of warning. What do we get?”

Students: *Unwarning...*

“I see some puzzled looks on your face about that word. You are right, *unwarning* isn’t a word people usually say. Not all word parts will work on all words. I’m glad you noticed that.”

	<p>“I’m going to make word cards for these new words for us to review later. I am not going to include unwarning because that isn’t a real word.”</p> <p><i>(Students may add a few words or ideas to the inquiry space to synthesize their knowledge of the module topic.)</i></p>
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DR Lesson B

Discovery Reading Lesson Title: Animal Communication_Lesson B (Blueprint)

Book: *How Do Animals Communicate?*

Pages: 16-17; paragraph and select captions on p.19

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- Review 1-2 new learnings from previous lessons about animals, using the inquiry space.

Guiding Question Framing:

- Show question: How do animals use their physical appearance to send messages to other animals?
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

Word to Preview Before Reading:

- predator: an animal that hunts and eats other animals
- Add the vocabulary word to the Inquiry Space for later reference

METACOGNITIVE DISCUSSION - During Reading

Text Chunk #1: page 16- paragraph and caption at the bottom. Teacher will read aloud.

Prompt cards should be in front of students, and direct them to look at the prompt card as you say this next part.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I know some of us spotted our vocabulary word on this part! Who can read us the sentence with the word predator(s) in it?”**
 - Call on a student to read the sentence and ask the student to explain the meaning of the word. Invite students to use their (FLR).
 - Call on another student to come up with an original sentence using the word predator.
- **“Now let’s do ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to take a turn monitoring and repairing? What in that paragraph or in the caption made you say ‘wait a minute!’”**
 - Allow students to discuss. If no one brings it up, perhaps direct students’ attention to the word frill, which may be unfamiliar to them. Guide them to use textual clues and the photos to infer the meaning of this word.

Text Chunk #2: page 17- four captions. Teacher chooses a scaffolded routine appropriate to students’ strengths and needs for this chunk.

- **“Now let’s do ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to take a turn? Was there something in those captions that made you say ‘wait a minute!’?”**
 - *Note:* If you invite students to monitor and repair and no one wants to take a turn to share, that is okay. Perhaps students had no confusion, and you can move on. However, when this happens it’s a good idea to try “Tell what you learned” or “Quiz Me next” as a way to check that students understood the chunk. If they struggle to answer your “Quiz Me” question or share a new thing they learned, that allows you to help them clarify ideas. Example below:
- **“OK great, it sounds like we didn’t face any confusion on this part. Let’s do Quiz Me, and I’m going to take a turn so I can really check your understanding of this section. If you understood the most important idea in this part of the text, then you should be able to answer this question. Animals can make themselves look bigger to scare off predators, but what is another reason they might make themselves look bigger?”**
 - **“(Student name), can you answer my question?”** and then discuss as needed.

Text Chunk #3: page 19 (Note: we are skipping page 18 because brightly colored animals were mentioned previously, and p. 19 offers a larger quantity of new information.) Teacher will

read aloud.

- **“Let’s do Monitor and Repair one last time. Who would like to share something on this page that made you say “Huh. Wait a minute!”? Let’s talk through it together.”**
 - Give students time to discuss.
- **“As our last step, let’s practice Tell What You See. We sure learned a lot on this page! Turn to your partner and each of you take turns sharing one thing you were seeing in your mind as you read this page. When you share, be sure to use your prompt card and say, ‘When I was reading this part of the text, I pictured...While talking to your partner, you can explain or give an example in English or another language that you speak.’ (FLR)**
 - Debrief or allow students to share out if time.

SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

How do animals use their physical appearance to send messages to other animals?

Exemplar answer:

Animals can use their physical appearance to frighten away predators, such as by puffing out their throats, flapping their frills to make themselves look bigger, or by having sharp spines that protect themselves against predators. Animals can also use their colors, frills, or throat sacs to attract mates.

CR Lesson B

Confident Reading Lesson Plan B: Elaborative

Text: Honeybees Text 2

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 2

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee has an important job that helps them contribute to the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar to make food. ⁶They use the nectar to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She performs a dance to tell the other bees where to go. ¹⁰First, she will fly back to the hive. ¹¹She dances as she comes into the hive. ¹²The other bees touch her to feel which way she is moving. ¹³Her steps tell the other bees where to go. ¹⁴The bees all fly off to find the flowers. ¹⁵Finally, they bring the nectar back to the hive to make more honey!

Text: “Honeybees Text 2”
Step One. Teacher Intro and Model Read Aloud
<p>“Now we are going to read another version of our “Honeybees” text. You’ll recognize a lot of it, but there are some new ideas and vocabulary. I will read the text aloud first so you can get a sense of what the text is saying and how it sounds. Follow along with me.” [At this point in the lesson, teachers can also remind students of a teaching point covered previously, such as, “Last time we were working on how to pause after a period at the end of the sentence. As I read, pay attention to where I pause.”]</p> <p>Teacher reads aloud the text while students follow along.</p>
Step Two. Silent Read
<p>“In a moment you will take turns reading this same text out loud with your partner. To get ready for that, let’s first take a minute and read the text silently in our heads. Go ahead.”</p> <p>Students read the text silently.</p>
Step Three. Partner Read
<p>“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]</p> <p>As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.</p>
Step Four. Discuss
<p>“Wow, we just read a lot of information. Let’s take a second and quickly discuss what we just read. Let’s use our prompt “Tell me what you learned” from Discovery Reading. I’m going to quickly go around and point to each of you. When I point to you, tell me one <u>new</u> thing you learned from this text.”</p> <p>Teacher calls on each student to share. This should be done quickly with very little elaboration or discussion.</p>
Step Five. Feedback and Teaching Point
<p>Teacher provides feedback in specific areas, such as: (see manual for description)</p> <ul style="list-style-type: none"> ● pace and expression ● accuracy ● punctuation ● connectives and conjunctions

- words and phrases that signal text structure
- other forms of phrasing

Example: “While you guys were reading, I heard some really great confident reading. First, I noticed that you all read at just the right volume. I know in the past we have talked about reading loudly and clearly so that we can all understand one another, so it’s great that I heard you guys read with a nice strong volume. Confident readers make the text sound clear to whoever is listening to them read.

“Let’s talk a little bit about the way we should sound when we read phrases that show us a little bit about how the text is structured. I’m going to reread the tenth sentence: ¹⁰*First, she will fly back to the hive.* Do you hear how I paused between *First* and *she will fly back to the hive*? The first part of that sentence isn’t a complete thought, is it? It’s giving me information, but that pause tells me that I’m about to learn *what* happens first. I make sure to put a little space there to show that the big idea in the sentence is on its way.”

“Let’s practice this and hear how it sounds. “Now I’ll read the whole sentence, being sure to take that brief pause at the comma, and I want you to repeat after me: ¹⁰*First, she will fly back to the hive.* (students repeat; do this maybe 1 or 2 more times.)

Step Six. Bridging Language Routine

The teacher offers a teaching point related to an example of bridging language in the text using the systematic routine:

“Let’s re-read a couple of sentences. Put your finger on the fifth sentence and listen while I read: ⁵*Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar to make food.* ⁶*They use the nectar to make honey.*

“Who is *they* referring to in sentence 6? Who are these sentences about?

Students: “Worker bees.”

“Worker bees? OK, let’s check it and see. Let’s place the words *worker bees* in place of “*they*.” Read aloud with me, from the beginning: ⁵*Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar to make food.* ⁶*Worker bees use the nectar to make honey.*

“Does that sound right? It’s repetitive, but yes, it makes sense! We already learned that worker bees have many different jobs, and these sentences are giving us information about those jobs.”

Step Seven. Group Read

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

SW Lesson A

Sentence Workshop Lesson A (Elaborative)

Animal Communication Module

Mystery Sentence: Some animals use bright patterns on their bodies to warn predators to stay away, while others roar or growl fiercely when they feel threatened.

Sentence #1: Some animals use bright patterns on their bodies to warn predators to stay away.

Sentence #2: Animals roar or growl fiercely when they feel threatened.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

warn, predators, animals

some, away, stay, to

[use bright patterns on their bodies to]

Word Cards for Sentence #2:

animals, roar, growl, or

fiercely, [when they feel threatened]

Mystery Sentence: *other, while, others*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

"Today we are going to build a sentence that is about our topic of animal communication. We are going to start with a few words, and then we'll add more words to make the sentence longer and longer."

"Here on the table I have three word cards." (T reads each card as they lay them out.)

"Warn, predators, animals. Can you build a sentence that makes sense using those three word cards?"

Word Cards: *warn, predators, animals*

Teacher allows students to arrange the words to make a sentence, then debriefs with the students and provides feedback, such as:

*“OK, read the sentence you wrote.” (Student reads: **Animals warn predators.**) “Does that sentence make sense?” [students answer] “Yes. It does, doesn’t it?”*

Teacher directs the student to the first question on the prompt card, “Let’s talk about what is going on in this sentence. Here we have some questions on this prompt card that will help us. Our first question is, ‘Who or what is the most important part of this sentence?’” [Student answers]

“You’re right, animals are the most important part of this sentence; that’s the ‘what’ in the sentence. Let’s look at our second question. What do we know about animals? [student answers] “We know that the animals are doing a clear action in this sentence--they are warning predators. We’ve read a little bit about that in Discovery Reading.”

“Now, let’s add on to this sentence by adding these words in the appropriate places. Where can we put these words to make a longer sentence about our topic that still makes sense? Try it.”

Word Cards: *some, away, stay, to*

T gives students time to add words, providing support or feedback as necessary.

*“Can you read to me what you added to this sentence?” (Student may read something like **Animals warn predators to stay away some.**) “Hmm, does that sound right? When I hear that, I wonder, ‘some what? Sometimes?’ You can’t end that sentence with some, because it won’t sound like a complete thought. Let’s try again. Here’s a hint: let’s put the word ‘some’ earlier in the sentence to describe the animals.*

T gives students more time to build the sentence and follows the feedback routine again, until an appropriate sentence is built, either Some animals warn predators to stay away, or Animals warn some predators to stay away.

T directs the student back to the prompt card to the third question. *“When we added those words, what else do we now know about the animals?” [student answers] “Yes, we do learn why the animals warn the predators, because they want them to stay away.”*

Note: After the teacher has given the students up to two attempts to arrange the words and if they are still not successful, the teacher should intervene. The teacher can do one of two things while intervening:

- 1) Teacher models inserting the words into different places, reading each option aloud and checking it each time, until they have found the sentence that conveys the idea clearly.
- 2) Directly explain how the sentence should be organized, such as: *“In the first sentence we built, we learned that animals warn their predators- but why are they warning*

them? We have these new words: *some, to, stay, and away*. Could I use the word *some* to explain how many animals warn predators? Yes! So I could place our word card *some* before my previous sentence to say: **[grab cards] Some animals warn predators.** Can someone read what I built? Does that make sense? Let's try one more way to rearrange our words. Could I move the word *some* to another place in this same sentence to talk about the number of predators instead? Yes I could! So I am going to move our word card *some* before the word *predators* instead this time to say: **[grab cards] Animals warn some predators.** Now I want to add the words: **to stay away** because I think this is why the animals warn their predators! Can someone read this final sentence I built? **Some animals warn predators to stay away, or Animals warn some predators to stay away.** Awesome job rearranging this sentence!"

The teacher should continue to direct students to the Sentence Workshop Prompt card.

"Let's expand it one more time. Here's a big phrase we are going to insert: *use bright patterns on their bodies to*. Where can we put this phrase to help this sentence mean the same thing?"

Word Cards: *[use bright patterns on their bodies to]*

T allows students to build sentence, using the feedback routine and helping the student generate one of these possible sentences:

Some animals use bright patterns on their bodies to warn predators to stay away.

-or-

Animals use bright patterns on their bodies to warn some predators to stay away.

(If students build this second one, tell them that this is an acceptable sentence, but for the sake of our next sentence we are going to use this first sentence here.)

"OK, read the sentence you wrote." (Student reads **Some animals use bright patterns on their bodies to warn predators to stay away.**) "Does that sentence make sense?" [students answer] "Yes. It does."

Let's look again at the third question from our prompt card. Do we learn about where, when, or how often these animals are warning predators?"

Manipulate Morphosyntactic Structure of Sentence #1

*Note: This routine is placed here in this lesson plan, but it could be done anytime while building sentences (i.e., after you have built a whole expanded sentence, or after the first expansion of a sentence, etc.). The key is that at one point during the lesson, the teacher follows a routine to help students manipulate the morphosyntactic structure of a sentence. Note: this is a verbal conversation; students and the teacher are not manipulating the sentence with new word cards here.

"What if we changed a phrase in this sentence? What if instead of *some animals*, the sentence

said an animal? What if it said: **An animal use bright patterns on their bodies to warn predators to stay away.** What would we need to change about the rest of the sentence to make that sentence make sense?"

Student provides an answer. "Right, so one problem with this sentence now is the word use. If it is only one animal, we wouldn't say use. So how can we change the word use to show it's only talking about one animal's action?" **Student answers.**

"Yes, we can say uses instead. **An animal uses bright patterns on their bodies to warn predators to stay away.** Great! But now I notice another problem. What do we need to do to the phrase **their bodies**? We are only talking about one animal, so it's only one body right?" Students answer.

"Yes, we could change it to **its body** or **their body** ." (either is acceptable.) "So now this sentence would be **An animal uses bright patterns on its body to warn predators to stay away.** Does that sound right? Great job!"

Build Sentence #2

Teacher removes the word cards from Sentence #1 and places them off to the side (note: put them in a nested stack, keeping them in order, to make it easier to quickly re-build the mystery sentence later).

"Now I'm going to move these and keep them right here because we'll come back to them in a moment, but now we are going to build a different sentence. Can you create a sentence using these word cards?" Teacher reads aloud **animals, roar, growl, and or.** Teacher places them on the table for students to arrange.

Word Cards: animals, roar, growl, or

Students build Animals roar or growl. "OK, read that sentence aloud to me. Does it sound right? Is it logical? Excellent, yes, I agree."

T refers to the prompt card; "Can you tell me who or what is the most important part of this sentence?" [Student answers]

"Animals are still the most important what in our sentence. What do we know about animals?" [student answers] "They growl or roar."

Students may also build the sentence: Animals growl or roar.

"Let's add on to this sentence with a big phrase and one more word. Can you add these two sets of word cards to the sentence?" **fiercely, [when they feel threatened]**

Word Cards: fiercely, [when they feel threatened]

Teacher encourages students to manipulate the cards and talk through the sentence as

they consider how to arrange the cards.

Students can build the sentence(s): *Animals roar or growl fiercely when they feel threatened* or *Animals fiercely growl or roar when they feel threatened* or *When they feel threatened, animals roar or growl fiercely*, with the teacher **providing feedback and scaffolding as needed**. (Note: Push students to build all options so they can see how the larger phrase can be positioned differently and still make sense.) **T refers back to question three on the prompt card:** “Can we answer questions about when, how, why, or even how often the animal roar or growl?” [student responds]

(If students build the second or third one, tell them that these are acceptable sentences, but we are going to use this first sentence here.)

Build Mystery Sentence and Discuss Meaning

Teacher places sentence #1 (already built) back on the table so that both sentences are arranged in front of the students. **Note: Do not spend time asking students to rebuild the sentences; put them back on the table intact.**

“Alright, today we have built two sentences. Let’s take a second and read each one and talk briefly about the ideas in these sentences. First we built **Some animals use bright patterns on their bodies to warn predators to stay away**, and our second sentence was **Animals roar or growl fiercely when they feel threatened**. Hm, so the first sentence. What does it mean that animals use bright patterns to scare predators away? What do you picture in your mind?” (Student shares; teacher leads a very short discussion.)

“Right. They want to scare other animals off, but here in the second sentence, animals are using another communication strategy to scare off predators. What are they doing in the second sentence?” [Allow students to share.] “That’s right. In this case, they use their voices. When they feel threatened, they use a fierce or scary roar to scare off predators.”

“So we’ve got two really important ideas here: some animals use colors to warn predators to stay away, and other animals roar or growl to defend themselves against predators. Let’s combine these ideas. Now we are going to put these two sentences together to make one big mystery sentence. We are going to combine the two sentences using two words: while and other.” Teacher lays out **while** and **other** word cards. “Where can we place these two words to combine the two sentences?” (Student places word cards, with support as necessary.)

Word Cards: while, other

“Great job. Let’s read our big mystery sentence: **Some animals use bright patterns on their bodies to warn predators to stay away, while other animals roar or growl fiercely when they feel threatened**. This makes sense, right? But I don’t love how it sounds. We say ‘some animals’ and then ‘other animals’. We don’t need to say ‘animals’ that much. Sometimes, when we don’t want to say the same noun over and over again, we can use a pronoun to

replace one of the nouns instead. Look at this word card: others. Now look at your sentence. Which two words could you remove and replace with this word others without changing the meaning of the sentence?"

Word Cards: *others*

T allows student(s) to try it, providing support or feedback as necessary. If students are stuck, the teacher could try subbing the word *others* in different places (while moving around the word card), modeling how to test to see if it makes sense, such as: *"What if I took out they feel threatened? Some animals use bright patterns on their bodies to warn predators to stay away, while other animals roar or growl fiercely when others. No, that's not right!"* The teacher can also highlight that a pronoun like *others* will usually replace the noun the second time it is used in a sentence, because by that point we know *others* is referring to animals.

"Great. Yes, we insert others for other animals because the first part of the sentence introduced the noun, animals, so we don't need to say animals again. Alright, I think we have built our mystery sentence! Can you read this beautiful sentence out loud to me one last time?"

Student reads: ***Some animals use bright patterns on their bodies to warn predators to stay away, while others roar or growl fiercely when they feel threatened.***

"Excellent job building this complex sentence today. It's got some really important ideas in it, so let's add it to our Inquiry Space."

Teacher and students add the mystery sentence to the Inquiry Space.

DR Lesson C

Discovery Reading Lesson Title: Animal Communication_Lesson C (Blueprint)

Book: *How to Talk to a Tiger..and Other Animals*

Pages: 12-13 “Playing Possum” (2 main paragraphs on page 12 plus “Star Turn” text box on bottom of page 12; fire-bellied toad text box on page 13)

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- Review 1-2 new learnings from our previous book about animals, using the inquiry space. Tell students we will be reading from a new book today called *How to Talk to a Tiger..and Other Animals*. [Upcoming lessons will alternate between the two books in this module.]

Guiding Question Framing:

- Show question: What are some ways that animals defend themselves against predators?
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

Word to Preview Before Reading:

- threatened: to be in a state of danger or at risk for harm; not safe

- Add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION - During Reading

Text Chunk #1: page 12, first paragraph. Teacher will read aloud.

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to go first?”**
 - Call on students to share and guide them to work through their confusion. There are several words and phrases that might be worth talking about in this chunk: *scampers, mammal, waddling, are no match for, venom.*
- There are 4 text chunks today and since this first paragraph is just an intro, you can continue on without doing a second routine on the prompt card.

Text Chunk #2: page 12, second paragraph. Teacher chooses a scaffolded routine appropriate to students’ strengths and needs for this chunk.

- **“Let’s start with Monitor and Repair again. Who would like to lead us in this discussion and share something on this page that made you say “Huh. Wait a minute!”?”**
 - Note: it’s likely a good idea to spend a little time on the word “feigning” here. Help kids understand that feign means to pretend, so “death-feigning” means to “pretend to be dead.” If it’s helpful, you may even point out the Spanish cognate: *fingir*, to pretend (Note: this word is pronounced /fin-HEAR/; be careful not to make it sound like *finger*!).
 - Students may also have trouble with the phrase “clever ruse”: help them understand that the opossum has played a trick or joke on the coyote. This form of communication is important for the opossum's survival!
- **“OK, for our next routine, let’s do ‘Tell What You See.’ There was so much ooey gooey stuff going on in this part! I know the movie I was playing in my head kind of grossed me out. Let’s take a moment and turn to our partners and share what you were picturing in your mind as you read this part.”**
 - Students take turns sharing their internal movie with their partners.

Text Chunk #3: page 12- “Star Turn” Text box. It may be best to quickly read aloud this chunk to the students, as it has several tricky words. In the moment, you could just tell students that *writhe* means to shake violently, and *gape wide* means their mouths are open wide.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I know some of us spotted our vocabulary word on this part! Who can read us the sentence with the word *threatened* in it?”**
 - Call on a student to read the sentence and ask the student to explain the

meaning of the word. Invite students to use their (FLR).

- Call on another student to come up with an original sentence using the word threatened.
- **“Wow guys, this hognose snake is a little crazy! For our last routine, let’s quickly take a moment and visualize what we saw as we read this part. We’re going to do something a little different. Instead of describing to your partner what you saw on this part using words, let’s try acting it out! Snakes can’t talk, so on this part, we won’t talk either. I would love to see who can do a great impression of a hognose snake feigning death. Be sure to look back at the details in this section to see what the snake does with its body and mouth and tongue!”**
 - You could either have students do this in partners or call on volunteers to do it in front of the whole group. This is also an opportunity to help them monitor and repair-- if students are missing details like the tongue wriggling and thrashing, you can clarify what these words mean.
 - Students will likely have fun and be silly with this-- but two closing points you can make after this activity:
 - **“We used details from the text to bring the text to life. When you read actively, that’s what you can do--bring the text to life in your mind!”**
 - **“Humans can use talking to communicate, but animals like snakes can’t. When we were just acting this out, we got a sense of what it’s like to be a snake. We couldn’t use words, just our bodies to communicate!”**

Text Chunk #4: page 13- fire-bellied toad text box. Teacher chooses a scaffolded routine appropriate to students’ strengths and needs for this chunk.

- **Let’s start with Monitor and Repair one last time. Who would like to share something on this page that made you say ‘Huh. Wait a minute!’?”**
 - Give students time to discuss.
- **“Next let’s do Quiz Me. I want to ask you guys a question. If you understood the important ideas of this section, you should be able to answer this. Since animals can’t talk, we’re learning that some animals play dead. When the toad plays dead, what is it really saying? What is their message to other animals?”**
 - Call on a volunteer to answer your question. Discuss how ‘feigning dead’ means “Don’t eat me!”

SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

What are some ways that animals defend themselves against predators?

Exemplar answer:

Some animals defend themselves against predators by pretending to be dead. This means that when they feel threatened, they pretend to be dead in order to scare other animals away or to convince other animals not to eat them. Some animals, like opossums, also spray a green goo while faking death to scare predators away, while the fire-bellied toad also has a bright colored pattern on its body to convince predators to leave them alone.

CR Lesson C

Confident Reading Lesson Plan C: Elaborative

Text: Honeybees Text 3 (maze)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 3 (maze)

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee in a colony has an important job that helps them contribute to the success of the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar.

they
it
them

⁶They use they
it
them to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She uses dancing to tell the other bees where to go. ¹⁰First, she will fly back to the hive.

¹¹ Last
Then
Finally, she dances as she comes into the hive and
or
but the other bees touch her

to feel which way she is moving. ¹²Her complex steps tell they
you
them where to go.

¹³ Them
They
Their all fly off to find the flowers. ¹⁴Finally, they bring the nectar back to the hive

to make more honey!

Text: “Honeybees Text 3 (Maze)”

Step One. Teacher Intro and Maze Read

“We have read some texts about how honeybees work together and communicate. Here’s another version of that text, but this time you’ll notice that a few words are missing. Read this text silently on your own and use your knowledge to pick the right word for each blank. Circle the word with your pencil, and then in a moment I will reveal the correct words.”

Students read silently and circle the words that should go in each blank.

Step Two. Teacher Model Reads

“OK, I saw you all really thinking about the language in the text as you chose the words that make sense in each sentence. Great! Now I’m going to read the text with the correct words inserted. Follow along with me. Pay attention to how I read the text aloud and what words should go in each spot.

Teacher reads aloud the text while students follow along and circle the words that should go in each blank, changing their answers if needed.

The teacher should offer a teaching point related to 1-2 of the words, especially any that several students in the group may have had trouble with. This teaching routine can follow the same methods that are usually used for the fluency teaching points in other lessons.

For example:

“Let’s re-read the sixth sentence: *They use [they/it/them] to make honey.*

“If we look at our choices for the first box, I think I can eliminate the word *they*. It simply doesn’t make sense. Now I’m left with *it* and *them*. Hm, I’m going to read the sentence with both options: *They use it to make honey* OR *They use them to make honey*. Both of those sound like they could be right, so how could I figure this out? I’m going to read the sentence that came before this one to see if it has any clues: *Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar.* Ok. So I’m going to ask myself what the bees are using to make honey. At first, I thought it could be flowers so *them* would work, but now that I think about it, the bees don’t use the flowers, just the nectar they find in flowers. That’s what they bring back to the hive to make honey. So that means that the correct choice is *it* since that can refer to the nectar. *They use it to make honey.*

“Let’s practice this sentence together out loud one more time, reading the word that should go in that blank.” Students and teacher read together.

Step Three. Partner Read

“Now I want you to take turns reading the text aloud to your partner. Partner A will read the whole text aloud, and then Partner B will read the text aloud.” [Offer any brief reminders related to teaching points covered in prior lessons.]

As students take turns reading the text aloud, the teacher observes and listens carefully, identifying common issues that can be discussed during the feedback and teaching portion of the lesson.

Step Four. Feedback and Quick Practice

Note: for text iii, this routine can be a little shortened (or even skipped) because teachers already offer a teaching point via the maze routine.

Teacher provides feedback in specific areas, such as: (see manual for description)

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Example:

“While you guys were reading, I heard some really great things. First, I noticed that you all read at just the right speed. I know last week we were reading a little too quickly, which made it hard for us to understand one another, so it’s great that I heard you guys slow down this time. I also thought that everyone’s volume was appropriate. I could hear everyone clearly.”

“There was one place where I noticed a few of us making a similar error with our phrasing. When we see a comma, that’s the author telling us to take a pause. So let’s reread this sentence together: (11) *Then, she dances as she comes into the hive, and the other bees touch her to feel which way she is moving.* I did that not just because there is a comma there, but because that comma is important for me to understand the meaning of the text. That comma is there so I know to listen for what happens when the bee returns to her hive.”

“Let’s read it again together a few times to practice.”

Students and teacher will repeat 2-3 times.

Step Five. Bridging Language Teaching Point

The teacher offers a teaching point using the systematic routine:

“Let’s all put our finger on these sentences and read a few sentences together: *Then, she*

dances as she comes into the hive and the other bees touch her to feel which way she is moving. ¹²Her complex steps tell them where to go. ¹³They all fly off to find the flowers.

“Who does *them* refer to in sentence 12?”

Students: “The other bees.”

“Great. And who is *they* referring to in sentence 13?”

Students: “The other bees.”

“OK, let’s check it and see. Let’s place the word “the other bees” in place of “them” and “they” in these sentences. Read aloud with me: “*Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving. ¹²Her complex steps tell the other bees where to go. ¹³The other bees all fly off to find the flowers.*”

“Does that sound right? It’s very repetitive, but yes! *Them* and *they* refer to *the other bees*!”

Step Six. Group Read

“Let’s read the text one last time, and this time we will choral read aloud, all together. Let’s try to make sure we are incorporating the feedback we learned today.”

Students and the teacher read the text together, and the teacher provides some brief last bits of feedback.

BW Lesson B

Breaking Words Lesson Plan B (Blueprint)

Animal Communication Module

Word Cards:

- *threaten*
- *appearance*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

*Two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm Up	Teacher may say: “In our last Breaking Words lesson, we analyzed a bunch of cool words. Let's read them quickly to review them.” <i>Teacher can flash words and kids can read them chorally.</i> “I’ve picked one of our words. Who can use this one in a sentence for us?”
Phase	Word 1: <i>threaten</i>
Count It	<ul style="list-style-type: none">• Teacher may say: “Let’s begin by looking at a few words related to our learning about animal communication. The first word is <i>threaten</i>. We’ve learned a little bit about how some animals communicate in order to threaten another animal to scare it, or when they feel afraid and want to threaten other animals themselves.”

	<p>“How many syllables are in the word <i>threaten</i>?”</p> <ul style="list-style-type: none"> Students may say: <i>two</i> <p><i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p>
Read It	<ul style="list-style-type: none"> Teacher may say: “Can you read this word aloud?”
Use It	<ul style="list-style-type: none"> Teacher may say: “How would you use the word <i>threaten</i> in a sentence having to do with animal communication?” <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>
Divide It	<ul style="list-style-type: none"> Teacher may say: “Can we divide this word?” Students may say: threat/en
Assemble It	<ul style="list-style-type: none"> Teacher may say: “How do we put this word back together?” <p><i>Note: Scramble the cards and have students put it back together.</i></p>
Write It	<ul style="list-style-type: none"> Teacher may say: “How do you write the word <i>threaten</i>?”
Transform& Use It	<ul style="list-style-type: none"> Teacher should display the affix cards <i>un-</i>, <i>re-</i>, <i>-s/-es</i>, <i>-ed</i>, <i>-er/-or</i> Teacher may say: “Let’s start by adding <i>-ed</i> to the end of the base word <i>threaten</i>. What word do we have now?” <p>“Does adding <i>-ed</i> create another syllable?”</p> <p>“How could you use <i>threatened</i> in a sentence?”</p> <p>“What happens when we take off <i>-ed</i> and add <i>-s</i> to the end of the word?”</p> <p>“Does adding <i>-s</i> create another syllable?”</p> <p>“How could you use <i>threatens</i> in a sentence?”</p>

	<p>“Does that word make sense? How do you know?”</p> <p>“How is it different from using <i>threatened</i>?”</p> <ul style="list-style-type: none"> Teacher will write real words on new cards to add to the warm-up deck (<i>threaten, threatens, threatened</i>).
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Phase	Word 2: <i>appearance</i>
Count It	<ul style="list-style-type: none"> Teacher introduces the word <i>appearance</i> and uses it in a sentence. “We have learned about how animals can use their appearance, or the way they look, to communicate with other animals.” “How many syllables are in the word <i>appearance</i>?” Students may say: Three <p><i>Note: If students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p>
Read It	<ul style="list-style-type: none"> Teacher may say: “Can you read this word aloud?”
Use It	<ul style="list-style-type: none"> Teacher may say: “How would you use the word <i>appearance</i> in a sentence about animal communication?” <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>
Divide It	<ul style="list-style-type: none"> Teacher may say: “How would we divide this word?” Students may say: ap/pear/ance
Assemble It	<ul style="list-style-type: none"> Teacher may say: “How do we put this word back together?” <p><i>Note: scramble the cards and have students put it back together.</i></p>
Write It	<ul style="list-style-type: none"> Teacher may say: “How do you write the word <i>appearance</i>?”
Transform & Use It	<ul style="list-style-type: none"> Teacher should display the affix cards <i>un-</i>, <i>re-</i>, <i>-s/-es</i>, <i>-ed</i>, <i>-er/-or</i>

	<ul style="list-style-type: none"> Teacher may say: Let's begin by removing the word part <i>-ance</i> from the end of this word and work with just the base word, <i>appear</i>; which means to be seen. "Now let's add <i>-ed</i> to the end of this word. What word do we have now?" "Does adding <i>-ed</i> create another syllable?" "How could you use <i>appeared</i> in a sentence?" "Now I'm going to take add <i>re-</i> to the beginning of this word. What word do we have now?" "How many syllables does it have?" "How could you use <i>reappeared</i> in a sentence?" "How is it different from <i>appearance</i> or <i>appeared</i>?" "Do any of our other word parts work for this word? Why or why not?" Teacher will write real words on new cards to add to the warm-up deck (<i>appearance, appeared, reappeared, appears, appearances</i>). Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.
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DR Lesson D

Discovery Reading Lesson Title: Animal Communication_Lesson D (Blueprint)

Book: *How to Talk to a Tiger..and Other Animals*

Pages: 14-15 “Where the Sun Doesn’t Shine” (excluding orange rectangular text box on page 15)

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- Review 1-2 new learnings from our previous book about animals, using the inquiry space.

Guiding Question Framing:

- Show question: How do animals that live in the deepest part of the ocean communicate with one another?
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

Word to Preview Before Reading:

- species: a group of living things with similar characteristics
 - such as, chickens are a specific species of birds that is distinct from other

- species of birds, like penguins
- Add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION- During Reading

Text Chunk #1: page 14, second and third paragraphs. Teacher will read aloud this section (Skip the first paragraph). As an introduction, you could just say something like, “Today we are learning about the deepest part of the ocean, so deep that no sunlight reaches it, so it’s a very dark place.”)

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to lead us in this discussion?”**
 - Call on students to share and guide them to work through their confusion. There are several words and phrases that might be worth talking about in this routine: *bioluminescence, evolve, chemical reaction*.
 - *It may be easy to get tempted to go deep into the science here, or to get hung up on an advanced word like ‘bioluminescence.’ Students don’t need to memorize this word or understand the chemical reaction. The key here is that kids understand that because the midnight zone of the ocean is so dark, animals have adapted to this environment by making their own light. If you need to lead this part to quickly get them to that takeaway to prevent too much discussion and confusion, definitely take the reins and do that!*
- **“There was a lot of information in these first two paragraphs, so let’s do ‘Tell what you learned’ next. (Student A), can you share with the group one thing that was new to you in these pages? And when you are finished, call on another student to share one new thing they learned in this part of the text.”**
 - Be sure to take little moments like this to have students practice taking the lead for part of the discussion.

Text Chunk #2: page 14, two text boxes: ostracods and anglerfish. Teacher chooses a scaffolded routine appropriate to students’ strengths and needs for this chunk.

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I know some of us spotted our vocabulary word in one of those text bubbles! Who can read us the sentence with the word species in it?”**
 - Call on a student to read the sentence and to explain the meaning of the word. Invite students to use their home language (FLR).
 - Be sure to discuss that here, the anglerfish is using light to find creatures of his or her own kind. Why would they want to do that? To mate, to avoid other species who are predators, etc.
 - Call on another student to come up with an original sentence using the word species.

- **“Alright, let's check for understanding and do ‘Quiz Me’ next. Who would like to think of a question to quiz our group? Can someone think of an important idea you want to ask us about to see if we can answer?”**
 - Call on a student to ask their question, using the prompt card to remind them to say, “If you understood the most important idea in this part of the text, then you should be able to answer this question...”
 - Take a moment to allow students to answer the question, directing them back to the text as needed.

Text Chunk #3: page 15- top text box- Dragonfish. Teacher will read aloud.

- **“(Student name), why don’t you get us started. Using your prompt card, you can either take a turn doing “Monitor and Repair” or you can invite us to do it.”**
(Note: This is another way to engage students in the lesson, by having them lead the thought routines themselves. The student can say “OK, let’s ‘Monitor and Repair.’ Here is something that was confusing for me...” or the student could say, “OK, let’s start with Monitor and Repair. (Other student name), why don’t you go first?”)
 - Teacher supports the student as they lead other students through the first routine.
- **“OK, for our last routine, let’s do ‘Tell What You See.’ The text gave us so many great details about the dragonfish on this part! Imagine you’re down in that deep, dark ocean-- describe what a dragonfish looks like and what it is doing. Let’s take a moment and turn to our partners and share what you were picturing in your mind as you read this part.”**
 - Students take turns sharing their internal movie with their partners.

SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

How do animals that live in the deepest part of the ocean communicate with one another?

Exemplar answer:

The deepest part of the ocean is extremely dark, so fish that live in this environment create their own light to communicate with each other. Some species of fish use light to ward off predators, while others use light to find members of their own species or help each other find food in the dark.

UtS Lesson A

Uncover the Structure Lesson Plan A: Elaborative

Text: Honeybees Text 3 (Complete)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 3 (complete)

¹Honeybees live in large groups called colonies. ²There can be thousands of bees in a colony! ³Every bee in a colony has an important job that helps them contribute to the success of the colony. ⁴There is one queen bee who lays eggs, and the rest are worker bees. ⁵Some worker bees take care of the babies in the hive and others go out in search of flowers to collect nectar. ⁶They use **it** to make honey. ⁷There are lots of bees to feed!

⁸When a bee finds a lot of flowers, she needs to communicate with her friends. ⁹She uses dancing to tell the other bees where to go. ¹⁰First, she will fly back to the hive. ¹¹Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving. ¹²Her complex steps tell them where to go. ¹³They all fly off to find the flowers. ¹⁴Finally, they bring the nectar back to the hive to make more honey!

Text: “Honeybees Text 3 (Complete)”

Step One. Review the Text

“We’ve read three different versions of a text about honeybees. Now we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about a lot about honeybees from it. Let’s quickly re-read it together.” **Teacher reads aloud.**

Step Two. Stating the Structure of the Text

“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”

“There are lots of different ways that authors can organize their thoughts, but as we learn about our topic, we are just going to focus on a couple.”

*Here the teacher shows the empty **sequence graphic organizer**.

"Sometimes, an author wants to show us the order of events in a text. When authors show us these kinds of relationships within a text, it's called "sequence." They choose the structure that best fits the ideas they want to communicate to their readers."

“The text we are reading today uses the sequence structure to teach us about one way honeybees communicate with each other.”

Step Three. Identifying Cue Words for Structure

“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal sequence are ***first, then, next, last, finally, now, after, (with a specific date like a year or month)***.”

Teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers. Continue in this way for a few more examples, pointing out the relationship between ideas and how cues in the text alert the reader to the correct sequence. Cue words should be added to the Inquiry Space for later reference.

If students have difficulty, have students read a sentence aloud to help them locate the cue word. **For example:**

“Let’s reread this sentence together: ¹⁰*First, she will fly back to the hive.*
¹¹*Then, she dances as she comes into the hive and the other bees touch her to feel which way she is moving.* I see the cue words *first* and *then* in these sentence. The text is showing me the order these events happen. She can’t dance until she returns to the hive, so she has to fly back first.

Once she gets there, then she can tell the others where to go through her dance.”

Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

Teacher should ask 2-3 of the following (depending on time):

“What happens after the bee arrives back at the hive?”

“What happens before the bees can fly off to find the nectar?”

“What happens after the bees go off to find the nectar?”

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to complete the **sequence graphic organizer**. The teacher will transcribe student responses into a shared document by filling out the organizer. **In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the sequence structure to tell us about one way honeybees communicate with each other.”

Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used.”

“Using your graphic organizer, summarize what you learned about honeybee communication from this text.”

Teacher gives students a minute to practice with their partners.

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

Example: Honeybees communicate with each other when they find nectar. First, they go home to the hive. Then, they use a special dance to tell the other bees where the nectar is. Next, the bees go off to find the flowers. Finally, they bring the nectar home to make honey.

SW Lesson B

Sentence Workshop Lesson B (Blueprint)

Animal Communication Module

Mystery Sentence: Certain animals live in the deepest part of the ocean where there is no light, so they have adapted to this environment by making their own light to communicate.

Sentence #1: Certain animals live in the deepest part of the ocean where there is no light.

Sentence #2: Animals have adapted to this environment by making their own light to communicate.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

live, in, animals, the, ocean
certain, [deepest part of]
[where there is no light]

Word Cards for Sentence #2:

have, adapted, animals, environment, this, to
[by making their own light], [to communicate]

Mystery Sentence: *they, so*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

- Teacher prompts students to build the first sentence.

Word Cards: *live, in, animals, the, ocean*

- Students may build:
“*Animals live in the ocean.*”
- Teacher prompts students to expand sentence:

Word Cards: *certain, [deepest part of]*

- Students may build:
“Certain animals live in the deepest part of the ocean.”
- Teacher prompts students to expand sentence:

Word Cards: *[where there is no light]*

- Students may build:
“Certain animals live in the deepest part of the ocean where there is no light.”
“Certain animals live where there is no light, in the deepest part of the ocean.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if it began with the phrase: *Certain animals were–*. (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to change it to:
“Certain animals were living in the deepest part of the ocean where there was no light.”

Building Sentence #2

**Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

Word Cards: *have, adapted, animals, environment, this, to*

- Students may build:

“Animals have adapted to this environment.”

- Teacher prompts students to expand sentence:

Word Cards: [by making their own light], [to communicate]

- Students may say:
“Animals have adapted to this environment by making their own light to communicate.”

“To communicate, animals have adapted to this environment by making their own light.”

- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Build Mystery Sentence & Discuss Meaning

**Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.*

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using one phrase:

Word Card: so

- Students may build:
“Certain animals live in the deepest part of the ocean where there is no light, so animals have adapted to this environment by making their own light to communicate.”
- Teacher takes a moment to discuss how this sentence is almost there, but one word can be replaced.

Word Card: they

- With support as needed, students work together to place *they* in the correct place in order to build the mystery sentence:

“Certain animals live in the deepest part of the ocean where there is no light, so they have adapted to this environment by making their own light to communicate.”

- Use the SW prompt card to discuss the sentence.
- Teacher may want to clarify that students understand what the phrase *this environment* refers to (example of bridging language).
- Teacher and students add the mystery sentence to the Inquiry Space.

Inquiry Space (IS)

Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

Menu of Options

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
 - Show the current version of the group’s Inquiry Space.
 - Ask them to work with a partner or individually to re-read all the entries that are there.
 - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about animals using sound to communicate and two entries about animals using colors and patterns. You could move these into groups and label each one.
2. Review and connect new words
 - Show the current version of the group’s Inquiry Space
 - Ask students to read all the entries and look for new vocabulary words they have learned.
 - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
 - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *warning* and *threatened* and develop the sentence: “When elephants feel threatened, they send warning messages to other elephants.”
3. Revisit the overarching inquiry questions
 - Show the current version of the group’s Inquiry Space.
 - Chorally read all the entries as a group to review all the ideas.
 - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
 - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
 - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language or dialect). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
 - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
 - They share with the group and then record their sentences on the Inquiry Space as new entries.

DR Lesson E

Discovery Reading Lesson Title: Animal Communication_Lesson E (Blueprint)

Book: *How Do Animals Communicate?*

Pages: 8, 10

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR)**: Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- Review 1-2 new learnings from previous lessons, reminding students that we have focused so far on how animals use *sight* to communicate, by how they look, what they do with their bodies, etc. Tell students that for the next few lessons, we will be focusing on another sense...(reveal guiding question)

Guiding Question Framing:

- Show question: How do animals use sound to send messages to other animals?
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question. We are going to return to a book we read from previously for today's lesson."

Word to Preview Before Reading:

- attract: to cause someone or something to come closer

- (such as magnets)
- (and in the case of animals, they want to attract mates)
- Add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION- During Reading

Text Chunk #1: page 8, paragraph + two captions. Teacher chooses a scaffolded routine appropriate to students' strengths and needs for this chunk.

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to go first?”**
 - Note: if students share that there is nothing that is confusing them here, you could jump down to “Quiz Me,” ask them a question like, “What is the difference between a growl and a roar?” to see how well they understood this chunk.
- **“Now let’s practice ‘Tell what you learned.’ Take a moment to find something that was new to you on this page. When you’re ready, take turns sharing what you learned with your partner. You can each start by saying, “One new thing I learned from the text is...”**
 - Give partners time to share and debrief as needed.

Text Chunk #2: page 10, first 3 sentences. Teacher will read aloud. (Note: we are skipping page 9, but if you have extra time, you could go back to this page and allow students to read the captions and discuss.)

- **“Let’s stop here and begin with ‘Word in the Spotlight’ because I think we saw our vocabulary word on this part! Who can read us the sentence with the word attract in it? When you share, be sure to say ‘Our word was used in this sentence’, and then read the sentence to us!”**
 - Call on a student to read the sentence and ask the student to explain the meaning of the word.
 - Call on another student to come up with an original sentence using the word attract.
- **“I want to give you a chance to Monitor and Repair. Was there anything on this part that made you say... ‘Wait a minute!’”**
 - Prompt students to help each other work through their confusion.

Text Chunk #3: the rest of the first paragraph plus the caption. Teacher chooses a scaffolded routine appropriate to students' strengths and needs for this chunk.

- **“(Student), I want you to lead us through Monitor and Repair this time. You can either take the first turn or call on us to do it. Remember to use your prompt card.”**

- Have a student lead the conversation and encourage kids to work together to clarify their confusion.
- **“Lastly, let’s do Quiz Me. We just learned lots of new things about whales on this part. Who would like to ask us an important question to see if we understood the big idea here?”**
 - After this discussion, you may transition it to answering the guiding question, perhaps pushing them to synthesize how we’ve gotten an introduction to ways animals communicate through actions that can be heard.

SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

How do animals use sound to send messages to other animals?

Exemplar answer:

Animals can make noises to warn other animals to stay away or to attract mates. For example, big cats like panthers and lions may roar or growl as a warning to other animals to stay away. Whales sing low songs and moan to attract mates.

CR Lesson D

Confident Reading Lesson Plan D: Blueprint

Text: Animal Liars Text 1

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 1

¹Did you know that animals can lie? ²Some animals use their looks to fool other animals.

³They do this for different reasons. ⁴Some look dangerous to keep others away. ⁵Some trick other animals so they can eat them.

⁶Hoverflies are harmless, but **they** look like wasps. ⁷The stripes on **their** bodies make other animals think **they** are dangerous. ⁸Milk snakes do this too. ⁹Their markings look like poisonous coral snakes. ¹⁰They are trying to stay safe.

¹¹On the other hand, some animals pretend to be nice to catch food. ¹²One type of spider puts off a nice smell that makes moths come near the web. ¹³Then it grabs them and eats them!

¹⁴The fangbelly fish makes itself look like another fish in order to get close to prey it wants to eat. ¹⁵Other animals need to watch out for these liars!

<p>Feedback & Teaching Points (choose 1 or 2):</p> <ul style="list-style-type: none"> ● pace and accuracy ● accuracy ● punctuation ● connectives and conjunctions ● words and phrases that signal text structure ● other forms of phrasing <p>Routine: Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p>	<p>Bridging Language Routine (use for purple text):</p> <p>-Reread sentences 6 and 7 (show students place in text with fingers.) -“Who is <i>they</i> referring to in the first sentence? Who looks like wasps?” Students: “Hoverflies.” “Hoverflies? OK, let’s check it and see. Let’s place the word “hoverflies” in place of “they” in sentence 6. Read aloud with me, from the beginning: <i>“Hoverflies are harmless, but hoverflies look like wasps.</i> -“What about in sentence 7? Who is <i>their</i> and <i>they</i> referring to? Whose bodies are striped? Who do other animals think are dangerous? Students: “Hoverflies!” “Let’s do the same thing in this sentence that we did in sentence 6. Let’s replace <i>their</i> and <i>they</i> with <i>hoverflies</i> and see if it still makes sense. Ready? <i>‘The stripes on hoverflies’ bodies make other animals think hoverflies are dangerous!</i> “Does that make sense? Yes! The first sentence said <i>hoverflies</i>, so we know that the <i>they</i> and <i>their</i> in those sentences refer to <i>hoverflies</i>, too!”</p>
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BW Lesson C

Breaking Words Lesson Plan C (Blueprint)

Animal Communication Module

Word Cards:

- *attract*
- *defended*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

*Two sides of the same notecard.

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm Up	<p>Teacher may say: “We have already used our Breaking Words steps to analyze lots of words. Let's read them quickly to review them.”</p> <p><i>Teacher can flash words and kids can read them chorally</i></p> <p>“I’ve picked one of our words. Who can use this one in a sentence for us?”</p>
Phase	Word 1: <i>attract</i>
Count It	<ul style="list-style-type: none"> • Teacher may say: “Let’s begin by looking at a few words related to our learning about animal communication. The first word is <i>attract</i>. We’ve learned about how animals want to use sounds or other forms of communication to <i>attract</i> other animals for mating or friendship.”

	<p>“How many syllables are in the word <i>attract</i>?”</p> <ul style="list-style-type: none"> Students may say: two <p><i>Note: if students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p>
Read It	<ul style="list-style-type: none"> Teacher may say: “Can you read this word aloud?”
Use It	<ul style="list-style-type: none"> Teacher may say: “How would you use the word <i>attract</i> in a sentence having to do with animal communication?” <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their <u>full linguistic repertoire</u></i></p>
Divide It	<ul style="list-style-type: none"> Teacher may say: “Can we divide this word?” Students may say: at/tract
Assemble It	<ul style="list-style-type: none"> Teacher may say: “How do we put this word back together?” <p><i>Note: Scramble the cards and have students put it back together.</i></p>
Write It	<ul style="list-style-type: none"> Teacher may say: “How do you write the word <i>attract</i>?”
Transform & Use It	<ul style="list-style-type: none"> Teacher should display the affix cards <i>un-</i>, <i>re-</i>, <i>-s/-es</i>, <i>-ed</i>, <i>-er/-or</i> Teacher may say: “Let’s start by adding <i>-ed</i> to the end of the base word <i>attract</i>. What word do we have now?” “Does adding <i>-ed</i> create another syllable?” “How could you use <i>attracted</i> in a sentence?” “What happens when we take off <i>-ed</i> and add <i>-s</i> to the end of the word?” “Does adding <i>-s</i> create another syllable?” “How could you use <i>attracts</i> in a sentence?” “Does that word make sense? How do you know?”

	<p>“How is it different from using <i>attracted</i>? ”</p> <ul style="list-style-type: none"> Teacher will write real words on new cards to add to the warm-up deck (<i>attract, attracted, attracts</i>).
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Phase	Word 2: <i>defended</i> Spanish cognate: <i>defendido/defendida</i>
Count It	<ul style="list-style-type: none"> Teacher introduces the word <i>defended</i> and uses it in a sentence. <p>“How many syllables are in the word <i>defended</i>?”</p> <ul style="list-style-type: none"> Students may say: three <p><i>Note: If students struggle with syllabification, remind them of the vowel rule: one vowel sound for each syllable.</i></p>
Read It	<ul style="list-style-type: none"> Teacher may say: “Can you read this word aloud?”
Use It	<ul style="list-style-type: none"> Teacher may say: “How would you use the word <i>defended</i> in a sentence about animal communication?” <p><i>Note: Give two students an opportunity to contribute a sentence; invite students to use their full linguistic repertoire</i></p>
Divide It	<ul style="list-style-type: none"> Teacher may say: “How would we divide this word?” Students may say: de/fend/ed
Assemble It	<ul style="list-style-type: none"> Teacher may say: “How do we put this word back together?” <p><i>Note: scramble the cards and have students put it back together.</i></p>
Write It	<ul style="list-style-type: none"> Teacher may say: “How do you write the word <i>defended</i>?”
Transform & Use It	<ul style="list-style-type: none"> Teacher should display the affix cards <i>un-, re-, -s/-es, -ed, -er/-or</i> Teacher may say: “Do you spot one of our word parts already being used in this word? Yes, it has <i>-ed</i>. <p>“Let’s add <i>un-</i> to the beginning of this word. What word do we have</p>

	<p>now?”</p> <p>“Does adding <i>un-</i> create another syllable?”</p> <p>“How could you use <i>undefended</i> in a sentence?”</p> <p>“Now I’m going to take off <i>un-</i> and replace <i>-ed</i> at the end of the word with <i>-er</i>. What word do we have now?”</p> <p>“How many syllables does it have?”</p> <p>“How could you use <i>defender</i> in a sentence?”</p> <p>“How is it different from <i>defended</i> or <i>undefended</i>?”</p> <p>“Do any of our other word parts work for this word? Why or why not?”</p> <ul style="list-style-type: none"> • Teacher will write real words on new cards to add to the warm-up deck (<i>defended, undefended, defender</i>). Students may add a word(s) to the inquiry space to synthesize their knowledge of the module topic.
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DR Lesson F

Discovery Reading Lesson Title: Animal Communication_Lesson F (Blueprint)

Book: *How To Talk to a Tiger and Other Animals*

Pages: 26-27

Lesson Reminders:

- Students should practice **at least two routines** from the prompt card after **every text chunk**. Lessons are fast-paced: each routine should be practiced with **urgency**.
- For each prompt routine, invite participation from **at least two students**, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- The teacher **does not need to take a turn on every prompt routine**. When the teacher takes a turn, they should model using the prompt card language **succinctly**.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

SETTING THE PURPOSE- Before Reading

Ideas from Inquiry Space to Review Before Reading:

- Review 1-2 new learnings from our previous books about animals, using the inquiry space.

Guiding Question Framing:

- Show question: How does a rattlesnake use vibrations to communicate?
- "As we talk and discuss our reading together, we're going to be thinking about how to answer our guiding question."

Word to Preview Before Reading:

- vibrate: to move or shake very rapidly
- Add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION- During Reading

Text Chunk #1: page 26- top two paragraphs (Note: The teacher may opt to quickly read the first paragraph and use the second paragraph of the focus for discussion of this text chunk, especially since the first paragraph refers to sections of the book we have skipped over.)

Prompt cards should be in front of students and the teacher for all discussions.

- **“Let’s stop here and begin with ‘Monitor and Repair.’ Let’s think of something that made you say ‘Wait a minute!’ Who would like to go first?”**
 - Allow students to support each other in working through their confusion.
 - You may briefly clarify the meaning of ‘maraca’ in the first paragraph and point out that this is a figure of speech.
 - Other points of confusion here might be the word *distinctive* and the phrase “injecting a potent cocktail of venom”-- make sure kids understand that rattlesnakes have deadly fangs.
- **“Let’s also do ‘Word in the Spotlight’ because I think we saw our vocabulary word on this part! Who can read us the sentence with the word *vibrate* in it? When you share, be sure to say ‘Our word was used in this sentence’, and then read the sentence to us!”**
 - Call on a student to read the sentence and ask the student to explain the meaning of the word.
 - Call on another student to come up with an original sentence using the word *vibrate*.

Text Chunk #2: page 27, top caption starting with “But,” plus the dialogue box next to the rattlesnake that says, “Hey You.” (these two chunks are connected). Teacher will read aloud.

- **“Let’s start again with Monitor and Repair. Was there anything on this part that made you say... ‘Wait a minute!’”**
 - Prompt students to help each other work through their confusion.
 - Somewhere in this chunk, make sure you help students understand that there are times a rattlesnake wants to keep its tail quiet, such as when it is sneaking up on prey.
- **“Now let’s practice ‘Tell what you learned.’ Take a moment to find something that was new to you on this page. I want you all to focus on what we just learned about what it means when a rattlesnake shakes its tail loudly. Be sure to look at the box to see what the rattlesnake is ‘saying’ if you need to. When you’re ready, take turns sharing what you learned with your partner. You can each start by saying, “One new thing I learned from the text about rattlesnakes is...”**
 - Invite students to use their home languages for support (FLR).
 - Give partners time to share and debrief as needed.

Text Chunk #3: page 27, green text box starting with “How do we know this?”. Teacher will read aloud.

- **“(Student), I want you to lead us through Monitor and Repair this time. You can either take the first turn or call on us to do it. Remember to use your prompt card.”**
 - Have a student lead the conversation and encourage kids to work together to clarify their confusion.
- **“Lastly, let’s do Quiz Me. We just learned lots of new things about rattlesnakes in this part. Especially with this chunk, we also learned when the rattlesnakes tails are quiet. Who would like to ask us an important question to see if we understood the big idea here?”**
 - After this discussion, you may transition it to answering the guiding question.

SYNTHESIZING KNOWLEDGE - After Reading

Collaboratively guide students through forming and writing an answer to today’s big question. Be sure to review lesson vocabulary before or while answering the question. Add answer to the Inquiry Space.

How does a rattlesnake use vibrations to communicate?

Exemplar answer:

Rattlesnakes vibrate their tails rapidly when they feel afraid or threatened. By making this loud sound with their tails, they are telling humans or other predators to stay away, or they will have to attack with their deadly fangs. But if a rattlesnake is trying to catch some prey to eat, it will keep its tail quiet so that it doesn’t give itself away.

CR Lesson E

Confident Reading Lesson Plan E: Blueprint

Text: Animal Liars Text 2

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 2

¹Did you know that animals can lie? ²Some animals use how they look to fool other animals. ³They do this in two different ways. ⁴Some animals try to look more dangerous than they really are to scare away animals that might hurt them. ⁵Others try to look harmless so they can get close to animals they want to eat.

⁶Hoverflies are harmless, but they look like wasps. ⁷The stripes on their bodies make predators think they are dangerous. ⁸Milk snakes also use their appearance to keep other animals

away. ⁹Their markings look like coral snakes, which are poisonous. ¹⁰They use their appearance to stay safe.

¹¹On the other hand, there are some animals that try to seem less dangerous than they really are to catch food. ¹²The bolus spider uses an attractive smell that makes moths want to come near *its* web. ¹³When *one* gets close, the clever spider captures and eats the moth. Surprise! ¹⁴Similarly, the fangbelly fish makes itself look like another fish in order to get close enough to bite its prey. ¹⁵Other animals need to watch out for these liars!

<p>Feedback & Teaching Points (choose 1 or 2):</p> <ul style="list-style-type: none"> • pace and accuracy • accuracy • punctuation • connectives and conjunctions • words and phrases that signal text structure • other forms of phrasing <p>Routine: Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p>	<p>Bridging Language Routine (use for purple text):</p> <p>-Reread sentences 12 and 13 (show students place in text with fingers.) -“Who is <i>its</i> referring to in the last half of sentence 12? Whose web is it? -Students: the bolus spider’s web</p> <p>-”What about <i>one</i> in sentence 13? Who is getting close to the web?” -Students: a moth</p> <p>OK, let’s check it and see. Let’s place these words in place of <i>its</i> and <i>one</i> in these sentences. Read aloud with me:</p> <p>¹²The bolus spider uses an attractive smell that makes moths want to come near <i>the spider’s</i> web. ¹³When <i>a moth</i> gets close, the clever spider captures and eats the moth.</p> <p>“Does that make sense? Yes! It sounds a little repetitive that way, but that is what the author means with those words <i>its</i> and <i>one</i>.</p>
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SW Lesson C

Sentence Workshop Lesson C (Blueprint)

Animal Communication Module

Mystery Sentence: Rattlesnakes vibrate their tails rapidly to threaten predators, but they keep their tails quiet while they sneak up on prey to eat.

Sentence #1: Rattlesnakes vibrate their tails rapidly to threaten predators.

Sentence #2: Rattlesnakes keep their tails quiet while they sneak up on prey to eat.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson.

[Note: some cards consist of entire phrases as indicated by the brackets. Now that students are familiar with Sentence Workshop, teachers may choose to separate some of the phrases and present them as individual word cards to add more challenge to the lessons, if time permits.]

*predators, threaten, rattlesnakes
vibrate, [their tails], to
rapidly*

Word Cards for Sentence #2:

*prey, rattlesnakes, [sneak up], on, [to eat]
while, they, [keep their tails quiet]*

Mystery Sentence: *but, they*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

- Teacher prompts students to build the first sentence.

Word Cards: *threaten, rattlesnakes, predators*

- Students may build:

“Rattlesnakes threaten predators.”

- Teacher prompts students to expand sentence:

Word Cards: vibrate, [their tails], to

- Students may build:
“Rattlesnakes vibrate their tails to threaten predators.”

“To threaten predators, rattlesnakes vibrate their tails.”

- Teacher prompts students to expand sentence:

Word Cards: rapidly

- Students may build:
“Rattlesnakes vibrate their tails rapidly to threaten predators.”

“Rattlesnakes rapidly vibrate their tails to threaten predators.”

- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if the word *rattlesnakes* was replaced with *a rattlesnake*. (Note: this is a verbal activity; do not change word cards.)

“A rattlesnake vibrates its tail to threaten predators.”

Building Sentence #2

**Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

Word Cards: prey, rattlesnakes, [sneak up], on, [to eat]

- Students may build:
“Rattlesnakes sneak up on prey to eat.”
- Teacher prompts students to expand sentence:

Word Cards: *while, they, [keep their tails quiet]*

- Students may say:
“Rattlesnakes keep their tails quiet while they sneak up on prey to eat.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Build Mystery Sentence & Discuss Meaning

**Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.*

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using one phrase:

Word Card: *but*

- Students may build:
“Rattlesnakes vibrate their tails rapidly to threaten predators, but rattlesnakes keep their tails quiet while they sneak up on prey to eat.”
- Teacher takes a moment to discuss how several words are being repeated in the sentence and asks what words can be taken out.

Word Card: *they*

- With support as needed, students work together to place *they* in the correct place in order to build the mystery sentence:

“Rattlesnakes vibrate their tails rapidly to threaten predators, but they keep their tails quiet while they sneak up on prey to eat.”

- Use the SW prompt card to discuss the mystery sentence.
- Teacher and students add the mystery sentence to the Inquiry Space.

DR Lesson G

Discovery Reading Lesson Title: Animal Communication_Lesson G (Elaborative, High Student Responsibility)

Book: *How To Talk to a Tiger and Other Animals*

Pages: p.32-33 (Tarsier, Farting Fish)

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Ideas from Inquiry Space to Review Before Reading:

- “Today during Discovery Reading we are going to read some more from our book called *How To Talk to a Tiger and Other Animals*. Let’s start by looking at our Inquiry Space to review some of the things we have learned about animal communication. Can someone talk us through some of the most important things we have learned so far?” Allow one student to share. Encourage them to reference the ideas on the Inquiry Space as they talk to the group.

Guiding Question Framing:

- “Now let’s look at the big question that we are going to be able to answer by the end of this lesson. (Show and read the question.) The question we will answer is: How do some animals communicate using sounds humans can’t hear? While we read today, let’s make sure we are gathering ideas that help us form and understand an answer to this question.”

Word to Preview Before Reading:

- “Before we start reading, I want to talk about a word we will encounter in this text today. Our word in the spotlight is undetectable. (Say and show the word to students.) When something (or someone) is undetectable it is unable to be seen, heard, or discovered by others. For example, some noises made by animals can be

hard to hear and they are often undetectable to their predators. Can one person share a quick example of how they have seen or heard that word before? It could be in English or a similar word in another language that you speak.”

- “I am going to keep this word card over here to the side so we can remember that we are looking for the word undetectable as we read today. When you see it, be sure to let us know so we can talk about how it is used by the author.”
- Ask a student to add the vocabulary word to the Inquiry Space for later reference.

METACOGNITIVE DISCUSSION - During Reading

Text Chunk #1: page 32- bottom first paragraph on “*The Tarsier’s Silent Scream*”

Prompt cards should be in front of students and the teacher for all discussions.

- “I am going to read this page aloud as you follow along. Before I start reading, who wants to be our discussion leader for this chunk?” (Choose a student). “As soon as I finish reading, the leader is going to start our conversation using the prompt card. Here we go.” Students follow along while the teacher reads page 32- bottom first paragraph aloud.
- After reading, the teacher does not jump in to start the conversation. Wait for the designated discussion leader to start. If the discussion leader does not start, give a short prompt or reminder to get the leader started. Prompt cards should be in front of students.
 - The discussion leader might say something like this: “*Okay, we always start with ‘Monitor and Repair.’ Did anyone see something that made you say ‘Wait a minute!’ Who would like to take a turn monitoring and repairing?*” Discussion leader can call on a peer to respond and briefly discuss. The teacher can also participate similarly to the students, letting the discussion leader facilitate in the teacher role.
 - Then the discussion leader might continue like this: “*Now let’s choose another thinking routine from our prompt card. I think it would help us here to Tell What We See. Can someone tell us what they pictured in their mind when we read this part?*” Discussion leader can either call on a peer or explain their own thinking, using the prompt card language as a guide.

Text Chunk #2: page 32- bottom second paragraph on “*The Tarsier’s Silent Scream*”

- “Let’s pick another discussion leader for the next chunk.” (Choose a student). Teacher reads text aloud.
- Discussion leader should notice the word in the spotlight and say something like: “*That was a good place to stop because I see the Word in the Spotlight, undetectable.*” Using the prompt card language, the discussion leader can either explain how the word is used or ask a peer to do it. Teacher can support the group as needed, allowing the

discussion leader to facilitate as much as possible.

- Then, the discussion leader should choose another routine from the prompt card. They might say something like this: *"Let's use 'Quiz Me' now. That's a good way to check to see if we are understanding the important idea here."* They can either pose a question or ask for a peer to pose one. In either case, the question should be about a central idea important for understanding that chunk (not a trivial detail). For example: *"Here's my question: Why does the Tarsier screech in ultrasound? OR What types of messages are they able to send using ultrasound?"*

Text Chunk #3: page 33- bottom two paragraphs on *"Farting Fish: Yes. Seriously"*

- **"We have one more chunk for today's Discovery Reading before we try to answer our guiding question. We need one more discussion leader.** (Choose a student, ideally someone who hasn't already led). **Let's read this last paragraph together chorally."**
- Like above, discussion leader should begin the conversation, using prompt card language: *"Let's do Monitor and Repair one last time. Who would like to share something on this page that made you say 'Huh. Wait a minute!'"? Let's talk through it together."*
- Then, the discussion leader chooses one final thought routine. They might say something like: *"Let's use 'Tell What You Learned' for this last part."* Discussion leader can ask for peers to explain something they learned, using the prompt card language, or they can model for the group with their own example.

SYNTHESIZING KNOWLEDGE - After Reading

"Now that we have finished our reading for today, let's return to our guiding question:

How do some animals communicate using sound humans can't hear? Hopefully you noticed that this idea came up a bunch today in our conversation.

"Let's generate an answer to this together. Who has an idea to get us started?"

Walk the students through a discussion, encouraging students to return to the text, and have them work together with you to construct an answer. The teacher leads the students in writing an answer as a group on the **inquiry space** (you write while students dictate.)

*NOTE: You should always ensure that the vocabulary word is reinforced or reviewed after reading. You can either encourage students to use the vocabulary word in the class answer (as in the model sentence below), or you can briefly review the meaning of the word before answering the question.

Exemplar answer:

Animals like the tarsier, a type of primate, use screeches in ultrasound to communicate and find their favorite foods such as moths or katydids. These ultrasound noises are undetectable by their predators. That means these sounds are at a really high frequency that humans and other animals cannot hear.

CR Lesson F

Confident Reading Lesson Plan F: Blueprint

Text: Animal Liars Text 3 (maze)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Lesson Routine:

1. Teacher intro and maze read: students read silently and select maze choices
2. Teacher model reads and maze teaching point
3. Partner Read
4. Discuss
5. Feedback and Quick Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 3 (Maze version)

¹Did you know that animals can lie? ²It isn't common, but some animals use their appearance to fool other animals. ³There are two different strategies for lying that animals use. ⁴Some animals try to look more dangerous than they really are to keep predators away. ⁵Other

animals,

however
while
first

, pretend to be less dangerous in order to get close to their prey.

⁶Hoverflies and milkshakes are examples of animals that try to look more dangerous than they really are. ⁷Hoverflies are harmless, but they look like wasps. ⁸The stripes on their bodies make predators think they are dangerous like wasps. ⁹Milk snakes have markings on their bodies

venomous
harmless
funny

that look like coral snakes, which are ¹⁰Predators are fooled into being scared, so **they** stay far away. ¹¹Both animals use their appearances to stay safe.

¹²On the other hand, other animals try to look less dangerous than they really are to attract prey so they can eat. ¹³The bolus spider uses an attractive smell that makes moths want to come

them
they
one

near its web. ¹⁴When gets close, the clever spider captures and eats the moth.

Surprise! ¹⁵Similarly, the fangbelly fish makes itself look like a different harmless fish so it can get close to its prey. ¹⁶Then it takes a big bite! ¹⁷Other animals need to watch out for these liars.

Maze Teaching Point

(choose this one or one your students had the most difficulty with):

“Let’s re-read sentences 4 and 5, and we can consider all the options:

⁴*Some animals try to look more dangerous than they really are to keep predators away.*

⁵*Other animals,....”*

“So we know that there is a contrast here - something in this sentence is different from the sentence before it. We need a word that shows this.”

“Let’s try the options.”

Bridging Language Routine

-Reread the 10th sentence (show with fingers.)

-“Who are *they*?”

-Students: “Predators.”

-Let’s check it and see. Let’s place that word in that sentence.

¹⁰*Predators are fooled into being scared, so **the predators** stay far away*

“That makes sense. The predators are doing two things here in this sentence - they are fooled and they stay away from the milksnake.”

Other animals, HOWEVER , pretend to be less dangerous in order to get close to their prey.
“That sounds good. The word however can be used like that to show a new or different idea.”
Other animals, WHILE , pretend to be less dangerous in order to get close to their prey.
“That doesn’t work in this sentence.”

Other animals, FIRST , pretend to be less dangerous in order to get close to their prey.
“That doesn’t work because FIRST would show how the ideas are in order, but that isn’t what the author is doing here.”

HOWEVER is the best option to connect the two parts of that idea together.

Feedback & Teaching Points (choose 1 or 2):

- reading confidence
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Routine:
 Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.

BW Lesson D

Breaking Words Lesson Plan D (Elaborative_High Student Responsibility) Animal Communication Module

Word Cards:

- *undetectable*
- *vibrate*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: Not all of these affixes will be used in every Breaking Words lesson during this module, but students should have access to the affix cards to experiment with during this section of the lesson. Cards will be used again in future lessons.

**Two sides of the same notecard.*

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm Up	<p>Teacher may say:</p> <p>“So far we used our Breaking Words steps to analyze a bunch of new words. Let's read them quickly to review them.”</p> <p><i>Teacher can flash words and kids can read them chorally.</i></p> <p>“I’ve picked one of our words. Who can use this one in a sentence for us?”</p>
Phase	Word 1: <i>undetectable</i>
Count It	<p>“Today we are going to work with two words related to our learning about animal communication. Who wants to lead us through the steps for analyzing our first word?” (Choose a student leader)</p> <p>“The first word is <i>undetectable</i>. We’ve learned about how some animals communicate with sounds that are <i>undetectable</i> to human ears. Our BW</p>

	<p>leader is going to lead us through all the steps, starting with—” (Teacher pauses and let’s the student leader take over.)</p> <p>The discussion leader might say something like: “Let’s start with Count it. Before I show you the word, let’s count the syllables we hear when we say satellite.” <i>Discussion leader should point to the steps in the prompt card to make sure everyone knows which step they are on.</i></p> <p>Students may say: <i>five, clapping as they say the word aloud</i></p> <p><i>Discussion leader helps as needed if students have trouble hearing the syllables. The teacher should prompt and support as needed, while continuing to allow the leader to facilitate the steps. The teacher can actively participate as if in the role of a student.</i></p>
Read It	Discussion leader shows the word card and asks everyone to read it aloud.
Use It	<p>Discussion leader asks: “How would you use the word <i>undetectable</i> in a sentence having to do with animal communication?”</p> <p><i>Note: Discussion leader can invite peers to use their <u>full linguistic repertoire</u></i></p>
Divide It	<p>Discussion leader asks the group to divide the word into five syllables.</p> <ul style="list-style-type: none"> Students may say: un/de/tect/a/ble <p>Then, the discussion leader asks students to check the logic of their syllables: “Each syllable has to have exactly one vowel sound. Let’s check each one. What vowel do we hear in the first syllable? Second syllable? Last syllable?”</p> <p>“Now that we have checked the syllables and they make sense, let’s cut the word apart.” (Discussion leader chooses a peer to cut the word into five pieces on the syllable junctures.)</p>
Assemble It	Discussion leader scrambles the five pieces and chooses a student to put the word back together. Then re-scramble and choose another person to re-assemble one more time.
Write It	<p>Discussion leader covers up the word card and asks students to write the word undetectable from memory on their boards or scratch paper, reminding them to think about the five syllables as they spell it.</p> <p>Discussion leader shows the correct spelling and asks students to compare and self-check their spelling. Repeat if needed and if time permits.</p>
Transform & Use It	Discussion leader pulls out the affix cards (Teacher should display the affix cards <i>un-</i> , <i>re-</i> , <i>-s/-es</i> , <i>-ed</i> , <i>-er/-or</i>) and says something like: “Now let’s use

	<p>the prefixes and suffixes to see if we can transform <i>undetectable</i> into new words.”</p> <p>Teacher may want to start the process by saying, “Let’s start by removing <i>un-</i> and <i>-able</i> off this word and just work with the base word <i>detect</i>.”</p> <p>Discussion leader places each card, one at a time, on the word and asks: “Does this make a new word?” Students answer yes or no.</p> <p>When an affix does create a logical word, the discussion leader asks: “Does this affix add a syllable to the word?” Students count the syllables in the new word to answer. Then they use or define the new form of the word. Discussion leader quickly goes through all the affixes this way. [There are many new words that can be created from this target word and its base word.]</p> <p>The teacher then adds undetectable and any new transformed word to the cumulative word deck for future use (<i>undetectable, detects, detected, undetected, detector, redetect</i>).</p>
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Phase	Word 2: <i>vibrate</i> Spanish cognate: <i>vibrar</i>
Count It	<p>Teacher asks for another volunteer to lead the analysis of this word.</p> <p>“The next word is vibrate. We have learned about rattlesnakes and how they vibrate their tails to warn predators that they are dangerous.”</p> <p>Discussion leader asks, “How many syllables are in the word <i>vibrate</i>?”</p> <p>Students may say: <i>two, clapping the syllables to make sure</i></p>
Read It	Discussion leader presents the written word card and asks peers to read the word aloud.
Use It	<p>Discussion leader chooses two students to use the word in a sentence about animal communication.</p> <p><i>Note: Discussion leader can invite peers to use their <u>full linguistic repertoire</u></i></p>
Divide It	<p>Discussion leader asks: “How would we divide this word to form two syllables?”</p> <ul style="list-style-type: none"> Students may say: vi/brate

	<p><i>Discussion leader helps students check the syllables to make sure each one has one vowel sound. For each, they ask “What vowel sound do we hear?” and “How is that sound spelled in this written syllable?”</i></p> <p><i>Then the discussion leader chooses a peer to cut the word apart.</i></p>
Assemble It	Discussion leader scrambles the pieces and asks a student to put the word back together.
Write It	Discussion leader asks students to get out their boards or scratch paper and to write the word from memory, using the syllables to help them. Then the leader shows the correct spelling so students can compare and self-check.
Transform & Use It	<p>Discussion leader displays the affix cards again. “Now we will see if we can use these prefixes and suffixes to turn <i>vibrate</i> into new words.”</p> <p>Use each affix, one at a time. For instance, the leader might say:</p> <p>“Let’s start by adding -s to the end of our word. What word do we have now?”</p> <p>“Does adding -s create another syllable?”</p> <p>“How could you use <i>vibrates</i> in a sentence?”</p> <p>“Now I’m going to take off -s and replace it with -ed at the end of the word. What word do we have now?”</p> <p>“How many syllables does it have?”</p> <p>“How could you use <i>vibrated</i> in a sentence?”</p> <p>“How is it different from <i>vibrate</i> or <i>vibrates</i>?”</p> <p>“Do any of our other word parts work for this word? Why or why not?”</p> <ul style="list-style-type: none"> • Teacher will write real words on new cards to add to the warm-up deck (<i>vibrate</i>, <i>vibrates</i>, <i>vibrated</i>). Students may add word to the inquiry space to synthesize their knowledge of the module topic.

DR Lesson H

Discovery Reading Lesson Title: Animal Communication_Lesson H (Blueprint)

Book: *How To Talk to a Tiger and Other Animals*

Pages: 33- “Slapping Nostrils: A Dolphin Tale”

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Review Ideas from Inquiry Space

Guiding Question: How do dolphins use echolocation to communicate?

Word in the Spotlight:

Echolocation: when animals use echoes, or sounds reflecting off of other objects, to find or locate objects and communicate with one another

METACOGNITIVE DISCUSSION - During Reading

Use the prompt card and DR routines to read aloud and discuss:

Text Chunk #1: page 33- bottom first paragraph on “*Slapping Nostrils: A Dolphin Tale*”.

Text Chunk #2: page 33- bottom second paragraph on “*Slapping Nostrils: A Dolphin Tale*”.

Text Chunk #3: page 33- bottom third paragraph on “*Slapping Nostrils: A Dolphin Tale*”.

SYNTHESIZING KNOWLEDGE - After Reading

Exemplar answer:

Dolphins are able to use echolocation to communicate by using sounds 'at about 2,000 clicks per second' (the clicks ranging from 200 per second are used more for the location of objects). These are faster sounds known as 'burst pulses' which allow them to communicate with other dolphins to intimidate them or warn off predators by using it as a sound weapon. Scientists have found that some dolphins even use these sounds to talk to their babies or calves if they misbehave.

UtS Lesson B

Uncover the Structure Lesson Plan B: Elaborative

Text: Animal Liars Text 3 (Complete)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 3 (complete)

¹Did you know that animals can lie? ²It isn't common, but some animals use their appearance to fool other animals. ³There are two different strategies for lying that animals use. ⁴Some animals try to look more dangerous than they really are to keep predators away. ⁵Other animals, however, pretend to be less dangerous in order to get close to their prey.

⁶Hoverflies and milkshakes are examples of animals that try to look more dangerous than they really are. ⁷Hoverflies are harmless, but they look like wasps. ⁸The stripes on their bodies make predators think they are dangerous like wasps. ⁹Milk snakes have markings on their bodies that look like coral snakes, which are venomous. ¹⁰Predators are fooled into being scared, so they stay far away. ¹¹Both animals use their appearances to stay safe.

¹²On the other hand, other animals try to look less dangerous than they really are to attract prey so they can eat. ¹³The bolus spider uses an attractive smell that makes moths want to come near its web. ¹⁴When one gets close, the clever spider captures and eats the moth. Surprise!

¹⁵Similarly, the fangbelly fish makes itself look like a different harmless fish so it can get close to its prey. ¹⁶Then it takes a big bite! ¹⁷Other animals need to watch out for these liars.

Text: “Animal Liars Text 3 (Complete)”
Step One. Review the Text
<p>“We’ve read three different versions of a text about animal liars. Now we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about how animals trick each other. Let’s quickly re-read it together.” Teacher reads aloud.</p>
Step Two. Stating the Structure of the Text
<p>“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”</p> <p>“There are lots of different ways that authors can organize their thoughts, but as we learn about animal communication, we are just going to focus on a couple.”</p> <p>*Here the teacher shows the empty compare and contrast graphic organizer.</p> <p>"Sometimes, an author wants to show us how two or more things are similar and different from each other. When authors show us these kinds of relationships within a text, it's called "compare and contrast." Authors often want to show how two related things are alike but also how they are different. They choose the structure that best fits the ideas they want to communicate to their readers."</p> <p>“The text we are reading today uses the compare and contrast structure to teach us about the different reasons behind why animals lie.”</p>
Step Three. Identifying Cue Words for Structure
<p>“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal comparison are <i>same as, similar(ly), both, have in common, likewise, and alike</i>. Some words that signal contrast are <i>Different, in comparison, in contrast, however, but, and on the other hand</i></p> <p>The teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers. As you work, point out the relationship between ideas and how signal words in the text alert the reader to the compare/contrast structure.</p>

If students have difficulty, have students read a sentence aloud to help them locate the cue word. **For example:**

“Let’s reread these sentences together: ¹³*The bolus spider uses an attractive smell that makes moths want to come near its web....* ¹⁵*Similarly, the fangbelly fish makes itself look like a different harmless fish so it can get close to its prey.*

“I heard the word *similarly* right at the beginning of sentence 15. I know that phrase is helping me understand how the bolus spider and fangbelly fish are alike. Sentence 13 told me that the bolus spider tricks prey into her web to eat them. The word *similarly* is telling me that the fangbelly fish also tricks prey.”

Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

Teacher should ask 2-3 of the following (depending on time):

“Why do animals lie?”

“How are hoverflies and milk snakes alike?”

“How are bolus spiders and fangbelly fish alike?”

“How are hoverflies and fangbelly fish different?”

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to **complete the compare and contrast graphic organizer**, paying close attention to the big details about animal liars. The teacher will transcribe student responses into a shared document by filling out the organizer.
*In later lessons, teachers could release this responsibility to their students based upon ability and comfort.

Examples (select 2-3 to put in the organizer as time allows):

Circle 1: Tries to look dangerous to stay safe

- *Hoverflies look like wasps*
- *Milk snakes look like coral snakes*
- *Want other animals to stay away*
- *Make themselves seem dangerous*

Circle 2: Tries to look harmless attract prey

- *Bolus spider uses smell to attract moths*
- *Fangbelly fish look like their prey*
- *Want other animals to think they are harmless*

Middle:

- *Changes appearance*
- *A form of lying, or tricking other animals*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the compare and contrast text structure to describe the similarities and differences between why animals lie.”

Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used.”

“Using our graphic organizer, summarize what you learned about animal liars from this text.”

Teacher gives students a minute to practice with their partners.

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

Example: *Animals lie for different reasons. Some lie to stay safe but others lie to attract prey. Hoverflies and milk snakes both make themselves look dangerous, but bolus spiders and fangbelly fish trick prey into thinking they are harmless. Both kinds of liars will change their appearances to trick other animals.*

SW Lesson D

Sentence Workshop Lesson D (Blueprint)

Animal Communication Module

Mystery Sentence: Dolphins use a special type of echolocation called a burst pulse to communicate messages that can scare off other dolphins because they sound like loud screams.

Sentence #1: Dolphins use a special type of echolocation called a burst pulse to communicate messages.

Sentence #2: Burst pulses can scare off other dolphins because they sound like loud screams.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*echolocation, dolphins, use
a, [special type], of, [to communicate messages]
called, [a burst pulse]*

Word Cards for Sentence #2:

*[burst pulses], dolphins, other, can, [scare off]
because, sound, [loud screams], like, they*

Mystery Sentence: *that*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

- Teacher prompts students to build the first sentence.

Word Cards: *echolocation, dolphins, use*

- Students may build:
“*Dolphins use echolocation.*”
- Teacher prompts students to expand sentence:

Word Cards: a, [special type], of, [to communicate messages]

- Students may build:
“Dolphins use a special type of echolocation to communicate messages.”

“To communicate messages, dolphins use a special type of echolocation.”

- Teacher prompts students to expand sentence:

Word Cards: called, [a burst pulse]

- Students may build:
“Dolphins use a special type of echolocation called a burst pulse to communicate messages.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if the word *use* was replaced with *uses* (Note: this is a verbal activity; do not change word cards.)
- Teacher and students work together to change *dolphins* to *a dolphin*.

“A dolphin uses a special type of echolocation called a burst pulse to communicate messages.”

Building Sentence #2

**Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

Word Cards: [burst pulses], dolphins, other, can, [scare off]

- Students may build:

“Burst pulses can scare off other dolphins.”

- Teacher prompts students to expand sentence:

Word Cards: because, sound, [loud screams], like, they

- Students may say:
“Burst pulses can scare off other dolphins because they sound like loud screams.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Build Mystery Sentence & Discuss Meaning

**Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.*

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences by adding this word and removing unnecessary words:

Word Card: that

- Students may build:
“Dolphins use a special type of echolocation called a burst pulse to communicate messages that can scare off other dolphins because they sound like loud screams.”
- The teacher should help students notice that the final part of the sentence gives information about the *messages*, and the word *that* is a special kind of connecting word. (“What scares other dolphins and sounds like loud screams?” *The dolphin’s messages*)
- Teacher and students add the mystery sentence to the Inquiry Space.

Inquiry Space (IS)

Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

Menu of Options

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
 - Show the current version of the group’s Inquiry Space.
 - Ask them to work with a partner or individually to re-read all the entries that are there.
 - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about animals using sound to communicate and two entries about animals using colors and patterns. You could move these into groups and label each one.
2. Review and connect new words
 - Show the current version of the group’s Inquiry Space
 - Ask students to read all the entries and look for new vocabulary words they have learned.
 - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
 - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *warning* and *threatened* and develop the sentence: “When elephants feel threatened, they send warning messages to other elephants.”
3. Revisit the overarching inquiry questions
 - Show the current version of the group’s Inquiry Space.
 - Chorally read all the entries as a group to review all the ideas.
 - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
 - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
 - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language or dialect). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
 - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
 - They share with the group and then record their sentences on the Inquiry Space as new entries.

DR Lesson I

Discovery Reading Lesson Title: Animal Communication_Lesson I (Blueprint)

Book: *How To Talk to a Tiger and Other Animals*

Pages: 34-35 (a few select paragraphs about bats)

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Review Ideas from Inquiry Space

Guiding Question: *What sorts of messages do bats send through echolocation?*

Word in the Spotlight:

Navigate: to move or travel in a directed path

METACOGNITIVE DISCUSSION - During Reading

Use the prompt card and DR routines to read aloud and discuss:

Text Chunk #1: page 34- orange sidebar; first two paragraphs.

Text Chunk #2: page 34- orange sidebar; third paragraph & caption.

Text Chunk #3: page 35-caption at top of the page; caption in orange circle.

SYNTHESIZING KNOWLEDGE - After Reading

Exemplar answer:

When some bat species use echolocation, like the Mexican free-tailed bat, they can send

messages to other bats that allow them to identify one another among hundreds of other bats. Bats can also use echolocation sounds to help them hunt for their food such as different types of insects.

CR Lesson G

Confident Reading Lesson Plan G: Blueprint

Text: Elephant Vibrations Text 1

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 1

¹Elephants live in groups. ²**They** work together to stay safe and find food. ³**They** use over 200 signals to communicate.

⁴This is important when they are in danger. ⁵If an elephant needs help, they start by making a sound. ⁶People can't hear it. It makes the ground shake. ⁷Other elephants feel it with their feet. ⁸Then, they follow the sound to find the elephant in trouble. ⁹ Finally, the herd shows up to help. ¹⁰Sometimes elephants come from miles away!

<p>Feedback & Teaching Points (choose 1 or 2):</p> <ul style="list-style-type: none"> ● pace and expression ● accuracy ● punctuation ● connectives and conjunctions ● words and phrases that signal text structure ● other forms of phrasing <p>Routine: Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p>	<p>Bridging Language Routine (use for purple text):</p> <p>-Reread sentences 1-3 (show students place in text with fingers.) -“Who is <i>they</i> referring to in the second and third sentences? Who works together to find food? Who uses signals to communicate?” Students: “Elephants.” “Elephants? OK, let’s check it and see. Let’s place the word “elephants” in place of “they” in sentences 2 and 3. Read aloud with me, from the beginning: ¹Elephants live in groups. ²Elephants work together to stay safe and find food. ³Elephants use over 200 signals to communicate.</p> <p>“Does that make sense? Yes! The first sentence said <i>elephants</i>, so we know that the <i>they</i> in those sentences refers to <i>elephants</i>, too!”</p>
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BW Lesson E

Breaking Words Lesson Plan E (Blueprint)

Animal Communication Module

Word Cards:

- *navigate*
- *recognize*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm up	Use word deck from previous lessons, students quickly read all the words; pick one and create a sentence
Word 1: <i>navigate</i>	Count it: <i>three</i> Read it Use it: <i>Bats can navigate through caves using echolocation.</i> Divide it: na/vi/gate or nav/i/gate Assemble it Write it Transform & Use it: navigated, navigator, navigators, unnavigated, navigates
Word 2: <i>recognize</i>	Count it: <i>three</i> Read it Use it: <i>It is sometimes difficult for humans to recognize the sounds made by different animal species.</i> Divide it: re/cog/nize or rec/og/nize Assemble it Write it Transform & Use it: recognized, unrecognized, recognizes <i>*After lesson, teacher adds new words to cumulative word deck. Students</i>

	may add words to the inquiry space to synthesize their knowledge of the module topic.
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DR Lesson J

Discovery Reading Lesson Title: Animal Communication_Lesson J (Blueprint)

Book: *How To Talk to a Tiger and Other Animals*

Pages: p. 42- yellow text box; and p. 47 textbox on ants- “Scent Trails”

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Review Ideas from Inquiry Space

Guiding Question: What are some ways animals use chemicals to communicate?

Word in the Spotlight:

Pheromones: a chemical substance animals make and release into the environment in order to communicate information

METACOGNITIVE DISCUSSION - During Reading

Use the prompt card and DR routines to read aloud and discuss:

Text Chunk #1: page 42- first paragraph & first two sentences of paragraph two

Text Chunk #2: page 42- remaining sentences of paragraph two & third small paragraph

Text Chunk #3: page 47- text box titled: “Scent Trails”

SYNTHESIZING KNOWLEDGE - After Reading

Exemplar answer:

When some animals like dogs go to the bathroom, their urine can contain certain chemicals called pheromones which communicate information such as how big a dog is, if the dog was male or female, or even how long it's been since the animal was at that location. Ants use these specific chemicals to communicate where they are going to gather food or to warn other ants in their colony if danger is near. This allows the ants to work together and defend themselves.

CR Lesson H

Confident Reading Lesson Plan H: Blueprint

Text: Elephant Vibrations Text 2

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Lesson Routine:

1. Teacher reads aloud and models
2. Students read silently
3. Partner Read
4. Discuss
5. Feedback and Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 2

¹Elephants live in groups called herds. ²They work together to stay safe and find food.

³They use over 200 touch and sound signals to communicate.

⁴This is very important when elephants are in danger. ⁵If an elephant needs help, they start by making a sound. ⁶This sound is so low, people can't even hear it. ⁷It makes the ground vibrate.

⁸The other elephants can feel the vibrations with their feet and trunks. ⁹Then, the elephants follow the sound to find the elephant in trouble. ¹⁰Finally, the whole herd shows up to help protect their friend. ¹¹Sometimes elephants come from many miles away!

<p>Feedback & Teaching Points (choose 1 or 2):</p> <ul style="list-style-type: none"> ● reading confidence ● accuracy ● punctuation ● connectives and conjunctions ● words and phrases that signal text structure ● other forms of phrasing <p>Routine: Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.</p>	<p>Bridging Language Routine (use for purple text):</p> <p>-Reread sentences 6 and 7 (show students place in text with fingers.) -“What is <i>it</i> referring to in the last half of sentence 6 and the beginning of sentence 7? What is so low people can’t hear it? What makes the ground vibrate?” Students: “The sound.” “The sound? OK, let’s check it and see. Let’s place the word “the sound” in place of “it” and in these sentences. Read aloud with me, from the beginning: ⁶<i>This sound is so low, people can’t even hear the sound.</i> ⁷<i>The sound makes the ground vibrate.</i></p> <p>“Does that make sense? Yes! The first sentence was talking about the sound, so we know that the <i>it</i> in those sentences refers to <i>the sound</i>, too!”</p>
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SW Lesson E

Sentence Workshop Lesson E (Blueprint)

Animal Communication Module

Mystery Sentence: Some animals communicate with unique sounds that humans can't hear, such as bats who use echoing clicks and squeaks to navigate within caves.

Sentence #1: Some animals communicate with unique sounds that humans can't hear.

Sentence #2: Bats use echoing clicks and squeaks to navigate within caves.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*hear, humans, can't, some, sounds
with, animals, communicate, that
unique*

Word Cards for Sentence #2:

*navigate, within, bats, caves
use, [echoing clicks and squeaks], to*

Mystery Sentence: *such as, who*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

- Teacher prompts students to build the first sentence.

Word Cards: *hear, humans, can't, sounds, some*

- Students may build:
"Humans can't hear some sounds."
- Teacher prompts students to expand sentence:

Word Cards: *with, animals, communicate, that*

- Students may build:
“Animals communicate with some sounds that humans can’t hear.”
“Some animals communicate with sounds that humans can’t hear.”
“Humans can’t hear some sounds that animals communicate with.”
- Teacher prompts students to expand sentence:

Word Cards: *unique*

- Students may build:
“Some animals communicate with unique sounds that humans can’t hear.”
“Some unique animals communicate with sounds that humans can’t hear.”
“Animals communicate with some unique sounds that humans can’t hear.”
 - Note: (The two adjectives– *some* and *unique*– should be used to describe the animals and/or the sounds. If students want to use these adjectives to describe humans, i.e. *some unique humans can’t hear*, you may have a conversation about how although the sentence **can** be arranged that way, it doesn’t make logical sense that animals would make sounds that only certain unique humans couldn’t hear. Plus, animals are the focus of this module, not humans!)
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Building Sentence #2

**Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

Word Cards: *navigate, within, bats, caves*

- Students may build:

“Bats navigate within caves.”

- Teacher prompts students to expand sentence:

Word Cards: use, [echoing clicks and squeaks], to

- Students may say:
“Bats use echoing clicks and squeaks to navigate within caves.”

“To navigate within caves, bats use echoing clicks and squeaks.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Manipulate Morphosyntactic Structure of Sentence #2

- Teacher asks students how the sentence would need to be changed if we added the word *yesterday* to the beginning of the sentence.
- Teacher and students work together to change *use* to *used*. (Note: Point out, as necessary, that *navigate* will not need to be changed.)

“Yesterday, bats used echoing clicks and squeaks to navigate within caves.”

Build Mystery Sentence & Discuss Meaning

**Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.*

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using one phrase:

Word Card: such as

- Students may build:
“Some animals communicate with unique sounds that humans can’t hear, such as bats use echoing clicks and squeaks to navigate within caves.”

- Teacher takes a moment to discuss how this sentence is almost there, but not quite. When we have an example phrase like this in a sentence (the second part of the sentence is an example to support the first part of the sentence), then we need to add one special word:

Word Card: who

- With support as needed, students work together to place *who* in the correct place in order to build the mystery sentence:

“Some animals communicate with unique sounds that humans can’t hear, such as bats who use echoing clicks and squeaks to navigate within caves.”

- Teacher and students add the mystery sentence to the Inquiry Space.

DR Lesson K

Discovery Reading Lesson Title: Animal Communication_Lesson K (Blueprint)

Book: *How Do Animals Communicate?*

Pages: 22-23

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Review Ideas from Inquiry Space

Guiding Question: *Why is touch an effective form of communication for animals?*

Word in the Spotlight:

Grooming: when an animal cleans or grooms the fur or skin of another animal or itself

METACOGNITIVE DISCUSSION - During Reading

Use the prompt card and DR routines to read aloud and discuss:

Text Chunk #1: page 22, first three sentences

Text Chunk #2: page 22, last sentence + two captions

Text Chunk #3: page 23, all four captions

SYNTHESIZING KNOWLEDGE - After Reading

Exemplar answer:

Touch is an effective form of communication for animals because it allows animals to greet

one another. Since animals cannot use words to communicate like humans, a sense of touch allows them to send messages about how they are feeling or to share their affection with other animals.

CR Lesson I

Confident Reading Lesson Plan I: Blueprint

Text: Elephant Vibrations Text 3 (maze)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

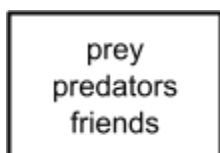
Lesson Routine:

1. Teacher intro and maze read: students read silently and select maze choices
2. Teacher model reads and maze teaching point
3. Partner Read
4. Discuss
5. Feedback and Quick Teaching Point
6. Bridging Language Routine
7. Whole Group Read

Text 3 (maze)

¹Elephants live in large groups called herds. ²They work together to stay safe and find food. ³They use over 200 touch and sound signals to communicate with each other.

⁴This is very important when elephants are in danger. ⁵They don't have many



, but they might run into a lion or crocodile on their own and need help. ⁶If **this** happens, they start by making a rumbling sound. ⁷This sound is so low, people can't even hear it

so
but
if

it makes the ground vibrate. ⁸Nearby elephants can feel the vibration with their

they
those
it

feet and trunks, and then they follow to find the elephant in trouble. ⁹Finally, the

it
she
they

whole herd shows up to help protect their friend. ¹⁰Sometimes come from many miles away!

Maze Teaching Point

(choose this one or one your students had the most difficulty with):

“Let’s re-read sentence 7, and we can consider all the options.”

“It can’t be *or* because it doesn’t make sense. Neither does *if*! The only choice that makes sense here is *but* because even though people can’t hear the sound, it makes the ground vibrate, or shake.”

Feedback & Teaching Points (choose 1 or 2):

- pace and expression
- accuracy
- punctuation
- connectives and conjunctions
- words and phrases that signal text structure
- other forms of phrasing

Routine:

Teacher models; students repeat after teacher 1-2 or times; students practice re-reading in unison 1-2 times.

Bridging Language Routine (use for purple text):

-Reread the 5th and 6th sentences (show with fingers.)

-“What is *this* in sentence 6?”

-Students: “Running into a predator.”

-“Let’s check it and see. Let’s place the words “they run into a predator” in place of “this” in that sentence. Read aloud those two sentences again with me: ¹⁵They don’t have many predators, but they might run into a lion or crocodile on their own and need help . ⁶If *they run into a predator*, they start by making a rumbling sound.

-“Does that sound right? Yes! We know from the previous sentence that sometimes elephants run into predators, and then we learn what they do to protect themselves when this happens.”

BW Lesson F

Breaking Words Lesson Plan F (Blueprint)

Animal Communication Module

Word Cards:

- *grooming*
- *chemical*

Affix Cards:

- *un-*
- *re-*
- *-s/-es**
- *-ed*
- *-er/-or**

Note: For each part of the lesson, refer back to the BW Prompt Card

Warm up	Use word deck from previous lessons, students quickly read all the words; pick one and create a sentence
Word 1: <i>grooming</i>	Count it: <i>two</i> Read it Use it: <i>Grooming is a form of communication animals use to show their affection.</i> Divide it: groom/ing Assemble it Write it Transform & Use it: [remove the suffix 'ing' before transforming] ungroomed, grooms, groomer, regroom
Word 2: <i>chemical</i>	Count it: <i>three</i> Read it Use it: <i>A chemical found in animal urine can be used to send information to other animals nearby.</i> Divide it: chem/i/cal or che/mi/cal Assemble it Write it Transform & Use it: chemicals

	<p>*After lesson, teacher adds new words to cumulative word deck. Students may add words to the inquiry space to synthesize their knowledge of the module topic.</p>
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DR Lesson L

Discovery Reading Lesson Title: Animal Communication_Lesson K (Blueprint)

Book: *How Do Animals Communicate?*

Pages: 26-27

Ways to Increase Student Responsibility:

- Select a different **student to lead the discussion** for each text chunk.
- Allow students to **choose which thought routines** would be most appropriate to practice with each chunk of text.
- Encourage the student discussion leader to use the **prompt card**. As needed, and gradually releasing over time, **support the student** in soliciting participation and facilitating discussion among their groupmates.
- **Full linguistic repertoire (FLR):** Students can discuss and ask each other questions in their home language to support their mental models of the text.

SETTING THE PURPOSE - Before Reading

Review Ideas from Inquiry Space

Guiding Question: How is animal group communication similar to and different from human group communication?

Word in the Spotlight:

Dominant: to have influence or control over something or someone; being in charge; powerful

METACOGNITIVE DISCUSSION - During Reading

Use the prompt card and DR routines to read aloud and discuss:

Text Chunk #1: page 26, first paragraph

Text Chunk #2: page 26, two captions

Text Chunk #3: page 27, two captions

SYNTHESIZING KNOWLEDGE - After Reading

Exemplar answer:

Animal group communication is similar to human group communication because animals and humans both live in groups or families. Humans may talk or use body gestures/movements to warn others of danger. Animals also warn each other of danger using sounds or movements. Animal group communication is different because they use different senses to hunt or look for food, whereas a group of humans may not need to do these things.

UtS Lesson C

Uncover the Structure Lesson Plan C: Elaborative

Text: Elephant Vibrations Text 3 (Complete)

Reminders for Every Lesson:

- Invite participation from **at least two students** each time you pause to discuss, rotating strategically to hear from as many students as possible. **Every student** should have a chance to share their ideas **at least once** during the lesson.
- **Encourage students to talk to each other**, not just to the teacher. During each routine, after the first student contributes, a second student should, when appropriate and whenever possible, be invited to add to or respond to the first student.
- Remember to give **wait time**: after inviting students to participate, wait 3-4 seconds to allow some thinking time.

Text 3 (complete)

¹Elephants live in large groups called herds. ²They work together to stay safe and find food. ³They use over 200 touch and sound signals to communicate with each other.

⁴This is very important when elephants are in danger. ⁵They don't have many predators, but they might run into a lion or crocodile on their own and need help. ⁶If this happens, they start by making a rumbling sound. ⁷This sound is so low, people can't even hear it, but it makes the ground vibrate. ⁸Nearby elephants can feel the vibration with their feet and trunks, and then they follow it to find the elephant in trouble. ⁹Finally, the whole herd shows up to help protect their friend. ¹⁰Sometimes they come from many miles away!

Text: “Elephant Vibrations Text 3 (Complete)”

Step One. Review the Text

“We’ve read three different versions of a text about elephants use of vibrations. Now we will revisit one of them. We’ve already read this text a couple of times, and we’ve learned a lot about how elephants use vibrations to communicate over long distances. Let’s quickly re-read it together.” **Teacher reads aloud.**

Step Two. Stating the Structure of the Text

“Now, we’re going to ‘uncover the structure’ of this text. That means we are going to figure out how the author has organized the ideas in this text so that we can understand them. When writing, authors make choices about how they communicate ideas to help their readers learn.”

“There are lots of different ways that authors can organize their thoughts, but as we learn about animal communication, we are just going to focus on a couple.”

*Here the teacher shows the empty **sequence graphic organizer and the compare/contrast graphic organizer.**

“We’ve learned about both of these text structures. Remember, compare and contrast tells us how two or more things are alike and different, and sequence tells us the order something happens in. Which do you think is best for our text about elephant communication?”

"Right! This text tells us the order, or sequence, of events that happens when an elephant is alone and in trouble."

Step Three. Identifying Cue Words for Structure

“There are some words that authors sometimes use to signal, or show us, how they are organizing a text. Let’s take a moment to look back at our text and see if we can find a few. Some examples of words that signal sequence are ***first, then, next, last, finally, now, after, (with a specific date like a year or month).***”

Teacher will have students reread the text to locate a few examples, which they should circle or highlight on their papers. Continue in this way for a few more examples, pointing out the relationship between ideas and how cues in the text alert the reader to the correct sequence. Cue words should be added to the Inquiry Space for later reference.

If students have difficulty, have students read a sentence aloud to help them locate the cue word. **For example:**

“Let’s reread this sentences together: ⁸*Nearby elephants can feel the vibrations with their feet and trunks and then the elephants follow them to find the elephant in trouble.*

“I heard the word *then* right in the middle of this sentence. I know that phrase is helping me understand the order of events here. They can’t find the other elephant until they feel the vibrations with their feet and trunks. Once they do, they can follow them to find their friend. One event has to happen before the other can!”

Step Four. Discussion

“Now, I’m going to ask you a few questions about this text. In order to answer these questions, you will have to think about how the ideas in the text are organized, or structured.”

Teacher should ask 2-3 of the following (depending on time):

“What is the first thing an elephant does if it’s in trouble?”

“What happens once the other elephants feel the vibrations?”

“What happens last?”

Teacher calls on students to share, prompting them to refer back explicitly in the text to explain their thinking.

Step Five. Graphic Organizer

“Now we are going to take what we learned and put all the ideas from the text into our graphic organizer so that we can really see how this text uses the structure.”

As a group, the teacher and students will work together to complete the **sequence graphic organizer**, paying close attention to the big details about how elephants use vibrations to communicate. The teacher will transcribe student responses into a shared document by filling out the organizer. **In later lessons, teachers could release this responsibility to their students based upon ability and comfort.*

“Awesome! So we’ve ‘uncovered’ the structure of this text. We know that this text uses the sequence structure to tell us how elephants communicate when they are in trouble.”

Step Six. Summarizing

“Now, we’re going to practice summarizing this text. When we summarize, we want to explain the ideas in the text to someone else who hasn’t read it so that they can understand it. That means we want to explain it in a way that uses the same structure that the author used.”

“Using our graphic organizer, summarize what you learned about elephant communication from this text.”

Teacher gives students a minute to practice with their partners.

“Before we go, we are quickly going to write a summary of what we learned together. What should we begin with?”

Teacher will prompt students as the group writes a summary together, which the teacher will record to include on the Inquiry Space for future reference. As the teacher guides students through the shared-writing exercise, make sure to include structural cue words and appropriate academic vocabulary from the text and module.

Example: *If elephants get into trouble, they call for help. First, they make a low rumbling sound that makes the ground shake. Then, the other elephants follow the vibrations. Finally, the whole herd shows up to protect their friend.*

SW Lesson F

Sentence Workshop Lesson F (Blueprint)

Animal Communication Module

Mystery Sentence: Wolves howl to find members of their own pack and to tell wolves in other packs to keep away.

Sentence #1: Wolves howl to find members of their own pack.

Sentence #2: Wolves howl to tell wolves in other packs to keep away.

Word Cards for Sentence #1: If you are making the cards beforehand, it might be helpful to group them by chunk, paperclip each chunk, and have them ready to go in the order they'll appear in the lesson. [Note: some cards consist of entire phrases as indicated by the brackets.]

*howl, wolves, pack, [to find], their
own, members, of*

Word Cards for Sentence #2:

*wolves, [to keep away], [other packs], tell
to, howl
[wolves in]*

Mystery Sentence: *and*

Note: Be sure the SW prompt card is visible to the whole group. Use it to guide the discussion of each sentence.

Build Sentence #1

- Teacher prompts students to build the first sentence.

Word Cards: *howl, wolves, pack, [to find], their*

- Students may build:
“*Wolves howl to find their pack.*”
“*To find their pack, wolves howl.*”
- Teacher prompts students to expand sentence:

Word Cards: *own, members, of*

- Students may build (teacher prompts different variations in ordering of the words):
“Wolves howl to find members of their own pack.”
“To find members of their own pack, wolves howl.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Manipulate Morphosyntactic Structure of Sentence #1

- Teacher asks students how the sentence would need to be changed if we added the word *tomorrow* [or *yesterday*] to the beginning of the sentence.
- Teacher and students work together to change *howl* to *will howl* [or *howled*]

Building Sentence #2

**Note: Teacher removes the word cards from Sentence #1 and places them off to the side (but keep them in a nested stack, in order, to make it easier to quickly re-build mystery sentence later).*

- Teacher prompts students to build sentence #2:

Word Cards: *wolves, [to keep away], [other packs], tell*

- Students may build:
“Wolves tell other packs to keep away.”
- Teacher prompts students to expand sentence:

Word Cards: *to, howl*

- Students may say:
“Wolves howl to tell other packs to keep away.”
“To tell other packs to keep away, wolves howl.”

- Teacher prompts students to expand sentence:

Word Cards: [wolves in]

- Students may say:
“Wolves howl to tell wolves in other packs to keep away.”
“To tell wolves in other packs to keep away, wolves howl.”
- Use the SW prompt card to discuss the sentence.

Note: Continue to give students time to add /rearrange words, providing support or feedback as necessary. Allow students 1-2 attempts to arrange words; after two unsuccessful attempts, intervene using one of the steps provided in the elaborative plan.

Build Mystery Sentence & Discuss Meaning

*Note: Teacher places the word cards from sentence #1 back on the table so that both sentences are arranged in front of the students. Do not ask students to rebuild the sentence.

- Teacher helps students briefly discuss the ideas in the sentences, helping students see how the ideas in both sentences are connected.
- Teacher prompts students to combine the two sentences using one word:

Word Card: and

- Students may build:
“Wolves howl to find members of their own pack and wolves howl to tell wolves in other packs to keep away.”
- Teacher takes a moment to discuss how several words are being repeated in the sentence and asks what words can be taken out.
- With support as needed, students work together to remove *wolves howl* to generate the final mystery sentence. (Note: there is no substitution here, just removal):
“Wolves howl to find members of their own pack and to tell wolves in other packs to keep away.”
- Teacher and students add the mystery sentence to the Inquiry Space.

Inquiry Space (IS)

Ideas for planning the IS maintenance days

Note to teachers:

While the rest of the K.L.I. components are highly structured, the Inquiry Space, by its very nature, has to be flexible and customizable for each group. Think of this as your “playground” where you and your students have freedom to spend time playing with the big ideas about your topic that have come up across previous lessons. We haven’t provided specific lesson plans for IS days. Instead, we provide these ideas below as starting points as you plan for these days.

Menu of Options

During an IS day, you can do one of these activities, a combination of several of them, or design something of your own that accomplishes the goal of this component. Keep in mind that the goal of the Inquiry Space component is to: *re-engage with the vocabulary and concepts your group has been collecting from lesson to lesson so that students can notice and discuss how these ideas fit together.*

1. Review and re-organize the Inquiry Space
 - Show the current version of the group’s Inquiry Space.
 - Ask them to work with a partner or individually to re-read all the entries that are there.
 - Then have them work with a partner to identify a few sorting categories they could use to move the entries around into meaningful groups. For instance, maybe there are three entries about animals using sound to communicate and two entries about animals using colors and patterns. You could move these into groups and label each one.
2. Review and connect new words
 - Show the current version of the group’s Inquiry Space
 - Ask students to read all the entries and look for new vocabulary words they have learned.
 - After students have each found their list of new words, ask each student to pick one word to share with the group. They have to explain where the word is found on the Inquiry Space and what it means (related to the inquiry topic). You could also ask them to create an action or movement for the word to help the group remember it.
 - For each word, draw lines that connect to other words on the Inquiry Space and create a sentence that shows how the words are related. For example, you might draw a line between the words *warning* and *threatened* and develop the sentence: “When elephants feel threatened, they send warning messages to other elephants.”
3. Revisit the overarching inquiry questions
 - Show the current version of the group’s Inquiry Space.
 - Chorally read all the entries as a group to review all the ideas.
 - Then show students the questions from the Day 0 lesson that you used to launch the module.

- Using one question at a time, ask students to work with a partner to find at least two entries on the Inquiry Space that help answer the question.
 - The partners can share their ideas with the group, and then color-code or re-arrange the entries into groups based on the question they help answer.
4. Paraphrase the most important or most interesting ideas
- Show the current version of the group's Inquiry Space and chorally read the entries aloud to review
 - Ask students to pretend they are explaining what they have learned to a friend or relative who hasn't been in the group. They have to pick ONE really important idea and explain it in their own words, in a way that will make sense to their friend or relative (this is a great opportunity for students to explain their new knowledge in a home language or dialect). Alternatively, you can ask them to pick the one idea that is most interesting to them that they think will also be interesting to their friend or relative.
 - Students work in partners or individually to come up with two sentences for their friend or relative. If needed, you can give them a sentence starter to get them started.
 - They share with the group and then record their sentences on the Inquiry Space as new entries.