# Grade 1: Unit 2, Lesson 7

**Title:** *How Animals Communicate*

**Essential Question:** How do animals communicate?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: How Animals Communicate** | |
| Write, Draw, or List | |
| **Questions to Ask and Discuss While Reading** | **New and important learning about the topic or evidence** |
| What does the heading “Animals Touch” tell you about what you will learn? | *That animals use touch to tell each other things.* |
| What details in the words and pictures tell more about the important idea that animals communicate through touch? | *An animal can tug, grab or hug its baby.* |
| How does a bird use sound to communicate? | *It sings.* |
| Why do you think the bird and wolf make sounds that tell “here I am” | *So that other birds and wolves can find them, since the live in groups called packs.* |
| Use the headings to find each section you have read so far. Retell the important information you have learned. | *Some animals touch each other to tell things, like the polar bears playing. Others make sounds, like the rattle snake, to scare other off.* |
| What important details on pp. 56–57 tell you how animals use their sense of smell? | *A mom can tell the smell of its baby, and some animals have bad smells to make others run away.* |
| What have you learned about how animals communicate? | *That animals use touch and sound to communicate.* |
| Think about the words and photograph on p. 55. Tell why it would be important for bees to communicate to each other when they find food. | *If they find food, they want to be able to tell the other bees where they can come get some food too.* |

**Sample Chart to collect evidence**

Animals use sound, touch, hearing and sight to communicate

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| Sound   * Birds sing * Wolves howl * Bees buzz * Animals hear the rattlesnake rattle | Touch   * Elephants hug * Polar bears tug and grab * Animals snuggle together |
| Smell   * Skunks smell so animals go away * Babies have a smell the mom knows | Sight   * A dog signals with its body * Bees dance |

**Written Response #1**

Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use evidence from the text.

**Sample Student Response**

Moms communicate with their babies. They can smell them. They can also move them around by tugging, grabbing or hugging. Smell and touch are important to the mom and babies.

**Written Response #2**

Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading, be sure to say if it is using sound, hearing, touch, or smell.

**Sample Student Response**

This picture shows a skunk warning other animals to stay away. The smell is terrible!

(Picture a student diagram here)

**Week 2, Building Knowledge: Extending the Topic**

Vocabulary from Leveled Readers may be used as additional support.

Use as a Center Activity or for Homework.

**Essential Question:** How do animals communicate?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *How Animals Communicate* | **Words:** **sound, communicate, tug, pack**   1. Some animals communicate using **sound**. 2. Animals **communicate** with each other like humans. 3. An animal will **tug** its baby to move it closer. 4. Wolves live in **packs**, or groups. |
| *Prairie Dogs (teacher read aloud)* | **Words:** warn, burrows, greet, shrunk   1. Prairie dogs **warn** each other if enemies are around by barking. 2. **Burrows** are holes prairie dogs dig to live in. 3. Prairie dogs **greet** visitors to the burrow. 4. Land for the prairie dogs to live on has **shrunk**, or gotten smaller. |
| *Animal Talk* | **Words: tell, sounds, make, some**   1. **Tell** me your name. 2. Animals can make lots of different **sounds**. 3. I can **make** a picture. 4. **Some** animals roar loudly. |
| *Insect Messages* | **Words: insect, messages, touch, flash**   1. A butterfly is an **insect**. 2. Animals send each other **messages** with sounds. 3. Ants use **touch** to communicate. 4. Fireflies **flash** light to communicate. |
| *Dog Talk* | **Words: afraid, watch, protect, growl**   1. Dogs may be **afraid** of you. 2. **Watch** closely to see how a dog feels. 3. The dog can **protect** me by barking a warning. 4. The dog will **growl** when it is angry. |
| *Elephant Tales*  *(READ ALOUD TEXT)* | **Words: gurgles, sanctuary, infrasound, herd**   1. Some elephants **gurgle** to each other. 2. A **sanctuary** is a safe place for elephants. 3. People can’t hear **infrasound**, but elephants can. 4. Many animals live in **herds**. |
| *Natural Communication*  *(Video)* | **Words: scent, badges, territory, predators**   1. Different animals have different **scents** or smells. 2. **Badges** are things seen on animals. 3. A **territory** is where an animal lives. 4. Animals communicate to stay safe from **predators**. |
| *Animal Communication*  *(Video)* | **Words: visual, auditory, chemical, tactile**   1. **Visual** means what you see. 2. **Auditory** signals are sounds. 3. Animals give **chemical** messages through smell or taste. 4. **Tactile** means how things feel to touch. |
| *Prairie Dogs* | **Words: See Read Aloud lesson for words and definitions** |
| **Fabulous Four: communicate, messages, warn, territory** | |
| **Summary**  Animals **communicate** using all of their senses. **Messages** can be sent by seeing, hearing, touch or smell. Animals can **warn** other animals using sounds when a predator comes to their **territory**. | |

**Rolling Knowledge**

* Students may complete this document to support learning during 2nd reading of the text.
* Document should be maintained in a binder, folder, or journal and reviewed to ensure student understanding.

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *How Animals Communicate* | Birds sing. | Animals can tug to communicate. |
| 1. *Prairie Dogs* | Animals use sound to communicate. | Prairie dogs bark like dogs when enemies are around. |
| 1. *Animal Talk* | Animals make lots of sounds. | A lion roars to scare off other animals. |
| 1. *Insect Messages* | Crickets can chirp. | Mosquitos fly toward the sound of other mosquitos. |
| 1. *Dog Talk* | Dogs can bark. | A tail between the legs means a dog is scared. |
| 1. *Elephant Tales* | Elephants have trunks. | Elephants gurgle, scream or clap with their trunks to communicate. |
| 1. *Natural Communication (Video)* | Animals use smell, sound and touch to communicate. | Sea lion pups make special sounds so the moms can find them. |
| 1. *Animal Communication*   *(Video)* | Some animals try to look large to protect themselves. | Tactile signals are given by touch. |

**Written Response Week 2**

Due to the absence of Leveled Readers, prompts may be reworded to reflect resources used throughout unit.

*Choose either prompt 1 or 2 (or let students self-select):*

1. Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use evidence from the text.

2. Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading, be sure to say if it is using sound, sight, touch, or smell.

**Sample Student Response**

1. *Bees can communicate by dancing. When they find food, they dance to let the other bees know. That way more bees can come and eat too.*



2. *Caption: A mom giraffe smells her baby to make sure it is hers.*

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| Note to Teacher: *This week’s Main Selection is not of adequate complexity to anchor the two-week’s work. Therefore, it is suggested that more time be spent with the Teacher Read Aloud, Prairie Dogs, and the Building Knowledge materials focusing on how animals communicate using sound, touch, smell and sight.* |

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

**Title:** *How Animals Communicate*

**Essential Question:** How do animals communicate?

|  |  |
| --- | --- |
| **Title: How Animals Communicate** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use what you have learned from reading.

**Student Response**

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**Writing Prompt #2**

Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading. Be sure to say if it is using sound, sight, touch or smell.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** How do animals communicate?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

|  |  |
| --- | --- |
| **Title** | **Vocabulary Words & Sentences** |
| *How Animals Communicate* | Words: |
| *Prairie Dogs* | Words: |
| *Insect Messages* | Words: |
| *Elephant Tales* | Words: |
| *Natural Communication*  *(Video)* | Words: |
| *Animal Communication*  *(Video)* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *How Animals Communicate* |  |  |
| 2. *Prairie Dogs* |  |  |
| *3. Insect Messages* |  |  |
| *4. Elephant Tales* |  |  |
| *5. Natural Communication (Video)* |  |  |
| *6. Animal Communication*  *(Video)* |  |  |

**Written Response Week 2**

*Choose either prompt 1 or 2.*

1. Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use evidence from the text.

2. Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading, be sure to say if it is using sound, sight, touch, or smell.

**Student Response**

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