# Grade 1: Unit 3, Lesson 15

**Title:** *Animal Groups*

**Essential Question:** How are mammals different from other animal groups?

**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: *Animals in Groups***  |
| Write, Draw, or List |
| **Questions (optional)**  | **New and important learning about the topic or evidence** |
| What does “animal groups” mean? | *Groups of animals**Animals that can be put together because they share like characteristics*  |
| What is one difference you see between the fish and the reptile on pg. 166? | *The fish has fins and the reptile has legs.**The fish is in water and the reptile is on land.* *The fish is breathing through gills and the reptile is breathing through its nose.* |
| How are amphibians like reptiles? How are amphibians different from reptiles?  | *Amphibians and reptiles hatch from eggs.* *Amphibians do not have scales and their skin is wet.*  |
| How are birds the same as amphibians? How are birds different than amphibians?  | *Both birds and amphibians have eyes, mouths, and legs.**They are both types of animals.**Both birds and amphibians have eyes, mouths, and legs.**They are both types of animals.* |
| Birds and mammals have some similarities and differences. What is one difference between the two in regards to their skin or covering?  | *Birds have feathers and mammals have hair.* |
| What are some important details you have learned about mammals in this section? | *Mammals can be many shapes and sizes.* *They have hair on their body.* *Mammal mothers make milk for their babies.**Mammals can live in water or on land.**People are mammals too.* |
| What are the different parts of the fish’s body? Why is a fish able to live in water?  | *A fish has fins, eyes, mouth, gills, and a tail.**A fish is able to live in water because their gills help them breathe.* *Their fins also help them swim or move in water.* |
| What is an example of a reptile? Describe a reptile. What are body parts that both fish and reptiles have?  | *Some examples of reptiles are: an alligator/ crocodile, turtle, and snake.**A reptile has scales on their skin, they can live on land or water, they have two eyes, a mouth, and tails, and reptiles hatch from eggs.**Fish and reptiles both have eyes, mouths, and tails.* |
| Where do amphibians live?  | *Amphibians live on both land and water at some point in their lives.* |
| Describe a bird. What body parts do birds have?  | *A bird has feathers, wings, and hatches from an egg. Birds have 2 eyes, a bill/ beak, wings, and legs.*  |
| What animals that we have talked about so far hatch from eggs?  | *Bird, reptiles, amphibians, and fish all hatch from eggs.* |
| Describe a mammal. Where do mammals live?  | *A mammal has hair on its skin, has a tail, two eyes, legs, and makes milk for its baby Most mammals live on land, but some live in water.*  |
| Look back at the photos and text and tell. Which body parts do all animal groups have?  | *All animal groups have eyes and mouths.* |

**Oral Retelling Cards (to be used for discussion after reading)**

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| **Title: *Animals in Groups*** |
| Write, Draw, or List |
| **Questions to Ask and Discuss While Reading**  | **New and important learning about the topic or evidence** |
| Describe the characteristics of the animal in the picture.  | *Retelling Card 1: Fish can be different shapes and sizes.*  |
| What animal group does this animal belong in? Describe the characteristics of the animal in the picture.  | *Retelling Card 2: Snakes are reptiles. They have scales on their skin.*  |
| What animal group does this animal belong in? Describe the characteristics of the animal in the picture.  | *Retelling Card 3: A frog is an amphibian. An amphibian has wet skin.*  |
| Describe the characteristics of the animal in the picture.  | *Retelling Card 4: Birds have beaks, wings, and feathers.*  |

**Written Response**

Choose an animal group from one of our non-fiction texts. Write a topic sentence to introduce your animal group. Write supporting sentences to describe the characteristics and behaviors of your animal group based on facts you learned from the text. Write a concluding sentence.

**Sample Student Response**

There are many types of interesting reptiles. Reptiles include animals like crocodiles, snakes, and turtles. Reptiles hatch from eggs. Also, they have scales on their skin. Some reptiles have legs like turtles and others slide like snakes. Reptiles can live on both land and water. Reptiles are one of the most interesting animal groups!

**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 are animals grouped?

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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**  |
| *Is Your Mama a Llama?*  | **Words: behave, grazes, flippers, herd**1. That is not how llamas **behave**.
2. The cow **grazes** in the grassy field.
3. The dolphin used its **flippers** to swim fast.
4. There is a **herd** of sheep coming down the hill.
 |
| *Making A Home* | **Words: den, lodge, hive, pond**1. Rabbits make their home in a **den**.
2. Beavers use sticks and mud to build a **lodge**.
3. Worker bees bring food back to the **hive**.
4. The **pond** is home to ducks, frogs and fishes.
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| *Many Kinds of Bats* | **Words: thin, roost, pile, lay**1. Bats have **thin** skin on their wings.
2. Frogs **lay** eggs just like fish.
3. A bat makes its home in warm, dark place called a **roost**.
4. Bats can make their roost in **piles** of rocks.
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| *Bald Eagles* | **Words:** **hollow, weigh ,spot, shelter**1. The bald eagle’s bones are light because they are **hollow** inside.
2. A bald eagle **weighs** less than 15 pounds.
3. The eagle can **spot** its prey a mile away.
4. Animals live in **shelters** to keep them safe.
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| *Brainpop video: Classifying Animals* | **Words: classify, vertebrate, invertebrate, lungs**1. You can **classify** animals into different groups.
2. A lion is a **vertebrat**e because it has a back bone.
3. An example of an **invertebrate** is a butterfly.
4. When the whale came out of the water he filled his **lungs** with air.
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| *Animal Classification Poem* | **Words: class, lumped, migrate, segmented**1. Birds are a **class** of animal.
2. Animals with fur are **lumped** together as mammals.
3. Birds **migrate** across the globe in winter.
4. A spider’s body is **segmented** into two parts.
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| *Animals Called Mammals*  | **Words: limb, surface, glide, natural**1. Reptiles have scales covering their **limbs**.
2. Crocodiles float at the **surface** of the water waiting for their prey.
3. Birds **glide** across the sky.
4. A fish’s **natura**l habitat is in the water.
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| *Animal Classification Game* | **Words: live young, gills, cold blooded**1. Kangaroos give birth to **live young**.
2. Fish breathe through their **gills**.
3. Reptiles are **cold blooded** animals.
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| **Fabulous Four**  | **class, classify, behave, natural, gills** |

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| **Summary:** There are five animal **classes**: reptiles, amphibians, mammals, birds, and fish. These animals are **classified** by similar features.Each animal group **behaves** differently, lives in different **natural** habitats, and has different body parts such as **gills**, limbs, and lungs.  |

**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…** |
| *Is Your Mama a Llama?*  | All animals have parents. | Animals have different characteristics and features that are like their parents.  |
|  *Making A Home* | Animals have different kinds of homes. | Each animal home has a different name: beavers live in lodges, rabbits live in dens and bees live in hives.  |
|  *Many Kinds of Bats* | Bats use their wings to fly like some birds. | Bats make their homes in piles of rocks or inside trees. These homes are called roosts. |
|  *Bald Eagles* | Bald eagles have feathers and use their wings to fly. | Bald eagles are really not bald and have hollow bones.Bald eagles eat rabbits and mice and can spot their prey high in the air.The bald eagle is the national bird of the United States. |
| *Brainpop video: Classifying Animals* | There are many different kinds of animals.  | Animals can be classified into different groups based on like characteristics.  |
| *Animal Classification Poem* | Animals are classified into different groups. | Another animal group is called Arthropods. |
| *Animals Called Mammals*  | Humans are mammals.  | Mammals have many different characteristics such as breathing air and having back bones. There are different types of mammals: primates, marsupials, ocean mammals, etc. |
| *Animal Classification Game*  | There are five classes of animals: amphibians, fish, birds, mammals, and reptiles. | There are cold blooded and warm blooded animals. Animals in all the groups have some similar and different features and habitats. |

**Written Response Week 2**

# During Week 2 students will be revising, editing and publishing their work from Week 1.

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

**Title:** *Animals in Groups*

**Essential Question:** How are mammals different from other animal groups?

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| **Title:**  |
| Write, Draw, or List |
| **Questions**  | **New and important learning about the topic or evidence** |
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**Writing**

Choose an animal group from one of our non-fiction texts. Write a topic sentence to introduce your animal group. Write supporting sentences to describe the characteristics and behaviors of your animal group based on facts you learned from the text. Write a concluding sentence.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** How are animals grouped?

**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.

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| **Title** | **Four Vocabulary Words & Sentences**  |
| *Is Your Mama a Llama?*  | Words:  |
| *Brainpop video: Classifying Animals* | Words:  |
| *Animal Classification Poem* | Words:  |
| *Animals Called Mammals*  | Words:  |
| *Animal Classification Game* | 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…** |
| *Is Your Mama a Llama?*  |  |  |
| *Brainpop video: Classifying Animals* |  |  |
| *Animal Classification Poem* |  |  |
| *Animals Called Mammals* |  |  |
| *Animal Classification Game* |  |  |