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Unit 18

Unit Instructional Plans

Survivor – Animal Style

Getting Started

(student pages 167–176)

Introduction

“Survivor – Animal Style” is a scientific text written in the format of a magazine article about traits of animals. A cross-curricular connection for this unit might focus on animal habitats.

Lexile Text Measure 680L



Building Background Knowledge

Introduce this unit by displaying images of animals camouflaged within their environments. Have students view the images and locate the hidden animals. Guide students in a discussion about the traits that allow animals to protect themselves. Post a three-column chart and label the first column *Animal*, the second column *Habitat*, and the third column *Survival Traits*. After viewing and discussing the images, record the animals, their habitats, and their survival traits on the chart. Add information to the chart after reading the Unit Selection and the Extended Practice selection.

(*SL.2.1, SL.2.2, DOK: 2, Bloom’s/RBT: Comprehension/Understand*)

Suggested Formative Assessment

Have students create a sketch of a habitat that contains a camouflaged animal. Instruct students to write a sentence that explains how the animal benefits from the protective trait. Review student responses to determine individual understanding of providing information with a sketch and a sentence.

(*W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom’s/RBT: Application/Apply*)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

- How do Animals Adapt?* – Bobbie Kalman
- Polar Animal Adaptations* – Lisa J. Amstutz
- Rain Forest Animal Adaptations* – Lisa J. Amstutz
- Ocean Animal Adaptations* – Julie Murphy
- Would You Survive?* – John Townsend
- Extreme Animals: The Toughest Creatures on Earth* – Nicola Davies
- BMX Design and Equipment* – Brian D. Fiske
- Pick-Up Games: The Rules, The Players, The Equipment* – D. W. Crisfield
- Softball: Field & Equipment* – Barbara Bonney
- Gymnastics Essentials: Safety and Equipment* – Jen Jones
- Skateboards: Designs and Equipment* – B. A. Hoena
- Football: Equipment* – Bryant Lloyd
- Police Officers* – Shannon Knudsen
- I Want To Be A Firefighter* – Dan Liebman
- A Day in the Life of a Firefighter* – Linda Hayward
- A Day in the Life of a Construction Worker* – Heather Adamson
- Jobs People Do* – Christopher Maynard

(*RI.2.10, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, DOK: 3, Bloom’s/RBT: Comprehension/Understand*)

Unit Instructional Plans

Survivor – Animal Style

Unit 18

Vocabulary Focus

* Teachers using this passage for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

Standard Vocabulary

survive*	desert	focus
unable*	habitats	identify
balance	paddle	main topic
beaks	survive	multiparagraph text
bills	temperatures	paragraph
breathe	traits	specific
burrow	webbed	text

Vocabulary Activities

Memory Match

Provide pairs of students with sets of cards containing Selection-Specific or Standard vocabulary words and sets of cards containing the matching definitions. Have partners shuffle the cards in separate piles and arrange them facedown in rows and columns, placing the words in the left columns and the definitions in the right columns. In turn, instruct partners to turn over cards from the word column and cards from the definition column with the goal of matching the words to their definitions. Continue until all words and definitions are matched.

(RI.2.4, SL.2.1, L.2.4, DOK: 1, Bloom's/RBT: Comprehension/Understand)

Light the Word

Post Selection-Specific or Standard vocabulary words on the word wall. Dim classroom lights and use a flashlight or a laser pointer to highlight words. Instruct students to record the definitions or write sentences that demonstrate meanings of the highlighted words.

(RI.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, DOK: 2, Bloom's/RBT: Application/Apply)

Suggested Formative Vocabulary Assessment

Using Selection-Specific vocabulary, have students write a simile that follows this pattern: _____ is/are like _____ because _____. (e.g., *Bills are like forks because they help birds eat food.*) Use student responses to clarify misconceptions and to plan further instruction or interventions.

(RI.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.5a, L.2.6, DOK: 3, Bloom's/RBT: Analysis/Analyze)

Unit 18

Unit Instructional Plans

Survivor – Animal Style

Unpacking the Standards

CCR Anchor Standard *CCRA.R.2*

Focus *RI.2.2*

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Informational texts are written to describe, teach, or explain topics, events, or situations. Informational texts typically contain more technical vocabulary and proper nouns and are written using more complex structures. Students must attend to facts and details as they read informational texts in order to **identify** the **main topics of multiparagraph texts** as well as the focus of specific paragraphs.

main topic: the most important subject of an informational text

focus: the main emphasis or attention placed on a particular event or topic in a paragraph

Use a step-by-step process to guide students as they comprehend and analyze multiparagraph texts.

1. Note the key details within each paragraph and determine the focus of each paragraph.
2. Use text features, such as titles, headings, photographs, illustrations, charts, or graphs to note additional details.
3. Identify the main topic of the multiparagraph text.

Instructional Activities

Guide the Reading

Read aloud informational texts, pausing after each paragraph to guide students through step 1 noted above. Model the *Think Aloud* strategy through the steps after the first paragraphs and invite students to share their thinking with partners after subsequent paragraphs. After the entire texts have been read, continue modeling through step 3. Invite students to share the details that helped to identify the main topics of the multiparagraph texts.

(RI.2.2, SL.2.1, SL.2.2, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Hand Over the Main Topic

Provide students with multiparagraph texts and hand-shaped templates. Instruct students to write focuses of individual paragraphs on template fingers and main topics of texts on palms. Allow students to post organizers.

(RI.2.2, RI.2.10, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Suggested Formative Assessment

Have students complete the *Developing a Topic* graphic organizer to record the main topic and key details of the paragraphs of an assigned informational text. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(RI.2.2, RI.2.10, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Developing a Topic

Unit Instructional Plans

Survivor – Animal Style

Unit 18

Assessment of Standards

(student pages 169–173)

Common Core Standards for English Language Arts addressed in Assessment of Standards

RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, L.2.1c

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1A	B	RI.2.2	CCRA.R.2	1	9	2	Comprehension/Understand
1B	B	RI.2.2	CCRA.R.2	1	9	3	Comprehension/Understand
2	A	RI.2.3	CCRA.R.3	1	12	2	Comprehension/Understand
3	C	RI.2.4	CCRA.R.4	1	10	2	Application/Apply
4	B	RI.2.4	CCRA.R.4	1	10	2	Application/Apply
5	D	RI.2.6	CCRA.R.6	1	12	3	Analysis/Analyze
6	A	RI.2.5	CCRA.R.5	1	13	2	Application/Apply
7	C	RI.2.2	CCRA.R.2	1	9	2	Comprehension/Understand
8	C	RI.2.7	CCRA.R.7	1	13	2	Application/Apply
9	D,E	RI.2.8	CCRA.R.8	1	11	3	Comprehension/Understand
10	A	L.2.1c	CCRA.L.2	2	9	1	Application/Apply
11	D	L.2.1c	CCRA.L.2	2	9	1	Application/Apply
12	D	L.2.1c	CCRA.L.2	2	9	1	Application/Apply

Interventions

Focus *RI.2.2*

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

Main Topic Match

Prepare key detail cards and main topic cards for multiparagraph informational texts. Have students match the key detail cards and the main topic cards with the appropriate texts. Ask students to discuss with partners how the key details support the main topics of the texts.

(RI.2.2, RI.2.10, SL.2.1, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Organize It!

Provide a variety of graphic organizers for students to record main topics and key details found in informational texts (e.g., topic outline, web, grid chart, *T-chart*). Invite students to share organizers with partners.

(RI.2.2, RI.2.10, SL.2.1, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Main Topic Strips

After reading multiparagraph informational texts, have students work with partners to write the focuses of paragraphs on individual paper strips. Direct students to place strips in envelopes and label envelopes with the main topics of the texts.

(RI.2.2, RI.2.10, SL.2.1, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Unit 18

Unit Instructional Plans

Survivor – Animal Style

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking
(student page 174)

The 9 *Traits of Critical Thinking*[™] include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



Link – I apply knowledge to reach new understandings.

- ✓ Engagement Indicator – Students draw knowledge and take meaning from one situation or experience and apply it to another.
- ✓ Strategy to Facilitate the **Link** Trait – Provide activities that require the application of prior knowledge or experiences as data sources or processes to support, explain, or solve new challenges.

Answers may vary. Student responses might include: **Desert Animals:** live in dry areas; can live for long periods of time without water; use lungs to breathe air; hunt for food at night. **Water Animals:** live in wet areas; need water all the time; use gills to breathe air from the water; hunt for food anytime. **Both:** need water; dig into and hide in the sand; eat plants.

(RI.2.10, W.2.8, DOK: 3, Bloom's/RBT: Analysis/Analyze)



Examine – I use a variety of methods to explore and to analyze.

- ✓ Engagement Indicator – Students use analytical skills to make inferences, interpret data, integrate or organize ideas, and make connections.
- ✓ Strategy to Facilitate the **Examine** Trait – Model the “Why/What If/How” sequence to show how to dig deeper when investigating problems or solutions.

Answers may vary. Students should specify the animal survival trait they think is most important and provide reasons to support the opinion.

(RI.2.10, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



Create – I use my knowledge and imagination to express new and innovative ideas.

- ✓ Engagement Indicator – Students generate and seek novel solutions, techniques, and ideas.
- ✓ Strategy to Facilitate the **Create** Trait – Guide students to push beyond common thinking to thinking outside the box.

Answers may vary. Student responses should include a sketch and a sentence that describes an original invention that might be used to help polar bears stay warm if they did not have thick fur.

(RI.2.10, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 3, Bloom's/RBT: Synthesis/Create)

Motivation Station

(student page 175)

Students should draw a line to match each word to the image that shows its meaning and circle the root.

1. misbehave
2. inactive
3. friendly
4. nonsense

(L.2.4c, DOK: 2, Bloom's/RBT: Application/Apply)

Unit Instructional Plans

Survivor – Animal Style

Unit 18

Journal

(student page 175)

Answers may vary. Student responses should include a personal narrative paragraph that describes an animal observed in its habitat, the habitat, and how the animal was hiding in the habitat.

(W.2.3, W.2.8, L.2.1, L.2.2, L.2.3, DOK: 2, Bloom's/RBT: Application/Apply)

Extended Practice Assessment

(student page 176)

The Extended Practice is a scientific text about the walking stick insect. A cross-curricular connection for this selection might focus on insects.

Common Core Standards for English Language Arts addressed in Extended Practice Assessment

RI.2.1, RI.2.2, RI.2.3,

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	A	RI.2.1	CCRA.R.1	1	8	1	Knowledge/Remember
2	D	RI.2.3	CCRA.R.3	1	11	2	Comprehension/Understand
3	D	RI.2.2	CCRA.R.2	1	9	2	Comprehension/Understand
4	Open-ended						

Performance Task Assessment

Focus

RI.2.10, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.6, L.2.1, L.2.2, L.2.3

Performance Task

Create a visual display with informative words and images that explains the protective equipment used by people at work or in sports (e.g., police officers, hockey players, firefighters, skateboarders). Write an explanation of the display to use as a script. Share your display and script with an audience.

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "Survivor – Animal Style" and the Extended Practice selection.
2. Use print and digital sources to gather information about protective equipment used by athletes and workers.
3. Select the protective equipment you will present.
4. Research additional information about the equipment (e.g., reason needed, how it works, benefits).
5. Answer questions about your task.
 - Based on the unit selection, what might happen to the fish, Arctic fox, and ducks if they had no protective traits?
 - What interested you in the protective equipment you chose?
 - What important details will you include in your explanation about the need for the equipment, how it operates, and what might happen to an athlete/worker if he/she did not have the equipment?
 - What information from your research will help you prepare your explanation and visual display?
 - What materials and supplies will you need for your visual display?
6. Plan and prepare your explanation and visual display and present to an audience.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:
Accuracy of Information, Visual Appeal of Display, Clarity of Presentation, Organization of Explanation.

Name _____

Survivor – Animal Style

Unit 18 Selection 

Read the article and then answer the questions that follow.



Eye on Science Journal

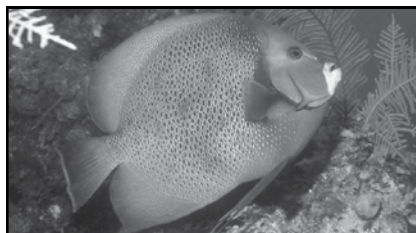
Volume 3, Issue 3

March 1

Survivor – Animal Style *by Sam Gooden, Staff Writer*

Do polar bears live in the desert? Do parrots live at the North Pole? Polar bears and parrots are unable to live in these places. Their bodies do not have the needed traits. Some animals need special features to survive in certain areas.

Fish have traits that allow them to live in water habitats. They have gills and fins. Gills help fish breathe underwater. Fins help fish keep their balance and move through the water. Some fish have special markings. The markings help them blend into the plants and sand. They also help keep the fish safe.



A fish has gills and fins to help it survive in a water habitat.

The animals that live in cold places have special traits like thick fur. This fur keeps the animals warm in cold temperatures. Some cold weather animals have fur that changes to white during the winter. This special fur helps them blend with the snow. Then, they can find food.



The white fur of an Arctic fox helps it hide from its enemies.

Desert animals have traits that allow them to live in hot, dry places. Many of these animals dig or burrow into the sandy soil. The sand keeps them cool. They hunt for food at night. Desert animals are often able to live without water for long periods of time. When they need water, these animals find it in desert plants such as cactus.

• Continued on page 2



Birds have special traits. These traits are based on where they live or what they eat. The shapes of birds' beaks or bills determine the types of food they eat. Birds that eat meat have bills that are hooked at the end so they can tear the meat. Birds that eat seeds and grains have bills that are sharp and pointed to break open the seeds. The feet of birds also help them. Water birds have webbed feet that allow them to paddle through the water. Birds that perch on branches have feet that lock into place to keep them from falling.



Most ducks, geese, and heron migrate, or move, to warmer places for the winter. This adaptation helps these birds survive.

Think of the animals that live in your area. What special traits allow these animals to survive?

Name _____

Survivor - Animal Style

Unit 18 Assessment 

1. This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the **main** topic of “Survivor – Animal Style”?

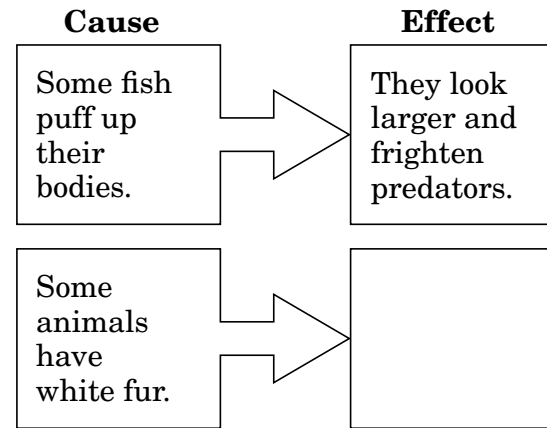
- A thick fur of the foxes
- B survival traits of animals
- C desert homes of polar bears
- D natural habitats of animals

Part B

Which sentence from the article **best** supports your answer in part A?

- A “Their bodies do not have the needed traits.”
- B “Some animals need special features to survive in certain areas.”
- C “Many of these animals dig or burrow into the sandy soil.”
- D “They hunt for food at night.”

2. Read the diagram that shows cause and effect.



What belongs in the empty box?

- A They look like the snow.
- B They look like their food.
- C They can live in cold places.
- D They are able to hunt at night.



Unit 18 Assessment

Name _____

Survivor – Animal Style

3. Read the sentence from the article.

Polar bears and parrots are unable to live in these places.

What does the word unable mean?

- A almost able
- B not ready
- C not able
- D ready

4. Read the sentence from the article.

Some animals need special features to survive in certain areas.

What does the word survive mean?

- A eat
- B live
- C move
- D sleep

5. Why did the author **most likely** write this article?

- A to describe how gills and fins help fish survive in water habitats
- B to convince the reader to study animals that live in polar areas
- C to entertain the reader with animal stories
- D to explain how some animals survive

Name _____

Survivor - Animal Style

Unit 18 Assessment



6. What can the reader learn from the caption with the photograph of the birds?

- A why birds migrate
- B how birds use their wings
- C to which countries birds migrate
- D how birds' bills help them survive

7. What is the **main** topic of the paragraph about desert animals?

- A It is cooler in the desert at night.
- B Desert animals find water in cactus plants.
- C Desert animals have special traits that help them stay cool.
- D Desert animals can go for a long time without drinking water.



Unit 18 Assessment

Name _____

Survivor – Animal Style

8. What do the photographs help the reader understand?
- A how the animals use their traits to find food
 - B how the animals use their traits to keep warm
 - C how the animals use their traits to survive in their habitats
 - D how the animals use their traits to find homes for their young
9. Which examples of animal survival traits does the author use? Choose **two** details.
- A Fish use their gills to help them find food.
 - B Desert animals dig in the sand to find water.
 - C Polar bears and parrots can survive in the North Pole.
 - D Birds have bills that are shaped to help them eat food.
 - E Some animals that live in cold places have fur that turns white in the winter.

Name _____

Survivor - Animal Style

Unit 18 Revising/Editing



10. Which word **best** completes the sentence?

Mary looked at _____ in the mirror.

- A herself
- B himself
- C ourselves
- D themselves

11. Which of the following sentences has an error in grammar usage?

- A Cats clean themselves by licking.
- B The dog hurt itself while jumping over the fence.
- C In our classroom, we always clean up after ourselves.
- D When I was three years old, I was able to dress himself.

12. Which word **best** completes the sentence?

“Don’t run with scissors. You might cut _____,” the teacher warned.

- A itself
- B myself
- C themselves
- D yourself



Survivor – Animal Style

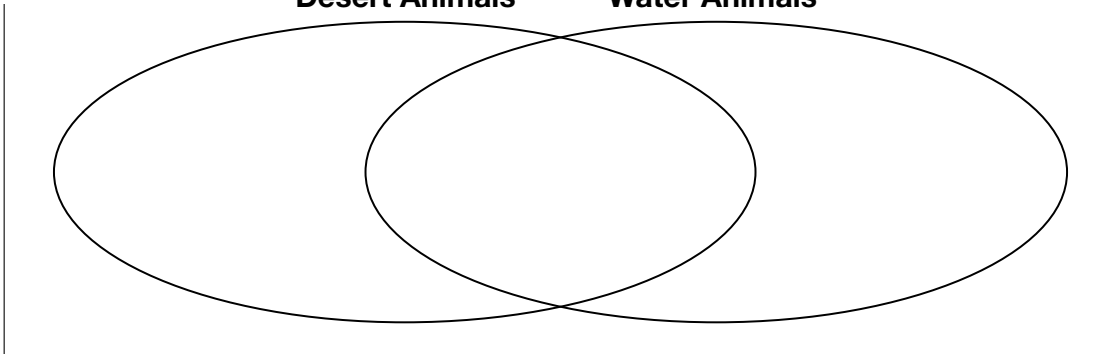


Link

Use the *Venn diagram* to compare and contrast desert animals and water animals.

Desert Animals

Water Animals



Examine

What is the most important trait that helps an animal survive?

Write reasons to support your opinion. _____



Create

What might you invent to help polar bears stay warm if they did not have thick fur? Sketch your invention and write a sentence to explain it.

Name _____

Survivor - Animal Style

Unit 18 Creative Thinking



Motivation Station

Read each word. Match the word to the image that **best** shows its meaning. Circle the root of each word.

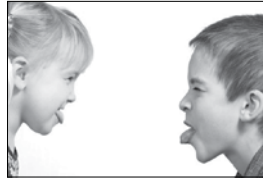
misbehave



inactive



friendly



nonsense



Journal

Write about a time you found an animal hiding in its habitat. Describe the animal, the habitat, and how the animal was hiding.



Unit 18 Extended Practice

Name _____

Survivor – Animal Style

The walking stick insect uses camouflage to hide. As its name states, this insect looks like a stick or a twig with antennae and legs. These traits protect the insect from other animals that might eat it. The walking stick lives on bushes or in small trees. It can change its color to match the environment. The walking stick is nocturnal. At night, it eats the stems of plants on which it lives. This insect does not move often. However when the walking stick insect walks, it sways like a stem moving in the wind. The walking stick might pretend to be dead or spray a bad-smelling liquid when in danger. This insect goes out on a limb to hide from its enemies.

- | | |
|--|--|
| <p>1. Why does the walking stick insect use camouflage?</p> <ul style="list-style-type: none"> A to hide B to find food C to attach to branches D to spray bad-smelling liquid <p>2. What might be dangerous for a walking stick insect?</p> <ul style="list-style-type: none"> A a bad smell B a windstorm C a falling tree D a larger animal | <p>3. What is the main topic of the paragraph?</p> <ul style="list-style-type: none"> A Walking sticks sway in the wind to protect themselves. B Walking sticks sleep during the day to protect themselves. C Walking sticks eat stems of plants to protect themselves. D Walking sticks have different traits to protect themselves. <p>4. Name another animal and a trait it uses to protect itself.</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|--|

Parent Activities

1. With your child, use print or digital sources to learn about adaptations of animals in your geographic area.
2. Help your child sketch a picture of a habitat with hidden animals.