Scaffolds for CCLS Curriculum

Grade 1 Module: Animals and Habitats
http://www.engageny.org/resource/grade-1-ela-domain-8-animals-and-habitats

Long Island Teachers’ Institute
Melville Marriott
December 5, 2014
## Shifts in ELA/ Literacy

<table>
<thead>
<tr>
<th>Shift 1</th>
<th>Balancing Informational &amp; Literary Text</th>
<th>Students read a true balance of informational and literary texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
</tr>
<tr>
<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
</tr>
</tbody>
</table>

From: EngageNY.org
Grade 1, Module 1: Domain (Unit) 8 Animals and Habitats

This NYS *Tell It Again! Read-Aloud Anthology* for Animals and Habitats contains background information and resources that the teacher will need to implement this unit, in specific categories, sequences, and with teacher instructions for each of 9 lessons.

The L.I. RBE-RN’s adaptation of this unit has similar components but approaches the topics covered through instructional approaches and methodologies that are developmentally appropriate for second language learners.
ZooBooks, Zootles and Zoobies is one interactive website offering informational literature on an assortment of animals, including habitat, anatomy and behavior. The texts are categorized by age group.

BrainPoP, Jr., BrainPop, BrainPop Español and BrainPop ESL have several resources that can be used to introduce and enrich a unit on habitats. These include videos on: rainforest, desert, Arctic, ocean, forest, and freshwater habitats.
Digital Jumpstarts

By providing links to material that will be discussed in class, as well as other related topics, we provide ELLs with a slight edge, helping them build background knowledge and prepare for more challenging academic tasks.

For access to our page go to: http://guest.portaportal.com/LIRBE-RN_animals_and_habitats
Grade 1 Module: Animals and Habitats

Academic Vocabulary

What is a Habitat? (Audio/Visual Intro)

Rainforest  Ocean  Arctic

http://www.youtube.com/watch?v=H_CSIILuVZs
“I Can” Statements:
Long-Term Language Learning Targets

Kindergarten:
I can use words acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

1st Grade:
I can define words by category and by one or more attributes. (L.1.5b)

2nd Grade:
I can identify real-life connections between words and their use. (L.2.5a)
Grade 1 Module 1
*Selected Vocabulary List by Proficiency Level*

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitat</td>
<td>adapt</td>
<td>burrow</td>
</tr>
<tr>
<td>Arctic</td>
<td>carnivore</td>
<td>tundra</td>
</tr>
<tr>
<td>shelter</td>
<td>freshwater</td>
<td>camouflage</td>
</tr>
<tr>
<td>survive</td>
<td>herbivore</td>
<td>amphibious</td>
</tr>
<tr>
<td>Equator</td>
<td>hibernate</td>
<td>regeneration</td>
</tr>
<tr>
<td>prey</td>
<td>co-exist</td>
<td>nocturnal</td>
</tr>
<tr>
<td>gills</td>
<td>omnivore</td>
<td>scavenger</td>
</tr>
<tr>
<td>climate pattern</td>
<td>shallow</td>
<td>plankton</td>
</tr>
<tr>
<td></td>
<td>colony</td>
<td>extinction</td>
</tr>
<tr>
<td>DEFINITION</td>
<td>CHARACTERISTICS</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>What is it?</strong></td>
<td><strong>What does it look like?</strong></td>
<td></td>
</tr>
<tr>
<td>A home or place to live that is natural</td>
<td><img src="image1" alt="Rainforest" />, <img src="image2" alt="Ocean" />, <img src="image3" alt="Arctic" /></td>
<td></td>
</tr>
</tbody>
</table>

**Habitat**

<table>
<thead>
<tr>
<th>What are some examples?</th>
<th>Who lives there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainforest</td>
<td>monkeys, toucans, snakes, songbirds</td>
</tr>
<tr>
<td>Oceans</td>
<td>whales, fish, dolphins, coral, starfish.</td>
</tr>
<tr>
<td>Arctic</td>
<td>polar bears, snowy owls, Arctic fox</td>
</tr>
</tbody>
</table>
Modified Cloze Exercise

Beginning Level:

Freshwater and ocean fish breathe through ____________. Many fish live in the same ____________. Sometimes, sharks and other big fish ____________ on smaller fish to survive.

habitat     shelter     float     prey     gills
Modified Cloze Exercise

Intermediate Level:

All animals have to eat to ___________.
Animals that eat meat are called ___________. Animals that eat plants are ___________. Animals that eat meat and plants are ___________.

omnivores survive Equators herbivores shallow climate carnivores
Modified Cloze Exercise

Advanced Level:

Snowy owls and caribou share the __________ habitat.

With extensive daylight, the owls __________ by hunting in daytime; they aren’t __________. Snowy owls can change their colors to __________ themselves in winter.

burrow  tundra  camouflage  co-exist
Arctic  nocturnal  adapt  extinction
Rainforest Concept Map

- **Plants**: vines, Kapok tree
- **Climate**: warm, wet, humid
- **Location**: near the equator
- **Canopy**: covering above an object that blocks out sunlight
- **Animals**: toucan, macaw, poison arrow frog, squirrel monkey, jaguar, leaf cutter ants, boa constrictor
Animals of the Rainforest

Video en español:  http://www.youtube.com/watch?v=wrurv3pJj_0
Grade 1 Module: Rainforest Animals

Purpose
In this unit students will read and retell “The Umbrella” by Jan Brett.

Activities
1. Interactive Read Aloud of Jan Brett’s “The Umbrella”
2. Role play activity engaging students in a retelling of the story’s events
3. Paired activity focused on sequencing the events and writing details
4. Independent student writing/narration of story, including reactions/opinions.

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

Resources
• “The Umbrella” by Jan Brett
• Character Masks
• Sequencing Graphic Organizer
• Choice paper
Reading Standards for Literature

- I can retell a story and include important details. (RL.K.2)

Writing Standards

- I can draw, write, and dictate to compose a story where I:
  - tell about the events in the order they occurred, and
  - give a reaction to what happened. (W.K.3)

Speaking and Listening Standards

- I can ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.K.2)

Language Standard

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1.)
Animals of the Tropical Rainforest Habitat

Whole Group Activity: Read Aloud

The Umbrella  Written and illustrated by Jan Brett
ISBN: 0-399-24215-5
Whole-Class Activity: Role Play

The goal of the role play is to engage students in a Total Physical Response (TPR) activity that all students, including SwDs and ELLs can participate in. This activity engages students in a whole-class retelling of the events of the story, with an emphasis on characters and setting.

http://woodkinderclass.blogspot.com/2012/03/rainforest-unit.html
Whole-Class Activity: **Role Play**

Assign students characters from *The Umbrella* by Jan Brett, and have them act out the story using character masks. They can jump into the green umbrella!

http://janbrett.com/umbrella_masks_main.htm
Paired Activity: Sequencing

Students can work in pairs to organize the events of the story in sequence, retell the story using transitional phrases ("At the beginning", "then", "so", "after that", "in the end") and write short sentences with details.
Paired Activity: **Sequencing**

<table>
<thead>
<tr>
<th>Partners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
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</table>

**Retelling of “The Umbrella” by Jan Brett**

**At the beginning,**

<p>| | | | | | | |</p>
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</tbody>
</table>
Independent Writing: *Sample Retelling*

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

I love the story. The boy got a big ugg, the three boys got a gruff chrid to crick the chrid.

Wus a pin a tim the three boys got gruff wus it fat. Thay wump and gras to eat sow thay loot up and thay sol a brig.
**Retelling Rubric – Independent Writing**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
| **Sequencing** | • includes big events in sequence by using details from the story **or**  
• summarizes the gist of the story with appropriate details | • includes big events in sequence **or**  
• summarizes the gist of the story | • includes a few of the big events, **or**  
• may retell very few ideas from the story | • includes only one portion of the text **or**  
• Retelling is incomprehensible |
| **Completeness** | • identifies and explains characters’ feelings and actions, with details from story | • identifies some characters’ feelings and actions in the story | • does not refer to characters’ feelings or actions in the story | • makes up a story not relevant to the topic |
| **Reaction; Opinion** | • includes a reaction to what happened in the story | • includes a reaction to what happened in the story | • may not include an opinion of the story | • gives no opinion of the story |
| **Illustration** | • illustration is a clear representation of the student’s retelling of the story | • illustration is related to student’s retelling of the story | • illustration may represent some aspect of the story | • illustration is not related to the story, or is missing |
“A Day in the Life of Rain Forest Animals” series by Capstone Classroom introduces young readers to aspects of different animals' habitat, anatomy and behavior.
Animals of the Ocean

Wordless video: http://www.youtube.com/watch?v=7Rb1mmpAVys#t=43
Grade 1- Module 1: Domain 8: First Grade

Reading Standards for Informational Text

- I can use various text features to locate key facts or information in a text. (RI.1.5)

Writing Standards

- I can participate in shared research and writing projects. (W.1.7)

Speaking and Listening Standards

- I can participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups (SL.1.1)

Language Standard

- I can demonstrate command of the conventions of standard English grammar and usage when writing. (L.1.1.)
Grade 1 Module: Ocean Animals

Purpose

• This unit of study focuses on writing information books. This unit will reinforce the writing process with regards to revision and editing.

Activities

• In partnership, children will use non-fiction literature to research and write information books on an animal of their choice. Writers will be expected to include the different features of nonfiction text in their books.

Product

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

Resources

• Fiction
  • “Swimmy” by Leo Leonni, ISBN: 0394826205

• Non-Fiction
  • “Whales” by Kevin J. Holmes, ISBN: 9780736880732
  • “Big Blue Whale” by Nicola Davies, ISBN: 9780763610807
  • Zootles: Whales
Starting the Unit

• Remind students to use books as models for their own writing.

• Preview informational books, pointing out the non-fiction features.

• Teacher should create shared writing activities to model the writing process.
Animals of the Ocean
Whole Group Activity: Read Aloud

Whales
by Kevin J. Holmes
ISBN 9780736880732

“Whales” by Kevin J. Holmes
ISBN 9780736880732
Brainstorm
Think It Up!
Detail
Detail
Detail

Write
Write It Up!
Don't forget to use your writer's gel!

Publish
It's OK to be a Copy Cat!

Edit
Fix it Up!
Now is the time to fix up your mistakes!

Revise
Doctor it Up!
What can you add to make your writing better?

The Writing Process

http://www.shenanigansinsecond@blogspot.com
## Rubric: Student Generated

<table>
<thead>
<tr>
<th>Editor Calling</th>
<th>Almost Ready</th>
<th>Award Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEAS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few/No details</td>
<td>Some details need more</td>
<td>Lots of interesting details</td>
</tr>
<tr>
<td>Writer doesn't know much about topic</td>
<td>Writer knows a little about topic</td>
<td>Writer sounds like an expert on topic</td>
</tr>
<tr>
<td><strong>ORG.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order does NOT make sense</td>
<td>Some ideas out of order</td>
<td>Order makes sense - easy to follow</td>
</tr>
<tr>
<td>Middle only</td>
<td>BM - no end</td>
<td>BME - all 3!</td>
</tr>
<tr>
<td><strong>VOICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader is bored</td>
<td>Some boring parts - some interesting parts</td>
<td>Reader enjoyed the whole thing</td>
</tr>
<tr>
<td><strong>WORD CHOICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All R.I.P. words</td>
<td>Some R.I.P. &amp; some &quot;wow&quot; words</td>
<td>Tons of &quot;wow&quot; words</td>
</tr>
<tr>
<td><strong>SENT. FLUENCY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences all sound same</td>
<td>Most of the sent. sound the same</td>
<td>Different types of sentences</td>
</tr>
<tr>
<td><strong>CONV.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tons of mistakes</td>
<td>Many mistakes</td>
<td>Few/No mistakes</td>
</tr>
</tbody>
</table>

http://imavex.vo.llnwd.net/o18/clients/smekenseducation/images/Rubrics/PHASE_4__Basic_writing_rubric-big.jpg
Group Activity: About-Point Graphic Organizer

Topic: Whales
Sources: "Whales" by Kevin J. Holmes; "Blue Whale" on National Geographic - [http://animals.nationalgeographic.com/animals/mammals/blue-whale/]; Zootles: Whales.
Team Members: ______________________

Heading: Anatomy_______ Book/Site "Whales" by Kevin J. Holmes
This section is about the anatomy and the point is to describe the whales body. The parts of the whale are illustrated, described and defined in this section.

Heading: Habitat_______ Book/Site __________________________
This section is about where whales live and the point is ____________________________.

Heading: Behavior_______ Book/Site __________________________
This section is about how whales act together or alone and the point is ____________________________.
Individual Graphic Organizer

This activity gives ELLs an organizational strategy to assist them with content area research and writing. It moves ELLs through the basic steps of forming questions, conducting research, documenting sources and reporting the results.

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Source / Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Video on National Geographic Kids.</td>
</tr>
<tr>
<td>2. How do mother whales take care of their babies?</td>
<td></td>
</tr>
</tbody>
</table>
Illustrations to Interact with Text

Title: ___________________________

1. What I see _________________
   _________________

2. Questions I have.. __________
   _________________
   _________________

3. Where is it in the text/video?
   _________________
   _________________

Draw the picture
Caption for Picture

my shark report
by _________________
my shark is a _________________
my shark can _________________
my shark eats _________________
shark fun facts

shark habitat
Summary with Illustration

http://adayinbcasfirstgrade.blogspot.com/2013/05/five-for-friday-ocean-style.html
1st Grade - Published Books
Animals of the Arctic

Video in English: http://www.youtube.com/watch?v=WkIcqCW4VhQ
# Animals of the Arctic

## Purpose
- Familiarize students with the features of non-fiction text
- Actively teach and model comprehension strategies L2 learners can use and access high level non-fiction content and text
- Apply the strategies learned through “Text Mapping” to other texts and media
- Gather information for culminating writing activity

## Activities
- Individual students (or small groups) will read selected books and websites about animals that live in the Arctic habitat
- Students will complete a “Scavenger Hunt” graphic organizer as they read

## Product
- Students will produce authentic writing (flip book or magazine article) differentiated to student’s individual proficiency levels and/or needs.

## Resources
A selection of non-fiction books about the Arctic Habitat
- [http://library.thinkquest.org/3500/animals.htm](http://library.thinkquest.org/3500/animals.htm)
- [http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html](http://firstpeoplesofcanada.com/fp_groups/fp_inuit3.html)
Grade 1- Module 1: Domain 8: Second Grade ‘I can...’ Statements

Reading Standards for Informational Text

• I can ask and answer such questions as who, what, where, when, why, and how to show that I understand what I read. (RI.2.1)
• I can use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and easily. (RI.2.5)

Writing Standards

• I can write informative/explanatory texts about a topic, use facts and definitions to develop ideas, and write a conclusion. (W.2.2)

Speaking and Listening Standards

• I can participate in group conversations about grade 2 topics and texts with classmates and adults. (SL.2.1)
• I can ask for explanation during a discussion if I need more information. (SL.2.1c)

Language Standards

• I can use simple and compound sentences. (L.2.1)
• I can capitalize proper nouns. (L.2.2)
The Arctic: A Cold & Beautiful Land

"Text Mapping"

Pre-reading Activity

• Explicit and concrete process which makes text more “manageable”
• Instills confidence with complex text for L2 learners

Aid to Comprehension

• Provides opportunity to model reading comprehension strategies, study skills, and note-taking skills
  • Low-tech yet interactive
  • Skills are transferable to approaching text in all reading contexts and contents

More Information on Text Mapping:
www.textmapping.org
www.nerdynerdynerdy.com/2012/03/text-mapping.html

The Arctic: A Cold & Beautiful Land (free download):
http://www.teacherspayteachers.com/Product/Arctic-Circle-Week-1-of-4-Common-Core-Non-Fiction-Reading-Unit-429154
The Arctic: A Cold & Beautiful Land

“Text Mapping” Sample

- Teacher models strategies to “deconstruct” non-fiction text
- Students interact with text to identify and label the features on non-fiction text.
- Together, a “Non-Fiction Text Features” Reference Chart is created.
Non-Fiction Text Features Reference Charts

- Serve as a visual reference
- Reinforce concepts from pre-reading activity
# Animals of the Arctic Habitat

## “Non-Fiction Text Scavenger Hunt”

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Source (with Page Number if from a book)</th>
<th>How is this feature important or helpful?</th>
<th>Facts learned from this feature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Heading &amp; Sub-heading</td>
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<td>Photo &amp; Caption</td>
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<td>Illustration or diagram</td>
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<tr>
<td>Glossary</td>
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Animals of the Arctic Habitat: Differentiating the Product

- Students at all levels will be required to produce authentic writing differentiated to student’s individual proficiency levels and/or needs.
- **Students will receive checklists** so they know what is expected in the final product. All students will receive checklists for each product so that they can demonstrate the requirements at a higher proficiency if they so choose.

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>• Bulleted facts, or;</td>
<td>• Descriptive sentences and paragraphs</td>
<td>• Magazine style article</td>
</tr>
<tr>
<td>• Short descriptive sentences</td>
<td>• Headings/sub-headings</td>
<td>• Organized paragraphs</td>
</tr>
<tr>
<td>• Photos or Illustrations with captions</td>
<td>• Keywords with glossary</td>
<td>• Keywords with glossary</td>
</tr>
<tr>
<td>• List of sources</td>
<td>• Photos or Illustrations with captions</td>
<td>• Photos or Illustrations with captions</td>
</tr>
<tr>
<td></td>
<td>• List of sources</td>
<td>• Diagrams/charts/maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fact bubbles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List of sources as works cited</td>
</tr>
</tbody>
</table>
**Animals of the Arctic Habitat**

**Beginner/Intermediate Level Pre-Writing Activity**

- **Pre-writing:** Students will choose an animal from the Arctic and complete a graphic organizer, filling in information obtained during the “Text Mapping” and “Scavenger Hunt” activities. Students will also practice specific descriptive writing structures.

<table>
<thead>
<tr>
<th>Animal:</th>
<th>Draw a picture of the Arctic Habitat animal:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>____________ s are:</th>
<th>____________ s can:</th>
<th>____________ s have:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Animals of the Arctic Habitat
Beginner/Intermediate Level Writing Activity

• Students write a flip book incorporating:
  • Features of non-fiction text (e.g., photos with captions, headings/sub-headings, glossary)
  • Paragraphs using descriptive writing structures from pre-writing activity
  • Facts documented during prior activities.
Arctic Habitat Magazine Article

Intermediate/Advanced Pre-Writing Activity

Students will write a magazine article about one or more aspects of the Arctic Habitat. The article will include:

• Features of non-fiction text (e.g., photos with captions, headings, glossary)
• Vocabulary related to the Arctic habitat
• Additional relevant facts learned during readings
• A graphic organizer will be provided to help students organize their ideas and information
# Magazine Article – Arctic Habitat

**Name:**

---

**Title**

**Main Idea:**

---

**My article will have ___ Headings. (List them below)**

<table>
<thead>
<tr>
<th>Heading</th>
<th>Sub-Heading (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text features I will include in my article:**

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Section Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Heading**

---

<table>
<thead>
<tr>
<th>Sub-heading (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Key Vocabulary**

---

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Text Feature(s)**

---

**Facts**

---

1. 

2. 

3. 

---

**Magazine Article – Arctic Habitat**

**Main Idea:** This article will be about Polar Bears and the Arctic habitat.

**My article will have ___ Headings. (List them below)**

<table>
<thead>
<tr>
<th>Heading</th>
<th>Sub-Heading (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habitat</td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td>Physical Characteristics, Behavior</td>
</tr>
<tr>
<td>Family Life</td>
<td></td>
</tr>
</tbody>
</table>

**Text features I will include in my article:**

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Section Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>Habitat</td>
</tr>
<tr>
<td>Photo with Caption</td>
<td>Family Life</td>
</tr>
<tr>
<td>Illustration</td>
<td>Characteristics</td>
</tr>
<tr>
<td>Glossary</td>
<td></td>
</tr>
</tbody>
</table>

**Characteristics**

- Heading
- Behavior

**Key Vocabulary**

- Prey
- Breathing hole
- Seal
- Patient

**Text Feature(s)**

[Diagram of Arctic habitat with text: Breathing Hole, Ice, Seal, and an arrow indicating passage of a seal]

**Facts**

1. **Polar bears are very patient hunters.** They wait near breathing holes to catch ringed seals.

2. **Polar bears are hunters.** They prey on ringed seals. Many bears are a lot of ringed seals for polar bears to hunt.

3. **Polar bears must live near ice to hunt ringed seals.** Some polar bears follow the ice when it moves so they can still hunt for seals.
ADDITIONAL RESOURCES FOR THESE TOPICS:

This entire presentation and other scaffolded modules created by L.I. RBE-RN staff are available for viewing and downloading at:

http://www.esboces.org/Page/1013

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