

BCSCR



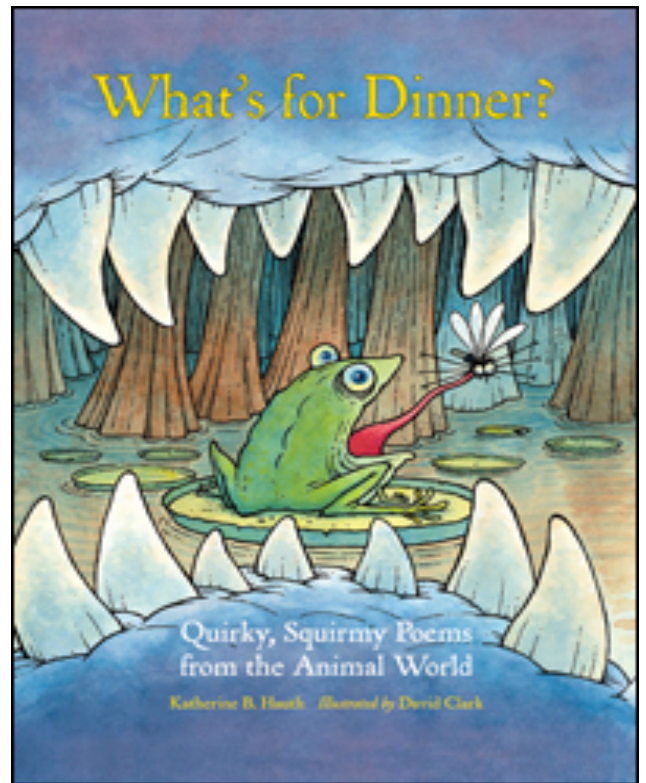
Building Communities that
Support Children's Reading

New Mexico - Colorado

What's for Dinner? Quirky, Squirmy Poems from the Animal World

By Katherine B. Hauth

RL 3.5



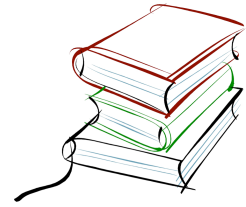
4th - Grade – Informational Book

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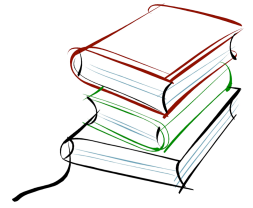
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Synopsis

What's for Dinner: Quirky, Squirmy Poems

What in nature could be more poetic than the hunt for food and the struggle for survival? In twenty-nine poems readers will squirm at the realities of how the animal world catches food, eats it, and becomes dinner in turn. In these quirky poems readers are introduced to many animals with disgusting eating habits, such as the marabou stork that lurks on the periphery, like a vampire in the shadows, waiting for a chance to pick at a rotting carcass. The dermestid beetle does not mind doing the dirty work, cleaning up animals on the roadside and often made busy at museums cleaning up bones for exhibits. And, baby wasps hatch inside an unsuspecting caterpillar and eat their way out.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RI.4.1 - Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.4 - Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 - Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 - Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

WS 4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS 4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS 4.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS 4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

WS 4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

WS 4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



Vocabulary

What's for Dinner: Quirky, Squirmy Poems

Insectivore - an emblem (a small piece of plastic or cloth or metal) that signifies your status (rank or membership or affiliation etc).

Omnivore – the leader of a school

Carnivore - a number of large round dots repeated to form a regular pattern on fabric.

Herbivore- to take or have a part or share, as with others; partake; share

Prey- to clean (something) by rubbing it hard with a rough object

Predator- a long fish that looks like a snake and has smooth slippery skin

scavenger- a bridge that can be raised up so that people cannot cross it or so that boats can pass under it

Symbiosis- to have a very strong and unpleasant smell

Parasite - to move or cause (someone) to move unsteadily from side to side

Host - a heavy cloth that has designs or pictures woven into it and that is used for wall hangings, curtains, etc.

Wobbly - moving from side to side in an unsteady way

Name: _____



Notepad

What's for Dinner: Quirky, Squirmy Poems

Poem Title

What Eats What

Poem Title	What Eats What

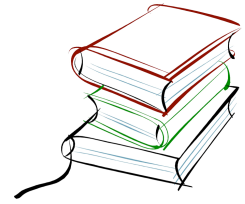
High Level Questions



What's for Dinner: Quirky, Squirmy Poems

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Compare formatting of the poems *Fast Food* and *On the Wing*?
2. How do the illustrations enhance the poems in *What's for Dinner*?
3. Elaborate on the reason for the title *Waste Management* on page 8.
4. What conclusions can you draw about wolves and ravens in the poem *Age-Old Alliance*?
5. What evidence can you find that a praying mantis is an insectivore?
6. What is your favorite poem and why?
7. Discuss a poem that explains symbiosis.
8. What is the relationship between seals and polar bears?
9. What do a spider and a cowgirl have in common? (see page 29)
10. Read the poem *Wood Turtle Stomp* orally. Decide which poetry elements you like the best.



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.



Choice Board

What's for Dinner: Quirky, Squirmy Poems

<p>With others, create and perform a pantomime about one of the poems. See if others can guess your poem.</p> <p>RI.4.1</p>	<p>Describe in a tweet (140 characters or less) the way the author organized information in the book.</p> <p>RI.4.5</p>	<p>While your teacher reads Cowgirl Spider, create an illustration to go with the poem.</p> <p>RI.4.7</p>
<p>Create a Venn Diagram comparing and contrasting any two poems from the book.</p> <p>RI.4.1</p>	<p>Write 10 questions that can be answered from More Words About the Animals.</p> <p>RI.4.5</p>	<p>Choose your favorite illustration in the book and describe orally what it is showing.</p> <p>RI.4.7</p>
<p>Create a conversation between the ravens and the wolves in Age-Old Alliance.</p> <p>RI.4.1</p>	<p>Create a brochure about the scientific words described on pages 40 & 41.</p> <p>RI.4.5</p>	<p>Complete the table Eating Words</p> <p>RI.4.7</p>



Eating Words

Bolded Words	Root Words	Meaning

Choice Board





Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

What's for Dinner: Quirky, Squirmy Poems

Role	Audience	Format	Topic
Archer Fish	Ballerina	Blog	How I am like you
Mole	Students	Advertisement	DON'T eat slugs
Flamingo	Readers of book	Poem using alliteration	How to eat
Polar Bear	Seal	Bubble conversations to accompany illustrations	Watch Out!



RAFT Matrix Rubric

STUDENT NAME: _____ NOVEL: _____

Accuracy 5 4 3 2 1
Information is accurate and supported with specific details from the novel.

Comments:

Role 5 4 3 2 1
The writing is credible in the role assigned.

Comments:

Format 5 4 3 2 1
The proper format was used.

Comments:

Conventions 5 4 3 2 1
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity 5 4 3 2 1
Writing shows imagination and originality.

Comments:

Assessment Guide
5 = Above and Beyond
4 = Meeting Standard
3 = Working to Standard
2 = Developing
1 = Incomplete



RAFT Matrix

Role	Audience	Format	Topic



College & Career Readiness

What's for Dinner: Quirky, Squirmy Poems

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Zoology

<http://idahoptv.org/dialogue4kids/season6/zoology/facts.cfm>

<http://www.sciencebuddies.org/science-engineering-careers/life-sciences/zoologist-and-wildlife-biologist>

<https://www.sokanu.com/careers/zoologist/>

<http://www.aboutbioscience.org/careers/zoologist>

Video on Food Chain

<http://www.teachertube.com/video/the-food-chain-277563>

What do Insect Wranglers do?

When a Writer is working on a television or movie script and they need to come up with a horrifying idea, insects often do the trick. Worms, flies, maggots, cockroaches, spiders, and other bugs can raise the ick quotient in a hurry. Insects aren't known for their talent, however, so Insect Wranglers are called in to help the bugs act.

If you're an Insect Wrangler, you get involved in the project months before the shooting begins. You look over the script to determine how many bugs you need and what they have to do. If the bugs are common insects, such as flies or cockroaches, you raise them yourself. If the required insects are more exotic, as the Insect Wrangler, you buy them from a supplier.

Insects are nearly impossible to train, so as an Insect Wrangler you won't spend time sending them through complicated drills. Instead, you research what motivates each bug. Ants follow lines of sugar, for example, while spiders run away from a stream of air from a hairdryer. You test the methods you've chosen, just to make sure they'll work.

Day-to-day job duties are never a bore when you're an Insect Wrangler. On the day of the shoot, you pack up your insects and take them to the studio. Before filming starts, you set up the tools you'll use to make the insects do the planned tricks. Then, you release the bugs and use the tools.

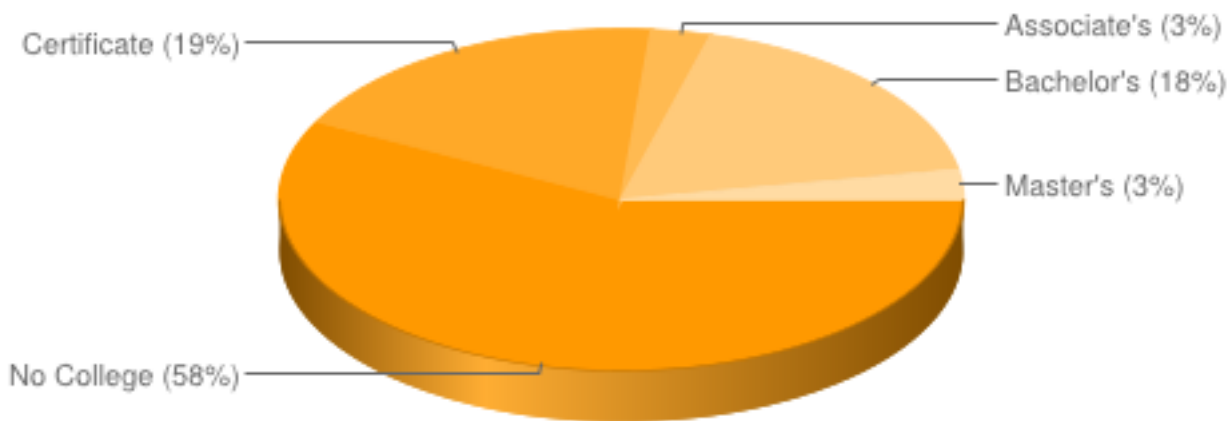
At the end of each take, you collect the critters and place them safely in their containers. Leaving an infestation behind won't help you make friends and get new projects.

When you're not working on a project, you research new insects and come up with ways to train them. The more insects you know how to work with, the more projects you can tackle.

Should I be an Insect Wrangler?

You should have a certificate degree or higher and share these traits:

-
- Trustworthy: You are known for your personal integrity and honesty.
Levelheaded: You hold your emotions in check, even in tough situations.



What is a Zoologist?

- Zoologists study the behavior, physiology, classification and distribution of animals, whether they are living or extinct.
- Important subjects related to zoology include biology, physics, chemistry, English, algebra, calculus and statistics.
- Zoologists have a love of animals and those who work in the field are usually physically fit.
- Observing animals in their natural habitat can be a time consuming process, zoologists who work in the field need to be patient and willing to spend time in a variety of locations and environments.
- As well as observing and studying animals, zoologists may spend time writing research articles and reports.
- Zoologists can also be involved in conservation, protecting endangered animals and their habitats.
- Zoologists may find jobs working for government agencies, non-profit organizations, universities, museums and zoos.
- A bachelor's degree in zoology is a minimum requirement for entry level jobs while further qualifications are usually required for higher level research jobs.

- As part of their job, zoologists may find themselves organizing studies of animals in their natural habitat, studying specimens under microscope, fundraising, writing reports and scientific articles, making presentations to schools and interest groups, identifying and classifying animals, estimating wildlife populations and much more.
- The word 'zoology' comes from Greek words meaning 'animal' and 'knowledge'.

Where in the World?

Number of Insects you can eat by country



Research Simulation Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Task Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>