

BCSCR



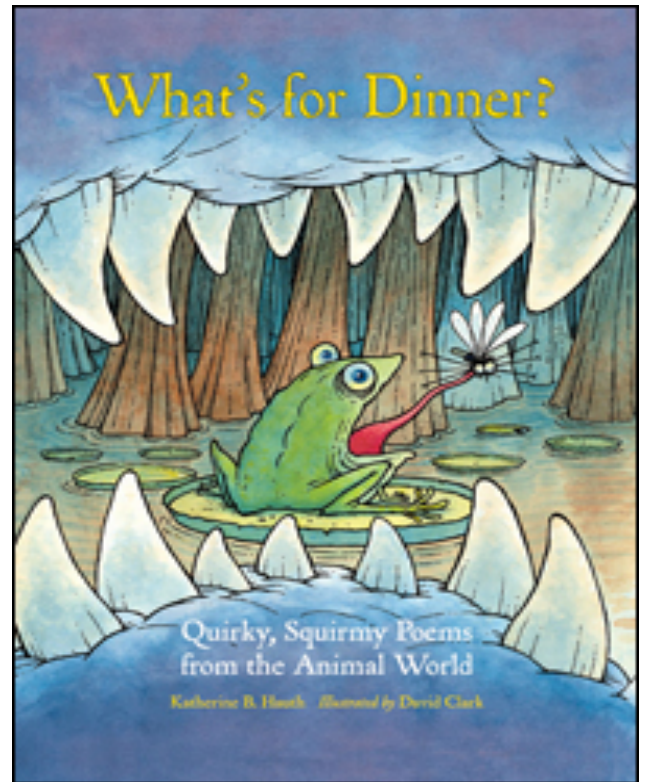
Building Communities that  
Support Children's Reading

Texas

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

By Katherine B. Hauth

RL 3.5



**4<sup>th</sup> - Grade – Informational Book**

This grant is managed by  
The Three Rivers Education Foundation

<http://threeriverseducationfoundation.org>

505-436-2548

501 Airport Dr., Suite 209  
Farmington, NM 87401



The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: “Blast into the Past, and Exciting Excursion” to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.  
 Kathy Price – [kprice@gobrainstorm.net](mailto:kprice@gobrainstorm.net)  
 Chris Carter – [ccarter413@gmail.com](mailto:ccarter413@gmail.com)

Grant award number: S215G140114

<b>4th</b>	<b>Blast into the Past - Fiction</b>	<b>Blast into the Past - Informational</b>
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
<b>5th</b>		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
<b>6th</b>		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

<b>4th</b>	<b>Exciting Excursions - Fiction</b>	<b>Exciting Excursions - Informational</b>
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
<b>5th</b>		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
<b>6th</b>		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map

# Contents



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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.



# Vocabulary

## What's for Dinner: Quirky, Squirmy Poems

**Insectivore** - an animal that eats insects

**Omnivore** – an animal that eats both plants and other animals — sometimes used to refer to people

**Carnivore** - an animal that eats meat : a meat eater — sometimes used humorously to refer to people who eat meat

**Herbivore**- an animal that only eats plants

**Prey**- an animal that is hunted or killed by another animal for food

**Predator**- an animal that lives by killing and eating other animals : an animal that preys on other animals

**Scavenger** - an animal or other organism that feeds on dead organic matter.

**Symbiosis**- the relationship between two different kinds of living things that live together and depend on each other

**Parasite** - an animal or plant that lives in or on another animal or plant and gets food or protection from it

**Host** - an animal or plant in which another animal or plant lives and gets its food or protection






# 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.

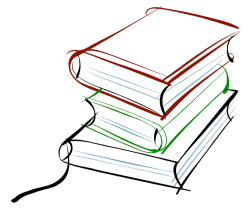




# Using Choice Boards

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 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.



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



# Eating Words

## What's for Dinner: Quirky, Squirmy Poems

Bolded Words	Root Words	Meaning

# Choice Board

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# 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

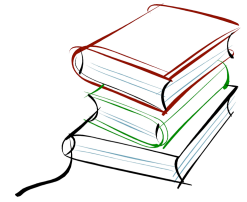


# RAFT Matrix

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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 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.

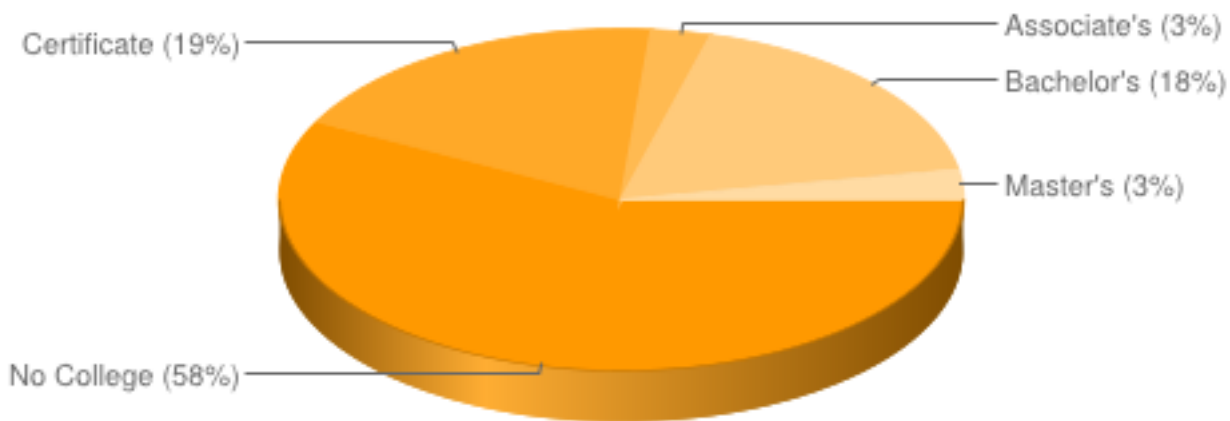
At the end of each take, you collect the critters and place them safely in their containers. Leaving an infestation behind won't help you make friends and get new projects.

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

# Narrative Task Rubric

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