

BCSCR



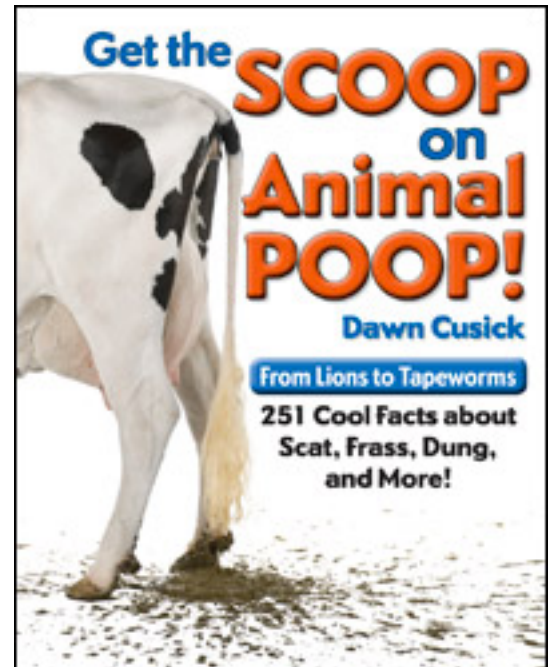
Building Communities that
Support Children's Reading

Texas

Get the Scoop on Animal Poop!

By Dawn Cusick

RL 6.4



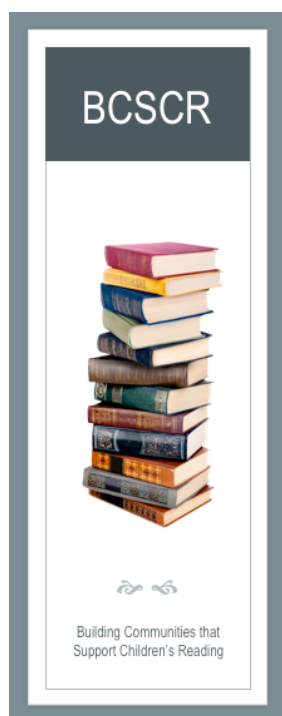
6th Grade – Informational Book

This grant is managed by
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<http://threeriverseducationfoundation.org>

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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.

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4th	Blast into the Past - Fiction	Blast into the Past - Informational
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
5th		
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
6th		
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

4th	Exciting Excursions - Fiction	Exciting Excursions - Informational
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
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
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

- + Synopsis of book
- + Vocabulary list
- + Notepad
- + High level questions
- + Introduction to Choice board
- + Book Specific Choice board
- + Choice Board Template
- + Introduction to RAFT
- + Book specific RAFT
- + RAFT Rubric
- + RAFT Template
- + Book Specific College & Career Readiness
- + Writing rubrics



Synopsis

Get the Scoop on Animal Poop!

There comes a time in every kid's life when poop becomes an object of fascination, and this entertaining and informative introduction to coprology, the study of feces, is sure to satisfy every imaginable scatological curiosity. Ever wonder why rabbits, hamsters, pigs, and gorillas eat their own poop, why apes eat horse turds, monkeys eat elephant dung, and moths eat koala bear poop? The answers are here.

But readers soon learn that poop is more than what's for dinner. There are remarkably innovative ways animals use poop. Some ground-nesting birds spray a thick circle of poop around their eggs to keep insects away, while hippos and rhinos use poop to mark their territories. Some caterpillars shoot it to throw predatory wasps off their trail, while other caterpillars build umbrellas with their poop to hide under. Who knew that opossums release a sticky green anal liquid when threatened, and that moose poop makes good jewelry? Perhaps the most bizarre application of poop is by some parasites that use it to reproduce, creating zombie ants and zombie snails.



Vocabulary

Get the Scoop on Animal Poop!

Precise - very accurate and exact

Nutrients – a substance that plants, animals, and people need to live and grow

Expel - to push or force (something) out

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

Adaptation - a change in a plant or animal that makes it better able to live in a particular place or situation

Dormant - not doing anything at this time : not active but able to become active

Germinate - *of a seed* : to begin to grow

Camouflage - something (such as color or shape) that protects an animal from attack by making the animal difficult to see in the area around it

Aerate - to put air or a gas into (something, such as soil or a liquid)

Latrine - an outdoor toilet that is usually a hole dug in the ground

Larva - a very young form of an insect that looks like a worm

Name: _____



Notepad

Get the Scoop on Animal Poop

Section

What caught my Interest?



High Level Questions

Get the Scoop on Animal Poop!

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. What was your favorite cool fact about Animal Poop?
2. At the beginning of the book it gave you three choices in dealing with the adults in your life when they see this book. What choice did you make and why?
3. How did this book use humor to share information?
4. What is your opinion of pinworms?
5. How would you justify using dried cow dung to make electricity?
6. Why do you think the kopi luwak is the most expensive coffee in the world?
7. Based on what you know, how would you explain the importance of biologists studying animal poop?
8. Why would you want to look like poo?
9. What motives are there for animals to use latrines?
10. Who would you recommend read this book and why?



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

Get the Scoop on Animal Poop!

Create a board game using information from the book.	Create a poster sharing some of the information you found interesting in the book.	Imagine you are the author. Construct a diorama to accompany the book
Write an advertisement on How to Make Money From Poop.	Write a story about how it would feel to be a Dung Beetle.	The author gave you 6 options to learn more. Choose one to do, and present your findings to your class.
Explain in a rap why and how the women in India and Pakistan use dung.	Fill out the table Engaging Elements.	Rank the content headings according to your interest level.



Engaging Elements

Get the Scoop on Animal Poop!

Picture & Page #	Wording	Why it caught my attention



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

Get the Scoop on Animal Poop!

Role	Audience	Format	Topic
Poop Patrol	Animal owners	Commercial	Scoop that Poop
Parasite	Intestines	Menu	All you can eat buffet
Tree Shrew	Loo (see pg 64)	Poem	Pitcher plant
Hippo	Zookeeper	Bubble conversations to accompany illustrations	Stand Back!



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

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



Get the Scoop on Animal Poop!

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 Animals

<http://kids.nationalgeographic.com/animals/http://www.primaryhomeworkhelp.co.uk/castles/defence.htm>

<http://www.sciencekids.co.nz/sciencefacts/animals.html>

<http://www.tennessean.com/story/news/local/2015/01/24/kids-poke-poop-learn-animals/22287891/>

<http://www.mnn.com/earth-matters/animals/stories/interactive-map-shows-the-locations-of-25000-species>

Careers

<http://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

<https://www.careerkids.com/pages/?p=49349131-be39-4867-8c67-bd996428760e>

Video

<http://kids.usa.gov/teens/jobs/a-z-list/index.shtml>

<http://www.animalsongsforkids.com/Animal-Songs-Video-Kids-Music-Worms-Educational/blogpost84870>

<http://thekidshouldseethis.com/post/84437356027>

Becoming a Veterinarian

Do you bring home **stray dogs**? Do you nurse birds with injured wings back to health? Do you climb up to **get the cat** that won't come down from the tree, even though you're afraid of heights? Sounds like you're cut out to be a **veterinarian** when you **grow up**! Find out what it takes right here.

Veterinarians - What Do Vets Do?

The first thing you need to ask yourself is, **do you love animals**? We're not just talkin' about cute, furry puppies, but also slimy snakes and frogs and rats because veterinarians work with **all kinds of animals**. A veterinarian, or vet, is an **animal doctor** who treats **your pets** when they're **sick or injured**, just like how your doctor helps you when you're suffering from a sore throat or broken leg. Vets also prescribe medication, **vaccinate** against animal diseases like rabies, perform surgery and advise owners on **proper pet care**. But pets aren't their only patients. Vets can also look after zoo animals, **livestock** and animals in sport.

Veterinarians - The "Ruff" Road to Becoming a Vet

It's **harder** to get into veterinary school than medical school cuz there are only **28 colleges** in the US and four in Canada. Since competition is stiff, get an early start on gaining **volunteer experience** by being the neighborhood **pet sitter** or dog walker, and working at your local **SPCA**. When you get into high school, take courses in **math and science**, including **biology**, chemistry and physics. When you get into university, study **veterinary medicine** and maintain a GPA (grade point average) of 3.5. But, it doesn't end there - now you have to go to **vet school**! To get in, you must take the **GRE** (an admissions test) and get a score of 1350. Four years of education and one year of work experience later, you'll earn a **Doctor of Veterinary Medicine**. Phew!

Veterinarians - Did U Know?

- Veterinarians can make **\$70,000 - \$120,000 US** a year.
- About 75% of students entering vet school are **women**.
- **Dr. Dolittle**, starring **Eddie Murphy**, is one of the most popular movies about a veterinarian.
- Human doctors must take the Hippocratic Oath, but vets take the **Veterinarian's Oath**.

If you're interested in **veterinary medicine**, you can get more info at the **Association of American Veterinary Medical Colleges**, which represents all vet schools in North America.

Where in the World?



What Animals Can You Find in the Book?



Research 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>