Unit 2/Week 9

Title: Wild Shots, They’re My Life

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI. 3.7, RI.3.10; RF. 3.3, RF. 3.4; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

Refer to the Introduction for further details.

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

What starts out as a childhood interest or hobby can become a career later on in life.

 Patience and perseverance is necessary to interact with the animals and snap the perfect shot.

Synopsis

A wildlife photographer describes her love for animals and how she took some of her favorite up-close photos of them.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety

of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Describe the Galapagos islands. What kind of person would like to live on these islands?  | Volcanic islands in the Pacific Ocean. Lots of wild life, but not many people. People who like to be outdoors a lot and like to interact with the animals would enjoy this place.  |
| Why have the author’s best friends always been furry, feathered or scaly?  | There was no school on the island so she did not have access to many other people.  |
| How does the author feel about wild creatures? What details from the story help you figure this out?  | She thinks they are interesting. She calls animals her best friends; she says she has photographed animals all over the world for 30 years.  |
| How did the author get started taking photographs of wild animals? | Her father gave her a camera when she was ten years old? |
| Who is the narrator of this story? How do you know?  | The narrator is the author. The story is told in the first-person. You can tell because the author refers to herself as I. |
| How does the author compare herself to the animals? Why does she make this comparison?  | The author believes her animal friends are as curious about her as she is about them. She thinks this curiosity leads to good pictures.  |
| What inconsistencies do you notice? What is the author trying to tell us?  | First the author says she is able to take good pictures because the animals are curious about her. Then she says she has to be patient until they forget about her. I think the author is trying to help us understand that you need to be close to the animals to take good pictures.  |
| Why did the author show and describe the picture of the baby penguin?  | This shot showed us how the author had to move fast to get a good picture. It also tells us that she believes animals have emotions like people.  |
| Describe how the author got the picture of the tortoise.  | The tortoise was looking for just the right tasty plants, acting as if the author wasn’t even there. She had to move out of its way before it bumped into her. She had to get down on the ground with her subject. |
| Why did the author provide a lot of details about how she took the picture of the iguana?  | Showing the iguanas in their natural environment is worth the effort of getting the shot.  |
|  How do the heading, the photos, and the text work together? | The heading tells what the section is about. The text describes how the author took a picture of an iguana. The photos show the photographer at work and the picture she took. |
| Why does the author show us pictures of the animals fighting?  | She wants us to know that fighting is not a dangerous as we think it is for the animals.  |
| What comparison does the author make on the final page of the text? Why does she make this comparison? Is the comparison effective?  | The author is like the sea turtles in that she also returns to the island. She returns to see her new friends. This is an effective comparison because it reminds us how much the author appreciates her childhood home.  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Galapagos, volcanoesPersonal Tortoises Marine | Formed Curious Pestered , scurryFellas GrazeFrigate, squabbling, delicate, puncturedreared  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | WildlifeWaddling  | Hawks Overcoat, downyCactus Stubby, seaweed, waterproof Collapsed, snoozing  |

Culminating Task

* Re-Read, Think, Discuss, Write

*Write a short biography about the author. Students’ responses should address the question below.*

*Why does the author say that wild shots are her life? Include facts from the story that justify your response in the biography.*

Answer: The author makes her living taking pictures of wild animals. She has loved animals since she was a girl and has taken pictures of them since she was ten. She is not afraid to enter the creatures’ habitats with them and get them in their element.

Additional Tasks

* Write a short report on the skills and attitudes necessary to be a good wildlife photographer. Use this report to create a job advertisement for National Geographic Magazine.
* Write a letter to the author asking for more details about one of the pictures (student’s selection) featured in the article.

Student‘s response should include questions about the joys and challenges of the author’s work. (Note to teacher: technology can be integrated by having students send letters to Ranger Rick or find her online and send them by email.)

Answer: She waits until the animals get used to her; she gets down to their level. She has special equipment such as a waterproof camera case.

* Choral Reading: Choose a passage from the selection and read it aloud to students as they follow along in their books. Model appropriate pacing and volume. Then have students read aloud the same passage chorally with you.