

## **Expert Pack: Animals, Animals Everywhere!**

Lexile Range: 40-570

**Topic/Subject:** Animals/Science

### **Essential Question:**

- What is an animal and how do animals live and grow?

### **Texts/Resources**

#### Books

1. *Cows Moo!*
2. *Ducks Quack!*

#### e-Books

1. *Animals on the Move*
2. *Barnyard Babies*

#### Videos

1. *What's Alive*
2. "Animal Moves" Song
3. "The Baby Animals" Song

#### Other Media

1. "Animals Belong in Class" (poem/song)

### **Rationale and Suggested Sequence for Reading**

This text set begins with a video read-aloud of the anchor text, *What's Alive*. This text supports the focus question: "What is an animal and how do animals live and grow?" This text would be followed by the poem/song "Animals Belong in Class" to move into how animals are sorted into classes depending on their characteristics. The next topic includes learning about baby animals using the informational song, "The Baby Animals," paired with the e-book, *Barnyard Babies*. We would then go into deeper learning of farm animals with the texts, *Cows Move!* and *Ducks Quack!* We would follow this with the e-book titled *Animals on the Move*. This book would be paired with the video "Animal Moves." Both the book and the video highlight how different animals move. The children will enjoy dancing and moving along with the different movements each animal makes.

### **The Common Core Shifts for ELA/Literacy**

1. Regular practice with *complex* text and its academic language
2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational
3. Building *knowledge* through content-rich nonfiction

### **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
10. *Read and comprehend complex literary and informational texts independently and proficiently.*

### **Annotated Bibliography**

#### **N/A *What's Alive***

Author: Kathleen Weidner Zoehfeld

Genre: Video

Length: 6:36 minutes

Synopsis: This video is a read-aloud of the book *What's Alive*. The book investigates the differences between things that are living versus non-living. Students find out what makes something alive and what all living things need to stay healthy.

Citation: Retrieved on November 9, 2014 from [www.youtube.com/watch?v=k98DCCjWgg8](http://www.youtube.com/watch?v=k98DCCjWgg8)

Recommended Student Activities: A Picture of Knowledge

#### **N/A “Animals Belong in Class”**

Author: Unknown

Genre: Informational Poem/Song

Length: 266 words

Synopsis: This poem describes the different animal classifications. Children learn the characteristics of each classification: Mammals, reptiles, amphibians, fish, birds and insects.

Citation: *Animals Belong in Class*. (n.d.). Retrieved October 13, 2014, from

[http://www.totally3rdgrade.com/animals\\_belong\\_in\\_class.html](http://www.totally3rdgrade.com/animals_belong_in_class.html).

Length: 2:49 minutes

Recommended Student Activities: Wonderings

N/A

**“The Baby Animals”**

Author: Unknown

Genre: Informational Song

Length: 1:37 minutes

Synopsis: This is a catchy song students will enjoy learning the names of baby animals.

Citation: *Baby Animals*. (n.d.). Retrieved November 9, 2014, from

<https://www.youtube.com/watch?v=cJg4YFtvOp8>

Recommended Student Activity: Act It Out

130L

***Barnyard Babies***

Author: Kim Mitzo Thompson and Karen Mitzo Hilderbrand

Genre: Nonfiction e-Book

Length: 11 pages

Synopsis: This book labels different farm animals and their babies.

Citation: Thompson, K. M., & Hilderbrand, K. M. (2012). *Barnyard Babies*. Retrieved

December 21, 2016, from <https://www.getepic.com/app/read/8610>

Recommended Student Activities: Quiz Maker

430L

***Cows Moo!***

Author: Pam Scheunemann

Genre: Informational Text

Length: 24 pages

Synopsis: This book is a rhyming story that provides unique facts about cows.

Citation: Scheunemann, P. (2009). *Cows moo!* Edina, MN: ABDO Pub.

Recommended Student Activity: A Picture of Knowledge

570L

***Ducks Quack!***

Author: Pam Scheunemann

Genre: Informational Text

Length: 24 pages

Synopsis: This book is a rhyming story that provides unique facts about ducks.

Citation: Scheunemann, P. (2009). *Ducks quack!* Edina, MN: ABDO Pub.

Recommended Student Activity: Quiz Maker

40L

***Animals on the Move***

Author: Christian Lopetz

Genre: Nonfiction e-Book

Length: 25 pages

Synopsis: This book displays a host of animal movements that are sure to leave children wanting to imitate the animals' slithering, crawling, and jumping actions.

Citation: Lopetz, C. (2011). *Animals on the Move*. Retrieved December 21, 2016, from <https://www.getepic.com/app/read/12907>

Recommended Student Activities: Act It Out!

N/A

### **"Animal Moves"**

Author: Unknown

Genre: Informational Song

Length: 2:12 minutes

Synopsis: This is a catchy song students will enjoy learning mimicking moves of different animals.

Citation: *Animal Moves*. (n.d.). Retrieved November 9, 2014, from <https://ca.pbslearningmedia.org/resource/bb08ac01-bdeb-4dff-bb93-97888735b1c8/animal-moves/>

Recommended Student Activity: Act It Out!

### Possible Teaching Suggestions for Texts

430L

#### ***What's Alive***

Author: Kathleen Weidner Zoehfeld

- This corresponding video can act as a support for struggling readers as they can watch it repeatedly. Make headphones available for student use.
- Close read the text and summarize using a T-chart (public notes). Students can complete a Goldfish versus goldfish cracker science investigation. Students can compare goldfish to goldfish crackers. This comparison is relatively easy as the fish move much more than a worm would. Also, the kids get to eat goldfish crackers after the investigation. Students can use a recording chart that asked a specific question using key vocabulary about what living things needed, which we would apply to both the goldfish and the goldfish cracker. The students may quickly discover how they could see the goldfish moving but cannot hear the goldfish crackers breathing.
- After about 20 minutes of observation and comparison, students determine which one was living, and non-living. Students can then write about the investigation and the comparison between the living and non-living goldfish.

## Supports for Struggling Students

- By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.
- Provide a brief **student friendly glossary** of some of the academic vocabulary (Tier 2) and domain vocabulary (Tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time
- Use expert Packs as the **resources for Guided Reading** with a small group of students

## Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

## ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

### **Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

- Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](#), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](#) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high-volume of reading to build knowledge.

### **Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

*Options for this step include:*

- Have the teacher model the first read of a text or resource.
- Use recordings of the text to provide additional opportunities to hear expert reading.

### **Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

- Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
- Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

### **Step four: Write about what was read.**

*Options for this step include:*

- Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.

- Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
- Provide students with several supports to help students engage in writing/drawing about what they read:
  - Use mentor texts about which students can pattern their writing.
  - Allow them to write collaboratively.
  - Show students visual resources as prompts, etc.
  - Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

## Expert Pack: Animals, Animals Everywhere!

### Learning Worth Remembering

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are required to complete **one** of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

#### 1. Rolling Knowledge Journal

*Note to Teacher: This can be done whole class creating a large chart/public notes, as many Kindergarten students are not ready to keep a written journal. Journals can be made of pictures and labeled.*

- Read each selection in the set, one at a time.
- After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text.
- Then write, draw, or list how this new resource added to what you learned from the last resource(s).

#### Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. <i>What's Alive</i>	What makes something alive and what all living things need to stay healthy.	
2. "Animals Belong in Class"	Children learn the characteristics of each classification: Mammals, reptiles, amphibians, fish, birds and insects.	Mammals are covered with hair; birds are covered with feathers; fish breathe underwater; reptiles lay eggs; and amphibians are born in water.
3. "The Baby Animals"	Learning the names of baby animals and the animals they are called as adults.	Names of the adult and baby animal.
4. <i>Barnyard</i>	How baby animals grow and change	Living animals begin as babies



<i>Babies</i>	as they become adults.	and grow to become adult animals.
5. <i>Cows Moo!</i>	Calves drink milk when they are born and adults eat grass, hay, and corn.	Animals eat different things as they grow into adults.
6. <i>Ducks Quack!</i>	Ducks have feathers instead of hair.	Ducks belong in the bird class.
7. <i>Animals on the Move</i>	Different animal movements.	Each animal has a specific way it moves. Each body part has a specific purpose in how it moves.
8. "Animal Moves"	We can move just like the animals.	Imitating the way animals move.

## 2. Rolling Vocabulary: "Sensational Six"

*Note to Teacher – This can be done in a vocabulary learning center. Students can sort and match pictures to new words. Words can be defined and illustrated and placed on a large anchor chart.*

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.
- Use the "Sensational Six" words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
<i>What's Alive</i>	Words: animal, hatching, alive, born, grow, breathe 1. An <u>animal</u> is a living thing that is not a plant. 2. To be <u>born</u> means to be brought into life by the process of birth. 3. <u>Hatching</u> means to be born by coming out of an egg. 4. Just like us, animals are <u>alive</u> and living. 5. Living things <u>breathe</u> in and out. 6. Living things <u>grow</u> .

<p>“Animals Belong in Class”</p>	<p>Words: classes, mammals, bird, fish, amphibians, arthropods</p> <ol style="list-style-type: none"> <li>1. Animal <u>classes</u> are groups of critters.</li> <li>2. <u>Mammals</u> are covered with hair.</li> <li>3. <u>Bird babies</u> are hatched from hard shelled eggs.</li> <li>4. <u>Fish</u> use gills to breathe under water.</li> <li>5. <u>Amphibians</u> can live on land or water.</li> <li>6. <u>Arthropods</u> have exoskeletons.</li> </ol>
<p>“The Baby Animals”</p>	<p>Words: foal, calf, lamb, kid, cub, joey</p> <ol style="list-style-type: none"> <li>1. A <u>foal</u> is a baby horse.</li> <li>2. A <u>calf</u> is a baby cow.</li> <li>3. A <u>lamb</u> is a baby sheep.</li> <li>4. A <u>kid</u> is a baby goat.</li> <li>5. A <u>cub</u> is a baby lion.</li> <li>6. A <u>joey</u> is a baby kangaroo.</li> </ol>
<p><i>Barnyard Babies</i></p>	<p>Words: fetch, ducklings, piglets, calf, kittens, groom</p> <ol style="list-style-type: none"> <li>1. The dog loves to <u>fetch</u> his favorite ball after it is thrown.</li> <li>2. The <u>ducklings</u> swam behind their mother.</li> <li>3. The mother pig had three <u>piglets</u>.</li> <li>4. The cow licked the <u>calf</u> after it was born.</li> <li>5. The <u>kittens</u> grew to become cats.</li> <li>6. Cats <u>groom</u> themselves by licking their fur.</li> </ol>
<p><i>Cows Moo!</i></p>	<p>Words: communicate, compartment, manure, fertilize, graze, swat</p> <ol style="list-style-type: none"> <li>1. Cows <u>communicate</u> by mooing.</li> <li>2. A cow’s stomach has four <u>compartments</u>.</li> <li>3. A cow’s <u>manure</u> can be used with soil for plants.</li> <li>4. Manure is used to <u>fertilize</u> plants.</li> <li>5. Cows <u>graze</u> on grass and hay.</li> <li>6. Cows <u>swat</u> flies away with their tails.</li> </ol>
<p><i>Ducks Quack!</i></p>	<p>Words: bill, preen, waddle, webbed, waterproof, respond</p> <ol style="list-style-type: none"> <li>1. Ducks use their <u>bills</u> to catch food.</li> <li>2. Birds <u>preen</u> their feathers to keep themselves clean.</li> <li>3. Ducks <u>waddle</u> when they walk.</li> <li>4. <u>Webbed</u> feet help ducks swim.</li> <li>5. Ducks outer feathers are <u>waterproof</u>.</li> <li>6. Ducklings <u>respond</u> to their mothers by quacking.</li> </ol>
<p><i>Animals on the Move</i></p>	<p>Words: climbs, kangaroo, hops, slithers, crawls, wiggle</p> <ol style="list-style-type: none"> <li>1. A monkey <u>climbs</u> quickly through the trees and vines.</li> </ol>

	<ol style="list-style-type: none"> <li>2. A <u>kangaroo</u> hops with its baby in its pouch.</li> <li>3. A kangaroo <u>hops</u> on two back legs.</li> <li>4. A snake <u>slithers</u> across the ground.</li> <li>5. A crab <u>crawls</u> along the ocean floor.</li> <li>6. A worm can <u>wiggle</u> in the dirt.</li> </ol>
<p>“Animal Moves”</p>	<p>Words: stomp, growl, prowl, pounce, bounce, waddle</p> <ol style="list-style-type: none"> <li>1. The elephants <u>stomp</u> the ground with their big feet and legs.</li> <li>2. The lions <u>growl</u> loudly to show their strength.</li> <li>3. They go on the <u>prowl</u> when they hunt for food.</li> <li>4. Lions leap and <u>pounce</u> to capture their food.</li> <li>5. Kangaroos <u>bounce</u> and hop around.</li> <li>6. Penguins <u>waddle</u> as they walk and move slowly on the ground.</li> </ol>
<p><b>Sensational Six</b></p>	<p>Words: animals, classes, alive, hatch, grow, climb</p> <p><b>Animals</b> need air, water, food and shelter to live and grow. Animals are separated into groups called <b>classes</b>. These different classes make it easier for scientists to study them. Animals are either born <b>alive</b> from their mother or <b>hatch</b> from eggs. As animals <b>grow</b>, their name may change along with their bodies. For example, a piglet becomes a pig and a calf becomes a cow. Animals move in many different ways. For example, monkeys use their hands and tails to help them <b>climb</b> trees and vines, while snakes slither across the ground.</p>

**Student Copy**

**1. Rolling Knowledge Journal**

- Read each selection in the set, one at a time.
- After you read *each* resource, stop and think what the big learning was. What did you learn that was *new and important* about the topic from *this* resource? Write, draw, or list what you learned from the text.
- Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?

**2. Rolling Vocabulary: “Sensational Six”**

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

**Sample Response**

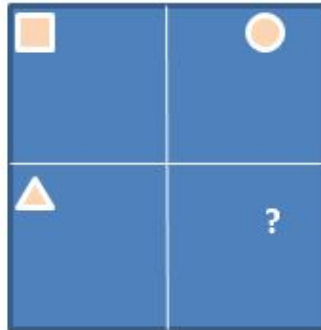
<b>Title:</b>	<b>Six Vocabulary Words &amp; Sentences</b>
<b>Sensational Six</b>	Words:

## Learning Worth Remembering

**Singular Activities** – the following activities can be assigned or done whole class for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

### 1. A Picture of Knowledge (Recommended for *What's Alive* and *Cows Move!*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

- Write!

Square:	What one thing did you read that was interesting to you?
Triangle:	What one thing did you read that taught you something new?
Circle:	What did you read that made you want to learn more?
Question Mark:	What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

**2. Quiz Maker** (Recommended for *Barnyard Babies* and *Ducks Quack!*)

- Make a list of 3 questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

**3. Wonderings** (Recommended for “Animals Belong in Class” –poem)

I’m a little confused about:	This made me wonder:
<p>On the left, track things you don’t understand from the video and the article.</p> <p><b>I am confused about or do not understand....</b></p>	<p>On the right side, list some things you still wonder (or wonder now) about this topic.</p> <p><b>I wonder or would like to learn more about....</b></p>

**4. Act It Out!** (Recommended for *Animals on the Move*, “The Baby Animals” song, and “Animal Moves” song)

- Students will engage with the resources through listening or viewing.
- Students will then select one thing they learned from the resource.
- Students will then act out one thing that they learned with their partner.
- Select a few students to share with the entire class

## **Expert Pack: Animals, Animals Everywhere!**

### Expert Pack Glossary

#### ***What's Alive***

<i>Word</i>	<i>Student-Friendly Definition</i>
animal	A living thing that is not a plant <i>Animals need food, water and shelter to live.</i>
born	To be born means to be brought into life by the process of birth <i>The puppies were born in the morning.</i>
hatching	Hatching means to be born by coming out of an egg <i>The baby chicks hatch from eggs.</i>
alive	Alive means to have life, not something that is dead <i>The plants and animals are alive.</i>
growing	To become larger <i>The plant is growing very tall.</i>
breathing	To move air into and out of your lungs <i>We breathe in and out of our noses and our mouths.</i>

#### ***"Animals Belong in Class"***

<i>Word</i>	<i>Student-Friendly Definition</i>
classes	Groups of animals that are the same in some way <i>A group of students work together in a class.</i>
mammals	Types of animals that drink milk from its mother <i>Humans, cows, horses, dogs, and cats are all different types of mammals.</i>
birds	Animals that have wings and are covered with feathers <i>Birds like to fly in the sky.</i>
fish	Animals that live in water and breathe with gills <i>Fish swim around in water.</i>
amphibians	Animals that can live on land and in water <i>Frogs and toads are types of amphibians.</i>
arthropods	Arthropods are insects and spiders. <i>Bees, grasshoppers, mosquitos, and centipedes are different types of arthropods.</i>



### **“The Baby Animals” Song**

<i>Word</i>	<i>Student-Friendly Definition</i>
foal	A baby horse <i>The foal was very wobbly on its new legs as it began to walk.</i>
calf	A baby cow <i>When a calf is young, it drinks milk from its mother cow.</i>
lamb	A baby sheep <i>The lamb stays close to the mother sheep after it is born.</i>
kid	A baby goat or another name for a human child <i>The kid needs its mother to survive.</i>
cub	Another name for a baby lion <i>Lion cubs live with the other cubs and their mother lion until they can hunt for themselves.</i>
joey	A baby kangaroo <i>Joeys are born so tiny that they live inside of a pouch on the mother kangaroo.</i>

### **Barnyard Babies**

<i>Word</i>	<i>Student-Friendly Definition</i>
fetch	To go after and bring back <i>The dog liked to play fetch with his favorite ball.</i>
ducklings	A young duck <i>The ducklings followed their mother as they swam in the pond.</i>
piglets	A baby pig <i>The mother pig had three piglets.</i>
calf	A young cow <i>The cow licked the calf after it was born.</i>
groom	To clean the coat or fur <i>The cat would groom itself by licking its fur.</i>

### **Cows Moo!**

<i>Word</i>	<i>Student-Friendly Definition</i>
compartment	One of the separate parts of a space that has been divided <i>A cow’s stomach has four compartments.</i>
communicate	To share ideas, information, or feelings <i>Cows communicate by mooing.</i>

manure	Animal waste <i>Manure helps plants grow.</i>
fertilize	To put a substance such as manure on land to make it richer and to make crops grow better <i>Cow's manure can fertilize plants.</i>
graze	To eat grass that is growing in a field <i>Cows graze on grass and hay.</i>
swat	To hit with a quick, hard blow <i>Cows swat flies away with their tails.</i>

### ***Ducks Quack!***

<i>Word</i>	<i>Student-Friendly Definition</i>
bill	The jaws of a bird <i>A duck uses its bill to get food.</i>
preen	To groom with one's bill <i>A duck preens its feathers with its bill.</i>
waddle	To sway from side to side while taking short steps <i>The duck waddled to the pond.</i>
webbed	Having toes connected by a web or fold of skin <i>A duck's feet are webbed.</i>
waterproof	Made to keep water out <i>A duck's outer feathers are waterproof.</i>
respond	To reply or answer <i>The baby ducklings respond to their mother by quacking.</i>

### ***Animals on the Move***

<i>Word</i>	<i>Student-Friendly Definition</i>
climbs	To go up or down, often with the help of the hands in holding or pulling <i>A monkey climbs the tree quickly.</i>
hops	To move by a quick, springy leap <i>A rabbit hops quickly back to its home.</i>
slithers	To slip or slide <i>A snake slithers its body as it moves across the ground.</i>
crawls	To move slowly with the body close to the ground <i>A turtle crawls along the ground very slowly.</i>
wiggle	To move along with twisting and turning movements <i>I wiggle my toes in the warm sand.</i>

## “Animal Moves”

<i>Word</i>	<i>Student-Friendly Definition</i>
stomp	To stomp is to walk heavily <i>I stomped up the stairs as loudly as I could because I was mad.</i>
growl	To growl is to make a deep rumbling sound to show anger <i>My dog growled at the other dog that tried to eat his food.</i>
pounce	To jump down to grab or take something quickly <i>The basketball player pounced on the ball.</i>
prowl	To move around slowly and secretly <i>The cat was on the prowl to catch the bug.</i>
bounce	To spring back or up after hitting something else <i>The ball bounced down the stairs.</i>
waddle	To walk using short steps and moving from side to side <i>The duck waddles into the water from the grass.</i>

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