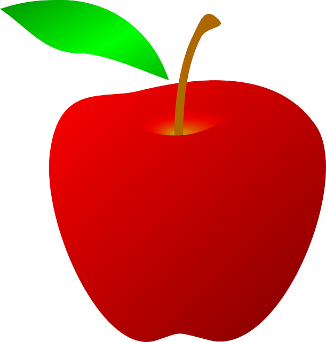
**TEACHER RESOURCE PAC**

Grade 1



Based on the Writing for Understanding Approach, Vermont Writing Collaborative

**Research Project on**

**How Adult Animals Protect their Offspring**

(Introduction to Research and Writing)

*Note: Sample responses are included for teacher reference, actual student responses will vary.*

**Research Project Overview**

**Research Question:** **How do adult animals help their offspring survive?**

**The “Rule of Two”: A Plan for Gradual Release of Responsibility**

**ENGAGEMENT:** Students listen to the picture book: A Baby Elephant in the Wild by Caitlin O’Connell and discuss the ways the baby elephant is cared for.

**INSTRUCTION:** Teacher reads aloud selected sections of the anchor text, 101 Animal Babies by Melvin and Gilda Berger:

#6 Bass Fry Dad Takes Charge,

#21 Deer Fawns Follow Their Mom,

#25 Duck and Ducklings Usually Hatch on Land”

Together, the class does research. The teacher models taking “public notes” with the class on a piece of chart paper. The teacher then uses the Writing Resource Packet to lead the class in writing a group report (shared writing) on how adult animals help their offspring survive.

**GUIDED PRACTICE:** The class then divides into 3 or 4 groups. Each group researches how a different animal cares for its offspring, using 101 Animal Babies and an additional website, [**Ten Most Amazing Dads**](https://www.youtube.com/watch?v=FOrvbE06Mps). The information the groups find is added to a common set of public notes and discussed.

Students then choose two or three of the animals from the public note chart to use when writing an individual paragraph about how several adult animals help their offspring survive. The teacher leads students, step by step, through the Writing Resource Packet. Following the same procedure they used as a class, each student writes a short paragraph, choosing information from the public note chart. Writing is done and revised in small, manageable “chunks” of 1-2 sentences each day.

**STANDARDS ADDRESSED**

**NGSS Standard**

**LS1.B: Growth and Development of Organisms**

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

**Writing Standards:**

**W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**W.1.7** Participate in shared research and writing projects.

**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Reading Standards:**

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents,

glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations

and information provided by the words in a text.

**Supporting CCSS Reading Standards:**

RI. 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

RI.1. 10 With prompting and support, read informational texts appropriately complex for grade 1.

**Texts**

**Introductory Text:**

* A Baby Elephant in the Wild, by Caitlin O’Connell, Houghton Mifflin Harcourt Publishing Co.

**Possible Anchor Text/Student Texts** (for whole class and small group research)**:**

* 101 Animal Babies by Melvin and Gilda Berger, Scholastic Paperbacks

**Supplementary Texts/Media:** Video

* [Ten Most Amazing Dads](https://www.youtube.com/watch?v=FOrvbE06Mps)
* https://www.youtube.com/watch?v=FOrvbE06Mps

Name:

Grade 1 Date:



Based on the Writing for Understanding Approach, Vermont Writing Collaborative

Annotated Teacher’s Guide /Answer Key

My Class Research Project

**OVERVIEW:**

The teacher reads aloud selected sections of the anchor text, 101 Animal Babies by Melvin and Gilda Berger:

#6 Bass Fry Dad Takes Charge,

#21 Deer Fawns Follow Their Mom,

#25 Duck and Ducklings Usually Hatch on Land”

Together, the class does research. The teacher models taking “public notes” with the class on a piece of chart paper. The teacher then uses the Writing Resource Packet to lead the class in writing a group report (shared writing) on how adult animals help their offspring survive.

**How Adult Animals Protect Their Offspring**

Research Question:

**How do adult animals help their offspring to survive?**

*Note: Sample responses are included for teacher reference, actual student responses will vary.*

Becoming an Expert

**Class Research Packet**

*An expert is someone who knows a lot about a particular thing. Follow these steps to become an expert.*



|  |  |  |
| --- | --- | --- |
| **Becoming an Expert** | | |
| Check each step as you finish. | Steps | |
|  | Where Am I Going? | Text Structure |
|  | First Read | Close Read |
|  | Reading for Evidence | |
|  | Recording Evidence | |
|  | Focus Statement | |
|  | Working with Evidence | |

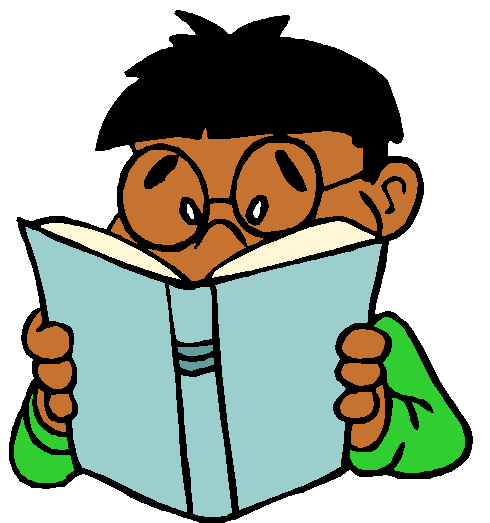


**Where Am I Going?**

Work with your class to discuss the questions below.

**?**

Read through the sheet outloud, stopping to discuss each question.

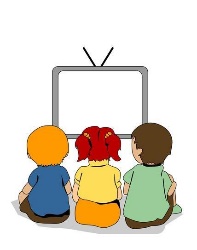
When you do *research*, you study a topic to find out more information. **Read** the research question below to find out what you will be studying.

**How do adult animals help their offspring to survive?**

**Where might you find information to answer this question?**

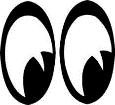
**Turn and talk** with your partner.

A ***source*** is something we use to get information to answer the research question.

Book Video Website

A ***source*** might be a book, an article, a video or a website. With your partner:

 **Look** through the source your teacher has given you.

**How will this source help you answer your research question?**

**Turn and talk** with your partner.

**List** the sources you use, so you can remember where you got your information.

**Write** the title and authors of your source below.

|  |
| --- |
| Title: 101 Animal Babies  Authors: Melvin and Gilda Berger |

**Text Structure**

Let’s look closely at the source to better understand how to find the information you need.



1. Leaf through the pages.
2. What are the chunks you notice on each page?

* *(Students should notice text, title, photograph)*

1. Now look at another page. What chunks do you see on this page?

* *(Information about the animal in the top and bottom section and a title in the middle)*

1. Are the pages exactly the same?

* *(No. The picture and text change places.)*

1. Look at another page and see what happens. Are there always three chunks of information on each page?

* *(Yes. Each page has information at the top and bottom and a title in the middle)*



**First Read**

Listen as your teacher reads about these animals.

#6 Bass Fry Dad Takes Charge

#21 Deer Fawns Follow Their Mom

#25 Duck and Ducklings Usually Hatch on Land



**Close Read**

With your class, carefully reread parts of the text and answer the questions your teacher asks.

**Work together to follow the directions in each box.**

Lead your class in rereading the section and answering the questions below.

|  |  |
| --- | --- |
| **From the book 101 Animal Babies- #6 Bass Fry Dad Takes Charge page 9.** | |
| Questions | Sample Student Responses |
| Reread the sentence “He guards the nest and chases away predators, not even giving up his post to eat.”  What does it mean to guard the nest?  Listen to the sentence again “He guards the nest and chases away predators, not even giving up his post to eat.”  A predator is an animal that hunts other animals for food.  Why does he chase away predators? | * *stay in front of it* * *not let something get by* * *to keep the eggs safe* * *other animals want to eat them* |



**Reading for Evidence**

Work as a class to gather and share information that will help you answer your research question.

PREPARE FOR THIS SECTION BY CREATING A PUBLIC NOTE CHART USING THE DIRECTIONS BELOW

PUBLIC NOTE CHART DIRECTIONS

Construct 2 blank T-charts on chart paper and copy pictures of the animals being researched. These will be used to take “public notes”, where input from students is recorded by the teacher. One chart will be needed for the Class Research Project and another will be used for the Small Group Research Project.

If desired, this chart can be constructed using different colors for each row in order to help students easily locate evidence needed for their writing.

CLASS RESEARCH PROJECT

|  |  |
| --- | --- |
| **Focus Question:** ***How do adult animals help their offspring to survive?*** | |
| ***Animal*** | ***Evidence- How they protect offspring*** |
| *Tape or glue a small cut out of a bass picture here.*  *Students write a keyword on a sticky note and attach it to the picture.* | *After discussing the evidence, the teacher writes short phrases here to remind students of their ideas, for example:*   * *a bass digging a hole with its tail labeled* ***“dig”*** * *a bass guarding the nest labeled* ***“go away”*** * *a bass chasing away predators labeled* ***“run”*** |
| *Tape or glue a small cut out of a deer picture here.*  *Students write a keyword on a sticky note and attach it to the picture.* | *Words written here to remind students of their ideas:*   * *a deer licking baby* ***“licking”*** * *a deer with spots* ***“spots”*** * *a deer hiding in woods* ***“hide”*** |
| *Tape or glue a small cut out of a duck picture here.*  *Students write a keyword on a sticky note and attach it to the picture.* | *Words written here to remind students of their ideas:*   * *a male duck watching female duck sitting on eggs “watching nest”* * *a male duck watching ducks swim “watching swim”* |

*The purpose of having students label their pictures with one or two words is to generate a personal key word that will help them talk about their evidence. For example a student might label the picture of the bass digging a hole with its tail with the word “dig”, or “hole”.*

With your class, look at the public note chart that your teacher has made for the class. Discuss these questions:

*What is your Research Question?*

*What information do you need?*

Carefully, read or listen to your source again. Find information that will help you answer the research question.



**Recording Evidence**

With your class, add to the public note chart.

With your class, talk about what words or pictures you should put on the public notes. Your teacher will help you fill in the appropriate row on the class chart.

|  |  |
| --- | --- |
| **Focus Question:** ***How do adult animals help their offspring to survive?*** | |
| **Animal** | **Evidence**  **How they protect offspring** |
| bass | * dig * go away * run |
| deer | * licking * spots * hide |
| duck | * watching nest * watching swim |

SAMPLE PUBLIC NOTE CHART



**THE FOCUS STATEMENT!**

What is the “big idea”?

A *focus statement* tells the big idea you have learned from your research in a single sentence.

Look carefully at all of the evidence you the class has gathered. What is the “big idea” that came out of your research? Sample response: Adult animals take care of their babies so they can survive.

Turn and talk to a partner.

Share your ideas with the class. Below, copy the focus statement your teacher writes on the board.

(Write on board for students to copy)

Adult animals do many things to help their offspring survive.



**More Evidence** (optional)

On your own or with a partner, find more information for the public notes.

Work with a new source. Find information about how animals protect their offspring. Explain what you have found to the class and add to the public note chart.

Other possible excerpts:

#60 Orangutan page 63

* Mom builds special tree nest
* Feeds baby fruit
* baby copies mom

#63 Owl page 66

* teach how to fly
* protect from enemies
* chase predators

#64 Panda page 67

* mom stays close to cub for 2 years
* feeds babies milk

#67 Penguin page 70

* mom gives egg to dad
* dad keeps eggs warm
* dad protects eggs
* huddle together to stay warm



**Working with Evidence**

Work with your group to better understand the information you found.

Your teacher will lead you in a making-meaning discussion.

You will use evidence to discuss the focus question:

**How do adult animals help their offspring to survive?**

DIRECTIONS FOR LEADING A MEANING- MAKING DISCUSSION

(using the Public Note Chart)

A making meaning discussion is one in which the teacher guides a discussion using a focusing question and prompts to help students come to consensus about their evidence.



Process for conducting a making meaning discussion:

1. Gather students in a circle around the Public Note Chart.
2. Set group discussion norms by asking students to think of some rules or norms needed in order for everyone to be able to share their ideas. Example of some norms could be:
   1. Look at the speaker
   2. Quiet hands and body
   3. Share and listen
   4. Stay on topic
3. Read the focus question, ***How do adult animals help their offspring to survive?***

Ask students to respond using evidence from the chart about all of the animals. Below is an example of prompts and questions based on one animal; the deer. Teacher would ask similar prompts in relation to the duck and bass.

|  |  |
| --- | --- |
| **Teacher Prompts** | **Possible Student Responses** |
| What do our notes say? | * *The mama deer licks her baby so you can’t smell it.* |
| When you say “can’t smell” what does that mean? | * *other animals can't smell it* * *other animals can’t find it* |
| How does that help the baby survive? | * *no other animal will be able to find it or hurt it.* * *it is safe* |
| What seems to be true about all of our evidence? | * *all the moms and dads keep the babies safe* * *they protect the babies* |



**Now you are ready to write!**

As a class, you will work together to write about your research. Your teacher will help you use your Writing Resource Packet to do this. Check off each step when you complete it.

Lead the class in following the steps in the Writing Resource packet. Do this first piece of writing together, asking students to help you compose each part of the piece and modeling the process by writing a group piece on chart paper.

**Sharing Your Expertise Record Sheet**

|  |  |  |
| --- | --- | --- |
| *Use this record sheet with your Writing Resource Packet.* | | |
| Finished | Steps | |
|  | Learn from a Model | |
|  | Write a Focus Statement | Write the First Piece of Evidence |
|  | Add More Evidence | |
|  | Write a Conclusion | Revise/Edit |
|  | Share and Celebrate! | |



TEACHER GUIDE AND SAMPLE RESPONSE

**Save this packet**, you will use it each time you

write about how adult animals protect their offspring.

As you finish each step, put a check mark on your Sharing Your Expertise Record Sheet *(found at the end of the Class and Small Group Research Packets).*

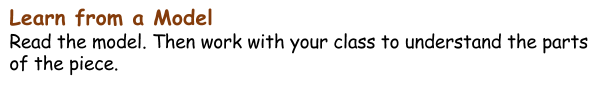
Use steps 1-7 below to guide the shared writing after the class research is completed. Use the same packet and repeat steps 2-7 to guide students in writing individual pieces after the small group research is completed.

|  |
| --- |
| **Writing Resource Packet**  Follow these steps to write about your research.  (suggested pacing: one step each day, sessions 20-30 minutes long) |
| 1. Learn from a Model |
| 1. Write a Focus Statement |
| 1. Write the First Piece of Evidence |
| 1. Add More Evidence |
| 1. Write a Conclusion |
| 1. Revise and Edit |
| 1. Share and Celebrate! |

Note: Two options are provided for introducing basic paragraph form:

* Color Coding a Model Activity (directions in Student Writing Resource Packet)
* The Tree Paragraph: a full class lesson for introducing the parts of a paragraph. (Directions for preparing and leading the lesson are at the end of this Resource Packet)

You may use either or both activities to help your students understand how to write a research paragraph.



**STEP**

**1**

\*A model is a piece that is similar to the piece your students will write. Models are examples that help students understand the structure and language needed to write effectively about a topic, but are based on different content than students will be using. After a first reading, lead the class through the directions for color coding on the next page. The color coding will help students understand the parts of an effective informational paragraph.

Adult animals do many things to help their offspring survive. Mother chimpanzees keep their babies clean so they don’t get sick. They pick dirt and insects out of their hair. A mother beluga helps its baby breathe. It pushes the baby up out of the water to get air. Mother bears teach their babies how to climb trees. This helps them to get away from dangerous animals. These are some of the ways adult animals help their offspring survive.

Your teacher will lead you through the steps on the next page to help you understand the model by coloring it.

**How to Color Code the Model**

Use crayons to color code the model. Follow your teacher’s directions to do the steps in order. (answer key on previous page)

1. Together, read the first sentence out loud. This is called a focus statement. It tells what the piece is about. Lightly shade the first sentence green.
2. Put your finger on the last sentence. Together, read it out loud. This is called a concluding statement. It says almost the same thing as the focus statement. Lightly shade the last sentence green.
3. Listen as your teacher reads the next two sentences about the chimpanzee. They are facts from research. Color the two sentences about chimpanzees yellow.
4. Listen as your teacher reads the next two sentences about the belugas. They are facts from research. Color the two sentences about belugas blue.
5. Listen as your teacher reads the next two sentences about the bears. They are facts from research. Color the two sentences about bears light blue.
6. Listen as your teacher slowly reads the whole model aloud. (pause after each sentence) Hold up the correct color of crayon to show how what you are hearing matches the model you colored.

**Sample Student Response for Informative/Explanatory Piece**

Below is a sample student response similar, in content, to a piece that students may write at the end of this sequence. Actual responses will vary; this section is for teacher reference only. **DO NOT SHARE WITH STUDENTS.**

CLASS RESEARCH PROJECT

(101 Animal Babies by Melvin and Gilda Berger; Excerpts)

* #6 Bass Fry Dad Takes Charge,
* #21 Deer Fawns Follow Their Mom,
* #25 Duck And Ducklings Usually Hatch on Land

SAMPLE PARAGRAPH

Adult animals do many things to help their offspring survive. The male bass makes a safe place for the female to lay her eggs. He digs a hole in the bottom of a river with his tail. A female deer licks her baby so other animals can’t smell it. She hides the baby in the woods so other animals can’t see it. Male ducks are always watching out for other animals that might hurt their family. They guard the babies when they swim. These are some of the ways adult animals help their offspring survive.

**STEP**

**2**

**Write the focus statement.**

***Reread***



*The first sentence you will write is the* ***focus statement****.*

*It tells the “big idea” of your piece.*

**Reread** the ***focus statement*** from the **model**:

*Adult animals do many things to help their offspring survive.*

***Talk***

**What is the “big idea” of your piece?**



With a partner:

Talk about what you are going to write.

***Write***

 *Your teacher and classmates will help you to* ***write a focus statement*** *on your paper.*

***Revise and Edit***

When you have finished, revise and edit your focus statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**3**

**Add one piece of evidence.**

**Reread**



Next use the **evidence** from your graphic organizer.

The **evidence** helps the reader understand the **focus statement**.

You will add your **evidence** one piece at a time.

**Reread** the first piece of **evidence** from the **model**.

***Mother chimpanzees keep their babies clean so they don’t get sick. They pick dirt and insects out of their hair.***

***Talk***

Point to one piece of evidence on your graphic organizer.

With a partner:

Talk about what you are going to write.

***Write***

Reread what you have already written.

After the focus statement:

Write about your first piece of evidence.

***Revise and Edit***

When you have finished, revise and edit your focus statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**4**

**Add two, or more, pieces of evidence.**

***Reread***



Add at least two more pieces of evidence to your piece.

**Reread** the rest of the **evidence** from the **model**:

***A mother beluga helps its baby breathe. It pushes the baby up out of the water to get air.***

***Mother bears teach their babies how to climb trees. This helps them to get away from dangerous animals.***

***Talk***

Point to the next piece of evidence on your graphic organizer.

With a partner:

Talk about what you are going to write.

***Write***

**Reread** what you have already written. After your first piece of evidence:

Write about the second piece of evidence.

***Repeat***

Repeat this process to add one (or more!) additional pieces of evidence.

***Revise and Edit***

When you have finished, revise and edit your piece so that your writing is clear and correct.

**STEP**

**5**

**Write the concluding statement.**

***Reread***



The last sentence is called the **concluding statement.** It wraps up your piece and reminds the reader of the “big idea”. Your teacher and classmates will help you to write a **concluding statement.**

**Reread** the **concluding statement** from the **model**:

***These are some of the ways adult animals help their offspring survive.***

***Talk***

What is the “big idea” that you are writing about?

Put your finger on the **Focus Statement** of your piece.

With a partner:

Talk about how you might say this again using slightly different words.

***Write***

Reread what you have already written.

After all of the evidence:

Write your concluding statement.

Be sure it repeats your “big idea”

***Revise and Edit***

When you have finished, revise and edit your concluding statement so that your writing is clear and correct. If you finish early, add a picture or diagram to your illustration page.

**STEP**

**6**



|  |  |  |
| --- | --- | --- |
| Informative/Explanatory  Writing Checklist | Whole Class | Small Group |
| My piece shows I know and understand the topic I researched. |  |  |
| I state my focus clearly. |  |  |
| I have evidence that supports my focus. |  |  |
| I use pictures to match the written words. |  |  |
| I use capital letters at the beginning of sentences. |  |  |
| I use punctuation at the end of sentences. |  |  |
| I correctly spell words I know. |  |  |

When you finish, add pictures or diagrams to your illustration page.

You may want to add:

* A labeled drawing of your baby animal and its mom or dad.
* An illustration showing how the adult cares for its baby.

**Share and Celebrate!**

**STEP**

**7**

Congratulations! You are an expert (and a scholar!).

Your teacher will share plans for sharing and celebration!

If you want to learn even more, check out these resources:

# 6 Farm Animal Moms Who Will Do Anything For Their Babies - <https://www.thedodo.com/farm-animals-moms-babies-affection-1132764570.html>

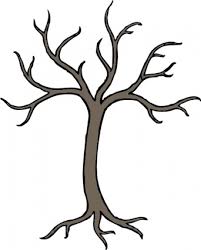
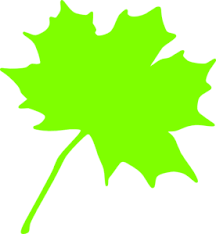
# Top Ten Animal Dads- <https://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2010/Top-Ten-Animal-Dads.aspx>

**The Tree Model for Teaching Paragraphs**

(Optional Lesson Plan)

Created by Cathy Newton and Suzan Locke

*Materials needed for teaching the tree paragraph:*

* Create a large laminated tree model to display in front of the students.
* Use a document camera to project the model paragraph on the next page or copy on large chart paper.
* Make copies of leaves to use on the class model.
* Write each sentence from the model paragraph on a separate piece of sentence strip paper to use on the class model.
* Give students a ***copy of a tree*** and ***three leaves*** to create their own model.

*Animals Protect Their Offspring Model Paragraph*

Adult animals do many things to help their offspring survive. Mother chimpanzee’s keep their babies clean so they don’t get sick. They pick dirt and insects out of their hair. A mother beluga helps its baby breathe. It pushes the baby up out of the water to get air. Mother bears teach their babies how to climb trees. This helps them to get away from dangerous animals. These are some of the ways adult animals help their offspring survive.

|  |  |
| --- | --- |
| **Directions for Teaching Paragraph Structure Using the Tree Model**   * Read the model out loud to the whole class. * Follow the steps below to introduce each part of the paragraph. | |
| **Focus Question**  \*The focus question can be placed above the tree model for students and teachers to reference during the lesson. | **Teacher** reads the focus question from the sentence strip;  ***How do adult animals help their offspring to survive?***  **Students** chorally read the focus question after the teacher reads it. |
| **Focus Statement**  Image result for tree cartoon clip art  **Label “F is for focus"** on farthest branch on the left. Then tape the focus statement on that branch. | **Teacher** reads the focus statement from the sentence strip;  *Adult animals do many things to help their offspring survive.*  **Students** chorally read the focus statement after the teacher reads it.  **Teacher** models writing **“F is for focus"** on the branch furthest to the left of the class tree.  **Students** write an **“F** **is for focus"** on the same branch as the teacher.  **Teacher** tapes the focus statement sentence strip onto the **“F is for focus"** branch.  **Teacher and students** chorally read the focus question and statement to help make the connection between the two. |
| **Detail/Elaboration**  Image result for tree cartoon clip art  **Label “D is for detail" Repeat 2 more times on the next two branches moving to the right side of the tree.**  **C:\Users\lockes\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9TR80UFH\cm_leaf_by_adamlhumphreys-d4i2imv[1].png**  **Label “E is for elaboration" Repeat 2 more times on the next two branches moving to the right side of the tree.** | **Teacher** reads the first detail from the sentence strip;  ***Mother chimpanzees keep their babies clean so they don’t get sick.***  **Students** chorally read the detail after the teacher reads it.  **Teacher** models writing **“D is for detail"** on the next branch following the **“Focus"** branch.  **Students** write a **“D is for detail"** on the same branch as the teacher.  **Teacher** tapes the detail statement sentence strip onto the “**D is for detail"** branch.  **Teacher** reads the elaboration sentence:  ***They pick dirt and insects out of their hair.***  **Students** chorally read it after the teacher reads it.  **Teacher** models writing **“E is for elaboration"** on a **leaf**.  **Students** label a **leaf** with an **“E is for elaboration"** and glue it onto the same branch as the teacher.  **Teacher** tapes the elaboration sentence on a **leaf** and then tapes the **leaf** on corresponding detail branch.  **Teacher repeats** this process for the ***next two detail/elaboration branches and leaves.***  **Teacher and students** chorally read the focus question, statement and all the details/elaboration so far to get a sense of how each sentence flows throughout the paragraph. |
| **Conclusion**  Image result for tree cartoon clip art  **“C”- Conclusion- Goes on the last branch on the far right of the tree.** | **Teacher** reads the conclusion statement from the sentence strip;  ***These are some of the ways adult animals help their offspring survive.***    **Students** chorally read the conclusion statement after the teacher reads it.  **Teacher** models writing **“C is for conclusion"** on the last branch of the class tree.  **Students** write **“C is for conclusion"** on the same branch as the teacher.  **Teacher** tapes the conclusion statement sentence strip onto the **“C is for conclusion"** branch.  **Teacher and students** chorally read the entire paragraph on the tree model. |

Name:

Grade 1 Date:



Based on the Writing for Understanding Approach, Vermont Writing Collaborative

TEACHER GUIDE AND ANSWER KEY

My Group Research Project on

*How Adult Animals Protect Their Offspring.*

Research Question:

***How do adult animals help their offspring to survive?***

Becoming an Expert

**Group Research Packet**

*An expert is someone who knows a lot about a particular thing. Your teacher will help you to read this packet and follow these steps to become an expert.*



|  |  |
| --- | --- |
| **Becoming an Expert** | |
| Check each step as you finish. | Steps |
|  | Where Am I Going? |
|  | First Read |
|  | Reading for Evidence |
|  | Recording Evidence |
|  | Focus Statement |
|  | Working with Evidence |

**Where Am I Going?**

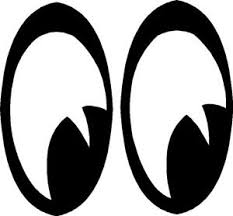
Work with your group to discuss the questions below.



**?**

Read the research question below.

***How do adult animals help their offspring to survive?***

With your partner, **look** through the **source** your teacher has given you.

Then, **turn and talk** about these questions:

***What is the name of your source?***

***How will this source help you answer your research question?***

**First Read**

With your group, read the source aloud.



Ideas for a First Read:

* Listen carefully as your teacher reads aloud.
* Take turns reading; have each person read a sentence.
* Choose one person to read aloud. The rest of the group reads along silently while listening.
* Listen to a recording of your book, reading along silently while you listen.

Suggested Research Passages:

#47 Jawfish,page 50

#19 Crocodile, page 22

#41 Hornbill, page 44

#52 Leopard, page 55

**Reading for Evidence**

Work as a group to gather and share information that will help you answer your research question.



With your group, look at the new public note chart that your teacher has made for the class. Discuss these questions:

What is your Research Question?

What information do you need?

Carefully, read or listen to your source again. Find information that will help you answer the research question.



**Recording Evidence**

With your group, add to the public note chart.

With your group, talk about what words or pictures you should put on the public notes. When your group is ready, your teacher will help you fill in the appropriate row on the class chart.

SAMPLE OF SMALL GROUP RESEARCH PROJECT NOTES

(Each group contributes information about one animal)

|  |  |
| --- | --- |
| Focusing Question: How do adult animals help their offspring to survive? | |
| **Animal** | **Evidence- How they protect offspring**  *\*Possible student responses* |
| Tape or Glue small cut out of #19 Crocodile picture from the text page 22. | Words written here to remind students of their ideas:   * Mother croc puts eggs in her mouth- “**eggs in mouth”** * Carries them to the water in her mouth. **“carries to water”** * Mom guards the babies- **“guards”** |
| Tape or Glue small cut out of #41 Hornbill picture from the text page 44. | Words written here to remind students of their ideas:   * Builds nest in tall tree- **“tree nest”** * Plugs hole with mud- **Mud door”** * Stays with them until they are grown- **“Stays”** |
| Tape or Glue small cut out of #47 Jawfish picture from the text page 50. | Words written here to remind students of their ideas:   * Holds eggs in mouth until they hatch- **“Eggs in mouth”** * Spits out eggs when they hatch- **“Spits”** |
| Tape or Glue small cut out of #52 Leopard picture from the text page 55. | * Hides babies in different places- **“hides”** * Trains cubs to hunt- **“play hunt”** * Moves from place to place- **“moves”** |



**THE FOCUS STATEMENT!**

What is the “big idea”?

A *focus statement* tells the big idea you have learned from your research in a single sentence.

Look carefully at all of the evidence you the class has gathered. What is the “big idea” that came out of your research?

Turn and talk to a partner.



**More Evidence** (optional)

On your own or with a partner, find more information for the public notes.

Work with a new source. Find information about how animals protect their offspring. Explain what you have found to the group and add to the public note chart.

Other possible excerpts:

#60 Orangutan page 63

* Mom builds special tree nest
* Feeds baby fruit
* baby copies mom

#63 Owl page 66

* teach how to fly
* protect from enemies
* chase predators

#64 Panda page 67

* mom stays close to cub for 2 years
* feeds babies milk

#67 Penguin page 70

* mom gives egg to dad
* dad keeps eggs warm
* dad protects eggs
* huddle together to stay warm

#77 Raccoon Page 80

* mom builds covered nest
* mom hunts for food to feed babies
* mom teaches cubs how to hunt
* mom stays with cubs for a year



**Working with Evidence**

Work with your group to better understand the information you found.

Your teacher will lead you in a making-meaning discussion.

You will use evidence to discuss the focus question:

**How do adult animals help their offspring to survive?**



Remember to:

* 1. Look at the speaker
  2. Quiet hands and body
  3. Share and listen
  4. Stay on topic



**Now you are ready to write!**

Use your Writing Resource Packet to write about your research. Check off each step when you complete it.

**Sharing Your Expertise Record Sheet**

|  |  |  |
| --- | --- | --- |
| *Use this record sheet with your Writing Resource Packet.* | | |
| Finished | Steps | |
|  | Learn from a Model | |
|  | Write a Focus Statement | Write the First Piece of Evidence |
|  | Add More Evidence | |
|  | Write a Conclusion | Revise/Edit |
|  | Share and Celebrate! | |