**Expert Pack: Working with Animals**

Lexile Range: 480-860

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| **Topic/ Subject:** Animals/Science |
| **Text/ Resources**  **Books**   1. *Working with Animals* by Faye Robinson (Reading A-Z) 2. *A Day in the Life of a Veterinarian* by Mary Bowman-Kruhm. (“An Early Start” and “Stuck!”) 3. *San Diego Zoo* by Claudia Pearce and Karen Worlev (“It Began with a Roar” and “The World-Famous Zoo”) 4. *A Day in the Life of a Cowhand* by Dona Herweck   **Articles**   1. “Milking Poison” |
| **Rationale and Suggested Sequence for Reading**  There are many exciting ways that humans can work with animals. Many people like animals and are inspired by them, but not many people think about all of the jobs that exist where you can work with an animal. In this text set, students will explore jobs to see all the ways that humans work with animals. Students will first read *Working with Animals* to get an overview of jobs you can have in the field. They will then read “An Early Start” and “Stuck!” from *A Day in the Life of a Veterinarian* since veterinarian is probably the job that kids will first think of when they think about humans working with animals. In this text, the vet does house calls, which may be a new concept for some students. Then, in “Milking Poison,” students will learn about an interesting and dangerous job, where a “snake milker” gets the poison from snakes for a job. In *San Diego Zoo* (“It Began with a Roar” and “The World-Famous Zoo”), students will learn about a man that was inspired to start a zoo by a lion; but they will also learn about how many jobs it takes to keep a zoo running. Finally, in *A Day in the Life of a Cowhand*, students will learn about the special clothes and hard work it takes to be a cowhand. |
| **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. 3. *Read and comprehend complex literary and informational texts independently and proficiently.* |
| **Annotated Bibliography**  **480L *Working with Animals***  Author: Faye Robinson  Genre: Nonfiction Book  Length: 14 pages  Synopsis: Provides an overview of all the different jobs you can have working with animals.  Citation: Robinson, Faye. *Working with Animals.* Reading A-Z. Retrieved from <https://www.raz-plus.com/book.php?id=1755&lang=English>  Suggested Activities: Wonderings  **580L *A Day in the Life of a Veterinarian.* (“An Early Start” and “Stuck!”)**  Author: Mary Bowman-Kruhm  Genre: Nonfiction Book  Length: Use pages 5-6 for this text set  Synopsis: Being a veterinarian means helping all kinds of animals. Dr. Marcia goes on house calls to help the animals that need help from her.  Citation: Bowman-Kruhm, M. (1999). *A day in the life of a Veterinarian.* Pages 5-6. “An Early Start” and “Stuck!” The Kids Career Library. Powerkids press. Rosen Publishing Group. New York, NY.  Suggested Activities: A Picture of Knowledge  **680L “Milking Poison”**  Author: Reading A-Z  Genre: Nonfiction Article  Length: 2 pages  Synopsis: One interesting job is “milking” snakes. One man milks them, or takes their venom as a job. The venom is sold to labs that can use it to make medicine and antivenin. Milking snakes can be very interesting.  Citation: Reading A-Z. (n.d.). Milking Poison. <https://www.raz-plus.com/search/#doSearch=Search&searchTerms=milking%2Bpoison&searchView=list>  Suggested Activities: Quiz Maker  **740L *San Diego Zoo* (“It Began with a Roar” and “The World-Famous Zoo”)**  Author: Claudia Pearce and Karen Worlev  Genre: Nonfiction Book  Length: 24 pages; use pages 5-6 for this text set.  Synopsis: The San Diego Zoo was inspired when a lion called Prince roared loudly, getting the attention of a doctor that decided to open a zoo. It takes a lot of people to run a zoo.  Citation: Pearce, C. & Worlev, K. (2003.) *San Diego Zoo.* “It Began with a Roar” and “The World-Famous Zoo.” Pages 5-6. Zoological Society of San Diego. Powerkids Press.  Suggested Activities: Wonderings  **860L *A Day in the Life of a Cowhand***  Author: Dona Herweck  Genre: Nonfiction Book  Length: 28 pages; use pages 4-7 for this text set  Synopsis: A cowhand works with cows, but rides on horse. The cowhand works to make sure that cows stay in herds; they need to dress to protect themselves, and they always have to think about protecting the horses that they ride.  Citation: Herwick, D. (2011). *A Day in the Life of a Cowhand.* Pages 4-7. Teacher Created Materials, Inc. Time for Kids – Nonfiction Readers. United States.  Suggested Activities: A Picture of Knowledge |

**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](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* 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](https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=788), 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](https://achievethecore.org/page/3160/juicy-sentences-protocol) 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 orprovide 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.**

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. 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 the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

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 (of lesser complexity) 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](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* 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.
  + Have students refer to the student-friendly glossary included with each text set 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/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* 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: Working with Animals**

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| **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**

* 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 text.
* Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Response:**

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| **Title** | **Write, Draw, or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. *Working with Animals* | There are many jobs you can have working with animals. Learn what a vet, animal interpreters, aquarium divers, wildlife biologists and dog groomers do. |  |
| 2. *A Day in the Life of a Veterinarian:* “An Early Start” and “Stuck!” | Being a vet is a lot of hard work. You have to be ready to work all day and ready to help any animal that needs you. Some animals do strange things and then they need a vet to help them. | Gets more in depth to what a vet actually does. Students learn why a vet is called and what kinds of emergencies there are. |
| 3. “Milking Poison” | One interesting job is “milking” snakes. One man milks them, or takes their venom as a job. The venom is sold to labs that can use it to make medicine and antivenin. Milking snakes can be very interesting. | You can get about 3 tablespoons of venom for every twenty snakes. After they are milked the venom into a powder. That’s what is sold to the labs. |
| 4. *San Diego Zoo*: “It Began with a Roar” and “The World-Famous Zoo.” | Running a zoo is a lot more work than some people might think; most of the people that work in the zoo are not zoo keepers. They are people that do other things for the zoo, like garden and do accounting, and other work that is needed to help run the zoo. | Animals inspire people. People like to work with animals. If it weren’t for a lion called Prince, the zoo would not exist. Even if you like animals, they take a lot of work to care for them. |
| 5. *A Day in the Life of a Cowhand* | Cowhands are people that work on a ranch and help to herd the cattle. A cowhand needs to wear special clothes for his job. They need to protect themselves while they ride a horse to do their job. | Being a cowhand is another job for people who want to work with animals. |

**2. Rolling Vocabulary: “Fabulous Five”**

1. Read each resource then determine the (up to) 5 words from each text that most exemplify the central idea of the text.
2. Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
3. Continue this activity with EACH selection in the Expert Pack.
4. After reading all the selections in the Expert Pack, go back and review your words.
5. Now select the “Fabulous Five” words from ALL the word lists.
6. Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack

**Sample Response**

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| **Title:** | **Five Words & Sentences** |
| *Working with Animals* | Words: job, checkup, diver, trim, wild animals   1. Her job was to take care of animals, she did that for many hours a day. 2. When humans or animals get sick, they go doctors or vets for a checkup to see what is wrong. 3. Divers go deep in the water to explore what’s at the bottom. 4. The dog got a hair trim and his hair was shorter. 5. Wild animals can’t be indoors like cats and dogs. |
| *A Day in the Life of a Veterinarian:* “An Early Start” and “Stuck!” | Words: veterinarian, house calls, answering machine, emergency, pager   1. Dr. Smith is a veterinarian, a doctor for animals. 2. There are some vets that make house calls, so that human pet owners don’t have to go to an office to get help for their pets. 3. Each morning Dr. Smith checks her answering machine, which is like voicemail, to see if she missed any calls. 4. When a pet is in need, it can be an emergency. 5. Many doctors, and even pet doctors use a pager that beeps to tell you that someone has an emergency. |
| “Milking Poison” | Words: snake milker, Eastern Diamondback rattlesnake, venom, antivenin, humanity   1. A snake milker takes poison from snakes. 2. Southeastern Alabama is home to the Eastern Diamondback rattlesnake. 3. Snake venom, or poison, can cause death. 4. Antivenin is another kind of medicine. It’s given to a person who gets bitten by a poisonous snake. 5. Helping humanity and people is a good cause. |
| *San Diego Zoo*: “It Began with a Roar” and “The World-Famous Zoo.” | Words: exhibits, spine tingling, endangered, sake, architects   1. One of the exhibits included lions, monkeys, and bears. 2. They were startled by a loud, spine tingling roar. 3. Some of these species are endangered and close to dying out. 4. Everyone works for the sake of the animals, but not everyone is an animal keeper. 5. The zoo also has architects, people who design zoos and buildings. |
| “A Day in the Life of a Cowhand” | Words: cowhands, herds, cattle, vaqueros, lariat   1. Some cowhands work from sunup to sundown. 2. When people first started keeping large herds of animals, they needed a way to keep them together. 3. Cattle, or cows and bulls can be called a herd. 4. In Mexico, there were vaqueros as early as the 1500s. Vaqueros were the first cowhands. 5. A lariat is a long rope used to catch horses, cattle, or other livestock. It is also called a lasso. |
| **Fabulous Five** | Words: job, veterinarian, snake milker, sake, cowhand  There are many, many interesting **jobs** where you get to work with animals. Most people think about the job of being a **veterinarian**, a doctor for animals, but there are other ways to work with animals too. There is a job called a **snake milker**, if you have this job you work with poisonous snakes to get their venom! There are even lots of jobs at a zoo, where everyone works for the **sake** of the animals, but not everyone is an animal keeper.One other job is working with both horses and cows which is called a **cowhand** and they work to keep large herds of cattle, or cows and bulls, together. |

**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**

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| **Title** | **Write, Draw, or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 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 “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

**Sample Response**

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| **Title:** | **Five Vocabulary Words & Sentences** |
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| **Fabulous Five** | Words: |

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| **Learning Worth Remembering**  **Singular Activities** – the following activities can be assigned 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. Quiz Maker** (Recommended for “Milking Poison”)

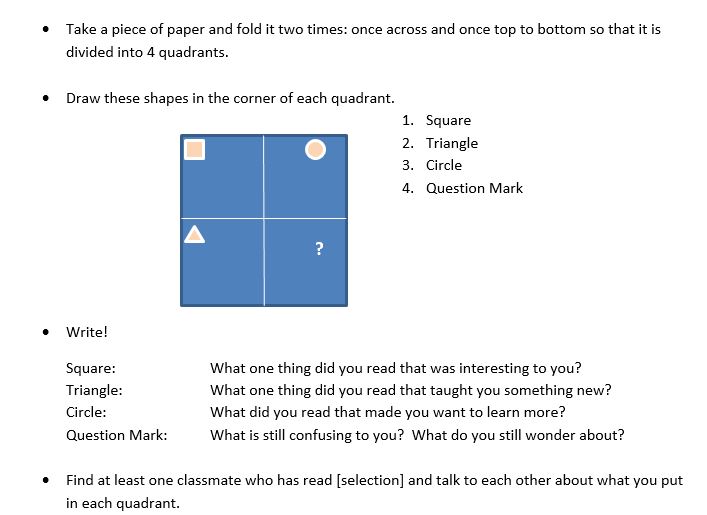
* Make a list of questions that would make sure that another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include where you can find the answer in the resource.

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| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

**2. Wonderings** (Recommended for *Working with Animals* and *San Diego Zoo*: “It Began with a Roar” and “The World-Famous Zoo”)

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

**3. A Picture of Knowledge** (Recommended for *A Day in the Life of a Veterinarian:* “An Early Start” and “Stuck!” and *A Day in the Life of a Cowhand*)

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**Expert Pack: Working with Animals**

Expert Pack Glossary

***Working with Animals***

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| *Word* | *Student-Friendly Definition* |
| interpreter | A person that explains the meaning of something |
| hospital | Place where sick or injured people go to get help and treated |
| aquarium | Container where living water animals or plants are kept |
| wildlife biologist | A scientist who studies animals in the wild |
| groomer | A person who cleans and brushes animals |
| rewarding | Feeling satisfied and accomplished |

***A Day in the Life of a Veterinarian:* “An Early Start” and “Stuck!”**

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| *Word* | *Student-Friendly Definition* |
| answering machine | A machine that works like voicemail; when someone makes a phone call, the answering machine is connected to a non-cell phone and allows that person to leave a message. |
| emergency | Serious and unexpected situation that can be dangerous |
| house calls | Visit made to a patient by a doctor or veterinarian |
| pager | An electronic device that receives a phone number that a professional needs to call in the case of an emergency. |
| veterinarian | A doctor that works with animals and pets |

**“Milking Poison”**

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| *Word* | *Student-Friendly Definition* |
| antivenin | A kind of medicine given to a person who gets bitten by a poisonous snake and is made from a snake’s poisonous venom |
| Eastern diamondback rattlesnake | The largest venomous (poisonous) snake in the United States. This snake lives mostly in the southeastern United States. |
| expose | To make something visible |
| freeze-dry | To preserve or save something by freezing it quickly and removing all moisture |
| humanity | To be or act human |
| venom | A poisonous substance that is created and used by some animals |

***San Diego Zoo*: “It Began with a Roar” and “The World-Famous Zoo”**

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| *Word* | *Student-Friendly Definition* |
| acres | A large unit of land, equal to 4,840 square yards |
| architects | A professional that designs buildings and helps to make them. |
| endangered | A species that is seriously at risk of extinction |
| exhibit | A public display that allows people to view something that is interesting |
| species (subspecies) | A group of living organisms that are the same type and can make babies together; subspecies generally also live together in the same geographic area |
| splendid | Very exciting and impressive |

***A Day in the Life of a Cowhand***

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| *Word* | *Student-Friendly Definition* |
| stirrups | A devise attached to the side of a horse’s saddle, used for a rider to place his or her feet |
| urged | To persuade something |
| spurs | A devise with a small spiked wheel worn on a horse-rider’s heels |
| brush | Bushes and plants that grow in the wild |
| cowhand | A professional who herds cattle, or cows |

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