# Grade 2: Unit 2, Lesson 6

**Title:** *Animals Building Homes*

**Essential Question:** How were the animals in Animals Building Homes helped by their homes?

**Week 1 Comprehension**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *Animals Building Homes*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **Sample Answers** |
| Why are ponds important to beavers? | *Beavers build their lodge, or home in water. If beavers did not have a pond, they could not build their lodge, or home.* |
| What kind of home does this animal live in? | *A hummingbird lives in a very small nest made of moss and bits of spider webs.* |
| Why do hummingbirds build small nests? | *Hummingbirds are tiny birds, so small nest probably fit them best.* |
| Why does a mouse hide its nest in tall grass or underground? | *The mouse does this so that predators will not find the nest.* |
| 1. Describe what this animal’s home is like.  2. How do gophers dig their burrows?  3. Why is a gopher’s burrow so safe? | 1. *This animal is a gopher, and he lives in a burrow. A burrow is a hole in the ground.* 2. *Gophers dig their burrows with their teeth and paws.* 3. *A gopher’s burrow is safe because they use winding tunnels and make rooms in the deepest part of the tunnels. They are able to hide their offspring, or young as well as the food they collect in these rooms.* |
| Why is a burrow a good home? | *A burrow is out of sight of predators because it is deep in the ground. It also protects their offspring and food the animals have collected.* |
| 1. Why might the polar bear be building a shelter? 2. What body parts is the polar bear using to dig the cave? 3. How is a polar bear’s den like the other animal homes you read about? How is it different? | 1. *The text says that most animals need homes to rest and raise offspring, it can be inferenced that the polar bear is building a shelter to rest and raise offspring.* 2. *It can be inferred through the photo that the polar bear is using his paws to dig the cave.* 3. *The polar bear’s den is like the other animal’s home that we read about because they use it for protection and a place to raise their offspring or young. It is different in size, and it is built in the snow.* |
| Ask at the end of the text:  Why do animals need homes? | *Homes keep animals safe from predators and the elements of weather. They also need homes to raise their offspring, or children.* |

**Written Response #1**

Choose two animals from the text. Using evidence from the text, explain how the animals were helped by their homes. Draw an illustration to support your writing.

**Sample Student Response**

Beavers and polar bears build lodges or burrows for their homes. They use homes to rest and raise their young. It keeps them safe from predators and protects them from the weather. That is how animals are helped by their home.

**Written Response #2**

Choose from the headings: protection from predators, shelter from the weather, or raising offspring. Explain how at least two different animals created homes for this purpose. Use examples from the text to support your writing.

**Sample Student Response**

Hummingbirds and gophers raise their offsprings in different settings. Hummingbirds build small nests that are made of moss and bits of spider web. They raise their offspring and keep them safe from predators in this nest. Gophers make burrows below the ground to raise their offspring. In the burrows they make rooms in the deepest parts of the tunnels. These burrows keep their offspring safe from predators above the ground.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How are animals helped by their homes?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. 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 response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Five” Sample**

* Read each resource then, with students, pick 5 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 5 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Five Vocabulary Words & Sentences** |
| *A Busy Beaver* | **Words:*****branches, amazing, leaves, smack, enemy***   1. The beaver uses mud and mud and **branches** to build its dam. 2. You will see the beavers **amazing** home if you go to a pond. 3. A beaver **leaves** the pond when it is two years old. 4. The beaver flat tail makes a loud **smack.** 5. The beaver keeps a close eye on the **enemy.** |
| *The Lives of Ants* | **Words:****chambers, colonies, scoop, moist, tunnels**   1. Worker ants store food in their **chambers**. 2. Ants build underground cities called ant **colonies**. 3. Ants **scoop** up dirt with their jaws. 4. Ants need to keep their bodies **moist.** 5. **Tunnels** help ants travel underground. |
| *PBS Video* | **Words: conditions, habitat, nature, trespassers, surroundings**   1. Weather **conditions** affect animals in their homes. 2. An animal’s **habitat** is important for survival. 3. Many animals are found in **nature**. 4. Animals were upset because **trespassers** were near their home. 5. Polar bears check their **surroundings** for food. |
| **Fabulous Five***:* **branches, chamber, colonies, habitat, surroundings** | |
| **Summary**  Some animals can use **branches** from their **surroundings** to help build their **habitat**. Underground **colonies** and **chambers** help insects to store food and hide their offspring from predators. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. 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 about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *A Busy Beaver* | A lodge is the name for a beaver’s home. A beaver makes its home out of logs and uses mud and grass to fill the cracks between the logs. | A dam is also the name for a beaver’s home, so it can be inferred that a dam and a lodge are the same. This text explained about the purpose of beaver body parts and the homes they live in. |
| 1. *The Lives of Ants* | Ants not mentioned in previous text (Animals Building Homes) Termites build mounds. | Ants build tunnels for their homes and have different jobs in their colonies. |
| 1. *PBS Video* | Animals build homes in many different places. | Animals use materials from their habitat to build safe homes for their offspring. |

**Written Response Week 2**

No specific prompt for Week 2; continue to work on Week 1 writing prompts.

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**Title:** *Animals Building Homes*

**Essential Question:** How were the animals in Animals Building Homes helped by their homes?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

Choose two animals from the text. Using evidence from the text, explain how the animals were helped by their homes. Draw an illustration to support your writing.

**Student Response**

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**Writing Prompt #2**

Choose from protection from predators, shelter from the weather, or raising offspring. Explain how at least two different animals created homes for this purpose. Use examples from the text to support your writing.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** How are animals helped by their homes?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *A Busy Beaver* | Words: |
| *The Lives of Ants* | Words: |
| *PBS Video* | Words: |
| **Fabulous Five:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *A Busy Beaver* |  |  |
| 1. *The Lives of Ants* |  |  |
| 1. *PBS Video* |  |  |

**Written Response Week 2**

Continue working on Week 1 Prompt

**Student Response**

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