Reading:

For the next two weeks, students will be focusing on different animals and finding and recording important details from the texts.

KWL Chart

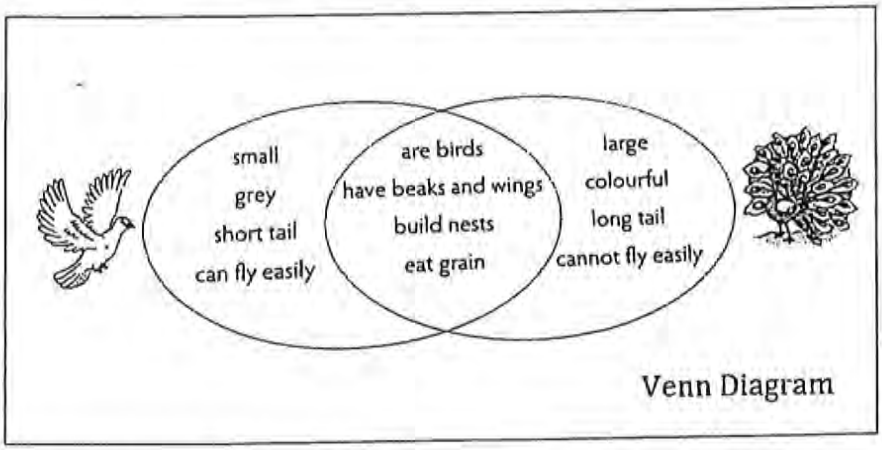
Name _____
Date _____

Topic: _____

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned

Before reading new selections, students will use a KWL (what I know, want to know and learned) as they write what they already know and want to learn. After reading, students will respond with important information they learned.

Students will be comparing and contrasting the information they read about their chosen animal articles by creating a venn diagram
-A venn Diagram shows the relationship between two different things in a visual way.
-It sorts data into two circles that overlap in the middle.
-the overlapping part in the middle shows what is in common with both categories
-Venn diagrams can help students learn how to write sentences:
Examples:



The dove and the peacock are both birds.
The dove is small but the peacock is large in size.

Writing:

Students will respond to text dependent questions for the animals they've read.
Students will be asked to create an animal report using the included lapbook (directions included) for the animal of their choice.

Students will write informational text based on their animal research. After note taking, students can use the included graphic organizer to organize thoughts. It should be created in five paragraphs that begins with an introduction (captures attention and tells reader what they will be learning about), three paragraphs that begin with topic sentences and include key detail sentences (revisit packet from last week to see examples), and a concluding paragraph (wraps up most important thing learned and leaves reader with advice or a tip).

Once completed, the five paragraph final draft is stapled at the top into the center of the inside of the lapbook. This final product will showcase their research notes as well as their final written piece. A photo can be taken or it can be shared virtually with the teacher. Please see the included example of a finished animal lapbook on the lapbook and visit the following youtube link for more information regarding the structure and assembly:

creating a lapbook

The following can be used as a guide to break up the work for the next two weeks.

Session 2: May 4-15, 2020
Second Grade Learning Schedule

May 4	May 5	May 6	May 7	May 8:
Reading: Choose one article on an animal of your choice to read. Before reading, complete **what I know** and **what I want to know** on the KWL organizer. Writing: Respond to matching questions for your animal on first read.	Reading: Revisit the animal article you chose to read yesterday and add to your KWL with **what I learned.** Writing: Respond to matching questions for the second read for your animal.	Reading: Choose a different animal to read about. Complete a KWL (**What I know** and **What I Want to know** before starting to read). Writing: Respond to matching questions for your animal on first read.	Reading: Complete a second read of the same animal from the previous day. Complete the **What I learned** part of KWL by listing several key points from the article. Writing: Respond to matching questions for the second read for your animal.	Reading: Choose one of the animals you read about to create your animal research lapbook on. Research more information on your animal through other sources such as https://kids.nationalgeographic.com/ or https://www.worldbookonline.com/kids/home#animalsworld or talking to family members. Writing: Begin research for your writing

				lapbook and complete the front pages for your chosen animal (title page, and drawing with labels and caption).
May 11 Reading: Revisit the two animals you chose from the previous week to reread and find information that each article and animal have in common and highlight it with one color and find information that is different for each animal and highlight it with another color. Writing: Complete appearance, habitat and diet, and interesting fact page for lapbook and glue to folder as instructions note.	May 12 Reading: You can create a Venn diagram to illustrate what is the same in each article (in the middle) and differences from the articles (on the outer circles). Use your matching colored sentences to help you! Note: Students have practiced this with fictional texts. Writing: Complete optional laptop components page. Cut and glue down as directions illustrate.	May 13 Reading and writing: Reread your researched information as you think about what is most important to share with your reader. Prepare to write your sentences in paragraph form by using the graphic organizer and creating main idea sentences to begin each section (appearance, habitat, facts) and then add three to five key sentences to tell more (revisit topic sentence and key details from last packet if needed)	May 14 Reading and writing: Reread your researched information as you think about what is most important to share with your reader. Writing: Structure writing by starting out with an introduction, adding in three paragraphs (appearance, habitat, and other facts) and then wrapping it up with a concluding sentence (This will probably take two days).	May 15 Reading and Writing: Finish writing and rereading your writing as you check for sentences, punctuation and words you know that are spelled correctly. Staple top of page(s) to middle of folder. Complete resources page and cut and glue to lapbook (Directions included).

Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____

What I Know	What I Want to Know	What I Learned

May 4 May 4 May 5

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Name _____ Date _____

KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____

What I Know	What I Want to Know	What I Learned

May 6 May 6 May 7

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Name: _____ Date: 1st May 17

Venn Diagram

animal one's

animal two's

Name _____

Dolphins

By Brenda Hochstatter

Dolphins are one of the smartest animals on Earth. They look like fish, but are marine **mammals** that live in salt water and fresh water. There are 43 different kinds of dolphins in the world. They have grayish blue skin that feels like slippery rubber. Dolphins have a **blowhole** on top of their head to help them breathe while swimming. They have two **flippers** for steering and a tail called a **fluke** that moves them forward. All of these things together make dolphins great swimmers. Dolphins can reach speeds of up to 35 miles an hour. They are known for their high jumps in the air and riding waves. They travel in a **pod** or school of around 12 dolphins. They communicate through sounds that they make in the water. They like to eat fish and squid. They give birth to one baby or **calf** at a time in the water. Mother dolphins care for and keep their calf close for the first three to six years of their life.

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Name _____

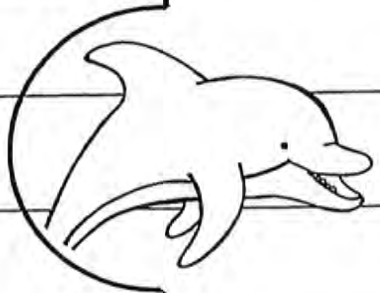
1st Read

Remember: What is the main idea of the text?

Question: What questions do you have about the text?

Connect: What does this text remind you of?

What the text says:	My connection:



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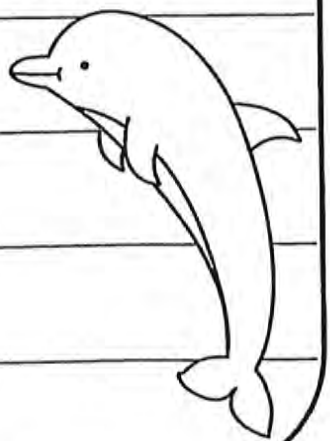
Name _____

2nd Read

Understand: Tell three key details about the topic.

They live...	They have...	They eat...

Summarize: Tell the important parts in your own words.



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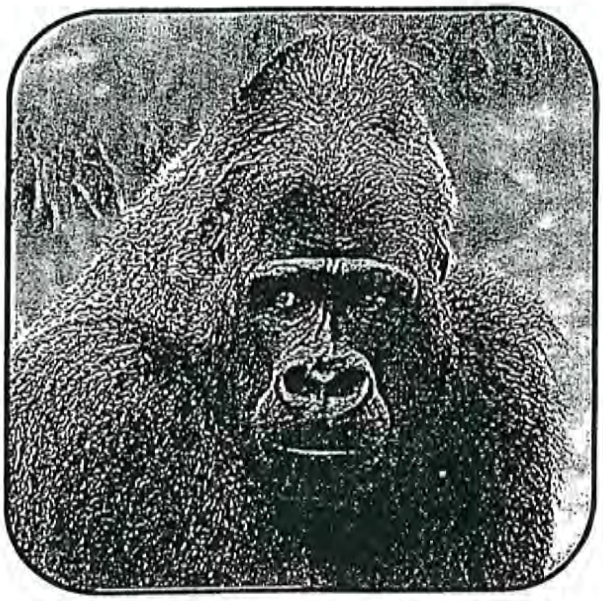
Name _____

Gorillas

By Brenda Hochstatter



Did you know that gorillas are the largest living **primate**? Some of the animals that are in the primate family are monkeys, chimpanzees and apes. Like chimpanzees, gorillas have hair, live in the rainforest, and are smart. Some gorillas in the zoo have been taught how to use sign language to communicate. They also can use simple tools, like a stick to dig a hole to get their food. Gorillas spend most of their day gathering food. They are **herbivores** and eat things like fruit, leafy plants, bamboo, and termites. Gorillas travel in groups called a **troop**. There is usually one male gorilla called a **silverback** who is the leader. He stands on his back legs and beats on his chest to scare others away. Gorillas move by walking on their hands which is called **knuckle-walking**. They do this because their arms are so long. Gorillas are endangered and have only one **offspring** or cuddly baby at a time.

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Name _____

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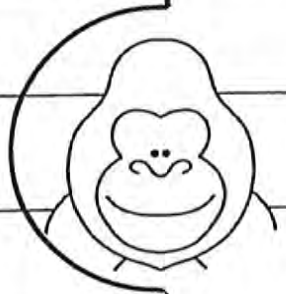
Question: What questions do you have about the text?

Connect: What does this text remind you of?

What the text says:	My connection:



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Understand: Tell three key details about the topic.

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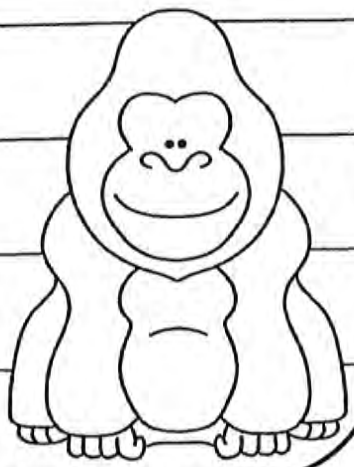

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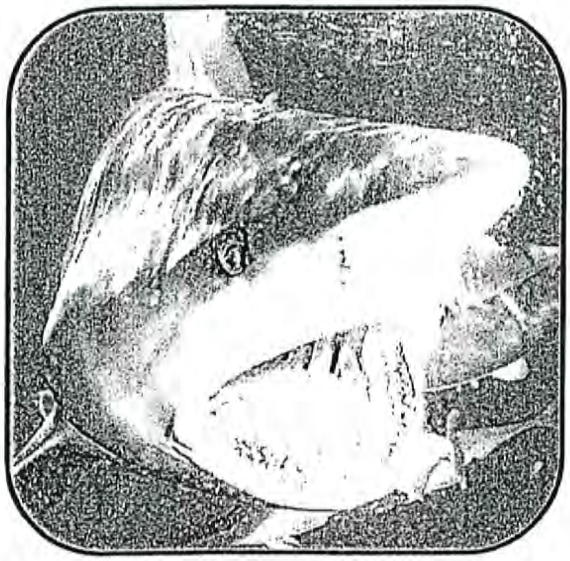
Name _____

Sharks

By Brenda Hochstatter



The whale shark is the largest shark in the world and can grow to be 46 feet long. Sharks come in many shapes and sizes. They can be found living in every ocean. Did you know that sharks do not have any bones in their body? They have a material called **cartilage** that gives their body shape. Your ears and nose are made of cartilage too. Like a dolphin, a shark has rubbery skin. A shark's skin is much thicker and feels like rough sandpaper. Sharks breath out of their **gill** on their sides. They can smell food for miles with their special **snout**. Sharks use **camouflage** to sneak up on their dinner without being noticed. All these things together make sharks great hunters. Sharks are **carnivores** and eat things like fish, crustaceans, and mollusks. They can have 2-100 baby sharks a season called **pups**. The pups are ready to live and hunt on their own right after they are born.

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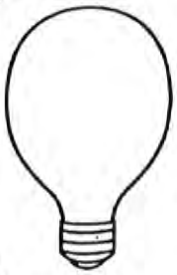
Name _____

1st Read

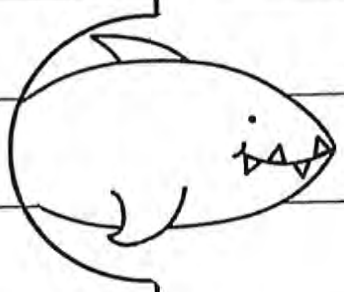
Remember: What is the main idea of the text?



Question: What questions do you have about the text?

Connect: What does this text remind you of?

What the text says:	My connection:



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Name _____

2nd Read

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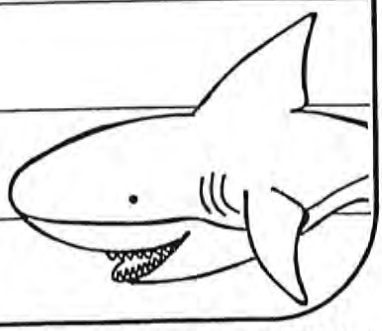
They live...	They have...	They eat...

Summarize: Tell the important parts in your own words.



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Name _____

Octopuses

By Brenda Hochstatter

Octopuses are called **mollusks** because they have a soft body and don't have a backbone like most fish. They have a large head with two big eyes. They also have eight long arms with **suction cups**. When they feel that they are in danger, hey squirt a cloud of black **ink** into the water. They can also change colors to **camouflage** or hide by blending in. This makes hard for other animals to see them. It gives the octopus more ime to swim away to safety. They like to live in warmer waters, ut can be found in oceans all over the world. Some like to live n deep water, and others like shallow water. They live alone in omes they make out of rocks. Most octopuses are **carnivores** nd eat small animals like crabs, clams, fish and shrimp. They use heir **beak** to break open their food. An octopus can lay up to 00,000 eggs in the water at a time. Both female and male ctopuses die soon after the eggs are hatched.

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Name _____

1st Read

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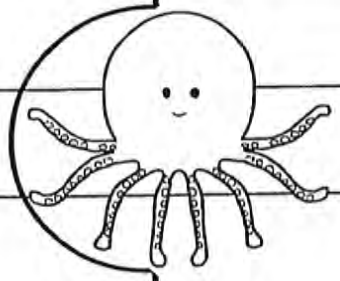

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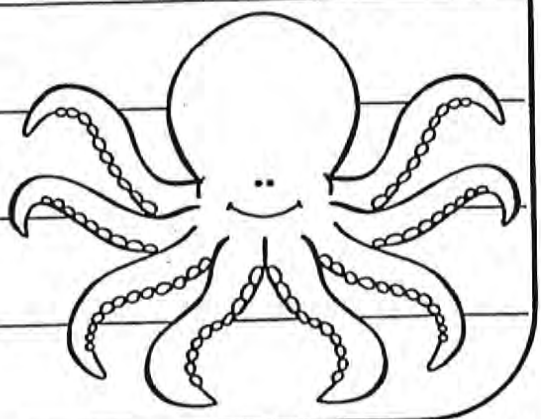

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Name _____

Tigers

By Brenda Hochstatter

Did you know that there are more tigers kept as pets than in the wild? Some kinds of tigers are endangered because there are not very many left. Like the leopard, tigers are a member of the large cat family that live in areas like the rainforest. They both have fur and are great hunters. Unlike the leopard, the tiger has orange fur with black and white stripes. Their stripes help them **camouflage** or blend in. They have strong legs with sharp **claws** on their paws or feet. Tigers have large **canine teeth** and powerful jaws to tear up their food. They are **carnivores** and eat things like pigs, deer, and small elephants. Tigers hunt alone at night so they can sneak up on the animals they hunt. They spend most of their time hunting, sleeping, and swimming because they like water. When a group of tigers get together it is called a **streak**. Female tigers will have two to three baby **cubs** at a time.

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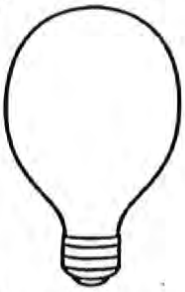
Name _____

1st Read

Remember: What is the main idea of the text?



Question: What questions do you have about the text?

Connect: What does this text remind you of?

What the text says:	My connection:

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Name _____

2nd Read

Understand: Tell three key details about the topic.

They live...	They have...	They eat...

Summarize: Tell the important parts in your own words.

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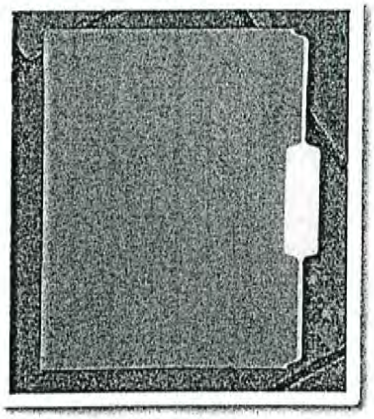
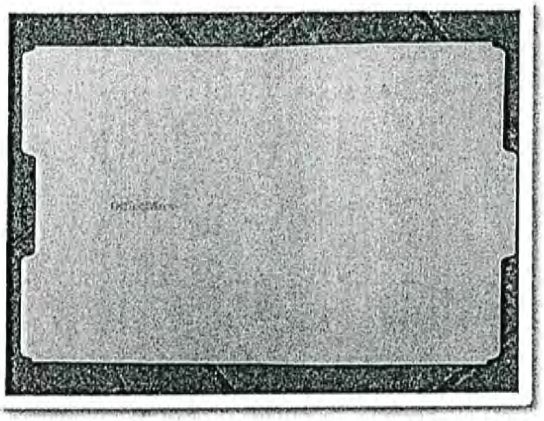
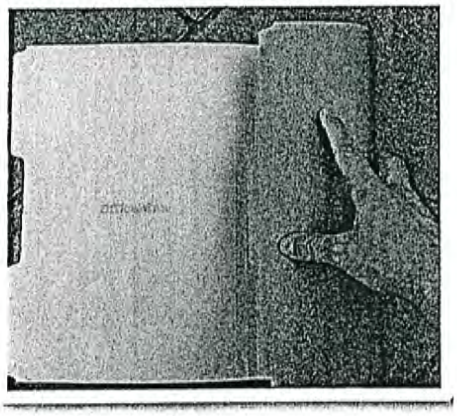
So...how do I make a LAPBOOK?



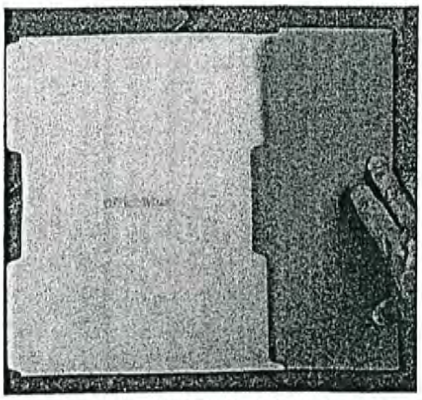
Start with a standard manila file folder. Color folders are fun!



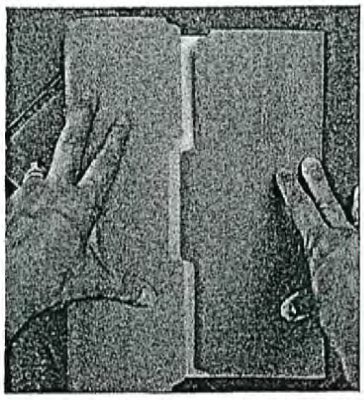
Open it up and lay it flat.



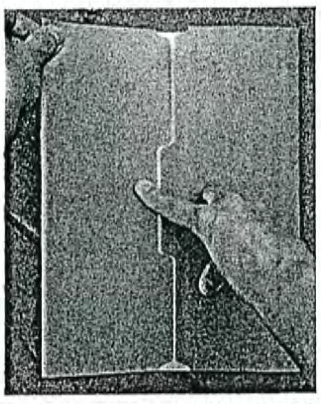
Fold the right side toward the center.



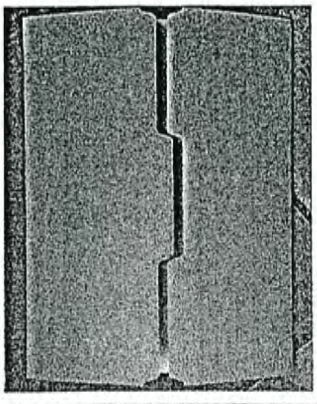
Crease at the fold.



Fold the left side toward the center...



...and crease again.



Voila! You've made a lapbook!

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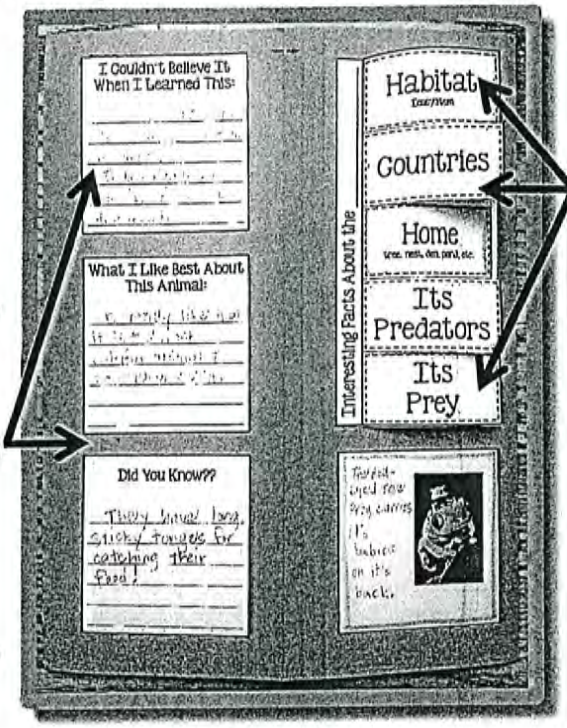
Animal Report Lapbooks

Assembly Examples

Front

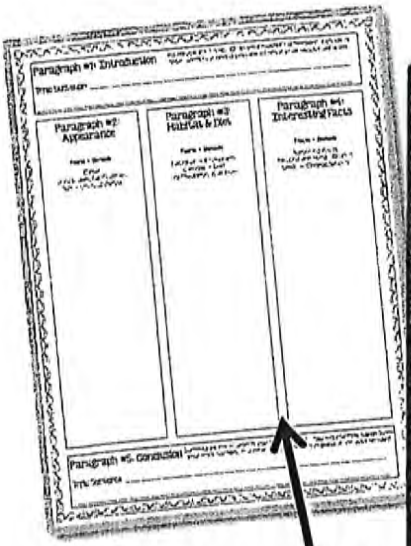
Several optional "cuttables" highlight key information



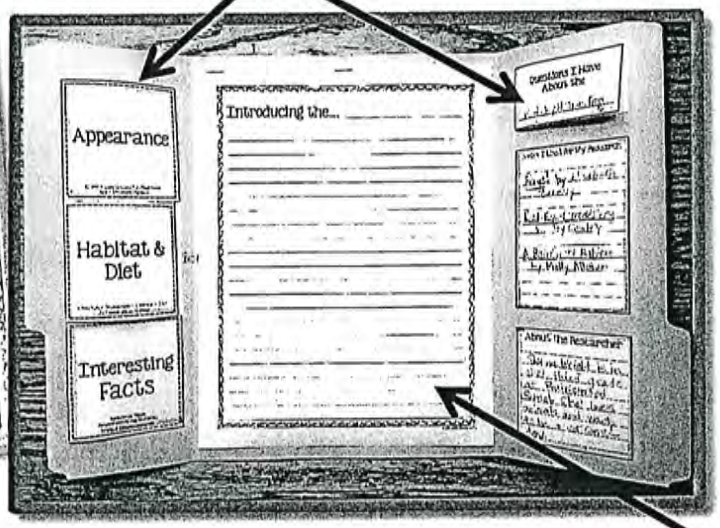
Back

Flaps and "cuttables" organize students' research

Flaps display interesting facts about the animal



A graphic organizer, tailored for animal reports, provides structure for research and writing



Inside

Students' final written piece is showcased in the center of the lapbook

MY Animal Report LAPBOOK

Introducing the

_____

By:

_____

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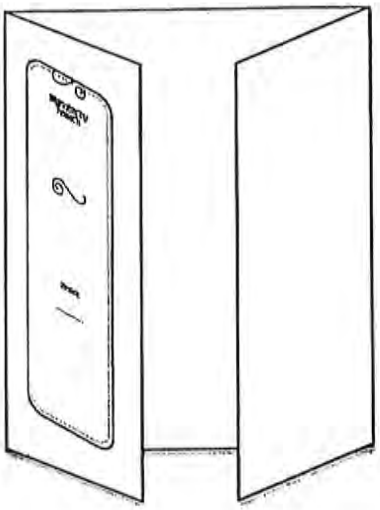
Cover (LEFT)

- On the line, write the name of the animal you're researching.
- Write your name at the bottom.
- Cut around the thickest dark line and glue onto the front LEFT flap of your lapbook.



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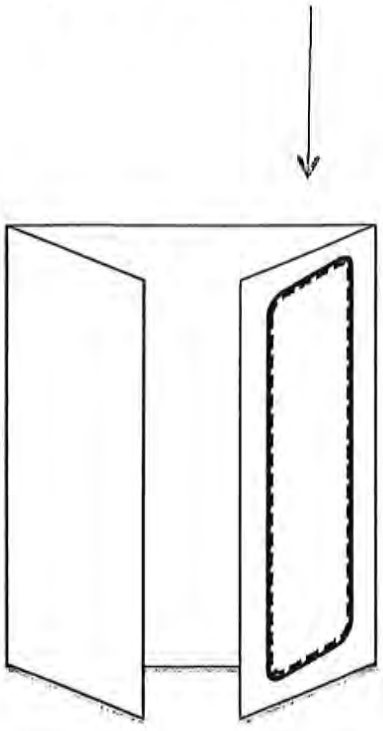
Cover (RIGHT)

- In the frame, draw and color a picture of your animal.
- Draw the animal in its natural habitat.
- Include lots of detail. Leave no white space!
- You may label the drawing with the name of the animal if you wish.
- Cut around the thickest dark line and glue onto the front right flap of your lapbook.



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Optional Lapbook Components

These optional components can be used

- in lieu of any others,
- glued beneath the main writing piece in the center of the lapbook, or
- glued to the back of the lapbook.

The blank box is for an additional, optional drawing...perhaps a drawing of the animal's home, prey, predators, or young.

Students may also like to find and print photos of their subject and include them in their lapbooks.

I Couldn't Believe It When I Learned This:

What I Like Best About This Animal:

Did You Know??

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1. Cut out the entire shape.

2. Fold along the center line.

3. Glue the back onto the INSIDE LEFT flap of your lapbook.

4. Cut along the thin dotted lines to make flaps.

5. Write underneath the flaps. The information under these three flaps will be the details in your three paragraphs!

Glue this section

Fold along this line →

Glue this section

Appearance

Color • Skin/Scales/Fur/Feathers
Size • Unusual Details

Habitat & Diet

Location • Ecosystem • Climate • Diet
Its Predators & Its Prey

Interesting Facts

Surprising Facts
Record-Breaking Statistics
Unique Characteristics

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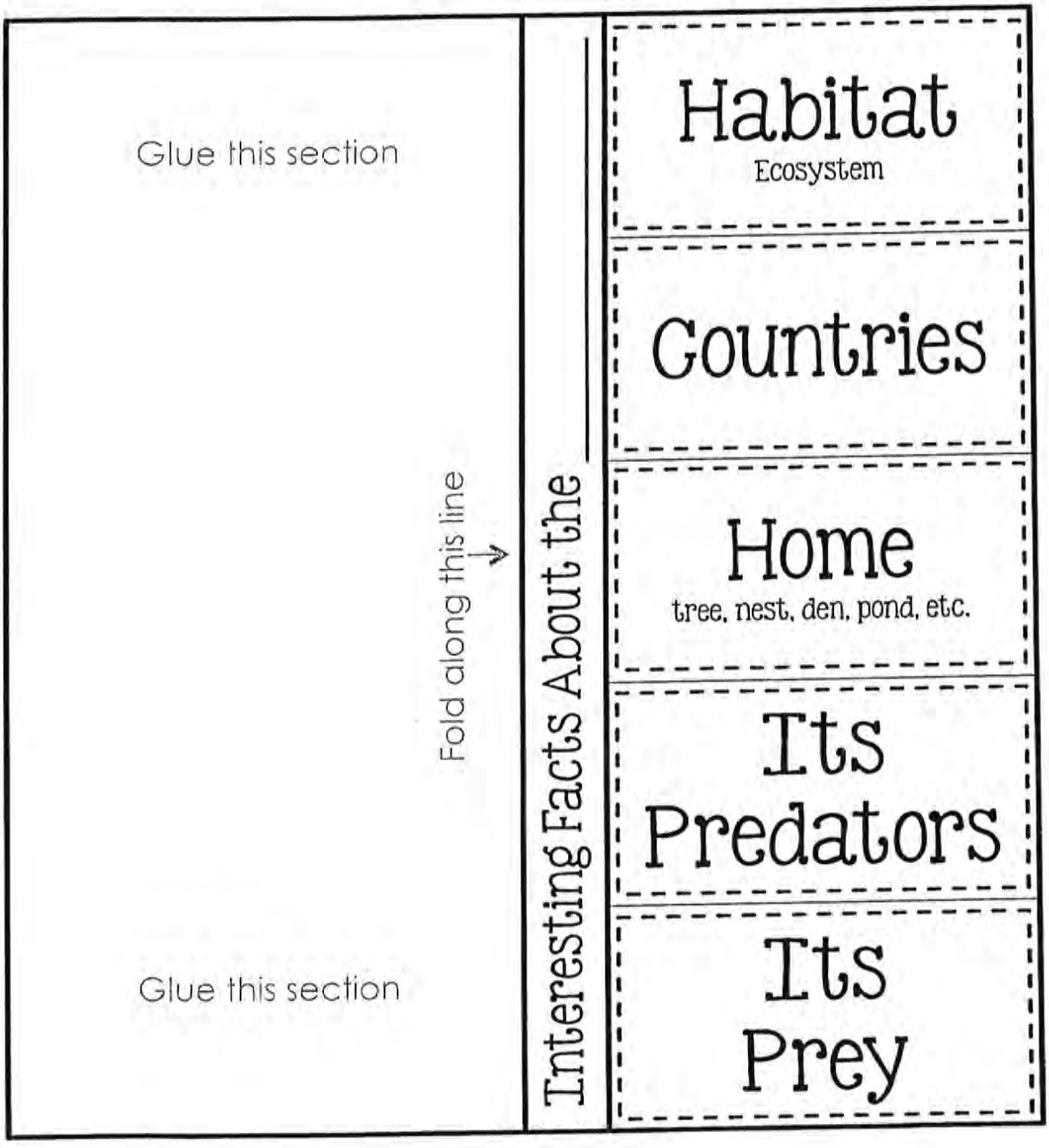
Optional Lapbook Components, continued

Animal Fact Flaps: Directions on next page



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Paragraph #1: Introduction

Introduce the topic. Grab your reader's attention! Include a topic sentence and a preview of what your reader will learn.

Topic Sentence: _____

_____

Paragraph #2: Appearance

Facts • Details

Color
Skin/Scales/Fur/Feathers
Size • Unusual Details

Paragraph #3: Habitat & Diet

Facts • Details

Location • Ecosystem
Climate • Diet
Its Predators & Its Prey

Paragraph #4: Interesting Facts

Facts • Details

Surprising Facts
Record-Breaking Statistics
Unique Characteristics

Paragraph #5: Conclusion

Summarize the research you have shared. You may restate ideas from your introduction, in a new way. Make an impression on your reader!

Topic Sentence: _____

_____

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Introducing the... _____

©2015 Kiki's Classroom

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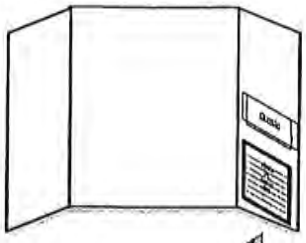
Glue this section

Fold →

Questions I Have About the

_____



1. Cut out the entire shape.
2. Fold along the center line.
3. Glue the back onto the MIDDLE of the INSIDE RIGHT flap of your lapbook.
4. On the FRONT of the flap, write the name of the animal you are researching.
5. Inside the flap, write two or more questions you still have about your animal.

Think about your research, and what questions you had while you were reading.
What did you wonder?
What else would you like to learn?

1. Cut out the entire shape. →
2. There is nothing more to cut or fold! Glue onto the BOTTOM of the INSIDE RIGHT flap of your lapbook.
4. On this piece, write about yourself. Tell why you chose to learn about the animal you researched. Plan carefully! There is not a lot of space.

About the Researcher

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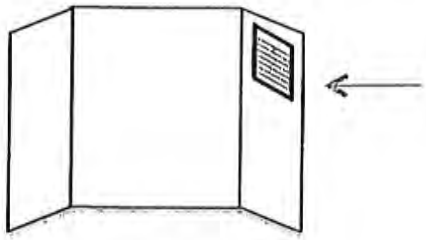

1. List the book titles (and authors) you used for your research.

2. Cut out the entire shape.

3. Glue the back onto the TOP of the INSIDE RIGHT flap of your lapbook.

Books I Used for My Research

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