



1ST GRADE **ELA**

Student Materials

Unit 3 *Amazing Animals*



Daily Lesson Materials

Name: _____

Date: _____

1. How do humans use their noses for survival? How do you think these different animals might use their noses for survival?

2. How do platypuses and elephants use their noses for survival?

3. How do humans use their ears for survival? How do you think these different animals might use their ears for survival?

4. How do jackrabbits, bats, and hippopotamuses use their ears to survive?

5. How do the skunk, scorpion, and five-lined skink each use their tails to survive?

Name: _____

Date: _____

maneuver excess detect

Pick one animal and explain how it uses its nose, ears, or tail to survive.

Name: _____

Date: _____

1. How do humans use their eyes to survive? How do you predict animals might use their eyes to survive?

2. How do bald eagles and horned lizards use their eyes to survive?

3. How do humans use their feet to survive? How might animals use their feet to survive?

4. How do water striders and mountain goats use their feet to survive?

5. How do mosquitos and egg-eating snakes use their mouths to survive?

Name: _____

Date: _____

predator prey

Pick one animal and explain how it uses its eyes, feet, or mouth to survive.

Name: _____

Simple Sentence and Conjunction Cards

Language and Grammar Lesson

The tail breaks off when enemies attack.	The five-lined skink can grow a new tail!
The five-lined skink lives in the eastern U.S.	The five-lined skink eats insects and worms.
The five-lined skink loses its tail.	The five-lined skink can run from enemies.

and	but	so	,	,	,
-----	-----	----	---	---	---

Name: _____

Date: _____

Revise the simple sentences to create compound sentences. Use the words: and, but, so.

The tail breaks off when enemies attack. The five-lined skink can grow a new tail.

The five-lined skink lives in the eastern U.S. The five-lined skink eats insects.

The five-lined skink loses its tail. The five-lined skink can run from enemies.

Name: _____

Date: _____

1. What do you notice on these pages? What do you wonder?

2. What is camouflage? Give an example of how animals camouflage from pages 10–13.

3. Describe two different ways that animals camouflage themselves. How does camouflage help them survive?

4. Describe two different ways that animals camouflage themselves. How does camouflage help them survive?

5. Create four different sentences about what you see in the illustrations on pages 31 and 32. Use each type of end punctuation: period, question mark, and exclamation mark.

Name: _____

Date: _____

disguise

What is camouflage? Give two examples of how animals can use camouflage to survive.

Name: _____

Date: _____

1. How does the Malaysian cherry-red centipede use its color to survive?

2. How does the stonefish use its color to survive?

3. How does the flame scallop use its color to survive?

4. Pick one other animal that uses the color red to survive. Explain how.

5. How does the poison dart frog use the color blue to survive?

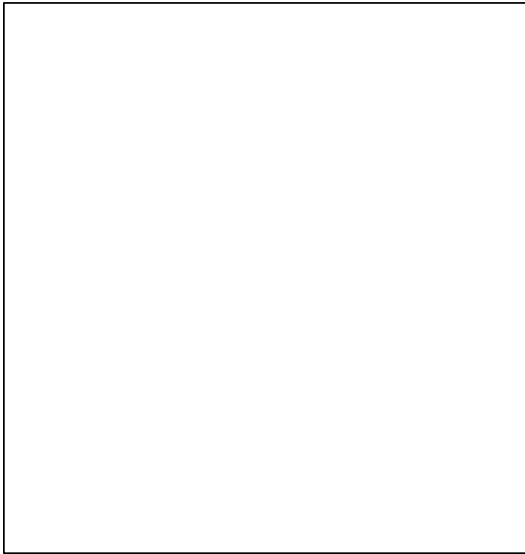
6. How do the cobalt blue tarantula, the blue-tailed skink, and the blue-tongued skink use the color blue to survive?

7. Pick one other animal that uses the color blue to survive. Explain how.

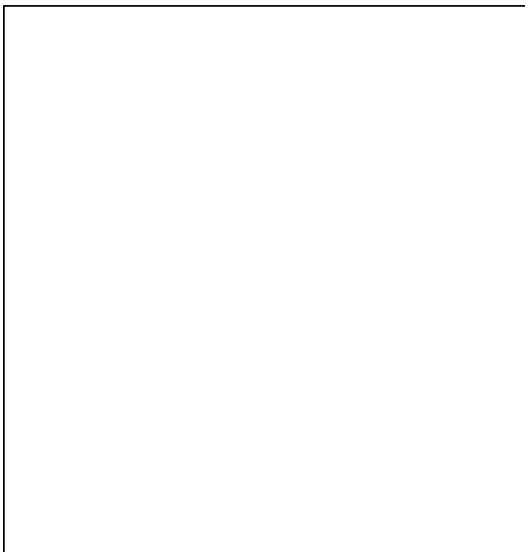
Name: _____

Animal Fact Card

Animal: _____



Animal: _____



Name: _____

Date: _____

poisonous

Create a fact card about an animal. Write two different sentences to describe the animal. Revise your sentences to form a compound sentence.

Name: _____

Date: _____

1. How does the trumpet fish use the color yellow to survive?

2. How does the eyelash viper use color to survive?

3. Pick one other animal that uses the color yellow to survive. Explain how.

4. How does the green tiger beetle use its color to survive?

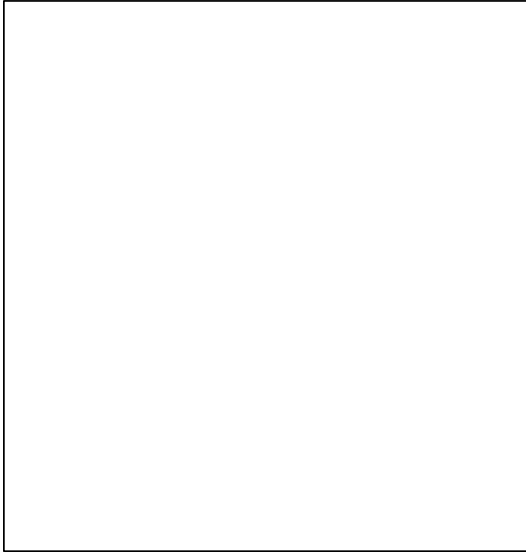
5. How does the giant green anemone use the color green to survive?

6. Pick one other animal that uses the color green to survive. Explain how.

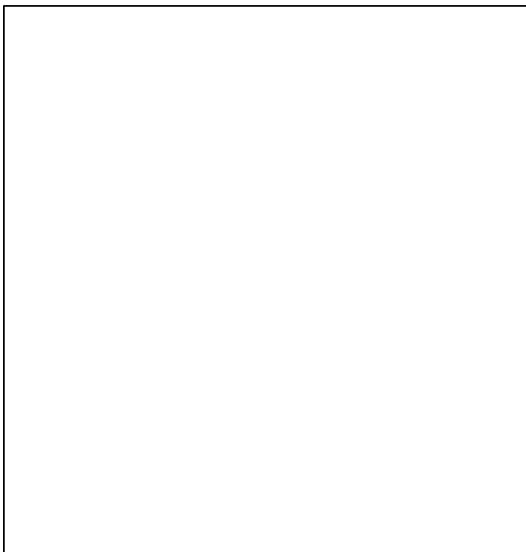
Name: _____

Animal Fact Card

Animal: _____



Animal: _____



Name: _____

Date: _____

imitate

Create a fact card about an animal. Write two different sentences to describe the animal. Revise your sentences to form a compound sentence.

Name: _____

Date: _____

1. How do the monarch butterfly and the viceroy butterfly use their colors to survive?

2. How does the deep-sea dragonfish use its color to survive?

3. Pick two animals that are pink. Describe how they use their color to survive.

Name: _____

Sentence Combining Worksheet

Language and Grammar Lesson

and	but	so
-----	-----	----

The monarch butterfly and the viceroy butterfly look alike.		The viceroy butterfly has a black stripe.
---	--	---

Write the revised sentence:

The orchid mantis is the same color as a pink flower.		The orchid mantis can easily attack prey that comes to the flower.
---	--	---

Write the revised sentence:

and

but

so

The purple sea urchin crawls on the sea floor.		The purple sea urchin eats plants.
---	--	---------------------------------------

Write the revised sentence:

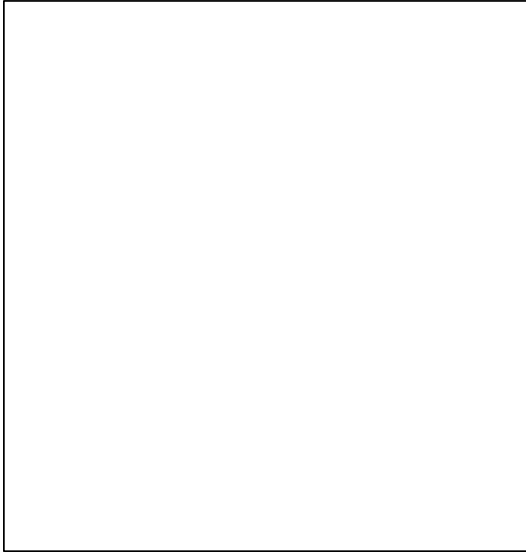
Many ocean animals are dark colors on top.		They are hard to see from above.
---	--	-------------------------------------

Write the revised sentence:

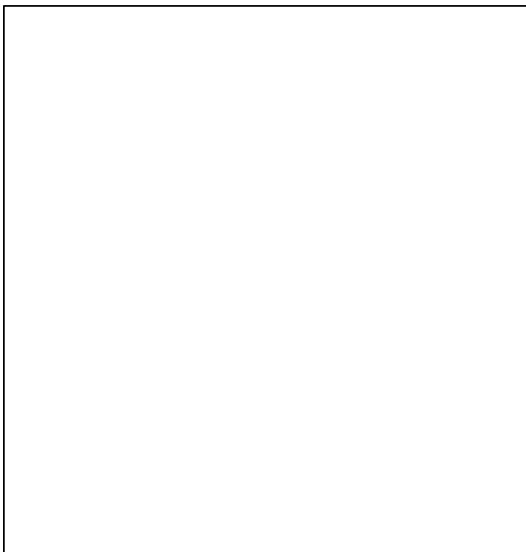
Name: _____

Animal Fact Card

Animal: _____



Animal: _____



Name: _____

Date: _____

Create a fact card about an animal. Write two different sentences to describe the animal. Revise your sentences to form a compound sentence.

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

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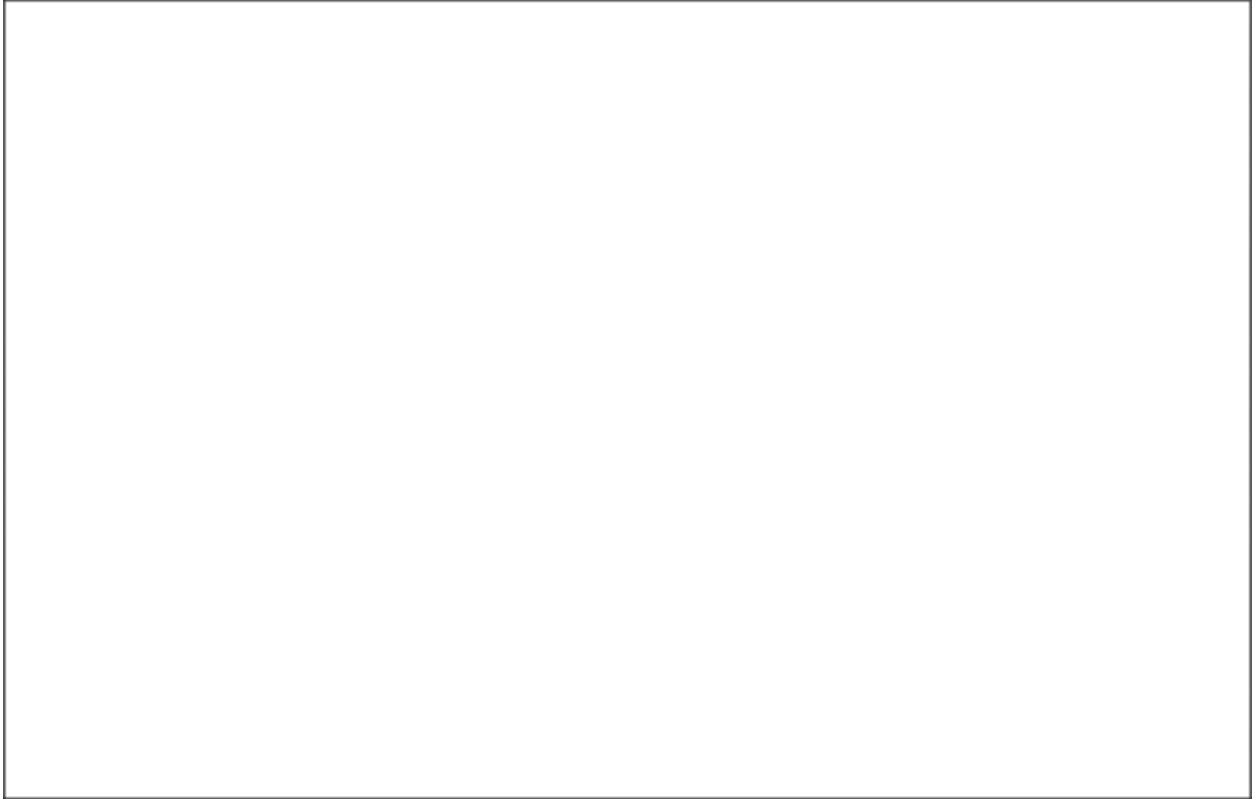
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Yellow and Surviving

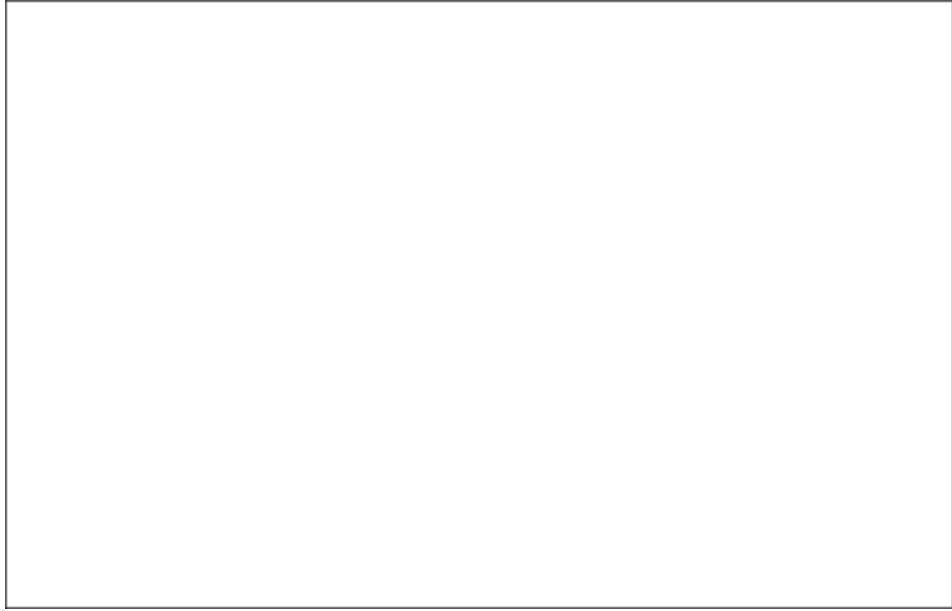
Swoosh! The gentle waves roll over the coral reef, where a long, skinny trumpet fish swims. It lives in the warm, blue ocean, hiding among the colorful corals. Its yellow body helps it use camouflage to stay safe.

The trumpet fish is hungry. It wants to catch a little fish for lunch, but there are big **predators** nearby! If they **detect** it, they might try to eat it. The trumpet fish has a special trick. It stays very still and **imitates** the coral branches. This clever **disguise** helps it blend in. The big fish swim right past without noticing!

When the big fish are gone, the trumpet fish slowly moves toward its **prey**. *Snap!* With one quick move, it catches its lunch. Safe and full, the trumpet fish swims back to its coral home, ready to **disguise** itself again when needed.



By: _____



Name: _____

Date: _____

Write a story about an animal that uses camouflage to survive. Be sure to include:

- A beginning, middle, and end
- Details about the animal and how it uses its color to protect itself
- A sound effect in the beginning
- The setting where the animal lives

Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

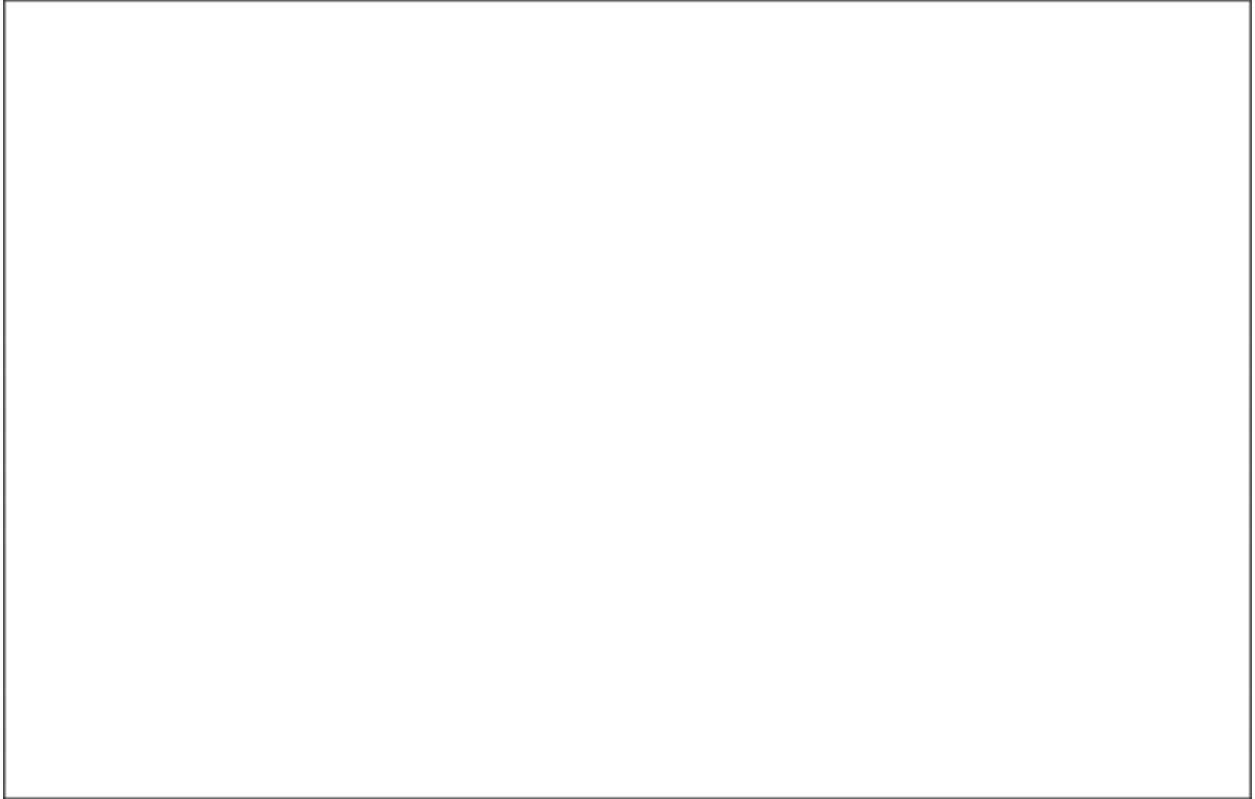
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Yellow and Surviving

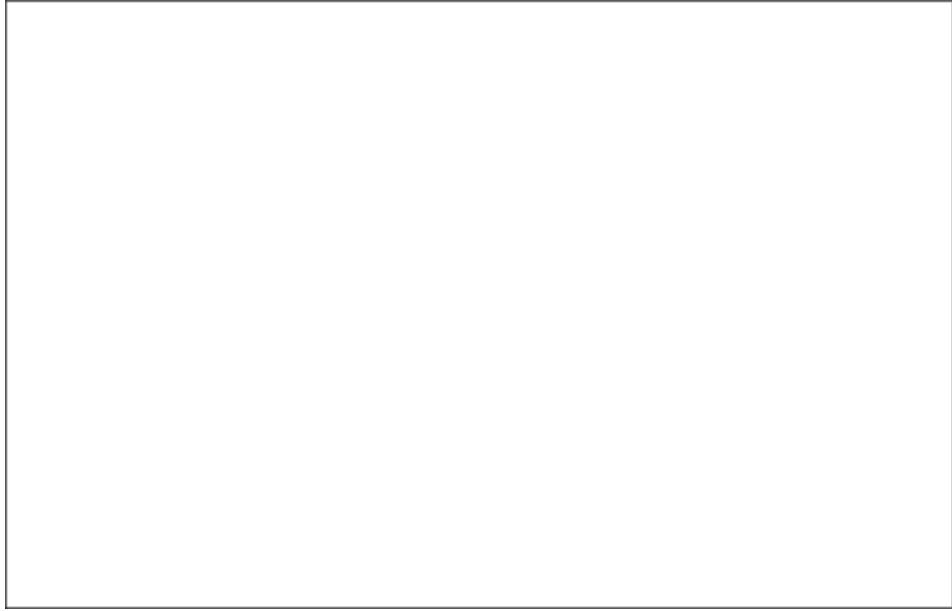
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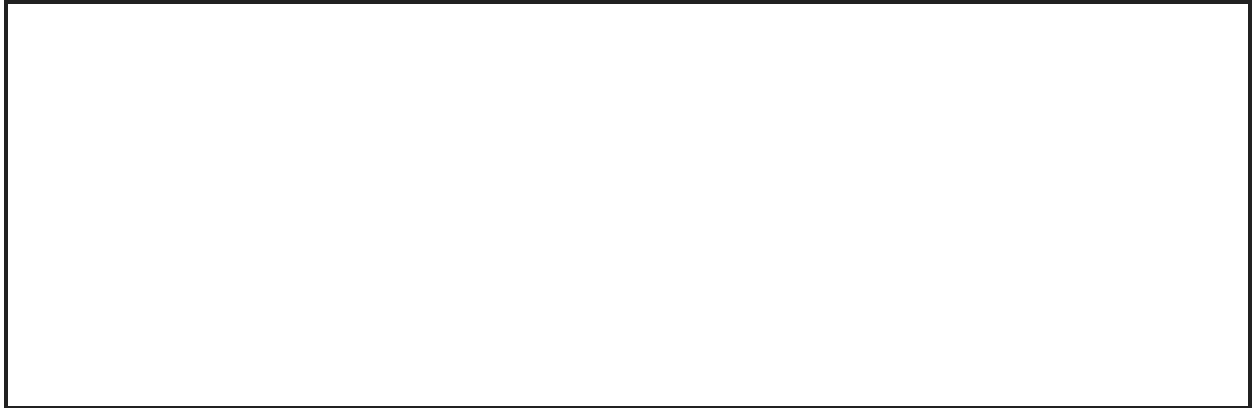
By: _____



Name: _____

Date: _____

Brainstorm the characters and the setting of your narrative about an animal using its color to camouflage and survive. Use the [Narrative Writing Brainstorm Graphic Organizer \(GK-2\)](#).

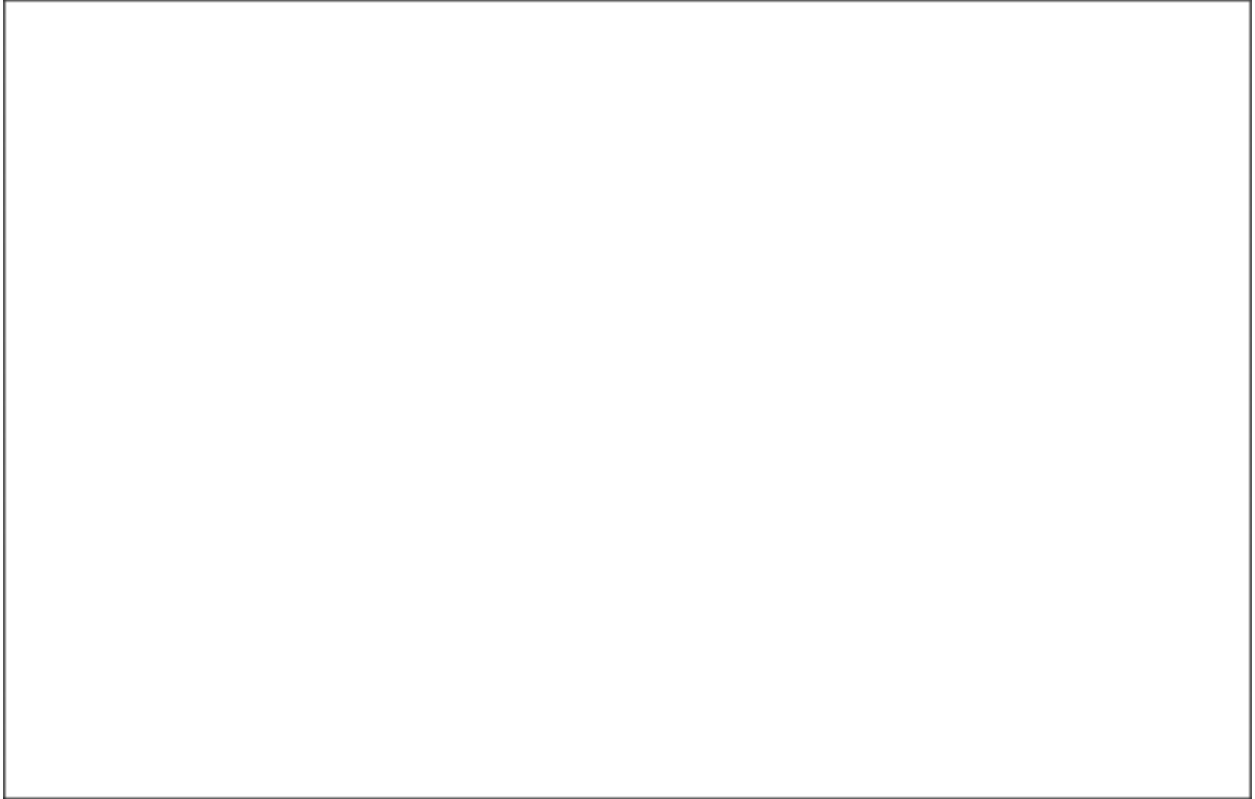


Yellow and Surviving

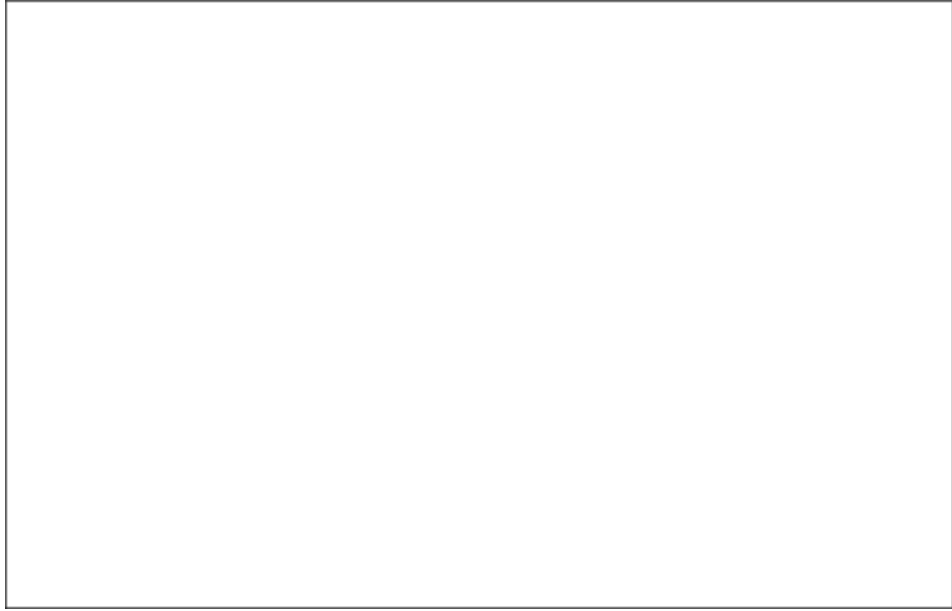
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By: _____



Name: _____ Date: _____

Narrative Writing Brainstorm

K-2nd Grade English Language Arts

Beginning

Middle

End

--	--	--

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Draft a story about an animal that uses camouflage to survive. Be sure to include:

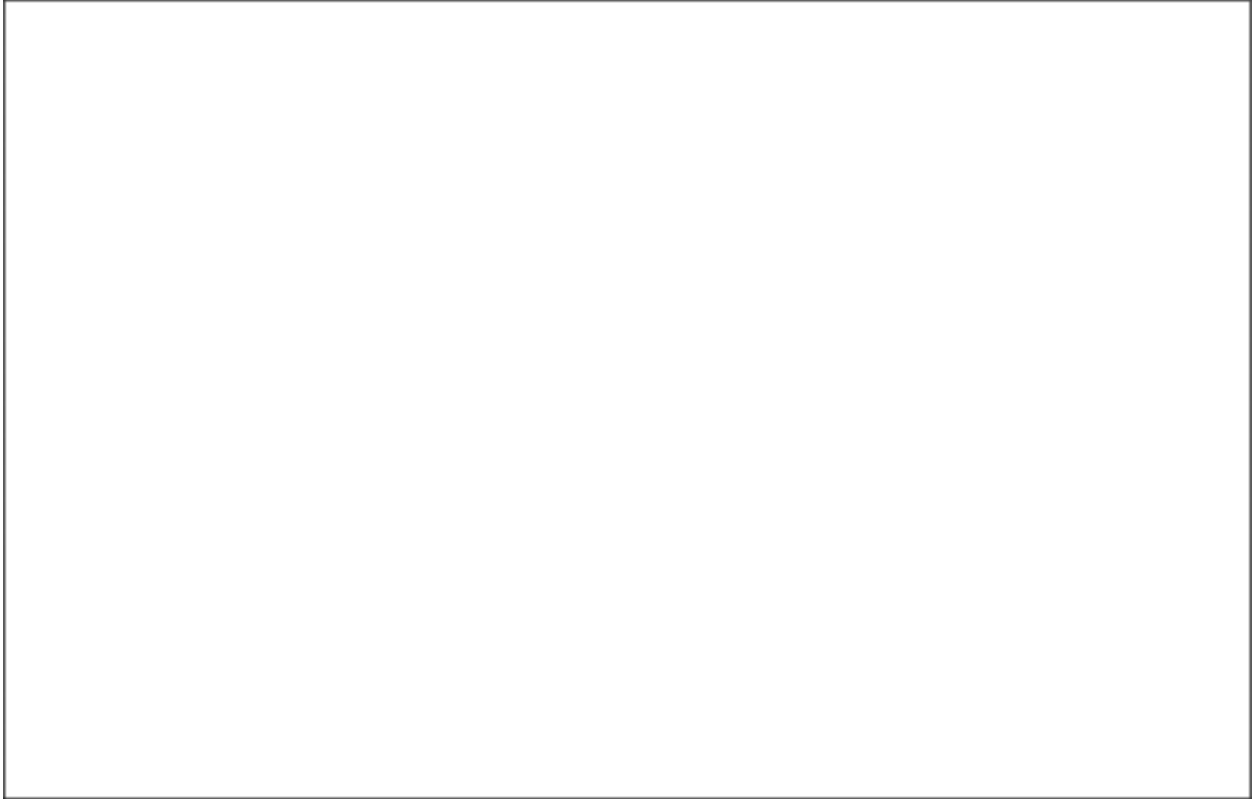
- A beginning, middle, and end
- A sound effect in the beginning
- The setting where the animal lives
- Details about the animal and how it uses its color to protect itself

Yellow and Surviving

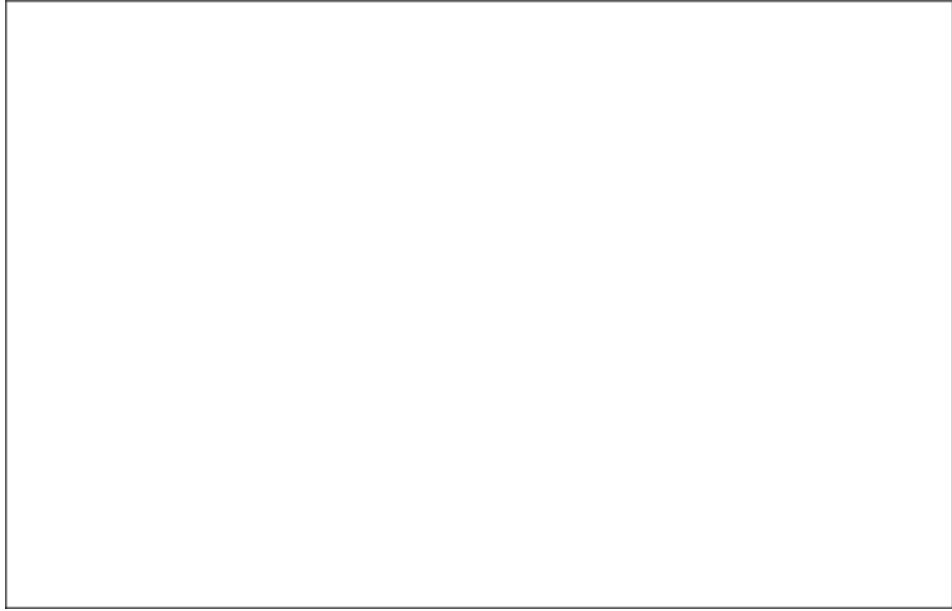
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By: _____



Name: _____

Date: _____

Revise a story about an animal that uses camouflage to survive. Be sure to:

- Include 2 or more compound sentences
- Remove repetitive words

Name: _____

Date: _____

1. What information have we learned about the gecko so far?

2. Why does the author write, "a snack off his own back" (p. 5)? What does it help the reader to understand?

3. How does the gecko use its color to survive?

4. How does the gecko use its tongue to survive?

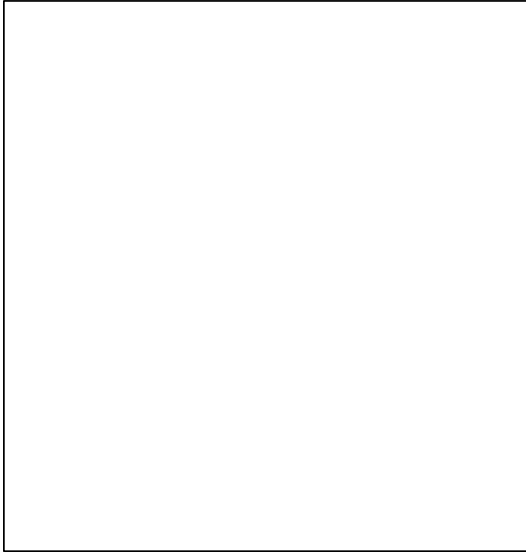
5. How does the gecko use its tail to survive?

6. How does the gecko use its voice to survive?

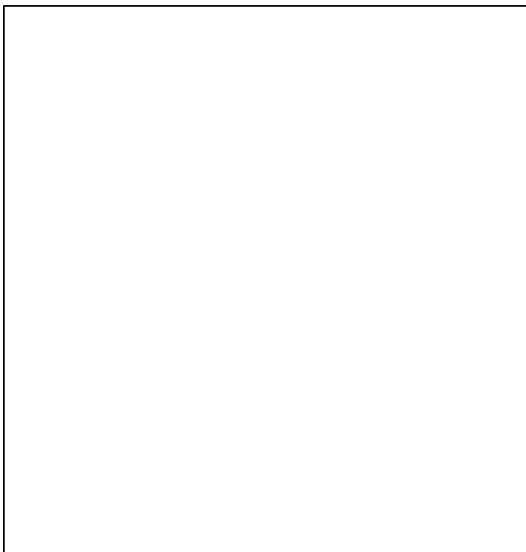
Name: _____

Animal Fact Card

Animal: _____



Animal: _____



Name: _____

Date: _____

intruder

Create a fact card about a gecko. Write two compound sentences to describe the gecko. Use the conjunctions: so, and, but.

Name: _____

Date: _____

Write a sentence about how the gecko uses its body to survive. Include an adjective.

Name: _____

Date: _____

1. What does an octopus do when it is threatened?

2. How do bombardier beetles, puffer fish, glass snakes, and pangolins protect themselves?

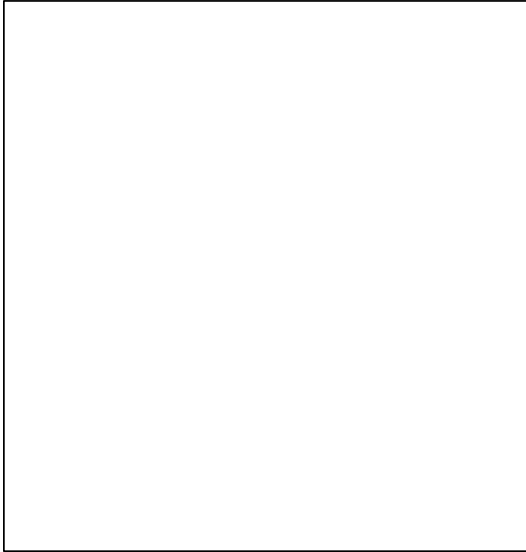
3. How do basilisk lizards, hog-nosed snakes, clown fish, and hover flies protect themselves?

4. How do the gliding frog, the silk moth, and the Javanese leaf insect protect themselves?

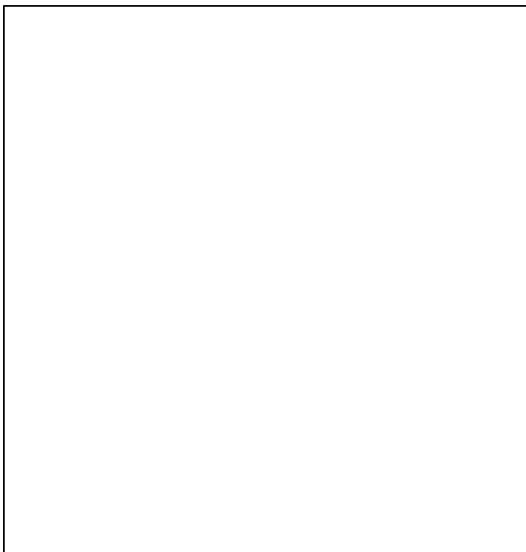
Name: _____

Animal Fact Card

Animal: _____



Animal: _____



Name: _____

Date: _____

Create a fact card about one of the animals from the story. What should it do if something wants to eat it? Write a compound sentence using a conjunction: *so*, *and*, *but*.

Name: _____

Date: _____

Camouflage is the most effective way for animals to protect themselves. Do you agree or disagree?

Name: _____

Date: _____

1. In what ways do elephants rely on their brothers and sisters for survival?

2. In what ways do Gould's long-eared bats and nine-banded armadillos rely on their brothers and sisters for survival?

3. Why does the author include the heading "Sisters"? What does it help the reader to understand?

4. In what ways do naked mole rats rely on their brothers and sisters for survival?

5. Why does the author include the heading "A Very Large Family"? What does it help the reader to understand?

Name: _____

Date: _____

How do different animals rely on their brothers and sisters for survival? Give two specific examples. Add a heading to your writing.

Name: _____

Date: _____

1. Describe the relationship between male grizzly bears.

2. Why does the author use the caption "Family life is tough" for spotted hyenas?

3. Why does the author use the caption "I'm having my family for dinner..." to describe black widow spiders?

4. Why does the author use the caption "Practice makes perfect?" How are cheetahs different from the other animals we have learned about so far?

5. How do peregrine falcons work together to survive?

Name: _____

Date: _____

1. In what ways do beaver brothers and sisters work together to survive?

2. How do baby Nile crocodiles **cooperate**?

3. How do European shrew brothers and sisters work together to survive?

4. Why does the author use the adjectives "big" and "happy" in the caption "One big happy family" for the cichlid?

5. How do Asian koel birds work together to survive?

Name: _____

Word Work Worksheet

Language and Grammar Lesson

Cut out the following words:

Baby	Nile crocodiles	cooperate	before	they	hatch
The	dangerous	predators	live	in	rivers
Male	turkeys	weigh	20	pounds	
The	small	bats	fly		
A	young	anteater	leaves	its	mother

Sort the words:

What kind? How many?	Who/what?	Is doing?

Name: _____

Date: _____

cooperate

How do different animals rely on their brothers and sisters for survival? Give two specific examples. Add a heading and a caption to your response.

Name: _____

Discussion Recording Sheet

What behaviors do parents, siblings, and babies engage in to help each other survive? Support your answer with a specific example.

Parents	Siblings	Babies

Name: _____

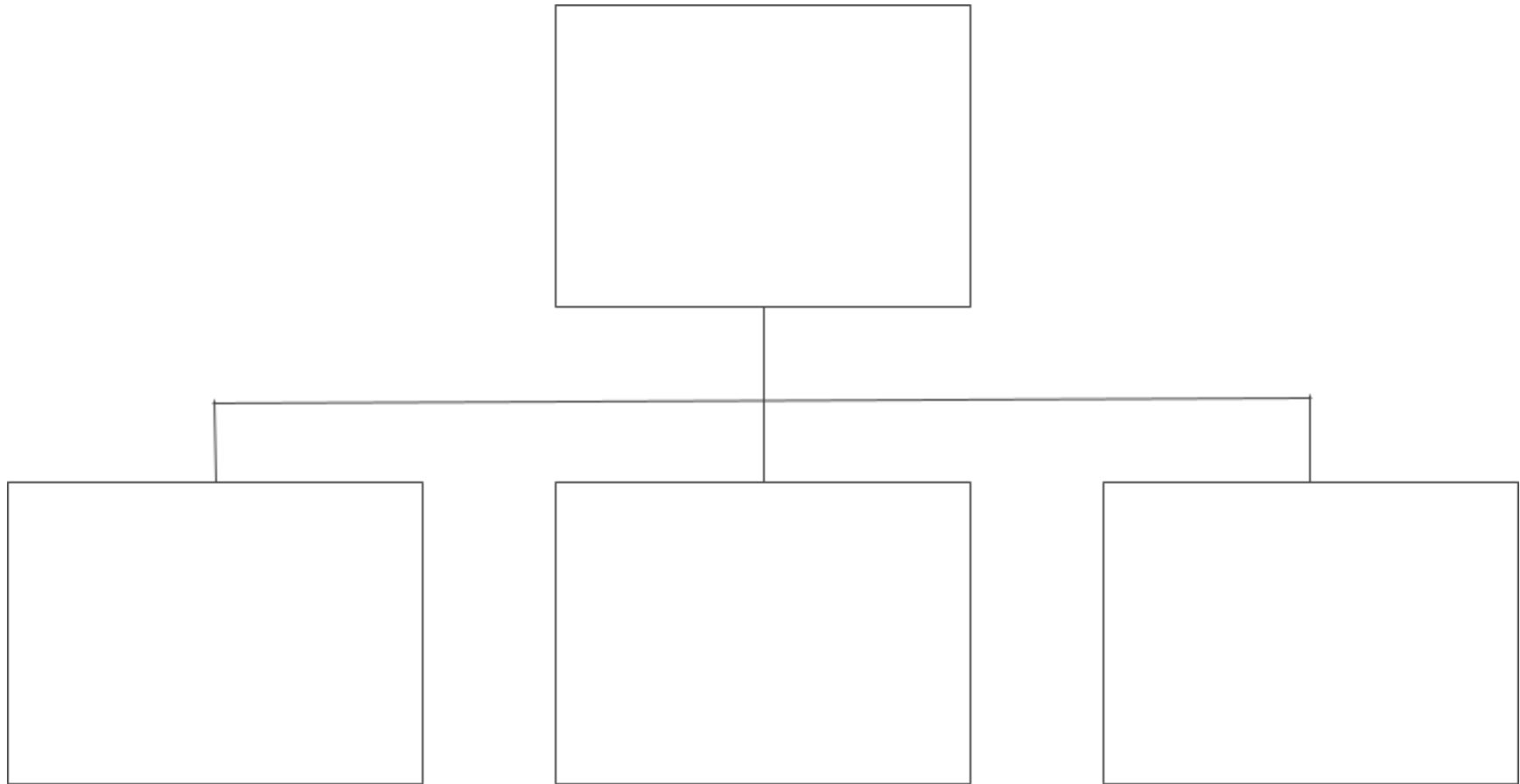
Date: _____

What behaviors do parents, siblings, and babies engage in to help each other survive? Support your answer with a specific example.

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Made for the Ice



The penguins stay warm by huddling in a big group.

The emperor penguin is an amazing animal that survives in freezing cold places. It has thick feathers and a layer of fat to keep it warm. The penguin cannot fly, but it is a great swimmer, and it can catch fish in the icy water. The penguin huddles close to its siblings and parents to stay warm during snowstorms. Emperor penguins are incredible in the arctic!

Name: _____





Name: _____

Date: _____

The wildlife reserve needs educational materials to raise awareness about different animals and their survival strategies. Create a Creature Feature Report for an animal group. Your report should include:

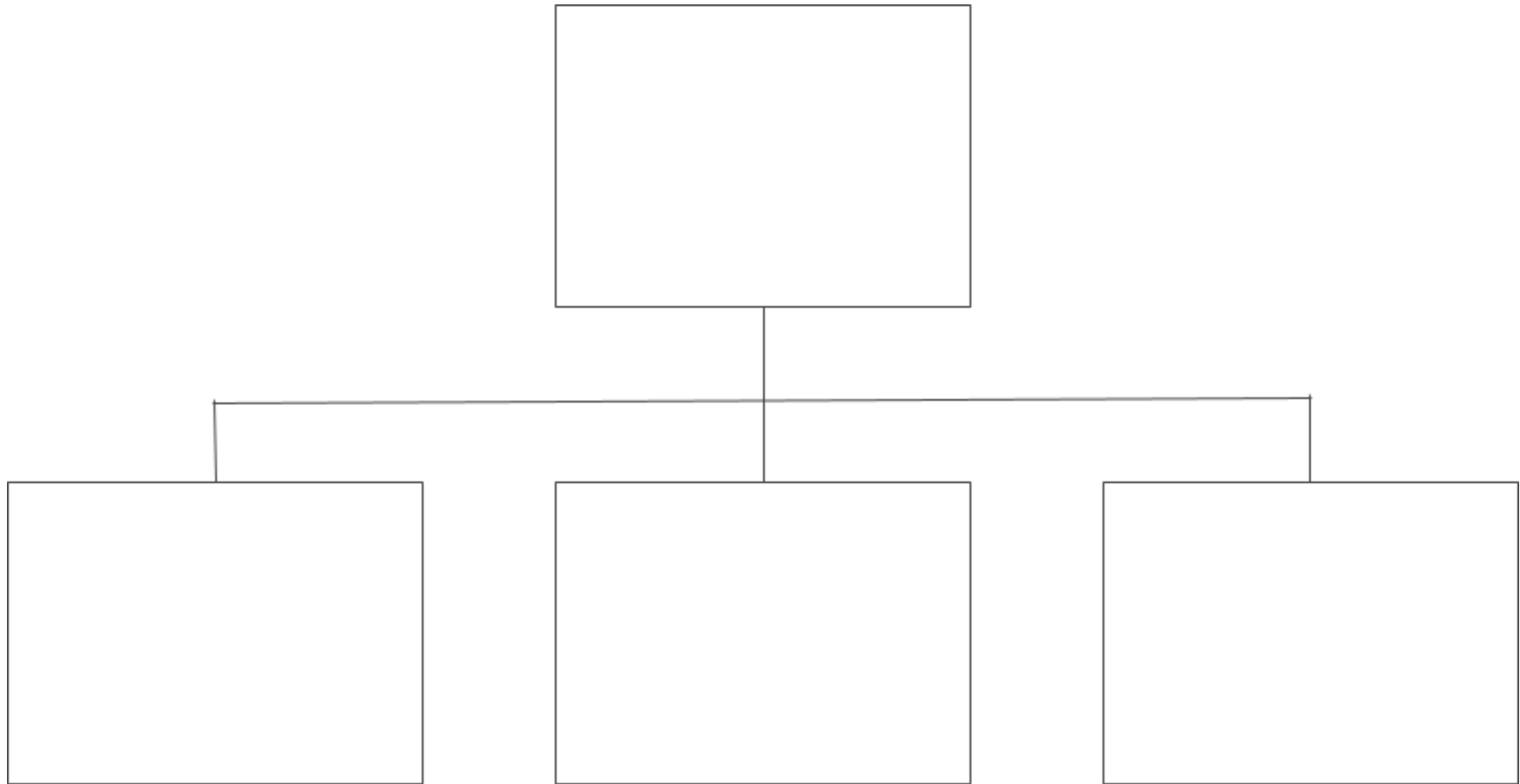
- A topic sentence to state the main idea
- 2-3 facts about the animal and how it survives
- A concluding sentence
- The following text features: illustration, heading, caption



Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



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The emperor penguin is an amazing animal that survives in freezing cold places. It has thick feathers and a layer of fat to keep it warm. The penguin cannot fly, but it is a great swimmer, and it can catch fish in the icy water. The penguin huddles close to its siblings and parents to stay warm during snowstorms. Emperor penguins are incredible in the arctic!

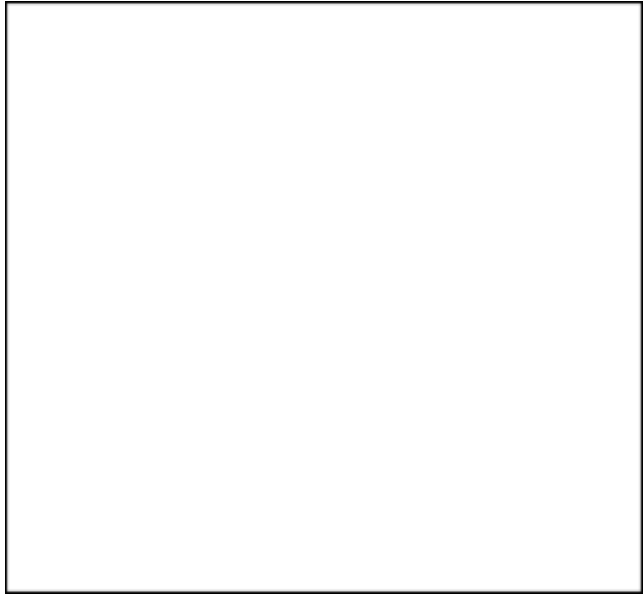
Name: _____

Date: _____

Brainstorm the main idea and 2–3 facts of your Creature Feature Report. Use the [Main Idea and Details Graphic Organizer \(GK–5\)](#) to fill in your responses.



Name: _____

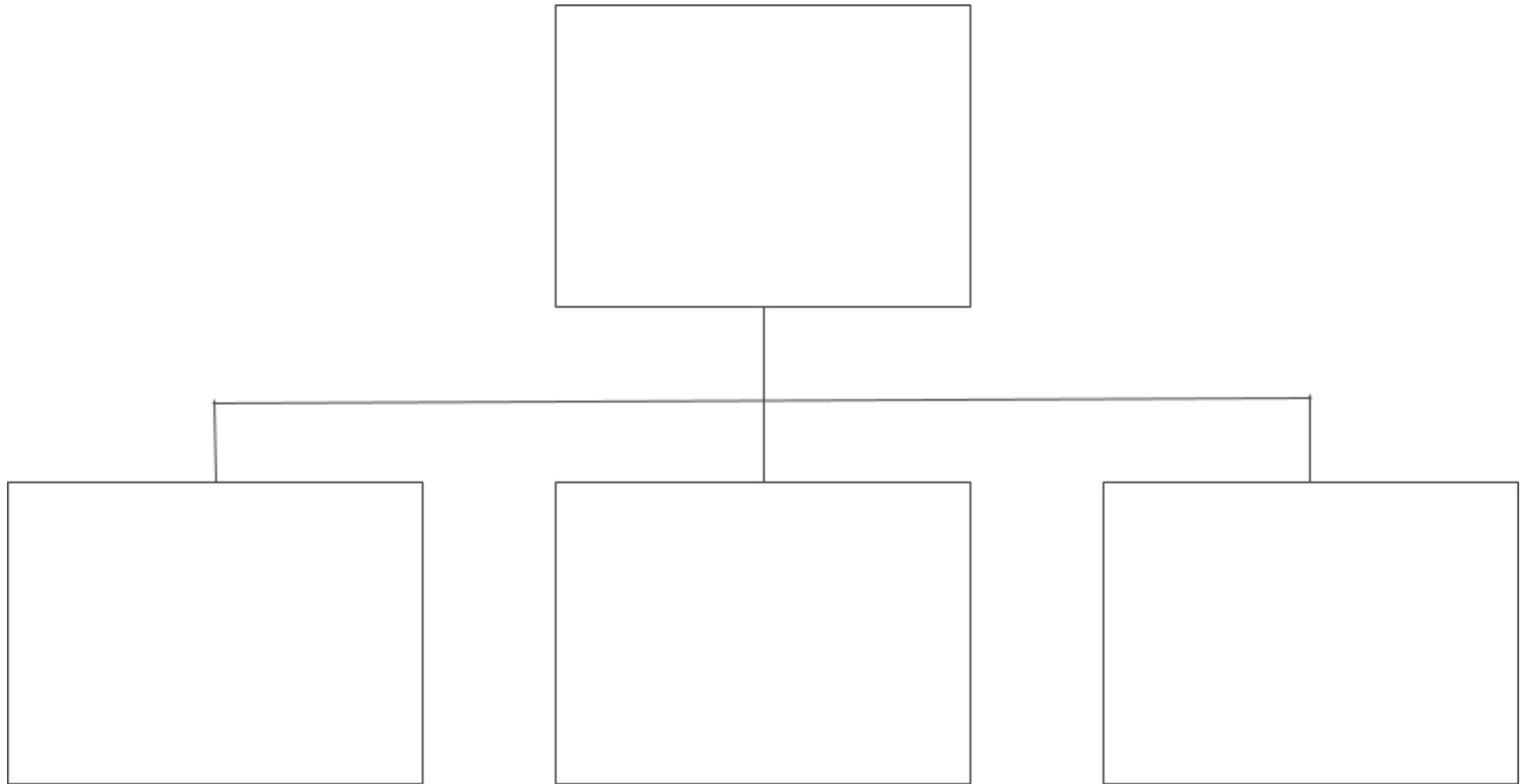




Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Name: _____

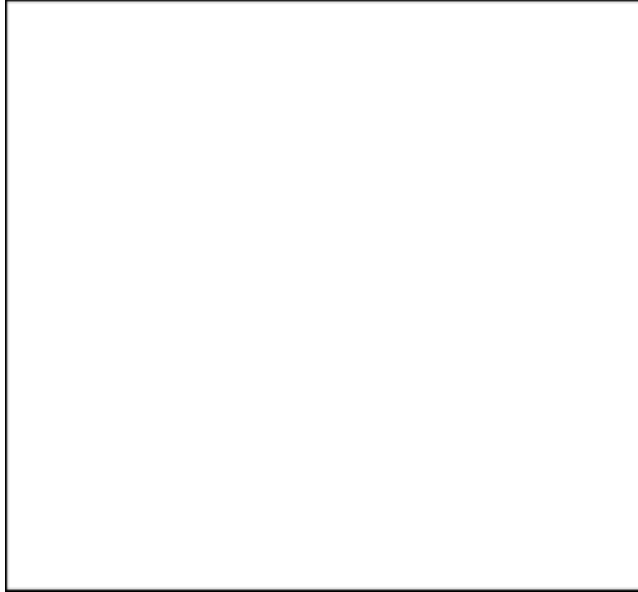
Date: _____

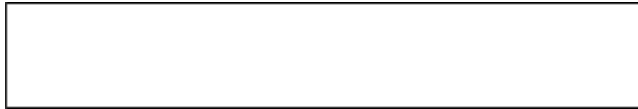
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- 2-3 facts about the animal and how it survives
- A concluding sentence
- The following text features: illustration, heading, caption



Name: _____





Name: _____

Date: _____

1. Based on the Table of Contents, what information do you think we will learn about the lizard?

2. What adjectives does the author use to describe a lizard?

3. How are the types of lizards similar? How are the types of lizards different?

4. Where do most lizards live? Why?

5. How do scales help the lizard to survive?

6. How does the lizard move? Give two specific examples.

7. What does the lizard eat? Give two specific examples.

Name: _____

Community Editing Worksheet

Language and Grammar Lesson

Edit the nonexemplar sentences:

The lizard can't make its own body heat. It lies in the sun to warm itself.

Write the revised sentence:

Name: _____

Date: _____

In what ways are lizards the same? In what ways are lizards different? Support your answer with two to three specific details from the text.

Name: _____

Date: _____

1. What information does the author teach readers about baby lizards?

2. How are legless lizards different from other lizards? How are legless lizards different from snakes?

3. Why does the author use the heading "Hide and Seek?"

4. How does the lizard protect itself? Give two specific examples.

Name: _____

Date: _____

In what ways are lizards the same? In what ways are lizards different? Support your answer with two to three specific details from the text.

Name: _____

Date: _____

1. What does the author teach readers about the frog on this page?

2. Where does the frog live? Give a specific example.

3. How does the frog communicate with others? Give a specific example.

4. What does the frog eat? Give a specific example.

Name: _____

Date: _____

In what ways are frogs the same? In what ways are frogs different? Support your answer with two to three specific details from the text.

Name: _____

Date: _____

1. Describe how frogs look. Give two specific examples.

2. How does the frog protect itself? Give two specific examples.

3. How does a frog change as it grows?

4. What is the difference between a toad and a frog? Name two specific differences.

Name: _____

Date: _____

In what ways are frogs the same? In what ways are frogs different? Support your answer with two to three specific details from the text.

Name: _____

Discussion Recording Sheet

In what ways are individual animals of the same kind similar? In what ways can they differ? Support your answer with specific details.

Answer	Evidence

Name: _____

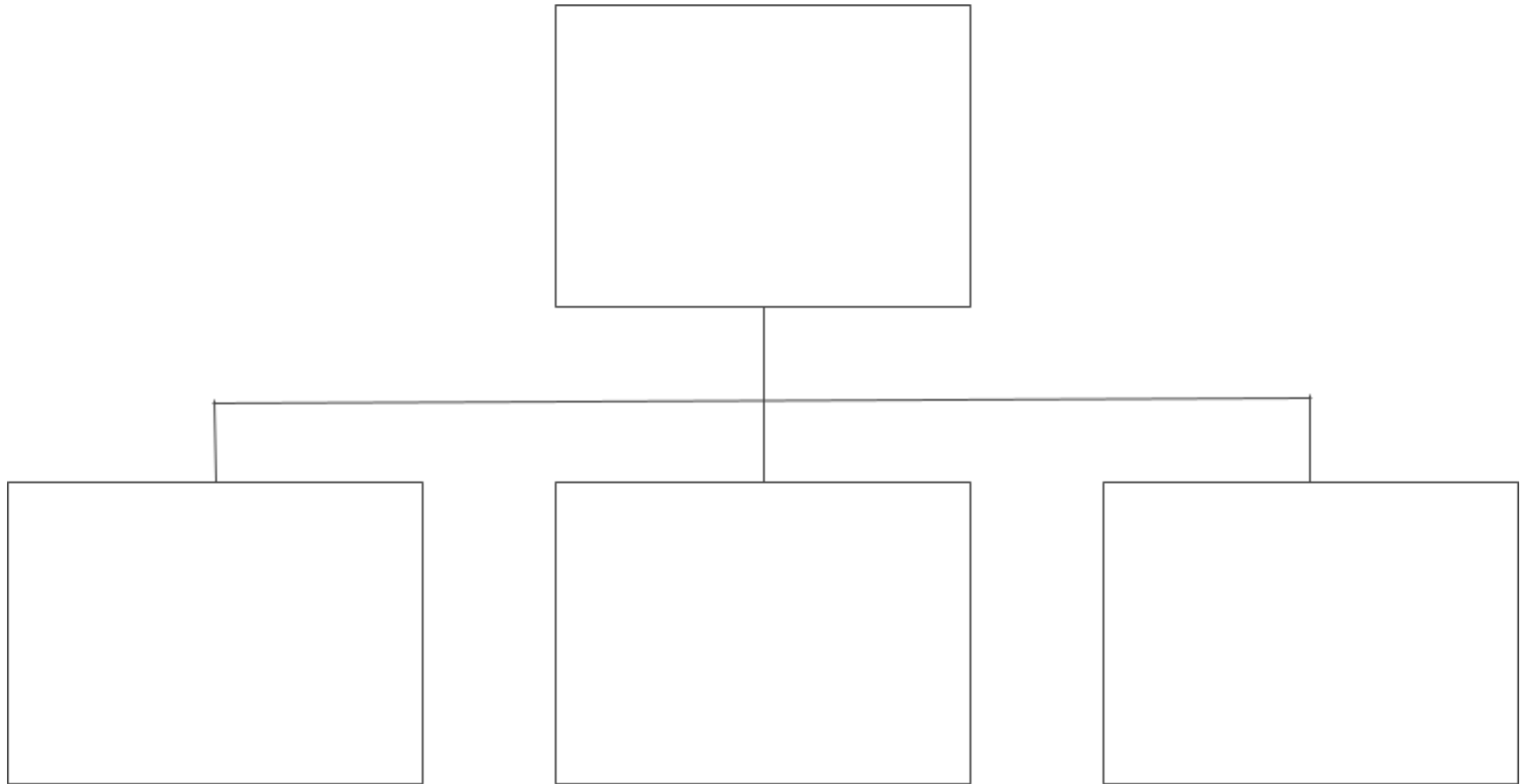
Date: _____

In what ways are individual animals of the same kind similar? In what ways can they differ? Support your answer with specific details.

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



Save the Red Wolf



Red wolves need safe habitats to live and raise their pups.

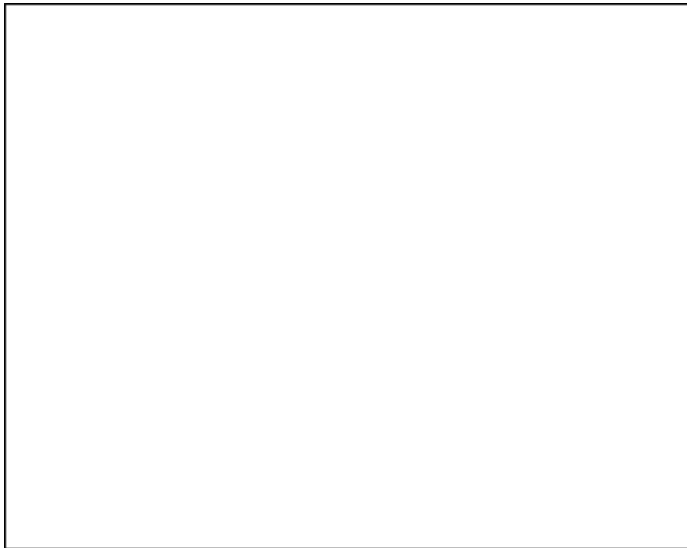
Have you heard that the red wolf is in danger of disappearing forever? It lives in forests and wetlands and it is very good at hunting small animals like rabbits. There are only a few red wolves left in the wild because people have taken away their homes to build roads and buildings. Many groups are working hard to protect red wolves and give them safe places to live. We need to help the red wolf so it can survive for many years!

Name: _____





Name: _____ Date: _____



Did you know the orangutan needs our help to survive? The orangutan lives in the rainforests of Asia and spends most of its time in trees. The orangutan is **endangered** because people are cutting down the forests where they live. We can help protect the orangutan by saving their forest homes!

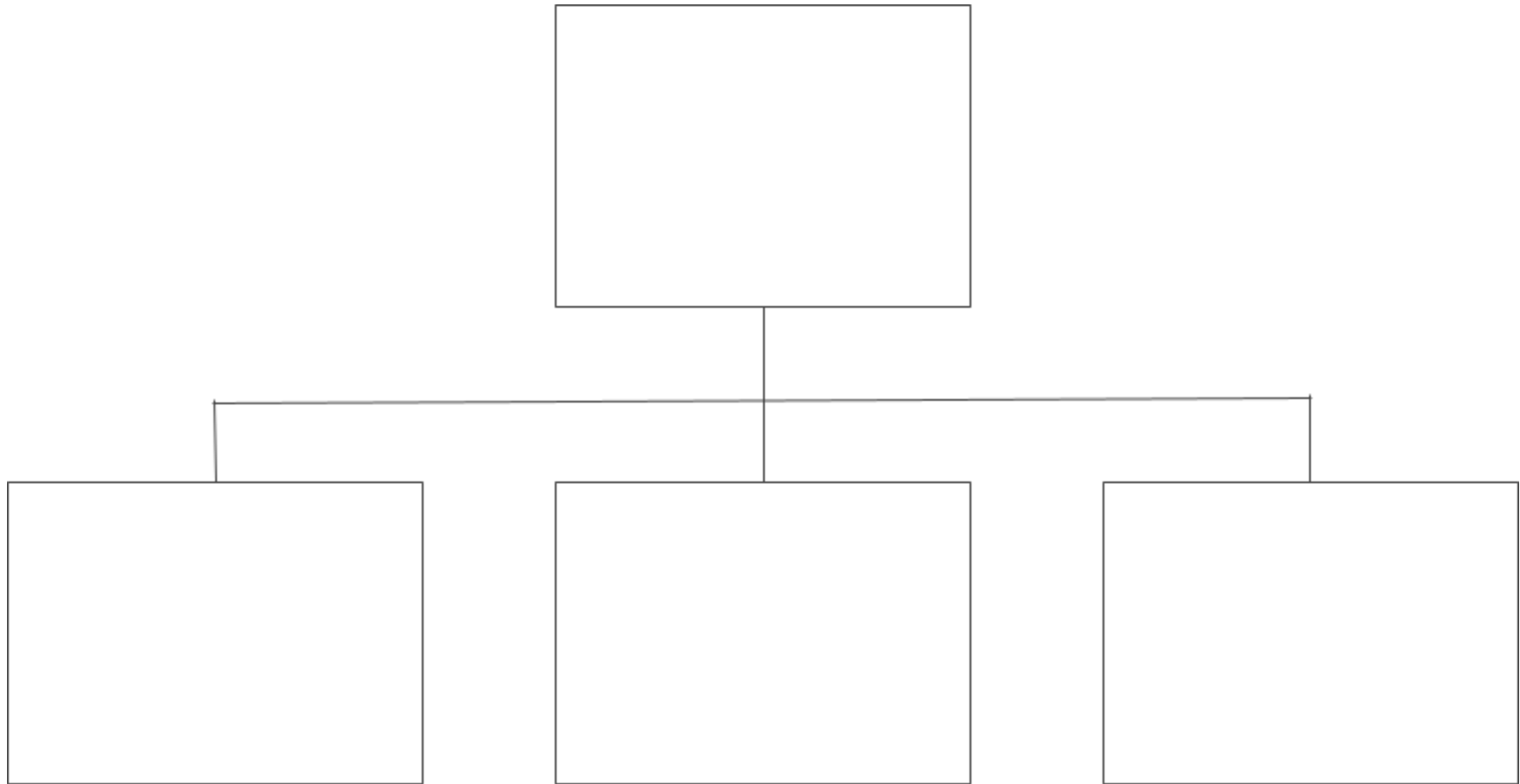
Name: _____

Date: _____

Name: _____ Date: _____

Main Idea and Details Graphic Organizer

K-5th Grade English Language Arts



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Name: _____

Date: _____

Brainstorm the main idea and 2–3 facts of your Creature Feature Report about an endangered animal group. Use the [Main Idea and Details Graphic Organizer \(GK-5\)](#) to fill in your response.

Save the Red Wolf



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Have you heard that the red wolf is in danger of disappearing forever? It lives in forests and wetlands and it is very good at hunting small animals like rabbits. There are only a few red wolves left in the wild because people have taken away their homes to build roads and buildings. Many groups are working hard to protect red wolves and give them safe places to live. We need to help the red wolf so it can survive for many years!

Name: _____

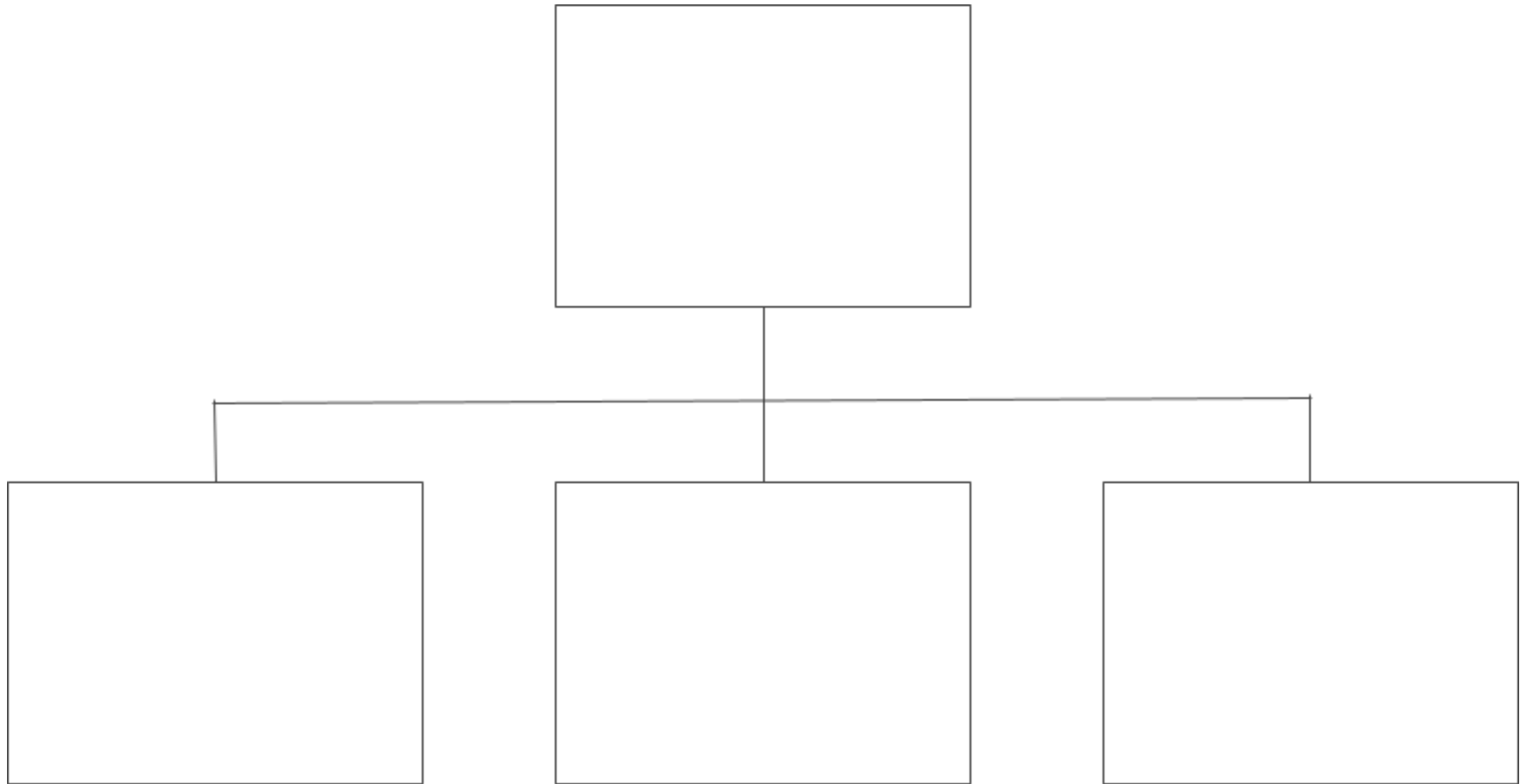




Name: _____ Date: _____

Main Idea and Details Graphic Organizer

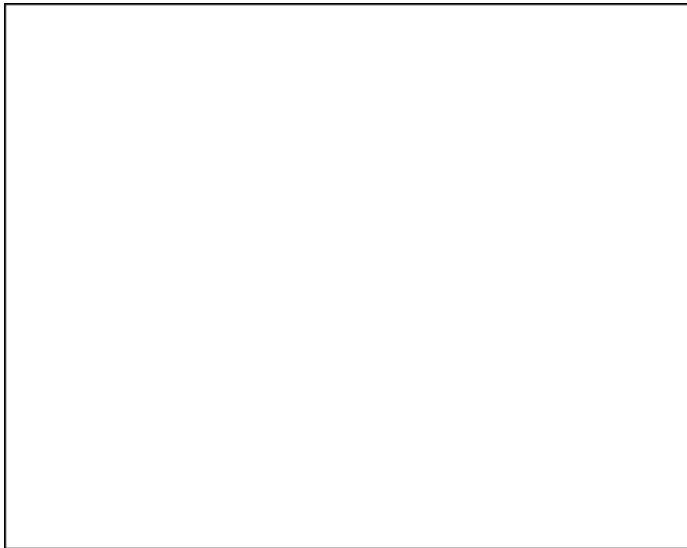
K-5th Grade English Language Arts



Name: _____

Date: _____

Name: _____ Date: _____



Did you know the orangutan needs our help to survive? The orangutan lives in the rainforests of Asia and spends most of its time in trees. The orangutan is **endangered** because people are cutting down the forests where they live. We can help protect the orangutan by saving their forest homes!

Name: _____







Vocabulary

Name: _____

Date: _____

cooperate

verb

to work together to reach a goal



detect

verb

to discover or find something



disguise

verb

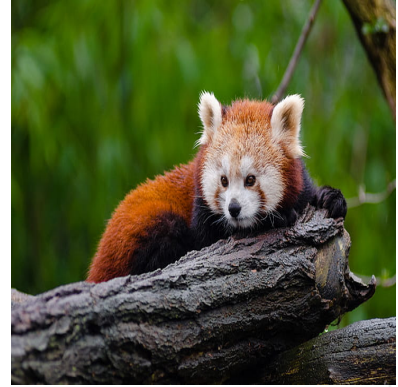
to change the way something looks so it is unrecognizable



endangered

adjective

one that is in serious danger of no longer existing



excess

adjective

too much of something



extinct

adjective

when a whole type of animal or plant no longer exists



imitate

verb

to copy



intruder

noun

one who is not welcome or wanted



maneuver

verb

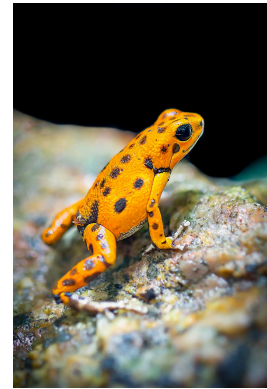
to move carefully



poisonous

adjective

produces poison to attack enemies or **prey**



predator

noun

an animal that eats other animals



prey

noun

an animal that is eaten by other animals





Unit Rubrics & Assessments

Narrative Writing Rubric

1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Event Sequence Includes a beginning, middle, and end	4 3 2 1	
Point of View Point of view is clear and consistent throughout the story; Pronouns match the narrator in the story; Clear understanding of the task's audience and purpose	4 3 2 1	
Setting Includes many words to describe the place and time of the story	4 3 2 1	

Development	Rubric Score	Notes
Characters Includes multiple characters and develops at least one character with multiple details and descriptions	4 3 2 1	
Plot Includes a beginning with details that hook the reader; Includes many details to introduce the problem and describe character feelings; Includes an end that shows how the problem is solved	4 3 2 1	
Precise Words and Phrases Uses several temporal words to help the events in the story unfold logically	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple sentences; Varies sentence types Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns Uses verbs correctly, including past, present, and future verb tense Uses frequently occurring adjectives correctly	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

Name: _____

Single Point Narrative Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Characters		I name an animal as the main character.	
		I use details to describe the animal's actions, motivations, and/or feelings.	
Plot		I engage readers by beginning with a sound effect.	
		I begin my story by using details to describe the characters and setting.	

		I include many details to describe the problem in the middle of the story.	
		I include an ending that shows how the problem is solved.	
Revision		I use a mix of simple and compound sentences.	
		I take out or replace repetitive words.	

Informational Writing Rubric

1st Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
---------------------------	---	---	---	---

Structure	Rubric Score	Notes
Sections Includes an introduction, supporting sentences, and a concluding sentence in the correct order	4 3 2 1	
Introduction Introduces the topic; Introduction uses a lead that captures the reader's interest	4 3 2 1	
Conclusion Includes a concluding sentence connected to the topic to provide a sense of closure; <u>May</u> be a different sentence type	4 3 2 1	

Development	Rubric Score	Notes
Details Includes 2–3 facts and details to develop and support the topic; Facts are accurate	4 3 2 1	
Text Features As called for by the task, uses 1–2 text features to teach the reader more about the topic, including a title, illustrations, headings, or labels	4 3 2 1	

Language	Rubric Score	Notes
Grammar Includes complete simple sentences; varies sentence types Uses nouns correctly, including common, proper, and possessive nouns; singular and plural nouns with matching verbs; personal, possessive, and indefinite pronouns Uses verbs correctly, including past, present, and future verb tense Uses frequently occurring adjectives correctly	4 3 2 1	
Conventions Uses correct capitalization conventions, including beginning of a sentence, "I" pronoun, dates, names of people Uses correct punctuation conventions, including end of a sentence, commas in dates, commas to separate single words in a series	4 3 2 1	

Name: _____

Single Point Informational Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Structure		I introduce the main idea in the first sentence.	
		I write 2–3 facts to support the main idea.	
		I write a concluding sentence.	
Development		I use resources to write accurate facts about the topic.	

		I include an illustration, heading, and caption.	
Revision		I use a mix of simple and compound sentences.	
		I take out or replace repetitive words.	
		I add adjectives to tell more about the nouns.	

Name: _____

Single Point Informational Writing Rubric

	Areas for Growth What could I do to make my writing even stronger? How can I improve?	Criteria Expectations for my writing assignment.	Strengths What am I doing well already? What am I proud of?
Structure		I introduce the topic and the main idea in the first sentence.	
		I pose a question within the introduction to capture the reader's interest.	
		I write 2–3 facts to support the main idea.	
		I write a concluding sentence.	

Development		I use resources to write accurate facts about the topic.	
		I include an illustration, heading, and caption.	
Revision		I use a mix of simple and compound sentences.	
		I take out or replace repetitive words.	
		I add adjectives to tell more about the nouns.	

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
My sentences tell <i>who</i> or <i>what</i> does something.	
My sentences tell what they <i>do</i> .	
I use simple and compound sentences.	
My compound sentences join two ideas using a conjunction.	
I take out or replace repetitive words.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

My writing goal:

Name: _____

Editing Checklist

Language and Conventions Focus Area	✓
I use words to tell the people, places, and things.	
I use adjectives to describe people, places, and things.	
I use simple and compound sentences.	
My compound sentences join two ideas using a conjunction.	
I take out or replace repetitive words.	
I begin all sentences with a capital letter.	
I end all sentences with the correct punctuation mark.	

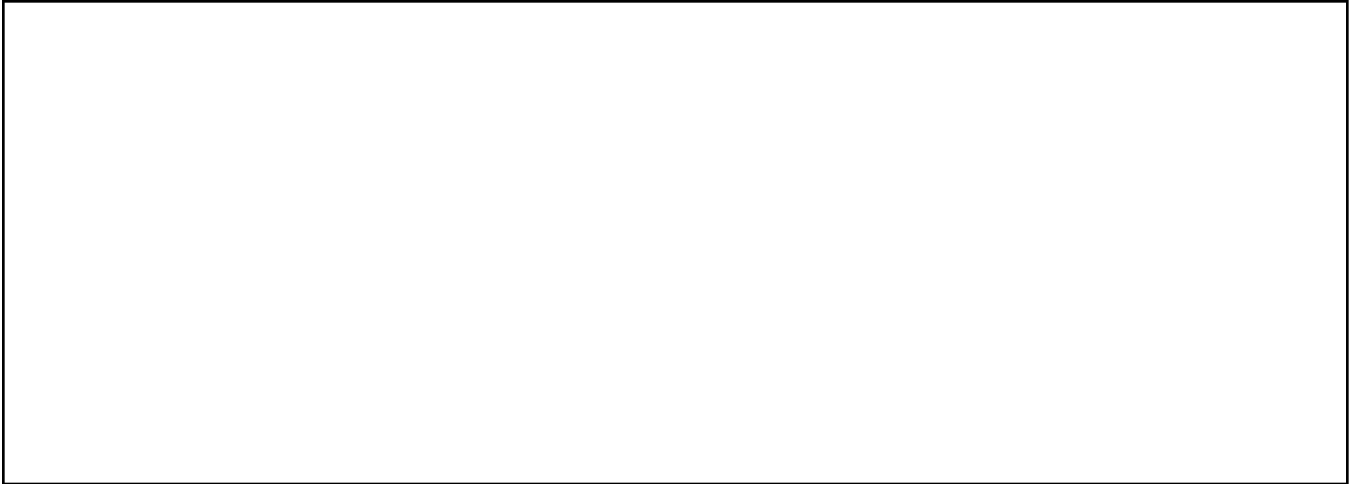
My writing goal:

Name: _____ Date: _____

1. How does a sifaka's mother help it survive?

2. How does a tapir use camouflage to survive?

3. Choose the musk ox or the parent bug. What does the author teach readers about this animal or insect from the pictures?



Name: _____ Date: _____

Part 1: Vocabulary

1. If an animal is a **predator**, it...
 - a. hides from animals that want to it eat
 - b. hunts and eats other animals
 - c. eats plants and fruits

2. I **cooperate** with _____ because _____

3. Which of the following is **poisonous**?
 - a. A bird that lays its eggs in other birds' nests
 - b. A bat uses its ears to fly through the night sky
 - c. A bright blue frog that makes other animals sick

4. When would an animal need to **disguise** itself?
 - a. When it wants to hide from a predator
 - b. When it is playing with its siblings
 - c. When it wants to stay with its mother

Part 2: Writing about Reading

5. How do animals use their body parts to help them survive? Support your answer with two or more examples from the unit.



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/1st-grade/materials/>