

Planning for Additional Language and Literacy Block

Student Handout



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1 and 2: I can read my research reading text independently for 10 minutes.
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons.
- Day 4: I can listen carefully and ask questions of others about their research reading.

Student Materials

Days 1–3:

- Research reading text
- Independent reading journal
- Vocabulary log

Day 4:

- Research reading text
- Vocabulary log

Directions:

Days 1–2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
 2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.
-

Day 3

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
 4. Respond to this prompt in the front of your independent reading journal: How does your reading connect to your work in the module lessons?
-

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned. ("I have learned _____.")
 - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are ____ and _____.")Group: Listen and think about what else you would like to know about their text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

Day 2:

I can explain how the words *can*, *may*, and *must* change the meaning of a sentence.

Day 4:

I can write sentences using modal auxiliaries to convey various conditions.

Student Materials

- Day 2: Matching Game picture cards and phrase cards (one set per four students)
- Day 4: Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card
- Expert Group Animal research notebooks
- Unit 2 research texts
- What Can It Do? What Might It Do? Game Cards (one set per class)

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Underline the correct word in each sentence.

Example: A cottontail rabbit (may, must) go from zigzagging to freezing as it flees.

- a. A kangaroo cannot run, but it (can, may) leap away from danger.
- b. Wheel spiders (must, can) roll at a speed of about 3 feet per second.
- c. The predator (may, must) pull on the armadillo's tail to yank it out of the burrow.
- d. The pangolin (must, can) move so its sharp scales pinch its predator.
- e. The poison gas made by just one millipede (can, must) kill more than six mice.

f. A poisonous animal (may, must) stop an attack before it starts with warning colors.

2. Turn to an elbow partner and share your answers to Question 1. For each sentence, explain the condition the sentence is trying to show and why you selected the word that you chose.

Example: The sentence is showing that it's possible for a rabbit to go from zigzagging to freezing, not that a rabbit always needs to do this when it runs away.

3. With the same partner, find another pair to form a group of four. Take turns playing the game by following these steps:

1. Each group has a set of animal cards and a set of phrase cards.
2. Each student should have five animal cards. The phrase cards should be placed face down in a pile.
3. Students take turns to pick up a phrase card and match it with one of their animal cards.
4. The student has to explain to the other players how the two cards match.
5. If the other players agree, the student can get rid of the animal card and place the phrase at the bottom of the pile.
6. If the other players disagree, the student keeps the animal card.
7. The game continues until all players have no animal cards left. The student who gets rid of his or her animal cards first is the winner.

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

Modal Auxiliaries: words that express the condition of verbs

can may must could might
shall should will would

1. Write at least four sentences about your expert group animal. In each sentence, use a modal auxiliary to make your writing precise and to express the condition of verbs.

2. Turn to an elbow partner and share your sentences. For each sentence, explain the condition the sentence is trying to show and why you selected the word that you chose.

3. Play the What Can It Do? What Might It Do? game with your group. Follow these steps:

1. Ask for a volunteer to step away from the group.
2. Choose a card from the word cards. Brainstorm clues, being sure the clues include a modal auxiliary.
3. Call the volunteer back. Group members take turns giving their clues while the volunteer tries to guess the word.
4. Choose a new volunteer and repeat.
 - Example: Word: millipede
 - Clues: It can roll into a ball.
 - It might ooze poison.
 - It may run away.



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 2: Animal Matching Game Cards

millipede	millipede	ostrich	ostrich
armadillo	armadillo	monarch	monarch
springbok gazelle	springbok gazelle	pufferfish	pufferfish
clam	earth- worm	monarch caterpillar	box turtle
snail	basilisk lizard	flying fish	octopus



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 2: Animal Matching Game Cards

may roll into a ball if a predator comes close	can ooze poison if attacked by a predator	can run faster than most of its predators	may make a booming call to keep predators away
can roll into a ball if a predator comes close	can use its armor to protect its soft body	may use its warning colors to show a predator it is poisonous	can taste bad and make a bird feel sick
may jump in the air to alert other gazelles that a predator is near	can hide in the grass and lie still for a long time	can fill its body with water to expand	can use its spines to protect itself
may burrow into the sand when a predator is near	must burrow through soil to protect itself	may use its warning colors to show a predator it is poisonous	can pull its head, tail, and legs into its shell and close the openings
can seal its shell's opening with a hard plate on the end of the foot	can run across the surface of the water	may jump into the air above water to escape a predator	must fill its body with water to quickly jet away



Reading and Speaking Fluency/GUM



Unit 2, Week 1, Day 4: What Can It Do? What Might It Do? Game Cards

Ostrich	monarch butterfly	three-banded armadillo	springbok gazelle
Fleeing	armor	poison	hiding

[RETURN TO LIST OF ALL STUDENT RESOURCES](#)

Robin (Erithacus Rubecula)

For use with Grade 4, Module 2



1 / 18



Robin Description

The robin (*Erithacus rubecula*) is undoubtedly one of Britain's most dearly loved birds (3). It is instantly recognisable due to the rusty-red breast; indeed, 'Robin redbreast' and simply 'redbreast' are well-known alternative names (5). The sexes are very similar, but juveniles lack the red breast and are mottled with browns and buffs (6). The robin is one of the few birds to sing throughout the winter; its melodious, liquid song is a further feature that has endeared this species to the public (6). A short 'tick' call is also produced (2).

- Kingdom - Animalia
- Phylum - Chordata
- Class - Aves
- Order - Passeriformes
- Family - Turdidae
- Genus - *Erithacus* (1)
- French: Rougegorge
- Size Length: 12.5 - 14 cm(2)

Tech Support

Robin Biology

Although the robin has been recorded feeding on a very wide range of food, the majority of the diet consists of invertebrates soft fruit and seeds (3). As most of the food is taken from the ground, snowfall can cause huge numbers of deaths (3).

Robins are very territorial birds throughout the year; in winter both males and females defend their own territory, and males often hold the same territory throughout their lives (3);Territories are defended by means of singing from a prominent perch, and by aggressively driving intruders away (3). During the breeding season, a female is allowed into a male's territory; she makes the cup-shaped nest of dead leaves and moss with a lining of hair (6). The nest is often

located in unusual places, such as in old teapots, jacket pockets, and on shelves in buildings, as well as in more 'natural' locations such as amongst ivy (6). After the end of March, between four and six white or faintly bluish, speckled eggs are laid (7), and incubated by the female for up to 15 days. After hatching the young are fed by the female on items of food brought to the nest by the male (7). Two broods are usually produced each year, although a pair may occasionally go on to rear a third (6).

Not surprisingly, there is much folklore surrounding the robin, and it has featured in many poems and fables. Furthermore, in Britain the robin is closely associated with Christmas. The first postmen wore bright red waistcoats, and were popularly known as 'Robins'; this may explain not only why robins are often featured on Christmas cards, but also why they are frequently depicted holding a letter in the beak, delivering the mail (5).

Robin Range

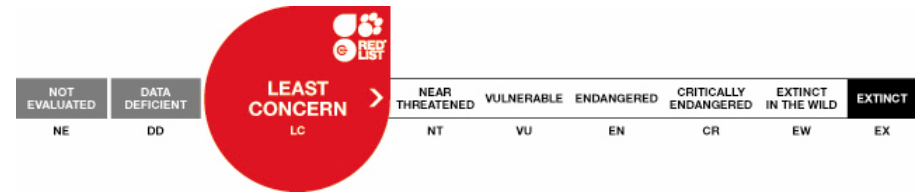
Widely distributed throughout Britain, with the exception of islands and the higher hills of Scotland (6). The robin also occurs throughout much of Europe, reaching as far east as central Siberia, as well as parts of North Africa and Turkey (6).

Robin Habitat

Occurs in a range of habitats, but typically requires the presence of both dense vegetation and open areas. The robin breeds in woodlands, gardens, forest edges, parks (2), and even city centers (6).

Robin Status

The robin is classified as Least Concern (LC) on the IUCN Red List of Threatened Species™ (1). Widespread and common species (3). Included in the Birds of Conservation Concern Green List (low conservation concern) (4).



Robin Threats

The robin is not currently threatened.

Robin Conservation

Conservation action has not been targeted at the robin.

Find Out More

For more information on the robin:

- RSPB: <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/robin/>

For more on British birds:

- RSPB: <http://www.rspb.org.uk>

For more information on the robin and other bird species:

- BirdLife International: <http://www.birdlife.org>

Glossary

Incubate - To keep eggs warm so that development is possible.

Invertebrates - Animals with no backbone, such as insects, crustaceans, worms, molluscs, spiders, cnidarians (jellyfish, corals, sea anemones), echinoderms, and others.

Territorial - Describes an animal, a pair of animals or a colony that occupies and defends an area.

Territory - An area occupied and defended by an animal, a pair of animals or a colony.

References

1. BirdLife International (2018). *Erithacus rubecula*. The IUCN Red List of Threatened Species 2018.
<https://www.iucnredlist.org/species/22709675/131953953>.
2. Mullarney, K., Svensson, L., Zetterstrom, D., & Grant, P.J. (1999) *Collins Bird Guide*. HarperCollins Publishers Ltd, London.
3. Lack, P. (1986) *The Atlas of Wintering Birds in Britain and Ireland*. T. & A. D. Poyser Ltd, Calton.
4. RSPB (2009) The population status of birds in the UK: <https://www.rbbp.org.uk/downloads/BoCC%20postcard.pdf>
5. Greenoak, F. (1979) *All the birds of the air; the names, lore and literature of British birds*. Book Club Associates, London.
6. Gooder, J. (1982) *Collins British Birds*. William Collins Sons and Co Ltd, London.
7. RSPB (2002) Pers. comm.

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Additional Work with Complex Text



Unit 2, Week 1: Teacher-Guided Student Activity Card (■●)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use text features to locate information on a web page.
- Day 4: I can use online resources to understand words on a web page.

Student Materials

Day 2:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>

Day 4:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>
- Expert group web pages:
 - Three-Banded Armadillo: Wildscreen ARKive. "Brazilian Three-Banded Armadillo." *EL Education*. Web. <<http://eled.org/armadillo>>
 - Springbok: Wildscreen ARKive. "Springbok (*Antidorcas marsupialis*)." *EL Education*. Web. <<http://eled.org/springbok>>
 - Ostrich: Wildscreen ARKive. "Ostrich (*Struthio camelus*)." *EL Education*. Web. <<http://eled.org/ostrich>>
 - Monarch Butterfly: Wildscreen ARKive. "Monarch Butterfly (*Danaus plexippus*)." *EL Education*. Web. <<http://eled.org/monarch-butterfly>>

Directions:

Day 2

Your teacher will guide you through the activities on this card.

A **subheading** is a title given to one part of a text or website. Subheadings help the reader find and understand information. Subheadings:

- Are usually in bold print
- Divide the text into sections
- Tell what each section is about

1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What is the first **subheading** you see?
 - Name three other subheadings on this web page.
2. Find the subheading that says "Habitat." Listen as your teacher reads this section aloud.
3. Turn and talk with a partner and be prepared to share with the whole group:
 - What is this section about?
 - If you were to give this section a new or different subheading, what would it be? Write the new subheading here:

Habitat:

4. Repeat Steps 2–3 for the "Description," "Glossary," and "Range" sections of the web page. Write the new subheadings here:

Description:

Glossary:

Range:

Turn and talk with a partner and be prepared to share with the whole group: How might you use subheadings like these to locate information about your expert group animal?

Day 4

Your teacher will lead you through the activities on this card.

- A **glossary** is a list of unusual or difficult words and their meanings. The glossary can usually be found at the end of a website, book, or article.
- A **hyperlink** is a word or image on a web page that, when clicked on, brings you to another web page or another place on the same page where you can get more information. Words that are underlined on your website are hyperlinks that help you understand what a word means. If you click on one, the hyperlink will show you the definition of the word.
- A **dictionary** is a source of information about words of a language. Some dictionaries are available online. When you type in the word, you can get information about the word's meaning, spelling, and pronunciation.

1. In pairs, find the word *invertebrates* on the robin web page. Hover over the word. Turn and talk and be prepared to share with the group: What happens?
2. Read the definition out loud and then click on the word. Turn and talk and be prepared to share with the group: What section of the web page does this hyperlink take you to? Why?
3. Your teacher will show you how to use an online dictionary to look up the word *invertebrate*. Turn and talk with a partner and be prepared to share with the group: What information can you get from the dictionary that you did not get from the glossary or hyperlink?
4. Define three unfamiliar words from your expert group animal web page. Use a different source of information to find the definition for each (glossary, hyperlink, or online dictionary):

GLOSSARY

Word:

Definition:

HYPERLINK

Word:

Definition:

DICTIONARY

Word:

Definition:

MORE CHALLENGE

(Choose one of the scientific words from the list near the top of the page)

Word:

Definition:



Additional Work with Complex Text



Unit 2, Week 1: Teacher-Guided Student Activity Card (◆)

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can use text features to locate information on a web page.
- Day 4: I can use online resources to understand words on a web page.

Student Materials

Day 2:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>

Day 4:

- Robin webpage: Wildscreen ARKive. "Robin (*Erithacus rubecula*)." *EL Education*. Web. <<http://eled.org/robin>>
- Expert group web pages:
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 - Monarch Butterfly: Wildscreen ARKive. "Monarch Butterfly (*Danaus plexippus*)." *EL Education*. Web. <<http://eled.org/monarch-butterfly>>

Directions:

Day 2

Your teacher will guide you through the activities on this card.

A **subheading** is a title given to one part of a text or website. Subheadings help the reader find and understand information. Subheadings:

- Are usually in bold print
- Divide the text into sections
- Tell what each section is about

1. Skim the Robin web page. Turn and talk with a partner and be prepared to share with the whole group:
 - What are the subheadings on this web page?
2. Find the subheading that says "Status." Look carefully at the graphic in this section. Read the words in the graphic from left to right (your teacher will help you define any words you don't know).
3. Turn and talk with a partner and be prepared to share with the whole group:
 - What do you notice about the words as you move from the left side of the graphic to the right?
 - What do you think the "Status" section is about? What is the status of this animal? What does this status mean?
4. Click on each of the numbers in the "Status" section. Turn and talk with a partner and be prepared to share with the whole group:
 - What is the subheading of the section you are taken to?
 - What do you think this subheading means?
 - What is the connection between the number you clicked and the information in the reference section?

Day 4

Your teacher will guide you through the activities on this card.

- A **glossary** is a list of unusual or difficult words and their meanings. The glossary can usually be found at the end of a website, book, or article.
- A **hyperlink** is a word or image on a web page that, when clicked on, brings you to another web page or another place on the same page where you can get more information. Words that are underlined on your website are hyperlinks that help you understand what a word means. If you click on one, the hyperlink will show you the definition of the word.
- A **dictionary** is a source of information about words of a language. Some dictionaries are available online. When you type in the word, you can get information about the word's meaning, spelling, and pronunciation.

1. In pairs, find the word *invertebrates* on the robin web page. Hover over the word. Turn and talk and be prepared to share with the group: What happens?
2. Read the definition out loud and then click on the word. Turn and talk and be prepared to share with the group: What section of the web page does this hyperlink take you to? Why?
3. Your teacher will show you how to use an online dictionary to look up the word *invertebrate*. Turn and talk with a partner and be prepared to share with the group: What information can you get from the dictionary that you did not get from the glossary or hyperlink?
4. Define three unfamiliar words from your expert group animal web page. Use a different source of information to find the definition for each (glossary, hyperlink, or online dictionary):

GLOSSARY

Word:

Definition:

HYPERLINK

Word:

Definition:

DICTIONARY

Word:

Definition:

MORE CHALLENGE

(Choose one of the scientific words from the list near the top of the page)

Word:

Definition:
