**Performance Task Target Standard:**

* **WK.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
* **Science Standard 4 Objective 2a:** Compare the parts of different animals, e.g., skin, fur, feathers, scales; hands, wings, flippers, and fins.

|  |
| --- |
| **The Blue Whale Is the Biggest Whale!**<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=19342000&site=ehost-live>  |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What is the diagram about? RI K.2
* Name one body part of the whale. RI K.1
* What type of sound does a whale make? RI K.1

**Key Ideas and Details**

* What parts of a whale’s body help it swim? RI K.1
* What does the picture of the elephants tell us about the blue whale? RI K.3
* Tell your partner three-body parts found on a whale. RI K.2

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* What does **blowhole** mean? What clues help you figure out the meaning? RI K.4
* Why is the word **calf** used for a baby whale? RI K.4

**Structure**

* What is the title of this diagram? RI K.5
* How is a diagram different than a photo of a whale? RI K.7
* How do the words in the labels help you learn about the body parts? RI K.8

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* Why did the author use extra picture boxes (whale’s hum, 25 elephants)? RI K.6
* Why did the author use a diagram with labels to help you learn the body parts of a blue whale? RI K.8

**Inter-textual Connections Integration of Knowledge and Ideas**

* What parts of a whale’s body help it swim? RI K. 8
* What other animals can you think of that have flippers and a blowhole? RI K.10

|  |
| --- |
| **Learning Task #1:** (DOK 2) Students and teacher will draw and label the body parts of a whale. |

**Instructional Sequence**

|  |
| --- |
| **I Do:** Teacher will model how to draw a replica of the blue whale and calf on large chart paper (use the same graphic organizer on the chart paper as students will be using). Teacher will model using a ‘think-aloud’ method to determine where to put a label, and will write the label (e.g., blowhole). Teacher will “think aloud” a sentence about the body parts of the blue whale.**We Do:** Using the blue whale chart, teacher will have student partners share other body parts to label. Students will share with group. Teacher and students then interactively write the other labels.(i.e., flipper, fin, calf, tail, head). Teacher and students will interactively write the sentence from the “I Do” portion.**You Do:** In partners, students will use the graphic organizer to draw the blue whale and calf, then label using the class model and the diagram “The Blue Whale is the Biggest Whale!” Partners help add details and give suggestions. Partners will work together to compose a simple sentence about the body parts of a blue whale. |

**Standards Addressed:**

|  |
| --- |
| RI K.1 , RI K.2, RI K. 3 RI K.4, RI K.6, RI K.7, RI K.8W K.2W K.5SL K. 1, SL K.2, SL K.3, SL K.4, SL K.5  |

|  |
| --- |
| **Text #2: Polar Bear Patrol**<http://web.b.ebscohost.com/sas/pdf?sid=79d60ec9-13ee-453e-bc57-e6fb6e7d9e92%40sessionmgr110&vid=3&hid=105>  |

|  |
| --- |
| LEVEL 1: Key Ideas and Details |

**General Understandings**

* What is the diagram about? RI K.2
* What clues help us know a polar bear is a hunter? RI K.2
* What question could you think of that could be added to our discussion about polar bears and how they hunt? RI K.1

**Key Ideas and Details**

* What body parts of a polar bear help them to hunt? RI K.1
* How do the body parts help the polar bear to hunt? RI K.1
* Why might a polar bear need to smell things far away? RI K.1
* Why do you think a polar bear needs to blend into the ice and snow? RI K.2
* How do think the parts of the polar bear all work together to help them hunt? RI K.3, RI K.10

|  |
| --- |
| LEVEL 2: Craft and Structure |

**Vocabulary**

* Describe what the ‘pads’ on a polar bear’s feet look like. RI K.4
* What part of the body are the “jaws” and what is the purpose of a ‘jaw’? RI K.4

**Structure**

* What is the title of the diagram? RI K. 5
* How do the ‘close-up’ photos help you understand the body parts? RI K.7

**Author’s Craft**

* Why does the author include questions at the bottom of the page? RI K.6

|  |
| --- |
| LEVEL 3: Integration of Knowledge and Ideas |

**Author’s Purpose**

* Why did the author write the sentences under the title? RI K.7
* Why did the author include more information on the labels than on the blue whale diagram? RI K.8

**Inter-textual Connections Integration of Knowledge and Ideas**

* How is the “Polar Bear Patrol” diagram different than the “Big Blue Whale is the Biggest Whale!” diagram? RI K.9 (i.e., polar bear diagram is a photo, the blue whale is an illustration)
* How is the “Polar Bear Patrol” diagram the same as the “Big Blue Whale is the Biggest Whale!” diagram? RI K.9 (i.e.: both have title, label, etc.)

|  |
| --- |
| **Learning Task #2:** (DOK 2) Students and teacher will draw and label the body parts of a polar bear. |

*Scaffolding to accomplish learning task #2:*

**Instructional Sequence**

|  |
| --- |
| **I Do:** Teacher will model how to draw a replica of the polar bear on the graphic organizer chart paper. Teacher will model using a ‘think-aloud’ method to determine where to put a label, and will write the label. (e.g., jaws). Teacher will ‘think aloud” a sentence about a polar bear’s body part.**We Do:** Using the polar bear chart, teacher will have student partners share other body parts to label. Students will share with group. Teacher and students then interactively write the other labels.Teacher and students will interactively write the sentence from the “I Do” portion.**You Do:** In partners, students will use the graphic organizer to draw the blue whale and calf, then label using the class model and the diagram “The Blue Whale is the Biggest Whale!” Partners help add details and give suggestions. Partners will work together to compose a simple sentence about the body parts of a polar bear. |

**Standards Addressed**

|  |
| --- |
|  |
|  |
| RI K.1 , RI K.2, RI K. 3 RI K.4, RI K.6, RI K.7, RI K.8, RI K.9W K.2W K.5SL K. 1, SL K.2, SL K.3, SL K.4, SL K.5  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| **Performance Task** (DOK LEVEL 2) After reading “The Big Blue Whale Is the Biggest Whale!” and “Polar Bear Patrol,” compare the differences between the blue whale and the polar bear. Using the organizer, draw and label the blue whale and the polar bear. Dictate or write (may use sentence template) the differences between a polar bear and a blue whale.  |