

Appendix B

Reproducibles for *Perfect Pairs* Lessons

(The pages in Appendix B also may be printed from
www.stenhouse.com/perfect-pairs.)

Lesson K.1 Wonder Journal Labels

.....
I wonder what plants and animals need to live and grow.
.....

A pumpkin plant needs two things to grow. I think they are:
.....

The Perfect Salamander Room
.....

What do plants and animals need to live and grow?
.....

I wonder what plants and animals need to live and grow.
.....

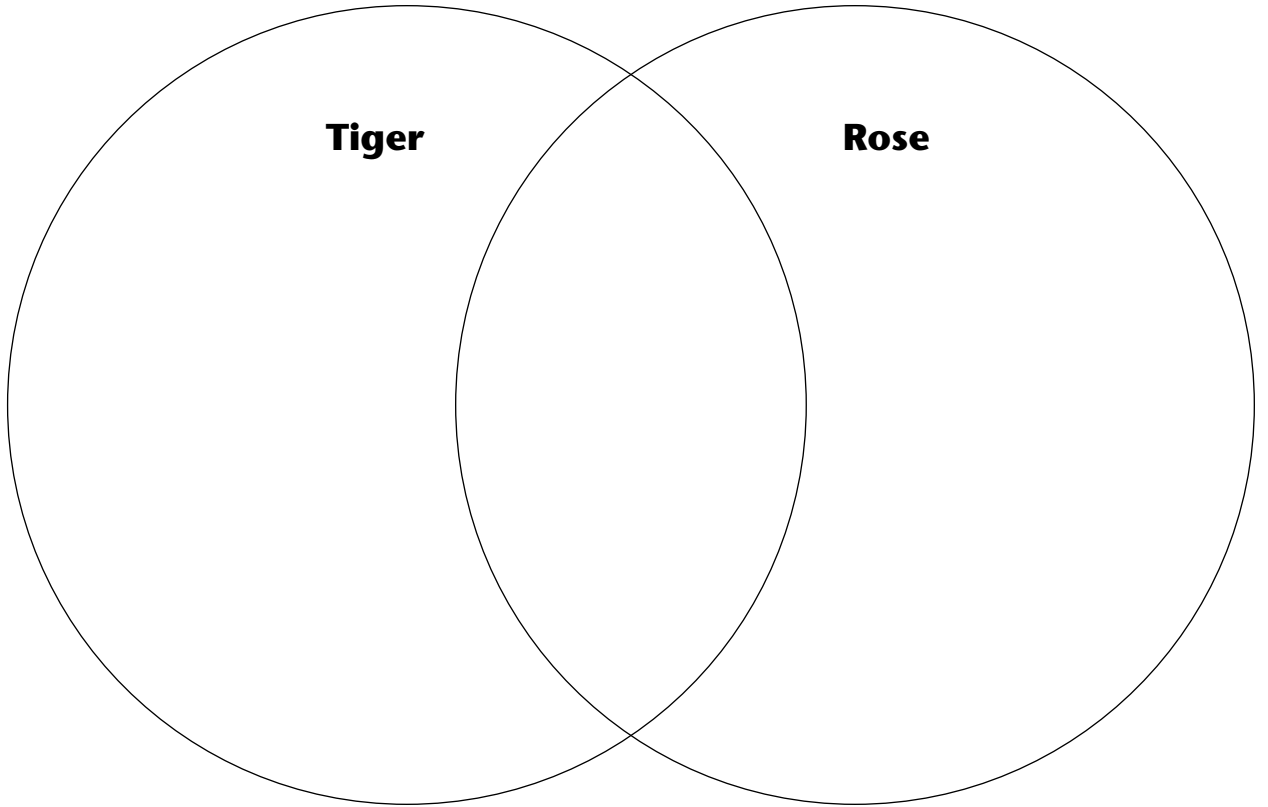
A pumpkin plant needs two things to grow. I think they are:
.....

The Perfect Salamander Room
.....

What do plants and animals need to live and grow?
.....

Lesson K.1 Venn Diagram Template

Name: _____ Date: _____



Lesson K.2 Wonder Journal Labels

.....

I wonder what kinds of foods different animals eat.

.....

My animal is _____. I predict it eats _____.

.....

My food is _____. I predict a _____ eats it.

.....

What kinds of foods do different animals eat?

.....

A _____ (animal 1) and a _____ (animal 2)
are very different, but they both eat _____ (food).

.....

A _____ (animal) eats _____ (food 1), but it
also eats _____ (food 2)

.....

Lesson K.2 Animal and Food Cards

<p style="text-align: center;">panda</p> <p>animal</p>	<p style="text-align: center;">tick</p> <p>animal</p>	<p style="text-align: center;">shrew</p> <p>animal</p>
<p style="text-align: center;">woodpecker</p> <p>animal</p>	<p style="text-align: center;">chipmunk</p> <p>animal</p>	<p style="text-align: center;">bird</p> <p>animal</p>
<p style="text-align: center;">spider</p> <p>animal</p>	<p style="text-align: center;">toad</p> <p>animal</p>	<p style="text-align: center;">anaconda</p> <p>animal</p>

Lesson K.2 Animal and Food Cards (*continued*)

<p>ostrich</p> <p>animal</p>	<p>beetle</p> <p>animal</p>	<p>pelican</p> <p>animal</p>
<p>moth</p> <p>animal</p>	<p>aye-aye</p> <p>animal</p>	<p>shark</p> <p>animal</p>
<p>rat</p> <p>animal</p>	<p>baby whale</p> <p>animal</p>	

Lesson K.2 Animal and Food Cards (continued)

<p style="text-align: center;">bamboo shoots</p> <p>food</p>	<p style="text-align: center;">blood</p> <p>food</p>	<p style="text-align: center;">worm</p> <p>food</p>
<p style="text-align: center;">acorn</p> <p>food</p>	<p style="text-align: center;">seeds</p> <p>food</p>	<p style="text-align: center;">grasshopper</p> <p>food</p>
<p style="text-align: center;">insect</p> <p>food</p>	<p style="text-align: center;">insect</p> <p>food</p>	<p style="text-align: center;">jaguar</p> <p>food</p>

Lesson K.2 Animal and Food Cards (*continued*)

leaves food	dung food	fish food
nectar food	beetle food	fish food
grain food	milk food	

Lesson K.2 Wonder Journal Handout

I used to wonder what kinds of foods different animals eat.

Now I know that animals eat many different kinds of foods.

Some animals eat plants.

Some animals eat other animals.

Some animals eat both.

Lesson K.3 Wonder Journal Labels

.....
I wonder how animals depend on the places where they live.
.....

How do animals depend on the places where they live?
.....

I wonder how animals depend on the places where they live.
.....

How do animals depend on the places where they live?
.....

I wonder how animals depend on the places where they live.
.....

How do animals depend on the places where they live?
.....

I wonder how animals depend on the places where they live.
.....

How do animals depend on the places where they live?
.....

Lesson K.4 Wonder Journal Labels

.....
I wonder how animals can change an environment.
.....

.....
This is where I think a mole might live.
.....

.....
My arrow points to evidence that Mole has changed her environment.
She changed the land because she needed _____.
.....

.....
At Home with the Gopher Tortoise
.....

.....
How can animals change an environment?
.....

Lesson K.4 Building Permit Worksheet

Name: _____ Date: _____

I am a:

I live here:

I want to build:

I need to build it because:

This drawing shows how I will change the environment.

Lesson K.4 Skunk Cousin Letters

As you write these letters on chart paper, prompt your students to help you fill in the blanks with the words in parenthesis.

Dear Cousin Woods Skunk,

I live near a gopher tortoise.

It dug a _____ (burrow) because _____ (It needs to stay warm in winter and cool in summer. It also needs protection from wildfires).

I _____ (like) the way the tortoise changed our environment because I can use the burrow for _____ (shelter and hunting).

Here is a picture of me inside the burrow.

From your cousin,

Forest Skunk

.....

Dear Cousin Forest Skunk,

I live near a mole named Mole.

She made a _____ (pile of dirt) because _____ (she was tunneling for food).

I _____ (don't like) the way Mole changed our environment because _____ (it blocked our path to the pond).

But then Mole _____ (built a hill with a path through the middle of it). Now it's easy to get to the pond.

Here is a picture of Mole's hill.

From your cousin,

Woods Skunk

Lesson K.5 Wonder Journal Labels

.....

I wonder how people can change an environment.

.....

This is what the meadow would look like after people had started living there.

.....

When Caroline let flowers grow in her yard, a _____ came.

When Caroline's family planted a tree, a _____ came.

When Caroline's family built a pond and added water plants, a _____ came.

.....

How can people change an environment?

.....

Lesson K.5 Text for Interactive Whiteboard Slide 1

- How does it feel to stretch up toward the sun?
- What do your flowers smell like?
- What animals visit you?
- What is it like to always stay in one place day and night, rain or shine?
- What do you like most about living in the meadow?
- What do you think would happen to the meadow if people decided to live there?

Lesson K.5 Text for Interactive Whiteboard Slide 2

Kenyan Forest Story

1. This is a forest in Kenya when Wangari was young.
2. This is how the people changed the forest when Wangari was in America.
3. This is why the people of Kenya changed the forest. They thought they needed it more than trees.
4. These are the problems the people of Kenya had after the trees were cut down.
5. These are the trees that Wangari planted.
6. This is how the new trees met the needs of the people in Kenya.

Lesson K.5 Text for Interactive Whiteboard Slide 3

Meadowview Street Meadow Story

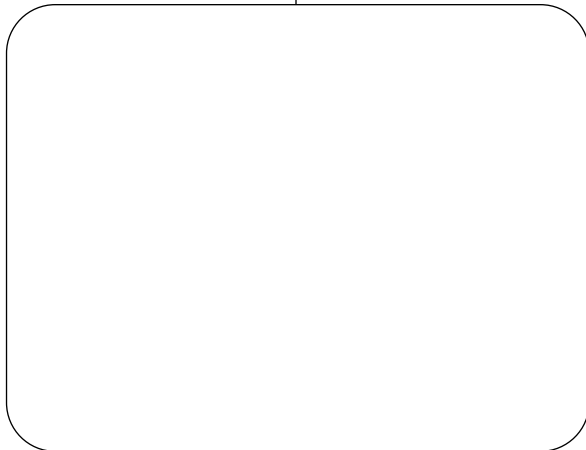
1. This is what the land probably looked like before Meadowview Street was built.
2. This is how people changed the environment.
3. This is why people changed the environment. They needed _____.
4. This is the problem Caroline saw on Meadowview Street.
5. This is the meadow Caroline and her family created in their yard.
6. This is why Caroline wanted a meadow on Meadowview Street. It met the needs of _____.

Lesson K.5 Concept Map

Name: _____ Date: _____



How did Wangari's trees change the environment in Kenya?



Lesson K.6 Wonder Journal Labels

.....
I wonder how people can work together to protect living things
and the land they call home.
.....

How can people work together to protect living things and the
land they call home?
.....

I wonder how people can work together to protect living things
and the land they call home.
.....

How can people work together to protect living things and the
land they call home?
.....

I wonder how people can work together to protect living things
and the land they call home.
.....

How can people work together to protect living things and the
land they call home?
.....

Lesson K.6 Readers Theater Script***Based on Where Once There Was a Wood by Denise Fleming*****Getting Started**

Many reader's theater scripts have just ten or twelve parts, but this script has a role for every student in the class. The script also includes quite a few choruses read by everyone.

As written, the script includes nineteen roles. The parts vary in difficulty, to accommodate children at a variety of reading levels. If you are working with fewer than nineteen children, some students can perform two roles. If you have a large group, students can share a role.

After you have matched students with parts, ask the class to read through the script a few times. As the children practice, provide as much support and advice as needed.

Planning the Performance

When the children feel confident about their roles, ask them to think about staging. Where and how will they stand during the performance? Are there times when they should move? Should they move their drawings before or as they say their line? Would they like to make a poster with lots of houses to illustrate the last line of the reader's theater?

Consider inviting a class of younger students to your classroom for the final performance. It will give your class a sense of accomplishment, and both groups will enjoy interacting.

Lesson K.6 Readers Theater Script (continued)

Everyone: **Where once . . .**

Child 1: there was a wood

Child 2: a meadow

Child 3: a creek

Everyone: **Where once . . .**

Child 4: a red fox rested, and closed his eyes to sleep

Everyone: **Where once . . .**

Child 5: ferns uncurled their leaves

Child 6: and purple violets grew

Everyone: **Where once . . .**

Child 7: a woodchuck left his den to catch the morning dew

Everyone: **Where once . . .**

Lesson K.6 Readers Theater Script (continued)

Child 8: the horned owl hunted

Child 9, 10, 11: to feed her hungry brood

Everyone: Where once . . .

Child 12: the heron fished

Child 13 (fish): and speared his glittery food

Everyone: Where once . . .

Child 14: the brown snake slithered and slipped out of sight

Everyone: Where once . . .

Child 15: the raccoon rambled and rummaged in the night

Everyone: Where once . . .

Child 16: the berries ripened

Child 17: and waxwings came to feed

Lesson K.6 Readers Theater Script (continued)

Everyone: **Where once . . .**

Child 18: the pheasant roosted

Child 19: and fed on nuts and seeds

Everyone: **Where once . . .**

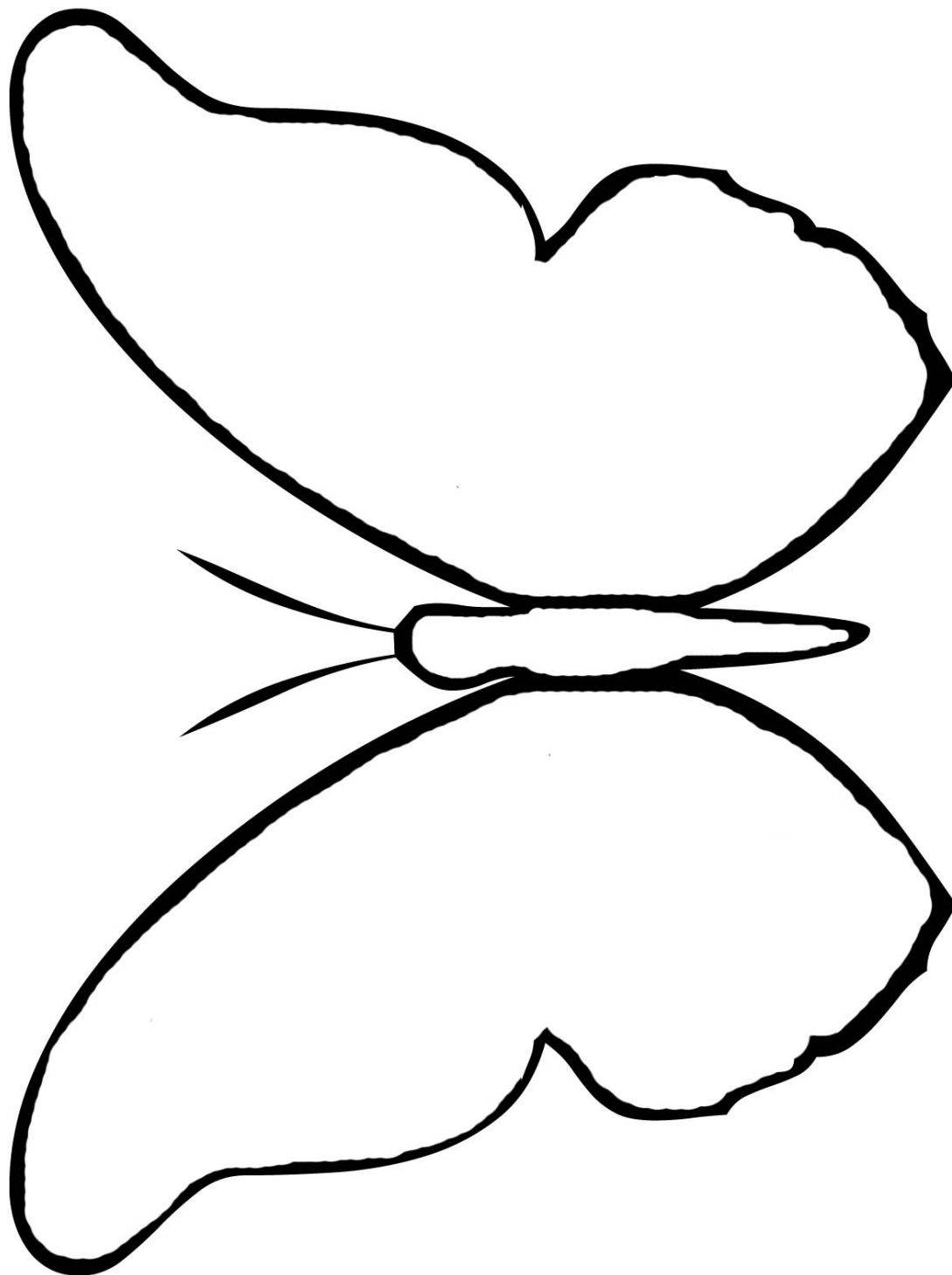
Child 1: there was a wood

Child 2: a meadow

Child 3: a creek

Everyone: **sit houses side by side, twenty houses deep**

Lesson K.6 Butterfly Outline



Lesson K.6 Butterfly Data Table

Butterfly	What It Needs	What People Do
Eastern tiger swallowtail	Flower nectar	Plant gardens
Mourning cloak	Sugary tree sap	Protect forests
Karner blue	Plants that grow on burned land	Let some natural wildfires burn
Hessel's hairstreak	Plants that grow in wet places	Protect swamps and marshes
Monarch	Caterpillars need plants that make cattle and sheep sick	Let the plants that monarchs eat grow in other fields
Thicket hairstreak	Plants that attack trees people use to make paper	Leave these plants alone
Mitchell's satyr	To stay safe and healthy	Laws to keep people from catching butterflies
Schaus swallowtail	To stay healthy	Stop using chemicals that hurt butterflies
Oregon silverspot	Places where there are native plants	People choose native plants to grow
Harris's checkerspot	Open fields	Create new grassy areas
Palos Verdes	Sandy thickets near the ocean	Restore these wild places

Lesson K.7 Wonder Journal Labels

.....

I wonder how people can work together to protect creatures that depend on water environments.

.....

On Big Night, spotted salamanders move from _____ to _____.

.....

The boy in this story will help the salamanders cross a _____.

.....

How can people work together to protect creatures that depend on water environments?

.....

People can help creatures that depend on water environments.

My evidence is:

.....

Lesson K.7 Turtle, Turtle, Watch Out!

Name: _____ Date: _____

Turtle, Turtle, Watch Out!

Lesson 1.1 Wonder Journal Labels

.....

I wonder how an animal's body parts help it live and grow.

.....

How do an animal's body parts help it live and grow?

.....

A _____ (animal 1) uses its tail to _____ (job 1).

But a _____ (animal 2) uses its tail to _____
(job 2).

.....

A _____ (animal 1) uses its _____ (body part 1)
to find, catch, or eat food.

But a _____ (animal 2) uses its _____ (body
part 2) to find, catch, or eat food.

.....

Lesson 1.1 Animal Cards*

platypus	hyena	mole
alligator	bat	hippopotamus
cricket	humpback whale	skunk
lizard	scorpion	monkey
eagle	chameleon	four-eyed fish

Lesson 1.1 Animal Cards* (continued)

horned lizard	bush baby	chimpanzee
blue-footed booby	water strider	gecko
mountain goat	pelican	mosquito
egg-eating snake	anteater	archerfish

* Elephant, jackrabbit, and giraffe are not included due to atypical uses of featured body parts.

Lesson 1.1 Body Part Cards

nose	ears	tail
eyes	feet	mouth

nose	ears	tail
eyes	feet	mouth

Lesson 1.2 Wonder Journal Labels

.....

I wonder how some animals find and catch food.

.....

A frog depends on its _____ (body part) to find food.

.....

A frog depends on its _____ (body part) and its
_____ (body part) to catch food.

.....

How do some animals find and catch food?

.....

Lesson 1.2 What It Eats Cards

dirt	nectar	beetles
crabs	clams, snails	nuts
clover	snake	honey
insects, seeds, berries	fish, young deer or elk, garbage	leaves
shoots, fruits, seedpods	bamboo	grasses, bark, roots
leaves, herbs, fruit	giant squid	fish, rays

Lesson 1.2 Catches (Grabs) Food With Cards

mouth	proboscis	tongue
arms, radula	beak	mouth
teeth	tongue, teeth	upper lip, tongue
trunk	teeth	

Lesson 1.3 Wonder Journal Labels

.....
I wonder how animals protect themselves from predators.
.....

If I were a fish, I would _____ to protect myself
from predators.
.....

How do animals protect themselves from predators?
.....

I wonder how animals protect themselves from predators.
.....

If I were a fish, I would _____ to protect myself
from predators.
.....

How do animals protect themselves from predators?
.....

Lesson 1.3 Wonder Journal Handout

I used to wonder how animals protect themselves from predators.

Now I know that animals have many ways of staying safe.

Some animals use external body parts.

Some animals use behaviors.

Some animals use both.

Lesson 1.4 Wonder Journal Labels

.....
I wonder how a plant's parts help it live, grow, and make more plants.
.....

When I cut open a lima-bean seed, I think I will find _____.
.....

How do a plant's parts help it live, grow, and make more plants?
.....

I wonder how a plant's parts help it live, grow, and make more plants.
.....

When I cut open a lima-bean seed, I think I will find _____.
.....

How do a plant's parts help it live, grow, and make more plants?
.....

Lesson 1.5 Wonder Journal Labels

.....

I wonder how people solve problems by designing things that work like plant or animal parts.

.....

How do people solve problems by designing things that work like plant or animal parts?

.....

I wonder how people solve problems by designing things that work like plant or animal parts.

.....

How do people solve problems by designing things that work like plant or animal parts?

.....

Lesson 1.5 Body Part Matching Worksheet

Name: _____ Date: _____

Directions: Draw a line between each animal body part and the kitchen gadget that works in the same way as the body part. Some animal body parts match more than one gadget.

Animal Body Part

Butterfly proboscis

Pelican beak

Earthworm gizzard

Octopus arms

Parrot beak

Kitchen Gadget

Salad tongs

Nut cracker

Salad spinner

Potato masher

Drinking straw

Colander

Pepper grinder

Turkey baster

Chopsticks

Lesson 1.5 Steps in the Design Process Cards

<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test 	<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test
<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test 	<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test
<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test 	<p><i>Steps in the Design Process</i></p> <ol style="list-style-type: none"> 1. Identify a Problem 2. Identify Challenges 3. Share Ideas 4. Design 5. Build 6. Test

Lesson 1.5 Design Task Worksheet for TEAM 1

Design Problem: You need to water a vegetable garden, but the garden hose is full of holes and you can't get to the store to buy a new one.

Plant/Animal Part and Use Data Table

Plant/Animal Part	How It Is Used
Tree trunk	Carries water from the tree's roots to its leaves
Tree roots	Soak up water
Mole nose	Has sensors that help a mole avoid getting lost in underground tunnels
Anteater tongue	Sticks way out to catch food
Gecko feet	Walk up walls and across ceilings, so a gecko can find food and escape from enemies

Lesson 1.5 Design Task Worksheet for TEAM 2

Design Problem: You need to clean up a wad of gum stuck to the ceiling before your mom gets home.

Plant/Animal Part and Use Data Table

Plant/Animal Part	How It Is Used
Tree trunk	Carries water from the tree's roots to its leaves
Tree roots	Soak up water
Mole nose	Has sensors that help a mole avoid getting lost in underground tunnels
Anteater tongue	Sticks way out to catch food
Gecko feet	Walk up walls and across ceilings, so a gecko can find food and escape from enemies

Lesson 1.5 Design Task Worksheet for TEAM 3

Design Problem: You need to get a bouncy ball that is trapped under a dresser.

Plant/Animal Part and Use Data Table

Plant/Animal Part	How It Is Used
Tree trunk	Carries water from the tree's roots to its leaves
Tree roots	Soak up water
Mole nose	Has sensors that help a mole avoid getting lost in underground tunnels
Anteater tongue	Sticks way out to catch food
Gecko feet	Walk up walls and across ceilings, so a gecko can find food and escape from enemies

Lesson 1.5 Design Task Worksheet for TEAM 4

Design Problem: You need to clean up a spill, but you don't have paper towels or a sponge.

Plant/Animal Part and Use Data Table

Plant/Animal Part	How It Is Used
Tree trunk	Carries water from the tree's roots to its leaves
Tree roots	Soak up water
Mole nose	Has sensors that help a mole avoid getting lost in underground tunnels
Anteater tongue	Sticks way out to catch food
Gecko feet	Walk up walls and across ceilings, so a gecko can find food and escape from enemies

Lesson 1.5 Design Task Worksheet for TEAM 5

Design Problem: You need to find your way around a dark place without a flashlight, candles, or anything else that produces light.

Plant/Animal Part and Use Data Table

Plant/Animal Part	How It Is Used
Tree trunk	Carries water from the tree's roots to its leaves
Tree roots	Soak up water
Mole nose	Has sensors that help a mole avoid getting lost in underground tunnels
Anteater tongue	Sticks way out to catch food
Gecko feet	Walk up walls and across ceilings, so a gecko can find food and escape from enemies

Lesson 1.6 Wonder Journal Labels

.....
I wonder how some animal parents help their young grow up.
.....

How do some animal parents help their young grow up?
.....

An animal parent’s behaviors can help its young survive in the world.

My evidence is:
.....

A young animal’s behaviors can help it survive in the world.

My evidence is:
.....

Lesson 1.7 Wonder Journal Labels

.....
I wonder how young animals are like their parents.
.....

This is what I think a young bluebird looks like:
.....

How are young animals like their parents?
.....

Young animals look like their parents in some ways.

My evidence is:
.....

Young animals look different from their parents in some ways.

My evidence is:
.....

Lesson 1.7 Bluebird Similarity Data Tables

Adult	Hatchling
Blue head and back feathers	Pink skin with fuzzy down feathers
Blue wing and tail feathers	Pink skin with fuzzy down feathers
Rusty chest feathers	Pink skin with fuzzy down feathers
White belly feathers	Pink skin with fuzzy down feathers
Eyes open	Eyes shut
Beak	✓
Two legs, feet with three toes	✓

Adult	Chick
Blue head and back feathers	Spotted head and back feathers
Blue wing and tail feathers	✓
Rusty chest feathers	Spotted chest feathers
White belly feathers	✓
Eyes open	✓
Beak	✓
Two legs, feet with three toes	✓

Adult	Hatchling
Blue head and back feathers	Pink skin with fuzzy down feathers
Blue wing and tail feathers	Pink skin with fuzzy down feathers
Rusty chest feathers	Pink skin with fuzzy down feathers
White belly feathers	Pink skin with fuzzy down feathers
Eyes open	Eyes shut
Beak	✓
Two legs, feet with three toes	✓

Adult	Chick
Blue head and back feathers	Spotted head and back feathers
Blue wing and tail feathers	✓
Rusty chest feathers	Spotted chest feathers
White belly feathers	✓
Eyes open	✓
Beak	✓
Two legs, feet with three toes	✓

Lesson 1.8 Wonder Journal Labels

.....

I wonder how adult animals of the same kind can be different from one another.

.....

How can adult animals of the same kind be different from one another?

.....

I wonder how adult animals of the same kind can be different from one another.

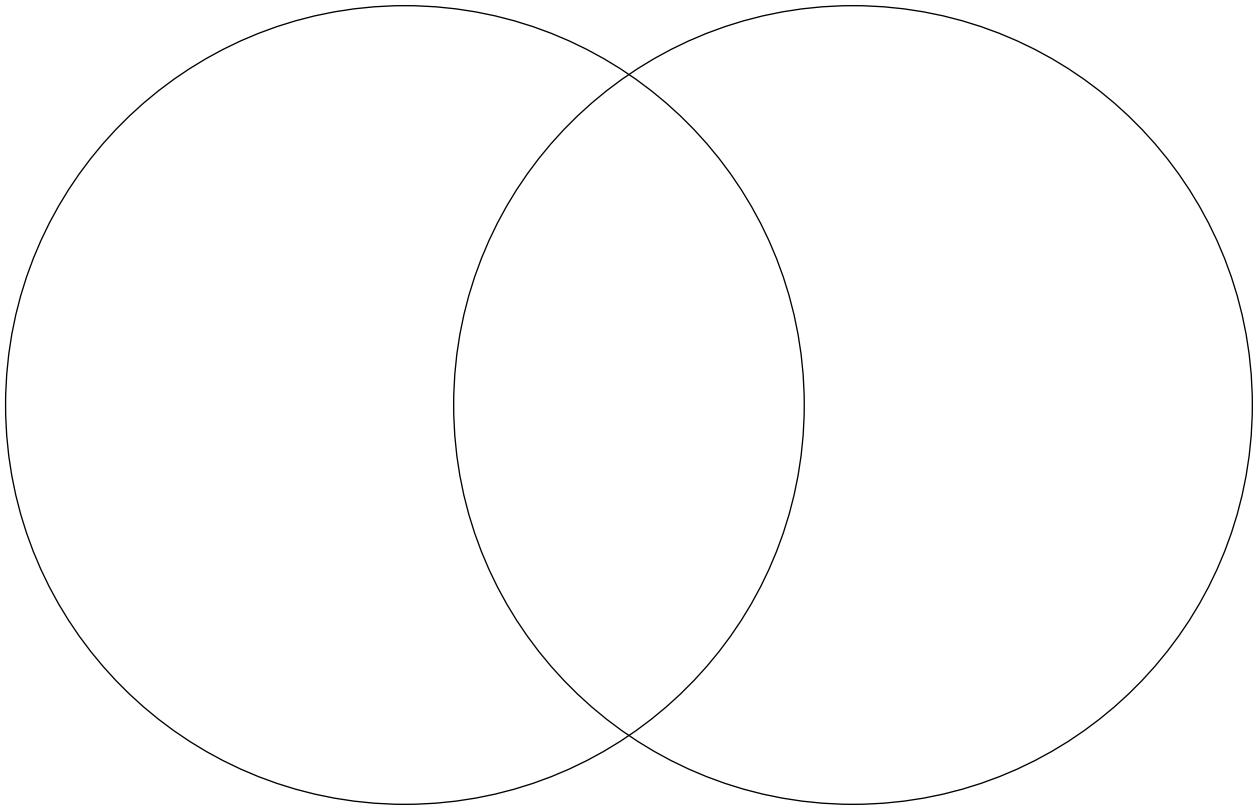
.....

How can adult animals of the same kind be different from one another?

.....

Lesson 1.8 Venn Diagram Template

Name: _____ Date: _____



Lesson 2.1 Wonder Journal Labels

.....
I wonder how wind, water, and animals help some seeds move to new places.

.....
How do wind, water, and animals help some seeds move to new places?

.....
I wonder how wind, water, and animals help some seeds move to new places.

.....
How do wind, water, and animals help some seeds move to new places?

.....
I wonder how wind, water, and animals help some seeds move to new places.

.....
How do wind, water, and animals help some seeds move to new places?

Lesson 2.2 Wonder Journal Labels

.....

I wonder why living things need a habitat.

.....

Why do living things need a habitat?

.....

A water boatman lives near the _____ of a _____
because that habitat has everything the insect needs to survive.

My evidence is:

.....

A hermit crab lives on the _____ of a _____
because that habitat has everything the crab needs to survive.

My evidence is:

.....

Lesson 2.2 Ocean Floor Critter Cards

<p>A. This ocean animal protects its “soft spot” by keeping most of its body inside a shell it finds on the ocean floor. When it outgrows the shell, it finds another one.</p>	<p>B. As this ocean critter crawls on rocks, it grazes on slimy green algae and other kinds of food. When it feels scared, it curls up inside a shell it made itself.</p>
<p>C. This living thing attaches itself to the ocean floor. It lives in shallow water, so it can soak up enough sunlight to make food.</p>	<p>D. This colorful ocean critter has to attach itself to a hard surface, such as the seafloor. It can reach out in all directions to catch tiny ocean animals in the water or on the ocean bottom.</p>
<p>E. This five-armed ocean animal has a tricky name because it isn’t really a fish. It crawls along the ocean floor in search of oysters, clams, and other tasty treats.</p>	<p>F. This living thing is no bigger than the eraser on the end of a pencil. It attaches itself to a solid surface and builds a hard skeleton around its soft body. Then it catches even tinier critters as they swim by.</p>
<p>G. This ocean critter moves across the ocean floor on spiky spines. It spends its days searching for mussels, sponges, and other small creatures to eat.</p>	

Lesson 2.3 Wonder Journal Labels

.....
I wonder how a rain forest is different from a desert.
.....

.....
This is what I think a desert looks like.
.....

.....
How is a rain forest different from a desert?
.....

.....
I wonder how a rain forest is different from a desert.
.....

.....
This is what I think a desert looks like.
.....

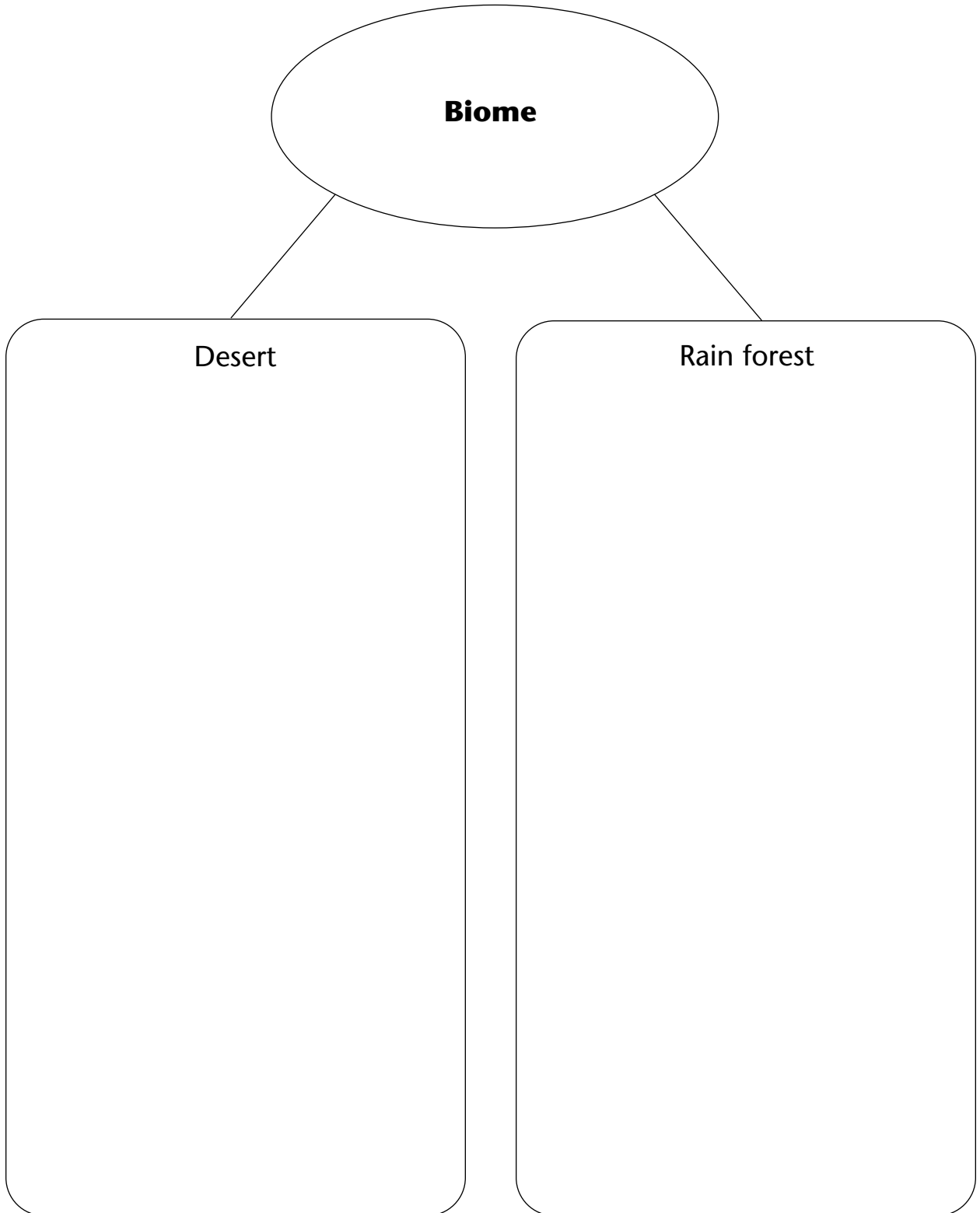
.....
How is a rain forest different from a desert?
.....

.....
I wonder how a rain forest is different from a desert.
.....

.....
This is what I think a desert looks like.
.....

.....
How is a rain forest different from a desert?
.....

Lesson 2.3 Concept Map



Lesson 2.3 Rain Forest Cards

emerald tree boa	three-toed sloth	scarlet macaw
tapir	bees	kapok tree
coati	tree porcupine	toucan
ocelot	poison arrow frog	squirrel monkey
jaguar	anteater	iguana

Lesson 2.3 Desert Cards

saguaro cactus	red-tailed hawk	collared lizard
prickly-pear cactus	ringtail	black-tailed jackrabbit
chuckwalla	roadrunner	kit fox
desert tortoise	bobcat	badger
round-tailed ground squirrel	coyote	gopher snake

Lesson 2.3 Sample Poem

I see a butterfly,
here in the Amazon rain forest.

It is big, blue, and black.
It is flying near a kapok tree.

It is one of many kinds of butterflies.
I wonder if it is afraid of a jaguar.

Lesson 2.4 Wonder Journal Labels

.....
I wonder what lives in different kinds of wetlands.
.....

What lives in different kinds of wetlands?
.....

Based on the books we've read, there seems to be a greater diversity of insects in a _____ than in a _____.

My evidence is:
.....

Based on the books we've read, there seems to be a greater diversity of reptiles in a _____ than in a _____.

My evidence is:
.....

Based on the books we've read, there seems to be a greater diversity of plants in a _____ than in a _____.

My evidence is:
.....

Lesson 2.4 Readers Theater Script***Based on Frog in a Bog by John Himmelman*****Getting Started**

Many reader's theater scripts have just ten or twelve parts, but this script has a role for every student in the class. The script also includes choruses read by everyone.

As written, the script includes twenty-four plant and animal parts and a narrator role. The parts vary in difficulty, to accommodate children at a variety of reading levels. If you are working with fewer than twenty-five children, some students can perform two roles. If you have a large group, two or more students can share the narrator role.

After you have matched students with parts, ask the class to read through the script a few times. As the children practice, provide as much support and advice as needed.

Planning the Performance

When the children feel confident about their roles, ask them to think about staging. Where and how will they stand during the performance? Are there times when they should move? Should they move their drawings before or as they say their line?

Consider inviting a class of younger students to your classroom for the final performance. It will give your class a sense of accomplishment, and both groups will enjoy interacting.

Lesson 2.4 Readers Theater Script (continued)

- Narrator: Look! A frog. [Point.]
- Frog: *Ribbit!* Watch me jump around the bog. I start out on a fern . . .
- Fern: That's me. [Wave.]
- Frog: . . . and land in soft moss.
- Moss: That's me. [Wave.]
- Narrator: Look! Two mosquitoes.
- Mosquitoes 1 & 2: The frog scared us, so we're flying away. [Flap arms.]
- Mosquito 1: I land on a sundew. Uh-oh.
- Sundew: That's me. [Wave.] I'm a meat-eating plant, and I'm hungry.
- Everyone: Bye-bye mosquito.**
- Mosquito 2: I'm the lucky mosquito. I land on a horsetail.
- Horsetail: That's me. [Wave.] I must be popular today. There's a dragonfly on me, too.
- Dragonfly: I've got my eye on a deee-licious butterfly. See it? [Point.]
- Everyone: Over on that steeplebush plant?**
- Steeplebush: That's me. [Wave.] Butterflies love the sweet nectar inside my flowers.
- Butterfly: Mmmm. Nectar. What a tasty treat!

Lesson 2.4 Readers Theater Script (continued)

Steeplebush: Hey! What's happening? Ouch! That hurts.

Narrator: Look! A muskrat. [Point.] It's trampling you.

Muskrat: Get out of my way! I'm a muskrat, and I'm bigger than you.

Everyone: Watch out, mole cricket, or you'll get smooshed!

Mole cricket: Yikes! That was a close call. Thanks for the warning.

Everyone: Watch out, ducks. The muskrat is headed your way.

Muskrat: I'm going for a swim in the middle of the bog.

Duck 1 & 2: *Oo-eeek, oo-eeek!* Time to fly!

Narrator: Look! A turtle. [Point.]

Turtle: That's me. [Wave.] Oh my, what's that?

Everyone: A fly just landed on your nose.

Turtle: He-he. It tickles.

Fly: Too much wiggling. Time to fly! I'll land over there. [Point.]

Everyone: Oh no! Not on the pitcher plant. It's a trap.

Fly: A what?

Pitcher plant: Too late. That foolish fly is my meal now.

Narrator: Look! A kingbird. [Point.] It's on that leatherleaf plant.

Lesson 2.4 Readers Theater Script (continued)

- Kingbird: Too bad about that fly. It looked yummy. Time to fly!
- Leatherleaf: Thank goodness! That big bird was awfully heavy.
- Narrator: Look! A hawk. [Point.] It's flying away from that tamarack tree.
- Tamarack tree: That's me. I'm tall and strong. When a hawk sits on me, it can see the whole bog.
- Hawk: *Kee-ahh! Kee-ahh!* I'll swoop down and grab that kingbird.
- Everyone: Watch out, kingbird. Here comes a hungry hawk.**
- Kingbird: Don't worry about me. I'll chase that hawk away.
- Narrator: Look! A bird-watcher. [Point.] She's exploring the bog.
- Bird-watcher: Yuck! This cranberry tastes bad.
- Cranberry: *Boing! Boing! Ouch!* Where am I?
- Narrator: Poor little cranberry. You landed on the ground.
- Cranberry: Look! A ground cricket. [Point.] It's jumping through the air.
- Ground cricket: Wheee!
- Frog: Gulp.
- Everyone: Just another day in the bog.**

Lesson 2.4 Sample Slide: Bog Animals Vs. Swamp Animals

Bog Animals

Frog (Spring peeper)
 Mosquitoes
 Dragonfly
 Butterfly
 Muskrat
 Mole cricket
 Ducks
 Turtle
 Fly
 Kingbird
 Hawk
 Ground cricket
 Water strider
 Katydid
 Tree cricket
 Red-spotted newt
 Water snake
 Green frog
 Yellow warbler
 Red-winged blackbird
 Northern waterthrush

Swamp Animals

Catfish
 Newt
 Bees?
 Alligator
 Snake
 Skeeter
 Spider
 Owl
 Skink
 Skunk
 Worm

Lesson 2.4 Sample Slide: Bog Plants Vs. Swamp Plants

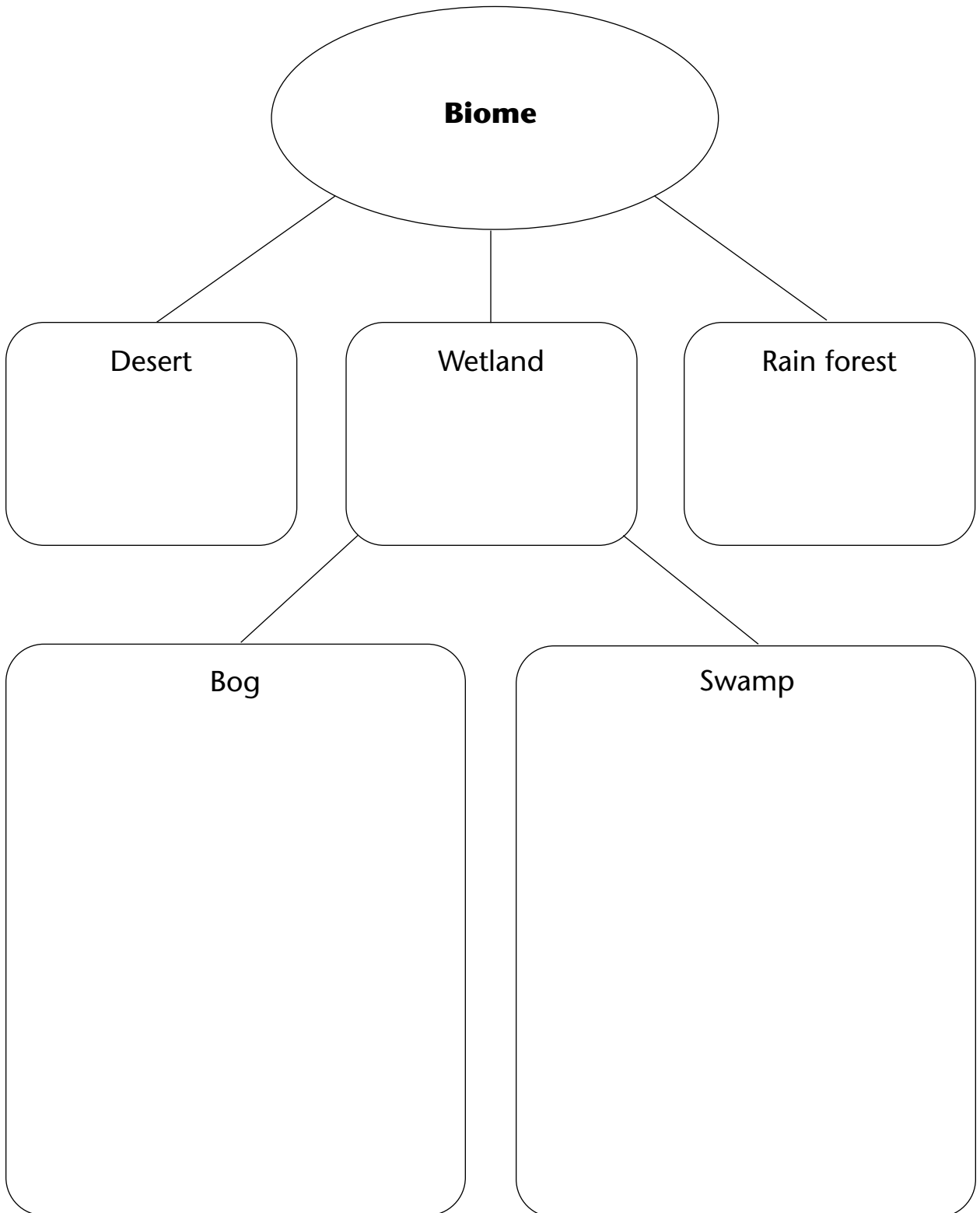
Bog Plants

Fern
 Moss
 Sundew
 Horsetail
 Steeplebush
 Pitcher plant
 Leatherleaf
 Tamarack tree
 Cranberry
 Horned bladderwort
 Bog club moss
 Grass pink
 Bulrush
 Sensitive fern
 Nutsedge
 Labrador tea
 Marsh fern

Swamp Plants

Grassy plants
 Trees
 Cattails

Lesson 2.4 Concept Map



Lesson 2.5 Wonder Journal Labels

.....
I wonder what lives in different kinds of grasslands.
.....

What lives in different kinds of grasslands?
.....

I wonder what lives in different kinds of grasslands.
.....

What lives in different kinds of grasslands?
.....

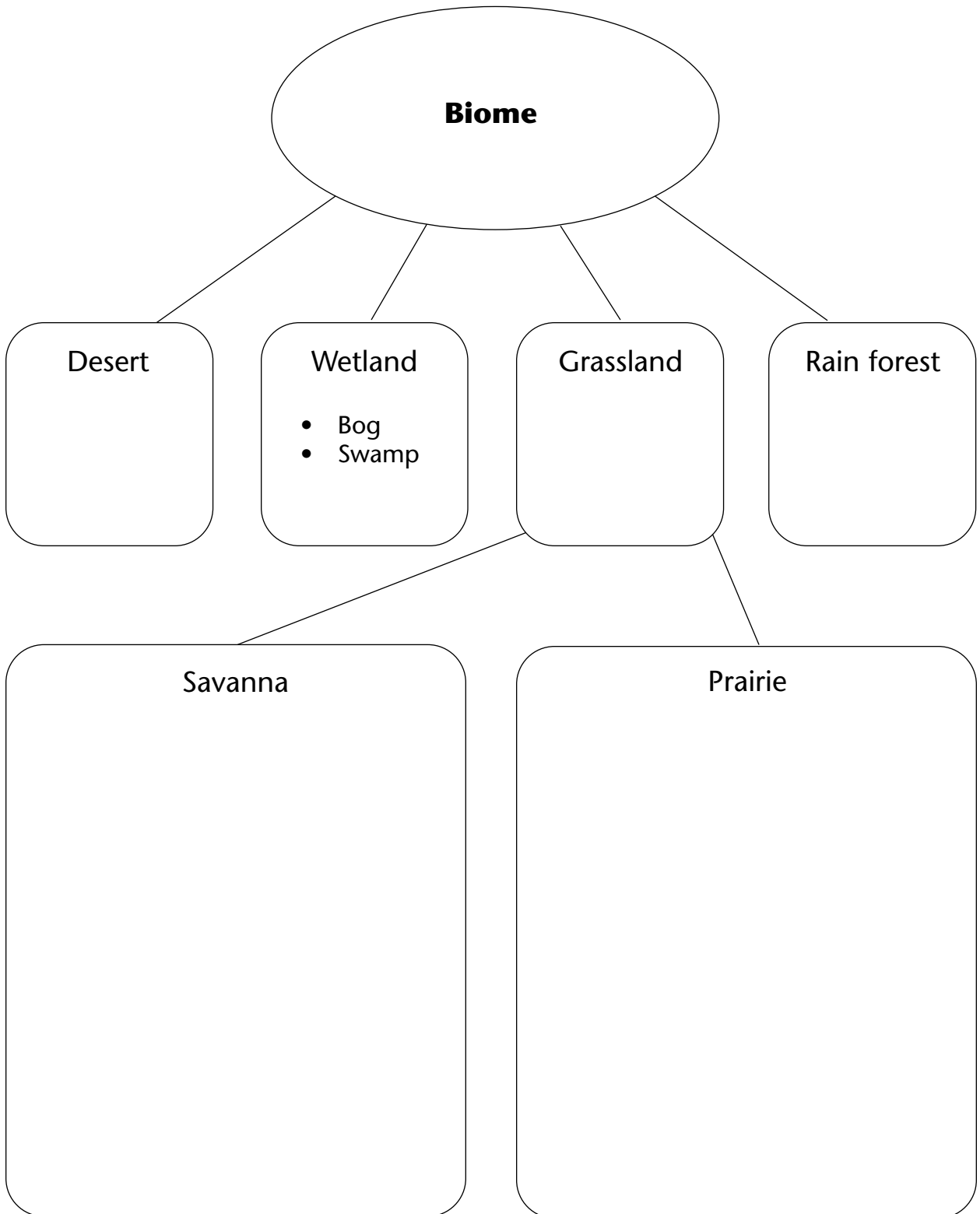
I wonder what lives in different kinds of grasslands.
.....

What lives in different kinds of grasslands?
.....

I wonder what lives in different kinds of grasslands.
.....

What lives in different kinds of grasslands?
.....

Lesson 2.5 Concept Map



Lesson 2.5 Sample Slide: Savanna Animals Vs. Prairie Animals**Savanna Animals**

Frog
Crickets
Vervet monkeys
Hippopotamuses
Birds
Insects
Zebras
Wildebeest
Crocodile
Lion
Elephants
Giraffe

Prairie Animals

Bison
Pronghorn
Meadowlark
Prairie dog
Grasshopper
Sharp-tailed grouse
Beetles
Howdy owl
Rattlesnake
Coyote
Great Plains toad

Lesson 2.5 Sample Slide: Savanna Plants Vs. Prairie Plants**Savanna Plants**

Grass
Acacia tree

Prairie Plants

Snakeroot
Long grasses
Various wildflowers
Grama grass
Daisies
Yucca
Primrose
Clover

Lesson 2.5 Plants on Savannas and Prairies Worksheet

Please glue the correct word on each line.

1. Different kinds of plants live on _____ and _____.
2. There seems to be a greater diversity of _____ on the prairie.
3. There are colorful _____ on the prairie, but not on the savanna.
4. _____ grows on savannas and prairies.

flowers

savannas

grass

prairies

plants

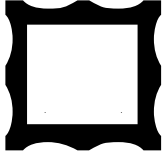
Lesson 2.5 Animals on Savannas and Prairies Worksheet

Please glue the correct word on each line.

1. _____ and _____ live on savannas and prairies.
2. There seems to be a greater diversity of _____ living on the savanna.
3. _____ live on both savannas and prairies.
4. There is a _____ on the savanna and a _____ on the prairie. They are both amphibians.

prey	insects	large animals	toad	predators	frog
------	---------	---------------	------	-----------	------

Lesson 2.5 Sample Bison Postcard



Wildebeest Herd
Savanna Grassland
Kenya, Africa

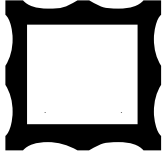
Dear Wildebeest,

I live on a prairie grassland. My habitat is special because

Your Friend,

_____ Bison

Lesson 2.5 Sample Wildebeest Postcard



Bison Herd
Prairie Grassland
Kansas, United States

Dear Bison,

I live on a savanna grassland. My habitat is special because

Your Friend,

_____ Wildebeest

Lesson 2.6 Wonder Journal Labels

.....
I wonder how plants change as they grow.
.....

How do plants change as they grow?
.....

I wonder how plants change as they grow.
.....

How do plants change as they grow?
.....

I wonder how plants change as they grow.
.....

How do plants change as they grow?
.....

I wonder how plants change as they grow.
.....

How do plants change as they grow?
.....

Lesson 2.6 True/False Student Worksheet

Name: _____ Date: _____

<p>Plants start life as seeds.</p> <p>_____ True</p> <p>_____ False</p>	<p>To get a big tomato, you must plant a big tomato seed.</p> <p>_____ True</p> <p>_____ False</p>
<p>All seeds look pretty much the same.</p> <p>_____ True</p> <p>_____ False</p>	<p>A plant's appearance changes as it grows.</p> <p>_____ True</p> <p>_____ False</p>
<p>All plants look pretty much the same.</p> <p>_____ True</p> <p>_____ False</p>	<p>As a plant grows, it forms fruits first and then flowers.</p> <p>_____ True</p> <p>_____ False</p>
<p>All plants act pretty much the same.</p> <p>_____ True</p> <p>_____ False</p>	<p>Seeds form inside a fruit.</p> <p>_____ True</p> <p>_____ False</p>
<p>Seeds get bigger as they grow into plants.</p> <p>_____ True</p> <p>_____ False</p>	<p>The correct sequence of stages in a plant's life is: seed, fruit, flower, seedling.</p> <p>_____ True</p> <p>_____ False</p>

Lesson 2.6 Plant Growth Statement Cards

<p>Plants start life as seeds.</p>	<p>To get a big tomato, you must plant a big tomato seed.</p>
<p>All seeds look pretty much the same.</p>	<p>A plant's appearance changes as it grows.</p>
<p>All plants look pretty much the same.</p>	<p>As a plant grows, it forms fruits first and then flowers.</p>
<p>All plants act pretty much the same.</p>	<p>Seeds form inside a fruit.</p>
<p>Seeds get bigger as they grow into plants.</p>	<p>The correct sequence of stages in a plant's life is: seed, fruit, flower, seedling.</p>

Lesson 2.7 Wonder Journal Labels

.....
I wonder how butterflies change as they grow.
.....

How do butterflies change as they grow?
.....

I wonder how butterflies change as they grow.
.....

How do butterflies change as they grow?
.....

I wonder how butterflies change as they grow.
.....

How do butterflies change as they grow?
.....

I wonder how butterflies change as they grow.
.....

How do butterflies change as they grow?
.....