## Grade 2 Life Science Unit (2.L.1.)

### Decision 1: What will students learn in this unit?

#### Standards Addressed:

1. **Science:**
   - 2.L.1 Understand life cycles
   - 2.L.1.2 Compare life cycles

2. **Reading Informational Text:**
   - RI 2.5 Captions, bold print, subheadings
   - RI 2.6 Main purpose of text—explain and describe
   - RI 7 Use specific images to create diagrams

3. **Math:**
   - 2.MD.3 Estimate lengths
   - 2.MD.4 Measure to determine how much longer one object is than another
   - 2.MD.7 Tell and write time
   - 2.MD.10 Draw and create picture and bar graphs.

4. **Writing:**
   - W 2.1 & 2.6 Opinion—state an opinion and supply reasons using linking words
   - W 2.7 & 2.8 Informative—introduce a topic using facts and definitions using a concluding statement
   - W 2.3 Narrative—recall their thoughts and feelings throughout the life cycle

5. **Technology:**
   - W 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
   - 2TT.1 use technology tools and skills to reinforce classroom concepts and activities.

---

**What do I want my students to KNOW, UNDERSTAND and be able to DO at the end of this unit?**

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know:</strong></td>
<td><strong>Understand</strong></td>
<td><strong>Do</strong></td>
</tr>
<tr>
<td>How do animals grow and change during their life cycle. Each animal’s habitat. Observe that insects need food, air, and space to grow.</td>
<td>What do animals/insects need to grow? (i.e., food/water, air, space)</td>
<td>Reproduce the stages of the animal life cycle. Illustrate, label, and identify. (i.e., birth, developing into an adult, reproducing, aging, death)</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> reproduce, develop, survive, space, habitat, oviparous, air cell, shell, germinal disc, yolk, brood</td>
<td>How life cycles alike and different. All animals go through changes in life. Begins with birth, changes take place as development toward adulthood (reproduction) occurs, and ends with death.</td>
<td>Explain in writing about the different stages of the life cycle. (Informative writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the body parts of the different stages of the animal/insect using a diagram.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a Venn diagram on two different animals. (compare and contrast writing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graph a timeline of changes.</td>
</tr>
</tbody>
</table>
Decision 2: Assessment

Plan for how students will indicate learning and understanding of the concepts in the unit. How will you assess learning?

Possibilities/options:
- Pre-assessment/Post Assessment
  - Students will draw an example of a life cycle and label it.
- Short answer tests or quizzes
- Student logs, journals and informal writing- observations, reflections, and data
- Lab activities
- Formal writing assignments
  - Informative: Use Venn diagram to compare and contrast to life cycles
  - Narrative: Realistic or fantasy. Describe the animal hatching, its needs, and life story.
  - Opinion: Which animal/insect has the most interesting life cycle? Why?
- Informal or formal student Interviews, conferences, observations etc.

Describe the performance, product, or project that will be the culminating activity for the unit.

The student’s assignment for the Culminating Activity includes:

- Unit essential question or “I Can” statement for the culminating activity.
- A thorough description of the activity including steps or task analysis in completing the culminating activity.
- A copy(ies) of the rubric(s) you will use to assess the culminating activity or any other aspects of the unit

Group/Individual research projects on other categories of animals (i.e., reptiles, mammals, birds, amphibians, fish)

Group/Individual presentation on their category and apply to the whole class experiment.
- Diorama
- Poster
- Power point
- Brochure
- Flip cameras
- Photo Story
## Decision 2: Culminating Activity Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Stages of the Life Cycle</strong></td>
<td>Students shows no understanding of the life cycle or sequencing.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Students uses vocabulary incorrectly or not at all.</td>
</tr>
<tr>
<td><strong>Written Report</strong></td>
<td>Report is not completed or fails to convey information about the life cycle.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Student does not attempt project</td>
</tr>
</tbody>
</table>

*What does each number or adjective in your scale mean?*

**Indicators**

- **Stages of the Life Cycle**
  - 1: Students shows no understanding of the life cycle or sequencing.
  - 2: Student shows understanding of life cycle stages but are not sequenced correctly.
  - 3 (Proficient): Student clearly shows understanding of the sequencing of the life cycle.
  - 4: Student uses extensive details to elaborate and explain the sequencing and the life cycle stages.

- **Vocabulary**
  - 1: Students uses vocabulary incorrectly or not at all.
  - 2: Student shows some understanding or uses minimal vocabulary words in the project.
  - 3 (Proficient): Student uses vocabulary correctly in the research project.
  - 4: Student expands the use of vocabulary beyond what was given.

- **Written Report**
  - 1: Report is not completed or fails to convey information about the life cycle.
  - 2: Report attempts to convey information about the life cycle but does not completely match the presentation.
  - 3 (Proficient): Report clearly conveys information about the life cycle to support the presentation.
  - 4: Report clearly conveys information about the life cycle and expands the presentation.

- **Presentation**
  - 1: Student does not attempt project
  - 2: Student attempts some creativity in demonstrating their knowledge but the information is unclear.
  - 3 (Proficient): Student creatively and clearly displays their knowledge of the life cycle of their subject.
  - 4: Student produces more than what was required. (More than one activity created)
## Decision 3: Student Learning Map

### Key Learning Targets:
- I understand and apply the life cycles of animals.

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Concept:</th>
<th>Concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Life Cycle</td>
<td>Animal Life Cycles</td>
<td>Insect Life Cycles</td>
</tr>
</tbody>
</table>

### Lesson EQ(s):

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Lesson EQ(s):</th>
<th>Lesson EQ(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Life Cycle</td>
<td>I can construct a sequence of events of my life to interpret the different stages of development.</td>
<td>I can identify and explain the stages in the life of an oviparous animal.</td>
</tr>
<tr>
<td></td>
<td>I can compare animal life cycles to human life cycles.</td>
<td>I can identify and explain the stages in the life of a non-oviparous animal.</td>
</tr>
<tr>
<td></td>
<td>I can identify the habitat and survival needs of humans.</td>
<td>I can identify the habitat and survival needs of animals.</td>
</tr>
<tr>
<td>Animal Life Cycles</td>
<td>I can identify and explain the stages in the life of an oviparous animal.</td>
<td>I can identify and explain the stages in the life of an insect.</td>
</tr>
<tr>
<td></td>
<td>I can identify and explain the stages in the life of a non-oviparous animal.</td>
<td>I can identify the habitat and survival needs of insects.</td>
</tr>
</tbody>
</table>

### Vocabulary:

<table>
<thead>
<tr>
<th>Concept:</th>
<th>Vocabulary:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Life Cycle</td>
<td>labeling/captions survive develop life cycle</td>
<td>reproduce larva pupa reproduce oviparous</td>
</tr>
<tr>
<td></td>
<td>stages develop space stages environment human habitats</td>
<td>non-oviparous life cycles habitat basic needs</td>
</tr>
<tr>
<td></td>
<td>reproduce develop yolk environment</td>
<td>reproduce space environment</td>
</tr>
<tr>
<td>Animal Life Cycles</td>
<td>embryo candler incubator humidity hatchling</td>
<td>reproduce survive develop brood</td>
</tr>
<tr>
<td></td>
<td>incubator humidity hatchling brood reproduce</td>
<td>develop yolkspace environment</td>
</tr>
<tr>
<td></td>
<td>develop yolkspace environment</td>
<td>reproduce chrysalis environment habitat</td>
</tr>
<tr>
<td>Insect Life Cycles</td>
<td>oviparous non-oviparous life cycles habitat basic needs stages</td>
<td>chrysalis reproduce environment habitat</td>
</tr>
</tbody>
</table>
Decision 4: Launch Activities

Hooks and Links

Develops student interest and links prior knowledge. Provides the Student Learning Map and the key vocabulary to students.

Guiding Questions:

1. How are you going to get students engaged?
2. How are you going to develop student interest and link their prior knowledge?
3. How are you going to start the Student Learning Map of the unit with students?
4. How are you going to preview key vocabulary with students.

(SEE CONTENT 1 INTRODUCTION LESSON FOR HOOK AND LINK)

Animal Life Cycle Introduction Lesson (Concept 1)
Decision 5: Acquisition Lessons

Human Life Cycle

Introduction Lesson (Concept 1) Introduction Lesson

Language Objective(s), where appropriate:
- I can explain the life cycle in words to a partner.
- I can write about the stages of a life cycle.
- I can listen to my partner as he/she explain the stages of a life cycle.
- I can read and share my writing about the life cycle.

Lesson Essential Question(s) or “I Can” Statement(s):
- I can construct a sequence of events of my life to interpret the different stages of development.
- I can compare animal life cycles to human life cycles.

Activating Strategies: (Learners Mentally Active)
Display students’ baby pictures on a bulletin board with their names under them. Include yours also. Discuss the differences between baby humans and adults. Ask students to give you some words they might use to describe people at different ages. Pose the question, “What are the stages of development for humans?”

{Note to teacher: Look for words such as two months, six months, six years, twenty years, baby, toddler, kid, teenager, grown-up, adult, etc.} Offer suggestions if needed. Write these words on a chart.

Acceleration/Previewing: labeling/captions, life cycle, stages, human habitats

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)
Give students old magazines to cut pictures from, showing people at different stages of development. Have them put the pictures in order from youngest to oldest and glue them to a sheet of construction paper.

Discuss findings with students. Have them explain why they selected the pictures they did and why they put them in the order they chose. Use this opportunity to introduce specific vocabulary such as, development, aging, growing, and changing.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions
Ask students to think of other animals who change similarly to humans. Discussion should lead to puppies, kittens, and baby birds. Discuss with the class how puppies, kittens, and baby birds differ from adult dogs, cats, and birds. After this discussion, ask students if there is anything that goes through changes different than what we have already talked about. Write answers on flip chart/Venn diagram/timeline.

Lesson Resources
Magazines, pictures from home (baby pictures, parents, grandparents), pictures online, scissors, glue, construction paper, etc.

Decision 5 - Acquisition Lesson Planning
Animal Life Cycle

Introduction Lesson (Concept 2) Lesson 1

Language Objective(s), where appropriate:
Student discussion possible uses of tools
Predicting/ Questioning activator
Compare and contrast

Lesson Essential Question(s) or “I Can” Statement(s):
I can identify and label hatching equipment.
I can compare and contrast two animals.
I can understand that all living things grow and change.

Activating Strategies: (Learners Mentally Active)
Lay out material needed for a hatching project.
Students will walk around and observe materials laid out that we will be using during our
hatching project.
Teacher will provide post notes.
Students will return to their group and discuss what they think each object is and what it is
used for. Next they will come up a decision about the object, write about it and place it by each
object.
incubator	 brooder box
thermometer	 chick food
candler	 wood shavings
heat lamp	 baby food jar/sponge
waterer	 screen/clips

Acceleration/Previewing: Incubator, thermometer, oviparous animals, quail eggs, examples and non-
examples

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided
Practice; Distributed Summarizing; Graphic Organizers)
Students will read All Animals Have Life Cycles leveled readers Scott Foresman online Pearson
Success Net and from your class set 2.4
Science Text book Harcourt Animals Grow and Change Chapter 2

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

Summarizing Strategies: Learners Summarize and Answer Essential Questions
Students will journal about how all living things grow and change.

Lesson Resources
Students will read All Animals Have Life Cycles leveled readers Scott Foresman online Pearson
Success Net and from your class set 2.4
Science Text book Harcourt Animals Grow and Change Chapter 2
**Animal Life Cycle**

**Introduction Lesson (Concept 2) Lesson 2**

**Language Objective(s), where appropriate:**
- I can explain the life cycle in words to a partner.
- I can write about the stages of a life cycle.
- I can listen to my partner as he/she explain the stages of a life cycle.
- I can read and share my writing about the life cycle.

**Lesson Essential Question(s) or “I Can” Statement(s):**
- I can construct a sequence of events of my life to interpret the different stages of development.
- I can compare animal life cycles to human life cycles.

**Activating Strategies: (Learners Mentally Active)**
- Students will work in pairs and create a T-Chart on oviparous/non-oviparous animals (what they think they know based on their prior knowledge.)
- Create a Teacher chart based on their discussion of what they came up with.

**Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

**Explain and Model**
- Read: *Chicken's Aren’t the Only Ones* by Ruth Heller
- Then make adjustments to classroom chart.
- Activity: Students will break off into pairs and look through magazines cut out pictures of non-oviparous and oviparous. Students will create a frayer map place Oviparous in center top corner definition, then drawing, examples and then non-examples.
- Or use the computer to look up picture of oviparous and non-oviparous animals and copy images and create a power point or a visual display that will represent the above statement.
- Students will read A 32-33 Oviparous

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**
- Students will state at least two things they learned and share with class or group.

**Lesson Resources**
Animal Life Cycle
Introduction Lesson (Concept 2) Lesson 3

Language Objective(s), where appropriate:
I can explain the life cycle in words to a partner.
I can write about the stages of a life cycle.
I can listen to my partner as he/she explain the stages of a life cycle.
I can read and share my writing about the life cycle.

Lesson Essential Question(s) or “I Can” Statement(s):
I can read to understand the importance of following procedures and how I will participate.

Activating Strategies: (Learners Mentally Active)
Anticipation guide included.
(Washing hands, turning eggs, recording information, checking the humidity)

Anticipation Guide on Embryology Project Procedures

<table>
<thead>
<tr>
<th>Before True or False</th>
<th>Procedures</th>
<th>After Reading True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Turn the eggs six times daily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up the incubator anywhere.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep water jar full at times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is ok if the water spills on the eggs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep the sponge in the incubator dry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wash your hands before and after handling the eggs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The temperature should stay as close to 100 degrees as possible.</td>
<td></td>
</tr>
</tbody>
</table>

Acceleration/Previewing:

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)
Student will read about important procedures for a successful hatch.
(Resource is found in Hatching Classroom Projects Coop will provide.)
Retype page 7
Students will work in small groups to create of a check off list.
Ex. Set up the incubator 48 hours prior to hatch
Check humidity/temperature

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)
**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

<table>
<thead>
<tr>
<th>Summarizing Strategies: Learners Summarize and Answer Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Come back together discuss what we need to do before the hatch.</td>
</tr>
<tr>
<td>Then students will go back and do the post on anticipation guide.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Students will journal about the importance of following procedures and state how they will participate.</td>
</tr>
<tr>
<td>Students will be ready for the hatching project to begin.</td>
</tr>
<tr>
<td>(Begin setting up for the hatch you will be introducing insects while incubation process begins)</td>
</tr>
</tbody>
</table>

**Lesson Resources**

*Hatching: Classroom Projects* provided by 4-H
**Insect Life Cycle**

**Introduction Lesson (Concept 3) Lesson 1**

**Insect Life Cycle Introductory Lesson**

<table>
<thead>
<tr>
<th>Language Objective(s), where appropriate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain the life cycle in words to a partner.</td>
</tr>
<tr>
<td>I can write about the stages of a life cycle.</td>
</tr>
<tr>
<td>I can listen to my partner as he/she explain the stages of a life cycle.</td>
</tr>
<tr>
<td>I can read and share my writing about the life cycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Essential Question(s) or “I Can” Statement(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify and explain the life cycle of an insect.</td>
</tr>
</tbody>
</table>

**Activating Strategies: (Learners Mentally Active)**

Take students on an “insect hunt” around the school. (If technology is available students can use flip cameras or iPads to record their findings.) Students will make notes and record (or photograph) the different insects found around the school.

| Acceleration/Previewing: (key vocabulary) insect, habitat |

**Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)**

- When the class returns to the room, have students sit in small groups and share their findings.
- As a whole class, identify the stage of insects found. Point out that most of the insects are in their adult stage. Have students predict what several of the insects would look like in other stages (can share pictures using Elmo or Smartboard).
- As a whole class share text or video showing insect life cycle (“The Very Hungry Caterpillar”, selections by Gail Gibbons, videos on Discovery Streaming)

**Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)**

**Summarizing Strategies: Learners Summarize and Answer Essential Questions**

Students will draw or sequence pictures of the insect life cycle. Students will write to explain the stages of the insect life cycle. Students will share their writing in groups.

**Lesson Resources**

Resources for recording insects found (notebook and pencils, flip cameras, iPads, etc.), insect life cycle books, pictures of insect life cycle, computer and projector, Elmo, scissors, glue, paper and pencils.
Butterfly Life Cycle

- Butterfly
- Eggs
- Chrysalis
- Caterpillar
# Insect Life Cycle

## Introduction Lesson (Concept 3) Lesson 2

### Insect Body Part

#### Language Objective(s), where appropriate:

<table>
<thead>
<tr>
<th>I can explain the life cycle in words to a partner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write about the stages of a life cycle.</td>
</tr>
<tr>
<td>I can listen to my partner as he/she explain the stages of a life cycle.</td>
</tr>
<tr>
<td>I can read and share my writing about the life cycle.</td>
</tr>
</tbody>
</table>

#### Lesson Essential Question(s) or “I Can” Statement(s):

<table>
<thead>
<tr>
<th>I can identify and explain the life cycle of an insect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify and label the body parts of an insect.</td>
</tr>
</tbody>
</table>

#### Activating Strategies: (Learners Mentally Active)

Students will work in small groups to assemble puzzle picture of insects. Students will place labels of body parts where they predict they will go.

(Teacher can use puzzle of insect diagram if they have one. Otherwise, copy picture below onto cardstock, white out labels, and cut apart for students to assemble. Create new labels of body parts for students to place onto completed puzzle.)

#### Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

- Teacher will show the correct picture (with labels) on Smartboard for groups to check their work.
- Teacher will divide students into small groups.
- Each group will take one of the labeled insect body parts to research and report on to the group. Teacher can create questions or graphic organizer for groups to fill in information explaining purpose of body part to insect’s life.

#### Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

#### Summarizing Strategies: Learners Summarize and Answer Essential Questions

Groups will share their findings with the whole class. Students can then correctly label the insect body parts on an individual picture of the insect to assess understanding.

#### Lesson Resources

- Insect body part puzzle and labels, insect books or computers for research, graphic organizer or questions for groups to record information, individual pictures for each student to label.
Decision 6: Extending Thinking Activities

Include extending activities for several lessons in the essential units.

<table>
<thead>
<tr>
<th>Cause/Effect</th>
<th>Compare/Contrast</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification</td>
<td>Induction</td>
<td>Analyzing Perspective</td>
</tr>
<tr>
<td>Error Analysis</td>
<td>Abstracting</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Classifying</td>
<td>Constructing Support</td>
<td>Writing Prompt</td>
</tr>
</tbody>
</table>

*Each student will select an animal to research, creating a written report and presentation (poster, brochure, diorama, power point, photo story, flip camera) of their choice to extend learning of the life cycle process.*
**Decision 7: Differentiating the Unit**

What accommodations will you make in order to meet the varied interests, learning styles, and ability levels of all students?

<table>
<thead>
<tr>
<th>choice menus</th>
<th>compacting</th>
<th>grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>seating</td>
<td>visual, auditory, kinesthetic activities</td>
<td>scaffolding</td>
</tr>
<tr>
<td>real world meaning</td>
<td>interests</td>
<td></td>
</tr>
</tbody>
</table>

By allowing the students to choose their research project, it helps meet their various learning styles, interests, and abilities.

Culminating research project can be completed individually or in groups.

A variety of texts on different levels will be supplemented for research.
Decision 8: Unit Calendar

Determine the most viable sequence for the experiences, activities, and lesson and create a timeline.

Week 1: Introduce Human Life Cycle (Concept 1)

Week 2: Introduce Animal Life Cycle (Concept 2)
   Quail eggs would be set up

Week 3: Group/Individual Research and Introduce Insect Life Cycle (Concept 3)
   while quail eggs are incubating for 28 days, set up insect habitat(s)
   begin group/individual research projects

Week 4-5: Continue Research and wrap up ending stages of all cycles

Week 6: Presentations and writing samples
Decision 9: Resources and Research

Provide graphic organizers, links, book titles, websites, etc. that provide support for teaching this unit.

_I Wonder Why Caterpillars Eat So Much & Other Questions about Life Cycles_ (I Wonder Why)
Belinda Weber
_Pond Life_ (Cycles of Life) Carolyn Scrace and Mark Bergen
_Egg to Bird_ (Cycles of Life) Carolyn Scrace
_The Life Cycle of a Grasshopper_ (Life Cycles) Lisa Trumbauer and Gail Saunders-Smith
_The Life Cycle of the Rabbit_ (Life Cycles) Lisa Trumbauer and Gail Saunders-Smith
_The Life Cycle of a Butterfly_ (The Life Cycle Series) Bobbie Kalman and Margaret Amy Reiach
_The Life Cycle of a Butterfly_ Clare Hibbert
_The Frog_ (Life Cycles) Diana Noonan
_The Butterfly_ (Life Cycles) Diana Noonan
_The Kangaroo_ (Life Cycles) Diana Noonan
_The Green Turtle_ (Life Cycles) Diana Noonan
_Chickens Aren’t the Only Ones_ Ruth Heller

**Graphic Organizers:**
- Venn Diagram
- Timeline
- Flip book
- Frayer Map (oviparous and non oviparous)
- Thinking Maps for Writing

Provide ideas about how to integrate Big 6 or Super 3 research framework.
(Students use this chart to conduct research)

**PROJECT:__________________________**

<table>
<thead>
<tr>
<th>Step 1: PHONE</th>
<th>PLAN</th>
<th>What do I need to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: DO</td>
<td>What can I use to find what I need?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where can I find what I need?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What information do I need for my notes?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What can I make to present my information?</td>
<td></td>
</tr>
<tr>
<td>Step 3: REVIEW</td>
<td>How do I know if I did well?</td>
<td></td>
</tr>
</tbody>
</table>
**Unit Designers:**

**Date:** January 22, 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtney Ball</td>
<td>Edneyville</td>
</tr>
<tr>
<td>Rebecca Norris</td>
<td>Hillandale</td>
</tr>
<tr>
<td>Ginger Garren</td>
<td>Sugarloaf</td>
</tr>
<tr>
<td>Kathy Blackwell</td>
<td>Dana</td>
</tr>
<tr>
<td>Debra Fickes</td>
<td>Clear Creek</td>
</tr>
<tr>
<td>Danette Wesson</td>
<td>Etowah</td>
</tr>
<tr>
<td>Liz Barbour</td>
<td>Fletcher</td>
</tr>
</tbody>
</table>