



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 1: Lesson 3

A Closer Read for Vocabulary: Words Related to Animal Defenses



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can paraphrase portions of a text that is read aloud to me. (SL.4.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.4.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
- I can use a variety of strategies to read words. (RF.4.3)
- I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

Supporting Learning Targets

- I can paraphrase information presented in a read-aloud on animal defense mechanisms.
- I can use different strategies to help me read unfamiliar words.
- I can determine the meanings of unfamiliar words to help me better understand “Award-Winning Survival Skills.”

Ongoing Assessment

- Listening Closely note-catcher (page 2 of Animal Defenses research journal)
- Glossary (pages 24–26 Animal Defenses research journal)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (5 minutes)</p> <p>B. Engaging the Reader: Read-aloud of <i>Venom</i> (10 minutes)</p> <p>2. Work Time</p> <p>A. A Closer Look at Words: Guided Practice (15 minutes)</p> <p>B. A Closer Look at Words: Partner Practice (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Introducing the Word Wall (5 minutes)</p> <p>B. Preparing for Homework (5 minutes)</p> <p>4. Homework</p> <p>A. A Closer Look at Words in the “Best Action Hero” Section of “Award Winning Survival Skills”</p>	<ul style="list-style-type: none"> • This is the second lesson in which students read the article “Award-Winning Survival Skills.” In this lesson, students reread to determine the meaning of challenging vocabulary in the following sections of the text: the opening; “Best Special Effect: The three-banded armadillo”; “Best Impersonator: The mimic octopus”; and “Best Action Hero: The spiny pufferfish” (for homework). Students are also introduced to the glossary in their Animal Defenses research journal, which they will use to record the definitions of important words they are likely to read or use in their writing during this module. • Students again hear a portion of <i>Venom</i> read aloud. They use the Listening Closely note-catcher in the same way as in Lesson 2, with the addition of recording a gist statement. Writing a gist statement allows students to paraphrase the section of the text they heard read aloud. • This lesson introduces the Animal Defense Mechanisms glossary and Word Wall. See supporting materials for more details about how the Word Wall should be set up. Students will refer to this and their glossaries throughout the module for discussion and writing. • For this lesson, students will practice determining word meaning using primarily context clues, but you also may want to have some dictionaries on hand. • In advance: Record directions for partner practice in Work Time B: <ol style="list-style-type: none"> 1. Write each of the assigned words on a sticky note. 2. With your partners, reread the section and locate each of the words. 3. Use the vocabulary strategies to determine the meaning of each word and record it on a sticky note. 4. Reread the text with your partners. 5. Discuss the following question: How does understanding these words help you understand the text? • Review: Fist to Five in Checking for Understanding techniques (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
<p>glossary, word wall, text features; elude, impersonating, audacious, possess, traits, defenses, poison, venom, survive, predator, prey, sport, consist, threatened, mimicry, ape, imitate</p>	<ul style="list-style-type: none">• Equity sticks• <i>Venom</i> (book for teacher read-aloud, pages 10–11)• Animal Defenses research journals (from Lesson 1)• Listening Closely note-catcher (page 2 of Animal Defenses research journal; one per student and one to display)• Listening Closely note-catcher (completed, for teacher reference, from Lesson 2)• “Award-Winning Survival Skills” (from Lesson 2; one per student and one to display)• Vocabulary Strategies anchor chart (new; co-created with students during Work Time Part B)• Animal Defense Mechanisms Glossary (page 26–28 of Animal Defenses research journal; one per student and one to display)• Animal Defense Mechanisms Glossary (completed, for teacher reference)• Sticky notes (several per student and then six per pair)• Animal Defense Mechanisms Word Wall: Teacher Directions (for teacher reference)• Large sheet of chart paper or section of the black/white board prepared for Animal Defense Mechanisms Word Wall (see Teaching Notes)• 7 standard sized index cards (for Animal Defense Mechanisms Word Wall words)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Use equity sticks to call on a student to read the following learning target: <ul style="list-style-type: none"> * “I can paraphrase information presented in a read-aloud on animal defense mechanisms.” • Explain to students that this learning target is the same in as the last lesson. Explain that they will continue to focus on paraphrasing today when they hear more of the text <i>Venom</i> read aloud. Ask a student to recall and explain the meaning of <i>paraphrase</i> and clarify if necessary. • Use equity sticks to call on students to read the next two learning targets: <ul style="list-style-type: none"> * “I can use different strategies to help me read unfamiliar words.” * “I can determine the meanings of unfamiliar words to help me better understand ‘Award-Winning Survival Skills.’” • Remind students that this is something close readers do: pay special attention to unfamiliar words to better understand a text. Tell them that today the class will generate a list of strategies to help them read and determine the meaning of unfamiliar or challenging words. • For each learning target, have students give you a Fist to Five to self-assess how close they think they are to being able to meet these targets (with five fingers indicating that they can teach this lesson to the class, four to three fingers indicating that they are close to meeting these targets with a little support, two fingers to one finger indicating that they know what these targets mean, but they need support, and a fist if they are unsure what the targets mean). 	<ul style="list-style-type: none"> • Discussing and clarifying the language of learning targets helps build academic vocabulary.
<p>B. Engaging the Reader: Read-aloud of <i>Venom</i> (10 minutes)</p> <ul style="list-style-type: none"> • Display the cover of <i>Venom</i> so all students can see. Open to pages 16 and 17 and ask: <ul style="list-style-type: none"> * “What did we learn about animal defense mechanisms when we read aloud <i>Venom</i> yesterday?” • Listen for responses like: “Bees can sting and send chemical signals to protect themselves.” Validate responses and explain to students that they will listen to another section of <i>Venom</i> today that shares information about a close relative to the bee: wasps. 	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Display the Listening Closely note-catcher (from Lesson 2; page 2 of their Animal Defense research journals) and invite students to turn to the same note-catcher in their Animal Defenses research journals. Remind students that they will use this note-catcher to record information heard during the read-aloud. • Use equity sticks to call on students. Ask: <ul style="list-style-type: none"> * “What kind of information do we record in each part of this note-catcher?” • Listen for responses like: “We record how bees and wasps protect themselves in the first column, and explain how that helps the bees and wasps survive in the second column, and we record other facts about bees and wasps box at the bottom of the chart.” • Point out where students will take notes about wasps today and the prompt at the bottom of the note-catcher where they will paraphrase the text: “What is the gist of this section of <i>Venom</i>?” Explain that they don’t have to write anything here just yet, and that they will talk about this after listening to this section of <i>Venom</i>. • Remind students that just like when they read about bees, they will get to hear you read about wasps several times. And for the first time they hear it read aloud, they should simply listen to what is being read. The second time, they should begin to fill in the table. • Tell students you will read pages 19–20 aloud, and remind them that they should just listen to what is being read. • Read pages 19 and 20 (make sure to read both sections on page 20, “It Ain’t an Ant” and “Color Me Toxic”). • Then invite students to turn and talk with a neighbor, sharing what this section was mostly about. Listen for students to say: “It was about different kinds of wasps, what they eat, and how they use their venom.” • Explain to students that they will now hear pages 19 and 20 read aloud a second time. Tell students they should now record notes in the note-catcher as you read aloud. • Read aloud pages 19 and 20 in <i>Venom</i>, stopping briefly after each paragraph. If necessary during each short pause, remind students to fill in notes on their note-catchers. • After this second read of the text, ask students to turn to a partner and share their notes. Tell them they can add to or revise their notes with their partners. • Use equity sticks to call on pairs to share notes that they have added. Using the Listening Closely note-catcher (completed, for teacher reference) as a reference, confirm with the class what should be recorded in the chart on the note-catcher for wasps. 	<ul style="list-style-type: none"> • To further support students, consider rereading pages 16–17 and 19–20 prior to having them review their notes and paraphrase the text with a partner.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, ask:<ul style="list-style-type: none">* “How would you paraphrase this section of <i>Venom</i>?”• Listen for responses like: “It was about different kinds of wasps and how they use their venom and why bees and wasps have stripes.” If necessary, point out the section titled “Color Me Toxic” and prompt students by asking: “What was this part of the text mostly about?”• Tell students that now you would like them to practice paraphrasing what was read about bees and wasps. Ask them to do the following:<ol style="list-style-type: none">1. Look at your notes for bees and wasps.2. Turn to your partner and verbally paraphrase pages 16–20 of <i>Venom</i>, using their notes as a reference.• Call on a few pairs to share how they paraphrased. Listen for students’ statements to include:<ul style="list-style-type: none">– This section of <i>Venom</i> was about different kinds of bees and wasps.– It explained that bees use chemical signals and stingers for defense.– It explained that wasps also use their venom for defense, but mostly to catch the bugs they eat.– It explained that many bees and wasps have stripes to warn attackers that they can sting.• Point to the question below the table on the graphic organizer—“What is the gist of this section of <i>Venom</i>?” Tell students that whenever they give the gist of a text, they are paraphrasing it. Ask the class to help you generate a gist statement that paraphrases pages 16–17 and pages 19–20 and copy this statement into their note-catchers.• Remind students they will have many more opportunities to read this book, and can read through it on their own during independent reading or in their free time during the school day if they wish.	



Work Time	Meeting Students' Needs
<p>A. A Closer Look at Words: Guided Practice (15 minutes)</p> <ul style="list-style-type: none"> • Place student with a reading partner and ask them to get out their copies of “Award-Winning Survival Skills” to read along as you reread the opening paragraph of the text. • Then review the homework from Lesson 2: “Reread the ‘Award-Winning Survival Skills’ read in today’s lesson. While you read, circle words you do not know the meaning of. Choose one word you circled and try to figure out the meaning of it. Write down how you figured out what the word meant as well.” • Invite students to turn and talk, asking: <ul style="list-style-type: none"> * “What words did you circle that you didn’t know the meaning of?” • Use equity sticks to call on students to share some words. List these words on the board. Students may identify: <i>survive, predator, defense, mimic, trait, reproduce, avoid, elude, marauders, impersonating, impenetrable, audacious, array, possess, and offspring.</i> • Ask students to turn their partner and share which word they tried to figure out the meaning of and the strategy they used to do this. • Use equity sticks to call on a few pairs to share their words and strategies. • Tell students that they have learned a lot about how to figure out new words. Now, they get to use that knowledge. Begin a new Vocabulary Strategies anchor chart. Underneath the title, write: “The ways we make meaning of new words ...” Ask: <ul style="list-style-type: none"> * “What strategies have we used to figure out new words in the past?” • Give students a moment to think. Then use equity sticks to select students to share their thinking. Record students’ thinking and add your own as necessary. (Some students may say: “Ask my mom,” or “Ask the teacher.” If they do, tell them that this is one good approach, but should not be the first or only strategy they use). • The chart should contain something such as: <ul style="list-style-type: none"> – read on in the text and infer – think about parts of the word that you know (like word roots) – look in the glossary – look for a text feature that defines the word 	<ul style="list-style-type: none"> • Asking students to identify challenging vocabulary helps them monitor their understanding of a complex text. When students annotate the text by circling these words, it can also provide a formative assessment for the teacher. • Step-by-step instructions in an anchor chart assists students in completing independent activities.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – look in a dictionary – discuss a word with another person (after attempting some of the above strategies) • Use some of the strategies to determine the meanings of the following challenging words from the text. Encourage students to help you. <ul style="list-style-type: none"> – <i>elude</i> (avoid or escape): infer from the text – <i>impersonating</i> (to look and act like another person): look for the root word – <i>audacious</i> (to take bold risks): use the dictionary – <i>possess</i> (have or own): infer from the text – <i>traits</i> (physical characteristics): defined in text in parenthesis • Tell students that they now will try some of these strategies while rereading a few sections of “Award-Winning Survival Skills” to determine the meaning of some more challenging words. • Invite students to open to the Animal Defense Mechanisms glossary (pages 24–26 of their Animal Defense research journals) and tell students that they will build their own glossary to keep track of the words they learn related to animal defenses. • Show students the glossary in the back of <i>Venom</i> and remind students that a <i>glossary</i> is a text feature authors often use in nonfiction texts, and they are found at the end of books. Also remind students that they are formatted so the words appear in alphabetical order. • Explain to students that they will add words to the glossary in their research journals throughout the module, and will refer back to it during class discussions and when they plan and write the performance task. • Explain that they will find the word they are defining in the glossary, then write the definition, then write the vocabulary strategy they used to determine the meaning of that word, and then draw a quick sketch or diagram showing what that word means. • Point out the words <i>defenses/defense mechanisms</i> and <i>venom</i> as completed examples in the glossary. Remind students that they have determined the meanings of these words during the reading of <i>Venom</i>. Have them quickly draw a sketch to help remember the meaning of each of these words. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Model adding a new word to the glossary using the word <i>survive</i> in the opening of “Award-Winning Survival Skills”:<ul style="list-style-type: none">– Reread the opening paragraph and circle the word <i>survive</i> in the second sentence.– Explain that the text makes you think this word means “live,” but that you want to confirm this.– Demonstrate using the Vocabulary Strategies anchor chart to select a strategy for determining the word, and tell students that your strategy will be to read the text around the word and infer.– Reread the first three sentences of the opening.– Think aloud in a way similar to the following: “The first sentence talks about animals eating one another, and the sentence with the word <i>survive</i> talks about avoiding or trying not to become a meal. The third sentence talks about eluding, or getting away from hungry hunters, so what I inferred about the meaning of survival is right. It means to stay alive, in this case by not being eaten.”• Ask students to help you find this word in their Animal Defense Mechanisms glossary and complete the entry for this word as a class.• Ask if students have any questions about how they should complete word entries in their glossaries. Clarify as necessary.• Tell students that now it is their turn to practice determining the meaning of a word with their partners. Explain that they should focus on inferring by using clues in the text, as well as talking with their partners about the meaning of the word. Reread the first three sentences in the opening of the text and ask:<ul style="list-style-type: none">* “What does the word <i>predator</i> mean?”• Allow students a few minutes to talk with their partners, then use equity sticks to call on a few pairs to share how they inferred the meaning of this word. Listen for students to point out the sentence that follows this word and the mention of “hungry hunters” as a clue in the text.• Continue by reading the next three sentences of the text: “Animals use some positively award-worthy strategies called defenses. ‘An animal’s defenses are all that stand between being alive and being eaten,’ says biologist Tom Tregenza at the University of Leeds in the UK. The newly discovered mimic octopus, for example, fools marauders by impersonating an entire cast of less tempting prey.” Ask:<ul style="list-style-type: none">* “What does the word <i>prey</i> mean? What words in these sentences provide clues to this word’s meaning?”• Allow students a few minutes to talk with their partners, then use equity sticks to call on a few pairs to share how they inferred the meaning of this word. Listen for students to infer that <i>prey</i> is the name for animals that predators eat. Point out that the word “tempting” is a clue in the text that helps readers infer the meaning of this word.	<ul style="list-style-type: none">• Defining challenging words as words that are unfamiliar or used in unusual or unfamiliar ways helps student identify both domain and academic vocabulary. It also allows students to feel more comfortable identifying words that are seemingly simple. Support your class in understanding that when familiar words are used in different or unusual ways, they can still pose a challenge for readers.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Tell students to find both of these words in their glossaries and record an entry. Give students 5 minutes to work with their partner. • Call on a few pairs to share their glossary entries and clarify the meaning of these words if necessary. Allow students to revise their entries as needed. Determine whether Work Time B should be more guided practice or independent partner work. 	
<p>B. A Closer Look at Words: Partner Practice (20 minutes)</p> <ul style="list-style-type: none"> • Tell students that you are going to reread two more sections and ask them to circle challenging words. After each section, they will work with their partner to practice using the vocabulary strategies for determining the meaning of some of the words. Then, as a class they will record some of the words into the glossary. • Review the directions posted in advance of the lesson with students: <ol style="list-style-type: none"> 1. Write each of the assigned words on a sticky note. 2. With your partners, reread the section and locate each of the words. 3. Use the vocabulary strategies to determine the meaning of each word and record it on a sticky note. 4. Reread the text with your partners. 5. Discuss the following question: How does understanding these words help you understand the text? • Clarify the directions as needed. • Distribute sticky notes (six per pair of students). Ask students to write the following words on each of their sticky notes: <i>sport</i>, <i>consist</i>, <i>threatened</i>, <i>mimicry</i>, <i>ape</i>, <i>imitate</i>. • Point out that in this text the words <i>sport</i> and <i>ape</i> are used with different meanings than what students are used to, so this is why you have selected these as challenging words, even though they are familiar. • Ask students to follow along as you reread the next two sections of the text, “Best Special Effect: The three-banded armadillo” and “Best Impersonator: The mimic octopus.” As you read, point out the assigned words in the text for students. • Give students 10 minutes to work on determining the meaning of the words. Circulate and support pairs as needed. If necessary, ask questions like: “How did you figure out the meaning of that word?” or “Are there any clues in the article that can help you figure out what that word means?” Listen for students discussing the meanings of the words and using strategies from the Vocabulary Strategies anchor chart when determining the meanings. 	<ul style="list-style-type: none"> • To further support students, give them a hint card with the following tips for determining the meaning of the assigned words: <ul style="list-style-type: none"> – <i>Sport</i>: this word has a different meaning than it usually does; use the text to infer. – <i>Consist</i>: the prefix of this word “con-” means “with or together.” – <i>Threatened</i>: the root of this word is threat, which means something that can hurt. – <i>Mimicry</i>: look for a text feature that defines this word. – <i>Ape</i>: in the text this word is used as a verb (action) and has a different meaning than usual. – <i>Imitate</i>: try inferring this word from the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call partners to reread the sentences that contain each word and share definitions they recorded on a sticky note. Clarify the definition of each word if necessary.• Congratulate students on their hard word as word detectives. Ask:<ul style="list-style-type: none">* “How does understanding the meaning of these words help you better understand the text?” Prompt students to give examples from the text.• Explain all of these are important words to know the meanings of, but some they are likely to see again when they read about animal defense mechanisms and they may need to use them later when writing their narratives.• Ask students to find the words <i>threaten</i> and <i>mimic/mimicry</i> in their Animal Defense Mechanisms glossary and record the meanings with their partner.	<ul style="list-style-type: none">• To further support students in sharing how understanding words helps them understand the text, provide a sentence frame: “Now that I know _____ means _____, this helps me understand _____.”



Closing and Assessment	Meeting Students' Needs
<p>A. Introducing the Word Wall (5 minutes)</p> <ul style="list-style-type: none"> Point out the Animal Defense Mechanisms Word Wall to students. Explain that the Word Wall is another place to gather words about the topic they are studying. Explain that students can use their glossaries as individuals, but that the Word Wall is where the class will keep track of vocabulary; this will help during class discussions. Explain the format of the Word Wall—words are grouped alphabetically; only words are displayed, no definitions; words will be added to the Word Wall over the course of the module. Explain that students can refer to the Word Wall during discussions with peers or when writing as a way to use scientific vocabulary when discussing a topic. Show students the new Word Wall cards with the words <i>defense mechanisms</i>, <i>mimicry</i>, <i>predator</i>, <i>prey</i>, <i>survive</i>, <i>threaten</i>, and <i>venom</i> written on each card. Use equity sticks to choose students to add the cards to the Word Wall. Invite students to use the Fist to Five checking for understanding technique to briefly reflect on the learning target: “I can determine the meanings of unfamiliar words to help me better understand ‘Award-Winning Survival Skills,’” with a fist being “I am not confident that I can meet this target on my own” and a five being “I can determine the meaning of an unfamiliar word on my own.” Note students who show a fist, one, or two fingers to provide further support in Lesson 4. Tell students that they will revisit this target and practice using the glossary and Vocabulary Strategies anchor chart in the next lesson and will continue to figure out more about it. 	<ul style="list-style-type: none"> To support ELL students, consider adding visuals for each word on the Word Wall. The class can co-construct these and it will help to make the meanings of these words more memorable for all students.
<p>B. Preparing for Homework (5 minutes)</p> <ul style="list-style-type: none"> Post the homework assignment on the board and review it as needed. Tell students that to help them prepare for the homework, you would like them to read along and circle the assigned words as you read aloud to them. Read the section titled “Best Action Hero: The spiny pufferfish.” Be sure that students have circled the assigned words for their homework. 	<ul style="list-style-type: none"> This homework will act as a formative assessment of RF.4.3 and L4.4. To further support students, have them reread the text with a partner several times before taking it home for homework.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread the section “Best Action Hero: The spiny pufferfish.” Use the vocabulary strategies to determine the meaning of the following words: <i>habitat</i>, <i>sluggish</i>, and <i>inflates</i>. Write what you think each word means and the strategy you used to find the meaning. Hint: Text features, root words, and inferring are strategies you can use to figure out the meaning of these words. 	



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Supporting Materials



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Vocabulary Strategies Anchor Chart (For Teacher Reference)

Teacher Directions: Write the following underneath on chart paper to create this anchor chart.

Vocabulary Strategies

- read on in the text and infer
- think about parts of the word that you know (like word roots)
- look in the glossary
- look for a text feature that defines the word
- look in a dictionary
- discuss a word with another person (after attempting some of the above strategies)



Animal Defenses Research Journal: Glossary (Pages 24–26)
(Completed, For Teacher Reference)

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram
defenses/defense mechanisms	traits or behaviors that protect animals	inferred from the text	sword and shield
entrap	to catch something in a trap	think about parts of the word that you know	spider with an enemy on its web
extract	to pull out	think about parts of the word that you know	pulling a plant out of the ground
frantically	to do something wild with fear	think about parts of the word that you know	ants trying to clean off sticky fluid
habitat	a place where an animal lives	inferred from the text	trees and a pond
injecting	to force a liquid into something	think about parts of the word that you know	mosquito stinging a person
living	alive	think about parts of the word that you know	flower growing
mimicry	defense of looking like another animal	defined in the text	octopus and a snake
predator	animal that hunts and eats other animals	inferred from text	wolf
prey	animal that is eaten	inferred from text	rabbit



Animal Defenses Research Journal: Glossary (Pages 24–26)
(Completed, For Teacher Reference)

Word/Phrase	Definition	Vocabulary strategy I used to learn this word:	Sketch/Diagram
prey	animal that is eaten	inferred from text	rabbit
poisonous	having poison; toxic	think about parts of the word that you know	monarch butterfly
quickly	doing something fast	think about parts of the word that you know	rabbit hopping
seizes	grabs, take hold	think about parts of the word that you know	toad catching a millipede
survive	to live	inferred from text	arm with flexed muscle
threaten	in danger	think about parts of the word that you know	scared face
unpleasant	not pleasing	think about parts of the word that you know	frowning face
venom	toxin that is injected with a stinger, fang, or spine	defined in glossary of text	snake with fangs
warning	a sign of something bad coming	think about parts of the word that you know	person calling a warning to someone else



Animal Defense Mechanisms Word Wall: Teacher Directions

Note: This Word Wall will eventually hold words in five categories—general animal defenses (building background knowledge on the topic) and the four expert group animals (independent student research) begun in unit 2.

In this lesson, students will only put words in the “General Animal Defenses” category. Do not yet label the other categories. If students ask about why the Word Wall is divided up, simply respond that they will learn more about this in unit 2.

On a bulletin board that is easily referenced by students and at a level where students can access it, create the following:

Animal Defense Mechanisms Word Wall		
General Animal Defenses	Mimic Octopus Defenses (do not label this until unit 2)	Monarch Defenses (do not label this until unit 2)
	Springbok Gazelle Defenses (do not label this until unit 2)	Three-Banded Armadillo Defenses (do not label this until unit 2)