

California

Wonders

ELD My Language Book

Grade 1

Mc
Graw
Hill
Education

Weekly Concept: **Animals Together**

? **Essential Question**
How do animals help each other?

Talk about the pictures.
Label the animals.



Weekly Concept: Animals Together Guide children to name the animal groups and describe what each is doing. Ask: *How do the animals work together to help each other?* Have children write labels for each type of animal.

Have partners make a list of other types of animals that work together. Then have them describe how those animals help each other. See Teacher's Edition p. 408 for scaffolded support with this page.

A Use the pictures to answer the question.



B How do animals work together?

Animals work together by

Respond to the Text: “Animals Working Together” Guide children to use the photos to review and retell the selection. Ask: *What are the penguins doing? What are the dolphins doing?* Have children answer the question using the photos and the text.

ELD.PI.1.6.Em, ELD.PI.1.6.Ex, ELD.PI.1.6.Br; ELD.PI.1.I2a.Em, ELD.PI.1.I2a.Ex, ELD.PI.1.I2a.Br See the California Standards section



Have partners read their answers to each other. Then have them compare and contrast how penguins and dolphins work together. See Teacher’s Edition p. 411 for scaffolded support with this page.

Look at the picture. Read the word.
Then read the sentence.



team

The girls play on a team.



hide

The rabbit can hide to be safe.



dive

The penguins dive into the sea.



huge

A whale is a huge animal.



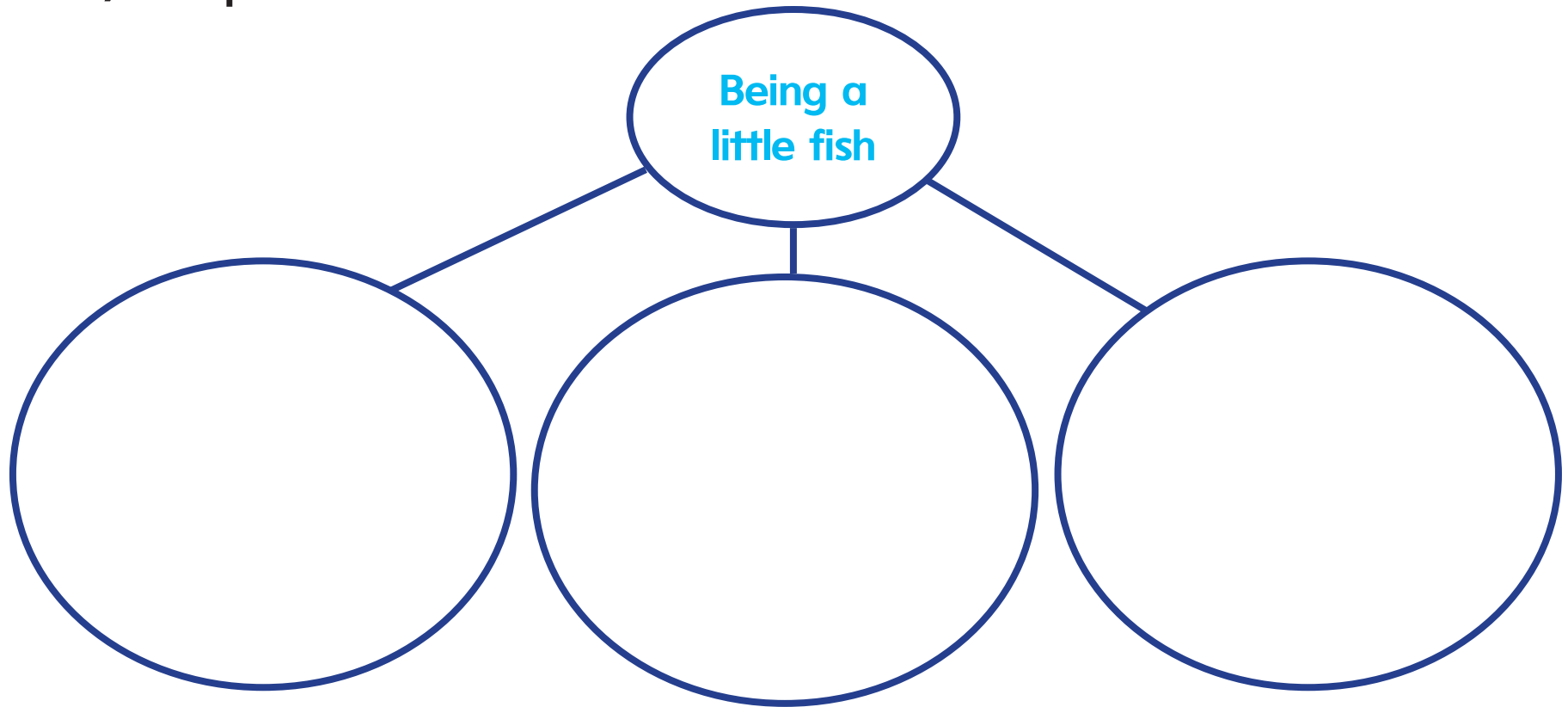
COLLABORATE

Vocabulary: A Team of Fish Read each word and sentence, and have children repeat. Talk about the photos, and explain how the words relate to each image. Provide other contexts for each word. Ask: *What other animals can dive? What other things are huge?*

Have children circle the vocabulary word in each sentence. Then have partners write a new sentence for each vocabulary word, and draw pictures to illustrate their ideas. See Teacher's Edition p. 415 for scaffolded support with this page.

ELD.PI.I.2.Em; ELD.PI.I.I2a.Em, ELD.PI.I.I2a.Ex, ELD.PI.I.I2a.Br; ELD.PI.I.I2b.Em, ELD.PI.I.I2b.Ex See the California Standards section

Draw or write your ideas.
Then, complete the sentence.



One good thing about being a little fish is _____



Writing Review *A Team of Fish* with children. Then, introduce the writing prompt: *In your opinion, what are some good and bad things about being a little fish? Use text evidence in your answer.* Have children draw or write their ideas, and complete the sentence.

ELD.PI.I.2.Em; ELD.PI.I.II.Em, ELD.PI.I.II.Ex, ELD.PI.I.II.Br; ELD.PI.I.I0.Em, ELD.PI.I.I0.Ex See the California Standards section

Have partners share their ideas and sentences with each other. Then have them work together to make lists of good and bad things about being a little fish, using examples from the text. See Teacher's Edition p. 416 for scaffolded support with this page.

Talk about the pictures.
Draw one more animal group.

1.



2.



3.



4.



Oral Vocabulary: Animal Groups Guide children to name each type of animal and read the labels. Ask children how they think the animals work together as a group. Guide children to draw and label another animal group, such as a *school* of fish, or a *pack* of wolves.



Have partners share their drawings and name the animal group they drew. Have them explain how the animals work together, using this sentence frame: _____ *work together by* _____. See Teacher's Edition p. 418 for scaffolded support with this page.



A Answer the questions.

1. Why is it not safe for fish to swim alone?

2. How do fish form a school?

B How does forming a school help fish? Write about it.

Respond to the Text: A Team of Fish Review and retell the selection with children. Read the questions and guide children to write their answers. For the last question, have them locate the passage in the text that supports their answer.

ELD.PI.1.6.Em, ELD.PI.1.6.Ex, ELD.PI.1.6.Br; ELD.PI.1.I2a.Em, ELD.PI.1.I2a.Ex, ELD.PI.1.I2a.Br See the California Standards section



Have partners read their answers to each other. Then have them take turns asking and answering questions about how fish work together as teams. See Teacher's Edition p. 421 for scaffolded support with this page.

A Listen to the poem. Circle *has* and *have*.

Penguin Parents

Each penguin has a job.
The fathers have eggs to protect.
The mothers have food to collect.
The mother has to get some fish,
so the baby can eat a tasty dish.

B Complete each sentence with *has* or *have*.

The penguin _____ some fish.

The penguins _____ some fish.

Grammar: Has and Have Read the poem and discuss its meaning. Reread and have children repeat. Ask children to circle the words *has* and *have* and underline the nouns to which they refer. Then have children complete each sentence with *has* or *have*.

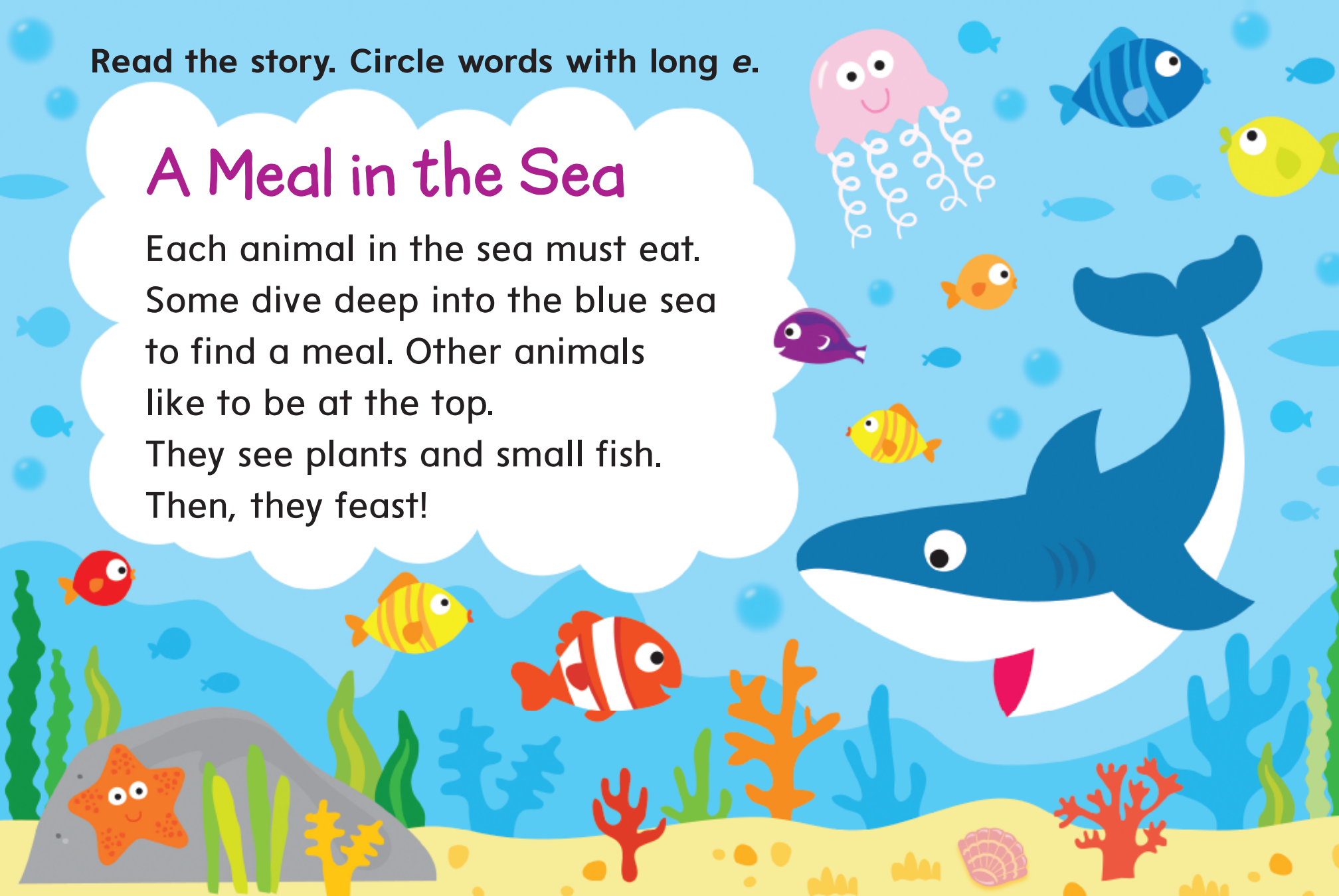


Have partners write new sentences about penguins using the verbs *has* and *have*. See Teacher's Edition p. 427 for scaffolded support with this page.

Read the story. Circle words with long e.

A Meal in the Sea

Each animal in the sea must eat.
Some dive deep into the blue sea
to find a meal. Other animals
like to be at the top.
They see plants and small fish.
Then, they feast!



Fluency Read the story to children, and discuss its meaning. Then ask volunteers to read after you, copying your phrasing. Have children circle words with long e spelled *e*, *ee*, and *ea*, and underline the high-frequency words *into*, *blue*, *other* and *small*.

ELD.PI.1.5.Em, ELD.PI.1.5.Ex, ELD.PI.1.5.Br; ELD.PIII.1

See the California Standards section

Have partners take turns reading the story to each other until they can read it fluently. Remind them to pause after a period, and to read with expression. See Teacher's Edition p. 428 for scaffolded support with this page.