



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 2: Lesson 7

Planning to Write an Informative Piece:

Synthesizing Research on Expert Group Animals



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

I can accurately synthesize information from two texts on the same topic. (RI.4.9)
I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)
I can group supporting facts together about a topic in an informative/explanatory text. (W.4.2a)
I can sort my notes into categories. (W.4.8)

Supporting Learning Target

- I can identify characteristics of informative writing.
- I can synthesize information from my research notes onto a planning graphic organizer.
- I can group together facts from my research with related evidence in my informative piece.

Ongoing Assessment

- Informative Page Planning graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Creating an Informational Texts Anchor Chart (10 minutes) B. Review Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Planning an Informative Text: Synthesizing Research Notes (20 minutes) B. Planning an Informative Text: Using a Planning Graphic Organizer (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Research Reflection (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete the Introduction and Detail Paragraph boxes on the Informative Page Planning graphic organizer. 	<ul style="list-style-type: none"> • This is the first in a sequence of lessons during which students plan and write the informative page for Part I of the performance task. In this lesson, they discuss elements of informational texts to frame their writing for their informative page. • Students review and color-code their research notes taken in Lessons 2–5; colors are specified within the lesson for clarity. The specific colors do not matter, as long as they are using three different colors—one for their expert animal’s physical description, one for its defense mechanisms, and one for its predators. • Students then work to synthesize their color-coded notes using the Informative Page Planning graphic organizer. In this lesson, they focus on the Introduction and Detail Paragraphs boxes of the graphic organizer. The focus statement, concluding statement, and vocabulary boxes of this graphic organizer are completed in later lessons, so they should be left blank for now. At the end of this lesson, students should have the Introduction Paragraph and Detail Paragraphs 1 and 2 boxes completed. If they are not completed, students should finish them for homework. • This first piece of the performance task will be assessed using the checklist on the Informative Page Directions—distributed and reviewed in Work Time B—instead of a formal rubric. You may wish to use the New York State expository rubric instead. • Students should organize their materials for the informative page in a writing folder. Be sure they have this folder and introduce it before this lesson. • Depending on the expert group, students may have the defense mechanisms for the detail paragraphs determined for them. It should be noted that for the mimic octopus, the detail paragraphs will be about the same defense mechanism—mimicry—with each paragraph focusing on a different animal that the octopus mimics. • In advance: <ul style="list-style-type: none"> – Review: Fist to Five in Checking for Understanding Techniques (see Appendix). – Gather highlighters. • Post: Performance Task and Guiding Questions anchor charts; learning targets.



Lesson Vocabulary	Materials
physical description	<ul style="list-style-type: none">• Informational Texts anchor chart (new; co-created with students during Opening A)• “Award-Winning Survival Skills” (from Unit 1, Lesson 2; one per student and one to display)• <i>Animal Behavior: Animal Defenses</i> (book; from Unit 1; one per student and one to display)• Performance Task anchor chart (begun in Unit 1, Lesson 1)• Equity sticks• Guiding Questions anchor chart (begun in Unit 1, Lesson 1)• Three different-colored highlighters (three highlighters per student and for the teacher)• Expert Group Animal research journals (from Lesson 2; one per student and one to display)• Web Page Research Guide (pages 2-8 of Expert Group Animal research journal; used in Lesson 2)• Research note-catcher (pages 9-11 of Expert Group Animal research journal; used in Lesson 4)• Animal Defenses research journal (from Unit 1; one to display)• Informative Page Directions (one per student and one to display)• Document camera• Informative Page Planning graphic organizer (one per student and one to display)• Informative Page Planning graphic organizer (completed for each expert group; for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Creating an Informational Texts Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Work with students to reflect on the elements of informational texts to create an Informational Texts anchor chart by inviting them to take out any of the texts read in this module so far, including “Award-Winning Survival Skills,” <i>Animal Behavior: Animal Defenses</i>, and any other texts used in their research.• Invite students to turn and talk with a partner. Ask:<ul style="list-style-type: none">* “What is the purpose of informational texts?”* “What do these texts have in common?”• Ask for volunteers to share out. Collect students’ ideas on the Informational Texts anchor chart. Be sure the following characteristics are included:<ul style="list-style-type: none">– Informational texts inform or teach a reader about a topic.– Informational texts have a topic sentence with evidence like facts and details that support the topic and a concluding statement or section that sums up what the text was about.– Informational texts have precise vocabulary.– Informational texts are based on research the author does before writing.– Informational texts often have pictures or other visuals that support the text.• Tell students that when they write their informational page for Part I of the performance task, they should be sure their writing has these characteristics.	<ul style="list-style-type: none">• Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the Performance Task anchor chart and remind them what they are working toward during this module: an informative page about their expert group animal in this unit, and a narrative featuring their expert group animal in Unit 3. Point to the second bullet point of the prompt ("an informational page ..."). Remind students that they are working on this part of the performance task in this unit.• Tell them they are now ready to begin planning and writing the informational page.• Review what information needs to be on the informational page by using equity sticks to call on a student to read the second bullet point of the performance task prompt aloud:<ul style="list-style-type: none">* "An informational page with a physical description of your animal, its habitat, its defense mechanisms, and predators"• Tell students that before they can begin writing, they will need to synthesize their notes and plan their writing.• Direct students' attention to the learning targets and invite them to silently read the targets to themselves:<ul style="list-style-type: none">* "I can identify characteristics of informative writing."* "I can synthesize information from my research notes onto a planning graphic organizer."* "I can group together facts from my research with related evidence in my informative piece."• Tell students they just worked toward the first target when they created the Informational Texts anchor chart. Answer any clarifying questions about the remaining targets.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Planning an Informative Text: Synthesizing Research Notes (20 minutes)</p> <ul style="list-style-type: none">• Frame this part of the performance task by asking:<ul style="list-style-type: none">* “What is the question we are trying to answer in our research?”• Listen for: “How does my expert group animal use its body and behaviors to help it survive?” Remind students that this is one of the guiding questions for the module.• Draw their attention to the Guiding Questions anchor chart. Use equity sticks to call on a student to read the second question aloud:<ul style="list-style-type: none">* “How can a writer use knowledge from their research to inform and entertain?”• Explain that in this unit, they have been working on understanding how writers use research to inform their readers.• Refer back to the Informational Texts anchor chart from Opening A and ask:<ul style="list-style-type: none">* “What topic will we be informing or teaching our reader about?”• Listen for responses such as: “We’ll be teaching our reader about our expert group animal’s defense mechanism” or “We’ll be teaching the reader about how our expert group animal uses its body and behaviors to help it survive.”• Point to the fourth bullet point on the Informational Texts anchor chart:<ul style="list-style-type: none">* “Informational texts are based on research the author does before writing.”• Tell students that now that they have researched their expert group animals, they are ready to begin writing their informational page.• Review the steps of the writing process by asking:<ul style="list-style-type: none">* “What steps do writers go through when writing a text?”• Listen for students to say that writers plan, draft, revise, edit, and publish their writing.• Tell students that researching is part of the planning process; writers need to learn about what they are writing about. Explain that in this lesson, they will use their research to plan their informative pieces.• Refer back to the second bullet point of the performance task prompt and ask:<ul style="list-style-type: none">* “What kind of information do we need to include in our informational pieces?”	<ul style="list-style-type: none">• As an alternative to highlighting notes, you may wish to have students use sticky notes instead. Students could look through their research journals for notes needed for each part of the informational piece, rewriting each note on a sticky note. They could then manipulate the sticky notes to group information or stick the notes directly on their Planning graphic organizers in Work Time B.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Listen for students to say that they will need to include a physical description of their animal and information about its defense mechanisms and its predators.• Using three different-colored highlighters, highlight “<i>physical description of your animal</i>” in pink, “its defense mechanisms” in orange, and “predators” in yellow on the performance task prompt.• Invite students to take out their Expert Group Animal research journals and refer to their Web Page Research Guide and Research note-catcher from pages 2-8 and 9-11. Remind them that they will use these notes to write their informational pieces.• Ask:<ul style="list-style-type: none">* “What information are we looking for in order to write about your animal’s physical description?”• Listen for responses like: “We’re looking for information about what the animal looks like.”• Invite students to skim their notes for information about what their expert group animal looks like.• Guide them to the realization that their notes are organized by source rather than by content.• Ask:<ul style="list-style-type: none">* “How can we organize our notes to help us plan our writing?”• Listen for students to suggest ideas for coding their notes.• Tell them that they will use highlighters to color-code their notes, highlighting their notes in a different color for each part of the informational piece: physical description, defense mechanisms, and predators.• Point to the second bullet point of the performance task prompt and tell students that they will highlight notes about the physical description of their animal in pink, notes about their animal’s defense mechanisms in orange, and notes about their animal’s predators in yellow.• Distribute three different-colored highlighters to each student.• Invite them to independently use their highlighters to color-code their notes.• If necessary, model color-coding notes for the millipede’s physical description in the Animal Defenses research journal (from Unit 1). As you model, be sure to:	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – Skim the Animal Defenses research journal for notes on what the millipede looks like and highlight these notes in pink. – Notice notes about other information, such as the millipede's predators, and think aloud about why that should not be highlighted in pink. • Circulate to support students as needed, checking that they are using their highlighters only to highlight information about their animal's physical description, defenses, or predators. Prompt students by asking questions like: <ul style="list-style-type: none"> * "What does your animal look like? Where in your notes did you record that information?" • After about 10 minutes, invite students to check in with their expert groups. Say something like: <ul style="list-style-type: none"> * "With your expert group, discuss what you have highlighted about your animal's physical description." * "What information are you looking through your notes for now?" • Invite students to continue color-coding their notes; they may do so independently or with partners from their expert group. 	
<p>B. Planning an Informative Text: Using a Planning Graphic Organizer (20 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. • Ask them to turn their attention to their Expert Group Animal research journals. Invite them to look over their notes and decide how prepared they feel to begin planning their informational page. • Ask students to demonstrate their readiness using the Fist to Five Checking for Understanding technique. <ul style="list-style-type: none"> – Fist – "I am completely confused about what I'm supposed to do and am not prepared at all!" – 1 finger – "I kind of know what I'm doing but still need more support and/or time." – 2 fingers – "I'm getting there. I know what I need to do; I just need a little more support and/or time." – 3 fingers – "I'm almost there." – 4 fingers – "I'm feeling really good about starting to plan." – 5 fingers – "I'm ready to do the planning page right now! Let's go!" • Ask: <ul style="list-style-type: none"> * "Now that we have coded our notes, are we ready to begin drafting our pieces?" • Listen for students to notice that they have not created a written plan and need to do so before writing. 	<ul style="list-style-type: none"> • Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Explain that students will now have a chance to organize their coded research notes onto a planning page so the information for their writing is all in one spot. Ask:<ul style="list-style-type: none">* “Why is it important to plan our writing using a planning page?”Listen for responses like: “It will help us notice any gaps in our research,” “It will help us think about the organization and flow of our writing,” or “It will help us make sure we are answering our research question completely.”Distribute the Informative Page Directions and use a document camera to display a copy. Invite students to independently read through the directions. Then answer any clarifying questions.Display and distribute the Informative Page Planning graphic organizer. Tell students they will use this graphic organizer to plan their piece; explain that using it will help them include all of the criteria outlined in the directions.Use equity sticks to call on students to read the headings and prompts in each box of the Informative Page Planning graphic organizer. Answer any clarifying questions as the prompts are read.Point out the structure of the informative page: It will have an introduction paragraph and two detail paragraphs, with a concluding statement at the end of the second detail paragraph.Explain that before they try to use the graphic organizer on their own, students will work through an example together for the millipede.Model using the planning graphic organizer. Refer to the Informative Page Planning graphic organizer (for teacher reference) as needed. As you model, be sure to:<ul style="list-style-type: none">– Note for students that they should leave the focus and concluding statements blank for now.– Use your highlighted notes to record information in the introduction paragraph box of the graphic organizer, reminding students to look for notes highlighted in pink for information about the animal’s physical description and notes in yellow for information about its predators.– Look back at the research texts for missing or more specific information than what was recorded in the research notes.– Record the sources used.Invite students to independently look through their notes for information for their introduction paragraphs. Remind them to look for the information they highlighted in pink for the physical description and yellow for the predators and to record the sources they are using in the My Sources box.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate and support as needed, being sure to check in with students who showed a fist or one or two fingers during the Fist to Five at the start of Work Time B.• After about 5 minutes, bring students back together whole group. Tell them they will have a chance to discuss what they have planned with their expert groups at the end of the lesson.• Tell students they will now plan information for their detail paragraphs. Model deciding on the two defense mechanisms to write about and adding details to the graphic organizer. As you model, be sure to:<ul style="list-style-type: none">– Use your highlighted notes to record information in each remaining part of the graphic organizer, reminding students to look for notes highlighted in orange about the animal's defense mechanisms.– Look back at the research texts for missing or more specific information than what was recorded in the research notes.• Invite students to independently look through their notes for information for their detail paragraphs. Remind them to look for information they highlighted in orange for the defense mechanisms of their expert group animal and to record any new sources they are using in the My Sources box.• Circulate and support as needed, being sure to check in with students who showed a fist or one or two fingers during the Fist to Five at the start of Work Time B.• After about 10 minutes, bring students back together whole group. Tell them they will now have a chance to debrief their work with their expert groups.	<ul style="list-style-type: none">• You may wish to pull a small group of students during this time, focusing your attention on those who need support with organization of materials.



Closing and Assessment	Meeting Students' Needs
<p>A. Research Reflection (5 minutes)</p> <ul style="list-style-type: none">• Invite students to gather in their expert groups with their Informative Page Planning graphic organizers.• Have them Think-Pair-Share. Ask:<ul style="list-style-type: none">* “Look at the boxes for the introduction and detail paragraphs. What information do you need to research further?”• Listen for them to notice any gaps in their research based on the notes they recorded on their graphic organizers.• Explain that for homework, they should reread their research texts and notes, looking for any information that is missing from the introduction and detail paragraph boxes on the Informative Page Planning graphic organizers.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Introduction and Detail Paragraph boxes on the Informative Page Planning graphic organizer.	



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Supporting Materials



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Informational Texts Anchor Chart
(For Teacher Reference)

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

Informational Texts

- * Informational texts inform or teach a reader about a topic.
- * Informational texts have a topic sentence with evidence like facts and details that support the topic and a concluding statement or section that sums up what the text was about.
- * Informational texts have precise vocabulary.
- * Informational texts are based on research the author does before writing.
- * Informational texts often have pictures or other visuals that support the text.



Informative Page Directions

Name: _____

Date: _____

Directions:

1. Read the prompt below.
2. Using your research notes from your Expert Group Animal research journal, plan an informative written piece for the prompt below. (*RI.4.9, W.4.2, W.4.4, W.4.7*)
3. Write your piece on a separate sheet of lined paper.

Prompt:

Review your research about your animal's defense mechanisms. Then, use the evidence you have gathered to write an informative piece that describes two defense mechanisms of the animal you have researched. Be sure to do the following in your piece:

_____ Introduce the animal you have researched, including a focus statement that states the main idea of the piece. (*W.4.2a*)

_____ Use paragraphs to group related facts and evidence. (*W.4.2a*)

_____ Use facts and details to describe two of your animal's defense mechanisms. (*W.4.2b, W.4.8*)

_____ Use precise vocabulary to inform about your animal. (*W.4.2d*)

_____ Provide a concluding statement that restates the focus statement. (*W.4.2e*)

_____ Synthesize information from at least two research sources. (*RI.4.9, W.4.7, W.4.8*)

_____ Use vocabulary from your research on animal defense mechanisms to accurate descriptions throughout the piece. (*W.4.2d, L.4.3a, L.4.6*)

_____ Use correct capitalization and spell fourth-grade words correctly.

Use the following planning graphic organizer to plan your informative piece before writing your draft.



Informative Page Planning Graphic Organizer

Name:

Date:

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

Name:

Date:

Introduction Paragraph

Describe your animal.

Details:

- What is my animal?
- What does my animal look like?
- Where does it live?
- What are its predators?

Detail Paragraph 1

What is one defense mechanism my animal uses?

How/when would my animal use this defense mechanism?

Details:

-
-
-



Informative Page Planning Graphic Organizer

<p>Detail Paragraph 2</p> <p>What is another defense mechanism my animal uses?</p> <p>How/when would my animal use this defense mechanism?</p> <p>Details:</p> <ul style="list-style-type: none">•••	<p>Concluding Statement</p> <p>Restate your focus statement from the introduction.</p>
<p>My Sources: List any sources you used in planning your informative piece.</p>	<p>Vocabulary from my research to be used:</p>



Informative Page Planning Graphic Organizer
(For Teacher Reference)

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

To protect themselves from predators, millipedes have two main defense mechanisms. When they're near a predator, they might roll into a ball or ooze poison.

Name: **Millipede model**

Date:

<p>Introduction Paragraph Describe your animal.</p> <p>Details: What is my animal? the millipede</p> <p>What does my animal look like? -20–100 body segments -two pairs of legs on each segment -hard exoskeleton -long and skinny</p> <p>Where does it live? -lives outdoors in damp areas like the forest floor -lives in our houses—basements</p> <p>What are its predators? -ants and toads</p>	<p>Detail Paragraph 1 What is one defense mechanism my animal uses? -rolling into a ball</p> <p>How/when would my animal use this defense mechanism? -When a predator comes near, it rolls into a ball.</p> <p>Details: The hard exoskeleton protects its body from the predator. They look like little pebbles, so the predator ignores them. Body segments make it easy to roll.</p>
<p>Detail Paragraph 2 What is another defense mechanism my animal uses? -emits poison</p> <p>How/when would my animal use this defense mechanism? -oozes poison when attacked</p> <p>Details: Droplets are sticky and stick to predators. While the predator tries to clean off the fluid, it gets stickier and the millipede escapes. The poison can paralyze or kill the predators. The poison smells, and when predators smell it, they run away.</p>	<p>Concluding Statement Restate your focus statement from the introduction.</p> <p>Millipedes are very special critters. They have unusual and interesting defense mechanisms that keep them safe from predators.</p>
<p>My Sources: List any sources you used in planning your informative piece. <i>Animal Behavior: Animal Defenses</i> <i>Venom</i></p>	<p>Vocabulary from my research to be used: emit exoskeleton paralyze predator threaten</p>



Informative Page Planning Graphic Organizer
(For Teacher Reference)

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

The armadillo has many ways of protecting itself.

Name: **Armadillo model**

Date:

<p>Introduction Paragraph Describe your animal.</p> <p>Details: What is my animal? the three-banded armadillo</p> <p>What does my animal look like? -powerful claws -sticky tongue -curls into a ball -covered in thick plates -plates form an armor called carapace</p> <p>Where does it live? -South America -marsh -grasslands</p> <p>What are its predators? -jaguars, alligators, humans</p>	<p>Detail Paragraph 1 What is one defense mechanism my animal uses? -runs away and lets its hard armor protect it</p> <p>How/when would my animal use this defense mechanism? -The armor protects the armadillo when a predator attacks it.</p> <p>Details: The armor is hard. Scientists call the armor carapace. The armor is made up of bony plates and is arranged in bands around the armadillo's body. The shell is good insulation and keeps the armadillo warm in the winter.</p>
<p>Detail Paragraph 2 What is another defense mechanism my animal uses? -rolling into a ball</p> <p>How/when would my animal use this defense mechanism? -when a predator attacks</p> <p>Details: Each band of armor is separated from the others by a band of skin, which lets the armadillo flex its body and roll up. The shoulder and haunch plates aren't attached on the sides to the armadillos' skin, so there's room inside to fit a head, legs, and tail. Rolling into a ball protects its head, legs, and tail, which aren't covered by the armor otherwise. When an armadillo is rolled into a ball, the shell protects its body. It's difficult for a predator to crack open the armadillo's shell.</p>	<p>Concluding Statement Restate your focus statement from the introduction.</p> <p>The armadillo protects itself with its hard armor and by rolling into a ball.</p>



Informative Page Planning Graphic Organize
(For Teacher Reference)

<p>My Sources: List any sources you used in planning your informative piece.</p> <p><i>Animal Behavior: Animal Defenses</i></p> <p>“Award-Winning Survival Skills”</p> <p>Web page: http://www.arkive.org/brazilian-three-banded-armadillo/tolypeutes-tricinctus/</p>	<p>Vocabulary from my research to be used:</p> <p>armor</p> <p>plates</p> <p>flex</p>
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Informative Page Planning Graphic Organizer
(For Teacher Reference)

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

The gazelle has many ways of protecting itself.

Name: Gazelle model

Date:

<p>Introduction Paragraph Describe your animal.</p> <p>Details:</p> <ul style="list-style-type: none"> What is my animal? the gazelle What does my animal look like? -brownish coat -black horns -black stripe on sides -white patch on back -long legs Where does it live? -South Africa -grasslands What are its predators? -lions, cheetahs, wild dogs 	<p>Detail Paragraph 1 What is one defense mechanism my animal uses? -hiding</p> <p>How/when would my animal use this defense mechanism? -when a predator approaches</p> <p>Details:</p> <ul style="list-style-type: none"> Fawns have tawny coats that blend in with the grass. Fawns can lie still for a long time, so the grass doesn't move and the predator doesn't notice them. Hiding, freezing, or blending in with their habitat is called crypsis.
<p>Detail Paragraph 2 What is another defense mechanism my animal uses? -running away</p> <p>How/when would my animal use this defense mechanism? -when a predator starts to come close</p> <p>Details:</p> <ul style="list-style-type: none"> Gazelles jump or bounce with their backs arched and legs stiff, which is called stotting or pronking. Stotting lets the predator know the gazelles are strong, healthy, and faster than the predator. Stotting also warns other gazelles that a predator is close, so the predator loses its chance of a surprise attack. 	<p>Concluding Statement Restate your focus statement from the introduction.</p> <p>The gazelle protects itself by blending in with its habitat or running away.</p>
<p>My Sources: List any sources you used in planning your informative piece. <i>Animal Behavior: Animal Defenses</i> Web page: http://www.arkive.org/springbok/antidorcas-marsupialis/</p>	<p>Vocabulary from my research to be used: crypsis stotting or pronking herd</p>



Informative Page Planning Graphic Organizer
(For Teacher Reference)

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

The mimic octopus protects itself by imitating other animals.

Name: Mimic Octopus model

Date:

<p>Introduction Paragraph Describe your animal.</p> <p>Details:</p> <ul style="list-style-type: none"> What is my animal? the mimic octopus What does my animal look like? -stripes -no shell and no bones -eight arms Where does it live? -along the muddy ocean floor -off the coast of Indonesia What are its predators? -damselfish, sharks, barracudas 	<p>Detail Paragraph 1 What is one defense mechanism my animal uses? -mimicking the sole</p> <p>How/when would my animal use this defense mechanism? -when a predator approaches</p> <p>Details:</p> <ul style="list-style-type: none"> It's the only animal that can mimic more than one other animal. Mimicking other animals lets the octopus hide in plain sight. It can change the color and shape of its body. Sole are common, so predators aren't interested in them and ignore them. The octopus pulls its arms together and moves like the sole.
<p>Detail Paragraph 2 What is another defense mechanism my animal uses? -mimicking the poisonous lionfish</p> <p>How/when would my animal use this defense mechanism? -when a predator starts to come close</p> <p>Details:</p> <ul style="list-style-type: none"> The octopus spreads out its arms and lets them dangle, twists its body, and changes its stripes to look like a lionfish. The predator thinks it's a lionfish, which are poisonous, so it stays away. 	<p>Concluding Statement Restate your focus statement from the introduction.</p> <p>The mimic octopus protects itself by mimicking different animals.</p>
<p>My Sources: List any sources you used in planning your informative piece. <i>Animal Behavior: Animal Defenses</i> "Award-Winning Survival Skills"</p> <p>Web page: http://phenomena.nationalgeographic.com/2009/12/13/the-mimic-octopus-my-first-ever-post/</p>	<p>Vocabulary from my research to be used: mimic imitate common</p>



Informative Page Planning Graphic Organizer
(For Teacher Reference)

Focus Question: How does my expert group animal use its body and behaviors to help it survive?

Focus Statement:

The monarch butterfly protects itself in several ways.

Name: Monarch model

Date:

<p>Introduction Paragraph Describe your animal.</p> <p>Details:</p> <ul style="list-style-type: none"> What is my animal? monarch butterfly What does my animal look like? -black, white, and bright orange wings -white dots along the wings -black body Where does it live? -America, Mexico What are its predators? -birds, praying mantises 	<p>Detail Paragraph 1 What is one defense mechanism my animal uses? -poison</p> <p>How/when would my animal use this defense mechanism? -when a predator eats it</p> <p>Details:</p> <ul style="list-style-type: none"> They get their poison from eating milkweed plants when they are caterpillars. The poison tastes bad, so the predator drops the butterfly, letting it escape. The poison doesn't kill the monarch's enemy, but it makes it sick. The predator learns to stay away from the butterfly.
<p>Detail Paragraph 2 What is another defense mechanism my animal uses? -warning colors</p> <p>How/when would my animal use this defense mechanism? -when a predator starts to come close</p> <p>Details:</p> <ul style="list-style-type: none"> The monarch is bright orange, black, and white. It has bright warning colors, letting the predator know that it is poisonous. The colors and patterns are aposematic, which means they warn predators that the animals have poison. 	<p>Concluding Statement Restate your focus statement from the introduction.</p> <p>The monarch butterfly protects itself by poisoning its predators.</p>
<p>My Sources: List any sources you used in planning your informative piece. <i>Animal Behavior: Animal Defenses</i> <i>Venom</i> <i>Web Page:</i> http://www.arkive.org/monarch-butterfly/danaus-plexippus/</p>	<p>Vocabulary from my research to be used: warning colors educated</p>