

# WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *California Animals*, one of several books in our State History series. Since this curriculum was designed by teachers, we are positive you will find it to be the most comprehensive program you have ever utilized to teach students about California's animals. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*California Animals* is a nine lesson program. Our goal is to provide a curriculum that you can use the very first day you purchase our materials. There are no lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the nine lessons requires students to complete vocabulary cards, read about an animal topic, and complete Reading comprehension questions that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, adaptation games, research projects, writing exercises utilizing graphic organizers, graphing, mapping, mimicry, grid systems, and classification are the types of activities that will guide students on their journey through *California Animals*.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *California Animals*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions can be found on pages 98-106.

**NOTE:** Students will complete a culminating activity at the end of the curriculum. We suggest that students keep the information from each lesson in a notebook or folder.

## THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 96-97 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words three times throughout their study of *California Animals*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

## CALIFORNIA STATE STANDARDS

*California Animals* was designed to align with California's History, Life Sciences, Math, Reading, and Writing standards in grades 3-7.

**GRADE 3** History: 3.1; Life Sciences: 3A, 3 B, 3C, 3D, 3E; Math Algebra and Functions: 2.2; Mathematical Reasoning 1.1; Reading: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.7; Writing Strategies: 1.2, 1.3; Writing Conventions: 1.1., 1.4, 1.7, 1.8, 1.9.

**GRADE 4** History: 4.1.5; Life Sciences: 2B, 2C, 3B, 3C; Math Measurement and Geometry: 2.0; Reading: 1.2, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6; Writing Strategies 1.4, 1.6, 1.7, 1.8; Writing Conventions: 1.1, 1.7.

**GRADE 5** Math Algebra and Functions: 1.4; Mathematical Reasoning 1.1; Reading 2.1, 2.2, 2.4, 2.5; Writing Strategies: 1.3; Writing Conventions: 1.4, 1.5.

**GRADE 6** Mathematical Reasoning: 1.1; Reading: 1.4, 2.4; Writing Conventions: 1.4, 1.5.

**GRADE 7** Mathematical Reasoning: 1.1; Reading 2.1, 2.2; Writing Conventions: 1.4, 1.5, 1.6.

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# LESSONS AT A GLANCE



1. Before reading *The Animal Kingdom*, students will:

- complete Vocabulary Cards for *burrowing, exoskeletons, flexible, internal, perch, predators, squid*. (pg. 1)

After reading *The Animal Kingdom* (pps. 2-4), students will:

- answer *The Animal Kingdom* Reading Comprehension Questions. (pg. 5)
- create and play the game *Adaptation Match-Up*. (pps. 6-14)

2. Before reading *Vertebrates*, students will:

- complete Vocabulary Cards for *continent, marsupials, prey, rodents, shallow, snouts, species, venomous*. (pg. 1)

After reading *Vertebrates* (pps. 15-17), students will:

- answer *Vertebrates* Reading Comprehension Questions. (pg. 18)
- research to create the game *Find the Fib*. (pps. 19-20)

NOTE: YOU WILL NEED TO MAKE FOUR COPIES OF PAGE 20 FOR EACH STUDENT.

3. Before reading *Invertebrates*, students will:

- complete Vocabulary Cards for *recyclers and tentacles*. (pg. 1)

After reading *Invertebrates* (pps. 21-23), students will:

- answer *Invertebrates* Reading Comprehension Questions. (pg. 24)
- research to find answers to questions in *The Riddler*. (pg. 25)
- take a Vocabulary Quiz for *California Animals Part I*. (pg. 27)



# LESSONS AT A GLANCE



4. Before reading Large Mammals, students will:

- complete Vocabulary Cards for *canine, coastal, digest, extinct, illegal, inactive, inflate, inhabit, migrate, North America, yucca*. (pg. 1)

After reading Large Mammals (pps. 28-32), students will:

- answer Large Mammals Reading Comprehension Questions. (pg. 33)
- use a graphic organizer to research and complete Mammal Expert's Journal Part I. (pps. 34-43)

5. Before reading Small Mammals, students will:

- complete Vocabulary Cards for *absorb, extend, prairies*. (pg. 1)

After reading Small Mammals (pps. 44-48), students will:

- answer Small Mammals Reading Comprehension Questions. (pg. 49)
- use a graphic organizer to research and complete Mammal Expert's Journal Part II. (pps. 50-59)

6. Before reading Birds, students will:

- complete Vocabulary Cards for *elevations, foothills, plumes, talons*. (pg. 1)

After reading Birds (pps. 60-65), students will:

- answer Birds Reading Comprehension Questions. (pg. 66)
- place California's birds in their proper regions on a California map. (pps. 67-68)
- complete the California Bird Chart. (pps. 69-70)
- use the California Bird Chart to create a bar graph. (pg. 71)
- take a Vocabulary Quiz for California Animals Part II. (pg. 72)



# LESSONS AT A GLANCE



7. Before reading Fish and Reptiles, students will:

- complete Vocabulary Cards for *domed, fatal, fisheries, habitats, industry, native*. (pg. 1)

After reading Fish and Reptiles (pps. 73-75), students will:

- answer Fish and Reptiles Reading Comprehension Questions. (pg. 76)
- use color to complete Mimicry: Coral Snakes and King Snakes. (pps. 77-78)

8. After reading Amphibians (pps. 79-81), students will:

- answer Amphibians Reading Comprehension Questions. (pg. 82)
- use number coordinates to complete Grid Math. (pps. 83-85)

9. Before reading Arthropods, students will:

- complete Vocabulary Cards for *circular, cocoons, metamorphosis, nectar, paralyze, regenerate, reproduce*. (pg. 1)

After reading Arthropods (pps. 86-90), students will:

- answer Arthropods Reading Comprehension Questions. (pg. 91)
- create a classification system for California's Animals. (pps. 92-94)
- take a Vocabulary Quiz for California Animals Part III. (pg. 95)

