

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Texas 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 Texas's animals. We would like to take a few moments to familiarize you with the program.

THE FORMAT

Texas 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 *Texas Animals*.

THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Texas 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 *Texas 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.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Texas Animals was designed to align with the Texas Essential Knowledge and Skills in Social Studies, Science, Reading, and Language. The lesson plans on the following pages clearly list the TEKS standards and how they correlate with each lesson and activity in *Texas Animals*.

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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) (TEKS: READING 6C)

After reading *The Animal Kingdom* (pps. 2-4), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *The Animal Kingdom* Reading Comprehension Questions. (pg. 5) (TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- create and play the game *Adaptation Match-Up*. (pps. 6-14) (TEKS: SOCIAL STUDIES SKILLS 22B; SCIENCE 10A)

2. Before reading *Vertebrates*, students will:

- complete Vocabulary Cards for *continent, marsupials, prey, rodents, shallow, snouts, species, venomous*. (pg. 1) (TEKS: READING 6C)

After reading *Vertebrates* (pps. 15-17), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *Vertebrates* Reading Comprehension Questions. (pg. 18) (TEKS: READING 6C, 10 H, 10J, 10K)
- research to create the game *Find the Fib*. (pps. 19-20) (TEKS: SOCIAL STUDIES SKILLS 23E; SCIENCE 10A; READING 10L, 13C; WRITING 16A, 16B, 17C, 17D)

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) (TEKS: READING 6C)

After reading *Invertebrates* (pps. 21-23), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *Invertebrates* Reading Comprehension Questions. (pg. 24) (TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- research to find answers to questions in *The Riddler*. (pg. 25) (TEKS: SCIENCE 10A; READING 8B)
- take a Vocabulary Quiz for *Texas Animals Part I*. (pg. 27) (TEKS: SOCIAL STUDIES SKILLS 23A; READING 6C)



LESSONS AT A GLANCE



4. Before reading Large Mammals, students will:

- complete Vocabulary Cards for *banned, captivity, coast, digest, dorsal, illegal, inactive, native, North America, preserve, yucca*. (pg. 1) (TEKS: READING 6C)

After reading Large Mammals (pps. 28-32), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer Large Mammals Reading Comprehension Questions. (pg. 33) (TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- use a graphic organizer to research and complete Mammal Expert's Journal Part I. (pps. 34-43) (TEKS: SOCIAL STUDIES SKILLS 22C, 23D, 23E; SCIENCE 10A; READING 6C, 8B, 10L; WRITING 16A, 16B, 17C, 17D)

5. Before reading Small Mammals, students will:

- complete Vocabulary Cards for *canine, extend, grubs, prairies*. (pg. 1) (TEKS: READING 6C)

After reading Small Mammals (pps. 44-48), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer Small Mammals Reading Comprehension Questions. (pg. 49) (TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- use a graphic organizer to research and complete Mammal Expert's Journal Part II. (pps. 50-59) (TEKS: SOCIAL STUDIES SKILLS 22C, 23D, 23E; SCIENCE 10A; READING 6C, 8B, 10L; WRITING 16A, 16B, 17C, 17D)
- take a Vocabulary Quiz for Texas Animals Part II. (pg. 60) (TEKS: SOCIAL STUDIES SKILLS 23A; READING 6C)



LESSONS AT A GLANCE



6. Before reading *Birds*, students will:

- complete Vocabulary Cards for *aggressive, crests, foothills, habitat, incubating, migrate, nectar, talons, tame*. (pg. 1) (TEKS: READING 6C)

After reading *Birds* (pps. 61-66), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *Birds* Reading Comprehension Questions. (pg. 67)
(TEKS: READING 6C, 10 H, 10J, 10K)
- place Texas's birds in their proper regions on a Texas map. (pps. 68-69)
(TEKS: GEOGRAPHY 6A, 6B; SOCIAL STUDIES SKILLS 22C)
- complete the Texas Bird Chart. (pps. 70-71) (TEKS: SOCIAL STUDIES SKILLS 22C; SCIENCE 2C)
- use the Texas Bird Chart to create a bar graph. (pg. 72)
(TEKS: SOCIAL STUDIES SKILLS 22C; SCIENCE 2C)

7. Before reading *Fish and Reptiles*, students will:

- complete Vocabulary Cards for *domed, fatal, fisheries, industry*. (pg. 1)
(TEKS: READING 6C)

After reading *Fish and Reptiles* (pps. 73-75), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *Fish and Reptiles* Reading Comprehension Questions. (pg. 76)
(TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- use color to complete *Mimicry: Coral Snakes and Milk Snakes*. (pps. 77-78)
(TEKS: SOCIAL STUDIES SKILLS 22F)



LESSONS AT A GLANCE



8. After reading *Amphibians* (pps. 79-81), (TEKS: SCIENCE 10A; READING 8B) students will:

- answer *Amphibians* Reading Comprehension Questions. (pg. 82) (TEKS: SCIENCE 10A; READING 6C, 10 H, 10J, 10K)
- use number coordinates to complete Grid Math. (pps. 83-85) (TEKS: GEOGRAPHY 6A, 6B; SCIENCE 10C)

9. Before reading *Arthropods*, students will:

- complete Vocabulary Cards for *circular, cocoons, metamorphosis, paralyze, regenerate, reproduce*. (pg. 1) (TEKS: READING 6C)

After reading *Arthropods* (pps. 86-90), (TEKS: SCIENCE 10A, 10C; READING 8B) students will:

- answer *Arthropods* Reading Comprehension Questions. (pg. 91) (TEKS: SCIENCE 10A, 10C; READING 6C, 10 H, 10J, 10K)
- create a classification system for Texas's Animals. (pps. 92-94) (TEKS: SOCIAL STUDIES SKILLS 22B, 22C; SCIENCE 10A; READING 13E)
- take a Vocabulary Quiz for Texas Animals Part III. (pg. 95) (TEKS: SOCIAL STUDIES SKILLS 23A; READING 6C)

