



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

1.2.d.—Open Wide! Look Inside!



In this unit, students read a full-color big book about the Channel Islands off the coast of California that introduces them to a variety of habitats and living things. As lessons develop, students learn that animals meet their needs for food within their habitat in different ways. They explore the differences in animals' teeth and beaks, and how they influence each species' diet. They examine how survival depends on the availability of food and the animals' ability to obtain it. They learn about the natural and human-caused changes to the island that affect the survival of the island fox, and end with an understanding of how changes in the food supply influence an animal's ability to survive.

		RI.1.1	RI.1.2	RI.1.3	RI.1.4	RI.1.5	RI.1.6	RI.1.7	RI.1.8	RI.1.10	W.1.2	W.1.7	W.1.8	SL.1.1	SL.1.2	SL.1.5	SL.1.6	L.1.4	L.1.5	L.1.6	
LESSONS	California Connections	✓	✓	✓		✓	✓	✓		✓				✓	✓		✓	✓	✓	✓	
	1	✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	
	2	✓		✓	✓	✓		✓								✓	✓	✓	✓	✓	
	3																✓	✓	✓		
	4	✓		✓		✓		✓	✓				✓			✓	✓	✓			
	Traditional Assessment													✓							
	Alternative Assessment													✓							

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards and applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 16 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups.

- **Lesson 1:** Whole class, partners/pairs
- **Lesson 2:** Whole class, partners/pairs
- **Lesson 3:** Whole class
- **Lesson 4:** Whole class, partners/pairs

National Geographic Resources

- **Political** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students answer multiple choice questions; they also draw two diagrams under which they write sentences explaining their drawings.	W.1.8: With guidance and support from adults, recall information from experiences...to answer a question.
Alternative Assessment	
Students create a Channel Island story strip, choosing an animal that lives on the Channel Islands. They create 3 frames of drawings featuring specific aspects of the animal, its food, and its habitat, then write about what would happen if the animal is not able to find food in its habitat.	W.1.8: With guidance and support from adults, recall information from experiences...to answer a question.

Lesson 1: The Wild Places and Faces of the Channel Islands

Students locate the Channel Islands in relation to where they live in California on a map. The class reads Part 1 of the **California Connections: Life on California's Channel Islands** big book, and lists the habitats and living things on the islands that they read about. In a second session, the class reads Part 2 of the big book, and discusses the diets of some of the animals they read about.



National Geographic Resources

- Political wall map

Session 1

Use this correlation in place of the **Procedures** on pages 38–39 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary Workbook. These documents are provided separately.</p> <p>Tip: Word Wall Cards may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p> <p>If Dictionary Workbooks need to be reused, students should not write in them.</p>	<p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
Step 1	
<p>Introduce students to this unit by telling them that they will be learning about how animals eat different types of food and that this food comes from their surroundings. Draw students’ attention to the Political wall map and help students locate where they live. Tell them that there are islands near the California coast that are part of their state. Ask students to locate the islands on the Political wall map. Read the name of the island group to the students. (<i>The Channel Islands</i>) Ask students, “Have you ever visited the Channel Islands?”</p>	n/a
Step 2	
<p>Show the class the California Connections: Life on California’s Channel Islands big book. Ask them to look at the cover and describe what they see. (<i>Cliffs, the ocean, water, plants</i>) Point out that the big book has three parts, and that today they will read Part 1: “Wild Places and Faces” together.</p> <p>Tip: Use a Background Overview to introduce the unit, utilizing a simple graphic organizer to preview the main ideas the students will learn in each part of the big book.</p>	<p>RI.1.5: Know and use various text...features (e.g., headings, tables of contents...) to locate key facts or information in a text.</p> <ul style="list-style-type: none"> ■ Text features—headings on front cover, page 1 table of contents, page 2 headings and other structures. <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</p> <p>Suggestion: Ask students to share what they know about an area that looks like this.</p>

Procedures	Common Core Standards and Applications
Step 2 (continued)	
<p>Begin reading Part 1 of the big book to students. As you read, discuss the different habitats on and near the Channel Islands. Ask students to look at the pictures of the habitats and predict what kinds of animals could live in each habitat. (<i>Grasslands: lizards, snakes; forests: insects, foxes; canyons: frogs, salamanders; rocky shores: hermit crabs, sea urchins; beaches: crabs, clams; ocean: whales, sea otters, dolphins</i>)</p>	<p>L.1.4: Determine or clarify the meaning of unknown...words... a) Use sentence-level context as a clue to the meaning of a word or phrase. ■ e.g., California Connections big book, page 4 <i>habitats</i>, page 8 <i>mammals</i>.</p> <p>L.1.5b: Define words by category and by one or more key attributes...</p> <p>RI.1.6: Distinguish between information provided by pictures...and information provided by the words in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.2: ...answer questions about key details in a text read aloud...</p> <p>SL.1.6: Produce complete sentences...</p> <p>Suggestion: California Connections big book, pages 12–13; categories: <i>ocean animals that live under water, on the beach, and in open water</i>.</p> <ul style="list-style-type: none"> ■ A <u>sea cucumber</u> is an animal that lives <u>under water</u>. ■ A <u>sand crab</u> is an animal that lives <u>on the beach</u>.
Step 3	
<p>At the end of Part 1, read the “Think About It” questions to students: “What plants and animals live on or near the Channel Islands? What do their habitats look like?” Give students a few minutes to talk with a partner about the habitats and animals they read about.</p>	<p>RI.1.1: ...answer questions about key details...</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <p>RI.1.5: Know and use various text...features (e.g.,...glossaries...).</p> <ul style="list-style-type: none"> ■ e.g., California Connections big book, page 17 <p>RI.1.6: Distinguish between information provided by pictures... and information provided by the words...</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud...</p>
Step 4	
<p>Call students’ attention to the Living on the Islands Chart (see Advanced Preparation). Ask students what animals they read about in the big book. Write their ideas in the first column of the chart under “Animal.” Have the big book available for the students to refer to while compiling this list. Add any animals that the students do not come up with from memory.</p>	<p>RI.1.2: ...retell key details of a text.</p> <p>Suggestion: <i>Write a whole class paragraph about the animals on the Channel Islands and their habitats.</i></p> <p>W.1.2: Write informative/explanatory texts...</p> <p>W.1.7: Participate in shared research and writing projects...</p>
Step 5	
<p>Conclude the session by telling students that next time they will be learning about how some of these animals live and grow in the same habitats.</p>	<p>n/a</p>

Session 2

Use this correlation in place of the Procedures on pages 40–41 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Link the previous session’s learning to this session by reviewing the list of animals that live on the Channel Islands compiled by the class, using the Living on the Islands Chart (see Step 4 in Session 1).</p>	<p>RI.1.10a: Activate prior knowledge related to the information and events in a text. CA</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ A _____ lives on the Channel Islands.
Step 2	
<p>Display the California Connections: Life on California’s Channel Islands big book and picture walk through Part 1 until you reach Part 2. Read the title to the students. (“<i>Living on Santa Rosa Island</i>”) Tell them that grasslands cover most of the land on Santa Rosa Island. Show the class the picture on page 19 of the big book to remind them what grasslands look like.</p>	<p>RI.1.5: Know and use...text...features (e.g., headings)...</p> <p>RI.1.6: Distinguish between information provided by pictures...and information provided by the...text.</p>
Step 3	
<p>Begin reading Part 2 of the big book to the students. Pause on page 24 to ask, “Why do some animals have sharp teeth?” (<i>To tear meat, to grab and hold their food</i>)</p>	<p>RI.1.1: ...answer questions about key details in a text.</p> <p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ■ Page 24, ask, “What is different about the teeth of an island deer mouse and a fox or skunk?” ■ “Why are the teeth different?”
<p>Continue reading pages 18–25. Pause on page 26 to ask, “What do some birds use to get their food?” (<i>Beaks, talons</i>)</p>	<p>RI.1.3: Describe the connection between...ideas...</p> <ul style="list-style-type: none"> ■ “What do they do with their talons?” ■ “What do they do with their beaks?”
<p>At the end of Part 2, on page 30, read the “Think About It” question to the students, asking “What do the animals that live on the Channel Islands eat?” Give them a few minutes to talk in pairs. Come together as a whole group to share ideas.</p>	<p>L.1.6: Use words and phrases acquired through conversations, reading and being read to...using frequently occurring conjunctions to signal simple relationships...</p> <ul style="list-style-type: none"> ■ A _____ has _____ because _____. ■ An <i>eagle</i> has <i>talons</i> because <i>it needs to grab fish from the water</i>. <p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.5: ...use...text...features (...glossaries)...</p> <ul style="list-style-type: none"> ■ e.g., California Connections big book, page 31 <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ A _____ eats _____. ■ A _____ uses _____ to catch (and eat) its food. ■ A _____ uses _____ to eat its food.

Procedures	Common Core Standards and Applications
Step 3 (continued)	
<p>As students share their thinking with the class, write their ideas in the second column of the Living on the Islands Chart, under “Diet.” Use a red marker for food that comes from animals and a green marker for food that comes from plants. Have students guess why you are using the two different colors. Help students identify the two categories of food sources—plants and other animals.</p>	<p>L.1.5a: Sort words into categories...</p> <p>L.1.5b: Define words by category and by one or more key attributes...</p> <ul style="list-style-type: none"> ■ A _____ is an animal that eats food from _____. <p>SL.1.5: Add...visual displays to...clarify ideas...</p> <p>Suggestion: Write a whole class story about the animals on the Channel Islands and what they eat.</p> <p>W.1.2: Write informative/explanatory texts...</p> <p>W.1.7: Participate in shared research and writing projects...</p>
Step 4	
<p>Distribute a Student Workbook to each student. Tell students to turn to Eating on the Islands (Student Workbook, page 2). Read the instructions to the students. Give students time to complete their work, using the Living on the Islands Chart.</p> <p>Collect Student Workbooks and use Eating on the Islands for assessment.</p> <p>Tip: To preserve the colored workbooks for use each year, use one of these strategies:</p> <ul style="list-style-type: none"> ■ Make black and white copies for students to write on while looking at the color copy. ■ Use a sheet protector over the color copy. ■ Laminate the color photos and cut into strips that students place over their black and white copy. ■ Do together as a class with the teacher holding the page and writing on sheet protector. ■ Project it using a document reader or LCD projector. 	n/a

Lesson 2: Animals' Teeth and What They Eat

Students observe their own teeth and compare them to the types of teeth other animals have. In a second session, students observe the teeth of animals on Santa Rosa Island, discuss what each kind of tooth does for the animal, and classify animals from the Channel Islands as predators or prey.



Session 1

Use this correlation in place of the **Procedures** on pages 48–49 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
<p>Call students’ attention to the Living on the Islands Chart (used in Lesson 1). Ask students to name some of the animals that live on the islands and what those animals eat. Tell students that today they will be looking closely at the teeth of some of the animals from Santa Rosa Island.</p> <p>Read the list of animals in column 1 of the Living on the Islands Chart. Tell students to give you a “thumbs up” if the animal has teeth or a “thumbs down” if the animal does not have teeth. With a highlighter, highlight the animals that the students correctly identify as having teeth. (<i>Island fox, island deer mice, island spotted skunk, bat, seal, dolphin, otter, snake</i>)</p>	<p>L.1.5b: Define words by category and by...key attributes...</p> <p>SL.1.5: Add...visual displays...to clarify ideas...</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Tell students that to learn about other animals' teeth, they will first explore their own. Distribute one mirror to each student. Ask students to observe the shapes of their own teeth and think of words to describe them. Write these descriptive words on the board.</p> <p>Tell students that they have four kinds of teeth in their mouths. Explain that their four front teeth are called "incisors." Have students find their incisors using the mirrors.</p> <p>Ask students to find the two teeth on either side of the four incisors. Have students observe that the shape of these teeth are different from the incisors, which have flat tops. Tell students that these teeth are called "canines."</p> <p>Have students open their mouths wide and look at the teeth behind the canines. Explain that these teeth are square shaped and flat on top. Tell students that these teeth are called "premolars" and "molars." Write "molars," "premolars," "incisors," and "canines" on the board and have students look at each of the teeth in their own mouths once more. Then collect the mirrors from students.</p> <p>Tip: <i>If you do not have mirrors for students, students can turn to a partner and observe each other's teeth. Caution students not to touch their partner's mouth or teeth.</i></p>	n/a
Step 3	
<p>Ask students to think about the teeth that the animals on the Channel Islands have. Tell students that they will look at the kinds of teeth these animals have.</p> <p>Project Island Fox Teeth (Visual Aid #1). Have students observe and describe the shapes and qualities of the fox's teeth. Ask:</p> <ul style="list-style-type: none"> ■ Why does the island fox have sharp teeth like these in its mouth? (<i>To tear, to hold its food</i>) ■ What kind of food do you think the fox eats? (<i>Fruit, insects, mice, snakes</i>) <p>Using what they learned by observing their own teeth, have students discuss the name for the island fox's teeth. (<i>Canines</i>)</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ The island fox has sharp teeth to _____. ■ The island fox eats _____. ■ The island fox's teeth are called _____.
Step 4	
<p>Project Deer Mouse Teeth (Visual Aid #2). As with the fox teeth, ask students to observe and describe the shapes and qualities of the deer mouse teeth. Ask:</p> <ul style="list-style-type: none"> ■ Why does the deer mouse have cutting teeth in front and flat teeth in back? (<i>To crack seeds and nuts, to chew</i>) ■ What kind of food does the deer mouse eat? (<i>Nuts, berries</i>) <p>Using what they learned by observing their own teeth, have students discuss the name for the deer mouse's front teeth. (<i>Incisors</i>)</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ The mouse's front teeth are called _____.

Procedures	Common Core Standards and Applications
Step 5	
<p>Project Cow Teeth (Visual Aid #3). Have students observe and describe the shapes and qualities of the cow teeth. Ask:</p> <ul style="list-style-type: none"> ■ Why does the cow have flat teeth? (<i>To chew</i>) ■ What kind of food does the cow eat? (<i>Grass</i>) <p>Using what they learned by observing their own teeth, have students discuss the name for the cow’s teeth. (<i>Molars</i>)</p> <p>Tell students that in the next session they will discover that the shape of an animal’s teeth can tell them what kind of food that animal eats.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ The cow’s flat teeth are called _____.

Session 2

Use this correlation in place of the **Procedures** on pages 50–51 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Step 1	
<p>Remind students that in the previous session they looked at their own teeth and at the teeth of the island fox, deer mouse, and cow to find differences in the teeth. Ask students to name the different kinds of teeth that animals have and write them on the board again. (<i>Incisor, molar, canine, premolar</i>)</p> <p>Distribute a set of Canines, Molars, and Incisors (Information Cards #1–3) to each pair of students. Project Cow Teeth (Visual Aid #3) and ask student pairs to hold up and name the tooth which would belong to the cow. (<i>Molar</i>) Ask them to name the foods a cow eats. (<i>Grasses and other plants</i>) Ask, “Why would a cow need to have teeth shaped like molars?” (<i>They need flat teeth for grinding and crushing grass and other plants.</i>)</p> <p>Suggestion: <i>To reduce the number of cards students need to handle, the cards can be prepared differently. Put together a strip of 3 diagrams for each student with one of each type of tooth. Then students hold up the strip of 3 and point to the correct tooth/teeth for steps 2 and 3.</i></p>	<p>RI.1.1: Ask and answer questions about key details...</p> <p>RI.1.7: Use the illustrations...to describe key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ A cow has _____ because_____.
Step 2	
<p>Project Deer Mouse Teeth (Visual Aid #2) and ask student pairs to hold up and name the tooth/teeth which would belong to the deer mouse. (<i>Incisor in front, molar in back</i>) Ask them to name the foods a deer mouse eats. (<i>Seeds, wood, other plant material</i>) Ask, “Why would a deer mouse need to have teeth shaped like incisors and molars?” (<i>They need incisors for cracking seeds and cutting into wood, and molars for chewing nuts, seeds, and other plant material.</i>)</p>	<p>RI.1.1: Ask and answer questions about key details...</p> <p>RI.1.7: Use the illustrations...to describe key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ A deer mouse has _____ because _____.

Procedures	Common Core Standards and Applications
Step 3	
<p>Project Island Fox Teeth (Visual Aid #1) and ask student pairs to hold up and name the tooth which would belong to the island fox. (<i>Canine</i>) Ask them to name the foods an island fox eats. (<i>Fruit, insects, mice, snakes</i>) Ask, "Why would an island fox need to have teeth shaped like canines?" (<i>They need sharp teeth to tear meat.</i>)</p>	<p>RI.1.1: Ask and answer questions about key details...</p> <p>RI.1.7: Use the illustrations...to describe key ideas.</p> <p>SL.1.6: Produce complete sentences...</p> <ul style="list-style-type: none"> ■ A fox has _____ because_____.
<p>Using the Word Wall Cards, discuss the meaning of the words "predator" and "prey." Tell them a predator is an animal that hunts, kills, and eats other animals to survive. Prey is an animal that is hunted by another animal for food. Ask students to give examples of each type of animal. (<i>The island fox is a predator; the deer mouse is prey for the island fox.</i>)</p>	<p>L.1.5b: Define words by category and by...key attributes...</p> <p>RI.1.4: Ask and answer questions to...clarify the meaning of words...</p> <p>RI.1.5: ...use...text features...</p> <ul style="list-style-type: none"> ■ Word Wall Cards definitions and illustrations
Step 4	
<p>Call students' attention to the Living on the Islands Chart. Read the animal names one at a time from the first column and the food the animal eats from the second column. Ask students to tell you if each animal on the chart is a "predator" or is "prey" for a predator. Write this information in the third column of the chart. (<i>Note: Sample Answers are provided in the chart on page 51, Teacher's Edition.</i>)</p>	<p>L.1.5b: Define words by category and by...key attributes...</p> <p>L.1.6: Use words and phrases acquired through...reading and being read to,...including using frequently occurring conjunctions to signal simple relationships.</p> <ul style="list-style-type: none"> ■ A _____ is a _____ because it _____. <p>RI.1.3: Describe the connection between two...ideas...</p> <p>SL.1.6: Produce complete sentences...</p>
Step 5	
<p>Gather the Canines, Molars, and Incisors information cards from pairs of students.</p> <p>Redistribute the students' individual Student Workbooks. Tell them to turn to Teeth and Food (Student Workbook, page 3). Read instructions to students and give them time to complete their work.</p> <p>Collect Student Workbooks and use Teeth and Food for assessment.</p>	n/a

Lesson 3: Birds and Their Beaks

Students study information cards of different birds and identify that their beaks are different sizes and shapes. After describing how each type of beak might be used by each bird, students match a select group of birds to foods that make up their diets.



Use this correlation in place of the **Procedures** on page 68 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
Call students’ attention to the Living on the Islands Chart (used in Lesson 2). Point out the list of animals in the first column. Ask them why some of the animals are not highlighted. (<i>The non-highlighted animals do not have teeth.</i>) Ask them what kinds of animals these are. (<i>Birds, fish, reptiles, insects</i>) Tell the class that today they will learn about what birds use to help them eat.	L.1.5b: Define words by category and by one or more key attributes...
Step 2	
Ask, “If birds do not have teeth, what do they use to help them eat?” (<i>Their beaks</i>) Explain to students that just as we can look at an animal’s teeth to know what they eat, we can also look at a bird’s beak to determine their diet. Hold up the Bald Eagle (Information Card #4). Have students point to the beak on the eagle. Ask if the eagle’s beak reminds them of any of the teeth they have learned about. (<i>The eagle’s sharp, hooked beak is like a canine tooth.</i>) Ask, “What does an eagle eat?” (<i>Fish</i>) Ask, “Why do you think the eagle needs to have a sharp, hooked beak?” (<i>To tear flesh and eat meat</i>)	SL.1.6: Produce complete sentences... <ul style="list-style-type: none"> ■ An eagle eats _____. ■ An eagle has a _____, _____ beak to _____.
Step 3	
One by one, display the Brown Pelican, Finch, and Hummingbird (Information Cards #5–7). For each bird, have students locate and describe the beak. (<i>The finch’s beak is heavy and thick; the hummingbird’s beak is long and thin; the brown pelican’s beak is long and narrow with a hook on the end, and a pouch of skin.</i>) Ask students to think about why each bird’s beak is shaped the way it is. (<i>The finch’s beak is heavy and thick to crack open seeds; the hummingbird’s beak is long and thin to sip nectar; the brown pelican’s beak is used to scoop up fish from the water.</i>)	SL.1.6: Produce complete sentences... <ul style="list-style-type: none"> ■ The finch’s beak is _____ and _____ to _____. ■ The hummingbird’s beak is _____ and _____ to _____.

Procedures	Common Core Standards and Applications
Step 4	
<p>Refer back to the Living on the Islands Chart. Ask students what they have learned about animals that are predators and animals that are prey. (<i>A predator is an animal that hunts, kills, and eats other animals to survive; prey animals are hunted by predators for food.</i>) Ask students if each bird is a predator or prey. Fill in this information in the third column of the chart.</p>	<p>L.1.5b: Define words by category and...key attributes...</p>
Step 5	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Birds and Their Beaks (Student Workbook, page 4). Read the instructions to the students and give them time to complete their work.</p> <p>Collect Student Workbooks and use Birds and Their Beaks for assessment.</p>	<p>n/a</p>

Lesson 4: Changes to Natural Systems

Students return to read Part 3 of the big book, and help create a flowchart that shows the changes that have taken place over time on the islands in terms of animals, habitats, and feeding relationships. They identify the effects of those changes on the island fox population, and determine that those changes resulted from the feeding behaviors of other animals, as well as the influence of humans on the Channel Island habitats.



Use this correlation in place of the **Procedures** on page 80 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
<p>Call students' attention to the Living on the Islands Chart (used in Lesson 3). Review a few animals from the chart and talk about the animals' diets and if they are a predator or prey of another animal.</p> <p>Open the California Connections: Life on California's Channel Islands big book to Part 3 and read the title to the class. ("Changing Places and Faces on the Islands") Discuss the word "change," and tell students that animals on the Channel Islands, their diets, and their relationships have gone through many changes. Tell the class that they will read Part 3 of the big book to learn about how life on the Channel Islands has changed.</p>	n/a
Step 2	
<p>Begin reading Part 3 of the big book to the class. Pause on the following pages to ask these guiding questions:</p> <ul style="list-style-type: none"> ■ At the end page 33, ask: "What do you think will happen to the foxes?" (<i>The foxes will find food; they will build shelter; they will get used to their new home.</i>) ■ At the end page 36, ask: "What will change now that people have come to the islands?" (<i>The land will change because the people will build homes and roads; there will be new animals.</i>) ■ At the end page 39, ask: "What could happen to the foxes if they do not have enough grasslands to get their food from?" (<i>They may starve; they may die; they may move somewhere else.</i>) ■ At the end page 41, ask: "Are the foxes predators or prey?" (<i>They used to be just predators, eating mice and snakes; now they are also prey, being hunted for food by the golden eagles.</i>) ■ At the end page 43, ask: "Now that people have helped, what may happen to the foxes?" (<i>There will be more foxes living on the islands; the foxes will have enough to eat; there will not be as many golden eagles.</i>) 	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.5: ...Use...text...features...</p> <ul style="list-style-type: none"> ■ e.g., California Connections big book, page 32, Part 3 <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.6: Produce complete sentences...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Read the “Think About It” question at the end of Part 3 (page 46): “What happened to the island fox when people brought other animals to the islands?” Have students discuss an answer with a partner. After a few minutes, as a whole class, talk about changes that took place on the Channel Islands. As students share their answers, create a flowchart of events on the board. (Use quick sketches and words to make the information available to all students.) The flowchart should include:</p> <ul style="list-style-type: none"> ■ Foxes came to Channel Islands from mainland; foxes found food (fruit, mice, insects, snakes). ■ Fox population grew. ■ People came; bringing other animals and changing the land. ■ The new animals ate grasses and bushes; native plants began to disappear. ■ Foxes were in danger of not finding food and shelter and they became prey to the golden eagles. ■ Then there were fewer foxes. ■ People noticed the changes and wanted to help the foxes. ■ People took golden eagles back to mainland, and raised foxes in safe places. ■ People made national parks on some of the islands to help animals be safe and find food. 	<p>RI.1.3: Describe the connection between two...ideas, or pieces of information in a text.</p> <p>RI.1.8: Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> ■ The author tells us the foxes were in danger because _____. ■ The author tells us that the native plants began to disappear because _____. <p>SL.1.5: Add...visual displays to...clarify ideas...</p>
Step 4	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Changing Habitats (Student Workbook, page 5). Read the instructions to students and give them time to complete their work.</p> <p>Collect Student Workbooks and use Changing Habitats for assessment.</p>	<p>W.1.8: With guidance and support from adults, recall information from...provided sources to answer a question.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a) Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b) Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Reading Standards for Informational Text

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**
- **RI.1.5:** Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CA**
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.8:** Identify the reasons an author gives to support points in a text.
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
 - a) **Activate prior knowledge related to the information and events in a text. CA**

Speaking and Listening Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.7:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.