

Chapter 12

Nature



Take care of the world
because it is our home.

Student Book pages 282–305

In Chapter 12, students will learn about the different ecosystems in Puerto Rico.

Goals

Reading and Comprehension

- Learn about and read a science article.
- Identify problems and their causes and effects.

Grammar

- Identify and use prepositions of place.

Writing

- Create an ecosystem fact file.

Standards

Listening / Speaking

- | | | | |
|------------------|--|------------------|--|
| 1.LS.1.1a | Ask and answer questions appropriate to the topic and offer basic opinions in conversations using learned phrases and open responses (e.g., I like . . .). | 1.LS.3.1b | Expand sentences to provide details (e.g., Who? What? When?) about a familiar or new activity or process. |
| 1.LS.1.1c | Listen and respond to simple commands and instructions or directions with 3 or more steps. | 1.LS.4.1 | Respond orally to conversations, read-aloud, texts, and oral presentations using a growing number of general, academic, and content-specific words and relying less on physical actions or other means of nonverbal communication. |
| 1.LS.1.1d | Repeat and respond to chants, poems, songs, and rhymes using phrases, physical movements, etc. | 1.LS.5.1a | Share and elaborate on statements, opinions, or arguments using language models or sentence starters (prompts). |
| 1.LS.1.1f | Listen and respond to simple 5W and 1H questions. | | |
| 1.LS.2.1a | Respond orally to closed- and open-ended questions. | | |
| 1.LS.3.1a | Use words, phrases, and short sentences to express ideas for a variety of purposes (e.g., to communicate needs and desires, express feelings). | | |

Foundational Skills: Fluency

- 1.FS.4.1a** Read on-level texts with purpose and understanding.
- 1.FS.4.1b** Read on-level texts orally with accuracy and appropriate rate and expression on successive readings.

- 1.FS.4.1c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading

- 1.R.1.1** With prompting and support, make predictions, describe ideas, phenomena (e.g., how butterflies eat), textual elements (e.g., setting, characters), and key details based on understanding a variety of grade-level and read-aloud texts or multimedia resources.
- 1.R.2.1L** Identify the main topic and key details of an informational text read aloud.
- 1.R.3.1L** With prompting and support, describe individuals, events, ideas, or pieces of information in an informational text or from a read aloud.
- 1.R.4.1L** Ask and answer questions or use illustrations to help determine the meaning of words in an informational text.
- 1.R.6.1L** Distinguish information provided by illustrations (e.g., captions, charts, diagrams, graphs) in a text.
- 1.R.7.1a** Use titles, headings, and illustrations to predict and confirm text topics.
- 1.R.8.1** With prompting and support, identify the reasons an author gives to support points in a text.
- 1.R.10.1** Read literary texts (e.g., folktale, realistic fiction, animal fantasy, legends, fairytales, poetry) and informational (e.g., science or social science articles) with purpose and understanding.

Writing

- 1.W.2.1** With increasing independence, use a combination of simple sentences (subject + verb), copying, and drawing to compose short informational texts using high-frequency words collaboratively with a teacher or peers.
- 1.W.4.1** With guidance and support, brainstorm ideas, and use feedback on a topic (e.g., additional texts, drawings, visual displays, labels) to strengthen writing.

Language

- 1.LA.1.1a** Print all upper- and lowercase letters.
- 1.LA.1.1h** Use the most frequently occurring prepositions (e.g., in, on, under, in front, behind, next to).
- 1.LA.2.1a** Capitalize the first word in a sentence, dates, and names of people.
- 1.LA.2.1b** Use a period for end punctuation of sentences.

- 1.LA.4.1a** Use context clues and illustrations to identify the meaning of unfamiliar words including compound words.
- 1.LA.6.1** Use words and phrases acquired through conversations and read-aloud.

Teaching Routines to Use throughout Chapter 12 Lessons

Exploration

- Use visual aids such as pictures, diagrams, and illustrations to engage students and facilitate understanding.
- Encourage active participation by prompting students with questions related to the texts.
- Break down complex concepts into simpler parts for better comprehension.
- Encourage prediction and confirmation, questioning, and summarizing, during and after read-alouds.
- Provide opportunities for both individual work, partner activities, and whole-class discussions to cater to different learning styles and promote peer learning.
- Use multimedia resources such as audio recordings to enhance listening skills and exposure to language.
- Teach students how to respond to and repeat chants.

Review & Wrap-Up

- Summarize key points covered in the lesson to reinforce learning and ensure understanding.
- Encourage reflection on the lesson's content by asking students to relate it to their own experiences or discuss its relevance.

Tips

- Keep activities lively and engaging to maintain the attention of young learners.
- Offer positive feedback and encouragement throughout activities.

Lesson Planner

Week 30

- Chapter Opener
- Vocabulary
- Reading

Week 31

- Grammar
- Listening and Speaking

Week 32

- [Review Reading]
- Writing

Lesson 1: Chapter Opener

pages 282–283

Standards

1.LS.1.1a	1.LS.1.1f
1.LS.2.1a	1.LS.3.1a
1.LS.3.1b	1.LS.5.1a

Introduction

Introduce the chapter theme. Say, *In this chapter we will learn and talk about Puerto Rico's ecosystems.*

Introduce the chapter goals:

- Explain to students that a science article is an informational text that can give them information and facts about nature or how things work.
- Explain to students that problems in nature have causes and affect the lives of living things (people, animals, and plants).
- Tell students that they will learn words called prepositions and how to use them to talk about where things are.
- Say, *In this chapter, we are going to think and talk about why we should take care of our natural world.*
- Read and explain the **Chapter Challenge**.

Exploration

Write **Nature** on the board. Initiate a discussion about living things. Ask students what we mean when we say *living thing*? Ask, *Is the furniture in this room a living thing? What are the living things in this classroom? Besides people what other things are living?*

Direct students' attention to the photo on pages 282 and 283. Ask students if they recognize the animal in the photo. (an octopus) Call on volunteers to describe it. Ask, *Where is this animal?* (in the ocean) Direct a class discussion by reading the questions in **Sharing Our Ideas**.

- *What do you see in the picture?*
- *What animals and plants live in this place?*
- *What can you do to protect this place?*

Explain to students that this last question does not have a right or a wrong answer. Everyone can have different answers.

Review & Wrap-Up

Review the names of animals (and plants) that live in an ocean habitat. Ask, *What animals live in Puerto Rico's ocean?* Give students time to think and volunteer answers. Then provide a few answers of your own or ask more questions to prompt student answers.

Write some words to name or describe the animals or their habitat on the board or on a poster so students can refer to them as they work through the chapter. E.g., *fish, turtles, dolphins, whales; reptiles, fish, mammals* Consider having students complete one of the following activities as a wrap-up:

- **Peer Discussion:** Have students pair up and tell their partner what they know of living things in the ocean. Encourage them to share as much information as they can.
- **Exit Ticket:** As a final assessment, give each student an "exit ticket" where they write down (or draw) an activity they learned from the lesson. This can be collected at the end of class to gauge their understanding of the topic.

Lesson 2: Vocabulary

pages 284–287


Standards

1.LS.1.1d 1.LS.3.1a
1.LA.4.1a 1.LA.6.1

Introduction


This chapter is about the ecosystems in Puerto Rico. Introduce the topic of an ecosystem to the class. Say, *An ecosystem is a place where plants, animals, and other living things live and interact with each other and their environment. It's like a neighborhood where everything works together to stay alive and healthy.*

Exploration


 **76** Show the students the Vocabulary spread on pages 284 and 285. Say, *Look at the pictures. What living things do you see in each ecosystem? What animals live in each one?* Read aloud the title and directions at the top of the page. Ask the students to repeat the names of the ecosystems.

Then, have the students complete the activity as follows:

- Have students work in pairs. One student asks their partner, *What living things live in* (name of ecosystem)? Then students can switch roles. Ask them to repeat several times if necessary, depending upon their proficiency.
- After completion, have pairs discuss which places they recognize or if they are unfamiliar to them.
- Have the students complete the final activity at the bottom of page 285 with a partner as follows: Take turns. One student will read the question, and their partner will respond. Then partners will reverse roles.

 **77** Move on to Activity A on page 286. As a class, have students look at and discuss the pictures. Prompt their discussion with simple *yes/no* questions. E.g., *Do you see . . . ? Have you ever . . . ?* Then have the students read along as they listen to the poem.

- When students are finished, write the bolded/highlighted words on the board and discuss the word meanings as a class. Start by having students guess the meanings based on the context of the chant. Confirm and correct as needed.

 **78** Read the instructions for Activity B on page 287 aloud and ask students to follow the directions to complete the task.

- When they are finished, students should answer the questions at the bottom of page 287 with a partner. Have them do so in interview style. One student asks the questions while the other one answers, and then the roles are reversed.

Review & Wrap-Up

To wrap up the lesson, consider having the students complete the following activity:

- **Listen and Chant:** Have students return to page 286. Play the audio.
- Encourage students to perform actions to mark the rhythm of the poem as a chant.
- Have students clap their hands to the rhythm. Alternatively, they can march around the classroom as they listen to and repeat each verse of the chant.
- Have students chant the verses chorally.



Workbook pages 84–85

Lesson 3: Reading

pages 288–299

Standards

1.LS.2.1a	1.LS.1.1f
1.LS.3.1b	1.FS.4.1a
1.FS.4.1b	1.R.1.1
1.R.2.1L	1.R.3.1L
1.R.4.1L	1.R.6.1L
1.R.7.1a	1.R.10.1

Introduction

Before reading the informational text **Protect the Seagrass!** aloud with the students, do the **Before You Read** activities on pages 288 and 289.

Science Article

- Write **Science article** on the board.
- Remind students that in Chapter 11 they read an article about the coqui.
- In this chapter they are going to read a science article. This article will include special non-text elements.

Exploration

Direct students' attention to the picture on page 288. Ask, *What do you see in the picture?* Read the explanation about science articles.

Direct students' attention to the pictures on page 289. Ask, *What do you see in the pictures?* (seagrass)

- Read the **Look Ahead** questions on page 289 aloud. Ask students what they know about seagrass. *Where does seagrass grow?* (in the ocean) *What animals live in this ecosystem?*
- Read the **While You Read** questions on page 289 aloud, emphasizing that these are things the students should think about as you read the text aloud.

Have students turn to page 290. Read the title of the article, **Protect the Seagrass!** Complete the rest of the activities as follows:

- Display the pages (290 to 297) of **Protect the Seagrass!**, flipping through the pages slowly so that the students can study the pictures.
- Discuss everything the students recognize in the pictures.



Have the students follow along as you read or play the audio of **Protect the Seagrass**.

- On the first read, instruct students not to pay attention to the bolded/highlighted words. They are just to listen and read along from beginning to end without stopping.

- On the second read, have the students stop at each of the bolded/highlighted words and write it down. They should make a guess as to what the word means based on the context of the text.
- On the third read, the students should answer the questions found in the **Stop and Think** boxes and the questions in the **While You Read** section.
- Have students listen to the audio once more. Say, *As you listen, look at the pictures. Think of all the living things that live in this ecosystem.*
- Have students turn to pages 296 and 297. Give the students time to look at the seagrass infographic as you read the subtitles aloud. Have the students follow along as you read the information on the spread.
- Have students study the pictures. Call on volunteers to talk about the seagrass facts on the page and why seagrass is important.

Review & Wrap-Up

To review and wrap-up, have the students complete the activities on pages 298 and 299. Note that these are divided into the following categories: **Review**, **Talk About**, **Reflect**, and **Relate To**. Follow the details below for specific ideas for each section:

Review: Complete this activity as a class.

Introduce the graphic organizer. Draw a similar chart on the board.

Explain to students the strategy of identifying a problem and its causes and effects.

Direct students' attention to page 298. Read aloud the instructions for Activity A. Then read the three options for students to discuss and choose which of these is the problem.

Direct students' attention to the graphic organizer on page 298. Read aloud the instructions for Activity B and the numbers 1, 2, and 3.

Have students turn to the back of their books to find the corresponding sticker page. Make sure that students find the correct stickers for Chapter 12.

Have students focus on one item at a time: first the problem, then the causes, and finally the effects.

Talk About: Students need to complete this activity with a partner, a small group, or as a class. Encourage students to look back at the article and pictures to support their discussions about seagrass.

Reflect: Read the instructions for Activity A and questions 1 and 2 aloud. Check for students' understanding. Read question 3 and call on volunteers to answer the question.

Relate To: Read the instruction and questions aloud. Give students time to consider their responses independently. Then, come together as a class to discuss them.

Starters for You Box: Have students complete these sentences independently. Then, encourage them to share their answers with a partner or the class.



Workbook page 86

Lesson 4: Grammar

pages 300–301

Standards

1.LA.1.1g 1.LA.6.1

Introduction

Introduce the topic of prepositions by taking a simple object and placing it in different places in the classroom. Ask, *Where is the (name of object)?*

Explain to students that we usually say where something is by describing its position next to another object.

Exploration

Explain that students will learn how to describe where things are by using prepositions. Have students open their books to page 300.

- Read the heading, *Prepositions*, and the explanation aloud.
- Have students look at the pictures.
- Read the prepositions aloud and have students point to the different pictures.



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Direct students' attention to Activity A and the picture at the bottom of the page. Ask, *What ecosystem do you see? (a mangrove forest)*

Read the instruction aloud. Have students listen and read along as you play the audio or read the text. Check students' comprehension of the text before playing the audio again. Ask, *What is the text about? (the living things in a mangrove forest)*

Then, have students listen again and repeat as you read and pause after each sentence. Have students underline the prepositions. Check students' work as a class.

Direct students' attention to page 301. Read aloud the heading, *Prepositions of place*, and the example sentences in the box. Reread each sentence. Have students listen and repeat. Ask *Where?* Questions for each sentence. E.g., *Where is the octopus?* Ensure that students understand that these sentences describe the position or location of the different people, animals, or things.

Direct students' attention to Activity C. Read the instruction aloud. Have students listen and repeat sentence number 1. Pause for students to say the correct preposition.

Have students work independently to write each preposition.

Have students work with a partner to compare their answers. As a class, review answers to quickly monitor comprehension and reteach any concepts as needed.

Review & Wrap-Up

Reread all the prepositions on page 300. Write an example sentence with one of the prepositions on the board. Draw a simple picture to illustrate the sentence.

- **Where is it?** Have students create a flashcard with a sentence using a preposition on one side and a picture to illustrate it on the other.



Workbook pages 87–88

Lesson 5: Listening and Speaking

pages 302–303

Standards

1.LS.1.1a 1.LS.1.1f
1.LS.2.1a 1.LS.3.1a
1.LS.3.1b 1.LS.4.1
1.LS.5.1a

Introduction

Ask students, *How does knowing the topic of something you will hear help you understand what people are talking about?* Give students time to answer. Have volunteers share their opinions with the class. Prompt students with additional questions so that they can try and express complete thoughts.

Exploration

Explain that in this lesson, students will listen to Isabella give a presentation about an ecosystem.

During the **Listen to Learn** section, students should pay close attention to the audio. Replay the audio as often as necessary for the students to focus and understand what they hear.

Listen to Learn

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- **Activity A:** Have students look at the picture at the top of the page. Ask *what they see in the picture. Where are these children? What are they doing?*
- Play the audio for students to listen to the presentation.
- **Activity B:** Read the directions aloud. Have students listen to and repeat the questions. Ensure that students understand them.
- Replay the audio instructing the students to pay close attention again to the possible answers to the questions.
- Then call on volunteers to answer the questions. Alternatively, have students answer the questions with a partner.

Communicate

- Choose a volunteer and model the exchange for the class. Then have students work with a partner to ask and answer the questions. One student asks the questions in the green boxes, and then the other student answers by completing the sentence starters in the pink and purple boxes. Then have students reverse roles.

- Call on volunteers to repeat their exchanges for the class.

Review & Wrap-Up

As a review and wrap-up to this lesson, use the material found on page 303 titled **Learn About Earth Science**.

- **Activity A:** Have the students look at the picture and discuss what they see as a class. Ask, *Who do you see in the picture? What is she doing? Where do you think she is?*
- Have students read along as you read the text aloud. Ask, *What can you learn about in earth science?*
- **Activity B:** Read the directions aloud and have students think about the ecosystem they would like to illustrate.
- Give students time to work on their drawings and then present them to a partner or a small group.

Lesson 6: Writing

pages 304–305

Standards

1.LS.1.1c	1.W.2.1
1.W.4.1	1.LA.1.1a
1.LA.2.1a	1.LA.2.1b
1.LA.4.1a	1.LA.6.1

Introduction

Have students look back to the pictures on pages 284 and 285. Call on volunteers to name and describe the different ecosystems in Puerto Rico.

Exploration

Read the text titled “Ecosystems are fragile” on page 304. Stop at each sentence as necessary to discuss. Ensure that students understand the text.

Chapter Challenge: Read the Chapter Challenge assignment at the top of page 304 aloud. Ensure that all students understand the task. Ask, *What are you going to write?* (a fact file) *What will be the topic of your fact file?* (an ecosystem in Puerto Rico)

Follow the Steps: Have the students follow along as you explain the steps on page 305. Encourage them to ask questions as you explain. Alternatively, write a model fact file on the board as a class. Read the questions in **Step 1** aloud and write the sample answers on the board.

Discuss the model fact file in **Step 2** as a class. Ask, *What is the topic of the fact file? What information does it include?*

Read aloud the questions in **Step 3**.

- Have students work with a partner to answer each question as they plan their writing.
- Circle the room monitoring and assisting students as they share their answers to the questions in **Step 3**.
- Call on different pairs to share their responses with the class.

Meet the Challenge: Have students complete Activity A independently. Students can draft their fact files in their Workbooks. Students can then share their work with a partner or the class.

Review & Wrap-Up

To review and wrap-up the lesson, consider having the students complete any of the following activities:

- **Reflection Journal:** Have students take a few minutes to reflect on what they learned in this chapter. Then have them write or draw what they learned in their notebook. Students will add to this reflection journal at the end of each chapter.
- **Writing Portfolio:** Have students begin their self-assessment portfolio where they can save the writing they do for each **Chapter Challenge**.



Workbook page 89