

EXTEND THE LESSON

Home-School Connection: Have family members accompany students on a walk around the neighborhood to generate a list of living and nonliving things. Suggest that students take pictures or make sketches of what they see to illustrate the interactions on their posters.

WEBSITES

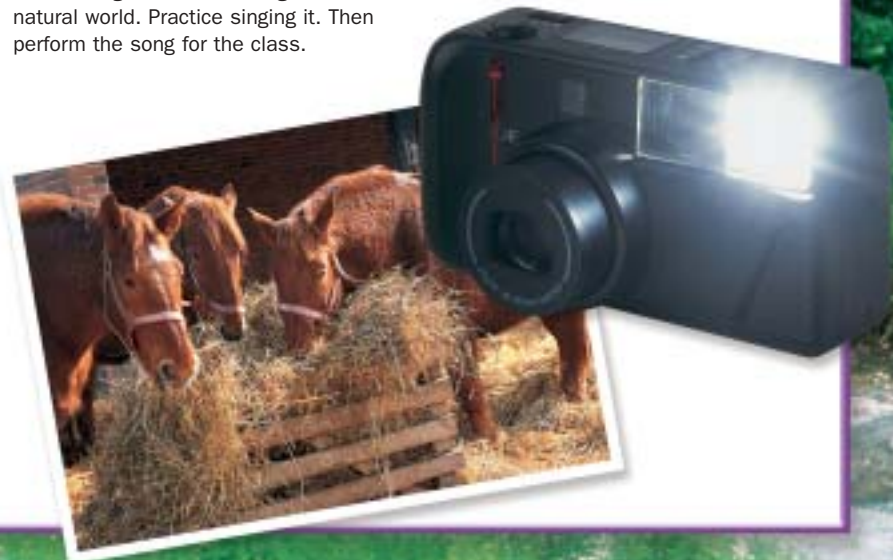
For more information, log on to <http://www.longman.com/shiningstar> for links to other interesting websites.

PROJECTS

Work in pairs or small groups. Choose one of these projects.

- 1 Write a poem about a living or nonliving thing in your area. Use rhyme, if possible. Then read your poem to the class.
- 2 Walk around your school or neighborhood. List the living and nonliving things you see. Make a poster to show how the things in the ecosystem interact. Then share your poster with the class.
- 3 Use the library or Internet to research two animals in your area. Make a poster with a Venn diagram to show how the animals are similar and different. Then share your poster with the class.
- 4 What do you think happens when Sam, the boy in the passage from *My Side of the Mountain*, returns home? What does he tell his family and friends? Write a dialogue and practice it. Then perform it for the class.
- 5 Take photographs or find pictures of the different animals or plants in a habitat. Then make a display for the class.
- 6 Find a song about something in the natural world. Practice singing it. Then perform the song for the class.

TAKS prep



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Further Reading

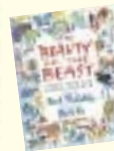
To find out more about the theme of this unit, choose from these reading suggestions.



The Yearling, Marjorie Kinnan Rawlings Jody Baxter lives on a lonely farm in Florida with his poor, hardworking family. Jody longs for a friend to share his thoughts and feelings with, so when a young deer loses its mother, he takes it home. But as the deer, called Flag, grows up, he gets into so much trouble that Jody faces his hardest decision.



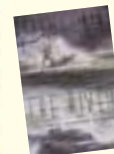
Insectlopedia: Poems and Paintings, Douglas Florian Twenty-one poems and pictures about spiders and insects will make you laugh while you learn something about the bugs—and poetry. You'll read verses featuring a praying mantis, inchworms, moths, weevils, and other creepers and crawlers.



The Beauty of the Beast: Poems from the Animal Kingdom, Jack Prelutsky More than 200 poems by poets all over the world are organized the way a zookeeper groups animals. Fish poems are grouped together, as are birds, snakes, and more. Some poems are long, some are short, some rhyme, some don't. There are watercolor pictures of the animals, too.



The Call of the Wild, Jack London Kidnappers snatch Buck, a strong, smart dog, from his California home. He joins a sled dog team in Canada. Violence is everywhere: Dogs attack weaker dogs, and men beat and starve their dogs. Buck learns to be tough. He finally finds a kind master, but the attraction of the wilderness grows stronger.



The River, Gary Paulsen Two years before this story begins, teenager Brian Robeson survived in the wilderness for fifty-four days with only a hatchet. Now he agrees to go back into the wilderness to teach a government worker ways to survive. Then things get tough. The man is injured, and Brian must build a raft to take him down a river to a doctor.

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FURTHER READING

- *The Yearling* and *Insectlopedia: Poems and Paintings* are appropriate for beginning students.
- *The Beauty of the Beast: Poems from the Animal Kingdom* and *The Call of the Wild* are appropriate for intermediate students.
- *The River* is appropriate for advanced students.

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: Help students choose projects that match their abilities. For example, Project 2 is appropriate for students whose grasp of concepts is more advanced than their vocabularies. Projects 5 and 6 are the most suitable for students with limited skills. For Project 6, allow students to sing songs in their native language and then explain in English what the songs mean.

Advanced: Have students use what they have learned about processes in nature to write the dialogue for Project 4. The boy can describe one of the processes he experienced when he gets home to his family.

TEKS Corner TAKS Preparation

7.5(G); 7.8(A); 7.10(L); 7.11(A); 7.11(B);
7.13(C); 7.15(A); 7.24(A); 7.25(B); 7.25(F);
7.28(C); 7.30(E)