

Digital Learning Links

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- Mentor Text
- Interactivity
- Mentor Text
- Dot
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- Vulture

Vulture Verses

By Diane Lang



- Anchor Sentence Focus (Standard L.1) (relative pronouns)**
- Reading Lesson Ideas**
- R.1 Students refer to details they learned explicitly in the text.
 - R.2, R.3 Have students summarize the information about two different animals, showing what is the same and different (the cockroaches and flies, for example).
 - R.4 Students note all the ways the author uses vivid verbs for eat, munch, chomp, gobble, dine, devour, etc...
 - R.5 Students refer to the elements of the poem (verse, stanza, rhythm, etc).
 - R.6 Students distinguish their own point of view about an animal in the book.
 - R.8 Students identify how the author supports that the animals in the book are helpful.
 - R.8 Students combine information from the text with information from another text, such as *Animals Nobody Loves*, to speak or write about animals that are included in both texts (like bats).
- Writing Lesson Ideas**
- W.1 Students write a poem about an animal that is unloved.

You eat the things
that die or spoil
And make them part
of growing soil.

Vulture Verses

RELATIVE PRONOUNS

Relative pronouns begin a phrase that describes a noun in more detail. These phrases are called relative clauses. Use "that" in a relative clause to provide essential information about a noun, giving more specific details. (If you removed the clause, the meaning would change or be unclear.) Use "which" in a relative clause when you provide extra information that doesn't change the main point of the sentence. (This clause is set apart from the rest of the sentence with commas.) Cut out the activity and put glue only behind the top strip. Cut up so there are two flaps. Fill in a relative pronoun to complete each sentence, and then glue the sentences under their correct flap.

Relative Pronouns	
that	which
introduces essential information	introduces nonessential information (use commas)

Vulture Verses

Combine information from two poems to show what you learned about animals.

Summarize Text 1
Flies help recycle dead or spoiling material by eating it and helping to make it part of the growing soil.

Summarize Text 2
Cockroaches eat dead and rotting plants and animals, which breaks it into smaller bits for turning into soil.

What are the common details from both texts?
Both animals recycle dead.

Vulture Verses

Label the rhyme scheme.

I love you bat, you eat, in many, A
Those moths who dine on fields of grain A
And then mosquitoes you devour, B
Sometimes six hundred in an hour, B
Some bats, straight to the fruit you go C
When you drop seeds, etc -
So thanks for eating up
My living heart goes -

Vulture Verses

Choose an unloved animal and write a poem explaining why someone should love it.

How many verses does this?

What did you learn about?

Bats eat moths and mosquitoes, and
Bats protect gran fields by eating moths.
Bats can eat up to 600 mosquitoes in
one hour. Bats eat fruit, they drop the seeds.

ALL ANSWER KEYS NOT PICTURED, BUT ARE INCLUDED

Vulture Verses

mentor text unit

Monday - possibilities of things to notice

*relative pronoun - that
complex sentence with relative (dependent) clause in the middle
(You eat the things and make them part of growing soil is the independent clause with compound predicate)
AND
independent clause with compound predicate

Wednesday - possibilities of things to notice

You feast on things that die or spoil
And transform them into growing soil.

Editing Assessment

You eat the things which die or spoil
And make it part of growing soil.

2. Vultures' digestive systems kill any germs
that they eat.

3. Spiders, mostly
armless, eat bugs.

4. Skunks dig and eat yellow pocket mice,
then protect humans from a sting.

WHAT DO YOU THINK?

WORD	PART OF SPEECH	BOOK CLUES	YOUR DEFINITION
sift	verb	The mole digs a hole and looks in the dirt for bugs.	sort through or separate
pest	noun	Skunks eat the bugs that are eating the garden.	things that are bothersome or annoying
bough	noun	The trees provide shade.	branches
toil	noun	Cockroaches turn dead materials into soil a leg job.	hard work
devour	verb	Bats eat moths and mosquitoes.	eat
sublime	adjective	Opossums look for snails and slugs to eat. They love them.	superb, marvelous

WORD ASSOCIATION

Associate the vocabulary words with the events, and explain your thinking.

WORD	EVENT
sift	Sitting on the beach watching the sunset over the water brings me such peace.
toil	Laura eyed the face hungrily and then ate it in three bites!
pest	The bird built its nest on the branches of a tall tree.
devour	Did dig through the slumware drawer looking for a clean fork, but all he found were spoons.
sublime	We sat down to enjoy our picnic, but we couldn't keep the annoying flies away from our food.
bough	Clayton worked for hours, digging through rocks and hard dirt, to make a hole big enough to plant the tree.
pest	
devour	
sublime	

WHAT DID THEY SAY?

Imagine these people are speaking using the vocabulary words. What is this meant to be VERY clear?

could say she is sifting through the sand for shells.

could say she thinks his sister is such a pest.

could say he climbs into the boughs of the tree for apples.

YOU KNOW

Sound on a bough?

a disgusting b. annoying c. terrific

3. Which would a gardener consider to be a pest? (Circle one.)
a. bat eating mosquitoes b. caterpillar eating tomato plant leaves
Why?

4. What do you love to devour? Describe it.

5. What is the antonym of toil?
a. rest b. work c. clean

6. The little girl sifted through her marbles to find the red one. Explain what she was doing.

Mentor Sentence Lesson
Interactive Activity
Reading Activities
Writing Prompt
Vocabulary

