

*A Common Core State Standards &  
Next Generation Science  
Standards-Aligned  
Discussion/Project Guide for Grades PK-3*

# If This Bird Had Pockets: A Poem in Your Pocket Day Celebration

ISBN: 9781635923865

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Written by Amy Ludwig VanDerwater

Illustrated by Emma Virjan

Published by Wordsong, an imprint of Astra Books  
for Young Readers

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*In honor of Poem in Your Pocket Day, a child imagines the poems animals might carry in their pockets, if they had pockets. What would a hummingbird write? A fox? A sea otter? These poems capture the essences of animals furry, feathery and finny, exploring what makes each unique. Ruby-Throated Hummingbird sings with its wings, Red Fox's poem is a fiery tail flashing in the dark, and Sea Otter's poem is its secret pocket. Which poem will capture the heart of the child narrator? A poem about loving animals, of course!*

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Guide Created by  
Debbie Gonzales, MFA



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## Pre-Reading Discussion

### About the author - Amy Ludwig VanDerwater:

- On her website, Amy has listed things that she likes and dislikes. She mentioned that her list of likes is longer than her dislikes. She believes that this is the way things should be. Do you agree? Explain your answer.
- Amy says that she is happiest when she is making things. If so, do you think that creating the poems for this book made her happy? How so?
- Amy has been a notebook-keeper for many years. Predict how being a notebook-keeper helps Amy to write poems.
- Access Amy's website at [www.amyludwigvanderwater.com](http://www.amyludwigvanderwater.com) to learn more about her many, many fascinating books and projects.



### About the illustrator - Emma J. Virján:

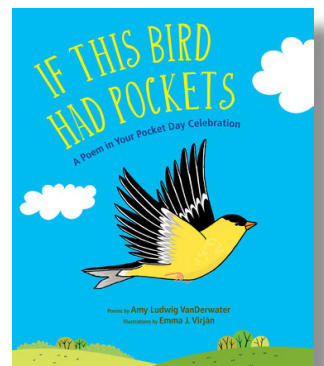
- Emma once worked in advertising as a graphic designer. For her job, she communicated ideas and messages through her graphics. Discuss how a job in advertising prepared Emma to become a picture book illustrator.
- Emma has published several books in which she was both the author and the illustrator. Authors tell stories with words, while illustrators use pictures to do the same. List the similarities and differences between telling stories with words and pictures. Which type of storytelling do you enjoy the best?
- Find out more about Emma and her lively books at [www.emmavirjan.com](http://www.emmavirjan.com).




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### Consider the cover of the book:

- Describe the action depicted on the cover. What is the bird doing? What is the bird thinking? Where is it going? Why?
- How might this bird describe the experience of flying?
- If this bird were to write a short poem about itself, what might it say?
- Poem in Your Pocket Day celebrates poetry by encouraging people to choose a poem to carry with them in their pockets all day long. What types of poetry would you like to keep in your pocket on Poem in Your Pocket Day? Poems about good friends, happy times, or your favorite animals? Explain your answer.
- List your favorite animals. Tell what makes them special and why you love them.
- Predict what IT THIS BIRD HAD POCKETS is going to be about.



[emmavirjan.com](http://emmavirjan.com)  
[amyludwigvanderwater.com](http://amyludwigvanderwater.com)

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[debbiegonzales.com](http://debbiegonzales.com)



## Post-Reading Discussion

*In POEMS ARE TEACHERS: HOW STUDYING POETRY STRENGTHENS WRITING IN ALL GENRES (Heinmann, 2018), poet Amy Ludwig VanDerwater states, “Writers of all genres must have ideas, must organize these thoughts, must hammer interesting phrases together, must begin and end, must title. Poets arrange words and phrases just as writers do, only in tighter spaces (pg. xii).” Throughout this text, Amy explores various techniques poets use to strengthen their writing. The following discussion questions are founded on techniques presented in POEMS ARE TEACHERS.*

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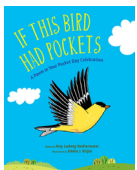
### Poem in Your Pocket Day (Find ideas)

- Turn to the spread featuring the girl gazing at a hummingbird outside of the window. Notice the questions she asks herself about the bird. Explain how poets can find ideas by asking questions about a topic they’re interested in learning more about.
- The word *wonder* means curiosity, amazement, and admiration. Which of these terms best describe the girl’s interest in the hummingbird.
- Notice that, in asking questions about the hummingbird, her interests shifted to creatures everywhere. Discuss how the exploration of ideas for small subjects can lead to bigger, more fascinating things.
- Examine the other poems in IF THIS BIRD HAD POCKETS. Identify how the poet presented facts about each of the animals with a sense of curiosity and wonder.

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### Rarely a Birdeater, by Goliath Birdeater (Use language in surprising ways)

- Turn to the spread featuring a large brown tarantula and a small bird flying overhead. Analyze the illustration. What is the story being told in this spread?
- A *surprise* is defined as being expected, unusual, and unpredictable. Explain why its name is unexpected and unusual.
- Consider the expressive language used to describe the tarantula’s eating process. Which words do you find to be surprising and unpredictable? Why is this so?
- Examine the other poems in IF THIS BIRD HAD POCKETS to discover how the poet used language in surprising ways. Tell how this use of expected descriptions causes the poetry to be interesting and fun.



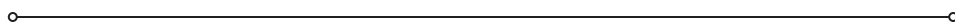
### Bath Time by *Short-Tailed Chinchilla* (Sensory imagery)

- Turn to the spread depicting two chinchillas. Describe the setting. Where are they? What are they doing? How do you know?
- Poets use sensory imagery - words that are expressive, descriptive, and detailed - to help their readers develop a deep understanding of a subject. Consider the poem featured on this spread. Identify the expressive, descriptive, and detailed words expressing how the little creatures bathe themselves.
- Make a connection between the sensory imagery used in the poem and the illustration. Identify how the descriptions in the poem and the details in the illustration help the reader gain a better understanding of the short-tailed chinchilla.
- Examine the use of sensory imagery throughout *IF THIS BIRD HAD POCKETS*. Identify the expressive, descriptive, and detailed words and phrases in each poem.



### Metaphor in a Meadow, by *Spotted Turtle* (Make metaphors)

- A metaphor is defined as being a word picture. Metaphors paint pictures with words. Turn to the spread featuring the spotted turtle and the constellation in the night sky. The turtle describes himself as being a “walking sky”. Identify how this description serves as a metaphor for the stars in the sky.
- Count the number of words in this poem. Consider how such a small, tight poem represents something as big and vast as constellations in the huge nighttime sky.



### Meanings by *Gray Wolf* (Follow a question)

- Turn to the spread featuring the wolves at night. Describe the setting. How does the nighttime scenery make you feel? Explain why this is so.
- Notice that the first four lines in the poems are questions. Make a connection between the questions and the howling wolves in the illustration. Tell how the questions give meaning to the action taking place in the illustration.
- Determine how the rest of the poem is a response to the questions posed in the first four lines.
- Consider how other poems in *IF THIS BIRD HAD POCKETS* answer questions and provide meaning and understanding about each creature.



### Dear Milkweed, by Monarch Butterfly (Write in first person)

- Turn to the spread featuring a monarch butterfly atop a milkweed plant. Closely observe the plant. Identify the various stages of butterfly development represented there.
- This poem is written from a first person perspective, meaning that it is told from the butterfly's point of view. Predict why the poet chose to write from the butterfly's point of view instead of the egg's or the caterpillar's.
- Dear Milkweed is a poem of gratitude and thankfulness. Identify words and phrases in the poem that express the butterfly's admiration for the milkweed plant. Why does the butterfly appreciate the milkweed plant so deeply?
- All of the poems featured in IF THIS BIRD HAD POCKETS are written from the first person perspective. Discuss how this point of view helps the reader gain a deeper understanding of the creatures' lives.



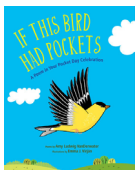
### My Poem, by Me (Mine your memories)

- Turn to the final spread in the book, the one depicting the girl seated at her writing desk. Observe her thoughts. Notice that she and her dog are included in her imaginative scene. Describe her feelings in the scene. How do you know?
- The word creature is defined as an animal, a living thing, and a soul. The girl describes herself as being a creature, much like those featured in IF THIS BIRD HAD POCKETS. Examine the similarities and differences between the animals and the girl.
- After stating that she loves animals, the girl identifies as an animal child. Predict how her love for living creatures inspires her poetry, and her life.



#### Resource:

Ludwig Vanderwater, Amy. *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Heinemann. (2018).



## Land, Air & Water: Classifying Animal Homes

**Objectives:** To analyze and classify the diversity of different types of habitats and the animals that live within them.

### Materials:

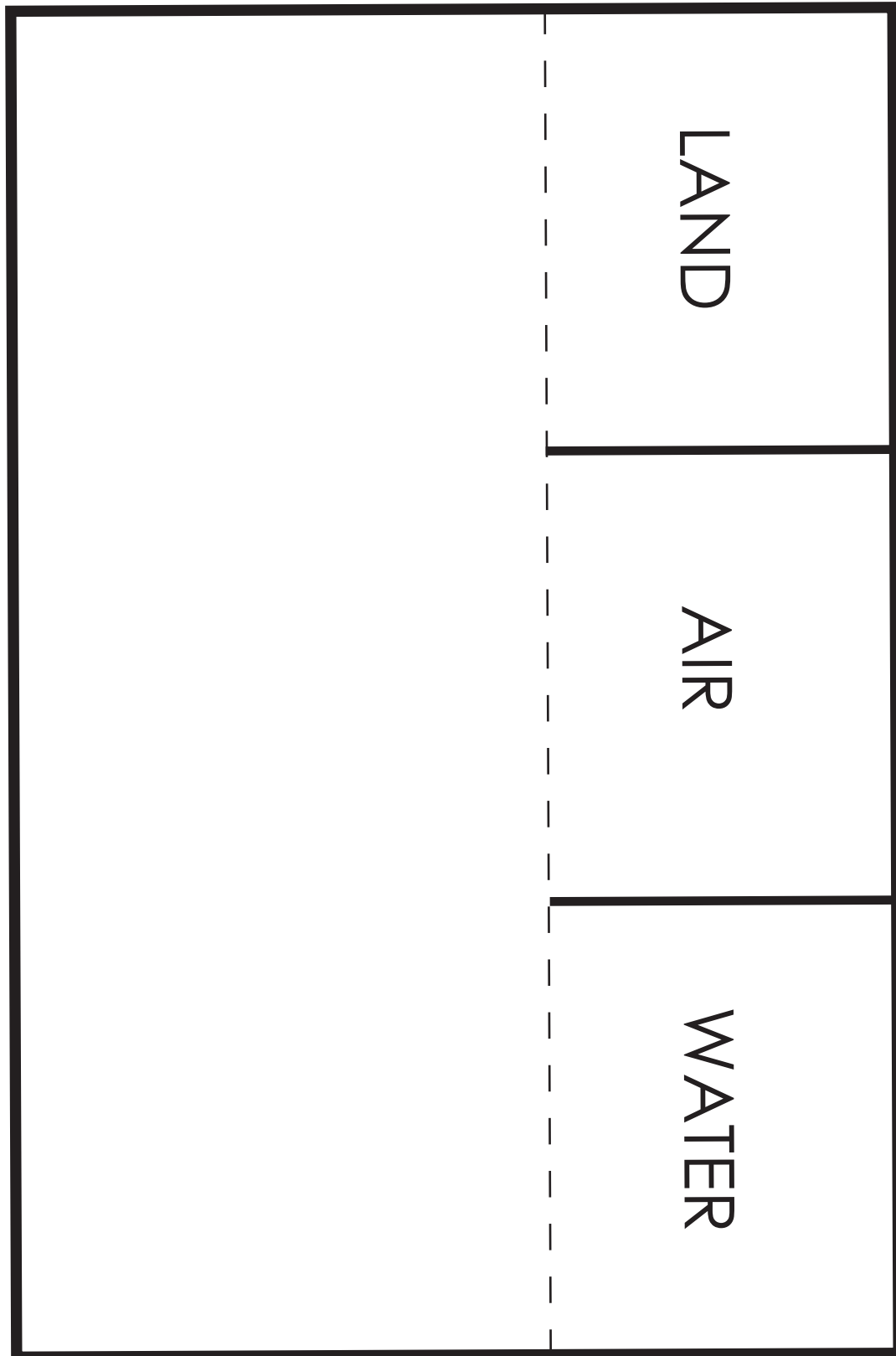
- IF THIS BIRD HAD POCKETS: A POEM IN YOUR POCKET DAY CELEBRATION, the book
- Land, Air & Water: Foldable (Guide, pg. 8)
- Land, Air & Water: Animal Cards (Guide, pg. 9-10)
- Cardstock
- Scissors
- Stapler
- Markers or colored pencils
- Writing materials

### Procedure:

- Print a copy **Land, Air & Water: Foldable** and **Land, Air & Water: Animal Cards** on cardstock.
- Use scissors to trim around the borders of the **Land, Air & Water: Animal Cards**.
- Use scissors to trim around the outer border of the **Land, Air & Water: Foldable** only.
- Fold along the dotted line on the foldable template.
- Use stapler to create pockets in the foldable by stapling on the inner lines and outer edge of the fold.
- Use markers or colored pencils to decorate the foldable.
- Instruct the students to associate the graphics featured on the animal cards with illustrations depicted in the book.
- Sort the animal cards according to the habitats in which they live by placing each card in the appropriate foldable pocket.
- Note that a few of the animals live in both land and air. Explore reasons why these creatures are able to do so.
- Encourage students to write and illustrate poems about the differences and similarities the animals share by considering how they adapt to surviving on land, in the air, or in water. Have them craft poetry examining how they, as humans, are able to do the same. Invite students to share their work with the class.



# Land, Air & Water: Foldable





# Land, Air & Water: Animal Cards



Ruby-Throated Hummingbird



Eastern Newt



Monarch Butterfly



Goliath Birdeater



Leafcutter Ant



Bottlenose Dolphin



Atlantic Horseshoe Crab



Short-Tailed Chinchilla



Bluegill





Northern Giraffe



American Alligator



Spotted Turtle



Gray Wolf



Red Fox



Royal Starfish



Barren-Ground Caribou



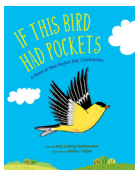
Star-Nosed Mole



Sea Otter



Chicks



## A Pocket Poetry Plan of Action

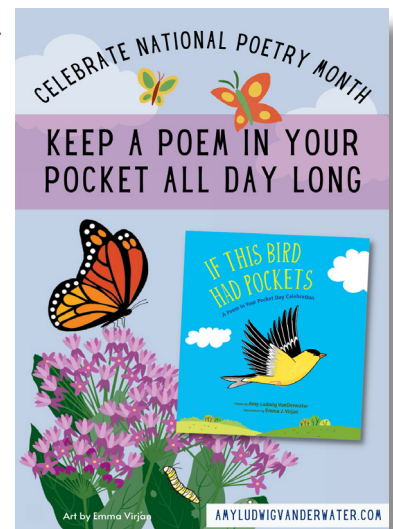
**Objective:** To write narrative poetry in which students recount an event or short sequence of events, describe actions, thoughts, and feelings.

### Materials:

- IF THIS BIRD HAD POCKETS: A POEM IN YOUR POCKET DAY CELEBRATION, the book
- Pocket Poetry Notes (Guide, pgs. 12-14)
- Markers, crayons, or colored pencils
- Optional Resource: POEMS ARE TEACHERS: HOW STUDYING POETRY STRENGTHENS WRITING IN ALL GENRES (Heinemann, 2018)

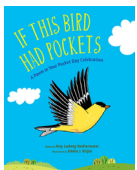
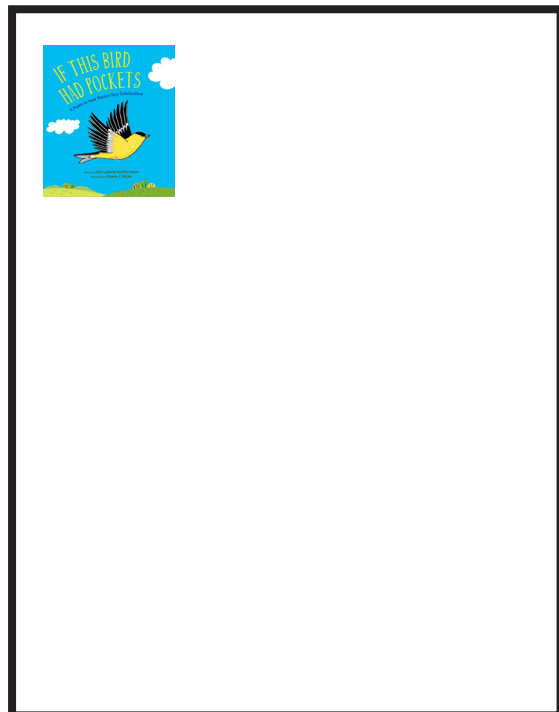
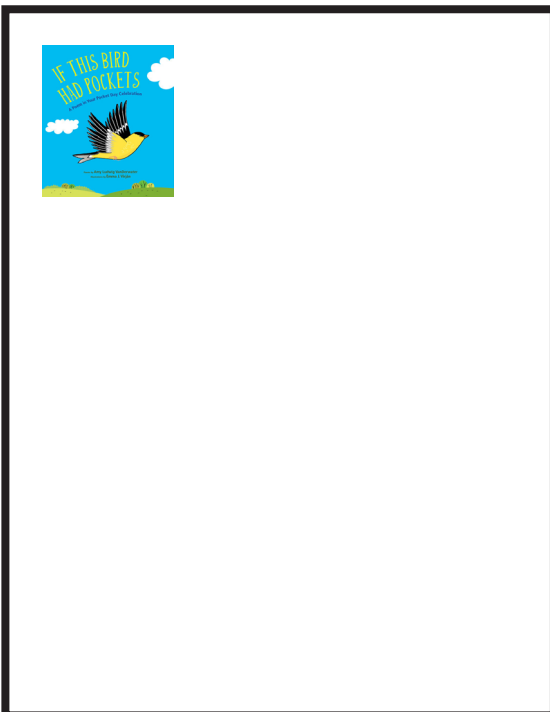
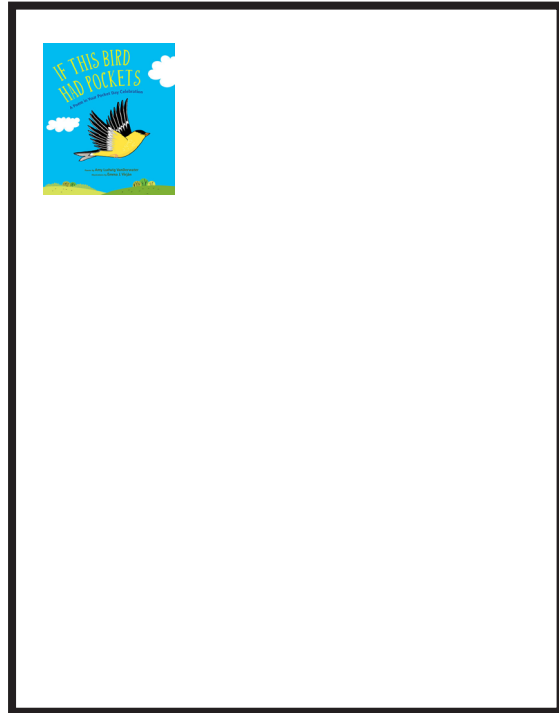
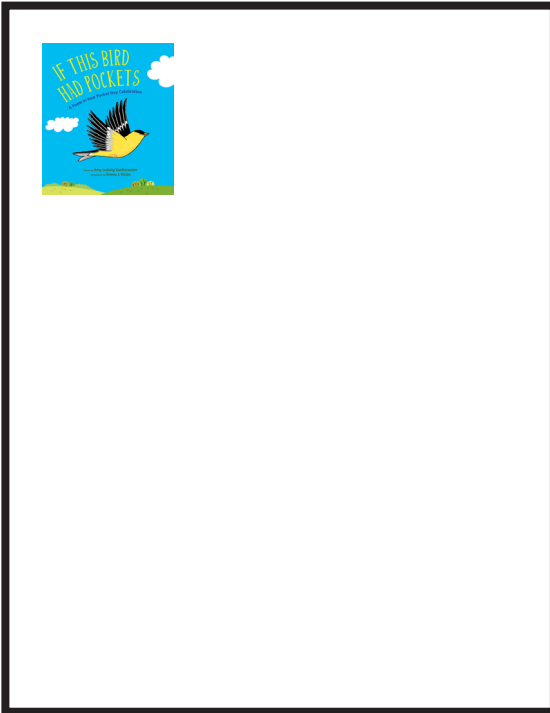
### Procedure:

- Lead a discussion defining the meaning and purpose of Pocket Poems. For reference, incorporate the following facts in the discussion:
  - Pocket poems are short, consisting of just a few lines or stanzas.
  - Pocket poems are fun, creative, and decorated with illustrations.
  - Pocket poems explore a wide variety of topics such as one's favorite candy, pets, or friendship.
  - Poets often remove the poem from their pocket to admire and, sometimes commit the poem to memory.
  - Poem in Your Pocket Day is celebrated during National Poetry Month in April. People all across the United States write and share pocket poems with their friends and loved ones.
  - Some people record their favorite poems, such as those featured in IF THIS BIRD HAD POCKETS, to be folded and stored deep in one's pocket. Some people chose to write original poetry to be tucked deep inside a pocket or to be shared with others.
- Explain that there are lots of different ways to write pocket poetry. The best types of poetry involve telling short stories. Some pocket poets describe actions, thoughts, and feelings in poetry. Most poems are inspired by things the poets love, such as pets, family members and good friends.
- Invite the students to consider one of the following writing prompts as inspiration to write their own pocket poetry to keep as their own or to share with a special person.
  - **Be An Observer:** Encourage students to closely observe something of interest...a flower, a feather, the sky, or one's fingertip. Instruct students to use sensory language to make a list of what they observe. Once the poets have created a list of observations, have students craft a poem for their pockets (Heinemann, pg. 28-31).
  - **Visit a Place:** Instruct students to take a little field trip of a familiar place in their mind. Some suggestions for this "Memory Walk" might be their grandparent's home, playground, or a neighborhood park. Have them draw a Memory Map to use as inspiration for their pocket poetry (Heinemann, pg. 48-51).
  - **Think About a Person:** There are lots of different types of interesting people to write about. Some ideas for categories of people to write about are family members, friends, strangers, historical figures, characters from books or movies, and even imaginary people (Heinemann, pg. 44-47).
- Instruct student to choose their preferred shape of **Pocket Poetry Notes** to write and illustrate their pocket poems upon. Encourage them to share work with the class, if they choose.



## Pocket Poetry Notes


*Use scissors to trim around the borders of the Pocket Poem Notes below. Write and illustrate poetry on the notes to be kept deep inside a pocket, shared with a friend or loved one, or to be stored in the Pocket Poem Folder Game.*



# Pocket Poetry Notes



A large rectangular box with a black border, intended for writing notes. It contains a small image of the book cover for 'If This Bird Had Pockets' in the top left corner.



A large rectangular box with a black border, identical to the one on the left, intended for writing notes. It contains a small image of the book cover for 'If This Bird Had Pockets' in the top left corner.



# Pocket Poetry Notes



A large rectangular box with a black border, intended for taking notes on the poem. The top-left corner contains a small image of the book cover for "If This Bird Had Pockets" by Emmavirjan, which features a yellow bird flying against a blue sky with white clouds.



A second large rectangular box with a black border, identical to the first one, for taking notes. It also features the book cover for "If This Bird Had Pockets" in the top-left corner.

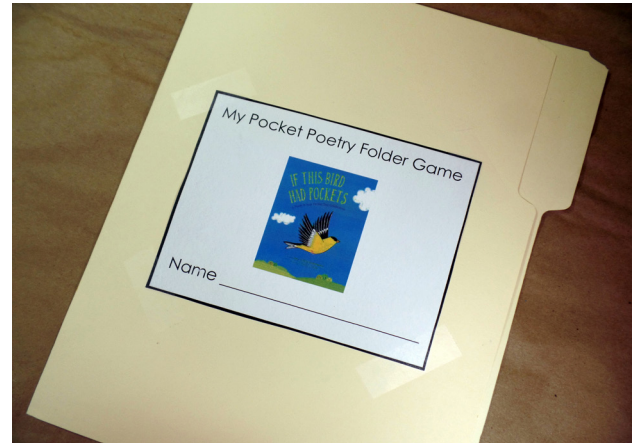


## Pocket Poetry Folder Game

**Objective:** To write poetic narratives in which students record appropriately sequenced events, include sensory details, use temporal words to signal event order, and provide some sense of closure.

### Materials:

- IF THIS BIRD HAD POCKETS: A POEM IN YOUR POCKET DAY CELEBRATION, the book
- Folder Game Title and Poem Prompt Pocket (Guide, pg. 16)
- Prompt Cards (Guide, pg. 17-19)
- Denim Poetry Pocket (Guide, pg. 20)
- Pocket Poetry Notes (Guide, pgs. 12-14)
- A letter-size manila file folder
- Scissors
- Tape or Glue stick
- Markers or colored pencils



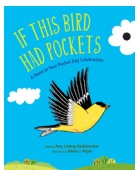
Front Cover

### Procedure:

- Print a copy of **Folder Game Title**, **Poem Prompt Pocket**, **Pocket Poetry Notes**, and the **Denim Poetry Pocket** on regular computer paper.
  - Print Prompt Cards on cardstock.
  - Use scissors to trim around the borders of **Folder Game Title**, **Poem Prompt Pocket**, **Poetry Pocket**, and **Prompt Cards**.
  - Using tape or glue sticks, secure the **Folder Game Title** sheet to the front of the manila folder.
  - Open the manila folder. Create a pocket on the left side by taping the sides and the base of the **Poem Prompt Pocket**.
  - Create a pocket on the right side by taping the sides and the base of the **Denim Poetry Pocket**.
  - Place the **Prompt Cards** in the **Poem Prompt Pocket** on the inside left of the folder.
  - Use markers or colored pencils to decorate your folder game.
  - Select an inspirational prompt to write a poem.
  - Use **Pocket Poetry Notes** to write and illustrate a poem upon.
  - Fold the poem and tuck it into the **Denim Poetry Pocket** for safe keeping.
- Share your poetry with the class.

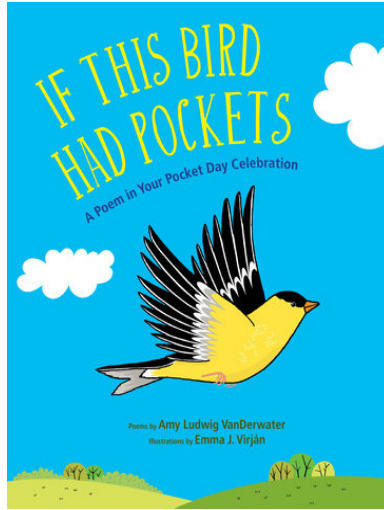


Inside Folder Game



Folder Game Title & Prompt Pocket

# My Pocket Poetry Folder Game



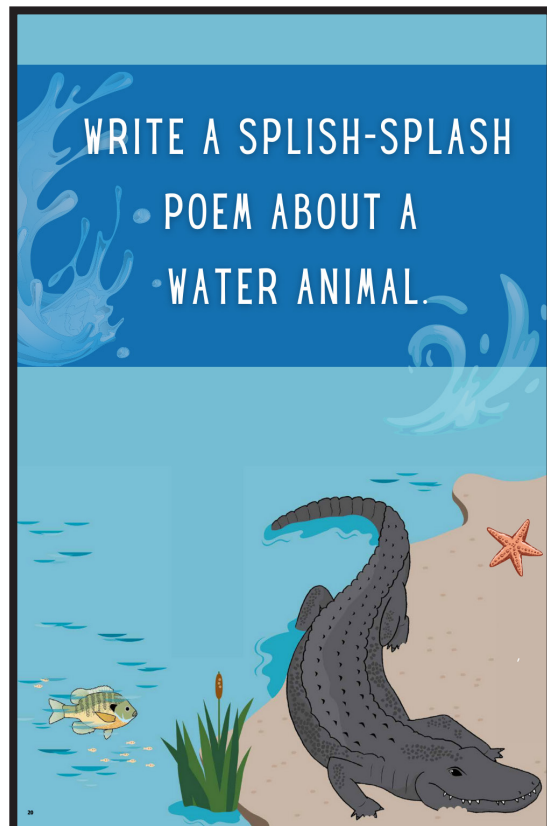
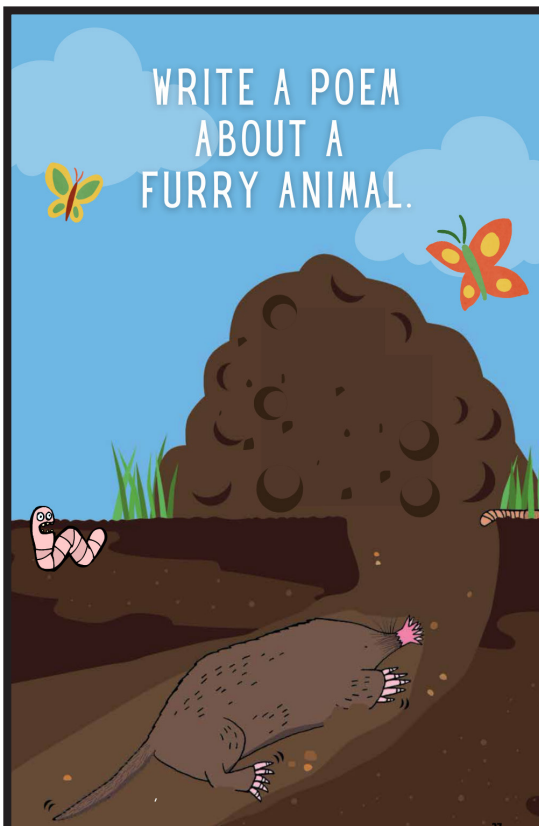
Name \_\_\_\_\_

## Pocket Poem Prompts



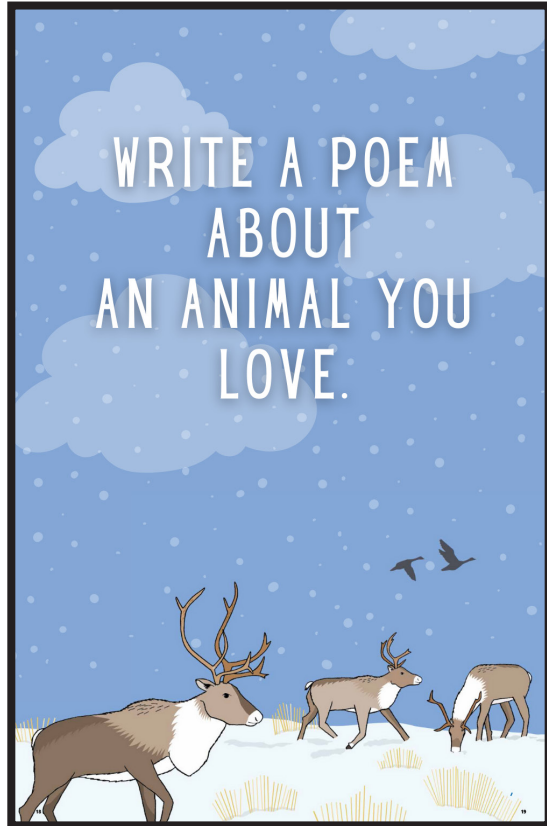


## Prompt Cards

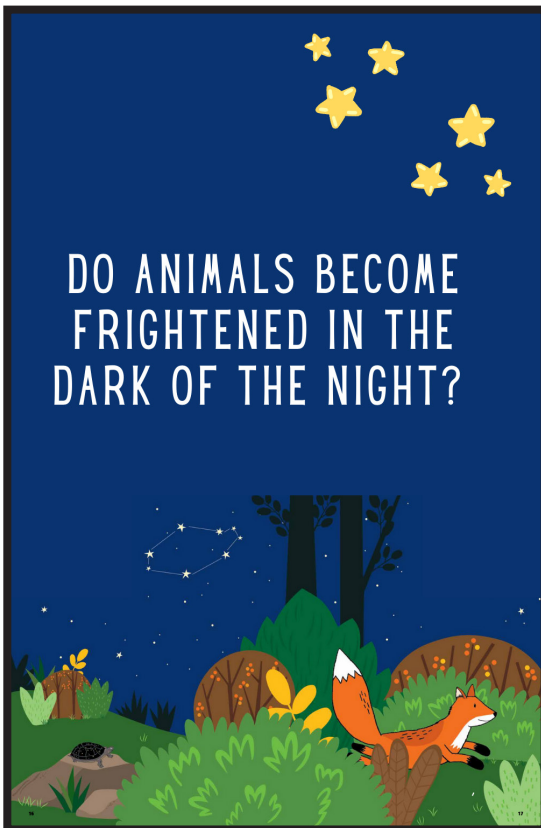




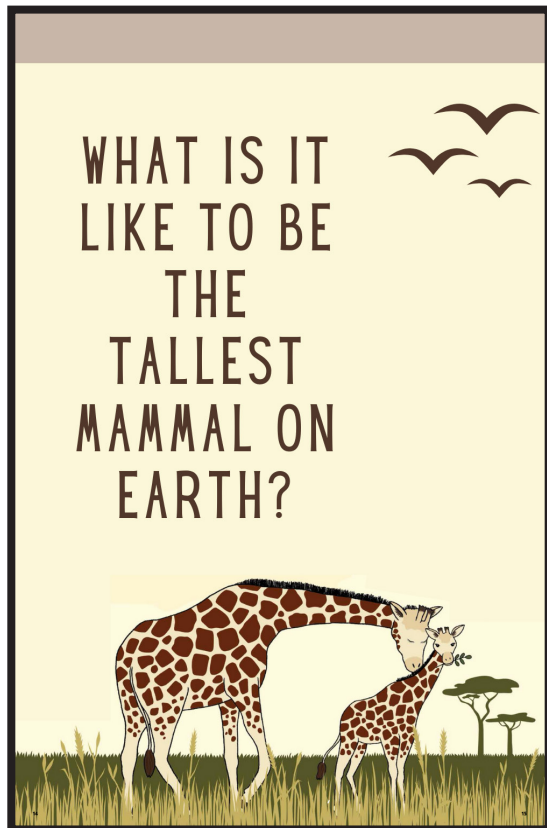
TAKE A WALK OUTSIDE  
AND WRITE A POEM  
ABOUT  
WHAT YOU SEE.



WRITE A POEM  
ABOUT  
AN ANIMAL YOU  
LOVE.

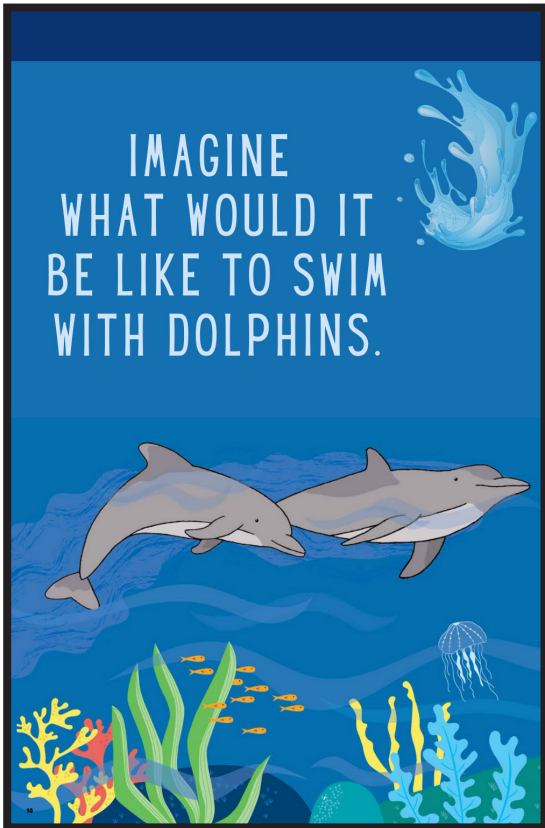


DO ANIMALS BECOME  
FRIGHTENED IN THE  
DARK OF THE NIGHT?



WHAT IS IT  
LIKE TO BE  
THE  
TALLEST  
MAMMAL ON  
EARTH?





# Poetry Pocket



[emmavirjan.com](http://emmavirjan.com)  
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# Common Core State Standards Alignment

		Discussion	Foldable	Pocket Poems	Folder Game
<b>English Language Arts Standards » Reading: Literature</b>					
CCSS.ELA-LITERACY.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	X	X		X
CCSS.ELA-LITERACY.RL.K.2	With prompting and support, retell familiar stories, including key details.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	X	X	X	X
CCSS.ELA-LITERACY.RL.K.4	Ask and answer questions about unknown words in a text.	X			
CCSS.ELA-LITERACY.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	X			
CCSS.ELA-LITERACY.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X	X		X
CCSS.ELA-LITERACY.RL.K.10	Actively engage in group reading activities with purpose and understanding.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.1	Ask and answer questions about key details in a text.	X	X	X	X
CCSS.ELA-LITERACY.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X	X		
CCSS.ELA-LITERACY.RL.1.3	Describe characters, settings, and major events in a story, using key details.	X	X		X
CCSS.ELA-LITERACY.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	X			
CCSS.ELA-LITERACY.RL.1.6	Identify who is telling the story at various points in a text.	X			
CCSS.ELA-LITERACY.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	X	X		X
CCSS.ELA-LITERACY.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	X			
CCSS.ELA-LITERACY.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X	X	X	X
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	X			
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.	X			
CCSS.ELA-LITERACY.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	X			
CCSS.ELA-LITERACY.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	X			
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X	X		X
CCSS.ELA-LITERACY.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X	X
CCSS.ELA-LITERACY.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	X	X		X
CCSS.ELA-LITERACY.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X			

		Discussion	Foldable	Pocket Poems	Folder Game
<b>English Language Arts Standards » Reading: Literature</b>					
CCSS.ELA-LITERACY.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	X	X		X
CCSS.ELA-LITERACY.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X
<b>English Language Arts Standards » Writing</b>					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		X	X	X
CCSS.ELA-LITERACY.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		X	X	X
CCSS.ELA-LITERACY.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	X	X
CCSS.ELA-LITERACY.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.		X	X	X
CCSS.ELA-LITERACY.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		X	X	X
CCSS.ELA-LITERACY.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		X	X	X
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		X	X	X
CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		X	X	X
CCSS.ELA-LITERACY.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		X	X	X
CCSS.ELA-LITERACY.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X	X	X
CCSS.ELA-LITERACY.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		X	X	X
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	X	X	X	X
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		X	X	X
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	X	X	X	X

English Language Arts Standards » Speaking & Listening		Discussion	Foldable	Pocket Poems	Folder Game
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		X	X	X
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation	X	X	X	X
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	X	X	X	X
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X	X	X	X
CCSS.ELA-LITERACY.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X	X	X	X
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X
CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	X	X	X	X
CCSS.ELA-LITERACY.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X	X
CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		X	X	X
CCSS.ELA-LITERACY.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X	X	X	X



## Next Generation Science Standards Alignment

		Discussion	Foldable	Pocket Poems	Folder Game
<b>1-LS1-2. From Molecules to Organisms: Structures and Processes</b>					
<b>Read texts to determine patterns in behavior of parents and offspring that help offspring survive.</b>					
	Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.	X	X		X
	Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)	X	X		
<i>LS1.A: Structure and Function</i>					
	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)	X	X		X
<i>LS1.B: Growth and Development of Organisms</i>					
	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)	X	X		X
<i>LS1.D: Information Processing</i>					
	Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)	X	X		X
<i>LS3.A: Inheritance of Traits</i>					
	Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1)	X	X		X
<b>2-LS4-1 Biological Evolution: Unity and Diversity</b>					
<b>Make observations of plants and animals to compare the diversity of life in different habitats.</b>					
	Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.	X	X		X
	Make observations (firsthand or from media) to collect data which can be used to make comparisons.	X	X		X
<i>LS4.D: Biodiversity and Humans</i>					
	There are many different kinds of living things in any area, and they exist in different places on land and in water.	X	X		X

