

# **HALF TAIL: A GULF COAST LEGEND**

## **Student Workbook**

**Grade 4 - Florida Standards Aligned**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date Started:** \_\_\_\_\_

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# MY LEARNING GOALS

By the end of this unit, I will be able to:

## Reading & Language:

☐ Find details in the story to answer questions (ELA.4.R.1.1) ☐ Tell what the main idea is in each chapter (ELA.4.R.1.2) ☐ Tell the story in my own words (ELA.4.R.3.2) ☐ Use ocean animal words correctly (ELA.4.V.1.1)

## Science:

☐ Explain how ocean animals help each other (SC.4.L.16.3) ☐ Tell how animals adapt to their environment (SC.4.L.16.2) ☐ Understand how weather affects ocean animals (SC.4.E.6.4)

## Math:

☐ Collect information and make simple graphs (MA.4.DP.1.1) ☐ Count and organize information about animals

## Social Studies:

☐ Use maps to show where animals live (SS.4.G.1.1) ☐ Understand how people can help their community (SS.4.C.2.1)

**My Personal Goal:** What do I want to learn about ocean animals?

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# OCEAN ANIMAL WORDS

**Instructions:** As we learn new words, write what they mean and draw a picture.

Word	What it means	My Picture
adaptation		
dolphin		
marine		
habitat		
community		
survival		
environment		
behavior		

## Other Ocean Words I Learned:

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

# CHARACTER CHART

**Instructions:** As you meet each character, write about them.

## HALF TAIL (Dolphin)

**What does Half Tail look like?**

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**What is Half Tail like? (personality)**

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**What makes Half Tail special?**

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## SHELLY (Sea Turtle)

**What does Shelly look like?**

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**What is Shelly like?**

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**How does Shelly help others?**

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## **FRED (Pelican)**

**What does Fred look like?**

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---

**What is Fred like?**

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---

**How does Fred help others?**

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---

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## **PETE**

**What does Pete look like?**

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---

**What is Pete like?**

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---

**How does Pete help others?**

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# LESSON 1: MEETING HALF TAIL

## Before Reading: Special Animals

**Think about it:** What makes animals special?

**1. Draw three animals that have something special about them:**

**Animal 1:** \_\_\_\_\_

**What's special:** \_\_\_\_\_

\_\_\_\_\_

[Large space for drawing]

**Animal 2:** \_\_\_\_\_

**What's special:** \_\_\_\_\_

\_\_\_\_\_

[Large space for drawing]

**Animal 3:** \_\_\_\_\_

**What's special:** \_\_\_\_\_

\_\_\_\_\_

[Large space for drawing]

**2. Guess about Half Tail: What do you think "Half Tail" means?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. My experience: Tell about a time when you felt different from others.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Reading: About Half Tail

**Instructions:** As you read Chapters 1-2, collect information about Half Tail.

## Finding Details in the Story:

Look for parts of the story that tell us about Half Tail.

**What Half Tail looks like:** Write the exact words from the story:

" \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

**How Half Tail acts:** Write the exact words from the story:

" \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

**What makes Half Tail different:** Write the exact words from the story:

" \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

**How other animals treat Half Tail:** Write the exact words from the story:

" \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

**Questions I have:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Story Details

**Standard:** ELA.4.R.1.1 - Refer to details and examples in text

**Instructions:** Answer each question using details from the story.

### 1. How is Half Tail different from other dolphins?

**My answer:**

---

---

---

**Story detail:** " \_\_\_\_\_ "

**Page:** \_\_\_\_\_

### 2. How does Half Tail feel about being different?

**My answer:**

---

---

---

**Story detail:** " \_\_\_\_\_ "

**Page:** \_\_\_\_\_

### 3. What do you think might be hard for Half Tail?

**My answer:**

---

---

---

**Story detail that helps me think this:**

" \_\_\_\_\_ "

---

**Page:** \_\_\_\_\_

**4. What do you think Half Tail does well?**

**My answer:**

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---

---

**Story detail that helps me think this:**

"

---

---

"

Page: \_\_\_\_\_

---

# My Special Animal

**Standard:** SC.4.L.16.2 - How environment affects animal characteristics

**Instructions:** Design an animal that has something special to help it survive.

**Draw your animal here:**

[Large space for detailed drawing]

**My Animal's Information:**

**Animal Name:** \_\_\_\_\_

**Where does it live?**

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**What problem does it face?**

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---

**What special thing helps it survive?**

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---

**How does this special thing work?**

---

---

---

**How is my animal like Half Tail?**

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# Lesson 1 Thinking

**What I learned today:**

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---

**What surprised me:**

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---

**This reminds me of:**

---

---

**Questions I still have:**

1. 

---
2. 

---

**Ocean words I used today:** Circle the words you used when talking or writing: dolphin | different | special | ocean | adaptation | marine

**How well did I participate today?** ☐ I shared my ideas and listened to others ☐ I mostly participated well ☐ I participated a little ☐ I need to participate more

**Tomorrow I want to:**

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# LESSON 2: HALF TAIL'S FRIENDS

## Character Map

**Instructions:** As you read Chapters 3-5, show how the characters are connected.

Draw lines connecting the characters and write how they know each other:

[Large space for character web diagram with Half Tail in center]

## Character Jobs in the Ocean Community:

Character	What animal?	What do they do?	How do they help?
Half Tail	Dolphin		
Shelly			
Fred			
Pete			

# How Animals Help Each Other

**Standard:** SC.4.L.16.3 - Recognize animal behaviors

**Instructions:** Find examples of how the characters help each other.

## Shelly the Sea Turtle: How does Shelly help the group?

Story example: " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

## Fred the Pelican: How does Fred help the group?

Story example: " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

## Pete: How does Pete help the group?

Story example: " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

## Thinking Questions:

1. What would happen if Shelly wasn't there to help?

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2. How is this ocean community like your family or school?

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3. How do you think Half Tail helps the group?

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# Ocean Animal Map

**Standard:** SS.4.G.1.1 - Use geographic tools

**Instructions:** Make a map showing where Half Tail and his friends live.

**Map Key:** Use these symbols on your map:  Dolphins |  Sea Turtles |  Pelicans |  Fish  
|  Boats |      Deep Water |      Shallow Water |      Dangerous Areas

**Draw your map here:**

[Very large space for detailed map drawing]

**Label these things on your map:**

- Where each character lives
- Where they find food
- Safe places
- Places that might be dangerous
- How they move around

**Map Questions:**

**1. Which animals live closest to each other?**

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**2. Where do most animals find food?**

---

**3. What dangerous things are on your map?**

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# Counting Ocean Animals

**Standard:** MA.4.DP.1.1 - Collect and organize data

Use your map to count animals in different areas:

Ocean Area	Number of Animals	Types of Animals
Deep Water		
Shallow Water		
Near the Shore		
Around Rocks		

## Make a simple bar graph of your animal counts:

**Title:** Animals in Different Ocean Areas

[Large grid space for bar graph]

## Graph Questions:

1. Which area has the most animals?

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2. Which area has the fewest animals?

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3. Why do you think animals like certain areas better?

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## Simple Math:

1. If you counted 6 dolphins and 4 sea turtles, how many animals is that total? \_\_\_\_\_

2. If 3 more pelicans join Fred, how many pelicans would there be? \_\_\_\_\_

3. If Half Tail's group has 8 animals and they meet 5 more, how many total? \_\_\_\_\_

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## Lesson 2 Thinking

**The most important thing I learned about ocean animal communities:**

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**How the characters depend on each other:**

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---

**How this is like human communities:**

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**New words I learned:**

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**My favorite character so far and why:**

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**Questions for tomorrow:**

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# LESSON 3: HOW ANIMALS SURVIVE

## Animals Helping Themselves

**Standard:** SC.4.L.16.2 - How environment affects animals

**Instructions:** Find examples of how animals adapt to survive.

### Half Tail's Adaptations:

Problem	How Half Tail solves it	How this helps him
Swimming with half a tail		
Talking to other dolphins		
Finding food		
Staying safe		

### Other Animal Adaptations:

#### Shelly (Sea Turtle):

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

How it helps: \_\_\_\_\_

#### Fred (Pelican):

Problem: \_\_\_\_\_

Solution: \_\_\_\_\_

How it helps: \_\_\_\_\_

### Compare Animals:

**How is Half Tail's way of surviving like other animals?**

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**How is Half Tail's way of surviving different from other animals?**

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# Writing About Half Tail

**Standard:** ELA.4.W.1.1 - Write opinion pieces with reasons

**Writing Prompt:** Write about how Half Tail turns his problem into something good. Use at least one example from the story.

## Planning:

**My opinion:** Half Tail turns his problem into something good by...

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## Reason 1:

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**Story example:** " \_\_\_\_\_ "

## Reason 2:

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**Story example:** " \_\_\_\_\_ "

**Conclusion:** This shows that...

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## Write your complete answer:

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**Check your work:** ☐ I wrote my opinion clearly ☐ I gave at least one example from the story ☐ I explained my reasons ☐ I wrote a conclusion

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# Problem and Solution Chart

**Instructions:** Think about how problems can become good things.

## Half Tail's Experience:

Problem	How he adapted	How it became good
Has half a tail		

## My Experience:

My problem	How I handled it	How it made me stronger
------------	------------------	-------------------------

## Other Examples:

Think of other times when problems became good things:

**Example 1:** \_\_\_\_\_

Problem: \_\_\_\_\_

Good thing: \_\_\_\_\_

**Example 2:** \_\_\_\_\_

Problem: \_\_\_\_\_

Good thing: \_\_\_\_\_

**Big Idea:** What does Half Tail teach us about dealing with problems?

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# Quick Quiz

## Lesson 3 Assessment

1. Name two dangers ocean animals face. (SC.4.L.16.2)

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Why shouldn't people feed wild dolphins? (ELA.4.R.1.1)

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3. How does Half Tail's difference actually help him? Give one example. (SC.4.L.16.2)

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4. What does "adaptation" mean? (ELA.4.V.1.1)

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5. What lesson does Half Tail teach about being different? (ELA.4.R.1.2)

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### Bonus Question:

6. Design something to help solve a problem in your classroom. Draw and explain it.

Problem: \_\_\_\_\_

My solution: \_\_\_\_\_

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[Space for drawing]

How it works: \_\_\_\_\_

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## Lesson 3 Thinking

**Today I learned that adaptation means:**

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**The most important lesson from Half Tail:**

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**How I can use this in my own life:**

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**Ocean words I used correctly today:** ☐ adaptation ☐ survival ☐ environment ☐ behavior ☐ marine

**My work today:**

My detail finding was: \_\_\_\_\_

My writing had good examples: \_\_\_\_\_

I participated in discussions: \_\_\_\_\_

**Goal for tomorrow:**

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# LESSON 4: WEATHER & OCEAN ANIMALS

## How Animals Know About Weather

**Standard:** SC.4.E.6.4 - Basic differences between climate and weather

**Instructions:** Learn how animals can tell when weather will change.

### Animal Weather Signs:

Animal Behavior	What Weather It Might Mean
Dolphins jumping a lot	
Birds flying very low	
Fish staying deep in water	
Sea turtles hiding	

### From the story: How do ocean animals "read" the weather?

Find examples from Half Tail's story:

**Example 1:** " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

This might mean: \_\_\_\_\_

**Example 2:** " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

This might mean: \_\_\_\_\_

### Think About It:

**Why do ocean animals need to know about weather?**

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**How do you know when weather is changing?**

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# My Weather Chart

**Standard:** MA.4.DP.1.1 - Collect and organize data

**Instructions:** Keep track of weather for 3 days and think about how it affects ocean animals.

**Day 1: Date:** \_\_\_\_\_

**Today's Weather:**

Temperature: ☐ Hot ☐ Warm ☐ Cool ☐ Cold

Sky: ☐ Sunny ☐ Partly Cloudy ☐ Mostly Cloudy ☐ Stormy

Wind: ☐ No Wind ☐ Little Wind ☐ Windy ☐ Very Windy

Rain: ☐ No Rain ☐ A Little Rain ☐ A Lot of Rain

**What I Think Ocean Animals Will Do Today:**

Dolphins: \_\_\_\_\_

Sea Turtles: \_\_\_\_\_

Pelicans: \_\_\_\_\_

**What I Actually Saw or Heard About:**

---

---

**Day 2: Date:** \_\_\_\_\_

**Today's Weather:**

Temperature: ☐ Hot ☐ Warm ☐ Cool ☐ Cold

Sky: ☐ Sunny ☐ Partly Cloudy ☐ Mostly Cloudy ☐ Stormy

Wind: ☐ No Wind ☐ Little Wind ☐ Windy ☐ Very Windy

Rain: ☐ No Rain ☐ A Little Rain ☐ A Lot of Rain

**What I Think Ocean Animals Will Do Today:**

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**What I Actually Saw or Heard About:**

---

---

**Day 3: Date:** \_\_\_\_\_

**Today's Weather:**

Temperature: ☐ Hot ☐ Warm ☐ Cool ☐ Cold

Sky: ☐ Sunny ☐ Partly Cloudy ☐ Mostly Cloudy ☐ Stormy

Wind: ☐ No Wind ☐ Little Wind ☐ Windy ☐ Very Windy

Rain: ☐ No Rain ☐ A Little Rain ☐ A Lot of Rain

**What I Think Ocean Animals Will Do Today:**

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---

**What I Actually Saw or Heard About:**

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# Animal Weather Behaviors

Look at your 3 days of weather. What patterns do you see?

## Weather Patterns:

Warmest Day: Day \_\_\_\_\_ Coolest Day: Day \_\_\_\_\_

Sunniest Day: Day \_\_\_\_\_ Windiest Day: Day \_\_\_\_\_

## How Good Were My Predictions?

☐ My predictions were usually right ☐ My predictions were sometimes right ☐ My predictions were usually wrong

## What I Noticed:

When weather was nice, I think ocean animals: \_\_\_\_\_

\_\_\_\_\_

When weather was bad, I think ocean animals: \_\_\_\_\_

\_\_\_\_\_

## Seasonal Thinking:

What do you think ocean animals do in different seasons?

**Summer:** \_\_\_\_\_

**Winter:** \_\_\_\_\_

**Spring:** \_\_\_\_\_

**Fall:** \_\_\_\_\_

\_\_\_\_\_

# Making Graphs

**Standard:** MA.4.DP.1.1 - Create graphs to display data

## Temperature Graph:

If you recorded temperatures, make a simple graph:

[Large grid space for line graph]

## Weather Type Count:

Count how many days had each type of weather:

Weather Type	Number of Days
--------------	----------------

Sunny	
-------	--

Cloudy	
--------	--

Rainy	
-------	--

Windy	
-------	--

## Make a bar graph:

[Large grid space for bar graph]

## Simple Math Problems:

**1. If dolphins swim 20 miles on sunny days but only 10 miles on stormy days, how much farther do they swim on sunny days?**

Answer: \_\_\_\_\_

**2. If pelicans see 15 fish on clear days but only 8 fish on cloudy days, what's the difference?**

Answer: \_\_\_\_\_

**3. If it was sunny 2 days out of 3, how many days were not sunny?**

Answer: \_\_\_\_\_

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## Lesson 4 Thinking

**The most interesting thing about weather and ocean animals:**

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**How weather affects ocean animals:**

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**How this connects to Half Tail's story:**

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**Math skills I used today:** ☐ Collecting information ☐ Making graphs ☐ Counting ☐ Simple math problems

**How good were my weather predictions?** ☐ Very good ☐ Pretty good ☐ Not very good

**What I would do differently next time:**

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---

**Questions I still have:**

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# LESSON 5: WORKING TOGETHER

## How Animals Talk

**Standard:** ELA.4.SL.1.1 - Participate in collaborative discussions

**Instructions:** Find different ways ocean animals communicate.

### Dolphin Communication:

**Type of Communication**   **Example from story**   **Why they use it**

Sounds

Touch

Body movements

Swimming patterns

### Story Examples:

Find parts of the story that show how Half Tail communicates:

**Example 1:** " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

This shows: \_\_\_\_\_

**Example 2:** " \_\_\_\_\_  
\_\_\_\_\_ "

Page: \_\_\_\_\_

This shows: \_\_\_\_\_

### Other Animal Communication:

**Shelly (Sea Turtle):** How does Shelly communicate?

\_\_\_\_\_  
\_\_\_\_\_

**Fred (Pelican):** How does Fred communicate?

\_\_\_\_\_  
\_\_\_\_\_

## **Compare to People:**

**How is ocean animal communication like human communication?**

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**How is it different?**

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---



# Helping Each Other

**Standard:** SC.4.L.16.3 - Recognize how animals help each other

**Instructions:** Show how the characters help each other.

**Draw a picture showing how the characters help each other. Draw lines between characters and write how they help.**

[Very large space for detailed diagram]

**Helping Examples:**

**How Shelly helps others:**

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---

**How Fred helps others:**

---

---

**How Pete helps others:**

---

---

**How Half Tail helps others:**

---

---

**Big Questions:**

**1. Why do ocean animals need to help each other?**

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**2. What would happen if they didn't help each other?**

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---

**3. How does Half Tail's group help him feel good about being different?**

---

# My Communication Game

**Standard:** ELA.4.SL.2.1 - Create and deliver presentations

**Instructions:** Work with a partner to create signals that communicate without talking.

**My Partner:** \_\_\_\_\_

## Our Communication Signals:

**Danger Warning:** Our signal:

\_\_\_\_\_

What it means: \_\_\_\_\_

**Found Food:** Our signal:

\_\_\_\_\_

What it means: \_\_\_\_\_

**Come Here:** Our signal:

\_\_\_\_\_

What it means: \_\_\_\_\_

**I'm Happy:** Our signal:

\_\_\_\_\_

What it means: \_\_\_\_\_

**I'm Scared:** Our signal:

\_\_\_\_\_

What it means: \_\_\_\_\_

## Testing Our Signals:

We tried our signals with another pair. How did it work? ☐ They understood everything easily ☐ They understood most things ☐ They understood some things ☐ They had trouble understanding

**What worked best?**

\_\_\_\_\_

**What was hard?**

\_\_\_\_\_

**How could we make our signals better?**

\_\_\_\_\_

\_\_\_\_\_

# Sharing My Ideas

**Instructions:** Plan how you will show your communication signals to the class.

## Our Presentation Plan:

**How we will start (30 seconds):**

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**Signals we will show (2 minutes):**

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**How we will get the class involved (1 minute):**

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**How we will end (30 seconds):**

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**What we need:** ☐ \_\_\_\_\_

☐ \_\_\_\_\_

**Who does what:**

I will: \_\_\_\_\_

My partner will: \_\_\_\_\_

We will both: \_\_\_\_\_

**Practice Notes:** What do we need to practice?

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## Lesson 5 Thinking

**The most important thing I learned about communication:**

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**How Half Tail's friends help him:**

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**Working with my partner taught me:**

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**Our communication signals worked because:**

---

---

**Problems we had to solve:**

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**Skills I used today:** ☐ Working together ☐ Being creative ☐ Solving problems ☐ Presenting ☐ Listening

**This reminds me of real life when:**

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---

**Questions I'm still thinking about:**

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# LESSON 6: HELPING OCEAN ANIMALS

## People and Ocean Animals

**Standard:** SC.4.E.6.3 - Recognize that humans need resources from Earth

**Instructions:** Look at how people affect ocean animals in both good and bad ways.

### Ways People Hurt Ocean Animals:

How People Hurt Ocean Animals	How It Affects Dolphins	Story Example
Boats		
Trash in ocean		
Fishing nets		
Feeding wild animals		
Loud noises		

### Ways People Help Ocean Animals:

How People Help Ocean Animals	How It Helps	Real Example
Ocean rescue		
Making safe areas		
Cleaning up trash		
Teaching others		
Making good laws		

### Think About It:

**Biggest danger to ocean animals:** \_\_\_\_\_

Why: \_\_\_\_\_

**Best way people can help:** \_\_\_\_\_

Why: \_\_\_\_\_

**Story Connection:** Find one part of the story that shows people affecting Half Tail's world:

" \_\_\_\_\_ "

Page: \_\_\_\_\_

This shows: \_\_\_\_\_

# My Action Plan

**Standard:** SS.4.C.2.1 - Understand how people help their community

**Instructions:** Make a plan for how you can help protect ocean animals.

## Things I Can Do at Home:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Things I Can Do at School:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Things I Can Do in My Community:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Teaching Others:

**I can teach my family:**

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**I can teach my friends:**

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**People I Could Write Letters To:** ☐ Mayor or city leaders ☐ Newspaper ☐ Local businesses ☐  
Environmental groups ☐ Other: \_\_\_\_\_

## My Timeline:

**This week I will:**

---

**This month I will:**

---

**This year I will:**

---

**How I'll Know I'm Helping:**

---

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---

# My Ocean Promise

**Standard:** ELA.4.W.1.1 - Write opinion pieces with reasons

**Instructions:** Write a promise to help protect ocean animals.

## My Ocean Promise

### Why Ocean Animals Are Important:

Ocean animals are important because \_\_\_\_\_

---

---

### My Promise:

I, \_\_\_\_\_, promise to help ocean animals by

---

---

### Two Things I Will Do:

#### Thing 1:

What: \_\_\_\_\_

When: \_\_\_\_\_

How I'll know it worked: \_\_\_\_\_

#### Thing 2:

What: \_\_\_\_\_

When: \_\_\_\_\_

How I'll know it worked: \_\_\_\_\_

### Why These Actions Will Help:

These actions will help ocean animals because \_\_\_\_\_

---

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### How I'll Tell Others:

I will share what I know about helping ocean animals by \_\_\_\_\_

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**My Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Decorate Your Promise:**

Use the space below to add pictures, colors, or designs to make your promise special:

[Very large space for decorating]

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# Sharing What I Learned

**Instructions:** Plan how you will share what you learned about Half Tail and ocean conservation.

## My Final Project: (Choose one)

☐ Make a poster about helping ocean animals ☐ Write a simple book for younger kids ☐ Create a presentation for my family ☐ Make up a play about Half Tail ☐ Design an ocean animal sanctuary ☐ Other: \_\_\_\_\_

## My Project Plan:

**What I want people to learn:**

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**Who is my audience?** ☐ Younger students ☐ My classmates ☐ My family ☐ Other kids ☐ Other:

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**What I need:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## My Timeline:

Week 1: \_\_\_\_\_

Week 2: \_\_\_\_\_

When I'll be done: \_\_\_\_\_

**How I'll know my project is good:**

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**What standards my project shows:** ☐ Writing with reasons (ELA.4.W.1.1) ☐ Presenting ideas clearly (ELA.4.SL.2.1) ☐ Understanding how animals help each other (SC.4.L.16.3) ☐ Knowing how people can help their community (SS.4.C.2.1)

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# Final Thinking

**The most important thing I learned in this whole unit:**

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**How my thinking about ocean animals changed:**

Before: I thought \_\_\_\_\_

Now: I think \_\_\_\_\_

**What Half Tail taught me:**

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**The biggest surprise:**

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**Skills I got better at:**

**Reading Skills:** ☐ Finding details in stories ☐ Understanding main ideas ☐ Using new words

**Writing Skills:** ☐ Writing my opinions ☐ Using story examples ☐ Organizing my ideas

**Science Skills:** ☐ Understanding how animals adapt ☐ Learning about animal communities ☐  
Collecting information

**Math Skills:** ☐ Making graphs ☐ Counting and organizing ☐ Solving simple problems

**Working Together Skills:** ☐ Sharing ideas ☐ Listening to others ☐ Presenting to the class

**How this connects to my life:**

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**Questions I still have:**

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**What I want to learn more about:**

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**How I'll keep helping ocean animals:**

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# Checking My Work

## WHAT I CAN DO CHECKLIST

**Instructions:** Check off each skill when you can do it well.

### Reading & Language (ELA Standards)

#### Finding Details (ELA.4.R.1.1):

☐ I can find exact words from the story to answer questions ☐ I can explain what the words mean ☐ I can use story details when I write

#### Main Ideas (ELA.4.R.1.2):

☐ I can tell what each chapter is mostly about ☐ I can explain how details help the main idea ☐ I can summarize the story in my own words

#### Using New Words (ELA.4.V.1.1):

☐ I can use ocean animal words correctly ☐ I can explain what new words mean ☐ I can use new words when I talk and write

#### Writing Opinions (ELA.4.W.1.1):

☐ I can write what I think clearly ☐ I can give reasons for my opinions ☐ I can use examples from stories

#### Participating in Discussions (ELA.4.SL.1.1):

☐ I listen to others respectfully ☐ I share my ideas clearly ☐ I ask good questions

### Science (SC Standards)

#### Animal Communities (SC.4.L.16.3):

☐ I can explain how ocean animals help each other ☐ I can give examples of animal teamwork ☐ I understand why animals live in groups

#### How Animals Adapt (SC.4.L.16.2):

☐ I can explain what adaptation means ☐ I can give examples of how animals adapt ☐ I understand how environment affects animals

## **Weather and Animals (SC.4.E.6.4):**

☐ I can explain how weather affects ocean animals ☐ I can tell how animals predict weather ☐ I understand seasonal changes

## **Math (MA Standards)**

### **Collecting Information (MA.4.DP.1.1):**

☐ I can gather information carefully ☐ I can organize information in charts ☐ I can make simple graphs

### **Using Graphs:**

☐ I can make bar graphs and line graphs ☐ I can label graphs correctly ☐ I can answer questions using graphs

## **Social Studies (SS Standards)**

### **Using Maps (SS.4.G.1.1):**

☐ I can make simple maps ☐ I can read maps to find information ☐ I can show where animals live on maps

### **Helping Community (SS.4.C.2.1):**

☐ I understand how I can help my community ☐ I know ways to help protect the environment ☐ I can make plans to help others

## **My Personal Goals**

**Goal 1:** \_\_\_\_\_ ☐ I did this goal ☐ I'm still working on it ☐ I need more help

**Goal 2:** \_\_\_\_\_ ☐ I did this goal ☐ I'm still working on it ☐ I need more help

**Goal 3:** \_\_\_\_\_ ☐ I did this goal ☐ I'm still working on it ☐ I need more help

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# MY BEST WORK

**Instructions:** Choose your best work from each lesson and tell why it's good.

## Lesson 1: Meeting Half Tail

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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## Lesson 2: Half Tail's Friends

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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## Lesson 3: How Animals Survive

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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## Lesson 4: Weather & Ocean Animals

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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## Lesson 5: Working Together

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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## Lesson 6: Helping Ocean Animals

My best work was: \_\_\_\_\_

Why it's good: \_\_\_\_\_

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**Overall, my best piece of work in this whole unit was:**

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Because: \_\_\_\_\_

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**Work I'm most proud of:**

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Because: \_\_\_\_\_

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**If I could do something over, it would be:**

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Because: \_\_\_\_\_

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# LOOKING BACK

**Instructions:** Think about everything you learned and how you grew.

**At the beginning, I thought ocean animals were:**

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**Now I know ocean animals are:**

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**The most amazing thing I learned:**

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**How I changed as a learner:**

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**Skills I'm better at now:** ☐ Reading for details ☐ Writing with examples ☐ Using new words ☐ Understanding science ☐ Working with numbers ☐ Working with others ☐ Sharing ideas ☐ Asking questions ☐ Solving problems

**Half Tail will always remind me that:**

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**Goals for my future learning:**

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**How I'll keep helping ocean animals:**

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**A message to next year's students:**

If you get to read about Half Tail, here's what I want you to know:

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**Thank you note:**

I want to thank \_\_\_\_\_ for helping me learn because

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**My signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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# TEACHER ANSWER GUIDE

This section provides sample responses for teachers using this workbook.

## Assessment Answer Keys:

### Lesson 3 Quiz - Grade 4 Level:

1. **Ocean dangers:** Boats, trash/pollution, fishing nets, oil spills, loud noises
2. **Don't feed dolphins:** Makes them depend on people, changes natural behavior, can make them sick, makes them approach boats (dangerous)
3. **How Half Tail's difference helps:** Shows that being different is okay, makes him special, helps him teach others, gives him a unique identity
4. **Adaptation definition:** When animals change or have special things to help them survive in their environment
5. **Lesson about being different:** Being different can be good, everyone has special abilities, differences make us unique

## Discussion Expectations:

- Students should use simple examples from the story
- Accept connections to students' own experiences
- Look for basic understanding of concepts
- Encourage use of new vocabulary

## Writing Assessment (4-Point Scale):

- **4:** Clear opinion with good reasons and story examples, well-organized
- **3:** Clear opinion with reasons and some examples
- **2:** Basic opinion with simple reasons
- **1:** Unclear opinion with few details

## Differentiation Notes:

- Provide extra support for vocabulary development
- Allow alternative ways to show understanding
- Use visual aids and hands-on activities
- Encourage peer partnerships
- Adjust expectations based on individual needs

This workbook provides comprehensive support for 4th grade students while maintaining age-appropriate expectations and aligning with Florida's standards for grade 4.