



The poems in *Elephant of Sadness, Butterfly of Joy* link animals with emotions and use sensory imagery to paint word pictures to ponder.

Whether expressing disappointment or satisfaction, frustration or hope, each poem helps illustrate the emotional spectrum of the human spirit.

### Be a Science Sleuth

This poetry collection represents the diversity of animals on our planet, including mammals, birds, insects, mollusks, fish, reptiles, and arachnids. Become a zoology sleuth and classify them.

How many mammals?

How many fish?

How many birds?

How many reptiles?

How many insects?

How many arachnids?

How many mollusks?

**Read the poems and identify characteristics of animals and why a particular animal might be paired with a particular emotion.**



A male peacock spreads its flashy tail feathers to show off for females. What might this represent?



Wolves are large predatory canids (ancestors of domestic dogs). They are often the “bad guy,” maligned in literature and often provoke a certain feeling. What is it?



Maggots, which are larva of flies, are commonly found in rotting food and filth. What feeling does that suggest?



Trumpeter swans tend to mate for life and their young, called cygnets, stay with their parents for the first year. What feeling could be linked with that fact?



An octopus is often regarded as one of the most intelligent of creatures. What emotion fits that characteristic?



Lantern fish are bioluminescent, named for their ability to produce and emit light. What emotion connects with the quality of bioluminescence?

Select your favorite animal in *Elephant of Sadness*, *Butterfly of Joy*. Draw a picture on the back and explain why you think the animal is paired with that emotion.

## **ELA and SCIENCE CONNECTIONS**

### **ELA standard for reading literature**

**Comprehension and collaboration:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

### **Next Gen Science Standards**

**Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]

#### **Disciplinary Core Ideas**

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (3 – LS2-1)

LS4.C: Adaptation

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)

LS4.D: Biodiversity and Humans

- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)