

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 2



**Text Talk**  
***A Bird Can Fly***

<b>Big Ideas</b>	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
<b>Weekly Question</b>	What do animals do?
<b>Content Objective</b>	I can use key details from a text to describe how the specific functions of an animal’s structure help it survive and thrive in its habitat. (R.4.1.a, 1-LS1-1)
<b>Language Objective</b>	I can answer questions about animals’ structures and behaviors. (SL.2.1.a)
<b>Vocabulary</b>	<p><b>animal:</b> a living thing that is not a plant</p> <p><b>behavior:</b> an activity that helps an organism survive and thrive in its habitat</p> <p><b>structure:</b> an identifiable part of a plant or animal</p> <p><b>function:</b> what structures do for an organism</p> <p><b>dam:</b> something constructed to hold back water, such as a wall or fence</p> <p><b>underwater:</b> occurring beneath the surface of the water</p> <p><b>underground:</b> occurring beneath the surface of the earth</p> <p><b>weight:</b> how heavy something is</p> <p><b>tortoise:</b> a turtle, usually that lives on land</p> <p><b>travel:</b> to go from one place to another</p> <p><b>store (food):</b> to keep something to use in the future</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>A Bird Can Fly</i>, Douglas Florian</li> </ul> <p>On the whiteboard, write:</p>

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	How do the specific functions of an animal’s structure help it survive and thrive in its habitat?
<b>Opening</b> 1 minute	<p>Introduce the text and set a purpose. <i>Today we are going to read A Bird Can Fly, by Douglas Florian. This book is an informational text that describes things different animals can do.</i></p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use information from the text to explain what certain animals can and can’t do with their bodies.</i></p>
<b>Text and Discussion</b> 15 minutes	<p><i>Beavers build dams to live in. A <b>dam</b> is a barrier in water. Based on the previous photos and words about beavers building a dam, what is the function of a beaver’s teeth?</i></p>
page 7	<i>Think, Pair, Share. Why does a beaver need to live underwater for 15 minutes at a time, in order to survive?</i>
page 9	<i>Wow! I didn’t know the key detail about ants carrying five times their weight! Why would an ant need to do this?</i>
page 13	<p><i>A monkey can travel through the jungle, but not across a desert. The words “through” and “across” give me clues about the word “travel.” What do you think <b>travel</b> means, based on those clues?</i></p> <p><i>Why do you think a monkey can’t travel across the desert?</i></p>
page 17	<i>Why does a fish need to see on both sides of its head in order to survive underwater?</i>
<b>Key Discussion</b> 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Let’s think about camels. Think of the functions of a camel’s structures that we read about and observed in the photographs. How do the specific functions of a camel’s structure help it survive and thrive in its habitat?</i></p> <p>Prompt 2: <i>Choose another animal from today’s text. Using details from the book, how do the specific functions of that animal’s structure help it survive and thrive in its habitat?</i></p>
<b>Closing</b> 1 minute	Today we learned about several animals and how their structures help them survive and thrive in their habitats.

<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>1-LS1-1.</b> Use evidence to explain that (a) different animals use their body parts and senses 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.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively draw on key details in the text to explain their thinking about animal structures and behaviors?</p> <p>Do children connect animal’s structures and behaviors with their survival?</p>

**Notes**



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