

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 1



Text Talk
Animals in the City
Read 1 of 2

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Weekly Question	What animals live in our environment, and what do they do?
Content Objective	I can answer questions using key details from a text to describe how animals survive and thrive in an urban environment. (R.4.1.a, 1-LS1-1) I can use text features to locate key facts about animals in the city. (R.8.1 b)
Language Objective	I can take turns and build on what my classmates are saying in a discussion on urban animals. (SL.1.1.b)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal function: what structures do for an organism scavenger: an animal that survives by finding plants, dead animals, or trash to eat wild: living without the care of humans adapt: to change in order to survive in different conditions surroundings: environment den: safe place where an animal can live and raise babies well-suited: a good fit

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Animals in the City</i>, Elizabeth Carney ● Sentence Frames for Discussion, Parts 1 and 2, from Unit 1, Text Talk Week 6, Day 2 and Text Talk Week 7, Day 3 ● chart paper <p>Prepare the Weekly Question Chart with the question: What animals live in our environment, and what do they do?</p> <p>On the whiteboard, write: How do animals adapt in an urban environment in order to find food, protect themselves, and thrive?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we are going to read <i>Animals in the City</i> by Elizabeth Carney. This book is an informational text.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read two subtopics: “Wild Cities” and “New Neighbors.”</i></p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use these details, as well as informational text features, to explain how animals in an urban environment adapt in order to find food, protect themselves, and thrive.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 4</p>	<p><i>The first subtopic we will read is called “Wild Cities.” What do you think “wild cities” means?</i></p> <p><i>Let’s read to find out!</i></p>
<p>page 7</p>	<p>Read the main text on pages 6 and 7. <i>Pigeons are scavengers. This “Talk of the Town” text box tells us that a scavenger is “an animal that survives by finding plants, dead animals, or trash to eat.”</i></p> <p>Think, Pair, Share. <i>From this section and text box, what are two ways that pigeons find food in the city?</i></p>
<p>page 9</p>	<p><i>What does it mean if humans “push into wild places”? What happens? What is a wild place?</i></p>

	<p>The text box says that adapt means “to change in order to survive in different conditions.”</p> <p>Highlight the photo and read the caption.</p> <p>Think, Pair, Share.</p> <p><i>How do peregrine falcons adapt to live in cities? Why is this necessary for falcons to do?</i></p>
page 11	<p><i>How are coyotes crafty?</i></p> <p>Well-suited means a good fit. What are two ways that coyotes are well-suited to living in a city?</p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p><i>Choose one animal from today’s text. How does this animal adapt in an urban environment in order to find food, protect itself, and thrive?</i></p> <p>Facilitate a group discussion, turning back to pages children reference to support their citing of evidence. As needed, use the Sentence Frames for Discussion.</p>
Closing 1 minute	<p><i>Today we used key details and text features to explain how animals in an urban environment adapt in order to find food, protect themselves, and thrive.</i></p>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question: What animals live in our environment, and what do they do? We can record our ideas here.</i></p> <p><i>In this text, we read that some animals in cities eat trash. Let’s write, Some animals in urban environments eat trash.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect</p>

	themselves, move from place to place, and seek, find, and take in food, water, and air.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children effectively draw on key details in the text to explain their thinking about how animals adapt to urban environments? How are children describing the way animals survive and thrive in cities? How are children building on each others’ ideas in group conversation?

Notes