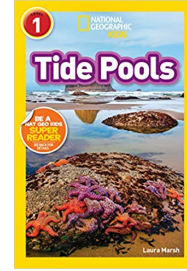


Unit 2: Animals Surviving and Thriving

WEEK 2 Day 5



**Text Talk**  
***Tide Pools***  
 Read 2 of 2

<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 animals live in our environment, and what do they do?
<b>Content Objectives</b>	I can answer questions using key details from a text to describe the structures of animals and plants in tide pools and how those structures help those animals and plants survive. (R.4.1.a, 1-LS1-1)  I can use text features to locate key facts about tidepools. (R.8.1 b)  I can use information from words and illustrations to answer questions about living things in tide pools. (R.9.1.b)
<b>Language Objective</b>	I can describe photographs and words about tide pools and explain their connections. (SL.3.1.a)
<b>Vocabulary</b>	<b>animal:</b> a living thing that is not a plant <b>behavior:</b> an activity that helps an organism survive and thrive in its habitat <b>structure:</b> an identifiable part of a plant or animal <b>function:</b> what structures do for an organism <b>habitat:</b> the place or natural area where plants and animals live <b>tide:</b> the rising and falling of the sea <b>tide pool:</b> an area of salt water left behind when the tide goes out, often among rocks

	<b>seaweed:</b> plants that grow in the sea
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Tide Pools</i>, Laura Marsh</li> <li>• Weekly Question Chart from Text Talk Week 2, Day 1</li> </ul>
<b>Opening</b> 1 minute	<p>Set a purpose.</p> <p><i>Today we are going to continue reading Tide Pools by Laura Marsh. While we read, we will answer questions about key details in the words, illustrations, and other text features. We will use these details to describe the living things in tide pools, their structures, and how these structures function.</i></p>
<b>Text and Discussion</b> 12 minutes	<i>What changes occur, or happen, in tide pools?</i>
page 21	
page 25	<i>What are three ways animals and plants in tide pools protect themselves? Where do we find that information in the words of this text? In the illustrations?</i>
page 27	<p>Think, Pair, Share.</p> <p><i>Describe one unique structure of a sea star. How does this structure function? How does this help the sea star survive?</i></p>
<b>Key Activity</b> 6 minutes	Engage children in the guessing activity on pages 30-31. Have children talk together to uncover the connection between the illustration and caption for the first photo, describing important structures of tide pool animals and plants. Then, as a whole group, complete the guessing activity for illustrations 2-6. Encourage children to make connections between the illustrations and words.
pages 30-31	
<b>Closing</b> 1 minute	<i>Today we used key details in words, illustrations, and text features to describe the living things in tide pools, their structures, and how these structures function.</i>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What animals live in our environment, and what do they do?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: how animals move, animals adapting to urban environments, life in a tidepool.</p> <p>Save this chart for use in Week 5.</p>

<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.8.1 b</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><b>R.9.1.b</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How are children describing living things in tide pools?</p> <p>Make note of connections children are making between images and words in the key activity.</p>

**Notes**



Text Talk U2 W2 D5