

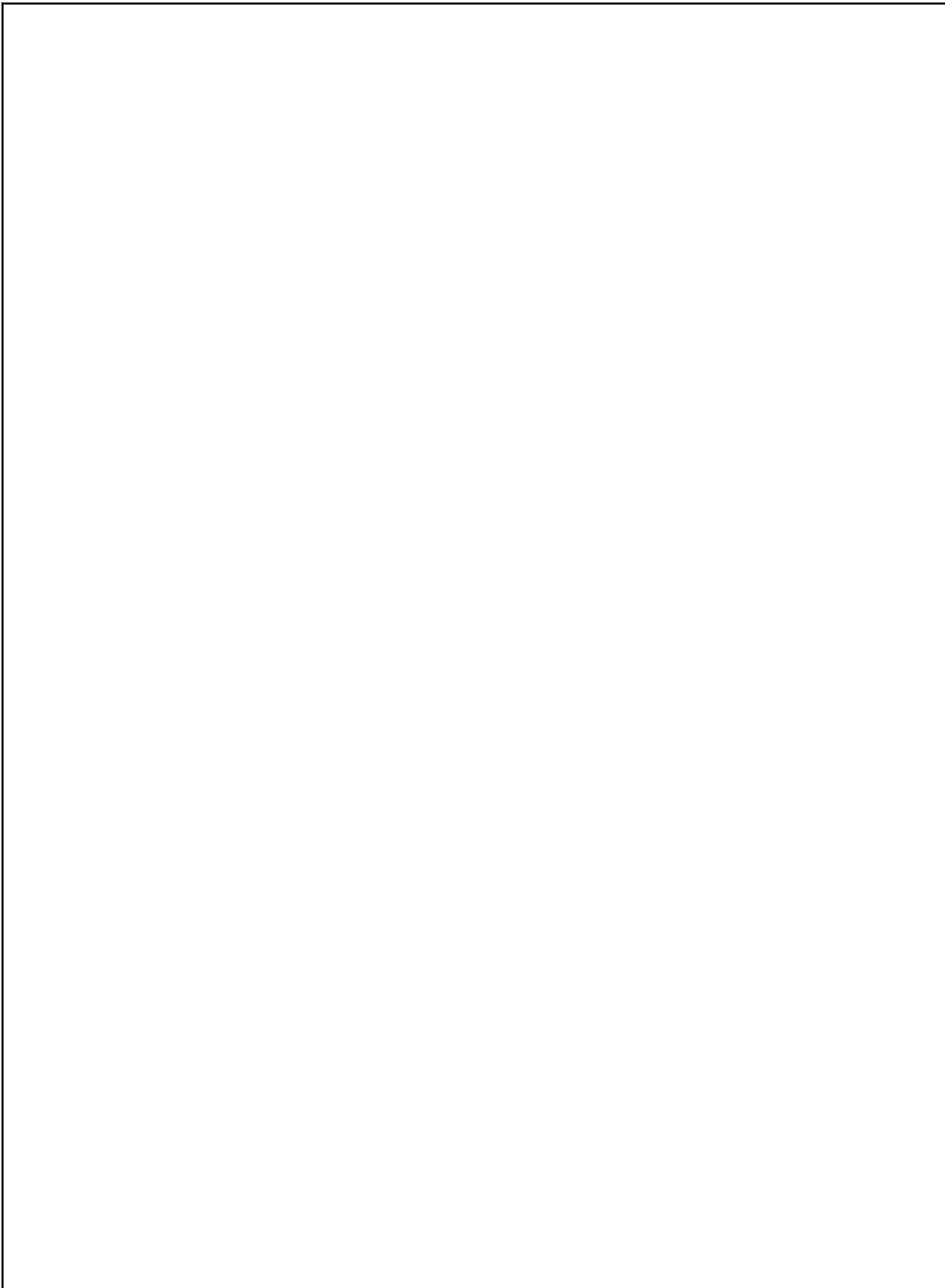
Text Talk
What Do You Do With a Tail Like This?
 Read 2 of 2

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	How do animals survive in their habitats?
Content Objective	I can use key details from texts to describe the behavior of different animals and how these behaviors help them survive. (R.4.1.a, 1-LS1-1)
Language Objective	I can build on my classmates’ conversations as we discuss how animals survive in their habitats. (SL.1.1.b)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>behavior: an activity that helps an organism survive and thrive in its habitat</p> <p>structure: an identifiable part of a plant or animal</p> <p>function: what structures do for an organism</p> <p>adapt: to change in order to survive in different conditions</p> <p>survive: to stay alive</p> <p>ledge: a shelf coming off a wall or cliff</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>What Do You Do With a Tail Like This?</i>, Steve Jenkins and Robin Page ● Ibex video (https://www.youtube.com/watch?v=Hu8TJKMtmtI) ● Pelican video (https://www.youtube.com/watch?v=BfEboMmwAMw) ● Sentence Frames for Discussion from Unit 1 Text Talk, Week 6, Day 2 and Week 7, Day 3.

	<p>On the whiteboard, write: How do the specific adaptations, structures, and behaviors of the animal help it survive in its habitat?</p>
<p>Opening 1 minute</p>	<p>Set a purpose. <i>Today we are going to reread parts of What Do You Do With a Tail Like This?, by Steve Jenkins and Robin Page. As we read about specific animals, we are going to watch videos of how those animals behave in their habitats.</i></p> <p><i>We will describe how the animals’ bodies and behaviors have adapted to help them survive in their habitats.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 21</p>	<p><i>I can tell from the words and the name of this animal that it most likely lives on a mountain and that there are ledges, or flat shelves of rock that stick out, on the mountain.</i></p>
<p>ibex video</p>	<p><i>Let’s see a video of a kind of mountain goat—the ibex—to see what more we can find.</i></p> <p>Play the video.</p> <p><i>What more did you notice? Describe the ibex’s habitat. What does the ibex need to be able to do in its habitat? How have ibexes adapted to survive in their habitat?</i></p>
<p>page 23</p>	<p><i>Look at the illustration as we read the words on the page.</i></p> <p><i>What do you think a pelican’s habitat is like?</i></p> <p><i>Yes—the pelican needs to be able to fish in water, but let’s find out more!</i></p>
<p>Pelican video</p>	<p><i>Here’s a video about pelicans. Let’s see what more we can find.</i></p> <p>Play the video.</p> <p><i>What more did you notice? Describe the pelican’s habitat. What does the pelican need to be able to do in its various habitats? How have pelicans adapted to survive in their habitats?</i></p>

<p>Key Discussion 8 minutes</p>	<p><i>Let's have a group discussion using our discussion sentence frames.</i></p> <p>Prompt 1: <i>How have the animals we read about and saw today adapted to survive in their habitat, and why does this matter?</i></p> <p>Page through the book, showing various illustrations. Stop to read 2-3 based on children's interest: mole and skunk might work well. [Star-nosed moles are blind and need their fleshy, tentacled noses to feel their way underground as well as to find food underwater. Skunks have moved into cities—they may need to protect themselves from various urban dangers.]</p> <p>Prompt 2: <i>Let's choose one of the animals we have just read about. How do the specific adaptations, structures, and behaviors of the animal help it survive in its habitat?</i></p> <p>As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas.</p>
<p>Closing 1 minute</p>	<p><i>Today we focused on some interesting animals to see how these animals adapt in order to survive and thrive in their habitats.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</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 themselves, move from place to place, and seek, find, and take in food, water, and air.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during Think, Pair, Share and whole group discussion.</p> <p>Can children identify specific adaptations that help animals survive in their habitats?</p> <p>Can children take turns and build on the conversation of others?</p>

<p>Notes</p>



Text Talk U2 W3 D2