



Text Talk
“Surprised!” (image)

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 Objectives	I can identify similarities and differences between representations of an animal. (1-LS3-1) I can develop understanding about a painting through extended discussion with my classmates. (SL.1.1.b)
Language Objective	I can use precise language to describe what I see in a work of art. (SL.3.1.a, L.1.1.e, L.1.1.f , L.1.1.g, L.1.1.h)
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 predator: an animal that hunts and catches other animals for food prey: an animal that is hunted by another animal
Materials and Preparation	<ul style="list-style-type: none"> ● “Surprised!” slides ● projector and screen
Opening 1 minute	Introduce and set a purpose for the lesson. <i>Today, as we continue thinking about animals and how they survive in their habitats, we’re going to look closely at and talk about one image.</i>

<p>Text 10 minutes</p>	<p>Show slide 1 without offering any context.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about this image. The questions for the VTS routine are asked one at a time, paraphrasing children’s contributions for shared understanding, probing children’s thinking, and synthesizing the thinking of the group:</p> <p><i>What’s going on in this picture?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p>Show slide 2 and draw children’s attention to the caption. <i>Does this caption give us any new ideas about the image? Turn and talk to a partner about what you think now.</i></p> <p>Harvest several responses. <i>Did you hear a perspective about this painting from another classmate that surprised you?</i></p>
<p>Discussion</p>	<p>Show slide 3 and offer some further context for the image. <i>This is a painting. The artist, Henri Rousseau lived in Paris, France. Rousseau became famous for his jungle scenes, like “Surprised!” But he never traveled; instead, he visited the indoor public garden in Paris to make pencil sketches of the plants, and he looked at illustrations in books to learn about animals.</i></p> <p>Show slide 4. Think, Pair, Share. <i>What details in this painting might give you a clue that the artist was working from his imagination instead of from observing a live animal?</i></p> <p>Show slide 5. <i>Rousseau also studied the work of other artists, like Eugene Delacroix. Delacroix went to the zoo to watch and sketch the lions and tigers there. What do you think Rousseau might have learned from Delacroix in making his painting of a tiger?</i></p>
<p>Closing 1 minute</p>	<p><i>Artists are often fascinated by animals, and they find different ways to represent them. Today we looked at a painting to see one artist’s perspective about a wild animal. We also used what we know about animals’ structures and behaviors to share our own perspectives with each other.</i></p>
<p>Standards</p>	<p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind. Clarification Statements: • Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. • Inheritance, animals that undergo metamorphosis, or hybrids are not expected.</p> <p>Other relevant standards: (BOSTON STANDARDS)</p> <p>History & Social Studies Practice 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.</p> <p>History & Social Studies Practice 5. Evaluate the credibility, accuracy, and relevance of each source.</p> <p>Visual Art CLSVA 3a, 3b, 6a, 6b. Look at artwork and interpret and discuss materials, techniques, and subject matter.</p> <p>Visual Art CLSVA 4a, 4b, 4c. Demonstrate knowledge of the historical context of famous artwork and what culture/people an artwork represents.</p>
<p>Ongoing assessment</p>	<p>Take note of what children notice and how they describe what they see. Keep a list of content-specific and descriptive vocabulary children are applying to this image to build on over the course of the study.</p> <p>Consider how children participate in this discussion, reflecting on previous image-based discussions and children’s evolving sense of themselves as contributors to group learning.</p>

<p>Notes</p>
