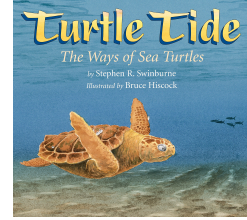


Unit 2: Animals Surviving and Thriving



WEEK 6 Day 5

Text Talk
Turtle Tide: The Ways of Sea Turtles
 Read 2 of 2

Big Idea	Animals help their offspring survive in different ways.
Weekly Question	What dangers do animals encounter?
Content Objective	I can use key details from a text to describe the dangers to sea turtle hatchlings. (R.4.1.a, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can determine the meaning of a tricky phrase. (L.1.4)
Vocabulary	<p>protect: to keep someone or something from being harmed</p> <p>danger: the possibility of harm</p> <p>survive: to stay alive</p> <p>protect: to keep someone or something from being harmed</p> <p>escape: to get away safely</p> <p>instinct: knowledge an animal is born with</p> <p>hatchling: an animal that has just come out of its shell</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What happens to sea turtles after they hatch?</p> <p style="padding-left: 40px;">How does this compare to the experience of other animal babies?</p>
Opening 1 minute	<p>Set a purpose.</p> <p style="padding-left: 40px;"><i>Today we will use key details from Turtle Tide to describe the dangers to sea turtle hatchlings.</i></p>

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<p>Text and Discussion 12 minutes page 18</p>	<p><i>What has happened to the hatchlings?</i></p> <p><i>The text says “what had been one hundred was now twenty-two.” Why do you think the author wrote it in this way?</i></p>
<p>page 20</p>	<p><i>The sea turtles are animal offspring that are helpless, like other babies we have read about. Why do you the the author calls sea turtle hatchlings helpless?</i></p> <p><i>Here there is no parent to protect the turtles and keep them safe. What happens to them?</i></p> <p><i>How is what happens to sea turtle babies different than what happens to other animal babies we have read about?</i></p>
<p>page 22</p>	<p>Shallow water is water that is not deep.</p>
<p>page 24</p>	<p><i>How does the danger encountered with the shark actually draw more predators to the hatchlings?</i></p> <p><i>The text says “what had been one hundred now was only one.” What does this mean?</i></p> <p><i>After each encounter with danger, the author tells us how the turtles have gone from one hundred to a smaller and smaller number. Why did the author write in this way?</i></p>
<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1. <i>What happens to sea turtles after they hatch?</i></p> <p>Prompt 2. <i>How does this compare to the experience of other animal babies? What does this make you think about animal babies and how they stay safe?</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What dangers do animals encounter? Are there any essential ideas we want to add today?</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: it is difficult to keep baby animals safe, people present dangers to animals, sea turtle nesting and hatching is risky, etc.</p>

	Save this chart for use in Week 8.
Closing 1 minute	<i>Today we learned more about what happens to sea turtles after they hatch. We added this information to what we have learned about how baby animals stay safe.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>1-LS1-1. Use evidence to explain that 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>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children describe what happens to sea turtles after they hatch?</p> <p>Can children synthesize information about how sea turtle hatchlings and other baby animals stay safe?</p>

Notes



Text Talk U2 W6 D5