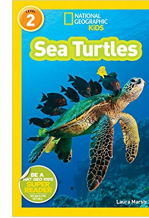
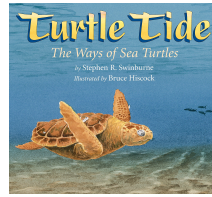


Unit 2: Animals Surviving and Thriving

WEEK 7 Day 1



Text Talk
Sea Turtles, Turtle Tide, and “Sea Turtle Nesting” video

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals’ survival.</p>
Weekly Question	How do people impact animals’ survival?
Content Objectives	<p>I can use key details from a text to describe turtle hatching. (R.4.1.a, 1-LS1-1, 1-LS1-2)</p> <p>I can compare important points and ways information is presented in three texts on sea turtle hatching. (R.8.1 b, R.11.1.c, R.11.1.d)</p>
Language Objective	I can answer questions about key details of a text. (SL.2.1.a)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>behavior: the structures or adaptations that help 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>hatchling: an animal that has just come out of its shell</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen Swinburne ● Sea Turtle Nesting Video (https://www.youtube.com/watch?v=2w5PANyqgnU), 2:20-2:35 ● chart paper

<p>Prepare the Weekly Question Chart with the question: How do people impact animals' survival? Prepare the following chart.</p>			
	<i>Turtle Tide</i>	<i>Sea Turtles</i>	Sea Turtle Nesting video
Information			
How the information is presented			

Opening
1 minute

We have been talking a lot about sea turtles—their bodies, their nesting patterns, and the dangers they encounter. This week we will be talking about how people can impact animals. Having more information about an animal can help us understand its needs. Then we can make decisions about how to help them. Let's go back to thinking about how sea turtle babies hatch; this might give us some ideas about how to help sea turtles survive and thrive.

Set a purpose.

Today, we are going to compare three of the texts we have encountered. This means we are going to think about ways the texts are similar, or almost the same, and ways they are different.

*We'll look at key details on a few pages of *Turtle Tide* and *Sea Turtles* as well as a short clip from the *Sea Turtle Nesting* video. We will compare information we are learning about sea turtle babies. We will also compare the ways these texts present that information.*

***Turtle Tide*, pages 13-16**
5 minutes

Reread pages 13-16 of *Turtle Tide*.
What information do the words give us about sea turtle babies? Turn and talk with a partner.

	<p>Elicit key details from the words.</p> <p>Point out the drawn illustrations. <i>What additional information do the illustrations give us about sea turtle hatching?</i></p> <p>Elicit key details from the illustrations.</p> <p>Point out the author’s stylistic decisions. <i>The author decided to give information about sea turtles by writing in a narrative, or story. Why do you think the author wrote it in this way?</i></p>
<p>Sea Turtles, pages 16-19 5 minutes</p>	<p>Reread only the main text on pages 16-19 of <i>Sea Turtles</i>. <i>What information are we learning about sea turtles here? Are we getting any new information? Turn and talk with a partner.</i></p> <p>Elicit key details from the words.</p> <p>Focus on the photographs, captions, and Turtle Term boxes. <i>What information about what sea turtles is being provided in the photographs and other text features?</i></p> <p>Point out the author’s stylistic decisions. <i>What do you notice about how this book is written? Why do you think the author wrote it in this way?</i></p> <p>Elicit key details.</p>
<p>Key Discussion and Video 12 minutes</p>	<p>Whole Group Discussion.</p> <p>Prompt 1: <i>Both texts tell us that sea turtle hatchlings follow the brightest light on the ocean. That is something that’s similar in these two texts. What other information is the same? What information is different in these two books?</i></p> <p>[In both texts we learn that turtles hatch out of eggshells, but only <i>Turtle Tide</i> shows them crawling out of their pit. Both texts tell that the beach might be dangerous for the hatchlings.]</p> <p><i>Let’s organize this information on our chart. If the information is the same in both texts, we will write that information across both columns, below.</i></p> <p>Prompt 2: <i>I notice that Sea Turtles have text boxes that define terms, while Turtle Tide does not. What else is the same, and what is different, about how the authors present information in these two books?</i></p>

	<p>[<i>Turtle Tide</i> has drawings, <i>Sea Turtles</i> has photographs. <i>Turtle Tide</i> is told as a narrative, <i>Sea Turtles</i> is not.]</p> <p><i>Let's organize the way information is presented on our chart. If the presentation style is the same in both books, we will write that across both columns, below.</i></p> <p>Play the clip of sea turtles hatching from 2:20-2:25.</p> <p><i>How does this video add to or clarify what we know about sea turtles? What information is the same and what is different?</i> Add this information to the chart.</p> <p><i>How does the video present information about sea turtles?</i> Add this information to the chart.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked very closely to find out key details about sea turtles being born. We compared the information and the way it was presented, and we organized our thinking onto our chart.</i></p> <p><i>How might knowing about sea turtles hatching help us understand sea turtles and know how to help them?</i> Harvest a few children's ideas.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the question: How do people impact animals' survival? We can record our ideas here.</i></p> <p><i>In texts we looked at today, we talked about how the beach is a dangerous place for sea turtle hatchlings. Let's write: The beach is dangerous for baby sea turtles. We can protect areas of the beach so the hatchlings are safe.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<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>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, compare and contrast two texts on the same topic.</p>

	<p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</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>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>
<p>Ongoing assessment</p>	<p>Listen to student responses during partner and whole group discussion.</p> <p>Can students recall and compare key details from both texts?</p> <p>Can students identify the different ways that information is presented in the texts?</p> <p>Can children use comparison language correctly such as similar and different?</p> <p>Can children use the video to demonstrate new or deeper understandings?</p> <p>Use the T-chart to capture and assess children’s understandings.</p>

Notes



Text Talk U2 W7 D1