



WEEK 8 Day 2

Text Talk
“Helping Animals” (slides)

Big Ideas	<p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Question	How are people and animals interconnected?
Content Objective	I can use key details from words and illustrations to describe how organizations in Boston connect people and animals. (RI.1.1, RI.1.7, 1-LS1-1, 1-LS1-2)
Language Objective	I can determine the meaning of unknown words and phrases by using context as well as information from readings from our study. (L.1.4)
Vocabulary	<p>organization: a group of people who work together</p> <p>protect: to keep someone or something from being harmed</p> <p>urban sanctuary: a place in a city where all animals and plants are safe</p> <p>meadow: an area of grassland</p> <p>wetlands: land that has wet, spongy soil</p> <p>habitat: the place or natural area where plants and animals live</p> <p>appreciate: to value and be thankful for</p> <p>volunteer: work enthusiastically without being paid</p> <p>natural science: the study of animals and plants in our environment</p> <p>behavior: an activity that helps an organism survive and thrive in its habitat</p> <p>patterns: natural markings on an animal</p> <p>hatchling: an animal that has just come out of its shell</p> <p>citizen scientist: a community member who collects data about the natural world, usually as part of a collaborative project with professional scientists</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Helping Animals</i> slides ● projector and screen ● Sentence Frames for Discussion, from previous weeks <p>On the whiteboard, write: How does this organization in Boston connect people and animals? Why are these kinds of organizations important?</p>
<p>Opening 1 minute</p>	<p><i>Today we will read Helping Animals.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use key details from words and illustrations to describe the ways that four organizations in a city called Boston help animals. These organizations are the New England Aquarium, the Boston Nature Center, the Museum of Science and the Franklin Park Zoo help to connect people and animals. We will think about why these organizations are important.</i></p>
<p>Text and Discussion 12 minutes</p> <p>Slide 1</p>	<p><i>We read about organizations in Unit 1 when we learned about Speak for the Trees Boston. An organization is a group of people who work together.</i></p>
<p>Slide 4</p>	<p><i>How do people help animals at the New England Aquarium?</i></p>
<p>Slide 5</p>	<p><i>What is an urban sanctuary?</i></p> <p>Think, Pair, Share. <i>How do you think an urban sanctuary connects people and animals?</i></p>
<p>Slide 6</p>	<p><i>What do volunteers do?</i></p>
<p>slide 9</p>	<p><i>What kinds of things can you learn at the Museum of Science? How are animals and people connected at the Museum of Science?</i></p>
<p>Slide 12</p>	<p><i>What does it mean that people at the zoo do work that is harder to see?</i></p>
<p>Slide 13</p>	<p><i>Think about what we know about being a citizen from Unit 1. What kinds of data might a citizen scientist collect?</i></p>
<p>Key Discussion 12 minutes</p>	<p>Think, Pair, Share. <i>Describe how one of the organizations we read about connects people and animals in Boston.</i></p>

	Use the Sentence Frames for Discussion to have a class conversation centered around this question: Why are these kinds of organizations important?
Closing 1 minute	<i>Today we used key details from words and illustrations to describe how people and animals are connected at four important organizations.</i>
Standards	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</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 (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>
Ongoing assessment	<p>Listen to children’s responses during Think, Pair, Share and whole group discussion.</p> <p>Can children describe what happens at the New England Aquarium, the Boston Nature Center, the Museum of Science and the Franklin Park Zoo?</p> <p>Are they using evidence - words and pictures - to support their descriptions?</p> <p>Can children unpack key vocabulary?</p> <p>How do children explain why these organizations are important?</p>

Notes



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