

Contents: Unit 2

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Part 2 Week by Week

Components in each week follow in this order:

- At a Glance
- Vocabulary and Language
- Text Talk
- Stations
- Science and Engineering
- Studios
- Writing

All needed masters are found directly following the corresponding lesson.

Arc of Unit 2: Animals Surviving and Thriving

Big Ideas

- Animals’ differing body parts help them meet their needs in specific ways.
- Where an animal lives impacts its behavior and its survival.
- Animals help their offspring survive in different ways.
- Humans can play a role in animals’ survival.
- Animals, including humans, are connected to each other and to their environments.

Unit Question: How do animals survive and thrive?

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
Weekly Question	What do animals do?	What animals live in our environment, and what do they do?	How do animals survive in their habitats?	
Texts	Ultimate Animals video <i>A Bird Can Fly</i> <i>Slither, Slide, Hop, and Run</i>	<i>Animals in the City</i> <i>Squirrels Leap, Squirrels Sleep</i> <i>Tidepools</i>	<i>What Do You Do with a Tail Like This?</i> <i>Hidden City, The Peregrine Falcon</i> video Rousseau’s “Surprised!” <i>FOSS</i>	<i>The Perfect Beak</i> <i>Winter Sleep</i> <i>Black Bear Cub</i> <i>How Chipmunk Got His Stripes</i>
Science and Engineering	Field Guides Observing Animals	Animal Traits Sibling Traits	How Do Animals Use Their Parts to Move How do Birds Use Their Beaks	How Do Animal Build Homes Surviving Winter
Studios	Sketchbooks, plasticine clay, and LEGOs introduced	Library and Writing & Drawing combined to create animal riddles	Drama and Writing & Drawing combined to act out stories; field guides used	Artwork inspires work across studios; oil pastels introduced; animal habitat matching game
Writing	Report	Report	Report	Report

Unit 2 Arc of the Unit

Arc of Unit 2: Animals Surviving and Thriving

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Weekly Question	How do animal babies survive?	What dangers do animals encounter?	How do people impact animals' survival?	How are people and animals interconnected?
Texts	<i>How Animal Babies Stay Safe</i> <i>And Tango Makes Three</i> <i>Hidden City</i>	Dangers to Animals slides <i>Sea Turtles</i> <i>Turtle Tide</i> Sea Turtle Nesting video	<i>Turtle Tide, Sea Turtles, Sea Turtle Nesting</i> video <i>Sea Turtles, Sending Sea Turtles Off to Sea</i> video Taking a Stand How People Help Animals Survive and Thrive slides <i>Me... Jane</i>	"The Story of the Chicken and the Eagle" Helping Animals <i>Daniel Finds a Poem</i> Synthesizing Unit 1 Ideas Celebrating Our Projects
Science and Engineering	Animal Coats Designing Coats	Parents and Their Offspring Black Bears and Their Offspring	Predators and Prey Ways Animals Protect Their Young	Biomimicry Safe Helmets
Studios	Activities from Week 4 continue, with added prompts	Sea Turtle Project introduced (Day 3); tissue paper collage introduced	Project work and collage-making continue; read and respond	Projects are revised and prepared for presentation
Writing	Argument	Argument	Argument	Argument

Unit 2: Animals Surviving and Thriving

In this unit children have opportunities to delight in, wonder about, observe, research, and act on behalf of animals. They consider behavior, body structures, habitat, survival, offspring, and how humans and animals interact (to imperil and to benefit). In this unit, we consistently toggle between Text Talk and Science and Engineering lessons to build understanding and vocabulary. In Week 1 we ask, “What do animals do?” Children look at all kinds of animals and begin to develop a vocabulary to talk about their behaviors and bodies. Week 2 brings the focus to the animals that live in an urban environment, those that can be observed directly; the ubiquitous squirrel becomes a topic of close study. Informational texts in this unit include books, slides, and videos.

Children will explore designing a solution by mimicking how animals use their external parts to help them survive, grow, and meet their needs. Children will read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. Children will begin by making observations of the animals that live in their schoolyard. Then, a study of animal traits will help the children understand the structures of animals and how they are essential to their survival. The second half of the unit will focus on animal behaviors that help them survive. Children will compare and contrast different Maine animals and the ways that they take care of their young and survive the winter. In the final engineering lesson, children will design a coat for their pom-pom. They will use their knowledge about animal structures and traits to complete the lesson.

Beginning in Week 3, works of art—especially a painting of an imagined tiger by Henri Rousseau—is used as a reference point. In Weeks 5 and 6 children encounter narrative nonfiction texts (*And Tango Makes Three*, *Turtle Tide*) and use them to build factual knowledge. Even with an emphasis on informational texts and scientific investigation, children experience the creative and the fantastical in folktales, costumes, riddles, and artwork. They study animals presented in the unit and have opportunities to explore animals according to their own interests.

Beginning in Week 6, children learn about natural and human-made dangers animals encounter and consider what part they can take in protecting animals. Sea turtles serve as both an example and a catalyst for action, and the Sea Turtle Project begins. Texts include *Turtle Tide* and *Sea Turtles*, narrative nonfiction and informational texts, respectively. Writing lessons and Studios experiences focus on understanding the consequences of using plastic bags and convincing others to change their habits.

As in Unit 1, the final day of the unit is reserved for a celebration and presentation about children’s learning, either within the classroom community or with invitations sent to the larger

Unit 2 Introduction

school community and families.

Two writing units span Unit 2: Report and Argument. In the first four weeks, children learn from mentor texts that reports are written to organize information about a topic. In small groups they research one of five animals; then they individually write report posters. In the second half of Unit 2, running parallel to Text Talk lessons and as part of the Sea Turtle Project, children communicate arguments for reducing use of plastic bags.

This unit is designed to bring children along a road from “This animal is my favorite” to understanding how animals survive in their worlds independent from people, and how people can help them thrive. It includes learning about details, such as specific body structures and how they function, and about big picture concerns, such as habitat threat. Finally, children wrap up their study with an empowering action that keeps them and their families connected to the world of animals as they go through daily tasks in their communities.

Resources:

For building teachers’ background knowledge:

[Anderson Cabot Center for Ocean Life: Our Story](https://www.andersoncabotcenterforoceanlife.org/about-us/mission/)

(<https://www.andersoncabotcenterforoceanlife.org/about-us/mission/>)

This four-minute video emphasizes scientific research at the New England Aquarium.

While the narration is not first-grade forward, the video could also be added to the Listening and Speaking Station for children to watch and discuss. The visuals are fantastic.

Teach ME Outside:

<https://teachmeoutside.org/>

Maine Virtual Field Trips (one of these is focus on Maine turtles):

<https://www.maine.gov/ifw/programs-resources/educational-programs/teachers-educators/fieldtrip-opportunities.html>

Nature Based Education Consortium, Outdoor Learning:

<https://www.nbeconsortium.com/outdoor-learning-schools>

Maine Department of Marine Resources:

<https://www.maine.gov/dmr/programs/education-division>

Acadia National Park:

<https://www.nps.gov/acad/learn/education/index.htm>

Baxter State Park:

<https://baxterstatepark.org/explore-2/>

For the classroom:

Many, many songs about animals have been produced for children. Here's a classic: [Raccoon's Got a Bushy Tail](#) by Pete Seeger. For those who like to memorize long strings of words, try [Alligator, Hedgehog](#). Both of these are on Pete Seeger's album, "Birds, Beasts, Bugs, and Fishes, Little and Big" (Smithsonian, 1998).

Unit 2 Read Aloud Texts and Writing Mentor Texts

Read Aloud Texts

Week	Title, Author
1	<i>A Bird Can Fly</i> , Douglas Florian <i>Slither, Slide, Hop, and Run</i> , Katharine Kenah, found in Reach Anthology or in slides
2	<i>Animals in the City</i> , Elizabeth Carney <i>Squirrels Leap, Squirrels Sleep</i> , April Pulley Sayre <i>Tide Pools</i> , Laura Marsh
3	<i>What Do You Do With a Tail Like This?</i> , Steve Jenkins and Robin Page <i>Hidden City: Poems of Urban Wildlife</i> , Sarah Grace Tuttle
4	<i>How Chipmunk Got His Stripes</i> , Joseph Bruchac and James Bruchac
5	<i>How Animal Babies Stay Safe</i> , Mary Ann Fraser <i>And Tango Makes Three</i> , Justin Richardson and Peter Parnell <i>Hidden City: Poems of Urban Wildlife</i> , Sarah Grace Tuttle
6	Dangers to Animals slides <i>Sea Turtles</i> , Laura Marsh <i>Turtle Tide: The Ways of Sea Turtles</i> , Stephen R. Swinburne
7	<i>Sea Turtles</i> , Laura Marsh <i>Turtle Tide: The Ways of Sea Turtles</i> , Stephen R. Swinburne <i>Me...Jane</i> , Patrick McDonnell
8	<i>Daniel Finds a Poem</i> , Micha Archer

Writing Mentor Texts

Title, Author
<i>Doing Your Part</i> , Kelly Rodgers (Unit 1 read aloud texts) <i>Sea Turtles</i> , Laura Marsh (Unit read aloud texts) <i>Animals in the City</i> , Elizabeth Carney (Unit read aloud texts) <i>Tide Pools</i> , Laura Marsh (Unit read aloud texts) <i>Racoons</i> , Allan Fowler <i>Ants</i> , Melissa Stewart <i>Snakes!</i> , Melissa Stewart

Unit 2 Introduction: Texts

Starfish, Edith Thacher Hurd
Gray Squirrels, G.G. Lake
The Big Bed, Bunmi Laditan

Additional Texts to Consider:

Click, Clack, Moo Cows That Type, Doreen Cronin
Dear Mrs. LaRue: Letters from Obedience School, Mark Teague
Don't Let the Pigeon Drive the Bus, Mo Willems
I Wanna Iguana, Karen Kaufman Orloff and David Catrow
The True Story of the Three Little Pigs, Jon Scieszka and Lane Smith

Sea Turtle Project Overview

As with the Book Access Project in Unit 1, the children become advocates to take on an authentic, meaningful project. Through it, they understand and articulate connections between human actions and the impacts of these actions on other living creatures and on the environment. The Sea Turtle Project begins in Week 6. As children learn about dangers animals encounter, they consider ways that people do and can help. Drawing on research conducted and presented by the New England Aquarium and inspired by activism for positive change locally and in other communities, children come to understand that sea turtles are put at particular risk by the abundance of plastic bags collecting in our oceans. They consider the ban on single-use plastic bags.

As children study the genre of *argument*, they write letters to convince their families to use fewer plastic bags.

The Final Products

The children's primary audience for this project is their families. Writing *argument* in the form of a letter, children address their families to convince them to use reusable rather than plastic bags. As evidence, they share some of what they have learned about dangers to sea turtles and why this is important.

To make their argument even more compelling, in studios children repurpose old t-shirts to make reusable bags; the letter travels home in the bag.

In addition, children work in small groups to communicate information about animals, the dangers they face, and what people are doing or can do to help, according to their interests in certain ideas and materials. This work happens largely in Studios, across media. In these endeavors, running parallel to the shared knowledge-building about sea turtles, children may choose any high-interest animals to research, represent, and on whose behalf to inform or argue. A small group might most productively choose one topic together and work continuously in that group for the duration of the project. The work might focus on just one particular animal, or might address a category, such as animals living in and around the state, animals that function in a particular way (lay eggs, build nests, swim), or animals living in a particular habitat.

All projects will include research about the chosen animal, but different projects/products may require different kinds of research. Research may include book-based and online resources, as

well as experts available in children’s families, in the school community, and beyond. It might even include a field trip to a local park, zoo, or museum.

Having worked successfully in a particular format in Unit 1 (map making, for example), some children may want to continue to develop that same realm of expertise, or to try something new.

Some possibilities for small group projects include:

Constructing **models** of animals with clay, papier maché, and/or Beautiful Stuff.

Constructing **models** of endangered habitats.

Making **signs** about the importance of habitat preservation.

Making **maps** to show the location of different kinds of habitats, or of one kind of habitat and where it is found in the country or around the world.

Making a **pamphlet** for families about how they can contribute to an animal’s survival.

Making a **poster** about local animals, drawing on children’s experience in Writing lessons.

Writing an additional **letter** to local leaders advocating for a practice that contributes to animal welfare.

Creating and acting out a **play**, perhaps a story of danger and survival.

Researching, writing, and illustrating a **fictional story** with animal characters for younger children.

Developing an animals **book list** with book reviews.

Painting an animal- or conservation-themed **mural**.

Starting a **crowdfunding page** to garner support and financing for a project children can realize with the expertise of community members (such as building a [bat box](#) or [bee block](#), or making permanent signs to place around school grounds).

This list is not exhaustive! Each class will imagine and realize projects that are uniquely compelling.

Presentation and Celebration

Unit 2 Introduction: Sea Turtle Project

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A class might want to work toward a large scale celebration, inviting family members, other members of the school community, and even members of the larger community—such as staff from local animal-related organizations—to see and hear about the Sea Turtle Project. Children will delight in helping to design an event that amplifies their advocacy and brings others into the classroom community they have so carefully constructed. On the other hand, it may be equally meaningful (and more manageable and appropriate) to have the small groups simply present their work to each other within the classroom. In either case, time is reserved on Day 5 of Week 8, combining Text Talk, Writing, and Studios blocks, to celebrate and wrap up the work of the unit.

Preparation

Read more background information about sea turtles, such as this quick article, including specific actions people can take to help protect them: [Why are sea turtles important?](#)

Before the start of Week 6:

- Send a letter to families asking for t-shirt donations, or otherwise gather enough t-shirts for each child to have one, with a few extra for missteps. The size of the t-shirts will determine the size of the bags; very small and very large are not ideal. T-shirts can be solid or printed, as long as printed messages are appropriate for young children.
- Practice making a t-shirt bag. Two methods are demonstrated in [this video](#), the most simple method beginning at 4:28.







Before the start of Week 7:







- Plan how to support children in making bags, entreating extra adults to work in the classroom with small groups.

Spend some time learning about animals about which children demonstrate high interest, as well as about sea turtles, if the topic is new.

Studios At a Glance

Unit 2: Animals Surviving and Thriving

	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 1 What do animals do?	Introduce clay: Sculpting animals	Introduce LEGOs: Building animals	Acting out scenes from animal books	Writing book reviews	<i>Peterson First Guide to Urban Wildlife</i>	Introduce sketchbooks: Drawing animals
Week 2 What animals live in our environment, and what do they do?	Continue; add animals in motion	Building habitats	Creating animal costumes	Combine with Writing & Drawing: Researching animals	Animal part detectives	Combine with Library: Writing animal riddles Continue working in sketch books
Week 3 How do animals survive in their habitats?	Continue	Continue	Continue Combine with Writing and Drawing: Creating animal stories	Continue	making field guides	Continue Combine with Drama: Creating animal stories
Week 4 How do animals survive in their habitats?	Introduce oil pastels: Responding to works of art	Continue Building habitats from works of art	Continue Acting out stories from works of art	Continue Researching habitats found in works of art	Sibling Observations	Continue Writing & drawing inspired by works of art
Week 5 How do animal babies survive?	Continue	Continue	Add prompts re: baby animals	Continue	Designing habitats using Beautiful Stuff	Continue

	Art 	Building 	Drama 	Library 	Science & Engineering 	Writing & Drawing 
Week 6 What dangers do animals encounter?	Introduce tissue paper collage				Continue designing habitats	
<p>Begin the Sea Turtle Project (introduced on Day 3 with a Project Plan) Some possibilities for small group projects:</p> <ul style="list-style-type: none"> ● Present research about different kinds of sea turtles, and create a poster, informational book, or slides ● Construct models of different kinds of sea turtles or other animals with clay, papier maché, and/or Beautiful Stuff (Art) ● Make an underwater collage or painting an animal- or conservation-themed mural (Art) ● Make signs about the importance of habitat preservation (Art/Writing & Drawing) ● Make maps to show the location of different kinds of habitats, or of one kind of habitat and places it is found in the country or around the world (Building/Library/Writing & Drawing) ● Make a pamphlet for families about how they can contribute to an animal’s survival (Library/Writing & Drawing) ● Make a poster about animals living in the area (Art/Library/Writing & Drawing) ● Write an additional letter to local leaders advocating for a practice that contributes to animal welfare (Library/Writing & Drawing) ● Create and acting out a play, perhaps a story of danger and survival (Drama) ● Write and illustrate a fictional story with animal characters for younger children (Writing & Drawing) ● Develop an animals book list with book reviews (Library) ● Start a crowdfunding page to garner support and financing for a project children can realize with the expertise of community members (Library/Writing & Drawing) 						
Week 7 How do people impact animals’ survival?	Sea Turtle Project continues.					
	Continue tissue paper collage			Learning about the Turtle Cam Project	Brainstorming Helmet Designs	
Week 8 How are people and animals interconnected?	Finalizing projects and preparing projects for presentation. On Day 5, Studios, Text Talk, and Writing times are used for unit celebration and presentation.					

Writing: Introduction to Report

Report is a genre of writing that provides information and thus shares features with procedure and explanation (introduced in Unit 4); unlike those genres, report is not organized chronologically. Over four weeks, children research animals in small groups and then write individual animal report posters. There is an opportunity to share their work with Kindergarten children (if the Kindergarten teachers are also using this curriculum, the Kindergarten children are also studying animals).

Purpose

The **purpose** of reports is to organize information about a topic. The organization of the information is dependent upon the chosen medium. Children produce posters that include labeled diagrams and sentences organized into subtopics.

Structure

Reports unfold in two **stages**. They begin with a **general statement**, which introduces the **topic** of the text. The body of a report is made up of **subtopics**—information grouped together and ordered in a way that makes sense to the reader. Subtopics are not arranged chronologically.

Language

Children learn to write in **the third person**, which shows they are experts on a topic.

Because the children report on whole classes of animals, they write with **general nouns**, naming, for example, ants, rather than a particular ant.

In addition, children explore the use of **adjectives** to include additional information and to pack the information into the sentence.

Mentor Texts

Doing Your Part by Kelly Rodgers
Sea Turtles by Laura Marsh
Animals in the City by Elizabeth Carney
Tide Pools by Laura Marsh
Racoons by Allan Fowler
Ants by Melissa Stewart
Snakes! by Melissa Stewart
Starfish by Edith Thacher Hurd
Gray Squirrels by G.G. Lake

Unit 2 Introduction: Writing Report

Vocabulary

adjective: a word or phrase used to describe a person, place, thing, or idea

audience: an individual or group for whom a piece of writing is composed

classify: assign to a class or category

diagram: a picture drawn to show a specific piece of information

feedback: specific, helpful suggestions given to improve work

general: naming a group; not specific

general statement: the beginning of a report, which introduces and classifies the topic

genre: a type of writing

heading: a title for a section of text

image: a representation of something in the form of a drawing, photograph, etc.

information: facts or details about a subject

layout: the organization of a page

medium: a form of communication

noun: a word that names a person, place, thing, or idea

offspring: a new plant or animal produced by a parent

organize: to arrange

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

report: a genre of writing whose purpose is to organize information about a topic

research: to get information about something

revise: make changes to writing

subtopic: a smaller part of the topic

stages: the parts of a piece of writing

the third person: writing that uses pronouns like *he*, *she*, *it*, or *they*

title: the name of a piece of writing

topic: what the writing is about

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 2 Introduction: Writing Report

Writing: Introduction to Argument

Argument is an important and difficult genre, written to convince someone to do something or to think something. Over four weeks, children engage with argument by deconstructing texts, debating, and individually constructing arguments. As part of the Sea Turtle Project, children write argument letters to a family member, convincing them to use reusable bags rather than plastic bags.

Audience plays a significant role in argument writing, as it influences the writing of every aspect of the argument. Children choose one family member to whom they will write, and then make choices for their argument based on what they know to be important to that person.

In Week 6, in preparation for writing their own argument letters, children learn about the parts of a letter: **heading, greeting, body, closing, and signature.**

Purpose

The **purpose** of arguments is either to convince someone *to do something* or to convince someone *to think something*. In this unit, children convince someone *to do something*.

Structure

Arguments unfold in four **stages**. The first stage is the **thesis**—the part of the argument that states what the writer or speaker is trying to convince someone to do or think. **Reasons** support the thesis. They should be varied and appeal to the chosen audience. **Evidence** supply facts and details to support the reasons. Children work in small groups to draw evidence from research articles. Arguments end with a **reinforcement of the thesis** in which the thesis is repeated, but in a new way.

Language

Children explore the use of **adjectives** to strengthen arguments. As a class, they generate a list of positive and negative adjectives, based on the information they learn from the research articles.

Mentor Texts

Included in this Unit:

The Big Bed by Bunmi Laditan (Note that this book is not written as an argument itself. Instead, it is a fictional story that includes a character who argues.)
Argument Letter

Additional Texts to Consider:

Click, Clack, Moo Cows That Type by Doreen Cronin

Dear Mrs. LaRue: Letters from Obedience School by Mark Teague

Don't Let the Pigeon Drive the Bus by Mo Willems

I Wanna Iguana by Karen Kaufman Orloff and David Catrow

The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith

Vocabulary

adjective: a word or phrase used to describe a person, place, thing, or idea

appeal: to be interesting

argue: to convince someone to do something or about something

argument: a genre of writing whose purpose is to convince someone to do something or to think something

audience: an individual or group for whom a piece of writing is composed

body: the main part of the letter

closing: the end of the letter, before the writer signs her or his name

convince: to persuade

debate: a discussion about a topic in which participants try to convince others to do or believe something; a discussion in which not all participants agree

evidence: facts and details used to support reasons in an argument

feedback: specific, helpful suggestions given to improve work

genre: a type of writing

greeting: the beginning of a letter, where the audience is addressed

heading: the part of the letter that includes the recipient's address and the date

negative: not good

perspective: point of view, a way of seeing or thinking about something

positive: good

publish: to prepare writing for an audience

purpose: the reason for doing or creating something

reason: why the audience should do or think something

recipient: the person or people receiving the letter; the audience

reinforcement: saying again, in a new way

research: to get information about something

revise: make changes to writing

signature: the letter-writer's name

stages: the parts of a piece of writing

thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 2 Introduction: Writing Argument

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Dear Families,

Our new study in first grade is called *Animals Surviving and Thriving*. During the next eight weeks, your children will be learning about animals that live close by and far away. We will think about animal body parts, or structures, and how the special features of different animals help them survive in their habitats.

We'll be thinking about what animals do—their behaviors. How do different animals move? Eat? What sounds do they make? Why do you think they do these things? We'll watch "Ultimate Animals Video for Children" and practice observing carefully.

In fact, we'll be observing lots of animals! In Week 2, we'll think about the question, *What animals live in our environment, and what do they do?* We'll watch out the window and go out to our schoolyard to see what animals are up to. We'll notice what animals do as the season changes from warm to cool.

We'll also be reading and writing about animals. The kindergartners are also studying animals, so we will make posters for their classrooms by first researching and organizing information we collect. Many of the books we read will be informational texts—books that give us true information about animals and their behaviors and habitats.

As our study continues, we'll think about how animals survive in their habitats, how animals help their babies survive, and what dangers animals face. And then we'll think about how people can impact animals' survival.

At home you could...

Talk about animals that you love and are curious about. What do you already know? What would you like to find out?

Watch animal videos! What do you notice about what animals do and how they use their bodies?

Take a walk around the town where you live. Notice what animals are doing. Why might they be doing those things?

Notice posters around you when you are out in the community—at the store, riding the bus, anywhere. Talk about what information these posters tell you. Why do you think the poster designers made the decisions they did?

Letter to Families Unit 2

In our Science and Engineering lessons, along with observing animals and recording what they notice, children will be playing games to learn about behaviors, predators and prey, and how to use a field guide to identify the animals in the world around us.

Studios are a time for children to use different kinds of materials to express their ideas. In studios, children will use clay, paint, blocks, costumes, and other materials to communicate their ideas about animals. They might be making up stories as well as showing what they know about animals' body parts and how they work. They will look carefully at art work that features animals in their habitats. They will research and draw, read and act, build and all along, they will build their own knowledge and share ideas with each other.

Starting in the sixth week of our study, we'll focus on sea turtles. We'll learn about different kinds of sea turtles, why sea turtles are important, what causes sea turtles to be endangered, and how people can help them. You will have a role to play, too! In writing, children will be writing to you to convince you to help sea turtles survive and thrive. Welcome to the world of animals!

Ask your child to teach you a game about predator and prey. Gather some friends and family members to play together!

Keep building your home collection of materials to use for building, making art, and telling stories. Ask your child what's happening in studios at school. See if you have ideas to share or materials to send to school to continue this work.

Find out something new about these ocean creatures. Write a story together about a sea turtle and its adventures.

Books we'll be reading in Unit 2: Animals Surviving and Thriving

Find them at the library or online!

A Bird Can Fly by Douglas Florian

Slither, Slide, Hop, and Run by Katharine Kenah

Animals in the City by Elizabeth Carney

Squirrels Leap, Squirrels Sleep by April Sayre

Tidepools by Laura Marsh

What Do You Do with a Tail Like This? by Steve Jenkins

Letter to Families Unit 2

Hidden City: Poems of Urban Wildlife by Sarah Grace Tuttle
How Chipmunk Got His Stripes by Joseph Bruchac and James Bruchac
How Animal Babies Stay Safe by Mary Fraser
And Tango Makes Three by Peter Parnell and Justin Richardson
Sea Turtles by Laura Marsh
Turtle Tide: The Ways of Sea Turtles by Stephen R. Swinburne
Me... Jane by Patrick McDonnell
Daniel Finds a Poem by Micha Archer

In addition, we are using some online resources:

“Ultimate Animals Video for Children” (<https://www.youtube.com/watch?v=bLJw9yPusak>)
“The Peregrine Falcon” video (<https://www.youtube.com/watch?v=uapP1ylddk>)
“Sea Turtle Nesting” video (<https://www.youtube.com/watch?v=2w5PANyqgnU>)
“Saving Sea Turtles, One Egg at a Time” video
(<https://ecoviva.org/saving-sea-turtles-one-egg-time/>)
“The Story of the Chicken and the Eagle” folktale
(<http://www.southsudanesefolktales.org/?project=the-story-of-chicken-and-eagle>)

Letter to Families Unit 2

What do animals do?

What animals live in
our environment, and
what do they do?

How do animals survive in their habitats?

Unit 2 Week 5

How do animal babies survive?

Unit 2 Weekly Questions

What dangers do animals encounter?

How do people
impact animals'
survival?

How are people and
animals
interconnected?

Unit 2 Vocabulary List

Week 1	<p>habitat: the place or natural area where plants and animals live</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>travel: to go from one place to another</p> <p>grassland: a large, open area of land covered with grass</p>
Week 2	<p>scavenger: an animal that survives by finding plants, dead animals, or trash to eat</p> <p>adapt: to change in order to survive in different conditions</p> <p>surroundings: environment</p> <p>wild: living without the care of humans</p> <p>thrive: to grow and develop well</p> <p>urban: having to do with a city</p>
Week 3	<p>predator: an animal that hunts and catches other animals for food</p> <p>burrow: a hole or tunnel in the ground made by an animal</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p>survive: to stay alive</p> <p>shelter: a safe place where animals live</p> <p>prey: an animal that is hunted by another animal</p>
Week 4	<p>rain forest: a rich, warm forest with lots of rainfall and a wide variety of plants and animals</p> <p>tundra: a large, flat area where the ground underneath is permanently frozen</p> <p>desert: a dry area of land with very few plants, usually covered by sand</p> <p>forest: a large area covered mostly with trees and undergrowth</p> <p>pond: a small body of still water</p> <p>ocean: the sea; a saltwater habitat</p>
Week 5	<p>offspring: a new plant or animal produced by a parent</p> <p>parent: a plant or animal that younger ones come from</p> <p>safe: not in danger</p> <p>protect: to keep someone or something from being harmed</p>

Unit 2 Vocabulary List

	<p>camouflage: blending into surroundings, by color or markings</p> <p>hatchling: an animal that has just come out of its shell</p>
Week 6	<p>danger: the possibility of harm</p> <p>underground: beneath the surface of the earth</p> <p>reptile: a type of animal with dry, scaly skin</p> <p>nest: a place for laying eggs and protecting young</p> <p>observe: to look at or watch something closely</p> <p>threat: a person or thing likely to cause harm</p>
Week 7	<p>impact: to have an effect on someone or something</p> <p>environment: surroundings, or natural world</p> <p>responsibility: something someone is counted on to do</p> <p>endangered: at risk of becoming extinct</p> <p>wildlife: plants and animals that live without humans, in the wild</p> <p>rescue: to save from a dangerous situation</p>
Week 8	<p>interconnected: having the parts linked to each other</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p>map: a flat or two-dimensional representation of a place</p> <p>urban: having to do with a city</p> <p>location: the place where something is found</p> <p>travel: to move from one place to another</p>

Unit 2 Vocabulary List

Look Cover Write Check

1. Look quickly at the first word.
2. Cover the word with your hand.
3. Write the word.
4. Check to see if your word matches the one on the page. If yes, put a checkmark in the box. If no, correct your word.
5. Do this with each word.
6. Write a sentence using each word.

Sort with Books

1. Look at the categories.
2. Choose one book and turn the pages slowly. Look for words to sort.
3. Record each word in the correct column on the recording sheet.
4. Check your work with your partner.

Unit 2 Observation Notes

Date:

- Big Ideas**
- Animals' differing body parts help them meet their needs in specific ways.
 - Where an animal lives impacts its behavior and its survival.
 - Animals help their offspring survive in different ways.
 - Humans can play a role in animals' survival.
 - Animals, including humans, are connected to each other and to their environments.

Art	Building	Drama	Library	Science & Engineering	Writing & Drawing
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Children present

Questions/Focus

Observational Notes

What is going on here?
What feels surprising about this moment?
What does this tell me about what the children know and care about?

Observational Notes, continued

Reflection

What similarities/trends do I notice?
What surprises me?
What do these observations seem to suggest?
What else might be going on?

Next steps

What else do I want to observe or find out?
What resources will I need?