
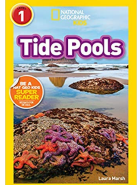
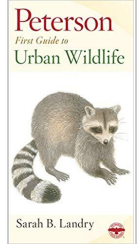

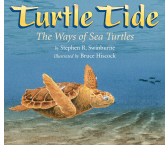


Unit 2: Animals Surviving and Thriving WEEK 2 At a Glance

Weekly Question: What animals live in our environment, and what do they do?			
<p>Texts</p>      	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: scavenger, adapt, surroundings Day 2: Introduce Weekly Words: wild, thrive, urban Day 3: Personal Pronouns Day 4: Personal Pronouns Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>Animals in the City</i>, Read 1 Day 2: <i>Animals in the City</i>, Read 2 Day 3: <i>Squirrels Leap, Squirrels Sleep</i> Day 4: <i>Tide Pools</i>, Read 1 Day 5: <i>Tide Pools</i>, Read 2</p> <hr/> <p>Stations</p> <p>Shared Reading: “Bat Breakfast” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Animals in the City</i>) Science Literacy: Where do animals get their traits? Vocabulary: Draw for Meaning Word Work: various activities</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Animal Traits Lesson 2: Sibling Traits</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Children create animals and their habitats in various media and continue mapping terrariums. The Library and Writing and Drawing Studios are combined for researching and writing animal riddles.</p> </td> </tr> </table> <hr/> <p>Writing: Report</p> <p>Day 1: Deconstruction: Posters <i>and</i> Individual Construction: Body Diagram Day 2: Deconstruction and Individual Construction: The Third Person and General Nouns Day 3: Individual Construction: Subtopics Days 4 & 5: Individual Construction and Review</p>	<p>Science and Engineering</p> <p>Lesson 1: Animal Traits Lesson 2: Sibling Traits</p>	<p>Studios</p> <p>Children create animals and their habitats in various media and continue mapping terrariums. The Library and Writing and Drawing Studios are combined for researching and writing animal riddles.</p>
<p>Science and Engineering</p> <p>Lesson 1: Animal Traits Lesson 2: Sibling Traits</p>	<p>Studios</p> <p>Children create animals and their habitats in various media and continue mapping terrariums. The Library and Writing and Drawing Studios are combined for researching and writing animal riddles.</p>		

At a Glance U2 W2

Unit 2: Animals Surviving and Thriving

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What animals live in our environment, and what do they do?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <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> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <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> </td> </tr> </table>	Day 1	<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>	Day 2	<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>
Day 1					
<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>					
Day 2					
<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>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<p><i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our study, Animals Surviving and Thriving. Today’s words are scavenger, adapt, and surroundings.</i></p>				

Day 2	<p>Today we'll continue learning our words for this week. Today's words are wild, thrive, and urban.</p>
<p>Discussion Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>Scavenger Elaboration: <i>Think about an animal you might hear around your trash cans—it could be a raccoon, an opossum, or a rat. Picture a squirrel in a park, picking up the food someone left behind. These are scavengers. The raccoon in the trash bag is scavenging for food.</i></p> <p>Think, Pair, Share prompt: <i>Might our town be a good place for scavengers to live?</i></p> <hr/> <p>Adapt Elaboration: <i>Being able to change is for animals' survival. Animals can learn to eat new foods, live in different places, and solve new problems. When an animal makes these changes, it adapts. The arctic fox is as white as the snow. Being the same color as its habitat is a helpful adaptation.</i></p> <p>Think, Pair, Share prompt: <i>How might an animal from the forest adapt to live in a city?</i></p> <hr/> <p>Surroundings Elaboration: <i>In our classroom, these walls and furniture are our surroundings—they are the things around us in our classroom environment. Mountains, deserts, and forests are all different types of surroundings.</i></p> <p>Think, Pair, Share prompt: <i>Think about a favorite animal, and describe its surroundings.</i></p>
Day 2	<p>Wild Elaboration: <i>Some of you have pets—cats, dogs, rabbits... They live in our homes; interact with us, and depend on us. Not wild animals! Wild animals can't live inside, and they don't depend on people to feed them or keep them company. For example, cheetahs are wild animals.</i></p>

	<p>Think, Pair, Share prompt: <i>What’s one wild animal that would be a very bad pet? Why?</i></p> <hr/> <p>Thrive Elaboration: <i>When you have everything you need to live and grow, when you feel full of energy and things are going well for you, you are thriving. For animals, it’s the same: a panda living in the right habitat with plenty to eat, is thriving.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of things might help an animal to thrive?</i></p> <hr/> <p>Urban Elaboration: <i>Boston is an urban environment. It’s a city, full of paved roads, busy streets, lots of buildings, and lots of activity.</i></p> <p>Think, Pair, Share prompt: <i>Why do you think an urban area might be challenging for animals to live in?</i></p>
Closing	<i>This week, we’re talking about what animals live in our urban environment and what they do. The words we’re studying will help us talk about this.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p>

	<p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.</p>
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Notes

Large empty rectangular box for taking notes.



scavenger

<https://www.wired.com/2013/08/urban-animal-brain-behavior-evolution/>



adapt

<https://www.animalwised.com/types-of-adaptations-in-animals-2887.html>

Weekly Words U2 W2

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



surroundings

<https://www.heapbridge.co.uk/blogger/year-5-life-cycles-observing-and-comparing-different-environments/>



wild

<http://theconversation.com/the-threat-to-the-worlds-largest-wild-animals-is-much-greater-than-we-thought-64063>

Weekly Words U2 W2

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



thrive

<http://www.vetstreet.com/our-pet-experts/competitive-eaters-you-wont-believe->



urban

<https://rockymountain.pcma.org/chapter-news/bostonhotels/>

Weekly Words U2 W2

Weekly Words U2 W2

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 3

Vocabulary & Language
Personal Pronouns

Weekly Question	What animals live in our environment, and what do they do?
Language Objective	I can use personal pronouns. (L.1.1.c)
Vocabulary	pronoun: a word that can take the place of a noun
Materials and Preparation	On the whiteboard, write: Ms. Jones is a teacher. Ms. Jones teaches first grade. Ms. Jones loves animals.
Opening	<i>Pronouns are words that take the place of people, places, and things—nouns—to make sentences easier to read.</i>
Discussion	Refer to the board. <i>We have three sentences about a teacher named Ms. Jones. Let's underline each time I wrote her name in these sentences.</i> Underline each "Ms. Jones". <i>Saying her name over and over again makes the sentences sound kind of repetitive. There's another way to write these ideas. Because all the sentences are about Ms. Jones, we can replace the second and third names with a pronoun, "she." Readers know that "she" refers to Ms. Jones.</i> <i>Ms. Jones is a woman, and she uses the pronoun "she." If we were writing about <u>Mr.</u> Jones, what pronoun would we use?</i> Give examples to elicit the substitution of other personal pronouns, such as the following.

	<p><i>All of us in this class are studying animals. What pronoun would I use to replace “all of us in this class”? “____ are studying animals.” [we]</i></p> <p><i>The second graders are studying land and water. What pronoun would I use to talk about other people, such as the second graders? “____ are studying land and water.” [they]</i></p> <p><i>What pronoun would I use to talk about myself? “____ am really interested in porcupines.” [I]</i></p> <p><i>What pronoun would I use for an animal, such as a porcupine? “____ has long spines to protect itself.” [it]</i></p>
Closing	<p><i>Today we learned about how we can use pronouns and about the right pronouns to use for different groups of people and things. Tomorrow, we’ll have more time to practice.</i></p>
Standard	<p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding pronouns.</p> <p>Do they understand that pronouns are substitutions for?</p> <p>Were multiple students raising their hand to answer questions about the correct pronouns to use?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

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Unit 2: Animals Surviving and Thriving

WEEK 2 Day 4

Vocabulary & Language
Personal Pronouns

Weekly Question	What animals live in our environment, and what do they do?
Language Objective	I can use personal pronouns. (L.1.1.c)
Vocabulary	pronoun: a word that can take the place of a noun
Materials and Preparation	On the whiteboard, write the following sentences. The squirrels can leap far. The squirrels need to sleep sometimes. A squirrel can live in the forest. A squirrel can also adapt to life in an urban environment. Zendaya is a student. Zendaya is very smart. Our whole class loves to learn. Our whole class is thriving.
Opening	<i>Yesterday we talked about pronouns and how to use them. Today we're going to practice by editing some sentences.</i>
Discussion	Refer to the board. <i>Who or what are these sentences about? Let's underline the subject.</i> Read each pair of sentences. Identify and underline the subjects. Briefly review the reason pronouns are used. <i>In each pair of sentences, we've underlined the same words. The squirrels, a squirrel, Zendaya, and our whole class. We use pronouns to make our writing clearer. Let's replace some of these subjects with pronouns.</i> Collaborating with the children and working with one sentence pair at a time, identify the appropriate pronoun, identify which subject to replace

	(the one in the second sentence), cross out the subject, and write the pronoun above it.
Closing	<i>We see pronouns all the time in the books we read, and we use them in our writing. Pay attention next time you see a pronoun and think about what it stands for!</i>
Standard	L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding pronouns.</p> <ul style="list-style-type: none"> Do they understand that a subject has to be introduced before a pronoun can be used? Were multiple students raising their hand to answer questions about the correct pronouns to use? Do they understand that he/she pronouns can only be used for people? <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	What animals live in our environment, and what do they do?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	scavenger: an animal that survives by finding plants, dead animals, or trash to eat adapt: to change in order to survive in different conditions surroundings: environment wild: living without the care of humans thrive: to grow and develop well urban: having to do with a city
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and about behaviors of animals that live in our city environment.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 1



Text Talk
Animals in the City
Read 1 of 2

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	What animals live in our environment, and what do they do?
Content Objective	I can answer questions using key details from a text to describe how animals survive and thrive in an urban environment. (R.4.1.a, 1-LS1-1) I can use text features to locate key facts about animals in the city. (R.8.1 b)
Language Objective	I can take turns and build on what my classmates are saying in a discussion on urban animals. (SL.1.1.b)
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 scavenger: an animal that survives by finding plants, dead animals, or trash to eat wild: living without the care of humans adapt: to change in order to survive in different conditions surroundings: environment den: safe place where an animal can live and raise babies well-suited: a good fit

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Animals in the City</i>, Elizabeth Carney ● Sentence Frames for Discussion, Parts 1 and 2, from Unit 1, Text Talk Week 6, Day 2 and Text Talk Week 7, Day 3 ● chart paper <p>Prepare the Weekly Question Chart with the question: What animals live in our environment, and what do they do?</p> <p>On the whiteboard, write: How do animals adapt in an urban environment in order to find food, protect themselves, and thrive?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose. <i>Today we are going to read <i>Animals in the City</i> by Elizabeth Carney. This book is an informational text.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read two subtopics: “Wild Cities” and “New Neighbors.”</i></p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use these details, as well as informational text features, to explain how animals in an urban environment adapt in order to find food, protect themselves, and thrive.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 4</p>	<p><i>The first subtopic we will read is called “Wild Cities.” What do you think “wild cities” means?</i></p> <p><i>Let’s read to find out!</i></p>
<p>page 7</p>	<p>Read the main text on pages 6 and 7. <i>Pigeons are scavengers. This “Talk of the Town” text box tells us that a scavenger is “an animal that survives by finding plants, dead animals, or trash to eat.”</i></p> <p>Think, Pair, Share. <i>From this section and text box, what are two ways that pigeons find food in the city?</i></p>
<p>page 9</p>	<p><i>What does it mean if humans “push into wild places”? What happens? What is a wild place?</i></p>

	<p>The text box says that adapt means “to change in order to survive in different conditions.”</p> <p>Highlight the photo and read the caption.</p> <p>Think, Pair, Share.</p> <p><i>How do peregrine falcons adapt to live in cities? Why is this necessary for falcons to do?</i></p>
page 11	<p><i>How are coyotes crafty?</i></p> <p>Well-suited means a good fit. What are two ways that coyotes are well-suited to living in a city?</p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p><i>Choose one animal from today’s text. How does this animal adapt in an urban environment in order to find food, protect itself, and thrive?</i></p> <p>Facilitate a group discussion, turning back to pages children reference to support their citing of evidence. As needed, use the Sentence Frames for Discussion.</p>
Closing 1 minute	<p><i>Today we used key details and text features to explain how animals in an urban environment adapt in order to find food, protect themselves, and thrive.</i></p>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question: What animals live in our environment, and what do they do? We can record our ideas here.</i></p> <p><i>In this text, we read that some animals in cities eat trash. Let’s write, Some animals in urban environments eat trash.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<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>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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</p>

	themselves, move from place to place, and seek, find, and take in food, water, and air.
Ongoing assessment	Listen to children’s responses during whole group conversation and Think, Pair, Share. Do children effectively draw on key details in the text to explain their thinking about how animals adapt to urban environments? How are children describing the way animals survive and thrive in cities? How are children building on each others’ ideas in group conversation?

Notes

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 2



Text Talk
Animals in the City
Read 2 of 2

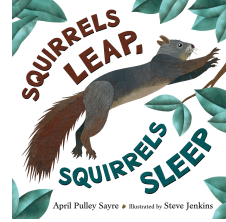
Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival. Humans can play a role in animals’ survival. Animals, including humans, are connected to each other and to their environments.
Weekly Question	What animals live in our environment, and what do they do?
Content Objectives	I can identify the main subtopics and retell key details from a text on how city animals survive and thrive. (R.5.1.b, 1-LS1-1) I can use text features to locate key facts about animals in the city. (R.8.1 b)
Language Objective	I can answer questions about urban animals. (SL.2.1.a)
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 scavenger: an animal that survives by finding plants, dead animals, or trash to eat wild: living without the care of humans adapt: to change in order to survive in different conditions surroundings: environment puzzle: a problem to solve

	<p>predator: an animal that hunts and eats other animals</p> <p>habitat: the place or natural area where plants and animals live</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>Animals in the City</i>, Elizabeth Carney <p>On the whiteboard, write:</p> <p>What is this whole text about?</p> <p>What can people do to help animals stay safe in cities?</p>
<p>Opening 1 minute</p>	<p>Set a purpose.</p> <p><i>Today we will continue reading <i>Animals in the City</i>, by Elizabeth Carney. We will read three subtopics: “City Smarts,” “More to Learn,” and “Living Together.”</i></p> <p><i>While we read today, let’s use words, illustrations, and text features to identify the main topic and details of these three sections. Again, we’ll be reading about ways animals in an urban environment find food, protect themselves, and thrive. We also will identify ways people can help these animals stay safe.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 17</p>	<p><i>The first subtopic we will read is called “City Smarts.”</i></p> <p>Read aloud. Read the photo caption last.</p> <p><i>Here, a puzzle is a problem created by people that the animals need to solve.</i></p> <p><i>What does the city raccoons’ success tell us about how they adapt to their surroundings?</i></p> <p><i>What animal does this remind you of from the text we read yesterday?</i></p>
<p>page 18</p>	<p><i>How do bullfinches find food? How have they adapted to their surroundings?</i></p> <p>Think, Pair, Share.</p> <p><i>What is this section, “City Smarts,” mostly about?</i></p>
<p>page 26</p>	<p>Read the main text of “More to Learn.” Then, read the photo caption.</p> <p><i>The caption of the photo gives us information about where marmosets live in the wild. Based on the caption and the main text, why do marmosets need to adapt to a life in city parks?</i></p>

	<p>The text box tells us that predators are animals that hunt and eat other animals.</p> <p>Think, Pair, Share.</p> <p>From the sections we have read, what dangers do animals face in the city? How might they protect themselves?</p> <p>Why do we need to learn about city animals?</p>
page 28	<p>The last section we will read today is called “Living Together.” Based on the heading, what do you think this section is about?</p> <p>Imagine a wildlife bridge. What do you think would need to be there in order for animals to find food, protect themselves, and thrive?</p>
page 29	<p>What are some things people can do to help animals survive in cities?</p> <p>What is this section mostly about?</p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1. Thinking about all the sections together, what is this whole text about? How do we know?</p> <p>Prompt 2. What can people do to help animals stay safe in cities?</p>
Closing 1 minute	<p>Today we used words, illustrations, and text features to identify the main topic and details of three sections of Animals in the City. We synthesized learning about how animals in an urban environment find food, protect themselves, and thrive, and how people can help.</p>
Standards	<p>R.5.1.b Retell key details of texts, including the main topic.</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>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>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children identify the main idea of each subtopic?</p>



Text Talk U2 W2 D2



Text Talk
Squirrels Leap, Squirrels Sleep

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways.
Weekly Question	What animals live in our environment, and what do they do?
Content Objective	I can use illustrations and details in a text to describe specific structures of squirrels and how these structures function to help a squirrel survive. R.4.1.a, R.11.1.c, R.11.1.d, 1-LS1-1)
Language Objective	I can follow the steps of Think, Pair, Share. (SL.1.1.a)
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 store (food): to keep something to use in the future
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Squirrels Leap, Squirrels Sleep</i>, April Pulley Sayre ● Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Squirrels wrestle.” <p>On the whiteboard, write: Describe two or three specific structures of squirrels and how these function to help a squirrel survive.</p>
Opening 1 minute	Introduce the text and set a purpose. <i>Today we are going to read Squirrels Leap, Squirrels Sleep by April Pulley Sayre. This book tells information about squirrels but is</i>

	<p><i>arranged as a poem. The end of the book includes some interesting information about squirrels and trees that can link us back to Unit 1! While we read today, we will use the illustrations and words to describe specific structures of squirrels and how these structures help a squirrel survive.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 10</p>	<p>Think, Pair, Share. <i>Choose two body parts described in the illustrations and words. What is the function of each body part you chose?</i></p>
<p>page 18</p>	<p><i>How do squirrels find enough food to eat?</i></p> <p><i>How do the illustrations offer more details about how squirrels find food?</i></p>
<p>page 28</p>	<p><i>Thumbs up if you have seen squirrels where you live or around our school. Thinking about what you know and what you saw and read in the book, describe one behavior, or thing that squirrels do.</i></p>
<p>End of text: Squirrels and Their Trees 7 minutes</p>	<p>Read “Tails as Tools,” “Feeding Time,” and “Squirrels: The Planters.” <i>What more do we know now about how squirrels use their tails, find food, and collect seeds?</i></p>
<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share. <i>Based on illustrations and words in the book, describe two or three specific structures of squirrels and how these function to help a squirrel survive.</i></p> <p>In the whole group discussion, turn back to pages children reference to support their citing of evidence from the text.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned how squirrels’ structures and behaviors help them survive and thrive in their habitats.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.11.1.c Use the illustrations and details in a text to describe its central idea. R.11.1.d Compare and contrast two texts on the same topic. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 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</p>

	themselves, move from place to place, and seek, find, and take in food, water, and air.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. How do children describe squirrels' structures and how they function?

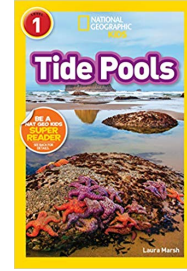
Notes



Text Talk U2 W2 D3

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 4



Text Talk
Tide Pools
 Read 1 of 2

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	What animals live in our environment, and what do they do?
Content Objectives	I can answer questions using key details from a text to describe the way animals and plants survive and thrive in tide pools. (R.4.1.a, 1-LS1-1) I can use text features to locate key facts about tidepools. (R.8.1 b)
Language Objective	I can describe tide pools and discuss the animals that live in them. (SL.2.1.a, SL.3.1.a)
Vocabulary	<p>animal: a living thing that is not a plant</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>habitat: the place or natural area where plants and animals live</p> <p>tide: the rising and falling of the sea</p> <p>tide pool: an area of salt water left behind when the tide goes out, often among rocks</p> <p>seaweed: plants that grow in the sea</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Tide Pools</i>, Laura Marsh

Text Talk U2 W2 D4

	<p>On the whiteboard, write:</p> <p>What is an interesting detail you learned about tide pool creatures?</p> <p>Why do you think that animal behaves in the way that it does?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read Tide Pools, by Laura Marsh. Thumbs up if you have been to or heard of a tide pool. What are they? What is it like to visit one?</i></p> <p>Tide pools are areas of salt water that are left in the rocks when the ocean tide goes out. Tide pools have animals and plants living in them, and these animals and plants depend on the salt water going in and out. We can find tide pools right here in Boston!</p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use these details, as well as important informational text features, to describe how animals and plants survive and thrive in tide pools.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 9</p>	<p>For this book, read the main text as well as captions and text boxes, unless advised otherwise.</p> <p><i>What is high tide?</i></p> <p><i>What is low tide?</i></p>
<p>page 11</p>	<p><i>What happens at low tide that is special?</i></p>
<p>page 12</p>	<p><i>Why are tide pools good places for animals and plants to live?</i></p>
<p>page 15</p>	<p><i>What do the words, illustrations, captions, and text boxes tell us about living things in tide pools?</i></p>
<p>Key Discussion 8 minutes</p> <p>page 19</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose one or more animals from today’s text. What is an interesting detail you learned about these tide pool creatures?</i></p> <p>Prompt 2: <i>Why do you think that animal behaves in the way that it does?</i></p> <p>Refer back to pages in the text to support discussion.</p>

<p>Closing 1 minute</p>	<p><i>Today we used key details and text features to describe how animals in tide pools behave in their habitat.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. 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. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 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>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively draw on key details in the text to explain how living things in tide pools behave? Can children use text features to support their explanations? How are children describing the way animals survive and thrive in tide pools?</p>

Notes



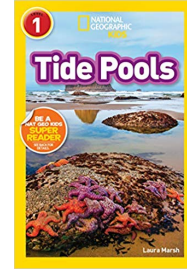
Text Talk U2 W2 D4



Text Talk U2 W2 D4

Unit 2: Animals Surviving and Thriving

WEEK 2 Day 5



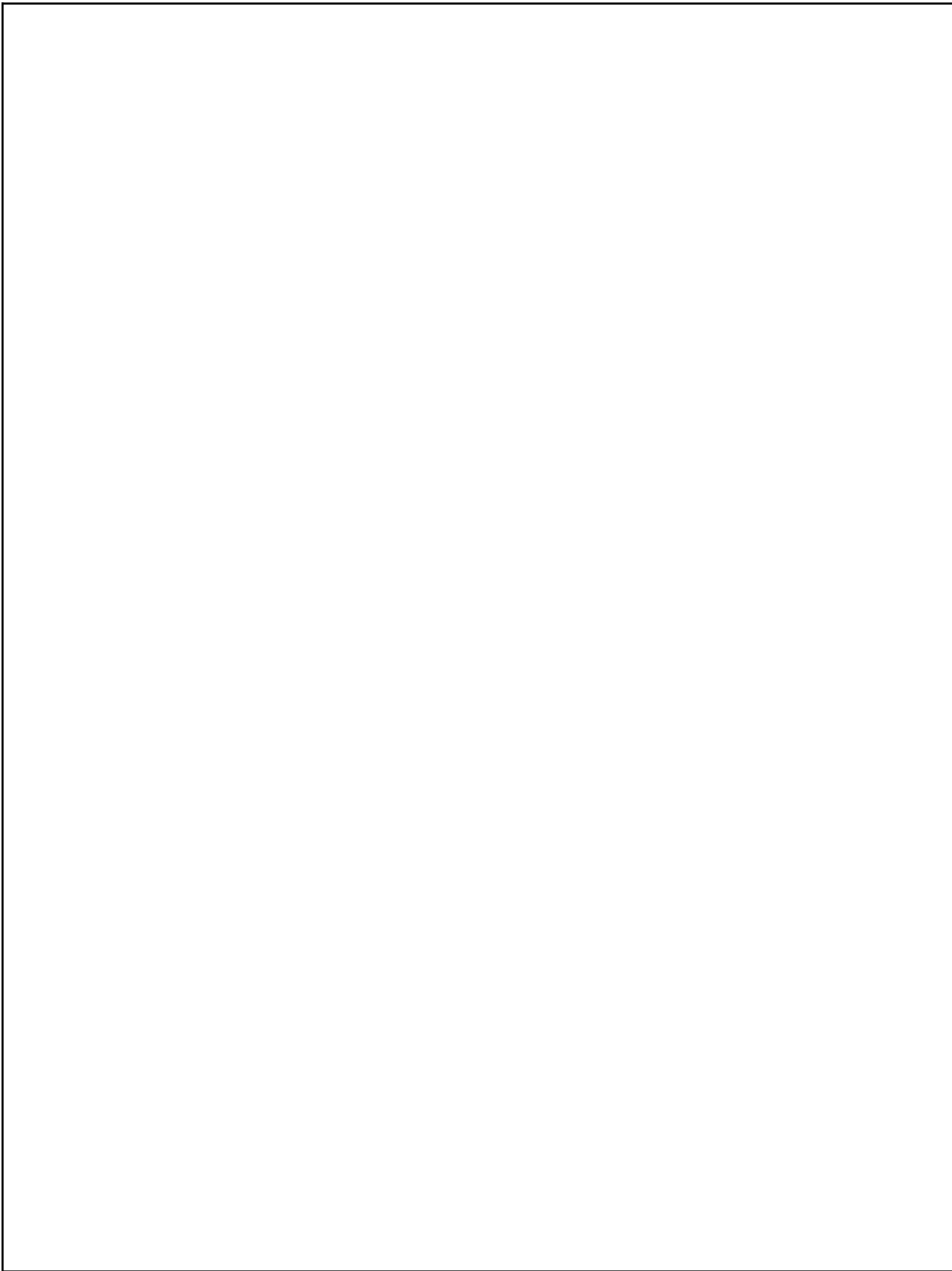
Text Talk
Tide Pools
 Read 2 of 2

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	What animals live in our environment, and what do they do?
Content Objectives	I can answer questions using key details from a text to describe the structures of animals and plants in tide pools and how those structures help those animals and plants survive. (R.4.1.a, 1-LS1-1) I can use text features to locate key facts about tidepools. (R.8.1 b) I can use information from words and illustrations to answer questions about living things in tide pools. (R.9.1.b)
Language Objective	I can describe photographs and words about tide pools and explain their connections. (SL.3.1.a)
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 habitat: the place or natural area where plants and animals live tide: the rising and falling of the sea tide pool: an area of salt water left behind when the tide goes out, often among rocks

	seaweed: plants that grow in the sea
Materials and Preparation	<ul style="list-style-type: none"> • <i>Tide Pools</i>, Laura Marsh • Weekly Question Chart from Text Talk Week 2, Day 1
Opening 1 minute	<p>Set a purpose.</p> <p><i>Today we are going to continue reading Tide Pools by Laura Marsh. While we read, we will answer questions about key details in the words, illustrations, and other text features. We will use these details to describe the living things in tide pools, their structures, and how these structures function.</i></p>
Text and Discussion 12 minutes	<i>What changes occur, or happen, in tide pools?</i>
page 21	
page 25	<i>What are three ways animals and plants in tide pools protect themselves? Where do we find that information in the words of this text? In the illustrations?</i>
page 27	<p>Think, Pair, Share.</p> <p><i>Describe one unique structure of a sea star. How does this structure function? How does this help the sea star survive?</i></p>
Key Activity 6 minutes	Engage children in the guessing activity on pages 30-31. Have children talk together to uncover the connection between the illustration and caption for the first photo, describing important structures of tide pool animals and plants. Then, as a whole group, complete the guessing activity for illustrations 2-6. Encourage children to make connections between the illustrations and words.
pages 30-31	
Closing 1 minute	<i>Today we used key details in words, illustrations, and text features to describe the living things in tide pools, their structures, and how these structures function.</i>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What animals live in our environment, and what do they do?</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: how animals move, animals adapting to urban environments, life in a tidepool.</p> <p>Save this chart for use in Week 5.</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.9.1.b Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>How are children describing living things in tide pools?</p> <p>Make note of connections children are making between images and words in the key activity.</p>

Notes



Text Talk U2 W2 D5

WEEK 2

Shared Reading
“Bat Breakfast”

Weekly Question	What animals live in our environment, and what do they do?
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle ● chart paper and markers Write out the chant for whole group reading. ● “Bat Breakfast” slides ● pointer ● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are talking about animals that live in our environment. In Text Talk, we will be reading poems from Hidden City: Poems of Urban Wildlife. Urban means from the city.</i></p> <p><i>Our Shared Reading text this week is a poem from Hidden City called “Bat Breakfast.” Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds. <i>Today we started learning the glued sounds /am/ and /an/.</i></p> <p><i>What initial sound do you hear in “jam?”</i> <i>What glued sound do you hear?</i></p> <p><i>What ending sound do hear in “sand?”</i> <i>What glued sound do you hear?</i></p> <p>Blend sounds to make a word. <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /l/... /am/... /p/. Now say and tap the sounds, then blend them.</i></p>

	<p><i>How many sounds are there? Show me on your fingers. Let's tap and blend together. What's the word? [lamp]</i></p> <p><i>What glued sound did you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "fan" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> /f/.../an/</p> <p><i>What glued sound do you hear?</i></p> <p><i>Say "stamp" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds.</i> /s/... /t/... /am/... /p/</p> <p><i>What glued sound do you hear?</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "glowing?" Let's say it and feel the chin drops. Now say it and clap the word; then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 min</p>	<p><i>In our poem today, we will read about bats in the city. We can find a glued sound in this poem. You'll notice the words are written in a unique way on the page. You'll also notice some interesting punctuation.</i></p> <p>Read the poem fluently, pausing at line breaks and emphasizing punctuation.</p> <p>Invite children to echo read the poem, stopping to pause at line breaks.</p> <p>Then, invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as "lamp," "bats," and "hunt."</p> <p>Connect the poem to unit content.</p> <p><i>What are the bats doing in this poem? Why are they swooping?</i></p> <p>Mark the glued sound /am/ with a box, as taught in Foundations.</p> <p><i>What high frequency words that you know do you see in this poem?</i></p>

	<p>Identify punctuation. <i>What punctuation do you see in the poem? What do these marks make you think? Let's read the poem a final time, emphasizing the punctuation.</i></p> <p>Select one child to stand and point as the class chorally reads a second time with prosody.</p> <p><i>Now, let's look at the poem as it's written and illustrated in Hidden City. What more can you find about the bat's breakfast?</i></p>
<p>Closing 1 min</p>	<p><i>You will continue to practice reading this poem in the Reading Station.</i></p>
<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words. R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends. R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.3.1.b Decode regularly spelled one-syllable words. R.12.1.a Read various on-level text with purpose and understanding.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts. Do children blend phonemes? Do children segment phonemes? Can children read words with the glued sound /am/? Listen to children chorally read. Do children read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with glued sounds /am/ and /an/. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc words by changing the initial, final, or medial sounds.

<p>Notes</p>



Shared Reading U2 W2

Name _____

Bat Breakfast

Sarah Grace Tuttle

By a glowing street lamp

little brown bats

hunt

with a

dart!

and a

swoop!

and a hasty

wing-scoop!

for moths

drawn by the light.

Unit 2: Animals Surviving and Thriving

WEEK 2

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Bat Breakfast”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Bat Breakfast” child copies ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 2 image (raccoons) ● Week 2 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>Animals in the City</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Animals in the City</i> book ● <i>Animals in the City</i> conversation prompts
Vocabulary	Draw for Meaning <i>habitat, behavior, structure, function, travel, grassland</i>	<ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	Where do animals get their traits?	<ul style="list-style-type: none"> ● Week 2 prompt, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> ● Week 2 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Fluent Reader’s Practice	<ul style="list-style-type: none"> ● Week 2 Fluent Reader’s Practice sheets
	Sentences	<ul style="list-style-type: none"> ● Sentences cut apart and placed in separate envelopes, one set for each child ● Sentences recording sheets ● Sentences directions card
	Say It, Build It, Write It	<ul style="list-style-type: none"> ● Week 2 Say It, Build It, Write It sheets ● Say It, Build It, Write It directions card

Stations U2 W2

	Trick Word Memory	<ul style="list-style-type: none"> ● Week 2 Trick Word Memory cards ● scissors ● Memory directions card
	Phonemes BINGO	<ul style="list-style-type: none"> ● BINGO Caller Card, in a sheet protector ● dry erase marker ● BINGO cards, copied onto stiff paper or in sheet protectors ● BINGO directions

Animals in the City Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What makes coyotes so good at living in the city?

Animals in the City

Question 2

What is a special skill of city racoons?
Where do we find that in the text?

Animals in the City