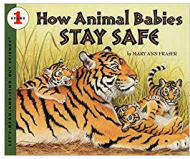
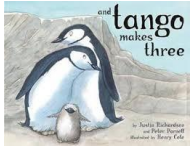
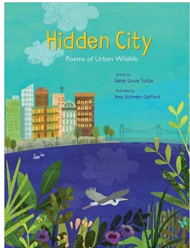


# Unit 2: Animals Surviving and Thriving WEEK 5 At a Glance

Weekly Question: <b>How do animals' babies survive?</b>			
<p><b>Texts</b></p>   	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: offspring, parent, safe</p> <p>Day 2: Introduce Weekly Words: protect, camouflage, hatchling</p> <p>Day 3: Conjunctions</p> <p>Day 4: Conjunctions</p> <p>Day 5: Carousel Brainstorm</p> <hr/> <p><b>Text Talk</b></p> <p>Day 1: <i>How Animal Babies Stay Safe</i>, Read 1</p> <p>Day 2: <i>How Animal Babies Stay Safe</i>, Read 2</p> <p>Day 3: <i>And Tango Makes Three</i>, Read 1</p> <p>Day 4: <i>And Tango Makes Three</i>, Read 2</p> <p>Day 5: <i>Hidden City</i> “The Hunting Lesson,” Animals Surviving and Thriving Chart</p> <hr/> <p><b>Stations</b></p> <p>Shared Reading: “Harbor Animals”</p> <p>Independent and Partner Reading</p> <p>Listening &amp; Speaking: Talk, Draw, Talk; Listen &amp; Respond (<i>How Animal Babies Stay Safe</i>)</p> <p>Science Literacy: How do people mimic animals to solve a problem?</p> <p>Vocabulary: Draw for Meaning</p> <p>Word Work: Various activities</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Science and Engineering</b></p> <p>Lesson 1: Animal Coats</p> <p>Lesson 2: Designing Coats</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Studios</b></p> <p>Many activities from Week 4 continue.</p> </td> </tr> </table>	<p><b>Science and Engineering</b></p> <p>Lesson 1: Animal Coats</p> <p>Lesson 2: Designing Coats</p>	<p><b>Studios</b></p> <p>Many activities from Week 4 continue.</p>
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<p><b>Mentor Text</b></p> 	<p><b>Writing: Argument</b></p> <p>Day 1: Pre-Assessment</p> <p>Day 2: Deconstruction: Argument Purpose and Joint Construction: Oral Argument</p> <p>Day 3: Deconstruction: Argument Stages and Joint Construction: Reasons</p> <p>Day 4: Debate</p> <p>Day 5: Deconstruction, Joint Construction, and Individual Construction: Audience</p>		

At a Glance U2 W5

Unit 2: Animals Surviving and Thriving

WEEK 5 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do animal babies survive?				
<b>Language Objectives</b>	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)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;"><b>Day 1</b></td> </tr> <tr> <td> <b>offspring:</b> a new plant or animal produced by a parent  <b>parent:</b> a plant or animal that younger ones come from  <b>safe:</b> not in danger                 </td> </tr> <tr> <td style="background-color: #cccccc;"><b>Day 2</b></td> </tr> <tr> <td> <b>protect:</b> to keep someone or something from being harmed  <b>camouflage:</b> blending into surroundings, by color or markings  <b>hatchling:</b> an animal that has just come out of its shell                 </td> </tr> </table>	<b>Day 1</b>	<b>offspring:</b> a new plant or animal produced by a parent <b>parent:</b> a plant or animal that younger ones come from <b>safe:</b> not in danger	<b>Day 2</b>	<b>protect:</b> to keep someone or something from being harmed <b>camouflage:</b> blending into surroundings, by color or markings <b>hatchling:</b> an animal that has just come out of its shell
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 5 Weekly Words cards</li> <li>● chart paper Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</li> <li>● Weekly Words routine chart (optional)</li> </ul>				
<b>Opening Day 1</b>	<i>Today we’ll start a new list of Weekly Words. These words come from our texts and our unit’s big ideas about how animals survive and thrive. Today’s words are <b>offspring, parent, and safe.</b></i>				

Vocabulary & Language U2 W5 D1 & D2

Day 2	<i>Today's words are <b>protect</b>, <b>camouflage</b>, and <b>hatchling</b>.</i>
<p><b>Discussion</b> 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><b>Offspring</b> Elaboration: <i>In the animal world, offspring sometimes have special names: The offspring of a cat is a kitten. The offspring of an elephant, a whale, or a cow is a calf. The offspring of a goose, like in this picture, is a gosling.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of animal offspring have you seen?</i></p> <hr/> <p><b>Parent</b> Elaboration: <i>Who takes care of you? Your parent or grandparent. Who takes care of baby animals? An animal parent.</i></p> <p>Think, Pair, Share prompt: <i>Have you watched parents and offspring together in real life or in a video? What did you notice?</i></p> <hr/> <p><b>Safe</b> Elaboration: <i>Elephant mothers guard their babies with their big, strong bodies to keep them safe, or away from harm. Depending on their habitats and their body structures, animals might also use camouflage to stay safe.</i></p> <p>Think, Pair, Share prompt: <i>Where might city animals hide in order to be safe?</i></p>
Day 2	<p><b>Protect</b> Elaboration: <i>Animals protect themselves in lots of ways—they run away; they warn other animals to stay away; they hide; they change color; and sometimes they fight. These penguins are acting all together to protect their offspring, or babies.</i></p> <p>Think, Pair, Share prompt: <i>What would you do to protect yourself from a mosquito, if it buzzed into our classroom right now?</i></p>

	<p><b>Camouflage</b> Elaboration: <i>Some animals protect themselves by being hard to see in their environment. A green insect is hard to see on a green plant. Another way animals stay safe is by being hard to see. Do you see an animal in this picture?</i></p> <p>Think, Pair, Share prompt: <i>Is an animal that uses camouflage in one habitat safe in a different habitat? Why or why not?</i></p> <hr/> <p><b>Hatchling</b> Elaboration: <i>A baby just born is called a newborn. An animal that comes out of a shell is called a hatchling. An animal is a hatchling in just the earliest days of its life, after breaking out of an egg. This turtle is about halfway out of the shell; it's a hatchling, because it's hatching out of the egg!</i></p> <p>Think, Pair, Share prompt: <i>Why might hatchlings be in danger?</i></p>
<b>Closing</b>	<i>This week we're talking about how animal babies survive. The words we're studying will help us to talk and write about this.</i>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<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**

Blank area for notes.



offspring

<http://www.itsnature.org/wp-content/uploads/2008/03/canada-goose.jpg>



parent

<http://growld.com/wp-content/uploads/2014/07/baby-animals-with-parents-3.jpg>

Weekly Words U2 W5



safe

<https://aidanimals.com/animal-cruelty/ivory-trade/>



protect

[https://assets3.thrillist.com/v1/image/2550282/size/tmg-article\\_tall.jpg](https://assets3.thrillist.com/v1/image/2550282/size/tmg-article_tall.jpg)

Weekly Words U2 W5

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Maine Department of Education



camouflage

<https://www.nationalgeographic.com/photography/proof/2017/08/camouflage-animals-concealment/>



hatchling

<https://www.thesprucepets.com/illegal-sale-of-turtle-hatchlings-in-united-states-1239414>

Weekly Words U2 W5



Weekly Words U2 W5

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WEEK 5 Day 3

**Vocabulary & Language**  
Conjunctions

<b>Weekly Question</b>	How do animal babies survive?
<b>Language Objective</b>	I can use frequently occurring conjunctions (L.1.1.f)
<b>Vocabulary</b>	<b>conjunction:</b> a word used to connect parts of a sentence
<b>Materials and Preparation</b>	On the whiteboard write: Javier went to the park. Javier went to the zoo.  Emilia likes all kinds of birds. She loves owls!  Beneath each pair, leave space to write a new sentence.
<b>Opening</b>	<i><b>Conjunctions</b> are words that connect parts of a sentence. We're going to learn about them today.</i>
<b>Discussion</b>	<i>Often when we talk and write, we want to share more than one idea at a time. I might want to tell a friend about two places that I've gone, or three things that I did during the weekend. You might want to tell a classmate the title of a book <u>and</u> why you love it so much. The words we use to connect more than one idea in one sentence are called conjunctions.</i>  <i>Here are two sentences about activities on a summer day. Since they are both about Javier, and they both happened on the same day, I can use a conjunction to connect them.</i>  Write a new sentence: Javier went to the park and to the zoo. <i>The conjunction is the word "and." We use it a lot!</i> Circle the conjunction.

	<p><i>Joining these two sentences together with a conjunction makes my writing a little more concise and clear.</i></p> <p><i>Think of two things you might do during a school day. Turn to a partner and put your two ideas together in one sentence with the conjunction “and.”</i></p> <p>Elicit a few sentences. Write one of these sentences on the board and circle the conjunction.</p> <p>Using the second set of sentences, repeat this process with the conjunction “but” and allowing children to work in partners to create their own sentences about their preferences.</p>
<b>Closing</b>	<i>Tomorrow we’ll continue using conjunctions.</i>
<b>Standard</b>	<b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).
<b>Ongoing assessment</b>	<p>Listen in to paired conversations.</p> <p>Were children able to create sentences with the target conjunctions?</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>

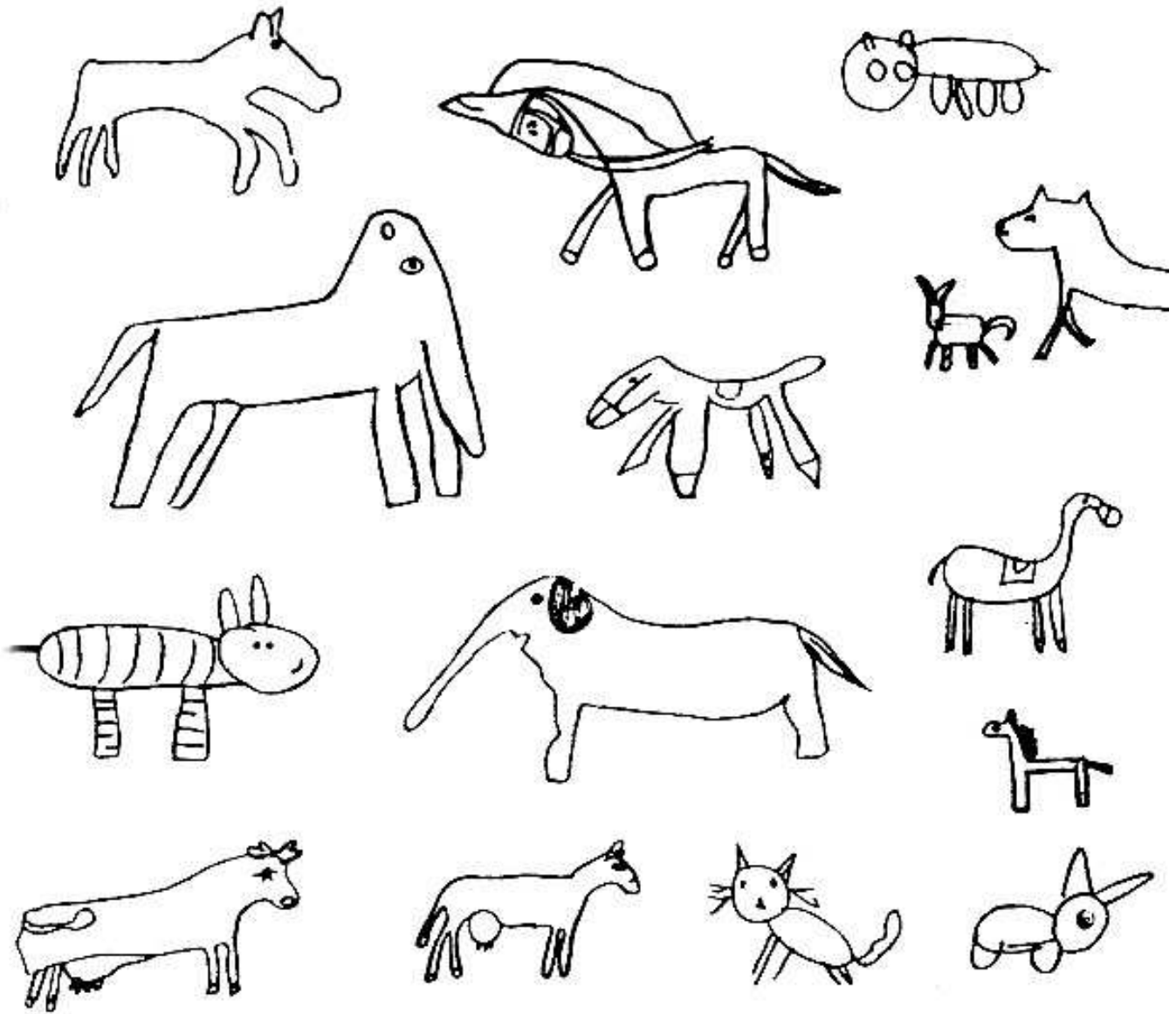
**Notes**

WEEK 5 Day 4

**Vocabulary & Language**  
Conjunctions

<b>Weekly Question</b>	How do animal babies survive?
<b>Language Objective</b>	I can use frequently occurring conjunctions (L.1.1.f)
<b>Vocabulary</b>	<b>conjunction:</b> a word used to connect parts of a sentence
<b>Materials and Preparation</b>	<p>On the whiteboard write:</p> <p>Jaylen might study orangutans. Jaylen might study spider monkeys.</p> <p>Theresa might go to the park. She might go to the zoo instead.</p> <p>Beneath each pair, leave space to write a new sentence.</p> <ul style="list-style-type: none"><li>• sentence starter images, enough for each child to have one plus two more with which to model</li></ul> <p>Cut the images apart.</p>
<b>Opening</b>	<i>Yesterday, we talked about conjunctions—words that connect parts of a sentence. We practiced with “and” and “but.” Today we’ll practice with the conjunction “or.”</i>
<b>Discussion</b>	<p><i>“Or” is used to connect two parts of a sentence with a choice. Let’s see how it works to combine these first two sentences.</i></p> <p>Read the first sentence pair, and then combine them: <i>Jaylen will study orangutans or spider monkeys.</i></p> <p>Write and then read the new sentence. Circle the conjunction.</p> <p>Practice with the second sentence pair. Read the two sentences. Think, Pair, Share. <i>How can you combine these sentences into one sentence? Use the conjunction “or.”</i></p>

	<p>Harvest several ideas. Write one new sentence on the board.</p> <p>Distribute two sentence starter images to each pair of children.  <i>You have two images. These are sketches of animals by children about your age. Look at your drawing. You might have different perspectives about what you see. Take turns making two different sentences, and then work together to make one sentence using the conjunction “or.”</i></p> <p>Ask a child to help model, choosing a drawing and making two statements and then putting them together into one sentence. Encourage children to cite evidence for their ideas. For example:  <i>This could be an elephant because of the long trunk.  This could be a horse because of the short ear.  This could be an elephant or a horse!</i></p> <p><i>Maybe this rabbit is eating grass because the head is down.  Maybe this rabbit is hiding because it’s not moving.  This rabbit might be eating grass or hiding!</i></p> <p>Allow the children time to come up with at least one set of sentences. Harvest several sentences, writing down a few examples. Circle each conjunction.</p>
<b>Closing</b>	<p><i>We use conjunctions all the time when we speak! So far we have worked with the conjunctions “and,” “but,” and “or.” You might start noticing them now, and using them in your writing.</i></p>
<b>Standard</b>	<p><b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>
<b>Ongoing assessment</b>	<p>Listen in to paired conversations.  Were children able to create sentences with the target conjunctions?</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>
<b>Notes</b>	



Source:  
[https://www.researchgate.net/publication/286165957\\_I\\_Draw\\_Therefore\\_I\\_Am\\_Drawing\\_as\\_Visual\\_Communication\\_Studies](https://www.researchgate.net/publication/286165957_I_Draw_Therefore_I_Am_Drawing_as_Visual_Communication_Studies)  
(Animals drawings by five to seven year old children. In Kellogg [7]. Analyzing Children's Art, p.154.)

Vocabulary & Language U2 W5 D4

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Maine Department of Education

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 5

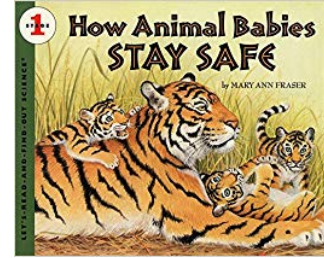
**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	How do animal babies survive?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<b>offspring:</b> a new plant or animal produced by a parent <b>parent:</b> a plant or animal that younger ones come from <b>safe:</b> not in danger <b>protect:</b> to keep someone or something from being harmed <b>camouflage:</b> blending into surroundings, by color or markings <b>hatchling:</b> an animal that has just come out of its shell
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom</li><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and how animal babies survive.</i>
<b>Key Activity</b>	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.

<b>Closing</b>	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	<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**





**Text Talk**  
***How Animal Babies Stay Safe***  
 Read 1 of 2

<b>Big Idea</b>	Animals help their offspring survive in different ways.
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objectives</b>	<p>I can identify the main subtopics and retell key details of an informational text. (R.5.1.b)</p> <p>I can use key details from words and illustrations to describe how animal parents help their offspring survive. (R.11.1.c, R.11.1.d, R.4.1.a, 1-LS1-2)</p>
<b>Language Objective</b>	I can use sentence-level context as a clue to the meaning of a word. (L.1.4a)
<b>Vocabulary</b>	<p><b>offspring:</b> a new plant or animal produced by a parent</p> <p><b>parent:</b> a plant or animal that younger ones come from</p> <p><b>survive:</b> to stay alive</p> <p><b>protect:</b> to keep someone or something from being harmed</p> <p><b>escape:</b> to get away safely</p> <p><b>enemies:</b> others that might hurt you</p> <p><b>knowledge:</b> when you know a lot about something</p> <p><b>instinct:</b> knowledge an animal is born with</p> <p><b>helpless:</b> unable to help yourself</p> <p><b>tunnel (v.):</b> to dig in the earth</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p> <p><b>pouch:</b> pocket</p> <p><b>hatchling:</b> an animal that has just come out of its shell</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <i>How Animal Babies Stay Safe</i>, Mary Ann Fraser</li> <li>• chart paper</li> </ul> <p>Prepare the Weekly Question Chart with the question: How do animal babies survive?</p> <p>On the whiteboard, write: How do parents help their offspring survive? Use details from the text.</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose. <i>We are going to read How Animal Babies Stay Safe, by Mary Ann Fraser. This book is an informational text.</i></p> <p><i>Today, by identifying subtopics and retelling key details, we will describe the different ways that animal parents help their <b>offspring</b>, or babies, survive. We will read the first half of the book today.</i></p>
<p><b>Text and Discussion</b> 14 minutes</p> <p>page 6</p>	<p><b>Protect</b> means keep safe.</p> <p><i>What are some things animal parents do for their babies?</i></p>
<p>page 9</p>	<p><b>Escape</b> means to get away safely. <b>Enemies</b> are others that might hurt you. <b>Knowledge</b> is when you know a lot about something.</p> <p><i>Why is <b>instinct</b> important for some baby animals?</i></p>
<p>page 10</p>	<p><i>Sometimes words are explained in the context of a reading. According to the words on this page, what does <b>helpless</b> mean? What more information do the illustrations provide about helpless animal babies?</i></p>
<p>page 11</p>	<p><i>Think, Pair, Share.</i> <i>What are animal babies like? Why do they need care?</i></p> <p><i>This author didn't include section headings or titles. How could we name the section we just read?</i></p>
<p>page 13</p>	<p><i>A <b>den</b> is a home or shelter for a wild animal. To <b>tunnel</b> means to dig underground.</i></p> <p><i>Based on the words and illustrations, describe animal homes. Why do you think homes are important for babies?</i></p> <p><i>How could we name the section we just read?</i></p>

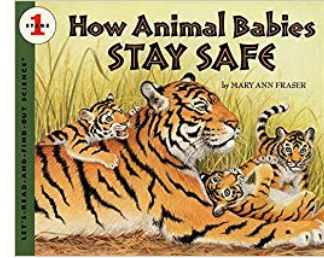
page 16	<i>Here, pouch is defined in the context of the reading. According to the words on this page, what does <b>pouch</b> mean?</i>
page 17	<p><b>Hatchlings</b> are babies that have just come out of eggs.</p> <p><i>Describe some ways animals move together with their babies. Why is this important?</i></p> <p><i>How could we name the section we just read?</i></p>
<b>Key Discussion</b> 5 minutes	<p>Think, Pair, Share.</p> <p><i>Choose one animal from the text. Based on the words and illustrations, what details do you know about how the parents help their offspring survive?</i></p>
<b>Closing</b> 1 minute	<i>Today we named the subtopics and relevant details of the first half of the book in order to explain how animal parents help their offspring survive. Tomorrow we will finish the book.</i>
<b>Weekly Question Chart</b> 4 minutes	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question: How do animal babies survive? We can record our ideas here.</i></p> <p><i>In this text, we read that some animal parents build homes to keep their babies safe. Let's write: Some animals care for their offspring by building them safe homes.</i></p> <p><i>What other ways do animal parents help their offspring survive?</i></p> <p>Record additional ideas from the text.</p> <p><i>We can add more to our chart during the week.</i></p>
<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p> <p><b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.</p> <p><b>R.11.1.d</b> Compare and contrast two texts on the same topic.</p> <p><b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p> <p><b>L.1.4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<b>Ongoing assessment</b>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Can children accumulate the text in order to identify subtopics?</p> <p>Do children use key details to describe how animal babies stay safe?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 2



**Text Talk**  
***How Animal Babies Stay Safe***  
 Read 2 of 2

<b>Big Ideas</b>	Animals help their offspring survive in different ways.
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objectives</b>	<p>I can identify the main subtopics and retell key details of an informational text. (R.5.1.b)</p> <p>I can use key details from words and illustrations to describe how animal parents help their offspring survive. (R.11.1.c, R.11.1.d, R.4.1.a, 1-LS1-2)</p>
<b>Language Objectives</b>	<p>I can determine or clarify the meaning of unknown words using different strategies. (L.4.1.a)</p> <p>I can build on my classmates’ talk using our sentence frames. (SL.1.1.b)</p>
<b>Vocabulary</b>	<p><b>offspring:</b> a new plant or animal produced by a parent</p> <p><b>parent:</b> a plant or animal that younger ones come from</p> <p><b>survive:</b> to stay alive</p> <p><b>protect:</b> to keep someone or something from being harmed</p> <p><b>camouflage:</b> blending into surroundings, by color or markings</p> <p><b>surroundings:</b> environment</p> <p><b>alert (v.):</b> to make someone notice</p> <p><b>defend:</b> protect</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>How Animal Babies Stay Safe</i>, Mary Ann Fraser</li> </ul>

	<ul style="list-style-type: none"> <li>● Sentence Frames for Discussion, from Unit 1 Text Talk, Weeks 6 and 7</li> </ul> <p>On the whiteboard, write:          What are some ways that animal parents help their offspring survive?          Why do animals, including humans, care for their babies?</p>
<b>Opening</b> 1 minute	Set a purpose. <i>We are going to finish reading How Animal Babies Stay Safe, by Mary Ann Fraser.</i>  <i>Today, by identifying subtopics and retelling key details, we will describe the different ways that animal parents help their <b>offspring</b>, or babies, survive. Then we will discuss why it is important for animals to care for their offspring.</i>
<b>Text and Discussion</b> 15 minutes  page 19	<i><b>Surroundings</b> are the environment around you.</i>  <i>Describe <b>camouflage</b>. Why do certain babies need camouflage?</i>
page 21	<i><b>Alert</b> means to make someone notice. Why is it important for animal parents to alert their offspring?</i>  <i>How could we name the section we just read?</i>
page 22	<i><b>Hoofed</b> means having hooves, like a horse.</i>
page 23	<i>Let's use context to define <b>defend</b>. Based on the words and illustrations, what do you think it means?</i>
page 25	<i><b>Dashes</b> means goes very fast.</i>  <i>Think, Pair, Share. What are two ways animals risk their lives to protect their babies?</i>  <i>How could we name the section we just read?</i>
page 29	<i>Why is it important for some animals to be in a group?</i>  <i>How could we name the section we just read?</i>
<b>Key Discussion</b> 8 minutes	Think, Pair, Share.

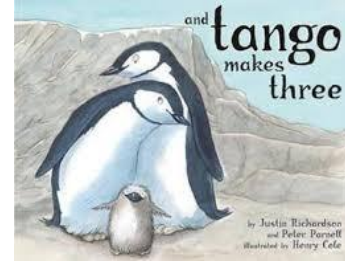
	<p><i>What are some ways that animal parents help their offspring survive?</i></p> <p>Elicit a few responses.</p> <p><i>Let's have a group discussion using our discussion sentence frames.</i></p> <p><i>Why do animals, including humans, care for their babies? Use key details from the words and illustrations in the book.</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we analyzed the subtopics and relevant details of the second half of the book in order to explain how animal parents help their offspring survive and why it's important that animals care for their babies.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p> <p><b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.</p> <p><b>R.11.1.d</b> Compare and contrast two texts on the same topic.</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>L.4.1.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Can children accumulate the text in order to identify sub-topics?</p> <p>Can children describe details about how animal babies stay safe?</p> <p>How do children articulate why animals keep their babies safe?</p>

**Notes**



Text Talk U2 W5 D2





**Text Talk**  
***And Tango Makes Three***  
 Read 1 of 2

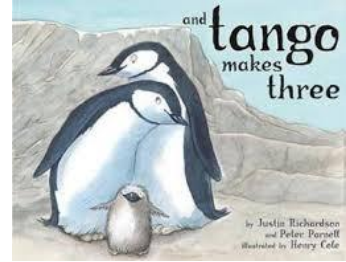
<b>Big Idea</b>	Animals help their offspring survive in different ways.
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objectives</b>	<p>I can retell key information about penguins from a narrative nonfiction text. (R.4.1.a, R.6.1.b)</p> <p>I can refer to a map to describe the relationship between places. (Geography 12)</p>
<b>Language Objective</b>	I can ask and answer questions about how an unusual pair of penguin parents learn to care for their young. (SL.2.1.a, 1-LS1-2)
<b>Vocabulary</b>	<p><b>couple:</b> pair, set of two</p> <p><b>hatch:</b> to emerge from an egg</p> <p><b>chick:</b> baby bird</p> <p><b>wound</b> (v., past tense of wind): turned or pressed together</p> <p><b>tango:</b> a couples dance originating in Buenos Aires, Argentina</p> <p><b>fertile:</b> able to hatch to become a new individual</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>And Tango Makes Three</i>, Justin Richardson and Peter Parnell Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins: “In the middle of New York City...”</li> <li>● world map</li> </ul> <p>On the whiteboard (or on chart paper), create the following chart:</p>

	Page	Narrative Event	Information
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text.</p> <p><i>Today we are going to read And Tango Makes Three, by Justin Richardson and Peter Parnell, with watercolor illustrations by Henry Cole. This book is a work of narrative nonfiction. This means it gives us true information, told like a story.</i></p> <p><i>Through this narrative (or story) structure, the book explains how two penguins at a zoo become parents.</i></p> <p>Set a purpose.</p> <p><i>Today we will read the entire book, including the Author’s Note, to understand the key details of the story and the information it carries. After we read, we’ll add to this chart of story events and true information.</i></p>		
<p><b>Text and Discussion</b> 18 minutes</p> <p>page 5 World Map</p>	<p>Pause after reading page 5 (“And in the penguin house there are penguin families.”) to offer context and look at the world map.</p> <p><i>New York City is not the natural habitat for any of these animals; they are all brought to live in the zoo in New York from other places. Many penguins live in the ocean around the Antarctic islands.</i></p> <p>Indicate Antarctica on the world map, and the distance from there to New York City.</p> <p><i>We know that the most northern and the most southern parts of the Earth are the coldest. The penguins at the zoo have had to adapt to a different environment, with the help of the scientists who work there.</i></p>		
page 8	<p><i>This page describes some penguin behaviors. What do you think it means that these two penguins, Roy and Silo, are behaving in these ways together?</i></p>		
page 20	<p><i>How do Roy and Silo know how to take care of an egg? [by observing other penguins’ behaviors]</i></p>		
page 23	<p><b>Tango</b> is the name of a dance from Argentina. It is danced with two people, rather than alone or in a larger group.</p>		

World map	Refer again to the world map, indicating the location of Argentina in South America and just north of the Antarctic waters.															
<p><b>Key Discussion</b> Author's Note</p> <p>5 minutes</p>	<p><i>Let's see if we can identify some of the true information inside the story. Let's especially look for information about how penguin adults take care of their offspring.</i></p> <p>Page through the book slowly, stopping as children identify events that offer information, and recording those on the chart. For example:</p> <table border="1" data-bbox="483 478 1369 1094"> <thead> <tr> <th>Page</th> <th>Narrative Event</th> <th>Information</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>Girl and boy penguins notice each other and become couples.</td> <td>Penguins start their families by forming couples.</td> </tr> <tr> <td>10</td> <td>"So they built a nest of stones for themselves."</td> <td>Penguins build nests with stones. They sleep on them.</td> </tr> <tr> <td>19</td> <td>"Roy and Silo knew just what to do..."</td> <td>Penguins turn their eggs to keep them warm. The parents take turns sitting on the egg and looking for food.</td> </tr> <tr> <td>20</td> <td>"They sat in the morning, and they sat at night..."</td> <td>Penguins sit on their nests all the time.</td> </tr> </tbody> </table> <p>Read the Author's Note.</p> <p><i>What information in this Author's Note did we already know from reading the story? [It takes place in the Central Park Zoo; Roy, Silo, and Tango are real penguins; Mr. Gramzay gave Roy and Silo an egg to hatch.]</i></p>	Page	Narrative Event	Information	6	Girl and boy penguins notice each other and become couples.	Penguins start their families by forming couples.	10	"So they built a nest of stones for themselves."	Penguins build nests with stones. They sleep on them.	19	"Roy and Silo knew just what to do..."	Penguins turn their eggs to keep them warm. The parents take turns sitting on the egg and looking for food.	20	"They sat in the morning, and they sat at night..."	Penguins sit on their nests all the time.
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20	"They sat in the morning, and they sat at night..."	Penguins sit on their nests all the time.														
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read a narrative nonfiction text and discovered how a story can offer true information. We also learned something about penguin behaviors that help their offspring survive. We'll read this book again tomorrow.</i></p> <p>Preserve the chart on the whiteboard for the following lesson.</p>															
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>															

	<p><b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p> <p><b>Geography 12.</b> Identify and use language for cardinal directions (<i>north, east, south, west</i>) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., <i>Boston, Massachusetts, Washington D.C., Mexico City, Mexico</i>) and investigate factors that explain why these locations became important cities.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> <li>Do children effectively connect story events to information?</li> <li>Do children connect the penguins’ behaviors with supporting their offspring’s survival?</li> <li>Do children demonstrate growing familiarity with continents on the world map?</li> </ul>

**Notes**



**Text Talk**  
***And Tango Makes Three***  
 Read 2 of 2

<b>Big Idea</b>	Animals help their offspring survive in different ways.
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objectives</b>	<p>I can use key details in the text to describe the actions of Mr. Gramzay and the penguins. (R.6.1.b)</p> <p>I can use key details in the text to identify information about how penguins take care of their young. (1-LS1-2)</p> <p>I can use information from text and discussion to write about how penguins care for their young. (R.5.1.b, W.2.1.a)</p>
<b>Language Objective</b>	I can explain how human and animal characters respond to events and why they respond in those ways, citing evidence from the text. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>couple:</b> pair, set of two</p> <p><b>hatch:</b> to emerge from an egg</p> <p><b>chick:</b> baby bird</p> <p><b>wound</b> (v., past tense of wind): turned or pressed together</p> <p><b>tango:</b> a couples dance originating in Buenos Aires, Argentina</p> <p><b>fertile:</b> able to hatch to become a new individual</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>And Tango Makes Three</i>, Justin Richardson and Peter Parnell</li> <li>● Narrative and Information chart, from previous lesson</li> <li>● Reading Response sheet, one copy for each child</li> <li>● writing and drawing tools</li> </ul>

<p><b>Opening</b> 1 minute</p>	<p>Introduce the text. <i>Today we are going to read And Tango Makes Three a second time. It's by Justin Richardson and Peter Parnell, with illustrations by Henry Cole. As we discovered yesterday, this narrative nonfiction text gives true information through telling a story.</i></p> <p>Set a purpose. <i>Today as we read we'll pay attention to how Mr. Gramzay, Roy, and Silo respond to events, and why those responses are important.</i></p>
<p><b>Text and Discussion</b> 9 minutes  pages 11, 13</p>	<p><i>Roy and Silo notice other couples hatching eggs, and they notice that their own nest is empty. How do they respond? (What do they do when they notice this?)</i></p>
<p>page 17</p>	<p><i>Mr. Gramzay notices Roy and Silo sitting on their nest. How does he respond? What can you point to in the text that tells us that?</i></p>
<p>page 18</p>	<p><i>After Mr. Gramzay adds an egg to their nest, how do Roy and Silo respond? Where do you see that in the words or illustrations?</i></p>
<p>page 23</p>	<p><i>The egg hatches! How does Mr. Gramzay respond? How do Roy and Silo respond? Where do you see that in the text or illustrations?</i></p>
<p><b>Key Discussion</b> 4 minutes</p>	<p>Think, Pair, Share. <i>Why does Mr. Gramzay think it's a good idea to give Roy and Silo an egg to take care of? What evidence does he have that they could be good parents?</i></p> <p>Refer back to pages 16-17 to support children in citing evidence from the text and illustrations.</p>
<p><b>Reading Response</b> 10 minutes</p>	<p><i>We've been following this story about Tango and her parents, Silo and Roy. Mr. Gramzay is important in this story, too! Noticing how he responds to events helps us understand the story and gather important information.</i></p> <p>Facilitate a reading response. <i>Using details from this book and from our conversations, draw and write to respond to this question:</i></p>

	<i>How do Roy and Silo become parents and learn to care for their baby?</i>
<b>Closing</b> 1 minute	If time allows, refer back to the chart from the previous lesson. Add any further connections between the narrative and the information it provides.
<b>Standards</b>	<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p> <p><b>W.2.1.a</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation. Review their written responses.</p> <p>Do children understand how character responses propel the story forward?</p> <p>Do children understand how the zookeeper’s and penguins’ responses to events in the story support the survival of the baby penguin?</p> <p>Do children recognize the specific behaviors of penguins in helping their offspring survive?</p>

**Notes**



Text Talk U2 W5 D4



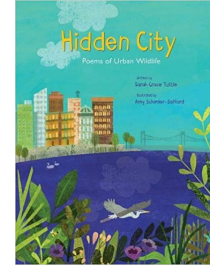
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Date \_\_\_\_\_

How do Roy and Silo become parents and learn to care for their baby?

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 5

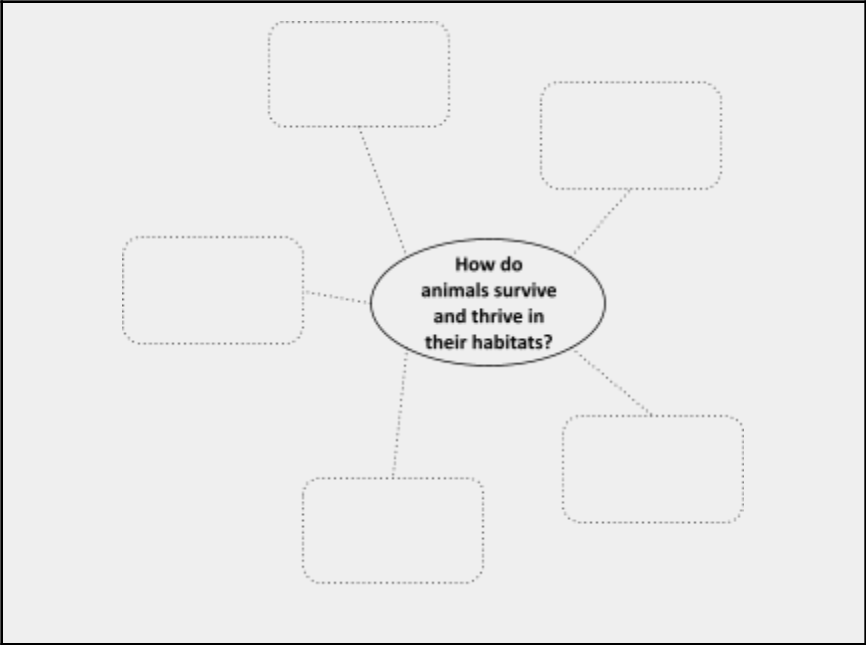


**Text Talk**  
***Hidden City* “The Hunting Lesson”**  
**Animals Surviving and Thriving Chart**

<b>Big Ideas</b>	<p>Animals’ differing body parts help them meet their needs in specific ways.</p> <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> <p>Animals, including humans, are connected to each other and to their environments.</p>
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objective</b>	I can describe an image of raccoons in the city and identify words and phrases that the poet uses to communicate that image. (R.7.1.a, 1-LS1-2)
<b>Language Objective</b>	I can clearly describe details about animals and habitats using specific vocabulary of the unit. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>animal:</b> a living thing that is not a plant</p> <p><b>survive:</b> to stay alive</p> <p><b>thrive:</b> to grow and develop well</p> <p><b>habitat:</b> the place or natural area where plants and animals live</p> <p><b>kits:</b> baby raccoons</p> <p><b>firmly:</b> not softly</p> <p><b>feast:</b> a big meal</p> <p><b>bungee cord:</b> a stretchy cord with hooks at each end</p>

Text Talk U2 W5 D5

	<b>barrier:</b> something that blocks
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle Plan to project or write out the poem “The Hunting Lesson,” so that all children can see it.</li> </ul> <p>On the whiteboard write: How do raccoons survive, thrive, and raise offspring in the city?</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=ocf1iweoGxM">Raccoons in the City</a> video (<a href="https://www.youtube.com/watch?v=ocf1iweoGxM">https://www.youtube.com/watch?v=ocf1iweoGxM</a>)</li> <li>● one copy of each of the unit texts, for reference</li> <li>● markers</li> <li>● Weekly Question charts from Weeks 1-5 Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Animal Structures or Offspring (but do not write these on the chart). Before the lesson, post the charts so that they are all visible for the whole group.</li> <li>● chart paper In the center of the paper, write the unit question: How do animals survive and thrive in their habitats? Note: the number of boxes will be determined by the conversation with the children. There are six big ideas in the unit, and the boxes might or might not correspond to these. Plan for about 5-8 boxes on the chart.</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

	
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read “The Hunting Lesson” from Hidden City: Poems of Urban Wildlife, by Sarah Grace Tuttle.</i></p> <p><i>We will read to identify decisions the poet makes that communicate an image of raccoons in the city. We’ll also discuss what animal parents and babies do.</i></p> <p><i>After we read “The Hunting Lesson,” we will take time to review our Weekly Question Charts and think about the big question of the unit: How do animals survive and thrive in their habitats?</i></p>
<p><b>Text and Discussion</b> 13 minutes</p>	<p>Read the poem through once.</p> <p>Read the poem a second time, slowly, pausing to define <b>kits, firmly,</b> and <b>feast.</b></p> <p>Discuss children’s ideas about what is being described in the poem.</p> <p><i>What’s happening in this poem?</i></p> <p><i>Close your eyes and listen as I read the poem a third time. What do you picture in your mind? What words or phrases in the poem made you picture that?</i></p> <p><i>What is Sarah Grace Tuttle communicating through her poem about raccoons in the city?</i></p>

	<p><i>What does the mother raccoon teach her kits in this poem? What do you think the role of the raccoon parents is in their babies' lives in the city?</i></p> <p>Read the Racoons section of the Fun Facts in the back of the book. Invite children to make connections and ask questions.</p> <p>If time allows, show the Racoons in the City video. <i>What did you learn about raccoons in the city from the video?</i></p> <p><i>Think, Pair, Share. From the poem, the fun fact, video, and our reading in Animals in the City, how do raccoons survive, thrive, and raise offspring in the city?</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Read the Weekly Question Chart. Quickly note 1-2 essential ideas.</p>
<p><b>Animals Surviving and Thriving Chart</b> 8 minutes</p>	<p><i>We've been thinking about animals for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on the Animals Surviving and Thriving Chart. We are going to look at ideas that occur again and again on our Weekly Question Charts and see if they help answer the unit's overarching question: How do animals survive and thrive in their habitats?</i></p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about how animals eat. That makes me think: Different ways of eating are essential for animals' survival in their habitats. I am going to write that sentence in a box on our chart.</i></p> <p>On the Animals Surviving and Thriving Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Animals Surviving and Thriving chart.</p> <p>This chart will be added to in Week 8.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today we used the words in a poem and a fun fact about raccoons to describe how raccoons survive, thrive, and help their babies in an urban habitat. We started collecting our ideas about the big question of the unit: How do animals survive and thrive in their habitats?</i></p>
<p><b>Standards</b></p>	<p><b>R.7.1.a</b> Identify words and phrases in a text that suggest feelings or appeal to the senses.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>1-LS1-1.</b> 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.  <b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.  Can children explain how the poet creates an image with words?  How do children describe how raccoons live in the city and care for their babies?  Collect and make notes of the Animals Surviving and Thriving Chart. Notice trends and group thinking.</p>

**Notes**



Text Talk U2 W5 D5

Unit 2: Animals Surviving and Thriving

WEEK 5

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Harbor Animals”	<ul style="list-style-type: none"> <li>● Shared Reading text on chart and/or slides</li> <li>● pointer</li> </ul>
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> <li>● as needed</li> </ul>
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● “Harbor Animals” child copies</li> <li>● individual book bags</li> </ul>
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>● Week 5 image (lion and cub)</li> <li>● Week 5 prompt and recording sheet</li> <li>● sand timers</li> <li>● drawing tools</li> </ul>
	Listen and Respond: <i>How Animal Babies Stay Safe</i>	<ul style="list-style-type: none"> <li>● audio recording and technology</li> <li>● <i>How Animal Babies Stay Safe</i> book</li> <li>● <i>How Animal Babies Stay Safe</i> conversation prompts</li> </ul>
Vocabulary	Draw for Meaning <i>rain forest, tundra, desert, forest, pond, ocean</i>	<ul style="list-style-type: none"> <li>● <b>Week 4</b> Weekly Words cards</li> <li>● Draw for Meaning sheets</li> </ul>
Science Literacy	How do people mimic animals to solve a problem?	<ul style="list-style-type: none"> <li>● Week 5 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>● science journals</li> <li>● colored pencils and pencils</li> </ul>
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> <li>● Week 5 Fluent Reader’s Challenge sheets</li> <li>● sand timers</li> <li>● Fluent Reader’s Challenge directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>● Week 5 Trick Word Memory cards</li> <li>● scissors</li> <li>● Memory directions card</li> </ul>
	Look Cover Write Check	<ul style="list-style-type: none"> <li>● Week 5 Look Cover Write Check sheets</li> <li>● Look Cover Write Check directions card</li> </ul>



Sentences	<ul style="list-style-type: none"><li>● Week 5 sentences cut apart and placed in separate envelopes, one set for each child</li><li>● Sentences recording sheets</li><li>● Sentences directions card</li></ul>
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WEEK 5

**Shared Reading**  
**“Harbor Animals”**

<b>Weekly Question</b>	How do animal babies survive?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the poem for the whole group reading.</li><li>● “Harbor Animals” slides</li><li>● pointer</li><li>● highlighter tape (optional)</li></ul>
<b>Opening</b> 1 minute	<p><i>This week we are learning about animal parents and their offspring, or babies.</i></p> <p><i>Our Shared Reading text this week is a poem called “Harbor Animals.”</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 minutes	<p>Isolate and identify sounds.</p> <p><i>We have been learning about the suffix -s. Remember that sometimes this suffix sounds like /s/ and sometimes it sounds like /z/. A lot of times, the suffix -s goes with nouns to make the base word plural. The suffix -s can also go with a verb, an action that someone does, to show that someone is doing something. For example, I wouldn’t say, “She walk to school.” I would say “She walk<u>s</u> to school.”</i></p> <p><i>What initial sound do you hear in “locks?”</i> <i>What sound of the suffix -s do you hear?</i> <i>I can use the verb “locks” in a sentence: She locks the door.</i> <i>Locks can also be the plural form of the noun “lock,” the part of the door that keeps it shut tight.</i></p> <p><i>What initial sound do hear in “quits?”</i></p>

	<p><i>What sound of the suffix -s 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: /s/.../w/... /i/... /m/.../z/. 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? [swims]</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Segment sounds.  <i>Now we're going to segment the sounds in a word. Say "shuts" 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>  <i>/sh/.../u/.../t/.../s/.</i></p> <p><i>What sound of the suffix -s do you hear?</i>  <i>What digraph do you notice?</i></p> <p><i>Say "kicks" 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>  <i>/k/ ... /i/.../k/ ... /s/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Determine syllables.  <i>How many syllables do you hear in the word "sandpiper?" 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><i>How many syllables do you hear in the word "clamshell?" 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><b>Shared Reading</b> 12 minutes</p>	<p><i>In our poem today, we will learn about some baby animals. A baby sandpiper is called a peep and a baby turtle is called a hatchling.</i></p> <p>Model reading the poem on the chart paper, pausing after the initial prepositional phrase of each stanza.</p>

	<p>Invite children to echo read the first two stanzas of the poem. Before children read chorally, point out multisyllabic words like “sandpiper” and “clamshell.”</p> <p>Invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as “swims,” “dives,” “runs,” and “races.”</p> <p>Connect the poem to unit content. <i>What’s one thing a baby animal does in this poem?</i></p> <p>Highlight high frequency words. <i>Which high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class chorally reads one more time.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>You will continue to practice reading this poem in the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.a</b> Read various on-level text with purpose and understanding.</p> <p><b>L.1.1.d</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
<p><b>Ongoing Assessment</b></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 suffix -s?</p> <p>Listen to children chorally read. Do children read with appropriate phrasing and expression?</p>
<p><b>Daily Practice</b></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"><li>● Children take dictation on whiteboards with words spelled with glued sounds and both nouns and verbs ending with suffix -s.</li><li>● With teacher dictation, children use letter tiles, or write with markers on whiteboards, to build single syllable cvc, cvcc, or ccvc basewords by changing the initial, final, or medial sounds.</li><li>● Children add the suffix -s to basewords to form plural words and to make subject-verb agreement.</li></ul>
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**Notes**

Notes area for recording observations or reflections during the lesson.

Name: \_\_\_\_\_

## **Harbor Animals**

In the harbor, a duckling swims.  
The baby duck dives for a bite of fish!

In the air, a baby seagull flies.  
Drops its clamshell open wide!

At the shoreline, a peep runs.  
The baby sandpiper races on long, skinny legs!

On the beach, a hatchling crawls.  
Go, baby sea turtle, go!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

How do the chimpanzee's body structures help it survive in its habitat?

Use details from the photograph to support your idea. Write all your ideas first, and then add a drawing.

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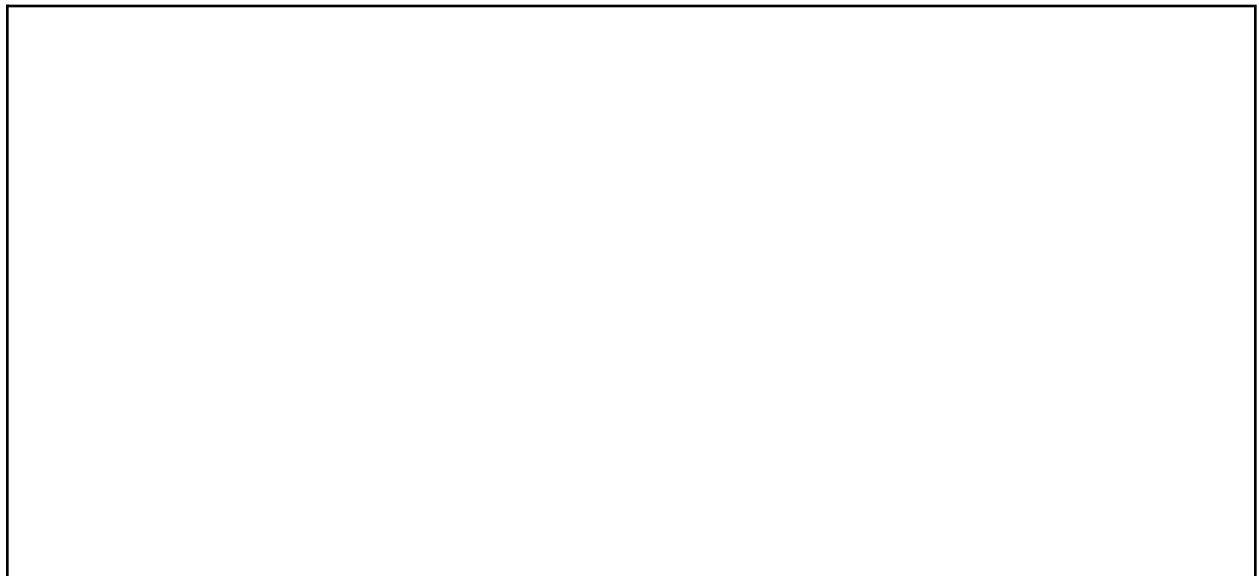
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Mid-Unit Assessment: Unit 2 Prompt

**How Animal Babies Stay Safe** Conversation Prompts: Cut apart and provide with text and audio recording.

**Question 1**

Why do baby animals need care?

*How Animal Babies Stay Safe*

**Question 2**

What kinds of homes do animal parents make for their babies?

*How Animal Babies Stay Safe*



Talk, Draw, Talk Week 5



[http://www.kidsdiscover.com/wp-content/uploads/2014/11/shutterstock\\_150289652.jpg](http://www.kidsdiscover.com/wp-content/uploads/2014/11/shutterstock_150289652.jpg)

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Listening & Speaking Station W5.1

Listening & Speaking Station W5.1

Name: \_\_\_\_\_

**Talk Draw Talk**

Look carefully at the image. This mother lion is keeping her cub close and underneath her paw to protect it. Draw a picture of another animal protecting its baby.

Talk with your partner about your drawing.



Listening & Speaking W5.1

Week 5 Prompt

<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>
<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>
<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>
<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>
<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>
<p>How do people mimic animals to solve a problem? Draw a picture of how a human mimics an animal and label the parts.</p>	<p>Date _____ Weather _____ Temperature _____</p>

Science Literacy Station U2 W5

Name: \_\_\_\_\_

Fluent Reader's Challenge

**Where are** the shells?

**There are** six mops

**She sits here** on **the** deck.

**Where are the** dogs fed?

Dan shops **here at the** mall.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.  
Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U2 W5

Name: \_\_\_\_\_

Trick Word Memory

these	who	when	what
there	what	have	who
were	these	here	were
here	when	have	there

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U2 W5

Name: \_\_\_\_\_

Look	Cover	Write	Check ✓
------	-------	-------	---------

where	<hr/> <hr/> <hr/>	
there	<hr/> <hr/> <hr/>	
these	<hr/> <hr/> <hr/>	
here	<hr/> <hr/> <hr/>	
then	<hr/> <hr/> <hr/>	
who	<hr/> <hr/> <hr/>	

Skills:  
Recognize and read grade-appropriate irregularly spelled words.



Use it in a Sentence

where

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there

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---

---

these

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---

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here

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---

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when

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---

---

who

---

---

---

Sentences

sentence 1

did

kick

the

she

where

ball

sentence 2

are

we

here

sentence 3

shells

desks

the

the

are

on

Name: \_\_\_\_\_

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

2.

\_\_\_\_\_

-----

\_\_\_\_\_

3.

\_\_\_\_\_

-----

\_\_\_\_\_

Skills: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## Unit 2: Animals Surviving and Thriving

### WEEK 5 Lesson 1

#### Science and Engineering

##### Animal Coats

Lesson from (<https://www.stemmaterials.org/inspired-by-nature/>)

<b>S &amp; E Big Ideas</b>	Like people, animals also have coats that serve a specific purpose. Some coats are meant to keep animals warm. Some coats are meant to keep animals dry. Other times, an animal's coat is used to protect it from predators.
<b>S &amp; E Guiding Question</b>	How are animal coats similar to coats that people use?
<b>Content Objectives</b>	I can discuss, write, and draw about how coats for humans are similar to and inspired by animal coats. (1-LS1-1)
<b>Language Objective</b>	I can describe how a coat is similar to and different from the coat of an animal. (SL.1.1)
<b>Vocabulary</b>	<b>coat:</b> an animal's covering of fur or hair. <b>camouflage:</b> the design or pattern on an animal's coat that allows it to blend in with its surroundings.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Coats on Animals <a href="#">slides</a> (slides 1-10)</li><li>• <a href="#">Coats on Animals Planning sheet</a>, one per child</li></ul>
<b>Opening</b> 8 minutes	<p><i>We have been learning a lot about animals. We have studied animals' behaviors and structures, and we've thought about how animal structures can inspire people and how people mimic special features of animals to help solve problems. Many baby animals are born with the adaptations that help them survive. Baby deer, fawns, are born camouflaged to hide in the woods and tall grass. Baby beavers, kits, are born with fur and can swim within 30 minutes of being born. Other animals like bear cubs are born blind and without fur, depending on their mother for survival until their eyes open and their fur coat grows in.</i></p> <p><i>Today, you will look at the coats animals have and compare them to</i></p>

Science and Engineering U2 W5 L1

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	<p><i>your own coat. Why do we wear coats? Do we have coats for different purposes?</i></p> <p>Show children examples of coats on animals on the Coats on Animals slides presentation. Pause at each image and allow children to share their observations and connections. At each image, ask:</p> <p><i>Why do these animals have coats?</i></p> <p>At the end of the slides, ask:</p> <p><i>How are these coats similar to our coats? How are they different?</i></p>
<p><b>Investigation</b> 20 minutes</p>	<p>Ask children to think of one animal that sparked particular interest for them. Invite children to Turn and Talk.</p> <p><i>Why is this animal so interesting?</i> <i>How does that animal use its coat to survive?</i></p> <p>Distribute the Coats on Animals sheet to have children write a one sentence explanation about how their animal uses its coat and to draw a picture.</p>
<p><b>Standards and Practices</b></p>	<p><b>1-LS1-1</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>
<p><b>Ongoing assessment</b></p>	<p>Take note of observations children make, questions they ask, and vocabulary they use in relation to biomimicry.</p>

**Notes**

# Coats on Animals

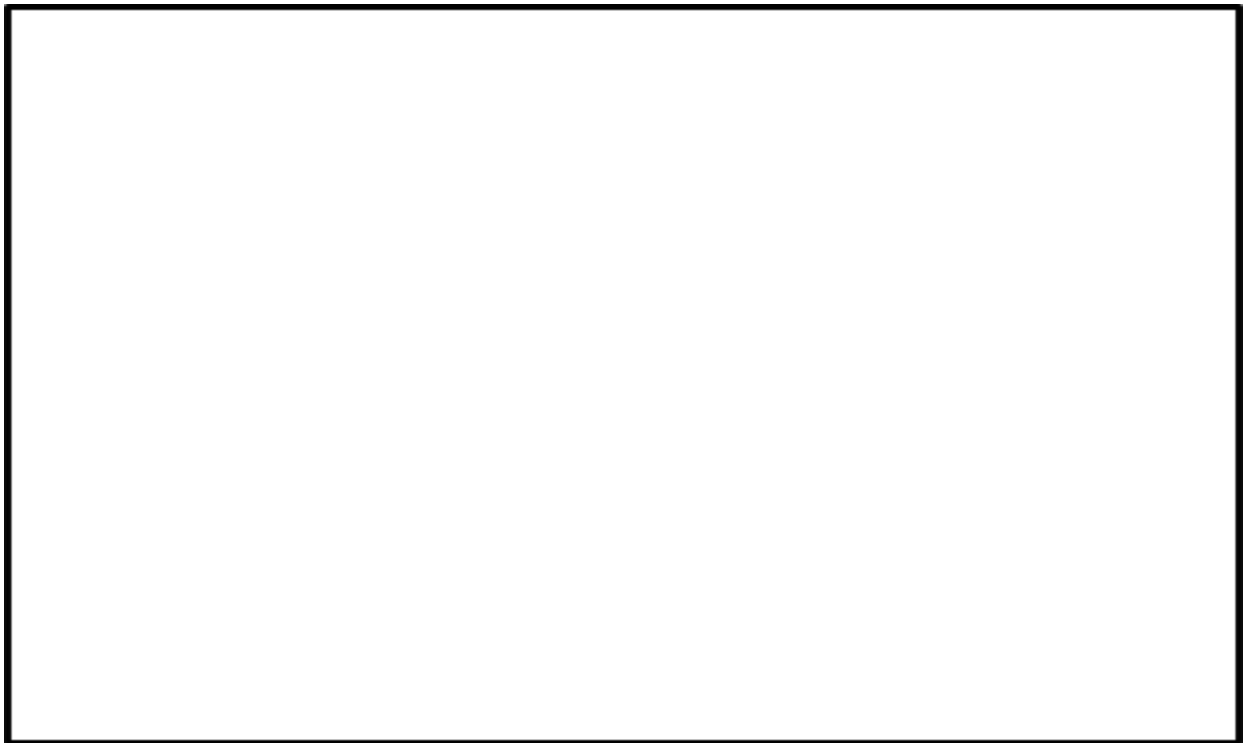
Name \_\_\_\_\_

Animal \_\_\_\_\_

Write an explanation about how your animal uses its coat.

The \_\_\_\_\_ uses its coat to \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.



## Unit 2: Animals Surviving and Thriving

### WEEK 5 Lesson 2

#### Science and Engineering

##### Designing a Coat

Lesson from (<https://www.stemmaterials.org/inspired-by-nature/>)

<b>S &amp; E Big Ideas</b>	Like people, animals also have coats that serve a specific purpose. Some coats are meant to keep animals warm. Some coats are meant to keep animals dry. Other times, an animal's coat is used to protect it from predators.
<b>S &amp; E Guiding Question</b>	How are animal coats similar to coats that people use?
<b>Content Objectives</b>	I can discuss, write, and draw about how coats for humans are similar to and inspired by animal coats. (1-LS1-1)
<b>Language Objective</b>	I can describe how a coat is similar to and different from the coat of an animal. (SL.1.1)
<b>Vocabulary</b>	<b>coat:</b> an animal's covering of fur or hair.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Coats on Animals <a href="#">slides</a> (slides 11-19)</li><li>● pom-poms, at least one per child</li><li>● paper</li><li>● pencils</li><li>● spray bottles, 4-5, optional</li></ul> <p>Decide how children will “test their coats.” If it is raining, children can expose their pom-poms to the rain for 5-10 seconds. If it is not raining, it is possible to simulate rain by sprinkling water on the pom-poms or using the spray bottle.</p> <p>Enough of the following materials for children to create:</p> <ul style="list-style-type: none"><li>● construction paper</li><li>● plastic wrap</li><li>● aluminum foil</li><li>● wax paper</li><li>● tissue paper</li></ul>

Science and Engineering U2 W5 L2

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	<ul style="list-style-type: none"> <li>● tape</li> <li>● glue</li> </ul>
<b>Opening</b> 10 minutes	<p>Show the Coats on Animals slides presentation, slides 11-19.</p> <p><i>We have been learning about the animals that live around us. We have studied animals' behaviors and structures, and we've thought about how animal structures can inspire people and how people mimic special features of animals to help solve problems.</i></p> <p>Show a pom-pom.  <i>Today you will design a coat for a pom pom creature! The coat you design should keep it dry and warm in wet and cold weather.</i></p> <p>Ask two questions:  <i>What material do you want to use? What shape do you want to make the coat?"</i></p> <p>Show samples of the various materials. Allow time for children to touch, feel, and consider each material. Prompt children to share their initial thoughts about the materials.</p> <p>Distribute the paper and pencils. Invite children to quickly sketch their plans.</p>
<b>Investigation</b> 20 minutes	<p>Offer the various materials for children to build their coats. Allow time for children to experiment and build. After, invite children to test their coats.</p> <p>Gather the children in a whole group. Turn and Talk:  <i>Was the coat able to protect the pom pom? Why or why not? What could you do differently next time?</i></p> <p>Invite a few children to share their reflections. Make connections to previous learning from the Unit.</p>
<b>Standards and Practices</b>	<b>1-LS1-1</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
<b>Ongoing assessment</b>	Take note of observations children make, questions they ask, and vocabulary they use in relation to biomimicry.

Unit 2: Animals Surviving and Thriving

WEEK 5 Studios



**How do baby animals survive?**





Many activities from Week 4 continue, with some additional materials and prompts.


<p><b>Big Ideas</b></p>	<p>Animals' differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"><li>● Studios prompts, cut apart and added to each bin</li><li>● Studios Planner</li><li>● observation sheets</li></ul> <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"><li>● existing and additional works of art images, in sheet protectors</li><li>● oil pastels</li><li>● tempera paint</li><li>● paintbrushes</li><li>● water dishes</li><li>● paper towels</li><li>● Beautiful Stuff</li><li>● glue or other adhesive, if desired</li><li>● drawing paper, various sizes</li><li>● trays, bases, or other way to delineate and save works in progress</li></ul>

	<p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> <li>● Beautiful Stuff</li> <li>● adhesives (optional)</li> <li>● unit texts and other resources showing animal habitats</li> </ul> <p>Review Studios descriptions below. Considering the new materials and activities, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
<b>Opening</b>	<p><i>Most of our studios activities are continuing from last week, so you can keep working on the projects you have started, or you can try something new.</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<b>Facilitation</b>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children's interests, experiences, knowledge, and misconceptions about specific animals and about animals and habitats in general. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress. The Art and Drama Studios will need particular attention during clean up.</p>

Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.

<p><b>Art</b></p> 	<p><b>Talking about Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objectives:</u> I can look carefully at works of art featuring animals and share my observations and questions. I can create works of art inspired by those I view.</p> <p><u>Addition:</u> Children may create a drawing, painting, or sculpture inspired by the artwork they choose. Paint and Beautiful Stuff are added to the available materials, along with additional images to view and discuss. Clay might also be added, if any is remaining from animal sculpting.</p>
<p><b>Building</b></p> 	<p><b>Building from Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can build a habitat inspired by a work of art.</p>
<p><b>Drama</b></p> 	<p><b>Creating Stories from Works of Art</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can imagine and act out a story based on a work of art. I can include what baby animals would need to survive in my scenarios.</p> <p><u>Addition:</u> <i>If there were baby animals in your scene, what would you need to add to make sure they could survive?</i></p>
<p><b>Library</b></p>	<p><b>Researching Habitats</b> <i>Continues from previous week</i></p> <p><u>Objective:</u> I can find out real information about the habitats represented in works</p>

	<p>of art.</p>
<p><b>Library</b></p>  <p>and</p> <p><b>Writing and Drawing</b></p> 	<p><b>Writing Animal Riddles</b> <i>Continues from previous weeks</i></p> <p><u>Objectives:</u> I can find out important information to include in an animal riddle. I can write an animal riddle and write and draw its answer.</p>
<p><b>Science and Engineering</b></p> 	<p><b>Designing Habitats (Beautiful Stuff)</b> <u>Objective:</u> I can design an animal habitat that includes everything it needs to survive and thrive, including water, food, and shelter.</p> <p><u>Process:</u> Extending from their experiences building habitats in the Building Studio, viewing artworks showing various habitats, and referring to unit texts, children use a diversity of recycled and natural materials to build habitats that meet animals' needs. Adhesives may be used to make the habitats permanent.</p> <p><u>Facilitation:</u> <i>What are the most important things to include in the habitat to make sure this animal can survive and thrive?</i> <i>What other animals might live in this habitat?</i> <i>What materials will you use, and why?</i></p> <p><u>Ongoing Assessment:</u> What are children considering in designing their habitats? Are they including the animal's basic needs for food, water, shelter, and protection?</p> <p><u>Thinking and Feedback Possibilities:</u></p>

	<p>Invite children to share their habitats and talk about the decisions they made. Classmates might suggest additions or revisions to clarify how the habitat meets the animal's needs.</p>
<p><b>Writing and Drawing</b></p> 	<p><b>Sketching Animals</b>  <i>Continues from previous weeks</i></p> <p><u>Objective:</u>  I can draw and make notes about an animal that interests me, using my sketchbook with care.</p>
<p><b>Standards</b></p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u> (BOSTON STANDARDS)  <b>Visual Arts 3.1.</b> Create 2D and 3D artwork from direct observation.</p> <p><u>Art, Building, and Drama:</u> (BOSTON STANDARDS)  <b>Visual Arts 5.1.</b> In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p> <p><b>Visual Arts 5.3.</b> Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p> <p><u>Drama:</u> (BOSTON STANDARDS)  <b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library and Writing and Drawing:</u>  <b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><u>Science and Engineering:</u>  <b>1-LS1-1.</b> 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...  <b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>

**Notes**



Studios U2 W5

## **Art Studio**

What do we notice in this work of art?

What questions do we have?

How are these materials working?

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## **Building Studio**

What do we know about this habitat from the work of art?

What can we imagine?

---

## **Drama Studio**

What story are you imagining?

Can you include any baby animals in your story?



## **Library Studio**

Is my riddle too easy to solve? Too hard?

---

How does the information I find compare to what I see in the artwork?

---

## **Science and Engineering Studio**

How will this animal get what it needs to survive and thrive?

What other animals might live in this habitat?

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## **Writing and Drawing Studio**

What details are important to include in my drawing?

What else do I want to remember about this animal?

## Unit 2: Animals Surviving and Thriving

### WEEK 5 Day 1

#### Writing Argument

##### Pre-Assessment

<b>Content Objective</b>	I can write a letter convincing my teacher to get a class pet. (W.3.1.b)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Argument Pre-Assessment sheet, 1 copy for each child, plus a few extra copies</li><li>● drawing and writing tools</li><li>● Argument Rubric, one copy for each child</li><li>● Argument Pre-Assessment Reflection</li></ul>
<b>Opening</b> 5 minutes	<p><i>We have been working together a lot on writing this year. Today I am going to ask you to write something all by yourselves, without help, like we did in Unit 1. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Argument Pre-Assessment sheet.</p> <p><i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says “Write a letter convincing your teacher to get a class pet.”</i></p> <p>Note: If a child has a strong feeling about <b>not</b> having a class pet (because of an allergy or for another reason), he can write a letter making that argument instead. If there is already a class pet, the children could argue to get rid of it or to get another pet.</p> <p><i>Let me read that again: “Write a letter convincing your teacher to get a class pet.”</i></p> <p><i>Take some time to think about what you will write. When you are ready, give me a silent thumbs up, and I will give you paper to begin your work.</i></p>
<b>Individual Construction</b> 24 minutes	Send the children with writing tools and Pre-Assessment sheets.

Writing U2 W5 D1

<b>Closing</b> 1 minute	<i>It's so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.</i>
<b>Standards</b>	<b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.
<b>Ongoing assessment</b>	Use the Argument Rubric to score each child's work. Then, complete the Argument Pre-Assessment Reflection to plan for next steps.

**Notes**

# Argument Pre-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a letter convincing your teacher to get a class pet.

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The page contains ten sets of handwriting lines. Each set is composed of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter formation and alignment.

## Grade 1 Argument Rubric

Child's Name: \_\_\_\_\_

Purpose (W.3.1.b, W.2.1.a)	Not Observed	1	2	3	4
to convince someone to do something		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.1.b, W.2.1.a)	Not Observed	1	2	3	4
<b>Thesis:</b> states what the writer is trying to convince the audience to do; appeals to the audience		Thesis statement unrelated to the rest of the argument.	Unclear thesis statement.	Thesis statement states what the writer is trying to convince the audience to do.	Thesis statement states what the writer is trying to convince the audience to do; appeals to the audience.
<b>Reasons:</b> support the thesis; are varied; appeal to the audience		Includes one reason unrelated to the thesis.	Includes one reason to support the thesis; or Reasons are unclear and/or unrelated to the thesis.	Includes two or more reasons to support the thesis.	Includes two or more reasons to support the thesis; reasons are supported by evidence.
<b>Reinforcement of the Thesis:</b> repeats the thesis in a new way; appeals to the audience		Reinforcement of the thesis does restate the thesis.	Reinforcement of the thesis is unclear.	Reinforcement of the thesis restates the thesis.	Reinforcement of the thesis clearly restates the thesis in a new way.

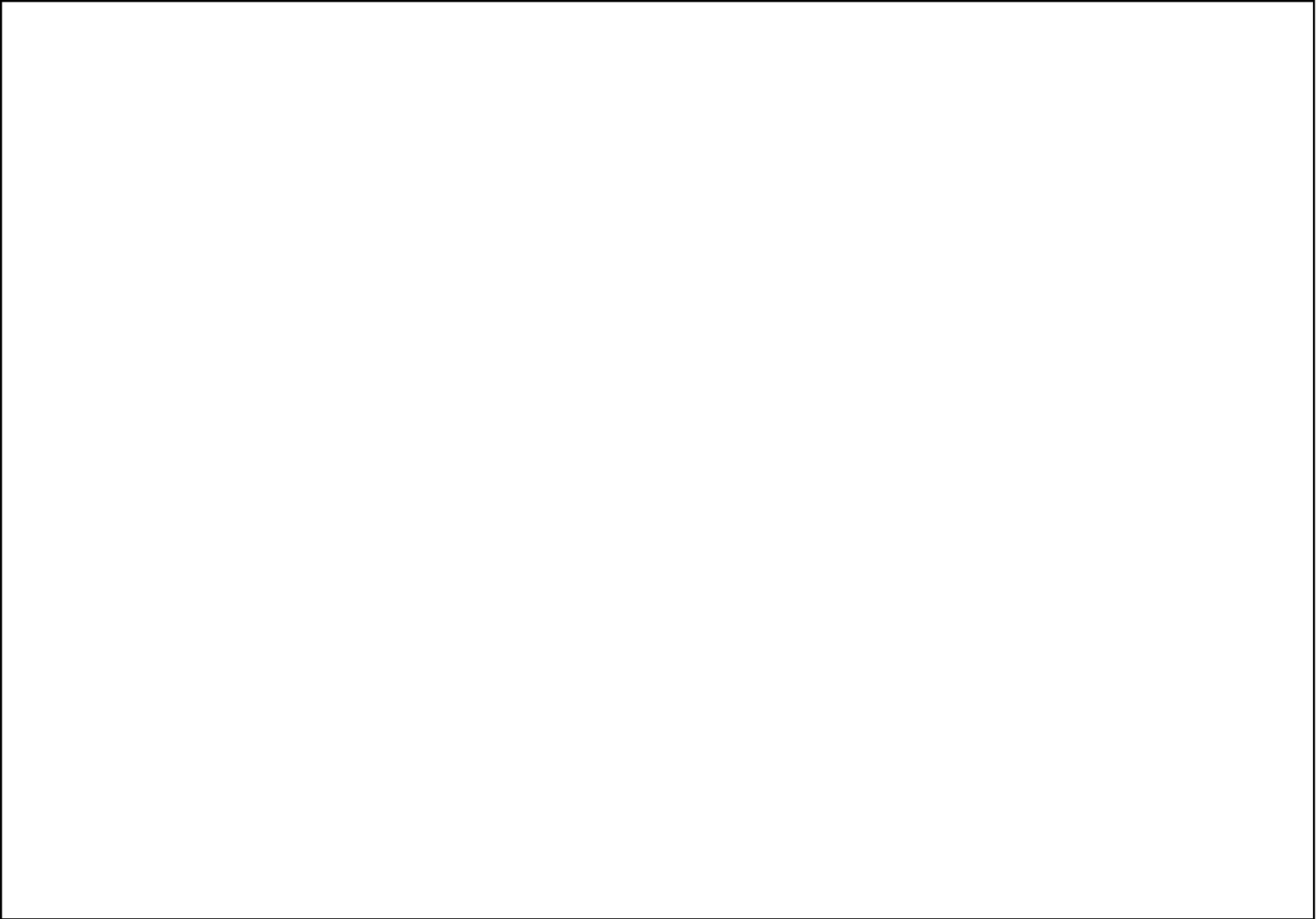
Writing U2 W5 D1

Language	Not Observed	1	2	3	4
<b>Adjectives:</b> positive and/or negative adjectives are used to strengthen the argument (L.1.1.e)		Adjectives are not included or detract from the argument.	Includes one adjective to support the argument; or Adjectives are unclear or do not support the argument.	Includes two adjectives that support the argument.	Includes two or more adjectives that support the argument and appeal to the audience.
Medium: Letter - Note which parts of a letter children include.					
<b>Organization:</b> includes all parts of a letter: <input type="checkbox"/> heading <input type="checkbox"/> greeting <input type="checkbox"/> body <input type="checkbox"/> closing <input type="checkbox"/> signature					
Conventions	Not Observed	1	2	3	4
<b>Sentence Complexity</b> (L.1.1.i)		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
<b>Capitalization</b> (L.2.1.a)		Minimal or incorrect use of upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
<b>Punctuation</b> (L.2.1.b)		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes, in addition to end punctuation.

<b>Spelling</b> (L.2.1.d, L.2.1.e)		Errors in spelling are severe and often obscure meaning.	Frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.
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**Notes**





Writing U2 W5 D1

## Argument Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

Which children were not able to demonstrate knowledge of the genre, because they are emerging writers?

For these children, find time to have them orally tell a personal recount, and take notes on the Argument Observation Tool.

Writing U2 W5 D1

When and how will I address children’s needs?  
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.1.1, W.1.4)	Week 5, Day 2
Structure (W.1.1, W.1.4)	Week 5, Day 3 and Week 6, Day 1
Language: Adjectives (L.1.1g)	Week 6, Day 5
Conventions	Some conventions will be addressed through Foundations.  In Week 7, Days 2-4, children write independently, with space for additional instruction in genre elements and conventions, based on children’s needs.

## Argument Observation Tool

Child's Name: \_\_\_\_\_

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<b>Thesis:</b> states what the writer is trying to convince the audience to do; appeals to the audience		
<b>Reasons:</b> support the thesis; are varied (two or more reasons); appeal to the audience		
<b>Reinforcement of the Thesis:</b> repeats the thesis in a new way; appeals to the audience		

Writing U2 W5 D1

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>Adjectives:</b> positive and/or negative adjectives are used to strengthen the argument		
Medium: Letter		
<b>Organization:</b> includes all parts of a letter: <ul style="list-style-type: none"> <li>● heading</li> <li>● greeting</li> <li>● body</li> <li>● closing</li> <li>● signature</li> </ul>		
Conventions: List 1-2 areas of instruction that would most greatly improve the child's ability to communicate with an audience, for example: encoding sounds, writing high-frequency words, putting spaces between words, using punctuation.		

Suggestions for Week 8 revisions, based on observations

A large, empty rectangular box with a thin black border, intended for handwritten notes or suggestions.

Writing U2 W5 D1

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 2



**Writing Argument**  
 Deconstruction: Argument Purpose  
 Joint Construction: Oral Argument

<b>Content Objective</b>	I can use key details to answer questions about a character’s argument. (R.4.1.a)
<b>Language Objective</b>	I can state an opinion about a topic. (SL.1.1, W.3.1.b)
<b>Vocabulary</b>	<p><b>genre:</b> a type of writing</p> <p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or to think something</p> <p><b>convince:</b> to persuade</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>debate:</b> 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</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"> <li>● <i>The Big Bed</i>, Bunmi Laditan Pre-mark the page numbers so that page 1 begins “We need to talk about the big bed.”</li> <li>● Why We Write chart, from Unit 1, Week 1, Day 1</li> <li>● Why We Write: <i>The Big Bed</i> card</li> <li>● chart paper</li> </ul> <p>Prepare the following question chart with space for listing children’s reasons under a space for names.</p>

Writing U2 W5 D2

	<table border="1" style="margin: auto;"> <tr> <th colspan="2" style="text-align: center;">Should Daddy sleep on a cot?</th> </tr> <tr> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> <tr> <td style="height: 60px;"></td> <td style="height: 60px;"></td> </tr> <tr> <td>Reasons:</td> <td>Reasons:</td> </tr> </table>	Should Daddy sleep on a cot?		Yes	No			Reasons:	Reasons:
Should Daddy sleep on a cot?									
Yes	No								
Reasons:	Reasons:								
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday you wrote letters convincing me to get a class pet. When you wrote those letters, you wrote in a new genre called argument. When you hear the word “argument,” you might think of people having a fight. In this case, <b>argument</b> means trying to convince someone to do something or to think something. Today we are going to read the book <i>The Big Bed</i> by Bunmi Laditan. In this book, one character is making an argument. Let’s read to find out who is arguing, what she is arguing for, and whom she is making the argument to.</i></p>								
<p><b>Deconstruction</b> 20 minutes</p> <p>page 10</p>	<p><i>Who is talking in this story? Whom is she talking to? What is the problem she presents?</i></p>								
<p>page 12</p>	<p><i>What’s happening here?</i></p>								
<p>page 14</p>	<p><i>Who does the daughter think Mommy belongs to? What reason does she give here?</i></p>								
<p>page 16</p>	<p><i>Why can’t she sleep alone?</i></p>								
<p>page 20</p>	<p><i>What are the challenges of the daughter sleeping in her parents’ bed?</i></p>								
<p>page 26</p>	<p><i>What is the daughter’s solution?</i></p>								
<p>page 29</p>	<p><i>What reasons does she give to convince her dad to sleep in the cot?</i></p> <p><i>Let’s review.</i></p>								

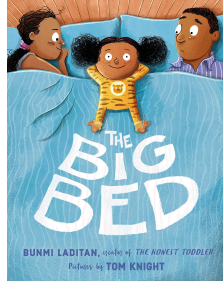


	<p><i>Who is making an argument? What argument is she making? Who is her audience—whom is she arguing to?</i></p>
	<p>Display the Why We Write chart. <i>At the beginning of the year, we looked at several books and recorded our ideas about why the authors may have written these texts. We learned about a new purpose for writing today: to convince someone to do something or about something. Let’s add this to our chart.</i></p> <p>Add the Why We Write: <i>The Big Bed</i> card to the chart.</p>
<p><b>Joint Construction</b> 8 minutes</p>	<p><i>This week we are going to practice argument together as a class. We are going to have a debate. A <b>debate</b> is a kind of discussion where people present different opinions about the same topic. One example of a debate you might have seen is a presidential debate—when people running for president share what they think about a variety of topics, to help voters decide who they want to vote for.</i></p> <p>Refer to the question chart. <i>We are going to have a debate about this question: Should Daddy sleep on a cot?</i></p> <p><i>Think about what we just read. Why might someone think Daddy should sleep on a cot? Why might someone think that Daddy should not sleep on a cot?</i></p> <p>As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas.</p> <p><i>You will sign your name in the column that matches your opinion. If you think Daddy should sleep on a cot, write your name under “Yes.” If you think Daddy should not sleep on a cot, write your name under “No.”</i></p> <p><i>Take some time to think about your response. When you’re ready, come up to sign your name.</i></p> <p>After all children have signed their names, have several from each side share why they made that choice. Record their reasons in the box below their names.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we started learning about a new genre of writing called argument. Tomorrow we will re-read this argument to learn more about its stages, or parts, and we will continue working on our class</i></p>

	<i>debate.</i>
<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>What do children understand about the purpose of argument?  How much support do they need in identifying who is making the argument, what they are arguing for, and who the audience is?</p> <p>Review the question chart.</p> <p>How do children respond?  What reasons do they give?</p>

**Notes**

## Why We Write



to convince someone to do something or about something

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 3



**Writing Argument**  
 Deconstruction: Argument Stages  
 Joint Construction: Reasons

<b>Content Objectives</b>	<p>I can use key details to answer questions about a character’s argument. (R.4.1.a)</p> <p>I can generate reasons for an argument. (W.3.1.b)</p>
<b>Language Objective</b>	I use Think, Pair, Share to discuss reasons for an argument. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>convince:</b> to persuade</p> <p><b>stages:</b> the parts of a piece of writing</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>reinforcement:</b> saying again, in a new way</p> <p><b>perspective:</b> point of view, a way of seeing or thinking about something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>The Big Bed</i>, Bunmi Laditan</li> <li>● question chart, from Day 2</li> <li>● chart paper</li> </ul> <p>Prepare the following chart.</p>

<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we started talking about <b>argument</b>, a genre of writing whose purpose is to convince someone to do something or about something. We read <i>The Big Bed</i> by Bunmi Laditan as an example of an argument. Today we are going to reread that book to begin to learn about the <b>stages</b>, or parts, of an argument.</i></p>
<p><b>Deconstruction</b> 20 minutes</p>	<p><i>We decided yesterday that the daughter is the one making the argument and that her <b>audience</b>, or whom she is arguing to, is Daddy. In this book, the daughter is trying to convince Daddy to do something. What is she trying to convince Daddy to do? [sleep on a cot so that she can be alone in the big bed with Mommy]</i></p> <p>Refer to the chart.</p> <p><i>The part of the argument that states what the writer or speaker is trying to convince someone to do is called the <b>thesis</b>. Her thesis is “Daddy should sleep on a cot.”</i></p> <p><i>I know that when I’m trying to make an argument, it’s not enough to just say what I want to happen; I need to give my audience <b>reasons</b> why they should do something. As we read the book today, we are going to find and record the reasons why she says Daddy should sleep on a cot.</i></p>
<p>page 14</p>	<p>Model identifying a reason.</p> <p><i>After reading these pages, I’m thinking about one reason the daughter thinks Daddy should sleep on a cot. She is saying that she needs Mommy to comfort her, but Daddy doesn’t, because he has his own mommy.</i></p>

	<p><i>Let's add that to our chart.</i></p>
page 16	<p><i>What is the daughter's reason here? [she is afraid of the dark, so she can't sleep alone]</i></p>
page 17	<p><i>What is her reason here? [the bed is too crowded with all three of them in it]</i></p>
page 22	<p><i>What does the daughter say here to convince Daddy? [every night will feel like a camping trip]</i></p>
page 27	<p>After reading, refer to the chart.</p> <p><i>At the end of arguments, writers repeat, or <b>reinforce</b>, their thesis, often using different words to say the same thing. In this case, the daughter concludes her argument by trying to get Daddy excited about sleeping on the cot and telling him that she just wants him to be happy. On our chart we can write "Sleeping on a cot will make Daddy happy."</i></p>
<p><b>Joint Construction</b> 8 minutes</p>	<p><i>Tomorrow we will have a debate, and you will try to convince each other to think in a certain way. You will either try to convince your classmates that Daddy should sleep on a cot, or that Daddy should not sleep on a cot. To make a convincing argument, you will need good reasons.</i></p> <p>Refer to the question chart from the previous lesson.</p> <p><i>Yesterday we began recording reasons here, on our chart. Just now we identified more of the daughter's ideas for why Daddy should sleep on a cot.</i></p> <p>Think, Pair, Share.</p>

	<p><i>Let's think of a few more reasons for why Daddy should not sleep on a cot. Think from Daddy's perspective. What are some reasons he should not sleep on a cot?</i></p> <p>As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas. Record several ideas on the question chart.</p>
<b>Closing</b> 1 minute	<p><i>Today we read The Big Bed to learn about the stages of argument. We also generated reasons to help us in our debate tomorrow.</i></p>
<b>Standards</b>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> 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).</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>What do children understand about the reasons in an argument? How much support do they need in identifying reasons?</p> <p>Review the question chart.</p> <p>What reasons do they give?</p>

<b>Notes</b>	
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Unit 2: Animals Surviving and Thriving

WEEK 5 Day 4



**Writing Argument**  
Debate

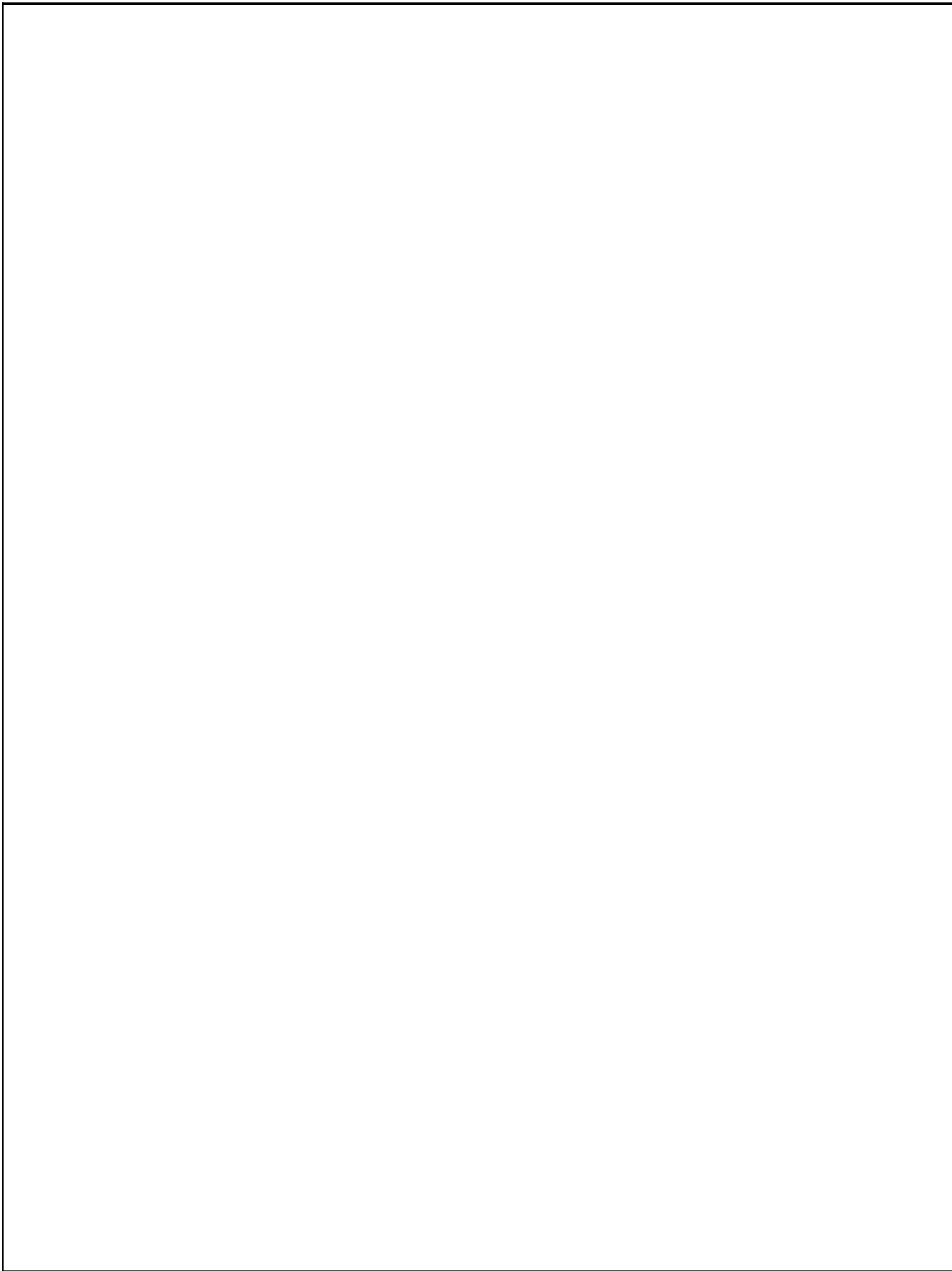
<b>Content Objective</b>	I can draw and write a reason, based on key details from text, to support my opinion about a topic. (W.3.1.b)
<b>Language Objectives</b>	I can use sentence frames to talk to a partner and to participate in a class debate. (SL.1.1.a)  I build upon others’ ideas. (SL.1.1.b)
<b>Vocabulary</b>	<b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something <b>convince:</b> to persuade <b>reason:</b> why the audience should do or think something <b>perspective:</b> point of view, a way of seeing or thinking about something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● question chart, from Days 2 and 3</li> <li>● <i>The Big Bed</i> chart, from Day 3</li> </ul> <p>On the whiteboard, write: Daddy should sleep on a cot, because _____. Daddy should not sleep on a cot, because _____.</p> <ul style="list-style-type: none"> <li>● <i>The Big Bed</i>, Bunmi Laditan</li> <li>● blank paper, one sheet for each child</li> <li>● drawing and writing tools</li> <li>● Sentence Frames for Discussion, parts 1 and 2, from Unit 1</li> </ul>
<b>Opening</b> 1 minute	<i>Today we will have a debate! A <b>debate</b> is when people with different ideas or opinions present arguments to each other, trying to convince the other side to think differently.</i>



	<p><i>Yesterday we began preparing for our debate by discussing and recording reasons why Daddy should or should not sleep on a cot.</i></p> <p><i>Today, your job is to convince the people who have a different opinion than you to change their opinion. You will share your opinion and your reasons for having that opinion.</i></p>
<p><b>Individual Construction</b> 8 minutes</p>	<p><i>Before we begin, you will have some time to prepare for the debate. You will talk with a partner who shares your opinion, and you will each share one reason why Daddy should or should not sleep on a cot. Then you will draw and write your reason.</i></p> <p><i>Remember, your reasons should be based on what we read in our text, The Big Bed, and what you considered when you took on Daddy’s perspective. [Refer to the charts and review class-generated reasons, as helpful.]</i></p> <p>Refer to the sentence frames on the board.  <i>When you talk to your partner, you can use these sentence frames to get started. If you think Daddy should sleep on a cot, you will say “Daddy should sleep on a cot, because ____.” If you think Daddy should not sleep on a cot, you will say “Daddy should not sleep on a cot, because ____.”</i></p> <p>Partner children with someone who shares their opinion. Circulate to support their conversations. Then send them with writing tools and paper to record their reasons.</p>
<p><b>Joint Construction</b> 16 minutes</p>	<p>Gather children in a circle for the debate, and remind them to use the Sentence Frames for Discussion, in addition to the specific sentence frames, for the debate.  <i>Who would like to start off our debate? The first person who speaks will share her opinion and reasons to support that opinion.</i></p> <p><i>When you hear an idea, you can respond by agreeing or disagreeing. If you disagree, try to convince your classmates of your opinion by providing as many reasons as you can! If you agree, you might add on to a classmate’s ideas with even more reasons. Your reasons come from details in the texts we read.</i></p> <p>As children debate, facilitate the discussion by redirecting children back to key details from the text. Have the text available for reference if children want to show their classmates a particular illustration or part of the text. Encourage total and equitable participation by continuously inviting new voices into the discussion.</p>

<p><b>Closing</b> 5 minutes</p>	<p>Revisit the question chart and invite children to change their opinion.  <i>After hearing your classmates' ideas, does anyone want to change their opinion?</i></p> <p>Invite children to approach the chart to cross off their names and rewrite them in their new opinion column.</p> <p><i>Wow—it is really powerful to use reasons to convince other people to change their opinions!</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1.a</b> 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).</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen and take notes on how children engage in the debate.</p> <p>Do children orally express a clear opinion?</p> <p>Do they include key details from the text when providing reasons?</p> <p>Do the children's written reasons help them to prepare for debate?</p> <p>How do children build off the ideas of their peers?</p>

**Notes**



Writing U2 W5 D4

Unit 2: Animals Surviving and Thriving

WEEK 5 Day 5



**Writing Argument**  
Deconstruction, Joint Construction, and Individual Construction: Audience

<b>Content Objective</b>	I can write an argument to a specific audience. (W.3.1.b)
<b>Language Objective</b>	I can describe how arguments change for different audiences. (SL.1.1)
<b>Vocabulary</b>	<p><b>argument:</b> a genre of writing whose purpose is to convince someone to do something or about something</p> <p><b>argue:</b> to convince someone to do something or about something</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>convince:</b> to persuade</p> <p><b>appeal:</b> to be interesting</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>The Big Bed</i>, Bunmi Laditan</li><li>• <i>The Big Bed</i> chart, from Day 3</li><li>• chart paper</li></ul> Prepare the following Audience chart.

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">First graders need to do Studios.</td> </tr> <tr> <td style="width: 50%;">first grader</td> <td style="width: 50%;">principal</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> <ul style="list-style-type: none"> <li>● argument paper, one copy for each child</li> <li>● drawing and writing tools</li> </ul>	First graders need to do Studios.		first grader	principal		
First graders need to do Studios.							
first grader	principal						
<p><b>Opening</b> 1 minute</p>	<p><i>When people make arguments they think carefully about whom they are arguing to, their <b>audience</b>. Today we will look again at the audience in <i>The Big Bed</i>, and we will practice making the same argument to different audiences.</i></p>						
<p><b>Deconstruction</b> 5 minutes</p>	<p>Refer to the <i>The Big Bed</i> chart. <i>In this book, the daughter is making the argument and her audience is Daddy. To make an effective argument, meaning an argument that convinces Daddy, the daughter has to think very carefully about what would <b>appeal</b> to him—what he would care about.</i></p>						
<p>page 17</p>	<p><i>One of the daughter’s reasons for Daddy is that the bed is too crowded with all three of them in it. In her drawing, Daddy looks very squished and unhappy. I think this reason would really appeal to Daddy.</i></p>						
<p>pages 21-22</p>	<p><i>Here she really makes sleeping on a cot sound fun—that it will feel like a camping trip every night!</i></p> <p><i>The daughter knows Daddy well, so she chooses reasons that she thinks will convince him.</i></p>						
<p><b>Joint Construction</b> 9 minutes</p>	<p><i>Now let’s think about arguing to different audiences.</i></p> <p>Refer to the Audience chart. <i>Here I wrote our thesis. The <b>thesis</b> states what you are arguing for someone to do or to think. Our thesis says, “First graders need to do Studios.” We are going to think about what reasons we would give if we were trying to convince another first grader, or if we were trying to convince the principal.</i></p> <p>Think, Pair, Share.</p>						

	<p><i>Imagine you are trying to convince another first grader that you need to do Studios, what reasons would you give?</i></p> <p>Harvest children’s ideas and add them to the chart.</p> <p><i>Now think about [principal’s name] and what is important to [him/her] at school. What reasons would you give [principal’s name] to convince [him/her] that first graders need to do Studios?</i></p> <p>Harvest children’s ideas and add them to the chart.</p> <p><i>What is the same about the reasons we listed for a first grader and for the principal?</i></p> <p><i>What is different?</i></p> <p><i>We generated different reasons for each audience, because we know that people care about different things. To make a strong argument, we need to choose reasons that appeal to our audience.</i></p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now it’s your turn. You will choose one audience and write an argument to convince that person that first graders need to do Studios.</i></p> <p>Show the argument paper.</p> <p><i>This is the paper you will use. At the top is a place to write your name. The next line says “Audience.” If you are writing to a first grader, circle “first grader.” If you are writing to the principal, circle “principal.” Here is a place for illustrating your reasons. Below is our thesis: “First graders need to do Studios.” Then there are lines to write your reasons.</i></p> <p><i>Think about who you would like to write to—a first grader or the principal—and what reasons you will give. Share your plan with a partner, then get writing!</i></p> <p>As children write, circulate to support their work. Choose several children who are arguing to different audiences with varying reasons to share their work with the class.</p>
<p><b>Closing</b> 5 minutes</p>	<p>Bring the class back together. Invite several children to share their work.</p> <p><i>When people make the same argument to different audiences, they may choose very different reasons. This is something we will think a lot about as we continue to write arguments.</i></p>
<p><b>Standards</b></p>	<p><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger</p>

	groups.
<b>Ongoing assessment</b>	Reflect on the class discussion and children’s writing. What do children understand about arguing to different audiences? What is still confusing?  Collect and analyze children’s writing. What reasons do they give? Would the reasons appeal to their chosen audiences?

**Notes**

Name: \_\_\_\_\_

Audience:            first grader                            principal

First graders need to do Studios.

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