

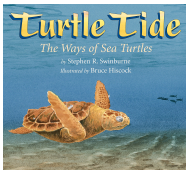




Unit 2: Animals Surviving and Thriving WEEK 6 At a Glance

Weekly Question: What dangers do animals encounter?			
<p>Texts</p>    	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: danger, underground, reptile Day 2: Introduce Weekly Words: nest, observe, threat Day 3: Adjectives Day 4: Shades of Meaning Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: “Dangers to Animals” slides, Read 1 Day 2: “Dangers to Animals” slides, Read 2 Day 3: <i>Sea Turtles</i> Day 4: <i>Turtle Tide: the Ways of Sea Turtles</i>, Read 1, “Sea Turtle Nesting” video Day 5: <i>Turtle Tide: the Ways of Sea Turtles</i>, Read 2</p> <hr/> <p>Stations</p> <p>Shared Reading: “Boston Birds” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Turtle Tide</i>) Science Literacy: How are animal traits the same and different among siblings? Vocabulary: Draw for Meaning Word Work: Various activities</p>		
<p>Mentor Text</p> 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Parents and Their Offspring Lesson 2: Black Bears and Their Offspring</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Activities continue from previous weeks until sea turtles are introduced during Text Talk on Day 3. Tissue Paper Collage is introduced in the Art Studio.</p> </td> </tr> </table> <hr/> <p>Writing: Argument</p> <p>Day 1: Deconstruction: Argument Stages Day 2: Deconstruction: Parts of a Letter and Deconstruction and Individual Construction: Audience Day 3: Joint Construction: Thesis and Modeling and Joint Construction in Pairs: Research Day 4: Joint Construction in Pairs: Research Day 5: Deconstruction and Joint Construction: Adjectives</p>	<p>Science and Engineering</p> <p>Lesson 1: Parents and Their Offspring Lesson 2: Black Bears and Their Offspring</p>	<p>Studios</p> <p>Activities continue from previous weeks until sea turtles are introduced during Text Talk on Day 3. Tissue Paper Collage is introduced in the Art Studio.</p>
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At a Glance U2 W6

Unit 2: Animals Surviving and Thriving

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What dangers do animals encounter?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>danger: the possibility of harm</p> <p>underground: beneath the surface of the earth</p> <p>reptile: a type of animal with dry, scaly skin</p> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>nest: a place for laying eggs and protecting young</p> <p>observe: to look at or watch something closely</p> <p>threat: a person or thing likely to cause harm</p> </td> </tr> </table>	Day 1	<p>danger: the possibility of harm</p> <p>underground: beneath the surface of the earth</p> <p>reptile: a type of animal with dry, scaly skin</p>	Day 2	<p>nest: a place for laying eggs and protecting young</p> <p>observe: to look at or watch something closely</p> <p>threat: a person or thing likely to cause harm</p>
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<p>nest: a place for laying eggs and protecting young</p> <p>observe: to look at or watch something closely</p> <p>threat: a person or thing likely to cause harm</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 6 Weekly Words cards ● 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. ● Weekly Words routine chart (optional) 				
Opening Day 1	<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 danger, underground, and reptile.</i>				

Day 2	<i>Today's words are nest, observe, and threat.</i>
<p>Discussion Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>Danger Elaboration: <i>This turtle is in danger because it is tangled in a fishing net. This is called entanglement, and it's a special kind of danger for ocean animals.</i></p> <p>Think, Pair, Share prompt: <i>Why might a fishing net cause danger for ocean animals?</i></p> <hr/> <p>Underground Elaboration: <i>If sea turtles just laid their eggs on top of the sand, the eggs would be in danger. Sea turtles dig holes and bury their eggs underground to keep them safe.</i></p> <p>Think, Pair, Share prompt: <i>What other animals might dig holes or tunnels underground? Why do they do this?</i></p> <hr/> <p>Reptile Elaboration: <i>Different families of animals have different body structures. Reptiles have scales covering their bodies. These are hard, dry plates, like our fingernails. Turtles and lizards are reptiles. So are snakes.</i></p> <p>Think, Pair, Share prompt: <i>How might scales help protect a reptile's body?</i></p>
Day 2	<p>Nest Elaboration: <i>We usually think of nests in trees, and many are. Some animals build or find nests in other places. Tango's penguin parents built a nest with rocks, remember? Squirrels build nests with leaves. This piping plover's nest is right on the sandy beach.</i></p> <p>Think, Pair, Share prompt: <i>Why might different animals build different kinds of nests to lay eggs and protect their babies?</i></p>

	<p>Observe Elaboration: <i>We have spent lots of time observing the sky and, now, observing animals. We can observe something up close, like an insect, or something far away, like clouds moving across the sky.</i></p> <p>Think, Pair, Share prompt: <i>What do you like to observe?</i></p> <hr/> <p>Threat Elaboration: <i>A predator is one kind of threat—this cheetah is a threat to the gazelle. A fishing net is a threat to a sea turtle and other animals.</i></p> <p>Think, Pair, Share prompt: <i>How do animals protect themselves from threats?</i></p>
Closing	<i>This week, we’re talking about what dangers animals encounter. The words we’re studying help us talk about the dangers and what animals do to survive.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> <p>Keeping a class vocabulary list will allow for keeping track of children’s vocabulary growth over time.</p>

Notes

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



danger

<https://oceana.org/blog/species-profile-which-sea-turtles-are-most-risk-fisheries-deaths>



underground

<http://www.thesuperfins.com/where-does-a-turtle-lay-her-eggs/>

Weekly Words U2 W6



reptile

<https://www.dkfindout.com/us/animals-and-nature/reptiles/what-is-reptile/>



nest

https://www.fws.gov/mountain-prairie/es/species/birds/pipingplover/Piping_Plover_Q&A_Sept5.htm

Weekly Words U2 W6



observe

<https://southafricatoday.net/environment/cities-worldwide-use-photo-app-technology-to-compete-in-nature-observation-challenge/>



threat

<https://animals.howstuffworks.com/mammals/cheetah-speed1.htm>

Weekly Words U2 W6

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Maine Department of Education

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 3

Vocabulary & Language
Adjectives

Weekly Question	What dangers do animals encounter?
Language Objective	I can unpack and use frequently occurring adjectives. (L.1.1.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea smaller: littler not enough: not a sufficient amount natural: occurring in nature predator: an animal that hunts and catches other animals for food drought: a shortage of water
Materials and Preparation	<ul style="list-style-type: none">● Dangers to Animals slides, from Text Talk, Day 1● projector and screen <p>On the whiteboard, write: Owls are predators of smaller animals.</p> <p>When there is not enough rain to fill rivers, lakes, and ponds, animals are thirsty.</p>
Opening	<i>Today we'll talk about adjectives. As we have learned before, adjectives are words that describe a person, place, thing, or idea.</i>
Discussion	<i>This week we are talking about the dangers that animals encounter. It will be important to understand the adjectives that describe certain key words. Unpacking these descriptions will help us better understand the dangers animals encounter.</i>
slide 2	Refer to the slide. Read the first sentence on the board.

	<p><i>Smaller is an adjective. What word does smaller describe? Yes, it describes the animals that owls eat. Smaller is a word that tells us about size. How does this adjective help us imagine the kinds of animals owls eat?</i></p> <p>Think, Pair, Share. <i>How does this description help us understand what predators do?</i></p>
slide 13	<p>Refer to the slide. Read the second sentence on the board. <i>In this sentence, the phrase not enough is an adjective that describes a problem with the rain animals need. What does it mean to have not enough rain? Enough is a word that tells us about quantity—it answers the question How much?</i></p> <p>Think, Pair, Share. <i>How does this description help us understand what drought is?</i></p>
slide 17	<p><i>Now we'll come up with our own sentence with the word natural. Let's read slide 17. It says that animals face natural dangers, like predators and drought. What is being described with the word natural? What kind of dangers are natural dangers?</i></p> <p><i>Let's write a new sentence with the word natural describing a danger to animals.</i></p> <p>Elicit responses from the group and record one or two responses.</p>
Closing	<p><i>Today we talked about some adjectives and explained how these adjectives help us understand dangers to animals.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p>
Ongoing assessment	<p>Were children able to understand the role of adjectives in both describing a word and also clarifying key concepts? Were children able to generate their own sentences?</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

Vocabulary & Language U2 W6 D3

WEEK 6 Day 4

Vocabulary & Language
Shades of Meaning

Weekly Question	What dangers do animals encounter?
Language Objective	I can identify and use adjectives. (L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d)
Vocabulary	dangerous: having a possibility for harm safe: not in danger meaning: definition similar: almost the same adjective: a word or phrase used to describe a person, place, thing, or idea
Materials and Preparation	<ul style="list-style-type: none"> ● sticky notes ● pen ● whiteboard and marker
Opening	<i>In our Vocabulary and Language lessons, we have been talking about adjectives. Today we will identify, use, and distinguish the shades of meaning among adjectives that describe things that are dangerous.</i>
Discussion	<p><i>We have been learning about dangers to animals. In fact, there are many adjectives that describe different dangers. Each adjective is slightly different in intensity—it has a slightly different meaning.</i></p> <p><i>What does it mean when something is dangerous?</i></p> <p><i>Similar means almost the same. Now, let’s think of different words that have a meaning similar to dangerous.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. scary, risky, deadly].</p>

	<p><i>What does safe mean? Now let's think of words that have a similar meaning to safe.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. not hurt, okay, protected.]</p> <p><i>Now, help me arrange these words on the whiteboard in a way that makes a continuum from one opposite to the other. [Draw a horizontal line on the board with arrows at each end to represent a continuum.] We'll put the word that means the most dangerous on one end of the continuum and the word that means safest on the other.</i></p> <p>Sort the words with children's input, asking them to offer their rationale for where they place each word. Encourage a conversation about the subtle differences among words.</p>
Closing	<p><i>Today we identified and used some adjectives. We talked about how adjectives can be slightly different in intensity even if they have similar meanings.</i></p>
Standard	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe danger.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	What dangers do animals encounter?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	danger: the possibility of harm underground: beneath the surface of the earth reptile: a type of animal with dry, scaly skin nest: a place for laying eggs and protecting young observe: to look at or watch something closely threat: a person or thing likely to cause harm
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and the dangers that animals encounter.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

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

Notes



Text Talk
“Dangers to Animals” (slides)
 Read 1 of 2

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals’ survival.</p>
Weekly Question	What dangers do animals encounter?
Content Objective	I can use text features and key details from words and illustrations to describe some dangers animals face. (R.4.1.a, R.8.1 b, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can ask questions about a topic. (SL.1.1.c)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>habitat loss: when places animals live get smaller</p> <p>map: flat representation of part of the earth</p> <p>danger: the possibility of harm</p> <p>encounter: face, deal with</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Dangers to Animals slides ● projector and screen ● world map, if available ● globe, if available ● printed packet of select slides, one copy for each pair of children ● chart paper

	<p>Prepare the Weekly Question Chart with the question: What dangers do animals encounter?</p> <p>On the whiteboard, write: Choose one of the dangers animals face: predators or habitat loss. Describe this danger using key details from words, pictures, and text features.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read “Dangers to Animals,” by Melissa Tonachel and Fay Fereny. These slides provide information about dangers animals encounter, or deal with, nearby and around the world.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use text features and key details from words and illustrations to describe two dangers animals face: predators and habitat loss. We will analyze the way that illustrations, captions, text boxes and maps support and clarify what we are learning in the main text.</i></p>
<p>Text and Discussion 15 minutes</p> <p>Slide 2</p>	<p>Read the main text. <i>The word predator is defined here in the main text. What does predator mean according to what we just read?</i></p> <p>Read the caption and highlight the photo. <i>Turn to a partner. What details do the photo and caption add to your understanding of the word predator?</i></p> <p>Elicit a few responses to the group.</p> <p><i>Photographs and captions can add specific details to new concepts.</i></p>
<p>Slide 3</p>	<p>Read the main text, as well as the text box. <i>In the main text, we are learning about bobcats as predators, but the text box gives us new information about bobcats as mothers. This connects to what we have been learning about ways to keep offspring safe!</i></p>
<p>Slide 4</p>	<p>Read the main text and text box. <i>This concludes the section on predators. What did you learn about predators? Did anything surprise you?</i></p> <p><i>Why do you think the author has chosen to tell us about predators in a variety of ways—words, photographs, captions, and text boxes?</i></p>
<p>Slide 5</p>	<p><i>What is happening to the habitat of polar bears?</i></p>

	<p><i>Let's pay attention to the text box. How is the way polar bears hunt dependent on their habitat?</i></p>
page 6	<p>Read the main text and caption of the map.</p> <p>Draw attention to the map.</p> <p><i>This is a map. This map shows the north pole of the earth. [Point this out on the world map or globe, if possible.] The North Pole in the Arctic is where polar bears and many other animals live.</i></p> <p><i>This red line shows where the habitat of polar bears used to be. The white shows where their habitat, the Arctic ice cap, is now. What do you notice?</i></p> <p><i>What questions do you have?</i></p> <p><i>A map can clarify what the words are telling us—it also can open up questions!</i></p>
Slide 8	<p><i>How can people walking on the beach be a danger to birds and sea turtles?</i></p> <p><i>Let's think about the photograph of people on the beach in slide 7. [Navigate back to Slide 7.] What do people on the beach have to do with habitat loss?</i></p>
Key Discussion 7 minutes	<p>Think, Pair, Share.</p> <p><i>Choose one of the dangers animals face: predators or habitat loss. Describe this danger using key details from words, pictures, and text features.</i></p> <p>Give pairs the printed packet of select slides for their reference during the Think, Pair, Share and encourage them use specific details from images and texts. Children will use either the 3 pages on Predators or the 4 pages on Habitat Loss for reference.</p> <p><i>Be sure to explain to your partner what part of the text helped you learn about the danger: was it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that raccoons are dangers to sea turtles because they eat their eggs. I learned it from both the words and the picture.</i></p>
Closing 1 minute	<p><i>Today we used text features and key details from words and illustrations to describe some dangers animals encounter.</i></p>
Weekly Question Chart	<p>Introduce the Weekly Question chart.</p>

1 minute	<p><i>Throughout this week we will be exploring the question: What dangers do animals encounter? We can record our ideas here.</i></p> <p><i>In this text, we read that raccoons eat sea turtle eggs. Raccoons are dangers to sea turtles. Let's write: Raccoons are predators of sea turtle eggs.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
Ongoing assessment	<p>Listen to children's responses during whole group and Think, Pair, Share.</p> <p>Can children point to specific details from the text to support their thinking about dangers to animals?</p> <p>How do children engage with the information in the printed slides?</p>

Notes



Text Talk
“Dangers to Animals” (slides)
 Read 2 of 2

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals’ survival.</p>
Weekly Question	What dangers do animals encounter?
Content Objective	I can use text features and key details from words and illustrations to describe some dangers animals face. (R.4.1.a, R.8.1 b, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can answer questions about key details in the slides. (SL.2.1.a)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>habitat loss: when places animals live get smaller</p> <p>map: flat representation of part of the earth</p> <p>danger: the possibility of harm</p> <p>encounter: face, deal with</p> <p>endangered: at risk of becoming extinct</p> <p>protect: to keep someone or something from being harmed</p> <p>depend: to rely</p> <p>drought: a long period of dry weather</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Dangers to Animals” slides ● projector and screen

	<ul style="list-style-type: none"> ● world map, if available ● globe, if available ● printed packet of select slides, one copy for each pair <p>On the whiteboard, write: Describe habitat loss, drought, or trash as a danger to animals. What actions can people take to lessen dangers to animals?</p>
<p>Opening 1 minute</p>	<p><i>Today we will continue reading “Dangers to Animals.”</i></p> <p>Set a purpose for reading. <i>As we read today, we will use text features and key details from words and illustrations to describe dangers animals face: habitat loss, drought, and trash. We will analyze the way that illustrations, captions, text boxes, and maps support and clarify what we are learning in the main text. We will begin thinking about what we can do to help.</i></p>
<p>Text and Discussion 16 minutes Slide 9</p>	<p>Read the main text and text box. <i>The word endangered is defined here in the main text, but the definition is not immediately after the word. What does endangered mean?</i></p> <p><i>How does the photograph of the panther help you imagine the panther and its habitat?</i></p>
Slide 10	<p><i>What do you notice about the map of where panthers used to live and where they live now?</i></p> <p><i>What is the purpose of the second map?</i></p> <p><i>What do you think about the loss of habitat for the Florida panther?</i></p>
Slide 11	<p>Read the main text and text box. <i>What new information about monarchs do we learn in the text box?</i></p>
Slide 13	<p><i>Thumbs up if you have heard of drought. According to the text, what is it?</i></p>
Slide 14	<p><i>This slide has a map with photos and labels. [Read all text.] Explain to a partner what this map is showing us. What questions do you have?</i></p> <p><i>What information do we learn about drought?</i></p>
page 15	<p><i>Sea turtles are endangered. Let’s review what that means.</i></p>

	<p><i>What do you think happens when a sea turtle eats a plastic bag?</i></p> <p>Finish reading the text.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose one of the dangers animals face: habitat loss, drought, or trash. Describe this danger using key details from words, pictures, and text features.</i></p> <p>Give pairs the printed packet of select slides for their reference during the Think, Pair, Share and encourage them to use specific details from images and texts. Children will use either the 4 pages on Habitat Loss, the 2 pages on Drought, or the 3 pages on Trash for reference.</p> <p><i>Be sure to explain to your partner what part of the text helped you learn about the danger: was it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that raccoons are dangers to sea turtles because they eat their eggs. I learned it from both the words and the picture.</i></p> <p>Prompt 2: <i>What actions can people take to lessen dangers to animals?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we used text features and key details from words and illustrations to describe some dangers animals encounter. We began thinking about how we can help animals avoid danger, survive and thrive.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and Think, Pair, Share.</p> <p>Can children describe one or more dangers to animals?</p>

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 3



Text Talk
***Sea Turtles*, pages 4-9, 14-19, 22-25**

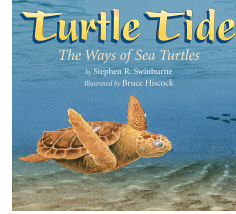
Big Ideas	<p>Animals’ differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p>
Weekly Question	<p>What dangers do animals encounter?</p>
Content Objectives	<p>I can retell key details from the book about sea turtles, their bodies, how they are born, and some dangers they face. (R.5.1.b, 1-LS1-1, 1-LS1-2)</p> <p>I can use text features, words, and illustrations to support my retelling. (R.8.1 b)</p>
Language Objective	<p>I can clarify the meanings of new words using context, text features, and illustrations. (SL.3.1.a)</p>
Vocabulary	<p>danger: the possibility of harm</p> <p>underground: beneath the surface of the earth</p> <p>reptile: a cold-blooded animal that lays eggs and has a backbone and scaly skin</p> <p>flipper: part of an underwater animal that acts as a paddle to move through the water</p> <p>nest: a place where an animal keeps its babies</p> <p>instinct: knowledge an animal is born with</p> <p>hatchling: an animal that has just come out of its shell</p> <p>predator: an animal that hunts and catches other animals for food</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● world map, if available <p>On the whiteboard, write: Describe to your partner what dangers sea turtles face.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read <i>Sea Turtles</i>, by Laura Marsh. This book is a report that gives us information about sea turtles and how they live and survive. You have already seen parts of this book in Writing.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read about a few subtopics: “A Sea Turtle!,” “Ocean World,” “Nestbuilding,” “Oh Baby!,” “On the Menu” and “Danger!”</i></p> <p>Set a purpose for reading. <i>As we read today, we will retell key details about sea turtles, their bodies, how they are born and what dangers they face. We will use text features, words, and illustrations to support our retelling.</i></p>
<p>Text and Discussion 17 minutes</p> <p>pages 6-7</p>	<p>Read the main text. <i>The text says sea turtles are reptiles. But I am not sure what that means!</i></p> <p>Read the text box. <i>Let’s read the text box called “Turtle Term.” Turn to a partner—what are important features of reptiles? How did the “Turtle Term” box help?</i></p> <p><i>Whenever we see these “Turtle Term” boxes, we can find out more information about tricky vocabulary.</i></p> <p>Display the map and read the caption. <i>Let’s look at the map. It says that sea turtles travel in the blue areas on the map. The blue areas show oceans all across the world. [If possible, display a larger world map.] Wow, sea turtles travel far!</i></p>
<p>page 8</p>	<p>Display pages 8-9. <i>These pages are set up differently. They show a large illustration of a sea turtle with labels pointing to different parts. Let’s see what we can find out.</i></p> <p>Read the paragraph and the two labels on page 8.</p>

	<p><i>What do we learn about back flippers from the label? How does the line attaching the label to the illustration help clarify the word flipper?</i></p> <p>Continue reading through page 9.</p> <p><i>What other facts did we learn about how sea turtles move through the water?</i></p> <p><i>Why do you think the author has chosen to give this information via the text feature of labels, as opposed to a main text written in paragraphs?</i></p>
page 14 subheading	<p><i>The subheading of this next section signals to us that it will be about nest building. But it does not give us a clue about how turtles build nests. We will have to read to find out more.</i></p>
page 14-15	<p><i>How does the mother sea turtle build a nest? Why do you think she lays her eggs on land and not in the sea?</i></p> <p>Read the “Turtle Term” text box on instinct.</p> <p><i>What does instinct mean?</i></p> <p><i>Why does instinct matter for sea turtles?</i></p>
page 16	<p><i>Where else have we read about hatchlings? What did those hatchlings need? Do these hatchlings have the same relationship to their parents?</i></p>
page 19	<p><i>How do hatchlings avoid predators?</i></p>
page 23	<p><i>What do sea turtles like to eat? Let’s think again about these words and illustrations. What do we know about how swallowing trash affects sea turtles? We’ll continue to think about how we can help.</i></p>
Key Discussion 6 minutes	<p>Think, Pair, Share.</p> <p><i>Describe to your partner the dangers sea turtles face.</i></p> <p><i>Explain which part of the text helps you learn this: is it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that fishing nets are dangerous to sea turtles because the turtles get caught in the nets. The illustration of the sea turtle with the net around its neck clarified that for me.</i></p>
Closing 1 minute	<p><i>Today we used text features and key details from words and illustrations to describe sea turtles, their bodies, how they are born, and some dangers they face.</i></p>

<p>Standards</p>	<p>R.5.1.b Retell key details of texts, including the main topic.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and Think, Pair, Share.</p> <p>Are children retelling important details about sea turtles, how they are born and the dangers they face?</p> <p>Can children explain how they are using text features, words, and illustrations to describe the dangers sea turtles face?</p> <p>Are they able to clarify the meaning of key words by using text features, words, and illustrations?</p>

Notes



Text Talk
Turtle Tide: The Ways of Sea Turtles, Read 1 of 2
“Sea Turtle Nesting” (video)

Big Idea	Animals help their offspring survive in different ways.
Weekly Question	What dangers do animals encounter?
Content Objectives	<p>I can use key details from a text to describe how sea turtles lay eggs and what happens to those eggs when they hatch. (R.4.1.a, 1-LS1-1, 1-LS1-2)</p> <p>I can compare information from different texts on sea turtle nesting and babies. (R.11.1.c, R.11.1.d)</p>
Language Objective	I can answer questions about a video and a book on sea turtles. (SL.2.1.a)
Vocabulary	<p>similar: alike, almost the same</p> <p>protect: to keep someone or something from being harmed</p> <p>camouflage: blending into surroundings, by color or markings</p> <p>dune: mound of sand</p> <p>awkward: without ease</p> <p>danger: the possibility of harm</p> <p>survive: to stay alive</p> <p>protect: to keep someone or something from being harmed</p> <p>escape: to get away safely</p> <p>instinct: knowledge an animal is born with</p> <p>hatchling: an animal that has just come out of its shell</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen R. Swinburne

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 begins: “The mother sea turtle...”</p> <ul style="list-style-type: none"> ● Sea Turtle Nesting video (https://www.youtube.com/watch?v=2w5PANyqgnU) ● chart paper <p>Prepare the following chart.</p> <table border="1" data-bbox="500 415 1360 653"> <thead> <tr> <th data-bbox="500 415 930 478">What’s similar?</th> <th data-bbox="930 415 1360 478">What’s new?</th> </tr> </thead> <tbody> <tr> <td data-bbox="500 478 930 653"></td> <td data-bbox="930 478 1360 653"></td> </tr> </tbody> </table> <p>On the whiteboard, write: What information is the same and what information is different in the two texts we looked at today about sea turtle nesting and hatching?</p>	What’s similar?	What’s new?		
What’s similar?	What’s new?				
<p>Opening 2 minutes</p>	<p>Introduce the text and reinforce schema. <i>Today we are going to read Turtle Tide: The Ways of Sea Turtles, by Stephen R. Swinburne. This book is a work of narrative nonfiction. This means it has true information but it is told like a story.</i></p> <p><i>Through this narrative structure, the book explains how a mother sea turtle visits a beach to lay her eggs, and then how the baby turtles, or hatchlings, make their way to the sea.</i></p> <p><i>Before we read the book, we will watch an informational video on sea turtle nesting.</i></p> <p><i>What do we know so far about how sea turtles nest and have babies?</i></p> <p>Elicit a few responses.</p> <p>Set a purpose. <i>Today we will watch and read in order to describe key details in the video and book. Then we will identify similarities and differences in the information presented by the two texts.</i></p>				
<p>Video and Discussion 8 minutes</p>	<p><i>What does it mean that sea turtles are graceful in water but awkward on land? How does the video clarify what the narrator is saying?</i></p>				

0:44	
1:36	<i>What does laying eggs entail for a turtle?</i>
1:37	<i>What are the researchers doing?</i>
2:23	<i>The female turtle camouflages the location. We have seen this word before. What does it mean in this context? Why does she do it?</i> End the video at 2:45. <i>Now we are going to read the first section of Turtle Tide. We will read the rest tomorrow.</i>
Book and Discussion 11 minutes	<i>What are the steps the mother sea turtle takes to get to the dune where she will nest? How is this similar, or almost the same, to what we have seen before? Is there anything new?</i>
page 6	<i>Let's make a note on our chart.</i>
page 10	<i>How does the sea turtle lay her eggs and cover them? How is this similar to what we have seen before? Is there anything new?</i> <i>Let's note it on our chart.</i>
page 12	<i>What is the first danger that the turtles face? Thumbs up if you were surprised by this! Is this similar to any information we have encountered before or is this entirely new?</i>
page 14	<i>Can you imagine a pot boiling? Now think of the turtles bubbling up!</i>
page 16	<i>Why is the open beach dangerous? What other dangers might the turtles face?</i> <i>We'll read to find out more dangers to the sea turtle hatchlings tomorrow.</i>
Key Discussion 3 minutes	Think, Pair, Share. <i>What information is the same and what information is different in the two texts we looked at today about sea turtle nesting and hatching?</i> <i>Let's organize any new ideas on our chart.</i>

<p>Closing 1 minute</p>	<p><i>Today we looked at a video and a book. We compared the information in these two texts in order to describe what we are learning about sea turtle nesting and hatching.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts. R.11.1.d With prompting and support, compare and contrast two texts on the same topic. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1-LS1-1. Use evidence to explain that 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. 1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children answer questions about sea turtle nesting and hatching? Can children compare the information presented in the video and the book?</p>

Notes