

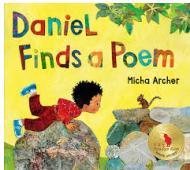


Unit 2: Animals Surviving and Thriving WEEK 8 At a Glance

Weekly Question: How are people and animals interconnected?			
<p>Texts</p>    <p>(align with phonics program)</p>	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: interconnected, basic need, map Day 2: Introduce Weekly Words: urban, location, travel Day 3: Vocabulary Review Day 4: Vocabulary Review Day 5: <i>no lesson; time used for Unit presentation and celebration</i></p> <hr/> <p>Text Talk</p> <p>Day 1: “The Story of the Chicken and the Eagle” Day 2: “Helping Animals” slides Day 3: <i>Daniel Finds a Poem</i> Day 4: Synthesis of Unit Ideas Day 5: Celebrating our Projects</p> <hr/> <p>Stations <i>On Day 4, the End of Unit Assessment is administered.</i> Shared Reading: “Hollow Tree Song” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (“The Story of the Chicken and the Eagle”) Science Literacy: How can animals help us solve human problems? Vocabulary: Draw for Meaning Word Work: various activities</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Biomimicry Lesson 2: Safe Helmets</p> </td> <td style="vertical-align: top;"> <p>Studios</p> <p>Finalizing and preparing projects for presentation. In Science and Engineering children design helmets. Studios time is combined with Vocabulary and Language, Text Talk, and Writing for Presentation and Celebration on Day 5.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: Biomimicry Lesson 2: Safe Helmets</p>	<p>Studios</p> <p>Finalizing and preparing projects for presentation. In Science and Engineering children design helmets. Studios time is combined with Vocabulary and Language, Text Talk, and Writing for Presentation and Celebration on Day 5.</p>
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	<p>Writing: Argument</p> <p>Day 1: Introduction to and Beginning Revising and Publishing Day 2: Revising and Publishing Day 3: Publishing Day 4: Post-Assessment Day 5: Presentation and Celebration</p>		

Unit 2: Animals Surviving and Thriving

WEEK 8 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How are people and animals interconnected?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>interconnected: having the parts linked to each other</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p>map: a flat or two-dimensional representation of a place</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>urban: having to do with a city</p> <p>location: the place where something is found</p> <p>travel: to move from one place to another</p> </td> </tr> </table>	Day 1	<p>interconnected: having the parts linked to each other</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p>map: a flat or two-dimensional representation of a place</p>	Day 2	<p>urban: having to do with a city</p> <p>location: the place where something is found</p> <p>travel: to move from one place to another</p>
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Day 2					
<p>urban: having to do with a city</p> <p>location: the place where something is found</p> <p>travel: to move from one place to another</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 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>We have seen some of our Weekly Words before, and some of them are new. Today’s words are interconnected, basic need, and map.</i>				
Day 2	<i>Today’s words are urban, location, and travel.</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>Interconnected Elaboration: <i>When we think of the natural world, lots of parts are linked, or connected to each other—they depend on each other. We have been learning about the relationships between plants and animals, predators and prey, animals and their habitats.</i></p> <p>Think, Pair, Share prompt: <i>This week we'll be talking about how people and animals are interconnected. What ideas do you already have about that?</i></p> <p>Be sure to harvest and take notes about children's ideas during the whole group share; these ideas can be added to the Weekly Question chart as it is introduced.</p> <hr/> <p>Basic need Elaboration: <i>The basic needs of animals are air, water, food, and protection from predators and weather.</i></p> <p>Think, Pair, Share prompt: <i>Do humans and other animals have the same basic needs? Are there any other basic needs you can think of?</i></p> <hr/> <p>Map Elaboration: <i>We use maps to understand places—very small places, like our terrariums, and huge places, like the whole world. Maps include labels, colors, and symbols to describe the important features of a place.</i></p> <p>Think, Pair, Share prompt: <i>What important features have you included in your maps of terrariums or of the schoolyard?</i></p>
<p>Day 2</p>	<p>Urban Elaboration: <i>Some people are surprised by how many animals live in urban places. Animals adapt to the city by finding food and shelter and places to lay eggs and raise their young.</i></p>

	<p>Think, Pair, Share prompt: <i>What animals have we learned about that can thrive in an urban environment? How do they survive?</i></p> <hr/> <p>Location Elaboration: <i>The Florida panther reserve’s location is the south of Florida. We often talk about a location by describing the area it is part of. The location of our classroom is down the hall from the _____. We can also say, “Our classroom is located down the hall from the _____.”</i></p> <p>Think, Pair, Share prompt: <i>What’s a location, or a specific place, in our school that is important to you?</i></p> <hr/> <p>Travel Elaboration: <i>People and animals travel. People travel by boat, by airplane, by foot, by train, by bus, by car.</i></p> <p>Think, Pair, Share prompt: <i>How many different ways can you think of together that animals travel?</i></p>
Closing	<i>This week we’re learning about how people and animals are interconnected. The words we’re studying help us discuss and understand this idea.</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>

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.

Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.

Notes



location

<https://elements.envato.com/pushpin-marking-on-boston-02-LHT3488>



travel

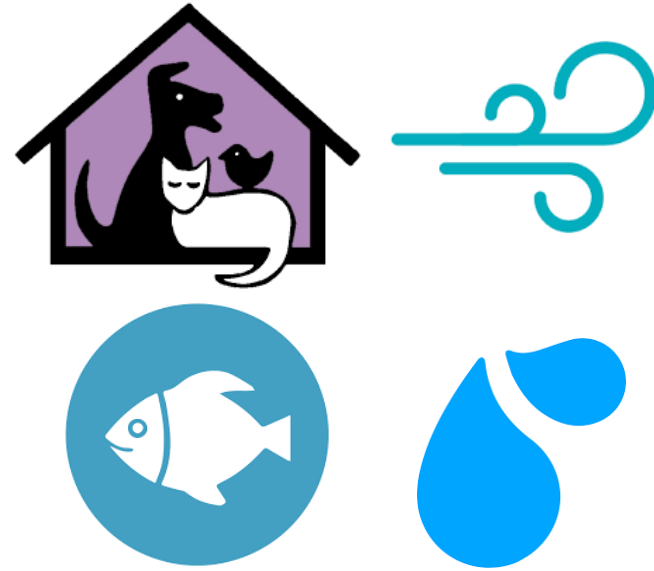
<https://www.travelblog.org/Photos/4174766>

Weekly Words U2 W8



urban

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



basic need



map

https://www.sccpre.cat/show/hiiiox_globe-world-world-map-graphic-design-png-image/



interconnected

<https://www.janegoodall.org.au/2017/03/the-f-family/>

Weekly Words U2 W8

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

Unit 2: Animals Surviving and Thriving

WEEK 8 Days 3 & 4

Vocabulary & Language
Vocabulary Review

Weekly Question	How are people and animals interconnected?
Language Objectives	I can act out the meanings of words. (L.4.1.a) I can connect words to my own real-life experiences. (L.5.1.c)
Vocabulary	In this lesson, teachers pull words from across the unit that need further exploration. See Materials and Preparation, below.
Materials and Preparation	Review children’s vocabulary work: Draw for Meaning sheets, Carousel Brainstorm charts, notes from previous Vocabulary and Language lessons, and observational notes from other times of the day. Notice trends. Choose a small set of words with which children continue to demonstrate misunderstanding and that would benefit from whole class review. <ul style="list-style-type: none">Weekly Words cards pulled from previous weeks, as identified Have children sit in a large circle, with room in the center to act out scenarios related to the chosen words.
Opening	<i>Today we’re going to look at some words we have seen before. We will review them again, and then we’ll act them out! We did this at the end of our first unit, Building Strong Communities, to make sure we know the meanings of important but sometimes confusing words.</i> <i>The words we’ll review today are ...</i>
Discussion	Address one word at a time: Show the card, say the word, and review the definition. <i>When have we used this word in our study about animals surviving and thriving?</i>

	<p><i>How could you act out this word to show what it means? What scene could you act out where this word would be important? Instead of telling what the word means, show it.</i></p> <p>Give children a moment to think and then to talk with partners about their ideas for acting out the word. Encourage them to think about scenarios involving more than one person, if appropriate.</p> <p>Solicit a child or small group of children to come to the center of the space and act out the word.</p> <p>Say the word again. Ask children to perform the word, and then solicit responses.</p> <p><i>How did ____ show what this word means?</i></p> <p>If the meaning remains unclear, offer clarification.</p> <p>Repeat this process for each word chosen for review.</p>
Closing	<p><i>What do you think about acting out words in order to understand them better?</i></p>
Standards	<p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</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>Watch how children enact words. Note how they respond to each other’s interpretations. Does acting out a word expand its meaning for and engage the interest of particular children?</p>

<p>Notes</p>

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 1



Text Talk
“The Story of the Chicken and the Eagle”

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Animals, including humans, are connected to each other and to their environments.
Weekly Question	How are people and animals interconnected?
Content Objective	I can retell the folktale and describe the way the folktale explains phenomena about animals. (R.5.1.a, R.8.1.a) I can identify ways stories connect us to animals.
Language Objective	I can use the language of the folktale to act out the story. (SL.3.1.b)
Vocabulary	behavior: the structures or adaptations that help an organism survive and thrive in its habitat folktale: a story that starts or is a tradition among a certain group of phenomena: things that are observable
Materials and Preparation	<ul style="list-style-type: none"> ● “The Story of the Chicken and the Eagle” text Practice reading/telling the story fluidly and with expression, so that children will experience it as oral storytelling rather than as a reading. ● world map ● Chicken pecking at ground video (https://www.youtube.com/watch?v=Fr1pHc5H6Ok) ● Elements of a Folktale Chart, from Text Talk Week 4, Day 5

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>How Chipmunk Got His Stripes</i>					
“The Story of the Chicken and the Eagle”					

On the whiteboard, write:

What is explained about animals in this folktale?

How are people and animals connected through this folktale?

For reference, read about the [South Sudanese Folktales](http://www.southsudanesefolktales.org) project (<http://www.southsudanesefolktales.org>).

Opening
1 minute

Introduction and purpose.

This week we will be thinking about the ways that animals and people are interconnected. One way that people are connected to the world of animals is through stories we tell. Today we are going to listen to the folktale, “The Story of the Chicken and the Eagle.” This story was collected orally—by telling and listening, rather than through a written text. It comes from South Sudan.

Indicate South Sudan on world map.

This story includes a chicken and an eagle. Before we hear it, let’s watch a quick video to see how a chicken behaves.

Watch the video to build background knowledge about chickens.

The behavior you see in this video is called “pecking.” Keep this action in your mind as you listen to the folktale.

	<p><i>We will listen to find out what this folktale tells us about animals. We will add our ideas to our Elements of a Folktale chart.</i></p>
<p>Text and Discussion 10 minutes</p> <p>Paragraph 2</p>	<p>Tell the story once through. <i>Remember, this folktale comes from South Sudan. People all around the world tell stories, and they use their own features of language.</i></p> <p>Then read it a second time with a few stops for making meaning, as follows, as to define vocabulary as needed.</p> <p><i>What are Eagle and Chicken like at the beginning of the story? What are they trying to do?</i></p> <p><i>How does Chicken need to be careful?</i></p>
<p>Paragraph 4</p>	<p><i>Is Chicken good at flying? Why or why not?</i></p> <p><i>What is the problem in the story?</i></p>
<p>Paragraph 6</p>	<p>Finish the telling.</p> <p><i>What is the punishment Eagle gives to Chicken?</i></p> <p><i>Imagine Chicken always looking for a needle on the ground. Now think about chickens in real life, like the one we saw in the video. How does “looking for a needle on the ground” relate to the behavior of real chickens?</i></p> <p>Refer to the video to make connections between the story and chickens’ behavior. Invite children to act out a pecking motion.</p> <p><i>What does Eagle do to Chicken’s chicks? What does this make you think or wonder about what eagles do in real life?</i></p>
<p>Key Discussion and Activity 12 minutes</p>	<p>Think, Pair, Share. <i>What does this folktale explain about animals? [chickens don’t fly, eagles are predators to chicks, chickens peck at the ground]</i></p> <p>Facilitate a whole group discussion. <i>Even though this story is about animals, it has some lessons for people who hear it. What is an important message from this folktale? [keep track of your things, keep promises to your friends]</i></p> <p>Together with the children, record the beginning, middle, end, and central message of the folktale on the Elements of a Folktale chart. Note that while this folktale, again, does not include a magical being, other folktales may.</p>

	<p><i>Let's act out the Story of the Chicken and the Eagle.</i></p> <p>Using the Story Acting routine, tell the story one more time while children act it out.</p>
<p>Closing 1 minute</p>	<p><i>Today we enjoyed an oral retelling of a folktale. We analyzed it and then thought about how a story about animals can give listeners real information and an important message.</i></p> <p>Save this chart for future use and reference.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week, we will be exploring the question: How are people and animals interconnected? We can record our ideas here.</i></p> <p><i>One way that people and animals are interconnected is through stories. Let's record that.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p>R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and paired conversations.</p> <p>Can children identify the beginning, middle, end of the folktale?</p> <p>Do they identify a central message?</p> <p>Using this folktale, how do children describe how people and animals are connected?</p>

Notes

The Story of the Chicken and the Eagle

1	Once upon a time Chicken and Eagle were good friends. They lived together and shared everything, but both were featherless.
2	One day they decided to think of flying and they decided that they should sew or stitch feathers on, for their wings. Eagle sewed his feathers on and tried flying. He got on well, and everyone was very happy. Chicken did not have a sewing needle and so he decided to borrow from eagle. Eagle gave it to him and told him to handle it carefully because it was the only remaining needle that he had.
3	Chicken took the needle and started sewing feathers onto his wings whilst also watching eagle. Because Chicken was distracted by Eagle, he did not sew his feathers on so well. He tried also to fly. But Chicken couldn't fly as well as Eagle did, and as he was flying several times, he lost the needle.
4	Eagle came back and requested for his needle. Chicken told him, "Wait, my dear, let me look for it because I can't remember where I have put it."
5	Eagle told him, "I remember telling you to handle it with care and if you have lost it, I will always be taking your chicks until you bring back my needle."
6	Chicken started looking and searching for the needle everywhere he went, whether he is in the rubbish or eating; but up to date, he is still searching for the needle whilst eagle is always taking his chicks.



WEEK 8 Day 2

Text Talk
“Helping Animals” (slides)

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

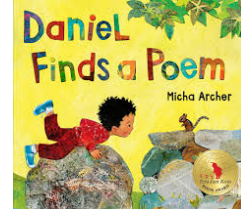
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Helping Animals</i> slides ● projector and screen ● Sentence Frames for Discussion, from previous weeks <p>On the whiteboard, write: How does this organization in Boston connect people and animals? Why are these kinds of organizations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

	Use the Sentence Frames for Discussion to have a class conversation centered around this question: Why are these kinds of organizations important?
Closing 1 minute	<i>Today we used key details from words and illustrations to describe how people and animals are connected at four important organizations.</i>
Standards	<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
Ongoing assessment	<p>Listen to children’s responses during Think, Pair, Share and whole group discussion.</p> <p>Can children describe what happens at the New England Aquarium, the Boston Nature Center, the Museum of Science and the Franklin Park Zoo?</p> <p>Are they using evidence - words and pictures - to support their descriptions?</p> <p>Can children unpack key vocabulary?</p> <p>How do children explain why these organizations are important?</p>

Notes



Text Talk U2 W8 D2



WEEK 8 Day 3

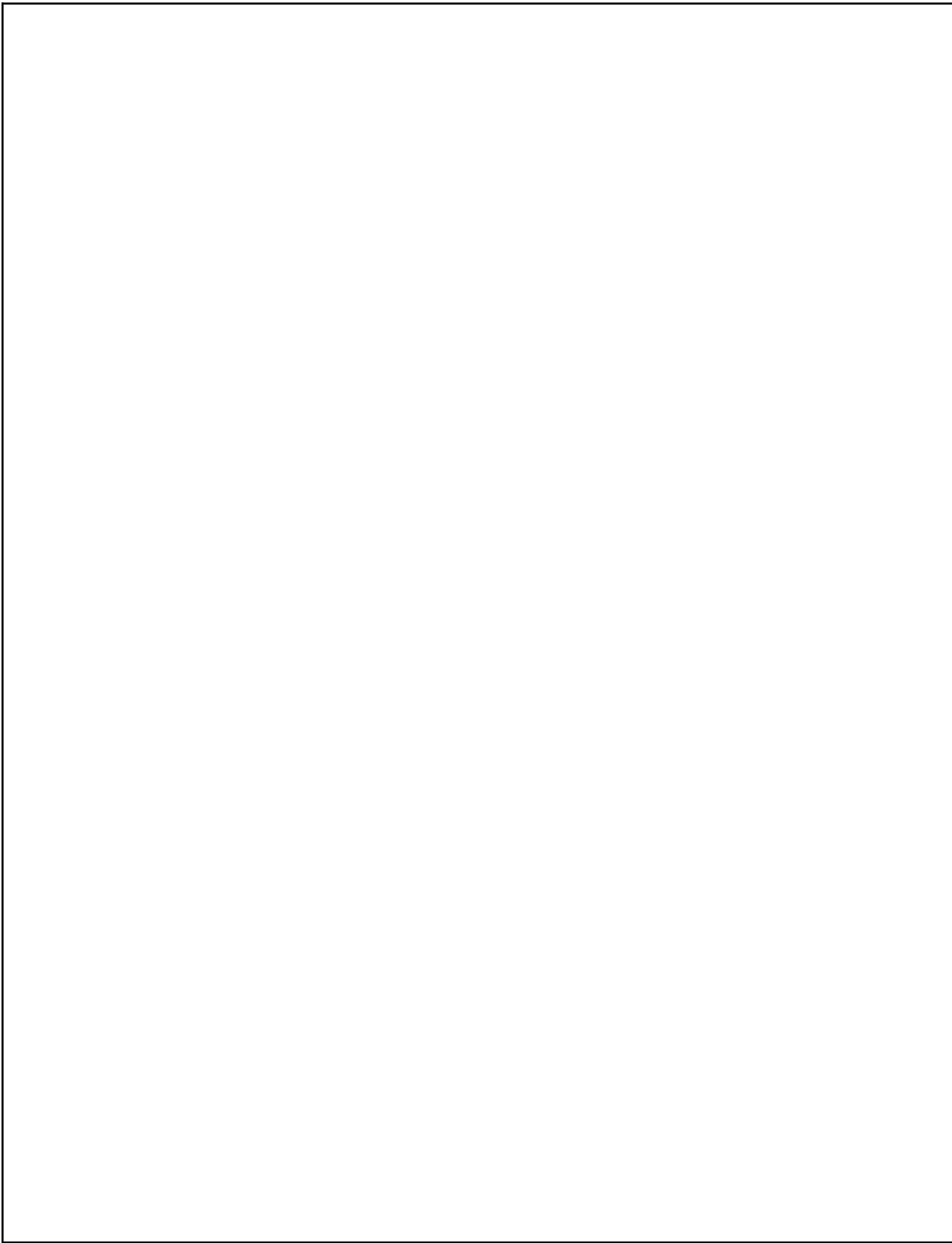
Text Talk
Daniel Finds a Poem

Big Ideas	Animals, including humans, are connected to each other and to their environments.
Weekly Question	How are people and animals interconnected?
Content Objectives	I can identify words and phrases that describe nature. (RL.1.4) I can use key details in the story to determine the author’s message about nature. (RL.1.2)
Language Objective	I can explain the meaning of descriptive words and phrases in the story. (L.1.5)
Vocabulary	dew: tiny drops of water that form at night glisten: to shine, or glitter. crisp: firm, dry and brittle; usually used to signal a positive attribute. twilight: when the sun sets and the sky has a soft glowing light.
Materials and Preparation	<ul style="list-style-type: none"> • <i>Daniel Finds a Poem</i>, Micha Archer <p>On the whiteboard, write: What words and phrases does the author use to describe nature? [Leave space to create a bulleted list under the question.]</p> <p>Why do you think the author chose to have Daniel talk to animals?</p> <p>What is the author’s message about nature?</p>
Opening 1 minute	Introduce the text and set a purpose.

	<p><i>Today we have a new story called Daniel Finds a Poem, written and illustrated by Micha Archer. You'll see that the character, Daniel, spends a lot of time in nature and even talks with the animals he finds! As we read, we'll pay close attention to the words and phrases that Micha Archer uses to describe the natural world around Daniel. Then we'll think about what she tells about nature—what her message is.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 5</p>	<p><i>What does the author mean by "morning dew glistens?"</i></p> <p><i>What part of the illustration shows the morning dew?</i></p> <p>After eliciting a few responses, model identifying descriptive language. <i>When I read the phrase, "morning dew glistens," I can imagine a sparkling, wet spider web. I know that dew is wet, so I can almost feel the wet web on my fingertips and see the shining drops of water. Let's write this down as one phrase that describes the nature around Daniel.</i></p> <p>Write down "morning dew glistens" under the first question on the whiteboard.</p>
<p>page 9</p>	<p><i>I heard some more descriptive language on this page. How did the squirrel describe the leaves? (crisp and crunching)</i></p> <p><i>When something is crisp, it is dry and breaks easily, just like the leaves under our feet in the fall.</i></p> <p>Add "crisp leaves crunch" to the list on the whiteboard.</p>
<p>page 15</p>	<p><i>What words did the author use on this page to help us imagine the nature around Daniel?</i></p> <p>After eliciting a few responses, add "cool pool" to the list.</p>
<p>page 17</p>	<p>Think, Pair, Share. <i>What was the sand around Daniel like? What words in the text helped you imagine it?</i></p> <p>Add the phrase "sun-warmed sand" to the list.</p> <p>Read to the end of the story.</p>
<p>Key Discussion 8 minutes</p>	<p>Think, Pair, Share. <i>How does Daniel feel about the nature around him? How do you know? You can use the words and phrases we found in the text to describe how Daniel feels.</i></p>

	<p>Invite children into a whole group discussion. <i>Now let's think about some choices this author made.</i></p> <p><i>Why do you think the author chose to have Daniel talk to animals?</i></p> <p><i>What is the author's message about nature—what is she trying to tell us? (Nature is beautiful and special)</i></p> <p><i>If Micha Archer wants us to think about nature as beautiful and special, why do you think she decided on the title, Daniel Finds a Poem?</i></p>
<p>Closing 1 minute</p>	<p><i>We have been learning about how humans and animals are connected with one another. One thing that animals and the natural world do for humans is give us inspiration for art, like poetry!</i></p>
<p>Standards</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Do children identify descriptive words and phrases?</p> <p>Do children use the descriptive language in the story to determine the author's message?</p>

Notes



Text Talk U2 W8 D3

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 4

Text Talk

Synthesis of Unit Ideas

To review and wrap up Unit 2, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

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> <p>Humans can play a role in animals' survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about how animals survive and thrive. (R.6.1.b, 1-LS1-1, 1-LS1-2)
Language Objective	I can talk with my classmates about the ways animals survive and thrive, and how we are connected to them. (SL.1.1)
SEL Objective (BOSTON STANDARDS)	I can contribute to the well-being of my community by advocating for the reduction of plastic bag use. (SR.4.1)
Materials and Preparation	<ul style="list-style-type: none">• Weekly Question charts from Weeks 6-8• Animals Surviving and Thriving Chart from Week 5• highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Animals Surviving and Thriving Chart.</p>

Text Talk U2 W8 D4

	<p>On the whiteboard, write:</p> <p>What stands out to you?</p> <p>How do animals survive and thrive in their habitats?</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our second unit of study, Animals Surviving and Thriving. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question Chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Animals Surviving and Thriving Chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question Chart for Week 8.</i></p> <p>Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We've been thinking about animals for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart for Weeks 6-8.</p> <p>Model synthesizing ideas.</p> <p><i>I notice these three ideas are all about dangers to baby animals. That makes me think: Animals survive and thrive in their habitats if their babies survive and thrive. I am going to write that sentence in a box on our chart: "When baby animals are protected, animals have a better chance to survive and thrive."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Animals Surviving and Thriving Chart.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do animals survive and thrive, and what can we do to help them?</i></p>
<p>Closing</p>	<p>Summarize the conversation. Make connections to the class project.</p>

5 minutes	Facilitate a discussion about how children can impact animals in their environments.
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <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>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>SR.4.1 Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
Ongoing assessment	<p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p>

Notes



Text Talk U2 W8 D4

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 5

Celebrating our Projects

The **Vocabulary**, **Text Talk**, **Studios**, and **Writing** blocks are combined to accommodate a presentation and celebration of the Sea Turtle Project and completion of Unit 2.

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> <p>Humans can play a role in animals' survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Unit Question	How do animals survive and thrive in their habitats?
Materials and Preparation	<p>Based on the scope of the presentation and celebration planned in a given classroom, teachers may:</p> <ul style="list-style-type: none">• notify families, school community members, Kindergarten classes, and/or other first grade classes;• prepare and send child-made invitations;• make and post copies of children's letters to their families;• display reusable bags;• post children's work from throughout the unit, including work from Studios, Science and Engineering, and Writing;• interview children about their experiences and display quotes from these interviews along with photos of children working;• help the children rehearse spoken presentations;• adjust the classroom schedule, in coordination with other school adults;• arrange images and texts from the unit for general viewing;• hang signs to explain work on the walls;• make the Animals Surviving and Thriving chart and other charts available for viewing;• prepare a few words to welcome and thank visitors and to explain the learning and work of the unit.
Process	Arrange the classroom so that artifacts of children's learning are accessible for viewing and labeled to aid viewer understanding. Importantly, consider

Text Talk U2 W8 D5

how to make visible and celebrate not only the final products but the process of learning throughout the unit.

Notes

WEEK 8

Stations

End of Unit Assessment
<p>Materials</p> <ul style="list-style-type: none">● End of Unit Assessment slide● projector and screen● End of Unit Assessment Prompt● End of Unit Assessment Image, one copy for each pair of children● End of Unit Assessment Rubric and Exemplar
<p>On Day 4, after Text Talk (Synthesis of Unit Ideas), the Stations block is used to administer an end of unit assessment. Children have had an opportunity to think together about the unit’s Big Ideas; now they draw on that discussion as they think, draw, and write independently to demonstrate their understanding.</p> <p>Show the image (slide), and read the assessment prompt aloud.</p> <p><i>How do the chimpanzee’s body structures help it survive in its habitat?</i></p> <p><i>Use details from the photograph to support your idea. Write all your ideas first, and then add a drawing.</i></p> <p><i>Talk to a partner about what you are going to write.</i></p> <p>Distribute copies of the image, and send the children off to write.</p> <p><i>Try to include some of our Weekly Words in your writing.</i></p> <p>Children may access resources posted around the classroom.</p> <p>As children finish, they can read independently while others finish up.</p>

See reverse for Stations overview page.

Station	Activities	Materials Writing tools at each station
Shared Reading	“Hollow Tree Song”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Hollow Tree Song” ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 8 image (birds at feeder) ● Week 8 prompt ● sand timers ● drawing tools
	Listen and Respond: “The Story of the Chicken and the Eagle”	<ul style="list-style-type: none"> ● audio recording and technology ● “The Story of the Chicken and the Eagle” child copy ● “The Story of the Chicken and the Eagle” conversation prompts
Vocabulary	Draw for Meaning <i>impact, environment, responsibility, endangered, wildlife, rescue</i>	<ul style="list-style-type: none"> ● Week 7 Vocabulary Cards ● Draw for Meaning sheets
Science Literacy	How can animals help us solve human problems?	<ul style="list-style-type: none"> ● Week 8 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Fluent Readers Challenge	<ul style="list-style-type: none"> ● Week 8 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 8 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It directions card
	Sentences	<ul style="list-style-type: none"> ● Week 8 Sentences cut apart and placed in separate envelope, one set for each child ● Sentences recording sheets ● Sentences directions card

	Say It, Build It, Write It	<ul style="list-style-type: none"> ● Week 8 Say It, Build It, Write It sheets ● Say It, Build It, Write It directions card
	Ending Glued Sound Picture Sort	<ul style="list-style-type: none"> ● Ending Glued Sound Picture Sort recording sheets and cards ● scissors ● Sort directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 8 Trick Word Memory cards ● scissors ● Memory directions card

WEEK 8

Shared Reading
“Hollow Tree Song”

Weekly Question	How are people and animals interconnected?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the song for whole group reading. ● “Hollow Tree Song” slides ● pointer ● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are learning about how about people and animals are interconnected. Both people and animals use things in the natural world—like a hole in a tree. Hollow means empty, with nothing inside. Our Shared Reading text this week is a song called “Hollow Tree Song.”</i></p> <p>Show the title slide. <i>It’s about how animals might use a hollow, or empty, tree.</i></p> <p><i>This song is sung to the tune of the song “Kookabura” but has different words. Before we read and sing it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds. <i>We have been learning about glued sounds. What are some glued sounds we’ve learned about?</i></p> <p>Use the large sound cards to review glued sounds /ang/, /ong/, /ing/, /ink/, /ank/, /unk/. Today we’ll hear and see some words with glued sounds and the suffix -s.</p> <p><i>What initial sound do you hear in “tank”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “winks”?</i> <i>What glued sound do you hear?</i> <i>What suffix is on the end of the word?</i></p> <p>Blend sounds to make a word.</p>

	<p><i>We are going to blend sounds together to make a word that we'll see in our text.</i></p> <p><i>Listen to these sounds: /l/.../ink/.../s/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Let's tap and blend together. Remember that glued sounds are tapped with three fingers at once. What's the word? [links]</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "hangs" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Now let's say each sound slowly while we all tap the sounds, using three fingers for the glued sound. /h/... /ang/... /s/.</i></p> <p>Determine syllables.</p> <p><i>How many syllables do you hear in the word "woodpecker?" Let's say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p>Model singing the song fluently and at an easy pace, following on the chart or slides.</p> <p>Invite children to echo read or sing the song, verse by verse. Then invite children to chorally read or sing the full song, slowing down the pointer to allow children to decode words such as "hangs," "links," "yank," "chipmunk" and other words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sounds. <i>What words in this poem have glued sounds?</i></p> <p>Connect the poem to unit content. <i>What are some ways that animals use hollow tree?</i></p> <p>Highlight high frequency words. <i>What 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 or sings one more time, or focus on one verse at a time to practice as a class. Use children's names in the last verse.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and quietly singing this song in the Reading Station.</i></p>

<p>Standards</p>	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>R.3.1.c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>R.3.1.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>R.3.1.e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>R.3.1.f Read words with inflectional endings.</p> <p>R.3.1.g Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Ongoing Assessment</p>	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Can children read words with glued sounds?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
<p>Daily Practice</p>	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with glued sounds and words ending with suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with glued sounds by changing the initial, medial, or final phonemes. For example, sing→ ring→ rang→ bang. ● Children add suffix -s to basewords to form plural words and to make subject-verb agreement.

<p>Notes</p>



Name: _____

Hollow Tree Song *Sing to the tune of "Kookabura"*

Bluebird nests in a hollow tree
Watch her link sticks, one, two, three
Nest, bluebird, nest, bluebird,
Nest in the hollow tree.

Woodpecker nests in a hollow tree
Watch her yank worms, one, two, three
Nest, woodpecker, nest, woodpecker,
Nest in the hollow tree.

Brown bat hangs in a hollow tree
Watch her sleep, quiet as can be
Sleep, brown bat, sleep, brown bat,
Sleep in the hollow tree.

Chipmunk rests in a hollow tree
Watch her sleep, still as can be
Sleep, chipmunk, sleep, chipmunk,
Sleep in the hollow tree.

Insert name here:

_____ plays in a hollow tree

While she sings with joy and glee.

Play, _____, play, _____,

Play in the hollow tree.

Name: _____ Date: _____

1. What can visitors do at the Sea Turtle Care Center?

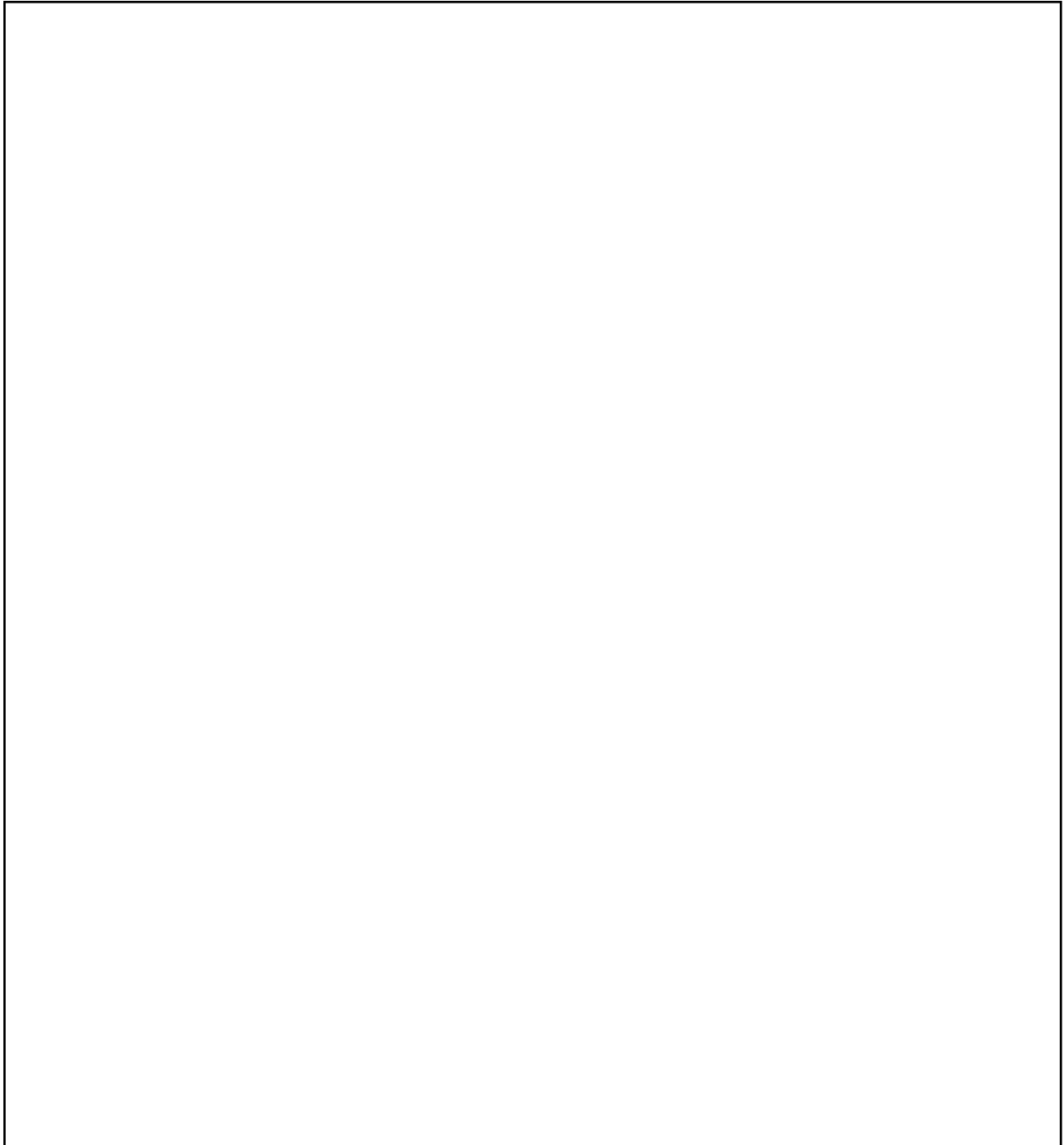
Use details from the words and photographs to support your response.

2. Why is the Sea Turtle Care Center an important place for sea turtles?

Use details from the words and photographs to support your responses to both questions.

End of Unit Assessment: Unit 2 Prompt

Select **one question** and add an illustration to your response.



End of Unit Assessment: Unit 2 Prompt

End of Unit Assessment Rubric

Unit 2 Prompts

1. What can visitors do at the Sea Turtle Care Center?
(RI.1.1, W.8, RI 1.7)
2. Why is the Sea Turtle Care Center an important place for sea turtles? (RI.1.2, W.8, RI.1.7)
Use details from the words and photographs to support your responses.

Relevant Unit 2 Big Ideas

- Humans can play a role in animals’ survival.
- Animals, including humans, are connected to each other and to their environments.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Accurately answers questions about key details in a text. (RI.1.1.)	Does not accurately answer questions about key details in the text.	Somewhat accurately answers questions about key details in the text.	Accurately answers questions about key details in the text.
Identifies the main topic and retells key details from the text (RI.1.2)	Begins to retell key details, but response veers from the prompt or does not retell key details.	Retells the text’s key details, but does not demonstrate full understanding in response to the prompt.	Retells the text’s key details and demonstrates understanding in response to the prompt.
Demonstrates conceptual understanding and knowledge about the topic.	Does not align response to the unit’s Big Ideas.	Response aligns somewhat to the unit’s Big Ideas.	Demonstrates conceptual understanding and knowledge about the unit’s Big Ideas.
With guidance, gathers information from both illustrations and words to respond in writing to a prompt. (W.1.8, RI.1.7)	Responds to the prompt without clear references to the illustrations and/or words of the text.	With significant guidance, uses one piece of information drawn from illustrations or words to respond to the prompt. The reference may be vague or unclear.	With guidance, includes at least one specific piece of information drawn from illustrations or words to respond to the prompt.

Stations: End of Unit Assessment Rubric U2 W8

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.1j	Includes frequent errors in usage; 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.
Capitalization L.1.2a	Uses upper case letters minimally or incorrectly.	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.	Makes no errors in capitalization.
Punctuation L.1.2b	Includes frequent errors in end punctuation, 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.
Spelling L.1.2d L.1.2e	Includes severe errors in spelling that often obscure meaning.	Includes 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.

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.

Unit 2 Exemplars

1. What can visitors do at the Sea Turtle Care Center? Use details from the words and photographs to support your ideas. (RI.1.1, W.8, RI 1.7)

Visitors can learn about sea turtles and pretend to be sea turtle doctors.

2. Why is the Sea Turtle Hospital an important place for sea turtles? Use details from the words and photographs to support your ideas.

(RI.1.2, W.8, RI.1.7)

The hospital is an important place because it rescues sea turtles who have been hurt. It helps sea turtles get better so they can go back into the ocean.

“The Story of the Chicken and the Eagle” Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What is Chicken's problem when he's learning to fly?

“The Story of the Chicken and the Eagle”

Question 2

Do you think Eagle's response to Chicken losing the needle is fair? Why or why not?

“The Story of the Chicken and the Eagle”

Talk, Draw, Talk Week 8



<https://celebrateurbanbirds.org/learn/birds/attracting-birds/>



<https://celebrateurbanbirds.org/learn/birds/attracting-birds/>

Listening & Speaking Station U2 W8.1

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

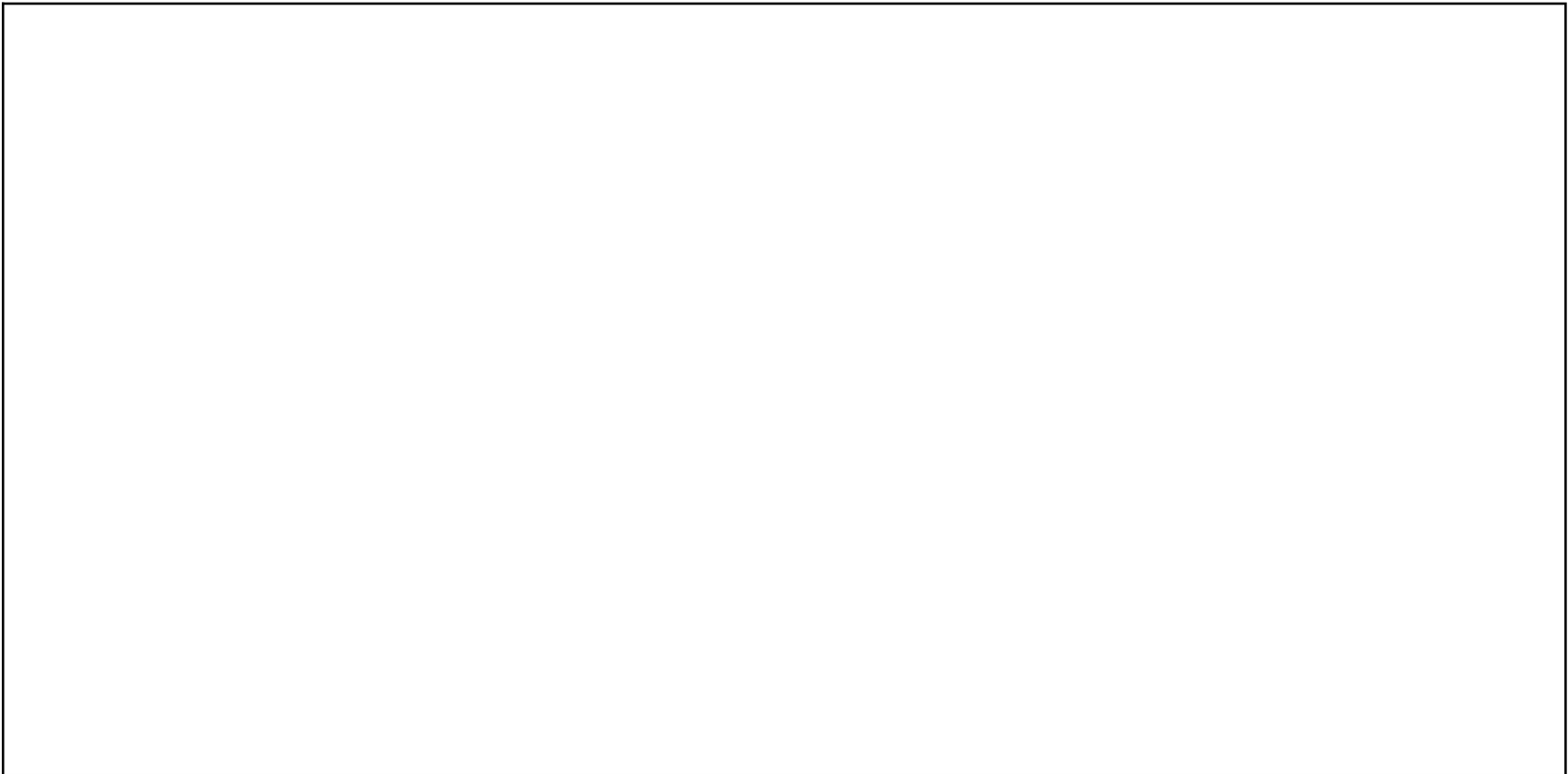
Name: _____

Talk Draw Talk

Look carefully at the image. Birds are coming to an urban bird feeder. People have put seeds in the feeder to give food to the birds and to watch them.

What is another way that people and animals are interconnected?

Talk with your partner about your drawing.



Listening & Speaking Station U2 W8.1

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

Week 8 Science Prompt

How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____
How can animals help us solve human problems?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

The kids **are** at **the** rink **too**.

Bob **has very** strong lungs.

The wigs **on the** bug **are** pink.

The kings **had very** bad luck.

Mom **also has** six rings.

The cat **has two** big chunks **of** fish

She thinks that **you** will **come**.

Can **you come here?**

She sang **some** songs.



Minutes:

Skills:

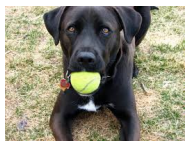
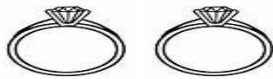




Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Look at the picture. Name the object. Write the word.
Box the glued sound. Circle the suffix.

Word Bank							
rings	sings	wings	songs	lungs	runs	kings	tanks

 <p>br<u>ing</u>s</p> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>
 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/>

Skills:
Know and apply grade-level phonics and word analysis skills in decoding words.

Sentences

sentence 1

did	thank	your	you
for	chuck	help	too

sentence 2

very	is	this	used
------	----	------	------

sentence 3

come

also

pink

these

in

Skills:

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

Name: _____

Sentences

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

1.

2.

3.

Name: _____

Say It	Build It	Write It
--------	----------	----------

also		<hr/> <hr/> <hr/>
come		<hr/> <hr/> <hr/>
too		<hr/> <hr/> <hr/>
some		<hr/> <hr/> <hr/>
very		<hr/> <hr/> <hr/>

Name: _____

Say It	Build It	Write It
--------	----------	----------

two		<hr/> <hr/> <hr/>
put		<hr/> <hr/> <hr/>
why		<hr/> <hr/> <hr/>
my		<hr/> <hr/> <hr/>
try		<hr/> <hr/> <hr/>

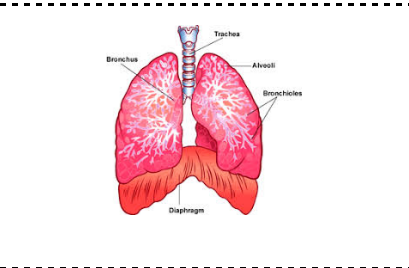
Skills

Recognize and read grade-appropriate irregularly spelled words.

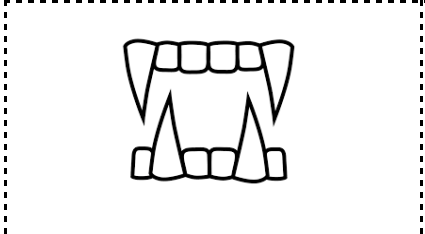
Ending Glued Sound Picture Sort

Cut apart the pictures. Check the word bank.
Place the pictures in the correct column.
Write the words in the correct column.

_____nk	_____ng



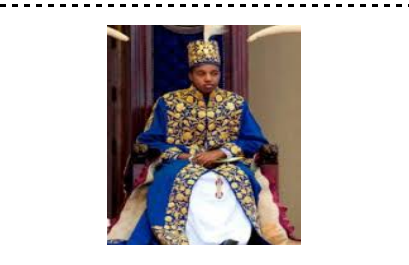
Word Bank



ring
lung



fang
bank
tank



wink
honk
king



wing
rink
sink



song

Name: _____

Ending Glued Sound Picture Sort

____nk	____ng
_____	_____
-----	-----
_____	_____
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_____	_____
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Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Trick Word Memory

very	also	come	put
so	put	some	also
two	very	too	two
too	come	some	so

Skills:

Recognize and read grade-appropriate irregularly spelled words.

WEEK 8 Lesson 1

Science and Engineering: Introduction to Biomimicry
How can animals help us solve human problems?

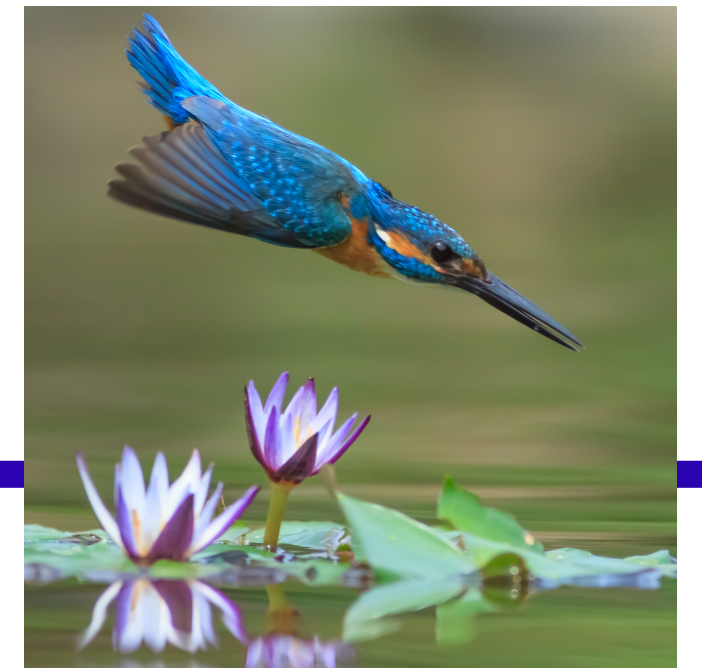
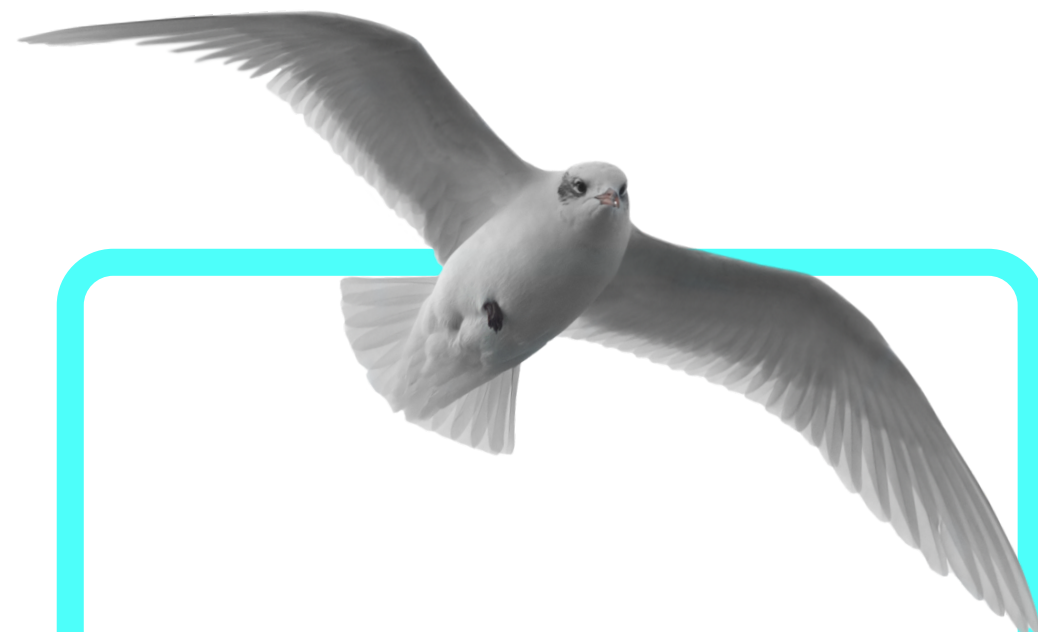
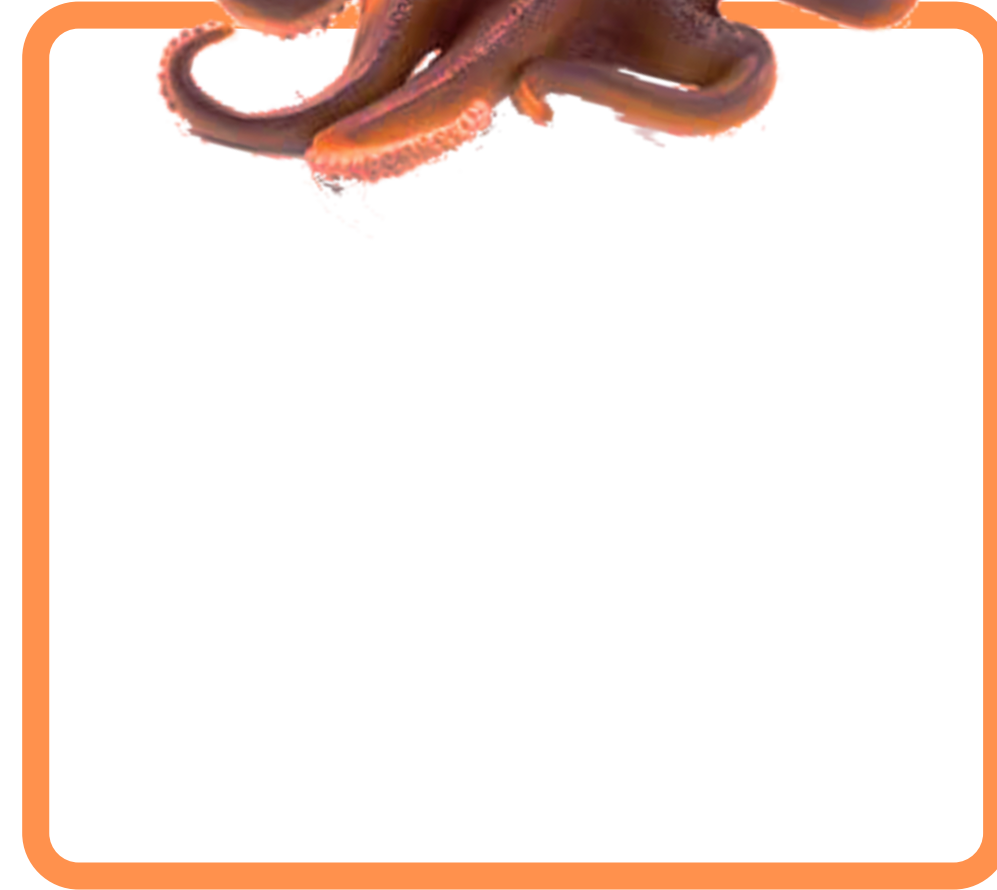
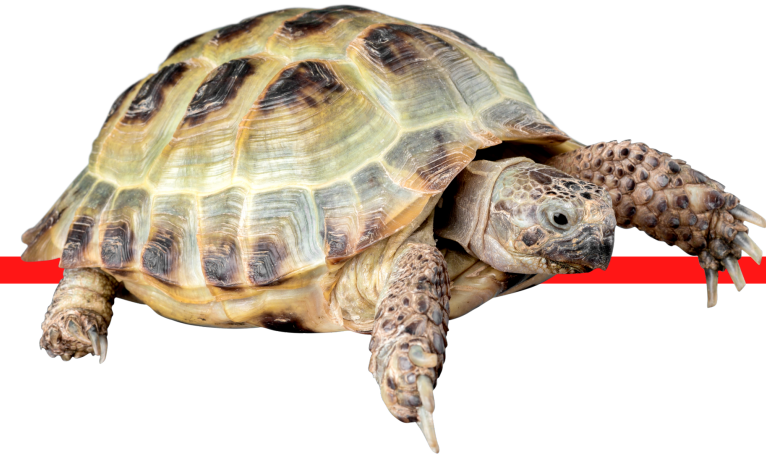
S & E Big Ideas	Animals have external parts that help them grow, survive, and meet their needs. Humans can copy animal structures to solve human problems.
S & E Guiding Question	How can animals help us solve human problems?
Content Objective	I can use what I know about animal structures to identify ways humans have mimicked animals to solve human problems. (1-LS1-1)
Language Objective	I can discuss ways humans mimic animals to solve human problems. (SL1.1)
Vocabulary	mimic: to copy biomimicry: when people use ideas from nature to solve human problems
Materials and Preparation	<ul style="list-style-type: none"> ● Biomimicry 101, Examples of How We Copied Nature video (https://www.youtube.com/watch?v=V2GvQXvjhLA)w ● Biomimicry Matching sheets (animal sheet and pictures of human inventions, copied for each child, and one set for teacher modeling)
Opening 9 minutes	<p><i>We've been learning about how animals use their parts to survive, grow, and meet their needs. One of the reasons this is so important is that humans actually use ideas from plants and animals to solve our own problems! Today, we're going to learn about some different ways humans have copied nature.</i></p> <p>Project the video. <i>When humans copy nature to solve problems, that's called biomimicry.</i></p> <p>Invite children to Turn and Talk. <i>What did you learn from the video about how humans have copied, or mimicked nature?</i></p>

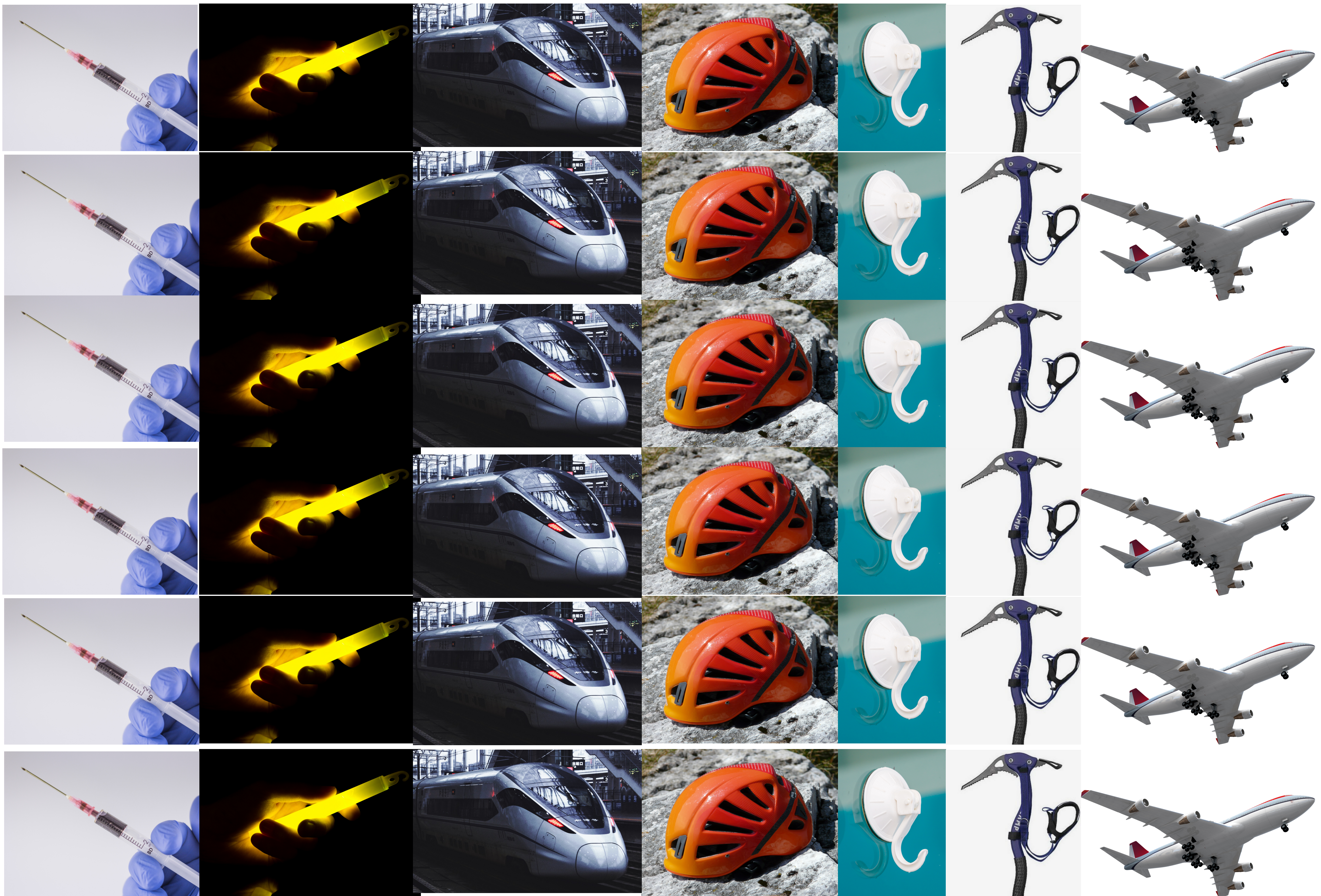
<p>Investigation 15 minutes</p>	<p><i>Now that we've learned a little bit about biomimicry, let's see if you can use your knowledge of animal parts to match an animal to a human invention.</i></p> <p>Show children the biomimicry sheet with the animals above the boxes and the photos of human inventions.</p> <p><i>To complete this activity, you will look closely at each animal and think about its structures. What do those structures, or parts, do? Then, you'll look at the photos of human inventions. Which inventions mimic a part of each animal? You'll match them up and glue them. Let's do one together.</i></p> <p>Show children the picture of the kingfisher diving into the water and ask which human invention was created by mimicking the bird. Model matching and gluing the bullet train into the box with the kingfisher.</p> <p><i>You're going to match each of the human inventions to the animal that humans mimicked. Before you glue, please raise your hand and I will check to make sure you have the correct matches.</i></p> <p>Provide each child with an animal paper and set of human invention photos.</p>
<p>Discussion 5 minutes</p>	<p>Facilitate a discussion about the investigation using the following questions.</p> <ul style="list-style-type: none"> ● <i>How did you figure out which animal matched each invention?</i> ● <i>Were there any that confused you?</i> ● <i>What questions do you have about how animals help us solve human problems?</i>
<p>Closing 1 minute</p>	<p><i>This week we'll be learning more about how animals help humans solve problems!</i></p>
<p>Standards</p>	<p>Practice 1: Asking questions and defining problems Practice 3: Planning and carrying out investigations 1-LS1-1 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. SL1.1 I can discuss ways humans mimic animals to solve human problems.</p>
<p>Ongoing assessment</p>	<p>Listen in to children as they attempt to match each animal to its human invention and during the discussion.</p> <p>Do they understand that they should be looking at the animal structures and how they function? Are they able to correctly match animals/inventions?</p>

BIOMIMICRY

MATCH THE ANIMAL TO THE HUMAN INVENTION!

Name: _____





Pairs: Mosquito-needle, firefly-glowstick, burr-velcro, turtle-helmet, octopus-suction cup, woodpecker-ax, bird-airplane

WEEK 8 Lesson 2

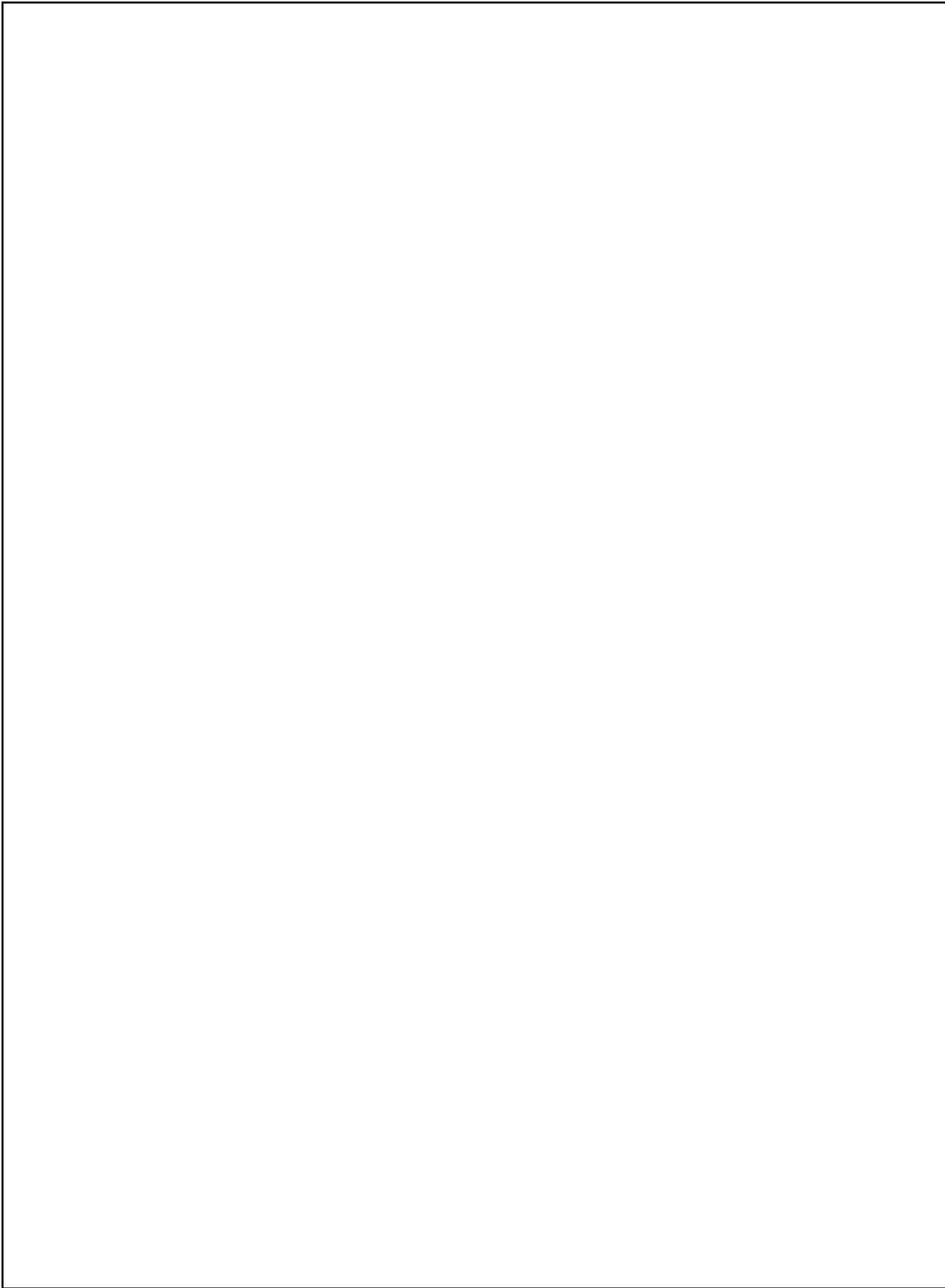
Science and Engineering: Biomimicry
Designing Safe Helmets

S & E Big Ideas	Animals have external parts that help them grow, survive, and meet their needs. Humans can copy animal structures to solve human problems. Biomimicry is when humans copy the natural world (like plants and animals) to solve human problems.
S & E Guiding Question	What animal structures could we copy to design safe helmets?
Content Objective	I can use what I know about animal structures to identify ways humans have mimicked animals to solve human problems. (1-LS1-1)
Language Objective	I can discuss ways humans mimic animals to solve human problems. (SL1.1)
Vocabulary	mimic: to copy biomimicry: when people use ideas from nature to solve human problems
Materials and Preparation	<ul style="list-style-type: none"> ● hard boiled egg ● clear jar filled with water Place egg in the jar. ● Science for Kids video (https://www.youtube.com/watch?v=4Dcj6nYcbLI) ● Biomimicry Posters ● <i>Woodpeckers to Helmets</i>, by Jennifer Colby (here on Epic)
Opening 12 minutes	<p><i>In our last lesson, we learned about how humans use nature to help us solve problems. Today, we will talk about a very important problem that involves your brain! Then I'll explain how we're going to try to solve the problem using ideas from nature.</i></p> <p>Show the video.</p> <p>Show children the egg in the jar. Remind them of what they learned in the</p>

	<p>video about how the brain moves within the skull. Simulate getting hit in the head. Hold the top of the jar with one hand and with the other, hit the side of the jar. The egg will bounce around. Explain that when this happens to your brain, it can make you dizzy, cause confusion, make it difficult to focus or pay attention, make your head hurt, and/or make your vision blurry.</p> <p><i>If you hit your head really hard, or do it frequently, it can cause a lot of damage, which is why it's important to take care of the brain.</i></p> <p><i>Scientists and engineers have been working very hard to come up with a solution to his problem, and are looking to animals for help! That is because nature is best at solving problems! Do you remember the word for when humans use nature to solve problems? (biomimicry)</i></p> <p><i>Today you will use what you know about animal parts and how they work to design something similar to a new helmet. You will test your design by placing an egg into it and dropping it from above your head. Before we start working on designs, let's learn about a few animals that might help us with some ideas!</i></p>
<p>Investigation 10 minutes</p>	<p>Show children the Biomimicry Posters of the animals (do not put up the helmets yet) and read the captions.</p> <p><i>These are all animals that have structures that have helped humans solve the problem of protecting the brain.</i></p> <ul style="list-style-type: none"> ● <i>What do you notice about each of these animals?</i> ● <i>How are they the same? Different?</i> ● <i>What structures do you think people copied to make helmets?</i> ● <i>What do you think the helmets might look like? Why?</i> <p><i>We will learn a little bit more about how humans copied the woodpecker to build a safe helmet.</i></p> <p>Read the book, Woodpeckers to Helmets.</p> <p><i>We didn't get to see the inside of one of the helmets designed by using ideas from the woodpecker. Let's take a look at some different helmets now!</i></p>
<p>Discussion 5 minutes</p>	<p>Put up the pictures of the helmets and discuss:</p> <ul style="list-style-type: none"> ○ <i>What do you like about the designs? What would you change to improve the design?</i> ○ <i>How might you design a helmet that uses some of the structures we learned about?</i> ○ <i>What materials do you think you might need for your designs?</i> ○ <i>What questions do you have?</i>

Closing	<i>We've learned about some animal structures that could help us design safe helmets. During your Station, you will write about some of the structures you could copy to design a safe helmet. During Studios, you may start drawing some designs for what your helmet might look like and what materials you might want to use.</i>
Standards	Practice 1: Asking questions and defining problems Practice 3: Planning and carrying out investigations Practice 6: Constructing explanations and designing solutions 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. SL1.1 I can discuss what I learn about where animals get their traits.
Ongoing assessment	As children talk about the structures of animals and the helmets that have been designed, do they show an understanding that the structures impact the functionality? When talking about materials, do they understand that some materials are better for specific parts of designs than other materials?

Notes



Science and Engineering U2 W7 L2

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Maine Department of Education

WEEK 8 Studios



How are people and animals interconnected?

Children add to, revise, and refine their projects with an emphasis on finalizing and preparing projects for presentation to the selected audience.

Studios time is combined with Vocabulary and Language, Text Talk, and Writing on Day 5 for celebration and presentation of the work from the unit.

Use the sheets to make notes according to and in support of work children are pursuing.

<p>Big Ideas</p>	<p>Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival. Animals help their offspring survive in different ways. Humans can play a role in animals’ survival. Animals, including humans, are connected to each other and to their environments.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Sea Turtle Project Plan ● Sea Turtle Project Planning sheets for each group ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets ● all materials identified by small groups for project work <p><u>For the Science and Engineering Studio:</u></p> <ul style="list-style-type: none"> ● materials from science lessons ● science journals ● colored pencils ● Biomimicry Project Studio sheet, 1 copy for each child
<p>Opening</p>	<p><i>We’ve been learning about how humans can use ideas from animal structures, or parts, to solve human problems. During your Science and Engineering Studio this week, you’ll be brainstorming and drawing some helmet designs.</i></p>

	<p><i>These are our last few days to work on our sea turtle projects. When you get together with your group, begin by checking in on your work so far and deciding what you need to do to finish your project and get it ready for our celebration.</i></p> <p>Dismiss children in small groups to continue established project work.</p>
Facilitation	<p>Encourage children to consider any feedback they have received from classmates and adults.</p> <p>Facilitate cross-pollination of ideas by suggesting that groups take a break to look at each other’s work, ask questions, and be inspired by their classmates’ efforts.</p> <p>Support children if they struggle to come to group consensus about next steps.</p> <p>Refer children to the studios prompts to focus their work as they wrap up their projects and plan for presentation.</p>
Closing Studios	<p>Help children bring their projects to completion and prepare for presentation. Each project might have descriptive signs or other related writing, a visual display, and/or a rehearsed presentation.</p>

Art



Project(s):

Current state of the project


Questions to prompt further work


Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

<p>Building</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

<p>Drama</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

Library



Project(s):

Current state of the project

Questions to prompt further work

Opportunities for collaboration

Practical support: resources & materials

Overall project support

Ongoing Assessment

Science and Engineering



Designing Helmets

Objective:

I can draw a helmet design using ideas from animal structures.

Introduction:

Your job is to think about a couple of designs that include at least one element of biomimicry. For example, I might design a helmet with something spongy inside, like the bones of a woodpecker.

Process:

1. Write your name on a project paper.
2. Draw 3-4 animal parts that might help you design a safe helmet in the small boxes at the top of the paper.
3. Choose at least 1 of the animal structures to copy, and circle it.
4. Draw 2 different helmet designs that include the animal structures you decided to copy.

Facilitation:

- *What will your helmet look like?*
- *What animal parts are you going to copy? Why?*
- *How do your designs use biomimicry?*
- *What do you think will be the best part of your design?*
- *Are there any parts of your design that you're worried about? How could we test or improve that part?*

Ongoing Assessment:

Consider the following questions while making notes of misconceptions or confusions.

- Do children understand that they should be copying the animal parts that serve a function related to protection for a helmet?
- Do the designs include elements of biomimicry?

Thinking and Feedback Possibilities:


Allow children to share their designs with others to gather feedback and improve designs.

Standards

Science and Engineering:

Practice 8. Obtaining, evaluating, and communicating information

1-LS1-1 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>Writing and Drawing</p> 	<p>Project(s):</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Opportunities for collaboration</p>	
<p>Practical support: resources & materials</p>	
<p>Overall project support</p>	
<p>Ongoing Assessment</p>	

Art Studio

What do we need to finish?

What do we want our audience to think about from our project?

Building Studio

What do we need to finish?

What do we want our audience to think about from our project?

Drama Studio

What do we need to finish?

What do we want our audience to think about from our project?

Library Studio

What do we need to finish?

What do we want our audience to think about from our project?

Science and Engineering Studio

What animal parts are you going to copy?
Why?

Are there any parts of your design that you're worried about? How could we test or improve that part?

Writing and Drawing Studio

What do we need to finish?

What do we want our audience to think about from our project?

Name: _____

Animal Part

Animal Part

Animal Part

Animal Part

Design 1

Design 2

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 1

Writing Argument

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 2-3. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of argument: to convince someone to do something.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of argument. (W.2.1.a, W.3.1.b)
Language Objectives	I can discuss with a partner or small group how my writing should be revised. (SL.1.1) I can add adjectives to make my argument stronger. (W.2.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	argument: a genre of writing whose purpose is to convince someone to do something or to think something revise: to make changes to writing publish: to prepare writing for an audience audience: an individual or group for whom a piece of writing is composed feedback: specific, helpful suggestions given to improve work
Materials and Preparation	These materials will be used during Days 1 and 2 this week. <ul style="list-style-type: none">Argument Observation Tools and Argument Feedback sheets Before the lesson, review the children's Argument Observation

Writing U2 W8 D1

	<p>Tools and Argument Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● drawing and writing tools ● children’s writing notebooks ● children’s writing folders, including Argument Feedback sheets ● argument mentor texts: <i>The Big Bed</i>, Argument Letter, from Week 6, Day 1 ● Argument anchor chart, from Week 6, Day 1 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> ● Audience chart, from Week 5, Day 5 ● <i>The Big Bed</i>, Bunmi Laditan ● <i>The Big Bed</i> chart, from Week 5, Day 3 ● Argument anchor chart, from Week 6, Day 1 ● Argument Stages slides, from Week 6, Day 1 ● argument research charts, from Week 6, Days 4 ● Argument Letter slides, from Week 6, Day 2 ● Argument Adjectives chart, from Week 6, Day 5 <p>For Publishing:</p> <ul style="list-style-type: none"> ● a variety of paper suited to letter writing, copies as needed for publishing
<p>Opening 1 minute</p>	<p><i>We have learned a lot about arguments! This week you are going to revise and publish your argument letters to get them ready to give to your families.</i></p> <p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your argument even better.</i></p>
<p>Individual Construction 24 minutes, concurrent with Small Group instruction</p>	<p>Send the children with writing notebooks and folders to revise their work.</p> <p>After children revise, and have met with their small group, they may begin to publish their letters, by copying them onto letter paper.</p>
<p>Small Group Possibilities</p>	<p>As children work individually, pull small groups with similar needs to improve one aspect of their writing. The aspects addressed in revisions</p>

<p>24 minutes, concurrent with Individual Construction</p>	<p>should be features of argument taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Audience</u> Review the lesson from Week 5, Day 5. Remind children of the importance of considering audience when writing an argument. Review the audiences of children’s letters and guide them to revise the stages and/or language so that it appeals to their chosen audiences.</p> <p><u>Thesis</u> Review the lessons from Week 5, Day 3; Week 6, Day 1; and Week 6, Day 3. Have children review the theses of their letters. If the thesis is missing, guide the child to say and then write an appropriate thesis. If the thesis needs revising, help the child to revise the thesis to clearly state what she wants the audience to do.</p> <p><u>Reasons and Evidence</u> Review the lessons from Week 5, Day 3; Week 6, Day 1; and Week 6, Days 3-4. Remind children that reasons support the thesis and appeal to the audience. Support the children in generating at least two reasons, drawn from research. In addition, guide them to the evidence that supports these reasons.</p> <p><u>Reinforcement of the Thesis</u> Review the lesson from Week 5, Day 3 and Week 6, Day 1. Assist children in adding/revising a reinforcement of the thesis by having them restate the thesis, but in a new way.</p> <p><u>Parts of a Letter</u> Review the lesson from Week 6, Day 2. Have children compare their letters to the model letter. Help them to identify which parts are missing or need revision. Guide children to revise their letters so that they follow the conventions of a letter.</p> <p><u>Adjectives</u> Review the lesson from Week 6, Day 5. Support the children as they identify sentences and sections that could be better developed with adjectives. Guide children to choose positive or negative adjectives, depending on what they are describing and who their audience is.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.</p>
<p>Standards</p>	<p>W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen</p>

	<p>writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <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.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>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 2

Writing Argument
Revising and Publishing
continued from Day 1

Content Objective	I can revise my writing to fit the purpose, structure, and language of argument. (W.2.1.a, W.3.1.b)
Language Objectives	I can discuss with a partner or small group how my writing should be revised. (SL.1.1) I can add adjectives to make my argument stronger. (W.2.1.a, L.1.1.e, L.1.1.f, L.1.1.g, L.1.1.h)
Vocabulary	revise: make changes to writing publish: to prepare writing for an audience argument: a genre of writing whose purpose is to convince someone to do something or to think something audience: an individual or group for whom a piece of writing is composed
Materials and Preparation	See materials from Day 1
Opening 1 minute	<i>Today you will continue revising and publishing your arguments to get them ready for your audience.</i>
Individual Construction and Small Groups 24 minutes	As children work independently, meet with small groups, as described in Day 1.
Closing 5 minutes	Choose one experience from the small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen

	<p>writing as needed.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>W.1.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.1.5b. Demonstrate the ability to choose and use appropriate vocabulary.</p> <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.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>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 3

Writing Argument
Publishing

Content Objective	I can prepare my argument for an audience. (W.2.1.a,W.3.1.b)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.1)
Vocabulary	publish: to prepare writing for an audience argument: a genre of writing whose purpose is to convince someone to do something or to think something
Materials and Preparation	<ul style="list-style-type: none">● children’s writing notebooks● drawing and writing tools● a variety of paper suited to letter writing, copies as needed for publishing
Opening 1 minute	<i>Today you will finish publishing your argument letter to get it ready to share with your family!</i> <i>First you will review the letter in your notebook. Make sure that it is revised and edited to be how you want it. Then you will make a neat copy of your letter onto a clean sheet of paper.</i>
Individual Construction 28 minutes	Send the children with writing folders and publishing materials. As children work, circulate to assist them with publishing.
Closing 1 minute	<i>You have worked so hard on your argument letters. It will be exciting to share them as part of our Sea Turtle Project!</i>
Standards	W.2.1.a 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. W.3.1.b Use a combination of drawing and writing to communicate a topic with details. 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	Review children’s published work for clarity.

Notes

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 4

Writing Argument
Post-Assessment

Content Objective	I can write a letter convincing my teacher to get a class pet. (W.3.1.b)
Materials and Preparation	<ul style="list-style-type: none">● Argument Post-Assessment sheet, 1 copy for each child, plus a few extra copies● drawing and writing tools● Argument Rubric, one copy for each child
Opening 5 minutes	<p><i>You have learned so much about argument! Today I want to find out more about what you learned, so you will do some writing by yourself.</i></p> <p>Show the Argument Post-Assessment sheet.</p> <p><i>Just like you did at the beginning of the unit, you will write an argument letter convincing me to get a class pet.</i></p> <p>Note: If a child has a strong feeling about not 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>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>
Individual Construction 24 minutes	Send the children with writing tools and Post-Assessment sheets.
Closing 1 minute	<p><i>It's so helpful for me to read your writing and to see what you learned!</i></p>
Standards	W.3.1.b Use a combination of drawing and writing to communicate a topic

	with details.
Ongoing assessment	Use the Argument Rubric to score each child's work. Then, complete the Argument Reflection to plan for next steps.

Notes

Argument Post-Assessment

Name: _____ Date: _____

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

A series of ten sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Grade 1 Argument Rubric

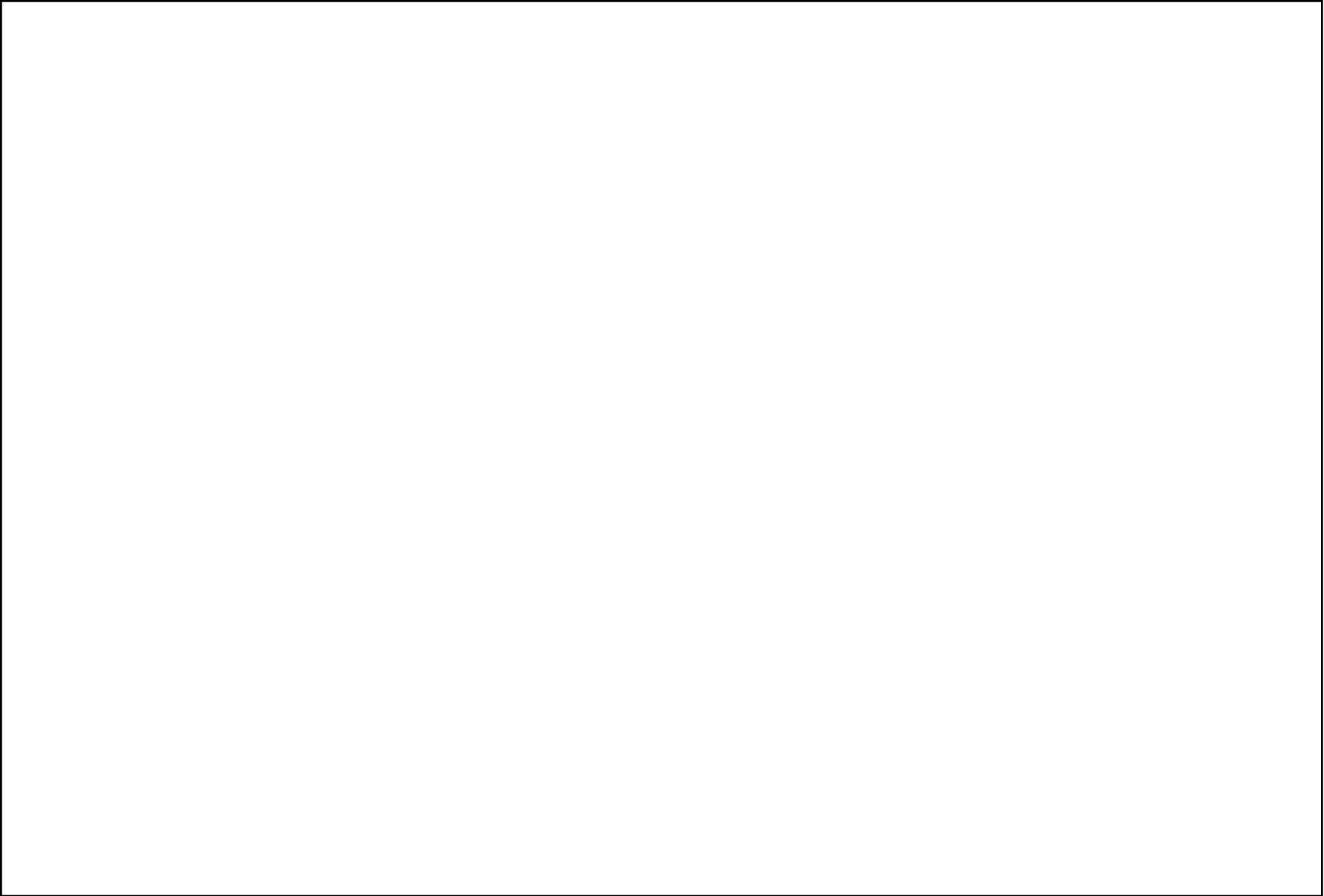
Child's Name: _____

Purpose (W.2.1.a, W.3.1.b)	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.2.1.a, W.3.1.b)	Not Observed	1	2	3	4
Thesis: 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.
Reasons: 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.
Reinforcement of the Thesis: 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.

Purpose (W.2.1.a, W.3.1.b)	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.
Language	Not Observed	1	2	3	4
Adjectives: 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.					
Organization: includes all parts of a letter: <ul style="list-style-type: none"> <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
Sentence Complexity (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.

Purpose (W.2.1.a, W.3.1.b)	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.
Capitalization (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.
Punctuation (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.
Spelling (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.

Notes



Unit 2: Animals Surviving and Thriving

WEEK 8 Day 5

Writing Argument
Presentation and Celebration

Materials and Preparation	<ul style="list-style-type: none">• children’s published writing
Presentation and Celebration	Dedicate Writing time to presenting the class Sea Turtle Project.
Ongoing assessment	Reflect and make notes about the unit. What did children come to understand about the purpose, structure, and language of argument? What is still challenging? What do I still need to address with children this year? What might I do differently next year?

Notes

