

Unit 2: Animals Surviving and Thriving

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What animals live in our environment, and what do they do?				
Language Objective	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>scavenger: an animal that survives by finding plants, dead animals, or trash to eat</p> <p>adapt: to change in order to survive in different conditions</p> <p>surroundings: environment</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>wild: living without the care of humans</p> <p>thrive: to grow and develop well</p> <p>urban: having to do with a city</p> </td> </tr> </table>	Day 1	<p>scavenger: an animal that survives by finding plants, dead animals, or trash to eat</p> <p>adapt: to change in order to survive in different conditions</p> <p>surroundings: environment</p>	Day 2	<p>wild: living without the care of humans</p> <p>thrive: to grow and develop well</p> <p>urban: having to do with a city</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<p><i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our study, Animals Surviving and Thriving. Today’s words are scavenger, adapt, and surroundings.</i></p>				

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

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

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