

Unit 2: Animals Surviving and Thriving

WEEK 3 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do animals survive in their habitats?				
<b>Language Objective</b>	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>predator:</b> an animal that hunts and catches other animals for food</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p> <p><b>basic need:</b> something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> </td> </tr> <tr> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>survive:</b> to stay alive</p> <p><b>shelter:</b> a safe place where animals live</p> <p><b>prey:</b> an animal that is hunted by another animal</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>predator:</b> an animal that hunts and catches other animals for food</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p> <p><b>basic need:</b> something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p>	<b>Day 2</b>	<p><b>survive:</b> to stay alive</p> <p><b>shelter:</b> a safe place where animals live</p> <p><b>prey:</b> an animal that is hunted by another animal</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 3 Weekly Words cards</li> <li>● chart paper</li> </ul> <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>				
<b>Opening Day 1</b>	<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 about how animals survive and thrive. Today’s words are <b>predator</b>, <b>burrow</b>, and <b>basic need</b>.</i></p>				

Day 2	<p><i>Today we'll continue learning our words for this week. Today's words are <b>survive</b>, <b>shelter</b>, and <b>prey</b>.</i></p>
<p><b>Discussion</b> Day 1</p>	<p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p><b>Predator</b> Elaboration: <i>In this picture, the cheetahs look like they are chasing the baby gazelle. Cheetahs mainly eat gazelles.</i></p> <p>Think, Pair, Share prompt: <i>Why might it be helpful for predators to hunt in groups?</i></p> <hr/> <p><b>Burrow</b> Elaboration: <i>Some owls live underground, in burrows! Animals use burrows to hide from predators, for protection from weather conditions, and to raise their young. Usually they dig their own burrows, but sometimes animals use a burrow that another animal dug and left behind.</i></p> <p>Think, Pair, Share prompt: <i>What structure of an animal's body might be useful for digging a burrow?</i></p> <hr/> <p><b>Basic need</b> Elaboration: <i>All animals must have four things in order to survive: air, water, food, and protection from predators and weather. These are their basic needs.</i></p> <p>Think, Pair, Share prompt: <i>Do humans have the same basic needs as other animals? Are there any other basic needs you can think of?</i></p>
Day 2	<p><b>Survive</b> Elaboration: <i>Polar bears survive in very cold environments. They have thick fur, and the parents snuggle their young to keep them warm and safe. Animals use their body structures and behaviors to survive.</i></p> <p>Think, Pair, Share prompt: <i>What would you use to help you survive in a very cold environment?</i></p>

	<p><b>Shelter</b>  Elaboration:  <i>All animals need protection from predators and from extreme weather conditions like heat and storms. Burrows, caves, dens, and nests are all different kinds of shelter. This wolf is looking out from its shelter in the rocks.</i></p> <p>Think, Pair, Share prompt:  <i>Why is shelter so important for animals?</i></p> <hr/> <p><b>Prey</b>  Elaboration:  <i>In this picture the cheetahs are the predators. The gazelle is their prey. Some animals are predators, and they are also prey, such as a snake. A snake is a predator of a mouse. A snake is also prey for a hawk.</i></p> <p>Think, Pair, Share prompt:  <i>How might prey—an animal that another animal wants to eat—protect itself?</i></p>
<b>Closing</b>	<p><i>This week, we’re talking about how animals survive. The words we’re studying will help us to describe all some of the things animals do to stay alive.</i></p>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<p>How do children interact with new and familiar words?  How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?  How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p>

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**