

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 3

**Vocabulary & Language**  
Defining Words into Categories

<b>Weekly Question</b>	How do animals survive in their habitats?																					
<b>Language Objective</b>	I can define words by their category and attributes (L.5.1.b)																					
<b>Vocabulary</b>	<b>category:</b> a group of things that are similar in some way <b>attribute:</b> a quality or characteristic																					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>Chart paper</li></ul> Create the following chart, Animal Categories and Attributes. Leave the bottom two rows blank for Day 4. <table border="1" data-bbox="440 1108 1417 1745"><thead><tr><th colspan="3">Animal Categories and Attributes</th></tr><tr><th>category</th><th>animal</th><th>attributes</th></tr></thead><tbody><tr><td>animals that fly</td><td>pigeon</td><td>gray, shiny feathers, cooing sound</td></tr><tr><td>animals that swim</td><td></td><td></td></tr><tr><td>animals that jump</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Animal Categories and Attributes			category	animal	attributes	animals that fly	pigeon	gray, shiny feathers, cooing sound	animals that swim			animals that jump								
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<b>Opening</b>	<i>Animal experts want to make sure people know exactly which animal they are talking about. We can be clear by using a <b>category</b>, or the group an animal belongs to, and the animal’s <b>attributes</b>, its specific qualities or characteristics.</i>
<b>Discussion</b>	<p><i>We’re learning a lot about animals’ behaviors. We know that different animals fly, swim, or jump. We will make categories based on how animals move.</i></p> <p>Refer to the chart.</p> <p><i>A pigeon is a bird, an animal that flies. Three ways to describe a pigeon, to distinguish it from other birds, are these: they are gray, they have shiny feathers, and they make a cooing sound. Let’s add another animal to this category and name some of its attributes.</i></p> <p><i>Turn to your partner and name another animal that flies.</i></p> <p>Give children a moment to exchange ideas, and then add one or two more animals and attributes to the row on the chart.</p> <p>Continue in the same way to add animals that swim and jump. Emphasize the words and concepts of category and attribute.</p>
<b>Closing</b>	<i>Today we thought about three categories of animal movement: flying, swimming, and jumping. Each of those categories includes many, many animals. We chose specific animals and included their attributes. It’s helpful to be precise in describing animals. We will practice more with categories and attributes tomorrow.</i>
<b>Standard</b>	<b>L.5.1.b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>Ongoing assessment</b>	<p>Listen as children volunteer ideas. Do children sort animals into clear categories? Do they name attributes of each animal under discussion? What confusions persist?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

<b>Notes</b>
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