

Unit 2: Animals Surviving and Thriving

WEEK 5 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

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| <b>Weekly Question</b>   | How do animal babies survive?  |              |  |              |  |
| <b>Language Objectives</b>   | I can talk with my classmates about words. (SL.1.1)<br><br>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="background-color: #e0e0e0;"><b>Day 1</b></td> </tr> <tr> <td> <b>offspring:</b> a new plant or animal produced by a parent<br/> <b>parent:</b> a plant or animal that younger ones come from<br/> <b>safe:</b> not in danger                 </td> </tr> <tr> <td style="background-color: #e0e0e0;"><b>Day 2</b></td> </tr> <tr> <td> <b>protect:</b> to keep someone or something from being harmed<br/> <b>camouflage:</b> blending into surroundings, by color or markings<br/> <b>hatchling:</b> an animal that has just come out of its shell                 </td> </tr> </table> | <b>Day 1</b> | <b>offspring:</b> a new plant or animal produced by a parent<br><b>parent:</b> a plant or animal that younger ones come from<br><b>safe:</b> not in danger | <b>Day 2</b> | <b>protect:</b> to keep someone or something from being harmed<br><b>camouflage:</b> blending into surroundings, by color or markings<br><b>hatchling:</b> an animal that has just come out of its shell |
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| <b>Materials and Preparation</b>   | <ul style="list-style-type: none"> <li>● Week 5 Weekly Words cards</li> <li>● chart paper<br/>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</li> <li>● Weekly Words routine chart (optional)</li> </ul>  |              |  |              |  |
| <b>Opening</b><br>Day 1  | <i>Today we’ll start a new list of Weekly Words. These words come from our texts and our unit’s big ideas about how animals survive and thrive. Today’s words are <b>offspring, parent, and safe.</b></i>  |              |  |              |  |

Vocabulary & Language U2 W5 D1 & D2

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| Day 2                              | Today's words are <b>protect</b> , <b>camouflage</b> , and <b>hatchling</b> .   |
| <p><b>Discussion</b><br/>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>Offspring</b><br/>Elaboration:<br/><i>In the animal world, offspring sometimes have special names: The offspring of a cat is a kitten. The offspring of an elephant, a whale, or a cow is a calf. The offspring of a goose, like in this picture, is a gosling.</i></p> <p>Think, Pair, Share prompt:<br/><i>What kinds of animal offspring have you seen?</i></p> <hr/> <p><b>Parent</b><br/>Elaboration:<br/><i>Who takes care of you? Your parent or grandparent. Who takes care of baby animals? An animal parent.</i></p> <p>Think, Pair, Share prompt:<br/><i>Have you watched parents and offspring together in real life or in a video? What did you notice?</i></p> <hr/> <p><b>Safe</b><br/>Elaboration:<br/><i>Elephant mothers guard their babies with their big, strong bodies to keep them safe, or away from harm. Depending on their habitats and their body structures, animals might also use camouflage to stay safe.</i></p> <p>Think, Pair, Share prompt:<br/><i>Where might city animals hide in order to be safe?</i></p> |
| Day 2                              | <p><b>Protect</b><br/>Elaboration:<br/><i>Animals protect themselves in lots of ways—they run away; they warn other animals to stay away; they hide; they change color; and sometimes they fight. These penguins are acting all together to protect their offspring, or babies.</i></p> <p>Think, Pair, Share prompt:<br/><i>What would you do to protect yourself from a mosquito, if it buzzed into our classroom right now?</i></p>  |

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|                           | <p><b>Camouflage</b><br/>Elaboration:<br/><i>Some animals protect themselves by being hard to see in their environment. A green insect is hard to see on a green plant. Another way animals stay safe is by being hard to see. Do you see an animal in this picture?</i></p> <p>Think, Pair, Share prompt:<br/><i>Is an animal that uses camouflage in one habitat safe in a different habitat? Why or why not?</i></p> <hr/> <p><b>Hatchling</b><br/>Elaboration:<br/><i>A baby just born is called a newborn. An animal that comes out of a shell is called a hatchling. An animal is a hatchling in just the earliest days of its life, after breaking out of an egg. This turtle is about halfway out of the shell; it's a hatchling, because it's hatching out of the egg!</i></p> <p>Think, Pair, Share prompt:<br/><i>Why might hatchlings be in danger?</i></p> |
| <b>Closing</b>            | <i>This week we're talking about how animal babies survive. The words we're studying will help us to talk and write about this.</i>   |
| <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?<br/>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?<br/>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>  |

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|  | <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**