

Unit 2: Animals Surviving and Thriving

WEEK 6 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	What dangers do animals encounter?				
<b>Language Objectives</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 style="background-color: #e0e0e0;"> <td style="text-align: center;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>danger:</b> the possibility of harm</p> <p><b>underground:</b> beneath the surface of the earth</p> <p><b>reptile:</b> a type of animal with dry, scaly skin</p> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>nest:</b> a place for laying eggs and protecting young</p> <p><b>observe:</b> to look at or watch something closely</p> <p><b>threat:</b> a person or thing likely to cause harm</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>danger:</b> the possibility of harm</p> <p><b>underground:</b> beneath the surface of the earth</p> <p><b>reptile:</b> a type of animal with dry, scaly skin</p>	<b>Day 2</b>	<p><b>nest:</b> a place for laying eggs and protecting young</p> <p><b>observe:</b> to look at or watch something closely</p> <p><b>threat:</b> a person or thing likely to cause harm</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 6 Weekly Words cards</li> <li>● 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.</li> <li>● Weekly Words routine chart (optional)</li> </ul>				
<b>Opening Day 1</b>	<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>danger, underground, and reptile.</b></i>				

Day 2	<i>Today's words are <b>nest</b>, <b>observe</b>, and <b>threat</b>.</i>
<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>Danger</b> Elaboration: <i>This turtle is in danger because it is tangled in a fishing net. This is called entanglement, and it's a special kind of danger for ocean animals.</i></p> <p>Think, Pair, Share prompt: <i>Why might a fishing net cause danger for ocean animals?</i></p> <hr/> <p><b>Underground</b> Elaboration: <i>If sea turtles just laid their eggs on top of the sand, the eggs would be in danger. Sea turtles dig holes and bury their eggs underground to keep them safe.</i></p> <p>Think, Pair, Share prompt: <i>What other animals might dig holes or tunnels underground? Why do they do this?</i></p> <hr/> <p><b>Reptile</b> Elaboration: <i>Different families of animals have different body structures. Reptiles have scales covering their bodies. These are hard, dry plates, like our fingernails. Turtles and lizards are reptiles. So are snakes.</i></p> <p>Think, Pair, Share prompt: <i>How might scales help protect a reptile's body?</i></p>
Day 2	<p><b>Nest</b> Elaboration: <i>We usually think of nests in trees, and many are. Some animals build or find nests in other places. Tango's penguin parents built a nest with rocks, remember? Squirrels build nests with leaves. This piping plover's nest is right on the sandy beach.</i></p> <p>Think, Pair, Share prompt: <i>Why might different animals build different kinds of nests to lay eggs and protect their babies?</i></p>

	<p><b>Observe</b> Elaboration: <i>We have spent lots of time observing the sky and, now, observing animals. We can observe something up close, like an insect, or something far away, like clouds moving across the sky.</i></p> <p>Think, Pair, Share prompt: <i>What do you like to observe?</i></p> <hr/> <p><b>Threat</b> Elaboration: <i>A predator is one kind of threat—this cheetah is a threat to the gazelle. A fishing net is a threat to a sea turtle and other animals.</i></p> <p>Think, Pair, Share prompt: <i>How do animals protect themselves from threats?</i></p>
<b>Closing</b>	<i>This week, we’re talking about what dangers animals encounter. The words we’re studying help us talk about the dangers and what animals do to survive.</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? 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>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.