

Unit 2: Animals Surviving and Thriving

WEEK 7 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do people impact animals’ survival?				
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="background-color: #cccccc;">Day 1</td> </tr> <tr> <td> <p>impact: to have an effect on someone or something</p> <p>environment: surroundings, or natural world</p> <p>responsibility: something someone is counted on to do</p> </td> </tr> <tr> <td style="background-color: #cccccc;">Day 2</td> </tr> <tr> <td> <p>endangered: at risk of becoming extinct</p> <p>wildlife: plants and animals that live without humans, in the wild</p> <p>rescue: to save from a dangerous situation</p> </td> </tr> </table>	Day 1	<p>impact: to have an effect on someone or something</p> <p>environment: surroundings, or natural world</p> <p>responsibility: something someone is counted on to do</p>	Day 2	<p>endangered: at risk of becoming extinct</p> <p>wildlife: plants and animals that live without humans, in the wild</p> <p>rescue: to save from a dangerous situation</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 7 Weekly Words cards ● 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. ● Weekly Words routine chart (optional) 				
Opening 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 impact, environment, and responsibility.</i>				

Vocabulary & Language U2 W7 D1 & D2

Day 2	<i>Today's words are endangered, wildlife, and rescue.</i>
<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>Impact Elaboration: <i>In Unit 1, Building Strong Communities, we learned about leaders and other community members who impact their communities in positive ways—they make something happen. Now we're thinking about how people make things happen for animals, either to cause them danger, or to help them survive and thrive.</i></p> <p>Think, Pair, Share prompt: <i>How could planting trees impact animals in positive ways?</i></p> <hr/> <p>Environment Elaboration: <i>We can think of the environment as the natural world—the animals and plants, oceans, and mountains. We can also think of the environment as everything that surrounds us. In our urban environment, we have buildings as well as natural places.</i></p> <p>Think, Pair, Share prompt: <i>What is something in our schoolyard environment that is important to animals? What is something in our schoolyard environment that is important to you?</i></p> <hr/> <p>Responsibility Elaboration: <i>We have responsibilities in our classroom—to make it a friendly place and a good place for everyone to learn. We have responsibilities to our environment, too—to keep it clean and healthy for all living things.</i></p> <p>Think, Pair, Share prompt: <i>What do you think is one of your most important responsibilities?</i></p>
Day 2	<p>Endangered Elaboration: <i>A seal is in danger if it gets caught in a net. When we use a general noun to talk about a whole family of animals, like Florida panthers, we might say that they are endangered. All of the Florida panthers are struggling to survive because of habitat loss.</i></p>

	<p>Think, Pair, Share prompt: <i>Why do you think it is important to have many different kinds of plants and animals on Earth?</i></p> <hr/> <p>Wildlife Elaboration: <i>When we go outside with our field guides, or when we read about animals in their habitats, we are observing and learning about wildlife. The wildlife of our schoolyard is all the plants and animals that live in and travel through the schoolyard.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of wildlife do you find in our schoolyard or around the place where you live?</i></p> <hr/> <p>Rescue Elaboration: <i>Some scientists and volunteers work to rescue animals that are in danger. They rescue particular animals, like this dolphin caught in a piece of plastic. They also rescue families of animals, like the Florida panther, which needs its habitat protected. When you see a worm on the sidewalk, you could rescue it by putting it in a grassy place!</i></p> <p>Think, Pair, Share prompt: <i>Can you imagine a situation when you might rescue an animal? Tell your partner about it.</i></p>
Closing	<i>This week we're learning about how people impact animals' survival, in positive and negative ways. The words we're studying help us discuss and understand this idea.</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?</p> <p>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?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</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.

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