

Unit 2: Animals Surviving and Thriving

WEEK 8 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How are people and animals interconnected?				
<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>interconnected:</b> having the parts linked to each other</p> <p><b>basic need:</b> something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p><b>map:</b> a flat or two-dimensional representation of a place</p> </td> </tr> <tr> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>urban:</b> having to do with a city</p> <p><b>location:</b> the place where something is found</p> <p><b>travel:</b> to move from one place to another</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>interconnected:</b> having the parts linked to each other</p> <p><b>basic need:</b> something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> <p><b>map:</b> a flat or two-dimensional representation of a place</p>	<b>Day 2</b>	<p><b>urban:</b> having to do with a city</p> <p><b>location:</b> the place where something is found</p> <p><b>travel:</b> to move from one place to another</p>
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<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 8 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</b> Day 1	<i>We have seen some of our Weekly Words before, and some of them are new. Today’s words are <b>interconnected</b>, <b>basic need</b>, and <b>map</b>.</i>				
Day 2	<i>Today’s words are <b>urban</b>, <b>location</b>, and <b>travel</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>Interconnected</b> Elaboration: <i>When we think of the natural world, lots of parts are linked, or connected to each other—they depend on each other. We have been learning about the relationships between plants and animals, predators and prey, animals and their habitats.</i></p> <p>Think, Pair, Share prompt: <i>This week we'll be talking about how people and animals are interconnected. What ideas do you already have about that?</i></p> <p>Be sure to harvest and take notes about children's ideas during the whole group share; these ideas can be added to the Weekly Question chart as it is introduced.</p> <hr/> <p><b>Basic need</b> Elaboration: <i>The basic needs of animals are air, water, food, and protection from predators and weather.</i></p> <p>Think, Pair, Share prompt: <i>Do humans and other animals have the same basic needs? Are there any other basic needs you can think of?</i></p> <hr/> <p><b>Map</b> Elaboration: <i>We use maps to understand places—very small places, like our terrariums, and huge places, like the whole world. Maps include labels, colors, and symbols to describe the important features of a place.</i></p> <p>Think, Pair, Share prompt: <i>What important features have you included in your maps of terrariums or of the schoolyard?</i></p>
<p>Day 2</p>	<p><b>Urban</b> Elaboration: <i>Some people are surprised by how many animals live in urban places. Animals adapt to the city by finding food and shelter and places to lay eggs and raise their young.</i></p>

	<p>Think, Pair, Share prompt: <i>What animals have we learned about that can thrive in an urban environment? How do they survive?</i></p> <hr/> <p><b>Location</b> Elaboration: <i>The Florida panther reserve’s location is the south of Florida. We often talk about a location by describing the area it is part of. The location of our classroom is down the hall from the _____. We can also say, “Our classroom is <b>located</b> down the hall from the _____.”</i></p> <p>Think, Pair, Share prompt: <i>What’s a location, or a specific place, in our school that is important to you?</i></p> <hr/> <p><b>Travel</b> Elaboration: <i>People and animals travel. People travel by boat, by airplane, by foot, by train, by bus, by car.</i></p> <p>Think, Pair, Share prompt: <i>How many different ways can you think of together that animals travel?</i></p>
<b>Closing</b>	<i>This week we’re learning about how people and animals are interconnected. The words we’re studying help us discuss and understand this idea.</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>

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**