

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 1



Text Talk
Ultimate Animals (video)

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Weekly Question	What do animals do?
Content Objective	I can use evidence from a video to describe how animals use their body structures to move in their habitats. (1-LS1-1)
Language Objective	I can answer questions about key details in a video about animals. (SL.2.1.a)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal observe: to look at or watch something closely habitat: the place or natural area where plants and animals live grassland: a large, open area of land covered with grass desert: a habitat that has very little rain and where very few plants that can grow
Materials and Preparation	<ul style="list-style-type: none">● Ultimate Animals Video for Children (https://www.youtube.com/watch?v=bLJw9yPusak)● projector and screen● tools for drawing and writing● cut paper squares or sticky notes for sketching and jotting notes, enough for each child to have 2-3● chart paper

	<p>Prepare the following Weekly Question Chart.</p> <div data-bbox="545 222 1312 709" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How do animals survive and thrive? What do animals do?</p> </div> <p>On the whiteboard, write: Using the video as evidence, describe how an animal uses its specific structures to move in its habitat.</p>
<p>Opening 1 minute</p>	<p><i>Today we are beginning our second unit of study: Animals Surviving and Thriving. We will be thinking about animals, where they live, and how they stay safe and healthy. An animal is any living thing that is not a plant. That means a spider is an animal, and so is a whale! Surviving means staying alive, and thriving means growing fast and staying healthy. The study we are beginning today is called "Animals Surviving and Thriving."</i></p> <p>Introduce the text and set a purpose. <i>Today we are going to watch a video that shows many different animals. While we are watching, we can observe what structures, or parts, help animals move in the places where they live, their habitats.</i></p> <p><i>Because the video is long, it might be hard to remember everything! While we watch the video, we will stop along the way so that you can make quick sketches or notes if there is something you want to remember. For example, if I notice that zebras walk in groups, each on four legs, I can draw a quick sketch of two zebras walking, making sure to show the four legs on each animal. These notes are a way to capture our thinking for our final discussion.</i></p> <p>Distribute materials for drawing and writing. Ensure that all children are able to see and hear the video.</p>

<p>Text and Discussion 16 minutes 0:00-1:20</p>	<p>Play the beginning of the video. <i>Already we have seen many different animals doing things in different ways.</i></p> <p>Think, Pair, Share. <i>What is one animal that you observed, and what did it do? What body structures did it use to move in this way?</i></p> <p><i>Take a moment to sketch or write down your observation.</i></p>
<p>1:21-3:37</p>	<p><i>We have seen a lot of habitats where animals live. You might notice that some animals live in the sand, and some live in grass. A more precise way to say this is that some animals live in deserts, and some live in grasslands.</i></p> <p><i>Think, Pair, Share. Identify and describe one habitat where animals live. Tell your partner something you saw in the video as evidence about a certain kind of habitat.</i></p> <p><i>Sketch or write down your observation.</i></p>
<p>3:38-5:27</p>	<p><i>What are some other animal behaviors—things that they do that help them survive and thrive—that you saw? What body structures help the animals do that?</i></p>
<p>5:28-end</p>	<p>Finish the video.</p>
<p>Key Discussion 5 minutes</p>	<p>Think, Pair, Share. <i>Pick an animal we saw that interests you. It might be an animal you took a note about, or it might be another animal. Using information from the video, describe how the animal uses its specific structures to move in its habitat. For example, you might say: In the video, I observed giraffes use their long legs to walk in the water.</i></p>
<p>Closing 2 minute</p>	<p>Bring the class together and collect the children’s notes. Read several. <i>Wow, we are already thinking a lot about animals, their structures, and their habitats! Tomorrow we will learn more about what certain animals can do.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will explore the question: What do animals do? We can record our ideas here.</i></p> <p><i>In this video, we saw animals using four legs to move. Let’s add this to our chart: Many animals walk on four legs.</i></p> <p>In addition, choose a few of the children’s sticky notes to add to the chart.</p>

	<i>We can add more to our chart during the week.</i>
Standards	<p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively draw on key details in the video to explain their thinking about animal structures?</p> <p>How do children describe animals in a habitat?</p> <p>Collect children’s notes and review them.</p>

Notes