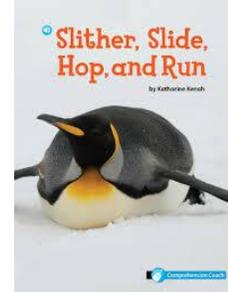


Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3



Text Talk
Slither, Slide, Hop, and Run
 Read 1 of 3

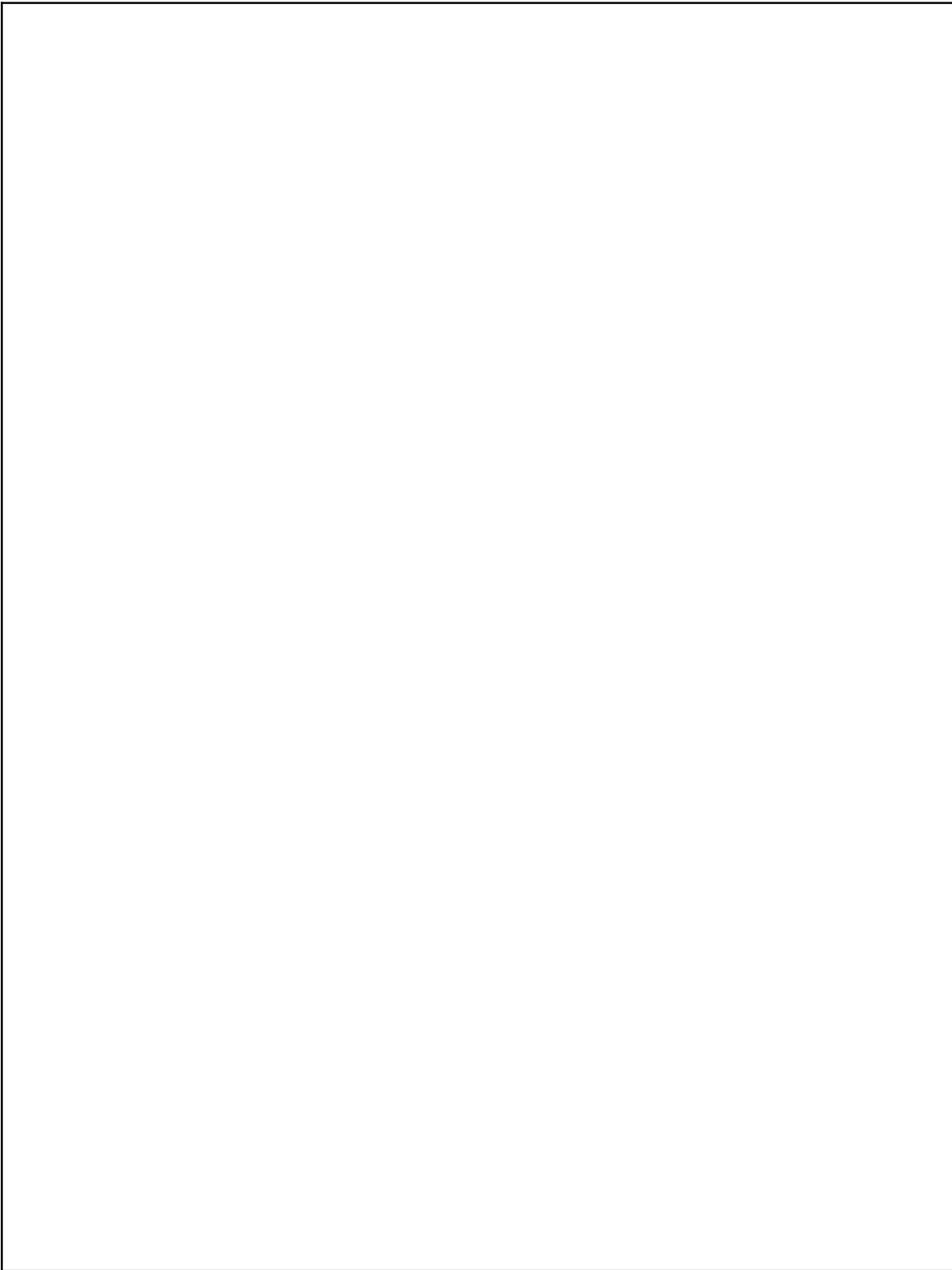
Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Weekly Question	What do animals do?
Content Objectives	Using text features to help me, I can identify the main topic and retell key details of a text about animals. (R.5.1.b, R.8.1 b) I can use key details from a text to describe how the specific functions of an animal’s structure help it survive and thrive in its habitat. (R.4.1.a, 1-LS1-1)
Language Objective	I can answer questions to determine the main topic and key details of a text. (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 function: what structures do for an organism slither: to move smoothly with a twisting motion glide: to move with a smooth motion and very little noise waddle: to walk with short steps and a swaying motion
Materials and Preparation	<ul style="list-style-type: none"> • <i>Slither, Slide, Hop, and Run</i>, Katharine Kenah, found in Reach Anthology (elephant cover, pages 45-57) or in slides • projector and screen, if using slides

Text Talk U2 W1 D3

	<p>On the whiteboard, write:</p> <p>What do you think this text is mostly about? How do you know?</p> <p>How do the specific functions of an animal’s structure help it survive and thrive in its habitat?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read another informational text about animals and how they move: Slither, Slide, Hop, and Run, by Katharine Kenah.</i></p> <p><i>This book has some important text features, like subheadings and labels, that help us understand the information in the text. Today, we will use these features, along with details in the photos and words, to identify and describe what the sections and the entire text are mostly about.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 48</p>	<p><i>What are some things that animals can do? How do their specific structures help them do that? Why is this important?</i></p> <p><i>Let’s look at the labels on these few pages. What information do the labels add or clarify?</i></p> <p><i>Based on the pages we’ve read so far, what do you think this text is mostly about?</i></p>
<p>page 50</p>	<p><i>What is this page about? What are some details in the words, photos, and labels that support that?</i></p> <p><i>We can think about what the whole text is about. We can also think about what each section, or subtopic, is about. What do you think this subtopic is about?</i></p>
<p>page 52</p>	<p><i>Why do you think a sloth has long claws? How do the sloth’s body structures help it survive and thrive?</i></p>
<p>page 56</p>	<p><i>What is this page, or subtopic, mostly about? What are some details?</i></p> <p><i>How do the labels and subheading help?</i></p> <p><i>How does a raccoon’s feet help it survive and thrive?</i></p>

<p>Key Discussion 8 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What do you think this text is mostly about? How do you know?</i></p> <p>Prompt 2: <i>Choose an animal you learned about in this text. How do the specific functions of the animal's structures help it survive and thrive in its habitat?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we explained what Slither, Slide, Hop, and Run is mostly about. We also learned about several animals and how their structures help them survive and thrive in their habitats.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.5.1.b Retell key details of texts, including the main topic.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</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> <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>Ongoing assessment</p>	<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 text to explain their thinking about animal structures and behaviors?</p> <p>Do children connect animal's structures and behaviors with their survival?</p>

Notes



Text Talk U2 W1 D3