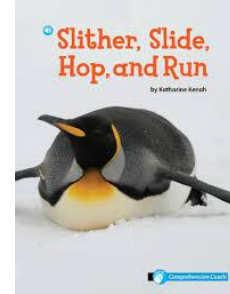


Unit 2: Animals Surviving and Thriving

WEEK 1 Day 4



Text Talk
Slither, Slide, Hop, and Run
 Read 2 of 3

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways.
Weekly Question	What do animals do?
Content Objectives	<p>I can use key details from a text to describe how the specific structures of an animal help it move. (R.4.1.a, 1-LS1-1)</p> <p>With support, I can read and comprehend informational texts. (Access Complex Text - Reading Preamble)</p>
Language Objective	I can define words by category and by one or more key attributes. (L.5.1.b)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>behavior: an activity that helps an organism survive and thrive in its habitat</p> <p>structure: an identifiable part of a plant or animal</p> <p>function: what structures do for an organism</p> <p>category: a group with shared characteristics, or traits</p> <p>movement: changing from one location to another</p> <p>slither: to move smoothly with a twisting motion</p> <p>glide: to move with a smooth motion and very little noise</p> <p>waddle: to walk with short steps and a swaying motion</p>
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

- *Slither, Slide, Hop, and Run*, packets of pages 46, 54, 48, and 53, enough copies for each pair of children
 - chart paper
- Prepare the following chart.

Animal	How it moves	Structures
<i>birds</i>		

On the whiteboard, write:

How do the animal’s structures help it move, survive, and thrive in its habitat?

Which animals can be put together in a category? What could you call that category?

Opening
1 minute

Set a purpose.

Today we are going to read Slither, Slide, Hop, and Run by Katharine Kenah again.

This time we will closely read short passages of text, or sections, and we will record structures specific to that animal that help it move, survive, and thrive in its environment. Then we will categorize animals by the movements they make.

Text and Discussion
15 minutes

Let’s all read page 46 together. Follow along as I scoop the sentences.

Model adding information to the chart.

That passage was about birds.

Refer to the chart, with “birds” written in the first column, under “Animal.”

In this passage, we read that birds can fly. I am going to add that here, under “How it moves.” I know from the words, photograph, and labels that birds use their wings and feathers to move through the air. These are the structures that help birds move. I will record that, too.

Add “fly” and “wings and feathers” to the second and third column, respectively.

page 54

Let’s find out about another animal. Read with me.

Have children follow along by pointing or reading chorally.

	<p><i>What animal is this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about bats.</i></p> <p>Add to the chart according to the text.</p> <p>Think, Pair, Share. <i>How does a bat's ability to fly help it survive and thrive in its environment?</i></p>
page 48	<p><i>Let's read about a different animal. Read with me.</i></p> <p><i>What animal was this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about kangaroos.</i></p>
page 53	<p><i>Let's read about one more animal. Read with me.</i></p> <p><i>What animal was this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about dolphins.</i></p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose an animal we read about today and turn to that page. Refer to the text to answer this question: How do that animal's structures help it move, survive, and thrive in its habitat?</i></p> <p>Prompt 2: <i>Let's look at all of the animals on our chart, noticing what is the same about them. Think about which animals can be put together in a category, or group. What could you call that category?</i></p>
Closing 1 minute	<p><i>Today we closely read short passages in order to learn about how animals' structures help them move, survive, and thrive in their habitats. We also discussed how we could categorize animals by the movements they make.</i></p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>L.5.1.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</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>Text Complexity - A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student’s experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:</p> <p>Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:</p> <ul style="list-style-type: none"> ● texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and ● texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. <p>Text complexity has three components: qualitative, quantitative, and reader-task considerations.</p> <ul style="list-style-type: none"> ● Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. ● Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. <p>Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader’s purpose, type of reading, and intended outcome(s).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Do children draw on details from the text to identify specific structures of an animal that help it move?</p> <p>Do children categorize animals by how they move?</p> <p>Do children notice other characteristics for potential categorization?</p>

Notes