



Text Talk
A Bird Can Fly* and *Slither, Slide, Hop, and Run
Text Comparison

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	I can use key details from a text to describe what animals do. (R.4.1.a, 1-LS1-1) I can compare important information and how it is presented in two texts on animal structures and behavior. (R.11.1.c, R.11.1.d)
Language Objective	I can answer questions about 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 dam: something constructed to hold back water, such as a wall or fence slither: to move smoothly with a twisting motion
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Bird Can Fly</i>, Douglas Florian ● <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 ● Week 1 Weekly Question Chart, from Text Talk, Week 1, Day 1 ● chart paper

	<p style="text-align: center;">Prepare the following chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 35%; text-align: center;"><i>A Bird Can Fly</i></th> <th style="width: 40%; text-align: center;"><i>Slither, Slide, Hop, and Run</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Information</td> <td colspan="2" style="text-align: center; vertical-align: middle;">Both texts</td> </tr> <tr> <td style="text-align: center;">How the information is presented</td> <td colspan="2" style="text-align: center; vertical-align: middle;">Both texts</td> </tr> </tbody> </table>		<i>A Bird Can Fly</i>	<i>Slither, Slide, Hop, and Run</i>	Information	Both texts		How the information is presented	Both texts	
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Information	Both texts									
How the information is presented	Both texts									
<p>Opening 1 minute</p>	<p style="text-align: center;"><i>This week we have been talking about what animals do and how their body structures and movements help them survive and thrive.</i></p> <p>Set a purpose.</p> <p style="text-align: center;"><i>Today we are going to compare two of the texts we have been reading. This means that we are going to think about ways the books are similar, or almost the same, and ways the books are different.</i></p> <p style="text-align: center;"><i>We'll look at key details on a few pages of A Bird Can Fly and Slither, Slide, Hop, and Run. We will find out what different and similar information the texts include. We will also compare the ways these texts present that information.</i></p>									
<p><i>A Bird Can Fly</i> pages 4-7 5 minutes</p>	<p>Reread pages 4-7 of <i>A Bird Can Fly</i>, without emphasizing the illustrations or the way the words look on the page.</p> <p style="text-align: center;"><i>From just the words, what information do these pages include about what animals do? Turn and talk to a partner.</i></p> <p>Elicit key details from the words.</p> <p>Point out the photographs, highlighted words, and the pattern of how the words are arranged on the page.</p>									

	<p><i>What information about what animals do is being provided in the illustrations?</i></p> <p><i>Why are some of the words highlighted in different colors?</i></p> <p><i>What pattern do you notice in how this book is written?</i></p> <p>Elicit key details from the illustrations and words.</p>
<p><i>Slither, Slide, Hop, and Run</i> pages 46-48 5 minutes</p>	<p>Reread pages 46-48 of <i>Slither, Slide, Hop, and Run</i> without highlighting the illustrations or reading the labels.</p> <p><i>What information is included about what animals do? Turn and talk to a partner.</i></p> <p>Elicit key details from the words.</p> <p>Focus on the photographs, labels, and the pattern of how the text is written.</p> <p><i>What information about what animals do is being provided in the illustration and labels? What pattern do you notice in how this book is written?</i></p> <p>Elicit key details.</p>
<p>Key Discussion 8 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What information is the same and what information is different in the two texts we read today? For example, both texts tell us that birds can fly. That is something that's similar.</i></p> <p>[Other examples of similarities and differences: both texts have photographs of eagles, but they also show other birds. In both texts we learn that birds fly, but only <i>Slither, Slide, Hop, and Run</i> describes <i>how</i> the birds fly. <i>A Bird Can Fly</i> tells about different kinds of things an animal can do and how an animal behaves, whereas <i>Slither, Slide, Hop, and Run</i> focuses on animal movement and the structures that help the animal move in that way.]</p> <p><i>Let's organize this information on our chart. If the information is the same in both texts, we will write that information here, under "Both texts."</i></p> <p>Prompt 2: <i>What is the same and what is different about how the authors present information in the two texts we read today? For example, I notice that both texts have large, detailed photographs. That is something that is similar about both texts.</i></p> <p>[Other examples of similarities and differences: both texts are written with a pattern in the words, but the patterns are different. <i>Slither, Slide, Hop, and Run</i> has labels that give more information, and <i>A Bird Can Fly</i> does not. <i>A Bird Can Fly</i> has words highlighted by</p>

	<p>different color type; <i>Slither, Slide Hope and Run</i> also has highlighted words.]</p> <p><i>On our chart, let’s organize how the authors present information. If the style is the same in both texts, we will write that in the section, “Both texts” again.</i></p> <p>Facilitate a whole group discussion about key details, as well as similarities and differences about what animals do in <i>A Bird Can Fly</i> and <i>Slither, Slide, Hop, and Run</i>. Point out other sections that lead to comparison in the books, if there is time.</p>
<p>Closing 1 minute</p>	<p><i>Today we read very closely to find out key details about how animals move and behave. We compared the information and the way it was presented, and we organized and recorded our thinking on this chart.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What do animals do?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: animals move differently because of where they live; or some animals have structures that allow them to fly.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, compare and contrast two texts on the same topic.</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 student responses during partner and whole group share.</p> <p>Can students recall and compare key details from both texts and their illustrations?</p> <p>Can students identify the different ways that information is presented in the texts?</p> <p>Use the T-chart to capture and assess children’s understandings.</p>