Text Talk *Animals in the City* Read 2 of 2

Big Ideas	Animals' differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival. Humans can play a role in animals' survival. Animals, including humans, are connected to each other and to their environments.
Weekly Question	What animals live in our environment, and what do they do?
Content Objectives	I can identify the main subtopics and retell key details from a text on how city animals survive and thrive. (R.5.1.b, 1-LS1-1) I can use text features to locate key facts about animals in the city. (R.8.1 b)
Language Objective	I can answer questions about urban 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 **function** what structures do for an organism **scavenger**: an animal that survives by finding plants, dead animals, or trash to eat **wild**: living without the care of humans **adapt**: to change in order to survive in different conditions **surroundings**: environment **puzzle**: a problem to solve

	predator: an animal that hunts and eats other animals **habitat**: the place or natural area where plants and animals live

Materials and Preparation	● *Animals in the City,* Elizabeth Carney
	
	On the whiteboard, write:
	    What is this whole text about?
	    What can people do to help animals stay safe in cities?

Opening
1 minute
	Set a purpose.
	    Today we will continue reading Animals in the City, *by Elizabeth Carney. We will read three subtopics: "City Smarts," "More to Learn," and "Living Together."*
	
	    While we read today, let's use words, illustrations, and text features to identify the main topic and details of these three sections. Again, we'll be reading about ways animals in an urban environment find food, protect themselves, and thrive. We also will identify ways people can help these animals stay safe.

Text and Discussion
16 minutes
 	
page 17
	The first subtopic we will read is called "City Smarts."
	Read aloud. Read the photo caption last.
	
	    *Here, a **puzzle** is a problem created by people that the animals need to solve.*
	
	    What does the city raccoons' success tell us about how they adapt to their surroundings?
	
	    What animal does this remind you of from the text we read yesterday?

page 18	*How do bullfinches find food? How have they adapted to their surroundings?* Think, Pair, Share. *What is this section, "City Smarts," mostly about?*
page 26	Read the main text of "More to Learn." Then, read the photo caption. *The caption of the photo gives us information about where marmosets live in the wild. Based on the caption and the main text, why do marmosets need to adapt to a life in city parks?*

	*The text box tells us that **predators** are animals that hunt and eat other animals.* Think, Pair, Share. *From the sections we have read, what dangers do animals face in the city? How might they protect themselves?* *Why do we need to learn about city animals?*
page 28	*The last section we will read today is called "Living Together." Based on the heading, what do you think this section is about?* *Imagine a wildlife bridge. What do you think would need to be there in order for animals to find food, protect themselves, and thrive?*
page 29	*What are some things people can do to help animals survive in cities?* *What is this section mostly about?*
Key Discussion 8 minutes	Think, Pair, Share. Prompt 1. *Thinking about all the sections together, what is this whole text about? How do we know?* Prompt 2. *What can people do to help animals stay safe in cities?*
Closing 1 minute	*Today we used words, illustrations, and text features to identify the main topic and details of three sections of* Animals in the City. *We synthesized learning about how animals in an urban environment find food, protect themselves, and thrive, and how people can help.*
Standards	**R.5.1.b** Retell key details of texts, including the main topic. **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. **SL.2.1.a** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **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.
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. Can children identify the main idea of each subtopic?

	Do children effectively draw on key details in the text to explain how animals adapt to an urban environment? Do children express understanding of the role people play in urban animals' survival?

Notes