



Text Talk
Squirrels Leap, Squirrels Sleep

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways.
Weekly Question	What animals live in our environment, and what do they do?
Content Objective	I can use illustrations and details in a text to describe specific structures of squirrels and how these structures function to help a squirrel survive. R.4.1.a, R.11.1.c, R.11.1.d, 1-LS1-1)
Language Objective	I can follow the steps of Think, Pair, Share. (SL.1.1.a)
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>store (food): to keep something to use in the future</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Squirrels Leap, Squirrels Sleep</i>, April Pulley Sayre ● Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Squirrels wrestle.” <p>On the whiteboard, write: Describe two or three specific structures of squirrels and how these function to help a squirrel survive.</p>
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read Squirrels Leap, Squirrels Sleep by April Pulley Sayre. This book tells information about squirrels but is</i></p>

	<p><i>arranged as a poem. The end of the book includes some interesting information about squirrels and trees that can link us back to Unit 1! While we read today, we will use the illustrations and words to describe specific structures of squirrels and how these structures help a squirrel survive.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 10</p>	<p>Think, Pair, Share. <i>Choose two body parts described in the illustrations and words. What is the function of each body part you chose?</i></p>
<p>page 18</p>	<p><i>How do squirrels find enough food to eat?</i></p> <p><i>How do the illustrations offer more details about how squirrels find food?</i></p>
<p>page 28</p>	<p><i>Thumbs up if you have seen squirrels where you live or around our school. Thinking about what you know and what you saw and read in the book, describe one behavior, or thing that squirrels do.</i></p>
<p>End of text: Squirrels and Their Trees 7 minutes</p>	<p>Read “Tails as Tools,” “Feeding Time,” and “Squirrels: The Planters.” <i>What more do we know now about how squirrels use their tails, find food, and collect seeds?</i></p>
<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share. <i>Based on illustrations and words in the book, describe two or three specific structures of squirrels and how these function to help a squirrel survive.</i></p> <p>In the whole group discussion, turn back to pages children reference to support their citing of evidence from the text.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned how squirrels’ structures and behaviors 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. R.11.1.c Use the illustrations and details in a text to describe its central idea. R.11.1.d Compare and contrast two texts on the same topic. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 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</p>

	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. How do children describe squirrels' structures and how they function?

Notes



Text Talk U2 W2 D3