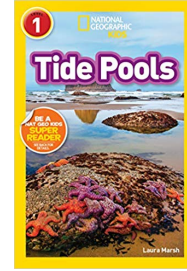


Unit 2: Animals Surviving and Thriving

WEEK 2 Day 4



Text Talk
Tide Pools
 Read 1 of 2

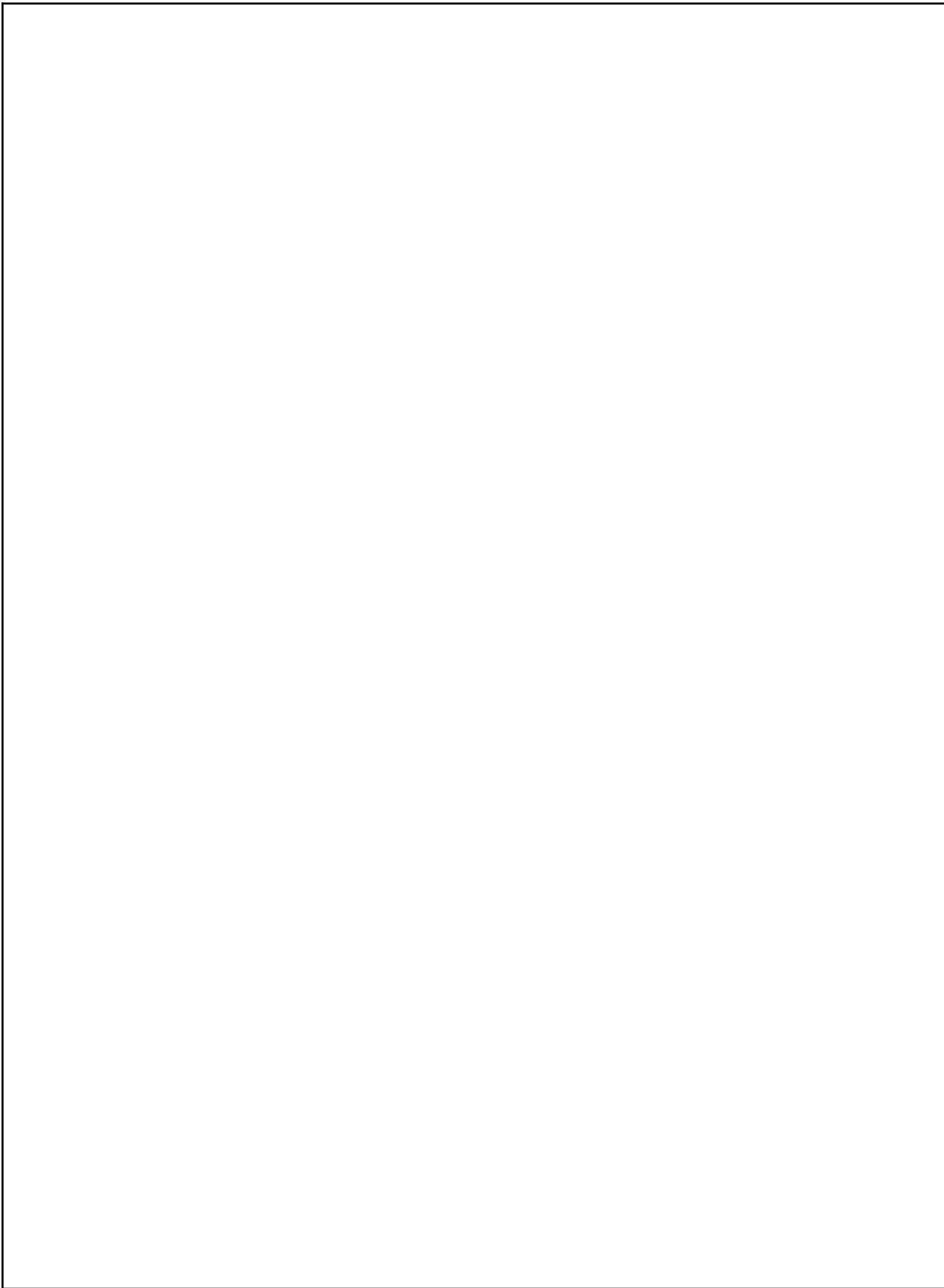
Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Weekly Question	What animals live in our environment, and what do they do?
Content Objectives	I can answer questions using key details from a text to describe the way animals and plants survive and thrive in tide pools. (R.4.1.a, 1-LS1-1) I can use text features to locate key facts about tidepools. (R.8.1 b)
Language Objective	I can describe tide pools and discuss the animals that live in them. (SL.2.1.a, SL.3.1.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>habitat: the place or natural area where plants and animals live</p> <p>tide: the rising and falling of the sea</p> <p>tide pool: an area of salt water left behind when the tide goes out, often among rocks</p> <p>seaweed: plants that grow in the sea</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Tide Pools</i>, Laura Marsh

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	<p>On the whiteboard, write:</p> <p>What is an interesting detail you learned about tide pool creatures?</p> <p>Why do you think that animal behaves in the way that it does?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read Tide Pools, by Laura Marsh. Thumbs up if you have been to or heard of a tide pool. What are they? What is it like to visit one?</i></p> <p>Tide pools are areas of salt water that are left in the rocks when the ocean tide goes out. Tide pools have animals and plants living in them, and these animals and plants depend on the salt water going in and out. We can find tide pools right here in Boston!</p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use these details, as well as important informational text features, to describe how animals and plants survive and thrive in tide pools.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 9</p>	<p>For this book, read the main text as well as captions and text boxes, unless advised otherwise.</p> <p><i>What is high tide?</i></p> <p><i>What is low tide?</i></p>
<p>page 11</p>	<p><i>What happens at low tide that is special?</i></p>
<p>page 12</p>	<p><i>Why are tide pools good places for animals and plants to live?</i></p>
<p>page 15</p>	<p><i>What do the words, illustrations, captions, and text boxes tell us about living things in tide pools?</i></p>
<p>Key Discussion 8 minutes</p> <p>page 19</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose one or more animals from today’s text. What is an interesting detail you learned about these tide pool creatures?</i></p> <p>Prompt 2: <i>Why do you think that animal behaves in the way that it does?</i></p> <p>Refer back to pages in the text to support discussion.</p>

<p>Closing 1 minute</p>	<p><i>Today we used key details and text features to describe how animals in tide pools behave in their habitat.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</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>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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 how living things in tide pools behave?</p> <p>Can children use text features to support their explanations?</p> <p>How are children describing the way animals survive and thrive in tide pools?</p>

Notes



Text Talk U2 W2 D4



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