



Text Talk
What Do You Do With a Tail Like This?
 Read 1 of 2

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| 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 | How do animals survive in their habitats? |
| Content Objectives | I can identify the main subtopics and retell key details from a text on animal structures. (R.5.1.b) I can use key details from a text to describe the functions of different animals’ structures and how these help them meet their needs and survive. (R.4.1.a, 1-LS1-1) |
| Language Objective | I can answer questions about animals’ structures and their functions. (SL.2.1.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>survive: to stay alive</p> <p>meal: food eaten, usually at a regular time of day</p> <p>pesky: annoying</p> <p>warn: to tell ahead of time</p> <p>ledge: a shelf coming off a wall or cliff</p> <p>capture: to catch</p> <p>termite: an insect that lives in colonies and eats wood</p> |

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| | stream: a small, narrow river |
| Materials and Preparation | <ul style="list-style-type: none"> • <i>What Do You Do With a Tail Like This?</i>, Steve Jenkins and Robin Page • Star-nosed Mole video, optional (https://www.youtube.com/watch?v=Egz2f5_lp3U) • chart paper <p>Prepare the Weekly Question Chart with the question: How do animals survive in their habitats?</p> <p>On the whiteboard, write: How do the specific functions of an animal’s feet or mouth help it meet its needs and survive?</p> |
| Opening 1 minute | <p>Introduce the text and set a purpose.</p> <p><i>We are going to read What Do You Do With a Tail Like This?, by Steve Jenkins and Robin Page. This book is an informational text that describes different structures of animals and how these structures function.</i></p> <p><i>Today, by identifying subtopics and retelling key details, we will describe the different ways that various animals’ structures help them move, find food, and clean and protect themselves. We will describe how meeting these needs helps them survive.</i></p> |
| Text and Discussion 16 minutes | <p><i>A meal is food you eat. For humans it happens at a certain time of day, but that’s not necessarily true for other animals.</i></p> |
| page 6 | |
| page 9 | <p><i>What are the different ways that the animals use their noses?</i></p> <p><i>What do you think this section was mostly about?</i></p> <p>Think, Pair, Share. <i>Choose one animal. How does the way your animal uses its nose help it meet its needs and survive?</i></p> <p>Elicit responses, holding the book open for children to reference as evidence as they respond. Address any misconceptions children might have when offering inferences about animal survival.</p> <p>Show a video of one of these animals. For instance, the star-nosed mole. <i>What more did we find about how this animal uses its nose?</i></p> |
| page 11 | <p><i>Pesky means annoying. Where do giraffes live? Why might it be important for giraffes to be able to brush off flies?</i></p> |

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| page 12 | Warn means to tell someone ahead of time that something bad is coming—like a skunk spray! |
| page 13 | Wow—I didn't know lizards could break off their tails! What do you think this means? How does breaking off its tail help a lizard survive? |
| page 15 | A nasty sting is a painful bite, like when a bee stings you, but worse! What are the different ways that the animals use their tails? What was this last section mostly about? Think, Pair, Share. Choose one animal we just read about. How does the way your animal uses its tail help it meet its needs and survive? Elicit responses. Address any misconceptions children might have when offering inferences about animal survival. |
| page 21 | Refocus children before reading page 21. Now we will read the second half of the book. You will talk more in depth about this section with a partner when we finish reading. A ledge is a flat shelf of rock that sticks out from a mountain or cliff. What are the different ways that the animals use their feet? What do you think this section was mostly about? |
| page 23 | A net is something that can catch fish, but it has an open, meshed structure. The book compares the pelican's mouth to a net. How is a mouth different from a net? |
| page 26 | Capture means catch. Termites are insects that eat wood. |
| page 27 | A stream is a steady flow of water. What are the different ways that the animals use their feet? What do you think this section was mostly about? |

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| <p>Key Discussion 7 minutes</p> | <p>Think, Pair, Share.</p> <p><i>Now we will discuss the second half of the book. Let's think about snakes. Think of the structures of snakes that we read about and observed in the illustrations. What were they? How do the specific structures of a snake's mouth help it meet its needs and survive?</i></p> <p>Elicit a few responses.</p> <p>Think, Pair, Share.</p> <p><i>Choose another animal from the second half of today's text. Using details from the book, how do the specific structures of the animal's feet or mouth help it meet its needs and survive?</i></p> <p>Open the book to relevant pages as children share their ideas to allow them to reference specific text and illustrations.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we analyzed the subtopics and relevant details of the text in order to explain how several animals use their structures to help them meet their needs and survive. Tomorrow we will focus on some interesting animals and see some videos of these animals in their habitats!</i></p> |
| <p>Weekly Question Chart 1 minute</p> | <p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week we will be exploring the question: How do animals survive in their habitats? We can record our ideas here.</i></p> <p><i>In this text, we read that chimpanzees feed themselves with their feet. Let's write: Chimpanzees use their feet to feed themselves. This helps them meet their needs and survive by being able to grab food from places that are hard to reach.</i></p> <p><i>We can add more to our chart during the week.</i></p> |
| <p>Standards</p> | <p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.5.1.b Retell key details of texts, including the main topic. 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.</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 their thinking about animal structures and behaviors? Do children connect animal's structures and behaviors with their survival?</p> |