



WEEK 4 Day 1

Text Talk
The Perfect Beak

Big Ideas	<p>Animals’ differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p>
Weekly Question	How do animals survive in their habitats?
Content Objective	I can use evidence from the text to describe my thinking about how a bird’s beak is a structure they use as a tool, and that is why birds’ beaks look different (1-LS1-1)
Vocabulary	<p>habitat: the place or natural area where plants and animals live</p> <p>Beak: A structure on the face of a bird that is used as a tool to help them survive.</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Bird Beaks Video Read Aloud (https://www.youtube.com/watch?v=8p1PaXPSkaA) Decide whether to read the text aloud or play the audio associated with the video. ● projector and screen <p>On the whiteboard, write: Why are birds’ beaks different? How have people used the structures of birds’ beaks to help solve human problems?</p>
Opening 2 minutes	<p>Introduce the text and set a purpose.</p> <p><i>We explored bird beaks a couple of weeks ago. Today we are going to read “Bird Beaks”. Remember, a beak is a special structure birds have on their face. Birds use their beaks as a tool. Just like we have many different tools we use in the classroom, like markers, paints, and pencils, each is used for a purpose. We will see many different</i></p>

	<p><i>kinds of beaks. Some beaks are used for cracking, tearing, scooping, or stabbing, just like the different tools we use.</i></p> <p><i>We're going to read this text closely. That means we will read slow, look at the pictures, and read all the words on the page.</i></p> <p><i>When we read today, we are going to identify the main idea and key details, and we'll use those details to talk about whether a certain bird could have the beak of another bird and survive.</i></p> <p>Play the video.</p>
Text	Read the first page. Then, have children identify the birds that can be found in Maine. The spoonbill and toucan should be excluded.
pages 2-3	Review the text box, The Bird Toolbox.
pages 4-5	Draw the children's attention to the type of beak that is described for the blue jay. Point out the text box at the bottom that shows a human invention that mimics the beak of a jay.
pages 6-7	<p>Explain that herons are water birds.</p> <p><i>They can be found along Maine's waterways that are both fresh and salt water.</i></p> <p>Highlight the connection between a heron's beak and a fishing spear that a person may use to hunt fish.</p>
pages 8-9	<p><i>The hummingbird has a beak that is much different than the jay and heron. The hummingbird beak acts like a straw.</i></p> <p>Call on children's prior knowledge about hummingbirds. Draw their attention to how humans have mimicked the structure of a bird's beak to solve a problem.</p>
pages 10-11	<i>Spoonbills are not common in Maine. Like the heron, these birds are found near the water....How do you think this bird uses its bill in the muddy water?</i>
pages 12-13	<p>The sapsucker has a specialized beak.</p> <p><i>How does this specialized structure help the sapsucker survive?"</i></p>
page(s) 14-15	Remind the children that we do not have toucans in Maine. Draw their attention to the connection between the structure and the tool that humans use to mimic the function of the beak.
Discussion	Review the two sentences on the board.

	<p><i>Turn to your partner and talk about these questions: Why are birds' beaks different? How have people used the structures of birds' beaks to help solve human problems?</i></p> <p>Once children have had an opportunity to talk through their ideas with a partner, facilitate a whole group discussion about these questions. Encourage children to cite words and illustrations in the texts to justify their thinking.</p>
<p>Closing 1 minute</p>	<p><i>Today we talked about how humans mimic animal structures to solve problems. Tomorrow, we will read about how different animals survive the winter.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>This week we'll continue to explore how animals' traits and structures help them survive and how humans mimic animal structures to solve their own problems.</i></p>
<p>Standards</p>	<p>R.5.1.b Retell key details of texts, including the main topic. 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.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the whole group conversation. Do children effectively draw on key details in words and illustrations to explain their thinking about animals.</p>

Notes



Text Talk U2 W4 D1