



**Text Talk**  
***How Animal Babies Stay Safe***  
 Read 1 of 2

<b>Big Idea</b>	Animals help their offspring survive in different ways.
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objectives</b>	<p>I can identify the main subtopics and retell key details of an informational text. (R.5.1.b)</p> <p>I can use key details from words and illustrations to describe how animal parents help their offspring survive. (R.11.1.c, R.11.1.d, R.4.1.a, 1-LS1-2)</p>
<b>Language Objective</b>	I can use sentence-level context as a clue to the meaning of a word. (L.1.4a)
<b>Vocabulary</b>	<p><b>offspring:</b> a new plant or animal produced by a parent</p> <p><b>parent:</b> a plant or animal that younger ones come from</p> <p><b>survive:</b> to stay alive</p> <p><b>protect:</b> to keep someone or something from being harmed</p> <p><b>escape:</b> to get away safely</p> <p><b>enemies:</b> others that might hurt you</p> <p><b>knowledge:</b> when you know a lot about something</p> <p><b>instinct:</b> knowledge an animal is born with</p> <p><b>helpless:</b> unable to help yourself</p> <p><b>tunnel (v.):</b> to dig in the earth</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p> <p><b>pouch:</b> pocket</p> <p><b>hatchling:</b> an animal that has just come out of its shell</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>• <i>How Animal Babies Stay Safe</i>, Mary Ann Fraser</li> <li>• chart paper</li> </ul> <p>Prepare the Weekly Question Chart with the question: How do animal babies survive?</p> <p>On the whiteboard, write: How do parents help their offspring survive? Use details from the text.</p>
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose. <i>We are going to read How Animal Babies Stay Safe, by Mary Ann Fraser. This book is an informational text.</i></p> <p><i>Today, by identifying subtopics and retelling key details, we will describe the different ways that animal parents help their <b>offspring</b>, or babies, survive. We will read the first half of the book today.</i></p>
<p><b>Text and Discussion</b> 14 minutes</p> <p>page 6</p>	<p><b>Protect</b> means keep safe.</p> <p><i>What are some things animal parents do for their babies?</i></p>
<p>page 9</p>	<p><b>Escape</b> means to get away safely. <b>Enemies</b> are others that might hurt you. <b>Knowledge</b> is when you know a lot about something.</p> <p><i>Why is <b>instinct</b> important for some baby animals?</i></p>
<p>page 10</p>	<p><i>Sometimes words are explained in the context of a reading. According to the words on this page, what does <b>helpless</b> mean? What more information do the illustrations provide about helpless animal babies?</i></p>
<p>page 11</p>	<p><i>Think, Pair, Share.</i> <i>What are animal babies like? Why do they need care?</i></p> <p><i>This author didn't include section headings or titles. How could we name the section we just read?</i></p>
<p>page 13</p>	<p><i>A <b>den</b> is a home or shelter for a wild animal. To <b>tunnel</b> means to dig underground.</i></p> <p><i>Based on the words and illustrations, describe animal homes. Why do you think homes are important for babies?</i></p> <p><i>How could we name the section we just read?</i></p>

page 16	<i>Here, pouch is defined in the context of the reading. According to the words on this page, what does <b>pouch</b> mean?</i>
page 17	<b>Hatchlings</b> are babies that have just come out of eggs.  <i>Describe some ways animals move together with their babies. Why is this important?</i>  <i>How could we name the section we just read?</i>
<b>Key Discussion</b> 5 minutes	Think, Pair, Share. <i>Choose one animal from the text. Based on the words and illustrations, what details do you know about how the parents help their offspring survive?</i>
<b>Closing</b> 1 minute	<i>Today we named the subtopics and relevant details of the first half of the book in order to explain how animal parents help their offspring survive. Tomorrow we will finish the book.</i>
<b>Weekly Question Chart</b> 4 minutes	Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the question: How do animal babies survive? We can record our ideas here.</i>  <i>In this text, we read that some animal parents build homes to keep their babies safe. Let's write: Some animals care for their offspring by building them safe homes.</i>  <i>What other ways do animal parents help their offspring survive?</i> Record additional ideas from the text.  <i>We can add more to our chart during the week.</i>
<b>Standards</b>	<b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how. <b>R.5.1.b</b> Retell key details of texts, including the main topic. <b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea. <b>R.11.1.d</b> Compare and contrast two texts on the same topic. <b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive. <b>L.1.4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Ongoing assessment</b>	Listen to children's responses during whole group conversation and Think, Pair, Share.  Can children accumulate the text in order to identify subtopics? Do children use key details to describe how animal babies stay safe?

**Notes**

A large empty rectangular box with a black border, intended for taking notes.