



Text Talk
“Dangers to Animals” (slides)
 Read 2 of 2

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals’ survival.</p>
Weekly Question	What dangers do animals encounter?
Content Objective	I can use text features and key details from words and illustrations to describe some dangers animals face. (R.4.1.a, R.8.1 b, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can answer questions about key details in the slides. (SL.2.1.a)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>habitat loss: when places animals live get smaller</p> <p>map: flat representation of part of the earth</p> <p>danger: the possibility of harm</p> <p>encounter: face, deal with</p> <p>endangered: at risk of becoming extinct</p> <p>protect: to keep someone or something from being harmed</p> <p>depend: to rely</p> <p>drought: a long period of dry weather</p>
Materials and Preparation	<ul style="list-style-type: none"> ● “Dangers to Animals” slides ● projector and screen

	<ul style="list-style-type: none"> ● world map, if available ● globe, if available ● printed packet of select slides, one copy for each pair <p>On the whiteboard, write: Describe habitat loss, drought, or trash as a danger to animals. What actions can people take to lessen dangers to animals?</p>
<p>Opening 1 minute</p>	<p><i>Today we will continue reading “Dangers to Animals.”</i></p> <p>Set a purpose for reading. <i>As we read today, we will use text features and key details from words and illustrations to describe dangers animals face: habitat loss, drought, and trash. We will analyze the way that illustrations, captions, text boxes, and maps support and clarify what we are learning in the main text. We will begin thinking about what we can do to help.</i></p>
<p>Text and Discussion 16 minutes Slide 9</p>	<p>Read the main text and text box. <i>The word endangered is defined here in the main text, but the definition is not immediately after the word. What does endangered mean?</i></p> <p><i>How does the photograph of the panther help you imagine the panther and its habitat?</i></p>
Slide 10	<p><i>What do you notice about the map of where panthers used to live and where they live now?</i></p> <p><i>What is the purpose of the second map?</i></p> <p><i>What do you think about the loss of habitat for the Florida panther?</i></p>
Slide 11	<p>Read the main text and text box. <i>What new information about monarchs do we learn in the text box?</i></p>
Slide 13	<p><i>Thumbs up if you have heard of drought. According to the text, what is it?</i></p>
Slide 14	<p><i>This slide has a map with photos and labels. [Read all text.] Explain to a partner what this map is showing us. What questions do you have?</i></p> <p><i>What information do we learn about drought?</i></p>
page 15	<p><i>Sea turtles are endangered. Let’s review what that means.</i></p>

	<p><i>What do you think happens when a sea turtle eats a plastic bag?</i></p> <p>Finish reading the text.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose one of the dangers animals face: habitat loss, drought, or trash. Describe this danger using key details from words, pictures, and text features.</i></p> <p>Give pairs the printed packet of select slides for their reference during the Think, Pair, Share and encourage them to use specific details from images and texts. Children will use either the 4 pages on Habitat Loss, the 2 pages on Drought, or the 3 pages on Trash for reference.</p> <p><i>Be sure to explain to your partner what part of the text helped you learn about the danger: was it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that raccoons are dangers to sea turtles because they eat their eggs. I learned it from both the words and the picture.</i></p> <p>Prompt 2: <i>What actions can people take to lessen dangers to animals?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we used text features and key details from words and illustrations to describe some dangers animals encounter. We began thinking about how we can help animals avoid danger, survive and thrive.</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>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</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>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>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and Think, Pair, Share. Can children describe one or more dangers to animals?</p>

	<p>Are they using evidence—words, pictures and text features—to support their descriptions? Can children describe actions people might take to lessen these dangers to animals?</p>
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