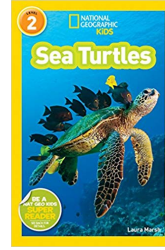


Unit 1: Animals Surviving and Thriving

WEEK 7 Day 2



**Text Talk**  
***Sea Turtles*, pages 26-31 and**  
**“Saving Sea Turtles, One Egg at a Time” video**

<b>Big Ideas</b>	<p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
<b>Weekly Question</b>	How do people impact animals’ survival?
<b>Content Objectives</b>	<p>I can use text features and key details to describe ways people can help sea turtles stay safe. (R.4.1.a, R.8.1 b, W.3.1.b, 1-LS1-1, 1-LS1-2)</p> <p>I can explain why it’s important to know about sea turtle babies in order to help sea turtles. (R.4.1.a, 1-LS1-1, 1-LS1-2)</p>
<b>Language Objective</b>	I can answer questions about a book and a video. (SL.2.1.a)
<b>Vocabulary</b>	<p><b>rescue:</b> to save from a dangerous situation</p> <p><b>dangerous:</b> not safe</p> <p><b>wildlife:</b> plants and animals that live without humans, in the wild</p> <p><b>release:</b> to let go</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Sea Turtles</i>, Laura Marsh</li> <li>● “<a href="https://ecoviva.org/saving-sea-turtles-one-egg-time/">Saving Sea Turtles, One Egg at a Time</a>” video</li> <li>● world map</li> <li>● Reading Response sheet</li> </ul> <p>On the whiteboard, write:</p>

	<p>How can people help keep sea turtles safe? Why is it important to know about sea turtle babies in order to help sea turtles?</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Sea Turtles, by Laura Marsh, again.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use text features and key details to describe ways people can keep sea turtles stay safe.</i></p> <p><i>Then, we will watch a video about how a community helped sea turtles. We will explain why knowing about sea turtle babies might help people help sea turtles.</i></p>
<p><b>Text and Discussion</b> 7 minutes pages 26-27</p>	<p><b>Wildlife</b> refers to plants and animals that live without humans, in the wild.</p> <p><i>From the photographs and words, why do you think oil is <b>dangerous</b> for wildlife and people?</i></p>
<p>pages 28-29</p>	<p><b>Rescue</b> means to save from a dangerous situation. What do rescuers do to help sea turtles?</p>
<p>pages 30-31</p>	<p><b>Release</b> means to let go.</p> <p><i>Let’s look at the way the text is arranged on the pages here. Why do you think the author arranged it this way?</i></p> <p><i>The photographs and captions add so many key details. What are some things we can do to keep sea turtles safe?</i></p>
<p><b>Video, Key Discussion and Reading Response</b> 16 minutes</p>	<p>Show the video, “Saving Sea Turtles, One Egg at a Time.” <i>What do you notice in the video?</i></p> <p>Share background. <i>In this video we see people releasing sea turtles into the ocean. This is part of a Sea Turtle Festival in the community of Isla Montecristo in El Salvador.</i></p> <p>Indicate the location of El Salvador on the world map. <i>The purpose of the festival was to help protect sea turtles in the Pacific Ocean.</i></p> <p>Indicate the Pacific Ocean on the map. <i>The event included a soccer tournament, traditional food, fun games for kids, and a raffle with prizes. Around six hundred sea turtle hatchlings were released!</i></p>

	<p>Show the video again.  <i>What does this video make you think about how people can help keep sea turtles safe?</i></p> <p>Think, Pair, Share.          Prompt 1:  <i>What are some ways people can help keep sea turtles safe?</i></p> <p>Prompt 2:  <i>Why is it important to know about sea turtle babies in order to help sea turtles?</i></p> <p>Show the Reading Response sheet.  <i>Now you will have an opportunity to write. Describe one way people can help sea turtles. Describe how you learned this information.</i></p> <p>Come back together as a group to share responses.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we used text features and key details to describe ways people can keep sea turtles stay safe.</i></p> <p><i>Then, we watched a video and explained why knowing about sea turtle babies might help people help sea turtles.</i></p> <p><i>Finally, we wrote about ways people can help sea turtles, using evidence from the texts.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.8.1 b</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><b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>1-LS1-1.</b> 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><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.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group and Think, Pair, Share.          Can children describe ways to keep sea turtles safe?</p>

	<p>What reasons are children giving for why knowing about sea turtle babies is important for keeping sea turtles safe?</p> <p>Collect children's reading responses. Can children describe one way to help sea turtles, using evidence from the text?</p>
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**Notes**