


Unit 2: Animals Surviving and Thriving WEEK 1 At a Glance

Weekly Question: What do animals do?			
<p>Texts</p>   	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: habitat, behavior, structure Day 2: Introduce Weekly Words: function, travel, grassland Day 3: Verbs: Root Words and Endings Day 4: Verbs: Root Words and Endings Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: Ultimate Animals video Day 2: <i>A Bird Can Fly</i> Day 3: <i>Slither, Slide, Hop, and Run</i>, Read 1 Day 4: <i>Slither, Slide, Hop, and Run</i>, Read 2 Day 5: <i>A Bird Can Fly</i> and <i>Slither, Slide, Hop, and Run</i>, Read 3</p> <hr/> <p>Stations</p> <p>Shared Reading: “Three Small Monkeys” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>A Bird Can Fly</i>) Science Literacy: How can we observe animals in our schoolyard? Vocabulary: Draw for Meaning Word Work: Activities aligned with Foundations Unit 4, Week 2</p>		
<p>Mentor texts</p>  	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Using a Field Guide Lesson 2: Observing Animals</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios</p> <p>Sketchbooks, plasticine clay, and LEGOs are introduced; children use these and familiar materials to explore the new topic. The Science and Engineering Studio offers two activities.</p> </td> </tr> </table> <hr/> <p>Writing: Report</p> <p>Day 1: Deconstruction: Report Purpose Day 2: Deconstruction: Report Stages <i>and</i> Individual Construction: Choosing Topics Day 3: Modeling and Joint Construction in Pairs: Research Day 4: Joint Construction in Pairs: Research Day 5: Joint Construction in Pairs: Research</p>	<p>Science and Engineering</p> <p>Lesson 1: Using a Field Guide Lesson 2: Observing Animals</p>	<p>Studios</p> <p>Sketchbooks, plasticine clay, and LEGOs are introduced; children use these and familiar materials to explore the new topic. The Science and Engineering Studio offers two activities.</p>
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At a Glance U2 W1

Unit 2: Animals Surviving and Thriving

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	What do animals do?				
Language Objectives	I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c)				
Vocabulary	<table border="1" style="width: 100%;"> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>habitat: the place or natural area where plants and animals live</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> </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>function: what structures do for an organism</p> <p>travel: to go from one place to another</p> <p>grassland: a large, open area of land covered with grass</p> </td> </tr> </table>	Day 1	<p>habitat: the place or natural area where plants and animals live</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>	Day 2	<p>function: what structures do for an organism</p> <p>travel: to go from one place to another</p> <p>grassland: a large, open area of land covered with grass</p>
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<p>function: what structures do for an organism</p> <p>travel: to go from one place to another</p> <p>grassland: a large, open area of land covered with grass</p>					
Materials and Preparation	<ul style="list-style-type: none"> ● Week 1 Weekly Words cards ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>				
Opening Day 1	<i>Today, we’ll start a new list of Weekly Words. These words come from the books that we read and the big ideas from our new study,</i>				

	<i>Animals Surviving and Thriving. Today's words are habitat, behavior, and structure.</i>
Day 2	<i>Let's continue learning our words for this week. Today's words are function, travel, and grassland.</i>
Discussion Day 1	Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.
	<p>Habitat Elaboration: <i>There are many different kinds of habitats around the world, and many different kinds of animals live in each one. A sea turtle, a whale, and a jellyfish all share the same habitat: the ocean.</i></p> <p>Think, Pair, Share prompt: <i>What can we learn about an animal by studying its habitat?</i></p>
	<p>Behavior Elaboration: <i>Animals behave, or act, in the ways they do in order to survive and thrive. Howling is a wolf behavior for communicating with other wolves.</i></p> <p>Think, Pair, Share prompt: <i>Think of an animal you are interested in. How might this animal behave when it is scared?</i></p>
	<p>Structure Elaboration: <i>Animals' bodies, including humans' bodies, are made up of different structures, or parts. A claw is the body structure that a squirrel uses to hold food and to climb.</i></p> <p>Think, Pair, Share prompt: <i>How is the structure of a squirrel's body different from the structure of our bodies?</i></p>
Day 2	<p>Function Elaboration: <i>A structure's function allows an animal to do something. One function of a monkey's tail is to help the monkey hold on, like wrapping around a tree branch, to hang. This lets the monkey use its hands for other things.</i></p>

	<p>Think, Pair, Share prompt: <i>What is one function of your feet? What are two functions of your fingers?</i></p> <hr/> <p>Travel Elaboration: <i>We travel from home to school, to the grocery store, and sometimes to places far away. Animals travel, too.</i></p> <p>Think, Pair, Share prompt: <i>What are two reasons an animal might travel from one place to another?</i></p> <hr/> <p>Grassland Elaboration: <i>Imagine a place where the land is covered almost completely with grasses. There might be a few trees, a little bit of water, but mostly grass.</i></p> <p>Think, Pair, Share prompt: <i>On a summer day with no clouds, how might it feel to be out on a grassland? What if there was a storm?</i></p>
Closing	<i>This week, we're talking about what animals do. The words we're studying will help us to describe animals and how they survive and thrive.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children's familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p>

Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.

Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.

Notes



habitat

<https://www.calacademy.org/educators/lesson-plans/habitat-adaptation-matchup>



behavior

<https://ebcjhsbiology.weebly.com/animal-behavior.html>

Weekly Words U2 W1

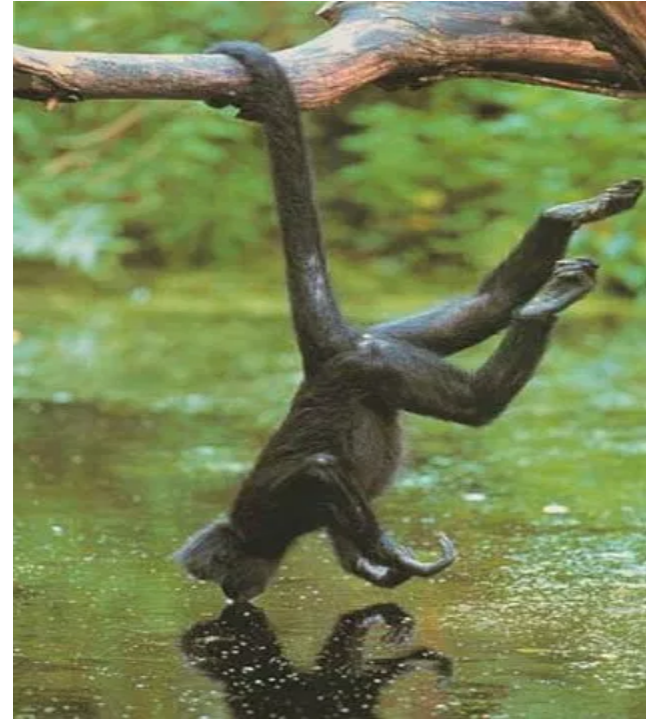
Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education



structure

<http://www.freestockphotos.biz/stockphoto/4232>



function

<https://i1.wp.com/www.wildernessclassroom.com/wp/wp-content/uploads/2008/11>

Weekly Words U2 W1

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Maine Department of Education



travel

https://www.tes.com/lessons/ZC06xxtj_VjXsw/animals-migrating-by-alexandra-pailla



grassland

<https://earthobservatory.nasa.gov/experiments/biome/biograssland.php>

Weekly Words U2 W1

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Maine Department of Education

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3

Vocabulary & Language
Verbs: Root Words and Endings

Weekly Question	What do animals do?
Language Objective	I can choose verb endings to match the who and when of the sentence’s action. (L.4.1.c)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	On the whiteboard, write the following sentences. <u>Look</u> We <u>look</u> for our friends. Every day at recess, Jose <u>looks</u> for his friends. Sierra <u>is looking</u> for her mother at the supermarket. Ahmed <u>looked</u> for a pencil in his backpack.
Opening	<i>One exciting part of learning new words is choosing the right form of a word to match the meaning of our sentence. We’re going to look at some examples today.</i>
Discussion	Refer to the board. <i>Look is a verb, an action word. It describes something we do. These sentences use the verb, look, with different endings. Look is the root word. The endings give us clues about <u>who</u> is doing the action and <u>when</u> the action happens.</i> Read the first two sentences, noting how the verb ending changes with the subject. Read the second two sentences, noting how the verb endings change with tense [it is happening right now; it already happened].

	<p><i>Notice that the root word does not change. We are still talking about the same action: using eyes to look. But, to make our sentences make sense, we add certain endings to the verb. For example, we add -ed when we talk about something that happened in the past—it already happened.</i></p> <p>Prompt children to practice using the different forms of “look” in their own sentences, giving children time to play with the language and offering examples as needed.</p> <p><i>Think of an animal you are interested in. Make a sentence starting with “I look...” For example, “I look at my cat when she is sleeping.”</i></p> <p><i>Now talk about someone else, right now: “He is looking at my cat chasing a mouse.”</i></p> <p><i>Now talk about someone else, in the past: “They looked and looked for my cat but couldn’t find her. She is hiding in the closet.”</i></p>
Closing	<p><i>Choosing the right ending for a verb makes our writing and speech easier to understand. We’ll practice more tomorrow.</i></p>
Standard	<p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding inflectional endings.</p> <p>Do they understand that endings don’t change the meaning of the root word?</p> <p>Is the concept of inflectional endings unfamiliar?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to share ideas.</p>

<p>Notes</p>

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 4

Vocabulary & Language
Verbs: Root Words and Endings

Weekly Question	What do animals do?																				
Language Objective	I can choose verb endings to match the who and when of the sentence’s action. (L.4.1.c)																				
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being																				
Materials and Preparation	<p>On the whiteboard, make the following chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Who</th> <th>When</th> <th>Verb</th> <th>Sentences</th> </tr> </thead> <tbody> <tr> <td>a kangaroo</td> <td>right now</td> <td></td> <td></td> </tr> <tr> <td>a kangaroo</td> <td>yesterday</td> <td></td> <td></td> </tr> <tr> <td>a snake</td> <td>right now</td> <td></td> <td></td> </tr> <tr> <td>a snake</td> <td>last year</td> <td></td> <td></td> </tr> </tbody> </table>	Who	When	Verb	Sentences	a kangaroo	right now			a kangaroo	yesterday			a snake	right now			a snake	last year		
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Opening	<i>Yesterday we learned about choosing different endings for a root word to match the “who” and the “when” of our sentence. Today we’ll practice by making sentences to describe behaviors of two kinds of animals: kangaroos and snakes.</i>																				
Discussion	<p>Refer to the chart.</p> <p><i>This chart tells us <u>who</u> (which animal) and <u>when</u> something is happening or did happen.</i></p> <p><i>Our first sentence will be about one kangaroo and what it’s doing right now.</i></p> <p>Think, Pair, Share.</p>																				

	<p><i>What verb, or action word, can describe something a kangaroo does?</i></p> <p>Choose a verb from those the children offer. Write the root word in the Verb column.</p> <p><i>Now that we have who, when, and a root word, we can create a sentence. Because the kangaroo is doing this right now, we'll use the -ing ending: [jumping].</i></p> <p>Invite children to offer some short sentences, and choose one to write on the chart. Read the sentence aloud, identifying the root form of the verb.</p> <p>Create a second sentence, in the past tense, using the same root verb.</p> <p>Repeat this process to create two sentences about snakes.</p>
Closing	<p><i>Changing the ending doesn't change the meaning of the root verb, but it does make a sentence make sense for readers and listeners.</i></p>
Standard	<p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding inflectional endings.</p> <p>Do they understand that endings don't change the meaning of the root word?</p> <p>Is the concept of inflectional endings unfamiliar?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

<p>Notes</p>

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	What do animals do?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	habitat: the place or natural area where plants and animals live behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal function: what structures do for an organism travel: to go from one place to another grassland: a large, open area of land covered with grass
Materials and Preparation	<ul style="list-style-type: none">● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom● markers, one for each child● timer or stopwatch
Opening	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and what animals do.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

Closing	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
Standards	SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	<p>As children work, circulate and take notes on the Carousel Brainstorm Assessment Tool to record children’s understanding, misconception, and use of vocabulary words. Use these to plan for reteaching and reinforcement.</p> <p>Listen to children’s conversations as they circulate. How do children participate?</p> <p>Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words?</p>

Notes

Unit 2: Animals Surviving and Thriving



WEEK 1 Day 1

Text Talk
Ultimate Animals (video)

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	What do animals do?
Content Objective	I can use evidence from a video to describe how animals use their body structures to move in their habitats. (1-LS1-1)
Language Objective	I can answer questions about key details in a video about animals. (SL.2.1.a)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal observe: to look at or watch something closely habitat: the place or natural area where plants and animals live grassland: a large, open area of land covered with grass desert: a habitat that has very little rain and where very few plants that can grow
Materials and Preparation	<ul style="list-style-type: none">● Ultimate Animals Video for Children (https://www.youtube.com/watch?v=bLJw9yPusak)● projector and screen● tools for drawing and writing● cut paper squares or sticky notes for sketching and jotting notes, enough for each child to have 2-3● chart paper

	<p>Prepare the following Weekly Question Chart.</p> <div data-bbox="545 222 1312 709" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How do animals survive and thrive? What do animals do?</p> </div> <p>On the whiteboard, write: Using the video as evidence, describe how an animal uses its specific structures to move in its habitat.</p>
<p>Opening 1 minute</p>	<p><i>Today we are beginning our second unit of study: Animals Surviving and Thriving. We will be thinking about animals, where they live, and how they stay safe and healthy. An animal is any living thing that is not a plant. That means a spider is an animal, and so is a whale! Surviving means staying alive, and thriving means growing fast and staying healthy. The study we are beginning today is called "Animals Surviving and Thriving."</i></p> <p>Introduce the text and set a purpose. <i>Today we are going to watch a video that shows many different animals. While we are watching, we can observe what structures, or parts, help animals move in the places where they live, their habitats.</i></p> <p><i>Because the video is long, it might be hard to remember everything! While we watch the video, we will stop along the way so that you can make quick sketches or notes if there is something you want to remember. For example, if I notice that zebras walk in groups, each on four legs, I can draw a quick sketch of two zebras walking, making sure to show the four legs on each animal. These notes are a way to capture our thinking for our final discussion.</i></p> <p>Distribute materials for drawing and writing. Ensure that all children are able to see and hear the video.</p>

<p>Text and Discussion 16 minutes 0:00-1:20</p>	<p>Play the beginning of the video. <i>Already we have seen many different animals doing things in different ways.</i></p> <p>Think, Pair, Share. <i>What is one animal that you observed, and what did it do? What body structures did it use to move in this way?</i></p> <p><i>Take a moment to sketch or write down your observation.</i></p>
<p>1:21-3:37</p>	<p><i>We have seen a lot of habitats where animals live. You might notice that some animals live in the sand, and some live in grass. A more precise way to say this is that some animals live in deserts, and some live in grasslands.</i></p> <p><i>Think, Pair, Share. Identify and describe one habitat where animals live. Tell your partner something you saw in the video as evidence about a certain kind of habitat.</i></p> <p><i>Sketch or write down your observation.</i></p>
<p>3:38-5:27</p>	<p><i>What are some other animal behaviors—things that they do that help them survive and thrive—that you saw? What body structures help the animals do that?</i></p>
<p>5:28-end</p>	<p>Finish the video.</p>
<p>Key Discussion 5 minutes</p>	<p>Think, Pair, Share. <i>Pick an animal we saw that interests you. It might be an animal you took a note about, or it might be another animal. Using information from the video, describe how the animal uses its specific structures to move in its habitat. For example, you might say: In the video, I observed giraffes use their long legs to walk in the water.</i></p>
<p>Closing 2 minute</p>	<p>Bring the class together and collect the children’s notes. Read several. <i>Wow, we are already thinking a lot about animals, their structures, and their habitats! Tomorrow we will learn more about what certain animals can do.</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will explore the question: What do animals do? We can record our ideas here.</i></p> <p><i>In this video, we saw animals using four legs to move. Let’s add this to our chart: Many animals walk on four legs.</i></p> <p>In addition, choose a few of the children’s sticky notes to add to the chart.</p>

	<i>We can add more to our chart during the week.</i>
Standards	<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>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>
Ongoing assessment	<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 video to explain their thinking about animal structures?</p> <p>How do children describe animals in a habitat?</p> <p>Collect children’s notes and review them.</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 2



Text Talk
A Bird Can Fly

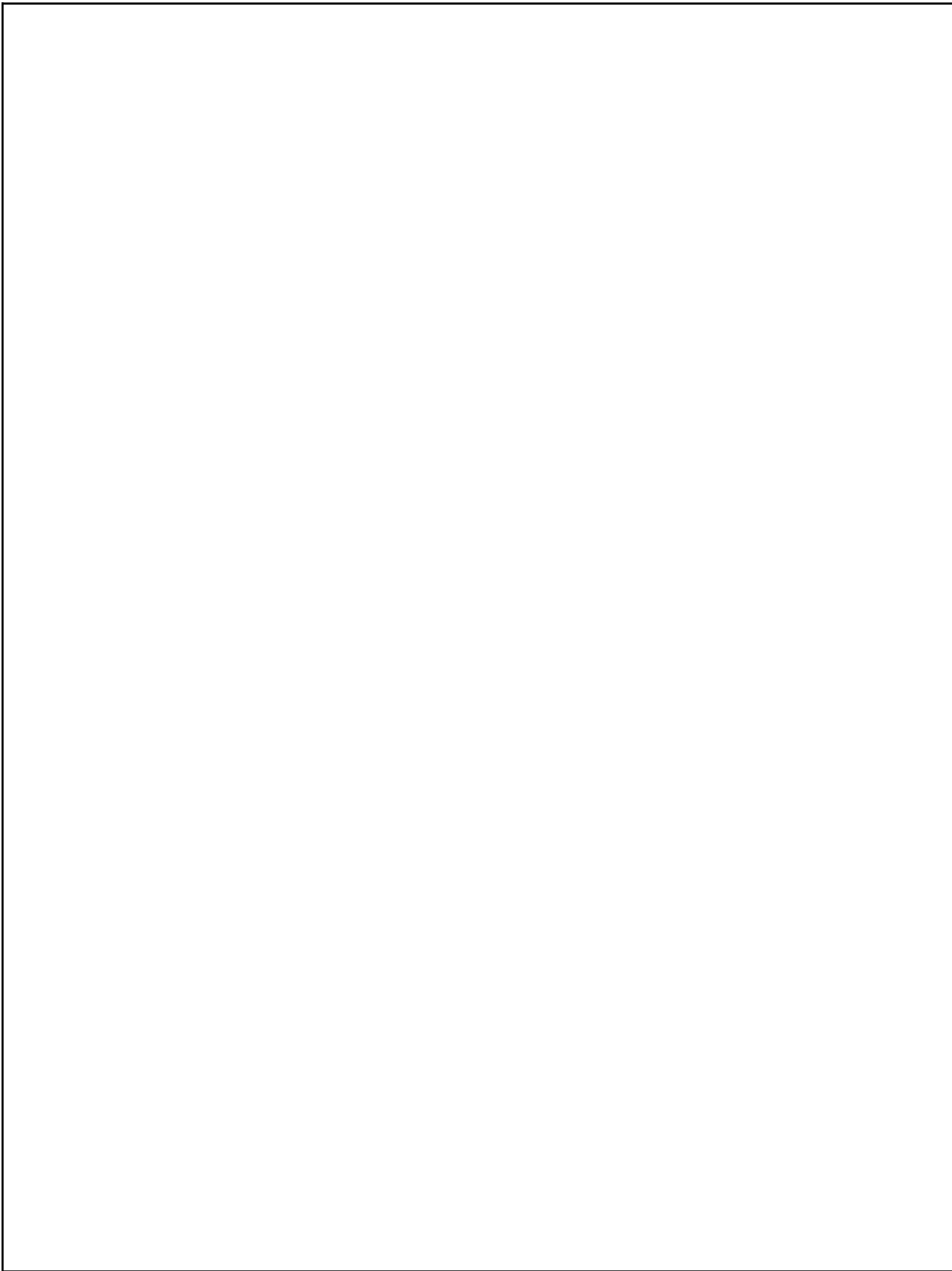
Big Ideas	Animals’ differing body parts help them meet their needs in specific ways. Where an animal lives impacts its behavior and its survival.
Weekly Question	What do animals do?
Content Objective	I can use key details from a text to describe how the specific functions of an animal’s structure help it survive and thrive in its habitat. (R.4.1.a, 1-LS1-1)
Language Objective	I can answer questions about animals’ structures and behaviors. (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>dam: something constructed to hold back water, such as a wall or fence</p> <p>underwater: occurring beneath the surface of the water</p> <p>underground: occurring beneath the surface of the earth</p> <p>weight: how heavy something is</p> <p>tortoise: a turtle, usually that lives on land</p> <p>travel: to go from one place to another</p> <p>store (food): to keep something to use in the future</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Bird Can Fly</i>, Douglas Florian <p>On the whiteboard, write:</p>

Text Talk U2 W1 D2

	How do the specific functions of an animal’s structure help it survive and thrive in its habitat?
Opening 1 minute	<p>Introduce the text and set a purpose. <i>Today we are going to read A Bird Can Fly, by Douglas Florian. This book is an informational text that describes things different animals can do.</i></p> <p><i>While we read today, we will answer questions about key details in the words and illustrations. We will use information from the text to explain what certain animals can and can’t do with their bodies.</i></p>
Text and Discussion 15 minutes	<p><i>Beavers build dams to live in. A dam is a barrier in water. Based on the previous photos and words about beavers building a dam, what is the function of a beaver’s teeth?</i></p>
page 7	<i>Think, Pair, Share. Why does a beaver need to live underwater for 15 minutes at a time, in order to survive?</i>
page 9	<i>Wow! I didn’t know the key detail about ants carrying five times their weight! Why would an ant need to do this?</i>
page 13	<p><i>A monkey can travel through the jungle, but not across a desert. The words “through” and “across” give me clues about the word “travel.” What do you think travel means, based on those clues?</i></p> <p><i>Why do you think a monkey can’t travel across the desert?</i></p>
page 17	<i>Why does a fish need to see on both sides of its head in order to survive underwater?</i>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Let’s think about camels. Think of the functions of a camel’s structures that we read about and observed in the photographs. How do the specific functions of a camel’s structure help it survive and thrive in its habitat?</i></p> <p>Prompt 2: <i>Choose another animal from today’s text. Using details from the book, how do the specific functions of that animal’s structure help it survive and thrive in its habitat?</i></p>
Closing 1 minute	Today we learned about several animals and how their structures help them survive and thrive in their habitats.

Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</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>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>
Ongoing assessment	<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?</p> <p>Do children connect animal’s structures and behaviors with their survival?</p>

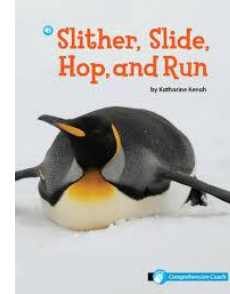
Notes



Text Talk U2 W1 D2

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3



Text Talk
Slither, Slide, Hop, and Run
 Read 1 of 3

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	What do animals do?
Content Objectives	Using text features to help me, I can identify the main topic and retell key details of a text about animals. (R.5.1.b, R.8.1 b) I can use key details from a text to describe how the specific functions of an animal’s structure help it survive and thrive in its habitat. (R.4.1.a, 1-LS1-1)
Language Objective	I can answer questions to determine the main topic and key details of a text. (SL.2.1.a)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal function: what structures do for an organism slither: to move smoothly with a twisting motion glide: to move with a smooth motion and very little noise waddle: to walk with short steps and a swaying motion
Materials and Preparation	<ul style="list-style-type: none"> • <i>Slither, Slide, Hop, and Run</i>, Katharine Kenah, found in Reach Anthology (elephant cover, pages 45-57) or in slides • projector and screen, if using slides

	<p>On the whiteboard, write:</p> <p>What do you think this text is mostly about? How do you know?</p> <p>How do the specific functions of an animal’s structure help it survive and thrive in its habitat?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read another informational text about animals and how they move: Slither, Slide, Hop, and Run, by Katharine Kenah.</i></p> <p><i>This book has some important text features, like subheadings and labels, that help us understand the information in the text. Today, we will use these features, along with details in the photos and words, to identify and describe what the sections and the entire text are mostly about.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 48</p>	<p><i>What are some things that animals can do? How do their specific structures help them do that? Why is this important?</i></p> <p><i>Let’s look at the labels on these few pages. What information do the labels add or clarify?</i></p> <p><i>Based on the pages we’ve read so far, what do you think this text is mostly about?</i></p>
<p>page 50</p>	<p><i>What is this page about? What are some details in the words, photos, and labels that support that?</i></p> <p><i>We can think about what the whole text is about. We can also think about what each section, or subtopic, is about. What do you think this subtopic is about?</i></p>
<p>page 52</p>	<p><i>Why do you think a sloth has long claws? How do the sloth’s body structures help it survive and thrive?</i></p>
<p>page 56</p>	<p><i>What is this page, or subtopic, mostly about? What are some details?</i></p> <p><i>How do the labels and subheading help?</i></p> <p><i>How does a raccoon’s feet help it survive and thrive?</i></p>

<p>Key Discussion 8 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What do you think this text is mostly about? How do you know?</i></p> <p>Prompt 2: <i>Choose an animal you learned about in this text. How do the specific functions of the animal's structures help it survive and thrive in its habitat?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we explained what Slither, Slide, Hop, and Run is mostly about. We also learned about several animals and how their structures help them survive and thrive in their habitats.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.5.1.b Retell key details of texts, including the main topic.</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>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>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?</p> <p>Do children connect animal's structures and behaviors with their survival?</p>

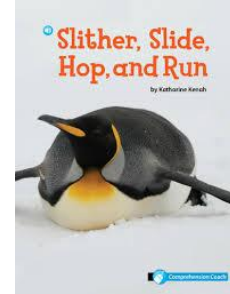
Notes



Text Talk U2 W1 D3

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 4



Text Talk
Slither, Slide, Hop, and Run
 Read 2 of 3

Big Ideas	Animals’ differing body parts help them meet their needs in specific ways.
Weekly Question	What do animals do?
Content Objectives	<p>I can use key details from a text to describe how the specific structures of an animal help it move. (R.4.1.a, 1-LS1-1)</p> <p>With support, I can read and comprehend informational texts. (Access Complex Text - Reading Preamble)</p>
Language Objective	I can define words by category and by one or more key attributes. (L.5.1.b)
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>category: a group with shared characteristics, or traits</p> <p>movement: changing from one location to another</p> <p>slither: to move smoothly with a twisting motion</p> <p>glide: to move with a smooth motion and very little noise</p> <p>waddle: to walk with short steps and a swaying motion</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Slither, Slide, Hop, and Run</i>, Katharine Kenah, found in Reach Anthology (elephant cover, pages 45-57) or in slides • projector and screen, if using slides

- *Slither, Slide, Hop, and Run*, packets of pages 46, 54, 48, and 53, enough copies for each pair of children
 - chart paper
- Prepare the following chart.

Animal	How it moves	Structures
<i>birds</i>		

On the whiteboard, write:

How do the animal’s structures help it move, survive, and thrive in its habitat?

Which animals can be put together in a category? What could you call that category?

Opening
1 minute

Set a purpose.

Today we are going to read Slither, Slide, Hop, and Run by Katharine Kenah again.

This time we will closely read short passages of text, or sections, and we will record structures specific to that animal that help it move, survive, and thrive in its environment. Then we will categorize animals by the movements they make.

Text and Discussion
15 minutes

Let’s all read page 46 together. Follow along as I scoop the sentences.

Model adding information to the chart.

That passage was about birds.

Refer to the chart, with “birds” written in the first column, under “Animal.”

In this passage, we read that birds can fly. I am going to add that here, under “How it moves.” I know from the words, photograph, and labels that birds use their wings and feathers to move through the air. These are the structures that help birds move. I will record that, too.

Add “fly” and “wings and feathers” to the second and third column, respectively.

page 54

Let’s find out about another animal. Read with me.

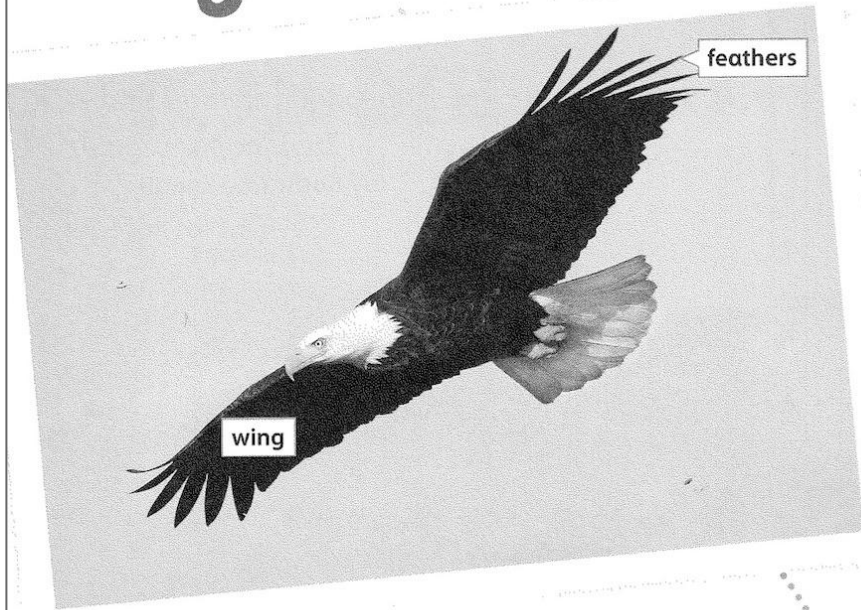
Have children follow along by pointing or reading chorally.

	<p><i>What animal is this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about bats.</i></p> <p>Add to the chart according to the text.</p> <p>Think, Pair, Share. <i>How does a bat's ability to fly help it survive and thrive in its environment?</i></p>
page 48	<p><i>Let's read about a different animal. Read with me.</i></p> <p><i>What animal was this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about kangaroos.</i></p>
page 53	<p><i>Let's read about one more animal. Read with me.</i></p> <p><i>What animal was this passage about? How does this animal move? What are some specific structures that help it move? Let's record what we learned about dolphins.</i></p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Choose an animal we read about today and turn to that page. Refer to the text to answer this question: How do that animal's structures help it move, survive, and thrive in its habitat?</i></p> <p>Prompt 2: <i>Let's look at all of the animals on our chart, noticing what is the same about them. Think about which animals can be put together in a category, or group. What could you call that category?</i></p>
Closing 1 minute	<p><i>Today we closely read short passages in order to learn about how animals' structures help them move, survive, and thrive in their habitats. We also discussed how we could categorize animals by the movements they make.</i></p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>L.5.1.b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</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>

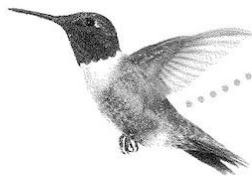
	<p>Text Complexity - A text is anything that can be read, heard, or viewed. Texts may include words, images, objects, sounds, and symbols that convey messages from developers to consumers. They broadly encompass multiple purposes, audience appeal, and a wide variety of human experiences that create meaning for the reader. A student’s experience with texts may range from handwritten cursive to multi-media texts. When choosing texts, teachers must consider the qualities of complexity and the diversity of texts each student should experience. When choosing texts, teachers must consider the following:</p> <p>Various texts provide multiple opportunities for students to read broadly, widely, and deeply, including:</p> <ul style="list-style-type: none"> ● texts that are diverse, intersectional, and multicultural, whose authors and purposes appeal to the range of human experience, creating opportunities for readers to see themselves with clarity, others with insight, and worlds of possibility; and ● texts in diverse forms, which may include words, images, objects, sounds, and symbols that convey messages. <p>Text complexity has three components: qualitative, quantitative, and reader-task considerations.</p> <ul style="list-style-type: none"> ● Qualitative refers to levels of meaning or purpose, text structures, language features, and knowledge demands. ● Quantitative refers to word and sentence length, word frequency and difficulty, syllabication, and text cohesion. <p>Reader-task considerations refer to cognitive capabilities, motivation, knowledge, and experiences that are impacted by the reader’s purpose, type of reading, and intended outcome(s).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during the whole group conversation and Think, Pair, Share.</p> <p>Do children draw on details from the text to identify specific structures of an animal that help it move?</p> <p>Do children categorize animals by how they move?</p> <p>Do children notice other characteristics for potential categorization?</p>

Notes

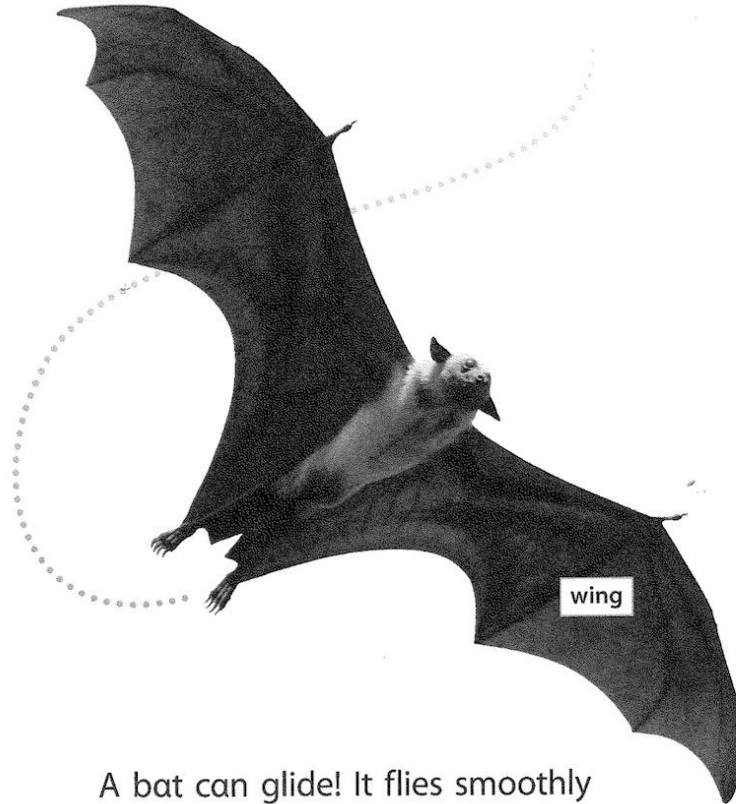
Fly



A bird can **fly**! It moves through the air with wings.

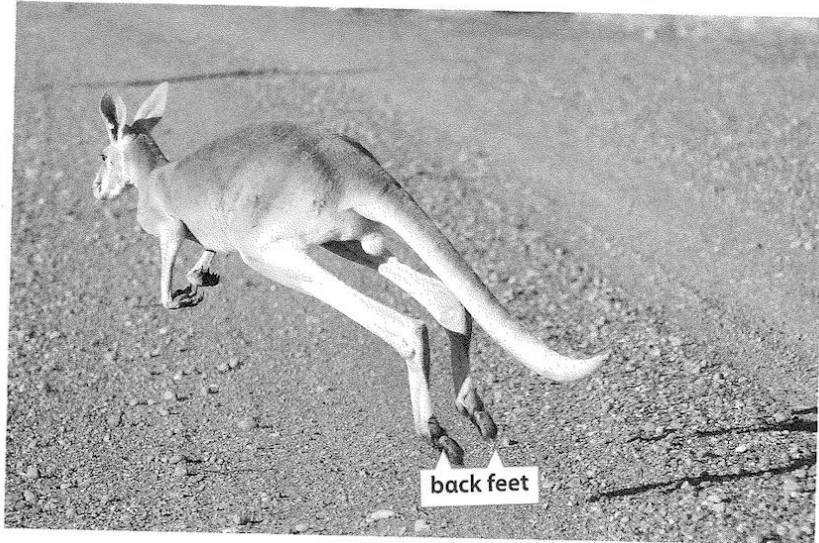
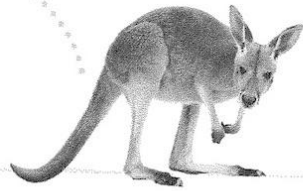


Glide



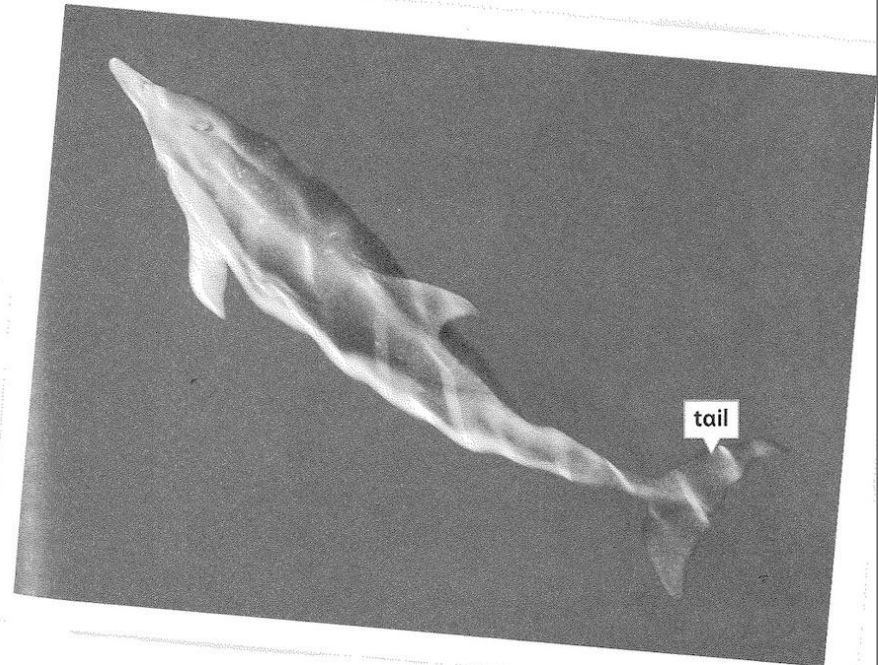
A bat can glide! It flies smoothly through the air. A bat's wings are really long fingers covered with skin.

Hop

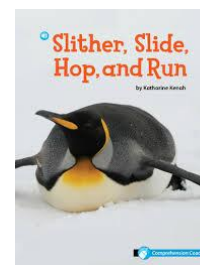


A kangaroo can hop! It makes short leaps into the air. It uses its **back** feet to hop.

Swim



A dolphin can **swim**! It moves gently through the water. A dolphin swims by moving its tail up and down.



Text Talk
A Bird Can Fly* and *Slither, Slide, Hop, and Run
Text Comparison

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	What do animals do?
Content Objectives	I can use key details from a text to describe what animals do. (R.4.1.a, 1-LS1-1) I can compare important information and how it is presented in two texts on animal structures and behavior. (R.11.1.c, R.11.1.d)
Language Objective	I can answer questions about key details of a text. (SL.2.1.a)
Vocabulary	animal: a living thing that is not a plant behavior: an activity that helps an organism survive and thrive in its habitat structure: an identifiable part of a plant or animal function what structures do for an organism dam: something constructed to hold back water, such as a wall or fence slither: to move smoothly with a twisting motion
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Bird Can Fly</i>, Douglas Florian ● <i>Slither, Slide, Hop, and Run</i>, Katharine Kenah, found in Reach Anthology (elephant cover, pages 45-57) or in slides ● projector and screen, if using slides ● Week 1 Weekly Question Chart, from Text Talk, Week 1, Day 1 ● chart paper

	<p style="text-align: center;">Prepare the following chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 35%; text-align: center;"><i>A Bird Can Fly</i></th> <th style="width: 40%; text-align: center;"><i>Slither, Slide, Hop, and Run</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Information</td> <td colspan="2" style="text-align: center; vertical-align: middle;">Both texts</td> </tr> <tr> <td style="text-align: center;">How the information is presented</td> <td colspan="2" style="text-align: center; vertical-align: middle;">Both texts</td> </tr> </tbody> </table>		<i>A Bird Can Fly</i>	<i>Slither, Slide, Hop, and Run</i>	Information	Both texts		How the information is presented	Both texts	
	<i>A Bird Can Fly</i>	<i>Slither, Slide, Hop, and Run</i>								
Information	Both texts									
How the information is presented	Both texts									
<p>Opening 1 minute</p>	<p style="text-align: center;"><i>This week we have been talking about what animals do and how their body structures and movements help them survive and thrive.</i></p> <p>Set a purpose. <i>Today we are going to compare two of the texts we have been reading. This means that we are going to think about ways the books are similar, or almost the same, and ways the books are different.</i></p> <p style="text-align: center;"><i>We'll look at key details on a few pages of A Bird Can Fly and Slither, Slide, Hop, and Run. We will find out what different and similar information the texts include. We will also compare the ways these texts present that information.</i></p>									
<p><i>A Bird Can Fly</i> pages 4-7 5 minutes</p>	<p>Reread pages 4-7 of <i>A Bird Can Fly</i>, without emphasizing the illustrations or the way the words look on the page. <i>From just the words, what information do these pages include about what animals do? Turn and talk to a partner.</i></p> <p>Elicit key details from the words.</p> <p>Point out the photographs, highlighted words, and the pattern of how the words are arranged on the page.</p>									

	<p><i>What information about what animals do is being provided in the illustrations?</i></p> <p><i>Why are some of the words highlighted in different colors?</i></p> <p><i>What pattern do you notice in how this book is written?</i></p> <p>Elicit key details from the illustrations and words.</p>
<p><i>Slither, Slide, Hop, and Run</i> pages 46-48 5 minutes</p>	<p>Reread pages 46-48 of <i>Slither, Slide, Hop, and Run</i> without highlighting the illustrations or reading the labels.</p> <p><i>What information is included about what animals do? Turn and talk to a partner.</i></p> <p>Elicit key details from the words.</p> <p>Focus on the photographs, labels, and the pattern of how the text is written.</p> <p><i>What information about what animals do is being provided in the illustration and labels? What pattern do you notice in how this book is written?</i></p> <p>Elicit key details.</p>
<p>Key Discussion 8 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What information is the same and what information is different in the two texts we read today? For example, both texts tell us that birds can fly. That is something that's similar.</i></p> <p>[Other examples of similarities and differences: both texts have photographs of eagles, but they also show other birds. In both texts we learn that birds fly, but only <i>Slither, Slide, Hop, and Run</i> describes <i>how</i> the birds fly. <i>A Bird Can Fly</i> tells about different kinds of things an animal can do and how an animal behaves, whereas <i>Slither, Slide, Hop, and Run</i> focuses on animal movement and the structures that help the animal move in that way.]</p> <p><i>Let's organize this information on our chart. If the information is the same in both texts, we will write that information here, under "Both texts."</i></p> <p>Prompt 2: <i>What is the same and what is different about how the authors present information in the two texts we read today? For example, I notice that both texts have large, detailed photographs. That is something that is similar about both texts.</i></p> <p>[Other examples of similarities and differences: both texts are written with a pattern in the words, but the patterns are different. <i>Slither, Slide, Hop, and Run</i> has labels that give more information, and <i>A Bird Can Fly</i> does not. <i>A Bird Can Fly</i> has words highlighted by</p>

	<p>different color type; <i>Slither, Slide Hope and Run</i> also has highlighted words.]</p> <p><i>On our chart, let's organize how the authors present information. If the style is the same in both texts, we will write that in the section, "Both texts" again.</i></p> <p>Facilitate a whole group discussion about key details, as well as similarities and differences about what animals do in <i>A Bird Can Fly</i> and <i>Slither, Slide, Hop, and Run</i>. Point out other sections that lead to comparison in the books, if there is time.</p>
<p>Closing 1 minute</p>	<p><i>Today we read very closely to find out key details about how animals move and behave. We compared the information and the way it was presented, and we organized and recorded our thinking on this chart.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What do animals do?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: animals move differently because of where they live; or some animals have structures that allow them to fly.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, 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>Ongoing assessment</p>	<p>Listen to student responses during partner and whole group share.</p> <p>Can students recall and compare key details from both texts and their illustrations?</p> <p>Can students identify the different ways that information is presented in the texts?</p> <p>Use the T-chart to capture and assess children's understandings.</p>

Unit 2: Animals Surviving and Thriving

WEEK 1

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Three Small Monkeys”	<ul style="list-style-type: none"> Shared Reading text on chart and/or slides pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> “Three Small Monkeys” individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 1 image (two different habitats) Week 1 prompt and recording sheet sand timers drawing tools
	Listen and Respond: <i>A Bird Can Fly</i>	<ul style="list-style-type: none"> audio recording and technology <i>A Bird Can Fly</i> book <i>A Bird Can Fly</i> conversation prompts
Vocabulary	Draw for Meaning <i>cultivate, identify, perspective, contribution, observe, evidence</i>	<ul style="list-style-type: none"> Unit 1, Week 8 Weekly Words cards Draw for Meaning sheets
Science Literacy	How can we observe animals in our schoolyard? Filling in weather calendar	<ul style="list-style-type: none"> Week 1 prompt, printed as stickers or copied and cut apart, with glue sticks science journals colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> Week 1 Fluent Reader’s Challenge sheets sand timers Fluent Reader’s Challenge directions card
	Sentences	<ul style="list-style-type: none"> Sentences cut apart and placed in separate envelopes, one set for each child Sentences recording sheets Sentences directions card
	Look Cover Write Check	<ul style="list-style-type: none"> Week 1 Look Cover Write Check sheets Look Cover Write Check directions card

	<p>Make New Words with Bonus Letters</p>	<ul style="list-style-type: none"> ● Week 1 Make New Words sheets ● letter tiles ● Make New Words directions card
	<p>Trick Word Memory</p>	<ul style="list-style-type: none"> ● Week 1 Trick Word Memory cards ● scissors ● Memory directions card

WEEK 1

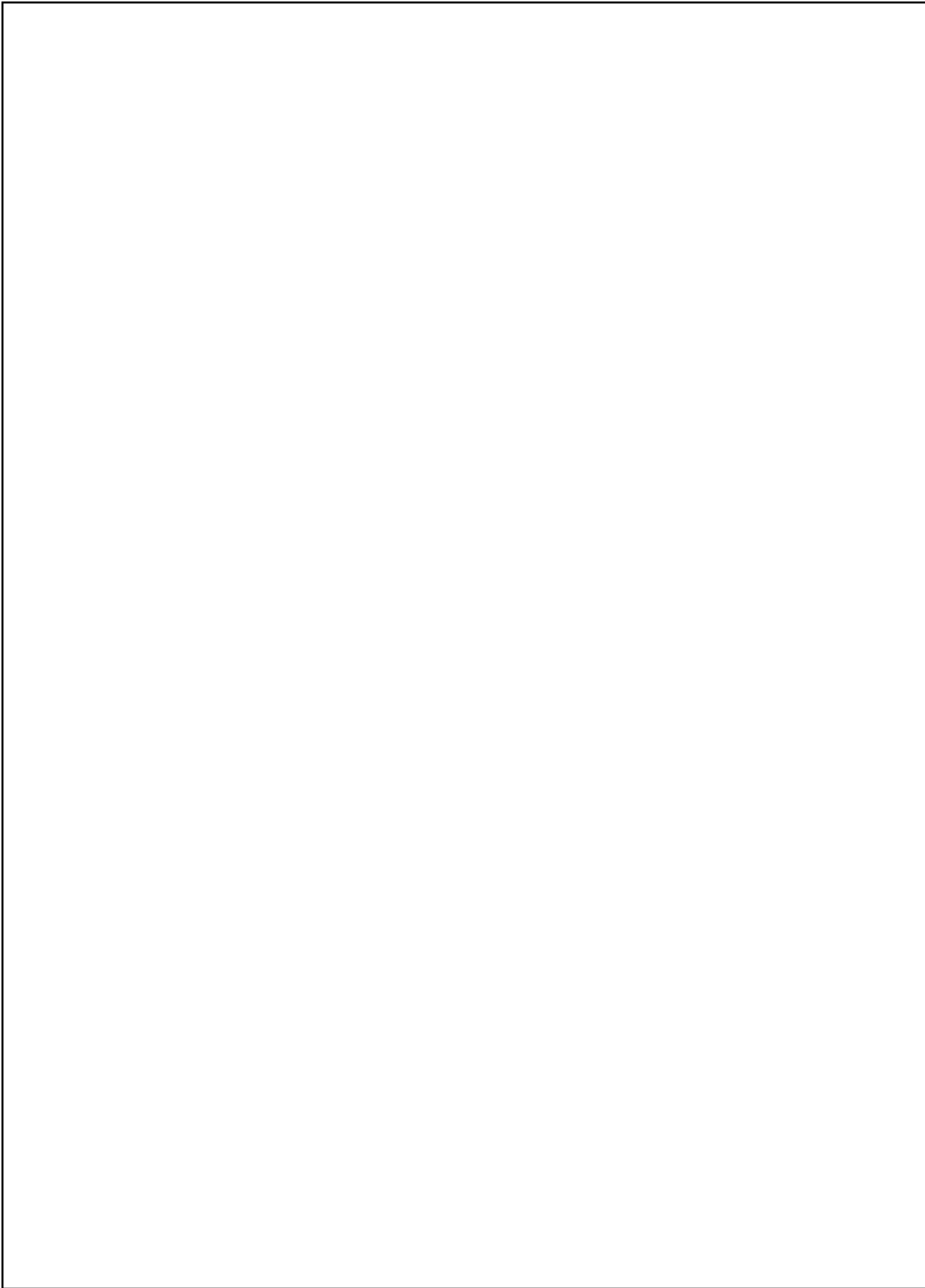
Shared Reading
“Three Small Monkeys”

Weekly Question	What do animals do?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the chant for the whole group reading. ● “Three Small Monkeys” slides ● pointer ● highlighter tape (optional)
Opening 1 minute	<p><i>Our shared reading text this week is a chant called “Three Small Monkeys.” You might know a version of this already. We’ll read this version carefully to see how it is unique.</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds. Note that the target sounds appear in different words in the poem.</p> <p><i>What ending sound do you hear in “buzz?”</i></p> <p><i>What ending sound do you hear in “muff?”</i></p> <p><i>What vowel sound do you hear in both of those words?</i></p> <p>Blend sounds to make a word. [call] <i>We are going to blend sounds together to make a word that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /k/... /ôl/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What glued sound do you hear?</i></p> <p>Segment sounds.</p>

	<p><i>Now we're going to segment the sounds in a word. Say "fell" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers. Now let's say each sound slowly while we all tap the sounds. /f/.../ĕ/.../l/.</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "jumping?" Let's say it and feel the chin drops. Now say it and clap the word, then show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p>Highlight the target spelling pattern. <i>In our chant today, you'll notice some words with bonus letters; this is a special spelling rule. When an s, f, l, or z is on the end of a word, we double those letters. See where you can find bonus letters in our chant.</i></p> <p><i>You'll also notice words ending with the glued sound /ôl/. This ending has a bonus letter too!</i></p> <p>Model reading the first two lines, scooping phrases with a pointer.</p> <p>Invite children to chorally read the remainder of the chant, slowing down the pointer to allow children to decode words such as "small," "call," "fell," "off," and "all."</p> <p>Connect the chant to unit content. <i>What do the monkeys do in this chant? Monkeys don't jump on beds or call the doctor in real life; what do they do? Where have you learned information about monkeys?</i></p> <p>Identify target spelling patterns. <i>What words do you see spelled with bonus letters? What words do you see spelled with the glued sound /ôl/?</i></p> <p>Mark the target spelling patterns with yellow marker or highlighter tape. Mark bonus letters with a star and mark the glued sound /ôl/ with a starred box as taught in Foundations.</p> <p><i>What high frequency words that you know do you see in this song?</i></p> <p>Select one child to stand and point as the class reads chorally a second time.</p>
<p>Closing</p>	<p><i>You will continue to practice reading and chanting this song in the</i></p>

1 minute	<i>Reading Station.</i>
Standards	<p>R.2.1.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>R.2.1.b Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>R.2.1.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>R.2.1.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>R.3.1.b Decode regularly spelled one-syllable words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Do children identify “bonus letters” (double final consonants)?</p> <p>Can children read words with the glued sound /ôl/?</p> <p>Listen to children chorally read.</p> <p>Do children read with appropriate phrasing and expression?</p>
Daily Practice	<p>To reinforce fluency with this text, find five minutes each day for choral or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> ● Children take dictation on whiteboards with words spelled with bonus letters and the glued sound /ôl/. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc words by changing the initial, final, or medial sounds.

Notes



Name _____

Three Small Monkeys

Three small monkeys jumping on the bed,
One fell off and bumped her head.
“Mama, call the doctor!” And the doctor said,
“No more monkeys jumping on the bed!”

Two small monkeys jumping on the bed,
One fell off and bumped his head.
“Mama, call the doctor!” And the doctor said,
“No more monkeys jumping on the bed!”

One small monkey jumping on the bed,
She fell off and bumped her head.
“Mama, call the doctor!” And the doctor said,
“Put those monkeys all to bed!”

Talk, Draw, Talk Week 1



https://www.huffingtonpost.ca/mante-molepo/teaching-kids-to-embrace-a-diverse-world_a_23697078/; <https://dtmag.com/thelibrary/marine-habitats-part-iii-life-coral-reef-community/>

Name: _____

Talk Draw Talk

Look carefully at the images. Talk with your partner about what kinds of animals might live in each habitat. After you talk, draw an animal that you think might live in one of the areas. Then talk with your partner about your drawings.



A Bird Can Fly Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

Based on its body structures, why do you think a bird cannot build a dam?

A Bird Can Fly

Question 2

What behaviors help camels live in the desert?

A Bird Can Fly

Listening and Speaking Station U2 W1.2

Week 1 Prompt 1

How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____
How can we observe animals in our schoolyard?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

This hall **is a** mess!

Mom did not miss **the** mud at **all**.

Toss **one** ball **to** Kim.

Will **we** shop at **the** mall?

Will **you** call **your** pup?

Dad had **one** ball **for** Jack.

You will fall!

Did **you** get that at **the** mall?

The pill **was for the** dog.

The vet got **one** quill off **the** dog.

They had bad luck on **the** quiz.

The duck will quack at Bill.



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U2 W1

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/

Maine Department of Education

Sentences

sentence 1

they

it

your

pen

said

was

sentence 2

use

this

sentence 3

will

one

use

chip

I

Skills:

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Name: _____

Sentences

On the lines below, write each sentence you built. Add capital letters and punctuation.

1.

2.

3.

Name: _____

Look	Cover	Write	Check ✓
------	-------	-------	---------

said	<hr/> <hr/> <hr/>	
they	<hr/> <hr/> <hr/>	
you	<hr/> <hr/> <hr/>	
was	<hr/> <hr/> <hr/>	
your	<hr/> <hr/> <hr/>	
one	<hr/> <hr/> <hr/>	

skills:
Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

said

they

you

was

your

one

Name: _____

Make New Words with Bonus Letters

b	m	h	f	p
----------	----------	----------	----------	----------

Write the Word		Draw a Picture
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	

Skills:
Know and apply grade-level phonics and word analysis skills in decoding words.

Name: _____

Make New Words with Bonus Letters

g	l	w	st	ch
----------	----------	----------	-----------	-----------

Write the Word		Draw a Picture
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	
__ill	<hr/> <hr/> <hr/>	

Skills:
Know the spelling-sound correspondences for common consonant digraphs.

Trick Word Memory

will

they

your

said

one

said

use

they

was

will

an

was

an

use

your

one

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U2 W1

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Maine Department of Education

Unit 2: Animals Surviving and Thriving

WEEK 1 Lesson 1

Science and Engineering

Using a Field Guide

S & E Big Ideas	Scientists use field guides to help them understand more about the organisms they can observe in their surroundings.
S & E Guiding Question	How can we identify plants and animals in our neighborhoods?
Content Objective	I can use text features in a field guide to gather information about the animals in my schoolyard. (1-LS3-1, Practice 8, RI.1.5)
Language Objective	I can use precise language to describe what I see, in order to find it in a field guide. (SL.1.4)
Vocabulary	<p>field guide: a text used for identifying things in their natural environment</p> <p>urban: having to do with a city</p> <p>wildlife: the plants and animals that live in a particular region</p> <p>insect: a small animal with six legs and usually one or two pairs of wings</p> <p>social (insect): living together in an organized community</p> <p>generation: all of the people or animals born and living at about the same time</p> <p>mutual benefit: something good experienced by two or more people or other organisms toward each other</p> <p>colony: a community of animals or plants of one kind living close together in an organized way</p>
Materials and Preparation	<ul style="list-style-type: none">● Mammals of Maine poster, color copy for projecting● Mammals of Maine poster, black and white copy for printing, 1 per small group● projector and screen● chart paper Title the chart paper with “Maine mammals are...”

Science and Engineering U2 W1 L1

<p>Opening 1 minute</p>	<p><i>A field guide is a special kind of informational text. It's used to identify things we find in our environment. A field guide might be used to tell the difference between two similar trees or birds, or it might be used to find out if the animal we think we saw lives in a certain area. Today we will look at a field guide to see what kind of information it offers.</i></p>
<p>Text 8 minutes</p>	<p>Project the Mammals of Maine poster, in color. <i>This field guide is about the kinds of mammals that are found in Maine. This is one kind of field guide. Other field guides include more, and more detailed, information.</i></p> <p>Invite children to turn and talk. <i>Have you seen these mammals in your neighborhood?</i></p> <p>If the children are located in an urban area, explain to the children that urban areas are not always good homes for these animals because of the lack of food, shelter, and interactions with humans. Explain that some of these mammals have adapted to life in urban areas such as raccoons, mice, bats, and squirrels.</p> <p><i>Today we are going to think like scientists and make observations. Today when we make observations we will compare animals. When we compare, we will look for ways that the animals are similar and different, then write a definition for a mammal.</i></p>
<p>Investigation 20 minutes</p>	<p>Give each small group a copy of the Mammals of Maine poster. Ask the children to look at the animals on the poster and decide how they are similar and different. Remind children they will share out some of their observations.</p> <p>Gather the whole group to share their observations. Record the observations on the Maine mammals are... chart. Some of the observations may include:</p> <p>Maine mammals...</p> <ul style="list-style-type: none"> ● Are different sizes ● Are Hairy ● Have tails ● Most have 4 legs except the brown bat
<p>Closing 1 minute</p>	<p>Review the generated definition of a mammal. Explain that in the studios children will create their own field guide.</p>

<p>Standards and Practices</p>	<p>1-LS3-1. Use information from observations (first-hand and from media) to identify similarities and differences among individual plants or animals of the same kind.</p> <p>Practice 8. Obtaining, Evaluating, and Communicating Information</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.</p>
<p>Ongoing assessment</p>	<p>Listen in as children describe animals. Do they use precise language?</p> <p>Reflect on the lesson. To what extent are children able to use the field guide to identify animals?</p>

Notes

MAMMALS



OF MAINE



LITTLE BROWN BAT



WHITE-FOOTED MOUSE



MASKED SHREW



MEADOW VOLE



STAR-NOSED MOLE



FLYING SQUIRREL



EASTERN CHIPMUNK



ERMINE



AMERICAN MINK



EASTERN GRAY SQUIRREL



AMERICAN RED SQUIRREL



MUSKRAT



PORCUPINE



AMERICAN MARTEN



STRIPED SKUNK



WOODCHUCK



OPOSSUM



SNOWSHOE HARE



NEW ENGLAND COTTONTAIL



FISHER



AMERICAN BEAVER



NORTHERN RIVER OTTER



RACCOON



RED FOX



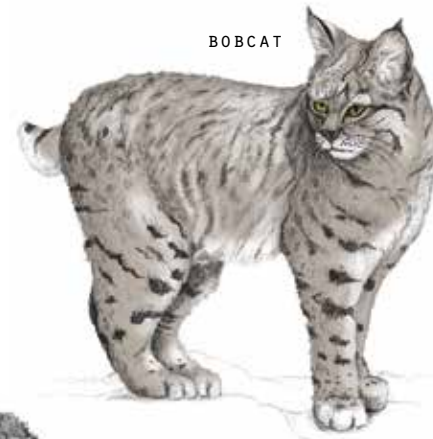
GRAY FOX



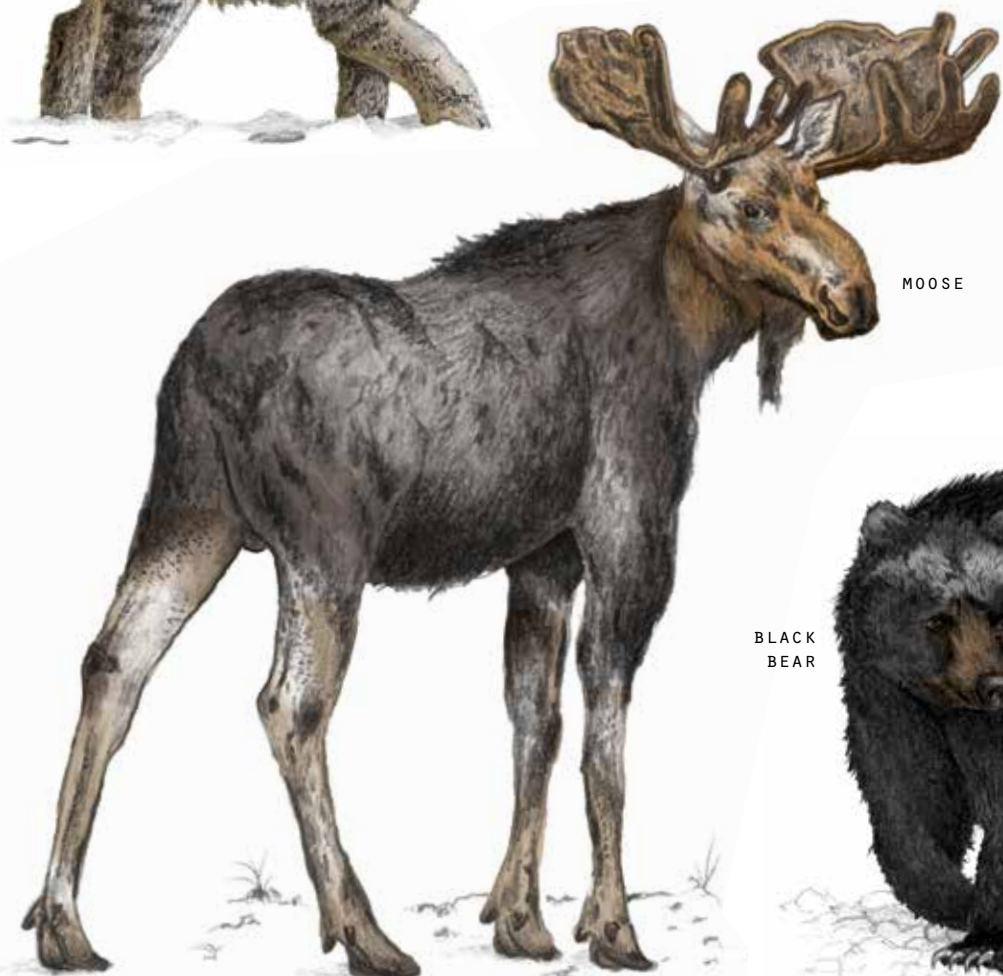
CANADA LYNX



COYOTE



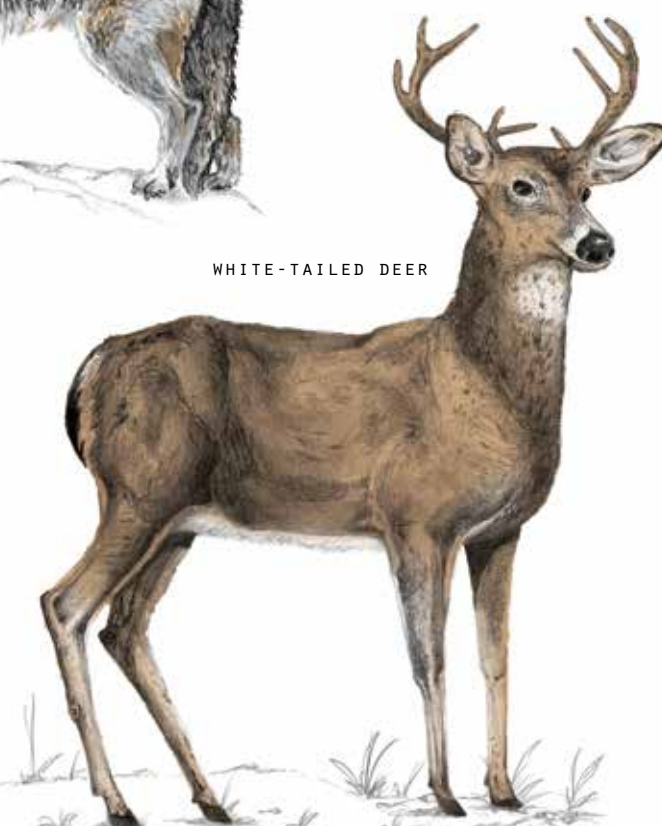
BOBCAT



MOOSE



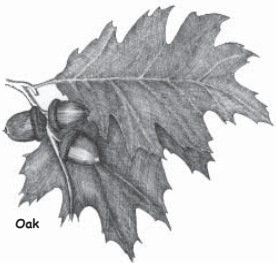
BLACK BEAR



WHITE-TAILED DEER



Mammals of Maine



Oak



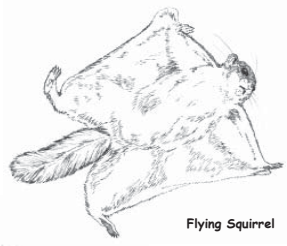
Ermine



Chipmunk



Red Squirrel



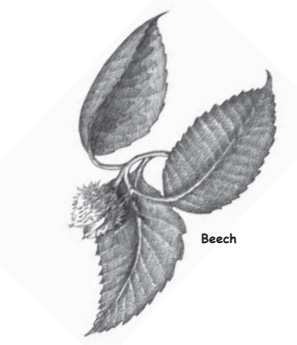
Flying Squirrel



Little Brown Bat



Gray Squirrel



Beech



Fisher



Porcupine



Raccoon



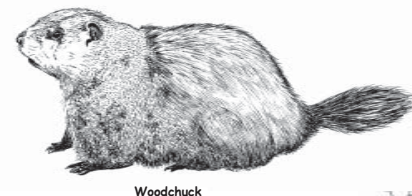
Opossum



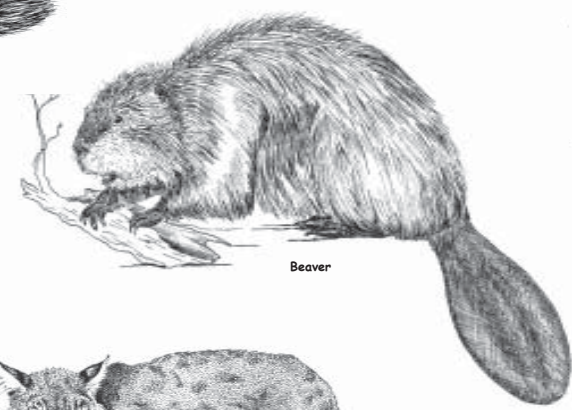
American Marten



Mink



Woodchuck



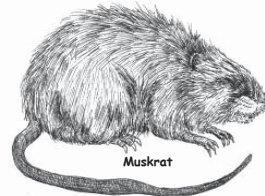
Beaver



Skunk



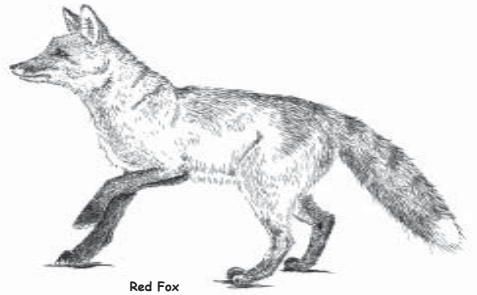
Otter



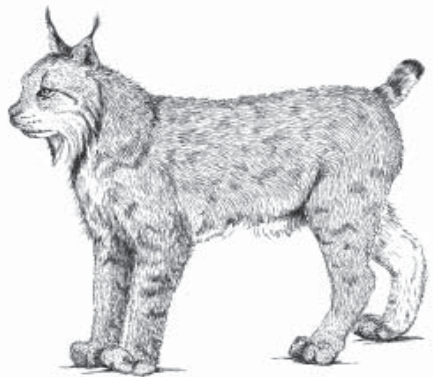
Muskrat



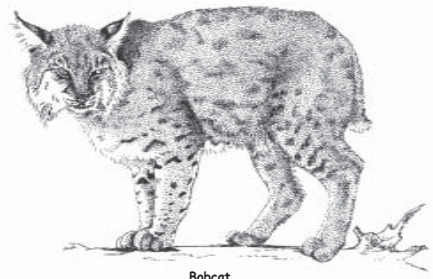
New England Cottontail



Red Fox



Canada Lynx



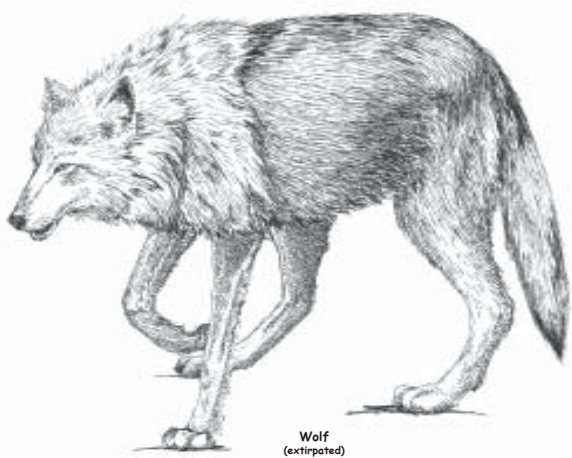
Bobcat



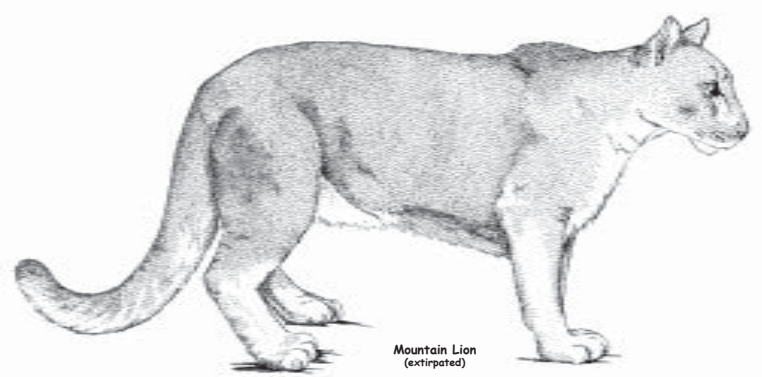
Snowshoe Hare



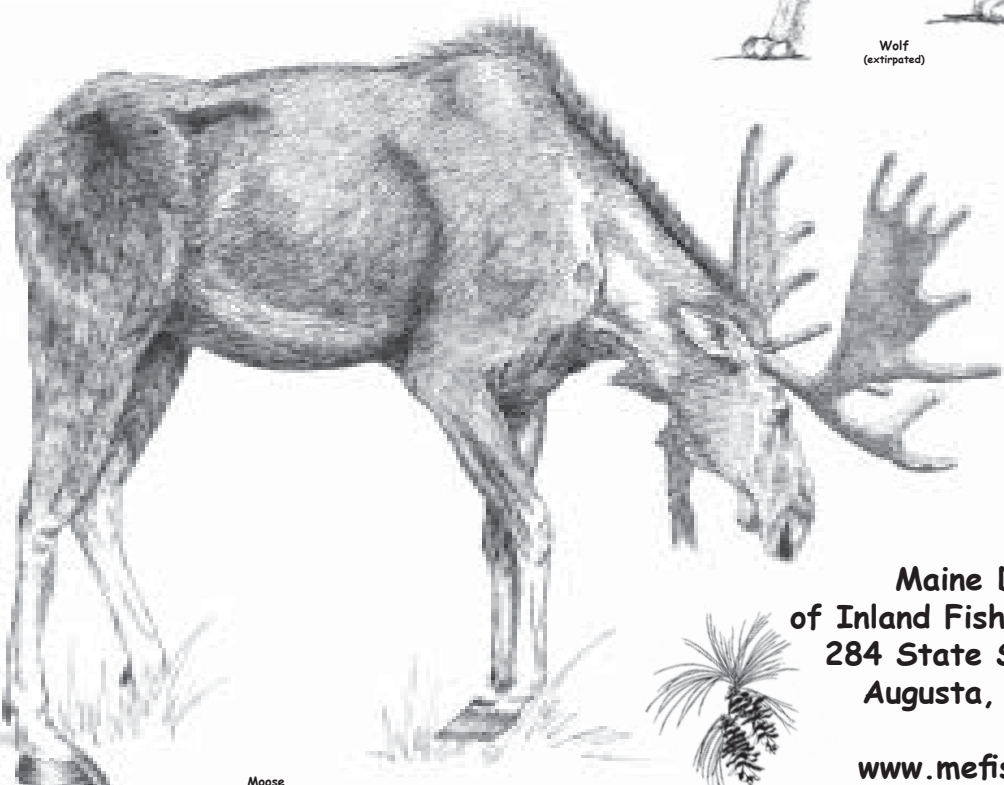
Coyote



Wolf (extirpated)



Mountain Lion (extirpated)



Moose



Black Bear



White-tailed Deer



White Pine



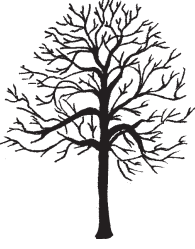
Black Spruce

Maine Department of Inland Fisheries and Wildlife
284 State Street, SHS 41
Augusta, Maine 04333

www.mefishwildlife.com

Oak

8 species grow in a variety of habitats statewide
at the top of the wildlife food list
acorns are favorites of deer, bear, squirrels, turkeys, woodducks & small rodents



Mammals of Maine

Red Squirrel

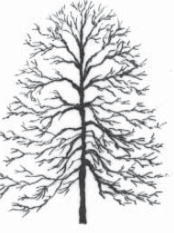
found statewide
feeds heavily on pine seeds
leaves 'middens' or piles of shredded cones on tree stumps or the forest floor
also eats fungi, bird eggs & insects
important prey for fisher, marten & ermines

Gray Squirrel

common in Maine's central & southern habitats
found strictly around mast (nut) producing trees
can have 2 litters a year
smells its way to the nuts it buries; even in winter under a foot of snow

Beech

often found growing in pure stands in moist, rich soils
beechnuts are important fall food for bears, squirrels, raccoons & gamebirds
if the beech mast crop fails for a season, many species of wildlife goes hungry



Ermine

also called the long-tailed weasel
changes pelage from summer brown to winter white
must eat 2/3 of its body weight each day to maintain its metabolic needs
feeds on mice, squirrels, frogs, insects
found statewide in open woods, meadows, suburban areas
uses previously excavated burrows or large brushpiles for denning

Chipmunk

active during the day
eats nuts, berries, mushrooms & even baby birds & eggs
likes open woodlands, backyards
will climb trees
spends most time foraging on the ground
lives underground during winter where food is cached
does not hibernate

Flying Squirrel

found statewide but seldom seen
winter nests in hollow trees & bird houses
visits bird feeders at night
does not 'fly' but glides from tree to tree on large skin flaps that open up from its sides
strictly nocturnal
eats acorns, nuts, seeds; even bird eggs & young

Little Brown Bat

the only mammal that can fly
wingspan of 8-9"
may catch up to 600 moths & thousands of mosquitoes a night
colonizes & roosts in groups in buildings, attics, caves & tree cavities
hibernates or migrates south
very susceptible to rabies

Fisher

one of the few predators of porcupines; also feeds on snowshoe hare & squirrels
arboreal - often found in trees
found in coniferous & mixed forests
dens in hollow trees, logs, or ground holes under large boulders
active throughout winter
breeds in March; delayed implantation
produces 1-6 kits 1 year later

Porcupine

lives throughout Maine
prefers hardwood/hemlock forests
cannot throw its 20,000+ quills but swats attackers with a strong tail and embeds quills into their bodies
gives birth to one pup annually
craves salt & may gnaw on wooden tool handles

Raccoon

name comes from Native American word arakunem
habitats include woods, suburbs, agricultural fields, wetlands
omnivorous; eats anything edible
does not hibernate but during periods of very cold weather may den up & sleep
susceptible to canine distemper & rabies
uses its keen sense of touch to feel for food in streams, under logs, etc.

Opossum

the only marsupial (pouched) animal on the N. American continent
has 50 teeth, more than any other N.A. land mammal; an omnivore, it eats fruits, worms, insects, eggs, & anything edible
recently expanded its range northward to include Maine; been reported to north central part of the state
when cornered, falls into a deathlike state (playing 'possum')

Mink

lives statewide in wetland habitats along streams, ponds & rivers
eats fish, frogs, ducks, mice, freshwater mussels & insects
mainly nocturnal
look for the characteristic white chin & slim dark brown body
active year-round
an important furbearer in Maine

Woodchuck

a true hibernator; body temperature drops from 97 to less than 40 degrees for up to 6 months
digs burrows up to 5' wide and 30' long
eats clover, dandelions, fruits, garden vegetables
active mornings & late afternoon
abandoned burrows provide denning sites for opossums, raccoons, foxes & skunks
gives a sharp whistle as an alarm call

Beaver

the only animal that can alter habitats; (by damming rivers & streams)
eats bark, twigs, buds, inner cambium
builds 'lodges' of sticks & mud in which families spend the winter months
may build homes in river or lake banks
important furbearer in Maine; but becoming a nuisance animal when its dam work floods woodlots, roads & fields
historically & economically important as early trappers explored Maine territory

Striped Skunk

found throughout Maine in suburbs, open woodlands & agricultural fields
an omnivore, skunks eat insects, berries, fruits, birds' eggs, nuts, corn and more
skunk musk is composed of butylmercaptan, a sulfur-alcohol compound secreted by the anal glands in a mist or droplet stream
bold stripes advertise 'do not disturb'
a routine prey item for great horned owls

American Marten

commonly called the 'pine marten'
found in a variety of mixed forest habitats in northern Maine
eats voles, moles, red squirrels, birds & fruits, nuts, berries
important Maine furbearer
prefers to den in tree cavities
breeds late June-Sept. with 7-8 months of delayed implantation; young born mid March-April

Muskrat

found statewide in wetlands with dense emergent vegetation
eats cattails, reeds, rushes & pondweeds; some mussels, insects, crayfish
builds small lodges out of aquatic plants
active year-round
important furbearer in Maine
stays under water for up to 15 minutes
creates a 'V' shaped wave as it swims

Snowshoe Hare

lives in open woodlands with dense shrubby cover statewide
eats clover, grasses, twigs, buds & bark
changes pelage from summer brown to winter white
most important prey for lynx
very large feet allow it to move freely on top of snow pack
can leap up to 12 feet in a single bound & reach speeds of up to 30mph

New England Cottontail

at the northern limit of its range in southern Maine; uncommon to rare here
lives in brushy, scrubby habitat like abandoned farmland which is becoming quite rare in southern Maine
eats clover, grasses, twigs, buds, & bark
distinguished from Eastern Cottontail by shorter ears with a black line on the edges, smaller body, & a black spot between ears

Otter

the most aquatic member of the weasel family; lives in/along rivers, streams, ponds & lakes
eats fish, frogs, crayfish, mussels, turtles & even young beavers
highly mobile 'circuit riders'; maintain a circular travel route over 20 miles
otter 'slides' on grass, mud or snow are signatures of its fun-loving nature
an important Maine furbearer

Canada Lynx

long an uncommon carnivore in northern & western Maine
prominent ear tufts, longer legs, larger paws & tawny-grey fur distinguish it from a bobcat
principle food is snowshoe hare
Maine, Washington & Montana only states in lower 48 with lynx populations
listed as a federally threatened species
protected from hunting/trapping

Bobcat

likes brushy, rocky woodlands interspersed with old roads & clearings
takes rabbits, squirrels, birds & deer for food
can swim well but would rather not
nocturnal; but in winter active during daytime, too
a limited annual hunting & trapping season
an important Maine furbearer

Mountain Lion

considered extirpated in Maine although hundreds of sightings have been reported
some tracks here have been verified
no known breeding population
called catamount, puma, cougar, painter
preys on beaver, deer, moose, small mammals; caches larger prey
preferred habitats are wooded swamps, riparian areas, mountain forests
protected by state/federal law

Red Fox

found statewide
likes open woods & farm lands but has adapted to city life, too
may avoid areas with established coyote populations
eats fruits, berries, small mammals, birds & carrion
may use abandoned woodchuck burrows to den
an important Maine furbearer

Coyote

roams statewide in habitats from deep woods to city streets
will eat anything edible
keeps its tail down as it runs
at dawn & dusk barks, yelps, yaps and howls
stalks prey by freezing its position & then pouncing
responds to hunting pressure by having larger litters of pups

Wolf

extirpated from Maine since the early 1900s; recent occurrences here in 1993 & 1996; completely protected by law
nearest wolf population in Quebec only 75 miles from the Maine state border
IFW conducts winter wolf snow track surveys; & has conducted howling surveys with limited response from coyotes only
runs with its tail horizontal to its body
long legs also distinguish from coyotes

Black Bear

one of our most important game animals
lives in forest landscapes interspersed with clearings, wetlands & regenerating stands
are not true hibernators, but go through 'carnivorean lethargy'; den up for up to 6 months/yr but can easily be awakened
classified as carnivores, yet larger part of diet is insects, fruits, grasses, beechnuts, acorns & hazelnuts
1-3 cubs born Jan.-Feb. every other year

White Pine

is the Maine state tree & flower
found statewide
valuable for wildlife cover, nesting & roosting
cones/seeds provide food for squirrels, crossbills, spruce grouse, porcupines & more
preferred nest tree of the bald eagle



Moose

largest North American land mammal
found throughout Maine; expanding its range south
found near water in summer foraging on aquatic plants; vegetation in regenerating clearcuts & wet meadows
in response to the increased moose population, the hunting season has lengthened & number of permits increased

White-tailed Deer

a Maine population of over 300,000; about 10-15% harvested each year
our deer herd has increased since the 1960s by protecting important wintering areas & implementing a variety of hunting opportunities
adaptable to many habitats from deep woods & farmland to suburbs & backyards
most plentiful game animal in eastern North America

Black Spruce

prefers wet soils & bogs
are found statewide
cones, needles & twigs provide food for spruce grouse, squirrels, chipmunks, deer & rabbits
nesting, roosting & winter cover for many birds
dense stands may provide winter cover for deer & moose



Unit 2: Animals Surviving and Thriving

WEEK 1 Lesson 2

Science and Engineering
Observing Animals

Big Idea	Animals, including humans, are connected to each other and to their environments. Animals have special structures that help them function in their habitats.																					
S & E Guiding Question	How can I observe animals around me? What structures do animals have that help them function and survive?																					
Content Objective	I can collect data in different ways about animals around our school. (1-LS1-1, Practice 3)																					
Language Objective	I can describe how my senses help me observe animals in my environment. (SL.1.4)																					
Vocabulary	sense: a way to perceive the environment and objects around us																					
Materials and Preparation	<ul style="list-style-type: none"> ● teacher science journal Be ready to bring this outside, along with a writing tool. ● sticky notes ● markers ● chart paper, 2 pieces <p>Create the following Observing with Four Senses chart.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="3" style="text-align: center;">Observing with Our Senses</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Date: _____</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Weather condition: _____</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: right;">Temperature: _____</td> </tr> <tr> <td style="width: 33%;">We used our...</td> <td style="width: 33%;">We predict we might observe...</td> <td style="width: 33%;">We actually observed...</td> </tr> <tr> <td>Ears</td> <td></td> <td></td> </tr> <tr> <td>Eyes</td> <td></td> <td></td> </tr> </table>	Observing with Our Senses					Date: _____			Weather condition: _____			Temperature: _____	We used our...	We predict we might observe...	We actually observed...	Ears			Eyes		
Observing with Our Senses																						
		Date: _____																				
		Weather condition: _____																				
		Temperature: _____																				
We used our...	We predict we might observe...	We actually observed...																				
Ears																						
Eyes																						

	<p>Across the top of the second sheet of chart paper, write Animals Spotted in the Schoolyard or Webcam</p> <p>Part of this lesson will take place outdoors or in a school location with viewing accessibility to the outside. If animals are not present in your schoolyard, use the webcam links.</p> <ul style="list-style-type: none"> ● Puffin Nesting Cam ● Ryan’s Bird Buffet <p>Prepare to take notes (teacher model journal) while children are conducting observations; these notes will be used for reference during the closing.</p>
<p>Opening 1 minute</p>	<p><i>In the last unit, we talked about weather conditions that we can observe outside. What else can we observe in our schoolyard?</i></p> <p>If children do not suggest observing animals, introduce this idea.</p> <p><i>Over the next several weeks, as we learn about different kinds of animals, we will spend a lot of time learning about animals that are in our state, Maine.</i></p>
<p>Investigation Indoors 7 minutes</p>	<p><i>We’re going to organize our observations of animals by the ways we observe them, which senses we use. And we’ll keep track of our observations on this chart.</i></p> <p>Introduce the Observing with Four Senses chart. Record the date, weather condition, and temperature.</p> <p>Review each row of the chart, beginning with ears.</p> <p><i>When we are observing animals outside, it is important that we make as little noise as possible for two reasons: so that we can hear the other animals, and so that we do not scare them away. If we are observing animals through a video, it is important that look closely at the habitat of the animal and its behavior. We also need to listen to the sounds that we hear. What might we observe if we are using our <u>ears</u>? [bird chirping, squirrel rustling leaves]</i></p> <p>Record children’s responses in the second column, We think we might observe...,</p> <p><i>There may be animals outside that we cannot hear well, but we will be able to see them using our <u>eyes</u>. What animals do we predict we might see on the ground, in the trees, or under a rock?</i></p>

	<p><i>There are some animals that we might not see or hear, but we could find evidence that they were around recently by using our <u>noses</u>. What animals have a very strong smell? [e.g, skunk, fox]</i></p> <p>If going outside: <i>We’ve made some predictions about animals we might observe in our schoolyard. Let’s go outside and see what we find!</i></p> <p>If watching webcams: <i>Let’s work like scientists and make careful observations about the animals we see today.</i></p>
<p>Investigation Outdoors/ Video Observation 14 minutes</p>	<p>Once outside, gather in a circle. Spend one-minute listening, focusing on what the group can discover about the presence of animals by using their ears. Use the teacher model journal to record what the group hears.</p> <p>Establish physical boundaries for the observation, and remind children to use their four senses to discover the animals around the schoolyard.</p> <p>As children investigate, use the teacher model journal to take notes about children’s behaviors and discoveries. Transfer these notes to the class chart once back inside.</p> <p>Video Observation option: Project the webcam video for the children to watch. Have them listen to the sounds they hear, then focus in on behaviors they see. At the conclusion of the video, record the observations on the chart.</p>
<p>Closing 5 minutes</p>	<p>Facilitate a conversation to collect data from children’s observations, recording this data in the third column, We actually observed...</p> <p><i>What do you notice about what we predicted compared to what we actually observed?</i></p> <p><i>We recorded the weather conditions and temperature like this: [refer to the top of chart] How might these conditions have affected what we observed today?</i></p> <p><i>How might our observations be different in different seasons and conditions?</i></p> <p><i>At the Science Literacy Station, you’ll be writing about your observations. You’ll be able to use this chart as you do this.</i></p>
<p>Standards and Practices</p>	<p>1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>Practice 3. Planning and Carrying Out Investigations</p> <p>SL.1.4. Describe people, places, things, and events with relevant details,</p>

	expressing ideas and feelings clearly and using appropriate vocabulary.
Ongoing assessment	<p>What background knowledge do children draw upon as they make predictions about animals?</p> <p>Observe children’s behaviors during the outdoor investigation.</p> <ul style="list-style-type: none"> How do children interact with the natural world? What discoveries capture their attention? What questions do they ask? How do children respond to animals? <p>As children work in their science journals, collect and review them.</p>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 1 Studios



What do animals do?

Sketchbooks, plasticine clay, and LEGOs are introduced; children use these and familiar materials to explore the new topic. The Science and Engineering Studio offers two activities.

<p>Big Ideas</p>	<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>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Studios prompts, cut apart and added to each bin ● Studios Planner ● observation sheets <p>Bring to the whole group meeting only those bins needed for introductions.</p> <p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● plasticine clay (Plastilina) ● clay working tools, such as toothpicks, popsicle sticks, paper clips ● wire clay cutter ● small trays, such as cardboard breakfast trays or lunch containers, boards, or pieces of canvas, to delineate work spaces and save works in progress) ● Clay Animals from Around the World images, in a sheet protector ● Unit 2 and other books with photographs of various animals <p>Explore a piece of clay ahead of time. Notice the qualities of this clay—the odor, texture, effects of various tools. Decide which tools to make available.</p>

	<p>Cut the clay into approximate two-inch blocks. Place them on a shared tray or on separate work spaces, and place tools in a container within children’s easy reach.</p> <p>Note: The clay may be quite stiff at first, especially if it is cool. Body temperature will soften the clay (and working it will strengthen children’s fingers). Hands may feel oily. To clean hands, wipe them first with a paper towel, and then wash with soap and warm water.</p> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none">● LEGO bricks● Unit 2 and other books with images of animals <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none">● fabric squares● clothespins● a selection of Unit 2 and other books <p>For the introduction, choose one or two illustrations from a Unit 2 book showing animals in action.</p> <p><u>For the Library Studio:</u></p> <ul style="list-style-type: none">● a variety of books, including all Unit 2 books● Book Review sheets● clipboards● writing tools <p><u>For the Science and Engineering Studio, Activity 1:</u></p> <ul style="list-style-type: none">● <i>Peterson First Guide to Urban Wildlife</i>, Sarah B. Landry● Talking about Animals conversation prompts, 2 copies <p><u>For the Writing and Drawing Studio:</u></p> <ul style="list-style-type: none">● sketchbooks, 1 for each child● writing and illustrating tools, such as pencils, colored pencils, crayons, black pens, and erasers <p>Note: markers will bleed through the paper so are not the best media for sketchbooks.</p> <ul style="list-style-type: none">● books, images, and other resources about a variety of animals <p>Review Studios descriptions below. Considering the new materials and activities, decide which studios to introduce explicitly. Prepare the Opening basket and materials accordingly.</p>
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<p>Opening</p>	<p><i>We are starting a new study, about animals, so we have some new activities in Studios this week!</i></p> <p>Describe and model each studio to the extent needed for children to begin their work.</p> <p>Hold up the Studios Planner for children to reference.</p> <p><i>Take a moment to think about which studio you might want to start working in today. Then think about which studio you'll work in if your first choice is too crowded.</i></p> <p><i>Turn and tell your partner your plan and your backup plan.</i></p> <p>Ask a couple of children to share their plans, and dismiss all children to begin working.</p>
<p>Facilitation</p>	<p>As children work, circulate and engage children in conversation about their endeavors. Exploit opportunities to highlight children's connections to the Weekly Question and the unit's Big Ideas. Offer support in the form of material and print resources, strategies, adaptive tools, and consultation with peers.</p> <p>Listen in, observe, and take notes about children's interests, experiences, knowledge, and misconceptions about specific animals and about animals and habitats in general. Use these notes to plan for upcoming Studios sessions.</p> <p>While children work, consider which piece of work to bring to a Thinking and Feedback meeting.</p>
<p>Closing Studios</p>	<p>Support smooth clean up of studio materials and organization of works in progress. The Art Studio will need particular attention during clean up.</p> <p>Facilitate a short, whole group meeting after Studios to surface experiences using the new material, clay. Ask children to share discoveries, frustrations, and strategies to inform other children as they approach the use of clay in successive Studios sessions.</p> <p>Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.</p>

<p>Art</p>	<p>Working with Clay</p> <p><u>Objective:</u></p> <p>I can experiment with a new material, clay, to represent animals' body structures.</p>
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Introduction:

Here is a new material, or medium, for expressing your ideas: clay! What do you already know about clay?

This clay is pretty stiff. You'll need to use your hand and finger muscles to soften it. See if you can form a small piece of clay into an animal.

You will find different ways to shape the clay: pinching, squeezing, rolling, twisting... You can use your fingers and these tools. [Demonstrate or have children demonstrate as is useful for the group.]

Indicate how to label and where to store works in progress, making agreements for not touching each other's work without permission.

Process:

Children choose an animal and represent it in clay, grappling with the medium's challenges to achieve stability and to create desired shapes, detailed body structures, and textures.

Children will be able to label and save works in progress according to the supply of clay. It may be useful to limit how much each child may save (such as one animal). Children may also preserve their ideas through drawing or by taking photographs.

Facilitation:

What are you discovering about the clay?

Can your clay animal stand on its own?

Does your animal have all the body structures it needs to survive and thrive?


What's challenging? How might you address that? What strategies are your classmates using?

Ongoing Assessment:

Use the observation sheet to record how children approach using clay.

Thinking and Feedback Possibilities:

Bring two different attempts to create the same or similar animals (e.g., two-legged animals, animals with long necks or tails, four-legged animals in motion). Explore how the same animal or structure can be shown in different ways or from different perspectives.

	<p>Highlight a common problem children are having (such as legs falling off) in order to gather strategies for solving it.</p> <p>Compare this process to creating animals with inflexible materials, such as Kapla blocks and LEGOs, naming challenges and opportunities for each medium.</p>
<p>Building</p> 	<p>Building with LEGOs: Animals</p> <p><u>Objective:</u> I can represent animals using LEGOs.</p> <p><u>Introduction:</u> <i>What animals interest you the most right now, and how could you build them? We're going to set aside the Kapla blocks you've been using, and instead use LEGOs! Think about an animal you would like to build, and how you might do that.</i></p> <p><u>Process:</u> Children build animals of their choice, referencing books and other images.</p> <p><u>Facilitation:</u> <i>I see a detail here; what is this part of the body called? How does that structure help the animal survive?</i></p> <p><u>Ongoing Assessment:</u> Notice children's use of specific vocabulary in naming body structures and features of their habitats.</p> <p><u>Thinking and Feedback Possibilities:</u> Project photographs of children's work.</p> <p>Invite a builder or group of builders who are developing innovative strategies for creating animals with these inflexible materials. Compare this process to creating animals with clay, naming challenges and opportunities for each medium.</p> <p>Invite feedback about how to make representations most convincing. Note that it is tricky, with these materials, to differentiate between, for example, one four-legged animal and another; have children identify the most salient body structures.</p>
<p>Drama</p>	<p>Acting from Animal Books</p> <p><u>Objective:</u> Through acting with my classmates, I can bring to life a scene in a text</p>



that features animals in their habitat.

Introduction:

Here is an illustration from a new Unit 2 book. What's happening here? What sounds do you imagine? See if you can make this moment come alive in the Drama Studio!

Process:

Children choose an illustration and act it out using familiar materials and other props they may identify and add to the studio.

Facilitation:

*What is happening in this scene?
Can you act it out silently and still show what is going on?
What sounds could you add to this scene?
What is important to show in this animal's habitat?
What other animal might you introduce in this scene?
What happens next in the book, or what else might happen next?*

Ongoing Assessment:

Observe and record children's choice of scene, language, and interactions.

Thinking and Feedback Possibilities:

Make space for a small group to act out their scene for the whole group. Show the illustration that inspired the drama. Ask the presenting children to share what they wanted to communicate and any challenges they encountered. Ask classmates to reflect on the effectiveness of the drama: Did it communicate what the actors intended? What might make the action or relationships among characters clearer or more engaging?

Library



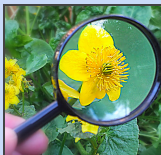
Book Reviews


Objective:

I can make recommendations about books for others to read.

Introduction:

You wrote book reviews for many of the books from our first unit of study, Building Strong Communities. Now that we are starting a new study, we have some new books! You already know how to write reviews as book critics. We'll use the same form for our new reviews of books about animals.

	<p>Refresh children’s memory of the Book Review sheet and the system for making them available to other readers.</p> <p><u>Process:</u> Children browse books independently and with classmates. They talk about what they find. Then they write book reviews to recommend texts to others.</p> <p><u>Facilitation:</u> <i>I notice you stopped here. What interests you on this page? What do you think about this book? What do you like about it? What do you want to tell others about this book? How will you communicate that in your Book Review?</i></p> <p><u>Ongoing Assessment:</u> Review children’s Book Reviews to understand their approach to text and illustration, their comprehension, their drawing and writing, and their interests. Compare these observations to those made earlier, in Unit 1.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a reviewer to share a book and elaborate on the information included in their Book Review. Generate feedback about the clarity of the review: Was there some information that was not easily understood, and how could that be made more clear?</p>
<p>Science and Engineering</p> 	<p>Talking about Animals Around Us</p> <p><u>Objective:</u> I can read, think, and talk about animals in our urban environment.</p> <p><u>Introduction:</u> <i>This week we are beginning to observe animals in our school yard. In the Science and Engineering Studio, you can begin to learn about some of the animals that live around us by looking at this resource, the Peterson First Guide to Urban Wildlife. With a partner or in a small group, take a look through this book. It has illustrations and information about animals that live in urban, or city, areas. We have other books and resources about animals. You can look at and talk about those together, as well.</i></p> <p><i>These questions will help you talk together about what you see in this book and connect to what you already know.</i></p> <p>Review the Animal Resources conversation prompts. Model choosing</p>

	<p>an animal and having a conversation with one child.</p> <p><u>Process:</u> Children look at the available resources and talk about what they see, know, and wonder. They can be invited to write and draw about these animals, as well, in their science journals.</p> <p><u>Facilitation:</u> <i>What experiences have you had with animals that live around us?</i> <i>What do you wonder?</i></p> <p><u>Ongoing Assessment:</u> Listen in to children’s conversations. Note their use of discussion prompts and their conversational habits. Note their use of unit-specific vocabulary. If children write or draw during their conversations, review these for hints about their initial understandings about animals and habitats.</p>
<p>Writing and Drawing</p> 	<p>Sketching Animals</p> <p><u>Objective:</u> I can draw and make notes about an animal that interests me, using my sketchbook with care.</p> <p><u>Introduction:</u> <i>We have new sketchbooks! In these books, you can draw and make notes about the things that interest you! You may use pencils, colored pencils, black pens, and crayons. Let’s start using these sketchbooks by drawing animals that interest you.</i></p> <p>Indicate where children should write their names, and demonstrate opening to the first page and making a quick sketch. Show how children might reference resources, make notes, and write the date on the page.</p> <p><i>You will have only this one sketchbook for the rest of first grade, so make sure you use only one page at a time.</i></p> <p><u>Process:</u> Children take ownership of their sketchbooks and make an initial drawing about an animal of interest. Encourage children to refer to resources such as books, images, and online resources, and to date the page so they may see how their sketching develops over the course of the year.</p> <p><u>Facilitation:</u></p>

	<p><i>How did you choose this animal to sketch? Have you added all the details that you think are important? What else do you want to remember about this animal? You can write a note on the side. Could you label the different structures of this animal?</i></p> <p><u>Ongoing Assessment:</u> Regularly review children’s sketchbooks.</p> <p><u>Thinking and Feedback Possibilities:</u> Children may share sketchbook entries with which they feel particularly successful, with which they struggled, or those in process which they are still thinking about.</p>
<p>Standards</p>	<p>Standards addressed will depend upon the studios in which children work. Possibilities include those listed in the Studios Introduction (Part 2: Components) and the following studio-specific standards.</p> <p><u>Art:</u> (BOSTON STANDARDS) Visual Arts 1.2. Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D – drawing, painting, collage, printmaking, weaving; 3D – plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction. Visual Arts 1.4. Learn to take care of materials and tools and to use them safely. <u>Building:</u> 1-LS1-1. Use evidence to explain that 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. <u>Drama:</u> (BOSTON STANDARDS) SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others. <u>Library:</u> W.2.1.a With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <u>Science and Engineering:</u> SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 1-LS1-1. Use evidence to explain that different animals use their body parts and senses in different ways to see, hear, grasp objects,</p>

	<p>protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>Practice 2. Developing and using models</p>
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Art Studio

What are we noticing about the clay?

What is challenging about this material?

Building Studio

What structures help this animal survive?

How can we show them with LEGOs?

Drama Studio

What is happening in this scene? What will happen next?

How can we show the action silently or with sounds?

Library Studio

What do I think about this book?

What do I want others to know about it?

Science and Engineering Studio 1

What animals have I seen in my neighborhood?

What am I wondering about animals in the city?

Science and Engineering Studio 2

How can you model a structure of an animal?

Writing and Drawing Studio

What details are important to include in my drawing?

What else do I want to remember about this animal?

Clay Animals from Around the World



Elephants

Lesley Anne Greene, England (contemporary)



Bull

Artist unknown, Cyprus (14th–13th century BCE)



Crocodile

Artist unknown, Nicaragua (400 – 1350)



Cat

Alberto Giacometti, Switzerland (1954)



Owl

Artist unknown, Mexico (contemporary)



Bird

Artist unknown, Ecuador (1000-1500)

Art Studio U2 W1



Pig
Artist unknown, China (206 BC)



Rabbit
Lesley Anne Greene, England (contemporary)



Sea Turtle
Jim McKell, United States (contemporary)



Frog
Artist unknown, Peru (Pre-Columbian)

Sources:

Elephants: <http://www.lagreeneceramics.co.uk/gallery/>

Bull vessel:

<https://www.harvardartmuseums.org/visit/calendar/animal-shaped-vessels-from-the-ancient-world-contexts-and-meanings>

<https://www.si.edu/newsdesk/releases/ceramic-objects-yield-ancient-narratives-central-america-s-first-peoples>

Cat: <https://www.sothebys.com/en/articles/the-cat-that-captivated-giacometti-sells-for-12-6-million>

Owl: <https://phoenix-art-museum-store.myshopify.com/products/mexican-folk-art-black-clay-owl>

Bird: <http://www.ancientartifax.com/gallery.htm>

Pig:

<https://www.1stdibs.com/furniture/asian-art-furniture/antiquities/very-large-ancient-chinese-pottery-han-dynasty-pig-206-bc/i-d-f-4816483/>

Rabbit: <http://www.lagreeneceramics.co.uk/gallery/>

Sea Turtle: <http://www.jimmckell.com/functional-pottery/sea-turtle-whistle-4-x-1.25/>

Frog: https://www.precolumbianart4sale.com/artist/_Peru/types/Ceramic/57

Art Studio U2 W1

Talking about Animals Conversation Prompts

Have you ever seen this animal?

Where did you see it?

What was it doing?

What do you wonder about this animal?

Tell me more about that.

Talking about Animals Conversation Prompts

Have you ever seen this animal?

Where did you see it?

What was it doing?

What do you wonder about this animal?

Tell me more about that.

Science and Engineering Studio U2 W1