

Name: _____

Talk Draw Talk

Look carefully at the image. Think about animals you have seen in your neighborhood. Draw one of them, and talk with your partner about your drawing.



Listening & Speaking Station U2 W2.1

Listening & Speaking Station U2 W2.1

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

Week 2 Prompt

Where do animals get their traits?	Date _____ Weather _____ Temperature _____
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Name: _____

Fluent Reader's Challenge

Jill can **have a** nap on **the** bed.

Did Dan fall in **the** pig pen?

The dog ran on **the** path.

Does Bill **have** jam on **his** chin?

Does Beth **have a** fan **for the** den?

Jan will get **her** bath at six.

The ram on **the** hill **is** big.

Ben had **a** red **and** tan hat.

Pam **and** Bob **have** fun at **the** shop.

Does Sam **have a** bad rash on **his** leg?

Does Jack **or** Dan get **the** sock?

This **is from** Dan!



Minutes:

Skills:

Recognize and read grade-appropriate irregularly spelled words.
Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U2 W2

Name: _____

Fluent Reader's Practice

Directions:

Read the sentences.
Scoop the words into phrases
with your finger.

Underline the digraph.

Box the glued sounds.

Star the bonus letters.

Jill can get the fan for Sam.

The van stops in front of the shop.

Tran is on the path to camp.

I will stamp the stuff for you.

Bess made a mess with the wax.

If I fuss, my mom will kiss my chin.

Fill the can with sand.

Skills:

Read with sufficient accuracy and fluency to support comprehension.

Word Work Station U2 W2

Sentences

sentence 1

like

does

Maria

pizza

sentence 2

out

watch

sentence 3

wants

pizza

dinner

she

for

Skills:

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

Word Work Station U2 W2

Name: _____

Sentences

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

1.

2.

3.

Word Work Station U2 W2

Name: _____

Say It	Build It	Write It
--------	----------	----------

do		<hr/> <hr/> <hr/>
from		<hr/> <hr/> <hr/>
use		<hr/> <hr/> <hr/>
was		<hr/> <hr/> <hr/>
said		<hr/> <hr/> <hr/>

Say It	Build It	Write It
--------	----------	----------

have		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
does		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
one		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
will		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
an		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

Skills:

Recognize and read grade-appropriate irregularly spelled words

Stations U2 W2

Trick Word Memory

have

they

your

which

one

does

use

they

which

have

from

does

from

use
















your


one















Skills:

Recognize and read grade-appropriate irregularly spelled words.

BINGO Cards

				
		 Free		
				

				
	 Free			
				













				 Free
				
				

 Free				
				
				



				 Free
				
				

				
				
	 Free			















				
				
 Free				

				
				
	 Free			





				
				
		 Free		

	 Free			
				
				

WEEK 2 Lesson 1

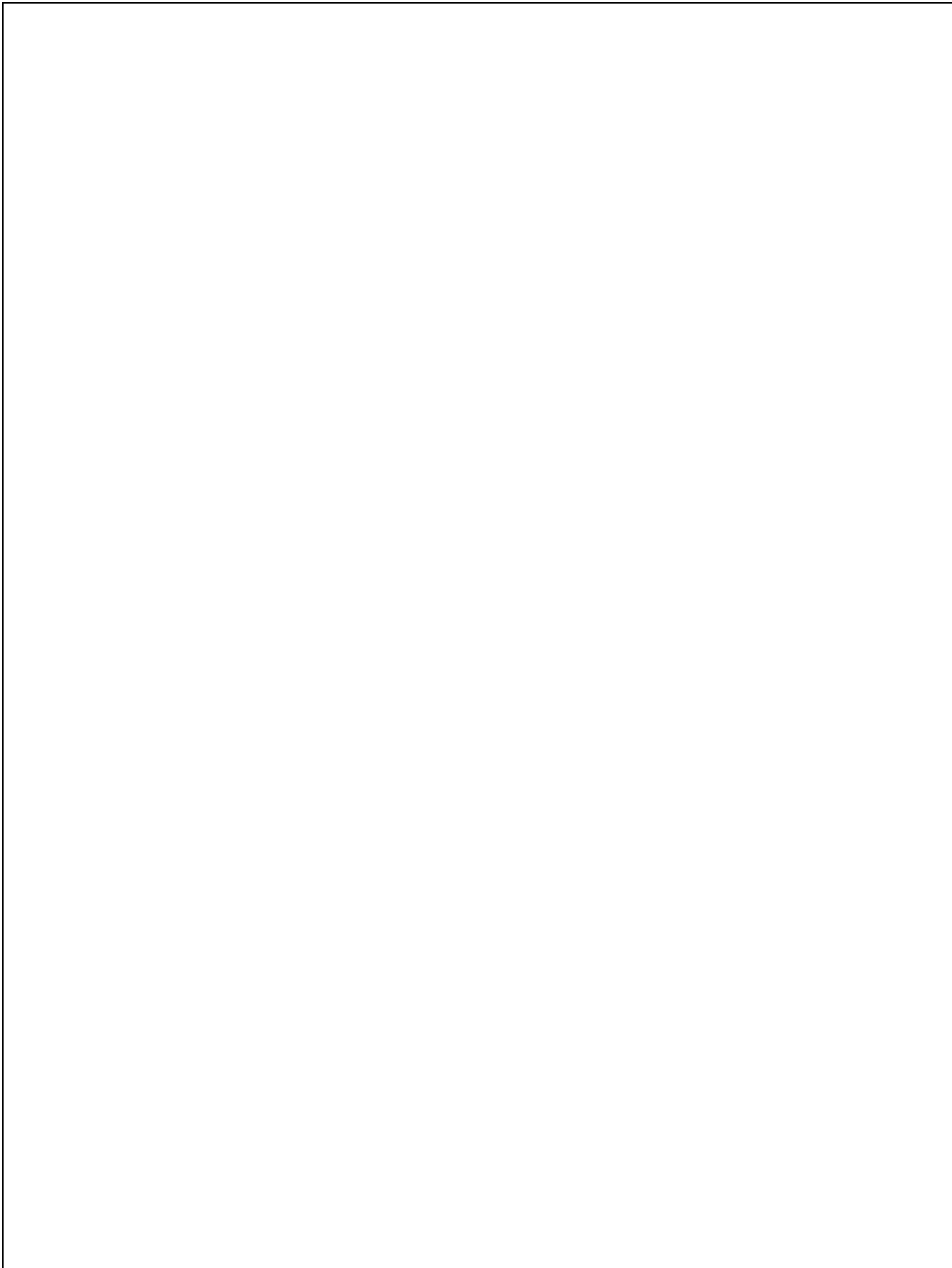
Science and Engineering: Animal Traits
Where do animals get their traits?

S & E Big Ideas	Baby animals (offspring) inherit traits from their parents. Offspring look like, but not exactly like their parents.
S & E Guiding Question	Where do animals get their traits?
Content Objective	I can describe where animals get their traits. (1-LS3-1)
Language Objective	I can discuss what I learn about where animals get their traits. (SL1.1)
Vocabulary	inherited trait: a characteristic that is passed down from a parent to its offspring offspring: the baby of a plant or animal
Materials and Preparation	<ul style="list-style-type: none"> ● Animal Traits resource ● Projector and screen Project the Animal Traits resource. ● Parent & Offspring sort, copied and cut apart; enough sets for each pair of children to have 1 set ● Reunite the Puppies sheets, 2 copies for each partnership; can be double sided ● glue sticks, 1 for each partnership
Opening 12 minutes	<i>We've been learning about how animals use their parts to help them grow and survive, and we're going to continue our learning by talking about animal traits. Traits are characteristics, like having brown hair, or an animal having fur or long legs. Those traits come from their parents, so we call them inherited traits. Have you ever wondered where animals get their traits? And why do some animals have stripes and others do not? Today, we're going to find out!</i>

	<p>Elicit prior knowledge from children using Turn and Talk. Then invite a few children to share their thoughts with the rest of the class.</p> <p><i>Turn and talk to a partner about what you think you know about where animals get their traits.</i></p> <p>Project the Animal Traits resource, page 1 and use the guiding questions on that page to have a discussion with children. Discuss which animals are a match and have children share why they matched animals the way they did.</p> <p><i>What did you notice about each animal? What traits do they have in common?</i></p> <p>Go to page 2 of the PDF and use the guiding questions to have a discussion about some of the traits that change as animals get older and some of the traits that remain the same.</p>
<p>Investigation 15 minutes</p>	<p>Go to page 3 of the PDF.</p> <p><i>Now we have a very important job. There's an animal shelter that sent us this flyer and a letter, and I think they need our help. Are you up for helping these poor puppies find their parents?</i></p> <p>Go to page 4 of the PDF and read the letter to the children.</p> <p><i>I'm so glad you're up for the challenge of helping reunite the puppies with their parents! What do we know about animal traits that will help us to do that?</i></p> <p>Invite a few children to answer.</p> <p><i>I'm going to partner you up, and give each partnership a set of the puppy and parent cards. All the puppies have a green bar underneath and all the parents have a yellow bar. That will help to make sure you don't match a puppy with another puppy. Your job is to match the puppies to their parents. When you think you've done it, raise your hand and I'll come check in with you!</i></p> <p>Have partners sit together and provide each partnership with a sort set and allow them to get started. Circulate around the room to monitor and listen in. You may use the following questions to prompt thinking if they're having a hard time:</p> <ul style="list-style-type: none"> ● <i>What traits does that puppy have? Do you see a parent animal that has any of those same traits?</i> ● <i>Look at that puppy's _____. Which parent has a _____ that's similar?</i> <p>When a pair of children has the puppies correctly matched to their parents, provide them with the two copies of the Reunite the Puppies sheets and allow them to glue the pairs on.</p>

<p>Discussion 5 minutes</p>	<p>Bring children back together in the meeting area with their Reunite the Puppies sheets. As a class, discuss:</p> <ul style="list-style-type: none"> • <i>How did you use what you know about where animals get their traits to match the puppies with their parents?</i> • <i>Was anything challenging? How did you figure it out?</i>
<p>Closing</p>	<p><i>Today we learned that animals get their traits from their parents. We call those inherited traits because animals are born with them, and they come from their parents.</i></p>
<p>Standards</p>	<p>Practice 1: Asking questions and defining problems Practice 3: Planning and carrying out investigations 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. SL1.1 I can discuss what I learn about where animals get their traits.</p>
<p>Ongoing assessment</p>	<p>At the beginning of the investigation during the Turn and Talk, listen in and make note of any misconceptions or partial understandings around where animals get their traits. You may use this information to guide conversations during this lesson and subsequent lessons.</p> <p>During the investigation, make note of children who are struggling to make correct matches between offspring and parents.</p> <ul style="list-style-type: none"> • Do they understand that we can look at the different traits of the puppy and the parent and look for similarities? • Do they understand that the puppy will not look exactly the same because animals may change as they grow up and traits may be slightly different?

Notes



Science and Engineering U2 W2 L1

Adapted with permission for Maine Public Schools

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Maine Department of Education

These baby animals have lost their parents! Can you match the babies to their parents?

What do we notice that could help us match them?

Adults



Babies



What traits stay the same as the baby gets older?

What traits change?

If some traits change as they grow, how could you match a baby bird with its parents?

Baby



Adult



MISSING BABIES !

Please help
reunite the
parents
with their
babies!



Dear First Graders,
Our animal shelter needs your help! We have had lots of puppies brought in and we need to reunite them with their parents! Using what you know about animal traits, will you please help us match the puppies to their parents? We have provided pictures of all the dogs for you to use!
Thanks so much for your help!

Sincerely,
The Animal Shelter

