


Unit 2: Animals Surviving and Thriving WEEK 3 At a Glance

Weekly Question: How do animals survive in their habitats?			
<p>Texts</p> 	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: predator, burrow, basic need Day 2: Introduce Weekly Words: survive, shelter, prey Day 3: Sorting Words into Categories Day 4: Sorting Words into Categories Day 5: Carousel Brainstorm</p>		
	<p>Text Talk</p> <p>Day 1: <i>What Do You Do with a Tail Like This?</i> Read 1 Day 2: <i>What Do You Do with a Tail Like This?</i> Read 2 Day 3: <i>Hidden City</i> “Falcon Fledge” and “Peregrine Falcon” video Day 4: “Surprised!” VTS Day 5: Teacher Choice</p>		
<p>Mentor text</p> 	<p>Stations</p> <p>Shared Reading: “Down by the Bay” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>What Do You Do with a Tail Like This?</i>) Science Literacy: How do animals use their parts to move? Vocabulary: Draw for Meaning Word Work: various activities</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: How Do Animals Use Their Parts to Move Lesson 2: How do Birds Use Their Beaks</p> </td> <td style="vertical-align: top;"> <p>Studios</p> <p>Activities continue. Drama and Writing and Drawing Studios are combined for creating and acting out animal stories. Children make field guides.</p> </td> </tr> </table>	<p>Science and Engineering</p> <p>Lesson 1: How Do Animals Use Their Parts to Move Lesson 2: How do Birds Use Their Beaks</p>	<p>Studios</p> <p>Activities continue. Drama and Writing and Drawing Studios are combined for creating and acting out animal stories. Children make field guides.</p>
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	<p>Writing: Report</p> <p>Day 1: Individual Construction and Review Day 2: Peer-to-Peer Feedback Day 3: Revising Day 4: Deconstruction and Joint Construction: Adjectives Day 5: Deconstruction, Joint Construction, and Individual Construction: General Statement</p>		

At a Glance U2 W3

Unit 2: Animals Surviving and Thriving

WEEK 3 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do animals survive in their habitats?				
Language Objective	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> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> <p>predator: an animal that hunts and catches other animals for food</p> <p>burrow: a hole or tunnel in the ground made by an animal</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p> </td> </tr> <tr> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> <p>survive: to stay alive</p> <p>shelter: a safe place where animals live</p> <p>prey: an animal that is hunted by another animal</p> </td> </tr> </table>	Day 1	<p>predator: an animal that hunts and catches other animals for food</p> <p>burrow: a hole or tunnel in the ground made by an animal</p> <p>basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter</p>	Day 2	<p>survive: to stay alive</p> <p>shelter: a safe place where animals live</p> <p>prey: an animal that is hunted by another animal</p>
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Materials and Preparation	<ul style="list-style-type: none"> ● Week 3 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	<p><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 study about how animals survive and thrive. Today’s words are predator, burrow, and basic need.</i></p>				

Day 2	<p><i>Today we'll continue learning our words for this week. Today's words are survive, shelter, and prey.</i></p>
<p>Discussion Day 1</p>	<p>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> <hr/> <p>Predator Elaboration: <i>In this picture, the cheetahs look like they are chasing the baby gazelle. Cheetahs mainly eat gazelles.</i></p> <p>Think, Pair, Share prompt: <i>Why might it be helpful for predators to hunt in groups?</i></p> <hr/> <p>Burrow Elaboration: <i>Some owls live underground, in burrows! Animals use burrows to hide from predators, for protection from weather conditions, and to raise their young. Usually they dig their own burrows, but sometimes animals use a burrow that another animal dug and left behind.</i></p> <p>Think, Pair, Share prompt: <i>What structure of an animal's body might be useful for digging a burrow?</i></p> <hr/> <p>Basic need Elaboration: <i>All animals must have four things in order to survive: air, water, food, and protection from predators and weather. These are their basic needs.</i></p> <p>Think, Pair, Share prompt: <i>Do humans have the same basic needs as other animals? Are there any other basic needs you can think of?</i></p>
Day 2	<p>Survive Elaboration: <i>Polar bears survive in very cold environments. They have thick fur, and the parents snuggle their young to keep them warm and safe. Animals use their body structures and behaviors to survive.</i></p> <p>Think, Pair, Share prompt: <i>What would you use to help you survive in a very cold environment?</i></p>

	<p>Shelter Elaboration: <i>All animals need protection from predators and from extreme weather conditions like heat and storms. Burrows, caves, dens, and nests are all different kinds of shelter. This wolf is looking out from its shelter in the rocks.</i></p> <p>Think, Pair, Share prompt: <i>Why is shelter so important for animals?</i></p> <hr/> <p>Prey Elaboration: <i>In this picture the cheetahs are the predators. The gazelle is their prey. Some animals are predators, and they are also prey, such as a snake. A snake is a predator of a mouse. A snake is also prey for a hawk.</i></p> <p>Think, Pair, Share prompt: <i>How might prey—an animal that another animal wants to eat—protect itself?</i></p>
Closing	<p><i>This week, we’re talking about how animals survive. The words we’re studying will help us to describe all some of the things animals do to stay alive.</i></p>
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



predator



burrow

<https://www.animalwised.com/types-of-adaptations-in-animals-2887.html>

Weekly Words U2 W3

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



basic need



survive

<https://www.care2.com/causes/why-these-7-animals-can-survive-extreme-cold.html>

Weekly Words U2 W3



shelter

<https://animals.desktopnexus.com/wallpaper/1777538/>



prey

<https://io9.gizmodo.com/the-radical-plan-to-eliminate-earths-predatory-species-1613342963>

Weekly Words U2 W3

Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
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Unit 2: Animals Surviving and Thriving

WEEK 3 Day 3

Vocabulary & Language
Defining Words into Categories

Weekly Question	How do animals survive in their habitats?																					
Language Objective	I can define words by their category and attributes (L.5.1.b)																					
Vocabulary	category: a group of things that are similar in some way attribute: a quality or characteristic																					
Materials and Preparation	<ul style="list-style-type: none">Chart paper Create the following chart, Animal Categories and Attributes. Leave the bottom two rows blank for Day 4. <table border="1" data-bbox="440 1108 1417 1745"><thead><tr><th colspan="3">Animal Categories and Attributes</th></tr><tr><th>category</th><th>animal</th><th>attributes</th></tr></thead><tbody><tr><td>animals that fly</td><td>pigeon</td><td>gray, shiny feathers, cooing sound</td></tr><tr><td>animals that swim</td><td></td><td></td></tr><tr><td>animals that jump</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Animal Categories and Attributes			category	animal	attributes	animals that fly	pigeon	gray, shiny feathers, cooing sound	animals that swim			animals that jump								
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Opening	<i>Animal experts want to make sure people know exactly which animal they are talking about. We can be clear by using a category, or the group an animal belongs to, and the animal’s attributes, its specific qualities or characteristics.</i>
Discussion	<p><i>We’re learning a lot about animals’ behaviors. We know that different animals fly, swim, or jump. We will make categories based on how animals move.</i></p> <p>Refer to the chart.</p> <p><i>A pigeon is a bird, an animal that flies. Three ways to describe a pigeon, to distinguish it from other birds, are these: they are gray, they have shiny feathers, and they make a cooing sound. Let’s add another animal to this category and name some of its attributes.</i></p> <p><i>Turn to your partner and name another animal that flies.</i></p> <p>Give children a moment to exchange ideas, and then add one or two more animals and attributes to the row on the chart.</p> <p>Continue in the same way to add animals that swim and jump. Emphasize the words and concepts of category and attribute.</p>
Closing	<i>Today we thought about three categories of animal movement: flying, swimming, and jumping. Each of those categories includes many, many animals. We chose specific animals and included their attributes. It’s helpful to be precise in describing animals. We will practice more with categories and attributes tomorrow.</i>
Standard	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).
Ongoing assessment	<p>Listen as children volunteer ideas. Do children sort animals into clear categories? Do they name attributes of each animal under discussion? What confusions persist?</p> <p>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>

Notes

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 4

Vocabulary & Language
Sorting Words into Categories

Weekly Question	How do animals survive in their habitats?																					
Language Objective	I can define words by their category and attributes (L.5.1.b)																					
Vocabulary	category: a group of things that are similar in some way attribute: a quality or characteristic																					
Materials and Preparation	<ul style="list-style-type: none"> Animal Categories and Attributes chart from Day 3. Fill in the bottom two rows as follows. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Animal Categories and Attributes</th> </tr> <tr> <th style="text-align: center;">category</th> <th style="text-align: center;">animal</th> <th style="text-align: center;">attributes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">animals that fly</td> <td style="text-align: center;">pigeon</td> <td style="text-align: center;">gray, shiny feathers, cooing sound</td> </tr> <tr> <td style="text-align: center;">animals that swim</td> <td></td> <td style="text-align: center;"><i>[completed on Day 3]</i></td> </tr> <tr> <td style="text-align: center;">animals that jump</td> <td></td> <td style="text-align: center;"><i>[completed on Day 3]</i></td> </tr> <tr> <td style="text-align: center;">animals that live in the city</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">animals smaller than first graders</td> <td></td> <td></td> </tr> </tbody> </table>	Animal Categories and Attributes			category	animal	attributes	animals that fly	pigeon	gray, shiny feathers, cooing sound	animals that swim		<i>[completed on Day 3]</i>	animals that jump		<i>[completed on Day 3]</i>	animals that live in the city			animals smaller than first graders		
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Opening	<i>Yesterday we talked about categories of animals and started filling in this chart. We're going to add to our chart today by playing a guessing game.</i>
Discussion	<p>Refer to the chart and explain the guessing game.</p> <p><i>There are two new categories on our chart—animals that live in the city and animals smaller than first graders. I'm going to think of an animal. You'll ask me questions to find out the animal's attributes, and guess what animal I'm thinking of. Don't forget, you can ask me about which category my animal is part of.</i></p> <p><i>You might start with, "Does your animal have . . . , or Does your animal move by . . . ?"</i></p> <p>Think of an animal with which children have become familiar through texts and activities. As children guess animals, fill in the chart.</p> <p>Play multiple rounds, giving children opportunities to think of animals for others to guess. Act as scribe for the chart.</p>
Closing	<i>When we describe animals with categories and attributes, it is much easier for people to understand exactly which animals we are talking about. Today we guessed animals based on their attributes and categories.</i>
Standard	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).
Ongoing assessment	<p>During the discussion, listen for evidence that children are categories and attributes.</p> <p>Do they understand that attributes help to differentiate within a category?</p> <p>What descriptive vocabulary do children use to talk about animals?</p> <p>What do children's guesses and descriptions reveal about what they know about animals?</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>

Notes

Unit 2: Animals Surviving and Thriving

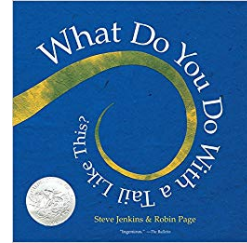
WEEK 3 Day 5

Vocabulary & Language
Carousel Brainstorm

Weekly Question	How do animals survive in their habitats?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	predator: an animal that hunts and catches other animals for food burrow: a hole or tunnel in the ground made by an animal basic need: something that plants and animals need to survive, such as air, water, food, space, light, and shelter survive: to stay alive shelter: a safe place where animals live prey: an animal that is hunted by other animals for food
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 how animals survive in their habitats.</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



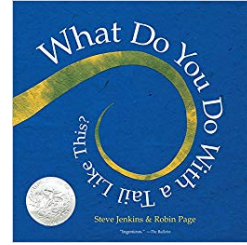
Text Talk
What Do You Do With a Tail Like This?
 Read 1 of 2

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	How do animals survive in their habitats?
Content Objectives	I can identify the main subtopics and retell key details from a text on animal structures. (R.5.1.b) I can use key details from a text to describe the functions of different animals’ structures and how these help them meet their needs and survive. (R.4.1.a, 1-LS1-1)
Language Objective	I can answer questions about animals’ structures and their functions. (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>survive: to stay alive</p> <p>meal: food eaten, usually at a regular time of day</p> <p>pesky: annoying</p> <p>warn: to tell ahead of time</p> <p>ledge: a shelf coming off a wall or cliff</p> <p>capture: to catch</p> <p>termite: an insect that lives in colonies and eats wood</p>

	stream: a small, narrow river
Materials and Preparation	<ul style="list-style-type: none"> • <i>What Do You Do With a Tail Like This?</i>, Steve Jenkins and Robin Page • Star-nosed Mole video, optional (https://www.youtube.com/watch?v=Egz2f5_lp3U) • chart paper <p>Prepare the Weekly Question Chart with the question: How do animals survive in their habitats?</p> <p>On the whiteboard, write: How do the specific functions of an animal’s feet or mouth help it meet its needs and survive?</p>
Opening 1 minute	<p>Introduce the text and set a purpose.</p> <p><i>We are going to read What Do You Do With a Tail Like This?, by Steve Jenkins and Robin Page. This book is an informational text that describes different structures of animals and how these structures function.</i></p> <p><i>Today, by identifying subtopics and retelling key details, we will describe the different ways that various animals’ structures help them move, find food, and clean and protect themselves. We will describe how meeting these needs helps them survive.</i></p>
Text and Discussion 16 minutes	<p><i>A meal is food you eat. For humans it happens at a certain time of day, but that’s not necessarily true for other animals.</i></p>
page 6	
page 9	<p><i>What are the different ways that the animals use their noses?</i></p> <p><i>What do you think this section was mostly about?</i></p> <p>Think, Pair, Share.</p> <p><i>Choose one animal. How does the way your animal uses its nose help it meet its needs and survive?</i></p> <p>Elicit responses, holding the book open for children to reference as evidence as they respond. Address any misconceptions children might have when offering inferences about animal survival.</p> <p>Show a video of one of these animals. For instance, the star-nosed mole.</p> <p><i>What more did we find about how this animal uses its nose?</i></p>
page 11	<p><i>Pesky means annoying. Where do giraffes live? Why might it be important for giraffes to be able to brush off flies?</i></p>

page 12	<p>Warn means to tell someone ahead of time that something bad is coming—like a skunk spray!</p>
page 13	<p>Wow—I didn't know lizards could break off their tails! What do you think this means? How does breaking off its tail help a lizard survive?</p>
page 15	<p>A nasty sting is a painful bite, like when a bee stings you, but worse!</p> <p>What are the different ways that the animals use their tails?</p> <p>What was this last section mostly about?</p> <p>Think, Pair, Share. Choose one animal we just read about. How does the way your animal uses its tail help it meet its needs and survive?</p> <p>Elicit responses. Address any misconceptions children might have when offering inferences about animal survival.</p>
page 21	<p>Refocus children before reading page 21.</p> <p>Now we will read the second half of the book. You will talk more in depth about this section with a partner when we finish reading.</p> <p>A ledge is a flat shelf of rock that sticks out from a mountain or cliff.</p> <p>What are the different ways that the animals use their feet?</p> <p>What do you think this section was mostly about?</p>
page 23	<p>A net is something that can catch fish, but it has an open, meshed structure. The book compares the pelican's mouth to a net. How is a mouth different from a net?</p>
page 26	<p>Capture means catch. Termites are insects that eat wood.</p>
page 27	<p>A stream is a steady flow of water.</p> <p>What are the different ways that the animals use their feet?</p> <p>What do you think this section was mostly about?</p>

<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p><i>Now we will discuss the second half of the book. Let's think about snakes. Think of the structures of snakes that we read about and observed in the illustrations. What were they? How do the specific structures of a snake's mouth help it meet its needs and survive?</i></p> <p>Elicit a few responses.</p> <p>Think, Pair, Share.</p> <p><i>Choose another animal from the second half of today's text. Using details from the book, how do the specific structures of the animal's feet or mouth help it meet its needs and survive?</i></p> <p>Open the book to relevant pages as children share their ideas to allow them to reference specific text and illustrations.</p>
<p>Closing 1 minute</p>	<p><i>Today we analyzed the subtopics and relevant details of the text in order to explain how several animals use their structures to help them meet their needs and survive. Tomorrow we will focus on some interesting animals and see some videos of these animals in their habitats!</i></p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>Throughout this week we will be exploring the question: How do animals survive in their habitats? We can record our ideas here.</i></p> <p><i>In this text, we read that chimpanzees feed themselves with their feet. Let's write: Chimpanzees use their feet to feed themselves. This helps them meet their needs and survive by being able to grab food from places that are hard to reach.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.5.1.b Retell key details of texts, including the main topic. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 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>



Text Talk
What Do You Do With a Tail Like This?
 Read 2 of 2

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	How do animals survive in their habitats?
Content Objective	I can use key details from texts to describe the behavior of different animals and how these behaviors help them survive. (R.4.1.a, 1-LS1-1)
Language Objective	I can build on my classmates’ conversations as we discuss how animals survive in their habitats. (SL.1.1.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>adapt: to change in order to survive in different conditions</p> <p>survive: to stay alive</p> <p>ledge: a shelf coming off a wall or cliff</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>What Do You Do With a Tail Like This?</i>, Steve Jenkins and Robin Page ● Ibex video (https://www.youtube.com/watch?v=Hu8TJKMtmtI) ● Pelican video (https://www.youtube.com/watch?v=BfEboMmwAMw) ● Sentence Frames for Discussion from Unit 1 Text Talk, Week 6, Day 2 and Week 7, Day 3.

	<p>On the whiteboard, write: How do the specific adaptations, structures, and behaviors of the animal help it survive in its habitat?</p>
<p>Opening 1 minute</p>	<p>Set a purpose. <i>Today we are going to reread parts of What Do You Do With a Tail Like This?, by Steve Jenkins and Robin Page. As we read about specific animals, we are going to watch videos of how those animals behave in their habitats.</i></p> <p><i>We will describe how the animals’ bodies and behaviors have adapted to help them survive in their habitats.</i></p>
<p>Text and Discussion 15 minutes</p> <p>page 21</p>	<p><i>I can tell from the words and the name of this animal that it most likely lives on a mountain and that there are ledges, or flat shelves of rock that stick out, on the mountain.</i></p>
<p>ibex video</p>	<p><i>Let’s see a video of a kind of mountain goat—the ibex—to see what more we can find.</i></p> <p>Play the video.</p> <p><i>What more did you notice? Describe the ibex’s habitat. What does the ibex need to be able to do in its habitat? How have ibexes adapted to survive in their habitat?</i></p>
<p>page 23</p>	<p><i>Look at the illustration as we read the words on the page.</i></p> <p><i>What do you think a pelican’s habitat is like?</i></p> <p><i>Yes—the pelican needs to be able to fish in water, but let’s find out more!</i></p>
<p>Pelican video</p>	<p><i>Here’s a video about pelicans. Let’s see what more we can find.</i></p> <p>Play the video.</p> <p><i>What more did you notice? Describe the pelican’s habitat. What does the pelican need to be able to do in its various habitats? How have pelicans adapted to survive in their habitats?</i></p>

<p>Key Discussion 8 minutes</p>	<p><i>Let's have a group discussion using our discussion sentence frames.</i></p> <p>Prompt 1: <i>How have the animals we read about and saw today adapted to survive in their habitat, and why does this matter?</i></p> <p>Page through the book, showing various illustrations. Stop to read 2-3 based on children's interest: mole and skunk might work well. [Star-nosed moles are blind and need their fleshy, tentacled noses to feel their way underground as well as to find food underwater. Skunks have moved into cities—they may need to protect themselves from various urban dangers.]</p> <p>Prompt 2: <i>Let's choose one of the animals we have just read about. How do the specific adaptations, structures, and behaviors of the animal help it survive in its habitat?</i></p> <p>As children share ideas, show the text to allow them to reference specific details in the text or illustrations as evidence for their ideas.</p>
<p>Closing 1 minute</p>	<p><i>Today we focused on some interesting animals to see how these animals adapt in order to 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>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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 Think, Pair, Share and whole group discussion.</p> <p>Can children identify specific adaptations that help animals survive in their habitats?</p> <p>Can children take turns and build on the conversation of others?</p>

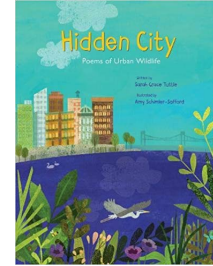
<p>Notes</p>



Text Talk U2 W3 D2

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 3



Text Talk
***Hidden City* “Falcon Fledge” and “Peregrine Falcon” (video)**

Big Ideas	<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>Animals help their offspring survive in different ways.</p>
Weekly Question	How do animals survive in their habitats?
Content Objectives	<p>I can describe how the poet uses words and phrases to communicate an image of a baby falcon in the city. (R.7.1.a)</p> <p>I can describe how falcons survive in different habitats. (1-LS1-1, 1-LS1-2).</p>
Language Objective	I can use words and phrases from two different texts to describe falcons. (L.6.1)
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>teeter: to balance unsteadily</p> <p>stories: levels of a building</p> <p>clutch: to hold something tightly</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>prey: an animal that is hunted by another animal</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle ● The Peregrine Falcon (https://www.youtube.com/watch?v=uapP1yldldk)

	<p>Discuss children’s ideas about what is being described in the poem. <i>This poem helps us imagine a falcon’s first flight. The poet has selected the words in a specific way that helps us create a picture in our minds.</i></p> <p><i>Close your eyes and listen as I read the poem a third time. What do you picture in your mind? What words or phrases in the poem made you picture that?</i></p> <p><i>Let’s look at the way the poem is written on the chart. Does the way the words are arranged on the paper make you think of anything?</i></p> <p><i>What is Sarah Grace Tuttle communicating through her poem about peregrine falcons in the city?</i></p> <p><i>What do you think the role of the falcon parents is in their babies’ lives in the city?</i></p> <p>Think, Pair, Share: <i>What does the young falcon need to be able to do in its urban habitat? [fly, hunt city animals, navigate through buildings, stay safe up high on skyscrapers]</i></p> <p><i>How have falcons adapted to survive in cities?</i></p>
<p>Video 7 minutes</p>	<p><i>Let’s watch a video of falcons to see what more we can find.</i> Play the video.</p> <p><i>What more did you notice? Describe the falcon’s habitat here. What does a falcon need to be able to do in its natural habitat? How have falcons adapted to survive in their natural habitat?</i></p>
<p>Key Discussion 6 minutes</p>	<p>Think, Pair, Share. Prompt 1: <i>Based on the poem, what image do you have of how falcons survive in an urban habitat?</i></p> <p>Prompt 2: <i>How do the specific adaptations, structures, and behaviors of falcons help it survive in different habitats? What do we see in the video and the poem to tell us that?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we used the words in a poem and images in a video to describe how falcons survive in different habitats.</i></p>

<p>Standards</p>	<p>R.7.1.a Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p>L.6.1 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children explain how the poet creates an image with words? How do children describe how falcons survive in different habitats?</p>

Notes



Text Talk
“Surprised!” (image)

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	How do animals survive in their habitats?
Content Objectives	I can identify similarities and differences between representations of an animal. (1-LS3-1) I can develop understanding about a painting through extended discussion with my classmates. (SL.1.1.b)
Language Objective	I can use precise language to describe what I see in a work of art. (SL.3.1.a, L.1.1.e, L.1.1.f , L.1.1.g, L.1.1.h)
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 predator: an animal that hunts and catches other animals for food prey: an animal that is hunted by another animal
Materials and Preparation	<ul style="list-style-type: none"> ● “Surprised!” slides ● projector and screen
Opening 1 minute	Introduce and set a purpose for the lesson. <i>Today, as we continue thinking about animals and how they survive in their habitats, we’re going to look closely at and talk about one image.</i>

<p>Text 10 minutes</p>	<p>Show slide 1 without offering any context.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about this image. The questions for the VTS routine are asked one at a time, paraphrasing children’s contributions for shared understanding, probing children’s thinking, and synthesizing the thinking of the group:</p> <p><i>What’s going on in this picture?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p>Show slide 2 and draw children’s attention to the caption. <i>Does this caption give us any new ideas about the image? Turn and talk to a partner about what you think now.</i></p> <p>Harvest several responses. <i>Did you hear a perspective about this painting from another classmate that surprised you?</i></p>
<p>Discussion</p>	<p>Show slide 3 and offer some further context for the image. <i>This is a painting. The artist, Henri Rousseau lived in Paris, France. Rousseau became famous for his jungle scenes, like “Surprised!” But he never traveled; instead, he visited the indoor public garden in Paris to make pencil sketches of the plants, and he looked at illustrations in books to learn about animals.</i></p> <p>Show slide 4. Think, Pair, Share. <i>What details in this painting might give you a clue that the artist was working from his imagination instead of from observing a live animal?</i></p> <p>Show slide 5. <i>Rousseau also studied the work of other artists, like Eugene Delacroix. Delacroix went to the zoo to watch and sketch the lions and tigers there. What do you think Rousseau might have learned from Delacroix in making his painting of a tiger?</i></p>
<p>Closing 1 minute</p>	<p><i>Artists are often fascinated by animals, and they find different ways to represent them. Today we looked at a painting to see one artist’s perspective about a wild animal. We also used what we know about animals’ structures and behaviors to share our own perspectives with each other.</i></p>
<p>Standards</p>	<p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

	<p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.1.1.f Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.g Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.h Use frequently occurring prepositions (e.g., during, beyond, toward).</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. Clarification Statements: • Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size. • Inheritance, animals that undergo metamorphosis, or hybrids are not expected.</p> <p>Other relevant standards: (BOSTON STANDARDS)</p> <p>History & Social Studies Practice 4. Analyze the purpose and point of view of each source; distinguish opinion from fact.</p> <p>History & Social Studies Practice 5. Evaluate the credibility, accuracy, and relevance of each source.</p> <p>Visual Art CLSVA 3a, 3b, 6a, 6b. Look at artwork and interpret and discuss materials, techniques, and subject matter.</p> <p>Visual Art CLSVA 4a, 4b, 4c. Demonstrate knowledge of the historical context of famous artwork and what culture/people an artwork represents.</p>
<p>Ongoing assessment</p>	<p>Take note of what children notice and how they describe what they see. Keep a list of content-specific and descriptive vocabulary children are applying to this image to build on over the course of the study.</p> <p>Consider how children participate in this discussion, reflecting on previous image-based discussions and children’s evolving sense of themselves as contributors to group learning.</p>

<p>Notes</p>

Unit 2: Animals Surviving and Thriving

WEEK 3

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Down by the Bay”	<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"> ● “Down by the Bay” child copies ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 3 image (raccoon in tree) ● Week 3 prompt and recording sheet ● sand timers ● drawing tools
	Listen and Respond: <i>What Do You Do with a Tail Like This?</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>What Do You Do with a Tail Like This?</i> book ● <i>What Do You Do with a Tail Like This?</i> conversation prompts
Vocabulary	Draw for Meaning <i>scavenger, adapt, surroundings, wild, thrive, urban</i>	<ul style="list-style-type: none"> ● Week 2 Weekly Words cards ● Draw for Meaning sheets
Science Literacy	How do animals use their parts to move?	<ul style="list-style-type: none"> ● Week 3 prompts, 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 3 Fluent Reader’s Challenge sheets ● sand timers ● Fluent Reader’s Challenge directions card
	Look Cover Write Check	<ul style="list-style-type: none"> ● Week 3 Look Cover Write Check sheets ● Look Cover Write Check directions card
	Sort with Books	<ul style="list-style-type: none"> ● Week 3 Sort with Books sheets ● selection of grade-level books or children’s book bags ● Sort with Books directions card

Stations U2 W3

	Name It, Write It, Mark It	<ul style="list-style-type: none"> ● Week 3 Name It, Write It, Mark It sheets ● Name It, Write It, Mark It Word Banks ● Name It, Write It, Mark It directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 3 Trick Word Memory cards ● scissors ● Memory directions card

Week 3 Prompt

How do animals use their parts to move?	Date _____ Weather _____ Temperature _____
How do animals use their parts to move?	Date _____ Weather _____ Temperature _____
How do animals use their parts to move?	Date _____ Weather _____ Temperature _____
How do animals use their parts to move?	Date _____ Weather _____ Temperature _____
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How do animals use their parts to move?	Date _____ Weather _____ Temperature _____
How do animals use their parts to move?	Date _____ Weather _____ Temperature _____

WEEK 3

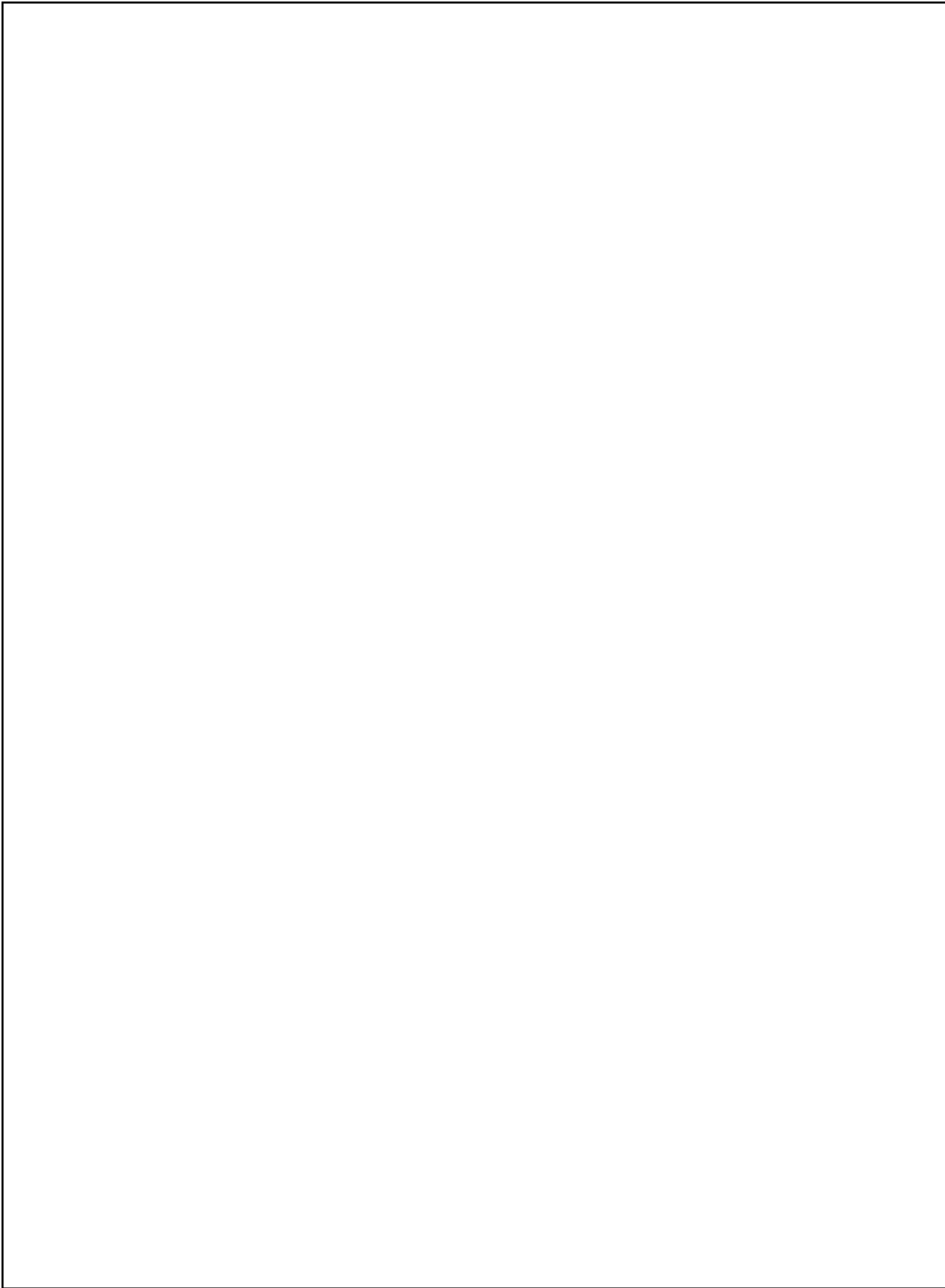
Shared Reading
“Down by the Bay”

Weekly Question	How do animals survive in their habitats?
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and markers Write out the chant for whole group reading. ● “Down By the Bay” slides ● pointer ● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are talking about how animals survive in their habitats.</i></p> <p><i>Our Shared Reading text this week is a song called “Down by the Bay.” You may be familiar with it from K1! Today we will read a version of “Down by the Bay” that tells us about animal behaviors in their habitats.</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.</p> <p><i>Today we started learning about the suffix -s. Sometimes this suffix sounds like /s/ and sometimes it sounds like /z/.</i></p> <p><i>What initial sound do you hear in “cats?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p><i>What vowel sound do hear in “rocks?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p>Blend sounds to make a word.</p> <p><i>We are going to blend sounds together to make a word that we’ll see in our text.</i> <i>Listen to these sounds: /r/... /am/... /z/. Now say and tap the</i></p>

	<p><i>sounds, then blend them.</i> <i>How many sounds are there? Show me on your fingers. Let's tap and blend together. What's the word? (rams)</i></p> <p><i>What glued sound do you hear? What sound of the suffix -s do you hear?</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "whales" 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.</i> <i>/w/.../ā/.../l/.../z/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p><i>Say "pats" 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.</i> <i>/p/.../ă/.../t/.../s/</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "watermelon?" 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><i>In our song today, we will learn about all kinds of animal behaviors. Let's see what we can learn!</i></p> <p>Model singing the song on the chart paper, repeating lines as needed.</p> <p>Invite children to echo read the first part of the song, until "tails?"</p> <p>Invite children to chorally sing the song, slowing down the pointer to allow children to decode words such as "cats," "rats," and "rams."</p> <p>Connect the poem to unit content. <i>What's one fact you learned from this poem about how animals behave?</i></p> <p>Highlight high frequency words. <i>What high frequency words that you know do you see in this song?</i></p>

	Select one child to stand and point as the class chorally sings. <i>What is another animal behavior that could fit in the song, "Down by the Bay?"</i>
Closing 1 minute	<i>You will continue to practice reading and quietly singing this song in the 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>R.12.1.a Read various on-level texts with purpose and understanding.</p> <p>R.12.1.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children identify the sound of the suffix -s?</p> <p>Do children segment phonemes?</p> <p>Do children blend phonemes?</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 glued sounds /am/ and /an/ and words ending with suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable cvc, cvcc or ccvc basewords by changing the initial, final, or medial sounds. ● Children add suffix -s to basewords to form plural words.

Notes	
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Shared Reading U2 W3

Name _____

Down by the Bay

Raffi, adapted

Down by the bay
where the watermelons grow
back to my home
I dare not go.
For if I do, my mother will say,
“Did you ever see a whale swim backward with its tail?”
Down by the bay!

Down by the bay
where the watermelons grow
back to my home
I dare not go.
For if I do, my mother will say,
“Did you ever see llamas nuzzling their mamas?”
Down by the bay!

“Did you ever see cats stalking some rats?”

“Did you ever see a fox hiding behind a box?”

“Did you ever see rams butting horns with other rams?”

Shared Reading U2 W3

What Do You Do with a Tail Like This? Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What are two different ways that animals use their noses?

What Do You Do with a Tail Like This?

Question 2

Look back in the book. Choose two animals that use their body structures in similar ways.

What Do You Do with a Tail Like This?

Talk, Draw, Talk Week 3



<https://www.nozzlenolen.com/blog/post/what-attracts-raccoons-to-your-property>



<https://www.nozzlenolen.com/blog/post/what-attracts-raccoons-to-your-property>

Listening & Speaking Station U2 W3.1

Listening & Speaking Station U2 W3.1

Name: _____

Talk Draw Talk

Look carefully at the image. A raccoon is hiding in a tree stump.

Draw a picture of a different animal hiding in its habitat.

Talk with your partner about your drawing and why this animal might be hiding.



Listening & Speaking Station U2 W3.1

Listening & Speaking Station U2 W3.1

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

Name: _____

Fluent Reader's Challenge

The kids **are** on **the** cot.

Were the mops in **the** shed?

Do the rugs **have** lots **of** mud
on them?

The shed **are** red.

Did **you** get **your** socks?



Minutes:

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

Name: _____

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

from	<hr/> <hr/> <hr/>	
have	<hr/> <hr/> <hr/>	
does	<hr/> <hr/> <hr/>	
were	<hr/> <hr/> <hr/>	
are	<hr/> <hr/> <hr/>	
said	<hr/> <hr/> <hr/>	

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

Use it in a Sentence

from

have

does

were

are

said

Word Work Station U2 W3

Name: _____

Sort with Books

Look through a book. Find words with the suffix **-s**.
Does a word ending sound like /s/ or /z/? Write the word in the correct column.
Underline the base word and circle the suffix.

S as /s/	S as /z/
<p style="text-align: center;"><u>cat</u>s</p>	<p style="text-align: center;"><u>bug</u>s</p>

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

Name: _____

Name It	Write It	Mark It
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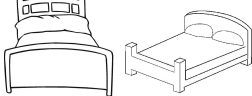

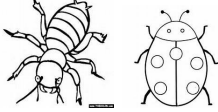





Look at the picture. Name the object. Write the word.
Underline the base word, and circle the suffix.

 <u>r</u> u <u>g</u> s	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

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

Name It	Write It	Mark It
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Look at the picture. Name the object. Write the word.
Underline the base word, and circle the suffix.

 <p data-bbox="305 646 553 737"><u>rugs</u></p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>
 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>	 <p>_____</p> <p>-----</p> <p>_____</p>

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

Name It, Write It, Mark It **Word Banks**

mops	mugs	buds	nuts
necks	kids	mats	shells

pits	pens	pins	socks
beds	bells	bugs	nets



Name It, Write It, Mark It **Word Banks**

mops	mugs	buds	nuts
necks	kids	mats	shells

pits	pens	pins	socks
beds	bells	bugs	nets

Name: _____

Trick Word Memory

from	they	use	said
up	said	which	they
were	from	have	were
have	use	which	up

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U2 W3

WEEK 3 Lesson 1

Science and Engineering: External Parts of Animals

How do animals use their parts to move?

S & E Big Ideas	Animals have external parts that help them survive, grow, and meet their needs. Animals use their external parts to grasp objects, move from place to place, protect themselves, survive in their environments, and seek, find, and take in food, water, and air.
S & E Guiding Question	How do animals use their parts to move?
Content Objective	I can identify external parts of animals that help them to move. (1-LS1-1)
Language Objective	I can discuss what I learn about how animals use their parts to move. (SL1.1)
Vocabulary	external part: a part that can be seen on the outside label: a word that names a specific part of a diagram or image
Materials and Preparation	<ul style="list-style-type: none">● clipboards and a pencil, one for each child● <i>How and Why Animals Move</i>, by Bobbie Kalman, here on Epic https://www.getepic.com/book/11685500/how-and-why-do-animals-move● Animal Parts sheet, one for each child and one for the teacher (enlarged if possible)
Opening 5 minutes	Gather children in the whole group meeting area. <i>Last week, we started learning about animals and their parts. This week, we will learn about how animals use their parts to help them survive, grow, and meet their needs. Today, we will read a nonfiction text that will teach us about how animals use their parts to move in different ways.</i> <i>Let's do a turn and talk to warm up our brains. When we're finished, I'm going to ask for a few friends to share what their partners said, so please be a careful listener to your partner... How do animals use</i>

	<p><i>their body parts to help them move?</i></p> <p>Once children have had a couple minutes to talk to one another, ask a few children to share what their partner(s) said.</p>
<p>Text 20 minutes</p>	<p><i>Today, we will read the book, How and Why Animals Move, by Bobbi Kalman. We will learn why animals need to move and all about how they use their different body parts to move. As I read, I'm going to ask you to record some information that you learn from the text, just like scientists do!</i></p> <p>Show children the Animal Movement sheet (enlarged if possible) and point out where they will draw and label the parts that help animals move.</p> <p><i>There is one example already done for you. Some animals have hooves that help them to climb on mountains, so there is a picture of a hoof, then a label, or a word that tells what the picture is; this label says, "hoof". As I read, I am going to stop in a few different places to give you a little bit of time to quickly sketch an animal part and write a label to tell what the part is.</i></p> <p>Pass out the clipboards, pencils, and Animal Movement sheet. Begin reading. While reading, draw attention to the headings at the top of each page, helping children to understand that headings tell them about what they will learn on that page. As you read, pause at these times:</p> <p>Pause after page 4 and ask, <i>What are some reasons animals need to move?</i></p> <p>Pause after page 11 and give children 2-3 minutes to record.</p> <p><i>This is the first place we'll pause to record an animal body part that helps it move. What animal parts did we learn about on the last few pages? Right! We learned about different kinds of wings, legs, webbed feet, claws! Choose one of those parts to draw and label in one of your boxes.</i></p> <p>Pause after page 13 and give children 2-3 minutes to record.</p> <p><i>This is our second stopping point. What animal parts did we learn about on these pages? Right! We heard about long tails and strong back legs. Take a couple minutes to draw and label the animal part you want to record.</i></p> <p>Pause after page 15 and give children 2-3 minutes to record.</p> <p><i>This is our third stopping point. What animal parts did we learn about on these pages? Right! We heard about claws, long arms, special tails, and paws. Take a couple minutes to draw and label the animal part you would like to remember.</i></p> <p>Pause after page 19 and give children 2-3 minutes to record.</p> <p><i>This is our last stopping point. What animal parts did we learn about on these pages? Right! We heard about long</i></p>

	<p><i>tails and strong back legs. Take a couple minutes to draw and label the animal part you want to record.</i></p> <p>Finish reading the book.</p>
<p>Closing 5 minutes</p>	<p><i>Today we learned all about how animals use their external, or outside, parts to help them move. In a moment, I'm going to ask that you turn and talk to a partner about some of the parts you learned about. You could also share some other parts animals have that help them to move, even if it wasn't in the book we read today. What parts do animals have that help them to move?</i></p> <p>Invite a couple of children to share. <i>We will continue to learn more this week about how animals use their parts to help them survive, grow, and meet their needs!</i></p>
<p>Standards</p>	<p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>SL1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</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>Ongoing assessment</p>	<p>Take note of the childrens' background knowledge.</p> <p>As children are recording different body parts and labeling them, watch to see if they understand that a label identifies the part they've drawn, and if children are drawing parts that help the animals move rather than other parts (such as the mouth) that are used for different functions.</p> <p>Throughout the lesson, monitor for understanding of key concepts.</p> <p>Do children understand that</p> <ul style="list-style-type: none"> ● animals have body parts that help them to move the way they need to in order to survive? ● different types of body parts have different functions? ● animals move to find food or water, avoid danger, or find shelter?

Notes



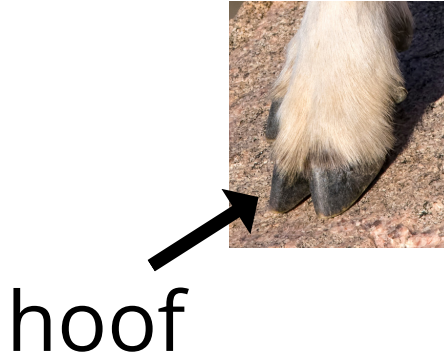
ANIMAL PARTS

How do animals use their **external** parts to **move**?

In each box, draw and label a body part that helps an animal move. The first one is done for you!



hoof



WEEK 3 Lesson 2

Science and Engineering: Bird Beaks
Why do birds have different beaks?

S & E Big Ideas	Animals have external parts that help them survive, grow, and meet their needs. Animals use their external parts to grasp objects, move from place to place, protect themselves, survive in their environments, and seek, find, and take in food, water, and air. The structures of bird beaks are directly related to what they eat.
S & E Guiding Question	Why do birds have different beaks?
Content Objective	I can describe why birds have beaks of different sizes and shapes. (1-LS1-1)
Language Objective	I can discuss why birds have beaks of different sizes and shapes. (SL1.1)
Vocabulary	beak: the nose and mouth of a bird
Materials and Preparation	<ul style="list-style-type: none"> ● Bird Beak Investigation sheet, 1 for each child, plus teacher copy ● Bird Beaks poster, one copy for each investigation table ● Investigation Procedure poster, 1 copy printed as poster ● Investigation Table Labels (2-3 sets) ● 6-9 pairs pliers ● 6-9 tweezers ● 6-9 small paper cups, have extra on hand Cut 2 slits down the sides to create a beak. Refer to the Bird Beak Investigation sheet for an image. ● 6-9 cups, for “stomachs” ● stopwatch or timer <p>Break children into groups of 2-4. Group sizes will depend on how many sets of investigation tables are created.</p>

	<p>Prepare investigation tables. Depending on class size, make 2-3 sets of each table for a total of 6-9 investigation tables.</p> <ul style="list-style-type: none"> ● All tables: one pair pliers, one pair tweezers, one small paper cup with 2 slits, 1 cup to act as the bird’s stomach ● Table 1: Investigation Table, label “Fish in Water” <ul style="list-style-type: none"> ○ Place a large bowl of water in the center of the table. Just before investigations, place Swedish Fish in the bowl of water (leaving fish in water too long will make them slimy). ● Table 2: Investigation Table, label “Worms & Insects in Soil” <ul style="list-style-type: none"> ○ Place a large bowl of soil or dirt in the center of the table. Mix in rocks, cooked spaghetti (worms) and beads (insects). ● Table 3: Investigation Table, label “Seeds on the Ground” <ul style="list-style-type: none"> ○ Place a large bowl of dirt and rocks in the center of the table and mix in sunflower seeds and/or pistachios with shells on.
<p>Opening 3 minutes</p>	<p>Gather children in the meeting area with a Bird Beaks poster <i>We’ve been learning about the different ways animals use their body parts to help them survive, grow, and meet their needs. Today, we will think about parts that birds use to get their food. Take a look at these pictures of bird beaks. Remember, a beak is what we call the nose and mouth of a bird.</i></p> <p>Invite children to Turn and Talk. <i>How are these beaks different? How are they the same?</i></p> <p>Invite children to share what they noticed.</p>
<p>Investigation 15 minutes</p>	<p><i>Looking at those pictures, we noticed that birds have beaks that are different sizes and shapes. Today, we will conduct an investigation to find out <u>why</u> birds have different beaks. Today, we will investigate three different types of food that birds eat: insects and worms, nuts and seeds, and fish. We will try out different types of beaks with each food to figure out which beak is best for each food.</i></p> <p><i>You will work in small groups and will move to three different tables during your investigation. At each table, you will follow the same procedure.</i></p> <p>Show children the Investigation Procedure and Investigation sheet. Then, model how to test each beak at one of the tables.</p> <p><i>I’m going to model for you how you will complete the investigation. First I will go to my table and I will work with my group to decide who uses which bird beak first. Pretend I checked with my team and it’s okay for me to use the pliers first. When the timer begins, I’m going to try to move as much food as I can into my cup, which</i></p>

	<p><i>represents the bird’s stomach. I don’t want to get a bunch of rocks or dirt in my tummy so I have to be careful! In order to eat the sunflower seeds, I have to crack them open with my beak. So before putting them in the cup, I need to use the beak to break them open. If they aren’t broken open, I cannot put them in my cup or count them. When the timer goes off, I put my tool down and start counting how many pieces of food my bird was able to eat. Then I write it in the right box on my worksheet and make sure the rest of my team writes it down, too.</i></p> <p>Break children into their groups and when the first child from each group is ready, start the first timer for 1 minute. When 1 minute is over, have all children put down their ‘beaks’ and begin counting. After counting, they report out to the group how many pieces of food they were able to get with the beak they used, and everyone in the group records it. Continue with two more 1-minute rounds to have each group test all three beaks. Once all children have recorded the three tests on their papers, they should decide as a team which beak worked best for that particular food and circle that beak. Then, have children switch tables to test beaks with another type of food. Continue until all groups have tested beaks with all three foods.</p>
<p>Discussion 5 minutes</p>	<p>Gather all students at the meeting area with their investigation worksheets.</p> <p><i>During our investigation, we were trying to figure out why birds have beaks that are different sizes and shapes.</i></p> <p>Invite children to Turn and Talk</p> <p><i>Why do birds have different types of beaks? Use evidence from your investigation to support your ideas.</i></p> <p>Ask a few children to share what they learned from the investigation, and prompt for evidence when possible.</p> <p><i>What did you see that makes you say that? Do you think it always works that way? What’s your evidence? How do you know?</i></p>
<p>Closing</p>	<p><i>Today we learned that birds have different types of beaks because they eat different kinds of food. The structure of beaks depends on how the bird will use it. A bird that wants to eat fish might scoop them up with a big beak, while a bird that eats nuts and seeds needs a strong beak that can break them open. A long, skinny beak helps birds that like to eat insects or worms pick them off the ground or a leaf. In your science journal during stations, you will write and draw about how different animals use their parts to eat and drink, and you may include how birds use their beaks!</i></p>

Standards	<p>Practice 1: Asking questions and defining problems</p> <p>Practice 3: Planning and carrying out investigations</p> <p>1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>SL1.1 I can discuss what I learn about how animals use their parts to move.</p>
Ongoing assessment	<p>During the investigation, watch for children who think the cup is best for everything. Do they understand that a beak like that means that the bird may also get dirt and rocks if they are trying to get seeds or insects?</p> <p>During the investigation and discussion, take notes about whether or not children are able to describe the following:</p> <ul style="list-style-type: none"> ● Different ways birds use their mouths to get food ● How each tool is like a particular bird’s mouth ● Which tool worked best with each of the ‘foods’ and why ● The difference between the way birds eat and the way humans eat

Notes





Bird Beak Investigation





Name: _____







Directions:

- Try each type of beak for each 'food' source.
- In each box, record the number of objects you collected in one minute using each type of 'beak'.
- Circle the type of 'beak' that worked best for each food source.

Fish in the Water 	 Tweezers	 Pliers	 Cup
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Seeds on the Ground 	 Tweezers	 Pliers	 Cup
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Worms & Insects in Soil 	 Tweezers	 Pliers	 Cup
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