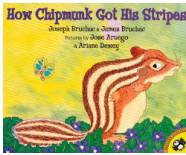


## Unit 2: Animals Surviving and Thriving      WEEK 4 At a Glance

Weekly Question: <b>How do animals survive in their habitats?</b>		
<p>Texts</p> 	<p><b>Vocabulary and Language</b></p> <p>Day 1: Introduce Weekly Words: rain forest, tundra, desert            Day 2: Introduce Weekly Words: forest, pond, ocean            Day 3: Noun-Verb Agreement            Day 4: Noun-Verb Agreement            Day 5: Carousel Brainstorm</p>	
	<p><b>Text Talk</b></p> <p>Day 1: <i>The Perfect Beak</i> text, on <a href="#">video</a>            Day 2: <i>Winter Sleep: A Hibernation Story</i>, on <a href="#">video</a>            Day 3: <i>Black Bear Cub</i>, on <a href="#">video</a>            Day 4: <i>How Chipmunk Got His Stripes</i>, Read 1            Day 5: <i>How Chipmunk Got His Stripes</i>, Read 2</p>	
	<p><b>Stations</b></p> <p>Shared Reading: “Hush!”            Independent and Partner Reading            Listening &amp; Speaking: Talk, Draw, Talk; Listen &amp; Respond (<i>How Chipmunk Got His Stripes</i>)            Science Literacy: What structures help animals solve problems and survive?            Vocabulary: Draw for Meaning            Word Work: Various Activities</p>	
	<p><b>Science and Engineering</b></p> <p>Lesson 1: How Do Animal Build Homes            Lesson 2: Surviving Winter</p>	<p><b>Studios</b></p> <p>Children use works of art as inspiration for work in various media and across studios. Oil pastels are introduced in the Art Studio. Children make observations about sibling animals.</p>
	<p><b>Writing: Report</b></p> <p>Day 1: Introduction to and Beginning Revising and Publishing            Day 2: Poster Layout; Revising and Publishing            Day 3: Deconstruction and Individual Construction: Title; Revising and Publishing            Day 4: Publishing            Day 5: Presentation and Celebration</p>	

At a Glance U2 W4

Unit 2: Animals Surviving and Thriving

WEEK 4 Days 1 & 2

**Vocabulary & Language**  
Weekly Words

<b>Weekly Question</b>	How do animals survive in their habitats?				
<b>Language Objective</b>	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)				
<b>Vocabulary</b>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"><b>Day 1</b></td> </tr> <tr> <td> <p><b>rain forest:</b> a rich, warm forest with lots of rainfall and a wide variety of plants and animals</p> <p><b>tundra:</b> a large, flat area where the ground underneath is permanently frozen</p> <p><b>desert:</b> a dry area of land with very few plants, usually covered by sand</p> </td> </tr> <tr> <td style="text-align: center;"><b>Day 2</b></td> </tr> <tr> <td> <p><b>forest:</b> a large area covered mostly with trees and undergrowth</p> <p><b>pond:</b> a small body of still water</p> <p><b>ocean:</b> the sea; a saltwater habitat</p> </td> </tr> </table>	<b>Day 1</b>	<p><b>rain forest:</b> a rich, warm forest with lots of rainfall and a wide variety of plants and animals</p> <p><b>tundra:</b> a large, flat area where the ground underneath is permanently frozen</p> <p><b>desert:</b> a dry area of land with very few plants, usually covered by sand</p>	<b>Day 2</b>	<p><b>forest:</b> a large area covered mostly with trees and undergrowth</p> <p><b>pond:</b> a small body of still water</p> <p><b>ocean:</b> the sea; a saltwater habitat</p>
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<b>Day 2</b>					
<p><b>forest:</b> a large area covered mostly with trees and undergrowth</p> <p><b>pond:</b> a small body of still water</p> <p><b>ocean:</b> the sea; a saltwater habitat</p>					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 4 Weekly Words cards</li> <li>● chart paper</li> </ul> <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> <ul style="list-style-type: none"> <li>● Weekly Words routine chart (optional)</li> </ul>				
<b>Opening Day 1</b>	<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 of the</i>				

	<p><i>ways that animals survive and thrive. Today’s words are <b>rain forest, tundra, and desert.</b></i></p>
Day 2	<p><i>Today we’ll continue learning our words for this week. Today’s words are <b>forest, pond, and ocean.</b></i></p>
<b>Discussion</b> Day 1	<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>
	<p><b>Rain forest</b>  Elaboration:  <i>A rain forest a good habitat for many different kinds of plants and animals. All the rain that falls in this habitat makes the plants thrive, with lots of big leaves and lots of fruit, nuts, and seeds.</i></p> <p>Think, Pair, Share prompt:  <i>How might a rain forest provide what animals need to survive?</i></p>
	<p><b>Tundra</b>  Elaboration:  <i>The ground under the top layer of soil stays frozen all year. This cold ground means that plants only grow during a short part of the year.</i></p> <p>Think, Pair, Share prompt:  <i>What structures of this musk-ox might help it survive in the tundra, a place that is cold most of the year?</i></p>
	<p><b>Desert</b>  Elaboration:  <i>Like the rain forest, the desert is warm. But unlike the rain forest, the desert has very little rain.</i></p> <p>Think, Pair, Share prompt:  <i>What structures might help an animal survive in the desert? How would the musk-ox do in the desert?</i></p>
Day 2	<p><b>Forest</b>  Elaboration:  <i>When you look in every direction and see lots of trees, you’re in a forest. There are forests all over our state. Sometimes we call a forest “the woods.”</i></p> <p>Think, Pair, Share prompt:  <i>What is one difference between a forest like the ones we might find nearby and a rain forest?</i></p>

	<p><b>Pond</b> Elaboration: <i>We also find ponds around our state. A pond is a quiet body of fresh water, without waves. Some animals that live in a pond habitat spend some time in the water and some time out of the water.</i></p> <p>Think, Pair, Share prompt: <i>What animals might live in a pond—a small, still body of water?</i></p> <hr/> <p><b>Ocean</b> Elaboration: <i>Maybe you have been to a beach! An ocean is a very large body of salt water, with waves and tides. Ocean water is usually colder than the water in ponds, too. Animals that live in ocean habitats can't survive in the fresh water of ponds.</i></p> <p>Think, Pair, Share prompt: <i>What animals do you know that live in the ocean?</i></p>
<b>Closing</b>	<i>This week, we're talking about how animals survive in the habitats where they live. The words we're studying will help us to think about some of the habitats that are found around the world.</i>
<b>Standards</b>	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5.1.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
<b>Ongoing assessment</b>	<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> <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.</p> <p>Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time.</p>



**Notes**



rain forest

[https://commons.wikimedia.org/wiki/File:Path\\_in\\_the\\_rainforest.jpg](https://commons.wikimedia.org/wiki/File:Path_in_the_rainforest.jpg)



tundra

<https://www.worldatlas.com/articles/what-and-where-is-the-tundra.html>

Weekly Words U2 W4

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

Maine Department of Education



desert

<https://www.worldwildlife.org/habitats/deserts>



forest

<https://www.worldwildlife.org/habitats/forest-habitat>

Weekly Words U2 W4

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

Maine Department of Education





pond

<https://www.plt.org/educator-tips/camouflage-nature-examples>



ocean

<https://www.worldwildlife.org/habitats/ocean-habitat>

Weekly Words U2 W4

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

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 3

**Vocabulary & Language**  
Noun-Verb Agreement

<b>Weekly Question</b>	How do animals survive in their habitats?												
<b>Language Objective</b>	I can match verbs to singular and plural nouns. (L.1.1.b)												
<b>Vocabulary</b>	<b>rain forest:</b> a rich, warm forest with lots of rainfall and a wide variety of plants and animals <b>noun:</b> a person, place, thing, or idea <b>verb:</b> a word that expresses a physical action, mental action, or state of being												
<b>Materials and Preparation</b>	On the whiteboard, make the following table. <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>nouns</th><th>verbs</th><th>sentences</th></tr></thead><tbody><tr><td>one frog</td><td>jump</td><td></td></tr><tr><td>many frogs</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	nouns	verbs	sentences	one frog	jump		many frogs					
nouns	verbs	sentences											
one frog	jump												
many frogs													
<b>Opening</b>	<i>To speak and write clearly about animals' <b>behaviors</b>—what they do—we need to know how to make nouns (the animals) match the verbs (their actions or behaviors). Let's practice with the noun "frog" and the verb "jump."</i>												
<b>Discussion</b>	Briefly review nouns and verbs, as needed.												

	<p><i>Let's imagine that we are walking through a rain forest. Look! A frog! When we see the frog jump away from us, we say, "The frog jumps away."</i></p> <p>Write this sentence on the board.</p> <p><i>Look what we did to the word, "jump." We didn't change the meaning of the word, but we added an s.</i></p> <p>Circle, or invite a child to circle, the suffix, <b>s</b>.</p> <p><i>Let's keep walking in the rain forest. Look! There are two frogs! And now they are also jumping away from us to protect themselves. So we say, "The frogs ..."</i></p> <p>Invite children to chime in to complete the sentence: The frogs jump away. Write the sentence on the board.</p> <p><i>"Frogs" is a plural noun: there is more than one frog. So it has an -s on the end.</i></p> <p>Circle, or invite a child to circle, the suffix, <b>-s</b>.</p> <p><i>When we use plural nouns—more than one of something—we leave the verb alone.</i></p> <p><i>This can be confusing. Let's try another set of sentences.</i></p> <p>Invite children to suggest another noun-verb (animal-behavior) pair, and manipulate it in the same way.</p>
<b>Closing</b>	<p><i>Today we looked at how nouns and verbs match in sentences, according to whether the noun is singular—there's only one—or plural—there's more than one. We add the suffix -s to the verb attached to singular nouns, like "frog" and ____ [second example]. When we do this, we call it noun-verb agreement. Tomorrow we'll practice some more.</i></p>
<b>Standard</b>	<p><b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>
<b>Ongoing assessment</b>	<p>Do children hear the ways verbs change according to their nouns in speaking? Do children understand that conjugating a verb in does not change its meaning?</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**



Vocabulary & Language U2 W4 D3

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 4

**Vocabulary & Language**  
Noun-Verb Agreement

<b>Weekly Question</b>	How do animals survive in their habitats?												
<b>Language Objective</b>	I can match verbs to singular and plural nouns. (L.1.1.b)												
<b>Vocabulary</b>	<p><b>rainforest:</b> a rich, warm forest with lots of rainfall and a wide variety of plants and animals</p> <p><b>tundra:</b> a large, flat area where the ground underneath is permanently frozen</p> <p><b>desert:</b> a dry area of land with very few plants, usually covered by sand</p> <p><b>forest:</b> a large area covered mostly with trees and undergrowth</p> <p><b>pond:</b> a small body of still water</p> <p><b>ocean:</b> the sea, a saltwater habitat</p>												
<b>Materials and Preparation</b>	<p>On the whiteboard, make the following table.</p> <table border="1"><thead><tr><th>nouns</th><th>verbs</th><th>sentences</th></tr></thead><tbody><tr><td>frog</td><td>jump</td><td></td></tr><tr><td>sloth</td><td>climb</td><td></td></tr><tr><td>prairie dog</td><td>warn</td><td></td></tr></tbody></table>	nouns	verbs	sentences	frog	jump		sloth	climb		prairie dog	warn	
nouns	verbs	sentences											
frog	jump												
sloth	climb												
prairie dog	warn												
<b>Opening</b>	<p><i>Yesterday we learned about noun-verb agreement: when we change the ending of a verb to match the noun it's attached to. We say a frog jumps, and two frogs jump. Today we're going to practice.</i></p>												
<b>Discussion</b>	Refer to the board.												



	<p><i>The top row of words are animals: frog, sloth, prairie dog. These are nouns.</i></p> <p><i>The bottom row are animal behaviors: jump, climb, watch. These are verbs, words that describe actions.</i></p> <p>Introduce the activity. <i>Today you'll work with your partner to make sentences using these noun-verb pairs. You'll have to be sure the nouns and verbs match.</i></p> <p>Identify the noun and how many. <i>Let's start with "frog" and "jump" again for our first sentence.</i></p> <p>Think, Pair, Share. <i>Decide how many frogs you are talking about, think of a sentence about a frog or many frogs jumping, and tell your sentence to your partner.</i></p> <p>Incorporating some of the children's ideas, co-construct an interesting sentence (including adjectives, a phrase of time, and/or a habitat, for example) and write it on the board. Mark the noun-verb agreement with underlining each and circling the -s where it appears.</p> <p>Repeat this process with the remaining noun-verb pairs.</p>
<b>Closing</b>	<p><i>Today we made sentences about animals to practice making nouns and verbs match, or agree. When we read this week, let's look out for noun-verb agreement.</i></p>
<b>Standard</b>	<p><b>L.1.1.b</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>
<b>Ongoing assessment</b>	<p>The purpose of this lesson is to have children practice creating sentences with noun-verb agreement.</p> <p>Were the children who volunteered to share their sentences correct?</p> <p>Did multiple children volunteer to share their sentences?</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**



Vocabulary & Language U2 W4 D4

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 5

**Vocabulary & Language**  
Carousel Brainstorm

<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Language Objective</b>	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
<b>Vocabulary</b>	<b>rain forest:</b> a rich, warm forest with lots of rainfall and a wide variety of plants and animals <b>tundra:</b> a large, flat area where the ground underneath is permanently frozen <b>desert:</b> a dry area of land with very few plants, usually covered by sand <b>forest:</b> a large area covered mostly with trees and undergrowth <b>pond:</b> a small body of still water <b>ocean:</b> the sea; a saltwater habitat
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper, 4 pieces, with one of the Weekly Words in the center of each, set out around the classroom</li><li>● markers, one for each child</li><li>● timer or stopwatch</li></ul>
<b>Opening</b>	<i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words as we continue our learning about how animals survive in their habitats.</i>
<b>Key Activity</b>	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.
<b>Closing</b>	In the whole group, share the work from the papers, highlighting different ways of demonstrating word knowledge.
<b>Standards</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
<b>Ongoing assessment</b>	<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**



WEEK 4 Day 1

**Text Talk**  
***The Perfect Beak***

<b>Big Ideas</b>	<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>
<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Content Objective</b>	I can use evidence from the text to describe my thinking about how a bird’s beak is a structure they use as a tool, and that is why birds’ beaks look different (1-LS1-1)
<b>Vocabulary</b>	<p><b>habitat:</b> the place or natural area where plants and animals live</p> <p><b>Beak:</b> A structure on the face of a bird that is used as a tool to help them survive.</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=8p1PaXPSkaA">Bird Beaks Video Read Aloud</a> (<a href="https://www.youtube.com/watch?v=8p1PaXPSkaA">https://www.youtube.com/watch?v=8p1PaXPSkaA</a>) Decide whether to read the text aloud or play the audio associated with the video.</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write: Why are birds’ beaks different? How have people used the structures of birds’ beaks to help solve human problems?</p>
<b>Opening</b> 2 minutes	<p>Introduce the text and set a purpose.</p> <p><i>We explored bird beaks a couple of weeks ago. Today we are going to read “Bird Beaks”. Remember, a beak is a special structure birds have on their face. Birds use their beaks as a tool. Just like we have many different tools we use in the classroom, like markers, paints, and pencils, each is used for a purpose. We will see many different</i></p>

	<p><i>kinds of beaks. Some beaks are used for cracking, tearing, scooping, or stabbing, just like the different tools we use.</i></p> <p><i>We're going to read this text closely. That means we will read slow, look at the pictures, and read all the words on the page.</i></p> <p><i>When we read today, we are going to identify the main idea and key details, and we'll use those details to talk about whether a certain bird could have the beak of another bird and survive.</i></p> <p>Play the video.</p>
<b>Text</b>	Read the first page. Then, have children identify the birds that can be found in Maine. The spoonbill and toucan should be excluded.
pages 2-3	Review the text box, The Bird Toolbox.
pages 4-5	Draw the children's attention to the type of beak that is described for the blue jay. Point out the text box at the bottom that shows a human invention that mimics the beak of a jay.
pages 6-7	<p>Explain that herons are water birds.</p> <p><i>They can be found along Maine's waterways that are both fresh and salt water.</i></p> <p>Highlight the connection between a heron's beak and a fishing spear that a person may use to hunt fish.</p>
pages 8-9	<p><i>The hummingbird has a beak that is much different than the jay and heron. The hummingbird beak acts like a straw.</i></p> <p>Call on children's prior knowledge about hummingbirds. Draw their attention to how humans have mimicked the structure of a bird's beak to solve a problem.</p>
pages 10-11	<i>Spoonbills are not common in Maine. Like the heron, these birds are found near the water....How do you think this bird uses its bill in the muddy water?</i>
pages 12-13	<p>The sapsucker has a specialized beak.</p> <p><i>How does this specialized structure help the sapsucker survive?"</i></p>
page(s) 14-15	Remind the children that we do not have toucans in Maine. Draw their attention to the connection between the structure and the tool that humans use to mimic the function of the beak.
<b>Discussion</b>	Review the two sentences on the board.

	<p><i>Turn to your partner and talk about these questions: Why are birds' beaks different? How have people used the structures of birds' beaks to help solve human problems?</i></p> <p>Once children have had an opportunity to talk through their ideas with a partner, facilitate a whole group discussion about these questions. Encourage children to cite words and illustrations in the texts to justify their thinking.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we talked about how humans mimic animal structures to solve problems. Tomorrow, we will read about how different animals survive the winter.</i></p>
<p><b>Weekly Question Chart</b> 1 minute</p>	<p>Introduce the Weekly Question chart.</p> <p><i>This week we'll continue to explore how animals' traits and structures help them survive and how humans mimic animal structures to solve their own problems.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.  <b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.  <b>R.11.1.d</b> Compare and contrast two texts on the same topic.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>1-LS1-1</b> 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.  <b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during the whole group conversation.  Do children effectively draw on key details in words and illustrations to explain their thinking about animals.</p>

**Notes**



Text Talk U2 W4 D1



Unit 2: Animals Surviving and Thriving

WEEK 4 Day 2

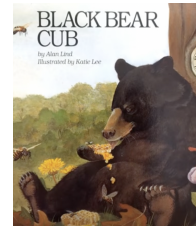


**Text Talk**  
***Winter Sleep***

<b>Big Ideas</b>	Animals’ differing body parts help them meet their needs in specific ways.  Where an animal lives impacts its behavior and its survival.
<b>Weekly Question</b>	What are the behaviors of animals that help them survive the winter in Maine?
<b>Content Objective</b>	I can refer to the main topic and key details in a text to explain why an animal thrives in its particular habitat. (1-LS1-2)
<b>Language Objective</b>	I can read and listen to texts about patterns in animal behavior that help them and their offspring to survive.
<b>Vocabulary</b>	<b>hibernation:</b> A deep sleep that some animals go into during the winter months <b>glade:</b> An open space in the forest
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=VxRly3tVGuc">Winter Sleep: A Hibernation Story</a> (<a href="https://www.youtube.com/watch?v=VxRly3tVGuc">https://www.youtube.com/watch?v=VxRly3tVGuc</a>) Decide whether to read the text aloud or play the audio associated with the video.</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write: What animal behaviors help them survive the winter in Maine?</p>
<b>Opening</b> 2 minutes	<p>Introduce the text and set a purpose. <i>Today we will read Winter Sleep: A Hibernation Story. We will learn about how some animals behave in the winter so that they are able to survive the cold, snowy, Maine winter.</i></p> <p>Play the video.</p>

<p><b>Text</b></p> <p>Introduction</p>	<p><i>The story begins with a child visiting their grandmother in the summer and exploring the animals in the glade. When they return in the winter, they return to the glade to explore.</i></p>
<p>Middle</p>	<p><i>The grandmother and child explore the animals hibernating in the glade. They look at a dormouse, bats, insects, fish, and a bear.</i></p>
<p>Conclusion</p>	<p><i>The conclusion of the story details the science of hibernation.</i></p> <p>Allow a moment for children to make connections to the characters or the animals.</p>
<p><b>Discussion</b></p>	<p>Review the sentence you posted on the board. Think, Pair, Share. Tell the children,</p> <p><i>What are the behaviors of animals that help them survive the winter in Maine?</i></p> <p>Once children have had an opportunity to talk through their ideas with a partner, facilitate a whole group discussion about this question. Encourage children to cite words and illustrations in the texts to justify their thinking.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we talked about how animal behaviors and how those behaviors help them survive.</i></p>
<p><b>Standards</b></p>	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.  <b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.  <b>R.11.1.d</b> Compare and contrast two texts on the same topic.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <b>1-LS1-1</b> 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.  <b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during the whole group conversation.  Do children effectively draw on key details in words and illustrations to explain their thinking about animals?</p>

Unit 2: Animals Surviving and Thriving



WEEK 4 Day 3

**Text Talk**  
***Black Bear Cub***

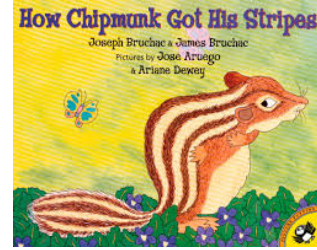
<b>Big Idea</b>	Animal behaviors help protect their young.
<b>Weekly Question</b>	What are the behaviors of animals that protect their young and help them survive?
<b>Content Objective</b>	I can listen to and refer to key details in a text to explain why an animal thrives in its particular habitat. (R.5.1.b 1-LS1-2)
<b>Vocabulary</b>	<b>hibernation:</b> A deep sleep that some animals go into during the winter months
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <a href="https://www.youtube.com/watch?v=PweaToAdRZQ">Black Bear Cub</a> (<a href="https://www.youtube.com/watch?v=PweaToAdRZQ">https://www.youtube.com/watch?v=PweaToAdRZQ</a>) Decide whether to read the text aloud or play the audio associated with the video.</li><li>● projector and screen</li></ul> <p>On the whiteboard, write: What animal behaviors help them survive the winter in Maine?</p>
<b>Opening</b> 2 minutes	Introduce the text and set a purpose. <i>Today we will read Black Bear Cub. We will learn about how some animals behave in the winter so that they are able to survive the cold, snowy, Maine winter.</i>
	Play the video.
<b>Text</b> Introduction	The story begins with a mother black bear and her cubs emerge from hibernation. Invite children to discuss what they already know about black bears.

Middle	<p>The story progresses with the mother bear teaching her cubs how to survive in the wild. They learn to climb trees, and how to respond to danger. She teaches them where to find food. The mother bear protects the cubs from coyotes that come near.</p> <p><i>What does this remind you of? What connections are you making?</i></p>
Conclusion	<p>The mother will care for the cubs throughout the summer. They will hibernate again, then in the spring, the cubs will be large enough to leave their mother.</p>
Discussion	<p>Review the sentence on the board. Think, Pair, Share. Tell the children,</p> <p><i>What are the behaviors of animals that help them survive the winter in Maine?</i></p> <p>Once children have had an opportunity to talk through their ideas with a partner, facilitate a whole group discussion about this question. Encourage children to cite words and illustrations in the texts to justify their thinking.</p>
Closing 2 minutes	<p><i>Today we talked about how animal behaviors and how those behaviors help them and their young survive.</i></p>
Standards	<p><b>R.5.1.b</b> Retell key details of texts, including the main topic.</p> <p><b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>1-LS1-1</b> 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><b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p>
Ongoing assessment	<p>Listen to children’s responses during the whole group conversation.</p> <p>Do children effectively draw on key details in words and illustrations to explain their thinking about animals?</p>

Notes
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Unit 2: Animals Surviving and Thriving

WEEK 4 Day 4



**Text Talk**  
***How Chipmunk Got His Stripes***

<b>Big Idea</b>	Animals, including humans, are connected to each other and to their environments.
<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Content Objective</b>	I can describe the main characters and major events of the story. (R.4.1.a, R.6.1.a)
<b>Language Objective</b>	I can describe the characters and events clearly. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>animal:</b> a living thing that is not a plant</p> <p><b>behavior:</b> an activity that helps an organism survive and thrive in its habitat</p> <p><b>structure:</b> an identifiable part of a plant or animal</p> <p><b>function:</b> what structures do for an organism</p> <p><b>survive:</b> to stay alive</p> <p><b>brag:</b> to talk in an exaggerated way about how proud you are</p> <p><b>tease:</b> to make fun of or bother someone in a playful way</p> <p><b>folktale:</b> a story that starts or is a tradition among a certain group of people</p> <p><b>burrow:</b> a hole or tunnel in the ground made by an animal</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li><i>How Chipmunk Got His Stripes</i>, Joseph Bruchac and James Bruchac Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “One autumn day...”</li> </ul> <p>On the whiteboard, write: How does the story end for Brown Squirrel and for Bear?</p>

<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose. <i>We are going to read How Chipmunk Got His Stripes, by Joseph Bruchac and James Bruchac. This book is a folktale.</i></p> <p><i>During this year we will read a few folktales. Many folktales, like this one, are stories that are told among a certain group of people. In this case many Native American storytellers on the East Coast of the United States have told versions of this story many times.</i></p> <p><i>Folktales, like a lot of stories we have read, have a beginning, middle, and end. But folktales are different because they often have special, magical beings, or characters. Also, a folktale is often trying to tell us something—a message, a lesson, or an explanation of how something came to be.</i></p> <p><i>Folktales can help us make sense of the natural world and how animals live. In this book, we meet two characters—Brown Squirrel and Bear. Today we will read to find out about the characters and the major events in this story. Tomorrow we will read to find out what makes this story special as a folktale.</i></p>
<p><b>Text and Discussion</b> 17 minutes</p> <p>page 1</p> <p>page 6</p> <p>page 7</p> <p>page 11</p> <p>page 14</p> <p>page 15</p> <p>page 18</p>	<p><b>Autumn</b> is the season of fall. <i>After reading this page, what do you think it means to <b>brag</b>?</i></p> <p><i>What do we learn so far about Brown Squirrel from the words and illustrations?</i></p> <p><i>What does Bear think of himself? What is his evidence?</i></p> <p><i>Why do the animals gather around? What is happening?</i></p> <p><i>Show a <b>grumpy</b> look.</i></p> <p><i>What important event happens here?</i></p> <p><b>Foolish</b> means not having good sense. <i>What does Brown Squirrel do here?</i></p> <p><i>Turn to a partner, why might Brown Squirrel teasing Bear be a problem?</i></p> <p><b>Pinning down</b> means holding down on the ground.</p>

	<i>How does Brown Squirrel trick Bear?</i>
page 19	<i>We have learned about a <b>burrow</b> before. Tell what you know about it.</i>
page 22	<i>What does Bear do to Brown Squirrel? Why?</i>
page 26	<i>Why is Brown Squirrel now called Chipmunk?</i>
<b>Key Discussion</b> 6 minutes	Think, Pair, Share. <i>How does the story end for Brown Squirrel? How does it end for Bear?</i> Elicit a few responses.
<b>Closing</b> 1 minute	<i>Today when we read this story, How Chipmunk Got His Stripes, we described the main characters, Brown Squirrel and Bear, and the important events in the story. When you read stories on your own, you can also describe characters and events in your own words.</i>  <i>Tomorrow we will read to understand what is special about this book as a folktale and what the central message of the folktale is.</i>
<b>Standards</b>	<b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how. <b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>Ongoing assessment</b>	Listen to children’s responses during whole group conversation and Think, Pair, Share. How do children describe the characters and main events? Do children demonstrate understanding of the folktale’s ending?

**Notes**



Text Talk U2 W4 D4

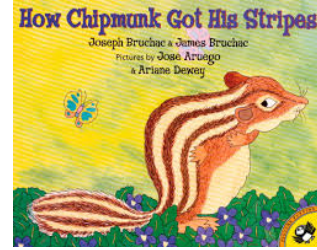




Text Talk U2 W4 D4

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 5



**Text Talk**  
***How Chipmunk Got His Stripes***

<b>Big Ideas</b>	Animals, including humans, are connected to each other and to their environments.
<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Content Objectives</b>	I can retell the folktale and explain its message. (R.5.1.a, R.8.1.a) I can identify what makes a story special as a folktale. (R.5.1.a, R.8.1.a)
<b>Language Objectives</b>	I can answer questions about the elements of the folktale. (SL.2.1.a) I can use discussion prompts to respectfully agree, disagree, and add onto my classmates’ ideas. (SL.1.1.b)
<b>Vocabulary</b>	<b>animal:</b> a living thing that is not a plant <b>behavior:</b> an activity that helps an organism survive and thrive in its habitat <b>structure:</b> an identifiable part of a plant or animal <b>function:</b> what structures do for an organism <b>survive:</b> to stay alive <b>brag:</b> to talk in an exaggerated way about how proud you are <b>tease:</b> to make fun of or bother someone in a playful way <b>folktale:</b> a story that starts or is a tradition among a certain group of people <b>burrow:</b> a hole or tunnel in the ground made by an animal <b>conflict:</b> a disagreement <b>phenomena:</b> things that are observable
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>How Chipmunk Got His Stripes</i>, Joseph Bruchac and James Bruchac</li> <li>● chart paper</li> </ul> Prepare the following Elements of a Folktale chart.

	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6">Elements of a Folktale</th> </tr> <tr> <th>Title</th> <th>Beginning Setting, Characters, and Events</th> <th>Middle Problem</th> <th>End Solution</th> <th>Presence of Magical or Mystical Beings?</th> <th>Central Message, Lesson, or Explanation of Phenomena</th> </tr> </thead> <tbody> <tr> <td><i>How Chip- munk...</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Sentence Frames for Discussion, from previous lessons</li> </ul> <p>On the whiteboard, write: Describe the message or messages of the folktale.</p>	Elements of a Folktale						Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena	<i>How Chip- munk...</i>																	
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<i>How Chip- munk...</i>																															
<p><b>Opening</b> 1 minute</p>	<p>Set a purpose. <i>We are going to read the folktale How Chipmunk Got His Stripes, by Joseph Bruchac and James Bruchac, again.</i></p> <p><i>Today we will read to find out the message that this folktale is trying to tell us. In addition, this folktale tells us how something came to be. We can call that “an explanation of phenomena.” We will collect our thoughts about these elements of a folktale in the Elements of a Folktale anchor chart. We will return to this chart as we encounter folktales throughout the year.</i></p> <p>This anchor chart will continue to be used as more folktales are read throughout the year. This chart will keep the comparison of folktales in one place.</p>																														
<p><b>Text and Discussion</b> 12 minutes</p> <p>page 9</p>	<p><i>Bear has been bragging about how great he is, but Brown Squirrel is questioning that. What is the central <b>conflict</b>, or problem, between Bear and Brown Squirrel?</i></p>																														
<p>page 15</p>	<p><i>Why do you think Brown Squirrel’s grandmother told him not to <b>tease</b>?</i></p>																														
<p>page 23</p>	<p><i>What does <b>heal</b> mean?</i></p>																														

	<p><i>Even though Brown Squirrel got away from Bear, what danger did he face?</i></p> <p><i>What is the resolution of the conflict between Bear and Brown Squirrel?</i></p>
page 27	<p><i>Here is an explanation of phenomena. What two things about chipmunks does this explain? [how they have stripes, that they are the first animals to get up in the morning]</i></p>
page 29	<p><i>Here is another explanation of phenomena. What does this explain about the behavior of bears? [they are the last animals to get up]</i></p>
<p><b>Key Discussion and Activity</b> 8 minutes</p>	<p><i>What are some important messages from the story? [don't brag, don't tease]</i></p> <p>Think, Pair, Share.</p> <p><i>We have read important messages for Bear and for Brown Squirrel, as well as some explanations of phenomena. Describe what you think is the most important message or messages of the folktale. Why do you think so?</i></p> <p>Elicit a few responses, encouraging children to use discussion prompts introduced so far (<i>I agree because...</i>, <i>I want to add on to that idea...</i>, <i>I disagree because...</i>).</p> <p>Together as a class, record the beginning, middle, end, and central message of the folktale on the Elements of a Folktale chart. Note that there is no magical being in this folktale, but there may be in other folktales.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we read to explain the messages of this folktale. We put our ideas into an anchor chart that we can use again later.</i></p>
<p><b>Weekly Question Chart</b> 3 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have continued to think about this question: How do animals survive in their habitats? Are there any essential ideas we want to add today?</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 and their specific habitats, weather impacts animals' survival, animals and plants are interconnected, etc.</p> <p>Save this chart for use in Week 5.</p>
<p><b>Standards</b></p>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p>

	<p><b>R.8.1.a</b> Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>How do children describe the major elements of a folktale?</p> <p>Can they identify the explanations of phenomena and the central messages?</p>

**Notes**

Unit 2: Animals Surviving and Thriving

WEEK 4

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Hush!”	<ul style="list-style-type: none"> <li>Shared Reading text on chart and/or slides</li> <li>pointer</li> </ul>
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> <li>as needed</li> </ul>
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> <li>“Hush!” child copies</li> <li>individual book bags</li> </ul>
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> <li>Week 4 image (desert and tundra)</li> <li>Week 4 prompt and recording sheet</li> <li>sand timers</li> <li>drawing tools</li> </ul>
	Listen and Respond: <i>How Chipmunk Got His Stripes</i>	<ul style="list-style-type: none"> <li>audio recording and technology</li> <li><i>How Chipmunk Got His Stripes</i> book</li> <li><i>How Chipmunk...</i> conversation prompts</li> </ul>
Vocabulary	Draw for Meaning <i>predator, burrow, basic need, survive, shelter, prey</i>	<ul style="list-style-type: none"> <li><b>Week 3</b> Weekly Words cards</li> <li>Draw for Meaning sheets</li> </ul>
Science Literacy	What structures help animals solve problems and survive?	<ul style="list-style-type: none"> <li>Week 4 prompt, printed as stickers or copied and cut apart, with glue sticks</li> <li>science journals</li> <li>colored pencils and pencils</li> </ul>
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> <li>Week 4 Fluent Reader’s Challenge sheets</li> <li>sand timers</li> <li>Fluent Reader’s Challenge directions card</li> </ul>
	Say It, Build It, Write It	<ul style="list-style-type: none"> <li>Week 4 Say It, Build It, Write It sheets</li> <li>Say It, Build It, Write It directions card</li> </ul>
	Suffix Sort	<ul style="list-style-type: none"> <li>Week 4 Sort sheets</li> <li>Sort directions card</li> </ul>
	Trick Word Memory	<ul style="list-style-type: none"> <li>Week 4 Trick Word Memory cards</li> <li>scissors</li> <li>Memory directions card</li> </ul>

WEEK 4

**Shared Reading**  
**“Hush!”**

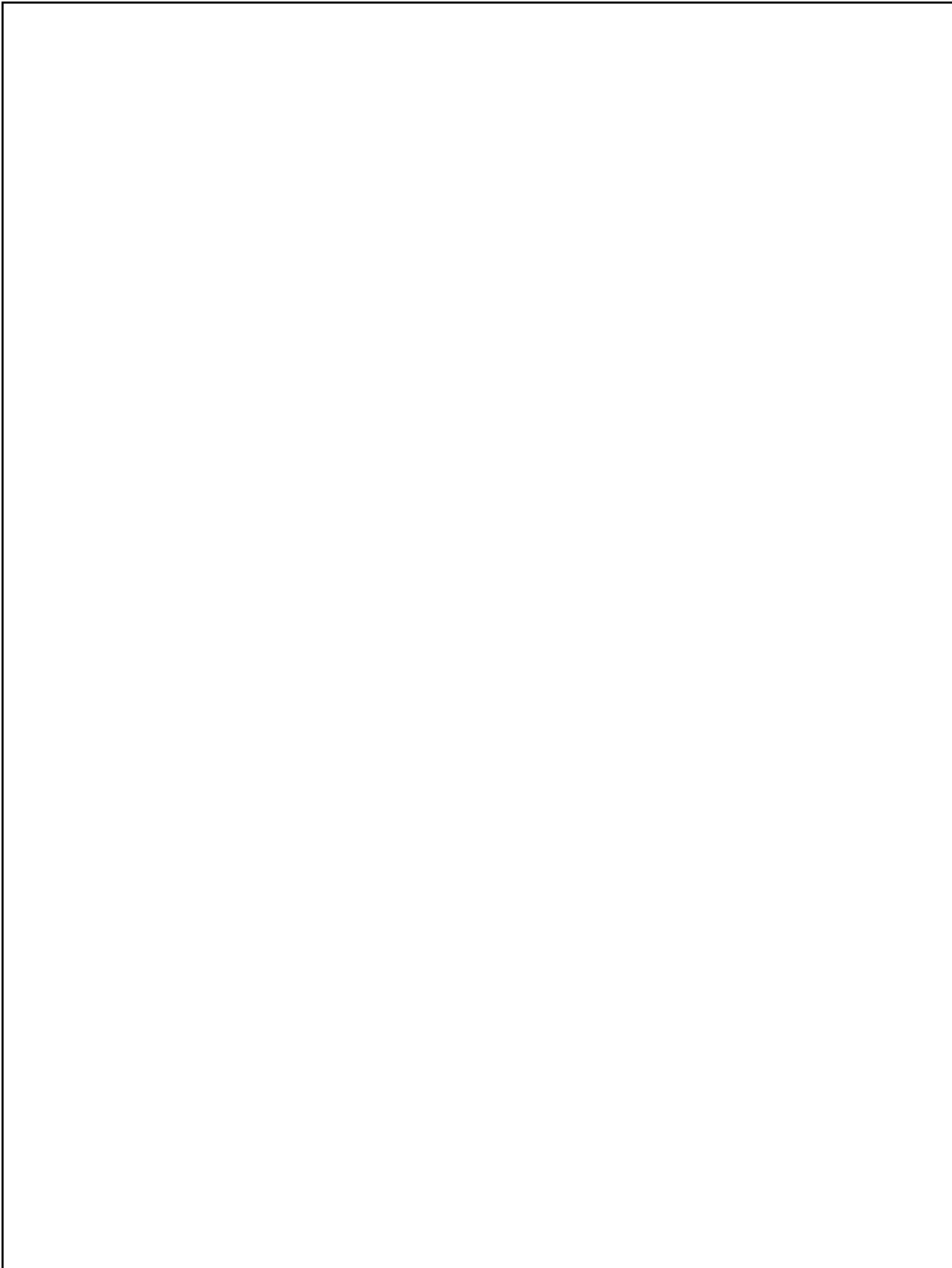
<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the chant for whole group reading.</li><li>● “Hush!” slides</li><li>● pointer</li><li>● highlighter tape (optional)</li></ul>
<b>Opening</b> 1 minute	<p><i>This week we are continuing to talk about animals surviving in their habitats.</i></p> <p><i>Our Shared Reading text this week is from a book called Hush! by Minfong Ho. In this book different animals are making noise while a baby is sleeping.</i></p> <p><i>Before we read it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 minutes	<p>Closed syllable vs. open syllable oi, oy</p> <p>Isolate and identify sounds. <i>We have been learning about the suffix -s. Remember that sometimes this suffix sounds like /s/ and sometimes it sounds like /z/.</i></p> <p><i>What initial sound do you hear in “ducks?”</i> <i>What sound of the suffix -s do you hear?</i></p> <p><i>What vowel sound do hear in “pigs?”</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></p> <p><i>Listen to these sounds: /f/.../r/... /o/... /g/.../z/. 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? [frogs]</i></p> <p><i>What blend do you hear? What sound of the suffix -s do you hear?</i></p> <p>Segment sounds.</p> <p><i>Now we're going to segment the sounds in a word. Say "blocks" 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>/b/... /l/... /o/... /k/... /s/.</i></p> <p><i>What sound of the suffix -s do you hear?</i></p> <p><i>Say "chills" 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>/ch/... /i/... /l/... /z/</i></p> <p><i>What digraph do you hear?</i>  <i>What sound of the suffix -s do you hear?</i></p>
<p><b>Shared Reading</b> 12 minutes</p>	<p><i>In our poem today, we will learn about animal behaviors. Let's see what we can learn!</i></p> <p>Before reading, point out the words "creeping," "leaping," and "sniffing." Model reading the entire poem on the chart paper.</p> <p>Invite children to echo read the first two stanzas of the poem.</p> <p>Invite children to chorally read the poem, slowing down the pointer to allow children to decode words such as "cats," "frogs," "pigs" and "ducks."</p> <p><i>What sets of rhyming words do you notice?</i></p> <p>Connect the poem to unit content.  <i>What sounds do animals make in the poem?</i></p>



	<p><i>What's one way animals behave in this poem?</i></p> <p>Highlight high frequency words.</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 chorally reads one more time.</p>
<b>Closing</b> 1 minute	<i>You will continue to practice reading and quietly singing this song in the Reading Station.</i>
<b>Standards</b>	<p><b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.a</b> Read various on-level text with purpose and understanding.</p>
<b>Ongoing Assessment</b>	<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>
<b>Daily Practice</b>	<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"> <li>• Children take dictation on whiteboards with words spelled with glued sounds and words ending with suffix -s.</li> <li>• 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.</li> <li>• Children add suffix -s to base words to form plural words.</li> </ul>

<b>Notes</b>
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Shared Reading U2 W4

Name \_\_\_\_\_

## **Hush!**

Hush! Who's that creeping under the house?  
Meow, meow, lean black cats.

Black cats, black cats, don't come creeping.  
Can't you see that baby's sleeping?  
Black cats, black cats, don't you cry,  
My baby's sleeping right nearby.

Hush! Who's that leaping by the well?  
Op-op, op-op, bright green frogs.

Green frogs, green frogs, don't come leaping.  
Can't you see that baby's sleeping?  
Green frogs, green frogs, don't you cry,  
My baby's sleeping right nearby.

Hush! Who's that sniffing in the sty?  
Ut-ut, ut-ut, muddy fat pigs.

Fat pigs, fat pigs, don't come sniffing.  
Can't you see that baby's sleeping?  
Fat pigs, fat pigs, don't you cry,  
My baby's sleeping right nearby.

Hush! Who's that beeping by the pond?  
Quack-quack, quack-quack, glossy white ducks.

White ducks, white ducks, don't come beeping.  
Can't you see that baby's sleeping?  
White ducks, white ducks, don't you cry,  
My baby's sleeping right nearby.

*How Chipmunk Got His Stripes* Conversation Prompts: Cut apart and provide with text and audio recording.

**Question 1**

What does the brown bear think of himself?

*How Chipmunk Got His Stripes*

**Question 2**

How did the chipmunk get his stripes?

*How Chipmunk Got His Stripes*

Talk, Draw, Talk Week 4



<https://www.worldatlas.com/articles/animals-that-live-in-the-tundra.html>; <https://www.worldatlas.com/articles/what-and-where-is-the-tundra.html>

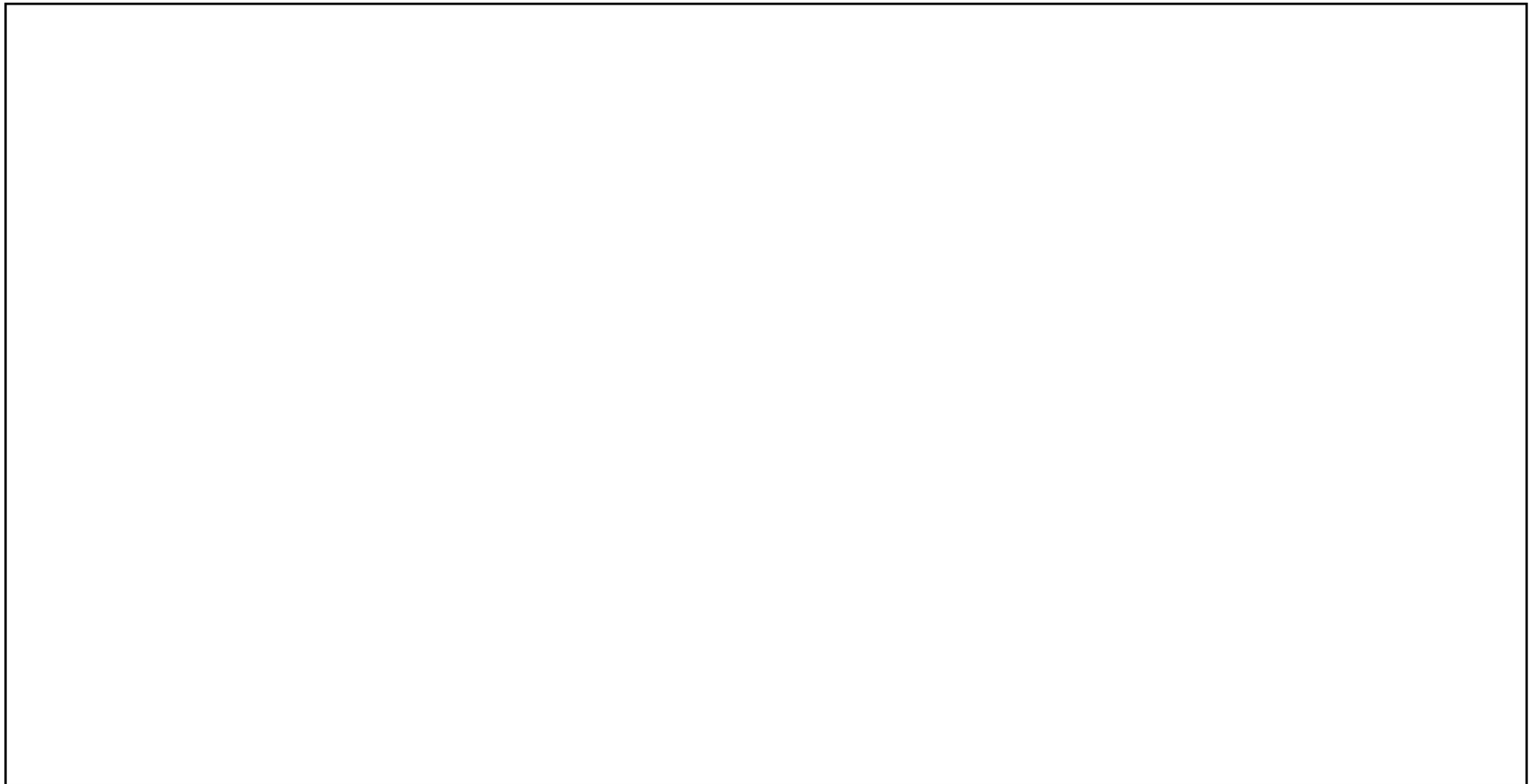
Listening & Speaking Station U2 W4.1

Name: \_\_\_\_\_

**Talk Draw Talk**

Look carefully at these images. They show two different habitats.

Draw a picture of yourself in one of these habitats. Show the clothing you would need to stay cool or to stay warm. Talk with your partner about your drawing.



Listening & Speaking Station U2 W4.1

Listening & Speaking Station U2 W4.1

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Week 4 Prompt

What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____
What structures help animals solve problems and survive?	Date _____ Weather _____ Temperature _____

Name: \_\_\_\_\_

Fluent Reader's Challenge

**What** did **you** get at **the** shops?

**Who** has **the** pens?

**Who** will mop **the** decks?

**When** did Rick get **the** bells **for** **the** shops?

Pam hugs **the** pup **when** it **is** sad.



Minutes:

Skills:

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

Name: \_\_\_\_\_

Say It	Build It	Write It
who		_____ _____ _____
what		_____ _____ _____
when		_____ _____ _____
which		_____ _____ _____
are		_____ _____ _____

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

were		<hr/> <hr/> <hr/>
up		<hr/> <hr/> <hr/>
from		<hr/> <hr/> <hr/>
have		<hr/> <hr/> <hr/>
use		<hr/> <hr/> <hr/>

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

Name: \_\_\_\_\_

**Suffix Sort**

Look at the words in the Word Bank. Which words have the suffix **-s**?  
Write each word in the correct column.

Underline the base word and circle the suffix, if there is one.

<b>Word Bank</b>							
beds	miss	box	ducks	fix	kiss	fuss	socks
shells	dogs	mess	tux	rocks	boss	cats	blocks

words <b>with</b> a suffix	words <b>without</b> a suffix
<u>cat</u> s	<u>miss</u>

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

Name: \_\_\_\_\_

Trick Word Memory

from	are	when	what
up	what	which	are
were	from	who	were
who	when	which	up

Skills:

Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U2 W4

## Unit 2: Animals Surviving and Thriving

### WEEK 4 Lesson 1

#### Structures that Help Solve Problems: How Animals Build Homes

<b>Big Idea</b>	Animals have specific structures that help them function. These structures help them to adapt to their habitat and survive. Animals can also design solutions that help them survive and meet their needs.
<b>S &amp; E Guiding Question</b>	What structures help animals function and design solutions in order to meet their needs?
<b>Content Objectives</b>	I can discuss, ask questions about, and write about how animals use their unique body structures to help them survive. (1-LS1-1)
<b>Language Objective</b>	I can discuss with my group members how animals have structures that help them meet their needs and survive. (Practice 2)
<b>Vocabulary</b>	<b>beak:</b> the structure on the face of a bird that allows it to eat, gather materials, and take care of its young <b>antenna:</b> feelers on the top of an insect's head <b>web:</b> sticky silk woven by a spider to trap insects <b>silk:</b> a sticky thin thread produced by spiders
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <a href="https://www.youtube.com/watch?v=7Sc2sOIXhOc">Animal Architects: Structures That Shelter, House, and Feed Animals (Video)</a> (<a href="https://www.youtube.com/watch?v=7Sc2sOIXhOc">https://www.youtube.com/watch?v=7Sc2sOIXhOc</a>)</li><li>● <a href="https://www.youtube.com/watch?v=qiKzt9t50Kw">Spiny orb-weaver spinning a web</a> clip (<a href="https://www.youtube.com/watch?v=qiKzt9t50Kw">https://www.youtube.com/watch?v=qiKzt9t50Kw</a>)</li><li>● projector and screen</li><li>● <a href="#">Structures and How Used</a> sheet, one for each child</li><li>● fishing line, about 2 feet per small group</li><li>● scissors, one pair per small group</li></ul> <p>Children will work in small groups. If necessary, plan these groups ahead of time.</p>
<b>Opening</b>	Divide the children into their small groups and provide each group the

Science and Engineering U2 W4 L1

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<p>5 minutes</p>	<p>fishing line and scissors. Tell them that their task is to make a spider web. Provide children a few minutes to attempt the task.</p> <p>Gather the whole group.  <i>Were you able to build a spider web?... What was hard about building it?</i></p> <p>Show the Spiny orb-weaver video clip  <i>Why do you think it is easy for a spider to build a web, but hard for a human?</i></p> <p><i>Today we will think more about animal structures that help them to function and solve problems. Animals use structures to meet their basic needs of food, water, and shelter. We will watch a video about how different animals build homes. While you watch the video, think like a scientist and use your observation skills. Pay close attention to the type of animal, the body part or parts they use to build shelter, and the problem it helps them solve.</i></p>
<p><b>Investigation</b> 20 minutes</p>	<p>Distribute the Structures and How Used sheets. Show the Animal Architects video. If it is helpful, pause after each animal segment and allow time for the children to complete the notes.</p> <p>Pay attention to the animal(s) that children are particularly interested in. Spend more time discussing these animals and their structures. Invite any misconceptions and theories.</p>
<p><b>Closing</b> 1 minutes</p>	<p><i>Turn and tell a partner about one animal you found interesting today!</i></p>
<p><b>Standards and Practices</b></p>	<p><b>1-LS1-1</b> 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><b>Ongoing assessment</b></p>	<p>Assess children’s understanding of animal structures that help them survive.</p>

**Notes**



name:

Complete the chart. Match the structure with the living thing and add it to the chart. Then, match how the structure is used by the animal. Add it to the chart.

## Structures

antennas and mouth  
teeth beak silk

## How Used

spin a web cut trees  
build a nest  
build a nest and get food

Animal	Structure Used	How Used	Problem Solved
Bird			Keep birds safe and protects the young
Wasp			Builds shelter and protects the young.
Spider			Catch food
Beaver			Build shelter and protect the young

WEEK 4 Lesson 2

**Science and Engineering: A Tale of Two Animals**  
Surviving Winter

<b>S &amp; E Big Ideas</b>	Animals survive winter in different ways.
<b>S &amp; E Guiding Question</b>	What are the different ways animals survive winter?
<b>Content Objective</b>	I can use what I learned from text and media to discuss patterns in behavior that help offspring survive. (1-LS1-2)
<b>Language Objective</b>	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
<b>Vocabulary</b>	<b>hibernator:</b> An animal that hibernates during the winter. <b>instinct:</b> Knowing what to do without being told.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=OhrhcsICrE8">SciShow Hibernation Video</a> (<a href="https://www.youtube.com/watch?v=OhrhcsICrE8">https://www.youtube.com/watch?v=OhrhcsICrE8</a>)</li> <li>● projector and screen</li> <li>● <a href="#">Animals that Hibernate</a> sheet, 1 copy per child</li> <li>● scissors, 1 per child</li> <li>● glue or glue sticks, 1 per child or several for small groups</li> </ul>
<b>Opening</b> 15 minutes	<p><i>Today we will talk about the season of Winter. What is the weather like during the winter season in Maine?</i></p> <p>Invite 2-3 responses.</p> <p><i>Winter in Maine can be cold, windy, snowy, and it gets dark really early. If you like to snuggle in warm blankets during the winter, raise your hand.</i></p> <p><i>Today we are going to talk about some animals that also like to snuggle into a cozy place for the winter. These animals are called <b>hibernators</b>. We are going to watch a video all about hibernators. Listen carefully, after the video we are going to share what we</i></p>

	<p><i>learned about these animals.</i></p> <p>Play the Hibernation video.  <i>That was an interesting video. Who would like to share something you learned?</i></p> <p>Harvest some of the children’s ideas and affirm their observations.  <i>This video told us which animals hibernate. It also told us how animals hibernate and where they hibernate. How do you think animals know how to do this?</i></p> <p>Allow time for responses.  <i>Animals use their instincts. An <b>instinct</b> is something they know how to do on their own. They also watch their parents select the best spots for hibernating and how they gather plenty of food to make it through the winter.</i></p>
<b>Investigation</b> 15 minutes	<p><i>Today we will do an animal sort. We will sort animals that hibernate and animals that do not hibernate. You will need scissors and glue. When you cut out the animals on the bottom of the page, follow the black lines.</i></p> <p>Distribute the Animals that Hibernate sheets, glue, and scissors.</p>
<b>Closing</b>	<p><i>Let’s take a look at our animals that do not hibernate. What do these animals do in the winter?</i></p>
<b>Standards</b>	1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
<b>Ongoing assessment</b>	Listen to discussions as they sort to understand the criteria they are using to place animals into the two categories.

**Notes**

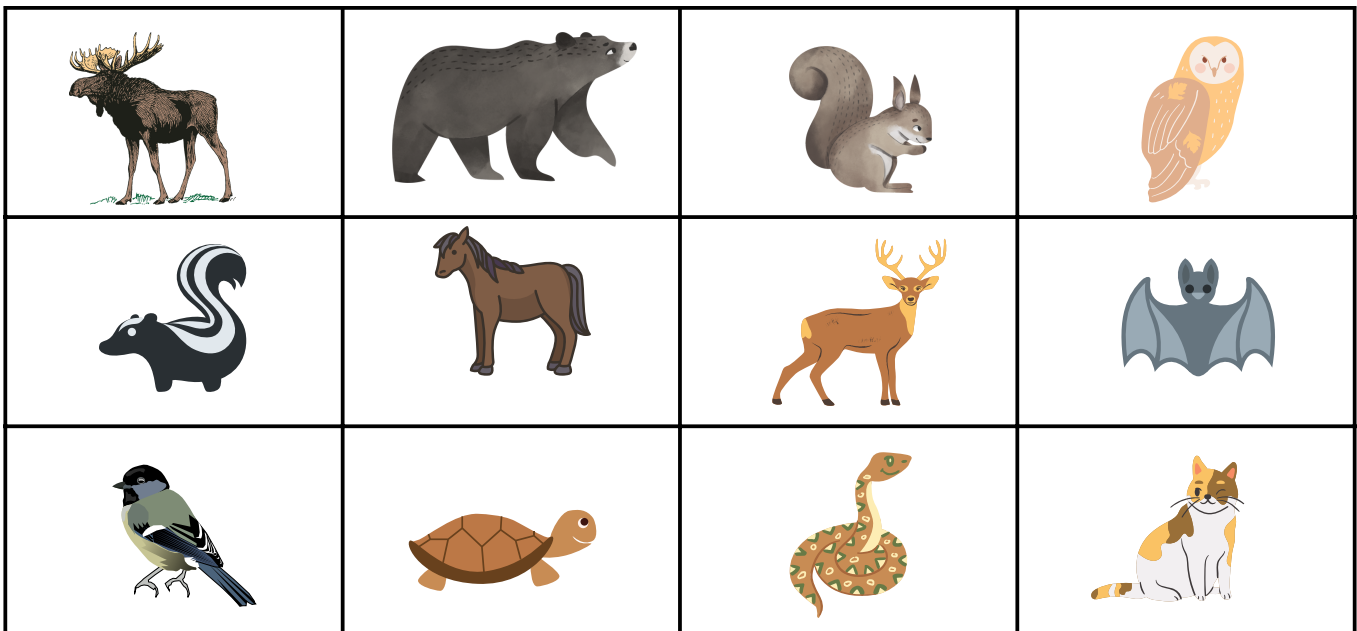
Name: \_\_\_\_\_

## Animals that Hibernate

Cut out and glue the animals in the correct column.

Animals that hibernate.	Animals that do NOT hibernate.

Cut on the black lines to cut out the animal cards.



Unit 2: Animals Surviving and Thriving

WEEK 4 Studios



**How do animals survive in their habitats?**

Children use works of art as inspiration for work in various media and across studios. Oil pastels are introduced in the Art Studio. In the Science and Engineering Studio, children play an animal habitat matching game (from FOSS).

<p><b>Big Ideas</b></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><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Studios prompts, cut apart and added to each bin</li> <li>● Studios Planner</li> <li>● observation sheets</li> </ul> <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"> <li>● works of art images, in sheet protectors, or as slides</li> <li>● oil pastels</li> <li>● drawing paper, various sizes</li> </ul> <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> <li>● works of art images, in sheet protectors, or as slides</li> <li>● LEGO bricks</li> <li>● Kapla blocks</li> <li>● Beautiful Stuff</li> </ul> <p><u>For the Drama Studio:</u></p> <ul style="list-style-type: none"> <li>● works of art images, in sheet protectors, or as slides</li> </ul>

- costumes children have created
- fabric
- clothespins

For the Library Studio:

- works of art images, in sheet protectors, or as slides
- Habitat Research sheets
- unit and other books, images, video, and any other resources that include animal habitats
- writing and drawing tools
- clipboards

For the Library and Writing and Drawing Studios (combined):

- a variety of books, including all Unit 2 books
- Animal Riddle Research sheets
- What Am I? riddle sheets
- colored construction or other opaque paper
- stapler or tape
- writing and drawing tools

Cut rectangles of construction paper, about 5 x 7.5 inches, to create flaps to cover the riddle answer box on the What Am I? sheets.

For the Science and Engineering Studio:



- materials from science lessons
- science journals
- colored pencils
- Observation Directions for children, 1 copy posted at Studio
- Live Camera Sibling Observation sheet, at least 1 copy per child
- Live Cams of baby animal siblings pulled up on ipads or computers
  - [bald eagles](#)
  - [owls](#)
  - [hummingbirds](#)
  - [puppies](#)
  - [kittens](#)

For the Writing and Drawing Studio:

- sketchbooks, 1 for each child
- writing and illustrating tools, such as pencils and colored pencils
- 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>
<b>Opening</b>	<p><i>This week we are using works of art to think about animals and their habitats.</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.  <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>
<b>Facilitation</b>	<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>
<b>Closing Studios</b>	<p>Support smooth clean up of studios materials and organization of works in progress. The Art and Drama Studios will need particular attention during clean up.</p> <p>Check in with children individually, in small groups, and as a class to hear their perspectives about how Studios is going.</p>

<b>Art</b>	<p><b>Talking about Works of Art</b>  <u>Objectives:</u>  I can look carefully at works of art featuring animals and share my observations and questions.</p>
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	<p>I can use oil pastels, a new medium, to create works of art inspired by those I view.</p> <p><u>Process:</u> Children look at and talk about works of art. They may comment on artistic techniques, content, and contextual information.</p> <p>Children also choose a particular work of art and experiment with oil pastels to create a drawing inspired by that work.</p> <p><u>Facilitation:</u> <i>What do you notice about this work of art?</i> <i>What does it make you think about?</i> <i>What's one question you would ask the artist, if you could?</i> <i>What do you notice about the oil pastels, compared to other drawing materials you have used?</i> <i>What is challenging about using the pastels?</i></p>
<p><b>Building</b></p> 	<p><b>Building from Works of Art</b></p> <p><u>Objective:</u> I can build a habitat inspired by a work of art.</p> <p><u>Process:</u> Children build habitats based on the works of art they view. They use a variety of building materials, including LEGOs, Kapla blocks, and Beautiful Stuff.</p> <p><u>Facilitation:</u> <i>What information can you gather from this work of art about the animal's habitat?</i> <i>What do you imagine?</i> <i>What materials will you use to represent this habitat?</i></p> <p><u>Ongoing Assessment:</u> What observations do children make about the habitats in the works of art? What conclusions do they draw based on what they can see in the works of art? To what extent do children draw on their developing knowledge in order to create these habitats? What vocabulary do children use to describe the habitats they build?</p>
<p><b>Drama</b></p>	<p><b>Creating Stories from Works of Art</b></p>





**Objective:**

I can imagine and act out a story based on a work of art.

**Introduction:**

*Here is another opportunity to be inspired by the painting “Surprised!” and other works of art! When you look at a painting, can you imagine the action that might happen before or after the scene that the artist captured? How could you act that out?*

Use “Surprised!” or another artwork as an example of how children might think through and develop a storyline based on the image.

**Process:**

Children choose one work of art and develop a story from it. They act out the story using fabric and/or the costumes they have created. Children may also wish to create new costumes for this purpose.

**Facilitation:**

*What story are you imagining?  
What do you see in the work of art that inspired these ideas?  
What characters will you include in your story?  
How will you represent the setting for your story?*

**Ongoing Assessment:**

Observe and record how children reference the works of art, the narrative and descriptive language they use, and how they work together to enact their stories.

**Thinking and Feedback Possibilities:**

Invite children to act out their stories. Include the original work of art they are working from, and invite other children to make connections between the image and the story children enact.

**Library**



**Researching Habitats**



**Objective:**

I can find out real information about the habitats represented in works of art.

**Introduction:**

*You have been looking at “Surprised!” and other works of art. What can you find out about the real habitats where these animals live? How would you find that information?*

Walk through the Animal Research sheet.

	<p><b>Process:</b> Children choose one animal from a work of art and peruse all available resources—books, images, video, other online resources—for information. They record information on a research sheet, which can be attached to or stored with the image for others to reference.</p> <p><b>Facilitation:</b> <i>How does the information you are finding compare to what you see in the artwork?</i> <i>What about this habitat makes you curious?</i> <i>How are you gathering information—text, illustrations?</i> <i>Do all of the resources you are looking at give you the same information?</i> <i>What other animals share this habitat?</i></p> <p><b>Ongoing Assessment:</b> Engage children in conversation about how they are moving between the artwork and the information they find. Notice how children access and choose resources. Review children’s Research Sheets to see how they collect, sort, and record information.</p> <p><b>Thinking and Feedback Possibilities:</b> Invite children to share and discuss how they identify relevant resources and the relationship between the artwork and their research.</p>
<p><b>Library</b></p>  <p>and</p> <p><b>Writing and Drawing</b></p> 	<p><b>Writing Animal Riddles</b> <i>Continues from previous week</i></p> <p><b>Objectives:</b> I can find out important information to include in an animal riddle. I can write an animal riddle and write and draw its answer.</p>

## Science and Engineering



### Sibling Observations

#### Objective:

I can make observations about how sibling animals are the same and different. (1-LS3-1)

#### Introduction:

*Your job is to make observations about how those siblings are the same, and how they are different. You will choose a type of animal to observe; your choices are eagles, owls, hummingbirds, puppies, and kittens. As you observe, you'll draw two of the siblings, then record how they are the same and how they are different.*

#### Process:

1. Write your name on the Live Camera Observation sheet.
2. Choose a live cam to watch. There are eagles, owls, hummingbirds, puppies, and kittens.
3. Write the name of the animal you are going to observe in the box that says "Animal".
4. Watch the camera closely and draw 2 of the siblings. Try to make it as scientific and accurate as you can!
5. Write down 1-2 ways the siblings are the same, and 1-2 ways the siblings are different.
6. If you have time, choose another animal!

#### Facilitation:

*Which animal siblings did you choose to observe? Why?  
Which two siblings are you observing and drawing?  
How are the siblings the same?  
How are the siblings different?  
Why do you think some siblings look more alike and other siblings look very different?*

#### Ongoing Assessment:


Observe children as they are working to determine how well they understand similarities and differences among siblings.

- Can they record at least 1-2 ways they are the same and 1-2 ways they are different?
- Do the children understand the traits of the siblings came from their parents?

#### Thinking and Feedback Possibilities:

Provide time for children to share their observations with peers.

Studios U2 W4

<p><b>Writing and Drawing</b></p> 	<p><b>Sketching Animals</b>  <i>Continues from previous weeks</i></p> <p><u>Objective:</u>  I can draw and make notes about an animal that interests me, using my sketchbook with care.</p>
<p><b>Standards</b></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)  <b>Visual Arts 3.1.</b> Create 2D and 3D artwork from direct observation.</p> <p><u>Art, Building, and Drama:</u> (BOSTON STANDARDS)  <b>Visual Arts 5.1.</b> In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work.</p> <p><b>Visual Arts 5.3.</b> Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.</p> <p><u>Drama:</u> (BOSTON STANDARDS)  <b>SR 1.2.</b> Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p><u>Library and Writing and Drawing:</u>  <b>W.3.1.b</b> Use a combination of drawing and writing to communicate a topic with details</p> <p><u>Science and Engineering:</u>  <b>Practice 6.</b> Constructing explanations and designing solutions  <b>Practice 8.</b> Obtaining, evaluating, and communicating information  <b>1-LS3-1</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>
<p><b>Notes</b></p>	

## **Art Studio**

What do we notice in this work of art?

What questions do we have?

What do we notice about the oil pastels?

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## **Building Studio**

What do we know about this habitat from the work of art?

What can we imagine?

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## **Drama Studio**

What story are you imagining?

What do you see in the work of art that inspired these ideas?

## **Library Studio**

What information is important about this animal?

Is my riddle too easy to solve? Too hard?

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What information can I find about this animal's habitat?

How does this information compare to what I see in the artwork?

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## **Science and Engineering Studio**

How are the siblings the same?

How are the siblings different?

## **Writing and Drawing Studio**

What details are important to include in my drawing?

What else do I want to remember about this animal?