

Unit 2: Animals Surviving and Thriving WEEK 7 At a Glance

<p>Weekly Question: How do people impact animals' survival?</p>			
<p>Texts</p>       <p>Mentor Text</p> 	<p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: impact, environment, responsibility Day 2: Introduce Weekly Words: endangered, wildlife, rescue Day 3: Action Verbs Day 4: Action Verbs Day 5: Carousel Brainstorm</p> <hr/> <p>Text Talk</p> <p>Day 1: <i>Sea Turtles</i>, <i>Turtle Tide</i>, and “Sea Turtle Nesting” video text comparison Day 2: <i>Sea Turtles</i>, Read 2 and “Saving Sea Turtles, One Egg at a Time” video Day 3: “How People Help Animals Survive and Thrive” slides, Read 1 Day 4: “How People Help Animals Survive and Thrive” slides, Read 2 Day 5: <i>Me...Jane</i></p> <hr/> <p>Stations</p> <p>Shared Reading: “Going to the Zoo” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Me...Jane</i>) Science Literacy: What are some ways animal parents feed and protect their young? Vocabulary: Draw for Meaning Word Work: various activities</p> <hr/> <table border="1" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Science and Engineering</p> <p>Lesson 1: Predators and Prey Lesson 2: Ways Animals Protect Their Young</p> </td> <td style="vertical-align: top;"> <p>Studios</p> <p>Continuing work on the Sea Turtle Project; Learning about the Turtle Cam Project</p> </td> </tr> </table> <hr/> <p>Writing: Argument</p> <p>Day 1: Individual Construction: Argument Letter Days 2-4: Individual Construction and Revision Day 5: Peer-to-Peer Feedback</p>	<p>Science and Engineering</p> <p>Lesson 1: Predators and Prey Lesson 2: Ways Animals Protect Their Young</p>	<p>Studios</p> <p>Continuing work on the Sea Turtle Project; Learning about the Turtle Cam Project</p>
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Unit 2: Animals Surviving and Thriving

WEEK 7 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How do people impact animals' survival?				
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"><tr><td>Day 1</td></tr><tr><td>impact: to have an effect on someone or something environment: surroundings, or natural world responsibility: something someone is counted on to do</td></tr><tr><td>Day 2</td></tr><tr><td>endangered: at risk of becoming extinct wildlife: plants and animals that live without humans, in the wild rescue: to save from a dangerous situation</td></tr></table>	Day 1	impact: to have an effect on someone or something environment: surroundings, or natural world responsibility: something someone is counted on to do	Day 2	endangered: at risk of becoming extinct wildlife: plants and animals that live without humans, in the wild rescue: to save from a dangerous situation
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endangered: at risk of becoming extinct wildlife: plants and animals that live without humans, in the wild rescue: to save from a dangerous situation					
Materials and Preparation	<ul style="list-style-type: none">• Week 7 Weekly Words cards• chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.• Weekly Words routine chart (optional)				
Opening Day 1	<i>Today we'll start a new list of Weekly Words. These words come from our texts and our unit's big ideas about how animals survive and thrive. Today's words are impact, environment, and responsibility.</i>				

Vocabulary & Language U2 W7 D1 & D2

Day 2	<i>Today's words are endangered, wildlife, and rescue.</i>
<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>Impact Elaboration: <i>In Unit 1, Building Strong Communities, we learned about leaders and other community members who impact their communities in positive ways—they make something happen. Now we're thinking about how people make things happen for animals, either to cause them danger, or to help them survive and thrive.</i></p> <p>Think, Pair, Share prompt: <i>How could planting trees impact animals in positive ways?</i></p> <hr/> <p>Environment Elaboration: <i>We can think of the environment as the natural world—the animals and plants, oceans, and mountains. We can also think of the environment as everything that surrounds us. In our urban environment, we have buildings as well as natural places.</i></p> <p>Think, Pair, Share prompt: <i>What is something in our schoolyard environment that is important to animals? What is something in our schoolyard environment that is important to you?</i></p> <hr/> <p>Responsibility Elaboration: <i>We have responsibilities in our classroom—to make it a friendly place and a good place for everyone to learn. We have responsibilities to our environment, too—to keep it clean and healthy for all living things.</i></p> <p>Think, Pair, Share prompt: <i>What do you think is one of your most important responsibilities?</i></p>
Day 2	<p>Endangered Elaboration: <i>A seal is in danger if it gets caught in a net. When we use a general noun to talk about a whole family of animals, like Florida panthers, we might say that they are endangered. All of the Florida panthers are struggling to survive because of habitat loss.</i></p>

	<p>Think, Pair, Share prompt: <i>Why do you think it is important to have many different kinds of plants and animals on Earth?</i></p> <hr/> <p>Wildlife Elaboration: <i>When we go outside with our field guides, or when we read about animals in their habitats, we are observing and learning about wildlife. The wildlife of our schoolyard is all the plants and animals that live in and travel through the schoolyard.</i></p> <p>Think, Pair, Share prompt: <i>What kinds of wildlife do you find in our schoolyard or around the place where you live?</i></p> <hr/> <p>Rescue Elaboration: <i>Some scientists and volunteers work to rescue animals that are in danger. They rescue particular animals, like this dolphin caught in a piece of plastic. They also rescue families of animals, like the Florida panther, which needs its habitat protected. When you see a worm on the sidewalk, you could rescue it by putting it in a grassy place!</i></p> <p>Think, Pair, Share prompt: <i>Can you imagine a situation when you might rescue an animal? Tell your partner about it.</i></p>
Closing	<i>This week we're learning about how people impact animals' survival, in positive and negative ways. The words we're studying help us discuss and understand this idea.</i>
Standards	<p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Ongoing assessment	<p>How do children interact with new and familiar words?</p> <p>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?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</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.

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



impact

<https://www.aces.edu/blog/topics/landscaping/street-trees-planting-the-trees/>



environment

<https://www.greatersudbury.ca/live/environment-and-sustainability1/>

Weekly Words U2 W7

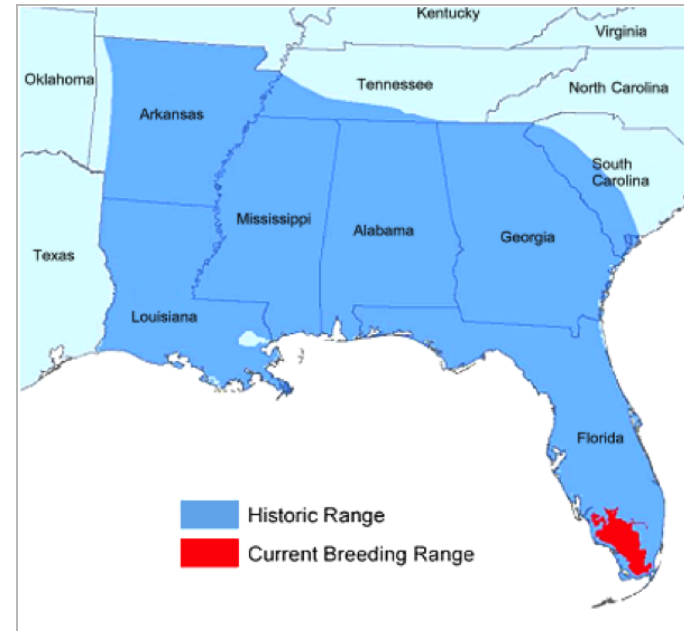
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Maine Department of Education



responsibility

<https://www.cbc.ca/parents/learning/view/easy-ways-to-get-young-kids-to-start-giving-back>



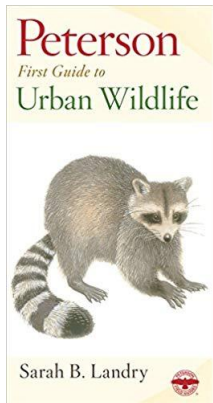
endangered

<http://blogs.ifas.ufl.edu/wecdept/2016/05/11/intervene-not-intervene-individual-based-approach-dynamics-persistence-florida-panther-population/>

Weekly Words U2 W7

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Maine Department of Education



wildlife

<https://www.mnn.com/earth-matters/animals/stories/10-things-you-dont-know-about-chipmunks>



rescue

<https://wgpfl.org/2017/05/marine-animal-rescue/>

Weekly Words U2 W7

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Maine Department of Education

WEEK 7 Day 3

Vocabulary & Language
Action Verbs

Weekly Question	How do people impact animals' survival?
Language Objective	I can use and demonstrate understanding of action verbs (L.1.1.d)
Vocabulary	The following words are used as verbs in this context: reduce : to bring down to a smaller size plant : put in the ground to grow study : observe
Materials and Preparation	<ul style="list-style-type: none">• “How People Help Animals Survive and Thrive” slides, from Text Talk On the whiteboard write: We can reduce plastic trash by buying and using less of it. We can plant flowers that provide food for insects like butterflies and bees. Scientists study and record information about animals.
Opening	<i>This week we are talking about how people can take action to help animals survive and thrive. Today we'll talk about action verbs. Verbs are words that express a physical action, mental action, or state of being. An action verb is used to describe someone doing something.</i>
Discussion	Refer to slide 4. Read the first sentence on the board. <i>Reduce is an action verb, it's something people do. What does reduce mean in this context? Tell your partner. Describe how the action of reducing can help animals survive and thrive.</i> Refer to slide 9. Read the second sentence on the board.

	<p><i>In this context, plant is an action verb. What does plant mean here? Tell your partner. Describe how the action of planting can help animals survive and thrive.</i></p> <p>Refer to slide 13. Read the third sentence on the board. <i>Study is an action verb. What does “study” mean here? Tell your partner. Describe how the action of studying can help animals survive and thrive.</i></p> <p><i>These are action verbs, so let’s act them out!</i></p> <p>Divide children into groups of four children; assign each group one of these three verbs. Give children time to practice acting out their action verb, and then come back together in the whole group. After each group acts out their word, allow time for responses from the class.</p>
Closing	<p><i>Today we talked about some action verbs and what role these actions have in helping animals survive and thrive.</i></p>
Standard	<p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
Ongoing assessment	<p>Were children able to understand the role of action verbs in helping animals survive and thrive? Were children able to describe certain actions through movement as well as oral explanation?</p> <p>In addition, notice how children participate in group planning.</p> <p>Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes

WEEK 7 Day 4

Vocabulary & Language
Action Verbs

Weekly Question	How do people impact animals' survival?
Language Objective	I can use and demonstrate understanding of action verbs (L.1.1.d)
Vocabulary	The following words are used as verbs in this context: generate : to create mistake (v) : to identify something wrongly as something else
Materials and Preparation	<ul style="list-style-type: none">• “How People Help Animals Survive and Thrive” slides, from Text Talk On the whiteboard, write: People generate a lot of trash. I generate a lot of writing when I really care about what I want to communicate. Sea turtles mistake trash for food and eat it. It's easy to mistake one school yellow bus for another one.
Opening	<i>This week we are talking about how people can take action to help animals survive and thrive. Today we'll talk again about action verbs. Remember, an action verb is used when a writer wants to show someone doing something.</i>
Discussion	<i>Today we'll think about a few tricky action verbs and use them in sentences to help us understand them.</i> Refer to slide 3. Read the first two sentences on the board.

	<p>Generate is an action verb. What do you think generate means in this context? What words could we use instead of “generate” in these sentences?</p> <p>Think, Pair, Share.</p> <p><i>What does it mean to generate a lot of trash? Why is this a danger for animals?</i></p> <p><i>Turn your partner again. Try to think of a new sentence using the word “generate.”</i></p> <p>Elicit a few ideas, and write one new sentence on the board.</p> <p>Refer to slide 3 again. Read the second pair of sentences on the board.</p> <p>Mistake is an action verb. What do you think “mistake” means in this context?</p> <p>Think, Pair, Share.</p> <p><i>What does it mean to mistake trash for food? Why is this a danger for animals?</i></p> <p><i>Turn your partner again. Try to think of a new sentence using the word “mistake.”</i></p> <p>Elicit a few ideas, and write one new sentence on the board.</p>
Closing	<p><i>Today we continued to discuss action verbs. We see that understanding these verbs can tell us some ways to help animals survive and thrive.</i></p>
Standard	<p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p>
Ongoing assessment	<p>Were children able to use two examples of sentences with the same word in order to understand the word’s meaning?</p> <p>Were children able to understand the role of action verbs in helping animals survive and thrive?</p> <p>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 7 Day 5

Vocabulary & Language
Carousel Brainstorm

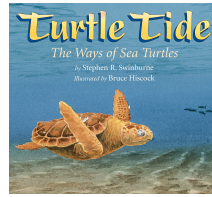
Weekly Question	How do people impact animals' survival?
Language Objective	I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1)
Vocabulary	impact: to have an effect on someone or something environment: surroundings, or natural world responsibility: something someone is counted on to do endangered: at risk of becoming extinct wildlife: plants and animals that live without humans, in the wild rescue: to save from a dangerous situation
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 the ways that people impact animals' survival.</i>
Key Activity	Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word.

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

Notes

Unit 2: Animals Surviving and Thriving

WEEK 7 Day 1



Text Talk
Sea Turtles, Turtle Tide, and “Sea Turtle Nesting” video

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals’ survival.</p>
Weekly Question	How do people impact animals’ survival?
Content Objectives	<p>I can use key details from a text to describe turtle hatching. (R.4.1.a, 1-LS1-1, 1-LS1-2)</p> <p>I can compare important points and ways information is presented in three texts on sea turtle hatching. (R.8.1 b, R.11.1.c, R.11.1.d)</p>
Language Objective	I can answer questions about key details of a text. (SL.2.1.a)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>behavior: the structures or adaptations that help 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>hatchling: an animal that has just come out of its shell</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● <i>Turtle Tide: The Ways of Sea Turtles</i>, Stephen Swinburne ● Sea Turtle Nesting Video (https://www.youtube.com/watch?v=2w5PANyqgnU), 2:20-2:35 ● chart paper

	<p>Prepare the Weekly Question Chart with the question: How do people impact animals' survival? Prepare the following chart.</p> <table border="1" data-bbox="443 300 1409 947"> <thead> <tr> <th data-bbox="443 300 620 401"></th> <th data-bbox="620 300 875 401"><i>Turtle Tide</i></th> <th data-bbox="875 300 1138 401"><i>Sea Turtles</i></th> <th data-bbox="1138 300 1409 401">Sea Turtle Nesting video</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 401 620 674">Information</td> <td data-bbox="620 401 875 674"></td> <td data-bbox="875 401 1138 674"></td> <td data-bbox="1138 401 1409 674"></td> </tr> <tr> <td data-bbox="443 674 620 947">How the information is presented</td> <td data-bbox="620 674 875 947"></td> <td data-bbox="875 674 1138 947"></td> <td data-bbox="1138 674 1409 947"></td> </tr> </tbody> </table>		<i>Turtle Tide</i>	<i>Sea Turtles</i>	Sea Turtle Nesting video	Information				How the information is presented			
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How the information is presented													
<p>Opening 1 minute</p>	<p><i>We have been talking a lot about sea turtles—their bodies, their nesting patterns, and the dangers they encounter. This week we will be talking about how people can impact animals. Having more information about an animal can help us understand its needs. Then we can make decisions about how to help them. Let's go back to thinking about how sea turtle babies hatch; this might give us some ideas about how to help sea turtles survive and thrive.</i></p> <p>Set a purpose.</p> <p><i>Today, we are going to compare three of the texts we have encountered. This means we are going to think about ways the texts are similar, or almost the same, and ways they are different.</i></p> <p><i>We'll look at key details on a few pages of <i>Turtle Tide</i> and <i>Sea Turtles</i> as well as a short clip from the <i>Sea Turtle Nesting</i> video. We will compare information we are learning about sea turtle babies. We will also compare the ways these texts present that information.</i></p>												
<p><i>Turtle Tide</i>, pages 13-16 5 minutes</p>	<p>Reread pages 13-16 of <i>Turtle Tide</i>. <i>What information do the words give us about sea turtle babies? Turn and talk with a partner.</i></p>												

	<p>Elicit key details from the words.</p> <p>Point out the drawn illustrations. <i>What additional information do the illustrations give us about sea turtle hatching?</i></p> <p>Elicit key details from the illustrations.</p> <p>Point out the author’s stylistic decisions. <i>The author decided to give information about sea turtles by writing in a narrative, or story. Why do you think the author wrote it in this way?</i></p>
<p>Sea Turtles, pages 16-19 5 minutes</p>	<p>Reread only the main text on pages 16-19 of <i>Sea Turtles</i>. <i>What information are we learning about sea turtles here? Are we getting any new information? Turn and talk with a partner.</i></p> <p>Elicit key details from the words.</p> <p>Focus on the photographs, captions, and Turtle Term boxes. <i>What information about what sea turtles is being provided in the photographs and other text features?</i></p> <p>Point out the author’s stylistic decisions. <i>What do you notice about how this book is written? Why do you think the author wrote it in this way?</i></p> <p>Elicit key details.</p>
<p>Key Discussion and Video 12 minutes</p>	<p>Whole Group Discussion.</p> <p>Prompt 1: <i>Both texts tell us that sea turtle hatchlings follow the brightest light on the ocean. That is something that’s similar in these two texts. What other information is the same? What information is different in these two books?</i></p> <p>[In both texts we learn that turtles hatch out of eggshells, but only <i>Turtle Tide</i> shows them crawling out of their pit. Both texts tell that the beach might be dangerous for the hatchlings.]</p> <p><i>Let’s organize this information on our chart. If the information is the same in both texts, we will write that information across both columns, below.</i></p> <p>Prompt 2: <i>I notice that Sea Turtles have text boxes that define terms, while Turtle Tide does not. What else is the same, and what is different, about how the authors present information in these two books?</i></p>

	<p>[<i>Turtle Tide</i> has drawings, <i>Sea Turtles</i> has photographs. <i>Turtle Tide</i> is told as a narrative, <i>Sea Turtles</i> is not.]</p> <p><i>Let's organize the way information is presented on our chart. If the presentation style is the same in both books, we will write that across both columns, below.</i></p> <p>Play the clip of sea turtles hatching from 2:20-2:25.</p> <p><i>How does this video add to or clarify what we know about sea turtles? What information is the same and what is different?</i> Add this information to the chart.</p> <p><i>How does the video present information about sea turtles?</i> Add this information to the chart.</p>
<p>Closing 1 minute</p>	<p><i>Today we looked very closely to find out key details about sea turtles being born. We compared the information and the way it was presented, and we organized our thinking onto our chart.</i></p> <p><i>How might knowing about sea turtles hatching help us understand sea turtles and know how to help them?</i> Harvest a few children's ideas.</p>
<p>Weekly Question Chart 1 minute</p>	<p>Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the question: How do people impact animals' survival? We can record our ideas here.</i></p> <p><i>In texts we looked at today, we talked about how the beach is a dangerous place for sea turtle hatchlings. Let's write: The beach is dangerous for baby sea turtles. We can protect areas of the beach so the hatchlings are safe.</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.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>R.11.1.c With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.</p> <p>R.11.1.d With prompting and support, compare and contrast two texts on the same topic.</p>

	<p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>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 student responses during partner and whole group discussion.</p> <ul style="list-style-type: none"> Can students recall and compare key details from both texts? Can students identify the different ways that information is presented in the texts? Can children use comparison language correctly such as similar and different? Can children use the video to demonstrate new or deeper understandings? <p>Use the T-chart to capture and assess children’s understandings.</p>

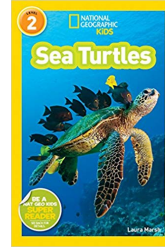
Notes



Text Talk U2 W7 D1

Unit 1: Animals Surviving and Thriving

WEEK 7 Day 2



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

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

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

	<p>Show the video again. <i>What does this video make you think about how people can help keep sea turtles safe?</i></p> <p>Think, Pair, Share. Prompt 1: <i>What are some ways people can help keep sea turtles safe?</i></p> <p>Prompt 2: <i>Why is it important to know about sea turtle babies in order to help sea turtles?</i></p> <p>Show the Reading Response sheet. <i>Now you will have an opportunity to write. Describe one way people can help sea turtles. Describe how you learned this information.</i></p> <p>Come back together as a group to share responses.</p>
<p>Closing 1 minute</p>	<p><i>Today we used text features and key details to describe ways people can keep sea turtles stay safe.</i></p> <p><i>Then, we watched a video and explained why knowing about sea turtle babies might help people help sea turtles.</i></p> <p><i>Finally, we wrote about ways people can help sea turtles, using evidence from the texts.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>W.3.1.b Use a combination of drawing and writing to communicate a topic with details.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1-LS1-1. Use evidence to explain that (a) different animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.</p> <p>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 and Think, Pair, Share. Can children describe ways to keep sea turtles safe?</p>

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

Name _____

Date _____

What is one way that people can help sea turtles? How do you know?



Text Talk U2 W7 D2



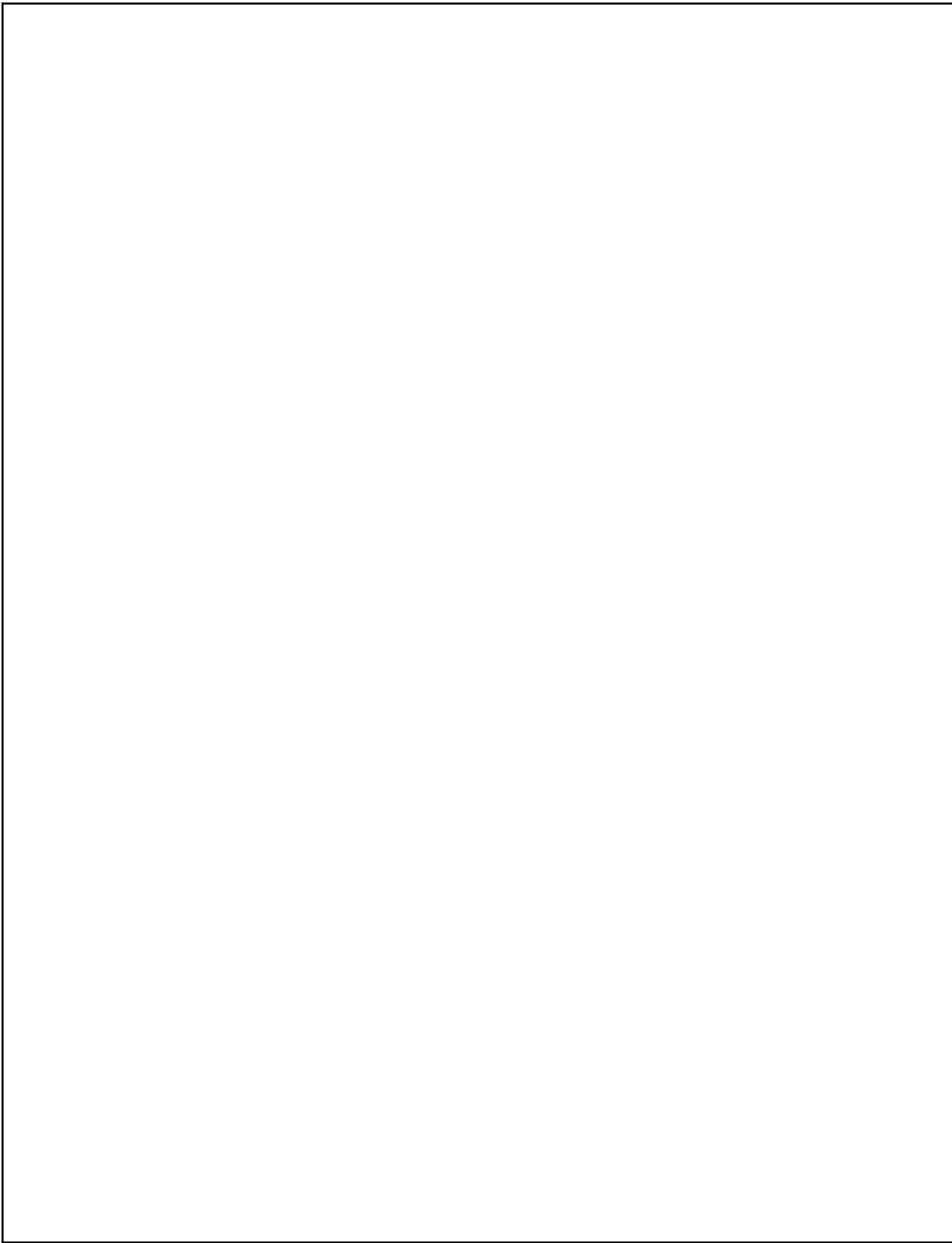
Text Talk
“How People Help Animals Survive and Thrive” (slides)
 Read 1 of 2

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Question	How do people impact animals’ survival?
Content Objectives	I can use key details from words and illustrations to describe how people can help animals survive and thrive. (R.4.1.a, R.11.1.c, R.11.1.,1-LS1-1)
Language Objective	I can use context to determine the meaning of unfamiliar vocabulary in the text. (L.4.1.a)
Vocabulary	<p>impact: to have an effect on someone or something</p> <p>reduce: to lessen</p> <p>generate: to create</p> <p>danger: the possibility of harm</p> <p>mistake (v.): to identify something wrongly as something else</p> <p>awareness: being informed about</p> <p>ban (n.): a law that prohibits something</p> <p>protect: to keep someone or something from being harmed</p> <p>habitat loss: when an environment shrinks, leaving less of it for the plants and animals that live there</p> <p>endangered: at risk of becoming extinct</p> <p>conserve: preserve or save</p>

	dwindling: shrinking
Materials and Preparation	<ul style="list-style-type: none"> ● “How People Help Animals Survive and Thrive” (slides 1- 13) ● How People Help Animals Survive and Thrive Packet 1, one copy for each pair of children ● projector and screen <p>On the whiteboard, write: What is one way that people can help animals survive and thrive? What is one thing you can do to help?</p>
Opening 1 minute	<p><i>Today we will read this text in slides, “How People Help Animals Survive and Thrive.”</i></p> <p>Set a purpose for reading. <i>First, I will read this text aloud. Then, you will go back to some of the text with a partner to answer two questions, using details from the text.</i></p> <p>Refer to the questions on the board. <i>What is one way that people can help animals survive and thrive? What is one thing you can do to help?</i></p>
Text and Discussion 12 minutes	<p><i>The text says that people have a positive impact on animals’ survival. What is the positive impact you see in this photograph?</i></p>
Slide 1	<i>Let’s continue reading to see some other ways that people can have a positive impact on animals.</i>
Slide 4	<i>There’s another important word in here, reduce. What does it mean to reduce trash?</i>
Slide 5	<p><i>A ban is a law that prohibits something from happening.</i></p> <p><i>Let’s keep reading to find out what other kinds of laws might protect animals. If we learn of one, put up your thumbs!</i></p>
Slide 8	<p><i>I see some of you have a thumbs up! Why?</i></p> <p><i>As we continue to read, listen for some ways that even without laws, you can help protect animal habitats.</i></p>
Slide 13	<i>What are some things you can do to help animal habitats? Which key details in the slides support your idea?</i>
Key Discussion	Pass out the printed slides to pairs of children.

<p>10 minutes</p>	<p><i>With your partner, use the text to answer our two questions on the board: What is one way that people can help animals survive and thrive? and What is one thing you can do to help? Find examples in the text to support your ideas.</i></p> <p>As children read to answer these questions, circulate and prompt them to reference specific images and key details in the text.</p> <p>Gather children back into the whole group to share out some ideas as well as the key slides that support their ideas. To model evidence-based thinking, show corresponding slides as children point to key details in their packets.</p>
<p>Closing 1 minute</p>	<p><i>Today we used key details from words and illustrations to describe how people can help animals survive and thrive in their habitats. Tomorrow we'll continue reading this text.</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during Think, Pair, Share and whole group discussion.</p> <p>Do children use details from the text and photographs to describe ways to help animals survive and thrive?</p> <p>Do children unpack key vocabulary?</p> <p>What understandings or misconceptions about animal survival surface in discussion?</p>

Notes



Text Talk U2 W7 D3



Text Talk
“How People Help Animals Survive and Thrive” (slides)
 Read 2 of 2

Big Ideas	<p>Where an animal lives impacts its behavior and its survival.</p> <p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Question	How do people impact animals’ survival?
Content Objectives	<p>I can use key details from words and illustrations to describe how people can help animals survive and thrive. (R.4.1.a, R.11.1.c, R.11.1.d,1-LS1-1)</p> <p>I can retell key details about how studying animals help their survival. (R.5.1.b)</p>
Language Objective	I can use context to determine the meaning of unfamiliar vocabulary in the text. (L.4.1.a)
Vocabulary	<p>interconnected: having the parts linked to each other</p> <p>impact: to have an effect on someone or something</p> <p>reduce: lessen</p> <p>generate: create</p> <p>danger: the possibility of harm</p> <p>mistake (v.): to identify wrongly as something else</p> <p>harmful: hurtful</p> <p>organization: a group of people that work together</p> <p>awareness: being informed about</p> <p>ban (n.): a law that prohibits something</p>

	<p>protect: to keep someone or something from being harmed</p> <p>habitat loss: when an environment shrinks, leaving less of it for the plants and animals that live there</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>endangered: at risk of becoming extinct</p> <p>conserve: preserve or save</p> <p>dwindling: shrinking</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>How People Help Animals Survive and Thrive</i> slides 14-17 ● <i>How People Help Animals Survive and Thrive</i> Day 2 Packet 2, one copy for each pair of children ● Our Campaign to Ban Plastic Bags in Bali Ted Talk by Melati and Isabel Wijsen, 0.00-1.19 (https://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali?language=en#t-65523) ● projector and screen <p>On the whiteboard, write: How does studying animals help them survive and thrive?</p>
<p>Opening 5 minutes</p>	<p><i>Today we will continue to read How People Help Animals Survive and Thrive. We'll read a new section called "Studying Animals." Before we read, let's watch a short video of the Wijsen sisters who founded Bye Bye Plastic bags.</i></p> <p>Play video clip. <i>What does this video make you think about in terms of helping animals in their habitats?</i></p> <p>Elicit a few responses.</p> <p>Set a purpose for reading. <i>Based on the heading, I can see that the main idea of the section we'll read today is that people study animals. This is another way people help animals survive.</i></p> <p><i>Today, as I read this text aloud, you'll follow along in your text. As we read, we'll gather key details that teach us how studying animals helps them.</i></p> <p>Reference the questions on the whiteboard.</p>
<p>Text and Discussion 8 minutes Slide 14</p>	<p><i>In this slide, what are the people doing to study the turtle? What do you see in the photograph?</i></p> <p><i>As we continue, we'll gather information from both photographs and words.</i></p>

Slide 15	<i>The person in these photographs is a well known expert on chimpanzees named Jane Goodall. We'll read about her soon.</i>
Slide 16	<i>What is a crittercam? How might crittercams help animals survive?</i>
Key Discussion 12 minutes	<p><i>Now that we have read through all the slides, go back into the text with your partner in order to discuss the question on the board.</i></p> <p>Think, Pair, Share. Prompt 1: <i>What are some ways people study animals?</i></p> <p>Prompt 2: <i>How does studying animals help them survive and thrive?</i></p> <p>Circulate and prompt children to reference specific details in photographs and words by saying. You might choose from the following prompts. Which information in the text supports your idea? How do you know that?</p>
Closing 1 minute	<i>Over the last few days we have used key details to learn about how people can help animals survive and thrive.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.5.1.b Retell key details of texts, including the main topic.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Ongoing assessment	<p>Listen to children's responses during Think, Pair, Share and whole group discussion.</p> <p>Can children use details from the text and photographs to describe how studying animals helps them?</p> <p>Can children unpack key vocabulary?</p> <p>What understandings or misconceptions about animal survival surface in discussion?</p>

Notes





WEEK 7 Day 5

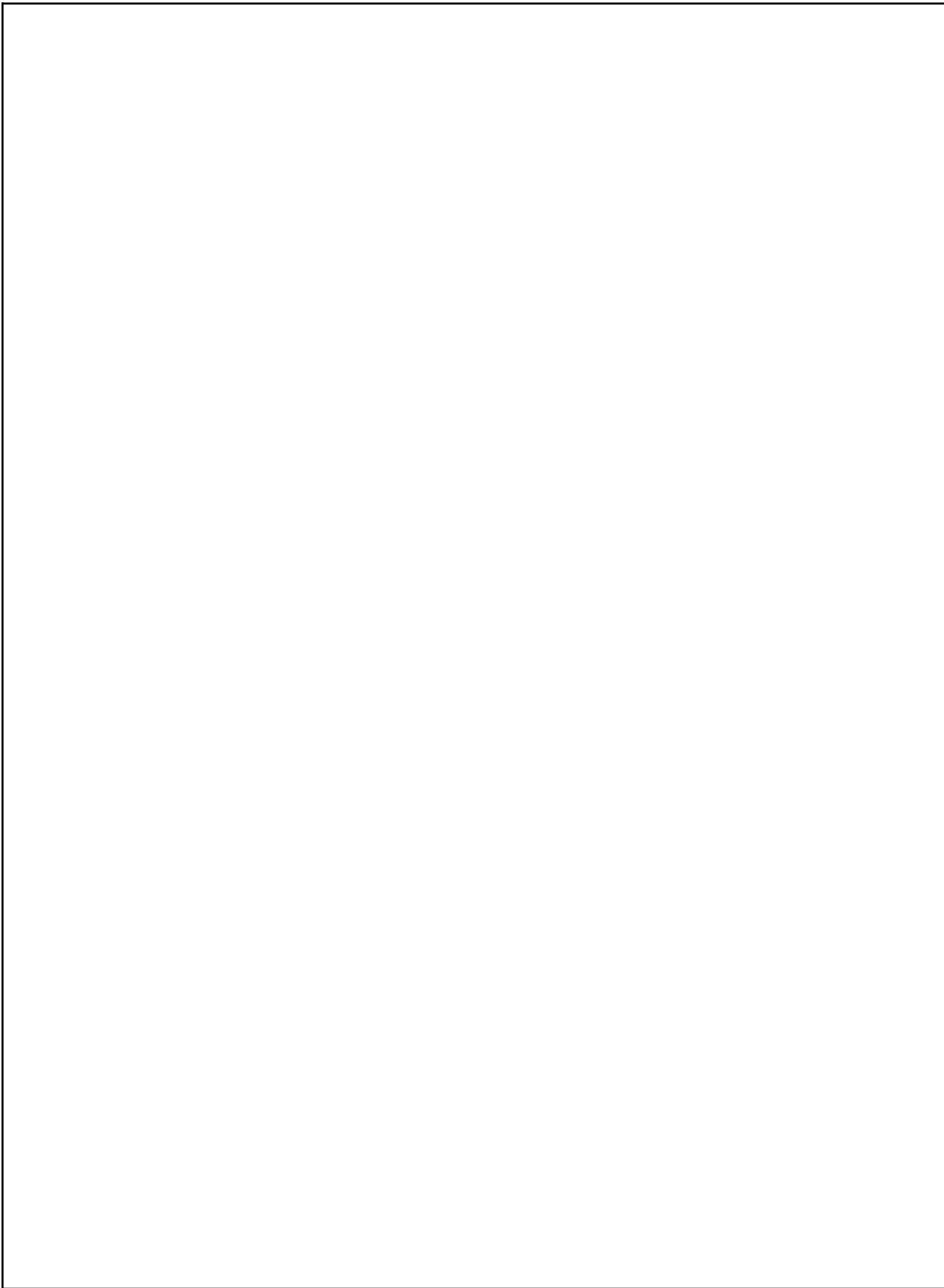
Text Talk
Me... Jane

Big Ideas	<p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Question	How do people impact animals’ survival?
Content Objectives	<p>I can use details from the biography to describe the character of Jane Goodall. (R.6.1.a)</p> <p>I can describe the way studying animals can help people have a positive impact on their survival.</p>
Language Objective	I can answer questions about Jane Goodall and her observations. (SL.2.1.a)
Vocabulary	<p>observation: information recorded by noticing</p> <p>behavior: the structures or adaptations that help an organism survive and thrive in its habitat</p> <p>tool: something you hold in your hand to do work</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Me...Jane</i>, Patrick McDonnell Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins: “Jane had a stuffed toy chimpanzee..” ● Jane - Chimps Using Tools, 0:00-1:32 (https://www.youtube.com/watch?v=MIztNqINOmU) <p>On the whiteboard, write: How do you think Jane Goodall impacted animals’ survival throughout her life?</p>

<p>Opening 1 minute</p>	<p>Introduce the text. <i>We have a new book, it's titled Me... Jane, written and illustrated by Patrick McDonnell. It is a biography about Jane Goodall. This book is a biography because it tells a portion of Goodall's life story.</i></p> <p>Set a purpose. <i>Today we will read a section of this book and watch a video to learn more about Jane Goodall and how she changed the way we think about chimpanzees. Her observations helped her and others make decisions on how to help chimps. Then, we will read the main text of the book to describe Jane as a character and think about the way she persisted in wanting to learn about animal behavior and the natural world.</i></p>
<p>Video and Background Discussion 8 minutes</p>	<p>Read the first three paragraphs from "About Jane Goodall" at the end of the book. <i>What was Jane's important observation? Why did it matter?</i></p> <p><i>Let's watch a video that illustrates the way chimpanzees use tools.</i></p> <p>Play the video clip, stopping at 1:32 ("It had never been seen before."). <i>What more did you find about chimpanzees using tools? What does this help us understand about chimpanzees?</i></p> <p><i>How did Jane use this information to help chimpanzees and other wildlife? What can we do?</i></p> <p><i>Now let's read the book and see what more we can find out about Jane and how she studied animals and nature.</i></p>
<p>Book and Discussion 10 minutes</p> <p>page 7</p>	<p><i>What was Jane like as a child? What did she care about?</i></p>
<p>pages 8-9</p>	<p><i>Scientists, like you, keep journals. This shows actual pages from Jane's science journals! What kind of information is she trying to capture in her words and pictures?</i></p>
<p>page 21</p>	<p><i>What are some ways Jane studies animals or stays connected to nature?</i></p>
<p>page 35</p>	<p><i>What does it mean that Jane's dream came true?</i></p>

<p>Key Discussion 3 minutes</p>	<p>Think, Pair, Share. <i>From what we know about Jane Goodall from the video and book, how do you think she impacted animals' survival throughout her life?</i></p>
<p>Closing 1 minute</p>	<p><i>Today we learned more about Jane Goodall and used details from the text to describe her and to understand the way she persisted in learning about animals and nature.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do people impact animals' survival? 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 two to three themes that emerge. Some themes might be: people can reduce the amount of trash we create, people can study animals to find out more about them.</p> <p>Save this chart for use in Week 8.</p>
<p>Standards</p>	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during the whole group conversation and Think, Pair, Share. How do children describe Jane Goodall? Can children explain the ways Jane Goodall impacted animals' survival?</p>

Notes



Text Talk U2 W7 D5

Unit 2: Animals Surviving and Thriving

WEEK 7

Stations

Station	Activities	Materials Writing tools at each station
Shared Reading	“Going to the Zoo”	<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"> “Going to the Zoo” child copies individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> Week 7 image (sea turtle and rescuers) Week 7 prompt and recording sheet sand timers drawing tools
	Listen and Respond: <i>Sea Turtles</i>	<ul style="list-style-type: none"> audio recording and technology <i>Sea Turtles</i> book <i>Sea Turtles</i> conversation prompts
Vocabulary	Draw for Meaning <i>danger, underground, reptile, nest, observe, threat</i>	<ul style="list-style-type: none"> Week 6 Weekly Words cards Draw for Meaning sheets
Science Literacy	What are some ways animal parents feed and protect their young?	<ul style="list-style-type: none"> Week 7 prompt, printed as stickers or copied and cut apart, with glue sticks science journals colored pencils and pencils
Word Work (align with phonics program)	Fluent Reader’s Challenge	<ul style="list-style-type: none"> Week 7 Fluent Reader’s Challenge sheets sand timers Fluent Reader’s Challenge directions card
	Look Cover Write Check	<ul style="list-style-type: none"> Week 7 Look Cover Write Check sheets Look Cover Write Check directions card
	Make New Words with Glued Sounds	<ul style="list-style-type: none"> Week 7 Make New Words sheets letter tiles Make New Words directions card
	Name It, Write It, Mark It	<ul style="list-style-type: none"> Week 7 Name It, Write It, Mark It sheets Name It, Write It, Mark It directions card

Stations U2 W7

	Sentences	<ul style="list-style-type: none"> ● Week 7 sentences cut apart and placed in separate envelopes, one set for each child ● Sentences recording sheets ● Sentences directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 7 Trick Word Memory cards ● scissors ● Memory directions card

WEEK 7

Shared Reading
“Going to the Zoo”

Weekly Question	How do people impact animals’ survival?
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers Write out the song for whole group reading.● “Going to the Zoo” slides● pointer● highlighter tape (optional)
Opening 1 minute	<p><i>This week we are learning about how people impact animals’ survival. One of the ways that people impact animals is by keeping and studying them in zoos.</i></p> <p><i>Our Shared Reading text this week is a song called “Going to the Zoo,” which might be a familiar song to you. This version is sung to the same tune as the familiar Raffi song, but with some different lyrics. Before we read and sing it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
Phonological Awareness 6 minutes	<p>Isolate and identify sounds. <i>We have been learning about glued sounds. What are some glued sounds we’ve learned about?</i></p> <p>Invite children to share sounds. Then use the large sound cards to review glued sounds /onk/, /ank/, /ink/, and /unk/.</p> <p><i>What initial sound do you hear in “bonk”?</i> <i>What glued sound do you hear?</i></p> <p><i>What initial sound do you hear in “sunk”?</i> <i>What glued sound do you hear?</i></p> <p>Blend sounds to make a word. <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: /l/.../ong/. Now say and tap the sounds; then blend them.</i></p> <p><i>How many sounds are there? Let's tap and blend together. Remember that glued sounds are tapped with three fingers at once. What's the word? [long]</i></p> <p>Segment sounds. <i>Now we're going to segment the sounds in a word. Say "pink" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Now let's say each sound slowly while we all tap the sounds, using three fingers for the glued sound. /p/.../ink/</i></p> <p>Determine syllables. <i>How many syllables do you hear in the word "swinging?" Let's say it and feel the chin drops. Now say and clap the word. Show me on your fingers the number of syllables.</i></p>
<p>Shared Reading 12 minutes</p>	<p><i>Based on the title, I can see that this song is about going to the zoo.</i></p> <p>Model singing the song displayed on the chart paper.</p> <p>Invite children to echo read the song, stanza by stanza. Then invite children to chorally read the full song, slowing down the pointer to allow children to decode words such as "trunk," "sniffing," "muck," "honk," as well as other ccvc/cvcc words and words with glued sounds.</p> <p>Identify and highlight words in the poem with glued sound. <i>Which words in this poem have glued sounds?</i></p> <p>Connect the poem to unit content. <i>What are these animals at the zoo doing?</i> (Interesting fact: Flamingos' feathers are pink because of their primary food, shrimp.)</p> <p>Highlight high frequency words. <i>Which 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, or focus on one stanza at a time to practice as a class.</p>
<p>Closing 1 minute</p>	<p><i>You will continue to practice reading and quietly singing this song in the Reading Station.</i></p>

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.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>R.12.1.a Read various on-level text with purpose and understanding.</p>
Ongoing Assessment	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do children blend phonemes?</p> <p>Do children segment phonemes?</p> <p>Can children read words with glued sounds?</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 and words ending with the suffix -s. ● With teacher dictation, children use letter tiles or write with markers on whiteboards to build single syllable words with glued sounds by changing the initial, medial, or final phonemes. For example, sing→ ring→ rang→ bang ● Children add suffix -s to base words to form plural words and to make subject-verb agreement.

Notes

Name: _____

Going to the Zoo

We're all going to the zoo tomorrow
Zoo tomorrow, zoo tomorrow
We're all going to the zoo tomorrow
We can stay all day

Elephant with the long trunk swinging
Great big ears and the long trunk swinging
Sniffing up the peanuts with the long trunk swinging
We can stay all day

Seals in the pool all honk, honk, honking
Catching fish and honk, honk, honking
Little seals all honk, honk, honking
We can stay all day

Pink flamingos in the mud all muck, muck, mucking
Sucking up shrimp and muck, muck, mucking
Long necks bent and muck, muck, mucking
We can stay all day

Me... Jane Conversation Prompts: Cut apart and provide with text and audio recording.

Question 1

What information did Jane collect and record in her Science Journals?

Me... Jane

Question 2

What things did Jane do that helped her become a scientist?

Me... Jane

Talk, Draw, Talk Week 7



https://travel.mongabay.com/jeremy_hance/suriname/Suriname_125.html



https://travel.mongabay.com/jeremy_hance/suriname/Suriname_125.html

Listening & Speaking Station U2 W7.1

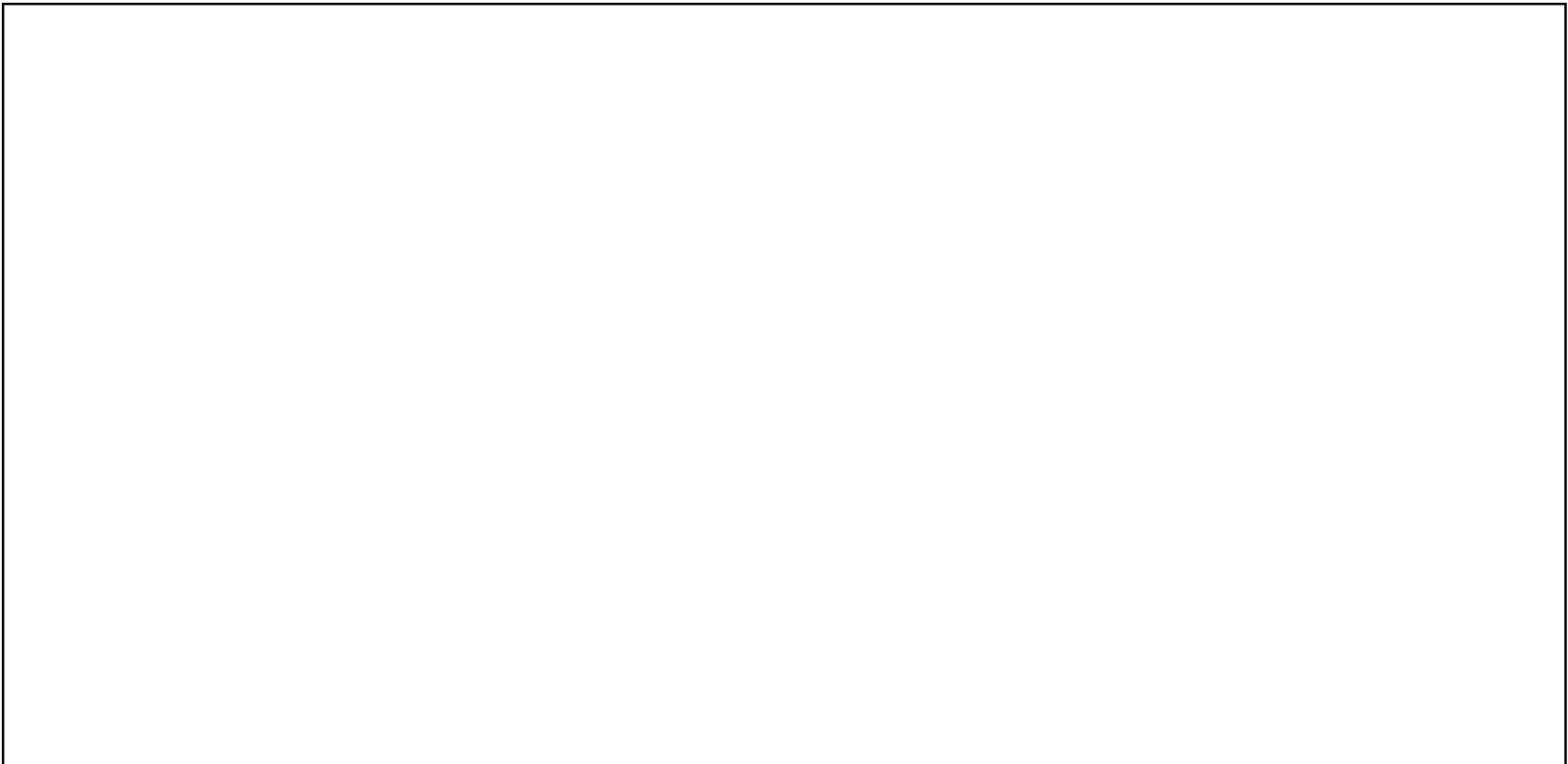
Focus on First/ 1st Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Name: _____

Talk Draw Talk

Look carefully at the image. A scientist and a volunteer are collecting data about a sea turtle while she is nesting. What is another way that we can study animals in order to help them?

Talk with your partner about your drawing.



Listening & Speaking Station U2 W7.1

Week 7 Science Prompt

What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____
What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____
What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____
What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____
What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____
What are some ways animal parents feed and protect their young?	Date _____ Weather _____ Temperature _____

Name: _____

Fluent Reader's Challenge

Thank dad **for the** gum.

Put the cash in **the** bank.

Ed sank **two** shots **to** win.

Put the junk **here**.

His ship sank in **the** tub.

He had **the** top bunk **for his** nap.



Minutes:

Skills:

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

Name: _____

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

make	<hr/> <hr/> <hr/>	
why	<hr/> <hr/> <hr/>	
put	<hr/> <hr/> <hr/>	
so	<hr/> <hr/> <hr/>	
try	<hr/> <hr/> <hr/>	
two	<hr/> <hr/> <hr/>	

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

Use it in a Sentence

make

why

put

so

try

two

Name: _____

Make New Words with Glued Sounds

s	th	b	w	t
----------	-----------	----------	----------	----------

Write the Word		Draw a Picture
__ank	<hr/> <hr/> <hr/>	
__ink	<hr/> <hr/> <hr/>	
__unk	<hr/> <hr/> <hr/>	
__ink	<hr/> <hr/> <hr/>	

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

Name: _____

Make New Words with Bonus Letters

sc	l	j	pl	r
-----------	----------	----------	-----------	----------

Write the Word		Draw a Picture
__ank	<hr/> <hr/> <hr/>	
__ink	<hr/> <hr/> <hr/>	
__unk	<hr/> <hr/> <hr/>	
__ink	<hr/> <hr/> <hr/>	





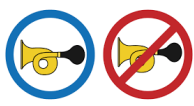




Skills:
Know the spelling-sound correspondences for common consonant digraphs.

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Look at the picture. Name the object. Write the word.
Box the glued sound.

Word Bank							
rink	bank	tank	bunk	blink	honk	wink	junk

 s i n k _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____
 _____ ----- _____	 _____ ----- _____	 _____ ----- _____

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

Sentences

sentence 1

here

put

the

trash

don't

sentence 2

try

bunk

the

top

sentence 3

didn't

ship

sink

the

Skills:

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

Name: _____

Sentences

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

1.

2.

3.

Word Work Station U2 W7

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Maine Department of Education

Name: _____

Trick Word Memory

these	try	make	put
so	put	why	try
two	these	here	two
here	make	why	so

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