

Unit 2: Animals Surviving and Thriving

WEEK 1 Days 1 & 2

Vocabulary & Language
Weekly Words

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

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

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

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

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

Notes