

Unit 2: Animals Surviving and Thriving

WEEK 3 Day 4

**Vocabulary & Language**  
Sorting Words into Categories

<b>Weekly Question</b>	How do animals survive in their habitats?																					
<b>Language Objective</b>	I can define words by their category and attributes (L.5.1.b)																					
<b>Vocabulary</b>	<b>category:</b> a group of things that are similar in some way <b>attribute:</b> a quality or characteristic																					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Animal Categories and Attributes chart from Day 3. Fill in the bottom two rows as follows.</li> </ul> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Animal Categories and Attributes</th> </tr> <tr> <th style="text-align: center;">category</th> <th style="text-align: center;">animal</th> <th style="text-align: center;">attributes</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">animals that fly</td> <td style="text-align: center;">pigeon</td> <td style="text-align: center;">gray, shiny feathers, cooing sound</td> </tr> <tr> <td style="text-align: center;">animals that swim</td> <td></td> <td style="text-align: center;"><i>[completed on Day 3]</i></td> </tr> <tr> <td style="text-align: center;">animals that jump</td> <td></td> <td style="text-align: center;"><i>[completed on Day 3]</i></td> </tr> <tr> <td style="text-align: center;">animals that live in the city</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">animals smaller than first graders</td> <td></td> <td></td> </tr> </tbody> </table>	Animal Categories and Attributes			category	animal	attributes	animals that fly	pigeon	gray, shiny feathers, cooing sound	animals that swim		<i>[completed on Day 3]</i>	animals that jump		<i>[completed on Day 3]</i>	animals that live in the city			animals smaller than first graders		
Animal Categories and Attributes																						
category	animal	attributes																				
animals that fly	pigeon	gray, shiny feathers, cooing sound																				
animals that swim		<i>[completed on Day 3]</i>																				
animals that jump		<i>[completed on Day 3]</i>																				
animals that live in the city																						
animals smaller than first graders																						

<b>Opening</b>	<i>Yesterday we talked about categories of animals and started filling in this chart. We're going to add to our chart today by playing a guessing game.</i>
<b>Discussion</b>	<p>Refer to the chart and explain the guessing game.  <i>There are two new categories on our chart—animals that live in the city and animals smaller than first graders. I'm going to think of an animal. You'll ask me questions to find out the animal's attributes, and guess what animal I'm thinking of. Don't forget, you can ask me about which category my animal is part of.</i></p> <p><i>You might start with, "Does your animal have . . . , or Does your animal move by . . . ?"</i></p> <p>Think of an animal with which children have become familiar through texts and activities. As children guess animals, fill in the chart.</p> <p>Play multiple rounds, giving children opportunities to think of animals for others to guess. Act as scribe for the chart.</p>
<b>Closing</b>	<i>When we describe animals with categories and attributes, it is much easier for people to understand exactly which animals we are talking about. Today we guessed animals based on their attributes and categories.</i>
<b>Standard</b>	<b>L.5.1.b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are categories and attributes.</p> <p>Do they understand that attributes help to differentiate within a category?          What descriptive vocabulary do children use to talk about animals?          What do children's guesses and descriptions reveal about what they know about animals?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

**Notes**