

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>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Week 4 Weekly Words cards</li> <li>● 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.</li> <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>
<p><b>Discussion</b> 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>
	<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**