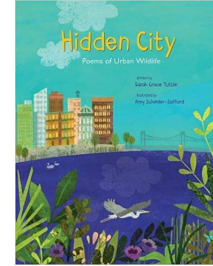


Unit 2: Animals Surviving and Thriving

WEEK 3 Day 3



**Text Talk**  
***Hidden City* “Falcon Fledge” and “Peregrine Falcon” (video)**

<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> <p>Animals help their offspring survive in different ways.</p>
<b>Weekly Question</b>	How do animals survive in their habitats?
<b>Content Objectives</b>	<p>I can describe how the poet uses words and phrases to communicate an image of a baby falcon in the city. (R.7.1.a)</p> <p>I can describe how falcons survive in different habitats. (1-LS1-1, 1-LS1-2).</p>
<b>Language Objective</b>	I can use words and phrases from two different texts to describe falcons. (L.6.1)
<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>teeter:</b> to balance unsteadily</p> <p><b>stories:</b> levels of a building</p> <p><b>clutch:</b> to hold something tightly</p> <p><b>predator:</b> an animal that hunts and catches other animals for food</p> <p><b>prey:</b> an animal that is hunted by another animal</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle</li> <li>● <a href="https://www.youtube.com/watch?v=uapP1yldldk">The Peregrine Falcon</a> (https://www.youtube.com/watch?v=uapP1yldldk)</li> </ul>



	<p>Discuss children’s ideas about what is being described in the poem.  <i>This poem helps us imagine a falcon’s first flight. The poet has selected the words in a specific way that helps us create a picture in our minds.</i></p> <p><i>Close your eyes and listen as I read the poem a third time. What do you picture in your mind? What words or phrases in the poem made you picture that?</i></p> <p><i>Let’s look at the way the poem is written on the chart. Does the way the words are arranged on the paper make you think of anything?</i></p> <p><i>What is Sarah Grace Tuttle communicating through her poem about peregrine falcons in the city?</i></p> <p><i>What do you think the role of the falcon parents is in their babies’ lives in the city?</i></p> <p>Think, Pair, Share:  <i>What does the young falcon need to be able to do in its urban habitat? [fly, hunt city animals, navigate through buildings, stay safe up high on skyscrapers]</i></p> <p><i>How have falcons adapted to survive in cities?</i></p>
<p><b>Video</b> 7 minutes</p>	<p><i>Let’s watch a video of falcons to see what more we can find.</i>  Play the video.</p> <p><i>What more did you notice?  Describe the falcon’s habitat here.  What does a falcon need to be able to do in its natural habitat?  How have falcons adapted to survive in their natural habitat?</i></p>
<p><b>Key Discussion</b> 6 minutes</p>	<p>Think, Pair, Share.  Prompt 1:  <i>Based on the poem, what image do you have of how falcons survive in an urban habitat?</i></p> <p>Prompt 2:  <i>How do the specific adaptations, structures, and behaviors of falcons help it survive in different habitats? What do we see in the video and the poem to tell us that?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we used the words in a poem and images in a video to describe how falcons survive in different habitats.</i></p>

<p><b>Standards</b></p>	<p><b>R.7.1.a</b> Identify words and phrases in a text that suggest feelings or appeal to the senses.</p> <p><b>L.6.1</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 (e.g., because).</p> <p><b>1-LS1-1.</b> 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><b>1-LS1-2.</b> Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children explain how the poet creates an image with words? How do children describe how falcons survive in different habitats?</p>

**Notes**