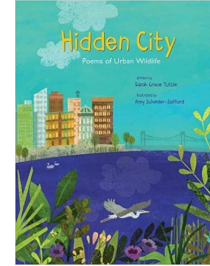


Unit 2: Animals Surviving and Thriving

WEEK 5 Day 5

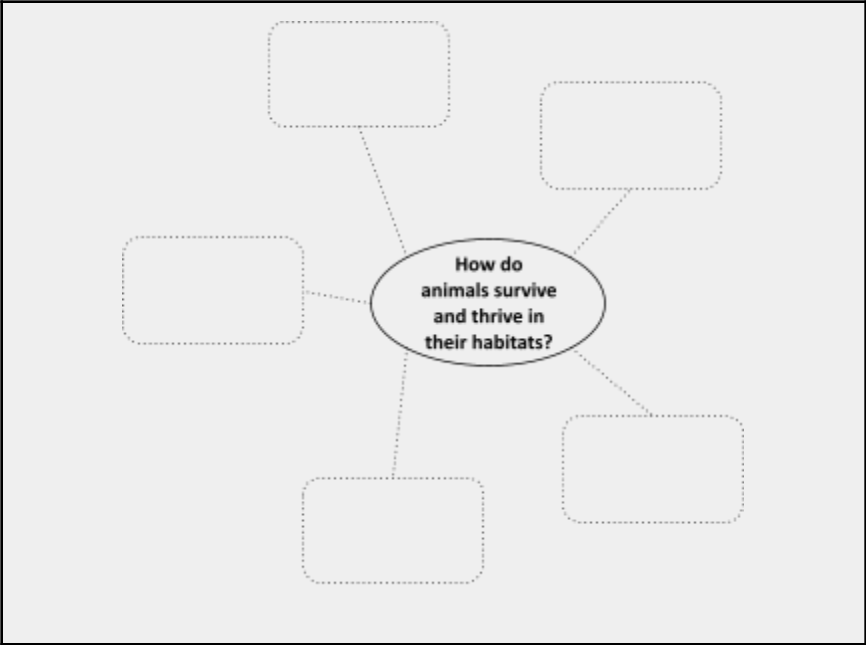


**Text Talk**  
***Hidden City* “The Hunting Lesson”**  
**Animals Surviving and Thriving Chart**

<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> <p>Humans can play a role in animals’ survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
<b>Weekly Question</b>	How do animal babies survive?
<b>Content Objective</b>	I can describe an image of raccoons in the city and identify words and phrases that the poet uses to communicate that image. (R.7.1.a, 1-LS1-2)
<b>Language Objective</b>	I can clearly describe details about animals and habitats using specific vocabulary of the unit. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>animal:</b> a living thing that is not a plant</p> <p><b>survive:</b> to stay alive</p> <p><b>thrive:</b> to grow and develop well</p> <p><b>habitat:</b> the place or natural area where plants and animals live</p> <p><b>kits:</b> baby raccoons</p> <p><b>firmly:</b> not softly</p> <p><b>feast:</b> a big meal</p> <p><b>bungee cord:</b> a stretchy cord with hooks at each end</p>

Text Talk U2 W5 D5

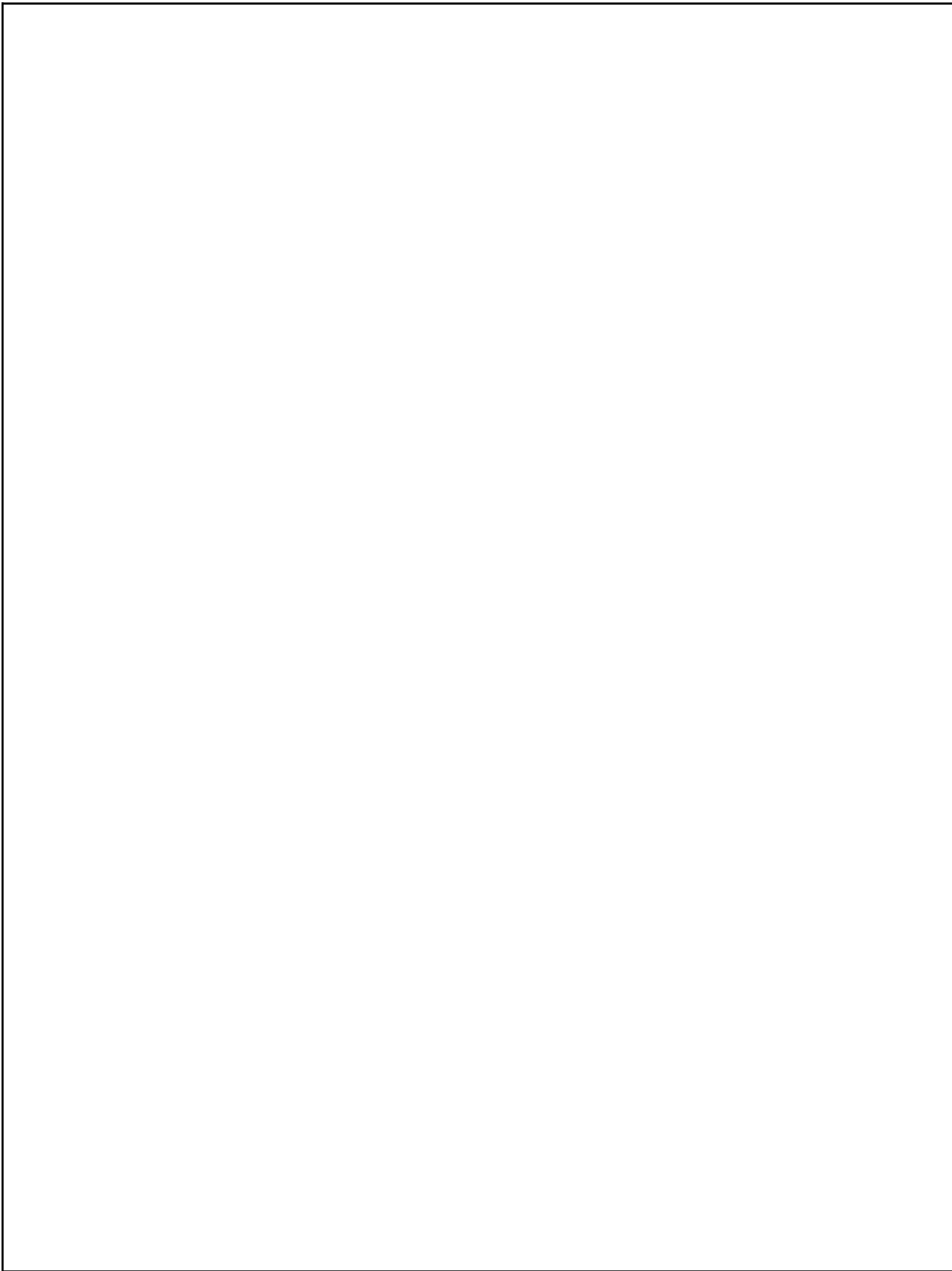
	<b>barrier:</b> something that blocks
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Hidden City: Poems of Urban Wildlife</i>, Sarah Grace Tuttle Plan to project or write out the poem “The Hunting Lesson,” so that all children can see it.</li> </ul> <p>On the whiteboard write: How do raccoons survive, thrive, and raise offspring in the city?</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=ocf1iweoGxM">Raccoons in the City</a> video (<a href="https://www.youtube.com/watch?v=ocf1iweoGxM">https://www.youtube.com/watch?v=ocf1iweoGxM</a>)</li> <li>● one copy of each of the unit texts, for reference</li> <li>● markers</li> <li>● Weekly Question charts from Weeks 1-5 Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Animal Structures or Offspring (but do not write these on the chart). Before the lesson, post the charts so that they are all visible for the whole group.</li> <li>● chart paper In the center of the paper, write the unit question: How do animals survive and thrive in their habitats? Note: the number of boxes will be determined by the conversation with the children. There are six big ideas in the unit, and the boxes might or might not correspond to these. Plan for about 5-8 boxes on the chart.</li> </ul> <div data-bbox="500 1245 1360 1304" style="border: 1px solid black; height: 28px; width: 530px; margin-top: 20px;"></div>

	
<p><b>Opening</b> 1 minute</p>	<p>Introduce the text and set a purpose.</p> <p><i>Today we are going to read “The Hunting Lesson” from Hidden City: Poems of Urban Wildlife, by Sarah Grace Tuttle.</i></p> <p><i>We will read to identify decisions the poet makes that communicate an image of raccoons in the city. We’ll also discuss what animal parents and babies do.</i></p> <p><i>After we read “The Hunting Lesson,” we will take time to review our Weekly Question Charts and think about the big question of the unit: How do animals survive and thrive in their habitats?</i></p>
<p><b>Text and Discussion</b> 13 minutes</p>	<p>Read the poem through once.</p> <p>Read the poem a second time, slowly, pausing to define <b>kits, firmly,</b> and <b>feast.</b></p> <p>Discuss children’s ideas about what is being described in the poem.</p> <p><i>What’s happening in this poem?</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>What is Sarah Grace Tuttle communicating through her poem about raccoons in the city?</i></p>

	<p><i>What does the mother raccoon teach her kits in this poem? What do you think the role of the raccoon parents is in their babies' lives in the city?</i></p> <p>Read the Racoons section of the Fun Facts in the back of the book. Invite children to make connections and ask questions.</p> <p>If time allows, show the Racoons in the City video. <i>What did you learn about raccoons in the city from the video?</i></p> <p><i>Think, Pair, Share. From the poem, the fun fact, video, and our reading in Animals in the City, how do raccoons survive, thrive, and raise offspring in the city?</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Read the Weekly Question Chart. Quickly note 1-2 essential ideas.</p>
<p><b>Animals Surviving and Thriving Chart</b> 8 minutes</p>	<p><i>We've been thinking about animals for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on the Animals Surviving and Thriving Chart. We are going to look at ideas that occur again and again on our Weekly Question Charts and see if they help answer the unit's overarching question: How do animals survive and thrive in their habitats?</i></p> <p>Model synthesizing ideas. <i>I notice these three ideas are all about how animals eat. That makes me think: Different ways of eating are essential for animals' survival in their habitats. I am going to write that sentence in a box on our chart.</i></p> <p>On the Animals Surviving and Thriving Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the Animals Surviving and Thriving chart.</p> <p>This chart will be added to in Week 8.</p>

<p><b>Closing</b> 1 minute</p>	<p><i>Today we used the words in a poem and a fun fact about raccoons to describe how raccoons survive, thrive, and help their babies in an urban habitat. We started collecting our ideas about the big question of the unit: How do animals survive and thrive in their 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.  <b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <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.  <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.  Can children explain how the poet creates an image with words?  How do children describe how raccoons live in the city and care for their babies?  Collect and make notes of the Animals Surviving and Thriving Chart. Notice trends and group thinking.</p>

**Notes**



Text Talk U2 W5 D5