



Text Talk
“Dangers to Animals” (slides)
 Read 1 of 2

Big Ideas	<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>
Weekly Question	What dangers do animals encounter?
Content Objective	I can use text features and key details from words and illustrations to describe some dangers animals face. (R.4.1.a, R.8.1 b, R.11.1.c, R.11.1.d, 1-LS1-1, 1-LS1-2)
Language Objective	I can ask questions about a topic. (SL.1.1.c)
Vocabulary	<p>animal: a living thing that is not a plant</p> <p>predator: an animal that hunts and catches other animals for food</p> <p>habitat loss: when places animals live get smaller</p> <p>map: flat representation of part of the earth</p> <p>danger: the possibility of harm</p> <p>encounter: face, deal with</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Dangers to Animals slides ● projector and screen ● world map, if available ● globe, if available ● printed packet of select slides, one copy for each pair of children ● chart paper

	<p>Prepare the Weekly Question Chart with the question: What dangers do animals encounter?</p> <p>On the whiteboard, write: Choose one of the dangers animals face: predators or habitat loss. Describe this danger using key details from words, pictures, and text features.</p>
<p>Opening 1 minute</p>	<p><i>Today we will read “Dangers to Animals,” by Melissa Tonachel and Fay Fereny. These slides provide information about dangers animals encounter, or deal with, nearby and around the world.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use text features and key details from words and illustrations to describe two dangers animals face: predators and habitat loss. We will analyze the way that illustrations, captions, text boxes and maps support and clarify what we are learning in the main text.</i></p>
<p>Text and Discussion 15 minutes</p> <p>Slide 2</p>	<p>Read the main text. <i>The word predator is defined here in the main text. What does predator mean according to what we just read?</i></p> <p>Read the caption and highlight the photo. <i>Turn to a partner. What details do the photo and caption add to your understanding of the word predator?</i></p> <p>Elicit a few responses to the group.</p> <p><i>Photographs and captions can add specific details to new concepts.</i></p>
<p>Slide 3</p>	<p>Read the main text, as well as the text box. <i>In the main text, we are learning about bobcats as predators, but the text box gives us new information about bobcats as mothers. This connects to what we have been learning about ways to keep offspring safe!</i></p>
<p>Slide 4</p>	<p>Read the main text and text box. <i>This concludes the section on predators. What did you learn about predators? Did anything surprise you?</i></p> <p><i>Why do you think the author has chosen to tell us about predators in a variety of ways—words, photographs, captions, and text boxes?</i></p>
<p>Slide 5</p>	<p><i>What is happening to the habitat of polar bears?</i></p>

	<p><i>Let's pay attention to the text box. How is the way polar bears hunt dependent on their habitat?</i></p>
page 6	<p>Read the main text and caption of the map.</p> <p>Draw attention to the map.</p> <p><i>This is a map. This map shows the north pole of the earth. [Point this out on the world map or globe, if possible.] The North Pole in the Arctic is where polar bears and many other animals live.</i></p> <p><i>This red line shows where the habitat of polar bears used to be. The white shows where their habitat, the Arctic ice cap, is now. What do you notice?</i></p> <p><i>What questions do you have?</i></p> <p><i>A map can clarify what the words are telling us—it also can open up questions!</i></p>
Slide 8	<p><i>How can people walking on the beach be a danger to birds and sea turtles?</i></p> <p><i>Let's think about the photograph of people on the beach in slide 7. [Navigate back to Slide 7.] What do people on the beach have to do with habitat loss?</i></p>
Key Discussion 7 minutes	<p>Think, Pair, Share.</p> <p><i>Choose one of the dangers animals face: predators or habitat loss. Describe this danger using key details from words, pictures, and text features.</i></p> <p>Give pairs the printed packet of select slides for their reference during the Think, Pair, Share and encourage them use specific details from images and texts. Children will use either the 3 pages on Predators or the 4 pages on Habitat Loss for reference.</p> <p><i>Be sure to explain to your partner what part of the text helped you learn about the danger: was it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that raccoons are dangers to sea turtles because they eat their eggs. I learned it from both the words and the picture.</i></p>
Closing 1 minute	<p><i>Today we used text features and key details from words and illustrations to describe some dangers animals encounter.</i></p>
Weekly Question Chart	<p>Introduce the Weekly Question chart.</p>

1 minute	<p><i>Throughout this week we will be exploring the question: What dangers do animals encounter? We can record our ideas here.</i></p> <p><i>In this text, we read that raccoons eat sea turtle eggs. Raccoons are dangers to sea turtles. Let's write: Raccoons are predators of sea turtle eggs.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.8.1 b Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p> <p>R.11.1.c Use the illustrations and details in a text to describe its central idea.</p> <p>R.11.1.d Compare and contrast two texts on the same topic.</p> <p>SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1-LS1-1. 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>1-LS1-2. Obtain information to compare ways in which the behavior of different animal parents and their offspring help the offspring to survive.</p>
Ongoing assessment	<p>Listen to children's responses during whole group and Think, Pair, Share.</p> <p>Can children point to specific details from the text to support their thinking about dangers to animals?</p> <p>How do children engage with the information in the printed slides?</p>

Notes