

Unit 2: Animals Surviving and Thriving

WEEK 6 Day 3



Text Talk
***Sea Turtles*, pages 4-9, 14-19, 22-25**

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| Big Ideas | <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> |
| Weekly Question | <p>What dangers do animals encounter?</p> |
| Content Objectives | <p>I can retell key details from the book about sea turtles, their bodies, how they are born, and some dangers they face. (R.5.1.b, 1-LS1-1, 1-LS1-2)</p> <p>I can use text features, words, and illustrations to support my retelling. (R.8.1 b)</p> |
| Language Objective | <p>I can clarify the meanings of new words using context, text features, and illustrations. (SL.3.1.a)</p> |
| Vocabulary | <p>danger: the possibility of harm</p> <p>underground: beneath the surface of the earth</p> <p>reptile: a cold-blooded animal that lays eggs and has a backbone and scaly skin</p> <p>flipper: part of an underwater animal that acts as a paddle to move through the water</p> <p>nest: a place where an animal keeps its babies</p> <p>instinct: knowledge an animal is born with</p> <p>hatchling: an animal that has just come out of its shell</p> <p>predator: an animal that hunts and catches other animals for food</p> |

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| <p>Materials and Preparation</p> | <ul style="list-style-type: none"> ● <i>Sea Turtles</i>, Laura Marsh ● world map, if available <p>On the whiteboard, write: Describe to your partner what dangers sea turtles face.</p> |
| <p>Opening 1 minute</p> | <p><i>Today we will read <i>Sea Turtles</i>, by Laura Marsh. This book is a report that gives us information about sea turtles and how they live and survive. You have already seen parts of this book in Writing.</i></p> <p>Show the Table of Contents. <i>The information in this book is organized into subtopics that give more specific information about the main topic of the book. Today we will read about a few subtopics: “A Sea Turtle!,” “Ocean World,” “Nestbuilding,” “Oh Baby!,” “On the Menu” and “Danger!”</i></p> <p>Set a purpose for reading. <i>As we read today, we will retell key details about sea turtles, their bodies, how they are born and what dangers they face. We will use text features, words, and illustrations to support our retelling.</i></p> |
| <p>Text and Discussion 17 minutes</p> <p>pages 6-7</p> | <p>Read the main text. <i>The text says sea turtles are reptiles. But I am not sure what that means!</i></p> <p>Read the text box. <i>Let’s read the text box called “Turtle Term.” Turn to a partner—what are important features of reptiles? How did the “Turtle Term” box help?</i></p> <p><i>Whenever we see these “Turtle Term” boxes, we can find out more information about tricky vocabulary.</i></p> <p>Display the map and read the caption. <i>Let’s look at the map. It says that sea turtles travel in the blue areas on the map. The blue areas show oceans all across the world. [If possible, display a larger world map.] Wow, sea turtles travel far!</i></p> |
| <p>page 8</p> | <p>Display pages 8-9. <i>These pages are set up differently. They show a large illustration of a sea turtle with labels pointing to different parts. Let’s see what we can find out.</i></p> <p>Read the paragraph and the two labels on page 8.</p> |

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| | <p><i>What do we learn about back flippers from the label? How does the line attaching the label to the illustration help clarify the word flipper?</i></p> <p>Continue reading through page 9.</p> <p><i>What other facts did we learn about how sea turtles move through the water?</i></p> <p><i>Why do you think the author has chosen to give this information via the text feature of labels, as opposed to a main text written in paragraphs?</i></p> |
| page 14 subheading | <p><i>The subheading of this next section signals to us that it will be about nest building. But it does not give us a clue about how turtles build nests. We will have to read to find out more.</i></p> |
| page 14-15 | <p><i>How does the mother sea turtle build a nest? Why do you think she lays her eggs on land and not in the sea?</i></p> <p>Read the “Turtle Term” text box on instinct.</p> <p><i>What does instinct mean?</i></p> <p><i>Why does instinct matter for sea turtles?</i></p> |
| page 16 | <p><i>Where else have we read about hatchlings? What did those hatchlings need? Do these hatchlings have the same relationship to their parents?</i></p> |
| page 19 | <p><i>How do hatchlings avoid predators?</i></p> |
| page 23 | <p><i>What do sea turtles like to eat? Let’s think again about these words and illustrations. What do we know about how swallowing trash affects sea turtles? We’ll continue to think about how we can help.</i></p> |
| Key Discussion 6 minutes | <p>Think, Pair, Share.</p> <p><i>Describe to your partner the dangers sea turtles face.</i></p> <p><i>Explain which part of the text helps you learn this: is it the main body of the text, certain text features, or illustrations? For example, I might say: I learned that fishing nets are dangerous to sea turtles because the turtles get caught in the nets. The illustration of the sea turtle with the net around its neck clarified that for me.</i></p> |
| Closing 1 minute | <p><i>Today we used text features and key details from words and illustrations to describe sea turtles, their bodies, how they are born, and some dangers they face.</i></p> |

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| <p>Standards</p> | <p>R.5.1.b Retell key details of texts, including the main topic.</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>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</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> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group and Think, Pair, Share.</p> <p>Are children retelling important details about sea turtles, how they are born and the dangers they face?</p> <p>Can children explain how they are using text features, words, and illustrations to describe the dangers sea turtles face?</p> <p>Are they able to clarify the meaning of key words by using text features, words, and illustrations?</p> |

Notes