



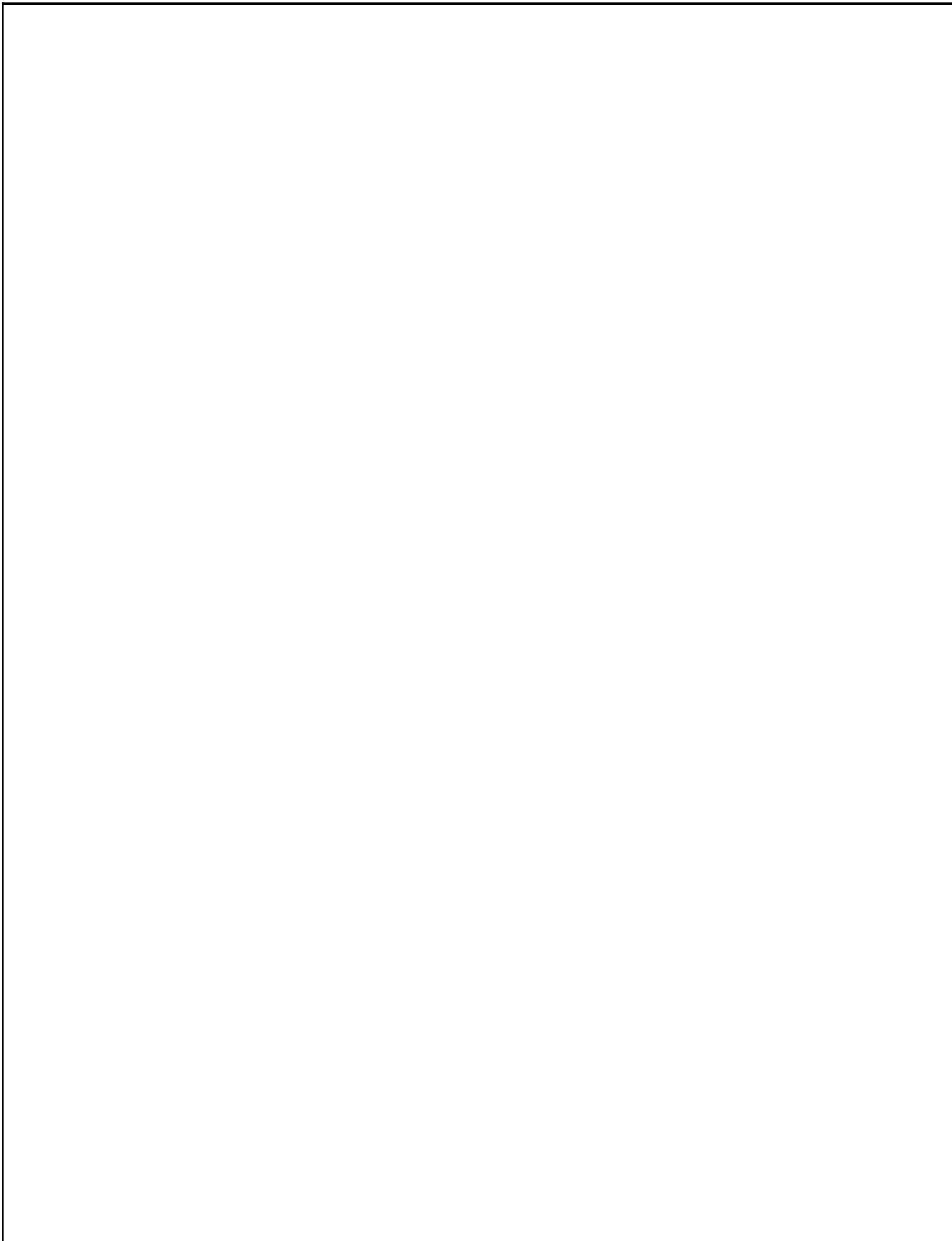
Text Talk
“How People Help Animals Survive and Thrive” (slides)
Read 1 of 2

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| Big Ideas | Where an animal lives impacts its behavior and its survival. Humans can play a role in animals’ survival. Animals, including humans, are connected to each other and to their environments. |
| Weekly Question | How do people impact animals’ survival? |
| Content Objectives | I can use key details from words and illustrations to describe how people can help animals survive and thrive. (R.4.1.a, R.11.1.c, R.11.1.,1-LS1-1) |
| Language Objective | I can use context to determine the meaning of unfamiliar vocabulary in the text. (L.4.1.a) |
| Vocabulary | impact: to have an effect on someone or something reduce: to lessen generate: to create danger: the possibility of harm mistake (v.): to identify something wrongly as something else awareness: being informed about ban (n.): a law that prohibits something protect: to keep someone or something from being harmed habitat loss: when an environment shrinks, leaving less of it for the plants and animals that live there endangered: at risk of becoming extinct conserve: preserve or save |

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| | dwindling: shrinking |
| Materials and Preparation | <ul style="list-style-type: none"> ● “How People Help Animals Survive and Thrive” (slides 1- 13) ● How People Help Animals Survive and Thrive Packet 1, one copy for each pair of children ● projector and screen <p>On the whiteboard, write: What is one way that people can help animals survive and thrive? What is one thing you can do to help?</p> |
| Opening 1 minute | <p><i>Today we will read this text in slides, “How People Help Animals Survive and Thrive.”</i></p> <p>Set a purpose for reading. <i>First, I will read this text aloud. Then, you will go back to some of the text with a partner to answer two questions, using details from the text.</i></p> <p>Refer to the questions on the board. <i>What is one way that people can help animals survive and thrive? What is one thing you can do to help?</i></p> |
| Text and Discussion 12 minutes | <p><i>The text says that people have a positive impact on animals’ survival. What is the positive impact you see in this photograph?</i></p> |
| Slide 1 | <i>Let’s continue reading to see some other ways that people can have a positive impact on animals.</i> |
| Slide 4 | <i>There’s another important word in here, reduce. What does it mean to reduce trash?</i> |
| Slide 5 | <p><i>A ban is a law that prohibits something from happening.</i></p> <p><i>Let’s keep reading to find out what other kinds of laws might protect animals. If we learn of one, put up your thumbs!</i></p> |
| Slide 8 | <p><i>I see some of you have a thumbs up! Why?</i></p> <p><i>As we continue to read, listen for some ways that even without laws, you can help protect animal habitats.</i></p> |
| Slide 13 | <i>What are some things you can do to help animal habitats? Which key details in the slides support your idea?</i> |
| Key Discussion | Pass out the printed slides to pairs of children. |

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| <p>10 minutes</p> | <p><i>With your partner, use the text to answer our two questions on the board: What is one way that people can help animals survive and thrive? and What is one thing you can do to help? Find examples in the text to support your ideas.</i></p> <p>As children read to answer these questions, circulate and prompt them to reference specific images and key details in the text.</p> <p>Gather children back into the whole group to share out some ideas as well as the key slides that support their ideas. To model evidence-based thinking, show corresponding slides as children point to key details in their packets.</p> |
| <p>Closing 1 minute</p> | <p><i>Today we used key details from words and illustrations to describe how people can help animals survive and thrive in their habitats. Tomorrow we'll continue reading this text.</i></p> |
| <p>Standards</p> | <p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</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>L.4.1.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children's responses during Think, Pair, Share and whole group discussion.</p> <p>Do children use details from the text and photographs to describe ways to help animals survive and thrive?</p> <p>Do children unpack key vocabulary?</p> <p>What understandings or misconceptions about animal survival surface in discussion?</p> |

Notes



Text Talk U2 W7 D3