

Unit 2: Animals Surviving and Thriving

WEEK 8 Day 4

Text Talk

Synthesis of Unit Ideas

To review and wrap up Unit 2, children look closely at the Weekly Question Charts to identify connections and concepts across the weeks.

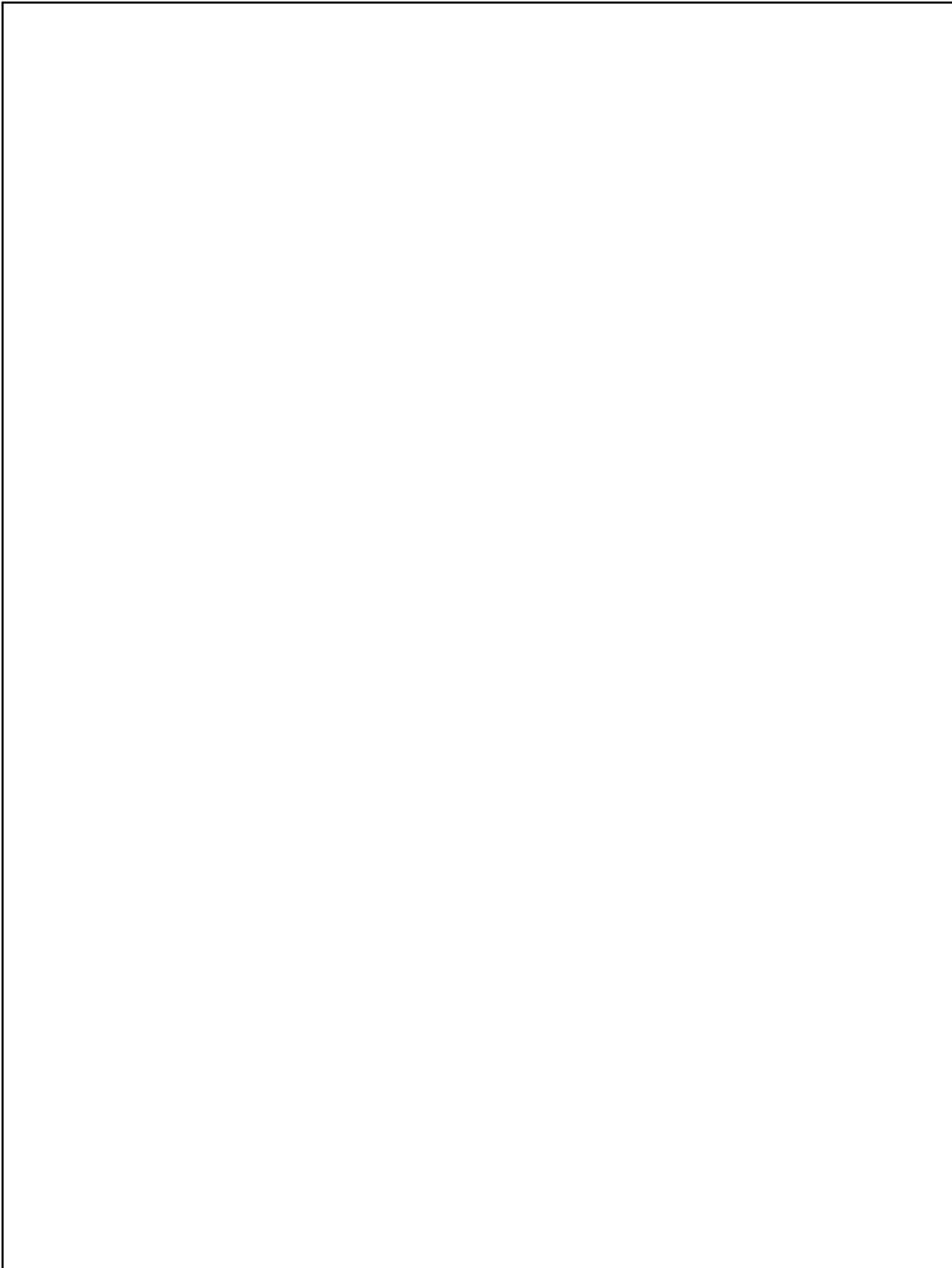
Big Ideas	<p>Animals' differing body parts help them meet their needs in specific ways.</p> <p>Where an animal lives impacts its behavior and its survival.</p> <p>Animals help their offspring survive in different ways.</p> <p>Humans can play a role in animals' survival.</p> <p>Animals, including humans, are connected to each other and to their environments.</p>
Weekly Questions	all Weekly Questions
Content Objective	I can describe connections among ideas and identify themes about how animals survive and thrive. (R.6.1.b, 1-LS1-1, 1-LS1-2)
Language Objective	I can talk with my classmates about the ways animals survive and thrive, and how we are connected to them. (SL.1.1)
SEL Objective (BOSTON STANDARDS)	I can contribute to the well-being of my community by advocating for the reduction of plastic bag use. (SR.4.1)
Materials and Preparation	<ul style="list-style-type: none">● Weekly Question charts from Weeks 6-8● Animals Surviving and Thriving Chart from Week 5● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the Animals Surviving and Thriving Chart.</p>

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	<p>On the whiteboard, write:</p> <p>What stands out to you?</p> <p>How do animals survive and thrive in their habitats?</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our second unit of study, Animals Surviving and Thriving. Each week we have considered a Weekly Question and gathered our ideas in a Weekly Question Chart. I have read over our Weekly Question charts to see how our thinking has grown and changed. Today, you have a chance to do the same thing. Then we'll go back to our Animals Surviving and Thriving Chart and add to it.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p><i>First let's read the Weekly Question Chart for Week 8.</i></p> <p>Quickly note one or two essential ideas.</p>
<p>Text and Discussion 17 minutes</p>	<p><i>We've been thinking about animals for eight weeks! Let's look back at some of the ideas we've had in the past few weeks and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart for Weeks 6-8.</p> <p>Model synthesizing ideas.</p> <p><i>I notice these three ideas are all about dangers to baby animals. That makes me think: Animals survive and thrive in their habitats if their babies survive and thrive. I am going to write that sentence in a box on our chart: "When baby animals are protected, animals have a better chance to survive and thrive."</i></p> <p>Draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, compose four to seven additional sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the chart.</p> <p>Finally, read and review all of the ideas on the Animals Surviving and Thriving Chart.</p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What stands out to you?</i></p> <p>Prompt 2: <i>How do animals survive and thrive, and what can we do to help them?</i></p>
<p>Closing</p>	<p>Summarize the conversation. Make connections to the class project.</p>

5 minutes	Facilitate a discussion about how children can impact animals in their environments.
Standards	<p>R.6.1.b Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</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>SR.4.1 Demonstrate consideration of others. Contribute to the well-being of the school and community with voice and active participation.</p>
Ongoing assessment	<p>Note how children are synthesizing the information learned. Are they thinking flexibly? How are they consolidating new information?</p> <p>Are children understanding the content and the Big Ideas? Are they using key unit vocabulary as they discuss the patterns they see?</p>

Notes



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