

ELA: Grade 1, Lesson 19, Why Animals Play Part 2

Lesson Focus: Understand young, wild animals play in order to help them survive when they are adults

Practice Focus: Students will write to tell how and why animals play.

Lesson Objective: Students will use Why Do Animals Play? To understand why animals in the wild play with a focus on key details and connections between different animals such as wolves and monkeys.

Academic Vocabulary: packs, communicate, signal, stretch, bow, wiggle, wag, slightly, family, sneak, danger, straying, youngster, warning, groups, cooperate

TN Standards: 1.RI.KID.1; 1.RI.KID.2; 1.RI.KID.3; 1.W.RBPK.8

Teacher Materials:

- The Teacher Packet for ELA, Grade 1, Lesson 19
- Anchor chart or piece of paper divided into four sections or boxes for guided practice.
- Markers

Student Materials:

- Two pieces of paper and a pencil, and a surface to write on
- Graphic organizer from the previous lesson
- The Student Packet for ELA, Grade 1, Lesson 19 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 1st graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week’s series.</p> <p>My name is ____ and I’m a 1st grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</p> <p>Today we will be asking and answering questions about key details in a text. We are also going to use a graphic organizer to collect pieces of information about why animals play! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Two pieces of paper and a pencil, and a surface to write on• Graphic organizer from the previous lesson• The Student Packet for ELA, Grade 1, Lesson 19 which can be found on www.tn.gov/education	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>Ok, let's begin!</p>	
<p><u>"Intro"</u> (2 minutes) [Show Slide 2.] Before we get to the next part of our text, Why Do Animals Play? Let's review what we did last time. In our previous lesson we read about how and why young deer, or fawns, and lion cubs play. Fawns play by twirling and twisting around. They leap and frolic. This helps their legs get strong so they can run fast and zigzag to get away from predators. Lion cubs crouch down and pounce on other lion cubs after they slink and stalk them. This helps them be able to hunt when they are adults.</p> <p>I asked you to pick one of these wild animals to write about how and why they play. Which one did you pick? [Pause.] Did you write about how they play and why this helps them? [Pause.] Did you capitalize the beginning of your sentences and end them with the correct punctuation? [Pause.] Sounds like you did a great job!</p> <p>[Show Slide 3.] Today our goal is to ask and answer questions in order to retell key details about our text, Why Animals Play, and then we will record our new pieces of information about baby animals onto a graphic organizer. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>
<p><u>"Teacher Model/Read-Aloud"</u> (13 min) Today, we will read about two more wild animals and learn how and why they play. The first wild animal we will read about are wolves.</p> <p>[Show Slide 4.] Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate.</p> <ul style="list-style-type: none"> • The author writes that wolves live in packs. What does that mean? [Pause.] That means they live in family groups. They live together with other wolves in packs. • Let's say that word together. Say packs. Packs. • Listen to what the author writes and see if you can figure out what young wolves are called. When pups are grown up, they will hunt together and watch out 	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will learn what wolf pups and vervet monkeys do when they play and how that helps them learn.</p> <p>Students say the word packs.</p>

<p>for each other. What do you think young wolves are called? [Pause.] That's right! Young wolves are called pups.</p> <ul style="list-style-type: none"> ● Let's say that word together. Say pups. pups ● The author also writes about what they do when they are grown up. What is another word we learned last time that means the same as grown up? [Pause.] Wow! You are so smart! When an animal is grown up it is called an adult. ● What do the adult wolves do together? [Pause.] They hunt together and watch out for each other. ● The author also writes in this paragraph that since they live in packs, hunt together and watch out for each other, they must learn to communicate. This is a big word you may have not heard before. Some ways people communicate with each other are talking and writing. We communicate messages or things we want other people to know. Can you think of any other ways people communicate with each other? [Pause.] ● What if I did this? [smile] What am I communicating to you? [Pause.] When I smile, you get the message that I am happy. That is a way of communicating. ● Show me how you communicate to someone when you are happy. Did you smile? Did you communicate in a different way? ● What if I did this? [frown] Am I communicating something to the people that can see me? [Pause.] Yes. This tells people I might be sad about something. ● Show me how you communicate to someone when you are sad. Did you make a sad face? Another way people communicate when they are sad is to cry. We communicate using words, but we also communicate in many other ways. ● Wolves cannot talk, so they must communicate with each other without words. ● Let's say this word together. Say communicate. Communicate. 	<p>Students say the word pups.</p> <p>Students show how they communicate when they are happy. (ex. smile)</p> <p>Students show how they communicate when they are sad. (ex. frown)</p> <p>Students say the word communicate.</p>
<p>Now let's get back to our reading. Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate. A wolf pup signals another pup that she wants to play.</p> <ul style="list-style-type: none"> ● A signal is a way to communicate something. The pup cannot talk, so she has to communicate to the 	

<p>other pups that she is ready to play. She will give them some sort of sign or signal that says, “Hey, I want to play!”</p> <ul style="list-style-type: none"> Say signal. Signal. Let’s read to find out how the wolf pup signals she is ready to play. <p>A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail.</p> <ul style="list-style-type: none"> How does the wolf pup signal she is ready to play? [Pause.] Would you like to show me? Pretend you are a wolf pup. Stretch out your front legs. Stretch means to reach out as far as you can. Then she bows. When you bow, you lean down. Can you stretch out your front wolf pup legs and bow? Then she wiggles and wags her tail. Can you wiggle and wag your tail like the wolf pup would? [Pause.] You are a cute little wolf pup. When the pup does this, it communicates to the other pup that she is ready to play. <p>A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That’s how they tell each other “yes, we are still playing!”</p> <ul style="list-style-type: none"> What do the wolf pups do to communicate, or tell the other pup, that they are still playing? [Pause.] They hold their mouth open. The author tells us their mouth is slightly open. This means just a little bit open. Can you open your mouth slightly? [Pause and model slightly opening your mouth.] Now, the opposite of this might be to open our mouth wide like this. [Model.] Let’s say this word together. Say slightly. Slightly. <p>When most young animals wrestle, race, or chase, it’s not about winning. Each youngster is building its strength and skills. And they are learning to cooperate. If one youngster plays too rough, the others will let him know they are unhappy with his behavior.</p> <ul style="list-style-type: none"> When young animals wrestle, race or chase they are building strength and skills. 	<p>Students say the word signal.</p> <p>Students pretend to be a wolf pup and signal they are ready to play.</p> <p>Students mimic teacher as she opens her mouth slightly and wide to understand the word slightly.</p> <p>Students say the word slightly.</p>
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<ul style="list-style-type: none"> ● What is it called when we work or play together? [Pause.] When we work or play together we cooperate. ● Let's read about another wild animal. <p>[Show Slide 5.] Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.</p> <ul style="list-style-type: none"> ● Sometimes wild animals learn what not to do in order to stay safe through play. This author writes about how sometimes the young vervet monkeys sneak away from the adults. What does it mean when they sneak away? [Pause.] They are being quiet and hoping the adults don't see them going away. ● Let's say this word together. Say sneak. Sneak. ● The author called these sneaky monkeys "straying youngsters". Why does the author use those words to describe them when the adults go looking for them? [Pause.] Straying is a word that means to go away from where you are supposed to be. The young monkeys strayed from their family. The author calls them youngsters because that is another name for someone that is young. So, an adult monkey will go looking for the straying youngsters. ● Let's say this together. Say straying youngsters. Straying youngsters. ● One thing it did say monkeys do when they stray away to play that can keep them safe is that they sneak off in groups to play. If they play in groups, that means they don't go off to play by themselves. ● Let's say that word together. Say Groups. Groups. ● If the monkeys are playing and don't notice when danger is near, what do the adult monkeys do? [Pause.] They go looking for them and yell out a warning. A warning tells them danger is near. ● Let's say this word together. Say warning. Warning. ● What is danger? [Pause.] Danger is something that might hurt you. ● Let's say this word. Say danger. Danger. ● What have the young monkeys learned while they were playing? [Pause.] They might learn it isn't safe to sneak away, or stray, from the family. They might also learn what the adult warning call sounds like that means you need to get back right now because danger is near. 	<p>Students will understand the importance of living and playing in groups.</p> <p>Students say the word sneak.</p> <p>Students say the phrase straying youngsters.</p> <p>Students say the word groups.</p> <p>Students say the word warning.</p> <p>Students say the word danger.</p>
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<ul style="list-style-type: none"> • We learned wolves live in packs. How do these monkeys live? [Pause.] They live in a family. That means they live in groups. So, both wolves and vervet monkeys live in groups. • Does living in groups help them survive and stay safe? [Pause.] Yes. For both the wolves and the monkeys, learning to live in groups can help them stay safe. <p>Let's go back and reread what we just read before we read the next part.</p> <p>Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.</p> <p>Watch out! Be careful! You've heard parents or teachers say these things when you play. Animals have to learn about the dangers in their world too.</p> <ul style="list-style-type: none"> • What could we call when someone yells out to you, Watch out! Or be careful! When you play? [Pause.] This can be called a warning. • Why would the other person yell out the warning? [Pause.] They are trying to warn you or tell you that something might be dangerous. They might be trying to make sure you don't get hurt. <p>Animals have to learn about the dangers in their world too. Playing helps they learn. Playing helps they get along. Playing makes them strong and confident.</p> <ul style="list-style-type: none"> • How do animals learn about dangers in their world? [Pause.] They can learn about dangers when they play. • What does play help animals do? [Pause.] It helps them learn, get along with others in their group, and makes them strong and confident. 	<p>Students will understand the importance of play for animals.</p>
<p>Guided Practice (7 minutes)</p> <p>Let's revisit the text to see if we can recall the different animals and how and why they play. We need a graphic organizer or chart to help us keep up with the new pieces of information we learned about how and why animals play. If you have the graphic organizer or chart from our last time together you can use that same piece of paper and add the animals from today's text into different boxes. If you do not</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will create a graphic organizer recalling how and why animals play.</p>

have the chart from the previous lesson, that's okay. Just get a piece of paper and I will show you how to make one.

- **Fold your piece of paper like a hamburger.** [Model folding paper in half.] **Now I want you to fold it again.** [Model folding the piece of paper again to make four boxes.] **Now I have four boxes. Inside each box we can write the name of an animal and how and why they play.**
- **Let's revisit our text to recall the wild animals and how and why they play.**

[Show Slide 6.] **Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate. A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That's how they tell each other "yes, we are still playing!"**

- **What animal name do we need to write in our first box?** [Pause.]
- **Since a pup is a young wolf, I am going to write 'wolf pup' in the box.** [Model writing 'wolf pup' in a box.] **W. O. L. F. Wolf. P. U. P. Pup. Wolf pup.**
- **What words does the author use to tell how wolf pups play?** [Pause.]
- **Listen as I read that part again. Listen for words that tell how wolf pups play. A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows.**
- **Which words tell us how wolf pups play?** [Pause.]
- **The text says that she 'stretches out her front legs and bows.'** [Model what it might look like for a pup to stretch and bow.]
- **'Stretch' and 'bow' are words that tell me how wolf pups play.**
- **Let's write these two words to the box underneath 'wolf pup.'** [Model writing 'stretch' and 'bow' underneath 'wolf pup'.] **S. T. R. E. T. C. H. Stretch. B. O. W. Bow.**

Let's keep rereading to see if we can find any more words that tell how wolf pups play. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That's how they tell each other "yes, we are still playing!"

- **Did you find any more words that tell how wolf pups lay?** [Pause.]

- Yes, the words ‘wiggles’ and ‘wags’ both tell what pups do when they play. So let’s add these two words to the chart. [Model writing ‘wiggles’ and ‘wags’ to the chart.] W. I. G. G. L. E. S. Wiggles. W. A. G. S. Wags.

Now we need to write why wolf pups stretch, bow, wiggle, and wag. Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate.

- So the reason why wolf pups stretch, bow, wiggle, and wag is so they can learn to communicate or ‘talk’ to one another.
- Let’s write ‘communicate with each other’ in the box because that answers the question why they play. [Model writing ‘communicate with each other’ in the box.] C. O. M. M. U. N. I. C. A. T. E. Communicate. W. I. T. H. E. A. C. H. Each. O. T. H. E. R. Other. Communicate with each other.

We have one wilder animal to add to our chart today. Do you recall what wild animal we read about last in our story? [Pause.] A monkey!

[Show Slide 7.] I am going to write the words ‘monkey’ in a new box [Model writing the words ‘monkey’ in a new box.] M. O. N. K. E. Y. Monkey.

- As I read, pay attention to words that tell us what young monkeys do. Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.
- What do young monkeys sometimes do? [Pause.]
- They sneak away in groups.
- I am going to write ‘sneak away in groups’ in the box underneath the word monkey. [Model writing ‘sneak away in groups’ in the box under ‘monkey’] S. N. E. A. K. Sneak. A. W. A. Y. Away. I. N. G. R. O. U. P. S. Groups. Sneak away in groups.
- Even though the story does not tell me exactly how sneaking away in groups teaches the monkeys, I can infer or make a best guess that they are learning how to work in a group and how to stay away from danger because the text says: Watch out! Be careful!

<p>You've heard parents or teachers say these things when you play. Animals have to learn about the dangers in their world too.</p> <ul style="list-style-type: none"> • So I think monkeys are learning how to stay safe in groups. • Let's write 'stay safe' in the box [Model writing 'stay safe' in the box.] S. T. A. Y. Stay. S. A. F. E. Safe. Stay safe. <p>Now let's use our chart to recall and retell how and why wild animals play</p> <ul style="list-style-type: none"> • First I am going to reread the words in the box about one of today's animals. I am going to pick a wolf pup. [Model looking at the chart and reading what is written out loud.] Read these words with me: Stretch. Bow. Wiggle. Wag. Communicate with each other. • Now I am going to use these words in a sentence so I can tell someone what I learned about how and why wolf pups play. [Pause and model a short "think time" as though you are putting a sentence together in your head prior to speaking it out loud.] • Since I remember that the text says that wolf pups wiggle and wag their tails, I am going to add the word 'tail' to my sentence. • [Read the following sentence out loud from the chart] Wolf pups wiggle and wag their tails to communicate with each other. Can you come up with a sentence about how and why young animals play? [Pause.] • What sentence did you come up with? [Pause.] • There are many different ways to use these words to retell what we learned about how and why some animals play. Great job! 	
<p>"Independent Work" (3 min) [Show Slide 8.] I'm going to read the task to you. Please copy down the task as I read it. Now that we have found evidence in the text to tell how and why animals play and I have modeled how to use the words on our chart to make a sentence, I want you to pick one of the wild animals from today's story and write one to two sentences that tell how and why the animal plays. Use words from your chart to help you write your sentences. [Show Slide 9.] [Read directions 2x]</p>	<p>Using their graphic organizers created during the Guided Practice portion of the lesson, students will write one to sentences telling how and why animals play.</p>
<p>"Closing" (1 min)</p>	

PBS Lesson Series

<p>I enjoyed working with you today on asking and answering questions about key details in a text! I really enjoyed creating a chart with you so we could retell what we learned about how and why animals play! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>	
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<https://openupresources.org/ela-curriculum/>