

ELA: Grade 1, Lesson 18, Why Animals Play Part 1

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 deer and lion.

Academic Vocabulary: tumble, nip, wrestle, gentle, pounce, leap, wild, survival, successful, adult, frolic, fawn, zigzag, confuse, predator, escape, cub, stalk, slink, crouch, bats back, free

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 18
- 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
- The Student Packet for ELA, Grade 1, Lesson 18 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 third 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• The Student Packet for ELA, Grade 1, Lesson 18 which can be found on www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>Intro (2 min)</p> <p>Before we get to our new text, let's review what we did in our previous lesson. We read the poem <i>Bird Walk</i> and paid close attention to the words the author chose to describe what the characters saw on their walk in the park. I asked you to write what you might see if you went on a bird walk. Some of you may have been able to go outside to see if you could see any birds.</p> <p>[Show Slide 2.] Did you write one or two sentences that described what you saw or what you might see if you went on a bird walk? [Pause.] Do your sentences describe a bird or parts of the bird like its beak, feathers or wings?</p> <p>[Show Slide 3.] Did you use at least two words from your list? [Pause.] Good job! How many were able to use more than two? [Pause.] Awesome! Do all of your sentences begin with a capital letter and end with the correct end punctuation? [Pause.] I want you to take a minute to read them aloud. If someone is watching with you, you can read your sentences to them. [Pause.] I am so proud of you! I sure wish I could read all of your writing! I know you did a fantastic job!</p> <p>We are going to continue to learn about animals. Today our goal is to ask and answer questions in order to retell key details about our text, <i>Why Animals Play</i>, 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>Teacher Model/Read-Aloud (13 min)</p> <p>[Show Slide 4.] The name of our text today is <u>Why Do Animals Play?</u> By Kathleen Weidner Zoehfeld.</p> <ul style="list-style-type: none"> Do you notice anything interesting about this title? [Pause.] Yes, the title is a question. So, what do you think this text is going to be about? [Pause.] I bet we will learn why animals play. Let's read to see if our prediction is correct. <p>[Show Slide 5.] Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently.</p>	<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>

<ul style="list-style-type: none"> • What do puppies love to do? [Pause.] That is right! They love to run and tumble. • Tumble. That can mean to fall down. I can picture a puppy running around and falling and rolling all around. This is what tumble means. • Say tumble. tumble • What else do puppies like to do when they are with other puppies? [Pause.] They like to chase each other around. They like to wrestle, or roll around and tumble with other puppies. • Say wrestle. wrestle • It also says they like to nip each other. Say nip. Nip. What does that mean? [Pause.] When puppies nip each other they are biting each other, but notice how the author says they nip each other. "They wrestle and nip each other gently." • How do they nip or bite each other? [Pause.] The author tells us they nip gently. • What does that tell us? [Pause.] Absolutely! They aren't biting hard to hurt each other. They are being gentle, or easy. They are just play biting. • What do puppies do when they play? [Pause.] They tumble, wrestle and nip but they do it gently because they don't want to hurt each other. • Let's see what else we can learn. <p>[Show Slide 6.] A kitten will pounce on a toy mouse or leap high for a piece of yarn.</p> <ul style="list-style-type: none"> • The author wrote that a kitten will pounce on a toy mouse. What does pounce mean? [Pause.] For those of you that have cats or have maybe seen a cat on to, you have probably seen them pounce. They jump or spring up when they are trying to catch or grab something. Cat's like to pounce and leap, or jump, high for a toy or piece of yarn. • These are fun words. Say pounce. Pounce. • Say leap. Leap. • What do cats do when they play? [Pause.] You've got it! They pounce and leap. <p>Why do animals play? For the same reason YOU play—because it's FUN!</p> <ul style="list-style-type: none"> • What is one reason animals play? [Pause.] Yes, because it is fun. • Let's go back and put our reading back together now that we have learned some new words and talked 	<p>Students say the word tumble.</p> <p>Students say the word wrestle.</p> <p>Students say the word nip.</p> <p>Students say the word pounce.</p> <p>Students say the word leap.</p>
---	--

<p>about what our text is saying so far before we move on to the next section of text.</p> <p>Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn. Why do animals play? For the same reason YOU play— because it’s FUN!</p> <p>But there is more to animal play than just fun. For animals in the wild, play is important to their very survival.</p> <ul style="list-style-type: none"> • What is another reason animals play? [Pause.] Did you say it is important to their survival? That is exactly right! • Survival means what they need to do to survive or keep living. • Say survival. Survival. • The author wrote that play is important for animals in the wild. What does that mean “animals in the wild”? [Pause.] Those are animals that live on their own in nature without people helping them stay alive or survive. • Let’s say the word wild. Say wild. Wild. • Are puppies and kittens “animals in the wild”? [Pause.] No. • Why? [Pause.] Most puppies and kittens depend on people to help them survive. There can be some puppies and kittens that don’t have a home or people, but most do. <p>Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.</p> <ul style="list-style-type: none"> • Why do the animals have to learn about their world, exercise their muscles and practice skills they need? [Pause.] They need to survive so they can grow up to be successful adults. • What does it mean if they become adults? [Pause.] The word adult means they have grown up. Sometimes people call adults grown-ups. • Do you know any adults or grown-ups? [Pause.] I bet you know many adults. I bet you live with at least one adult. Your teachers and your principals are all adults too aren’t they? • Are you an adult? [Pause.] No. You are not all grown up yet, so you are not an adult. • Say adult. Adult. 	<p>Students say the word survival.</p> <p>Students say the word wild.</p> <p>Students will understand an adult is and animal or person that is grown up.</p> <p>Students say the word adult.</p> <p>Students say the word successful.</p>
---	---

<ul style="list-style-type: none"> • When animals are first born, they are not adults. It takes them a while to grow up just like you. And just like you, they have to exercise their muscles and practice skills they will need to be a successful adult. A successful animal means they are doing a good job of taking care of themselves and surviving. • Say successful. Successful. • We have read about puppies and kittens playing. Let's go back and reread this section and then go on to read about some wild animals to see if we can learn how they play and why they play. <p>But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.</p> <p>[Show Slide 7.] Sometimes a young deer will leap and frolic.</p> <ul style="list-style-type: none"> • We already talked about the word leap. That means to jump. Young deer sometimes leap and frolic. So, what do you think frolic means? [Pause.] This is a really fun word that means play. • Say frolic. Frolic. <p>With each twisting, twirling dance, the fawn's legs are getting stronger.</p> <ul style="list-style-type: none"> • A fawn is a baby or young deer. • Say fawn. Fawn. • How does a fawn's legs get stronger? [Pause.] Can't you just picture it? When they play, they look like they are dancing by twisting and twirling around. This helps their legs get stronger. <p>It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother's side.</p> <ul style="list-style-type: none"> • When a deer is running, the author writes how it has to zigzag. Have you heard this word before? [Pause.] It means to go back and forth. • Can you make your hand zigzag with me? [Model making a zigzag motion with your finger or hand] • Say zigzag with me as we make this motion. [Model while saying the word] Are your hands ready? Say zigzag. Zigzag. • Can you imagine that deer running fast and zigzagging? 	<p>Students say the word frolic.</p> <p>Students say the word fawn.</p> <p>Students say the word zigzag and make the hand motion being modeled by teacher.</p>
---	--

<ul style="list-style-type: none"> • Why is it important for the deer to learn how to do this? [Pause.] When the deer is running from a predator, or another animal that is trying to hurt it, running in a zigzag can make the other animal confused. The other animal doesn't know what the deer is doing or where it is going. This can help it get away and survive. • So, when a deer is playing by dancing around, it is helping its legs get strong so it can get away from other animals that are trying to hurt them. • Let's go back and reread what we've learned about young deer, or fawn, and why they play before we go on to learn about why another animal plays. <p>Sometimes a young deer will leap and frolic. With each twisting, twirling dance, the fawn's legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother's side.</p> <p>[Show Slide 8.] While deer have to learn to escape from predators, young lion cubs must learn how to hunt.</p> <ul style="list-style-type: none"> • What are the deer trying to do when it runs fast in a zigzag? [Pause.] It is trying to escape, or get away, from the predator, or the other animal trying to catch it. • What does a lion cub have to learn to do that is different than a fawn, or young deer? [Pause.] The lion cub must learn how to hunt. A fawn does not have to learn how to hunt. They learn how to run fast to escape. • Those are some great words. Let's practice saying them. Say escape. Escape. To escape is to get away. • Say predator. Predator. An animal trying to catch another animal. • So we know a baby or young deer is called a fawn. What is a baby or young lion called? [Pause.] It is called a cub. • Say cub. Cub. • Let's read to find out how and why the lion cub plays. <p>When a cub is little, it stalks its brother or sister.</p> <ul style="list-style-type: none"> • Stalks means to go after something. If the little cub is stalking its brother or sister, it is going after them quietly and sneakily. • Say stalk. Stalk. 	<p>Students say the word escape.</p> <p>Students say the word predator.</p> <p>Students say the word escape.</p> <p>Students say the word stalk.</p> <p>Students say the word slink. Students say the word crouch.</p>
--	--

It will slink along on crouched legs.

- The cub is stalking or going after their brother or sister cub. It will slink, or sneak, along on crouched legs. Crouched legs describe how the cub is squatting down close to the ground.
- Say slink. slink
- Say crouch. Crouch.
- Why might the cub slink along on crouched legs when it is stalking its brother or sister? [Pause.] The cub is trying to sneak up on the other cub.
- Have you ever tried to sneak up on someone without them seeing or hearing you? [Pause.] If you have, think about how you walk. Did you try to be quiet? [Pause.] If you weren't quiet, the person would hear you and it wouldn't be a surprise.
- When cubs are playing by stalking their brother or sister cub, they are trying to surprise them.

When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free.

- After the cub sneaks up on the other cub and is ready what does it do? [Pause.] It pounces! That is just like the kitten does when it plays.
- What does the other cub do? [Pause.] They bat back with their paws and try to wriggle free, or get away.
- Bat back means it hits back at the cub that pounced.

The cubs keep their claws in, though, and their bites are gentle. The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.

- So, they are being gentle with their bites just like the puppies. They are not trying to hurt each other.
- What are they doing? [Pause.] That's right. They are playing.
- Why do they play like this? [Pause.] This playing is good practice for when they are adult lions and have to be great hunters.
- Let's go back and reread and think about what we learned about lion cubs and why they play.

While deer have to learn to escape from predators, young lion cubs must learn how to hunt. When a cub is little, it stalks its brother or sister. It will slink along on crouched legs.

<p>When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free. The cubs keep their claws in, though, and their bites are gentle. The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.</p> <ul style="list-style-type: none"> • What have we learned today about why animals play? [Pause.] Animals play to help them practice and be good at things that will help them be successful adult or grown up animals. 	
<p>Guided Practice (7 min) Let's revisit the text to see if we can recall the different animals and how and why they play.</p> <ul style="list-style-type: none"> • First let's make a graphic organizer to help us keep up with the new pieces of information we learned about how and why animals play. • I want you to get out one of your pieces of paper. Fold it 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. [Show the 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. <p>[Show Slide 9.] Sometimes a young deer will leap and frolic. With each twisting, twirling dance, the fawn's legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother's side.</p> <ul style="list-style-type: none"> • What animal name do we need to write in our first box? [Pause.] • Since a fawn is a young deer, I am going to write 'fawn' in the box. [Model writing 'fawn' in a box] F. A. W. N. Fawn. • What words describe how fawns play? [Pause.] • Listen as I read that part again to recall how a young deer or a fawn will play. Sometimes a young deer will leap and frolic. It is learning how to run fast and zigzag to confuse predators. • Which words tell us how fawns play? [Pause.] • Leap, frolic, run and zigzag are words that tell us what fawns do when they play. • Let's write these four words to the box under the word fawn. [Model writing leap, frolic, run, and zigzag 	<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>

in the box under the word fawn.] L. E. A. P. Leap. F. R. O. L. I. C. Frolic. R. U. N. Run. Z. I. G. Z. A. G. Zigzag.

Now we need to write why fawns leap, frolic, run, and zigzag when they play.

With each twisting, twirling dance, the fawn's legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother's side.

- The reason why young deer or fawns leap, frolic, run, and zigzag is so they can learn to escape from predators.
- Let's write 'escape from predators' in the box because that answers the question why they play. [Model writing 'escape from predators' in the box.] E. S. C. A. P. E. Escape. F. R. O. M. From. P. R. E. D. A. T. O. R. S. Predators. Escape from predators.
- 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 lion cub!

[Show Slide 10.] I am going to write the words 'lion cub' in a new box [Model writing the words 'lion cub' in a new box.] L. I. O. N. C. U. B. Lion cub. As I read, pay attention to words that tell us what lion clubs do when they play.

When a cub is little, it stalks its brother or sister. It will slink along on crouched legs. When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free. The cubs keep their claws in, though, and their bites are gentle. The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.

- What does a lion club do? [Pause.]
- That's right! They stalk, slink, and pounce.
- I am going to write these words in the box. [Model writing 'stalks' in the box under lion cub.] S. T. A. L. K. S. Stalks. [Model writing 'slinks' in the box under lion cub.] S. L. I. N. K. S. Slinks. [Model writing 'pounce' in the box under lion cub.] P. O. U. N. C. E. Pounce.
- Why does a lion club stalk, slink, and pounce when they play? [Pause.] They are learning how to hunt.
- Let's write 'learn how to hunt' in the box [Model writing 'learn how to hunt' in the box.] L. E. A. R. N.

<p>Learn. H. O. W. How. T. O. To. H. U. N. T. Hunt. Learn how to hunt. Great job!</p> <p>Now let's use our chart to recall how and why wild animals play. First I am going to reread the words in the box about a young deer or fawn. [Model looking at the chart and reading what is written out loud.] Read these words with me: Fawn. Leap. Frolic. Run. Zigzag. Escape from predators.</p> <ul style="list-style-type: none"> • Now I am going to use these words in a sentence so I can tell someone what I learned about how and why a fawn will 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.] Fawns leap and frolic and run in a zigzag to learn how to escape from predators. • 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><u>Independent Work</u> (3 min) [Show Slide 11.] I'm now going to read your task. Please grab a piece of paper to write down the directions. I will read twice so you have enough time to write down the directions. 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 our story and write one to two sentences that tell how and why the animal plays. [Show Slide 12.] Use words from your chart to help you write your sentences? [Read task 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><u>Closing</u> (1 min) I enjoyed working with you today on asking and answering questions about key details in a text! I also 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>	