Academic Language Purposes

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| Class/Content Area  **A Habitat is a Home**:  *I See a Kookaburra! Discovering Animal Habitats of the World* |  |

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| **Academic Language Purpose** | **Talk Discussions, Whole Class** | **Texts**  **Writing or Reading** |
| **Seek Information**  - use who, what, when, where, how  1. | S: **What** is your understanding of the meanings of these words: **habitat, animal, adapt**? | T: Asked Ss to draw a picture of what each term means on slates. Think-pair-shared and think-pair-squared. Ss nominated one S’s slate to come to front of room and Ss voted on pic to put in class dictionary. Ss placed other drawings in ISN. |
| **Inform** - recount information or retell  **2.** | S: **Recalled** previous knowledge as they filled in initial impressions. Can you **describe** [name of habitat]? Is it cold, wet, dry? What are some **adjectives** or describing words you could use? What types of animals do you think will live in that **habitat**? Why? | T: Introduced *I See a Kookaburra* and explained that Ss would examine habitats from 6 different areas around the world (**desert, tide pool, jungle, savanna, forest, and pond**). T introduced graphic organizer. |
| **Compare** - explain how alike  **5.** | S: Can you **describe** [name of habitat]? What are some **adjectives** or describing words you could use? What kinds of animals live in this **habitat**? Where are their homes? What do they eat? | T and S: After Ss explored habitats of the world, they were introduced to the local habitat. Ss added **temperate forest** to their GOs and went to a nearby forest to observe. Ss made notes in their ISN and described how the habitat was **similar to** and **different from** the habitats presented in the book. |
| **Contrast**-explain how different  **6.** | S: How are \_\_\_\_\_ and \_\_\_\_\_ alike? What are some ways that \_\_\_\_\_ and \_\_\_\_\_ are different? | T and S: Used graphic organizer to compare and contrast habitats. Sentence frames include:  \_\_\_\_\_\_ is like \_\_\_\_\_ because \_\_\_\_\_. But, \_\_\_\_\_ is not like \_\_\_\_\_ because \_\_\_\_\_.  S created summary sentences for ISN. |
| **Order** - describe timeline, continuum or cycle |  |  |
| **Classify** - describe organizing principles |  |  |
| **Analyze** - describe features or main idea  **3.** | S: Can you describe what the animal is doing? What color is the animal or what does the animal look like? Why do you think that helps the animal stay hidden in their habitat? | T and Ss: After Ss had a chance to share their prior knowledge on the GO, T began “reading” the book by opening to the first two page spread which said “In the desert, I see…” T allowed Ss to make observations about the pictures while she asked Ss to name the different animals hiding in the pictures. Ss were asked questions about the habitats and animals as they filled out the comparison chart GO. Once animals were found, the T displayed the second two page spread which introduced the reader to each animal along with the correct name and what the animal is doing (ie: a long nosed bat sipping nectar from a flower). |
| **Infer** - generate hypotheses to suggest cause/outcomes  **4.** | S: “The bat has a long nose, which helps it get into the center of a flower to sip the nectar.” | T: Invited Ss to compare their predictions and observations to what was presented in the text. Ss thought about what types of adaptations animals have for living in that habitat. |
| **Justify & Persuade** - give evidence why “A” is important |  |  |
| **Solve Problems** - describe problem- solving procedures |  |  |
| **Synthesize** - summarize information cohesively |  |  |
| **Evaluate** - identify criteria, explain priorities, etc. |  |  |

\*\* Adapted from *A Habitat is a Home* by Christine Anne Rice in *Teaching Science Through Trade Books*. \*\*