Unit 3: Animal Allies

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Course(s): **Sample Course, ELA 1, ELA 3, ELA Gr. 6**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

English Language Arts: Grade 6

Unit 3: Animal Allies

Belleville Board of Education

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Unit Overview

Whether it involves helping each other survive or providing emotional support, people and animals have depended on each other for support throughout history. This unit has been designed to help students explore the unique bond between humans and animals. Students will focus on explanatory/informational text leading to a culminating task of creating an original writing piece on unit themes.

Enduring Understanding

- The presentation of the same event by two different authors can effect a reader's interpretation of the events.
- Different types of texts place different demands on the reader. Understanding text features, text structures, and characteristics associated with different text genres (including print and non-print) facilitates the reader's ability to make meaning of the text.
- Animals and people can create a special bond.

- Animals and people can have a positive impact on one another.

Essential Questions

- How can animals and people help on another?
- How can the bonds between people and animals be surprising?
- Is the relationship between people and animals truly a special bond?
- How are important ideas developed in informational texts?
- How can research help us clarify and explore ideas?

Exit Skills

By the end of Grade 6, ELA Unit 2, the student should be able to:

- Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas.
- Expand Knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Ensure that pronouns are in the proper case.
- Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly.
- Integrate audio, visuals, and text in presentations

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).

Interdisciplinary Connections

SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS5	Collaboratively develop and practice strategies for managing and resolving conflict.
SOC.6.3.8.CS9	Make informed and reasoned decisions.

Learning Objectives
- Explore the relationship between humans and animals
- Analyze multiple sources from different points of view and describe important similarities and differences in the details they provide.
- Summarize non fiction-text

- Compare and contrast one author's presentation of events with another.
- Synthesize research into a coherent presentation.
- Analyze the development of ideas including how authors that write in different genres explain ideas.
- Connect to various texts through close reading strategies
- Support oral and written response with textual evidence

Suggested Activities & Best Practices

Suggested Activities:

Complete the following close reading model for reading for each Whole Group Selection. Guided reading questions can be found in the margins as students read and respond to each text.

1. First Read
2. Close Read
3. Analyze Text

Use Selection Tests to determine groupings

Utilize the gradual release model for each unit.

- **Whole Group**
- **Small Group**
- **Independent Learning**

Unit Performance-Based Assessment Tasks:

Prompt: How can animals and people help one another?

*Each selection in the **My Perspectives** text provides a challenge activity. Consider using these ideas in accelerated classroom.

Deliver an Informative Presentation

Prompt: How can the bonds between people and animals be surprising?

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

From My Perspectives English Language Arts textbook

Unit Introduction

Unit Video: People of the Horse: Special Bond

Whole Class Learning

Anchor Text (Memoir): *from My Life With the Chimpanzees* by Jane Goodall

Anchor Text (Historical Fiction): *Hachiko: The True Story of a Loyal Dog* by Pamela S. Turner

Small-Group Learning

Poetry: *A Blessing* by James Wright

Poetry: *Predators* by Linda Hogan

Essay: *Monkey Master* by Waldemar Januszczak*

Short Story: *Black Cowboy, Wild Horses* by Julius Lester

*indicates higher lexiled texts for use in accelerated curriculum.

Independent Learning

- from The Wind in the Willows by Kenneth Grahame*
- How the Camel Got His Hump from Just So Stories by Rudyard Kipling
- The Girl Who Gets Gifts From Birds by Katy Sewall
- Pet Therapy: How Animals and Humans Heal Each Other by Julie Rovner*

Additional Supplementary Readings for Accelerated Curriculum

Article: Relating Animals to humans Could Help Conservation Projects (Science Daily)
Video: Video: Dogs and People Bond Through Eye Contact (CBS News)

Ancillary Resources

If you wish to use a trade book after completing Unit 1, please refer to the Teaching with Trade Books section in <u>My Perspectives English Language Arts</u> book or online in the Interactive Teacher's Edition for suggestions

on how to incorporate the following thematically-related novels in this unit:

- The Jungle Book by Rudyard Kipling
- Where the Red Fern Grows by Wilson Rawls
- Black Beauty by Anna Sewell

Worktext: Common Core, Progress, Grade 6 - Sadlier School

Scholastic SCOPE Magazine - monthly subscription

Technology Infusion

- Student use of digital textbook
- 1-1 chromebooks
- Smartboard
- www.smartexchange.com
- Video/multimedia resouces integrated into each unit in the textbook
- Word Processing/ Typing essays
- Microsoft Office Suit
- Blog Journaling
- Survey Monkey
- Use of listening stations - iPod cart
- Self-Assessment with online Rubric - use of Google Docs
- Discussion Board Resource through **My Perspectives** digital features
- Plickers (CFUs)
- Prezi presentations
- Listening to Podcasts
- Remind 101 App - Text updates
- Use of Webquests
- Photostory

Alignment to 21st Century Skills & Technology

TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge

	and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Exit Tickets
- Individual Response Boards
- Think Pair Share
- Flexible Grouping
- Cooperative Learning
- Center Activities
- Mini-Lessons
- Open-Ended Responses
- Choice Activities
- Group Discussion
- Note-Taking/Outlines
- Highlighting

- Oral and Written Directions
- Additional Time
- Graphic Organizers
- Literature Circles
- Centers
- Problem Based Learning Units
- Tiered Assessments
- Multiple Intelligence Options
- Menu Boards
- Independent Studies
- Jigsaw groupings
- Allow for continued research
- Provide directions that are both written and verbal
- IEP/504 Accommodations (see below)
- Differentiated performancr tasks
- Leveled texts
- Audio Summaries

Intervention Strategies

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: