

GR 3 Module 06 (Animal Behaviors)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: Animal Behaviors

Essential Question: What behaviors help animals survive?

Standards

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- Schoolwide Writing

Supplemental Resources:

- Foundations
- Brainspring
- Leveled Readers

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz-Kids/Reading A-Z

Technology

- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- **8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Assessment

Formative Assessments

- Teacher Observation
- Anecdotal Notes
- Exit Tickets
- Student Practice Pages

Summative Assessments

- Module Tests

Benchmark Assessments

- NWEA MAPs

Alternative Assessments

- Weekly Tests
- Comprehension Quizzes
- Dibels
- F & P Assessments
- Phonics Skill Assessments

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

NJSLS Science and Theater Standards Covered in ELA Curriculum:

| | |
|--------------------|--|
| TH.3-5.1.4.5.Cr1a | Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. |
| TH.3-5.1.4.5.Cr1c | Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. |
| TH.3-5.1.4.5.Cr2b | Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process. |
| SCI.3-LS1-1 | Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. Changes organisms go through during their life form a pattern. |
| TH.3-5.1.4.5.Re8c | Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work. |
| TH.3-5.1.4.5.Cn10a | Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture. |
| SCI.3-LS4-3 | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. |

Social and Emotional Learning Connections

Learning Mindset: Noticing

Career Readiness, Life Literacies, and Key Skills NJSLS

Financial Literacy (9.1):

- By the end of Grade 5
 - 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 5
 - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers

that might be suited to personal likes.

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Life Literacies and Key Skills (9.4):

- By the end of Grade 5
 - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
 - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
 - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
 - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
 - 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
 - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
 - 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.