Sept. Gr 4 The One and Only Ivan -Animal Study: Research

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Objectives: Using the book, "The One and Only Ivan" Study animal captivity and communication. Connect literature and research to support point of view. Write a persuasive essay.

Enduring Understandings

We can write a persuasive essay to let people understand our point of view on a topic.

Keeping animals in captivity is controversial.

Essential Questions

How do I write about my opinion about the topic of Animals kept in captivity?

Instructional Strategies & Learning Activities

Task:

- Access prior knowledge
- Intro animals
- Read and discuss Key questions.
- Answer comprehension and discussion questions and review vocabulary .
- View animal cams at zoos
- Select research focuses
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    - Write persuasive essays on assigned topics.
- Use Circle of Viewpoints for discussion from point of view
- Identify literary characteristics found in the book:
    - Simile
    - Metaphors
    - Onomatopoeia

- Write a description using all five senses

Art & poetry connection:

- Crayon drawings or water color paintings
- Poetry to compliment artwork
- Act out a scene from the book.
- Write a new scene (before or after the story)

Unit Assessments:

- Comprehension and vocabulary test
- Persuasive essay
- Choice extension activity (research project, art, drama)

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about animals in captivity and the careers that are supported by this controversial issue.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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).
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g.,

	8.1.5.NI.2).

Technology and Design Integration

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    - SMARTBoard Technology
    - Google Applications (Documents, Classroom Presentation, Digital Tools and Resources, Search Engines)
    - Learning Ally

	Computing devices may be connected to other devices to form a system as a way to extend their capabilities. Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). Shared features allow for common troubleshooting strategies that can be effective for many systems.
8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.

SEL integration

Interdisciplinary Connections

Art & poetry connection:

- Crayon drawings or water color paintings for bulletin board as if Julie or Ivan
- Poetry to compliment artwork
- Act out a scene from the book.
- Write a new scene (before or after the story)

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.

- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be directed to research resources based on thier abilities.

Student choice of topic.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP's will be utilized.

Additional support for struggling learners.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Unit Assessment

Comprehension Questions

Reflections and personal connections

Text to text connections

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussions

Rough draft

Teacher observations

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Assessments:

- Comprehension and vocabulary test
- Persuasive essay
- Choice extension activity (research project, art, drama)

Instructional Materials

See materials listed in activities.

Standards

LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.