Nov. Gr. 3 Suppl. Unit: Animal Habitats

Content Area: **Science**
Course(s):
Time Period: **November**
Length: **2-3 Weeks**
Status: **Published**

Unit Overview

SWBAT research an animal from a specific, describing the animal, its habitat and, identifying its basic needs.

SWBAT take researched information, organize into the three subtitles: describe animal, its habitat and its basic needs,and then begin rough draft for writing their animal report.

SWBAT refer to rubric and check lists to meet requirements of project.

Enduring Understandings

Animals have basic needs that must be met in their specific evnironment.

Essential Questions

How do animals survive in a specific environment and meet their basic needs?

How do you conduct successful research using mulit-media resources?

How do you organize a research paper?

Instructional Strategies & Learning Activities

Students work on goggle classroom to complete rough draft of animal research report. They will print a copy of their work to use to complete a good copy for final report..

Integration of Career Exploration, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.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).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.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).
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.B.CS2	The effects of technology on the environment.
TECH.8.2.5.C.4	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
TECH.8.2.5.C.CS2	The application of engineering design.
	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.

Interdisciplinary Connections

LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.

LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Differentiation

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    - 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:

- Modify journal expectations: Shorten or lengthen journal entries depending on abilities. Require basic or extended vocabulary.
- Provide research materials in variety of reading levels to extend or support students.
- Modify written tests depending on IEP requirements.
- Provide modified formats of research sheets used to record findings.
- Provide choice extension projects as necessary to extend learning - choose different animal habitats to compare and contrasts, create a flyer to educate people to the plight of an endangered species and it's habitat with ways to ensure the animal's survival.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP and 504 Accommodations as required.

Also, see differentiation above.

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:

Nonfiction DRA

Nonfiction Aimsweb

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:

- Teacher Observation
- Individual conference
- rough drafts

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:

Completed group habitat project according to rubric.

Unit Test

Performance Task

Instructional Materials

Materials: Study guide, tests, Journey North information, textbook review pages, vocabulary words,

smartboard lesson on food chains.

Websites: www.animalfactguide.com;

www.nationalgeographic.com;

www.kidsbiology.com.

www.A-Zanimals.com

Library books

Standards

SCI.3.LS4.C	Adaptation
SCI.3-LS4	Biological Evolution: Unity and Diversity
SCI.3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
SCI.3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
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.
	Engaging in Argument from Evidence
	Cause and Effect
	Construct an argument with evidence.
	Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.
	Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
	For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
	Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.