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| **Unit Information** | | | |
| **Unit Theme: Unit 5**  **Adventures by Land, Air, and Water** |  | **Grade**  **Level:** | **4** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** | **RES** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **Science:** What are the effects if an animals’ habitat changes?  **Reading:** How can using key details from the text help you to identify the main idea?  **Writing:** I can introduce topics and form paragraphs.  **Speaking and Listening:** I can present an organized report (or presentation) to relay facts**.** | | | | | | |
| **Essential Questions** | | | | | | |
| **Science:** In what ways can changes in the environment affect an animal’s ability to survive?  **Reading:** How can using key details from the text help you to identify the main idea?  **Writing:** How can grouping related information help me write paragraphs?  **Speaking and Listening:** How can organizing facts and details help me present a topic? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **Science 4.L.1:** Understand the effects of environmental changes, adaptations, and behaviors that enable animals (including humans) to survive in changing habitats?  **Reading: RI 4.2** Determine the main idea of a text and explain how it is supported be key details; summarize the text.  **Writing: 4.2** Write informative/expository texts to examine a topic and convey ideas and information clearly?  **Speaking and listening: SL4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.** | | | | Science: 4.L.1.1: give examples of changes in an organism’s environment that are beneficial to it and some that are harmful.  4. L.1.2: Explain how animals meet their needs by using behaviors in response to information received from the environment. | | |
| **Possible Minilessons Statements** | | | | | | |
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| **Possible I Can Statements** | | | | | | |
| I can determine the main idea of what I read and explain to my teacher or a peer using details from the text. I can create a summary of the information without telling every detail.  I can write an informative text to examine a topic or convey an idea that introduces the topic clearly, groups related information in paragraphs, develops the topic with relevant information, uses precise and domain specific vocabulary and provides a concluding statement related to the topic.  I can present on a topic in an organized manner, using details to support my topic and speak clearly at an understandable pace while presenting my information. | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **Task 1:** Choose an animal and describe the characteristics of your animal that enable it to survive in its environment. Explain what you think would happen if its habitat changed**.**  **Task 2:** Make a poster that is divided in half. Each side will show a different habitat. Show how your animal would survive in each habitat (Would there need to be any adaptations to survive?). How would they adapt to the changes in the environment?  **Task 3:** Create an animal out of modeling clay and small craft materials that can survive in a specified habitat. Design your animal to have adaptations to help it survive(get food as well as protect it from predators).Be ready to present this to the class.  **Task 4: Animal Webquest:** Follow directions and visit the given websites to research information about your animal. | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Environment, habitat, predators, adaptations, behaviors, organisms, |  | |  | | |  |
| **Resources** | | | | | | |
| **Reading Street stories:** Louis and Clark and Me; Horse Heroes; Adelina’s Whales; Encantado: Pink Dolphin of the Amazon;  **Macmillan/McGraw-Hill Science leveled readers:** The Polar bear and the Jaguar; Why Tortoise Has A Shell; Penguins: Birds That Swim; Discovering The Secrets of Nature. | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
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