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| **Unit Information** | | | |
| **Unit Theme: Unit 2**  **Smart Solutions** |  | **Grade**  **Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **5 weeks** | | |
| **Developers:** | **EBES 3rd Grade: Dale Stephens, Karen Gardner, Marrell Wiggins, Dana Bassett** | | |
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| **What’s The Big Idea (s)?** | | | | | | |
| **Problems are solved by living things adapting, collaborating, communicating, and evaluating equality in their environments, or changing their behaviors in order to meet their needs.** | | | | | | |
| **Essential Questions** | | | | | | |
| What are smart ways that problems are solved? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RI 3.1- Ask and answer questions to determine understanding of a text, referring to the text as the basis for the answers** | | | | 3G 1.3-Exemplifying how people adapt to change and protect the environment to meet their needs | | |
| **Possible Minilessons Statements** | | | | | | |
| *Identifying cause and effect, questioning to find answers, referring to text and other reference materials, using context clues to understand key words and language, drawing conclusions to find answers* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **I can determine the cause and effect of a problem by identifying key words and language in the text. I can compare and contrast ideas in order to determine the best solution to a problem. I can work collaboratively in order to solve a problem.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **Students will create a poster that explains and shows how people have adapted to the environment in order to meet their needs. Students must cite sources from 3 different websites and 1 book/magazine.** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Environment, adapt, needs, protect, behavior, problems, cause, effect, survive, change, cite |  | |  | | |  |
| **Resources** | | | | | | |
| **Scott Foresman-Reading Street, 3rd Grade Reading and Social Studies Essential Standards, Internet/Technology** | | | | | | |
| **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** | |
| **Weekly and Unit Tests** | | **Classroom Discussions**  **Project Presentations**  **Collaborative Group Participation** | | | **Rubric for project** | |