Directions: Please type your name and unit title in the header. Then check each box that applies to your unit.

3rd Grade
Life Science and English Language Arts
Adaptations, Life Cycles, and Heredity

What causes change? Are humans, animals, and the environment connected?

Unit Developed by Alyssa Latham
Garfield Elementary School, Boise School District
Boise, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education
Universal Design for Learning (UDL)

**Multiple Means of Representation**
Provide options for perception
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for language, mathematical expressions, and symbols
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for comprehension
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas; and relationships
- Guide information processing, visualization and manipulation
- Maximize transfer and generalization

**Multiple Means of Action and Expression**
Provide options for physical action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies.

Provide options for expression and communication
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for executive functions
- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

**Multiple Means of Engagement**
Provide options for recruiting interest

Provide options for sustaining effort and persistence

Provide options for self-regulation
- Promote expectations

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An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Alyssa Latham

Unit Title: Adaptations, Life Cycles, and Heredity

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and communication
- Increase mastery-oriented feedback
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Webb’s Depth of Knowledge - Level 1 (Recall)
- Who, What, When, Where, Why
- Define
- Identify
- Illustrate
- Label
- List
- Match
- Measure
- Recite
- Recognize
- Report
- Use

Webb’s Depth of Knowledge - Level 2 (Skill/Concept)
- Categorize
- Classify
- Collect and Display
- Compare
- Construct
- Estimate
- Graph
- Identify Patterns
- Infer
- Interpret
- Observe
- Organize
- Predict
- Summarize

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**Webb's Depth of Knowledge - Level 3 (Strategic Thinking)**

- Assess
- Construct
- Critique
- Develop a Logical Argument
- Differentiate
- Draw Conclusions
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Investigate
- Revise
- Use Concepts to Solve Non-Routine Problems

---

**Webb's Depth of Knowledge - Level 4 (Extended Thinking)**

- Analyze
- Apply Concepts
- Connect
- Create
- Critique
- Design
- Prove
- Synthesize

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**Idaho Coaching Network Unit Plan Template**

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Adaptations, Life Cycles, and Heredity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created By:</td>
<td>Alyssa Latham</td>
</tr>
<tr>
<td>Subject:</td>
<td>Life Science: Biology</td>
</tr>
<tr>
<td>Grade:</td>
<td>3rd</td>
</tr>
<tr>
<td>Estimated Length (days or weeks):</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

Original unit development sponsored by The Idaho Coaching Network
Unit Overview (including instructional context):

This biology unit will allow students to explore adaptations, life cycles, and heredity. We will focus on why people, plants, and animals change and how people, animals, and the environment are connected. Students will have the chance to interact with challenging text and practice citing evidence from the text in their discussions and writing. Inquiry based learning will help students reach higher levels of thinking and questioning. Students will get the opportunity to explore a topic of their choice related to the local environment.

My classroom is in Boise, Idaho. I work in a Title 1 school with 85% of our students qualifying for free and reduced lunch. Currently, I have 26 students, however, students are constantly coming and going. 70% of my class is reading below grade level and 13% of my students have an IEP. Scaffolding, differentiation, and additional support will help these student succeed. I also have a student with a visual impairment who reads everything in braille. Since this unit is taught during my science block, my ELL students (40% of my class) will be out of the classroom. I integrate the unit among subjects so they will be included in learning during other class times. For example, the novel is directly related to what we are learning about during science. I also work with the ELL teacher at my school so she can align what she is working on in her class with what we are learning in our class. Additionally, I have two students who are brand new to the United States and speak very little English. I need to find ways to assist with their learning, using visual cues, translating devices, and students who can translate in Arabic. 24% of my class are refugees who recently came to the United States from traumatic and dangerous situations. I strive to make our classroom a space where all students have their basic needs met, feel safe, supported, and able to learn.

I teach this unit in March. As things are just starting to warm up for spring, we can do some hands-on learning outside with this biology unit. I also like to teach this unit before my students take the ISAT because they will have many chances to interact with a variety of texts and practice citing evidence from the text in their writing and speaking. Inquiry based learning with higher level thinking and questioning will also help prepare my students for the ISAT. This unit will follow our weather and geography units so students can transfer learning from those units as reasons why things adapt.

Unit Rationale (including Key Shift(s)):

**Key Shift #2:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.

This unit it worth exploring because it follows third grade standards and prepares students for tests, such as the SBAC, that require them to dive into challenging text. Focusing on Key Shift #2 is important because it will allow students time to practice reading, writing, and speaking using evidence that is grounded in the text. This unit will also help students see how people, animals, and the environment are all inter-connected. While many things can adapt to fit their changing environment, some cannot. This unit helps students to realize that they influence the environment, therefore, it
is important to make an effort to protect it. This unit also provides opportunities for students to transfer this understanding into their own life. Many students have a challenging home life with many obstacles. It can be powerful for students to know they have the power to adapt so they can succeed, despite the environment they live in. This can connect to students having a growth mindset and understanding that all things can change and adapt.

**Essential Question(s):**
- What causes change?
- Are humans, animals, and the environment connected?

**Enduring Understandings:**
- All things change.
- Humans and animals can affect the environment and the environment can affect humans and animals.

**Measurable Outcomes:**

**Learning Goals Success Criteria (Evidence):**
- Students will conduct research on a species and report on the topic.
- Students will describe how the species has adapted to the environment and how it might need to adapt in the future.
- Students will use evidence to explain how traits in their species were influenced by the environment.

**Targeted Standards:**

**Idaho English Language Arts/Literacy Standards:**
- 3.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- 3.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.W.3.7 Conduct short research projects that build knowledge about a topic.

**Supporting Standards**
- 3.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Content Standards (if applicable):**
- 3.S.3.1.1 Describe the adaptations of plants and animals to their environment.
- 3.LS.3.2 Use evidence to support the explanation that traits can be influenced by the environment.

**Supporting Standards**
- 3.LS.1.1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- 3.LS.2.1 Construct an argument that some animals form groups that help members survive.
- 3.LS.3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Alyssa Latham  
Unit Title: Adaptations, Life Cycles, and Heredity

| 3.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | 3.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. | 3.LS.4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.  
3.LS.4.2 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.  
3.LS.4.3 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.  
3.LS.4.4 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. |
| 3.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. | 3.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  

**Summative Assessment:**

- **Summative Assessment Description:** Students will choose an animal or plant species to learn more about. They will conduct a guided inquiry project and research the species to find ways it adapted to fit its environment. Students’ questioning will drive their learning. Scaffolding will help guide students through the research process. Students will collaborate with peers to strengthen their understanding. Students will show their understanding by creating a presentation of their choice and share their learning with an audience of their choice.

- **Depth of Knowledge (DOK) Explanation:** Students will identify the ecosystem and life cycle of their species, interpret how their species adapted to survive, and summarize their findings (Level 1 and 2). Students will analyze how their species interacts with the environment and investigate the connection between humans, plants, and animals (Level 4). Students will hypothesize a way their species might need to adapt in the future (Level 3).
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- Rubric or Assessment Guidelines: Students will co-construct rubrics to follow so expectations are clear throughout project. Rubrics will include research expectations (using reliable sources, note taking), project expectations (organization, content, conventions), and presenting expectations (reporting on a topic).

**Primary Text(s):**
- Frank Einstein and the EvoBlaster Belt

**Supplemental materials/resources:**
*(listed in order of use)*
- Books
  - Scott Foresman Science Text
  - A Journey Into Adaptation with Max Axiom, Super Scientist
  - The Magic School Bus Chapter Book: Food Chain Frenzy
  - National Geographic Book of Animal Poetry
  - Zoo Doings: Animal Poems by Jack Prelutsky
  - Who Eats What? Food Chains and Food Webs
  - Pond Circle
  - Animals Charles Darwin Saw: An Around the World Adventure
  - What Do You Do When Something Wants to Eat You?
  - The Lorax
  - What if You Had Animal Feet!?
  - What if You Had Animal Teeth!?
  - Who Has These Feet?
  - Creature Features: Twenty-Five Animals Explain Why They Look the Way They Do
  - What if You Had Animal Ears!?
  - What Do You Do With a Tail Like This?
- Videos
  - Crash Course Kids: Gotta Eat
  - BrainPopJr: Plant Life Cycle
  - Scholastic Study Jams: Animal Life Cycles
  - Crash Course Kids: Fabulous Food Chains
<table>
<thead>
<tr>
<th>BrainPop: Ecosystems</th>
<th>American Rivers: Walt</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED Ed: Why is Biodiversity so Important?</td>
<td>Sustainable Human: How Wolves Change Rivers</td>
</tr>
<tr>
<td>Western Rivers Conservancy: Save Blue Creek</td>
<td>Conservation International: Valen’s Reef</td>
</tr>
<tr>
<td>BrainPop: Heredity</td>
<td>BrainPop: Charles Darwin</td>
</tr>
<tr>
<td>BrainPop: Natural Selection</td>
<td>Stated Clearly: What is Natural Selection</td>
</tr>
<tr>
<td>Charles Darwin - The Theory of Natural Selection</td>
<td>BrainPopJr: Fossils</td>
</tr>
<tr>
<td>BrainPop: Extinction</td>
<td>Cornell University’s Naturalist Outreach: Bird Feeding Adaptations - How Beaks Are Adapted to What Birds Eat</td>
</tr>
<tr>
<td>Crash Course Kids: Living Things Change</td>
<td>Scholastic Study Jams: Plant Adaptations</td>
</tr>
<tr>
<td>Scholastic Study Jams: Plant Adaptations</td>
<td>Smithsonian Science Education Center: What external adaptations do pandas have for their unique diet?</td>
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<tr>
<td>Scholastic: Amazing Adaptations</td>
<td>Articles</td>
</tr>
<tr>
<td>Quick Reads: Water in Your Life</td>
<td>Quick Reads: What is a Tree</td>
</tr>
<tr>
<td>ReadWorks: A Frog’s Life</td>
<td>ReadWorks: What’s the Big Idea about Water? Living Things and Ecosystems Need Water</td>
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<tr>
<td>ReadWorks: What’s the Big Idea about Water? Living Things and Ecosystems Need Water</td>
<td>ReadWorks: What do Plants Need?</td>
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<tr>
<td>K12 Reader: Food Is Our Fuel</td>
<td>Life of a Plant (poem by Risa Jordan)</td>
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<tr>
<td>PebbleGo: Living or Nonliving</td>
<td>ReadWorks: Frog Life Cycle</td>
</tr>
<tr>
<td>National Geographic Kids: Butterfly Life Cycle</td>
<td>K12 Reader: Plant Life Cycles</td>
</tr>
<tr>
<td>K12 Reader: Ecosystems</td>
<td>Kids Discover: Ecosystems - Connected and Balanced</td>
</tr>
</tbody>
</table>

Original unit development sponsored by The Idaho Coaching Network
| Text Complexity Analysis of: Title: Frank Einstein and the EvoBlaster Belt by Author: Jon Scieszka |
| Text Type (fiction, informational etc.): Fiction |

### Text Description

- **Recommended Complexity Band Level**
In the fourth book in the series, Frank Einstein, Watson, and their robot friends are in another competition with their rival classmate, T. Edison and his pet chimpanzee. Frank’s newest invention is the EvoBlaster Belt which evolves and devolves things into other species. This book focuses on the quest to unlock the power behind the science of life.

This text would work well with a Biology unit. Topics covered include life cycles, the food chain, heredity, and adaptations. It fits especially well with the 3rd grade Next Generation Science Standards.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?

The qualitative measurement of this text is given at a 4.5 grade level, however, because of the qualitative measures and because you could listen to this book on audio as a whole class, it is an appropriate text for grades 3-7.

Mark all that apply:
Grade Level Band: K-5 ☒ 6-8 ☐ 9-12 ☐ PD ☐
Content Area: English/Language Arts (ELA) ☒ Foreign Language (FL) ☐
General (G) ☐ Health/Physical Education (HPE) ☐
History/Social Studies (HSS) ☐ Humanities (H) ☐ Math (M) ☐
Professional Development (PD) ☐ Professional/Technical Education (PTE) ☐
Science (S) ☒

Quantitative Measure

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range:</th>
<th>Associated Grade Band Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>730L</td>
<td>Interest Level: 3-7</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Qualitative Measures

Text Structure (story structure or form of piece):

Moderately Complex: The story starts with the last scene and then flashes back and is sequential until it returns to the last scene. The story is told using lots of dialogue between characters, including two robot characters and a chimpanzee character who only talks in sign language. The robot characters incorporate various sounds and music in their dialogue. While students love this fun audio, it can be tricky for them to focus on the storyline as they are easily distracted by the cool noises. The characters tell lots of witty jokes but many require some knowledge of science that students may need help understanding.

Language Clarity and Conventions (including vocabulary load):

Moderately Complex: This text includes a large amount of Tier 3 vocabulary relating to Science, specifically Biology. While the vocabulary load is very complex, the book does a great job explaining new words with pictures and diagrams. As the main characters are kids, much of the dialogue is written from a kid’s point of view. This helps students relate to what they are reading and better understand the sentence structure.
Levels of Meaning/Purpose:

Somewhat Complex: This story can be read independently from the other books in the series. If students have previously read the other three stories in this series, however, they will better be able to see that while this text is fictional and entertaining, it is also informational and the series helps us learn more about various STEM topics.

Knowledge Demands (life, content, cultural/literary):

Moderately Complex: Students will need help building background knowledge on subjects in this text. Many of the concepts discussed require some scientific background knowledge. The pictures, diagrams, headings, and captions in this text provide scaffolding to help students build background. Giving each student a copy of the book will allow them to look at the various text features as they follow along.

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

3.S.3.1.1 Describe the adaptations of plants and animals to their environment.

3.LS.3.2 Traits can be influenced by the environment.

3.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

3.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Potential Challenges this Text Poses:

Students will not be familiar with many science topics and vocabulary in this text and will need background knowledge and scaffolding to understand.

The flashback in the storyline might confuse some students and need to be explained.

Some students will need help with the dialogue in the story as there are many unique characters. The robot noises and chimpanzee using sign language in the story can be hard for students to follow.

Differentiation/Supports for Students:

If this text is above the reading level of some of your students, listening to the audio together as a class will help them participate. Pausing the audio often to ensure students are following along and understanding what is happening will help students succeed. You can also support...
### Scaffolds and Extensions

<table>
<thead>
<tr>
<th>UDL Components:</th>
<th>Support for students who are ELL, have disabilities or read well below grade level text band:</th>
<th>Extensions for advanced students:</th>
</tr>
</thead>
</table>
| Representation  | ● Offer ways of customizing the display of information.  
● Offer alternatives for auditory information.  
● Offer alternatives for visual information.  
● Clarify vocabulary and symbols.  
● Promote understanding across languages.  
● Illustrate through multiple media.  
● Activate or supply background knowledge. | ● Readings can be embossed in braille so students with visual impairments can participate.  
● When necessary, a translation app or a student translator can help clarify understanding for students who are new to the country. |
|                 |                                                                                  | ● Students are allowed to research a species of their choice.  
● Students are provided with a variety of research choices allowing advanced students to read higher complexity texts. |

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3.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.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.

3.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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Students by discussing the story together as a class while you read and modeling various reading strategies before students are asked to try them with others or on their own.

If you have ELL students in your classroom, this text may be especially challenging for them to understand. Other students or translating devices can help translate important ideas into students’ native languages. The pictures and diagrams in the story will help with teaching new vocabulary to ELL students.

If you have a student with a visual impairment, this book is available in braille. Providing the text in braille allows VI students to follow along with the class, however, they will not be able to see any of the pictures or diagrams in the story. Since these features are helpful with understanding the science concepts, the visual aspects of the text should be explained as you read.
Action and Expression
● Highlight patterns, critical features, big ideas; and relationships.
● Vary the methods for response and navigation.
● Optimize access to tools and assistive technologies.
● Use multiple media for communication.
● Use multiple tools for construction and composition.
● Build fluencies with graduated levels of support for practice and performance.
● Guide appropriate goal-setting.
● Support planning and strategy development.
● Facilitate managing information and resources.

Engagement
● Optimize individual choice and autonomy.
● Optimize relevance, value, and authenticity.
● Minimize threats and distractions.
● Foster collaboration and communication.
● Promote expectations and beliefs that optimize motivation.
● Develop self-assessment and reflection.

When reading the primary text, students can follow along with audio recording to assist students reading below grade level.

Students are allowed to use technology to enhance their research and presentation.

A combination of visual and auditory cues are used to ensure both ELL students and VI students can follow along.

Students are provided with opportunities to collaborate with others and/or work independently.

Students have choice in method of presenting research to allow students with language IEPs the option of relying less on oral communication.

Students are allowed to use technology to enhance their research and presentation.

A combination of visual and auditory cues are used to ensure both ELL students and VI students can follow along.

Students are provided with opportunities to collaborate with others and/or work independently.

Students have choice in method of presenting research to allow students with language IEPs the option of relying less on oral communication.

Vocabulary

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary</th>
<th>Targeted Content Area Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>influence</td>
<td>trait</td>
</tr>
<tr>
<td>adapt</td>
<td>organism</td>
</tr>
<tr>
<td>variation</td>
<td>inherit</td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Alyssa Latham

### Unit Title: Adaptations, Life Cycles, and Heredity

| advantage | species |
| evolve   | ecosystem |
|          | community |
|          | population |
|          | food chain |
|          | DNA |
|          | natural selection |
|          | heredity |

**Unit Setup in My Classroom:** This unit was designed to be integrated across multiple content areas. The following will help explain how this unit works in my classroom. Since no classroom is set up the same and curriculums vary across districts, you could use certain pieces of this unit without using the whole thing.

I teach a Social Sciences block for 45 minutes each day. During this time, ELL students are out of the classroom and learning about similar topics with our school’s ELL teacher. Lessons I teach during this time are labeled *Science* in the Instructional Sequence.

I also teach an ELA block for 60 minutes each day. During this time, all students participate in whole class ELA instruction. This time is divided into vocabulary instruction (related to Social Science content) for about 15 minutes each day, a mini lesson (this includes spelling instruction, handwriting practice, and lessons on CAFE strategies) for about 15 minutes each day, and small group or individual instruction (using the Daily 5 structure). In the Instructional Sequence, I include all vocabulary lessons under the *ELA* label. Under the *ELA* label, I also provide a book recommendation each week that could be used to teach a CAFE strategy of your choice. Readings throughout the unit could easily be incorporated into an ELA block to supplement what students are learning in Science.

I teach a Novel block for 30 minutes each day. The novel relates directly to what we are learning during our Social Science lessons. The novel for this unit is the primary text, *Frank Einstein and the EvoBlaster Belt*. All lessons related to this text are labeled *Novel*.

I teach a Grammar/Writing block for 30 minutes four days a week. Each week I introduce a new Grammar topic and we practice that skill embedded in our writing that week. This writing is often related to our Social Sciences learning. In the Instructional Sequence, I suggest places to introduce Grammar topics of your choice and provide writing activities under the *Grammar/Writing* label.
On Fridays, I teach an Art lesson for 30 minutes instead of Grammar/Writing. I provide an art lesson suggestion that relates to Science concepts under the *Art* label in the Instructional Sequence.

I also use many interactive notebooks in my classroom. My students have CORE interactive notebooks for their Social Science lessons (including Vocabulary) and ELA interactive notebooks for their Novel and Grammar/Writing lessons. The majority of the activities in this unit are designed to fit into interactive notebooks (I use composition notebooks), though interactive notebook pages and foldables could be adapted to fit your classroom. You could also easily adapt this unit to fit all resources into only one interactive notebook.

### Instructional Sequence

<table>
<thead>
<tr>
<th>Major Idea/Topic #1: Biology/Life Cycles (Week 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Questions:</strong> What do all living things have in common?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1:</td>
<td></td>
<td><strong>Instructional Notes:</strong> Novel: Introduce book and read the introduction. The introduction starts with the last scene in the book. Chapter 1 then flashes back and the book is sequential until it returns to the last scene. Tape Novel Unit Cover into ELA interactive notebooks and discuss I Can statements. Tape New Words Foldable into ELA interactive notebooks and discuss how you will add words to this foldable throughout unit.</td>
</tr>
<tr>
<td>Novel: introduce book, read introduction, discuss Novel Unit Cover for interactive notebooks, start New Words Foldable for interactive notebooks (this will be updated throughout unit)</td>
<td>Novel: <em>Frank Einstein and the EvoBlaster Belt</em> with audio recording</td>
<td>Science: Have students set up their CORE interactive notebooks by taping their unit cover, unit essential questions, and weekly focus questions. The full page essential and focus questions can be printed and displayed around the classroom while you teach the unit.</td>
</tr>
<tr>
<td></td>
<td>Novel Unit Cover</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Words Foldable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science: <em>Interactive Notebook Unit Cover</em></td>
<td></td>
</tr>
</tbody>
</table>
Next have students participate in a Document Based Inquiry surrounding the topic - What is Biology? This day is all about introducing the unit. During the DBI, students will discuss the difference between living and nonliving things and learn what all living things have in common. Students will read a variety of articles and share their understanding through writing and discussions about what they are learning. The format of a DBI naturally chunks content into smaller sections and scaffolds student learning with 4 phases. The images and variety of texts allow all students to participate, no matter their reading level or background knowledge. The slides and note catcher will help guide and pace the DBI. In phase 1, students will look at only images and videos and take notes on what they see, think, and wonder. In phase 2, students will read articles and watch a video and take JOTT notes on sticky notes. In phase 3, students will all do a close read of the same article while marking the text and then write an IVF statement about the article. Between each phase, students will have a chance to collaborate with classmates through mingle mingle, four corners, and table talk strategies. In phase 4, students will synthesize their learning and create a web to answer the weekly focus question, *What do all living things have in common?*

ELA: Introduce weekly vocabulary words (organism, species, food chain, variation) by showing Week 1 Vocabulary Slides. Each slide has pictures or video clips related to each of the four vocabulary words. Give students time to view the slides independently, discuss in small groups, and again as a whole class. See if students can guess the words and the meaning of the words. Discuss as a class how these words relate to what you are learning in class throughout the week and unit. To help students remember words and their meanings, consider creating word associations (assigning a motion or sound to each word) or fist lists (when given a word, students generate five words or phrases related to that word - one for each finger in their fist).
| Day 2: | Grammar/Writing: Introduce the grammar topic you will focus on for the week (you can choose a topic that fits with your standards and/or curriculum). Consider introducing your grammar topic with a book or video to get students thinking about the concept. Author Brian Cleary has so many fun books on grammar topics, BrainPopJr, and BrainPop have a variety of short, engaging videos on grammar topics as well. Continue to teach this concept throughout the week through daily writing activities. Have students respond to Week 1, Day 1 Writing Prompt (Would you rather eat only meat or only plants?) in their ELA interactive notebooks. This prompt can be printed on labels with 30 per sheet (print with labels face down) so students can stick them directly in their notebooks. |
| Novel: read Chapters 1-2, begin Close Reading Excerpt and Novel Questions for interactive notebooks (these will be completed on Day 18) | Novel: Read Chapters 1 and 2. |

Tape Close Reading Excerpt into ELA interactive notebooks and add Novel Questions stickers (these stickers can be printed on labels with 30 per sheet, print with labels face down). You will use this excerpt for close reading practice. Provide students with an additional copy of the excerpt to practice close reading as a class. First listen to the excerpt on audio. Then read together as a class and mark the text using a Bookmark for Marking Text as reference. Have students respond to a quick write (Why do you think the author, Jon Scieszka, wrote this book and why do you think we are reading it in class?) in the margins. As you read, ask a variety of questions (including Text Dependent Questions) to help students process their thinking.

Text Dependent Questions:
- Have you ever been camping? What do you know about camping that can help you understand the setting of the story? Why would Watson say, “Pure vacation. Nothing to do but goof around and relax?”
- Why do you think the author said Frank “sees something different.” What did he see? Who did he see it differently than?
- What does Frank mean when he says we are at the top of the food chain? Who is we?
- Which parts of the text relate to the food chain?
- When Frank says, “We forget we are all a part of this.”, what does he mean by this?
- This passage says everything living is connected. What does connected mean in this section? (You could reference connecting cubes math manipulatives to explain connected to ELL students.)
- Who is Charles Darwin and why is he important to the story? Why does Frank say it is “kind of perfect” the setting of the story is in Darwin State Park?
- What do you think the word existence means in this passage? What does struggle for existence mean?

Other Questions:
- Using what you know about Biology so far, what does the author want you to understand about Biology in this section?
- Using what you have learned about living things, life cycles, the food chain, heredity, and adaptations, what does “every minute of every day - eat or be eaten” mean?
- What can you infer will happen in this story after reading this section of text?

**Many of these questions will be challenging for students to answer since it is Day 2 of the unit. You will come back to this excerpt and these questions again on Day 18.**

Throughout the unit, you will refer back (either teacher led or following students’ suggestions) to the Close Reading Excerpt and Novel Questions in your ELA interactive notebooks. As you read other texts or do activities throughout the unit that could help answer these questions, write ideas and notes on sticky notes using JOTT (Just One, Two, Three) or IVF (Identify the Noun, Verb, Finish the thought) Deb Glaser strategies. Color code sticky notes to match the color an article is copied on so
Science: life cycles

Science: BrainPopJr: Plant Life Cycle (video)
Scholastic Study Jams: Animal Life Cycles (video)
ReadWorks: A Frog’s Life Cycle (article)
National Geographic Kids: Butterfly Life Cycle (article)
K12 Reader: Plant Life Cycles (article)
Life Cycles Foldable

ELA: review vocabulary words by completing Week 1 Vocabulary Foldable in interactive notebooks

Science: Use the cooperative learning jigsaw strategy to have students consider a variety of sources to compare and contrast plant and animal life cycles. Arrange students into groups of 5. Each group member will have a different article to read or a video to watch (this can help struggling readers still participate). As students do a close read, give them a highlighter to find keywords related to life cycles (students watching the video can write keywords on a sticky note). Students will then join with members of other groups who had the same source, discuss, and share the keywords they found. Students return to their original group and share the information from their article or video, focusing on comparing and contrasting plant and animal life cycles. Together as a class, brainstorm keywords related to life cycles and write them on pieces of paper. Use hula hoops as venn diagrams to sort the words. Have students transfer this activity to the life cycles foldable in their CORE interactive notebooks. Make sure students understand the parts of a life cycle that all animals and plants have in common - birth, growth, reproduction, and death. Have students add these to the weekly focus question, What do all living things have in common?

ELA: To review the vocabulary words you learned the day before, students will complete the Week 1 Vocabulary Foldable in their CORE interactive notebooks. Students will apply their understanding from the day before by transferring their learning into writing and drawings. Students will define and illustrate each vocabulary word. This activity could easily be adapted to meet the needs of your students. The provided foldable includes each word and definition so students only need to illustrate the word. This scaffolding can help ELL students or students with an IEP participate with the rest of the class. You could remove these supports when students are ready to write the words and definitions.
| Day 3: | Novel: read Chapters 3-4, update New Words Foldable | Novel: Read Chapters 3 and 4. Continue to update New Words Foldable when applicable. |
| Science: food chains and food webs | Science: food chains and food webs | Science: Students will learn about food chains, food webs, and the energy pyramid. As a class, read the book *Who Eats What? Food Chains and Food Webs*. Watch Crash Course Kids: Fabulous Food Chains video and read the What’s Eating You? article. Discuss producers, consumers (herbivores, omnivores, and carnivores), and decomposers while completing the food chain foldable in CORE interactive notebooks. You might also review the words predator and prey. Have students complete the food chain writing activity or use [paper links](#) to model an example of a food chain. |
| Grammar/Writing: review grammar concept, respond to photo writing prompt in interactive notebooks | Grammar/Writing: *Week 1, Day 2 Writing Prompt* | on their own (using blank folded paper). You could determine each definition as a class or have students create a definition in their own words. |
| Grammar/Writing: Have students respond to Week 1, Day 2 Writing Prompt in their ELA interactive notebooks. Show slide of polar bear photo prompt and have students write about what is happening in the picture. Challenge students to use at least one weekly vocabulary word in their writing. Review the weekly grammar concept by completing a foldable (you can create your own or find ideas and freebies on [Pinterest](#) or [Teachers Pay Teachers](#)) on that topic to tape into ELA interactive notebooks. |  |
| ELA: practice vocabulary words by creating Week 1 Vocabulary Venn Diagram | Grammar/Writing: practice using grammar concept in writing in interactive notebooks | ELA: As you continue to practice weekly vocabulary, help students find similarities and differences between vocabulary words using the Week 1 Vocabulary Venn Diagram. You could adapt this activity to meet the needs of your classroom by changing the amount of support you give your students. You could discuss and create the diagram as a whole class, have students work with partners or in small groups, or have students work independently. To make this activity more hands on, you could use four hula hoops to create a large venn diagram on the floor. As students come up with ideas, write them on notecards and organize them into corresponding areas of the diagram. This also allows students to easily move a word or idea around when their thinking changes.  

**CAFE Mini Lesson - Pond Circle**  
Grammer/Writing: Give students the opportunity to practice the grammar concept being studied by applying their knowledge to their writing prompt. Have students respond to the Week 1, Day 3 Writing Prompt (Write a story including some step of the food chain.) using technology (if this is a possibility in your classroom). The prompt provided uses Google Docs but using Google Classroom would be another great way to get students using computers or tablets in your classroom. As students write, have them practice using the grammar skill as they write. You could also have students write a rough draft, then review the grammar skill and have students edit and revise their writing. When finished, have students tape their writing in their ELA interactive notebooks. |

| Day 4: |  |
| Novel: read Chapters 5-6, update New Words Foldable | Novel: *Frank Einstein and the EvoBlaster Belt* with audio recording | Novel: Read Chapters 5 and 6. Continue to update New Words Foldable when applicable |

<p>| Science: Ecosystems | Science: <em>BrainPop: Ecosystems</em> (video) | Science: Focus on learning about ecosystems while completing a foldable in CORE interactive notebooks. The BrainPop video, Kids Discover article, and K12 Reader article help explain ecosystems. Discuss how ecosystems include biotic (living) and abiotic (nonliving) factors. Complete the ecosystems foldable as a class (this website helps explain the levels of organization). If you have |</p>
<table>
<thead>
<tr>
<th>Day 5:</th>
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<tr>
<td><strong>Novel:</strong> Read Chapters 7 and 8. Continue to update New Words Foldable when applicable</td>
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</tbody>
</table>

| **ELA:** practice using vocabulary words in sentences by playing Mingle Mingle |
| **Grammar/Writing:** finish grammar instruction, write comic strip in interactive notebooks |
| **Kids Discover:** Ecosystems - Connected and Balanced (article) |
| **K12 Reader:** Ecosystems (article) |
| **Ecosystems Foldable** |
| **ELA:** Vocabulary Mingle Mingle Template |
| **Grammar/Writing:** Comic Strips Template |

- Access to a BrickLAB or legos, have students build an ecosystem with a group. Students can use small stickers to label the biotic (plants and animals) and abiotic factors (sun, water, rock, etc.) in their ecosystem.

- ELA: Have students practice using vocabulary words in sentences by playing the game Mingle Mingle. To play, have students “mingle” around the room. When you tell them to stop, they find a partner and practice using the vocabulary word you call out in a sentence. Each partner gets a turn to share their sentence. When you say “mingle, mingle” they move around the room again until you have them stop and work with another partner. Encourage students to work with peers they don’t usually work with by having them work with the partner closest to them when you tell them to stop. You can easily adapt this game to fit your classroom. You could have students do this orally and focus on speaking and listening or you could require students to write a sentence down for each vocabulary word. The Vocabulary Mingle Mingle Template could be used as a place for students to record a sentence for each vocabulary word. The boxes in the template fit a square sticky note so you could give students sticky notes while they play the game and they could stick their sticky notes on their recording sheet when they return to their desk. If your students needed additional vocabulary practice, this day would also be a great day for students to rotate through vocabulary stations of your choice.

- Grammar/Writing: Finish teaching weekly grammar concept and have students apply their learning across content areas for the week while creating a comic strip to tape into their ELA interactive notebook. Students can create comic strip about something they learned that week, making sure to also use their learning of the weekly grammar concept to strengthen their writing.
<table>
<thead>
<tr>
<th>Novel: read Chapters 7-8, update New Words Foldable</th>
<th>Science: Conservation</th>
<th>ELA: illustrate vocabulary cards for word wall</th>
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</thead>
<tbody>
<tr>
<td><strong>Novel:</strong> <em>Frank Einstein and the EvoBlaster Belt</em> with audio recording</td>
<td><strong>Science:</strong> <em>American Rivers: Walt</em> (video)</td>
<td><strong>Art:</strong> <strong>Week 1 Art Slides</strong></td>
</tr>
<tr>
<td><strong>Science:</strong> <em>TED Ed: Why is Biodiversity so Important?</em> (video)</td>
<td><strong>ELA:</strong> <em>Week 1 Vocabulary Word Wall Cards</em></td>
<td><strong>ELA:</strong> <em>Week 1 Art Slides</em></td>
</tr>
<tr>
<td>*<em>Sustainable Human: How Wolves Change Rivers</em> (video)</td>
<td><strong>Science:</strong> <em>Western Rivers Conservancy: Save Blue Creek</em> (video)</td>
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<tr>
<td>*<em>Conservation International: Valen’s Reef</em> (video)</td>
<td><strong>Science:</strong> <em>Get students thinking about conservation and biodiversity using short nature films (the longest video is 8 minutes long). Set up 5 stations to each play one film. Using <strong>headphone splitters</strong> allows multiple students to listen to the video at the same time. At each rotation, give students a different color sticky note for taking notes or writing down their ideas on conservation and biodiversity. This would be a great time for students to consider the essential question, <em>Are humans, animals, and the environment connected?</em> This might also be a good time for students to start thinking about the focus question in week 4, <em>Do all parts of a system matter?</em></em>*</td>
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<tr>
<td><strong>Science:</strong> <em>Sustainable Human: How Wolves Change Rivers</em> (video)</td>
<td><strong>Science:</strong> <em>American Rivers: Walt</em> (video)</td>
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<tr>
<td><strong>Science:</strong> <em>Conservation International: Valen’s Reef</em> (video)</td>
<td><strong>Science:</strong> <em>Sustainable Human: How Wolves Change Rivers</em> (video)</td>
<td><strong>Art:</strong> <em>Show students examples of Miroco Machiko’s art. Discuss how she shows animals in their habitats. Have students complete their own Habitat Drawings that show an animal in their natural habitat.</em></td>
</tr>
<tr>
<td><strong>Science:</strong> <em>Western Rivers Conservancy: Save Blue Creek</em> (video)</td>
<td><strong>Science:</strong> <em>Get students thinking about conservation and biodiversity using short nature films (the longest video is 8 minutes long). Set up 5 stations to each play one film. Using <strong>headphone splitters</strong> allows multiple students to listen to the video at the same time. At each rotation, give students a different color sticky note for taking notes or writing down their ideas on conservation and biodiversity. This would be a great time for students to consider the essential question, <em>Are humans, animals, and the environment connected?</em> This might also be a good time for students to start thinking about the focus question in week 4, <em>Do all parts of a system matter?</em></em>*</td>
<td><strong>ELA:</strong> <em>Have students decorate Week 1 Vocabulary Word Wall Cards with either drawings or pictures and words cut out of magazines. You could do this together as a class, have students work in four groups (one group for each word), or have students illustrate each word. Add your words to a classroom word wall at the end of the week.</em></td>
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</table>
### Major Idea/Topic #2: Heredity (Week 2)

**Focus Questions:** How are babies similar and different from their parents?

<table>
<thead>
<tr>
<th>Day 6:</th>
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<tbody>
<tr>
<td>Novel: read Chapters 9-10, update New Words Foldable</td>
<td>Novel: Read Chapters 9 and 10. Continue to update New Words Foldable when applicable</td>
</tr>
<tr>
<td>Science: Heredity/DNA</td>
<td>Science: Introduce the topic of heredity using the BrainPop video. Then have students learn more about heredity, DNA, and genetics using the cooperative learning strategy expert groups. Divide students into 3 groups and give each group one article to read. Intentionally grouping students allows for struggling readers to be assigned easier readings or videos. As students do a close read, have them look for the main ideas of the article and become “experts” on the article. Next, have students get into groups of 3 with a student representing each article. Students share the main ideas from their articles with their small group and then discuss as a class. Finish the lesson by discussing learned behaviors and inherited traits (nature vs. nurture) as a class while completing the heredity foldable in CORE interactive notebooks. These task cards or this sort (both are paid items on Teachers Pay Teachers) provide good examples of learned behaviors and inherited traits. This would be a good time for students to start responding to the weekly focus question, <em>How are babies similar and different from their parents?</em></td>
</tr>
<tr>
<td>ELA: introduce vocabulary words for the week</td>
<td>ELA: Introduce weekly vocabulary words (heredity, trait, inherit, DNA) by showing Week 2 Vocabulary Slides. Each slide has pictures or video clips related to each of the four vocabulary words.</td>
</tr>
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</table>
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Alyssa Latham

Unit Title: Adaptations, Life Cycles, and Heredity

| (heredity, trait, inherit, DNA) | Give students time to view the slides independently, discuss in small groups, and again as a whole class. See if students can guess the words and the meaning of the words. Discuss as a class how these words relate to what you are learning in class throughout the week and unit. To help students remember words and their meanings, consider creating word associations (assigning a motion or sound to each word) or fist lists (when given a word, students generate five words or phrases related to that word - one for each finger in their fist). |
| Grammar/Writing: introduce grammar concept for the week, respond to “would you rather” writing prompt in interactive notebooks | Grammar/Writing: Introduce the grammar topic you will focus on for the week (you can choose a topic that fits with your standards and/or curriculum). Consider introducing your grammar topic with a book or video to get students thinking about the concept. Author Brian Cleary has so many fun books on grammar topics, BrainPopJr. and BrainPop have a variety of short, engaging videos on grammar topics as well. Continue to teach this concept throughout the week through daily writing activities. Have students respond to Week 2, Day 1 Writing Prompt (Would you rather be exactly like your family or completely different than your family?) in their ELA interactive notebooks. This prompt can be printed on labels with 30 per sheet (print with labels face down) so students can stick them directly in their notebooks. |
| Day 7: Novel: read Chapters 11-12, update New Words Foldable | Novel: Read Chapters 11 and 12. Continue to update New Words Foldable when applicable |
| Science: Genetics Project | Science: Have students interpret data on the inheritance of traits through a genetics project. These three options are all free resources. The Alien Genetics Lab has students learn about traits being passed on to generations by flipping coins to create an alien baby. Heredity Lessons for Elementary School has students experiment with heredity through a hands-on activity with plastic eggs. The Genetic Counselor Activity 2: Alike and Different (pages 5-13) has students learn about dominant and recessive genes by comparing traits with a partner and collecting data as a class. After finishing one of these activities, students might better be able to respond to the weekly focus question, How are babies similar and different from their parents? |

Grammar/Writing: Week 2, Day 1 Writing Prompt

Give students time to view the slides independently, discuss in small groups, and again as a whole class. See if students can guess the words and the meaning of the words. Discuss as a class how these words relate to what you are learning in class throughout the week and unit. To help students remember words and their meanings, consider creating word associations (assigning a motion or sound to each word) or fist lists (when given a word, students generate five words or phrases related to that word - one for each finger in their fist).

Grammar/Writing: Introduce the grammar topic you will focus on for the week (you can choose a topic that fits with your standards and/or curriculum). Consider introducing your grammar topic with a book or video to get students thinking about the concept. Author Brian Cleary has so many fun books on grammar topics, BrainPopJr. and BrainPop have a variety of short, engaging videos on grammar topics as well. Continue to teach this concept throughout the week through daily writing activities. Have students respond to Week 2, Day 1 Writing Prompt (Would you rather be exactly like your family or completely different than your family?) in their ELA interactive notebooks. This prompt can be printed on labels with 30 per sheet (print with labels face down) so students can stick them directly in their notebooks.

Day 7: Novel: read Chapters 11-12, update New Words Foldable

Science: Genetics Project

Novel: Frank Einstein and the EvoBlaster Belt with audio recording

Science: Alien Genetics Lab OR Heredity Lessons for Elementary School OR Genetic Counselor Activity 2: Alike and Different
<table>
<thead>
<tr>
<th>ELA: review vocabulary words by completing Week 2 Vocabulary Foldable in interactive notebooks</th>
<th>Grammar/Writing: review grammar concept, respond to photo writing prompt in interactive notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 8:</strong> Novel: read Chapters 13-14, update New Words Foldable</td>
<td>Science: Natural Selection/Charles Darwin</td>
</tr>
<tr>
<td><strong>Novel:</strong> Frank Einstein and the EvoBlaster Belt with audio recording</td>
<td><strong>Science:</strong> Animals Charles Darwin Saw: An Around the World Adventure (book)</td>
</tr>
<tr>
<td><strong>BrainPop:</strong> Charles Darwin (video)</td>
<td><strong>BrainPop:</strong> Charles Darwin (video)</td>
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</table>

| ELA: To review the vocabulary words you learned the day before, students will complete the Week 2 Vocabulary Foldable in their CORE interactive notebooks. Students will apply their understanding from the day before by transferring their learning into writing and drawings. Students will define and illustrate each vocabulary word. This activity could easily be adapted to meet the needs of your students. The provided foldable includes each word and definition so students only need to illustrate the word. This scaffolding can help ELL students or students with an IEP participate with the rest of the class. You could remove these supports when students are ready to write the words and definitions on their own (using blank folded paper). You could determine each definition as a class or have students create a definition in their own words. |
| Grammar/Writing: Have students respond to Week 2, Day 2 Writing Prompt in their ELA interactive notebooks. Show slide of giraffe photo prompt and have students write about what is happening in the picture. Challenge students to use at least one weekly vocabulary word in their writing. Review the weekly grammar concept by completing a foldable (you can create your own or find ideas and freebies on Pinterest or Teachers Pay Teachers) on that topic to tape into ELA interactive notebooks. |

**Day 8:**

**Novel:** Read Chapters 13 and 14. Continue to update New Words Foldable when applicable

**Science:** Learn about Charles Darwin and his ideas on natural selection. Choose which resources to use based on how comfortable you are discussing evolution with your class. Discuss how variations can provide advantages in finding mates, reproducing, and surviving in particular habitats. During this lesson, students can start thinking about the essential question, *What causes change?*
| **BrainPop: Natural Selection** (video) |  |
| **Stated Clearly: What is Natural Selection** (video) |  |
| **Charles Darwin - The Theory of Natural Selection** (video) |  |
| **K12 Reader: Competing for Resources** (article) |  |
| **Newsela: Everyday Mysteries - Why most male birds are more colorful than females** (article) |  |
| **ReadWorks: Famous Scientists - Charles Darwin** (article) |  |
| **PebbleGo: Charles Darwin** (article) |  |

<p>| <strong>ELA: practice vocabulary words by creating Week 2 Vocabulary Triangle Organizer</strong> | <strong>ELA: As you continue to practice weekly vocabulary, help students find and show relationships between vocabulary words by arranging them using the Week 2 Vocabulary Triangle Organizer. You could use the large triangle template and choose only three words to do this activity with or you could use the smaller triangle template to show relationships between all combinations of weekly vocabulary words. Students will explain connections between words on the connecting lines and</strong> |
| <strong>ELA: Week 2 Vocabulary Triangle Organizer</strong> |  |
| Grammar/Writing: practice using grammar concept in writing in interactive notebooks | What Do You Do When Something Wants to Eat You? (book) | summarize the relationship between the words in the center of the triangle. You could adapt this activity to meet the needs of your classroom by changing the amount of support you give your students. You could discuss and create the organizer as a whole class, have students work with partners or in small groups, or have students work independently. To make this activity more hands on, you could use tape to create a large triangle on the floor. As students come up with ideas, write them on notecards and organize them accordingly. This also allows students to easily move a word or idea around when their thinking changes. You could also use this activity as an opportunity to review week 1 vocabulary words along with practicing week 2 vocabulary words. |
| Grammar/Writing: Week 2, Day 3 Writing Prompt | CAFE Mini Lesson - What Do You Do When Something Wants to Eat You? | Grammar/Writing: Give students the opportunity to practice the grammar concept being studied by applying their knowledge to their writing prompt. Have students respond to the Week 2, Day 3 Writing Prompt (In what ways are you similar and different to your parent(s)?) using technology (if this is a possibility in your classroom). The prompt provided uses Google Docs but using Google Classroom would be another great way to get students using computers or tablets in your classroom. As students write, have them practice using the grammar skill as they write. You could also have students write a rough draft, then review the grammar skill and have students edit and revise their writing. When finished, have students tape their writing in their ELA interactive notebooks. |
| Day 9: | Novel: Frank Einstein and the EvoBlaster Belt with audio recording | Novel: Read Chapters 15 and 16. Continue to update New Words Foldable when applicable |
| Novel: read Chapters 15-16, update New Words Foldable | Science: BrainPopJr: Fossils (video) | Science: Study the evidence of evolution of animals and plants using the videos and articles provided. Have students work in groups to create a graffiti wall responding to the essential question, What causes change? A graffiti wall is a shared writing space for students to record their thinking, learning, and questions about a topic. Students can write, draw, or doodle on the graffiti wall as an informal way to show their understanding. Have students transfer their thinking into their CORE interactive notebooks. |
| Science: Evolution | BrainPop: Extinction (video) |  |</p>
<table>
<thead>
<tr>
<th>ELA: practice using vocabulary words in sentences by playing Mingle Mingle</th>
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<td>Science at FMNH: Early Land Plants (video)</td>
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<tr>
<td>Newsela: Study finds genes that may explain why giraffes have world’s longest necks (article)</td>
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<tr>
<td>Newsela: Study of beardog bones could tell more about changes in some animals (article)</td>
</tr>
<tr>
<td>Newsela: Scientists figure out how largest animals on the planet got to be so big (article)</td>
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<tr>
<td>cK-12: Early Evolution of Plants (article)</td>
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<tr>
<th>ELA: Vocabulary Mingle Mingle Template</th>
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<tbody>
<tr>
<td>ELA: Have students practice using vocabulary words in sentences by playing the game Mingle Mingle. To play, have students “mingle” around the room. When you tell them to stop, they find a partner and practice using the vocabulary word you call out in a sentence. Each partner gets a turn to share their sentence. When you say “mingle, mingle” they move around the room again until you have them stop and work with another partner. Encourage students to work with peers they don’t usually work with by having them work with the partner closest to them when you tell them to stop. You can easily adapt this game to fit your classroom. You could have students do this orally and focus on</td>
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Original unit development sponsored by The Idaho Coaching Network
An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Alyssa Latham  
Unit Title: Adaptations, Life Cycles, and Heredity

<table>
<thead>
<tr>
<th>Grammar/Writing: finish grammar instruction, respond to Lorax writing prompt in interactive notebooks</th>
<th>Grammar/Writing: Finish teaching weekly grammar concept and have students apply their learning across content areas for the week while responding to The Lorax Writing Prompt to tape into their ELA interactive notebook. Read <em>The Lorax</em>, by Dr. Seuss, and discuss how conservation relates to learning throughout the unit. This is a great opportunity for students to discuss the essential question (Are humans, animals, and the environment connected?). To jump start this conversation, you could discuss the quote from the book, “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” After reading the book, students can write about how they would help the Lorax take care of our Earth, making sure to also use their learning of the weekly grammar concept to strengthen their writing. Consider holding students accountable for what they write by creating a service learning project. A service learning project would give students an authentic opportunity to do something positive for their community and apply their learning in a real-world context.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 10:</strong> Novel: read Chapters 17-18, update New Words Foldable</td>
<td>Novel: Read Chapters 17 and 18. Continue to update New Words Foldable when applicable</td>
</tr>
<tr>
<td>Science: Group Behavior</td>
<td>Science: Discuss why animals sometimes group together to survive. The slides and game from the New Jersey Center for Teaching and Learning Progressive Science Initiative website are resources that help explain group behavior to students. The game has students engage in a variety of activities either alone or with a group to explore the advantages and disadvantages of living or working in groups. The PebbleGo article could be used as a supplemental reading.</td>
</tr>
</tbody>
</table>
### Major Idea/Topic #3: Adaptations (Week 3)

**Focus Questions:** How are living things able to survive in their environment?

<table>
<thead>
<tr>
<th>Day 11:</th>
<th>Novel: read Chapters 19-20, update New Words Foldable</th>
<th>Novel: Read Chapters 19 and 20. Continue to update New Words Foldable when applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novel: Frank Einstein and the EvoBlaster Belt with audio recording</td>
<td>Science: Have students participate in another Document Based Inquiry on adaptations During the DBI, students will learn about ways plants and animals adapt (both behaviorally and physically) to survive in their environment. Students will read a variety of articles and share their understanding through writing and discussions about what they are learning. The format of a DBI naturally chunks content into smaller sections and scaffolds student learning with 4 phases. The images and variety of texts allow all students to participate, no matter their reading level or background knowledge. The slides and note catcher will help guide and pace the DBI. In phase 1, students will look at only images and take notes on what they see, think, and wonder. In phase 2, students will read articles and watch videos and take JOTT notes on sticky notes. There are many videos and texts to choose from for phase 2 so you can pick some that will work for your students and their reading levels (using too many could be overwhelming). In phase 3, students will all do a close read of the same article while marking the text and then write an IVF statement about the article. Between each phase, students will</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Science: Adaptation DBI Note Catcher</th>
<th>Science: Adaptation DBI Note Catcher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adaptation DBI Slides</td>
<td>Adaptation DBI Slides</td>
</tr>
<tr>
<td></td>
<td>Phase 1 - Adaptation DBI Images</td>
<td>Phase 1 - Adaptation DBI Images</td>
</tr>
<tr>
<td></td>
<td>Phase 1 - Adaptation DBI Images from</td>
<td>Phase 1 - Adaptation DBI Images from</td>
</tr>
</tbody>
</table>

ELA: illustrate vocabulary cards for word wall

ELA: Week 2 Vocabulary Word Wall Cards

ELA: Have students decorate Week 2 Vocabulary Word Wall Cards with either drawings or pictures and words cut out of magazines. You could do this together as a class, have students work in four groups (one group for each word), or have students illustrate each word. Add your words to a classroom word wall at the end of the week.

Art: Andy Warhol, Pop Art Animals

Art: Week 2 Art Slides

Art: Show students examples of Andy Warhol Pop Art Animals. Then allow students time to create a Pop Art Animal of their own.
# Frank Einstein and the EvoBlaster Belt

**Phase 2 - Adaptation**

*DBI Texts* (variety of books and articles)

**Phase 3 - Staying Alive** (article)

---

### ELA:

- **Week 3 Vocabulary Slides**

### Grammar/Writing:

- **Week 3, Day 1 Writing Prompt**

---

### Day 12:

**Novel:** Read Chapters 21 and 22. Continue to update New Words Foldable when applicable

---

Have a chance to collaborate with classmates through mingle mingle, four corners, and table talk strategies. In phase 4, students will synthesize their learning and create a web to answer the weekly focus question, *How are living things able to survive in their environment?* and the essential question, *What causes change?*

---

**Original unit development sponsored by The Idaho Coaching Network**
<table>
<thead>
<tr>
<th>Science: Bird Beak Activity</th>
<th>EvoBlaster Belt with audio recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: Bird Beak Activity</td>
<td>Bird Beak Foldable</td>
</tr>
<tr>
<td></td>
<td>Cornell University’s Naturalist Outreach: Bird Feeding Adaptations - How Beaks Are Adapted to What Birds Eat (video)</td>
</tr>
</tbody>
</table>

Science: Students will evaluate how certain adaptations help an animal survive in a particular habitat by exploring bird beaks in a hands-on activity. After students finish the activity, watch the Bird Feeding Adaptations video as a class and discuss which bird beak each item in the experiment represented.

<table>
<thead>
<tr>
<th>ELA: review vocabulary words by completing Week 3 Vocabulary Foldable in interactive notebooks</th>
<th>ELA: Week 3 Vocabulary Foldable</th>
</tr>
</thead>
</table>

ELA: To review the vocabulary words you learned the day before, students will complete the Week 3 Vocabulary Foldable in their CORE interactive notebooks. Students will apply their understanding from the day before by transferring their learning into writing and drawings. Students will define and illustrate each vocabulary word. This activity could easily be adapted to meet the needs of your students. The provided foldable includes each word and definition so students only need to illustrate the word. This scaffolding can help ELL students or students with an IEP participate with the rest of the class. You could remove these supports when students are ready to write the words and definitions on their own (using blank folded paper). You could determine each definition as a class or have students create a definition in their own words.

<table>
<thead>
<tr>
<th>Grammar/Writing: review grammar concept, respond to photo writing prompt in interactive notebooks</th>
<th>Grammar/Writing: Week 3, Day 2 Writing Prompt</th>
</tr>
</thead>
</table>

Grammar/Writing: Have students respond to Week 3, Day 2 Writing Prompt in their ELA interactive notebooks. Show slide of owl photo prompt and have students write about what is happening in the picture. Challenge students to use at least one weekly vocabulary word in their writing. Review the weekly grammar concept by completing a foldable (you can create your own or find ideas and freebies on Pinterest or Teachers Pay Teachers) on that topic to tape into ELA interactive notebooks.

Original unit development sponsored by The Idaho Coaching Network
<table>
<thead>
<tr>
<th>Day 13:</th>
<th>Novel: <em>Frank Einstein and the EvoBlaster Belt</em> with audio recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel: read Chapters 23-24. Update New Words Foldable</td>
<td>Science: Adaptation Gallery Walk Photos</td>
</tr>
<tr>
<td>Science: Adaptation Gallery Walk</td>
<td>Science: Adaptation Foldable</td>
</tr>
<tr>
<td>ELA: practice vocabulary words with Week 3 Vocabulary Which Word Doesn’t Belong (4 Corners) Slides</td>
<td>ELA: <em>Week 3 Vocabulary Which Word Doesn’t Belong (4 Corners)</em> Slides</td>
</tr>
<tr>
<td>Grammar/Writing: practice using grammar concept in <em>Creature Features: Twenty-Five Animals Explain Why They Look the Way They Do</em> (book)</td>
<td>Grammar/Writing: <em>Week 3, Day 3 Writing Prompt</em></td>
</tr>
</tbody>
</table>
| Grammar/Writing: practice using grammar concept in | Grammar/Writing: Give students the opportunity to practice the grammar concept being studied by applying their knowledge to their writing prompt. Have students respond to the Week 3, Day 3 Writing Prompt (In what ways have you adapted or changed?) using technology (if this is a possibility in your classroom). The prompt provided uses Google Docs but using Google Classroom would be another great way to get students using computers or tablets in your classroom. As students write,
<table>
<thead>
<tr>
<th><strong>Day 14:</strong></th>
<th><strong>Novel:</strong> read Chapters 25-26, update New Words Foldable</th>
<th><strong>Science:</strong> lesson from local community organization</th>
<th><strong>ELA:</strong> practice using vocabulary words in sentences by playing Mingle Mingle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar/Writing:</strong> finish grammar</td>
<td><strong>Novel:</strong> Frank Einstein and the EvoBlaster Belt with audio recording</td>
<td><strong>Science:</strong> Local Community Resources</td>
<td><strong>ELA:</strong> Vocabulary Mingle Mingle Template</td>
</tr>
</tbody>
</table>

**writing in interactive notebooks**

Have them practice using the grammar skill as they write. You could also have students write a rough draft, then review the grammar skill and have students edit and revise their writing. When finished, have students tape their writing in their ELA interactive notebooks.

**Day 14:**

**Novel:** Read Chapters 25 and 26. Continue to update New Words Foldable when applicable

**Science:** Consider inviting a community organization to your classroom to reinforce what you have been teaching throughout this unit. If you have the opportunity, take your students on a field trip to explore what they are learning in class through hands-on learning in your community. If you live in the Boise area, there are many organizations that teach lessons related to this unit, either at their location or in your classroom.

**ELA:** Have students practice using vocabulary words in sentences by playing the game Mingle Mingle. To play, have students “mingle” around the room. When you tell them to stop, they find a partner and practice using the vocabulary word you call out in a sentence. Each partner gets a turn to share their sentence. When you say “mingle, mingle” they move around the room again until you have them stop and work with another partner. Encourage students to work with peers they don’t usually work with by having them work with the partner closest to them when you tell them to stop. You can easily adapt this game to fit your classroom. You could have students do this orally and focus on speaking and listening or you could require students to write a sentence down for each vocabulary word. The Vocabulary Mingle Mingle Template could be used as a place for students to record a sentence for each vocabulary word. The boxes in the template fit a square sticky note so you could give students sticky notes while they play the game and they could stick their sticky notes on their recording sheet when they return to their desk. If your students needed additional vocabulary practice, this day would also be a great day for students to rotate through vocabulary stations of your choice.

**Grammar/Writing:** Finish teaching weekly grammar concept and have students apply their learning across content areas for the week while responding to the What if I Had Animal Ears!? Writing
### Instruction, respond to What if I Had Animal Ears? writing prompt in interactive notebooks

**Grammar/Writing:**
- **What if I Had Animal Ears!? Writing Prompt**
- **What if You Had Animal Ears!?**

Prompt to tape into their ELA interactive notebook. Read *What if You Had Animal Ears!?*, by Sandra Markle, and discuss the examples in the book of how animals’ ears have adapted. This is a great opportunity for students to discuss the essential question (What causes change?). Have students use evidence from the text to think about what caused that animal to adapt. After reading the book, students can choose one type of animal ear to write about and provide facts for what caused that adaptation. You could differentiate this activity by giving students the choice to write about an animal mentioned in the book or research a new animal that wasn’t mentioned. Have students use their learning of the weekly grammar concept to strengthen their writing.

### Day 15:

**Novel:** read Chapters 27-29, update New Words Foldable

**Science:** Animal Adaptation Poetry

**ELA:** illustrate vocabulary cards for word wall

**Art:** Camouflage Butterfly, Snake, or Iguana

---

**Novel:** *Frank Einstein and the EvoBlaster Belt* with audio recording

**Science:** *National Geographic Book of Animal Poetry* (book)

**List of Poetry Examples**

**ELA:** *Week 3 Vocabulary Word Wall Cards*

**Art:** *Week 3 Art Slides*

---

### Novel: Read Chapters 27, 28 and 29. Continue to update New Words Foldable when applicable

### Science: Read some examples of different types of animal adaptation poems from the *National Geographic Book of Animal Poetry*. The list of examples provides page numbers of adaptation poems from the book - see if students can guess the adaptation as you read them aloud. Give students time to choose a type of poem (Acrostic, Haiku, Concrete, Free Verse, Blackout, etc.) and write their own animal adaptation poetry. Allow students time to share their poetry in small groups or with the class.

### ELA: Have students decorate Week 3 Vocabulary Word Wall Cards with either drawings or pictures and words cut out of magazines. You could do this together as a class, have students work in four groups (one group for each word), or have students illustrate each word. Add your words to a classroom word wall at the end of the week.

### Art: Give students a butterfly, snake, or iguana Camouflage Template. Students will select a habitat for their animal around the room and color or decorate their animal accordingly so it is camouflaged in its habitat. Once all the animals are hidden around the room, have students walk around the room and try to find all the animals.
### Major Idea/Topic #4: Inquiry Project (Week 4)

**Focus Questions:** Do all parts of a system matter?

<table>
<thead>
<tr>
<th>Day 16:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel: read Chapters 30-32, finish New Words Foldable</td>
</tr>
<tr>
<td>Science: introduce inquiry project, discuss research expectations, and begin research</td>
</tr>
<tr>
<td>ELA: introduce vocabulary words for the week (influence, ecosystem, community, population)</td>
</tr>
</tbody>
</table>

**Science:** Students will spend the week completing an inquiry project. They will choose an animal or plant species to research and conduct a guided inquiry project to show their learning. Spend time today using students’ questions to drive their research using the KWL strategy. Give them time to fill out things they know about their species (K) and things they want to know about their species (W) on the note catcher. Discuss how to find reliable sources and how to take notes from sources. As a class, co-construct a research rubric so students understand expectations for research. Consider giving students a list of reliable sources to use or have them bookmark sources they use so they can cite them later in the project process. Have students research the answers to their questions and record what they learn about their species (L) on the note catcher. Have students research the facts they wrote in the K section of the note catcher and check the box in that section when they confirm the fact in a source. Consider having students create a folder to organize all inquiry project materials in one place.

**ELA:** Introduce weekly vocabulary words (influence, ecosystem, community, population) by showing Week 4 Vocabulary Slides. Each slide has pictures or video clips related to each of the four vocabulary words. Give students time to view the slides independently, discuss in small groups, and again as a whole class. See if students can guess the words and the meaning of the words. Discuss as a class how these words relate to what you are learning in class throughout the week and unit. To help students remember words and their meanings, consider creating word associations (assigning a motion...
| ecosystem, community, population | or sound to each word) or fist lists (when given a word, students generate five words or phrases related to that word - one for each finger in their fist).

Students will be asked to include five key vocabulary words (adapt, evolve, species, trait, ecosystem) in their final inquiry project. Expectations for use of vocabulary words are included in assessment rubric for project. Students will know they understand the vocabulary words when they are able to correctly include them in their topical writing to show their understanding of concepts taught throughout the unit.

Grammar/Writing: Introduce the grammar topic you will focus on for the week (you can choose a topic that fits with your standards and/or curriculum). Consider introducing your grammar topic with a book or video to get students thinking about the concept. Author Brian Cleary has so many fun books on grammar topics, BrainPopJr, and BrainPop have a variety of short, engaging videos on grammar topics as well. Continue to teach this concept throughout the week through daily writing activities. Have students respond to Week 4, Day 1 Writing Prompt (Would you rather be a plant or an animal? Which plant or animal would you be?) in their ELA interactive notebooks. This prompt can be printed on labels with 30 per sheet (print with labels face down) so students can stick them directly in their notebooks.

Day 17:

Novel: Finish reading the extra sections at the end of the book (Frank Einstein’s EvoBlaster Notebook, Watson’s Amazing Inventions Based on the Living World, Grampa Al’s Military Corner, Klink and Klank Present: How to Mark Your Own EvoBlaster Belt, Science Scout Leader Ms. Priscilla’s Living Thing Hall of Fame, Mr. Chimp’s Family Tree, and Mr. Chimp’s Alphabet). These are included in the audio recording.

Discuss as a class and have students respond to Novel Focus Question in their ELA interactive notebooks. Students should find many ways their learning throughout the unit can relate to the novel.

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*Grammar/Writing: Week 4, Day 1 Writing Prompt*

Grammar/Writing: introduce grammar concept for the week, respond to “would you rather” writing prompt in interactive notebooks

**Novel:** Finish book, discuss and respond to Novel Focus Question in interactive notebooks

**Novel:** Frank Einstein and the EvoBlaster Belt with audio recording

**Novel Focus Question**
<table>
<thead>
<tr>
<th>Science: finish research for inquiry project</th>
<th>Science: Inquiry Project Research Note Catcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: review vocabulary words by completing Week 4 Vocabulary Foldable in interactive notebooks</td>
<td>ELA: Week 4 Vocabulary Foldable</td>
</tr>
<tr>
<td>Grammar/Writing: review grammar concept, respond to photo writing prompt in interactive notebooks</td>
<td>Grammar/Writing: Week 4, Day 2 Writing Prompt</td>
</tr>
</tbody>
</table>

**Day 18:**

<table>
<thead>
<tr>
<th>Novel: finish Close Reading Excerpt and responding to Novel Questions</th>
<th>Novel: Close Reading Excerpt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novel Questions</td>
</tr>
<tr>
<td></td>
<td>Close Read Marks Bookmarks OR Close</td>
</tr>
</tbody>
</table>

**Science:** Continue to guide students through their inquiry projects. Today students will continue researching their species and use a note catcher to record specific information (ecosystem, life cycle, adaptation, and human connection) about their plant or animal. An example of a research rubric my class created is included at the bottom of the note catcher to help students remember research expectations.

**ELA:** To review the vocabulary words you learned the day before, students will complete the Week 4 Vocabulary Foldable in their CORE interactive notebooks. Students will apply their understanding from the day before by transferring their learning into writing and drawings. Students will define and illustrate each vocabulary word. This activity could easily be adapted to meet the needs of your students. The provided foldable includes each word and definition so students only need to illustrate the word. This scaffolding can help ELL students or students with an IEP participate with the rest of the class. You could remove these supports when students are ready to write the words and definitions on their own (using blank folded paper). You could determine each definition as a class or have students create a definition in their own words.

**Grammar/Writing:** Have students respond to Week 4, Day 2 Writing Prompt in their ELA interactive notebooks. Show slide of cat photo prompt and have students write about what is happening in the picture. Challenge students to use at least one weekly vocabulary word in their writing. Review the weekly grammar concept by completing a foldable (you can create your own or find ideas and freebies on Pinterest or Teachers Pay Teachers) on that topic to tape into ELA interactive notebooks.

**Novel:** Finish Close Reading Excerpt and responding to Novel Questions (these stickers can be printed on labels with 30 per sheet, print with labels face down) in ELA interactive notebooks. Have students read excerpt independently and mark the text using a Bookmark for Marking Text as reference. Then, have students follow along as the teacher reads the text again. For a third time, read together as a class and finish marking the text. Have students respond to a quick write (Why do you think the author, Jon Scieszka, wrote this book and why do you think we are reading it in class?) in the margins. Finally, have students respond to Novel Questions using the information they collected.
<table>
<thead>
<tr>
<th>Reading Symbols</th>
<th>on sticky notes throughout the unit. As you read, ask a variety of questions (including text dependent questions) to help students process their thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookmarks</td>
<td></td>
</tr>
</tbody>
</table>

**Text Dependent Questions:**

- Have you ever been camping? What do you know about camping that can help you understand the setting of the story? Why would Watson say, “Pure vacation. Nothing to do but goof around and relax?”
- Why do you think the author said Frank “sees something different.” What did he see? Who did he see it differently than?
- What does Frank mean when he says we are at the top of the food chain? Who is we?
- Which parts of the text relate to the food chain?
- When Frank says, “We forget we are all a part of this.”, what does he mean by this?
- This passage says everything living is connected. What does connected mean in this section? (You could reference connecting cubes math manipulatives to explain connected to ELL students.)
- Who is Charles Darwin and why is he important to the story? Why does Frank say it is “kind of perfect” the setting of the story is in Darwin State Park?
- What do you think the word existence means in this passage? What does struggle for existence mean?

**Other Questions:**

- Using what you know about Biology so far, what does the author want you to understand about Biology in this section?
- Using what you have learned about living things, life cycles, the food chain, heredity, and adaptations, what does “every minute of every day - eat or be eaten” mean?
- What can you infer will happen in this story after reading this section of text?

**Science:**

Science: Students will write their inquiry project rough drafts today using the research notes they already completed. Before starting rough drafts, discuss different options for projects, methods for...
<table>
<thead>
<tr>
<th>ELA: practice vocabulary words by creating Week 4 Vocabulary Concept Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Project Rubric Example</td>
</tr>
<tr>
<td>ELA: Week 4 Vocabulary Concept Map</td>
</tr>
<tr>
<td>What Do You Do With a Tail Like This? (book)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/Writing: practice using grammar concept in writing in interactive notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar/Writing: Week 4, Day 3 Writing Prompt</td>
</tr>
</tbody>
</table>

- presentation, and audience options. As a class, co-construct a project rubric so students understand project expectations. Give students a copy of the rubric to utilize while writing their rough draft.

- ELA: As you continue to practice weekly vocabulary, help students find and show relationships between vocabulary words by arranging them using the Week 4 Vocabulary Concept Map. Students can create a concept map to show visual representation of the hierarchical relationships among vocabulary words. Concept maps can also be used to show relationships among a central concept, along with supporting ideas and important details. The template provided is only one of many ways to organize a concept map - your students may choose to organize theirs differently. You could adapt this activity to meet the needs of your classroom by changing the amount of support you give your students. You could discuss and create the organizer as a whole class, have students work with partners or in small groups, or have students work independently. To make this activity more hands on, you could use tape to create the concept map on the floor. As students come up with ideas, write them on notecards and organize them accordingly. This also allows students to easily move a word or idea around when their thinking changes. You could also use this activity as an opportunity to review week 1, week 2, and week 3 vocabulary words along with practicing week 4 vocabulary words.

- CAFE Mini Lesson - What Do You Do With a Tail Like This?

- Grammar/Writing: Give students the opportunity to practice the grammar concept being studied by applying their knowledge to their writing prompt. Have students respond to the Week 4, Day 3 Writing Prompt (How does change influence other units you have studied?) using technology (if this is a possibility in your classroom). The prompt provided uses Google Docs but using Google Classroom would be another great way to get students using computers or tablets in your classroom. As students write, have them practice using the grammar skill as they write. You could also have students write a rough draft, then review the grammar skill and have students edit and revise their writing. When finished, have students tape their writing in their ELA interactive notebooks.

<table>
<thead>
<tr>
<th>Day 19:</th>
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<tbody>
<tr>
<td>Novel: Have students reflect on the novel by completing the Novel Book Review and Reflection in their ELA interactive notebooks.</td>
</tr>
</tbody>
</table>
### Day 20:

- **Novel:** Complete Novel Book Review and Reflection
- **Science:** Finish inquiry projects
- **ELA:** Practice using vocabulary words in sentences by playing Mingle Mingle
- **Grammar/Writing:** Finish grammar instruction, create Word Cloud Art in interactive notebooks

**Science:**

Students will collaborate with peers to strengthen their projects and finalize their inquiry projects. The Peer Revision Guide can be used to help students give helpful, kind feedback to their peers. Make sure to model effective feedback for your students before expecting them to be successful at it.

**ELA:**

Have students practice using vocabulary words in sentences by playing the game Mingle Mingle. To play, have students “mingle” around the room. When you tell them to stop, they find a partner and practice using the vocabulary word you call out in a sentence. Each partner gets a turn to share their sentence. When you say “mingle, mingle” they move around the room again until you have them stop and work with another partner. Encourage students to work with peers they don’t usually work with by having them work with the partner closest to them when you tell them to stop. You can easily adapt this game to fit your classroom. You could have students do this orally and focus on speaking and listening or you could require students to write a sentence down for each vocabulary word. The Vocabulary Mingle Mingle Template could be used as a place for students to record a sentence for each vocabulary word. The boxes in the template fit a square sticky note so you could give students sticky notes while they play the game and they could stick their sticky notes on their recording sheet when they return to their desk. If your students needed additional vocabulary practice, this day would also be a great day for students to rotate through vocabulary stations of your choice.

**Grammar/Writing:**

Finish teaching weekly grammar concept and have students apply their learning across content areas for the week while creating Word Cloud Art to tape into their ELA interactive notebook. Have students work with a partner for this activity. They will take information from their partner’s inquiry project presentation to create Word Cloud Art using the website Tagul. After each partner has created Word Cloud Art to match their partner’s project, they will print the art and trade so they tape the art that matches their project into their own notebook.
### Novel: discuss and complete Novel Connections

Science: practice and present inquiry projects, wrap up unit

ELA: illustrate vocabulary cards for word wall

Art: Eric Carle, Species Portrait

<table>
<thead>
<tr>
<th>Novel: <strong>Novel Connections</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Science: <strong>Inquiry Project Presentation Rubric Example</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3-2-1 Note Catcher</strong></td>
<td></td>
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<tr>
<td><strong>Unit Self Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>ELA: <strong>Week 4 Vocabulary Word Wall Cards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Art: Week 4 Art Slides</strong></td>
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</tbody>
</table>

Novel: Practice text-to-text, text-to-self, and text-to-world connections by having students complete the Novel Connections in their ELA interactive notebooks. This can be challenging for many students so you may need to go over examples as a class.

Science: As a class, co-construct a project presentation rubric so students understand presentation expectations. Give students a copy of the rubric to utilize while practicing their presentations. Have students present their projects to the class if that was their audience of choice. As students present, have the class take notes on the 3-2-1 Note Catcher. Wrap up the unit by having students complete a unit self reflection in their interactive notebooks.

ELA: Have students decorate Week 4 Vocabulary Word Wall Cards with either drawings or pictures and words cut out of magazines. You could do this together as a class, have students work in four groups (one group for each word), or have students illustrate each word. Add your words to a classroom word wall at the end of the week.

Art: Have students create a Species Portrait of the species they are researching for their inquiry project. Go over the art examples by Eric Carle.

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**Other (important elements not captured in this template, explanation, reflection supplementary materials):**