

SAUSD Annotated Common Core Unit Lesson Planner



Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Changing Habitats	
Grade Level/Course:	Grade 3	Time Frame: 3 weeks, October 22nd – November 8th
Big Idea (Enduring Understandings):	Changes Affect Living Things	
Essential Questions:	How do changes in the environment affect living things? How do animals adapt to changes in their environment? How do humans impact the habitats of living things? What do humans do to protect living things? How do we use ideas presented in the text to support informative/explanatory writing?	
Instructional Activities: Activities/Tasks		
Date ____ to ____ (3 days)		
Date ____ to ____ (6 days)		
Date ____ to ____ (6 days)		
<div> <div> Complex Text: Can we Save the Peregrine Falcon? (from science textbook) </div> <div> Complex Text: Urban Roosts </div> <div> Complex Text: Two Days in May </div> </div>		
Read 1: Unencumbered (read silently or aloud by teacher)	Read 2: Chunk text with text dependent questions	Read 3: Read to describe how DDT affected Peregrine Falcons
Read 1: Unencumbered read (silently or aloud by teacher)	Read 2: Chunk text with text dependent questions	Read 3: Read for Main idea and details about birds
Read 1: Unencumbered (silently or aloud by teacher)	Read 2: Chunk text with text dependent questions	Read 3: Read to determine how characters' traits and feelings contribute to events
Practice Cause and effect language with conjunctions	Summarize text including causal relationships	Create parallel flow maps to represent how characters' traits and feelings contribute to events
21st Century Skills:		
Learning and Innovation:		
<input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation		
Information, Media and Technology:		
<input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Information, Communications & Technology Literacy		

2. The Big Idea is a statement that crosses disciplines and demands that students apply a deeper understanding of the goal/content.

3. Essential questions guide the instruction and learning. They help to answer the "Big Idea."
Essential Questions foster inquiry and are not "right or wrong answers." Usually 2-5 essential questions are used in a unit. The learners are constantly trying to answer the EQs as they move through the study of the topic.

5. The CCSS* promote a shift in learning that focuses on the blending of specific skills, content knowledge, & literacies.

1. Provide a title, grade or course, and an approximate time period. If you need more days, you can add them. Some classes will complete tasks at a different rate according to students' needs. The units provided in the first round will be 3 weeks long in Elementary, but may vary in secondary.. If you need a few more days, you may use them.

4. This is the "big picture" of common core lessons by week to answer the Big Idea and EQs, using complex text, close reading strategies, critical thinking, and collaborative activities to deepen the students' understanding of the Big Idea and generate true inquiry. This flow map is flexible according to your unit of study.

5. Glossary of Terms

Information Literacy: Students use and compile information from different sources

Media Literacy: Students evaluate the validity of media sources.

Information, Communications, and Technology Literacy: Students demonstrate competency with technology.

6. Tier 2 vocabulary words are frequently occurring yet more complex synonyms for basic word. It can be a new label for a known concept: ex: Tier 1: big; Tier 2: gargantuan

6. Vocabulary that is content specific and often a new concept with no other label Ex.: photosynthesis, Westward, pyramid, numeration, etc.

Essential Academic Language:	Tier II: competition for resources cause, effect because, since, as a result, consequently, so, therefore, in order to sequence/summary first, so, finally, in summary, in short	Tier III: adapt(ation) environmental change, environment, community, territory, (sub)urb(an), relocate, habitat, species, ecosystem, camouflaged population
What pre-assessment will be given? 1. Quick write: What are some specific traits or adaptations animals have that help them survive in their environment?	How will pre-assessment guide instruction? Pre-assessment will be used to 1. Determine if students have adequate knowledge about animal traits, adaptations, and habitats to understand how changes in an environment would affect those animals. If students do not have the requisite knowledge, additional reading or study will be required. Use "preparing the learner lesson A" 2. Analyze what academic language students use, avoid, or misuse when writing about the topic. Teacher will incorporate needed language into lessons to scaffold speaking, writing, listening, and reading. If students need pre-teaching in academic language, use "preparing the learner lesson A", providing plenty of oral practice.	
Standards	Assessment of Standards (include formative and summative)	
Content Standard(s): 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	F: Answering and asking questions in pairs and small groups during and after the reading of <i>Can We Save the Peregrine Falcon</i> and <i>Urban Roosts</i> F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon F: Work in collaborative groups to create a tree map for <i>Urban Roosts</i> that shows characteristics of birds and adaptations to city life F: Students research Orange County wildlife in collaborative groups, and create a public service announcement to inform the public about the animal S: Students write an informative essay based on two pieces of text	

7. What should teachers know about their students' knowledge prior to beginning the unit? How will this assessment help the teacher to differentiate instruction? Which "Preparing the Learner" activities need to be employed to help students to succeed?

8. If the new NGSS Science Standards or the existing History/Social Studies Standards are infused into the unit, then they are written here.

11. How will the CCS /Content Standards be assessed throughout the unit? A variety of formative and summative assessments can be used to inform instruction. Many assessments will assess multiple standards, so you may see the same assessment noted in several standard strands.

Common Core Learning Standards Taught and Assessed (include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)	What assessment(s) will be utilized for this unit? (include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)	What does the assessment tell us?
Bundled Reading Literature Standard(s): 9 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	F: Answering and asking questions in pairs and small during and after the reading of <i>Two Days in May</i> F: Collaborative groups add to a class-created flow map of the sequence of events in <i>Two Days and May</i> and then add information about the characters' feelings and traits that contributed to the sequence of the story S: SAUSD Standards-based mini assessment including "Response to Literature" with Thinking Map and writing prompt	12 Do students correctly answer questions in pairs/small groups and refer to the text to do so? When students are collaboratively creating their parallel flow maps, are they able to articulate how the characters traits, motivations, or feelings contributed to the sequence of events? Were students independently able to answer the questions in the Standards-based mini assessment
Bundled Reading Informational Text Standard(s): 9 1. Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> . 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	F: Answering and asking questions in pairs and small groups during and after the reading of <i>Can We Save the Peregrine Falcon</i> and <i>Urban Roosts</i> F: Work in collaborative groups to create a tree map for <i>Urban Roosts</i> begun as a class that shows characteristics of birds and adaptations to city life F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon S: Standards-based mini assessment including "Response to Literature" with Thinking Map and writing prompt for <i>Urban Roost</i>	12 Are students able to: • correctly answer questions in pairs/small groups and refer to the text to do so? • ask their partner questions about the text in partner discussions? • collaborative organize and create a Thinking Map with main ideas and details? Does each student contribute to the thinking?
Bundled Foundational Skill(s) Standard(s): (K-5) 10 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding	F: Listen in on partner discussion and oral summaries during reading of <i>Urban Roosts</i> and <i>Two Days in May</i>	12 Are students able to read grade level text with comprehension?

9. The CCSS are bundled as they work together to achieve students' literacy development.

Literature & informational text are often both used within a unit.

12. This section informs the teacher on key learnings to look for from the assessment. This allows the teacher to form the instruction to meet the needs of his/her students.

10. The K-5 Foundational standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. They are designed to develop proficient readers and used as needed.

11. How will the CCSS /Content Standards be assessed throughout the unit? A variety of formative and summative assessments can be used to inform instruction. Many assessments will assess multiple standards at one time, so you may see the same assessment noted in several standard strands.

9. The **CCSS** are bundled as they work together to achieve students' literacy skills. Writing directly relates to the reading as a comprehension task, as well as emphasizing specific types of writing.

9. The **CCSS** are bundled as the standards work together to promote students' literacy skills. Notice the importance of speaking, listening and use of language.

<p>Bundled Writing Standard(s): 9</p> <p>Informative/Explanatory:</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short research projects that build knowledge about a topic</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>F: Students create a public service announcement after researching what to do if they encounter particular wildlife, native to Orange County, in their house or yard</p> <p>S: Students write an informative essay after looking at pictures and reading text a particular species of city wildlife.</p>	<p>Are students able to collaboratively and independently gather information from resources and write texts that clearly portray the information?</p>
<p>Bundled Speaking and Listening Standard (s): 9</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p>	<p>Teacher Evaluation of student speaking and listening during:</p> <p>F: Answering and asking questions in pairs and small groups during and after the reading of <i>Can We Save the Peregrine Falcon?</i>, <i>Urban Roosts</i>, and <i>Two Days in May</i></p> <p>F: Collaborative groups create a flow map of the sequence of events in <i>Two Days in May</i> that includes their inferences about characters and events, and the evidence from the text to support their inferences</p> <p>F: Work in collaborative groups to create a tree map for <i>Urban Roosts</i> begun as a class</p> <p>F: Work collaboratively to create a cause/effect flow map illustrating how the use of DDT endangered the peregrine falcon.</p> <p>S: Participation in presentations of Orange County City Wildlife research project with evaluation checklist.</p>	<p>When talking about text in pairs and groups, do students follow protocol/rules/routines for collaborative discussions?</p> <p>Can students plan and deliver an informative presentation about City Wildlife with appropriate facts and details? Do all students participate in the thinking, conversation, and final product? Do they follow rules and guidelines for collaboration?</p>
<p>Bundled Language Standard(s): 9</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>j. Use coordinating and subordinating conjunctions.</p>	<p>F: Teacher evaluation of student use of conjunctions related to cause and effect during partner, small group, and class discussions</p> <p>S: Use of conjunctions to signal cause and effect in culminating informative writing piece and presentation</p>	<p>Do students use the appropriate conjunctions for cause and effect when speaking and writing?</p>

12. This section informs the teacher on key learnings to look for from the assessment. This allows the teacher to form the instruction to meet the needs of her students.

11. How will the **CCSS /Content Standards** be assessed throughout the unit? A variety of formative and summative assessments can be used to inform instruction. Many assessments will evaluate multiple standards at one time, so you may see the same assessment noted in several standard strands.

13. This section lists all the resources being used in the unit. Some are web-sites as well as books, text, pictures, etc.

14. All units tie in other subjects or disciplines into the study.

15. Differentiated instruction is listed here and on the lesson plan to meet needs of all learners. Notice these examples for **English Learners**. Also, Thinking Maps, GLAD strategies, and other SIOP strategies can be listed here.

Resources/ Materials: <div>13</div>	Complex Texts to be used: Informational Text(s) Titles: <i>Can We Save the Peregrine Falcon?</i> By David Dobson, California Science, Grade 3, chapter 3, <i>Urban Roosts, Where Birds Live in the City</i> , Open Court Reading, Grade 3, Unit 2, City Wildlife Literature Titles: <i>Two Days in May</i> by Harriet Peck Taylor, Open Court Reading, Grade 3, Unit 2, City Wildlife Primary Sources: (NA) Media/Technology: Discovery Education: http://www.discoveryeducation.com/ The Jeff Corwin Experience, Wild Animals in the City/ Urban alligator http://player.discoveryeducation.com/index.cfm?guidAssetId=BCB3B84E-9970-4D94-A21D-7EC6B65A2C72&blnFromSearch=1&productcode=US Enchanted Learning: www.enchantedlearning.com Animal printouts for wild animals of Orange County (bats, mountain lions, raccoons, skunks, coyotes, opossums, rattle snakes, ducks) http://www.enchantedlearning.com/coloring/ Orange County Animal Services: http://egov.ocgov.com/ocgov/Info%20OC/Departments%20&%20Agencies/OC%20Animal%20Care/General%20Information/Wildlife%20Information# Wildlife (OC Animal Services Wildlife Information) (bats, mountain lions, raccoons, skunks, Coyotes, opossums, rattle snakes, urban ducks) TeacherTube: Video clip of PSA sample (Wild at Heart) found at http://www.schooltube.com/video/1774b578f1444345a79a/
Interdisciplinary Connections: <div>14</div>	Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.) This unit integrates science and literacy as students read, write, and speak about animal adaptations and changing habitats in each of the texts. In the culminating project, students are asked to consider animals in Orange County, which relates to the focus on Orange County in 3rd grade Social Science. As part of their culminating project, students can also create visuals for their presentation that could include art.
Differentiated Instruction: <div>15</div>	<div> <div> Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level? <div>15</div> </div> <div> Use visuals, process information with partner/small group, use of language patterns for oral and written responses, structured language practice strategies, building additional background knowledge and pre-teaching vocabulary as needed, including using easier to texts first to build background and vocabulary. </div> </div> <div> <div> Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented? <div>15</div> </div> <div> Special Needs: Work with flexible small groups to guide students in reading and responding to text; add additional texts, substitute or shorten text as appropriate. </div> <div> GATE- <div>15</div> Opportunity to do independent research of city wildlife of interest and create a book to contribute to the classroom library. </div> </div>

15. Differentiated instruction for **GATE or high achievers** includes extensions or acceleration, depth & complexity paths, and independent projects.

15. Differentiated instruction for **Special Needs**, including frequency, repetition, pacing, levels of support, and small group instruction are explained here and on the lesson template.

SAUSD Common Core Lesson Planner

Teacher:

Unit: Changing Habitats Lesson #: 1	Grade Level/Course: 3	Duration: estimated 140 minutes (break the lesson over 2 days if needed) Date:
Common Core and Content Standards	Reading Informational Text Standard(s): 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Speaking and Listening Standards: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standard(s): 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Use coordinating and subordinating conjunctions. Life Sciences 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept: c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	
	Materials/Resources/Lesson Preparation	
	Objectives	Content: Students will use information from the text <i>Can We Save the Peregrine Falcon</i> to find out how the Peregrine Falcon became endangered and express that in a flow map. Language: Students will use their flow map to 1. Explain to a partner how the use of a poisonous chemical endangered the peregrine falcon using conjunctions ____ so ____, ____ therefore ____ ____ consequently ____, ____ resulting in ____ and 2. Write a paragraph summarizing the information
	Depth of Knowledge Level	X Level 1: Recall X Level 2: Skill/Concept X Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking
College and Career Ready	X Demonstrating independence X Building strong content knowledge	