

Integrated Thematic Unit: Grade 5 – Theme 6: Animal Encounters

Based on Houghton Mifflin Reading Themes and connected to Social Studies, Sciences and/or Art Standards

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June 2008

Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Human and wild animal relationships have risks and rewards.

Cross-Curricular Goals (Content Standards):

Life Science:

2.a. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

HM Reading Skill/Cognitive Tasks:

- Making Generalizations – pg. 623A
- Topic, Main Idea, and Supporting Details – pg. 647A
- Drawing Conclusions – pg. 671A

Writer's Workshop:

- Persuasive Essay – pg. 624–625G

Summary:

Animal Encounters includes both fiction and nonfiction selections that explore the relationship between humans and wild animals. The interconnectedness of humans and nature as well as humans' responsibility towards nature and wild animals are themes connected through the selections.

Prerequisites:

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this theme unit.

Integrated Thematic Unit: Grade 5 - Theme 6: Animal Encounters

<p>Understandings:</p> <ol style="list-style-type: none">1. There is a relationship between humans and wild animals that is beneficial to the human race.2. Humans have an impact on wild animals.3. Some people take risks in order to understand wild animals. Their knowledge benefits us all.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What responsibility do humans have toward animals?2. How important is it to risk ones life to help wild animals?3. What are the roles that wild animals play in out lives?
<p>Students will know ...</p> <ul style="list-style-type: none">• There is a human responsibility toward wild animals.• The world (all living and non-living things) is interconnected.• It is sometimes necessary to take risks in order to gain a greater good.• Animals and humans have the same biological systems.	<p>Students will be able to ...</p> <ul style="list-style-type: none">• Make valid generalizations.• Find the main idea of a story or passage and recognize the key details that support this main idea.• Draw conclusions based on facts.• Compare different poems through understanding the subject, mood, rhythms, and elements of the poems. (pg. 600 – student edition)

Stage 2 - Assessment Evidence for Universal Access

HM THEME:

- SCOE Test **OR**
 Houghton Mifflin Theme Skills Test

ANTHOLOGY SELECTIONS:

<input type="checkbox"/> Selection Tests (Teachers' Resource Blackline Masters)	<input type="checkbox"/> Reading Response Journals
<input type="checkbox"/> "Think About the Selection" Pg. 618, 642, 666	<input type="checkbox"/> Daily Log
<input type="checkbox"/> Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book: OR • Skill Performance Task Suggested Activities: R9 – "Look at the size of that bear!" R11 – "Saving the Tamarind" R13 – "I'd like to Know"	<input type="checkbox"/> Other

Summative Performance Task: Based on Essential Understandings

- Writing to Inform **OR**
 Presenting to Inform
Suggested Prompt (for writing or presenting to inform):

Key Criteria:

- Criteria Cards for each product
 Assessment Cards for each product on Extension Menu (see page 8)
 Writing to Inform and Presenting to Inform Rubrics

Other Evidence:

- Daily Log of Extension Work and Reading Log
 Self Evaluation Checklist
 Task commitment and engagement when working independently
 Peer Reviews

Stage 3 - Learning Plan for Universal Access

Launch the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation
 - Input
 - Guided Oral Practice

Teach the Theme – 3 – 5 Days per Selection:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task:** Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
 - Focus and Motivation
 - Input
 - Guided oral Practice

Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
 - Closure/Evaluation:
- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** HM Theme Assessment Test

Differentiation / Universal Access

Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
 - Writing to inform (use rubric)
 - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

Theme 5-6: Animal Encounters

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Extension Menu

Name _____

Due Date _____

Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe

<p>1. <u>Journal</u></p> <p>Write a one-week journal from the viewpoint of the bear that sees Hoshino for the first time.</p> <ul style="list-style-type: none"> • Include the bear’s thoughts and impressions about this human. • What generalizations does the bear make about humans based on his observations of Hoshino? • Use humor and sensory details. 	<p>2. <u>Mobile</u></p> <p>Pick a country and illustrate or find pictures of 8-10 native animals.</p> <ul style="list-style-type: none"> • Write a short informational paragraph on the back of each picture. • Create a mobile using your illustrations/pictures. 	<p>3. <u>Picture Postcard</u></p> <p>Pretend you are on a trip where you are observing wild animals, and create a postcard illustrating one of the animals you see.</p> <ul style="list-style-type: none"> • Write a message on the back describing the animal and your impressions of it. • Make generalizations about this animal based on your observations
<p>4. <u>Map</u></p> <p>Using a copy of a world map, show the routes people use when they take golden lion tamarins from zoos to the reserve in Silva Jardim in Brazil.</p> <ul style="list-style-type: none"> • Draw arrows indicating the departure points and the destination of planes carrying the tamarins. 	<p>5. <u>Quote</u></p> <p>Not to hurt our humble brethren (the animals) is our first duty to them, but to stop there is not enough.</p> <p>We have a higher mission to be a service to them whenever they require it.</p> <p>—St. Francis of Assisi</p> <p>Copy, illustrate, memorize, recite and interpret the above quote</p>	<p>6. <u>Illustrated Booklet</u></p> <p>Write and illustrate a children’s book about one of the animals in this theme.</p> <ul style="list-style-type: none"> • Should be at least 6 pages long. • Should have an illustrated cover including the title and author. • Writing should be understandable by a young child and organized according to topic → main idea → supporting details.
<p>7. <u>Concept Map</u></p> <p>Observe a wild animal (including insects) at home or in your neighborhood.</p> <ul style="list-style-type: none"> • Record at least 5 observations. • At school create a concept map using your observations. • Make generalizations based on your observations. 	<p>8. <u>Brochure</u></p> <p>Create a travel brochure for any of the locations or settings from the selections in Theme 6.</p> <ul style="list-style-type: none"> • Be sure to organize the information according to topic → main idea → supporting details. • Information should entice a tourist to visit the location. 	<p>9. <u>Poems</u></p> <p>Write 3 poems about wild animals.</p> <ul style="list-style-type: none"> • The poems can be about the animals themselves or about people’s responsibilities towards them. • You may choose to use standard poetic formats such as haiku or acrostic, or they can be “free form.”

Matching Assessments for Extension Menu

<p>1. <u>Journal</u></p> <p>_____ Follows Journal Entry Criteria Card</p> <p>_____ Correct spelling, punctuation and grammar</p> <p>_____ Has 7 entries of at least 5 sentences each</p> <p>_____ Sensory details used</p> <p>_____ Information includes encounter with Hoshino and impressions of his daily life</p> <p>Total: _____</p>	<p>2. <u>Mobile</u></p> <p>_____ Follow Mobile Criteria Card</p> <p>_____ Has 8–10 sentences</p> <p>_____ Illustrations are detailed and colorful</p> <p>_____ Information is clear and accurate</p> <p>_____ Correct spelling, punctuation, and grammar</p> <p>Total: _____</p>	<p>3. <u>Picture Postcard</u></p> <p>_____ Follow Picture Postcard Criteria card.</p> <p>_____ Message matches picture and expresses feelings.</p> <p>_____ Picture is of a wild animal</p> <p>_____ Picture is detailed and colorful</p> <p>_____ Information is accurate</p> <p>_____ Correct spelling, grammar, and punctuation</p> <p>Total: _____</p>
<p>4. <u>Map</u></p> <p>_____ Follows Map Criteria Card</p> <p>_____ Clearly and accurately labels routes based on information from the story</p> <p>_____ Routes are color coded</p> <p>_____ Map is neatly colored</p> <p>Total: _____</p>	<p>5. <u>Quote</u></p> <p>_____ Neat copy of poem</p> <p>_____ Appropriate colored, detailed illustration</p> <p>_____ Recites from memory with clarity</p> <p>_____ Interpretation of poem</p> <p>_____ Read 3 other poems on this subject and share with class</p> <p>Total: _____</p>	<p>6. <u>Illustrated Booklet</u></p> <p>_____ Follow Illustrated Booklet Criteria Card</p> <p>_____ Includes at least 6 pages</p> <p>_____ Illustrations are detailed and colorful</p> <p>_____ Illustration is accompanied by accurate information or story text</p> <p>_____ Text is organized according to Topic → main ideas → supporting details</p> <p>Total: _____</p>
<p>7. <u>Concept Map</u></p> <p>_____ Follow Concept Map Criteria Card</p> <p>_____ At least 5 observations</p> <p>_____ Major topic (words and/or illustration) is clearly stated</p> <p>_____ Includes at least 3 generalizations about your animal based on your observations.</p> <p>_____ Correct spelling, punctuation, and grammar</p> <p>Total: _____</p>	<p>8. <u>Travel Brochure</u></p> <p>_____ Follows Travel Brochure Criteria Card</p> <p>_____ Brochure is organized logically: Topic → main ideas → supporting details</p> <p>_____ Includes detailed descriptions of at least 5 things that a tourist might see or experience.</p> <p>_____ At least 7 facts are included (from at least 2 sources)</p> <p>_____ Includes at least 3 illustrations or pictures</p> <p>Total: _____</p>	<p>9. <u>Poems</u></p> <p>_____ Follows Poem Criteria Card</p> <p>_____ 3 poems of at least 4 lines each</p> <p>_____ Poems focus on realistic wild animals or on the responsibilities people have towards them</p> <p>Total: _____</p>

Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products

Product # _____ points earned

Product # _____ points earned

Product # _____ points earned

TOTAL _____ **points earned**

Product Criteria Cards for Extension Menu Products

<p>1. Journal Entries</p> <ol style="list-style-type: none"> 1. Each entry is dated from the time period 2. Journal entries include descriptions of the setting. 3. Entries written as first person accounts 4. Entries describe activities and events of the time and place 5. Entries include personal responses of the writer to people and events of the time 	<p>2. Mobile</p> <ol style="list-style-type: none"> 1. Items are balanced and hang from a central point or structure 2. Durable construction 3. Visually appealing 4. Creative 5. Relevant to topic 	<p>3. Picture Postcard</p> <ol style="list-style-type: none"> 1. Picture in color on front of card 2. Picture is clear and understandable 3. Size 4"x5" or 4"x6" 4. Message included on back
<p>4. Map</p> <ol style="list-style-type: none"> 1. Correct location of places 2. Clearly written key and symbols 3. Has scale and compass rose 4. Labels and places spelled correctly 5. Shapes of places and distances are accurate 6. Neatness 	<p>5. Quote</p> <ol style="list-style-type: none"> 1. Voice projection, clarity and expression 2. Eye contact 3. Appropriate body language and gestures 4. Correct timing 5. Thoughtful interpretation of the meaning of the quote 	<p>6. Illustrated Booklet</p> <ol style="list-style-type: none"> 1. Has words that explain pictures 2. Pictures match topic 3. Organized in a logical fashion 4. Neat and visually appealing <p>Correct spelling and grammar</p>
<p>7. Concept Map</p> <ol style="list-style-type: none"> 1. Has major topic in center 2. Shows details about the topic with lines and/or circles radiating from the center 3. Visually shows relationships of details or ideas to one another 4. Neat and legible 	<p>8. Brochure</p> <ol style="list-style-type: none"> 1. Pictures relate to topic 2. Attractive and neat layout 3. Folded with information on each panel 4. Neat and clear writing highlighting important points 5. Correct spelling 	<p>9. Poem</p> <ol style="list-style-type: none"> 1. Appropriate format and poetic structure 2. Title 3. Rich vocabulary 4. Relevant to subject 5. Correct spelling, mechanics and punctuation

Thematic Matrix: Grade 5 - Theme 6: Animal Encounters

Essential Questions:

1. What responsibility do humans have toward animals?
2. How important is it to risk ones life to help wild animals?
3. What are the roles that wild animals play in out lives?

Topic of Study	Context	Human Responsibility	Risks Taken	Value of the Wild Animal
<i>Animal Encounters</i>				
<i>The Grizzly Bear Family Book</i>				
<i>The Golden Lion Tamarin Comes Home</i>				
<i>My Side of the Mountain</i>				

Enduring Understanding:

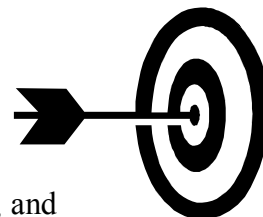
Name _____

Due Date _____

Target
Page

HM Theme 5-6: Animal Encounter

Human and wild animal relationships have risks and rewards.



California Life Science Content Standards:

2.a. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

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