

Unit Title: Circle of Life - interconnectedness Number of Lessons: 10 - 12 Time: (in weeks) 3-4

Name: Yvonne, Wendy and Joanne Subject(s): Science, Language Arts, Art Grade(s): 3/4

Class Description:

Grade 3/4 class located in an urban area of Greater Vancouver. School code of conduct is a 'Circle of Courage' which integrates first nations perspectives and imagery. The students are at a variety of different stages of development, literacy, and abilities. It is a somewhat diverse classroom with children from several different cultural backgrounds. There are 8 ELL students (2 beginners), 2 children on IEP's, and 1 student with non-verbal autism. Therefore, several students need adaptations and modifications for certain subjects. There are 23 students in the class but only 7 females. There is a full time EA with the child with autism and another EA about 50% of the time working with other children in the class who need assistance for written output and behaviour.

Meeting the needs of varied learners: Learning activities and required 'products' will be open ended to support meeting the needs of all learners in this multi-age class. Beginner ELL students may require simplified vocabulary. This vocabulary will be introduced and used throughout the unit alongside more complex vocabulary to help 'stretch' students with a higher level of English language ability. The part time EA will work when needed with a small group of students to further scaffold learning and to break down difficult concepts as well as to support on-task behaviour during more independent work periods. The child with autism currently prefers to work independently away from the larger group and will be allowed to do so. The animal he chooses will also be an animal chosen by another group of students to facilitate integration where possible/appropriate.

Unit Rationale: This Unit is primarily a science unit that integrates language art, visual arts and drama activities as a way to build literacy, enhance student learning and provide different settings for students to express their understandings. It will provide students with opportunities to develop critical thinking & communication competencies, through whole group, small group and independent examination of the interconnectedness of life. This unit is designed to activate prior knowledge about life cycles and introduce students to the food web and other key concepts in a variety of ways and using multi-modal resources so that they can develop an understanding of how ALL animals are interconnected. This unit will provide students with extensive hands-on, active learning opportunities to allow them to construct their understanding of the concepts of interconnectedness and reliance. Key terms will include habitat, interactions, food webs, predator/prey, survival and adaptations. Many students in the class currently select books about animals. We are starting with Canadian Animals to extend students limited prior knowledge about these animals and to begin to build an understanding of Canadian Geography for a Social Studies-oriented unit about natural resources. *To support student success and to facilitate working with the teacher librarian, a gradual release model & graphic organizers will be used to scaffold a research performance task. Students, in pairs, will be given a set of X animals to choose from – these have been chosen on the basis of availability of resources at an appropriate level for the students.

RESOURCES & Evaluation of Resources house on PINTEREST & Zotero

<https://www.pinterest.com/ediethecat/lled-351-inquiry-based-unit-plan-animals-in-their-/>

<https://www.zotero.org/groups/lled351/items>

Big Ideas:

- All living things and their environment are interdependent
- Combining different texts and ideas allows us to create new understandings and find enjoyment
- People connect to others and share ideas through the arts.

Science

Curricular Competencies:

- Suggest ways to plan and conduct an inquiry to find answers to their questions
- Sort and classify data and information using drawings or provided tables
- Make inferences based on their results and prior knowledge
- Represent and communicate ideas & findings using diagrams & simple reports, using digital tech. as appropriate

Content Competencies:

- the ways organisms in ecosystems sense & respond to their environment

Inquiry Research Project Sequence (Performance Task)

- Brainstorm & sort – animals we know Venn Diagram (Live in Canada & Not in Canada)
- Introduce essential question using Hook – Lion King; (revisit prior knowledge – life cycle); Sort & classify the animals using co-developed criteria
- Example animal “we do” research – Pacific Octopus. Know - Wonder using Read-Write-Think online program
- Student Research: In pairs, sts select a Canadian animal ; complete KW ; seek & evaluate resources to answer their questions and class generated questions
- Students represent their understandings using Explain Everything - (audio, visual, textual representation)

The Circle of Life

Essential Question:

How are Animals Interconnected?

Guiding Questions:

- **What is the Circle of Life?**
- **How do animals survive?**

Gr.3/4
cross-curricular
inquiry unit
overview

Synthesizing information learned during research! This is now a performance task within ELA

The Arts

Curricular Competencies:

- Experience, document, perform, and share creative works inspired by imagination, inquiry and purposeful play

Content Competencies

- use elements & principles of dance (creative dance)
- explore Aboriginal arts and arts-making processes (oral Storytelling & printmaking)

Activities

- create and tell a story orally & represented through creative movement. “Record” using ‘animal track’ prints to show interactions between species
- Food Web simulation (whole grp string game)
- Food web ‘interactive’ bulletin board (built throughout the unit)

English Language Arts

Curricular Competencies:

- Begin to use sources of information and prior knowledge to make meaning (with increasing complexity)
- Apply a variety of age-appropriate thinking skills to gain meaning from texts
- Identify how story in First Peoples’ cultures connects people to land

Content Competencies:

- elements of non-fiction texts
- writing processes

Activities

- Write/record a story from the perspective of your animal that helps explain how it survives/lives (using imagination and based on factual research)
 - Reflection Journals
 - Resource Evaluation lesson (co-planned w TL)

COMMUNICATION

Students will be communicating with each other while doing group work.

THINKING

Students will be engaging in critical thinking throughout the unit

PERSONAL & SOCIAL

Students will be actively engaged in the community around the school looking at natural resources and jobs in the area

Core Competencies (BC Revised Curriculum)

Animal Inquiry: Animal Facts

The Pacific Octopus by Yvonne, Wendy and Joanne



Pacific Octopus

What the animal looks like:

The pacific octopus has eight legs a large head and smooth skin with some bumps. Their legs have suckers on them. How big can they grow?

How the animal moves:

The suckers on the legs help it move along rock walls and the ocean floor. They can also swim. Do they get around mainly by swimming or 'walking'?

How the animal eats:

They eat crab and shellfish like clams, mussels and oysters. DO they eat fish?