

# Unit 1 - Shared Reading - Amazing Living Things

What's so amazing about living things? / ¿Qué tienen de asombroso los seres vivos?

## Unit 1- Shared Reading

### STAGE 1: DESIRED LEARNING

**Essential Question:** What's so amazing about living things? / ¿Qué tienen de asombroso los seres vivos?

**Essential Understanding:** As a classroom community, we will understand that every living thing has important and unique characteristics or features that have the potential to be amazing depending upon one's experiences and interests (perspective). The main difference between living and nonliving is that living things grow and develop, consume food for energy, and reproduce, while non-living things are not capable of such functions. Living things are connected and rely on each other to survive and thrive. Both common and rare living things can be amazing in their own unique ways.

Students will develop an understanding of the similarities and differences of organisms' life cycles. Students will understand that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops. In addition, students will have an understanding on how to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students will develop an understanding of types of organisms that lived long ago and also about the nature of their environments. They will develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Students will also develop a sense of geography throughout this unit by referencing where certain living things are found around the world. Teachers should regularly use the provided map materials to help students locate and find patterns about where living things are in the world.

**Looking Back:** This unit builds on the thinking and understanding students experienced in 2nd grade focused on animal habitats. In 22-23, students explored the importance of each habitat and some plants and animals living in different habitats. Beginning in 23-24, students will study the habitats in relation to the resources that it provides. This will serve as a spring board for 3rd grade conversations placing living things in particular habitats.

**Looking Ahead:** This unit focuses on all living things and how they adapt and survive in their environment. Moving into Unit 2 - recycling, students will begin to see the connections between living things that are natural recyclers within their habitats. We will continue to focus on using geography components to build student's awareness of where places and things live in connection to where they are in the world.

## STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to get students to the Essential Question, Essential Understandings, and standards outlined in Stage 1. The expectation is that all inquiries are taught in the manner and order in which they are written below.

Inquiry #	Inquiry Question	# Sessions
Inquiry 1	What makes something amazing? / ¿Qué hace que algo sea asombroso?	5 Sessions
Inquiry 2	What are living things? / ¿Qué son los seres vivos?	6 Sessions
Inquiry 3	Does every living thing have a life cycle? / ¿Todos los ser vivo tiene un ciclo de vida?	5 Sessions
Inquiry 4	How does a living thing respond to its environment? / ¿Cómo responde un ser vivo a su ambiente?	5 Sessions
Inquiry 5	How do living things work as a group? / ¿Cómo funcionan los seres vivos como un grupo?	6 Sessions
Inquiry 6	How does an animal's appearance affect how people feel about it? / ¿Cómo afecta la apariencia de un animal a cómo se siente la gente contra el animal?	6 Sessions
Inquiry 7	What can living things create? / ¿Qué pueden crear los seres vivos?	6 Sessions
Inquiry 8	What adaptations do animals have to help their survival? / ¿Qué adaptaciones tienen los animales para ayudar a sobrevivir?	6 Sessions
Inquiry 9	What challenges do animals face today? / ¿Qué dificultades enfrentan los animales en hoy día?	5 Sessions
Inquiry 10	What living thing is the most amazing? / ¿Qué ser vivo es el más asombroso?	5 Sessions

# Unit 1-Amazing Living Things

What's so amazing about living things? / ¿Qué es tan asombroso acerca de los seres vivos?

## Unit 1- Shared Writing

### STAGE 1: DESIRED LEARNING

**Essential Question:** What's so amazing about living things?/¿Qué es tan asombroso acerca de los seres vivos?

**Essential Writing Tasks:** Students will be learning about narrative, informational, and opinion writing. Each mode of writing will be about 3 weeks each and will have a daily mini-lesson focus with an opportunity to write independently, and reflect after each session.

*Narrative:* Students will work to develop a narrative paragraph to tell a story about a time they felt amazing or had something amazing happen to them. Students will develop an understanding of amazing things through the inquiries in Shared Reading while applying what they have learned into their writing.

*Informational:* Students will be writing about an informational paragraph to tell about what makes a living thing so amazing? This may include the living thing's characteristics, habitat, survival, food, and life cycle. Some of this informational writing may be useful in Task 3: Opinion Writing about what is the most amazing living thing.

*Opinion:* Students will work to develop a paragraph or book using Book Creator that discusses their opinion on what living thing is the most amazing. This writing task includes an introduction into research as students will need factual information about their selected living thing to support their opinion. Students will learn about various living things in order to make a choice on which they feel is the most amazing.

**Looking Back:** Throughout 2nd grade students worked to write a developed paragraph that included an opening statement, details about a topic, and a closing statement. Students continued to work within the writing process (brainstorming, planning, drafting, revising, and presenting) in order to develop their ideas and elaborate on their topics in writing. Students worked to develop their writing within three genres (narrative, opinion, and informational) during 2nd grade and were introduced to authors' styles and purposes within each genre of writing. Writing instruction within 2nd grade included teacher modeling, shared writing to develop pieces as a whole group, and time for students to develop their independent writing craft following the writing process.

**Looking Ahead:** Throughout the year, students will write across multiple modes, within different genres: narrative, informational, and opinion using a variety of formats and strategies. There will be some overlap because it's important to revisit each genre during every Shared Writing unit. Additionally, there

will be a variety of fiction and nonfiction writing opportunities within the modes. One genre will be a larger focus per unit for students to have more time to work with that type of writing within a larger task, and the remaining two genres will be within shorter tasks so that all genres spiral throughout 3rd grade Shared Writing units. Written tasks will incorporate content students learn through Shared Reading units so that they can apply what they have read through writing.

3rd graders will be working toward writing multi-paragraph pieces that include appropriate opening and closing/conclusion statements, include details and examples that support a main idea, and incorporate conventions and grammar. All units will include daily mini lessons using Patterns of Power so that conventions and grammar become a daily routine for students to notice correct usage of conventions and grammar within exemplar texts and begin to transfer those components into their own writing through guidance from teachers and daily writing tasks.

**Connection to Technology:** Students will be introduced to Book Creator as a tool to help develop a narrative piece during Task 1 and will be encouraged to utilize Book Creator throughout Task 2 and Task 3. Book Creator is a tool that was introduced to students in primary grades that they may have previously used to support their writing tasks. Teachers should reach out to our grade level Technology Coach, Stephanie Leo, early on during the unit to set up an introductory lesson. In addition, following up with her in regards to questions and further ways to support students using Book Creator.

## STAGE 3: THE LEARNING PLAN

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Student writing behaviors typically follow that of conventional writing. According to LaRocca and Anderson (2017), students in the conventional writing phase tend to:

- Conventionally spell common words
- Approximate spelling of less common words using letter sounds
- Use spaces between words in sentences
- Use ending punctuation, may be approximated
- Use both uppercase and lowercase letters intentionally

During the exploration, students' work will not be perfect, this shows where each student is as a writer. If and when they go to publish a piece of writing, that individual piece should have fewer errors as it most likely went through an editing process. However, it still may not be perfect if certain phonics patterns have yet to be taught. Students should be held accountable for the phonics skills they have been taught thus far in the year.

## Unit 1 TASK PLANNER

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| ● Launch into Writer's Workshop  | <b>1 Session</b>   |
| ● Narrative - When is a time you felt or did something amazing? / <i>Narrativa- ¿Cuándo fue un momento en el que te sentiste o hiciste algo asombroso?</i> | <b>14 Sessions</b> |

- Informational -What makes a living thing so amazing? / Informativa- ¿Qué es lo que hace que un ser vivo sea tan asombroso?
- Persuasive/Opinion - What is the most amazing living thing?/ Persuasiva/Opinión- ¿Cuál es el ser vivo más asombroso?

**15 Sessions**

**20 Sessions**