

Unit 2 - Shared Reading - Recycling & Trash

What is trash and what might we do about it? / ¿Qué es la basura y qué podemos hacer al respecto?

9 weeks

STAGE 1: DESIRED LEARNING

Essential Question: What is trash and what might we do about it? / ¿Qué es la basura y qué podemos hacer al respecto?

Essential Understanding: Students will kick off the unit uncovering the complexities of trash, garbage, waste, and other words related to the topic through reading and exploring many different mentor texts, articles, and Epic books. It will also be important to note that students will start to investigate what the terms trash versus treasure mean in relation to the importance of society's use of trash and upcycling to support environmental efforts to reduce trash consumption. Additionally, students will learn about the different places where trash is a concern and how it is handled around the world. Students will investigate where our human trash goes and how much garbage really exists when we begin to reveal the truths around our human footprint. Lastly, students will understand that trash is a problem and begin to find solutions and ways to make a lasting impact on how to decrease our trash.

Students will begin to make connections to our previous unit around Amazing Living Things and how living things can be natural recyclers! There are several animals that help decrease our waste and trash to support a more healthy, eco-friendly environment.

Students will continue to develop their geography skills throughout the unit by referencing where different cities and countries are located when reading about them in relation to their trash consumption. Teachers should continuously use their classroom map and desk maps to help students locate and find patterns with where trash is prevalent.

Looking Back: This unit will be introducing new concepts and understandings around trash and how we handle it while learning how to decrease our consumption. However, this unit builds on the thinking and understanding students experienced in Unit 1 - Amazing Living Things. Students will be reconnecting with specific living things and how they are natural recyclers in their environments. Red Oak Nature Center will be visiting our classrooms in November and December to introduce students to the natural recyclers and owl pellets.

Looking Ahead: As you teach and facilitate understanding around trash and how other countries handle their trash, there will be some underlying economic difficulties like poverty that may emerge. In our next Unit, Economics we will be focused on ways we spend, save, borrow, earn, and donate money or goods. Students will understand that deciding what to do with money is a difficult decision that has many factors to consider.

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 is trash? / ¿Qué es la basura?	5 Sessions
Inquiry 2	How does nature deal with garbage? / ¿Cómo trata la naturaleza la basura?	6 Sessions
Inquiry 3	Where does our (human) trash go? / ¿A dónde va nuestra basura humana?	9 Sessions
Inquiry 4	How much garbage is there/was there? / ¿Cuánta basura hay/había?	5 Sessions
Inquiry 5	What do we do with trash? / ¿Qué hacemos con la basura?	10 Sessions
Inquiry 6	What can we do about trash? / ¿Qué podemos hacer con la basura?	5 Sessions

Unit 2-Shared Writing-Recycling & Trash

What is trash and what might we do about it? / ¿Qué es la basura y qué podemos hacer al respecto?

9 Weeks

STAGE 1: DESIRED LEARNING

Essential Question: What is trash and what might we do about it? / ¿Qué es la basura y qué podemos hacer al respecto?

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 an imaginative narrative paragraph to tell a story or an adventure of a piece of trash. Students will develop an understanding of trash/garbage through the inquiries in Shared Reading while applying what they have learned into their writing.

Opinion: Students will be writing about an opinion poem to tell about trash in an “Ode to Trash”. Students will be able to describe how trash is a concern and how we might be able to help through a poetry format. Students will identify and incorporate elements of poetry into their writing, including: stanzas, use or nonuse of punctuation, repeating phrases, and word choice.

Informational: Students will work to develop a paragraph essay describing what is trash and what might we do about it. This writing task includes an introduction into research as students will need factual information about the evidence they have learned around trash to support their opinion. Students will learn about trash and how it is handled in many different places and ways around the world. They will need to be able to express their thoughts clearly through an informational essay focused around trash.

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 continue to learn and explore technology using Book Creator. Book Creator was introduced in Unit 1 - amazing living things and encouraged to be used in Task 1, 2, and 3. It will be an important technology tool for students to write and use Book Creator as their mode for sharing their writing as authors. Teachers should continue to reach out to our grade level Technology Coach, Stephanie Leo, for support and learn additional ways to incorporate 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

- Imaginative Narrative - Adventures of your trash / *Aventuras de tu basura* **15 Sessions**
- Opinion - "Ode to Trash" poem / *Poema "Oda a la basura"* **15 Sessions**
- Informational Essay - What is trash and what might we do about it? / *¿Qué es la basura y qué podemos hacer al respecto?* **15 Sessions**