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| **Day 1 & 2** | **Characteristics of Animals**  **4.L.5A.1 –** Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants a flowering or nonflowering and animals as vertebrate or invertebrate.  **4.L.5A.3 –** Develop and use models to compare the stages of growth and development in various animals.  **4.L.5A.4-**Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment**.**  **4.L.5B.3-**Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment.  **4.S.1A.1 –** Ask questions that can be (1) answered using scientific investigations or (2) used to refine models, explanations, or designs.  **4.S.1A.4 –** Analyze and interpret data from informational texts, observations, measurements, or investigations using a range of methods (such as tabulation or graphing) to (1) revealpatterns and construct meaning or (2) support explanations, claims, or designs.  **4.S.1A.8 –** Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions, (2) understand phenomena, (3) develop models, or (4) support explanations, claims, or designs. Communicate observations and explanations using the conventions and expectations of oral and written language.  **ELA Literacy 4.1-**Draw logical conclusions from relationships and patterns discovered during the inquiry process.  **Objective:** TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question:** What are the characteristics of animals? What type of information do you need to include about your animal?  **Procedures**: The students will be exposed to a text set of books/magazines/articles on animals. Students will peruse the resources and create a 2-column noticings chart (notebook/Padlet); one side with type of information they find (habitat, food, predators, etc.) and one with questions about the animal(s). Share noticing charts, especially type of information found in resources.  **Assessments:** 2-column noticings chart, discussion  **Materials:** text set, notebook/laptop (Padlet) |
| **Day 3** | **Characteristics of Animals**  **Science - 4.L.5A.1; 4.L.5A.3; 4.L.5A.4; 4.L.5B.3**  **Inquiry – 4.S.1A.1; 4S.1A.4; 4S.1B.B;**  **ELA Literacy 4.1**  **Objective**: TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question**: What are the characteristics of your animal? What type of information do you need to include about your animal?  **Procedures**: Review noticing chart column about type of information found in resources. Students will brainstorm, as a class, the types of things/information they will need to include in a final product about their animal. Create class list. Students will then narrow their animal choice down to one animal. They will begin to collect information on their animal.  **Assessments**: discussion, notes  **Materials:** anchor chart, text set resources, laptops |
| **Day 4 & 5** | **Characteristics of Animals**  **Science - 4.L.5A.1; 4.L.5A.3; 4.L.5A.4; 4.L.5B.3**  **Inquiry – 4.S.1A.1; 4S.1A.4; 4S.1B.B;**  **ELA Literacy 4.1**  **Objective:** TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question:** What are the characteristics of your animal? What type of information do you need to include about your animal?  **Procedures:** Students will continue to gather information on their animal.    **Assessments:** notes  **Materials:** laptops, text set resources |
| **Day 6** | **Characteristics of Animals**  **Science - 4.L.5A.1; 4.L.5A.3; 4.L.5A.4; 4.L.5B.3**  **Inquiry – 4.S.1A.1; 4S.1A.4; 4S.1B.B;**  **ELA Literacy 4.1**  **Objective:** TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question:** What are the characteristics of your animal? What type of information do you need to include about your animal?  **Procedures:** Students will begin to work on a final product. Review list of types of information that students will need to include. If needed, brainstorm as a class the different types of final products students could make (non-fiction feature article, news article, Animoto, StoryBird, etc.).  **Assessments:** notes, beginning creation of final product  **Materials:** laptops, variety of materials |
| **Day 7 & 8 (Tuesday/**  **Wednesday)**  **\*\*** | **Characteristics of Animals**  **Science - 4.L.5A.1; 4.L.5A.3; 4.L.5A.4; 4.L.5B.3**  **Inquiry – 4.S.1A.1; 4S.1A.4; 4S.1B.B;**  **ELA Literacy 4.1**  **Objective:** TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question:** What are the characteristics of your animal? What type of information do you need to include about your animal?  **Procedures:** Students will continue to work on a final product. Review list of types of information that students will need to include.  **Assessments:** notes, continuation of creation of final product  **Materials:** laptops, variety of materials |
| **Day 9 & 10? (would it take 2 days to present)** | **Characteristics of Animals**  **Science - 4.L.5A.1; 4.L.5A.3; 4.L.5A.4; 4.L.5B.3**  **Inquiry – 4.S.1A.1; 4S.1A.4; 4S.1B.B;**  **ELA Literacy 4.1**  **Objective:** TSWBAT obtain and communicate information on the characteristics of an animal.  **Focus question:** What are the characteristics of your animal? What type of information do you need to include about your animal?  **Procedures:** Students will wrap up their final products. Students will share these in class. Classmates will formulate further questions they have about their classmates’ chosen animal.  **Assessments:** final project (grade with rubric); sticky notes/pose questions on students’ Padlet board  **Materials:** final products |
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\*\*Have Padlet board noticing charts printed out / displayed around room