Week At A Glance ExLL Model

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| Unit: \_\_\_\_\_\_\_\_\_\_\_  Week: Adaptation Week 3& 4  30-45 minutes per day | | Focus Standards:  RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifving which reasons and evidence support which point(s).  SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifving which reasons and evidence support which point(s).  SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  SL.5.4 Use common, grade-appropriate Greek and Latin affixes and roots as clue to meaning of a word.  **Standard 5**  Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment. | | | | |
| Student Objectives:  **Objective 2**  Describe how some characteristics could give a species a survival advantage in a particular environment.  a. Compare the traits of similar species for physical abilities, instinctual behaviors, and specialized body structures that increase the survival of one species in a specific environment over another species (e.g., difference between the feet of snowshoe hare and cottontail rabbit, differences in leaves of plants growing at different altitudes, differences between the feathers of an owl and a hummingbird, differences in parental behavior among various fish).  b. Identify that some environments give one species a survival advantage over another (e.g., warm water favors fish such as carp, cold water favors fish such as trout, environments that burn regularly favor grasses, environments that do not often burn favor trees).  c. Describe how a particular physical attribute may provide an advantage for survival in one environment but not in another (e.g., heavy fur in arctic climates keep animals warm whereas in hot desert climates it would cause overheating; flippers on such animals as sea lions and seals provide excellent swimming structures in the water but become clumsy and awkward on land; cacti retain the right amount of water in arid regions but would develop root rot in a more temperate region; fish gills have the ability to absorb oxygen in water but not on land).  d. Research a specific plant or animal and report how specific physical\_ attributes provide an advantage for survival in a specific environment. | | | | | | |
| Terminology:  inherited, environment, species, offspring, traits, variations, survival, instincts, population, specialized structure, organism, life cycle, parent organism, learned behavior | | | | Comprehension Strategy: Background Knowledge, Determining Importance, Repaining understanding  Genre Focus: Expository Text | | |
| Read Aloud | Shared Reading | | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading | Word Work |
| Scott Foresman  Purple book | Heredity  Life goes on  12.1.5  12.1.7  Chapter | |  | |  | **we sort words by prefix, suffix, root words, meaning, etc. How do word relationships (e.g., civil, civilization, and civilian) help us understand the meaning of the words, while the prefixes and suffixes affect the part of speech and spelling?**  **Use Greek and Latin work origin to understand science word meanings** |
| Interactive Writing/Edit | Independent Writing | | Vocabulary | | Assessment/Rubrics | Technology |
| **Present a report in a multimedia format to the class on specific plant or animal and report how specific physical\_ attributes provide an advantage for survival in a specific environment.** |  | | metaphor  nonsense literature  paradox  parody  soliloquy  style  symbol | | Ogden Core  Practice Tests  Brain pop  Scott Foresman  Science Test | <http://sea.sheddaquarium.org/sea/interactive_module.asp?id=7>  Build a fish  <http://learn.genetics.utah.edu/content/begin/tour/>  where you get your genes  <http://www.beaconlearningcenter.com/WebLessons/BuggingYou/default.htm>  what’s bugging you  <http://www2.edc.org/weblabs/WebLabDirectory1.html>  Genetics Lab  <http://www2.edc.org/weblabs/Punnett/PunnetSqMenu.html>  Punnett Squares  <http://www.endangeredspecie.com/map.htm>  Endangerspecies  <http://learn.genetics.utah.edu/content/begin/traits/>  Heredity and traits  <http://learn.genetics.utah.edu/content/labs/extraction/>  <Http://gslc.genetics.utah.edu>  Genetics readings  DNA Extraction  <http://www.siskiyous.edu/class/bio1/genetics/monohybrid_v2.html>  Monohybrid Cross Activity  <http://www.beaconlearningcenter.com/WebLessons/ThoseGenes/default.htm>  Genes and where you got them  <http://www.brainpop.com/science/cellularlifeandgenetics/heredity/preview.weml>  brain pop heredity movie  <http://www.brainpop.com/science/cellularlifeandgenetics/genetics/preview.weml>  Genetics movie  <http://www.brainpop.com/health/geneticsgrowthanddevelopment/dna/>  DNA Movie |