Week At A Glance ExLL Model

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit: \_\_\_\_\_\_\_\_\_\_\_  Week: Heredity  Week 1&2  30-45 minutes per day | | Focus Standards:  Objective 1  Using supporting evidence, show that traits are transferred from a parent organism to its offspring.  a. Make a chart and collect data identifying various traits among a given population (e.g., the hand span of students in the classroom, the color and texture of different apples, the number of petals of a given flower).  b. Identify similar physical traits of a parent organism and its offspring (e.g., trees and saplings, leopards and cubs, chickens and chicks).  c. Compare various examples of offspring that do not initially resemble the parent organism but mature to become similar to the parent organism (e.g., mealworms and darkling beetles, tadpoles and frogs, seedlings and vegetables, caterpillars and butterflies).  d. Contrast inherited traits with traits and behaviors that are not inherited but may be learned or induced by environmental factors (e.g., cat purring to cat meowing to be let out of the house; the round shape of a willow is inherited, while leaning away from the prevailing wind is induced).  e. Investigate variations and similarities in plants grown from seeds of a parent plant (e.g., how seeds from the same plant species can produce different colored flowers or identical flowers).  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. | | | | |
| Student Objectives: Compare similarities and differences between two exemplar texts-  Respond to poetry, prose, and informational text in writing and in class discussions.  Explain how poetry is used within prose.  Discuss how illustrations in Alice in Wonderland and/or The Little Prince play a role in telling the story.  Recite poetry for classmates-original and parody versions.  Continue defining relationships between words (e.g., exploration, explorer, exploratory; character, characterization, characterize).  Interpret figurative language, including similes and metaphors.  Research and report on an explorer.  Write exploration story of their own | | | | | | |
| Terminology:  metaphor  nonsense literature  paradox  parody  soliloquy  style  symbol | | | | Comprehension Strategy:  Background knowledge, Determining importance, Repaining understanding  Genre Focus: Expository | | |
| Read Aloud | Shared Reading  Read: Heredity life goes on (core) pgs12.1.1-12.1.4  Chapter 2  Purple science book | | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading  Science sprirt (Timed Readings | Word Work  **Lists will help you when we sort words by prefix, suffix, root words, meaning, etc. How do word relationships 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 |
|  | Genes  Sum-maries’ main points of video | | Vocabulary from readers –homonyms out of workbook | | Traits & Heredity pre and post test  Brainpop | <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/>  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 |