

**ELED 471- Content Area Reading
Thematic Unit Planning Tool
Jessica Moreno**

Unit Title	Our Planet
Unit Theme	Human Impacts on Earth and Environment
Essential Question(s)	<ol style="list-style-type: none"> 1. How do humans impact Earth’s resources and our environment? 2. What evidence is there that supports that humans impact Earth’s resources and our environment?
Interdisciplinary Fields of Study	<p><u>ELA: W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Science: 5-ESS3-1.</u> Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
Skills/ Strategies	<p>Skills: Drawing Evidence, Analyzing Text Evidence, Reflect on Text Evidence, Researching</p> <p>Strategies: Questioning, Cause & Effect, Problem & Solution</p>
Rationale	<p>For this cross curricular unit students will study ways humans impact Earth. Through this writing and science unit, students will collect evidence from literary and informational text. Students will collect evidence on ways that individual communities use science ideas to protect Earth’s resources and environment. Students will then analyze and reflect on research findings. These essential skills will further students learning for future grades.</p>


Day 1: Monday	Day 2: Wednesday	Day 3: Friday
<p>Daily Question/ Theme Pre- Assessment on Unit</p>	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> • How do humans effect our planet? • What does evidence mean and how is it effective? 	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> • How to locate evidence in informational text? • Gathering Evidence
<p>Pre- Assessment Objectives: Students can draw evidence from literary or informational texts to support analysis, reflection, and research. Students can obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Objective: Students will be able to describe what evidence is. Students will be able to describe information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Objective: Students will be able to locate evidence in informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
<p>Activities: Pre- Assessment Quiz Directions- Students will circle a number that best represents their skill level. ✓ 0 - I don’t know. ✓ 1- I know a little bit about the information. ✓ 2 -I know some information. ✓ 3 - I know a lot about the information. Questions: 1. I know what evidence is and what it is used for. Circle a number to best describe my answer: 0 1 2 3 2. I can draw evidence from different kinds of texts. Circle a number to best describe my answer: 0 1 2 3 3. I can analyze information. Circle a number to best describe my answer: 0 1 2 3 4. I can write a reflection about information. Circle a number to best describe my answer. 0 1 2 3 5. I know how to do research on a topic. Circle a number to best describe my answer: 0 1 2 3 6. I can describe earth’s resources. Circle a number to best describe my answer: 0 1 2 3 7. I can explain why it is important to protect our Earth. Circle a number to best describe my answer: 0 1 2 3</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Students will look at visual pictures of human impacts on Earth from the website : https://www.nationalgeographic.org/encyclopedia/smog/ . • Students will be asked if it is a positive or negative impact then will have a discussion as a whole class. • Created Anchor chart will include evidence definition and what it means to look and collect evidence based on the topic. 	<p>Activities:</p> <ul style="list-style-type: none"> • As a class we will be building on our previous Anchor Chart and adding “How to find Evidence “in informational text and online resources. • Students will be answering the question: “How does composting help our planet?”, find five pieces of evidence from the website: https://www.epa.gov/sustainable-management-food/reducing-impact-wasted-food-feeding-soil-and-composting
<p>Assessment: Pre-Assessment Students will be answering the quiz questions that are based off of the upcoming unit standards.</p>	<p>Assessment: Formative Written Exit Ticket: “How does evidence help us gather information? Where can we find evidence in the text?”</p>	<p>Assessment: Formative Whole class discussion on our evidence findings</p>
<p>Resources: Self- created pre- assessment</p>	<p>Resources: https://www.nationalgeographic.org/encyclopedia/smog/</p>	<p>Resources: https://www.epa.gov/sustainable-management-food/reducing-impact-wasted-food-feeding-soil-and-composting</p>
<p>Notes: Students will be turning in the pre- assessment not for a grade but for teacher’s data for upcoming lessons.</p>	<p>Notes: Introducing the unit “Our Planet with a visual picture. But also, so that students can visually interpret how humans are affecting the world around them. We will be discussing our essential question and unit targets.</p>	<p>Notes: Students will be practicing how to begin to find evidence by going on an online resource. As students do research teacher will walk around and help students.</p>

Day 4: Monday	Day 5: Wednesday	Day 6: Friday
<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Gathering Evidence Analyzing information 	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Analyzing Evidence Making Reflections from Informational text 	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Analyzing Evidence Making Reflections from Text
<p>Objective: Students will be able to analyze and gather information from informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Objective: Students will be able to make a reflection from an informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>Objective: Students will be able to make a reflection from an informational text. Students will be able to analyze and gather information from informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
<p>Activities:</p> <ul style="list-style-type: none"> We will add to our Anchor Chart “How to analyze information?” As a whole class we will gather evidence and analyze information of an article about planet Earth from the website: https://www.timeforkids.com/g56/waste-not-2/ 	<p>Activities:</p> <ul style="list-style-type: none"> As a class we will be adding to our Anchor Chart “How to reflect on information?” Students will be reading specific sections in groups about the article “Are biodegradable bags better than plastic? It’s complicated.” By Ula Chrobak: https://www.popsoci.com/biodegradable-compostable-bags/ Students will discuss their opinions with the class about the reading with supported evidence. 	<p>Activities:</p> <ul style="list-style-type: none"> Students will select a video to listen to from: https://www.fridaysforfuture.org/ Students will then write a summary of their video. Students will also be sharing with a partner what reflections they have about the video they choose.
<p>Assessment: Formative Why is analyzing information important? Students will be discussing in small groups and then turn in a group exit ticket.</p>	<p>Assessment: Formative Whole Class Discussion of the article “Are biodegradable bags better than plastic? It’s complicated.” By Ula Chrobak</p>	<p>Assessment: Formative Written summary about video</p>
<p>Resources: https://www.timeforkids.com/g56/waste-not-2/</p>	<p>Resources: https://www.popsoci.com/biodegradable-compostable-bags/</p>	<p>Resources: https://www.fridaysforfuture.org/.</p>

<p>Notes: Students will be practicing how to gather and analyze information from the website as a whole class. We will go through again how to find evidence from informational text.</p>	<p>Notes: As a class we will be practicing how to make a reflection based on the evidence from the article.</p>	<p>Notes: Students will be listening to a selected video and discuss how the individual community is helping our environment.</p>
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Day 7: Monday	Day 8: Wednesday	Day 9: Friday
<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Analyzing Evidence Making Reflections from Text 	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Analyzing Text Information Making Reflections on Text Information 	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Collect Evidence Analyze Evidence
<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to make a reflection from an informational text. Students will be able to analyze and gather information from informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth's resources and environment. 	<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to make a reflection from an informational text. Students will be able to analyze and gather information from informational text. Students will be able to obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. 	<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to draw evidence. Students will be able to analyze and gather information from informational text.
<p>Activities:</p> <ul style="list-style-type: none"> Students will select a person and research what they did to help our environment from the link: https://www.ecojustice.ca/ontario-targets-challenge-client-bio/ Students will create a Facebook profile on construction paper, including important features from the articles about their environmentalist. 	<p>Activities:</p> <ul style="list-style-type: none"> Students will read the article about Greta Thunberg and answer questions about article from the link: https://teachingkidsnews.com/2019/12/15/times-person-of-the-year-greta-thunberg/ 	<p>Activities:</p> <ul style="list-style-type: none"> Students will be practicing how to draw evidence from one of the graphs on the website https://fas.org/sgp/crs/misc/IF10244.pdf As a class we will work on the graph and point out important information.
<p>Assessment: Formative Facebook Profile</p>	<p>Assessment: Formative Written Exit Ticket: "Do you agree with Greta's Ideas? How does Greta help protect our planet?"</p>	<p>Assessment: Formative Written reflection of the data</p>
<p>Resources: https://www.ecojustice.ca/ontario-targets-challenge-client-bio/</p>	<p>Resources: https://teachingkidsnews.com/2019/12/15/times-person-of-the-year-greta-thunberg/</p>	<p>Resources: https://fas.org/sgp/crs/misc/IF10244.pdf</p>
<p>Notes: Students will be selecting a person from the website that is helping create a better environment. Then providing evidence for how that person is helping our planet through a personal profile.</p>	<p>Notes: Students will be practicing how to analyze and reflect from a text.</p>	<p>Notes: Students will be practicing how to collect and analyze data evidence. But also see the impacts that wildfires have on the environment.</p>

Day 10: Monday	Day 11: Wednesday	Day 12: Friday
Daily Question/ Theme <ul style="list-style-type: none"> Collect Evidence 	Daily Question/ Theme <ul style="list-style-type: none"> Reflecting on Evidence 	Daily Question/ Theme <ul style="list-style-type: none"> Reflecting on Evidence
Objective: <ul style="list-style-type: none"> Students will be able to analyze and gather information from informational text. Students will be able to describe information about ways individual communities use science ideas to protect the Earth's resources and environment. 	Objective: <ul style="list-style-type: none"> Students will be able to describe information about ways individual communities use science ideas to protect the Earth's resources and environment. Students will be able to make a reflection from an informational text. 	Objective: <ul style="list-style-type: none"> Students will be able to describe information about ways individual communities use science ideas to protect the Earth's resources and environment. Students will be able to make a reflection from an informational text.
Activities: <ul style="list-style-type: none"> Students will be reading the articles on https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do. Students will be creating a visual representation ex: poster, flier, collage, on how to protect Earth's resources and environment. 	Activities: <ul style="list-style-type: none"> Students will be listening to Shalvi Shakshi's speech and then writing a one-page paper reflection about: "How does Shalvi Shakshi speech help our environment and Earth?" Video Link: https://www.youtube.com/watch?v=RTj-u3TV5Ig 	Activities: <ul style="list-style-type: none"> Students will be watching the video and then reflecting on by answering the question in small groups: "What impacts does the recycle plant have on Earth?" Video Link: https://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.recycleplant/visiting-a-recycling-plant/
Assessment: Formative Visual representation from articles	Assessment: Formative One-page paper about Shakshi's speech	Assessment: Formative Small group discussion on the question: "What impacts does the recycle plant have on Earth?"
Resources: https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do	Resources: https://www.youtube.com/watch?v=RTj-u3TV5Ig	Resources: https://www.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.recycleplant/visiting-a-recycling-plant/
Notes: Students will be collecting evidence based on the text and then making a visual reflection about the data.	Notes: Students will be listening to a young environmentalist from Germany. Students will then be reflecting on the video with a one-page paper.	Notes: Students will be listening to the video and then reflecting in small groups to further learning.

Day 13: Monday	Day 14: Wednesday	Day 15: Friday
<p>Daily Question/ Theme Introduce Summative Assessment- My Planet Brochure</p>	<p>Daily Question/ Theme Project: My Planet Brochure</p>	<p>Daily Question/ Theme</p> <ul style="list-style-type: none"> Project: My Planet Brochure
<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth’s resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure. 	<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth’s resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure. 	<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth’s resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure.
<p>Activities:</p> <ul style="list-style-type: none"> Show example of brochures Explain rubric and any questions about the project Students will be able to start to think about choosing topics. Topic ideas: Recycling, Solar Panels, Smart Cars, ect. Brochure Examples: https://template.ourinsurance.web.id/brochure-templates-for-school-project/come-to-canada-a-travel-brochure-using-typical-canadian-inside-brochure-templates-for-school-project/ 	<p>Activities:</p> <ul style="list-style-type: none"> Students will be able to go online and research ideas for project Students will be finalizing selected topics for brochure 	<p>Activities:</p> <ul style="list-style-type: none"> Students will be conducting research on topic Teacher will be helping small groups of students get started and help with any questions
<p>Assessment: Formative Exit Ticket- Students will turn in their top three topics they are thinking of doing their brochure on.</p>	<p>Assessment: Formative Exit Ticket- Students will write down final topic.</p>	<p>Assessment: Formative Exit Ticket - Students will rate how well their research is going on their project from Red- I need a lot of help with research, Yellow-I need some help, but I can do most of the research. Green- I don’t need help with my research.</p> 
<p>Resources: Examples of Brochure Ideas https://openbox9.com/portfolio/print/national-wildlife-federation-2-2/</p>	<p>Resources: Brochure Examples: https://template.ourinsurance.web.id/brochure-templates-for-school-project/come-to-canada-a-travel-brochure-using-typical-canadian-inside-brochure-templates-for-school-project/</p>	<p>Resources: Brochure Examples: https://template.ourinsurance.web.id/brochure-templates-for-school-project/come-to-canada-a-travel-brochure-using-typical-canadian-inside-brochure-templates-for-school-project/</p>

Notes: Students will be thinking of what topics they want to choose for their research project.	Notes: Students will be using in class time to finalize their topics and start conducting research.	Notes: Students will be using in class time to do research.
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Day 16: Monday	Day 17: Wednesday	Day 18: Friday
Daily Question/ Theme Project: My Planet Brochure	Daily Question/ Theme Project: My Planet Brochure	Daily Question/ Theme Project: My Planet Brochure
Objective: <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth's resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure. 	Objective: <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth's resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure. 	Objective: <ul style="list-style-type: none"> Students will be able to create a brochure describing ways individual communities use science ideas to protect Earth's resources and environment. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research for brochure.
Activities: <ul style="list-style-type: none"> Students will be continuing to do research for their brochure Teacher will be helping small groups of students for individual help with any questions/ research 	Activities: <ul style="list-style-type: none"> Students will be finalizing brochures Students will be doing final research for brochure topics 	Activities: <ul style="list-style-type: none"> Students will be sharing their brochures to the class Students will turn in final projects for grading
Assessment: Formative Small group discussion with teacher	Assessment: Formative Check- In conferences with students on projects	Assessment: Summative My Planet Brochure
Resources:	Resources:	Resources:
Notes: Students will be using in class time to do research and meet with teacher in small groups for feedback/questions on project.	Notes: Students will be using in class time to do research and meet with teacher to discuss project.	Notes: Students will be using in class time to share their My Planet brochure. Teacher will be collecting projects for final grade.