



**Marietta City Schools  
2023-2024 District Unit Planner**

*5th Grade*

<b>Topic Title:</b>	<i>Unit #5 Categorizing Living Things</i>	<b>Unit Duration</b>	<i>2 weeks</i>
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**Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):**

***What enduring understandings will students gain from this unit?*** All living things can be classified by observable characteristics.

**GSE Standards**

**ELA**

ELAGSE5SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ELAGSE5SL1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELAGSE5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELAGSE5RI7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## **Science**

### **S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.**

- a. Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.
- b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.

### **S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.**

- a. Ask questions to compare and contrast instincts and learned behaviors.
- b. Ask questions to compare and contrast inherited and acquired physical traits.

## **Essential Questions**

### **Factual—**

Explain the difference between vertebrates and invertebrates with examples to support reasoning.

Explain the difference between seed producers and non-seed producers examples to support reasoning.

Explain the difference between nonvascular and vascular plants with examples to support reasoning.

### **Inferential—**

How do scientists compare and contrast instincts and learned behaviors provide evidence to support reasoning?

How do scientists compare and contrast inherited and acquired physical traits and provide evidence to support reasoning?

### **Critical Thinking-**

Construct an argument supported by scientific evidence to identify a specific trait as being inherited vs. acquired.

Explain why insects are classified as animals and provide evidence to support reasoning.

Explain how amphibians and reptiles are classified and provide evidence to support reasoning.

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Classify, classification, producing, seeds, behavior, traits	Vertebrates, invertebrates, inherited, acquired
<b>Assessments-</b> 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p><b>Transfer of Integrated Skills:</b></p> <ul style="list-style-type: none"> <li>● Ticket Out The Door for Inherited, Learned, Acquired Traits</li> </ul> <p><b>Content-Specific GSE/Skills:</b></p> <ul style="list-style-type: none"> <li>● Similarities of Parents and Offspring Constructed Response</li> <li>● Classification Constructed Response</li> <li>● Classification Interactive</li> <li>● Classify It Interactive II</li> <li>● Similarities of Parents and Offspring Interactive</li> <li>● MCS Grade 5 Classification Summative Assessment</li> </ul> <p><b>Writing Task and Rubric:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CER</a> Handout for CER for Inherited Trait or Learned Behavior</li> </ul>	

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Daily Lessons for Text Comprehension</b>	<i>10-Day Plan: Categorizing Living Things</i>	
<b>Connected Sci Experiences</b>	<p><b><i>Student Led Inquiry I</i></b></p> <p><i>Teacher starts activity by stating to the class “I have so many living organisms in my box, I need your help to classify</i></p>	

them into groups." Next the teacher hands out a box to each group (each one containing [images of living organisms](#).) Task each group to identify, compare, and classify each living organism. While students are sorting and classifying the organisms, walk around and ask probing questions about similarities and differences in the group's arrangement of the images.

**Part II**

Once groups have finished classifying the organisms, students participate in the [Three Stray, One Stay](#) instructional discourse strategy to observe and learn from other group's arrangements.

Hand out a [recording sheet](#) and explain group tasks. State "First, as a group you are writing notes on how your group went about classifying the organisms. Together, discuss how you decided on the categories you made and determined how organisms would be placed in them." Continue explaining, "Now, in the second part, this is where three of you are straying to different groups to observe and take notes on how those groups classified their organisms. (Each of you reports to a different group) Meanwhile, one of you is staying at your group. You are staying because students straying from their original group are coming to your group. Your task is to explain to the stray students who are at your group, how your group classified the organisms. You are using the notes you wrote in part 1 as part of your share." As the members listen, they write in part 2 on the sheet how this group classified the organisms. They are encouraged to ask the stay student questions for more information and/or clarification.

During this, check in with groups and listen to stays explanations on how their group classified the organisms and how they justify the arrangement they made.

After spending time with other groups, the strays report back to their original group. Further explain, "all stray students, your task is to report the information you learned from another group's classification to your home group. Don't forget to use the notes you took while at the other group to help you." Each stray student talks about the classification process the other group they were at used to arrange their groups.

Continue, "For the stay students, you are listening to your stray members tell you about their experience. This is where you are writing notes about other groups' arrangements according to your stray members."

At the end of gathering and sharing information about other classification arrangements, direct students to part 3. Here, students are synthesizing the information they wrote in parts 1 and 2. As a group, they discuss the overall term classification and write their final thoughts about it.

<p><b>Connected Sci Experiences</b></p>	<p><b><i>Student Led Inquiry II</i></b></p> <p><i>Direct students' attention to six stations. Tell students that each station has one <a href="#">photo</a> in the center of the table. Each photo has a variety of either vascular or nonvascular plants on it, but not all of them belong with the other plants displayed in the photo. Explain to them that they need to examine each photo and determine which plant should not be classified with the other plants displayed.</i></p> <p><i>Then hold up the <a href="#">examine, claim, and support graphic organizer</a>, and direct students to use this as they determine the odd one (plant) out. Instruct students to refer to their vocabulary foldable to help them determine which plant is the odd one out. Once they determine the odd one out plant, have them justify their decision by writing a claim statement. They write a claim statement using the following sentence frame: "I claim the ____ does not belong with the other plants." Following the claim statement, tell students each claim must be supported with evidence and tell them to use a sentence frame: "The evidence I have to support my claim is (use observations as your evidence and definitions to help write an explanation to the claim.)"</i></p> <p><i>As students are examining each photo and writing claim statements, walk around monitoring groups. Looking at student observations and descriptions on his or her graphic organizer. In addition, observe claim statements written and look to see if written evidence accurately supports the claim. If it does not, stop and ask guiding questions:</i></p> <p><i>"What do you notice in this picture?"</i></p> <p><i>"Tell me some similarities and differences you observe within this image?"</i></p> <p><i>"Let's look at your foldable and focus on some characteristics about vascular and nonvascular plants. Based on what you described about the picture, are there characteristics we can use to support a possible explanation?"</i></p> <p><i>With guiding questions, anticipate students will identify definitions to use as evidence for their claim statement. Continue walking around the room monitoring and checking in with students.</i></p>	
<p><b>Connected Tier 1 Unit</b></p>	<p><a href="#">CKLA Classification of Animals</a></p>	
<p><b>Additional Planning Resources</b></p>		

<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>
<b>Additional Instructional Resources</b>				
<b>Suggested High Quality Complex Texts</b>				
<b>Suggested Experiential Resources</b>				