Planning Tool: Teaching with Remote Resources – Fayette County Public Schools

Unit: Inheritance and Traits

Chapter 1 Question:  Why are wolves different even though they are all the same species?

|  |  |  |
| --- | --- | --- |
| @Home Unit lesson #: 5 Platform lesson: 1.5 | | |
| Date/Dates: November 23 | | |
| Investigation Question: How can we describe the traits of organisms in a species? (Lesson 5 and 6)  Learning Intention: I am learning to describe the traits of organisms in a species. | | |
| 3D Statement: Students carefully observe the wolves in the Elk Mountain Pack and ask questions about this group of similar organisms. Students look for patterns in similarities between the organisms.  Success Criteria: I know I am successful when I can share observations about organisms and find similarities, differences, and patterns in my observations. | | |
| Key Activities from @ Home Lesson  (and date/dates if lesson is split)   * Observe: Students review data about wolves from Graystone National Park and observe that the wolves that are the same species have both similarities and variation. * Talk: Students talk to a partner about the traits they observed in the Wolves in the Elk Mountain Pack. | Delivery  (Synchronous/ Asynchronous)  Synchronous  Synchronous | Notes  Lead students in observations of patterns in the wolf pack. Use/share student slides 1-13, going through directions. Allow independent work time. Students create a similarities and differences T chart in their science notebook. Project a slide with the Elk Mountain Pack Data during work time.  After work time, hold class discussion sharing observations or pair students in break out rooms to discuss. Project slide 14 prior to partner or class discussion. Use slides 15-17 to summarize understandings about traits observed in wolves, patterns found, and comparison between wolf and human traits. |
| @ Home Video Usage (assign for certain activities or the whole lesson, view for best practices before recorded or synchronous session, assign for students who are absent for synchronous sessions)  Watch video for ideas on how to lead discussion. Assign video (1.5 Activity 1 and 2) for students who are not able to join synchronous sessions. | | |
| From the corresponding platform lesson:  Differentiation strategies:  For ELL students – model use of comparative language (same, similar, different) prior to individual work time.  For students who need more support – If you have access to kit materials – use Bear or Bird cards for more practice observing and comparing traits of related organisms. Small group practice time with a paraeducator, or extra practice offered during a small group help session with the teacher are options. If no access to kit materials google images of various species and discuss using those images.  Formative Assessments:  See On-The-Fly Assessment notes – Lesson 1.5, Activity 1. Look for – patterns in wolf traits. Can students recognize that all wolves have two eyes? Four legs? Do they all have fur covering their body? Now what? – scaffold student understanding with questions that lead them to notice similarities. Additionally, you can do a “think aloud” as you observe traits in the wolves and tell similarities you noticed.  Use any original slides from the platform lesson? Not this time | | |
| Use word wall? (Digital slide or chart, might include Unit Question, Chapter Question, Investigation Question, Vocabulary, Key Concepts)  Digital slide – use for opener to review where we are in unit. Vocabulary word “data” is in Student Slide number 6. | | |
| Technologies to implement? (Jamboard, PearDeck, Nearpod, Google Classroom, etc.)  Use Jamboard for sharing observations on traits after independent work time to get ideas from all. | | |
| Notes for alternate methods of delivery  Assign student sheets and student slides for Lesson 5 to students individually. Half students photograph their student notebook page and return to the teacher for formative assessment purposes. | | |

Using Amplify Resources for Planning

1. @Home Units and @Home Videos can be accessed through the Program Hub.

2. Beside the Teacher Overview link for the @Home Unit there is a Lesson Index, that cross references @Home Units and Platform Lessons/@Home Videos, Students Sheets and Student Investigation Notebook Pages.

3. The Chapter @Home at a Glance Outline at the beginning of each chapter shows chapter questions, investigation questions, key concepts, and vocabulary and the @Home Lesson where they are introduced or used to guide instruction.

4. Learning Intentions can often be written from the Investigation Question. The Investigation Questions are found in the Chapter @Home at a Glance or in the Coherence Flowchart on the Unit Landing Page on the platform, as well as within the lessons.

5. Success Criteria can often be written from the 3D Statement on each Lesson Brief page, listed under the Standards tab.

6. For a complete listing of formative assessments, look on the Unit Landing Page, under the Embedded Formative Assessments tab.