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| **Unit 3.3: No Place Like Home****LEARNING PLAN****(overview)** |
|   | **Pre – Assessment of student conceptions** |
| Describe how you will assess student understanding prior to the unit*.* |
| **Instructional Cycle & Focus Question** | **Phenomenon & Formative Assessments** | **Synopsis of Learning Activities with Vocabulary** |
| Cycle 1: How does a painted turtle survive the cold temperatures of a Michigan winter?**(7 Lessons)** | Phenomenon:A painted turtle in a Michigan marsh is able to survive the winter even though the marsh will freeze at the top and the water becomes very cold. Notebook entries:*

Discourse:*

Models:*
 | Arctic tundraDeciduous forestEnvironmentFreshwaterGrasslandOcean/marineSurviveTraitWetlands |
| Cycle 2: How can the life cycle of a maple tree help us predict what happens next in the life cycle of a bird egg found in a nest.**(6 Lessons)** | Phenomenon:A maple seed (helicopter) growing into a mature plant helps us to predict what will happen when a bird egg hatches. Notebook entries:*

Discourse:*

Models:*
 | BirthDeathDifferencesGrowthLife cycleReproductionSimilarities  |
| Cycle 3: Why do puppy litter mates (siblings) look like each other but aren’t exactly the same?**(1 Lesson)** | Phenomenon:A litter of puppies have similar characteristics but don’t all look exactly the same. Notebook entries:*

Discourse:*

Models:*
 |  DifferencesInherited traitsReproductionSiblingsSimilarities  |
| Cycle 4: *Why are fossilized corals found in Michigan?***(4 Lessons)** | Phenomenon: A boy was walking along a beach in northern Michigan. He found a  unique looking stone. After further investigation, he is convinced it was a piece of fossilized coral.  | Fossils |