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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 tundra  Deciduous forest  Environment  Freshwater  Grassland  Ocean/marine  Survive  Trait  Wetlands |
| 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: | Birth  Death  Differences  Growth  Life cycle  Reproduction  Similarities |
| 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: | Differences  Inherited traits  Reproduction  Siblings  Similarities |
| 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 |