Project-Based Unit Outline

Unit Outline Developers:

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Minilesson Aligned with a SEL Standard

Grade: 5th Grade

Objectives:

- Obj 1: After listening to a fable, students will be able to state at least one reason why working with others can make a task easier by discussing it as a class.

Social/Emotional Standards:

- **Goal 2 (IELDS 31):** Use social-awareness and interpersonal skills to establish and maintain positive relationships.

FA 1: Thumbs up - students will be asked to give a thumbs up or thumbs down if they know an example of team working activities (they will then be asked to volunteer to give examples).

Instructional Plan

Engage: Ask students if they have heard of Aesop's fables. Tell them that a fable is a story that teaches some type of moral, or lesson, in life. Explain that you are going to read a short fable to them, and they will need to guess what the lesson or moral is. Read the following fable:
"A Lion used to prowl about a field in which Four Oxen used to dwell. Many a time he tried to attack them; but whenever he came near, they turned their tails to one another, so that whichever way he approached them he was met by the horns of one of them. At last, however, they fell a-quarreling among themselves, and each went off to pasture alone in a separate corner of the field. Then the Lion attacked them one by one and soon made an end of all four."

Connect: Ask if anyone knows what the lesson in this fable is and discuss.

Launch: Tell students that today they will learn about cooperation, working together as a team in order to achieve something bigger and better. In the case of the Oxen in the fable, they could only survive against the Lion if they stood united. Because they argued and refused to get along, they each were picked off one by one by the Lion.

Activity 1: Teacher Presented Knowledge (10 mins) Lead a class discussion about behaviors that promote teamwork and cooperation. Ask the students to give a thumbs up if they know an example of a team working activity **(FA1)**. Ask the students to volunteer to share examples, saying, "What activities do you and your classmates do that require teamwork and cooperation?" (Examples may include team sports, clubs, study groups, class projects.) Write students' responses on a chart or a board. Then ask students, "What jobs do you think require good teamwork and cooperation?" Write these responses on a chart or a board as well.

Activity 2: Guided Student Practice (15 mins) As a class, come up with important skills to remember when working as a team so that the team can be successful and write them on a chart or board. (For example, "When we work with others, it is really important that we are good listeners.")

Instructional Plan

Project-Based Unit Outline: Preliminary Planning

Grade: 5th grade

Purpose: To persuade people to reduce littering around Turtlehead Lake.

Audience: Forest Preserve Representative and Palos Heights community.

Final Product: Signs that will be put up around the lake and around the community for awareness.

Key elements of the final product: A main message/heading, picture(s), brief points/information of why not to litter/pollute, and a "command"/tip of what to do.

Genre: Persuasive

Phase	Skills	Texts	CCSSI: ELA Standards
Project Launch			
Session 1	1) Students will determine the main ideas of the text and then discuss what they think our field trip to Turtlehead Lake may have to do with reading the text. 2) On a field trip at Turtlehead lake, students will write observations and information about the habitat of the lake.	Launch Text: All the Way to the Ocean (All the Way to the Ocean - YouTube)	CC.RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CC.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Reading & Research			
Session 2	1) Students will read the text and identify whether Turtlehead lake is part of a marine	Source Text(s): Freshwater and Marine Biomes: Knowing the Difference	CC.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an

	biome or freshwater biome. 2) Students will do an internet search to locate several sources about the effects of litter in water biomes.	(Freshwater and Marine Biomes: Knowing... book by Baby Professor (thriftbooks.com)	answer to a question quickly or to solve a problem efficiently. CC.W.5.7. Conduct research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Session 3	1) After reading two sources about litter in water, students will discuss the different points of view they present.	Source Text(s): Litter & Lakes: Tackling Marine Debris in the Great Lakes (Litter & Lakes: Tackling Marine Debris in the Great Lakes | OR&R's Marine Debris Program (noaa.gov)) Litter in the Seas and Ocean (Litter & Lakes: Tackling Marine Debris in the Great Lakes | OR&R's Marine Debris Program (noaa.gov))	CC.RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Session 4	1) After rereading the two sources from the previous session, students will complete a graphic organizer that compares main ideas and details from the two texts. 2) Students will write ways how they could reduce the amount of plastic they use in order to lessen the amount of litter in the ocean and lakes around them.	Source Text(s): Litter & Lakes: Tackling Marine Debris in the Great Lakes (Litter & Lakes: Tackling Marine Debris in the Great Lakes | OR&R's Marine	CC.RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. CC.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

		Debris Program (noaa.gov)) Litter in the Seas and Ocean (Litter & Lakes: Tackling Marine Debris in the Great Lakes | OR&R's Marine Debris Program (noaa.gov))	
Session 5	1) Students will take notes as they listen to a guest speaker from the forest preserve share about problems that arise from pollution/litter in the lake and in animals' homes. 2) After listening to a guest speaker, students will list solutions that go with the problem presented by the speaker.		SL 5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Writing & Research			
Session 6	1) Students will identify the elements of the mentor text (i.e. heading, information, "command"/tip of what to do, images) structure on the Flyer Structure graphic organizer. 2) Students will explain how the elements support the writer's purpose.	Mentor Text: persuasive flyers examples - Bing images	RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Session 7	1) Students will identify the elements of the mentor text (i.e.	Mentor Texts:	RI.5.1 Quote accurately from a text when explaining what the text says explicitly

	heading, information, "command"/tip of what to do, images) structure on the flyer structure graphic organizer. 2) Students will explain how evidence helps to justify the writer's reasons	Persuasive Flyer Example 1 persuasive flyers examples Water Pollution Article	and when drawing inferences from the text
Session 8	1) After students compare leads in source and mentor texts, students will discuss ways to write an introduction that grabs the reader's attention 2) Students will produce the attention grabbers for their signs	Mentor Texts Persuasive Flyer Example 1 persuasive flyers examples	W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Session 9	1) Using the examples provided in class along with the articles discussed, students will create their first draft of their signs (drawing out what they want their sign to look like while incorporating information from the texts)		W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b). Provide logically ordered reasons that are supported by facts and details. c.) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Revision & Editing			
Session 10	1) Students will identify what is included in the flyers of the mentor texts 2) Students will discuss and identify how to make their persuasive statements stronger	Mentor texts: Persuasive Flyer Example 1 persuasive flyers examples	W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	3) Students will find images to be included in their signs		
Session 11	1) Students will practice sharing their proposals with partners that incorporate their signs 2) Students and their partners will provide feedback to each other on their proposals		SL 5.4. 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.
Session 12	1) The teacher will give feedback on student's signs and students will revise what needs to be.		W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Session 13	1) Students will produce the final drafts of their signs 2) Students will practice their presentations as a whole class		W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Presentation			
Session 14 Invite a forest preserve representative and/or members of the larger community to listen to the presentation proposing to put up the students' signs around Turtlehead Lake in class. Record the presentation and post it online for other students and members of the community to watch it.			

Session Example

Topic/Central Focus: Comparing the two main ideas of two separate texts

Illinois Learning Standards addressed:
Content:

- CC.RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CC.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Objectives:

- After rereading the two sources from the previous session, students will complete a graphic organizer that compares main ideas and details from the two texts with 100% accuracy

Instructional Plan

Engage: Read source texts with students

Connect: I will talk about how both of these texts have many things in common and that both of these texts show the importance of keeping water clean

Launch: Talk to students about how they will be completing a graphic organizer comparing details from these texts. Explain how these texts and graphic organizer will help the students when they are creating their proposals for their signs.

Sequence of Learning Activities:

Activity 1: Modelling Main Idea Comparison

- Provide examples of two different texts. Show students how you found the main ideas of each text and identify both some similarities and some different points in the texts. While finding the main idea and the points highlight each part (main idea, similar points, and different points) using different colors.

Activity 2: Group Main Idea Comparison

- Put students into small groups of 3 or 4. Give students two other example texts and a graphic organizer sheet. Students will work with their groups to find the main ideas of each text, compare them and write down similarities and differences within the main ideas of the two texts

Activity 3: Individual Main Idea Comparison

- Provide students the two original source texts and a graphic organizer
- Students will individually read the two texts and complete the graphic organizer in order to determine how the main ideas of each text are similar
- Come together as a class and discuss what students found in their articles
- Discuss how these two texts are going to help in developing a bigger proposal for a local lake that will fight against littering and water pollution in the area.