



<b>Chapter 2</b>			5.5-A.1 5.10-A.1				
Lesson 1		What are mammals and birds?		<ol style="list-style-type: none"> <li>1. Identify characteristics of mammals and birds</li> <li>2. Compare and contrast mammals and birds according to their structural characteristics</li> </ol>	<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 2		What are reptiles, amphibians, and fish?		<ol style="list-style-type: none"> <li>1. Identify characteristics of reptiles, amphibians, and fish</li> <li>2. Compare and contrast reptiles, amphibians, and fish according to their structural characteristics</li> </ol>			
Lesson 3		How do animals meet their needs?		<ol style="list-style-type: none"> <li>1. Identify and compare structures that enable animals to live on land, in water, and in the air</li> <li>2. Describe how animals use different body parts to meet their needs</li> </ol>			

	<b>Suggested Time Line</b> <i>How much time will be spent of this learning?</i>	<b>Essential Questions and Content</b> <i>What will be taught? (broken down by chapter/section)</i>	<b>NJCCC Standards</b> <i>What state standards will be met by these objectives?</i>	<b>Instructional Objectives</b> <i>The students will be able to...</i>	<b>Assessment</b> <i>What evidence will I collect that demonstrates that the students have achieved the objective?</i>	<b>Instructional Domain</b> <i>How will the learning be structured</i>	<b>Instructional Activities</b> <i>What will the students do to achieve the objective?</i>
<b>Unit B- Environments and Energy</b>							
<i>Chapter 4</i>			5.5-A.1 5.5-A.2		<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 1		What makes up an environment?	<ol style="list-style-type: none"> <li>1. Describe an environment</li> <li>2. Recognize living and nonliving things in an environment</li> </ol>				
Lesson 2		What is a stream habitat?	<ol style="list-style-type: none"> <li>1. Describe living and nonliving things in a stream habitat</li> <li>2. Explain how animals use a stream to meet their needs</li> </ol>				
Lesson 3		What is a woodland habitat?	<ol style="list-style-type: none"> <li>1. Describe living and nonliving things in a woodland habitat</li> <li>2. Explain how animals use trees to get what they need</li> </ol>				
Lesson 4		How do environments change?	<ol style="list-style-type: none"> <li>1. Explain how changes in an environment affect wildlife</li> <li>2. Understand what people do that changes environments</li> </ol>				
<i>Chapter 5</i>			5.10-A.1		<ul style="list-style-type: none"> <li>• Written Reviews and Tests</li> <li>• Classroom observations</li> <li>• Ongoing lesson assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Observe</li> <li>• Classify</li> <li>• Measure</li> <li>• Communicate</li> <li>• Infer</li> </ul>
Lesson 1		How do plants and animals get energy?	<ol style="list-style-type: none"> <li>1. Describe food chains and food webs</li> <li>2. Recall that plants and animals need food for</li> </ol>				

				energy	<ul style="list-style-type: none"> <li>• Performance assessment</li> <li>• Portfolio assessment</li> <li>• Lesson activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Predict</li> <li>• Collect, record, and interpret data</li> <li>• Make hypotheses</li> <li>• Experiment</li> <li>• Making and using models</li> <li>• PODs</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> </ul>
Lesson 2		How do people get energy?		<ol style="list-style-type: none"> <li>1. Identify healthful foods and food groups</li> <li>2. Recall that people eat food for energy and to stay healthy</li> </ol>			