<div align="center">

Inquiry Project Design Plan

</div>

Teacher/Designer Names: Mercy Noriega	
Name of Project: Habitats	**Grade Level: K**
Est Launch Date:	**Est Duration (in weeks): 3-4**
Disciplines Involved: Science, ELA, technology	
Problem Statement: **Many things live in a habitat. People can have a good or bad impact a habitat.**	

STAGE 1: DESIRED RESULTS

Big Idea: Identifying Habitats

Enduring Understandings:	Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS)
- There are five types of habitats that are special places for certain plants, animals, and people. - People, plants, and animals in those habitats have special characteristics that make it possible for them to live there. - We can teach others about habitats and why they are special places. - Indentify the 5 habitats - Using stories to help learn about the habitat - Create a Habitat.	- Why are habitats important for living and nonliving things? (plants, animals, people) - How can people impact a habitat? - What do you know about habitats? - animals - plants

Established Goals (Standards, Performance Indicators, Learning Goals):
*choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design

Science Standards:
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

 ESS3.A: Natural Resources ☐ Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Social Studies Standards:

 K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.

Inquiry Project Design Plan

Mathematics Standards:

ELA Standards:
KR1: Develop and answer questions about a text. (RI&RL)
KR2: Retell stories or share key details from a text. (RI&RL)
KR3: Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

KW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.

KW6: Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge

KSL4: Describe familiar people, places, things, and events with detail

Technology Standards:

- **NYS Computer Science and Digital Fluency:**
K-1.IC.2 Identify and explain classroom and home rules related to computing technologies.

K-1.CT.1 Identify and describe one or more patterns (found in nature or designed), and examine the patterns to find similarities and make predictions.

- **ISTE:**

1.3.c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Social Justice Standards:

Diversity 8 DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Other (Art, SEL, etc):

Art: anchor standard 1- general and conceptualize artistic ideas and work.

Links to Standards/Reference Frameworks:
NGSS, NGSS by DCI Nat'l C3 SS Framework, NYS K-8 SS Standards, Common Core, ISTE, Learning for Justice Social Justice Standards, CASEL SEL Framework, NYS CS and Digital Fluency

Students will know (SWK):	**Students will be able to do (SWBAT):**

Inquiry Project Design Plan

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative:

<u>**G**</u>**oal:** *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*

The goal of this task is for the students to identify the different habitats that animals and plants live in, key characteristics of these habitats, and how humans can impact them negatively or positively.

<u>**R**</u>**ole:** *Define the role of the students in the task. State the job of the students for the task.*

Researchers, designers, builders, zoologists

<u>**A**</u>**udience:** *Identify the target audience within the context of the scenario.*
Classmates, other prek- k and k classes, school community via Canva website

<u>**S**</u>**ituation:** *Set the context of the scenario. Define the narrative.*

Not all animals and plants can live in same habitat due to their needs. The actions and decisions people make can impact these habitats. We can teach people about these places and why they are special.

<u>**P**</u>**roduct(s):** *Clarify what the students will create and why they will create it.*
- Each group will create a habitat (sketches, drafts)
- Class website
- Dash robot tour

<u>**S**</u>**tandards (criteria for success):** *Provide students with a clear picture of success. Identify specific standards for success.*

- ❏ SWBAT accurately identify key characteristics of each habitat (animal life, plants, weather, how people dress, etc)
- ❏ SWBAT present their ideas clearly, give accurate information/facts
- ❏ SWBAT create drawings with high level of detail (labels, realistic drawings)
- ❏ SWBAT use Dash robot to communicate ideas and stay on-task

Other Evidence/Assessments:

-small group conferencing
-assessing drawings and sketches
-accountable talk
-worksheets
-writing journal

Inquiry Project Design Plan

STAGE 3: THE LEARNING PLAN:

Learning Activities

(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)

Week 1

Learning Goals:
Students will begin to understand what a habitat is through visuals.

Learning Events:
1. **Brain storm – whole group discuss what is a habitat. Using a circle map to write down what they know.**
2. **Read a book on habitats turn and with a peer to discuss if they learned something new that was not not on thinking map. We will add to our thinking map**
3. **Students will go to centers and given the opportunity to discover different habitats**
4. **After centers , students will draw their favorite habitat**
5. **Students will watch a short video on the different habitats**

> **Day 1**
> **Day 2**
> **Day 3**
> **Day 4**
> **Day 5**

Formative Assessments:
A picture of their favorite habitat and why they choose that habitat.
Small group discussions

Notes/Resources:
Books
Video

Week 2

Learning Goals:
Students will begin to design their habitat in small group.
Students will be able to decribe their habitats and what is in it.

Learning Events:
Student will watch short disney movies clips that shows the different habitats.

Draw a picture of what their habitats will look like.
   What animals, plants will be in their habitat?
   What do animals and plants need to survive?

Inquiry Project Design Plan

Brainstorm what they will need to create the habitat?

**Students will go to centers and given the opportunity to discover different habitats
Use tree thinking maps to to discuss all 5 habitats.**

Day 1 **Day 2** **Day 3** **Day 4** **Day 5**

Formative Assessments:
The sketch of the habitats that they will create and their creations.
Daily journal

Notes/Resources:
Book
Video
centers

Week 3

Learning Goals:
The students will work on the presentation on their habitats. 3d printed animal. Wrap on their habitat they created and gather habitat facts for the robot.

Learning Events:

Students will begin to practice for their presentation.
Fill in our tree map with any new information.

Day 1 **Day 2** **Day 3** **Day 4** **Day 5**

Formative Assessments:
Presentation rubric

Notes/Resources:

Robot
books

Week 4- Presentations & Reflections

Learning Goals:

Learning Events:

Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.
Adapted from Wiggins & McTighe (2005) Understanding by Design (UbD)
Revised April 2021   *Center for Technology and School Change* http://ctsc.tc.columbia.edu/

Inquiry Project Design Plan

Formative Assessments: