Integrated Model Curriculum

THIRD GRADE SAMPLE LESSON | OHIO'S LANDSCAPES

This lesson is modeled from the second edition of the Core Knowledge Language Arts (CKLA) Grade 3 curriculum, an approved English Language Arts high-quality core curriculum for grades Kindergarten – Grade 5. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the standalone science/social studies instructional blocks. Domain 11 is the last unit of the Grade 3 planned scope and sequence.

In this lesson, students continue their study of ecology, learning about animals, food chains, changes to the environment, and how to protect the environment. The concepts of renewable and nonrenewable energy are introduced in the larger aspect of environmental conservation. Students will experience and engage in a read-aloud highlighting opportunities to protect the resources in the environment, including reducing, reusing, and recycling materials and energy to maintain established ecosystems and habitats.

Lesson Title	**Lesson 7: Protecting the Environment** | Core Knowledge Language Arts (CKLA)
Grade Level	3rd Grade
Academic Standards	**Social Studies** • **Heritage.** Local communities change over time. *(CS3)* • **Human Systems.** Evidence of positive and negative human modification of the environment can be observed in the local community. *(CS6)* • **Civic Participation and Skills.** Individuals make the community a better place by taking action to solve problems in a way that promotes the common good. *(CS10)* **Science** • **Scientific Inquiry, Practice, and Applications**. Apply knowledge of science content to real-world challenges. *(NoS 3 – 5)* • **Scientific Inquiry, Practice, and Applications**. Develop and communicate descriptions, models, explanations, and predictions. *(NoS 3 – 5)* • **Science is a Human Endeavor.** Scientists often work in teams. *(NoS 3 – 5)* • **Science is a Human Endeavor.** Science requires creativity and imagination. *(NoS 3 – 5)* • **Earth and Space Science (ESS).** Earth's resources can be used for energy. *(3.ESS.2)* • **Earth and Space Science (ESS).** Some of Earth's resources are limited. *(3.ESS.3)*

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Academic Standards	**English Language Arts** *Reading Standards for Information Text* • **Key Ideas and Details**. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. *(RI.3.3)* • **Craft and Structure.** Distinguish their own perspective from that of the author of a text. *(RI.3.6)* • **Integration of Knowledge and Ideas**. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *(RI.3.7)* *Writing Standards* • **Research to Build and Present Knowledge.** Conduct short research projects that build knowledge about a topic. *(W.3.7)* • **Research to Build and Present Knowledge.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *(W.3.8)* *Speaking and Listening Standards* • **Comprehension and Collaboration.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. *(SL.3.1. a-d.)* • **Comprehension and Collaboration.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *(SL.3.2)* • **Comprehension and Collaboration.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. *(SL.3.3)* • **Presentation of Knowledge and Ideas.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *(SL.3.4)*
Life Skills	As identified in the OhioMeansJobs-Readiness Professional Skills: • **Critical Thinking/Problem-Solving:** Students will use the knowledge gained from the read-aloud and conduct research to create a plan to protect resources in the environment by reducing, reusing, and/or recycling. Students will also evaluate several images of the Cuyahoga River pollution to begin thinking about human changes to the environment. • **Teamwork/Collaboration:** Student will have partner conversations throughout the lesson and dialogue about their learning, new knowledge, and research projects. • **Oral and Written Communication:** Students will write complete sentences to demonstrate their comprehension of the read-aloud and their created plan to protect the resources in their specific environment by reducing, reusing, and/or recycling.

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Life Skills	• **Learning Agility:** Students will conduct research into their selected environment (classroom, community, the Earth) and learn new information to create their plan to protect the resources in the environment. • **Discipline:** Students will use active listening skills while participating in the read-aloud lesson and collaborate with their classmates to deepen their understanding of the content included in the lesson.
Essential Questions	**Unit Essential Question** • *How are living things connected to each other and their environment?* **Lesson Essential Question** • *How can individuals be good citizens and help keep the environment healthy?*
Learning Intentions	**Social Studies** • I am learning how to analyze how the environment and my community has changed over time. • I am learning how humans change the environment and my community in good and bad ways. • I am learning how to be a good citizen and help my community. • I am learning how to use what I know to fix a problem. **Science** • I am learning about the different types of resources in the environment and my community. • I am learning why it is important to reduce, reuse, and recycle. • I am learning how to use what I know to create solutions and fix a problem. **English Language Arts** • I am learning how to share what I know with my classmates respectfully. • I am learning how to use evidence to support my thinking and understanding. • I am learning how to actively listen to my classmates and ask questions to show I understand.
Success Criteria	**Social Studies** • I will identify examples of how the environment and my community have changed over time. • I will analyze information about the environment and my community. • I will explain how changes in the environment and my community have impacted in good and bad ways. • I will evaluate how using my knowledge and fixing a problem makes me a good citizen and helps my community. **Science** • I will explain the difference between renewable and nonrenewable resources. • I will classify a resource as renewable or nonrenewable. • I will explain how reducing, reusing, or recycling materials help the environment. • I will create a hypothesis and a solution to fix a problem in the environment and my community.

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Success Criteria	**English Language Arts** • I will use details from the read aloud and text to answer provided questions. • I will use core vocabulary words and sentence starters in my response to help show my understanding. • I will refer to others' statements and ideas in my own responses to show I am listening to them. • I will ask questions that build on others' statements to learn more about their thinking and ideas.

Lesson Materials	• Core Knowledge Language Arts (CKLA) Materials
	  ○ Read-Aloud Anthology (pg. 118 – 132 of the PDF)
	  ○ Flip Book 7A1 – 12 (pg.
	  ○ Image Card 32
	  ○ Read-Aloud Comprehension Questions Handout – **1 copy per student**
	• Images from Smithsonian Magazine Article, "The Cuyahoga River Caught Fire at Least a Dozen Times, but No One Cared Until 1969" *(NOTE: Students do not read the article's text)*
	  ○ "Firemen on Bridge" – Bettman via Getty Images
	  ○ City Councilmen" – Cleveland Press Collection via Cleveland State University
	  ○ Cuyahoga River Fire in 1948 – Cleveland Press Collection via Cleveland State University
	  ○ "Two Men Wearing Life Jackets" – Cleveland Press Collection via Cleveland State University
	• Project Zero Thinking Routines Handout – **1 copy per student**
	  ○ "See, Think Wonder"
	  ○ "Think, Pair, Share"
	• Google Maps or Classroom Maps to identify the following areas:
	  ○ Cuyahoga River (Or use Cuyahoga River Water Trail Map)
	  ○ Ohio
	  ○ United States
	• Chart Paper, Chalkboard, or Electronic Display
	• Writing Utensils & Papers

<table>
<tr><td>Lesson Title</td><td colspan="3">Lesson 7: Protecting the Environment | Core Knowledge Language Arts (CKLA)</td></tr>
<tr><td>Key Vocabulary</td><td>English Language Arts Vocabulary Explain Evaluate Key Details Analyze</td><td>Science Vocabulary Conserve | Conservation Finite Irreversible Renewable Nonrenewable Recycle Reuse Reduce Stewards Hypothesis Solution Pollution Aquifers</td><td>Social Studies Vocabulary Citizenship Collaboration Problem-Solving Claim Evidence Dialogue Litter Cuyahoga River Lake Erie</td></tr>
<tr><td>Learning Experiences & Instruction</td><td colspan="3">EDUCATOR NOTE: Science disciplinary instruction includes opportunities for students to explore phenomena or concepts through experiential learning before introducing the core vocabulary and concepts for a lesson. During experiential learning opportunities, students develop an initial understanding of a concept or phenomenon by asking questions, testing hypotheses, and drawing conclusions. Educators address student misconceptions and enhance understanding by then delivering instruction and using effective instructional strategies to teach domain vocabulary.

Engage (Lesson Introduction)
Social Studies and Civics – Source Analysis Collaboration. Display the images from the Smithsonian Magazine article where all students can see and access them. Share with the students that they will be analyzing and evaluating the images throughout today's lesson.
Analyzing means looking closely at something to understand what it is made of or how it works, like when we look at a story to see who the characters are and what they do.
Evaluating means thinking about how good or helpful something is, like when we decide if a book was fun to read or if a toy is safe to play with.
Ask the students to examine the images for several minutes and think about what comes to their mind, initiate the "Think, Pair, Share" thinking routine.
Implement the "See, Think, Wonder" thinking routine and ask students to individually write their thoughts down on the sheet of paper.</td></tr>
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Learning Experiences & Instruction	• After several minutes, invite students to *pair* with a nearby classmate and ask them to share their thoughts with each other in a **dialogue**. As one student share their responses, ask the other student who is listening to write down their ideas on the same handout. Students should focus on what is similar and what is different between their partner's response and their own.
	• Thank the students for having a positive dialogue with their partner and invite several students to *share* their responses or their partner's responses aloud on what they saw, what they think about it, and what they wonder. Write down the provided responses on the chalkboard, whiteboard, or electronic display for all students to see. Ask students to **explain** their thinking.
	  ○ *Explaining means talking about something in a clear way so others can understand it, like when you tell a friend how to play a game or how something works.*
	• Conclude "See, Think, Wonder" and "Think, Pair, Share" thinking by displaying the images again and sharing the background information:
	  ○ *A long time ago, the **Cuyahoga River** in Ohio was very dirty because factories dumped waste into it.*
	  ○ *The Cuyahoga River is connected to **Lake Erie**, a source of freshwater for the state of Ohio.*
	  ○ *The river was so polluted that it caught on fire many times, but people didn't pay much attention.*
	  ○ *In 1969, the river caught fire again, and this time it made people realize how bad **pollution** was.*
	• While sharing the background information, use Google Maps or provided classroom maps to point out the Cuyahoga River area, the state of Ohio, and the United States.
	
	Explore (Lesson Introduction)
	• Ask students how the images and background information shared connect to what they have previously learned about the human impact on the environment.
	• As students raise their hands and share their responses, write their answers on the electronic display, whiteboard, or chalkboard, affirming the connections made between the images and the content covered earlier in the unit.
	• If needed, use the guiding questions provided in the section "What Have We Already Learned?" in the Introducing the Read-Aloud section of the CKLA lesson as listed on pg. 108 of the PDF.
	• Continue through the rest of the Introducing the Read-Aloud section of the CKLA lesson, including asking students to predict what can be done to help protect and restore the environment.
	  ○ **English Language Arts – Using Context Clues and Predictions**. Ask students to *predict* what they think the word pollution might mean based on the images they examined, and the background information provided. Tell students to think about this prediction while the read-aloud is completed.
	  ○ Invite students to identify instances of pollution or waste in their communities and the environment. Share with the students they will revisit these instances later in the lesson.

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Learning Experiences & Instruction	• Read the lesson's essential questions aloud along with the students. Have the students write down their **claims** (Social Studies) and **hypotheses** (Science) to the essential questions on their Project Zero Thinking Routine handout.
	  ○ *Lesson Essential Question: How can individuals be good citizens and help keep the environment healthy?*
	• Tell the students they will revisit their predictions at the end of the read-aloud.
	
	Explain (Lesson Activities)
	• **English Language Arts – Speaking and Listening**. Implement the Lesson 7 directions of the CKLA materials, following the directions with integrity. Continue with the lesson directions on page 109 of the CKLA Unit 11 Read-Aloud Anthology, with the section titled "Presenting the Read-Aloud".
	• Before beginning the read-aloud, remind the students that they will be focusing on listening to what the educator is saying and to be ready to answer questions using **key details**. This way, the students can show they are actively listening.
	• Display the Flip Book pages 7A:1 – 12 while presenting the read-aloud information from pages 109 – 113 of the Read-Aloud Anthology. Pause to ask questions included in italicized text on the edges of the document and wait for answers for students to demonstrate active listening to the read-aloud.
	• The following vocabulary words will be presented during the read-aloud:
	  ○ *Natural Resource (7A-2)*
	  ○ *Pollution (7A-2)*
	  ○ *Renewable (7A-3)*
	  ○ *Nonrenewable (7A-3)*
	  ○ *Stewards (7A-3)*
	  ○ *Finite (7A-3)*
	  ○ *Conserve | Conservation (7A-5)*
	  ○ *Aquifers (7A-5)*
	  ○ *Litter (7A-6)*
	  ○ *Recycle (7A-10)*
	  ○ *Reuse (7A-10)*
	  ○ *Reduce (7A-10)*
	  ○ *Irreversible (7A-12)*
	• ***NOTE:*** When Flip Book page 7A – 10 is displayed, Image Card 32 will be included to show the Reduce, Reuse, Recycle triangle symbol.

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Learning Experiences & Instruction	• **English Language Arts – Predictions and Key Details**. After finishing the read-aloud, ask the students to consider the predictions they wrote down at the start of the lesson, identifying which were true and which were incorrect. • **Life Skills – Metacognition** Ask students to correct the predictions with evidence from the read-aloud. Invite students to share their corrections aloud, identifying what was correct or incorrect about their predictions and the details they used to correct or confirm their prediction. • **English Language Arts – Speaking and Listening.** Ask students if they would ask any of their peer questions about their responses. Allow students to ask appropriate questions, using sentence starters or educator modeling. • **Formative Assessment (Check for Understanding).** Have students write down the correct information in their handout before moving to the comprehension questions. Circulate throughout the classroom to review student answers, providing corrective feedback when needed. *Elaborate (Lesson Activities)* • Continue implementing the Read-Aloud Anthology directions on pg. 128 – 129 of the PDF. Ask students the comprehension questions, excluding question 3, 7, 9, 11, and 12 from oral call and response. • **English Language Arts – Speaking and Listening**. Call on students to share their answers to the questions asked about the read-aloud, asking them to use the domain vocabulary and complete sentences in their responses. Encourage students to also reference their peers' responses and answers, citing details and demonstrating active listening through their answers. • **English Language Arts – Reading Informational Text.** When all oral call and response questions have been answered, pass out the Comprehension Questions handout to each student, which includes questions 3, 7, 9, 11, and 12 on the paper. Ask students to write their responses to the question using key details from read-aloud and the provided vocabulary words. • **Formative Assessment (Check for Understanding).** As students work on their responses, circulate throughout the room, reviewing student work and providing corrective feedback when needed. • After reviewing student answers, discuss the answers as a whole class. Have students correct their answers when needed and ask them how many they answered correctly and how many they might need more help. • Review key concepts again where needed, ensuring students are prepared to demonstrate the success criteria within the assessment options. • Finish the read-aloud anthology directions by completing the "Word Work: Irreversible" directions on pg. 130 of the PDF document.

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Learning Experiences & Instruction	*Evaluate (Assessment Options)* **NOTE:** The assessment options provided may require extended time compared to the allotted time within the CKLA materials. Educators may expand the assessment options to incorporate a unit long project on ecology, where students create a finished product that also incorporates content from earlier lessons. The text highlighted within the assessment options are aligned with this lesson's success criteria for educators to determine student proficiency. • **Option #1: Content Knowledge Written Assessment.** Ask students to review their predictions to the lesson's essential question and the information they learned from the read-aloud and the dialogue they participated in during the lesson. ○ **Scientific Inquiry, Practice, and Applications**. Students will write their response to the central question in a paragraph form, using complete sentences and key details from the read-aloud to support their opinion. ○ **Science is a Human Endeavor.** In the paragraph, students will have to create a plan with at least 2 steps on how they can reduce, reuse, and/or recycle in their environment, which may include their classroom, their community, or the Earth. ○ **English Language Arts – Writing.** Students will conduct research to include information and evidence from an authoritative source (primary/secondary or included within the curriculum materials provided). ○ The written paragraph must include information and research to provide: ▪ *The difference between renewable and nonrenewable resources and examples of each in the environment.* ▪ *The benefits and consequences of using the selected resources in the chosen environment* ▪ *Descriptions of the positive and negative changes that may happen in the environment from reducing, reusing, or recycling in the environment* ▪ *An explanation of how individuals act as good citizens when reducing, reusing, and recycling in the environment* ▪ *An evaluation of how the plan will affect the environment in good and bad ways* ○ **English Language Arts – Writing.** After writing their paragraph, students will create a persuasive poster to encourage others to follow the proposed plan. The poster's message should connect to the students' paragraph and chosen environment, targeted actions (reduce, reuse, recycle), and the benefits of doing it.

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Learning Experiences & Instruction	• **Option #2: Interdisciplinary Research Project.** Students will create a presentation highlighting recommendations or solutions to help conserve (reduce, reuse, and/or recycle) materials, energy, or natural resources. Students can select from an issue stemming from their classroom, their community, or in history.
	  ○ **Science is a Human Endeavor.** Students will work in small groups to research information on the source of energy for their school, their home, or their community. The information must come from an authoritative source (primary/secondary or included within the curriculum materials provided).
	  ○ **Scientific Inquiry, Practice, and Applications**. Students will create a persuasive presentation about the type of energy being used in the designated location and create a plan that includes at least 2 steps to reduce, reuse, and recycle. In this section, students will include
	  ▪ *The difference between renewable and nonrenewable resources and examples of each in the selected location.*
	  ▪ *The benefits and consequences of using the selected resources in the chosen environment*
	  ▪ *Description of the positive and negative changes that may happen in the environment from individuals in that selected location.*
	  ▪ *An explanation of how individuals act as good citizens when reducing, reusing, and recycling in the environment*
	  ▪ *An evaluation of how the plan will help reduce energy or natural resource use or waste*
	  ○ Students will provide recommendations to the respective audience on protecting the resources in the environment and ways individuals can collaborate and be good citizens in protecting those resources. In this section, student will include
	  ▪ *An explanation of how individuals act as good citizens when reducing, reusing, and recycling in the environment*
	  ▪ *An evaluation of how the plan will help reduce energy or natural resource use or waste*

Scope and Sequence	• This is the last lesson of the Unit 11 Domain strand. There is a second Pausing Point included in the Grade 3 planned scope and sequence after this lesson. • According to CKLA, Pausing Points are opportunities for educators to review, reinforce, and extend the academic content included in the lessons. • The educator can use the Pausing Point to provide additional time for the students to continue completing the Assessment options listed within this lesson. • The educator can also have students complete the activities included within the Read-Anthology Guide on pages 133 – 140 of the PDF.