

VITAL INFORMATION

Grade: 6

Subject: Science, Language

Topic: Classifying Living Things

Time Allotment: 3 periods at 40 minutes a period

Objective:

- Students will be able to gather information from the passage to generate ideas.
- Students will be able to follow the writing process to complete their work.
- Students will be able to use appropriate vocabulary in their work.

Summary: Students will read the passage, classifying living things and complete the two activities. The first activity is a series of multiple choice questions, the second activity is a written assignment. Students will design their own classification system, they will group animals based on characteristics that they choose.

IMPLEMENTATION

Introduction:

- Students will read the passage and complete the first activity.

Procedure:

1. An open class discussion will take place, the teacher will explain what needs to be done in activity 2.
2. The teacher will explain all the steps: Think, Plan, Write, Edit and Revise.
3. Allow the students class time to complete the assignment.
4. During the Edit and Revise stage, the teacher may allow the students to exchange and edit their work.

MATERIALS AND RESOURCES

Instructional Materials:

- Activity hand out (1 per student)
- Dictionary

Resources:

- The Ontario Curriculum grades 1 - 8, Science and Technology

Technology:

- Students are to have access to a computer with word processing capabilities.

STANDARDS & ASSESSMENT

Language: Expectations from the Grade 6 Ontario Curriculum

Reading

1. Reading for Meaning

- 1.5 Develop interpretations about texts using stated and implied ideas to support their interpretations.

Writing

1. Developing and Organizing Content

- 1.4 Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies

2. Using Knowledge of Form and Style in Writing

- 2.7 Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
- 2.8 Produce revised draft pieces of writing to meet identified criteria based on the expectations

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

- 3.1 Spell familiar words correctly
- 3.3 Confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
- 3.4 Use punctuation appropriately to communicate their intended meaning in longer and more complex sentences
- 3.6 Proofread and correct their writing using guidelines developed with peers and the teacher
- 3.8 Produce pieces of published work to meet identified criteria based on the expectations

Science: Expectations from the Grade 6 Ontario Curriculum

Understanding Life Systems

2. Developing Investigation and Communication Skills

- 2.5 Use a variety of forms to communicate with different audiences and for a variety of purposes (e.g., use a graphic organizer)

3. Understanding Basic Concepts

- 3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals, and use these characteristics to further classify various kinds of plants and animals

Assessment:

- Rubric is included