

Unit Plan

Unit Title: Sharing Traditions

Essential Questions: How can problem solving lead to new ideas?

Standards: 1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

1.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.

Summative Unit Assessment : Comprehension Test, Unit test

Summative Assessment Objective	Assessment Method (check one)
Students Will- Identify real-life connections between words and their use. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. Acquire and use accurately grade appropriate, conversational, general academic, and domain specific words and phrases. Describe characters in a story and explain how their actions contribute to the sequence of events.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment <input type="checkbox"/> Other (explain)

Teacher Name : Debra Zola
3rd

Subject : ELA

Proposed Dates: 10/20-10/31

Grade Level (s)

Building : MMEMS

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping
1	Students will- Identify real-life connections between words and their use.	1	Build	W

			<p>back ground knowledge of inventions. Collaborative conversations of what inventions are, how inventions can make our lives better, and how inventions start with a problem and new idea.</p>	S
2	<p>Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>1 2</p>	<p>Students will define new</p>	W

			vocabulary words and use words in context following ; define, example , ask routine.	
3	Students will- ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story. Identify meanings of words in context.	1 2	Close Reading of "Mary Anderson's Great Invention"	W
4	Students will- Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story. Identify causes and effects	2	Students reread Mary Anderson's Great Invention with a	S I

			part ner and com plete the grap hic orga nizer that sequ ence s even ts.	
5	Students will- information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story. Identify meanings of words in context.	1 2	Clos e Rea ding of "All Abo ard! Elija h McC oy's Stea m Engi ne"	W
6	Students will- know and apply grade-level phonics and word analysis skills in decoding words.	1	Mod el long a soun ds.	W I
7	Students will- Produce simple, compound and complex sentences	1	Stu dents will be intro duce d to predi cate	W

			<p>s. Pred icate s tell what a subj ect is or does . Stud ents will be able to ident ify predi cate s and com poun d predi cate s.</p>	
8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	<p>In smal l grou ps stud ents will com plete word squa res with voca bular y word s. First box write</p>	S

			<p>the word</p> <p>, second box write their own definition of the word</p> <p>, third box draw a picture showing the word</p> <p>, fourth box write synonyms of the word</p>	
9	<p>Students will- information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Describe characters in a story.</p> <p>Identify meanings of words in context.</p>	<p>1</p> <p>2</p>	<p>Students will reread All Aboard! Elijah McCoym's Steam Engine</p>	S

10	Students will- complete comprehension/vocabulary test	1 2	Test will be on All Aboard! Elijah McCoy's Steam Engine Skills Test ed Character , setting, plot sequence , vocabulary words, context clues	I

Example for Teachers

DAILY PLAN

Objective (s)	DOK LEVEL	Activities / Teaching Strategies	G r o u p i n g	Materials / Resources
<p><i>Every performance or learning objective contains at least three parts: Observable Action (task), At Least One Measurable Criterion (standard), and Conditions of performance.</i></p> <p>Ex.</p> <p>Students will</p> <p><i>Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.</i></p>	<p>1 2 3 4</p>	<p>Activities <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p>Teaching Strategies <i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	<p>W S I</p>	<p>Materials;Resources <i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i></p>

DOK Level 1 - Recall - measure, recall, calculate, define, list, identify

DOK Level 2 - Skill/Concept - graph, classify, compare, estimate, summarize.

DOK Level 3 - Strategic Thinking - assess, investigate, formulate, draw conclusions, construct.

DOK Level 4 - Extended Thinking - analyze, critique, create, design, apply concepts

Grouping

W – Whole Group; Whole class instruction is when teachers present a lesson to the whole class with little differentiation in either content or assessment for any student's ability. The purpose of whole class instruction is that all students are presented with a series of learning tasks to allow them to acquire and/or practice their learning. The pace of instruction is such that all students can master it. Learning is then assessed using standardized measures such as graded assignments or topic tests.

S – Small Group; typically refers to a teacher working with a small group of students on a specific learning objective. These groups consist of 2-4 students and provide these students with a reduced student-teacher ratio. Small group instruction usually follows whole group instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned. Teachers often use small group instruction to provide struggling students with intervention as well.

I – Individual; is an instructional method that personalizes instruction to the needs and learning style of the learner. This is done by varying the pace of instruction, the method of learning employed and the content to be learned. Often this is accomplished within the context of a larger group through the use of high-quality instructional materials and reduced lecture time. Individualized instruction is not the same as one-to-one instruction; it is simply varying the process to meet the needs of each individual learner in the group.

