

# Unit Plan

**Unit Title:** Sharing Traditions

**Essential Questions:** What can traditions teach you about cultures?

**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: 9/23-10/3

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

			back grou nd kno wled ge of tradit ions. Coll abor ative conv ersat ions of what tradit ions are, what tradit ions our famil ies have , what can that tell you abou t cultu re?	S
2	Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1 2	Stud ents will defin e new voca bular y word s and use word	W

			s in cont ext follo wing ; defin e, exa mple , ask routi ne.	
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	Clos e Rea ding of "The Drea m Catc her"	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	Stud ents rere ad The Drea m Catc her with a part ner and com plete the grap hic orga nizer that sequ ence s even	S I

			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 "Yoo n and the Jade Brac elet"	W
6	Students will- know and apply grade-level phonics and word analysis skills in decoding words.	1	Mod el short vow el soun ds of e, o, and u.	W I
7	Students will- Produce simple, compound and complex sentences	1	Stud ents will be intro duce d to com man ds and excl amat ions. Com man ds tell som eone to do som ethin g	W

			and end with a period. Exclamations show excitement or strong feeling.	
8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	In small groups students will complete word squares with vocabulary words. First box write the word , second box write their own definition	S

			of the word , third box draw a picture showing the word , fourth box write synonyms of the word	
9	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	Students will reread Yoon and the Jade Bracelet	S
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on Yoon and the Jade Bracelet Skills Test	I

			ed Char acter , setti ng, plot sequ ence , voca bular y word s, cont ext clue s	

## Example for Teachers

### DAILY PLAN

Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources
<p><i>Every performance or learning objective contains at least three parts:</i>  <b>Observable Action (task),</b>  <b>At Least One Measurable Criterion (standard),</b> and  <b>Conditions of performance.</b></p>	1 2 3 4	<p><b>Activities</b>  <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p><b>Teaching Strategies</b>  <i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	W  S  I	<p><b>Materials;Resources</b>  <i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i></p>

<p><b>Ex.</b></p> <p><b>Students will</b></p> <p><i>Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.</i></p>				
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- 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.