

# Unit Plan

**Unit Title:** Cooperation

**Essential Questions:** Why is working together a good way to solve a problem?

**Standards:**

L.3.6: Acquire and use accurately grade- appropriate conversational, general, academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RF.3.3c: Decode multisyllable words.

RF.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.3.2c: Use linking words and phrases (e.g., *also, another, ad, more, but*) to connect ideas within categories of information.

I.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverb in general and their functions in particular sentences.

I.3.2f: Use spelling patterns and generalizations (e.g, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

I.3.5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)

**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: 12/1-12/12

Grade Level (s)

Building : MMEMS

**DAILY PLAN**

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping

1	Students will- engage effectively in a range of collaborative discussions on texts, building on others' ideas, and expressing their own clearly.	1	<p>Introduce the essential question "Why is working together a good way to solve a problem?"</p> <p>Tell them that one way to solve a problem is through cooperation. Ask students to rephrase the question and to provide exa</p>	W S
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			<p>examples of when they worked together to solve a problem.</p>	
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 vocabulary words and use words in context following ; define, example , ask routine.</p>	W
3	<p>Students will-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1 2</p>	<p>Close Reading of "Anansi Lear</p>	W

			ns a Lesson”	
4	Students will- Identify meanings of words in context.	2	Students read Analyze Learns a Lesson and identify meanings of words used in context.	WS
5	Students will- Use sentence-level context as a clue to the meaning of a word or phrase.	1 2	Students will determine meanings of words that have multiple definitions. Students will use text evidence	W

			to find the correct meaning of the word .	
6	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	Close reading of "Anansi Learns a Lesson"	W
7	Students will - Know spelling-sound correspondences for additional common vowel teams Use spelling patterns and generalizations in writing words. Distinguish kinds of nouns.	1	Model long i and o sounds.  Identify kinds of nouns.	W
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 com	S

			<p>plete word squa res with voca bular y word s. First box write the word , seco nd box write their own defin ition of the word , third box draw a pictu re sho wing the word , four th box write syno nym s of the word</p>	
9	<p>Students will- information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story.</p>	<p>1 2</p>	<p>Stud ents will rere</p>	S

	Identify meanings of words in context.		ad Roa drun ner's Dan ce	
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on Roa drun ner's Dan ce Skill s Test ed plot sequ ence , voca bular y word s, cont ext clue s, main idea and detai ls	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: <b>Observable Action (task), At Least One Measurable Criterion (standard), and Conditions of performance.</b></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>	1 2 3 4	<p><b>Activities</b></p> <p><i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p><b>Teaching Strategies</b></p> <p><i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	W  S  I	<p><b>Materials;Resources</b></p> <p><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.

