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| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Date**: 11/2/15 | **Date**: 11/3/15 | **Date**: 11/4/15 | **Date**: 11/5/15 | Date: 11/6/15 |
| **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Introduce the topic of the week, and corresponding vocabulary words.  -Record, children’s background knowledge on this topic.  -Do “close reading” with the group and have them identify the “focus words” | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Review vocabulary  -Re-read book, again having the children identify the vocabulary words.  - Have students start “word bank”, with personal definitions of target words.  -I will also have three levels of “word understanding” that ill act as a self-evaluation for the students to assess their word understanding (beginning, connecting, expert). If by the end of the week 75 % of my students rate themselves in the “connecting phase” I will repeat the lesson next week. | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Examine an article with a partner and underline important themes, author’s purpose, and vocabulary.  -Answer corresponding questions, using examples from the text. (ex: vocabulary word: **lightning**- “How does lightning form?”)  -Compare today’s article with close reading from yesterday | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  - Review vocabulary words and information we learned about each.  - Have a small group of students become “Experts” about different types of storms.  -Have students research information about their assigned storms and record their findings. | **Unit** **Objective**:  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s** **Learning** **Target**:  -Assess overall comprehension of storms and student’s use of related vocabulary.  -Hands on activity with weather (tornado in a jar) |
| **Instructional Practices:**  -Interactive Read aloud- I will point out specific vocabulary words that children should pay attention to.  -Use KWL chart to record what the children have already learned about extreme weather and what they want to learn. | **Instructional Practices:**  **-**Interactive read aloud- I will allow students to do most of the reading and, as a group, identify words that we are focusing on. They will indicate this to me by putting their hands in the air when we read one of our important words.  - Model writing vocabulary definitions and applications using examples from the text. | **Instructional Practices:**  -With a partner, have children read an article and identify the answers to vocabulary questions. | **Instructional Practices:**  -Group work: Split students up into 3 or 4 person groups. Preselect books that correspond to each type of storm.  -Have students research and identify facts about that storm  -Present to class expert knowledge | **Instructional Practices**:  -Have students independently write about extreme storms by taking advantage of our special vocabulary words.  -Create an authentic experience for children, making a funnel cloud (tornado in a jar). |
| **Assessment**:  Group Identification of vocabulary terms and recalling evidence of application throughout the text. | **Assessment:**  Look at child’s individual definitions and ensure that they have the correct terms and explanations in their “word bank.” | **Assessment:**  -Question activity- examines child’s article and the sections that they chose to underline.  - Compare article underlines to the child’s response on worksheet. | **Assessment:**  -Observe children and ensure that all students are participating in research activity  - Each student takes turns presenting facts to class | **Summative** **Assessment**:  - Write a non-fiction short story about extreme storms, using all of our target vocabulary words  - I will emphasize to the students that they MUST relate it to their own life. Ex: I would feel scared in a tornado came to my town. I learned there were dark clouds and destruction and that seems like it would be bad.  - The children that are working in another room at this time would still get the exposure to the vocabulary words throughout the day as we use them in sentences. I would ask them to write a non- fiction short story using one/two of our words instead of all four. |
| **Criteria**:  Can use evidence from the text to support class definitions | **Criteria:**  Can fill in their word bank using examples from the text and picture evidence. | **Criteria:**  Can correctly underline, author’s purpose and identify answers to related questions. | **Criteria:**  -Can locate facts related to specific type of storm  - Can use vocabulary in explanations | **Criteria**:  **-** Can respond to weather prompt, using evidence from books throughout the week  -Can use vocabulary words correctly |
| **Teaching** **Notes**:  - Grab large, white paper for KWL chart  - Make vocabulary outline, for students to fill in | **Teaching Notes:**  -Create student dictionaries with room for illustrations, examples, and definitions. | **Teaching Notes:**  - Print off article for each child and explicitly explain how to underline important sections of text.  -Don’t forget to explain the importance of deeply understanding the meaning of vocabulary words.  - As we learn more about our vocabulary words for the week, I would have the students constantly evaluate their understanding of the word.  - I will randomly select students to tell me the definition and use it in a sentence. If that student doesn’t feel confident using that word, I will ask them what **they** think they still need to learn about the word to become proficient. | **Teaching Notes:**  -Pre-split children into groups  -Find books for each type of storms | **Teaching** **Notes**:  -Split children up into groups of three  -Get glitter, dish soap and jars ready for students to make tornado in a jar. |

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| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| **Date**: 11/9/15 | **Date**: 11/10/15 | **Date**: 11/11/15 | **Date**: 11/12/15 | Date: 11/13/15 |
| **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Introduce the topic of the week, and corresponding vocabulary words.  -Engage in close reading as a class | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Review vocabulary  -Re-read book, again having the children identify the vocabulary words.  - Have students continue “word bank”, with personal definitions of target words. | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Small group read- article about “long ago” (the past).  - Locate inventions that were long ago and today  - Compare and contrast differences | **Unit Objective:**  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s Learning Target:**  -Partner sort inventions and practices from past and present  (Things Change Sort)  -Apply and explain vocabulary words to partner  (Things change (draw picture and identify change) | **Unit** **Objective**:  Students will be able to demonstrate knowledge of targeted vocabulary words…  Through written responses and a personal connection “paper” on Friday…  Using 1-2 pieces of evidence from a text used this week and 1-2 details to supporting their vocabulary use.    **Today’s** **Learning** **Target**:  -Write an individual piece using all vocabulary learned this week (the words will be listed on the board)  -Apply what they have learned to extension of what might happen in the future.  -I will explain to the students, that expect them to relate what they have learned to **their** real life experience! This will create a more authentic experience for the children. |
| **Instructional Practices:**  -Close reading with children and have them identify target vocabulary words written on the board.  - Create a KWL chart  -Make a group definition list of vocabulary words | **Instructional Practices:**  **-**Interactive read aloud- I will allow students to do most of the reading and, as a group, identify words that we are focusing on. They will indicate this to me by putting their hands in the air when we read one of our important words.  - Model writing vocabulary definitions and applications using examples from the text. | **Instructional Practices:**  ­-Small group work-children will locate inventions from long ago and today  -Underline differences in text and use evidence from the article in their explanation | **Instructional Practices:**  -Students will be partnered and will engage in a past/present “Sort”  -They will use vocabulary words (inventions) and sort them into two categories based on the invention date.  - Once this is complete, children will write a small piece comparing and contrasting one past invention to one present invention. | **Instructional** **Practices**:  -Independent writing and application of vocabulary relating vocabulary to whole life expierences!  -Whole group connection between people’s live in the past and in the future |
| **Assessment:**  -Observe children in whole class to see if they can identify target words and contribute to definitions as a whole class | **Assessment:**  Look at child’s individual definitions and ensure that they have the correct terms and explanations in their “word bank.” | **Assessment:**  **-**Examine the child’s underlining of the passage; compare this to their responses in the group and ensure that they are correctly identifying the inventions from the past and present.  -Complete “fact” worksheet with 6 pieces of evidence from the text. | **Assessment:**  **-**Look at the child’s sorted worksheet (do they have all of the invention in the correct category) | **Summative** **Assessment**:  -Students will write a short piece about how things have changed from the past to the present |
| **Criteria:**  -Can children locate vocabulary words and infer meaning from the text | **Criteria:**  Can fill in their word bank using examples from the text and picture evidence. | **Criteria:**  -Did the children underline evidence from the article regarding the inventions from long ago  - Were the inventions correctly identified  -Could children apply vocabulary words to their explanations | **Criteria:**  - Can they write sentences using the vocabulary  -Can they analyze an invention and compare it to one today. | **Criteria**:  -Students use vocabulary successfully  -Can apply their new knowledge to a hypothetical future |
| **Teaching Notes:**  -Grab large, white paper for KWL chart  - Make vocabulary outline, for students to fill in | **Teaching Notes:**  -Create student dictionaries with room for illustrations, examples, and definitions. | **Teaching Notes:**  **-**Have fact worksheet printed  -Preselect articles and ensure that every student has a copy. | **Teaching Notes:**  -Be sure to explicitly model how to “compare and contrast” | **Teaching** **Notes**:  - Have all materials ready to create “invention” from long ago. |