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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.  |