



Unit Planner: Ayudantes en Nuestra Comunidad Literacy K

Sunday, December 11, 2016, 3:49PM



Elementary School > 2016-2017 > Kindergarten > Language Arts >
Literacy K > Week 4 - Week 7

Last Updated: [Wednesday, October 19, 2016](#)
by Nora Deeg

Deeg, Nora

Stage 1: Desired Results

Unit Overview

Big idea: Community

In kindergarten, classroom culture is so enmeshed with learning that it is essential to build a strong community around learning. Students are beginning to understand many different kinds of communities, all of which exist to support each other: families, classes, and cities are all communities in which people help each other. Students are learning to see how what we do in the classroom reflects what happens in the wider world, which gives relevance to their "jobs" as students and frames our learning in terms of college and careers.

In this unit, students focus on interacting with texts by asking and answering questions (especially question words *quién*, *dónde*, and *qué* - the next unit will expand on the list of question words). Asking and answering questions helps us discover the people and interactions in our world. Broadly, students explore the idea of community and what it means to help others, especially in the context of supporting our classmates in their journey of discovery (see previous unit). In both fiction and non-fiction read-alouds in this unit, students explore different careers and who community helpers are. During morning literacy time, students will begin guided reading groups, which will also help build their foundational and comprehension skills. Students continue to expand their vocabulary, both with school words and phrases and now community and career words and phrases. Consider introducing a vocabulary wall on which to post new vocabulary words with an accompanying visual. With teacher support and modeling, students are expected to speak in complete sentences and use vocabulary introduced in class. English speakers can still express their ideas in English, as long as they then repeat the teacher's translation in Spanish. Students should have frequent opportunities to converse with classmates.

Other notes:

- For this unit, plan ahead! (1) Invite parent or community speakers, especially people who can share a unique perspective or talk about something especially relevant in your community. (2) Plan a visit to a library on campus, or ask the fire department to send a firetruck and some firefighters to campus. (3) Invite an upper-grade class to visit for performance task. (4) Send a note to parents, explaining the unit and asking for support – see below. (5) Look for additional books about careers, since books were not ordered for every career. (6) Invite an upper-grade class to attend your end-of-unit performance task.
- During this unit might also be a good time to introduce classroom jobs. It's not written into the plans, but consider implementing a job rotation in your classroom as students begin to understand what it means to take care of their community. Lessons 16-18 can be taken out and those days used to create, assign, and practice student jobs.
- Some of the standards listed were already introduced in a previous unit. Make sure to build on those skills and knowledge with regular reinforcement.

Standards

ELA Power Standards

Kindergarten

Reading: Literature

Key Ideas and Details

- P** RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Integration of Knowledge and Ideas

- P** RL.K.10 Actively engage in group reading activities with purpose and understanding. a. Activate prior

knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.

Reading: Informational Text

Key Ideas and Details

P RI.K.1 With prompting and support, ask and answer questions about key details in a text.

Speaking and Listening

Comprehension and Collaboration

P SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

P a. Understand and follow one- and two-step oral directions

P SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Language

Conventions of Standard English

P d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

P f. Produce and expand complete sentences in shared language activities.

Vocabulary Acquisition and Use

P L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Enduring Understandings

- People in a community support each other.
- Together we can do more than alone.
- Every career requires good reading skills.
- Going to college is a way to learn about any career you want.

Essential Questions

- What is a community?
- Who are the people in my community?
- What do I want to be when I grow up? Why?
- What do I need to do to get there?

Knowledge

- Words like who, what, where, when, why, and how are used to ask questions
- Good readers ask questions about what they read to understand more
- Good readers ask questions about what they don't understand
- A prediction is your best guess about what will happen next
- I can use the illustrations and text to make a prediction
- Readers can use both illustrations and text to make a prediction
- Multi-step directions need to be followed in order
- Before I read something, I think about what I already know to help me understand more
-

Skills

Bloom's Taxonomy

- Converse with a partner about an academic topic
- Produce complete sentences
- Use question words correctly
- Ask questions about details in a story
- Answer questions about details in a story
- Use illustrations and text to make a prediction
- Ask about something they don't understand
- Understand 1- and 2-step directions
- Follow 1- and 2-step directions
-

Vocabulary:

- Quién
- Qué
- Dónde
- Cuándo
- Por qué
- Cómo
- Predicción
- Oración completa
- Seguir direcciones
- Hacer preguntas
- Contestar preguntas

Stage 2: Assessment Evidence

Assessments

Career Fair

Summative: Projects & presentation

* Plan ahead of time to ask an upper-grade class to visit for the day of the performance task. They should budget about 15 minutes for the activity.

Resources: Letter sent to parents a week before the end of the unit; it will explain the project, list the questions students will answer (below), and ask parents to send one prop that relates to their child's career choice. List of unit questions (below) for upper-grade visitors to ask. (Optional) Poster / banner: "Bienvenidos a la Feria de Carrera!"

Introduction: Have you ever heard of a career fair? That's where you can go to learn about different jobs. We are going to have our very own kindergarten Career Fair! You are going to think what you want to be when you grow up, dress up with props, and then tell the 5th graders all about your career!

Preparation (Day 1): Students will prepare for tomorrow's presentation by completing the sentence frame on a long sentence strip: "Yo quiero ser ___." The teacher will introduce the questions (below) and a few students will model excellent responses. They will then practice answering each of the questions with Lines of Communication or Inside / Outside Circle. Students who did not bring any props will need some time (pull them during centers?) to draw and cut them out using card stock.

Presentation (Day 2): Students should prepare by putting their materials on the desk, holding their prop, and standing behind their desk chair. Invite an upper-grade class to come visit; pass out slips of paper with the questions (below) and remind them (1) to ask the questions in Spanish but be sure to help with vocabulary if needed, (2) that it's helpful to kneel down to students' height so they are less intimidated, and (3) to offer plenty of praise and encouragement. The older students will walk around for 10-15 minutes and ask the questions to the kindergarteners. The teacher should also circulate and fill out as much of the rubric as possible for each student.

Students will answer these prompts:

- Cuando seas grande, ¿qué quieres ser?
- ¿Cómo ayuda tu trabajo a la comunidad?
- ¿Qué tienes que hacer para alcanzar este trabajo?
- ¿Qué es una cosa más que quieres aprender?

Rubric:

2 = Demonstrates full mastery of standard

1 = Demonstrates partial mastery of standard

0 = Has not mastered the standard

Student is able to...

- **Tell how their career will help the community**
- **Tell one thing they need to do to achieve their career**
- **Ask a question to learn more**
- **Produce complete sentences**

- **Speak confidently and clearly**

Mayan codex

Formative: Journal Entries

Materials:

- Pictures of original Mayan codices (online)
- Teacher sample, with pictures on both sides that show different glimpses of the teacher's community
- Long strip of paper, accordion-folded, for each student's codex - consider cutting an 11x14 paper in half, hot dog style, and taping the pieces together

Instructions:

- Before most kindergarteners are comfortable expressing themselves in writing, this format serves as an ongoing reflection tool for students to engage with the Essential Questions: What is a community? Who is in my community?
- It's up to the teacher to decide how much direction she will give students. Consider leaving 10 minutes at the end of each day for students to talk with a partner about the Essential Questions and then draw on one of the panels in their codices.

 [AmateColonialThemeFull-s0910x.jpg](#)

Stage 3: Learning Plan

Learning Activities

 [Kinder Literacy Unit 2 Learning Plan](#)

 [Kinder CAPS-PA-Letters.doc](#)

 [CAPS-PA-Letters Overview](#)

Resources

Books needed:

- Grandma and Me at the Flea / Los Meros Meros Remateros
- Sonia Sotomayor: a judge grows in the Bronx/ la juez que creció en el Bronx
- Quiero ser policía
- El oficial correa y Gloria
- Quiero ser doctor
- Froggy va al médico
- Personas de la comunidad: Los dentistas
- Just going to the dentist
- Quiero ser bibliotecario
- ¿Qué hacen los bibliotecarios?
- Quiero ser bombero
- Jorge el curioso y los bomberos

 [Anchor chart: Question words](#)

 [Anchor chart: Community helpers](#)

 [Anchor chart: PA - Do 2 words start the same?](#)

 [Anchor chart: Questions](#)

Atlas Version 8.2

© [Rubicon International](#) 2016. All rights reserved



Unit Planner: Units of Measure Math 3

Sunday, December 11, 2016, 3:50PM



Stage 1: Desired Results

Unit Overview

Unit Summary:

For most people, the word mathematics is a noun. However, mathematics is not simply something we learn in school but something we do as an intrinsic part of our everyday lives. In this unit students will experience math as a verb! This unit is meant to build excitement among students through manipulatives and hands on activities. This unit will review basic skills of adding and subtracting through both writing and talking. The unit will also set norms and expectations for math for the rest of the year.

Students will begin the unit by measuring weight and volume in metric units. Students will then spend a few days extending their knowledge from second grade regarding estimation by learning to round and estimate to the nearest ten and hundred. Students will use their understanding of measuring weight and volume to solve addition and subtraction word problems using the standard algorithm and checking their work with a variety of strategies.

Progressions of Standards:

In second grade students may have learned how to select and use appropriate tools to measure length, and in fourth grade students will need to extend their measurement skills to convert larger units into smaller units. Additionally, in second grade students may have been exposed to rounding and estimation strategies, and in fourth grade students will need to use rounding and estimation skills to round whole numbers using place value.

Recommendations:

This unit is heavily supplemented by Engage New York Curriculum: Grade 3, Module 2, Place Value and Problem Solving with Units of Measure. Use the support as necessary.

Standards

Math Power Standards

Grade 3

Numbers and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

P 3.NBT.2.a Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

P 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and English Units (oz, lb.), and liters (l).
6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

CA: CCCS: Mathematics

CA: Grade 3

Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should

seek to develop in their students.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

Number & Operations in Base Ten

3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Enduring Understandings

- Math is an action--we use problem solving skills in our every day lives.
- Objects have distinct attributes that can be measured.
- Place value helps us understand the meaning of a number.
- In certain situations, estimation is as useful as the exact answer.

Essential Questions

- Why is the ability to solve problems important?
- What types of problems are solved with measurement?
- How does the position of a digit in a number affect its value?
- When is it appropriate to use estimation and rounding?

Knowledge

- When to best use different units of measurement and why they are different
- That ml are smaller than L, g are smaller than kg, oz. are smaller than lbs.
- How the size of the unit depends on how many are necessary to measure
- Instruments used for measurement (scale, beaker)
- Abbreviations for units of measurement
- Rounding has a relationship to place value
- When to apply addition or subtraction in word problems
- What information is helpful in a word problem and what is not

Vocabulary: units, container, volume, mass, weight, total, comparing, regroup, borrow, scale, beaker, capacity, model, round,

Skills

Bloom's Taxonomy

- Identify the best unit for measuring specific objects and explain why it is the best
- Use a vertical number line for ml and L
- Shade in a container for volume
- Read a scale for mass
- Measure concrete objects with a scale and beaker
- Estimate measurements for objects
- Round objects to the nearest 10
- Round objects to the nearest 100
- Explain the difference between "precise" and "about"
- Find the difference between precise calculation and estimation
- Share their thinking using math vocabulary and sentence frames
- Write about their mathematical discussion and explain their work using math vocabulary
- Read and solve word problems
- Read and solve + and - word problems
- Solve word problems with units (l, ml, g, kg)
- Explain why they need to subtract or add
- Evaluate another person's work in writing

Stage 2: Assessment Evidence

Assessments

Units of Measure

Exit Ticket

- Beaker 1 has ___ ml of water. Beaker 2 has ___ ml of water. How many more ml are there in beaker 1?
- Which of the following items weighs about 1 kilogram? Explain why.
- About how much does a pencil weigh?
- Circle the correct unit of weight for the estimation.
- Which unit (lb., oz. g. L) would best be used to measure the mass of a baby? Explain why.
- Estimate the mass of the _____.
- Which is a better estimate of the liquid volume in the picture below? (ml vs. L)
- What is the liquid volume of the container? (see picture)
- The ___ weighs _____. The _____ weighs/is _ lbs. heavier ___ more than the _____. How much does the latter weigh?
- What is the combined mass of ___? What is the total mass of ____? How much does it weigh altogether?
- How much more does the _____ weigh than the ___?
- How many pounds did she/he lose? How many pounds did she/he gain?

- How much water is left over?
- Gaby had a backpack stuffed with school supplies. It was too heavy to take to class, so she took out 3 kg of materials from the backpack. Now it weighs 5 kilograms. How much did it weigh to begin with? Show the three different weights on the scales below.
- Ms. Aguilar bought one 476 ml bottles of Italian dressing. A recipe calls for 202 ml of dressing on a salad. She used 202 ml on one bowl of salad. She says she has enough dressing left over for another salad. Is she correct?

Rounding and Estimation

Exit Ticket

- A pencil weighs ___ g. Round the weight of the pencil to the nearest ten grams. Model your thinking on a number line.
- Measure the liquid in the beaker to the nearest 10 milliliters.
- A zookeeper weighs a chimp. Round the chimps weight to the nearest 10 kilograms.
- Roberto rounds 603 to the nearest ten. He says it is 610. Is he correct? Why or why not? (Use a number line and words to explain your answer).
- Emily has 480 stickers. Round the number of stickers to the nearest hundred.
- Circle the numbers that round to 600 when rounding to the nearest hundred.
- The teacher asks students to round 1,566 to the nearest hundred. Carlos says that it is one thousand nine hundred. Alejandro disagrees and says it is 19 hundred. Who is correct? Explain.

Rounding and Estimation and Units of Measure

Formative: Exit Ticket

- On the number line round ___ to the nearest 100 kilograms/ grams.

Mid-Unit Assessment

Weekly quiz

Modified Engage New York Mid Unit Assessment Task (Module 2).

 [Math_ProblemSolvingWithUnitsOfMeasure_MidUnitAssessment.docx](#)

End-of-Unit performance tasks

Students will complete an online task (via google classroom) with multiple steps. The task will include addition, subtraction, estimation, rounding, and drawing the liquid volume onto a visual.

Tomas had three water bottles. One bottle was 186 ml full, the second was 101 ml full and the third was 42 ml full. Use the bottles below to draw how much water was in each bottle. Be sure to label the units on the water bottle.

How much more water is in the first bottle than in the third bottle? Explain how you found your answer.

Tomas decided to use all the bottles to water his plant on his desk. Fill in the beaker to show how much water Tomas poured onto the plants. His mom was watching him pour the water. In the boxes below, show two ways she could calculate how much water was poured in total.

Tomas' mom said plants only need no more than 200 ml of water per week. She says Tomas poured too much water on the plants. Is she correct? Explain why.

End of Unit Assessment

Modified Engage New York End of Unit Assessment Task (Module 2).

 [Math_ProblemSolvingWithUnitsOfMeasure_EndOfUnitAssessment.docx](#)

Stage 3: Learning Plan

Learning Activities

Objectives at a Glance and **Learning Activities** are attached.

 [Engage New York, Module 2](#)

 [Math_ProblemSolvingWithUnitsOfMeasure_ObjectivesAtAGlance\[Revised2\].docx](#)

Resources

 [3MD2 Lesson 5 Problem Set and Exit Ticket.docx](#)

 [3MD2 Lesson 6 Guided Notes and Exit Ticket.docx](#)

- [3MD2 Lesson 7 Problem Set and Exit Ticket.docx](#)
- [3MD2 Lesson 8 Problem Set and Exit Ticket.docx](#)
- [3MD2 Lesson 9 Sort and Exit Ticket.docx](#)
- [3MD2 Lesson 10 Guided Notes.doc](#)
- [3NBT1 Lesson 13 \(reteach\) Problem Set and Exit Ticket.docx](#)
- [3NBT1 Lesson 14 \(reteach\) Problem Set and Exit Ticket.docx](#)
- [3NBT1 Lesson 15 Problem Set and Exit Ticket.docx](#)
- [3NBT1 Lesson 16 Problem Set and Exit Ticket.docx](#)
- [3NBT1 Lesson 17 Problem Set and Exit Ticket.docx](#)

Atlas Version 8.2

© [Rubicon International](#) 2016. All rights reserved



Unit Planner: Unit 1 Story Elements: The Journey of a Story

Language Arts 7

Sunday, December 11, 2016, 3:52PM



Middle School > 2016-2017 > Grade 7 > Language Arts > Language Arts 7 > Week 1 - Week 7

Last Updated: [Sunday, November 13, 2016](#) by Annel Torres

Ramirez, Patricia; Torres, Annel

Stage 1: Desired Results

Unit Overview

Unit Summary: Students will read or reread certain chapters of the fantasy novel *The Hobbit* by J.R.R. Tolkien. This novel will give students the opportunity to analyze, discuss and write about how an author of fiction creates the various characteristics of a character, setting, and plot and how these story elements interact to create a well-thought-out story. This unit will focus on having students analyze the aforementioned literary elements through an analysis of word choice/phrases, narrative type, text structure, tone and mood that will all together guide students towards a tracing the themes of the story. The focus for this unit will be to guide students in the creation of correct and professional justifications for answers to text-driven questions. Graphic organizers will be used to help students organize their thoughts appropriately, and these in turn will be used by the students to create their own fictional narrative. The narrative essay will be the Performance Task, but other assessments will include **Text-Driven Questions, Formal Assessments and Multiple Choice Exit Tickets that will be used for data that analyzes RL 7.1, RL 7.3, and W.7.3.**

Unit Purpose: The purpose of the unit is to build upon the inference and citing skills that incoming seventh graders have from last year. Justifying, describing, summarizing, and explaining will continue to be practiced to ensure that writing skills progress, ensuring they will be ready for their eighth grade year. This unit also seeks to reinforce the practice of annotating a text in various ways with the purpose of synthesizing their inferences into paraphrases that will allow students to formulate responses to text-driven questions about literary elements. Students will then use their understanding of how a story is structured to create their own narrative that must reflect one of the themes from *The Hobbit*. The purpose of this unit is also to have students understand the importance the reading and writing process as they explore the genre of fiction.

Mastery: Students will master making proficient inferences and citations that will justify how an author created a story through the interaction of the literary elements, such as; characters, setting, and plot. Students will also write paragraphs that reflect the writing process and will therefore have; proper text structure, topic sentences, and correct grammar, capitalization, punctuation and MLA citation. Students will analyze the components of a fictional story, and use their understanding of the interaction of literary elements to create their own engaging fictional narrative.

Long-Term Goal: The long-term goal of this unit is to close major gaps that incoming seventh graders might have in the understanding of reading and writing of the fiction genre. The closing of the gaps in reading fiction in seventh grade becomes more crucial, because students will use their knowledge of fiction to better understand how to read literature from the genre on nonfiction. Another long-term goal for this unit is to have students practice improving their responses to test-driven questions until they become proficient. This becomes important, not only in seventh grade but in eighth grade and beyond.

Standards

ELA Power Standards

Grade 7

Reading: Literature

Key Ideas and Details

P RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

P RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text

P RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)

Craft and Structure

P RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

Writing

Text Types and Purposes

P W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and wellstructured event sequences.

P a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

P b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

P c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

P d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

P e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

P W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Speaking and Listening

Comprehension and Collaboration

P SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

P a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

P b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

P c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Language

Conventions of Standard English

P L7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

Knowledge of Language

P L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Vocabulary Acquisition and Use

P L.7.4 b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

P L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Enduring Understandings

Students will have the enduring understanding of:

1. Knowing that when writing, reading or telling a story a person embarks on a journey that will require them to analyze the various literary elements that are essential to creating a well rounded and intriguing story. Students will understand that a story or narrative is a journey into literature that will require them to keep track of their analysis to better understand the genre of fiction.

2. Appreciating that fiction is a genre that gives a writer more liberty to be creative, since fiction allows a writer to create engaging stories that can be based on realism or fantasy. Students will understand that being proficient readers will also help them become proficient writers, as long as they become analytical when reading a literary work as a reader, and critiquing it as a writer.

3. Knowing that all story elements that a writer uses is meant to create a message that by the end of the plot is revealed in the resolution and is linked to various turning points in the plot. Students will also know that any fictional work will always have a theme or life lesson that seeks to have them improve their lives through the example given in the author's literary work.

Essential Questions

ESSENTIAL QUESTIONS FOR UNIT 2:

1. How can you share a journey?
2. How can you become a proficient reader and writer?
3. What is the purpose of a theme?

Knowledge

STUDENTS HAVE:

Citing Literature Knowledge

- Know that inferences are drawn through background knowledge and details in a text.
- Know that an analysis is a detailed examination of text based on explicit and implicit information.
- Know that citing textual evidence means quoting, summarizing, or paraphrasing from a text to support an argument or claim and know what MLA citation is.

Story Elements Knowledge

- Know the elements of stories include: setting, character, theme, conflict, and plot.
- Know the elements of plot: exposition, rising action, climax, falling action, and resolution.
- Know the role of the protagonist and antagonist in a story.
- Know themes are messages from the author or lessons the characters learn about life, human nature, or society and how they were created through the interaction of other story elements.
- Know how to analyze the cause and effect that occurred through the interaction of various story

Skills

Bloom's Taxonomy

STUDENTS WILL BE ABLE TO USE:

Citing Literature Skills

- Can identify implicit and explicit clues in literary text.
- Can identify textual evidence that will support a claim or stance.
- Can support a claim with relevant, explicit examples and/or implicit evidence.

Story Elements Skills

- Can determine how the elements of a story relate to one another to create a story.
- Can determine how the elements of a story interact to move the story along through its plot.
- Can describe characters and justify how they interact with other story elements to move the plot along.
- I can analyze characters' traits and their actions to determine how they affect the setting, plot, theme, and other characters.
- I can analyze characters' responses to events and interactions with others and how this affects

elements.

setting, plot, other characters, and themes.

NARRATIVE KNOWLEDGE TARGETS

NARRATIVE REASONING TARGETS

For writing a narrative students will know...

- That characters can be developed in a narrative through their own actions or thoughts in a narrative.
- That a speaker helps develop the events and sequence of events in a narrative.
- That the speaker, audience and purpose must be connected to effectively write a narrative.

STUDENTS CAN:

- Integrate audience, speaker and purpose to improve a narrative.
- Determine the most effective way of combining speaker, audience and purpose with effective techniques, details, and event sequences.
- Develop audience, speaker and purpose through figurative language to improve a narrative.
- Can compose a narrative with real or imagined experiences that utilizes effective techniques, descriptive details, and a clear event sequence.

For engaging a reader students will know...

- That a context means where and when a story takes place in a narrative text.
- That a context is established to engage and orient the reader (e.g., setting, circumstance).
- That the point of view is the perspective from which the story is told (e.g., first person, third person).
- That writing in the first person limits the reader to one character's perspective (e.g., using pronouns such as "I" or "we").
- That writing in the third person allows more freedom in how the story is told (e.g., using pronouns such as "he", "she", and "they").
- That there are different character types (e.g., protagonist, antagonist).
- That the events in a narrative text are organized sequentially.

Can ENGAGE A READER BY

- Determining how to engage the reader at the beginning of a narrative text.
- Determining how to establish the context for the narrative.
- Determining from what point-of-view the story will be written (e.g., first person, third person).
- Determining the narrator and characters to include in a narrative text.
- Determining how to organize the narrative to maintain a natural and logical flow for the reader.

For using techniques in a narrative students will know...

- That a story is developed using narrative techniques (e.g., dialogue and interior monologue provide insight into the narrator's and characters' personalities and motives).
- That a narrative is developed using relevant details about scenes, objects, or people to describe specific actions (e.g., movement, gestures, postures, expressions).
- That a narrative is developed using well-structured event sequences to manipulate pace, to highlight significance of events, and create tension or suspense.
- That word choice is important; such as precise words, transition words, and coherent phrases, and clauses.

CAN USE TECHNIQUES SUCH AS

- Determining if dialogue should be used in my writing.
- Developing the visual details of scenes, objects, and people in narrative writing.
- Composing details that depict specific actions (e.g., movements, gestures, postures and expressions).
- Developing dialogue that provides insight into the narrator's and characters' personalities and motives.
- Manipulating the pace of a story to highlight significant events, or to create tension and suspense.
- Determining what word choice to use to create a literary element and transitions words to convey a sequence.

For concluding a narrative students will know...

- That a conclusion summarizes or provides reflection on the events in a narrative.
- That a conclusion may not signal the complete end of a series.

CAN CONCLUDE A NARRATIVE BY

- Develop an appropriate conclusion to a story that will give the narrative a theme.

- That the conclusion links to the introduction in some way.

Stage 2: Assessment Evidence

Assessments

Performance Task 1 for Unit 1: The Journey of a Story

Summative: End-of-Unit performance tasks

The performance task for the first seventh grade unit is a narrative fictional essay. Students will demonstrate their understanding of how literary elements interact by writing an engaging and professional fictional story that has a theme that matches a theme they uncovered in [The Hobbit](#).

[Handout with Instructions to Performance Task for Journey of a Story](#)

Student Friendly Rubric for Fictional Narratives

Summative: End-of-Unit performance tasks

This rubric is to be used for peer edits and teacher feedback to give writers an idea of what they must improve on when writing a narrative story.

[Rubric for Narrative Writing](#)

Exit Ticket for Lesson 2: Journey of a Story: Setting Analysis

Formative: Short Constructed Response

Post Lecture: Multiple choice and short answer to assess if students understood the setting established in the first chapter of the novel, [THE HOBBIT](#).

[Exit Ticket for Setting](#)

Exit Ticket :: Journey of a Story: Lesson 3

Formative: Exit Slip

Post lecture multiple choice and short answer exit ticket for the interaction of story elements.

[Exit Tix](#)

Exit Ticket Lesson 4: The Journey of a Story

Exit Slip

Multiple choice and explanation of short answers for how story elements interact.

[Exit Ticket for Post Lesson](#)

Pre-Assessment for 7.3 Lesson 5

Summative: Short Constructed Response

Short answer for how story elements interact in a story.

[Pre-Assessment for 7.3](#)

Exit Ticket for Lesson 6: Journey of a Story

Short Constructed Response

Short answer exit ticket for determining a major tone in a novel. Justify using two quotes.

[Exit Ticket: Short Answer Lesson 6](#)

Lesson 7: Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"

Formative: Short Constructed Response

Post lecture:

Lesson 7: Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"

[Lesson 7: Assessment /Exit Ticket](#)

Lesson 8: Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"

Formative: Short Constructed Response

Post Lecture Short Constructed Response: Lesson 8: Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"

[Post Lecture Short Constructed Response: Lesson 8: Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"](#)

Lesson 9: Exit Ticket Short Answer

Short Constructed Response

Justification for theme

[Lesson 9: Exit Ticket Short Answer Theme](#)

Exit Ticket 10: Peer Edit, Revise Outline and Justification

Summative: Short Constructed Response

Rewrite an outline for a paragraph that justifies a theme in a novel. Use the peer edit for to give feedback and complete revision.

[Exit Ticket 10: Peer Edit](#)

Lesson ? Part 1: Assessment /Exit Ticket: "

Formative: Short Constructed Response

Post Lecture: Lesson ? : Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"

Predict a theme of an entire novel

[Lesson ? : Assessment /Exit Ticket: "Chapter 1: An Unexpected Party"](#)

[Pre-End of the Unit Assessment](#)

Stage 3: Learning Plan

Learning Activities

Stage 3: Learning Plan for Unit #1: The Journey of a Story:

<https://docs.google.com/document/d/1iCkluiPUNdhecUZVqelgDtcsImP1b3Lzoz4gJVpqZx0/edit>

[Stage 3: Learning Plan for Unit #1: The Journey of a Story](#)

[Language Progression from K to 12](#)

[Closing Gaps for Justifying and Conventions: To be done after ELA, during Writing](#)

[Engage New York; Narratives \(pg. 12\) Description of protagonist](#)

Resources

FOR ENGLISH LANGUAGE ARTS

- **The fantasy novel, The Hobbit by J.R.R. Tolkien**
- **Clips from scenes from the films for The Hobbit (Streaming or DVDs)**
- Graphic Organizers (Thinking Maps): Spider Map / T-Chart/ Plot Diagram/ (found online or self-created)
- **"*The Hare and the Tortoise*" by Aesop on YouTube**
- **Literary Elements Graphic Organizers**
- **Plot Diagrams**
- **Justifying Your Answer Graphic Organizer**
- **Dialectical Journal**

FOR WRITING A NARRATIVE

- **Step Up to Writing Curriculum (Graphic Organizers for Narrative Stories)**
- **Lucy Calkins's Writing Workshop Curriculum :**

*(7th Grade Writing Realistic Fiction and Writing Pathways: Performance Assessments and Learning Progressions: pg. 220 has a Writing Narrative Checklist, Session 9 "Grounding Dialogue in Scenes, pg. 84, Revising for Authentic Dialogue, pg. 124)

[Sentence Prompts/ Question for Literary Elements](#)

["The Hare and the Tortoise" by Aesop \(HooplaKids\)](#)

[Graphic Organizers](#)

[Literary Elements Graphic Organizers](#)

[Plot Diagrams](#)

[Food Comparison for a Professional Justification: German Chocolate Cake](#)

[Justify Your Answer Graphic Organizer](#)

[Dialectical Journal](#)

[Academic Sentence Starters](#)

[Research Notes for Mythological Creatures](#)

Atlas Version 8.2

© [Rubicon International](#) 2016. All rights reserved



Unit Planner: Unit 1: [Integers] Math 7

Sunday, December 11, 2016, 3:47PM



Middle School > 2016-2017 > Grade 7 > Mathematics > Math 7 > Week 1 - Week 4

Last Updated: [Friday, October 21, 2016](#) by Bret Linvill

Linvill, Bret ; Miller, Charles

Stage 1: Desired Results

Unit Overview

Subtraction is the same as **adding a negative**, while addition is the same as **subtracting a negative**. How is this so? This Unit strives to explore the **patterns** between positive and negative numbers, and how an addition and subtraction problem can be literally written in another way using negative numbers. Unit 1 builds on previous Math learning in 5th and 6th grades, particularly where students learned to add and subtract fractions (5th grade) and discovered that positive and negative numbers track movement in opposite directions (6th grade). The students' learning in this Unit is incredibly important for the rest of the year and beyond, as their investigation of algebraic equations will invariably involve negative numbers (i.e. modeling a bank account decreasing by \$12 every day.)

(From achievethecore.org)

A fundamental fact about addition of rational numbers is that $p + (-p) = 0$ for any rational number p ; in fact, this is a new property of operations that comes into play when negative numbers are introduced. This property can be introduced using situations in which the equation makes sense in a context.

7.NS.1a

For example, the operation of adding an integer could be modeled by an elevator moving up or down a certain number of floors. It can also be shown using the directed line segment model of addition on the number line, as shown in the margin. **7.NS.1b** (Showing that $5 + (-3)$ and $-3 + 5$ are identical on a number line.)

However, the integer chips are not suited to representing rational numbers that are not integers. Whether such chips are used or not, the Standards require that students eventually understand location and addition of rational numbers on the number line. With the number line model, showing that the properties of operations extend to rational numbers requires some reasoning. **7.NS.1d**

With this interpretation we can say that the absolute value of $p - q$ is just the distance from p to q , regardless of direction. Understanding $p - q$ as a missing addend also helps us see that $p + (-q) = p - q$. **7.NS.1c**

i.e. when teaching subtraction we can say $5 - 3 = ?$ is the same as $3 + ? = 5$. The answer is obviously 2. The same goes for negative numbers. $-5 - (-3) = ?$ is the same as $-3 + ? = -5$. The answer, then, is -2. Students will be able to find the pattern (two negatives turn into a positive) soon enough.

Standards

CA: CCCS: Mathematics

CA: Grade 7

Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

2. Reason abstractly and quantitatively.
4. Model with mathematics.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Number System

7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - 1a. Describe situations in which opposite quantities combine to make 0.
 - 1b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance

between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

1d. Apply properties of operations as strategies to add and subtract rational numbers.

© California Department of Education

Enduring Understandings

- Negative numbers have an inherent value that renders them opposite as positive numbers.
- Subtraction and negative numbers are similar, but negative numbers have a property of opposite that is "attached" to them.
- The operation of subtraction naturally results in the **distance** between numbers and the **direction** to get from one number to the other.

Essential Questions

- Why do negative numbers exist?
- Can any value truly be "negative?"
- What can't be quantified with numbers?

Knowledge

Students will know that:

- Additive inverses (*Zero Sums*) sum to zero.
- The difference measures that **space** and **direction** between two numbers.
- The absolute value of a difference measures the **distance** between two numbers.
- $p - q$ is equivalent to $p + (-q)$

Skills

Bloom's Taxonomy

Students will be able to:

- Define the term Additive Inverse or Zero Sums.
- Explain why additive inverses sum to zero.
- Model addition of negative and positive integers on a number line.
- Develop rules for the subtraction of negative and positive integers.
- Model subtraction of negative and positive integers on a number line.
- Distinguish between difference and the absolute value of a difference.
- Modify existing strategies to find sums and differences of integers to rational numbers (fractions and decimals)

Stage 2: Assessment Evidence

Assessments

Mid-Unit Assessment

Formative: Weekly quiz

Mid-Unit Assessment on Additive Inverse/Adding Integers.

[Unit 1 Mid-Unit Assessment.docx](#)

End-of-Unit Assessment

Summative: End of Unit Assessment

End-of-Unit Assessment on subtraction of integers, rational numbers, and the concept of distance and absolute value.

[Unit 1 End-of-Unit Assessment.docx](#)

Performance Task: Card Game

Summative: End-of-Unit performance tasks

Performance Task that has students create a card game for adding/subtracting integers

[Unit 1 Performance Task.docx](#)

[Unit 1 - EngageNY.docx](#)

[Unit 1 - Illustrative Math.docx](#)

Stage 3: Learning Plan

Learning Activities

Make sure you spiral adding fractions/decimals for Do Now's.

- Define the term Additive Inverse or Zero Sums.
- Explain why additive inverses sum to zero.

- Model addition of negative and positive integers on a number line.
 - Develop rules for the subtraction of negative and positive integers.
 - Model subtraction of negative and positive integers on a number line.
 - Distinguish between difference and the absolute value of a difference.
 - Modify existing strategies to find sums and differences of integers to rational numbers (fractions and decimals)
-
- Additive inverses (*Zero Sums*) sum to zero.
 - The difference measures that **space** and **direction** between two numbers.
 - The absolute value of a difference measures the **distance** between two numbers.
 - $p - q$ is equivalent to $p + (-q)$
 - **Write a real world story to represent a problem**
 - **Explain the reasoning behind their answer**
 - **Justify their answers to the problem**
 - **Recognize the relationship and label mixed numbers on an integer number line**

Lesson 1 (1)

CO: Explain why additive inverses sum to zero

LO: Use comparison words *i.e. "opposites, equidistant"* to define additive inverses.

Lesson 2 (2)

CO: Model addition of negative and positive integers on a number line.

LO: Use examples to prove that two addition problems are equivalent.

Lesson 3 (3)

CO: Model addition of negative and positive integers on a number line.

LO: Create number sentences that explain addition using the word "sum."

Lesson 4 (4)

CO: Develop rules for the addition of integers.

LO: Use comparison words (*i.e. "is bigger than..."*) to compare the absolute value of two addends.

Mid-Unit Test

Can be separate day or not.

Lesson 5 (5) - NEEDS EDITING

CO: Develop rules for the relationship between subtraction and addition of integers.

LO: Use real-life examples to show that subtraction is "taking away" a value.

Lesson 6 (6) - NEEDS EDITING

CO: Distinguish between difference and the absolute value of a difference.

LO: Use paraphrasing to explain the distance formula in your own words.

Lesson 7 (6) Subtraction Fluency P.77, Example 3 (Lesson 4) - This needs a LESSON PLAN & HW!

CO: Model subtraction of negative and positive integers on a number line.

LO: Use examples to demonstrate that subtraction is the inverse operation of addition.

Lesson 8 (7)

CO: Modify existing strategies to find sums and differences of integers to rational numbers.

LO: Use the adverb "therefore" to determine the direction to move on a number line.

Lesson 9 (7) Exercise 5 & HW, Math Stories 7.1.1 on GoFormative

<http://goformative.com/dashboard/assignments>

CO: Modify existing strategies to find sums and differences of integers to rational numbers

LO: Use real-world examples to identify "subtraction" and "addition" words.

Lesson 10 (8)

CO: Modify existing strategies to find sums and differences of integers to rational numbers.

LO: Use similes to explain how a rational number can be broken up into parts.

Lesson 11 (9)

CO: Modify existing strategies to find sums and differences of integers to rational numbers.

LO: Use Mathematical verbs to explain each step of a rational number addition/subtraction problem.

End-of-Unit Test

End-of-Unit Performance Task

 [Engage NY lessons in parentheses](#)

 [7.1.4rational numbers.docx](#)

Resources

Writing Language Objectives:

<http://carla.umn.edu/cobaltd/modules/curriculum/formula.html>

Unit 1 Lesson Plans

[7.1.1.docx](#)

[7.1.2.docx](#)

[7.1.3.docx](#)

[7.1.4.docx](#)

[7.1.5.docx](#)

[7.1.6.docx](#)

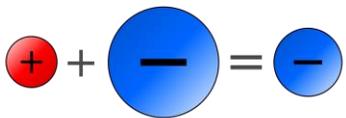
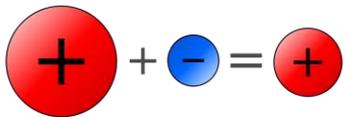
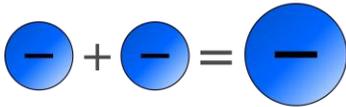
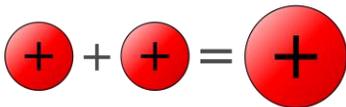
[7.1.7.docx](#)

[7.1.8.docx](#)

[7.1.9.docx](#)

[7.1.10.docx](#)

[7.1.11.docx](#)



[2000px-AdditionRules.svg.png](#)