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| **Subject:** ELA | **Unit Title:** Sequencing through Unique - States of Matter | **Dates of Instruction:** January 2019 |
| **Unit Overview:** Both Unique middle school and high school stories focus on physical science: the states of matter. The stories begin with an introduction to matter including what matter makes up and what changes to matter. Then, each chapter will focus on different materials, such as glass, plastic, paper, and metal, in order to see how those objects can be recycled and how they change during the process of recycling. While investigating different physical and chemical changes to matter, students are sequencing the steps to recycle different items that we use every day. | | |
| **Standards:**  EE.RI.6.2 Determine the main idea of a passage and details or facts related to it  EE.RL.6.10 Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.  EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.  EE.RI.9-10.2 Determine the central idea of the text and select details to support it.  EE.RI.9-10.10 Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.  EE.W.9 -10.2 Write to share information supported by details. | | |
| **Vocabulary:** Changes, recycle, aluminum, glass, plastic, paper, metal, matter, shape, solid, liquid, gas *(visuals on pages 463 – 470)* | | |
| **H.O.T.Q:** | | |
| *1- Remembering*  What is the definition of (recycle, matter, etc.)?  Locate the (solid, liquid, gas or the glass, paper, metal). | *2 – Understanding*  Give me an example of matter.  Give me an example of a recyclable item. | *3 – Applying*  What would happen if you didn’t follow the sequence for recycling?  How would you use what you learned today at home? |
| *4 – Analyzing*  Why do you think we recycle?  What are other ways to help the planet (besides recycling)? | *5 – Evaluating*  What would you choose: to recycle or not to recycle?  Do you think recycling is a good or bad thing? | *6 – Creating*  What would you change to make recycling better/easier?  If you were home or at work, what would you have done with your empty soda can, pizza box, etc.? |
| **Learning Targets – I can...** | **Suggested Instructional Activities:** | **Suggested Assessments:** |
| Before reading chapter:   1. Recall prior knowledge. 2. Predict what the story will be about. 3. Label the title and author. 4. Point/match symbols from the story. 5. Define story vocabulary.   After reading chapter:   1. Label items/symbols from the story. 2. Name a person and place from the story. 3. Identify the main idea. 4. List the supporting details. 5. Answer “WH” questions about the story. 6. Summarize the story. 7. Relate chapters topic to personal life events. 8. Use “in the beginning, then and at the end” to sequence events/key details form the story. 9. Critique the story (like/dislike and why) 10. Compare/connect the story to past/personal experiences. 11. Categorize items as either solid, liquid, gas or plastic, metal or paper. 12. Sequence the steps to recycle the material from the chapter.   After Story:   1. Construct a list of recyclable items 2. Create a sequence of steps I use/follow to recycle at school, home or work. 3. Design a display (project) to present to my peers. 4. Critique my peers project, with compliments and helpful feedback. | * Pop popcorn to show the 3 states of matter (popcorn can’t be eaten by students) * Solid, liquid, gas scavenger hunt – walk around classroom or the building in order to find items for all 3 states of mater * Make a fruit salad (pages 125 – 128) - shows how things can “change” after cut * Make and use homemade glass cleaner (pages 253 – 260) - cleaner is a liquid, glass is a solid, and it shows how to spend less money. * Use real objects to sort – do they go in the garbage or recycle bin? * Do an art project made of different recycled items * Practice the skills that happen to different items while they are being recycled: such as shredded, cut, rolled, caps removed, cleaned, rinsed, pieced together, etc. | * Informal Questioning (H.O.T. Q’s) * Checklists – self or peer to peer * Have students correct peers work * Exit ticket (individual) * Project * Project presenting rubric |
| **SANDI/Focus Skill:** Sequencing | | |
| *Level One:*  Looks at or turns toward a familiar person (Re. 1)  Visually follows a familiar person for 5 seconds (Re. 7)  Visually follows object for 5 seconds (Re. 8)  Shows interest in an object for 1 min (Re. 10)  Connects objects with familiar events (Re. 14)  Responds to environmental cues (Re. 15)  Connects spoken words with familiar events (Re. 16)  Turns pages of a book one at a time (Re. 24)  Completes an ABAB puzzle (Re. 28)  Holds and explores an object (Wr. 3)  Picks up small objects (Wr. 6)  Uses hand/eye coordination to place items in a container (Wr. 10)  Follows left to right sequence when writing (Wr. 13)  Recognizes and reacts to familiar sounds (CD. 7)  Responds to simple requests (CD. 16)  Follows 5 one-step directions (SE. 27)  Gives items to people in a group (Ma. 10)  Makes sets of items (Ma. 11)  Orders items according to characteristic (Ma. 13)  Writes numbers in proper sequence (Ma. 21) | *Level Two:*  Matches symbols/pictures to activities (Re. 29) Follows a daily schedule (Re. 30, 78) Re-tells a story (Re. 36) Recites the alphabet (Re. 48. 49) Names letters (Re. 50, 51) Follows instructions to perform actions (Re. 66) Completes/Extends an ABC puzzle (Wr. 28) Sequences picture cards left to right (Wr. 36) Writes/dictates events about things that happened (Wr. 38, 45-47) Performs actions to comply with directions (CD. 38) Takes turns during structured group activity (SE. 35) Completes a set of activities independently using visual cues (SE. 43) Shows 1:1 correspondence using 5 identical sets of real objects (TE.4) Completes a multi-step classroom job (TE. 6) Follows picture/word schedule to complete tasks in a work system (TE. 8) Follows safety rules (TC. 18) Identifies today, yesterday, and tomorrow (Ma. 71) | *Level Three:*  Describes sequence of a text (Re. 79) Sequences pictures to show events of a story including beginning, middle, end Assembles a model with directions (Re. 87) Writes based off story starter (Wr. 48) Writes an opinion piece (Wr. 57) Writes 3 paragraph letter (Wr. 60) Performs actions to comply with directions (CD. 56) Participates in conversations with peers (CD. 57) Recounts events to a peer (CD. 65) Uses if/then to support an argument (CD. 68) Gives multi-step directions to get around location (CD. 75) Gives sequential steps for a task (CD. 80) Identifies personal goal with steps/describes progress made toward a personal goal (SE. 73, 74) Completes a multi-step assembly/packaging routine (TE. 15) Identifies start times of events (Ma. 84) Extends ABAB pattern using symbols (Ma. 86) |