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| **Date:** March 10, 2014 |
| **Big Picture(s):**Students will be able to use their Internet skills to complete activities and assignments.Students will be able to use their computer skills to create websites or presentations.Students will be able to use their communication and typing skills to share their knowledge and experiences.Students will be able to use their research skills to find photos for their websites or presentations.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Keyboard Skills**BE.O.BCA1.3.2 -- increase keyboarding speed and accuracy.**Word Processing Skills**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.**Presentation Skills**BE.O.BCA1.7.2 -- perform basic presentation functions to create, format, edit, save, and print a presentation.**Internet Skills**BE.O.BCA1.8.3 -- use efficient navigational techniques.BE.O.BCA1.8.4 -- integrate Internet information into software applications.**Software Integration Skills**BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.BE.O.BCA1.9.3 -- proofread and revise assigned projects to produce correct final output.**21st Century Learning Skills**BE.O.BCA1.12.1 -- search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.2 -- create information for oral, written, and multimedia communications, adhering to copyright laws. BE.O.BCA1.12.5 -- exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community. BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, data projector, desktop computers, Internet Explorer, and Microsoft PowerPoint |
| **Procedures:****Starter:** Silent, sustained reading (10 minutes).**Activity 1:** Students will continue creating a Microsoft PowerPoint presentation about life in West Virginia (60 minutes).**Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes). |
| **Assessment:** Teacher observation, Microsoft PowerPoint presentations, and 3-2-1 answers |

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| **Date:** March 11, 2014 |
| **Big Picture(s):**Students will be able to use their Internet skills to complete activities and assignments.Students will be able to use their computer skills to create websites or presentations.Students will be able to use their communication and typing skills to share their knowledge and experiences.Students will be able to use their research skills to find photos for their websites or presentations.Students will be able to discuss what they learned and ask for further clarification when necessary. |
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| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, data projector, desktop computers, Internet Explorer, and Microsoft PowerPoint |
| **Procedures:****Starter:** Silent, sustained reading (10 minutes).**Activity 1:** Students will continue creating a Microsoft PowerPoint presentation about life in West Virginia (60 minutes).**Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes). |
| **Assessment:** Teacher observation, Microsoft PowerPoint presentations, and 3-2-1 answers |

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| **Date:** March 12, 2014 (the girls basketball team will play in the state tournament) |
| **Big Picture(s):**Students will be able to use their Internet skills to complete activities and assignments.Students will be able to use their computer skills to create websites or presentations.Students will be able to use their communication and typing skills to share their knowledge and experiences.Students will be able to use their research skills to find photos for their websites or presentations.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Keyboard Skills**BE.O.BCA1.3.2 -- increase keyboarding speed and accuracy.**Word Processing Skills**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.**Presentation Skills**BE.O.BCA1.7.2 -- perform basic presentation functions to create, format, edit, save, and print a presentation.**Internet Skills**BE.O.BCA1.8.3 -- use efficient navigational techniques.BE.O.BCA1.8.4 -- integrate Internet information into software applications.**Software Integration Skills**BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.BE.O.BCA1.9.3 -- proofread and revise assigned projects to produce correct final output.**21st Century Learning Skills**BE.O.BCA1.12.1 -- search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.2 -- create information for oral, written, and multimedia communications, adhering to copyright laws. BE.O.BCA1.12.5 -- exhibit ethical behavior and positive leadership while working collaboratively in the school and/or community. BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, desktop computers, Internet Explorer, and Microsoft PowerPoint |
| **Procedures:****Starter:** Silent, sustained reading (10 minutes).**Activity 1:** Students will take turns reviewing each other’s websites and presentations, offering suggestions to improve the final product. Students will return to their computers and make the revisions before submitting it to the teacher for grading (50 minutes).**Activity 2:** Students will share their Microsoft PowerPoint presentations about life in West Virginia (20 minutes).**Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes).**Note:** Activities 1 and 2 will be delayed until Thursday if student attendance is low because of the girl basketball team’s game in the state tournament. |
| **Assessment:** Teacher observation, Microsoft PowerPoint presentations, peer evaluations, and 3-2-1 answers |

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| **Date:** March 13, 2014 |
| **Big Picture(s):**Students will be able to use their Internet skills to complete activities and assignments.Students will be able to use their typing and writing skills to share their thoughts and opinions.Students will be able to make text-to-self, text-to-text, and text-to-world connections.Students will be able to answer reading comprehension questions.Students will be able to cite textual evidence.Students will be able to compare and contrast.Students will be able to improve their vocabulary.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Keyboard Skills**BE.O.BCA1.3.2 -- increase keyboarding speed and accuracy.**Word Processing Skills**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.BE.O.BCA1.4.3 -- employ word processing features to format documents and use templates.**Internet Skills**BE.O.BCA1.8.3 -- use efficient navigational techniques.**Software Integration Skills**BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.**21st Century Learning Skills**BE.O.BCA1.12.1 -- search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, data projector, desktop computers, Adobe Acrobat, Internet Explorer, and Scholastic Scope magazines |
| **Procedures:****Starter:** Silent, sustained reading (10 minutes).**Activity 1:** In a whole-class setting, teacher and students will read the paired texts at <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction.pdf> (20 minutes).**Activity 2:** Students will work in pairs to complete the following assignments (50 minutes):1. <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction-FeaturedSkill-CompareContrast.pdf>
2. <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction-CloseReading.pdf>
3. <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction-Vocabulary.pdf>

**Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes). |
| **Assessment:** Teacher observation, Scholastic Scope assignments, and 3-2-1 answers |

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| **Date:** March 14, 2014 |
| **Big Picture(s):**Students will be able to use their Internet skills to complete activities and assignments.Students will be able to use their typing and writing skills to share their thoughts and opinions.Students will be able to make text-to-self, text-to-text, and text-to-world connections.Students will be able to answer reading comprehension questions.Students will be able to cite textual evidence.Students will be able to compare and contrast.Students will be able to respond to a writing prompt with their opinions and facts to support their opinions.Students will be able to discuss what they learned and ask for further clarification when necessary. |
| **Content Standards and Objectives:****Keyboard Skills**BE.O.BCA1.3.2 -- increase keyboarding speed and accuracy.**Word Processing Skills**BE.O.BCA1.4.2 -- perform basic word processing functions to create, format, edit, save, and print documents.BE.O.BCA1.4.3 -- employ word processing features to format documents and use templates.**Internet Skills**BE.O.BCA1.8.3 -- use efficient navigational techniques.**Software Integration Skills**BE.O.BCA1.9.2 -- prioritize and complete assigned tasks using integrated software.**21st Century Learning Skills**BE.O.BCA1.12.1 -- search online using a range of technology tools and media to access relevant information needed for problem solving.BE.O.BCA1.12.6 -- model legal and ethical behaviors in the use of technology. |
| **DOK Levels:** 1, 2, 3, and 4 |
| **Materials:** dry-erase board, data projector, desktop computers, Adobe Acrobat, Internet Explorer, and Scholastic Scope magazines |
| **Procedures:****Starter:** Silent, sustained reading (10 minutes).**Activity 1:** Teacher and students will review the paired texts from the previous day (10 minutes).**Activity 2:** Students will work in pairs to complete the following assignments (30 minutes):1. <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction-InteractiveQuiz.pdf>
2. <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction-NonfictionElements-MoreScaffolding.pdf>

**Activity 3:** Students will go to <http://www.readwritethink.org/files/resources/interactives/venn_diagrams/> to make a Venn diagram about the water crisis from the chemical spill and the power outage from the derecho. This will be used next week when students will write an argumentative essay about which was worse to endure, the water crisis from the chemical spill or the power outage from the derecho, and why? (30 minutes)**Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes). |
| **Assessment:** Teacher observation, group discussion, Scholastic Scope assignments, Read-Write-Think Venn diagrams, and 3-2-1 answers |