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| **Date:** March 17, 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:** Students will read the paired texts at <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction.pdf>. If students prefer a hard copy of the magazine, the March 2014 issues are on the table in the center of the room (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 18, 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:** Students will review the paired texts from the previous day at <http://scope.scholastic.com/resource/uploads_scope/issues/030114/pdfs/SCOPE-030114-Nonfiction.pdf>. If students prefer a hard copy of the magazine, the March 2014 issues are on the table in the center of the room (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 [www.wordle.net](http://www.wordle.net) or [www.tagxedo.com](http://www.tagxedo.com) to make a word cloud about the water crisis from their perspective. They must use at least 25 words or phrases (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, Wordle or Tagxedo word clouds, and 3-2-1 answers |
| **Date:** March 19, 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 respond to a writing prompt with their opinions and facts to support their opinions.  Students will be able to compare and contrast.  Students will be able to use their speaking and listening skills to share their thoughts and 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:** 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 later this 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 (35 minutes).  **Activity 2:** Students will do a Think-Pair-Share activity in which they meet with a partner to discuss their entries on their Venn diagrams, comparing and contrasting their answers and sharing ideas and observations with each other. They will rotate every five minutes until they have partnered with each of their classmates (35 minutes).  **Closer:** Students will complete their 3-2-1 answers as their exit slips (10 minutes). |
| **Assessment:** Teacher observation, Read-Write-Think Venn diagrams, student conversations, and 3-2-1 answers |

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| **Date:** March 20, 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 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, Internet Explorer, and Microsoft Word |
| **Procedures:**  **Starter:** Silent, sustained reading (10 minutes).  **Activity 1:** Using their word clouds and Venn diagrams, students will begin writing 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)  **Activity 2:** Students may take a brain break by visiting [www.channelone.com](http://www.channelone.com) or [www.sumdog.com](http://www.sumdog.com). They also can look at some of the old yearbooks (10 minutes).  **Activity 3:** Using their word clouds and Venn diagrams, students will continue writing 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, argumentative essays, and 3-2-1 answers |

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| **Date:** March 21, 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 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, Internet Explorer, and Microsoft Word |
| **Procedures:**  **Starter:** Silent, sustained reading (10 minutes).  **Activity 1:** Using their word clouds and Venn diagrams, students will continue writing 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).  **Activity 2:** Students may take a brain break by visiting [www.channelone.com](http://www.channelone.com) or [www.sumdog.com](http://www.sumdog.com). They also can look at some of the old yearbooks (10 minutes).  **Activity 3:** Using their word clouds and Venn diagrams, students will finish writing 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, argumentative essays, and 3-2-1 answers |