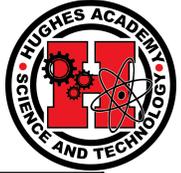


UNIT Learning Target: Theme 5 City Sights

Please utilize your [GCSD Instructional Protocol](#) when creating units and lessons.



	<p>Academic & Content Vocabulary</p> <p>1-What content vocabulary do students need to know and use to understand key skills/concepts?</p>	<p>Learning Target</p> <p>1-What should students know? 2-What should students be doing? 3-How will students be assessed?</p>	<p>Instructional Delivery</p> <p>Questions to guide your planning:</p> <p>1-What are students doing? (not what the teacher is doing)</p> <p>2-What strategies will be used to move all students towards mastery?</p> <p>3-What potential learning barriers may exist during the lesson? What are the Bell Work (review of prior lessons) Activating Strategy (should relate to the new lesson. This is the “hook” for the new lesson) Guided Practice</p> <p>Independent Practice</p> <p>Closing</p>	<p>Assessment Strategies/ Evidence of Learning:</p> <p>Questions to guide your planning:</p> <p>1-How will I know if students have learned what is being assessed?</p> <p>2-How will I respond when some students do not learn?</p> <p>3-How will I extend the learning for students who are already proficient?</p>

<p>Mon. 3/24</p> <p>Convey</p>	<p>long vowels short vowels segment syllables</p> <p>me, sock, be , ded, no men so not cv words cvc words</p>	<p>I can use reading strategies to decode words. (Short and long vowels and multisyllable words)</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy: Read a list of words and identify why they are categorized together (long or short vowels).</p> <p>Direct Instruction: TE 136</p> <p>Guided Practice: . TE 137 - New Friend with a partner</p> <p>Independent Practice: Record a reading of meet Jo</p> <p>Closing: Review Reading strategies to read words</p>	<p>How will I know if students have learned what is being assessed?</p> <p>I will evaluate students' understanding through their completed charts and welcome signs.</p> <p>How will I respond when some students do not learn?</p> <p>For students who struggle, I will provide targeted support during guided practice by offering additional examples and one-on-one assistance.</p> <p>How will I extend the learning for students who are already proficient?</p> <p>For proficient students, I will encourage them to delve deeper by researching unique aspects of their assigned city, such as historical significance or cultural influences.</p>
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<p>Tue 3/25</p> <p>Convey</p>	<p>Academic Vocabulary</p> <p>High Frequency words:</p> <p>city, by, her, animals, down, above, sometimes, come</p> <p>people</p> <p>under</p>	<p>I can use my skills to understand a newspaper article by answering questions</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy:</p> <p>Discuss different types of reading: and Why we have the different types of reading</p> <p>Direct Instruction: Remind students to use text features and review summarizing skills</p> <p>Guided Practice: .Review with students what they will read about Met Jo.</p> <p>Independent Practice:</p> <p>Read the article and answer questions SEL 138 - 139</p> <p>Closing: Why use strategies when reading?</p>	<p>Assessment Strategies/Evidence of Learning:</p> <p>1. Students will submit their completed graphic organizers, which will be evaluated for the inclusion of at least three main ideas and supporting details</p> <p>2.Differentiated Instruction: Provide targeted support through small group instruction or one-on-one conferences to address individual needs. Use varied instructional strategies</p> <p>3. The students who demonstrate proficiency, I will encourage them to explore more complex themes of gratitude by connecting their ideas to broader concepts, such as community or cultural gratitude.</p>
<p>Wed 3/26</p> <p>Convey</p>	<p>Academic Vocabulary:</p> <p>Contractions Pronoun-Verb</p>	<p>I can use the correct pronoun verbs contractions in sentences.</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy: Identify pronouns and verbs</p> <p>Direct Instruction: TE 140</p> <p>Guided Practice: .140 (1-6)</p> <p>Independent Practice: 140 (7-12)</p> <p>Closing: Have students read sentences out loud.</p>	<p>Assessment Strategies/ Evidence of Learning:</p> <p>Questions to guide your planning:</p> <p>1-How will I know if students have learned what is being assessed? Students will demonstrate their understanding through the creation of effective interview questions and their performance during the mock interview.</p> <p>2. If I identify that some students are struggling to grasp the concepts, I will provide targeted support by offering additional one-on-one or small group instruction.</p> <p>3.For students who demonstrate proficiency, I will offer extension activities such as developing a comprehensive interview guide that includes advanced questioning techniques and strategies for handling difficult interview scenarios.</p>

<p>Thu 3/27</p> <p>Convey</p>	<p>Academic Vocabulary:</p> <p>City Map Scale Symbol Map title key</p>	<p>I can text features of a map to find information on the map</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy: Show pictures of maps and ask students to identify them.</p> <p>Direct Instruction: Present a map and have students label and read the map.</p> <p>Guided Practice: .Have students listen to the article and complete the chart.</p> <p>Independent Practice: Student will answer questions to check for understanding</p> <p>Closing: Have students review their answers.</p>	<p>Assessment Strategies/ Evidence of Learning:</p> <p>Questions to guide your planning:</p> <p>1-How will I know if students have learned what is being assessed?</p> <p>2-How will I respond when some students do not learn?</p> <p>3-How will I extend the learning for students who have the skill?</p>
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<p>Fri. 3/28</p> <p>Convey</p>	<p>Academic Vocabulary</p>	<p>I can review for unit 5</p> <p>Phonics and decoding</p> <p>spelling</p> <p>high frequency words</p> <p>regular past tense verbs and contractions</p> <p>words about neighborhood and locations</p> <p>Key vocabulary: buildings, live, neighborhood, store, town</p>	<p>Bell Work:</p> <p>Activating strategy: Identify reading and vocabulary strategies.</p> <p>Direct Instruction: Play booklet or Gamekit to identify skills for the test.</p> <p>Guided Practice:</p> <p>Independent Practice:</p> <p>Closing:</p> <p>There is and there are video: https://youtu.be/quGYr95JkEw?si=xOxx7bHy4UAKhHxO</p>	<p>Student will complete Module I will provide feedback via Google Classroom.</p> <p>1-How will I know if students have learned what is being assessed?</p> <p>2-How will I respond when some students do not learn?</p> <p>3-How will I extend the learning for students who are already proficient?</p>
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