

UNIT Learning Target: Theme 4 Numbers Count

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. 2/24</p> <p>infer</p>	<p>Classify – to arrange or organize by categories Categorize – to place things into groups based on shared characteristics</p> <p>Identify – to recognize and name Observe – to look at carefully in order to gather information Analyze – to examine in detail Record – to write down information systematically Organize – to arrange in a structured way Distinguish – to recognize differences Compare – to examine similarities and differences Sort – to arrange based on specific criteria</p>	<p>I can work in collaborative teams to categorize things they see, things to do, and places to go in a selected city and create a welcome sign.</p> <p>Standard 1: Social and Instructional Language</p> <p>Students will engage in collaborative discussions, using appropriate social and instructional language to communicate their ideas effectively while working in teams.</p> <p>Standard 4: The Language of Science</p> <p>While not directly related to a science topic, students will be gathering and synthesizing information about their cities, applying research skills that are relevant across disciplines.</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy:</p> <p>Directly teach the categories: things to see (landmarks), things to do (activities), and places to go (restaurants, parks).</p> <p>Discuss how to gather information from various sources (internet, books, personal experience).</p> <p>Anticipate the misconception: Students may think all cities are the same; clarify that each city has unique features.</p> <p>Encourage students to think critically about what makes each city special.</p> <p>Direct Instruction:</p> <p>Guided Practice: .</p> <p>Walk around to monitor group discussions, providing scaffolding questions such as: “What are the main attractions in your city?” “How do you think tourists would describe your city?”</p> <p>Independent Practice:</p> <p>Set expectations for collaboration: all group members must contribute to the sign.</p> <p>Closing:</p> <p>Each group presents their welcome sign to the class.</p> <p>Use the QSSSA (Question, Signal, Support, Share, Assess) strategy to engage the audience during presentations:</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 2/25</p> <p>Infer</p>	<p>Academic Vocabulary</p> <p>in, on, by, near, above, over, below,</p> <p>under, next to beside, between down behind in back of</p>	<p>I can ask for and give directions to a location in a city using appropriate phrases and vocabulary.</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy: Engage students by asking: “Have you ever needed to ask for directions? What did you say?” Give students a card and ask them to tell me what they see.</p> <p>Direct Instruction: https://docs.google.com/presentation/d/1E-Jxnwrau_9z_B6pOt8UadW3dnGCKEJM/edit#slide=id.p1</p> <p>Guided Practice: . TE 126 Location Words Booklet: Prepositional words Booklet: Prepositional words</p> <p>Independent Practice: Student pg 71 Closing: QSSSA</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 2/26</p> <p>Infer</p>	<p>Academic Vocabulary:</p> <p>hardware store sign bus station bus hospital ambulance post office flag mailbox library fire station fire engine police station patrol car intersection stop sign crosswalk gas station</p>	<p>I can use neighborhood words in a community to ask and give information.</p>	<p>Bell Work: Lexia English/</p> <p>Activating strategy: Begin with a discussion about students' neighborhoods. Ask, “What are some important places in your neighborhood?”</p> <p>Show photos of various neighborhood locations to generate interest and prompt discussion.</p> <p>Engage students by asking: “What do you like most about your neighborhood?”</p> <p>Direct Instruction:</p>	<p>Assessment Strategies/ Evidence of Learning:</p> <p>Questions to guide your planning: 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</p>

	<p>car gas pump store parking lot</p>		<p>TE 127 Build a question and answer, pausing to describe what you do at each step. Say: I will ask for information about the library. I look at the picture of the library and write a question. In the sentence with a question mark. Then I write an answer to give information. The picture shows children, so I write: Children are in front of the library. Write the sentence ask: Is this answer a statement or a question? It is a statement , so I end it with a period.</p> <p>Guided Practice: . Who, What, Where , Why, When and How. Provide students with a community point.</p> <p>Independent Practice: TE 72 Closing: QSSSA Q: Question What questions can you ask someone about their neighborhood?</p> <p>S: Signal Raise your hand when you think of a question you want to share with the class.</p> <p>S: Support Provide sentence frames for students to use:</p> <ul style="list-style-type: none"> · "Where is the _?" · "Can you tell me about the _ in your neighborhood?" <p>A: Assess After students share their questions, have peers respond using the vocabulary. You can assess understanding by asking students to:</p> <ul style="list-style-type: none"> · Respond with an answer using a complete sentence. · Include at least one neighborhood word in their response. 	<p>activities such as developing a comprehensive interview guide that includes advanced questioning techniques and strategies for handling difficult interview scenarios.</p>
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<p>Thu 2/27</p> <p>Infer</p>	<p>toy store pet shop book store music store restaurant clothing store florist jewelry store information booth bench trash escalator</p>	<p>I can use neighborhood words in a mall to ask and give information.</p>	<p>Bell Work: Lexia English/ Activating strategy: Present community pictures to students. Have students identify the community location and tell what happens there.</p> <p>Direct Instruction: Tell the students what you do in the pet store.</p> <p>Guided Practice: . TE 128</p> <p>Independent Practice: Complete a close read about a community member. Using a word bank to complete the sentences.</p> <p>Closing: QSSSA</p>	<p>Assessment Strategies/ Evidence of Learning: Questions to guide your planning: 1-How will I know if students have learned what is being assessed? 2-How will I respond when some students do not learn? 3-How will I extend the learning for students who have the skill?</p>
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<p>Fri. 2/28</p> <p>Infer</p>		<p>I can use regular past tense verbs</p>	<p>Bell Work: Lexia English/ Activating strategy: rEVEIW vERBS gIVE STUDENTS A SET OF WORDS AND ASK THEM HOW ALL THEY ALL THE SAME. -tHEY ARE IN THE PAST</p> <p>Direct Instruction: TE pg 129</p> <p>Guided Practice: . ST 73</p> <p>Independent Practice: St 74 Closing: QSSSA</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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