

Subject: Language Arts: Special Ed 4th grade

Unit: Sleeping Ugly

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Reading Process:

1. I can read for enjoyment (set purpose). (Metacognitive, Evaluate)
2. I can prove that I understand what I've read by answering different types of questions. (Procedural, Evaluate)
3. I can make an educated guess (prediction) by using information from the text. (Factual, Create)
- *4. While reading a passage, I can look back, summarize, or reread as needed so that I understand what I've read. (Metacognitive, Evaluate)
- *5. I can compare two characters using information from the text. (Analyzing)

Vocabulary:

- *1. I can use different tools (dictionaries, thesauruses, glossaries, technology, footnotes and sidebars) and strategies to figure out what a word means and how to say it. (Factual, Analyze)
2. I can identify synonyms, antonyms, homophones and homographs. (Remembering, Understanding)

Reading Applications:

1. I can explain the relationship between cause and effect. (Metacognitive, Analyze)
- *2. I can sequence the main events of the story. (Understanding, Factual)
3. I can determine the theme of the story. (Analyze)
4. I can identify and explain the characteristics of the literary genre fantasy. (Remembering)

What are the Big Ideas that go with this unit?

1. Good readers use different strategies to help them understand what they read.
2. Good readers use a variety of sources outside context to get the meaning of words or phrases.
3. Good readers make predictions and connections to help them understand what they read.

What are the Essential Questions that go with this unit?

1. How can you use a reading strategy to help you understand a reading passage?
2. How can you figure out an unknown word or phrase?
3. How can you predict an outcome based on text connections?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

***The learning targets will be communicated through “I Can” statements as well as posted in the room and communicated daily through activities and lessons.**

Strategies for making learning targets clearer to students

- 1. Share the Big Ideas and Essential Questions at the beginning and throughout the unit.**
- 2. Share the grade level indicator with the students throughout the unit.**
- 3. Reflect what they have learned through an exit slip.**

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

1. compare and contrast graphic organizer
2. summary organizer: somebody, wanted, but, so, finally
3. daily writing journal for predictions and vocabulary
4. show examples of strong and weak work: journals, graphic organizers

What summative assessments will we use? (Graded, evaluative assessments)

1. 5 Ws descriptive writing
2. 3 wishes writing
3. The important parts handout

Olmsted Falls Schools: Unit Design Framework
Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

- 1. Play the fairy tale guessing game**
- 2. Play Tic Cat Toe for categorizing vocabulary**
- 3. Play Target Game to practice synonyms, antonyms, and rhyming words**
- 4. Using vocabulary from the story, predict what the story is going to be about.**
- 5. Read and predict outcomes in daily journal**
- 6. Read and answer questions throughout each section of the story**
- 7. Compare the two main characters using venn diagram organizer**
- 8. Write a descriptive paragraph about your three wishes**
- 9. Summarize the story using the somebody wanted but so organizer**
- 10. Using the 5Ws, describe what is going on in the story**