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| **Wilcox**  **SNOW**  **SMART  DAYS** | **Where Am I Going?**  **Communicating with Students** | **Where Am I Now?**  **Using Assessment** | **How Will I Get There?**  **Instruction: Culture of Learning, Communicating with Students, Questioning/Discussion; Engaging Students in Learning** | |
| **Identify Learning Targets**  **(1C)** | **Formative /**  **Summative Feedback**  **(1F)** | **Critical Vocabulary** | **Instructional**  **Strategies & Resources**  **(Hinge Point, High Impact: Effect Size .4 or higher, preferably .7 or higher)** | |
| **Day 1** | **Science:**  ESS2.1A I can explain how wind and water change the land?  **Reading:**  RI.2.6 I can determine the main idea and details of a text.  **Language:**  L.2.4a  I can determine the meaning of a word or phrase by using context clues.  **Math:**  2.OA.1  I can use addition and subtraction within 100 to solve one and two step word problems. | F:  The teacher will check for understanding of content according to answer sheet.  F:  The teacher will check for examples of details from the text in student answers.  F:  The teacher will check vocabulary matrix for accuracy and the clues used from the text to find meaning.  F:  The teacher will check that students used strategies to solve the problems correctly. | weathering  erosion  slow  rapid  earthquake  volcanic eruptions  plate tectonics  main idea  details  context clues  meaning  Addition  Subtraction  Difference  sum | 1. Read the informational text It’s Raining, It’s Pouring! 530L to learn how **weather can change the land**.  2. Answer the questions. Prove your answer by using **details from the text**. Write in complete sentences and complete multiple choice questions.  **Questioning .48**  3. Complete a vocabulary matrix for words from in the text. Use the information from the text to determine **meaning using context clues**.  Fill in the boxes for each word:  -write the sentence where you found the word  -write what the words means based on what you read  -draw a picture to show meaning  **Non-linguistic representation .75**  4. Apply math skills to science related topic. Students will solve one and two step word problems. |
| **Resources:** It’s Raining, It’s Pouring! 530L, questions for text, vocabulary matrix, word problems |
| **Day 2** | **Science:**  ESS2.1A I can explain how wind and water change the land?  **Reading:**  RI.2.6 I can determine the main idea and details of a text.  **Language:**  L.2.4a  I can determine the meaning of a word or phrase by using context clues.  **Math:**  2.OA.1  I can use addition and subtraction within 100 to solve one and two step word problems. | F:  The teacher will check for understanding of content according to answer sheet.  F:  The teacher will check for examples of details from the text in student answers.  F:  The teacher will check vocabulary matrix for accuracy and the clues used from the text to find meaning.  F:  The teacher will check that students used strategies to solve the problems correctly. | weathering  erosion  slow  rapid  earthquake  volcanic eruptions  plate tectonics  main idea  details  context clues  meaning  Addition  Subtraction  Difference  sum | 1. Read the informational text Big Waves! By Linda Ruggieri 590L to learn how **water can change the land**.  2. Answer the questions. Prove your answer by using **details from the text**. Write in complete sentences and complete multiple choice questions.  **Questioning .48**  3. Complete a vocabulary matrix for words from in the text. Use the information from the text to determine **meaning using context clues**.  Fill in the boxes for each word:  -write the sentence where you found the word  -write what the words means based on what you read  -draw a picture to show meaning  **Non-linguistic representation .75**  4. Apply math skills to science related topic. Students will solve one and two step word problems. |
| **Resources:** Big Waves! By Linda Ruggieri 590L, questions for text, vocabulary matrix, word problems |
| **Day 3** | **Science:**  ESS2.1A I can explain how wind and water change the land?  **Reading:**  RI.2.6 I can determine the main idea and details of a text.  **Language:**  L.2.4a  I can determine the meaning of a word or phrase by using context clues.  **Math:**  2.OA.1  I can use addition and subtraction within 100 to solve one and two step word problems. | F:  The teacher will check for understanding of content according to answer sheet.  F:  The teacher will check for examples of details from the text in student answers.  F:  The teacher will check vocabulary matrix for accuracy and the clues used from the text to find meaning.  F:  The teacher will check that students used strategies to solve the problems correctly. | weathering  erosion  slow  rapid  earthquake  volcanic eruptions  plate tectonics  main idea  details  context clues  meaning  Addition  Subtraction  Difference  sum | 1. Read the informational text Erosion by Rachelle Kreisman 620L to learn how **water can change the land**.  2. Answer the questions. Prove your answer by using **details from the text**. Write in complete sentences and complete multiple choice questions.  **Questioning .48**  3. Complete a vocabulary matrix for words from in the text. Use the information from the text to determine **meaning using context clues**.  Fill in the boxes for each word:  -write the sentence where you found the word  -write what the words means based on what you read  -draw a picture to show meaning  **Non-linguistic representation .75**  4. Apply math skills to science related topic. Students will solve one and two step word problems. |
| **Resources**: Erosion by Rachelle Kreisman 620L, questions for text, vocabulary matrix, word problems |

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| **Connections to Other Disciplines (1A) :**  **Science:** The effects of wind and water on the earth’s surface through extreme weather, earthquakes in the ocean that cause waves called tsunamis, and slow/fast changes called erosion due to water, ice, and wind.  **Reading:** Using the main idea and details in an informational text to answer questions.  **Language:** Using information from the text to give meaning to new words.  **Math:** Solving word problems based on the science topic of changes to land due to wind and water. |

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| **Daily Rotations (1A, 1B, 1E) (brief explanation of what students are doing at each rotation):**  Student will complete a home/self study using an informational text focused on the changes the earth experiences due to water and wind. Students will complete a cycle of  1. Read the text (informational text/science topic)  2. Answer the questions (multiple choice and written using details from the text)  3. Complete a “new word” vocabulary matrix (using context clues)  4. Complete math activity (using knowledge gained about changes to land) |  |
| **Differentiation 1B (Interest, Ability, Readiness):**  Modifications:  -Students will IEPs will have highlighted portions of the text to assist in focusing on the key information  -Students with IEPs will have shortened assignments.  -Parental help is optional according to student needs. Parents may read the text to the student.  -Math problems may be solved by drawing a visual. | |
| **Homework (1A & 1E):** Snow Smart Days Assignment | |
| **Adjustments Made (1F, 3E, 4A):** | |