

Integrated Content Unit Plan Matrix

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| Unit Title: | Literacy and Earth Science |
| Unit "Big Idea" or Focus: The Earth is a big planet that is constantly moving and changing. | Grade Level or Age Range of Students: Unit designed for students with a 1 st -2 nd grade reading level. |
| Unit Learning Goals: The significant content, ideas and skills you want the students to understand (3-5 goals). <ul style="list-style-type: none"> • Students learn about the make-up of the earth, rocks, soil, lava; the layers of the earth. • Students learn about natural disasters that result from the way the earth is constructed. • Students learn about how to protect themselves in an earthquake. • Students learn about how natural disasters affect people. | |

Overview of Lessons in the Unit: Week 1

| Literacy Component & Time | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Interactive Read Aloud | <p>Title: If You Find a Rock Genre: Fiction Objective: Students will begin to think more poetically about the types of rocks they see every day</p> <p>Think Aloud: I am noticing that the author is writing about so many</p> | <p>Title: A Rock is Lively Genre: Non-Fiction Objective: Students will learn new ways to think about rocks.</p> <p>Think Aloud: I see that the author is using a title for each page and describing or using an adjective in each title, "a rock is</p> | <p>Title: Under Ground Genre: Fiction Objective: Students begin to think about soil and what lives there</p> <p>Think Aloud: I am noticing that this book rhymes. And there are so many animals! Lets call out</p> | <p>Title: The Magic School Bus: Inside the Earth Day 1 Genre: Informational Picture Storybook Objective: Students will begin to be curious about what is inside the earth.</p> <p>Think Aloud: I am seeing some words</p> | <p>Title: The Magic School Bus: Inside the Earth Day 2 Genre: Informational Picture Storybook Objective: Review the rock cycle, introduction to volcanoes (to be covered next week) and learn about the layers of the earth.</p> |

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| | <p>things we can do with rocks; skipping them, drawing with them, sitting on them, climbing them, wishing with them. It makes me think of all the things I like to do with rocks.</p> <p>Turn & Talk and/ or Discussion Question: Have you ever picked up or kept a rock or a shell that you have found? I want you to think about it. Can you describe what was special about it to your partner?</p> | <p>huge, and a rock is creative.”</p> <p>Turn & Talk and/ or Discussion Question: Think of your favorite rock from yesterday. If you were to give it a title, My rock is _____, what would it be? Why? Give an example.</p> | <p>the ones we spot. At the end of the book the author gives us a list of them all and a little information.</p> <p>Turn & Talk and/ or Discussion Question: Did you think that so many animals make their homes under the ground? Have you ever found an underground animal home?</p> | <p>that we have already studied! Sedimentary rocks is just one. That is a big word, but I already know what it means because we studied it earlier this week.</p> <p>Turn & Talk and/ or Discussion Question: Where do you think Ms Frizzle is taking her class? What do you think she wants them to learn about?</p> | <p>Think Aloud: Hmmm.. Ms Frizzle and her students are sweating a lot and saying that it is hot. I never thought that it would get hotter the deeper in dug into the earth.</p> <p>Turn & Talk and/ or Discussion Question: Have you ever seen a volcano? In person or on TV? What did it look like? Where was it?</p> |
| READING | <p>Readers Workshop Mini-lesson: Words that use our senses. The author uses many adjectives, or describing words, when telling us about the types of rocks we may find and what we can do with them. Using a Word web students will take a</p> | <p>Readers Workshop Mini-lesson: Self-Questioning. It is important to ask questions as you read because it helps you think more about what you are reading. Examples: Is a rock lively? How is a rock lively?</p> | <p>Readers Workshop Mini-lesson: Author Study. Read the author biography and discuss.</p> <p>Guided Reading Group: Group 2</p> <p>Independent Reading: Encourage</p> | <p>Readers Workshop Mini-lesson: Making Predictions</p> <p>Guided Reading Group: 3</p> <p>Independent Reading: While reading make predictions about</p> | <p>Readers Workshop Mini-lesson: Connection reading material to students’ lives</p> <p>Independent Reading: students will take notes while they read and make connections between</p> |

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| | <p>character from their books and write 3-4 adjectives in the word web for that character.</p> <p>Guided Reading Group: Group 1</p> <p>Independent Reading: Students will read independently from the fiction book box. Using sticky notes they will write down adjectives help them see, hear, smell, taste or feel what the author is writing.</p> <p>Writing About Reading: After reading students will refer to sticky notes to write about a favorite sentence or two that helped them use their senses to understand the author's story. They will write about what it was they liked about that sentence or the way it made them feel in their reader's journal.</p> | <p>Independent Reading: As you read independently today, I want you to write your self-questions on post-it notes.</p> <p>Writing About Reading: Refer to sticky notes and answer two of your questions as best as you can at this point in your reader's journal.</p> | <p>students to read the author biographies in the books they are reading. Or return to books they have read and loved. Take notes on sticky notes.</p> <p>Writing About Reading: Write about surprising things you learned about authors you enjoy reading.</p> | <p>what you think will happen in the books you are reading.</p> <p>Writing About Reading: Did your predictions happen in the story? What did you learn? What surprised you?</p> | <p>the reading and their life.</p> <p>Writing About Reading: Students will write about the connections they made.</p> |
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| <p>WORD STUDY</p> <p>Word Sorts Concept Sorts Letter and Word Games/ Activities Word Webs, Word Maps Posters Word Walls Dictionary Work</p> | <p>Word Sort:</p> <p>Students will sort short vowels a, i, o words and then write 2-4 from each category in their word study notebook.</p> | <p>Dictionary Work:</p> <p>Definitions of Sedimentary rocks, metamorphic rocks and igneous rocks to be included on a poster.</p> | <p>Word sort:</p> <p>Rhyming words sort</p> | | <p>High Frequency Word:</p> <p>Using a dry erase board game templet, students will write in new words from the word wall and play the game in teams of three.</p> |
| <p>WRITING</p> <p>Writer's Workshop Language Experience Approach (LEA) Interactive Writing Writing Books Quickwriting</p> | <p>(Do Science Component before Writing)</p> <p>Interactive writing: Writing a letter</p> <p>Four parts</p> <ol style="list-style-type: none"> 1. Opening Greeting 2. Your letter, what you want to tell 3. Closing Greeting 4. Your name <p>Students: Write a letter to someone telling them about the rocks they</p> | <p>Mini-lesson: Refer to Anchor Chart on Editing: Focus on correcting spelling and capitalization.</p> <p>Teacher will confer with 1-3 students as students write.</p> | <p>Mini-lesson: Refer to Anchor Chart on Editing: Focusing on correcting punctuation.</p> <p>Teacher will confer with 1-3 students as students write.</p> <p>Writers Workshop: Stage 2-3 Drafting and Editing</p> | <p>Mini-lesson: Refer to Anchor Chart on Revising: Focusing on Adding details and Removing unnecessary information.</p> <p>Teacher will confer with 1-3 students as students write.</p> <p>Writers Workshop: Stage 3-4 Editing and Revising</p> | <p>Mini-lesson: How to write an address</p> <p>Teacher will confer with 1-3 students as students write.</p> <p>Writers Workshop: Stage 4-5 Revising and Publishing (write on special "letter" paper in neat handwriting and place in addressed envelopes to be mailed to friend or relative.) Walk to closest mailbox with class to mail letters.</p> |

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| | <p>found from the Guess My Rock Game.</p> <p>Writers Workshop: Stage 1-2 Prewriting (notes from Guess My Rock Game) and Drafting</p> <p>Teacher will confer with 1-3 students as students write.</p> | | | | |
| <p>CONTENT AREA ACTIVITIES</p> <p>(which might include science experiments, hands-on explorations, field trips, model making, etc.)</p> | <p>Connecting Science:</p> <p>Rock Hunt and Guess My Rock Game: Students find rocks and write a description for their partner guesses.</p> | <p>Connecting Science:</p> <p>Circle Diagram Posters for the Rock Cycle- working in pairs</p> <p>Experiment- Rock Candy Day 1: mix ingredients and allow to set-up overnight. Do first steps of Scientific Method worksheet.</p> | <p>Connecting Science:</p> <p>Experiment- Rock Candy Day 2: Observe results of experiment and finish the last steps of Scientific Method worksheet.</p> <p>Experiment-Soil Composition Day 1: Watch Champak World: The Soil Profile- Kids Science Experiments. Watch on the first half.</p> | <p>Connecting Science:</p> <p>Experiment-Soil Composition Day 2: Watch 2nd half of video and observation and finish the last steps of Scientific Method worksheet.</p> | <p>Connecting Science:</p> <p>Make Colored Play Dough Cross-section of the Earth label an accompanying worksheet.</p> <p>Make Jell-O for the Monday's experiment</p> |

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| | | | https://www.youtube.com/watch?v=VeUQeAxJljs Set-up experiment and Scientific Method worksheet first steps. | | |
| OPTIONAL EXTENSION ACTIVITIES | Draw a picture of their favorite rock trying hard to represent the words they used to describe it to their partner. | Bring is some of my rock collection for the students to handle and look at | A video made by a middle school kid about finding crystals in your backyard https://www.youtube.com/watch?v=tNs1gqkYerg https://www.youtube.com/watch?v=oWaTdrIRF5c | Be a Rock Detective: SciShow Kids https://www.youtube.com/watch?v=tNs1gqkYerg | Make dirt pudding cups |
| ASSESSMENT <i>Formative:</i> (what types of assessment will you use throughout the unit?) <i>Summative:</i> (how will you assess the culmination of the unit? Will | Observation of students interaction during Turn and Talk: use sticky notes or voice recorder Running record of "If You Find a Rock" on one focal student from Guided Reading group. Use a rubric to assess if students were able to complete their letters with all four parts. | Observation of students interaction during Turn and Talk: use sticky notes or voice recorder Review students' reader's journal. Using a rubric to assess that all components of rock | Observation of students interaction during Turn and Talk: use sticky notes or voice recorder Running record of one focal student from Guided Reading group. Review students' reader's journal. | Observation of students interaction during Turn and Talk: use sticky notes or voice recorder Running record of one focal student from Guided Reading group. | Observation of students interaction during Turn and Talk: use sticky notes or voice recorder Review students' reader's journal. Using a rubric to assess that all components of the Scientific Method are |

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| there be a final project or piece of student work?) | Review students' reader's journal. | cycle and definitions are included in poster Observation of students during experiment. | Using a rubric to assess that all components of the Scientific Method are included for the experiment. | Review students' reader's journal. Observation of students during experiment. Using a rubric to assess spelling, punctuation and capitalization and completion of letters. | included for the experiment. |
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Overview of Lessons in the Unit: Week 2

| Literacy Component & Time | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Interactive Read Aloud | <p>Title: Earthquakes! Genre: Non-Fiction Objective: Students begin to learn about what an earthquake is and what to do in an earthquake.</p> <p>Think Aloud: This makes me think of times when I felt an earthquake.</p> | <p>Title: If You Lived at the Time of the Great San Francisco Earthquake. Genre: Children's Non-fiction Literature Objective: Students think about how earthquakes affect people.</p> <p>Think Aloud: My goodness, it must have been scary to have</p> | <p>Title: If You Lived at the Time of the Great San Francisco Earthquake. Genre: Children's Non-fiction Literature Objective: Students learn about what life after a devastating earthquake is like.</p> <p>Think Aloud: This makes me think</p> | <p>Title: Eruption! The Story of Volcanoes Genre: Non-fiction Objective: Students begin to learn about volcanoes.</p> <p>Think Aloud: Wow! Volcanoes sound danergous. I wonder if people live near volcanoes.</p> | <p>Title: Pele and Poli'ahu: A Tale of Fire and Ice Genre: Fiction Objective: Students learn about volcano mythology.</p> <p>Think Aloud: These two goddesses don't seem to get along. I wonder what will happen.</p> |

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| | <p>Turn & Talk and/ or Discussion Question: Have you or someone in your family felt an earthquake? What was it like? What did they tell you about it?</p> | <p>woken up to an earthquake at 5 am in the morning!</p> <p>Turn & Talk and/ or Discussion Question: If you lived at this time, what do you think you would be worrying about after the earthquake?</p> | <p>about what I would do if a really big earthquake hit us here.</p> <p>Turn & Talk and/ or Discussion Question: What things in your house would you try to save?</p> | <p>Turn & Talk and/ or Discussion Question: Volcanoes can be bad for people and they can be good. Talk with your partner about how they are hurtful and helpful.</p> | <p>Turn & Talk and/ or Discussion Question: Why do you think each goddess wants to control the island of Hawaii?</p> |
| <p>READING</p> | <p>Readers Workshop Mini-lesson: Differences between fiction and non-fiction books</p> <p>Guided Reading Group:1</p> <p>Independent Reading: Students read books from earth science book box. As they read they read sticky notes about the genre of the book-fiction or non-fiction.</p> <p>Writing About Reading: Students write about the number of fiction and non-fiction</p> | <p>Readers Workshop Mini-lesson: Parts of a book-reading the back cover to get a sense of what a book is about before you read.</p> <p>Guided Reading Group:2</p> <p>Independent Reading: Have students read the back cover or inside flaps before they read a book. They write on sticky notes about what their initial impressions of the book</p> | <p>Readers Workshop Mini-lesson: Summarizing</p> <p>Guided Reading Group:3</p> <p>Independent Reading: After reading a section of a book, students use a stick note to summarize section in one-two sentences.</p> | <p>Readers Workshop Final project-Introduction to "All About " Books: Students choose which group to join; Rocks, Inside the Earth, Earthquakes or Volcanoes. Then create, as a group, an "All About" Book on chosen topic.</p> <p>Pair Reading: Students work within their groups to learn about their topics</p> | <p>Readers Workshop Final project-Introduction to "All About " Books: Students choose which group to join; Rocks, Inside the Earth, Earthquakes or Volcanoes. Then create, as a group, an "All About" Book on chosen topic.</p> <p>Pair Reading: Students work within their groups to learn about their topics</p> |

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| | books they read writing what they liked about reading each genre. | Writing About Reading: In their reader's journal, students write about the notes and what they learned from reading the back covers of books. | | through internet research, Writing About Reading: Write on the "All About" Book pages about what they are learning. | through internet research, Writing About Reading: Write on the "All About" Book pages about what they are learning. |
| WORD STUDY Word Sorts Concept Sorts Letter and Word Games/ Activities Word Webs, Word Maps Posters Word Walls Dictionary Work | Word Map: Given a list of earthquake-related words, students research and fill out a word map worksheet for their chosen word. | High Frequency Words: Do a "Roll and Read" activity on dry erase boards so that students can write in new words from the word wall. | Word Sort: Students will sort short vowels e, u words and then write 2-4 from each category in their word study notebook. | | |
| WRITING Writer's Workshop Language Experience Approach (LEA) Interactive Writing | Mini-lesson: Interactive Writing Mini-lesson: Brainstorming Opinion writing prompt: Why should people live in CA if there are earthquakes here? (What | Mini-lesson: Oreo graphic organizer. Writer's Workshop: Stage 2-3 Drafting and Editing | Mini-lesson: How to think about Audience. Writer's Workshop: Stage 3-4 Editing and Revising | Mini-lesson: Refer to Anchor Chart on Revising: adding details and removing unnecessary information. Writer's Workshop: Stage 4-5 Revising | Mini-lesson: Writer's Workshop: Stage 5 Publishing (sharing on the class website.) |

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| <p>Writing Books Quickwriting</p> | <p>is great about living in CA?)</p> <p>Writer's Workshop: Stage 1-2 Prewriting and Drafting</p> <p>Teacher will confer with 1-3 students as students write.</p> | <p>Teacher will confer with 1-3 students as students write.</p> | <p>Teacher will confer with 1-3 students as students write.</p> | <p>and Publishing (sharing with class)</p> <p>Teacher will confer with 1-3 students as students write.</p> | |
| <p>CONTENT AREA ACTIVITIES</p> <p>(which might include science experiments, hands-on explorations, field trips, model making, etc.)</p> | <p>Connecting Science:</p> <p>Experiment-Build Earthquake-proof Structures:</p> <p>https://www.youtube.com/watch?v=y6FmrOS72EA</p> <p>Watch video and then try! Using marshmallows and tooth picks. Place structures on Jell-O pan and shake to test! Complete an Experiment Scientific Method worksheet.</p> | <p>Connecting Science:</p> <p>Experiment-Volcano in a Bottle</p> <p>https://www.youtube.com/watch?v=Uw8bkc-nR9U</p> <p>Watch video and then make a vinegar volcano. Complete an Experiment Scientific Method worksheet.</p> | <p>Connecting Science:</p> <p>Final project- Introduction to "All About " Books: (to be shortened book as it is the first one they have done)</p> <p>Students choose which group to join; Rocks, Inside the Earth, Earthquakes or Volcanoes. Then create, as a group, an "All About" Book on chosen topic.</p> | <p>Connecting Science:</p> <p>Final project- Introduction to "All About " Books:</p> <p>Students choose which group to join; Rocks, Inside the Earth, Earthquakes or Volcanoes. Then create, as a group, an "All About" Book on chosen topic</p> | <p>Connecting Science:</p> <p>Group Presentation:</p> <p>In groups, student present to the class their "All About " Books and the fun additional facts they learned about their topics.</p> |
| <p>OPTIONAL EXTENSION ACTIVITIES</p> | <p>Field trip: California Academy of Sciences,</p> | <p>Magic School Bus episode-Magic school Bus Blows Its Top.</p> | | | |

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| | <p>Earthquake: Life on a Dynamic Planet exhibit</p> | | | <p>https://www.youtube.com/watch?v=00VaKcv47HA</p> <p>A video about Cappadocia- a City craved from volcanic rock in Turkey.</p> | |
| <p>ASSESSMENT</p> <p><i>Formative:</i> (what types of assessment will you use throughout the unit?)</p> <p><i>Summative:</i> (how will you assess the culmination of the unit? Will there be a final project or piece of student work?)</p> | <p>Observation of students' interaction during Turn and Talk: use sticky notes or voice recorder.</p> <p>Running record of on one focal student from Guided Reading group.</p> <p>Review students' reader's journal.</p> <p>Using a rubric to assess that all components of the Scientific Method are included for the experiment.</p> | <p>Observation of students' interaction during Turn and Talk: use sticky notes or voice recorder.</p> <p>Running record of one focal student from Guided Reading group.</p> <p>Review students' reader's journal.</p> <p>Using a rubric to assess that all components of the Scientific Method are included for the experiment.</p> <p>Using a rubric to assess that student</p> | <p>Observation of students' interaction during Turn and Talk: use sticky notes or voice recorder.</p> <p>Running record of one focal student from Guided Reading group.</p> <p>Observation of students as they work in their "All About" book groups.</p> | <p>Observation of students' interaction during Turn and Talk: use sticky notes or voice recorder.</p> <p>Review students' reader's journal.</p> <p>Observation of students as they work in their "All About" book groups.</p> <p>Using a rubric to assess that all components of final project are complete.</p> <p>Using a rubric to assess spelling, punctuation and capitalization and</p> | <p>Observation of students interaction during Turn and Talk: use sticky notes or voice recorder</p> <p>Observation of students as they work in their "All About" book groups.</p> <p>Using a rubric assess that all components of Final project presentation are complete.</p> |

Course: EED 882.91
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