

Subject: Language Arts: Special Ed 4<sup>th</sup> 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**