**[Unit Planning](#kix.n4p2s0n9x2vk)**

[**Lesson Planning**](#7qiod8eew4fw)

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| **Lesson Planning** |
| **Original Lesson 1**  Tuesday/Wednesday, 1/18 and 1/19 (113 min. Period) |
| **Standard(s)**   * [CCSS.ELA.RI.6.1](https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf) |
| **Objective(s)**   * Skill: I can infer the topic we will be learning about and use textual evidence to support my inference. * Joy: Students will find joyful experiences when listening to Malawian music and moving through the classroom. |
| **Agenda**   1. Entrance Ticket (10 mins)    1. Student Workbook Pg. 2, #1 2. Work Time A: Inferring the Topic (45 mins)    1. Inference Mini Lesson (15 mins)       1. Interactive Anchor Chart       2. Read-Think-Write: Student Workbook Pg. 2, #2    2. Infer the Topic: [Gallery Walk](https://docs.google.com/presentation/d/11kK0b8Qb-9pK2vpFXcjaRkmUK0l0OfJ5jbv1BRpU3b4/edit?usp=sharing) (30 mins) 3. Work Time B: Performance Task and Guiding Questions (30 mins)    1. Guiding Questions    2. Performance Task 4. **Reflection**/Closure (5 mins) |
| **Lesson Outline**   |  |  |  | | --- | --- | --- | |  | What is the **teacher** doing? | What is the **student** doing? | | **Opening (10 mins)** | **Entrance Ticket**   1. Soft music from Malawi is playing ([Gidesi Chalamanda](https://www.youtube.com/watch?v=rKyHJptIV9g)) as the teacher greets students at the door. Teacher has small personal check-ins with students.   Teacher selects a student facilitator.  The entrance ticket, daily agenda and objective are posted on the board for students to see.   1. Teacher monitors the rooms for additional support only when needed. 2. Teacher monitors the room. Provides additional support to select students. (sentence stems etc.) | **Entrance Ticket**   1. Student walk-in, grab their workbooks and turn to pg. 2, question 1: What is an inference? 2. The facilitator leads the class in choral reading the daily objective and entrance ticket. The facilitator leads a quick clarifying discussion of the objective and entrance ticket with teacher support when needed. 3. Students begin independently working on the entrance ticket. | | **Work Time A: Inferring the Topic (45 mins)** | **Inference Mini Lesson:** Using the entrance ticket…   1. Turn and talk: Teacher monitors student discussion. 2. Whole class share: Teacher selects 2 non volunteer students and 2 volunteer students to share their thinking/conversations. 3. Teacher clarifies misconceptions with and “Interactive Anchor Chart” 4. Read: Teacher requests that students move on to Student Workbook Pg. 2 and independently read question 2. 5. Think: Teacher asks students the question and their response for a minute prior to responding. 6. Write: The teacher monitors students and supports students that need additional support. Teacher takes note of students that may still need support with inferencing to be pulled for small group instruction.   **Gallery Walk**   1. Teacher tells students, “We are going to practice our inference skills by looking at clues, resources, and inferring the topic of our next unit.” The teacher shows and models the [google slides](https://docs.google.com/presentation/d/11kK0b8Qb-9pK2vpFXcjaRkmUK0l0OfJ5jbv1BRpU3b4/edit#slide=id.g10c285698c4_0_148) with the activity directions. The teachers identify the location of the resource posted around the room. 2. The teacher supported students that were previously identified to need additional support with inferring. 3. Once the gallery walk is done, the teacher initiates a whole class discussion with students on inferring the topic. | **Inference Mini Lesson:** Using the entrance ticket…   1. Turn and Talk: Students turn and share their responses to the entrance ticket with their elbow partner. 2. Whole class share: Select students share their thinking/conversations. 3. Students interactively create an anchor chart on inferences that defines inferences as well as, gives an example and non-example of an inference. 4. Read: Students independently read Student Workbook Pg. 2, question 2. 5. Think: Students take a minute to think about the question and their response prior to writing 6. Write: Students independently. Read the following scenario:... What inferences might you draw?   **Gallery Walk**   1. Students listen to the teachers instructions. Then clarify the instructions with their elbow partner. Students ask any remaining clarifying questions to the teacher or other students.   Students open their student work books to pg. 3 and review the Notice and Wonder Note Catcher.   1. Students identify a resource they would like to start with and go through the gallery walk activity as noted in the [google slides](https://docs.google.com/presentation/d/11kK0b8Qb-9pK2vpFXcjaRkmUK0l0OfJ5jbv1BRpU3b4/edit#slide=id.g10c285698c4_0_148) 2. Students engage in a whole class discussion inferring the topic using the evidence they collected from the resources. | | **Work Time B: Performance Task and Guiding Questions** | **Guiding Questions:**  How can design thinking help solve a critical problem?   * Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation. * Design thinking requires scientists to identify and research problems, build prototypes, test and evaluate solutions, and redesign as needed.   What habits of character can help solve a critical problem to contribute to a better community?   * Effective learners demonstrate perseverance when they research, build prototypes, reflect, and revise. * Ethical people contribute to a better world by applying their learning to help one’s school, community, and the environment.   [**Performance Task**](https://drive.google.com/file/d/1JxhmLnY6wepVg_3-HBlQm46q8TxmMKHU/view?usp=sharing) | | | 1. The teacher transitions to the performance by asking students to chorally read the performance task. Provide students with example pictures of previous performance tasks. (Vocab: Symposium). Clarify any questions around performance task. 2. Teacher asks students to chorally read the guiding questions. Teacher clarifies any misconceptions. (Special attention to critical kiddos who come with knowledge around critical problems in their community. Note that problem in a community does not devalue a community) | 1. Students choral read the performance task. In groups, students discuss the performance task using the annotation, notice and wonder, and turn and talk strategies. 2. Using think-pair-share strategy students respond to the following question: What is the purpose of guiding questions in a module? Students share with the whole class. Students chorally read the guiding questions. Students discuss the guiding questions using the annotation, notice and wonder, and turn and talk strategies. | | **Reflection/Closure** | Students make final inference on the module topic using the think-talk-write strategy. | | | **Homework** | Reflection: Students share the performance task with their families. They ask their families for ideas and complete a 2-3 sentence family discussion reflection. (this can be done verbally with video/audio or in writing.)  Reading: Students read pages 1-17 of “The Boy Who Harnessed the Wind” (this can be done in a student lead at lunch or after school book club, independently at home, or with an audio book.) Students write a reading summary with at least one wondering what they were left with. | | |
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| **Unit Planning**  **Changes needed are in blue** | |
| **Title of Unit:** Critical Problems and Design Solutions  *\*Add the creative and clear title of the unit plan* | **Grade Level:** 6th  **Number of Weeks/Class Periods:** 1 Semester  *\*Add the intended grade level, content area and planned length of the unit plan* |
| **Teacher:** Jamie Schnablegger | |
| **Essential Question(s):**  **Curriculum: How can design thinking help solve a critical problem?**   * ***Design thinking is a scientific and systematic practice of inquiry that allows for creativity and innovation.*** * ***Design thinking requires scientists to identify and research problems, build prototypes, test and evaluate solutions, and redesign as needed.***   **Curriculum:** What habits of character can help solve a critical problem to contribute to a better community?   * ***Effective learners demonstrate perseverance when they research, build prototypes, reflect, and revise.*** * ***Ethical people contribute to a better world by applying their learning to help one’s school, community, and the environment.***   *\*Add the essential (deep and thought provoking) question(s) that will be used to guide students' learning* | |
| **Overview of Unit Plan:**  *\*Add a 3-5 sentence summary/synthesis of the unit plan* | |

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| **LEARNING PURSUITS**  *\*Use consistent language (i.e., students will learn …) for each goal. The Depth of Knowledge verbs may also be used to craft goals* | Identity:   * Students select problems relevant to their community or self * Needs:   + How does this celebrate the identities of our students and their community?   Skills:  (Select the disciplinary area(s) to be taught; add the aligned state learning standard)  *English Language Arts-* Figurative Language, Central Idea, Text Structure, Unknown Words, Character Development  *Math-*  *Science-*  *Social Studies-* Geography  *Visual Arts-* Needs: Research on culture, art, poetry, food, dress, history  Intellectualism:   * Community based (environmental) problems and potential solutions * One environmental issue in Malawi * Needs:   + Who are the authors of these texts? Do they provide multiple perspectives?   + What are other ways people have solved environmental problems?   Criticality:   * Needs   + Systems of oppression that created the problem to begin with.   + Bringing in Indigeounous experiences and solutions   + All the texts are informational text. How can this be diversified?   + For the Watts community, some problems are a direct result of systemic oppression. How does this module support students’ criticality and allow them to agitate the oppressor? How does this reflect the history of Watts?   Joy:   * Connection to self and community * Community members and others coming to celebrate students for PT   Thoughts….   * + Jordan Downs (environmental issue during construction)   + Water quality in Watts   + Lead in Paint of Housing Projects   + Access to quality food??   + Can we create and shift this to a more social justice focus?   + How does the unit support students in engaging in social justice work that is relevant to their experiences and school community? |

**PART 2**

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| **TEXTUAL RESOURCES/LAYERED TEXT**  *\*Make bulleted list of the multimodal and diverse texts that will be used in the entire unit plan* | 1. Kamkwamba, William, and Bryan Mealer. *The Boy Who Harnessed the Wind* (Young Readers Edition). Puffin Books, 2015. (one per student) 2. Levinson, Cynthia. "William Kamwamba's Electric Wind." *Faces Magazine*, vol. 28, no. 2, pp. 10-13 3. Kamkwamba, William. "How I Built a Windmill." *TED*, June 2007, www.ted.com/talks/william\_kamkwamba\_on\_building\_a\_windmill. 4. The Hippo Roller." Written by EL Education for instructional purposes |
| **HOME/FAMILY/CAREGIVER CONNECTION QUESTION OR ACTIVITY**  *\*Explain what families can do (or answer) together to support the learning in this unit* | Using resources written by community members. Including community activists as speakers. |
| **MISCONCEPTIONS**  *\*Add any misconceptions that will be addressed in truthful ways related to the topic or theme of the/unit plan* | Single narrative of Africa, What is the genius within Africa? How are we combating the signal narrative of Africa being represented by one story? (research on culture, art, poetry, food, dress, history) |
| **SOCIAL ACTION**  *\*Add a culminating project or learning experience for students—one that takes their learning and allows them to engage in something that will improve or advance the community.* | [Performance Task](https://drive.google.com/file/d/1JxhmLnY6wepVg_3-HBlQm46q8TxmMKHU/view?ts=62f58491) |