# Unit 1: Eureka! I've Got It!

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## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Fifth Grade ELA/Writing

# Unit 1: Eureka! I've Got It!

**Belleville Board of Education**

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## Unit Overview

Students will explore where ideas come from and how to acquire things that they may need in life. Additionally, students will realize that sometimes they need to rethink an idea in order to make it better. Students will learn that we are constantly rethinking ideas with the use of technology in order to solve problems.

## Enduring Understandings

Students will understand that...

- one person alone may not be able to solve a problem. When people cooperate and generously share their knowledge and skills, they can discover new things about themselves and others. Teamwork can lead to new discoveries and solutions to problems.
- rethinking a problem gives us options that might help accomplish our goal. We can try something new to help solve a problem.
- experiencing nature helps us to appreciate it and also become knowledgeable of our surroundings.
- technology can lead to creative ideas because we can focus on the ways that we have envisioned, or imagined, new ways to create.
- new technology is everywhere, advancing and changing our lives. Technology can have unexpected effects. It is important to consider the counterpoints, or opposing views, about new inventions.
- an idea can begin anywhere and can be created by anyone who would like to solve a problem.

## Essential Questions

- How do we get the things we need?
- What can lead us to rethink an idea?
- How can experiencing nature change the way you think about it?
- How does technology lead to creative ideas?
- What are the positive and negative effects of new technology?
- Where can an idea begin?

## Exit Skills

By the end of Unit 1: Eureka! I've Got It!, 5th students should be able to...

- ask and answer questions about a text.
- demonstrate understanding of text structure (cause and effect, problem and solution, and sequence).
- demonstrate knowledge of taught skills and strategies of the unit.
- expand on knowledge of vocabulary.
- use key details to find the main idea.
- determine point of view.
- identify story elements - character, plot, setting.
- describe how the author supports opinions in the text.
- write sentences about the topic/text that has been read.
- identify and use statements, exclamations, commands, questions.

## New Jersey Student Learning Standards (NJSLS)

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| LA.RL.5.1 | Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| LA.RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| LA.RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| LA.RL.5.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |
| LA.RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. |
| LA.RI.5.1 | Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. |
| LA.RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| LA.RI.5.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| LA.RI.5.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| LA.RI.5.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| LA.RI.5.9 | Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and |

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| | background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| LA.RI.5.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.RF.5.3 | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. |
| LA.RF.5.3.A | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| LA.RF.5.4.B | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| LA.RF.5.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| LA.W.5.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| LA.W.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| LA.W.5.2.B | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| LA.W.5.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| LA.W.5.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.W.5.3.B | Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| LA.W.5.3.C | Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |
| LA.W.5.3.D | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| LA.W.5.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| LA.W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.5.6 | With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| LA.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. |
| LA.W.5.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.SL.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |

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| LA.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.5.1.C | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| LA.SL.5.1.D | Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| LA.SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.SL.5.4 | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| LA.L.5.1.A | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| LA.L.5.1.E | Use correlative conjunctions (e.g., either/or, neither/nor). |
| LA.L.5.2.A | Use punctuation to separate items in a series. |
| LA.L.5.2.B | Use a comma to separate an introductory element from the rest of the sentence. |
| LA.L.5.2.C | Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.L.5.3.A | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| LA.L.5.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| LA.L.5.4.A | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| LA.L.5.4.B | Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |
| LA.L.5.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| LA.L.5.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.5.5.B | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| LA.L.5.5.C | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |
| LA.L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

## Interdisciplinary Connections

- History/Social Sciences (Geographic Literacy): "Seeing for Yourself"
- History/Social Sciences (Economic Literacy): "Meeting a Need" **--Financial Literacy**
- Science (Engineering, Technology, and Applications of Science): "Trial and Error"
- Science (Engineering, Technology, and Applications of Science): "Inventions"
- Science (Engineering, Technology, and Applications of Science): "New Perspectives"

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| PFL.9.1.4.E.1 | Determine factors that influence consumer decisions related to money. |
| PFL.9.1.4.E.2 | Apply comparison shopping skills to purchasing decisions. |
| SCI.3-5-ETS1-1 | Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. |
| SCI.5-ESS3-1 | Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. |
| SCI.5-LS2 | Ecosystems: Interactions, Energy, and Dynamics |
| SOC.6.1.8 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.8.A | Civics, Government, and Human Rights |
| SOC.6.1.8.A.2.b | Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. |
| SOC.6.1.8.C.1.a | Evaluate the impact of science, religion, and technology innovations on European exploration. |
| SOC.6.1.8.D.2.b | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. |
| SOC.6.1.8.CS3 | Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. |
| SOC.6.2.8 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. |
| SOC.6.3.8 | Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. |

## Learning Objectives

In Unit 1: Eureka! I've Got It!, students will be able to...

- compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- formulate questions and use information from the text to answer them to increase understanding.
- create inferences from the key details in light of information and knowledge gained from the discussions.
- determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- analyze and explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- evaluate context to confirm or self-correct word recognition and understanding, rereading as necessary.
- use concrete words and phrases and sensory details to convey experiences and events precisely.

- compose written pieces routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- develop the topic, with facts, definitions, concrete details, quotations, or other information and examples from the text.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., *either/or, neither/nor*).
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- identify simple and compound sentences.
- compose opinion pieces on topics or texts, supporting a point of view with reasons and information.
- generate and use narrative techniques, such as dialogue, description, and pacing, to develop experiences or events or show the responses of characters to situations.
- produce and write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Suggested Activities & Best Practices

- Create a multimedia presentation
- Make a Venn diagram
- Make a chart
- Write a description
- Blog
- Create a propaganda poster
- Write a news article
- Write an autobiographical sketch
- Weekly skills and strategies test
- Vocabulary tests
- Journal entry
- Text dependent questions
- Scaffolded partner work
- Talk with a partner
- Guided text annotation

## Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Autobiographical Sketch & Personal Narrative Writing (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks (Benchmark)
- Entrance Exits (Formative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Multimedia Reports (Formative)
- Newspaper Headline (Alternative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Self-Assessments (Formative)
- Think, Pair, Share (Formative)
- Unit review/Test prep
- Unit Tests (Summative)

## Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

## Ancillary Resources

- Leveled readers
- Leveled libraries
- Literacy centers
- Readworks.org - SEQUENCE - "Old Time Operations" - https://www.readworks.org/article/Old-Time-Operations/8a028f9d-efda-4cba-afad-2762697f72ad#!articleTab:content/
- Newsela.com - TECHNOLOGY - "Prehistoric Tools and Fire" - https://newsela.com/read/lib-ushistory-prehistoric-tools-fire/id/27419/
- Commonlit.org - COMPARE AND CONTRAST - "When Stars Explode" - https://www.commonlit.org/en/texts/when-stars-explode?search_id=22097430
- Flocabulary - MAKING INFERENCES - https://www.flocabulary.com/unit/inferencing/
- TPT - free resource - exit slips - https://www.teacherspayteachers.com/Product/Wonders-Essential-Questions-Exit-Slips-Unit-1-1912405

- Wonders additional materials
- Scholastic Scope
- Novels
- Decodable texts
- SmartTV or SmartBoard
- Student Laptops

## Technology Infusion

- Google classroom
- Quizlet
- Ed.connect.mcgrawhill.com
- e-books
- interactive vocabulary



## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| PFL.9.1.4.E.1 | Determine factors that influence consumer decisions related to money. |
| PFL.9.1.4.E.2 | Apply comparison shopping skills to purchasing decisions. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| TECH.8.1.5.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.5.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.5.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.5.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.2.5.A | The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy

- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Whole group mini-lesson followed by **small group assignment** - making inferences

**Preview vocabulary** - then have students find the word in context, record what they think the word means, and then have students find the glossary definition

**Varying organizers** - for teaching how to compare and contrast

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Use **center-based instruction** for review of skills and strategies, vocab practice, and grammar practice.

Set up a Google classroom for all students in each class so all students are able to **utilize their ChromeBooks** to do their homework, contribute to online class discussions, and access tech resources.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Have **realia in classroom to support student learning** (student making connections to words, verbally and in print)

**Non-verbal cues to signal understanding** (fist to five, red light/green light)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Use **approaching level leveled readers and assessments**.

**Send home the text for weekly assessments the night before** the assessment so the student has time to read the text several times before the assessment.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Students will research President Theodore Roosevelt and the natural beauty and resources of the American West and then present what they learn with the rest of the class (**multi-disciplinary project**).

**Work with T&G students from other classes** to produce a timeline showing important technological advances in the last century.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: