

KUD Grade Unit _____ Crash_Rm.201 Mrs. Thaker _____	
<b>Standards:</b> <ul style="list-style-type: none"> <li>- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</li> <li>- Determine the theme of the story and summarize the text</li> <li>- Determine meaning of words and phrases as they are used in a text</li> <li>- Compare and contrast the treatment of similar themes and topics</li> </ul>	
<b>Know: Students will know</b> <ul style="list-style-type: none"> <li>- actions</li> <li>- behavior</li> <li>- consequences</li> <li>- summarize</li> <li>- positive</li> <li>- negative</li> <li>- relationship</li> <li>- inference</li> <li>- interpretation</li> </ul>	<b>Essential Question:</b>  How do decisions impact us in both positive and negative ways?
<b>Understand:</b> <b>Students will understand that:</b> <ul style="list-style-type: none"> <li>- Our behavior can affect others in both positive and negative ways</li> <li>- Other peoples behaviors/actions can affect us in a positive and negative way</li> <li>- Consequences are the result of actions and behaviors</li> <li>- People are responsible for their actions and behaviors</li> </ul>	
<b>Performance Task/Assessment</b> <ul style="list-style-type: none"> <li>• Read in Pair/ Share</li> <li>• Read Aloud</li> <li>• Bookmarks</li> <li>• Final Project</li> <li>• Positive and Negative activity</li> <li>• Comprehension questions</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Conference</li> </ul>
<b>Daily Do: What will the students do daily?</b>	
<b>Sept. 4-7</b> <b>Friday:</b> Pre-assessment: Discuss and Respond Posters <ul style="list-style-type: none"> <li>- Small groups will work on answering questions on behaviors, decision, and consequences.</li> <li>- Students will share responses – lead into class discussion</li> </ul> <b>Sept. 19-21</b> <b>Thursday:</b> Hook – “Sticks and Stones” Activity <ul style="list-style-type: none"> <li>- Pass out rocks and ask students to write about a time when someone did or said something to them and an explanation of how they felt</li> </ul> <b>Friday:</b> <ul style="list-style-type: none"> <li>- Students will wrinkle the stone, then try to smooth out the wrinkles – they will realize that the wrinkles will always be there just like the unkind words that were spoken to them.</li> <li>- Analyze the phrase “Sticks and Stones May Break My Bones, But Words Will Never Hurt Me”</li> </ul> <b>Sept. 24-28</b> <b>Monday:</b> <ul style="list-style-type: none"> <li>- Students will begin to read Chapters 1-4 from Crash as a whole class</li> <li>- Teacher will model how to Pair/ Share read, using metacognition, and review key vocabulary.</li> </ul>	

**Tuesday:**

- Teach Character Analysis – use Reading Vocabulary Story
- Introduce Bookmarks

**Wednesday:**

- Continue working on bookmarks

**Thursday:**

- Read Chapters 5-6 - Pair/Share – Double entry journal – (Teacher Models)

**Friday:**

- Read Chapters 7-8 – Pair Share – Double entry journal
- Homework: Chapters 5-8 bookmark

**Oct. 1-5****Monday**

- Read chapters 9-13

**Tuesday**

- Respond to text

**Wednesday**

- Bookmark

**Thursday**

- Analyze a quote as a whole class

**Friday**

- Analyze quote on your own using foldable

**Oct. 8-12****Monday**

- Read Chapters 19-23

**Tuesday**

- Students will work forming opinions

**Wednesday**

- Students will work on individual positive/negative activity – 1 st part and conference with teacher

**Thursday**

- Continue working on activity and conferencing

**Friday**

- Read Chapters 24-30

**Oct. 15-19**

**Monday** – Finish conferencing on the 1<sup>st</sup> section

**Tuesday – Thursday**

- Complete the 2<sup>nd</sup> and third part of the assignment
- Read from Crash

**Friday**

- Finish Reading Crash

**Oct. 22-26****Monday:**

- Teach Final Project
- Positive/Negative choices that characters from the story made

**Tuesday – Thursday**

- Stations

**Friday**

- Analyze Quote

Adapted from Jay McTighe and Grant Wiggins UbD model 2004