

Water We Waiting For

Integrated Curriculum Unit

Group Members:

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Section I: Unit Overview

Unit Title: Water We Waiting For

Potential grade level: 5th Grade

Topic: Environmental Justice Issues with Water

Abstract:

The "Water We Waiting For" unit helps students explore whether clean drinking water is a resource that should be provided by the government as an unalienable right. Students will research the topic and investigate inequality, access to resources, injustice, human rights, and some of the political aspects of the water crisis, as well as the detrimental effects contaminated water has on our health as individuals and as communities. To do so, lessons have been crafted that span a cross curricular approach, through reading and language arts, science, social studies, math, health education, physical education and the arts. The unit will culminate in the cultivation of a protest in which students will explore methods of political expression that can be used not only to advocate for the access to clean drinking water, but also protest tactics that can be used in the face of injustice and oppression anywhere.

Rationale for the Unit:

Eleven school districts in New Jersey have tested positively for elevated levels of lead in drinking water higher than lead levels found in widely publicized Flint, Michigan. These towns include nearby Paterson, Newark, East Orange and Jersey City, leaving drinking fountains unusable. Newark Public Schools, where three of five of our group members are placed for clinical, had the greatest number of schools that exceeded the allowable level, and had the highest concentration of lead at an average of 128 ppb, more than eight times the allowable level for lead in drinking water. What's more, and perhaps most alarming, is that the according to the Center for Disease Control and Prevention (CDC), in children, there is no safe lead level and even lead at low levels in children can lead to serious neurological disorders, can affect intelligence, the ability to pay attention, and adversely affect academic achievement. Because Newark and other similar urban school communities are often times housed in older buildings, urban communities have been disproportionately affected by this crisis, bringing a new wave of injustice and inequality to areas that often times are already at a disadvantage when it comes to economics, academic achievement, and overall quality of life.

The issue of contaminated drinking water is a complex one, and in the light of current events, has recently been gaining traction and attention even after years of being an issue. We chose this topic because it is one that affects us in the state, and even more importantly, one that is affecting the schools in which we work and the surrounding communities. Access to clean drinking water is important because being a wealthy democracy, it is sometimes a resource that is overlooked; clean water is an issue that mostly affects third world and developing nations. When we take a closer look at this country, and more specifically, our state and the disparities in resources, it is alarming that some municipalities

Students in 5th and 6th grade can be at the forefront of becoming advocates for this cause. Because they are advanced enough to understand government policies and begin to see injustice, and still developmentally fall in the age group of being the most at risk to be affected detrimentally by contaminated water, this unit can really come alive with passion and understanding. Lead in drinking water is a real concern going on in these communities, so the unit is relevant to students' lives, they can actually see the effects it is having, and hopefully, because of the severity and proximity of the issue to their own lives, put their passion into action with this project-based unit.

Section II:

Enduring Understandings / Learning Objectives

- 1) Students will understand that as humans, they are entitled to certain rights and access to certain resources.
- 2) Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.
- 3) Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.
- 4) Students will understand the different causes and effects of the current water crisis.
- 5) Students will understand that water is affected in a variety of ways from pollution and contamination.

Essential Questions

What questions will create the “doorway” to your study and set the stage for high-level thinking? Develop 2-4

- 1) Do you think that all people are entitled to the same rights and freedoms?
- 2) Why is it important to have clean air and clean water?
- 3) How are our lives affected by water?
- 4) What do you know about the current water crisis happening in New Jersey?

NJS Standards Addressed

Social Studies

6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

NJ.6.6. Geography: All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

6.3.4.D.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

6.1.4.C.9 Availability of resources affects economic outcomes.

6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.

6.1.4.A.11 The United States democratic system requires active participation of its citizens.

6.3.4.A.4 Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.

6.1.4.C.1 People make decisions based on their needs, wants, and the availability of resources.

6.3.12.D.2 Take actions that result in a more just and equitable society.

Language Arts

3.1.F.1. Vocabulary and Concept Development: Infer word meanings from learned roots, prefixes, and suffixes

3.1.F.4. Vocabulary and Concept Development: Use a grade-level appropriate dictionary independently to define unknown words.

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.W.6.10

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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.W.5.1.B

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Math

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

CCSS.MATH.CONTENT.6.SP.B.5.A -Reporting the number of observations.

CCSS.MATH.CONTENT.6.SP.B.5.B -Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

CCSS.MATH.CONTENT.5.MD.A.1-Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

CCSS.MATH.CONTENT.5.NF.B.4

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS.MATH.CONTENT.5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

CCSS.MATH.CONTENT.5.NBT.A.3

Read, write, and compare decimals to thousandths.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Science

5.1.P.B.3: Experiments and explorations give young learners opportunities to use science tools and technology.

5.1.4.B.1 Building and refining models and explanations requires generation and evaluation of evidence.

NJ.5.8.6.B.1. (Earth Science)

Atmosphere and Water: Describe the composition, circulation, and distribution of the world's oceans, estuaries, and marine environments.

Section III: Thematic Curriculum Web: (see attached)

Section IV: Resources

Student resources

The Camping Trip That Changed America by Barb Rosenstock

One Well: The Story of Water on Earth by Rochelle Strauss

"Intimate Portraits of Flint" Wayne Lawrence in National Geographic

Harriet Tubman Didn't Take No Stuff by Eloise Greenfield

Science Experiment

https://www3.epa.gov/safewater/kids/pdfs/activity_grades_4-8_nonpoint_pollution.pdf

Flow: For the Love of Water (this is a documentary film) listed as a resource in the back of our SJ Planbook). The movie is on YouTube (https://www.youtube.com/watch?v=_QhOR0Gxw38)

<https://www3.epa.gov/safewater/kids/gamesandactivities.html>

<http://www.jerseywaterworks.org/tools-resources/lead-drinking-water/>

<https://www.poets.org/poetsorg/poem/harriet-tubman>

Professional resources:

<https://www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water>

<http://www.njfuture.org/2016/08/10/lead-school-drinking-water/>

<http://betterlesson.com/community/lesson/27133/characteristics-of-poetry>

<http://www.cleanwateraction.org/features/lead-and-drinking-water-new-jersey>

<http://www.njfuture.org/2016/08/10/lead-school-drinking-water/>

<http://www.njfuture.org/issues/environment-and-agriculture/water-sewer/>

<https://thewaterproject.org/resources/>

<http://www.jerseywaterworks.org/tools-resources/lead-drinking-water/>

<http://www.deq.louisiana.gov/portal/PROGRAMS/DrinkingWaterProtectionProgram/Wheredoesdrinkingwatercomefrom.aspx>

<http://www.dogonews.com/2016/1/20/the-water-crisis-in-flint-michigan>

<http://news.nationalgeographic.com/2016/02/160209-flint-michigan-portraits-photography-lead/>

http://www.nj.com/news/index.ssf/2016/09/how_much_cancer-causing_metal_is_in_your.html
http://www.kidscanpress.com/sites/default/files/products/assets/OneWell_1854_teaching.pdf
http://www.rethinkingschools.org/restrict.asp?path=archive/19_01/wate191.shtml
<http://www.nytimes.com/2008/09/12/movies/12flow.html?ref=movies&r=0>
<https://www.dewater.com/lead/>
<http://static.water.org/docs/curriculums/WaterOrg%20ElemCurric2.pdf>
<https://thewaterproject.org/resources/lesson-plans/dirty-water-so-what>
http://www.nj.com/essex/index.ssf/2016/03/elevated_lead_levels_found_at_8_more_newark_school.html
<https://www.epa.gov/lead/learn-about-lead>
<https://www.epa.gov/lead/protect-your-family-exposures-lead#water>
<http://filterbutler.com/blog/lead-water-filter-eliminates-lead-drinking-water/>
<http://abcnews.go.com/US/national-geographics-intimate-portraits-flint-mich-city-water/story?id=3688946>
<https://www.epa.gov/laws-regulations/summary-clean-water-act>
<http://www.njfuture.org/2016/08/10/lead-school-drinking-water/>
<https://prezi.com/2ff-c6pwcg0c/literary-genres-6th-grade-ela/>
Water Pollution Experiment/Interactive Player
https://thewaterproject.org/resources/water_pollution_filtration_experiments
https://www3.epa.gov/safewater/kids/flash/flash_filtration.html
<https://www.youtube.com/watch?v=OMZpzcltQkc>

Section VII: Adaptation (see attached, individual lesson plans for UDL and SIOP accommodations)

The Mini-Unit Plans
MINI UNIT 1

Unit Title: Know Your Rights	Teacher: Ms. Della Pesca	Grade: 5 th
Unit Description This unit will introduce students to human rights. We will spend a lot of time dissecting the Universal Declaration of Human Rights (UDHR). We will take a look at the history of this document and get a good understanding of why such a document was necessary. We will work closely with the UDHR reading the different articles multiple times, figuring out their meaning. Throughout the unit, we will be practicing our close reading strategies of re-reading for different reasons. It will be important that the students can read an article from the UDHR, and put it into their own words for better understanding. Once we have mastered the UDHR, we will get a chance to read a story where a child's Human Rights are being challenged. The students will be given the opportunity to think critically and decide why this is happening and which article is being violated. This is a unit to introduce the students to something very important that they should be aware of.	Standards Addressed: CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	

		NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Enduring Understandings		Essential Questions	Subjects Integrated:
-Students will understand that as humans, they are entitled to certain rights and access to certain resources.		-Do you think that all people are entitled to the same things/freedoms?	Language Arts and Social Studies
D a y	Daily Lesson Summary		Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)
D a y 1	Intro to human rights <ul style="list-style-type: none">Ask “what do you think human rights means?”Take a look at the UDHRTalk about the structure of the text (written in articles)How is this different than what we are used to reading? As a class, we will go over this text type and discuss the different text features that are beneficial to us as readers and learners.		Not only is this an intro to human rights, but it also provides students with a new form of writing. Students will have to think about the differences between this type of document verses other things they have read.
D a y 2	Short history of human rights <ul style="list-style-type: none">Why was it necessary to write this documentWhat was happening that needed to be stopped?Introduce students to UNICEF (was created after WWII to help children who were poor and hungry)We will watch a short video and read an article (A Short History of the UDHR) to explain more in depth		Students will demonstrate understanding of the history of human rights and why they were necessary. They will do this by writing a paragraph answering the following prompt: The authors of the UDHR wanted to be sure that certain events never happened again. Which events? Why? Use examples from the video/text
D a y 3	UDHR vocabulary <ul style="list-style-type: none">Introduce vocab words that are used often throughout the UDHRWe will find these words by reading the intro to the UDHR, as well as our article from yesterday.Discuss their meaning		Students demonstrate their understanding of these new words by using context clues.

D a y 4	<p>KWL Chart</p> <ul style="list-style-type: none"> • We will create a KWL chart based on some of the knowledge they already have on human rights <ul style="list-style-type: none"> ◦ What do you know about human rights? What are they? Who do they help? ◦ What do you want to know or learn about in regards to human rights? • This will be a short discussion 	<p>This will help me gauge what the students already know, which will in turn help me in deciding how the rest of the unit should play out. The students will demonstrate what they already know, what they want to know, and eventually, what they have learned.</p>
D a y 5	<p>Introduction to UDHR</p> <ul style="list-style-type: none"> • Today, we will read the introduction to the UDHR (preamble) • Here, we are practicing “close reading” strategies. This means we will read the introduction multiple times, each time for a different reason. <ul style="list-style-type: none"> ◦ First read is for enjoyment ◦ Second is to mark up the text (new words, important phrases, etc.) ◦ Third is for deeper meaning. After we dissect the reading and find meaning to those new words, the third read should provide students with a better understanding. • We will work together to find the gist (1-2 sentence summary) of each paragraph of the introduction. • I will also ask that students eventually work in small groups to continue finding the gist of each paragraph of the introduction • Individually, students will have to write a paragraph summary of the entire introduction. They must be able to explain what the UDHR is and why it was written. • Dissect its meaning and discuss what we are thinking/feeling 	<p>Students will demonstrate their understanding of the introduction paragraph by providing me with the summary on a separate sheet of paper.</p>
D a y 6	<p>Becoming experts</p> <ul style="list-style-type: none"> • Spend some more time on a few key articles of UDHR. • Really examining and finding the main idea of a few specific articles • Here, I will work closely with the class to dissect one article. I will demonstrate what I expect of them. We will rewrite them using “plain language” or putting into our own words. 	<p>In this lesson, students will demonstrate their understanding of specific articles. They will show their ability to read complex articles, and form them into their own plain language.</p>

	<ul style="list-style-type: none"> • Then we will form a jigsaw- I will assign a few groups of students to an article, they will become experts on the article, then form a new group with students who had a different article and share what they have learned • Each student should leave with a strong understanding of at least 5 articles 	
Day 7	<p>Plain Language Version</p> <ul style="list-style-type: none"> • Today, I will provide the students with the complete “plain language” version of the UDHR (written using simpler language that children can understand) • we will discuss the key differences between this and the original • which do they prefer? why? • (UDHR sounds more official and flows nicely, while the plain language version is easier to read) 	Students will be asked to create a Venn diagram displaying the key differences and similarities between the two documents.
Day 8	<p>First-hand account- part 1</p> <ul style="list-style-type: none"> • We will read a story of a child whose human rights were challenged • “Teaching Nepalis to Read, Plant, and Vote” Lesley Reed • We are practicing close reading techniques and strategies. • After reading and marking up our text when necessary, we will discuss what the story is about. • In groups, students will complete a who what where when and why chart • We will summarize what we have read and ensure understanding of the story. 	Students will demonstrate their ability to close read by summarizing the story in their own words. They will demonstrate their understanding of the story by answering the 5 Ws
Day 9	<p>First-hand account- part 2</p> <ul style="list-style-type: none"> • After close reading our story, we will decide which human rights were violated and why • Each student should have decided on which human right article is being violated and why 	Students will demonstrate the connection between this story and the UDHR. We will work together to decide which human rights are being violated. I will ask students to provide evidence and proof to support their choice.

D a y 1 0	<p>Debate</p> <ul style="list-style-type: none"> • I will go over the general rules of a debate <ul style="list-style-type: none"> ○ Each side begins with an opening argument as to why their article is correct ○ After opening arguments, opposing sides are able to explain why the points their opponents made are incorrect ○ Each side then prepares a closing argument further proving why the article they chose is correct. • As a class, we will agree on at least three UDHR articles that are being violated in our story. I will put students into three groups, where they will work together to create an argument for their article. • by the end of the debate, I will explain who is right/wrong, or explain why they are all correct (depending on the articles chosen) 	<p>Students will demonstrate that they understand the articles and understand what it looks like for these articles to be broken.</p> <p>Students will be able to work together to develop an argument using text evidence.</p>
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Lesson Plan 1

Name Madeline Della Pesca	Topic/Title Human Rights: First Hand Account Social Studies (Day 8)	Grade Level/CT 5 th
VISION- SETTING: KNOW, SO, SHOW	1a. STANDARD: NJ Common Core Standards CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	1b. ENDURING UNDERSTANDINGS Students will understand that as humans, they are entitled to certain rights and access to certain resources.

	CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.		
	2a. STUDENT LEARNING OBJECTIVES -Students will read about a young boy and his story that changed the lives of many. -Students are given an opportunity to apply what they know about human rights to this story -Students will be able to name specific articles of the UDHR that are being challenged in this story.	2b. TEACHER CONTENT KNOWLEDGE <i>(necessary prior knowledge)</i> I should be able to answer questions about where the story takes place, what was happening in history during that time, etc. I should also be able to provide students with multiple different forms of the reading.	
	3. ASSESSMENT I will make sure that by the end of the lesson, the students have a good understanding of the story and what exactly they read about. I will see this during our discussion and when I see the summaries they provide me.		
	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.)		
PROCEDURE AND PRACTICE			
METHODS: GO	TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
	1 STARTER/ANTICIPATORY SET (5 min.) Here, we will review what we have learned so far about Human Rights. We will finish our KWL chart and fill in the L section. I	Students will provide the information on what they have learned about human rights. They	KWL chart

	will be writing this out for them on our KWL chart we previously started.	will work with their peers to complete the chart.	
	2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (15 min.) Now, we will begin to read “Teaching Nepalis to Read, Plant, and Vote” Lesley Reed. Before reading, I will provide the students with some background knowledge on Nepal. We will look at it on a map to get a better understanding of where it is in relation to us. We will be close reading this story (reading multiple times). The first read, I will read to them. The second read, I will still read to them, but I ask that they underline and circle new words or important information.	Students will be using their materials as they read through the story with me. They should be marking the text when necessary.	A copy of the story in both English and native language. I will provide a map that will show students where Nepal is.
	3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (15 min.) Next, in small groups, students will work together to dissect the story. I will provide them with the 5 W’s Chart (who, what, where, when, why) They will work together to complete this chart and answer any lingering questions they may have.	Students will be using their materials to answer the questions given. They will be working together to find the answers and helping each other to write out their responses.	5 w’s chart
	4. INDEPENDENT PRACTICE (10 min.) Independently, I will ask that students use the answers they provided from the 5 w’s chart to create a summary of the reading. Within the paragraph, students should explain who it is about, what happened, why and when it happened, and where this all took place.	Students will be creating a summary of the reading. They are able to do this in more than one way. They can write, type, draw pictures to help show what they are saying. As long as they are able to show their understanding, that is what I am looking for.	Notebooks, laptops, colored pencils, etc.

	5. CLOSING (7 min.) Lastly, I will prompt the students with some critical thinking questions: <ul style="list-style-type: none"> • How does this story make you feel? • Were the Napolis treated with dignity and respect? • What would you do if you were not allowed an education? • Were any human rights being violated? 	Here, I want students thinking critically about these questions. I want them to understand that this wasn't just a story for them to keep busy with. They should be able to pick up on the fact that human rights are being challenged. Students may discuss in groups in they want.	
REINFORCEMENT	HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). I will ask that the students come in with a list of at least 3 UDHR articles that are being challenged within the story. I want students thinking about the severity of this story and why it is important to learn about.		

ELL SIOP Checklist - Madeline

Preparation -I will be sure to make the objectives of the lesson known -I will write them out on the board and go over them with the class. -When looking at the map, I will ask students to come up to the map and point to parts of the world that they are from.	Building Background -Once students share with us where they are from, I will ask that they share with us what that part of the world is like (weather, types of people, language, food, etc.)
Comprehensible Input -Readings will be provided in both English and native/home language -I will write most things out on board for students to look at/copy -I will write out new words with definition on board as	Strategies -Scaffolding throughout the lesson -Allowing students to work in groups and help each other out

well.	
Interaction -Throughout the lesson, students will be discussing with each other. I will make sure to put students in groups that make sense (provide bilingual student with a peer that speaks their language)	Practice and Application -Students are allowed to demonstrate their understanding whatever way they please -They may write, draw, type, etc.
Lesson Delivery -Most of this lesson is discussion or group work. -Students will not have much down time or independent work.	Review and Assessment -Provide students with rubric in native language -Ensure that I am not grading on their English for this specific lesson -I am checking their understanding, not their spelling and grammar.

Lesson Plan 2

Name Madeline Della Pesca	Topic/Title Introduction to the Universal Declaration of Human Rights (UDHR) (Day 5)	Grade Level/CT 5th
VISION-SETTING: KNOW, SO, SHOW	1a. STANDARD: NJ Common Core Standards CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. CCSS.ELA-LITERACY.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.	1b. ENDURING UNDERSTANDINGS <ul style="list-style-type: none"> • Students will understand the introduction/preamble to the Universal Declaration of Human Rights • Students will understand why this document was written • Students will understand the importance of this document and get an idea of what it is about, before really reading it.
	2a. STUDENT LEARNING OBJECTIVES <ul style="list-style-type: none"> • Students will be able to read the introduction to the UDHR • Students will practice their close reading strategies • Students will be able to find new words, and define them. • Students will be able to think critically about why this document is a necessity. 	2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) Before beginning this lesson, I must read and understand the introduction to the UDHR myself. I must also know the definition of the words my students are unsure of.
	3. ASSESSMENT The students will provide me with a gist or summary of the introduction to the UDHR. This is something that should be written in their own words. This will show to me their understanding of the reading.	

	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.)		
PROCEDURE AND PRACTICE			
METHODS: GO	TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
	1 STARTER/ANTICIPATORY SET (5 min.) First, we will review what we already know about the UDHR. Because the class has not had a full lesson on what it is, I am not expecting too much knowledge. Instead, I would want them giving me the history of why it was written, as well as some of the vocabulary words we went over prior to this lesson.	Students will be discussing with the class as a whole, as well as with their groups. They should be looking back at their notes to refresh their memories.	Student notes (wearing FM radio)
	2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (10 min.) Here, we will read the introduction or preamble to the UDHR. I will hand out a copy to each student, and also have it displayed in large text on the board. We will go over what it means to close read (re-read a text multiple times. The first time is for enjoyment, the second is to annotate and markup the text by circling new words or underlining important information, and the last read is to gain a full understanding) I will read the intro to the students first while they just listen. Then, I will read it again and ask them to mark the text when necessary. I will make sure to use emphasis on certain words or phrases that they should mark as important or new.	For the most part, students should be listening carefully as I read. When it comes time, students should be marking the text appropriately.	-A copy of the introduction/preamble to the UDHR -Pencil

	<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (15 min.)</p> <p>Next, we will review the annotations that were made by the class. We will pick apart the intro paragraph by paragraph, writing the gist (1-2 sentence summary) of each paragraph. We will work together to figure out the meaning to new words, using context clues or a dictionary (book or online). Although we will do most of this together, I will also prompt students to work in their groups at certain times as well.</p>	<p>It is important here that students are following along and marking up the text/taking notes. I will be at the front of the room creating my own note chart for them to copy and look at as a reference. The students should work together to find the meaning/gist of each paragraph or word when directed to work in small groups.</p>	<p>-A copy of the introduction/prepare to the UDHR -Notebooks -Pencil</p>
	<p>4. INDEPENDENT PRACTICE (10 min.)</p> <p>After finding the gist of each paragraph and finding the definition to new words, I will ask students to independently write a summary of the intro. I will ask that they write about what is being said in the introduction and why it is important. I will provide students with a guide for writing this paragraph. The guide will include prompting questions that they can answer in order to meet the goal.</p>	<p>Students are writing their summaries. I will provide them with either a piece of paper, or a laptop that they can use to write.</p>	<p>-paper/laptop -notes they took earlier -music playing while they work -fidget toys will be offered</p>
	<p>5. CLOSING (5 min.)</p> <p>Lastly, I will ask the students some prompting questions: -Do you believe it was necessary to write this document? -Does this introduction give you an idea of what the rest of the document will be about? -How does this document make you feel? Is this important to you? Why?</p>	<p>This will be an open discussion we will have both as a class, and in our small groups. Before asking the class as a whole, I will ask the students to discuss with their classmates, then share with the class as a whole. Having this discussion will demonstrate to the students the importance of this document. It will offer them some more insight on why it was written.</p>	<p>Students can use notes/summaries they have written</p>

The Five Ws Paragraph Summary

Madeline Della Pesca

CATEGORY	4	3	2	1
Five W's	Who, what, where, when, and why are addressed and all questions answered with at least 2 sentences about each.	Who, what, where, when, and why are addressed and most questions answered with at least 2 sentences about each.	Who, what, where, when, and why are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. There is evidence provided from the reading. It includes several supporting details and/or examples.	Information clearly relates to the main topic. There is evidence provided from the reading. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Paragraph Construction	Paragraph includes introductory sentence, explanations or details, and concluding sentence.	Paragraph includes introductory sentence, explanations or details, and concluding sentence.	Paragraph included related information but was not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraph.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation error
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Total Score:

Name:

"Teaching Nepalis to Read, Plant, and Vote" By Lesley Reed

What happened? Que pasó?

When did it happen? Cuando sucedió?

Where did it happen? Dónde ocurrió?

Who was there? Quien estuvo ahí?

Why did it happen? Por qué sucedió?

Teaching Nepalis to Read, Plant, and Vote

Lesley Reed

Seventy years ago, a boy named Bishnu Prasad Dhungel was not allowed to go to school. As a result, thousands of Nepalis have learned to read and write. This is the remarkable story of Bishnu, his son Dinesh, and Dinesh's wife Ratna.

When Bishnu was a child, there was only one school in Nepal and it was far away in Kathmandu. It was actually against the law to start schools in the villages of Nepal, because the government believed that it was easier to control people if they didn't know how to read and write.

Back then, parents arranged to have their children married very young. Bishnu was married when he was just nine years old, and then married again to a second wife when he was 15. He helped on the family farm, but he longed to go to school. Finally, he was so determined to get an education that he ran away to Kathmandu, walking for three entire days. He completed one year of school, enough to get a government job.

Bishnu's wives had 25 children between them, though ten died from diseases such as smallpox and measles and malaria (a disease of tropical countries). As Bishnu's children grew, he was determined that they would go to school, so he brought a teacher from India to teach them. For doing so, Bishnu was sent to jail for three months for breaking the law. However, he didn't give up. He joined the Nepali Congress—a then-illegal political party fighting for democracy—to fight the government. In 1951, when a new government came to power, education was finally allowed.

Dinesh is Bishnu's third son. He not only went to elementary school, he graduated from college. Because he had studied English, he was able to get a job teaching Nepali to U.S. Peace Corps volunteers. With the job came the opportunity to travel around Nepal.

Dinesh soon noticed how few poor Nepalis, especially women and girls, knew how to read. They now had the right to go to school, but they didn't have schools or teachers. This realization inspired Dinesh to follow in his father's footsteps as a champion of education. As a result, thousands of lives were changed.

Dinesh was fortunate to have married Ratna, a lively young woman who was also committed to helping the poor. They created an organization called the Non-Formal Education Services Center to educate poor Nepalis.

Dinesh describes their first project: "We were working with a very poor tribal group that lived in caves on the sides of steep hills. When we first visited, they ran into the forest because they were scared of strangers. They had nothing. I couldn't believe our brothers and sisters were living in this condition."

While they'd set out to teach reading and writing, they quickly realized that they needed to do something about the poverty they saw. After talking with the villagers, they decided to buy goats for the ten poorest families. Goats could scale the steep hillsides and eat the brush that grew there. When the goats gave birth, the kids were given to other poor families. Dinesh and Ratna also learned that orange trees would grow in the area, so they planted hundreds of trees.

The villagers were required to save one quarter of the money they earned from the goats and oranges. With their savings, they sent their children to the schools that the center helped build. They were eventually able to buy land and build better houses.

Since then, the center has taught 20,000 adults and 5,000 children to read as well as helped to lift them out of poverty. They have built 15 schools and 56 drinking water systems and planted thousands of trees. When democracy came to Nepal in 1990, the center also taught the meaning of democracy and the importance of voting and human rights.

Ratna was eager to help the women and children in another village, so she started her own organization, called HANDS. To get to the village, she had to wade a river seven times. It was a three-and-a-half-hour walk to the nearest health clinic. When the river was flooded, the people couldn't get to the clinic at all. Ratna's organization

built a health center. It also taught women and girls to raise animals, to farm organically and make tofu, to sew, and to make pressed-flower cards (which Ratna sells in the United States). Of course, they also learn to read and write.

“In the poor areas of Nepal,” Dinesh says, “there is no TV or computer or electricity. Most children don’t have enough pencils or paper. When the rainy season starts, it seems like all the rain is falling in the class because the roofs leak so much. The classrooms are tiny, dark, and cold. The children need to help their parents with housework, fetching firewood, and taking care of goats or their younger brothers and sisters. Because of this, only about one out of ten children complete grade 10.” Dinesh and Ratna have spent their lives trying to change this. Of this, Dinesh says, “We are proud.”

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Lesley Reed, “Teaching Nepalis to Read, Plant, and Vote,” in *Faces* 21 (April 2005, Issue 8) 26–28.

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# Introduction to the Universal Declaration of Human Rights

## Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.



## MINI UNIT 2

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |
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| <b>Unit Title:</b><br><b>Water Pollution/Filtration Process</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                            | <b>Teacher:</b><br>Ms. Smith                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Grade:</b> 5 <sup>th</sup> |
| <b>Unit Description</b><br><br>This mini unit takes place during weeks 3 and 4 and will allow students to understand what happens when water is contaminated with different types of pollution such as lead, and what the water filtration process is through videos, vocabulary, units of measurement, and an experiment. This is a science-heavy unit that will get the class to comprehend why there is a water crisis, and what happens during the process of filtering the water. Students will learn new terminology about the filtration process/lead contamination, as well as how water goes through a real filtration system by creating their own mini version of it during the experiment. Students will also create diagrams to show what the lead crisis is, how it is affecting Newark, and ideas of how the contamination crisis can be stopped. |                                                                                                            | <b>Standards Addressed:</b><br><br><u>NJ.5.8.6.B.1.</u> (Earth Science) Atmosphere and Water: Describe the composition, circulation, and distribution of the world's oceans, estuaries, and marine environments.<br><br>5.1.P.B.3: Experiments and explorations give young learners opportunities to use science tools and technology.<br><br>5.1.4.B.1 Building and refining models and explanations requires generation and evaluation of evidence.<br><br><u>CCSS.MATH.CONTENT.5.MD.A.1</u> -Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.<br><br><u>CCSS.ELA-LITERACY.SL.5.2</u><br>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br><u>CCSS.ELA-LITERACY.SL.5.5</u><br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.<br><br><u>3.1.F.4.</u> Vocabulary and Concept Development: Use a grade-level appropriate dictionary independently to define unknown words.<br><br><u>CCSS.ELA-LITERACY.W.5.1.B</u><br>Provide logically ordered reasons that are supported by facts and details.<br><br><u>CCSS.ELA-LITERACY.W.5.2.D</u><br>Use precise language and domain-specific vocabulary to inform about or explain the topic. |                               |
| <b>Enduring Understandings</b><br><br>Students will understand that water is affected in a variety of ways from pollution and contamination.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Essential Questions</b><br><br>What do you know about the current water crisis happening in New Jersey? | <b>Subjects Integrated:</b><br><br>Science, Language Arts, Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                               |

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| Students will understand that there are many aspects to the water filtration process that need to be fixed to make water accessible for everyone. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                  |
| <b>D<br/>a<br/>y</b>                                                                                                                              | <b>Daily Lesson Summary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)</b>                                                                    |
| <b>D<br/>a<br/>y<br/>1</b>                                                                                                                        | <b>Introduction to Water/Process of Water Filtration:</b> <ul style="list-style-type: none"> <li>• Watch the “Introduction” part of the video about the water filtration process discuss vocabulary words that were in the video (aeration, coagulation, “floc”, sedimentation, filtration, disinfection).</li> <li>• Show up to the “what you’ll need” sign, since this is just about introducing the process/words; skip to “how to complete the lesson and stop and go through each of the words, while not showing the experiment just yet.</li> <li>• Hand out vocab-matching worksheet, with definitions and pictures to lineup with the words (can work in pairs, if not finished they must complete the sheets for homework).</li> <li>• <b>HOMEWORK:</b> Students should bring in one recycled liter bottle to use for their experiments.</li> </ul> | Students will demonstrate understanding of the vocabulary words related to the filtration process as evidence by filling out a worksheet with matching definitions and pictures. |
| <b>D<br/>a<br/>y<br/>2</b>                                                                                                                        | <b>Recap on The Filtration Process:</b> <ul style="list-style-type: none"> <li>• Discuss what water filtration is, recap on what the video said.</li> <li>• Students should raise their hands when answer questions about the process.</li> <li>• Go over worksheet answers and how the terms in the video can be used in different aspects of life.</li> <li>• Filtration “map” to label altogether on Smartboard.</li> <li>• <b>HOMEWORK:</b> If students did not bring in bottles today, they should tomorrow.</li> </ul>                                                                                                                                                                                                                                                                                                                                  | Students will demonstrate understanding of what the filtration process looks like as evidence by labeling a map on Smartboard together.                                          |
| <b>D<br/>a<br/>y<br/>3</b>                                                                                                                        | <b>Setting Up The Experiment Lab:</b> <ul style="list-style-type: none"> <li>• Watch “Water Filtration Experiment” video--stop at 1:47 so they do not see how the experiment ends.</li> <li>• Break out into groups of 3-4 students, gathering materials needed from the front of the room.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Students will demonstrate understanding of the scientific method as evidence by filling out a graphic organizer (in this case, filling out observations/hypothesis).             |

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|                       | <ul style="list-style-type: none"> <li>Working in groups to put filtration system together, make observations of materials that will be used and form a hypothesis.</li> <li>Students will label their water filtration systems on a worksheet according to what they know/have learned so far.</li> <li>Because of time, students will only observe and collect materials today, placing them all on trays in the back of the room to be used tomorrow--group members will write name on a piece of paper to label their tray of materials.</li> <li>Short lesson about the differences in units of measurement for real systems to ones they're making--this will help for when we start talking about real-life systems and issues within them in a few days.</li> <li><b>HOMEWORK:</b> Finish math worksheet if needed.</li> </ul>                      | <p>-Students will demonstrate understanding of what the parts of a filtration are and what they look like as evidence by labeling them on a worksheet.</p> <p>Students will demonstrate understanding of the units of measurement as evidence by a lesson and worksheet checking for comprehension.</p>                                                            |
| D<br>a<br>y<br>4<br>* | <p><b>Conducting Experiment (Lab)</b></p> <ul style="list-style-type: none"> <li>Setup liter bottles for experiment/make sure all materials needed are out and ready for use; go over directions with students.</li> <li>.Get into groups of 3-4 that were formed yesterday, gathering tray of materials needed.</li> <li>Follow the steps of the experiment/record data and observations.</li> <li>Conclusions/inferences; must use vocab words during this part of their organizers.</li> <li><b>HOMEWORK:</b> Finish conclusions/inferences if needed.</li> </ul>                                                                                                                                                                                                                                                                                        | <p>Students will demonstrate understanding of what they know and observe throughout the experiment as evidence by completely filling out the graphic organizer they had from the previous day.</p>                                                                                                                                                                 |
| D<br>a<br>y<br>5      | <p><b>Experiment Reflection/Final Thoughts</b></p> <ul style="list-style-type: none"> <li>Final thoughts on experiment using KWL charts. <ul style="list-style-type: none"> <li>Groups fill out charts.</li> <li>Whole class discussion afterwards with larger class chart.</li> </ul> </li> <li>Ask students questions to keep in mind: <ul style="list-style-type: none"> <li>Why is it important to know the water filtration process?</li> <li>What are some current issues in our own lives (in NJ) that could affect this process?</li> </ul> </li> <li>Individual reflection worksheets about the experiment, as well as thinking of ideas to answer "questions to keep in mind."</li> <li><b>HOMEWORK:</b> Finish reflection worksheet; start coming up with how this relates to what the students know so far about water crisis in NJ.</li> </ul> | <p>Students will demonstrate understanding of what they learned from the experiment as evidence by each group filling out KWL charts, and then the whole class filling out a larger anchor KWL chart.</p> <p>Students will demonstrate understanding of the conclusions/inferences they drew from the experiment as evidence by completing a reflection sheet.</p> |

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| <p>D<br/>a<br/>y<br/>6<br/>*</p> | <p><b>Segway to Lead/Water Issues in Newark</b></p> <ul style="list-style-type: none"> <li>● Come together on carpet to review reflections/how the experiments went last week, etc.</li> <li>● Introduce new vocab words to add onto the list for this unit; each of these words will have its own day of focus throughout this week: <ul style="list-style-type: none"> <li>○ lead</li> <li>○ contamination</li> <li>○ crisis</li> </ul> </li> <li>● Students will use their science textbooks to answer: <ul style="list-style-type: none"> <li>○ What is lead?</li> <li>○ How does it form?</li> <li>○ How can it affect people?</li> </ul> </li> <li>● As a class, we will read a short article more about lead and how it can affect water--using the main article from EPA as well as a link within it about lead in drinking water. <ul style="list-style-type: none"> <li>○ Students will come up with inferences about how this connects to the water crisis in Newark.</li> <li>○ Briefly introduce how the lead pipes in Newark are affecting drinking water.</li> </ul> </li> </ul> <p><b>Focus of the week: What can be done now that students know how the filtration process works and how they can use this knowledge for the water crisis.</b></p> | <p>Students will demonstrate understanding of what lead is as evidence by researching information in their textbook and answering questions on worksheets.</p> <p>Students will demonstrate their understanding of an article about lead and how it connects to the Newark water crisis as evidence by discussing inferences they drew from the article and how lead is affecting drinking water.</p> |
| <p>D<br/>a<br/>y<br/>7</p>       | <p><b>How Contamination Comes Into Play</b></p> <ul style="list-style-type: none"> <li>● What is contamination? Why is it bad?</li> <li>● Matching game of what can contaminate water and what does not contaminate it.</li> <li>● Short demonstration about water contamination: <ul style="list-style-type: none"> <li>○ This can be with different types of substances, household items like vinegar, food coloring, and salt.</li> </ul> </li> <li>● Tie lead into the meaning of water contamination and how it connects to the water crisis--students will come back together on carpet for this, raising their hands and thinking about ways contamination plays a role in the crisis, coming up with personal experiences/examples about contamination.</li> <li>● <b>HOMEWORK:</b> Worksheet that goes over contamination and how we can stop it--students come up with ways to share to the class tomorrow.</li> </ul>                                                                                                                                                                                                                                                                                                                                    | <p>Students will demonstrate understanding of contamination as evidence by completing a matching game worksheet, as well as doing a homework assignment about the topic/brainstorming how we can stop it from happening.</p>                                                                                                                                                                          |

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| D<br>a<br>y<br>8  | <b>Gathering Ideas About the Lead Crisis</b> <ul style="list-style-type: none"> <li>● Go over worksheet/if students have questions on it.</li> <li>● Sit at carpet and go around the room, sharing the ways to stop contamination that the students came up with.</li> <li>● Introduce what a crisis is. <ul style="list-style-type: none"> <li>○ Writing different synonyms/ideas on white board.</li> <li>○ Give examples.</li> </ul> </li> <li>● Students will go back to their desk and using what they know about lead and contamination (they may use the lead article from the other day, as well as other online research or in their textbook), they will start to create a rough draft brainstorm sheet for a diagram of what the lead crisis is and how it is affecting Newark.</li> <li>● <b>HOMEWORK:</b> Complete rough draft that was started in class; gather 2-3 solid ideas to put on diagram.</li> </ul> | <p>Students will demonstrate understanding of what can be done for the Newark lead crisis/how it affects people as evidence by brainstorming ideas on a rough draft sheet for their diagram project/activity.</p>                                                                                                                                                                               |
| D<br>a<br>y<br>9  | <b>Lead Crisis Diagrams</b> <ul style="list-style-type: none"> <li>● Students will work in partners to go over their rough drafts, discussing what they know and learned about the lead crisis.</li> <li>● Once approved by the teacher, students will put together their final draft diagrams. <ul style="list-style-type: none"> <li>○ These should be colored in, with pictures AND texts to show what the lead crisis is, how it affects the water/filtration systems, and how it affects the community of Newark.</li> <li>○ Their diagrams should also include what can be done to stop this issue.</li> </ul> </li> <li>● <b>HOMEWORK:</b> Finish diagrams if needed; come prepared to briefly present them to the class tomorrow.</li> </ul>                                                                                                                                                                        | <p>Students will demonstrate understanding of what they know and learned about the lead water crisis as evidence by completing final diagram products.</p>                                                                                                                                                                                                                                      |
| D<br>a<br>y<br>10 | <b>Presenting Diagrams/Concluding Unit</b> <ul style="list-style-type: none"> <li>● Students will spend the period taking a gallery walk around the room to read/look at their peers' diagrams. <ul style="list-style-type: none"> <li>○ Students will be given information sheets to fill out about ideas different than their own, what they learned that they didn't think of before, and suggestions to add onto other ideas.</li> </ul> </li> <li>● We will come together as a class on the carpet to discuss a few ideas students had, as well as things they learned from their peers.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <p>Students will demonstrate understanding of the different ideas and details their classmates came up with as evidence by filling out information sheets.</p> <p>Students will demonstrate understanding of what they learned throughout the whole unit, as well as what can be done to fix the issues as evidence by having a group discussion of these ideas/making inferences about how</p> |

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|  | <ul style="list-style-type: none"> <li>○ This includes discussing the topic as a whole, between lead issues, effects on water filtration systems, and what should be done.</li> <li>○ If time allows, share an article from “filterbutler.com” with class to show them other ways that lead is being removed from drinking water already (if they didn’t use ideas like this already).</li> <li>● <b>EXIT SLIP:</b> completed during the last 5 minutes of the lesson, simply asking questions about the unit to give teacher an idea of how much they took away from the lessons/projects.</li> </ul> | <p>these issues can be fixed, and by completing a short exit slip asking specific questions about the unit’s information.</p> |
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## LESSON PLAN 1

| Name Hayley Smith | Topic/Title Water Filtration Experiment Lab (DAY 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grade Level/CT<br>5 <sup>th</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                   | <p><b>1a. STANDARDS:</b><br/>           5.1.P.B.3: Experiments and explorations give young learners opportunities to use science tools and technology.<br/>           5.1.4.B.1 Building and refining models and explanations requires generation and evaluation of evidence.<br/> <u>CCSS.ELA-LITERACY.SL.5.2</u><br/>           Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br/> <u>3.1.F.4. Vocabulary and Concept Development:</u> Use a grade-level appropriate dictionary independently to define unknown words.<br/> <u>CCSS.ELA-LITERACY.W.5.1.B</u><br/>           Provide logically ordered reasons that are supported by facts and details.<br/> <u>CCSS.ELA-LITERACY.W.5.2.D</u><br/>           Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> | <p><b>1b. ENDURING UNDERSTANDINGS</b></p> <p>Students will understand that water is affected in a variety of ways from pollution and contamination.</p> <p>Students will understand that there are many aspects to the water filtration process that need to be fixed to make water accessible for everyone.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                   | <p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• SWBAT create a filtration system by using various/recycled materials.</li> <li>• SWBAT watch a video and understand the concept of how to form his or her own filtration systems.</li> <li>• SWBAT understand how to “clean” polluted water by filtering the water, as well as knowing it is still not safe to drink.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>2b. TEACHER CONTENT KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Teacher will need to know how to conduct an experiment with different types of materials, as well as knowing how much time to give students for different parts of the experiment.</li> <li>• Teacher will also need to know what the scientific method is and how it is implemented through experiments.</li> <li>• Teacher should take the time prior to lesson to know exactly how to explain the experiment if students ask questions, as well as what the definitions for the vocabulary words listed for Day 1 are.</li> <li>• Teacher will also need to know how to explain the video (shown before they start the experiment) differently so that students who need things to be reworded or repeated understand what needs to be done.</li> </ul> |

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|                               | <b>3. ASSESSMENT</b> <ul style="list-style-type: none"><li>Students will be completing an ongoing (formative) assessment throughout this lesson—this will be a graphic organizer that they will fill out while recording data, making observations, etc. during the experiment.</li><li>Students are being assessed on their understanding of what this experiment entails and how they are answering the questions—they should be using higher level language as 5<sup>th</sup> graders, and answer in complete and thoughtful sentences when needed.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |                  |
|                               | <b>4. ADAPTATIONS AND ACCOMMODATIONS</b> <ul style="list-style-type: none"><li>For students who need it, I will read the directions out loud while they follow along on their sheets, as well as display it on the overhead board.</li><li>There will be text and visuals to give students who work better with pictures to understand direction will have that option.</li><li>For my case study student, she learns best when things are not only at her level of interest, but also if she has enough to do to keep her on task; for this I will give students roles in their groups, and because she likes writing/stays engaged while writing, I will have her be the recorder for the experiment.</li><li>Another accommodation I will make for my case study student is place her in a group that will include her, as well as keep her on task as well; this includes allowing her (and the rest of the students) to choose who does what in the physical experiment part—she does not just have to be the recorder if she does not want to be the whole time.</li><li>Allowing students to make individual inferences and conclusions will give each of them time to think about the experiment themselves, and not have to hear everyone else give their thoughts on it—students who need a more quiet space to think will benefit from this.</li></ul> |                                     |                  |
| <b>PROCEDURE AND PRACTICE</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |                  |
| <b>METHODS:<br/>GO</b>        | <b>TEACHER’S ROLE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>WHAT ARE STUDENTS<br/>DOING?</b> | <b>MATERIALS</b> |



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|  | <p><b>1 STARTER/ANTICIPATORY SET</b> <b>2 MIN</b></p> <p>The teacher will say: <i>“Okay boys and girls, it’s time to get into our lab groups that we formed yesterday. We will be finally creating our own water filtration systems today to test out all of the <b>hypotheses, or educated guesses, you all made yesterday.</b> Sit at the group of desks you were in yesterday and have one person from each group come and get your group’s tray of materials from the back table. I also need another person from each group to come and get a direction sheet from me up front. Please do this quickly and quietly.”</i> <b>The teacher will make sure all directions are clear and heard by all students, repeating any if necessary.</b> The teacher will also make sure students do not move to get anything until she is done giving directions.</p> | <p>Students will be at their desks, ready to start the lesson. They will raise their hands if they have any questions before getting up, gathering their material/getting a direction sheet, and quietly sit in their lab groups—having these groups will not only make the experiments easier to do, but <b>it will allow students to work collaboratively and can learn from each other. This will get them interested and excited to finally start the lab that we discussed and set up the previous day.</b></p> | <p><b>-Tray of experiment materials:</b></p> <ul style="list-style-type: none"> <li>-Empty 2 L plastic soda bottles: one with its cap on, and one cut in half (the top half still has the cap on it)</li> <li>-1000 ml beaker</li> <li>-2 cups of fine sand</li> <li>-1 cup of coarse sand</li> <li>-1 cup of small pebbles</li> <li>-1 coffee filter or filter paper</li> <li>-1 rubber band</li> <li>-1 tbsp of Alum (Aluminum potassium sulfate)</li> <li>-1 spoon for scooping the Alum</li> <li>-1 large spoon for stirring</li> <li>-2 empty 20 oz cups</li> <li>- ½ L of dirty water (tap water with dirt added); this can be carried in the bottom half of the cut bottle.</li> <li>-Stop watch/timer</li> <li>-Directions/Lab Sheets</li> <li>-Pencils</li> </ul> |
|  | <p><b>2. INTRODUCTION OF NEW MATERIAL</b> <b>2 MIN</b></p> <p>The teacher will briefly read the directions out long along with the students, making sure they are all paying attention, and <b>will have a few students read some of the directions out loud as well—these will go over guidelines/safety regulations (such as being explicit about not drinking the water after running it through the filter).</b> The teacher will have the video from the day before ready on her laptop if students need to be refreshed about what to do during the experiment—because the video itself is two minutes, this may be done during their lab time for groups that have questions on how to put their filters together. The teacher will then let the class get started on their experiment.</p>                                                            | <p><b>Students will be sitting in their groups (not touching the experiment materials) and listening to the teacher read the directions out loud. Some students should raise their hands to volunteer to read the directions out loud—this will ensure that they are following along and can fully grasp what to do if they the ones reading the directions, as well as having an alternative for auditory information. Students can ask questions if they need to as well.</b></p>                                  | <ul style="list-style-type: none"> <li>-Tray of materials listed above</li> <li>-Direction/Lab Sheets</li> <li>-Pencils</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY 35 MINS</b></p> <p>The teacher will say as they get started: <i>“Be sure to assign the roles listed on your worksheets for this lab, everyone has to be doing their part in the experiment.”</i></p> <p>The teacher will also be walking around the room, answering questions if needed as the students do their experiments. As mentioned above, <a href="#">the teacher can play the video for groups who need it, or for the whole class during the experiment</a>—stopping it at 1:47 to keep the experiment results hidden, since each group should figure that out themselves as they proceed. <a href="https://www.youtube.com/watch?v=OMZpzcltQkc">https://www.youtube.com/watch?v=OMZpzcltQkc</a></p> <p>This is to not only assist the students, ones who need visuals and others who may just need to double check their experiment, but also to keep them aware of what they are doing and how they are getting the lab done.</p> | <p>Students will first be assigned roles in their groups, such as the time-keeper, note recorder, material “director” (responsible for getting and putting away materials), and a task “manager” (keeping the group on task, going through the steps again to make sure they did everything, etc.). For my case study student specifically, I will assign her as a note recorder—this will keep her engaged and it will peak her interest of writing things down. I will also give her and other students in general the <a href="#">choice of writing out the notes, or they can even draw a small/simple picture of different aspects of their experiments</a>—this is to give students <a href="#">individual choice</a>, as well as having <a href="#">alternatives for visual information</a>. Students are also expected to use their time wisely and follow every step of the experiment in order to have a successful outcome. <a href="#">They can keep track of their time and steps using a checklist, or possibly by crossing off each step number as they work through their worksheet. This will allow them to set goals in a way</a>, throughout their experiment so they can finish within the lesson period.</p> | <p>-Tray of materials listed above<br/>-Direction/Lab Sheets<br/>-Pencils<br/>-Laptop if students need to see video.</p> |
|  | <p><b>4. INDEPENDENT PRACTICE 5 MINS</b></p> <p>During this, the teacher will pass out a second sheet for students to write their conclusions/inferences on. The teacher will say: <i>“If you have finished your experiments and have cleaned up your areas, please</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>When groups are finished with the experiment and have cleaned up their materials, they should take the rest of the period to write down their</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>-Pencil<br/>-Lab Sheet<br/>-Conclusion/Inferences Sheet</p>                                                           |

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|  | <p><i>take the next 5 minutes to fill in your conclusion sheets. You will also make inferences and ask further questions about what you learned today, if your hypothesis was correct according to your results."</i></p> <p>During this, the teacher will have <i>the sheet on the overhead projector to display on the board</i> for students to follow along and read as well—<i>this is to ensure the class is understanding what the last part of this experiment is and for children like my case study student to have a visual to look at.</i></p>                | <p>conclusions and inferences. Students will also write down further questions they may have. <i>These sheets should have vocabulary words in their worksheets.</i> Because of the various amount of times groups will finish, this time slot can be used to finish experiments and <i>students can choose complete their conclusions for homework.</i> This is only a choice if they do not want to rush the end of their experiments. My case study student typically tries to get through assignments quickly, so having her be the recorder for her group will allow her to <i>work at the same pace as her group and can have the choice to be an active member of her group.</i> She can also have time to write out her conclusion/inferences in a <i>creative and informative way.</i></p> |            |
|  | <p><b>5. CLOSING</b>      <b>&gt;1 MIN</b></p> <p>This will be a short wrap up, where the teacher will say: <i>"Make sure your areas are cleaned up before we move on to our next lesson. If you have not finished your conclusions and inferences, you are to complete them for homework. Tomorrow we will reflect on the experiment and talk about what we learned and took away from it."</i> <i>Explaining what will happen tomorrow will allow students to know what to expect for the next day, and will allow them to think about their group's work time.</i></p> | <p>Students will be back at their desks and listening to the teacher, with the worksheets put away—either in their science folder or in their homework folder, depending on if they finished their conclusions. <i>Students can ask questions if they need something clarified for them.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>N/A</p> |

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| <b>REINFORCE-<br/>MENT</b> | <b>6. HOMEWORK</b><br>Teacher will pass out worksheets to those who did not get a chance to start them yet. <b>Directions will be highlighted for those students who need it</b> , as well as <b>re-explaining directions to students who may ask after the lesson is over.</b> | Students can finish (or start) their worksheets about their experiments' conclusions and inferences, as well as writing down further questions for this topic/experiment. <b>This is the start of them reflecting on their work as well as the lesson overall.</b> | -Conclusion/ Inferences Sheet |
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## LESSON PLAN 2

| Name Ms. Smith                                     | Topic/Title Segway to Lead/Water Issues in Newark (Day 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grade Level/CT 5 <sup>th</sup>                                                                                                                                                                                                                                                                     |
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| <b>VISION-<br/>SETTING:<br/>KNOW, SO,<br/>SHOW</b> | <p><b>1a. STANDARD:</b> NJ Common Core Standards<br/> <u>CCSS.ELA-LITERACY.SL.5.2</u><br/> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>3.1.F.4.</u> Vocabulary and Concept Development: Use a grade-level appropriate dictionary independently to define unknown words.</p> <p><u>CCSS.ELA-LITERACY.W.5.2.D</u><br/> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>5.1.4.B.1</u> Building and refining models and explanations requires generation and evaluation of evidence.</p> | <p><b>1b. ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students will understand that water is affected in a variety of ways from pollution and contamination.</li> <li>Students will understand the different causes and effects of the current water crisis.</li> </ul> |

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|                        | <b>2a. STUDENT LEARNING OBJECTIVES</b><br>SWBAT learn the basics of what lead is and how it forms through readings and classwork.<br><br>SWBAT grasp the concept of how lead affects drinking water and makes it unsafe for humans to consume by gathering information from their textbook.<br><br>SWBAT make connections to the lead crisis in Newark by reading an article as a class and sharing their thoughts on it.                                                                                                                                                                                                                                                                                                | <b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b> <ul style="list-style-type: none"><li>Teacher should have an understanding of what lead is, as well as the article(s) about lead and how it affects people.</li><li>Teacher should also know what the students should look for in their textbook, such as the definition of lead and a section about what happens when it is in drinking water or other items that can affect human health.</li><li>Teacher should be able to explain what the Newark water crisis is and how the lead pipes in the city are contaminating the water supply.</li></ul> |                    |
|                        | <b>3. ASSESSMENT</b><br>Students will have an informal assessment throughout the lesson because they are filling out a worksheet on their understanding of lead and how it affects water, as well as coming up with ideas (out loud) as a class that connect what they learned to the current crisis in Newark.<br><br>Students will be assessed on what they know about lead, what they know about its affect on people and water systems, and what inferences they can make about how the textbook/article information connects with the Newark water crisis.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |
|                        | <b>4. ADAPTATIONS AND ACCOMMODATIONS (all SIOP Checklist ideas are bolded throughout lesson plan)</b> <ul style="list-style-type: none"><li>Students who are English Language Learners (ELLs) will receive worksheets with their home language words on them under English words that may be unfamiliar to them.</li><li>ELLs will also be partnered up with classmates who are bilingual and fluent in both English and their home language to help them through their worksheets.</li><li>ELLs will also be given articles in their home language, so as they read/follow along while the teacher/classmates read out loud, they can hear the English words of what they are reading in their home language.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |
|                        | <b>PROCEDURE AND PRACTICE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |
| <b>METHODS:<br/>GO</b> | <b>TEACHER’S ROLE</b><br><b>Questions to Ask</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>WHAT ARE STUDENTS DOING?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>MATERIALS</b>   |
|                        | <b>1 STARTER/ANTICIPATORY SET (3 min.)</b><br><br>Teacher will say to the students: “ <i>Boys and girls, come meet up at the carpet with your reflection worksheets. We are going to briefly discuss your thoughts on the experiment lab</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students will take out their reflection sheets and go to the carpet. By raising their hands, students will talk about the conclusions/reflections they wrote down.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -Reflection sheets |

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|  | <p><i>we did, and see how it ties into what we are learning today.”</i></p> <p><b>The teacher will hold up a copy of the sheet for students to see, so they have a visual of what they need to have.</b> The teacher will then say: “<i>Who can give me an example of something they learned from last week’s experiment? Raise your hands please.</i>” The teacher would then call on 2-3 people to share their answers from their sheets. <b>The teacher will be clear and articulate when asking this question, rewording it if needed for students who cannot understand English fluently yet.</b></p>                                                                                                                                           | <p><b>They are allowed to read from the sheets if they need to as well.</b></p>                                                                                                                                                                                                                                                                                   |                                                                                                                                          |
|  | <p><b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) ( 5 min.)</b></p> <p>The teacher will use the isle chart to write down the new vocabulary words they are learning this week. The teacher will say: “<i>To add onto what we know about water and water filtration, this week we are learning about three new ideas: lead, contamination, and crisis.</i>” The teacher will write this on the chart paper--after each word written, the teacher and the class will say the words out loud together. <b>This is so ELLs (and any of the students) know how to say the word and spell it.</b> The teacher will first briefly discuss <u>lead</u> with the class, since today’s lesson is focused around that topic.</p> | <p>Students will say the words out loud along with the teacher--<b>this will give them the chance to not only know how to pronounce them properly, but to start thinking about what they could mean.</b> Students will raise their hands during the discussion of lead to give their ideas as they learn about this topic.</p>                                    | <p>-Isle/chart paper</p> <p>-Markers.</p>                                                                                                |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (25 min.)</b></p> <p>The teacher will then say: “<i>Now it’s time to find out more about lead. After I’m done explaining the directions, you will walk quickly and quietly back to your seats and get your science textbooks off the back shelf. I will hand out your worksheets for you--you will complete these in pairs.</i>” The teacher will hand them out--<b>some of them modified with home language instructions as well as English instructions</b></p>                                                                                                                                                                                                                                      | <p>Students will go back to their desks with the worksheets and use their science textbook to research the following questions:</p> <ul style="list-style-type: none"> <li>• What is lead?</li> <li>• How does lead form?</li> <li>• How can lead affect people?</li> <li>• How can lead affect water?</li> </ul> <p>They will raise their hands if they have</p> | <p>W</p> <p>-Science Textbooks</p> <p>-Worksheets (both English and mixed)</p> <p>-Articles (both English and mixed)</p> <p>-Pencils</p> |

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|  | <p><b>for ELLs</b>--and circulate around the room to make sure the students are getting their work done, as well as answering any questions they may have.</p> <p>As a class, we will then read an article about lead and how it can affect water—reading most of the main article from EPA as well as a link within it about lead in drinking water. This will transition into the independent practice. The teacher will pass out the article when the students are finishing up their lead worksheets and read the first section, <b>allowing other students to read out loud as well.</b></p> <p>Teacher will give shorter print-out version of these links:<br/> <a href="https://www.epa.gov/lead/learn-about-lead">https://www.epa.gov/lead/learn-about-lead</a><br/> <a href="https://www.epa.gov/lead/protect-your-family-exposures-lead#water">https://www.epa.gov/lead/protect-your-family-exposures-lead#water</a></p>                                                                   | <p>questions throughout the worksheet. <b>ELL students can answer in their home language if needed, but will be encouraged to try and use the English words they see in the textbook to answer the questions. They will be paired up with bilingual students, so if they are unsure of a word in English they will have help from their classmate.</b></p> <p>When reading the article as a class, <b>ELLs will have modified articles with some native-language meanings of difficult English words in the article, so that they can easily follow along and not get lost while we read it aloud.</b></p> |                                                                                                       |
|  | <p><b>4. INDEPENDENT PRACTICE (10 min.)</b></p> <p>After the article(s) are read out loud, the teacher will say: <i>“I want you all to think about how this article, and what we learned about lead from our textbooks, connects to the water crisis in Newark. Who can raise their hand and tell me something that relates to the problems with the water in Newark?”</i> The teacher will call on 1-2 students, depending on what they know about the crisis, and then say: <i>“Okay good, so we have somewhat an idea of how today’s lesson relates to the water problems in Newark. I would like you all to use the back of your textbook worksheets to independently write down three different inferences that you gathered from what you researched today, and how they connect to the water issues in Newark.”</i> <b>The teacher will rephrase the question for understanding/clarification, especially if any ELLs do not understand something.</b> After, the teacher will briefly go</p> | <p>Students will use the article and their lead worksheets to write down inferences by themselves. <b>ELLs can underline words they may not understand so that they teacher can help guide them to knowing what the word is in English. This will help them grasp the concept of what they learned more.</b> The students will also be raising their hands before starting their inferences, to go over any information/questions they may have.</p>                                                                                                                                                       | <p>-Articles (both English and mixed)</p> <p>-Pencils</p> <p>-Worksheets (both English and mixed)</p> |

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|                            | over the lead pipes in Newark, stating that they are part of the water problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                |                  |
|                            | <b>5. CLOSING (2 min.)</b><br><br>After teacher goes over the lead pipes in Newark and how the lesson connected with them: <i>“Our focus for this week of the unit is to think about what can be done now that we know how the water filtration process works, and how we can use that knowledge to come up with ways that could help with the water crisis.”</i> <b>Teacher will also wrap up lesson by answering any questions and then reiterating what they learned:</b> <i>“We learned that lead is a natural element that can be found in the Earth’s crust, but can be very bad for humans and animals to use sometimes--like in drinking water. It makes the water unsafe to drink, and can cause people harm if they drink too much of it. We will continue to discuss lead pollution tomorrow, and how it is bad for water.”</i> | Students will listen to the teacher, and <b>ask any further questions if they need to</b> --this could be for clarification/comprehension, or to ask something that can be discussed tomorrow. | NnddddN/<br>-N/A |
| <b>REINFORCE-<br/>MENT</b> | <b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b><br>No Homework; students are simply asked to continue thinking about how the lead pipes are a huge factor in the Newark water crisis and ideas of what could be done differently to help clean the water.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | N/A                                                                                                                                                                                            | N/A              |

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| <b>Preparation</b><br><br>I will hold an example of their reflection sheets up so that students can see what sheet I am talking about before bringing it to the carpet to go over their | <b>Building Background</b><br><br>I will give ELL students the chance to underline words they do not know in their answers/articles. |
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| <p>thoughts/ideas.</p> <p>I will make directions on worksheets in their home-language AND in English, to ensure the students fully understand what to do.</p> <p>I will make copies of the article(s) in students native languages if needed, with English words</p>                                                           | <p>I will encourage ELL students to use English words they know when answering questions, but they can write in their native language if that is more comfortable for them to write in.</p>                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Comprehensible Input</b></p> <p>I will reiterate/rephrase directions if needed, answering any clarifying questions throughout the lesson.</p> <p>I will also show write large and slowly on the isle chart, pronouncing the words along with the class so ELLs can understand how the word is said and how it looks.</p> | <p><b>Strategies</b></p> <p>I will allow students to read from their reflection sheets on the carpet, just in case if they need a reference while talking out loud.</p> <p>Bilingual students (who are fluent in both English and their home language) will be paired with ELLs to help guide them with their answers as well.</p> <p>I will have home-language versions of the worksheets/articles, with both English AND home language on it together; this will allow ELLs to see what the words look like in English and can help guide them with what it means.</p> |
| <p><b>Interaction</b></p> <p>I will give ELLs plenty of time to answer questions, and if they need extra assistance</p>                                                                                                                                                                                                        | <p><b>Practice and Application</b></p> <p>I will make sure each part of the lesson is comprehensible and broken down to the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p>I will provide them with that—such as having a translator or dictionary nearby.</p> <p>ELLs will be able to interact with their peers, both bilingual and English-only speaking students.</p> <p>I will answer any questions and guide ELLs if they are unsure how to answer a question—this will allow them to feel comfortable with me and can encourage them to attempt to use English words along with their home-language words.</p>                                              | <p>point where ELLs (and the rest of the class) feel comfortable doing it.</p> <p>Reading out loud/writing on the board will also guide ELLs to knowing what the lesson entails.</p> <p>I will also make sure that their textbooks are labeled with home-language words as well, if needed.</p>                                                             |
| <p><b>Lesson Delivery</b></p> <p>There is quite a lot of interaction among the students, and this will get them to understand from each other—especially ELLs.</p> <p>I will constantly clarify any questions as well as rephrase any points that are not understood properly.</p> <p>Students are also allowed to write in their native language, if that is more comfortable, but then encouraged to try and write the answer in English as well to practice their second language.</p> | <p><b>Review and Assessment</b></p> <p>I will be going around the room and check in with the ELL students, clarifying anything that did not translate properly when giving directions.</p> <p>I will check their worksheets and inferences as they go along, seeing how well all students (especially ELLs) understood the article/textbook from today.</p> |

### Water Filtration Experiment Lab

| <i>Category</i>                           | <i>3 point</i>                                                                                                                         | <i>2 points</i>                                                                                                                                                           | <i>1 points</i>                                                                                                                                                            | <i>Score</i> |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Content Knowledge</b>                  | Student shows a full understanding of the topic.                                                                                       | Student shows a good understanding of the topic.                                                                                                                          | Student shows a fair understanding of the topic, but seems to only comprehend parts of it.                                                                                 |              |
| <b>Vocabulary Used</b>                    | Student uses vocabulary words throughout their recording sheets, defining any new words they learned while conducting the experiments. | Student uses some vocabulary words throughout their recording sheets. Includes 1-2 new words they learned, but does not define them.                                      | Student uses minimal to no vocabulary throughout their recording sheets. Does not include any new words they learned.                                                      |              |
| <b>Construction of Filtration Systems</b> | Student's filtration systems are labeled correctly, are put together properly, and are effective in the results of the experiment.     | Student's filtration systems are somewhat labeled correctly, are put together properly with only 1-2 errors, and are somewhat effective in the results of the experiment. | Student's filtration systems are not labeled correctly, are not put together properly and have more than 2 errors, and are not effective in the results of the experiment. |              |
| <b>Format/Quality</b>                     | Student demonstrates complete sentences, no grammatical and spelling errors, and neatness throughout recording sheets.                 | Student demonstrates some complete sentences, a few grammatical and spelling errors, and neatness                                                                         | Student demonstrates a few complete sentences, many grammatical and spelling errors, and is not neat throughout recording sheets.                                          |              |

|  |  |                              |                           |  |
|--|--|------------------------------|---------------------------|--|
|  |  | throughout recording sheets. |                           |  |
|  |  |                              | <b><i>Total Score</i></b> |  |

## LEARN ABOUT LEAD

### What is Lead?

Lead is a naturally occurring element found in small amounts in the earth's crust. While it has some beneficial uses, it can be toxic to humans and animals causing of health effects.

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### Where is Lead Found?

Lead can be found in all parts of our environment – the air, the soil, the water, and even inside our homes. Much of our exposure comes from human activities including the use of fossil fuels including past use of leaded gasoline, some types of industrial facilities, and past use of lead-based paint in homes. Lead and lead compounds have been used in a wide variety of products found in and around our homes, including paint, ceramics, pipes and plumbing materials, solders, gasoline, batteries, ammunition, and cosmetics.

Lead may enter the environment from these past and current uses. Lead can also be emitted into the environment from industrial sources and contaminated sites, such as former lead smelters. While natural levels of lead in soil range between 50 and 400 parts per million, mining, smelting, and refining activities have resulted in substantial increases in lead levels in the environment, especially near mining and smelting sites.

When lead is released to the air from industrial sources or vehicles, it may travel long distances before settling to the ground, where it usually sticks to soil particles. Lead may move from soil into ground water depending on the type of lead compound and the characteristics of the soil.

Federal and state regulatory standards have helped to reduce the amount of lead in air, drinking water, soil, consumer products, food, and occupational settings.

### What are the Health Effects of Lead?

Lead can affect almost every organ and system in your body. Children six years old and younger are most susceptible to the effects of lead.

Children

Even low levels of lead in the blood of children can result in:

- Behavior and learning problems
- Lower IQ and Hyperactivity
- Slowed growth
- Hearing Problems
- Anemia

In rare cases, ingestion of lead can cause seizures, coma and even death.

## Drinking Water

Lead can enter drinking water through corrosion of plumbing materials, especially where the water has high acidity or low mineral content that corrodes pipes and fixtures. Homes built before 1986 are more likely to have lead pipes, fixtures and solder. However, new homes are also at risk: even legally "lead-free" plumbing may contain up to eight percent lead.

Beginning January 2014, changes to the Safe Drinking Water Act further reduced the maximum allowable lead content of pipes, pipe fittings, plumbing fittings, and fixtures to 0.25 percent. The most common problem is with brass or chrome-plated brass faucets and fixtures with lead solder, from which significant amounts of lead can enter into the water, especially hot water.

Corrosion is a dissolving or wearing away of metal caused by a chemical reaction between water and your plumbing. A number of factors are involved in the extent to which lead enters the water including the chemistry of the water (acidity and alkalinity), the amount of lead it comes into contact with, how long the water stays in the plumbing materials, and the presence of protective scales or coatings inside the plumbing materials.

To address corrosion of lead and copper into drinking water, EPA issued the [Lead and Copper Rule \(LCR\)](#) under the authority of the Safe Drinking Water Act. The LCR requires corrosion control treatment to prevent lead and copper from contaminating drinking water. Corrosion control treatment means systems must make drinking water less corrosive to the materials it comes into contact with on its way to consumers' taps.

## **EXAMPLE FOR SPANISH SPEAKING ELLS**

### **APRENDA SOBRE EL PLOMO**

¿Qué es el plomo?

El plomo es un elemento natural que se encuentra en pequeñas cantidades en la corteza terrestre. Si bien tiene algunos usos beneficiosos, puede ser tóxico para los seres humanos y los animales que causan efectos sobre la salud.

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¿Dónde se encuentra el plomo?

El plomo se puede encontrar en todas las partes de nuestro medio ambiente - el aire, el suelo, el agua, e incluso dentro de nuestros hogares. Gran parte de nuestra exposición proviene de las actividades humanas incluyendo el uso de combustibles fósiles, incluyendo el uso pasado de gasolina con plomo, algunos tipos de instalaciones industriales y el uso pasado de pintura a base de plomo en los hogares. Plomo y compuestos de plomo se han utilizado en una amplia variedad de productos encontrados en y alrededor de nuestros hogares, incluyendo pintura, cerámica, tuberías y materiales de plomería, soldaduras, gasolina, baterías, municiones y cosméticos.

El plomo puede entrar en el ambiente de estos usos pasados y actuales. El plomo también puede ser emitido en el medio ambiente de fuentes industriales y sitios contaminados, como las antiguas fundidoras de plomo. Mientras que los niveles naturales de plomo en el suelo oscilan entre 50 y 400 partes por millón, las actividades de minería, fundición y refinación han resultado en aumentos sustanciales en los niveles de plomo en el ambiente, especialmente cerca de los sitios de minería y fundición.

Cuando el plomo se libera al aire de fuentes o vehículos industriales, puede viajar largas distancias antes de establecerse en el suelo, donde generalmente se adhiere a las partículas del suelo. El plomo puede moverse del suelo al agua subterránea dependiendo del tipo de compuesto de plomo y las características del suelo.

Las normas reglamentarias federales y estatales han ayudado a reducir la cantidad de plomo en el aire, el agua potable, el suelo, los productos de consumo, los alimentos y los entornos laborales.

¿Cuáles son los efectos del plomo sobre la salud?

El plomo puede afectar casi todos los órganos y sistemas de su cuerpo. Los niños de seis años o menos son los más susceptibles a los efectos del plomo.

Niños

Incluso niveles bajos de plomo en la sangre de los niños pueden resultar en:

- Comportamiento y problemas de aprendizaje



- Menor CI y Hiperactividad
- Crecimiento lento
- Escuchando problemas
- Anemia

En casos raros, la ingestión de plomo puede causar convulsiones, coma e incluso la muerte.

## Agua potable

El plomo puede entrar en el agua potable a través de la corrosión de los materiales de plomería, especialmente donde el agua tiene alta acidez o bajo contenido mineral que corroe las tuberías y los accesorios. Casas construidas antes de 1986 son más propensas a tener tuberías de plomo, accesorios y soldadura. Sin embargo, las casas nuevas también están en riesgo: incluso la plomería legalmente "sin plomo" puede contener hasta un ocho por ciento de plomo.

A partir de enero de 2014, los cambios a la Ley de Agua Potable Segura redujeron aún más el contenido máximo de plomo permitido de tuberías, accesorios de tubería, accesorios de plomería y accesorios a 0,25 por ciento. El problema más común es con grifos de latón o latón cromado y accesorios con soldadura de plomo, de los cuales pueden entrar cantidades significativas de plomo en el agua, especialmente agua caliente.

La corrosión es una disolución o desgaste de metal causado por una reacción química entre el agua y su plomería. La cantidad de plomo que entra en el agua, la cantidad de plomo que entra en contacto con, la cantidad de agua que permanece en los materiales de la fontanería y la presencia del agua en el agua (acidez y alcalinidad) De escamas protectoras o revestimientos dentro de los materiales de fontanería.

Para abordar la corrosión del plomo y el cobre en el agua potable, la EPA emitió la Regla de Plomo y Cobre (LCR) bajo la autoridad de la Ley de Agua Potable Segura. La LCR requiere un tratamiento de control de la corrosión para evitar que el plomo y el cobre contaminen el agua potable. El control de la corrosión significa que los sistemas deben hacer que el agua potable sea menos corrosiva para los materiales con los que entra en contacto con los grifos de los consumidores.

### MINI UNIT 3

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                  |
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| <b>Unit Title: The Water Crisis:<br/>Finding Our Voices</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Teacher:</b><br>Ms. Hartman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Grade:</b><br>5 <sup>th</sup> |
| <b>Unit Description</b><br><br><p>Throughout weeks five and six, students will further explore the ongoing water contamination issue happening in the United States and in some cases, in the communities in which students live. Having studied the Universal Declaration of Human Rights (UDHR), the history of lead in the water and explored the science behind lead in water and other contamination issues, students will be equipped to begin taking action in this unit using writing as a tool. This unit begins with an interactive historical fiction read-aloud that anecdotally humanizes politicians, shapes history, and demonstrates the way citizens can be catalysts for change. Following the read-aloud, students begin to understand their duty to be active participants in a functioning democracy by persuasive letter-writing to local, state, federal representatives, and heads of organizations to urge action against inequality related to access to clean drinking water.</p> <p>Students also explore various math concepts related to the water contamination issues and can begin to compare and contrast real levels of lead in water by solving, designing and representing data in cohesive diagram posters.</p> <p>The unit culminates with students focusing a few days on poetry and the idea that poetry is another type of literature and an art form in which we can express our feelings and bring about awareness and hopefully change.</p> | <b>Standards Addressed:</b><br><br>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<br><br>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.<br><br>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>CCSS.ELA-LITERACY.W.6.10<br>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.<br><br>CCSS.ELA-LITERACY.RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.<br><br>CCSS.ELA-LITERACY.RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.<br><br>6.3.4.D.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.<br><br>6.1.4.C.9 Availability of resources affects economic outcomes.<br><br>6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.<br><br>6.1.4.A.11 The United States democratic system requires active participation of its citizens.<br><br>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.<br><br>6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |                                  |

| Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Subjects Integrated:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ol style="list-style-type: none"> <li>1) Students will understand that as humans, they are entitled to certain rights and access to certain resources.</li> <li>2) Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.</li> <li>3) Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</li> <li>4) Students will understand the different causes and effects of the current water crisis.</li> <li>5) Students will understand that water is affected in a variety of ways from pollution and contamination.</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Social Studies/Current Affairs/Government<br>Language Arts<br>Math<br>Arts (Poetry)                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>1. Do you think that all people are entitled to the same rights and freedoms?</li> <li>2. Why is it important to have clean air and clean water?</li> <li>3. How are our lives affected by water?</li> <li>4. What do you know about the current water crisis happening in New Jersey?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Daily Lesson Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Day 1*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Begin with all students on the rug and ask students what park is his/her favorite. Turn and talk: how would you feel if they destroyed the park to make a new apartment building?</li> <li>• Hand out vocabulary sheets and/or cards with definitions. Begin Interactive non-fiction read-aloud “The Camping Trip”. Have students put hands on head when they hear words; have a student define the word for reinforcement. Use chart paper to compare and contrast and highlight parts of speech</li> <li>• At the end of the story, use a T chart to discuss issues and the people you go to for certain issues. Field responses, then facilitate a deeper discussion about elected officials and organizations and what they are in charge of.</li> <li>• Group students in pairs and assign students a person, organization or official and have them use laptops/iPads to research what these people are responsible for. Make an electronic T chart of their own. Teacher circulates the classroom to ensure students understand assignment and are on task.</li> </ul> <p>Homework: Use Google Docs to complete T chart for homework</p> | <p>Students will demonstrate understanding of the reason we need advocacy at every level of government by responding to read aloud questions with partners and sharing with the class.</p> <p>Students will demonstrate understanding of vocabulary words by identifying and reading the definitions as they come up in the book.</p> <p>Students will demonstrate understanding of hierarchy and who can help with certain issues by contributing to a class T chart then researching for their individual T chart.</p> |
| Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Move desks in a large circle to make room in the middle.</li> <li>• Students begin lesson with a card game “Who Am I? (place a card on their forehead, are given clues provided by other students or the teacher when needed to guess who they are)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Students will demonstrate understanding of what different individuals and groups are responsible for aspects of their lives by actively participating in a game of <i>Who Am I?</i></p>                                                                                                                                                                                                                                                                                                                               |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|       | <ul style="list-style-type: none"> <li>• Mini lesson on representations: local, state and federal governments. Activate what they have learned about the water crisis so far to help students begin research. Start at the federal level and illustrate the chain of command for safe drinking water using chart paper.</li> <li>• Students continue researching who in the government is responsible for the health and well-being of its citizens, particularly having to do with water contamination. Research is guided by a situation handed to each group on a piece of paper helping them figure out if they should contact local (mayor), state department (NJDEP commissioner or governor), or national organization (EPA).</li> </ul> <p>Exit ticket: Students share findings with the class and write on a notecard to whom they think they might write a letter.</p>                                                                                                                 | <p>Students will demonstrate understanding of levels of government and a representative democracy by initiating research into who is responsible for the well-being of particular group of people, their roles and how they interact with citizens.</p> <p>Students will demonstrate understanding of the need for access to resources (such as water) by discussing in groups during research.</p>                |
| Day 3 | <ul style="list-style-type: none"> <li>• Once students have figured out who they are writing to, stop for a break and show students a few examples of persuasive letters to mayors, congresspeople, senators, presidents, etc. Teacher models persuasive techniques used in each letter.</li> <li>• Introduce persuasive techniques in writing with a one-page summary on each of the techniques (this is a review from previous grade). Jigsaw activity: hand out small pieces of information. Have groups plan then present an example of the technique they received and the rest of the class guess which technique.</li> <li>• Begin persuasive letter-writing to state/local representatives in regard to lead in the water, some ways to remedy the issue, and urging action from the government.</li> <li>• Outline using the rubric what should be included.</li> </ul> <p>Homework: if not completed in class, have a rough draft or an outline of your letter for class on Day 6.</p> | <p>Students will demonstrate understanding of levels of government and a representative democracy by initiating research into who is responsible for the well-being of particular group of people, their roles and how they interact with citizens.</p> <p>Students will demonstrate understanding of the types of persuasive techniques by participating in a jigsaw activity and identifying each technique.</p> |
| Day 4 | <p>Students take a hiatus for a few days to work on a cross-curricular math unit related to water contamination.</p> <ul style="list-style-type: none"> <li>• Scavenger-hunt type math game where students travel around the classroom and into the hallway to collect data on lead levels in water in surrounding “towns”.</li> <li>• Once data is collected, mini review lesson on equivalent fractions. Then, students work individually to make equivalent fractions as a strategy to solve comprehension questions which involve adding and subtracting fractions and decimals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Students will demonstrate understanding of collecting data, recording information, and solving for equivalent fractions by visiting stations in the classroom and solving comprehension questions on a worksheet.</p> <p>Students will demonstrate understanding of equivalent fractions by meeting with the teacher and showing their work.</p>                                                                |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|       | Exit ticket: call teacher or student teacher/TA over to your table to show your work and how you feel about adding and subtracting decimals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Day 5 | <ul style="list-style-type: none"> <li>Go over math worksheet that was for homework</li> <li>Introduce multiplying decimals and the four steps with students sitting at their desks. Teacher explains instructions for challenge question by incorporating data collected. Challenge question should be designed on the poster.</li> <li>Students get into groups of 4 to begin making math posters. Each comprehension question from the previous day will be its own poster to be hung in the hallway on bulletin board in the form of graphs, pie charts, etc.</li> <li>Students must sketch their design and show their work and how they will represent data and get both approved by the teacher</li> <li>Exit ticket: Use a fraction to rate how well they understood the lesson. Ask them to write down what they may need more help with if they rated below a 7</li> </ul> | Students will demonstrate understanding of finding equivalent fractions and multiplying decimals by incorporating the products of word problems in their posters once teacher has confirmed they are correct.                                                                                                                                                                                                                                                                                                                                                                               |
| Day 6 | <ul style="list-style-type: none"> <li>Work Session: students spend the day designing and publishing math posters.</li> <li>If students have not completed a sketch, they should do so today and begin designing.</li> <li>Students requiring more help with the math content can conference with a teacher or have another student peer teach/cooperative learning.</li> <li>Students who finished posters present their findings to the class.</li> </ul> <p>Homework: revisit letters to representatives and bring in a draft tomorrow.</p>                                                                                                                                                                                                                                                                                                                                       | Students will demonstrate understanding of finding equivalent fractions and multiplying decimals by incorporating the products of word problems in their posters once teacher has confirmed they are correct after cooperative learning/peer teaching has taken place.                                                                                                                                                                                                                                                                                                                      |
| Day 7 | <ul style="list-style-type: none"> <li>Sloppy copy/draft of letters due today.</li> <li>Short refresher lesson on the rug about peer editing; what to look for, marks to use. Peer editors should be able to identify the persuasive technique(s) used. Teacher hands out “Did You Convince Me” checklist.</li> <li>Peer editing in students’ choice of location in the classroom. Have at least two other students proofread/edit your letter</li> <li>Conferencing with teacher/student teacher before students begin typing final copies.</li> </ul> <p>Homework: students are to look up representative’s mailing address and bring in addressed envelopes.</p>                                                                                                                                                                                                                  | <p>Students will demonstrate understanding of the importance of peer editing by incorporating edits made by peers during peer editing process and rewriting as needed.</p> <p>Students will demonstrate understanding of persuasive techniques by including at least two techniques in some way in persuasive letters (see rubric), and also by completing the “Did You Convince Me” checklist.</p> <p>Students will demonstrate the understanding of letter-writing by successfully completing the assignment through peer editing and teacher conferencing before letters are mailed.</p> |

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| Day 8  | <ul style="list-style-type: none"> <li>● Last day to work on letters. Conferencing wraps up.</li> <li>● Have a few students volunteer to read their letters to the class</li> <li>● Students can give feedback and share what made each letter particularly persuasive using the technique vocabulary from earlier lesson.</li> <li>● Students print and stamp envelopes and student council member delivers them to the office for mailing.</li> <li>● Closing - Writer's journal: how did the persuasive letter writing make you feel? Do you feel like you made a difference? Stress the Importance now to follow the news and current events to track progress or setbacks.</li> <li>● If time allows, students can get laptops to print lyrics to their favorite school-appropriate song for the next lesson.</li> </ul> <p>Homework: bring in the lyrics to your favorite song. What do you notice about the song and its pattern(s)? Song can be in English or student's native language.</p>                                                                                                                                                                                                       | Students will demonstrate understanding of persuasive writing and the importance of using your voice to create change by mailing letters to real people who have the power to create this change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Day 9* | <p>Introduction to poetry</p> <ul style="list-style-type: none"> <li>● Start lesson with students in 3:00 partnership clock groups with poetry folder. Hand out and project two pieces of literature about Harriet Tubman. Read both aloud. Have students turn and talk after each is read to identify differences and similarities. Teacher records some responses on chart paper. Teacher introduces stanzas.</li> <li>● Take out songs from poetry folder. Turn and talk about some elements that you notice about the songs. Have students in the groups volunteer to read their songs and teacher models what element(s) of poetry is/are present in each song by using color coding. Go through Prezi Presentation. Highlight stanzas as the important element within poetry for our purposes.</li> <li>● Have students free write for the remainder of the period in Writer's Notebooks about their feelings about what we've learned about water contamination so far. These feelings will be used to construct stanzas tomorrow.</li> </ul> <p>Exit ticket: 3-2-1</p> <p>Homework: Find a quiet place at home (or the place where you write best) if possible, to do some reflective writing.</p> | <p>Students will demonstrate understanding of the elements of poetry (and songs) by identifying the elements during think, pair, share.</p> <p>Students will understand that literature and writing take on many forms (not just letters and books) but also songs, poetry, etc., as we observe and take notes on the branches of literature.</p> <p>Students will demonstrate understanding of poems as a form of expressing feelings as they write poems of their own about the very real water contamination crisis they have been learning about.</p> <p>Students will demonstrate understanding of stanzas in poetry by identifying them with color-coding in partnership groups. Students will also demonstrate understanding of stanzas as they are identified in songs of their choice.</p> |
| Day 10 | <ul style="list-style-type: none"> <li>● Begin lesson with students on the rug with their Writer's Notebooks. Address all of the "I" questions from the previous day.</li> <li>● Students should do more free writing for 20 minutes in Writer's Workshop areas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Student will demonstrate understanding of grouping similar ideas together as stanzas by organizing their work into groups by physically cutting paper, color coding, or using manipulatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|  | <ul style="list-style-type: none"><li>• At the end of 20 minutes, have students group similar thoughts and begin writing poems. Students can use colored pencils and manipulatives to specify thoughts and groups.</li><li>• Option to have a rhyme scheme but they need to specify what kind of rhyme scheme (AABB, ABAB, etc. This was taught in third grade). As a friend if you can't remember.</li><li>• Students use class time then FLEX time to complete poems, print, illustrate and publish on bulletin board outside the classroom.</li></ul> |  |
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## LESSON PLAN 1

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Name: Rachel Hartman                          | Topic/Title: Who Is Protecting Us? (UDL) (Day 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Grade: 5 <sup>th</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>VISION-SETTING:<br/>KNOW, SO,<br/>SHOW</b> | <p><b>1a. STANDARD:</b> NJ Common Core Standards<br/><b>Social Studies</b></p> <p>6.1.4.A.7 In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>6.1.4.A.11 The United States democratic system requires active participation of its citizens.</p> <p>6.3.4.D.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.</p> <p>6.1.4.C.1 People make decisions based on their needs, wants, and the availability of resources</p> <p><b>ELA</b></p> <p>CCSS.ELA-LITERACY.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.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> | <p><b>1b. ENDURING UNDERSTANDINGS</b></p> <ol style="list-style-type: none"> <li>1. Students will understand that as humans, they are entitled to certain rights and access to certain resources.</li> <li>2. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.</li> <li>3. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</li> <li>4. Students will understand the different causes and effects of the current water crisis.</li> <li>5. Students will understand that water is affected in a variety of ways from pollution and contamination.</li> </ol> |
|                                               | <p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <p>Students will be able to generalize the idea of inequality or unfairness by associating what happens in the book with something that could happen in their own lives by framing the discussion in the anticipatory set to reflect inequalities in students' own lives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b></p> <ul style="list-style-type: none"> <li>• Teacher must read <i>The Camping Trip That Changed America</i> and have background knowledge of John Muir and Teddy Roosevelt.</li> <li>• Teacher must know the process by which national parks became protected.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|                        | SWBAT understand that if they feel strongly about changing something, they can create change by taking action in the form of persuasive writing.                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>What mayors, congresspeople, governors, senators, cabinet members, presidents, and certain organizations do, and who they represent specifically.</li></ul> |                                                                                             |
|                        | SWBAT explain the relationships between Teddy and Johnnie by contributing to a Venn Diagram.                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                                                                                             |
|                        | <b>3. ASSESSMENT</b><br>Students will be assessed informally following this lesson by contributing to a class T chart the various roles of governments and organizations and their jobs; and formally assessed on a later day in the unit on how well they persuade in a letter to a representative.                                                                                                |                                                                                                                                                                                                   |                                                                                             |
|                        | <b>4. ADAPTATIONS AND ACCOMMODATIONS</b><br>Color coding below denotes UDL incorporation                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                             |
| PROCEDURE AND PRACTICE |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                   |                                                                                             |
| METHODS: GO            | TEACHER’S ROLE<br>Questions to Ask                                                                                                                                                                                                                                                                                                                                                                  | WHAT ARE STUDENTS DOING?                                                                                                                                                                          | MATERIALS                                                                                   |
|                        | <b>1 STARTER/ANTICIPATORY SET (5 min.)</b> <ul style="list-style-type: none"><li>What is your favorite park? How would you feel if they destroyed the park to make a new apartment building? (UDL 7.2)</li><li>Bring up Muir and Roosevelt quotes on the board. Keep these quotes in mind during the story (UDL 3.1)</li><li>Briefly introduce story and characters to students (UDL 3.1)</li></ul> | Students are gathered on the rug in a place of their choice (moon chair, yoga ball, etc.) listening (UDL 7.1).                                                                                    | Pencils<br>Some students may have laptops to follow along on slides.                        |
|                        | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (5 min.)</b> <ul style="list-style-type: none"><li>Hand out vocabulary sheets or vocabulary cards (UDL 3.3) pronounce each vocab word and have students keep their ears open for these words.</li></ul>                                                                                                               | Students are still on the rug, contributing to predictions on chart paper.                                                                                                                        | Students have their choice of electronic vocabulary sheets, physical sheet, or index cards. |

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|  | <ul style="list-style-type: none"> <li>• Before beginning the book, encourage students to predict what the story might be about based on the cover illustration. Dictate responses and record on chart paper for reference after the story is shared.</li> <li>• <a href="#">Begin Interactive non-fiction read-aloud "The Camping Trip" and have the pages projected on the SmartBoard for visual learners, as well as available for intrapersonal learners to use a laptop or iPad to follow along (UDL 4.2/5.1)</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <a href="#">When students hear a vocabulary word, they should either put their hands on their heads or musically-inclined students can ring teacher's bell or triangle (UDL 4.1)</a> |                                 |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (30 min.)</b></p> <ul style="list-style-type: none"> <li>• (Page 2) <i>Ask</i>: what are some similarities and some differences between Teedie and Johnny?</li> <li>• (Page 6) <i>Say</i>: another example of how different these two men are.</li> <li>• (Page 18) <i>Ask</i>: what does Johnnie mean when he says, "I hope it is still here for them"?</li> <li>• (Page 18) <i>Say</i>: did nature actually <i>sing</i> a melody? What part of speech is this? Why did Johnnie use this kind of language?</li> <li>• (Last page) <i>Ask</i>: think back to the title of this book - The Camping Trip That Changed America. Not just for Natural Parks, how did this camping trip change America? <a href="#">Turn and talk with your buddy (UDL 8.3).</a></li> <li>• (Last Page) <i>Say</i>: The author created a central theme around trees in the book. How is the theme integral to the story? How are trees <i>integral</i> to the story's ending?</li> <li>• <i>Say</i>: We spent a few weeks talking about water, and will continue to discuss water, so why a story about National Parks? Turn and talk with your buddy. (UDL 3.2)</li> <li>• Group discussion: things like parks, pets, and water, do not have a voice of their own, so we need to be vocal about things we feel passionately about to speak out against inequality and things that are not fair. (UDL 3.4)</li> <li>• Discuss and model using a T chart to field answers from students about things they think are unfair and who they go to about it. If students become stuck on "go to teacher or parents if someone is getting bullied" facilitate the conversation further into government entities and organizations.</li> </ul> | <p>Students are listening for vocabulary words, turning and talking, and sharing when appropriate.</p> <p>Students are actively contributing to a T chart</p>                        | Vocabulary lists                |
|  | <p><b>4. INDEPENDENT PRACTICE (8-10 min.)</b></p> <ul style="list-style-type: none"> <li>• Students return to their desks to begin working in heterogeneous pairs to brainstorm some more issues that they have seen and who they think is best fit to respond to and fix these issues. Have students use T charts.</li> <li>• <a href="#">Teacher circulates the room to assist students who may need further explanation (UDL 6.2)</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Students return to desks or a quiet place to work (UDL 7.1).</a>                                                                                                         | iPads to create electronic copy |

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|                            | <b>5. CLOSING (2 min.)</b> <ul style="list-style-type: none"> <li>• Share with students that tomorrow we will begin by sharing T charts and what you have for homework, then we will learn about local, state and federal governments; student research on who would be the organization or representative responsible for ensuring we have clean drinking water. Just like Johnnie, we will put ourselves in a position to persuade someone that the water issue in our state needs to be fixed.</li> </ul> | Students should be at their desks, listening |  |
| <b>REINFORCE-<br/>MENT</b> | <b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b><br>Students should upload their T chart onto Google Docs and finish it for homework.<br>Next day's lesson utilizes the T chart to begin the lesson.                                                                                                                                                                                                                                                                                                     |                                              |  |

## LESSON PLAN 2

| Name: Rachel Hartman                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Topic/Title: Stanzas: From Songs to Poems (ELL)<br>(Day 9)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Grade Level/CT: 5 <sup>th</sup> |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| VISION-<br>SETTING:<br>KNOW, SO,<br>SHOW | 1a. STANDARD: NJ Common Core Standards<br><br>Social Studies<br>6.1.4.A.11 The United States democratic system requires active participation of its citizens.<br>6.3.4.D.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.<br>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                                                                                                                                                                                        | 1b. ENDURING UNDERSTANDINGS<br><br>1. Students will understand that as humans, they are entitled to certain rights and access to certain resources.<br>2. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.<br>3. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.<br>4. Students will understand the different causes and effects of the current water crisis. |                                 |
|                                          | 2a. STUDENT LEARNING OBJECTIVES<br><br>Students will be able to understand the elements of poetry by identifying the elements and characteristics in a song of their choice through color coding, then incorporating the elements in a poem they write. SWBAT explain what constitutes a stanza by identifying them in songs then in poems and accurately using them in poems.<br><br>SWBAT understand that literature can take the form of poetry and that poetry is a creative outlet, not unlike songs, that can express emotion, address social issues, etc.<br><br>SWBAT successfully write poems while constructing stanzas that appropriately gather similar ideas. | 2b. TEACHER CONTENT KNOWLEDGE <i>(necessary prior knowledge)</i><br><br><ul style="list-style-type: none"><li>Teacher should have background knowledge of the types and characteristics of poems and should review stanzas, limericks, haikus, etc.</li><li>Teacher should know some key vocabulary words in Spanish (or other language of ELL students, if possible) to be able to identify these words when used by emergent bilinguals.</li></ul>                                                                                                                           |                                 |
|                                          | 3. ASSESSMENT<br>Students will be assessed informally throughout the two-day lesson by grouping ideas in written poems and demonstrating how to separate ideas in their writing.<br>Students will be assessed formally at the conclusion of day 10 by publishing poems written in stanza                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |

#### 4. ADAPTATIONS AND ACCOMMODATIONS

Color coding below denotes SIOP Emergent Bilingual accommodations

#### PROCEDURE AND PRACTICE

| METHODS: GO | TEACHER'S ROLE<br>Questions to Ask                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WHAT ARE STUDENTS DOING?                                                                                                                                                                                                                                                                                                                                                         | MATERIALS                                                                                            |
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|             | <b>1 STARTER/ANTICIPATORY SET (12 min.)</b> <ul style="list-style-type: none"><li>Students meet on the rug in 3 o'clock partnership duos. (Three o'clock groups are optimized for ELL students to be paired with another student who can translate)</li><li>Hand out and project two pieces of literature about Harriet Tubman and has students watch and listen for differences and similarities as they are read aloud. Teacher records some responses on chart paper.</li><li>Teacher shows a Prezi presentation highlighting where poetry falls in literature Teacher then breaks down different types of poems and what constitutes each type. Teacher explains that we will focus on stanzas for our lesson and we will be writing non-fiction poems about the water unit using stanzas.</li><li>Group each stanza of Harriet Tubman poem with a bracket and have students do the same on the print out. Count the lines. Ask students how many stanzas? How many lines in Stanza 1, 2, 3 and 4?</li><li>Quick "hidden" thumbs up/thumbs down to show understanding</li></ul> | <ul style="list-style-type: none"><li>Students are gathered on the rug in a place of their choice listening.</li><li>Have students turn and talk after each piece of literature is read is read to identify differences and similarities.</li><li>Students take notes in Writer's workshop notebooks about poetry and follow along to group stanzas as teacher models.</li></ul> | Poetry folder,<br>Writer's Notebook<br>4 different colored pencils OR manipulatives (bracket blocks) |
|             | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (10 min.)</b> <ul style="list-style-type: none"><li>In 3:00 partnership clock groups students should take out songs that they brought in from poetry folder. ELL/Emergent bilingual students can bring in a song in their native language.</li><li>Have students in the groups volunteer to read their songs and teacher models the stanzas and number of lines in each (also project this on board).</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Turn and talk about some elements that you notice about the songs.</li><li>Students can share songs. ELL Students encouraged to share in their native language and if</li></ul>                                                                                                                                                            | Students take songs out to share                                                                     |

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|  | <p>Students to read song aloud in their native language if they feel comfortable doing so.</p> <ul style="list-style-type: none"> <li>• Explain that stanzas are present in both songs and poetry. They connect similar thoughts and are divided by space. Can come in twos, threes, fours, fives, etc.,</li> <li>• Model this on the board using manipulatives.</li> <li>• Give ELL students the opportunity to circle unknown words, and give them time to look it up in their personal dictionary before moving on.</li> </ul>                                                                                                                                                                                                                                          | <p>possible, translate some words for the class.</p>                                                                                                                                                                                                                      |                                   |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (5 min.)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the grouping of certain thoughts together on the SmartBoard using a poem the teacher has written.</li> <li>• Have students identify stanzas in the songs they brought in after modeling with Harriet Tubman poem and teacher-written poem on the SmartBoard.</li> <li>• Give ample wait time and opportunity for ELL students to ask questions.</li> <li>• Quick "hidden" thumbs up/thumbs down to show understanding</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Using colored pencils, students will create brackets showing what a stanza is. Students will discuss how many lines are in each stanza.</li> </ul>                                                                               | <p>Four colored pencils</p>       |
|  | <p><b>4. INDEPENDENT PRACTICE (30 min.)</b></p> <p>Less "teacher talk" and more time for student engagement. Majority of time for this lesson (30 minutes) is small group work/cooperative learning.</p> <ul style="list-style-type: none"> <li>• Have students free write for the remainder of the period in their Writer's Notebooks about their feelings about what we've learned about water contamination so far (these feelings will be used to construct stanzas tomorrow). ELL students may write in his or her own native language, as poems can be written in language of choice. Have ELL students do an "I Wonder" brainstorming free write.</li> <li>• Encourage students to group together certain thoughts. Students can use brackets or colored</li> </ul> | <ul style="list-style-type: none"> <li>• Students are writing individually in a comfortable location in the classroom.</li> <li>• Teacher is providing scaffolding to students who need accommodations and conferencing with students who need extra guidance.</li> </ul> | <p>Writer's Notebook, pencil.</p> |

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|                      | <p>pencils in their writing. ELL students can use manipulatives to group thoughts (A, B, C, D, etc).</p> <ul style="list-style-type: none"> <li>Teacher should circulate room and give specific feedback to ELL students to clarify any questions/correct any discrepancies or misunderstandings.</li> </ul>                                                                                                              |                                                                                                       |  |
|                      | <p><b>5. CLOSING (2 min.)</b></p> <ul style="list-style-type: none"> <li>Exit ticket: 3-2-1; three key words you used in your writing; two things you learned about stanzas; one (or more) thing(s) you still want to know. Teacher uses "1" to begin lesson the next day.</li> <li>Explain that we have another day to work on this writing exercise, but some writing can be done for homework.</li> </ul>              | <ul style="list-style-type: none"> <li>Students put away all materials and return to seats</li> </ul> |  |
| <b>REINFORCEMENT</b> | <p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <ul style="list-style-type: none"> <li>Find a quiet place at home (or a place where you do your best writing) to do some more reflective writing outside the classroom. Reflect on all the things we've done and learned about in the water unit so far by going through your</li> <li>Be sure to bring the writing back tomorrow to create poems.</li> </ul> |                                                                                                       |  |

## ELL SIOP Checklist

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| <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>To make this lesson meaningful and make connections to each student's culture, students have the opportunity to bring in songs for this lesson in his/her own native language.</li> </ul>                                                                                                                                                                                                         | <p><b>Building Background</b></p> <ul style="list-style-type: none"> <li>Give ELL students the opportunity to circle unknown words, and give ample time to look it up in their personal dictionary before moving on.</li> </ul>                                                                                                                                                                               |
| <p><b>Comprehensible Input</b></p> <ul style="list-style-type: none"> <li>Demonstrate grouping by modeling stanzas on the board using hands-on manipulatives, and give ELL/visual-spatial students manipulatives to practice grouping stanzas on their own</li> </ul>                                                                                                                                                                                              | <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Have ELL students do an "I Wonder" brainstorming free write before they begin writing. The next day, have students revisit the "I Wonder" chart to see if they were able to answer any questions while reflecting at home.</li> <li>ELL students can use manipulatives to group certain thoughts together once they begin writing.</li> </ul> |
| <p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>Group students to support language and content objectives. Three o'clock groups are optimized for ELL students to be paired with another student who can translate.</li> <li>Give ample wait time and opportunity during guided practice for ELL students to ask questions.</li> <li>Use a concept definition map to explain stanzas and where they fall in literature, in poetry.</li> </ul>     | <p><b>Practice and Application</b></p> <ul style="list-style-type: none"> <li>Model stanzas on the board using manipulatives, and give ELL/visual-spatial students manipulatives to practice grouping stanzas on their own.</li> <li>Divide lesson and content into meaningful short "chunks"; do not have students sit in one place and work the entire time.</li> </ul>                                     |
| <p><b>Lesson Delivery</b></p> <ul style="list-style-type: none"> <li>Less "teacher talk" and more time for student engagement. Majority of time for this lesson (30 minutes) is small group work/cooperative learning.</li> <li>Activate student involvement by encouraging ELL students to share their favorite song with the class in their native language. Encourage them to explain the song, in English, if possible. Student can choose to draw.</li> </ul> | <p><b>Review and Assessment</b></p> <ul style="list-style-type: none"> <li>Teacher should circulate room and give specific feedback to ELL students to clarify any questions/correct any discrepancies or misunderstandings.</li> <li>Quick "hidden" thumbs up/thumbs down to show understanding at the end of starter and guided practice.</li> </ul>                                                        |



## ***Persuasive Letter-Writing Rubric***

Teacher Name: **Rachel Hartman**

Student Name:

| CATEGORY               | 4                                                                                                           | 3                                                                                           | 2                                                                                                                              | 1                                                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Salutation and Closing | Salutation and closing have no errors in capitalization and punctuation.                                    | Salutation and closing have 1-2 errors in capitalization and punctuation.                   | Salutation and closing have 3 or more errors in capitalization and punctuation.                                                | Salutation and/or closing are missing.                                                                                      |
| Grammar & spelling     | Writer makes one or no errors in grammar or spelling.                                                       | Writer makes 2-4 errors in grammar and/or spelling.                                         | Writer makes 5-6 errors in grammar and/or spelling                                                                             | Writer makes more than 7 errors in grammar and/or spelling.                                                                 |
| Persuasive Techniques  | Student uses two or more persuasive techniques and uses them correctly.                                     | Student uses two persuasive techniques and uses them mostly correctly.                      | Student uses one persuasive technique.                                                                                         | Student uses no persuasive techniques.                                                                                      |
| Ideas                  | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |

|                    |                                                                         |                                                                                   |                                                                                   |                                                                                                   |
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| Format             | Complies with all the requirements for a formal letter.                 | Complies with almost all the requirements for a formal letter.                    | Complies with several of the requirements for a formal letter.                    | Complies with less than 75% of the requirements for a friendly letter.                            |
| Envelope           | Complete, accurate return address and recipient address.                | Complete, accurate return address and recipient address. Position may be off.     | 1-2 errors in return address. Recipient address is correct.                       | Addresses are incomplete and/or inaccurate. Or, no envelope was brought in.                       |
| Length             | The letter is at least four full paragraphs with 5-7 sentences in each. | The letter is four paragraphs but one or two paragraphs is less than 5 sentences. | The letter has fewer than 4 paragraphs and/or does not have at least 5 sentences. | The letter is less than 3 paragraphs and/or does not have at least 4 sentences in each paragraph. |
| <b>TOTALS</b>      |                                                                         |                                                                                   |                                                                                   |                                                                                                   |
| <b>TOTAL SCORE</b> |                                                                         |                                                                                   |                                                                                   |                                                                                                   |

# Harriet Tubman

*By: Eloise Greenfield*

Harriet Tubman didn't take no stuff  
Wasn't scared of nothing neither  
Didn't come in this world to be no slave  
And wasn't going to stay one either

"Farewell!" she sang to her friends one night  
She was mighty sad to leave 'em  
But she ran away that dark, hot night  
Ran looking for her freedom  
She ran to the woods and she ran through the woods  
With the slave catchers right behind her  
And she kept on going till she got to the North  
Where those mean men couldn't find her

Nineteen times she went back South  
To get three hundred others  
She ran for her freedom nineteen times  
To save Black sisters and brothers  
Harriet Tubman didn't take no stuff  
Wasn't scared of nothing neither  
Didn't come in this world to be no slave  
And didn't stay one either

And didn't stay one either

Harriet Tubman was born in to slavery. In 1849, she escaped from a Maryland plantation. She would devote the rest of her life to helping other slaves gain their freedom. She was a leader of the Underground Railroad, a group of secret places where slaves could stay on their way North. During the Civil War, she served as a cook, nurse, and union spy. Tubman died in March 1913.

## MINI UNIT 4

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |
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| <b>Unit Title:</b><br><b>The Water Crisis: Getting the Facts Straight</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Teacher:</b><br>N. Larsen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Grade:</b> 5 <sup>th</sup> |
| <b>Unit Description:</b><br><br>In this unit, students will investigate the water crisis happening in their community, evaluate lead levels in water, and compare these levels to what is legally allowed using statistics, tables, graphs, and informational text. Students will work with Common Core aligned content such as these to look closely at information and to think critically about how to spread awareness and make a change in the community that they live in. A culminating activity for the unit will involve students creating informational pamphlets using content and topics covered in class along with their own research findings that can be handed out to members of their community to spread awareness about the issue of accessibility to clean water. | <b>Standards Addressed:</b><br><br><u>CCSS.MATH.CONTENT.6.SP.B.5.A</u> -Reporting the number of observations.<br><br><u>CCSS.MATH.CONTENT.6.SP.B.5.B</u> -Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.<br><br><u>CCSS.MATH.CONTENT.5.MD.B.2</u><br>Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.<br><br><u>CCSS.MATH.CONTENT.6.SP.B.4</u><br>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.<br><br><u>CCSS.ELA-LITERACY.RI.5.1</u><br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br><u>CCSS.ELA-LITERACY.RI.5.5</u><br>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.<br><br><u>CCSS.ELA-LITERACY.RI.5.6</u><br>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      | <u>CCSS.ELA-LITERACY.RI.5.9</u><br>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably<br><br><u>NJSSS 6.3.4.D.1</u><br>Demonstrate understanding of the need for fairness and take appropriate action against unfairness.<br><br><u>NJSSS 6.1.4.C.1</u><br>People make decisions based on their needs, wants, and the availability of resources.<br><br><u>NJSSS 6.3.12.D.2</u><br>Take actions that result in a more just and equitable society. |                                                                    |
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| Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Subjects Integrated:                                               |
| <div>1. Students will understand that as humans, they are entitled to certain rights and access to certain resources.</div> <div>2. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.</div> <div>3. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</div> <div>4. Students will understand the different causes and effects of the current water crisis.</div> |                      | <div>1. Do you think that all people are entitled to the same rights and freedoms?</div> <div>2. Why is it important to have clean air and clean water?</div> <div>3. How are our lives affected by water?</div>                                                                                                                                                                                                                                                                                                     | Math, Literacy, Social Action, Art, Social Studies                 |
| Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Daily Lesson Summary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment: Phrased as: Students will demonstrate understanding of |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | (CONTENT) as evidenced by (PRODUCT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Day 1 | <ul style="list-style-type: none"> <li>Anticipatory set: KWL Chart about Water Accessibility and Use               <ul style="list-style-type: none"> <li>What do you still want to learn about water?</li> </ul> </li> <li>Read Aloud: “One-Well: The Story of Water on Earth”- Rochelle Strauss</li> <li>Turn and Talk: about something you learned from the story</li> <li>Independent: think of one “wondering” and show this on a whiteboard</li> <li>Wrap-Up: add to KWL chart</li> </ul>                                                                                                                                              | <p>Students will demonstrate their understanding of the ways that water impacts our lives as evidenced by a KWL chart and their responses to the Exit Ticket.</p> <p>Students will demonstrate their understanding of important and complex vocabulary terms relating to water as evidenced by their writing and drawings in a graphic organizer.</p>                                                                                                                                               |
| Day 2 | <ul style="list-style-type: none"> <li>Anticipatory set: “Fraction to Decimal Rap”               <ul style="list-style-type: none"> <li>Whole group lesson: how to represent numbers in the form of percentages, decimals, and fractions.</li> <li>Guided practice: modeling instruction                   <ul style="list-style-type: none"> <li>Class review/ note taking</li> </ul> </li> <li>Connection to the water crisis through real-world word problems and independent practice worksheet</li> <li>Exit Ticket: self-assess and practice problems</li> </ul> </li> <li>Homework: finish worksheet</li> </ul>                       | <p>Students will demonstrate understanding of how to represent numbers in the form of percentages, decimals, and fractions based on their responses in the worksheet and Exit Ticket.</p>                                                                                                                                                                                                                                                                                                           |
| Day 3 | <ul style="list-style-type: none"> <li>Anticipatory set: What are some ways that we can organize information?</li> <li>Whole group lesson: “How to Create and Use Tables”</li> <li>Guided Practice- model how to make a table based on given information</li> <li>Independent Practice- students will create tables based on the graphic organizer from yesterday’s lesson</li> <li>Exit Ticket: “What’s Your Status?”- students self-assess their level of understanding (0,1,2,3)</li> <li>Homework: generate a list of at least 5 areas of your life that are dependent on water and why, THEN put this information into a “T-</li> </ul> | <p>Students will demonstrate understanding of how to organize information as evidenced by different tables and charts they will make based on the information from the previous lesson.</p> <p>Students will demonstrate understanding of representing information in tables as evidenced by their self-assessment in an Exit Ticket response.</p> <p>Students will demonstrate understanding of different ways their own lives are dependent on water as evidenced by the homework assignment.</p> |

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|       | Chart”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Day 4 | <ul style="list-style-type: none"> <li>· Anticipatory set: “What happens when water becomes contaminated?” “Think, Pair, Share” of homework assignment</li> <li>· Whole group lesson: “Informational Text Features”</li> <li>· Guided practice: annotating a sample text to find key points               <ul style="list-style-type: none"> <li>o Reference anchor chart</li> </ul> </li> <li>· Jigsaw Activity: students will work in groups of 3-4 to annotate and choose key findings of informational text about the water crisis in Flint, Michigan               <ul style="list-style-type: none"> <li>o Whole class review/students will look at and discuss <i>“Intimate Portraits of Flint”</i>- Wayne Lawrence in National Geographic</li> </ul> </li> <li>· Independent practice: students will complete a written reflection about how the photos shown in class relate/connect with their own lives</li> <li>· Closing discussion: answer any questions/open discussion about the water crisis in Michigan and how this relates to Newark</li> </ul> | <p>Students will demonstrate understanding of how to select and evaluate informational text as evidenced by annotations of a pre-selected article.</p> <p>Students will demonstrate understanding of how to reflect and relate to informational as evidenced by their written reflections to the article read in class.</p> <p>Students will demonstrate understanding of how the water crisis in Flint, Michigan relates to their current situation in Newark, NJ as evidenced by a discussion of several photos and images, wrap-up class discussion, and questioning.</p> |
| Day 5 | <ul style="list-style-type: none"> <li>· Anticipatory Set: Turn and Talk<br/>“How would our lives change if water became contaminated or unsafe?”</li> <li>· Introduce, Explain, Discuss: Lead levels in drinking water in Newark, NJ               <ul style="list-style-type: none"> <li>o Brief review of how to find information using the internet</li> </ul> </li> <li>· Group Activity: Students will be split into 5 groups and each group will receive a color that goes with a question for them to investigate               <ul style="list-style-type: none"> <li>o Red: What is lead and where does it come from?</li> <li>o Orange: Are other states affected?</li> <li>o Yellow: What is lead poisoning and what does it look like?</li> <li>o Green: Are we drinking lead in our water? How do we know?</li> </ul> </li> </ul>                                                                                                                                                                                                                     | <p>Students will demonstrate understanding of the basics of the water crisis that is happening in Newark as evidenced by the group activity and graphic organizer.</p> <p>Students will demonstrate understanding of the ways they use water and how often they depend on water in their everyday lives as evidenced by their responses to the homework assignment.</p>                                                                                                                                                                                                      |



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|       | <ul style="list-style-type: none"> <li>o Blue: Is our water contaminated with lead? How do we clean it?</li> <li>· Whole class share/note taking on a graphic organizer for each question</li> <li>· Homework: Create a chart involving the different ways you use water in your life (ex. Brushing teeth, showering, etc.) Using tally marks, count the amount of times that your life would be affected if you could not use water. Use this table to create a chart of your choice and write 1-2 sentences about how your life would be affected if you did not have access to water.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Day 6 | <ul style="list-style-type: none"> <li>· “Know Your Rights”</li> <li>· Whole group lesson: Clean Water Act 1972 <ul style="list-style-type: none"> <li>o What does this law say and mean for us?</li> <li>o Is water a human right?</li> <li>o Is it being violated in our community? What can we do about it?</li> <li>o Is clean water equally accessible in all communities or does it differ based on socioeconomic factors?</li> <li>o Now that we have a new President, do what do you think will happen regarding this issue of clean water?</li> </ul> </li> <li>· Guided Practice: class will create a Venn Diagram comparing/contrasting the Clean Water Act with the Universal Declaration of Human Rights</li> <li>· Individual Practice: Quick Write <ul style="list-style-type: none"> <li>o Look back at the articles in the UDHR. Do any of them include the right for all communities to have access to clean water? What do you think could be added or changed to this?</li> </ul> </li> <li>· Exit Ticket: “3-2-1” <ul style="list-style-type: none"> <li>o Three things you learned today</li> <li>o Two things you still want to know more about</li> <li>o One question you still have</li> </ul> </li> </ul> | <p>Students will demonstrate understanding of the laws and potential legal issues surrounding clean water as evidenced by class discussion responses and the Venn Diagram.</p> <p>Students will demonstrate understanding of their human rights as evidenced by the Venn Diagram and their writing responses.</p> <p>Students will demonstrate understanding of how the Clean Water Act and the UDHR are connected as evidenced by the 3-2-1 Exit Ticket.</p> |

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| Day 7 | <ul style="list-style-type: none"> <li>· “Using Knowledge as Power”</li> <li>· Explain final assignment to students</li> <li>o Discuss: what is social action? How can we begin to create change in our communities even at a young age?</li> <li>o Discuss and review possible ideas and key aspects of information that the students will want to include in their presentations through research and what they have learned throughout the unit so far</li> </ul> <ul style="list-style-type: none"> <li>● Students will be working with a partner to create “informational presentations” about the water crisis and will come up with possible solutions for change</li> <li>● Remind students that they can be creative with how they choose to present their information</li> <li>● Give examples- pamphlets, short videos, powerpoints, skit, posters, etc.</li> <li>● Rubric- hand out and explain key points/features that each presentation must include</li> </ul> <p>Homework: review the rubric and come in to class with any questions or concerns</p> | <p>Students will develop an understanding of social action, what it means, and how they can become agents of change in their communities as evidenced by a generated list of important topics for their final projects.</p>                                                                                                           |
| Day 8 | <ul style="list-style-type: none"> <li>· Work on presentations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Students will demonstrate an understanding of the water crisis and ways to raise awareness as evidenced by research and note-taking in the computer lab.</p> <p>Students will demonstrate understanding of how to use informational text, statistics, and photographs to raise awareness as evidenced by their final projects.</p> |
| Day 9 | <ul style="list-style-type: none"> <li>· Work on presentations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Students will demonstrate an understanding of the water crisis and ways to raise awareness as evidenced by research and note-taking in the computer lab.</p> <p>Students will demonstrate understanding of how to use informational text, statistics, and photographs to raise awareness as evidenced by their</p>                 |

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|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | final projects.                                                                                                                                                                                                                                                                                                                                      |
| Day<br>10 | <ul style="list-style-type: none"> <li>· Final presentations!- “Gallery Walk” and class celebration</li> <li>· Quick Write: Students reflect on how they can use their voices and knowledge to help better their communities and propose steps for moving forward</li> <li>· Students will receive a “Knowledge is Power” certificate given by the teacher and will fill it out with their information</li> <li>· Homework: If students chose to make pamphlets for their presentation, make copies for the class and have students hand them out to families, friends, and other members of the community</li> </ul> | <p>Students will demonstrate understanding of the impact that the water crisis has on their communities and own lives as evidenced by their final projects.</p> <p>Students will demonstrate their understanding of ways to spread awareness and use their own voices through social action projects as evidenced by their culminating projects.</p> |

## LESSON PLAN 1

| Name: Nicole Larsen                      |                                                                                                                                                                                                                                                                                                                                                                             | Topic/Title<br>ELA- "Introduction to Water Unit" (Day 1)                                                                                                                                                                                                                                                                                                    | Grade Level/CT: 5 <sup>th</sup> Grade |
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| VISION-<br>SETTING:<br>KNOW, SO,<br>SHOW | 1a. STANDARD: NJ Common Core Standards<br><br>CCSS.ELA-LITERACY.SL.5.1.C<br>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br><br>CCSS.ELA-LITERACY.SL.5.1.D<br>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | 1b. ENDURING UNDERSTANDINGS<br><br>1. Students will understand that water is an essential aspect of everyday life and it would be impossible to survive without it.<br><br>2. Students will understand the importance of access to clean water and how our lives become affected when water gets contaminated.                                              |                                       |
|                                          | 2a. STUDENT LEARNING OBJECTIVES<br><br>SWBAT collaborate and generate ideas about the different purposes of water after listening to a read-aloud as demonstrated by the KWL chart.<br><br>SWBAT ask questions and make predictions about the water crisis as demonstrated by the "W" column of the KWL chart.                                                              | 2b. TEACHER CONTENT KNOWLEDGE ( <i>necessary prior knowledge</i> )<br><br>The teacher must understand ways that water is used, how people access water, and the inequalities that surround this process.<br><br>The teacher must read the story "One-Well" in advance and prepare think-aloud questions and anticipate student questions or misconceptions. |                                       |

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|                               | <b>3. ASSESSMENT</b><br><br>SWBAT demonstrate their previous knowledge about water as documented by the “K” column of the KWL chart.<br>SWBAT demonstrate what they have learned from the read aloud with a “turn and talk” and whole-group discussion as documented by teacher note-taking.<br>SWBAT state a takeaway from the read-aloud as documented by an Exit Ticket where they can write or draw a picture as their response. |                                                                                                                                                                                                                                        |                                               |
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| <b>PROCEDURE AND PRACTICE</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                        |                                               |
| <b>METHODS: GO</b>            | <b>TEACHER’S ROLE</b><br>Questions to Ask                                                                                                                                                                                                                                                                                                                                                                                            | <b>WHAT ARE STUDENTS DOING?</b>                                                                                                                                                                                                        | <b>MATERIALS</b>                              |
|                               | <b>STARTER/ANTICIPATORY SET (5 min.)</b><br><br>Ask students: “What do you already know about water?”<br>Explain each column of the KWL chart and add student ideas to the “K” column.                                                                                                                                                                                                                                               | Students are sitting on the carpet or front tables facing the front of the classroom. Students can choose where they want to sit based on individual preference, while being reminded to make good choices about who they sit next to. | Anchor chart paper, marker                    |
|                               | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) ( 15 min.)</b>                                                                                                                                                                                                                                                                                                                                         | Students are actively listening to their peers about the question proposed by                                                                                                                                                          | Anchor chart paper, different colored marker, |

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|  | <ol style="list-style-type: none"> <li>1. Begin by asking “What do you want to learn about water?” <ol style="list-style-type: none"> <li>a. Give an example and model how it will be represented by writing it under the “W” column.</li> </ol> </li> <li>2. Instruct the students that now it is their turn to do the same. Students will turn and talk with a partner while the teacher actively listens.</li> <li>3. After a few minutes, the teacher will bring the children back and allow them to offer their ideas to add to the chart.</li> <li>4. Introduce the story “One-Well” and explain that this will help us learn more about water to guide us through the rest of the unit.</li> </ol> | <p>the teacher and share their own ideas.</p> <p>Students volunteer by raising their hands to add ideas to the “W” column regarding what they want to know about water.</p>                                                                                  | <p>“One Well” story that includes post-it notes with guiding questions</p>                                                                                           |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 15min.)</b></p> <ol style="list-style-type: none"> <li>1. Read-aloud of the story “One-Well” by Rochelle Strauss. <ol style="list-style-type: none"> <li>a. A version of the book with enlarged text will also be represented on the SmartBoard during the read-aloud.</li> </ol> </li> <li>2. Stop throughout and ask guiding questions to extend learning, make connections, or clarify student misconceptions. Examples of guiding questions can be: <ul style="list-style-type: none"> <li>• “What words or concepts did you hear in the story that you are confused about?”</li> </ul> </li> </ol>                                                   | <p>Students are seated on the carpet or at the front tables listening to the read-aloud and engaging in class discussion in response to questions.</p> <p>Students are thinking about areas where they are confused and are asking questions throughout.</p> | <p>SmartBoard, “One-Well” book and enlarged text version, KWL Chart, markers, blown up pictures to represent ideas (ex. A picture of a sink/shower using water).</p> |

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|  | <ul style="list-style-type: none"> <li>• “Do you think that everyone has the same usages for water?”</li> <li>• “Does everyone have the same chance of getting water?”</li> <li>• “What different areas of your life are affected by water?”</li> <li>• “What would happen if you didn't have clean water?”</li> <li>• “Can anyone make connections to their own lives about how they use water?”</li> </ul> <p>3. Teacher will build upon student responses and highlight key takeaways through whole group discussion and note-taking on the board to make connections to the KWL chart.</p> <p>4. Class will generate a vocabulary list of important terms from the story as they come up to add to their word wall.</p> |                                                                                                                                                                                                                                                                                |                                                                                                       |
|  | <p><b>5. INDEPENDENT PRACTICE (10-15min.)</b></p> <ol style="list-style-type: none"> <li>1. Introduce and explain the graphic organizer that the students will be completing based on the generated list of vocabulary terms they have identified as important.</li> <li>2. Students will write the word, write the definition, and draw a picture for each word.</li> <li>3. Students will be allowed to choose to work independently, with a partner, or as a table. They will be encouraged to use any resource in</li> </ol>                                                                                                                                                                                            | <p>Students will be working independently or collaboratively at any area of the classroom that they prefer (ex. At their sets, on the carpet with clipboards, etc.).</p> <p>Students will gather any materials or resources that will help them to complete the worksheet.</p> | <p>Graphic organizer, pencils, list of vocabulary terms, dictionaries or chrome books, “One-Well”</p> |

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|                            | the classroom to help define the vocabulary words.                                                                                                                                                                                                                    |                                                                                                                                                                                                               |                                                                             |
|                            | <p>1. <b>CLOSING (5 min.)</b></p> <p><b><u>“3-2-1 Exit Ticket”</u></b></p> <p><b>3 reasons water is important</b></p> <p><b>2 things you learned today</b></p> <p><b>1 thing you want to learn next class</b></p> <p>*Students can write or draw their responses.</p> | Students will return to their seats and complete a “3-2-1” Exit Ticket as their way to end the lesson. This is to be done independently.                                                                      | Index cards, pencils, 3-2-1 prompt displayed on the board in enlarged text. |
| <b>REINFORCE-<br/>MENT</b> | <p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p> <p>Students will complete the vocabulary worksheet if they have not done so in class.</p>                                                                                                                 | If students have completed their worksheet, it will be handed in as a form of assessment. If they have not finished yet, they will put the worksheet in their homework folders and complete the rest at home. | Homework folders, graphic organizer, pencil                                 |

## LESSON PLAN 2

|                            |                                                                                          |                                             |
|----------------------------|------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>Name: Nicole Larsen</b> | <b>Topic/Title: Representing numbers as fractions, decimals, and percentages (Day 2)</b> | <b>Grade Level/CT: 5<sup>th</sup> grade</b> |
|----------------------------|------------------------------------------------------------------------------------------|---------------------------------------------|



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|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>VISION-<br/>SETTING:<br/>KNOW, SO,<br/>SHOW</b> | <p><b>1a. STANDARD:</b> NJ Common Core Standards</p> <p><u>CCSS.MATH.CONTENT.5.NBT.A.3</u></p> <p>Read, write, and compare decimals to thousandths.</p> <p><u>CCSS.MATH.CONTENT.5.NF.B.6</u></p> <p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>                                                                                           | <p><b>1b. ENDURING UNDERSTANDINGS</b></p> <p>Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</p>                                                                                                           |
|                                                    | <p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <p>SWBAT understand that numbers can be represented in different ways but their value remains the same.</p> <p>SWBAT convert fractions into decimals and percentages using their previous knowledge of division and place value properties.</p> <p>SWBAT develop an understanding of the high levels of lead in Newark's water by comparing water samples to fractions and decimals of what is legally allowed.</p> | <p><b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b></p> <p>The teacher must know the steps, in detail, of how to convert fractions into decimals.</p> <p>The teacher must do research to create a worksheet for students to practice using actual research and statistics relating to the Newark water crisis.</p> |
|                                                    | <p><b>3. ASSESSMENT</b></p> <p>SWBAT demonstrate understanding of how to convert fractions into decimals as evidenced by an independent practice worksheet and Exit Ticket.</p> <p>SWBAT demonstrate understanding of previously learned math concepts such as division and place value as demonstrated by the guided practice lesson and worksheet.</p>                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |

| PROCEDURE AND PRACTICE |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                    |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| METHOD                 | TEACHER'S ROLE<br>Questions to Ask                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | WHAT ARE STUDENTS DOING?                                                                                                                                                    | MATERIALS                          |
|                        | <b>STARTER/ANTICIPATORY SET (3 min.)</b><br>“Converting Fractions into Decimals Rap”<br><a href="https://www.youtube.com/watch?v=WV5VY76Pf5U">https://www.youtube.com/watch?v=WV5VY76Pf5U</a><br><br>-Review important vocabulary terms on the board and show visual examples using bar models and anchor chart :<br>Fraction<br>Decimal<br>Percent                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                             | Math notebooks, pencil, SmartBoard |
|                        | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) ( 20- 30 min.)</b><br><br><ol style="list-style-type: none"> <li>1. Begin by reminding students that we have been learning about representing numbers as fractions</li> <li>2. Explain that fractions can also be represented as fractions and decimals and still have the same value.</li> <li>3. Show a visual example of a fraction and a decimal using a bar model.               <ol style="list-style-type: none"> <li>a. Ex: <math>\frac{1}{2}</math> and .5</li> <li>b. Ex: <math>\frac{1}{4}</math> and .25</li> </ol> </li> <li>4. Then, begin to explain the steps of how to convert a fraction into a decimal. Model step-by-step on the SmartBoard</li> <li>5. First, explain how to find the decimal value of a fraction.</li> </ol> | Students are seated on the carpet or at a desk near the front of the classroom. They are taking notes and solving problems after I have explained and written on the board. | SmartBoard, notebooks, pencils     |

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|  | <p><b>6.</b> State that you must divide the numerator by the denominator.</p> <p><b>7.</b> Emphasize that this will often involve long division</p> <ol style="list-style-type: none"> <li>Give examples such as:</li> <li><math>3/10</math></li> <li>.3</li> <li><math>6/15</math></li> <li><math>8/9</math></li> <li>Scaffold as necessary.</li> </ol> <p><b>8.</b> Review place value and relate this to the way that the students express and say decimals.</p> <ol style="list-style-type: none"> <li>Rule:</li> <li>If one numeral follows the decimal, it is said as tenths. Example: .8 is expressed as “eight tenths”</li> <li>If two numerals follow the decimal, it is said as hundredths. Example: .47= <math>47/100</math> or “forty-seven hundredths”</li> <li>If three numerals follow the decimal, it is said as “thousandths”. Example: .867=<math>867/1,000</math> or “eight hundred sixty-seven thousandths”.</li> </ol> |                                                                                                                                                                                             |                                            |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 15 min.)</b></p> <ol style="list-style-type: none"> <li>Practice examples that involve showing fractions as decimals and percentages.</li> <li>Display a slide on the SmartBoard with practice problems to complete with the class.</li> <li>Slide will read: <ol style="list-style-type: none"> <li>Show each number as a fraction and a decimal</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Students remain on the carpet or at a desk near the front of the classroom. Students volunteer to help solve the problems I display on the board or raise their hands for questions.</p> | <p>SmartBoard, math notebooks, pencils</p> |

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|  | <ul style="list-style-type: none"> <li>i. 1.) <math>\frac{23}{100}</math></li> <li>ii. 2.) .367</li> <li>iii. 3.) <math>\frac{16}{20}</math></li> <li>iv. 4.) .8623</li> <li>v. Challenge for early finishers:<br/>can you show these numbers as percentages?</li> </ul> <p>4. Students are instructed to copy the problems and the work shown into their notebooks for future reference.</p> <p>5. Relate this to lead levels in Newark's water:</p> <ul style="list-style-type: none"> <li>a. Give the word problem:</li> <li>b. One Newark Public School was tested for lead levels in their drinking water. Out of the given samples, test results found that 40% of them had high levels of lead in them. Show this number as a fraction and a decimal.</li> </ul> |                                                                                                                                                                                                                                                                                                   |                                        |
|  | <p><b>4. INDEPENDENT PRACTICE (10 -15min.)</b></p> <p>1. Students will complete a practice worksheet of practice problems and word problems using lead levels in Newark's water.</p> <p>2. Students can use any resource in the classroom and strategy to help solve.</p> <ul style="list-style-type: none"> <li>a. Ex. Write an equation, draw a model, use manipulatives/anchor charts around the room</li> </ul> <p>3. Students are encouraged to ask a partner for help if they are confused.</p>                                                                                                                                                                                                                                                                   | <p>Students return to their desks and the "classroom monitor" helps to hand out the worksheets that the students will complete for practice.</p> <p>Students are also told that they can work anywhere in the classroom or use any resources that will help them solve the practice problems.</p> | <p>Worksheets, pencils, SmartBoard</p> |

|                            |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |
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|                            | <b>5. CLOSING ( 5-10min.)</b><br><br>Exit Ticket: Converting Fractions into Decimals <ol style="list-style-type: none"> <li>Forty-seven hundredths</li> <li>.067</li> <li><math>\frac{34}{100}</math></li> <li>What's your status? Scale from 1-3</li> </ol> | <p>Students will hand in their worksheets or put them into their homework folders if they have not completed them in class.</p> <p>Students will return to their seats and the "classroom monitor" will hand out index cards for the students to complete their Exit Ticket that is displayed on the SmartBoard.</p> <p>Once completed, the students will place their Exit Tickets into the "What's your Status" pocket folder at the front of the classroom. Then they will return to their desks and wait to be dismissed.</p> | Index cards, pencils, SmartBoard |
| <b>REINFORCE<br/>-MENT</b> | <b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b><br><br>Finish worksheet                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |

### Supporting Emergent Bilinguals

#### SIOP Model Checklist

- Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery

## 8. Review and Assessment

Checklist for ELL adaptations:

|                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>Review of objectives in the beginning of the lesson and connections to what has been previously learned in math</li> <li>Anticipatory set includes a music video with a catchy song and subtitles</li> <li>Anchor chart is displayed at the front of the classroom near the SmartBoard for the purpose of this lesson</li> </ul> | <p><b>Building Background</b></p> <ul style="list-style-type: none"> <li>Linking information from past lessons and explain how this will relate to the concept being taught today</li> <li>Review of key vocabulary terms before the lesson begins- shown in writing and pictures</li> </ul>                                                                                                                                                                                                                                                        |
| <p><b>Comprehensible Input</b></p> <ul style="list-style-type: none"> <li>Teacher clearly models sample problems on the board using both numerical equations and drawn visual models that students have been working with</li> <li>Shortened, written directions will be displayed on the SmartBoard when students return to their seats for independent practice/exit ticket</li> </ul>          | <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Fraction to decimal rap- catchy song to help students remember steps</li> <li>Mnemonic incorporated as a strategy: “Say it! Write it! Simplify it!”</li> <li>Scaffolding done throughout guided and independent practice activities</li> <li>Students are encouraged to use pictures, manipulatives, and anchor charts to help them solve problems</li> <li>Worksheet includes bolded text to emphasize directions</li> <li>Adapted version will be made for ELL student</li> </ul> |
| <p><b>Interaction</b></p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Practice and Application</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>Students are allowed to work in pairs or triads while completing the worksheet</li> <li>Sufficient time is given for students to work at their own pace on the worksheet- can complete at home if not done so in class so there is no need to rush through</li> </ul>           | <ul style="list-style-type: none"> <li>Modeling/guided practice before sending students to work independently</li> <li>Students are encouraged to use one another as resources if they are confused</li> <li>Collaboration is desired during practice activities</li> </ul>                                                                                                                                                                                          |
| <b>Lesson Delivery</b> <ul style="list-style-type: none"> <li>Speaking, listening, and visual aspects incorporated into whole group lesson</li> <li>Shortened definitions are displayed on the board with drawn visuals next to them</li> <li>Anchor chart with visual depictions of fractions and decimals</li> </ul> | <b>Review and Assessment</b> <ul style="list-style-type: none"> <li>Thumbs up/thumbs down are asked to be shown throughout the entire group lesson/guided practice</li> <li>Teacher scaffolds and facilitates student learning as they complete the worksheet</li> <li>Exit ticket- students are allowed to solve using whatever strategy works best for them (equation or picture models) and includes self-assessment at the end using a scale from 1-3</li> </ul> |

### ***Final Presentations-Rubric***

*Teacher Name: Nicole Larsen*

*Student Name:*

| <i>Category</i> | <i>3 point</i> | <i>2 points</i> | <i>1 points</i> | <i>Score</i> |
|-----------------|----------------|-----------------|-----------------|--------------|
|                 |                |                 |                 |              |

|                              |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                             |  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <i>Content</i>               | <ul style="list-style-type: none"> <li>• Demonstrates an in-depth and comprehensive understanding of the Newark Water Crisis</li> <li>• Provides accurate and evidence-based information that accurately relates to concepts learned throughout the unit.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the Newark Water Crisis</li> <li>• Provides accurate and evidence-based information that adequately relates to concepts learned throughout the unit.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates little understanding of the Newark Water Crisis</li> <li>• Provides some information with a fair degree of relevancy to the concepts learned throughout the unit.</li> </ul>          |  |
| <i>Written Information</i>   | <ul style="list-style-type: none"> <li>• Content is well-organized, neat, and clearly formatted.</li> <li>• The message is clear and easily understood.</li> <li>• The student demonstrates their point of view and strongly raises awareness of the topic.</li> </ul> | <ul style="list-style-type: none"> <li>• Content is organized and neat.</li> <li>• The message is sufficiently understood.</li> <li>• The student states their point of view surrounding the topic.</li> </ul>                         | <ul style="list-style-type: none"> <li>• Content lacks organization, format is difficult to follow, and the information requires more formatting.</li> <li>• The student's message is not easily understood.</li> </ul>                     |  |
| <i>Research Requirements</i> | <ul style="list-style-type: none"> <li>• At least five informational sources have been used.</li> <li>• There is an accurate analysis of the research.</li> <li>• The student demonstrates their understanding of informational text.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Five informational sources have been used.</li> <li>• There is an adequate analysis of the research.</li> <li>• The student shows an understanding of informational text.</li> </ul>          | <ul style="list-style-type: none"> <li>• Less than five sources have been used.</li> <li>• There is a questionable analysis of the research.</li> <li>• The student does not demonstrate an understanding of informational text.</li> </ul> |  |
|                              | <ul style="list-style-type: none"> <li>• Very imaginative, original, and creative.</li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Imaginative, original, and creative.</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>• Little creativity is used.</li> </ul>                                                                                                                                                              |  |



|                                        |                                                                                                                                            |                                                                                                                        |                                                                                                                      |  |
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| <i>Visual Appeal/<br/>Presentation</i> | <ul style="list-style-type: none"> <li><i>Presentation is entertaining and portrays the information in an appealing manner.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>Presentation portrays the information in an appealing manner.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>Presentation does not display the information sufficiently.</i></li> </ul> |  |
|                                        |                                                                                                                                            |                                                                                                                        | <b>Total Score</b>                                                                                                   |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

### Converting Numbers as Fractions and Decimals

#### Practice:

1.  $.27 =$  \_\_\_\_\_
2.  $.82 =$  \_\_\_\_\_
3.  $.067 =$  \_\_\_\_\_
4.  $.3459 =$  \_\_\_\_\_
5.  $52/100 =$  \_\_\_\_\_
6. Thirty-eight hundredths = \_\_\_\_\_
7.  $1/10 =$  \_\_\_\_\_
8.  $.91 =$  \_\_\_\_\_
9.  $.1 =$  \_\_\_\_\_
10.  $98/1,000 =$  \_\_\_\_\_

#### Real-World Problem:

The legally allowed limit of lead levels in water is 15 parts per billion (epa.gov). If more than 10% of water samples exceed this limit, legal action must be taken. The table below shows different samples of water taken in Newark, NJ at different public schools. **First, represent each percentage as both a fraction and a decimal. Then, determine whether or not legal action must be taken**

based upon the test results. Assume that ten samples were taken for each example (hint, this will be your denominator!).

Explain and show your work.

| Water Sample<br>(shown as a percentage) | Fraction | Decimal |
|-----------------------------------------|----------|---------|
| 40%                                     |          |         |
| 37.5%                                   |          |         |
| 25%                                     |          |         |
| 17.5%                                   |          |         |

## MINI UNIT 5

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| <b>Unit Title:</b><br><b>Human Rights: The Fight for Clean Water</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Teacher:</b><br>Alejandro Hernandez                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Grade: 5<sup>th</sup></b> |
| <b>Unit Description</b><br><br>In this unit, students will explore social issues in regards to the water crisis in their community. Students will explore the idea of service learning while promoting the cause using multiple modalities. Students will create a public awareness ad in which they will both create a script and record the video. In addition to the video, students will create signs and posters of which they will use to promote the cause. When creating both their scripts and their posters students will use the information gathered in previous weeks such as statistics, fractions/decimals, and graphs. The unit will culminate with an activity in which students will hold a protest entitled “Occupy Newark: The Water Crisis”, students will create materials, which can be given to attendees. Ultimately, students will be able to understand the purpose of social action and how they too can make a difference in their community. | <b>Standards Addressed:</b><br><br>CCSS.ELA-LITERACY.RI.5.1<br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br>CCSS.ELA-LITERACY.RI.5.5<br>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.<br><br>CCSS.ELA-LITERACY.RI.5.6<br>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.<br><br>CCSS.ELA-LITERACY.RI.5.9<br>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.<br><br>CCSS.ELA-LITERACY.W.5.2<br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br><br>CCSS.ELA-LITERACY.W.5.7<br>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |                              |

| Enduring Understandings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        | Essential Questions                                                                                                                                                                                                                                                                  | Subjects Integrated                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <div><div>1. Students will understand that as humans, they are entitled to certain rights and access to certain resources.</div><div>2. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.</div><div>3. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</div><div>4. Students will understand the different causes and effects of the current water crisis.</div></div> |                                                                                                                                                                                                                                                                                                                                                                                        | <div><div>1. How can students make a difference in the community through social action?</div><div>2. How can students protest unfair treatment under the 1st amendment of the bill of rights?</div></div>                                                                            | <div>Social Action</div> <div>Language Arts</div> <div>Social Studies</div> |
| Day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Daily Lesson Summary                                                                                                                                                                                                                                                                                                                                                                   | Assessment: Phrased as: Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)                                                                                                                                                                               |                                                                             |
| Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <div><div>Anticipatory Set: Students will analyze images from two different protests in history, then they will organize the images under non-violent and violent-Active, and describing the reasons they listed them under that category.</div><div>Read Aloud: “Newark officials: Protest recent police shootings, but do it peacefully” – Luke Nozicka of <i>NJ.com</i></div></div> | <div>Students will demonstrate understanding of the bill of rights, specifically the first amendment as evidenced by the submission of the task that asks students to find an example of first amendment violations within a protest. Evidence will also include observations.</div> |                                                                             |

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|       | <p><b>Whole Group:</b> Introduction to the bill of rights, in particular the first amendment. “Right to Assemble This freedom gives people the right to gather in groups as long as they are peaceable. The government must allow people to gather on public property. This allows people to hold protests and rallies against the government calling for changes. In some cases, the government may get involved in order to protect the safety of the citizens.”</p> <p>Students will read descriptions of three different protests from different time decades, they will be introduced to the topic of the protest, actions of the protestors and reaction from the public in terms of general population and if applicable from the actions of law enforcement or political entities such as mayors and governors etc.</p> <p><b>Guided Practice:</b> After reading the descriptions of the protests, students will complete the task, “Using evidence from the provided text, provide at least one instance where the first amendment was not upheld. After you find an example, write one paragraph about why you think.”</p> <p><b>Exit Ticket:</b> What form of protest will be the most effective for the purpose of the water crisis? Why?</p> <p><b>Homework:</b><br/>Journal Entry- Reflect on the article read in class “Newark officials: Protest recent police shootings, but do it peacefully”, why did the police officers decide on a peaceful protest?</p> |                                                                                                                                                                                                                                                  |
| Day 2 | <p><b>Anticipatory Set:</b><br/>What is a protest? In regards to the “ water crisis” what do you want attendees to know?</p> <p><b>Read Aloud:</b><br/>“Newark students want answers about lead in schools’ water” - Barry Carter of <i>The Star-Ledger</i></p> <p><b>Whole Group:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students will demonstrate understanding of what a protest is as evidenced by the submission of a worksheet which asks them to sort defined terms under three categories of protests. Evidence is both in the form of worksheet and observations. |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                   |
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|       | <p>Students will be “assigned” a very “difficult and time consuming” homework assignment as “decided”. Students will be asked, “How do you feel about that?” Students will be challenged to provide reasons why this is unfair providing specific reasons. The group will discuss and list reasons on the board. This will be their first example of a protest. Students will be introduced to the three types of protest including nonviolent (informational), nonviolent (active) and violent (active).</p> <p><b>Guided Practice:</b><br/>Students will organize the provided terms (with definitions) and they will organize the terms under the three types of protests. <i>Ex. Pamphlets which fall under nonviolent informational and revolution, which falls under violent active.</i></p> <p><b>Exit Ticket:</b><br/>List and describe at least one way that a protest can affect a cause, specifically the water crisis.</p> <p><b>Homework:</b><br/>Journal Entry- This week we have been learning about protests, in your opinion what type of issues constitute a protest? Can you come up with three topics you may want to protest?</p> |                                                                                                                                                                                   |
| Day 3 | <p><b>Anticipatory Set:</b><br/>Students will watch a 2-minute peaceful protest video “48 hours Peaceful Protest in Ferguson”, and will discuss what they noticed in the video.</p> <p><b>Read Aloud:</b><br/>“Lead laced water in Flint: A step by step look at the makings of a crisis”<br/>Merritt Kennedy of <i>NPR</i></p> <p><b>Whole Group:</b><br/>Students will watch a 3-minute video “Flint's water crisis, explained in 3 minutes” students will then discuss the importance of clean water, “How do you use clean water?”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students will demonstrate understanding of the water crisis as evidenced by the research notes based on the water crisis. Evidence is both in the form of notes and observations. |

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|       | <p><b>Guided Practice:</b><br/>Students will use the chrome books to research the local water issues within Newark. They will be asked to find a few pieces of information specifically about the Newark Public Schools water crisis.</p> <p><b>Exit Ticket:</b><br/>We have been talking a lot about the water crisis, what constitutes a crisis? In your own words, what specifically about the Newark water crisis, allows us to call it a crisis?</p> <p><b>Homework:</b><br/>Journal Entry- How has the water crisis affected you directly (at home or school)? What changes have you noticed around school? What do you know about the water crisis?</p>                                                                                                                                                                                            |                                                                                                                                                                                              |
| Day 4 | <p><b>Anticipatory Set:</b><br/>Students will watch a short 45 second PAS video entitled “Jennifer Connelly in charity: water Clean Water Africa PSA”, and will discuss what messages they get from the video.</p> <p><b>Read Aloud:</b><br/>“Characteristics of an Effective Public Service Announcement” a checklist with an outline of what makes an effective PSA from Syracuse Public Schools.</p> <p><b>Whole Group:</b><br/>As a group students will analyze a Red Cross PSA script, looking for specific messages. Students will verbalize to the class what they think the message of this PSA is.</p> <p><b>Guided Practice:</b><br/>Students will use the chrome books to research the local water issues within Newark. They will be asked to find a few pieces of information specifically about the Newark Public Schools water crisis.</p> | Students will demonstrate understanding of the characteristics of an effective public service announcement as evidenced by both observations and the list of sources they find on the topic. |



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|       | <p><b>Exit Ticket:</b><br/>Using the information you found during guided practice, what message do you want to send to the viewers of the PSA?</p> <p><b>Homework:</b><br/>Journal Entry- Why is it important to add visuals to a protest? What can a PSA add to your campaign?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                              |
| Day 5 | <p><b>Anticipatory Set:</b><br/>Students will be asked to come up with slogans for their flier/poster. Students will then share with the class.</p> <p><b>Read Aloud:</b><br/>“The Newark Water Crisis” – Alejandro Hernandez script</p> <p><b>Whole Group:</b><br/>Students will analyze my script and decide if it is effective or not effective in relaying the message, together we will make improvements. This will also be a lesson on the parts of a script.</p> <p><b>Guided Practice:</b><br/>Students will write their own PSA script with a goal of 15-20 seconds of airtime, which equates to one page of script, they will also choose one of their quotes to go with the video.</p> <p><b>Exit Ticket:</b><br/>What message are you sending with your script?</p> <p><b>Homework:</b><br/>Journal Entry- If you were going to create a PSA for a personal cause, what cause would that be? Why?</p> | Students will demonstrate understanding of the characteristics of an effective public service announcement as evidenced by both observations and the list of sources they find on the topic. |
| Day 6 | <p><b>Anticipatory Set:</b><br/>Students will be asked to come up with slogans for their flier/poster. Students</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students will demonstrate understanding of slogans as evidenced by their choice in slogan in terms of conveying a message appropriate for the “Newark Water Crisis”.                         |

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|       | <p>will then share with the class.</p> <p><b>Whole Group:</b><br/>Students will be introduced to messages from several different protests in history through posters and flyers. Students will be asked to take notes on the images and the phrases found on the images. Students will then share their findings while also considering the message behind the phrases.</p> <p><b>Guided Practice:</b><br/>Students will create their own posters around the concept of “Newark Water Crisis”, using the slogans they created during the anticipatory set. Students should also include at least one fact from the research they performed earlier in the unit.</p> <p><b>Exit Ticket:</b><br/>What message are you sending with your slogan?</p> <p><b>Homework:</b><br/>Journal Entry-What emotion do you want to convey through your poster? Do you feel like that is what you’re conveying?</p> |                                                                                                                                                                      |
| Day 7 | <p><b>Anticipatory Set:</b><br/>Students will be asked to share their unfinished posters with the class, the class will then express what they feel is being conveyed by the poster. The student who designed the poster will then get an idea of what the message is as opposed to how they designed it</p> <p><b>Whole Group:</b><br/>Students will be introduced to a poster I created, and they analyze that with me. The poster will be sending an alternative message, in order to send the correct message we as a group will fix it.</p> <p><b>Guided Practice:</b><br/>Students will continue to work on their own posters around the concept of “Newark Water Crisis”, using the slogans they created. Students should also</p>                                                                                                                                                           | Students will demonstrate understanding of slogans as evidenced by their choice in slogan in terms of conveying a message appropriate for the “Newark Water Crisis”. |

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|       | <p>include at least one fact from the research they performed earlier in the unit, assuring it is relaying the appropriate message.</p> <p><b>Exit Ticket:</b><br/>How are posters beneficial to a protest?</p> <p><b>Homework:</b><br/>If you were not able to complete your poster, please do so for homework.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                            |
| Day 8 | <p><b>Anticipatory Set:</b><br/>Students will be introduced to “The Greensboro Lunch Counter Sit-Ins, 1960” through TIME magazine. They will read their tangible goal, their specific strategies, and the change they achieved.</p> <p><b>Whole Group:</b><br/>Students will participate in a whole group discussion about the three aforementioned categories “their tangible goal, their specific strategies, and the change they achieved.” Relating it back the Newark Water Crisis students will analyze their own tangible goals, their specific strategies, and the change they hope to achieve.</p> <p><b>Guided Practice:</b><br/>Students will create a “protest flow chart” one of which will show the steps they took to get them to where they are now between research, designing protest materials, writing the script (for the purpose of the unit students will have to pretend that they shot the PSA) and the execution for the protest.</p> <p><b>Exit Ticket:</b><br/>What type of change would you (personally) like to make?</p> <p><b>Homework:</b><br/>Journal Entry- Consider and list three things that would cause your protest to be considered a failed protest.</p> | Students will demonstrate understanding of the process of producing a protest from start to finish as evidenced by the protest flow chart. |

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| Day 9  | <p><b>Whole Group:</b><br/>Students will participate in a protest using the materials they have created throughout the unit. Additionally, students will be informing attendees about the issues, also handing out pamphlets they created in earlier units.</p> <p><b>Exit Ticket:</b><br/>Name one high and low point of the protest.</p> <p><b>Homework:</b><br/>Journal Entry- After these last two weeks, where we have focused on protesting and the many aspects of it do you feel it (protesting) is a good way of shedding light to an issue?</p>                                                                                                                                                             | Students will demonstrate understanding of the art of protesting as evidenced by the their participation in the protest. I will be looking for active participation in terms of their articulation of their findings to attendees. |
| Day 10 | <p><b>Anticipatory Set:</b><br/>What constitutes a successful protest? What constitutes a failed protest?<br/>Students will create a T-chart to compare and contrast the two.</p> <p><b>Whole Group:</b><br/>Students will revisit a concept from a few weeks prior, within the topic of letter writing and its format.</p> <p><b>Guided Practice:</b><br/>Students will write a short letter to the mayor, in which they will talk about what they learned during this unit and what they would like to see happen.</p> <p><b>Exit Ticket:</b><br/>What did you learned during the last two weeks during this unit? Name three things.</p> <p><b>Homework:</b><br/>Students will finish the letter to the mayor.</p> | Students will demonstrate understanding of what a successful protest looks like as evidenced by the creation to a T chart that describes both a failed protest and successful one.                                                 |

## LESSON PLAN 1

| Name Alejandro Hernandez |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Topic/Title Newark Water Crisis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Grade Level/CT 5 |
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| <b>VISION-SETTING:</b>   | <p><b>1a. STANDARD:</b> NJ Common Core Standards<br/> <a href="#">CCSS.ELA-LITERACY.RI.5.6</a><br/>           Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.5.5</a><br/>           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.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.5.9</a><br/>           Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p><b>1b. ENDURING UNDERSTANDINGS</b></p> <ol style="list-style-type: none"> <li>1. Students will understand that as humans, they are entitled to certain rights and access to certain resources.</li> <li>2. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.</li> <li>3. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources.</li> <li>4. Students will understand the different causes and effects of the current water crisis.</li> </ol> |                  |
|                          | <p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <p>SWBAT their rights as stated on the bill of rights. Students will specifically analyze the first amendment in regards to freedom of speech and the right to protest.</p> <p>SWBAT understand their rights as posed by the inequity taking place in newark. Students will analyze their own lives and those being effected in order to understand inequities.</p> <p>SWBAT that they can make a change, if they are informed they can act, bringing change to their community.</p>                                                                                                                                                         | <p><b>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</b></p> <p>Teacher should have an understanding of the bill of rights in particular the first amendment. Teacher should also have prior knowledge about the protests that will be covered in the lesson in addition to the Newark Water Crisis.</p>                                                                                                                                                                                                                                                                                                                                |                  |

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|                               | SWBAT decipher between the different types of protests. Additionally they will be able to describe their characteristics.                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |                                                                     |
|                               | <b>3. ASSESSMENT</b>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                                                                     |
|                               | Students will be assessed in several ways including their understanding of violent and non-violent protests as demonstrated by the submission of the categories of protest assignment. Additionally, students will be assessed through the assignment completed during their independent practice time where they were asked to identify first amendment violations. |                                                                                                                                                                                                                                                                                         |                                                                     |
|                               | <b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.)                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         |                                                                     |
| <b>PROCEDURE AND PRACTICE</b> |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                         |                                                                     |
|                               | <b>TEACHER’S ROLE</b><br>Questions to Ask                                                                                                                                                                                                                                                                                                                            | <b>WHAT ARE STUDENTS DOING?</b>                                                                                                                                                                                                                                                         | <b>MATERIALS</b>                                                    |
|                               | <b>STARTER/ANTICIPATORY SET (5 min.)</b><br><br>Students will analyze images from four different protests in history, then they will organize the images under the two categories of protests, and describing the reasons they listed them under that category. Categories include violent and non-violent.                                                          | Students should be analyzing images in under to place them under the appropriate categories.<br><br><i>ESL Modification: Students will receive an advanced copy of the notes; this way the students can read the notes before hand and simply take small notes if deemed necessary.</i> | Print out of 4 different protests<br><br>Glue Stick<br><br>Scissors |
|                               | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (5 min.)</b>                                                                                                                                                                                                                                                                           | Students should be listening and taking notes.                                                                                                                                                                                                                                          | Paper and Pencil (For Notes)                                        |

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|  | <p><b>Read Aloud:</b> “Newark officials: Protest recent police shootings, but do it peacefully” – Luke Nozicka of <i>NJ.com</i> and brief discussion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                      |                                                                                     |
|  | <p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 15 min.)</b></p> <p>Introduction to the bill of rights, in particular the first amendment. “Right to Assemble This freedom gives people the right to gather in groups as long as they are peaceable. The government must allow people to gather on public property. This allows people to hold protests and rallies against the government calling for changes. In some cases, the government may get involved in order to protect the safety of the citizens.”</p> <p>Students will read descriptions of three different protests from different time periods, they will be introduced to the topic of the protest, actions of the protestors and reaction from the public in terms of general population and if applicable from the actions of law enforcement or political entities such as mayors and governors etc.</p> | <p>Students should be listening and taking notes, during the activity portion students should be reading descriptions.</p>           | <p>Worksheet with descriptions of protests.</p> <p>Paper and Pencil (For Notes)</p> |
|  | <p><b>4. INDEPENDENT PRACTICE ( 20 min.)</b></p> <p>After reading the descriptions of the protests, students will complete the task, “Using evidence from the provided text, provide at least one instance where the first amendment was not upheld. After you find an example, write one paragraph about why you think that.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Students should be reading the descriptions provided and writing (with the use of evidence) a paragraph as the task suggests.</p> | <p>Pencil and Paper Worksheet</p>                                                   |

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|                            | <b>5. CLOSING (5 min.)</b><br><br><b>Exit Ticket:</b> What form of protest will be the most effective for the purpose of the water crisis? Why?                                                                                                      | Students should be completing the exit ticket. | Index Card<br>Pencil |
| <b>REINFORCE-<br/>MENT</b> | <b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b><br><br>Journal Entry- Reflect on the article read in class “Newark officials: Protest recent police shootings, but do it peacefully”, why did the police officers decide on a peaceful protest? |                                                | Journal<br>Pencil    |

## LESSON PLAN 2

|                                 |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                         |
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| <b>Name Alejandro Hernandez</b> |                                                                                                                                                                                                                                                                                                           | <b>Topic/Title Newark Water Crisis</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Grade Level/CT 5</b> |
| <b>VISION-<br/>SETTING:</b>     | <b>1a. STANDARD:</b> NJ Common Core Standards<br><br><u>CCSS.ELA-LITERACY.RI.5.5</u><br>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.<br><br><u>CCSS.ELA-LITERACY.RI.5.6</u> | <b>1b. ENDURING UNDERSTANDINGS</b><br><br>5. Students will understand that as humans, they are entitled to certain rights and access to certain resources.<br>6. Students will understand that with the power of knowledge they are able to use their voices to create change in their communities.<br>7. Students will understand that the quality of resources and infrastructure may differ from one community to the next, resulting in disparities and unequal access to resources. |                         |



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|  | <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>CCSS.ELA-LITERACY.W.5.2</u><br/>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-LITERACY.W.5.7</u><br/>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>                | <p>8. Students will understand the different causes and effects of the current water crisis.</p>                                                                                                                                                                                                                                                                                          |
|  | <p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <p>Students will be able to define and describe the purpose of a protest.</p> <p>SWBAT understand the change that can come from protesting injustices.</p>                                                                                                                                                                                                                                                                               | <p><b>2b. TEACHER CONTENT KNOWLEDGE</b> (<i>necessary prior knowledge</i>)</p> <p>Teacher should have prior knowledge about the Newark Water Crisis including but not limited to health risks and what lead contamination can mean. Additionally, the teacher should understand the difference between nonviolent (informational), nonviolent (active) and violent (active) protests.</p> |
|  | <p><b>3. ASSESSMENT</b></p> <p>Students will be assessed in several ways including their understanding of the water crisis as evidenced by a full group conversation. Additionally, students will be assessed through the assignment completed during their independent practice time where they were asked to identify the three types of protest including nonviolent (informational), nonviolent (active) and violent (active) through the usage of categories and a word bank.</p> |                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.)</p>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>PROCEDURE AND PRACTICE</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |

|  | TEACHER'S ROLE<br>Questions to Ask                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | WHAT ARE STUDENTS DOING?                                                                                                     | MATERIALS                                                                    |
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|  | <b>STARTER/ANTICIPATORY SET (5 min.)</b><br><br>What is a protest? In regards to the “ water crisis” what do you want attendees to know?                                                                                                                                                                                                                                                                                                                                                                                                                                | Students should be participating by writing down a response to the prompt and also participating in sharing those responses. | Paper and Pencil                                                             |
|  | <b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (5 min.)</b><br><br><b>Read Aloud:</b><br>“Newark students want answers about lead in schools' water” - Barry Carter of <i>The Star-Ledger</i>                                                                                                                                                                                                                                                                                                                                            | Students should be attentively listening to the article as both the teacher and students read it.                            | Paper and Pencil<br>(For Notes)                                              |
|  | <b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( 15 min.)</b><br><br>Students will be “assigned” a very “difficult and time consuming” homework assignment as “decided”. Students will be asked, “How do you feel about that?” Students will be challenged to provide reasons why this is unfair providing specific reasons. The group will discuss and list reasons on the board. This will be their first example of a protest. Students will be introduced to the three types of protest including nonviolent (informational), nonviolent (active) and violent (active). | Students should participate in the discussion and listing reasons for why the task is unfair.                                | Worksheet with descriptions of protests.<br><br>Paper and Pencil (For Notes) |
|  | <b>4. INDEPENDENT PRACTICE ( 20 min.)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students will be actively participating in the                                                                               |                                                                              |

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|                            | Students will organize the provided terms (with definitions) and they will organize the terms under the three types of protests (the three types of protest including nonviolent (informational), nonviolent (active) and violent (active). Ex. Pamphlets which fall under nonviolent informational and revolution, which falls under violent active. | activity.                                                        | Pencil and Paper Worksheet |
|                            | <b>5. CLOSING (5 min.)</b><br><br><b>Exit Ticket:</b> List and describe at least one way that a protest can affect a cause, specifically the water crisis.                                                                                                                                                                                            | Students will complete the exit ticket and hand it in when done. | Index Card<br>Pencil       |
| <b>REINFORCE-<br/>MENT</b> | <b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b><br><br>Journal Entry- This week we have been learning about protests, in your opinion what type of issues constitute a protest? Can you come up with three topics you may want to protest?                                                                                                       |                                                                  | Journal<br>Pencil          |

Name:

Date:

### Rubric for Assessing a Journal Entry

| Grading Criteria | 4                                                                                                                                                                      | 3                                                                                                                                                             | 2                                                                                                                                                                            | 1                                                                                                                                              |
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| Content          | Student responded to assigned topic thoughtfully and thoroughly. The entry is well written, free of grammar and spelling errors and opinions are supported with facts. | Student responded to the topic thoughtfully. The entry was fairly well written; with 2-3 spelling or grammar errors. Most opinions were supported with facts. | Student responded adequately, addressing some of the aspects of the topic; opinions were sometimes not supported by facts. Writing contained 4-6 spelling or grammar errors. | Student responses were unsupported by facts and were only marginally related to the topic. Writing contained 7-10 spelling and grammar errors. |
| Idea Development | Student used an array of examples and details to support main ideas and opinions.                                                                                      | Student provided good examples supported by details in order to develop ideas and opinions.                                                                   | Student shared incomplete development of ideas; there was a lack of details and examples to support idea.                                                                    | Student did not clearly state ideas. Ideas were not properly developed.                                                                        |
| Organization     | Student writing was organized, contains an introduction, developed main idea(s) and a conclusion.                                                                      | Student writing contained and introduction, development of (some) ideas, and a conclusion.                                                                    | Student writing contained varying topics and ideas randomly, entry lacked clarity in terms of introduction and conclusion.                                                   | Student writing does not follow journal structure.                                                                                             |
| Mechanics        | Student writing was free of spelling and punctuation errors.                                                                                                           | Student writing contained (2-3) spelling errors; some minor punctuation errors.                                                                               | Student writing contained several (4-5) spelling and punctuation errors.                                                                                                     | Student writing included many (6-10) instances of misspelled words and punctuation errors.                                                     |

## THEMATIC WEB

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| <p><b><u>Math (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>• Use scatterplot to compare statistics, highlighting disparities based on percentages, ratios</li><li>• Math movie posters connected to One Well; The Story of Water on Earth - represent statistics about water supply. Share with 4th grade buddies as part of social action.</li><li>• Scavenger-hunt math lesson. Students collect data from "towns" around the classroom; make equivalent fractions, decimals, percents, then add, subtract, and multiply to solve problems. Create illustrated posters and have data represented in different ways.</li></ul> | <p><b><u>Social Studies (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>• Scatterplot/mapping to compare 11 towns with other towns that tested negatively for lead. compare/contrast median household income vs. water contamination</li><li>• Research and lesson on who in the government is responsible or should be held accountable for equal access to natural resources. What has been done in the past for similar issues?</li><li>• UDHR- an overview lesson on the Universal Declaration of HUmAn rights. This will give students an idea of the rights we are endowed with as humans</li><li>• Clean Water Act- students will learn about the laws ensuring clean water and ways that they may be violated currently</li></ul> | <p><b><u>Science (must have own lesson)</u></b></p> <ul style="list-style-type: none"><li>• Pipe comparisons - old versus new, how lead seeps into water.</li><li>• How much lead is too much?</li><li>• Experiment creating a water filtration system with recycled bottles/etc. to demonstrate water pollution.</li></ul> |
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| <p><b><u>Health Education (integrated into other)</u></b></p> <ul style="list-style-type: none"> <li>Why is lead bad? Explain the different effects lead can have on a person's body/health</li> </ul>                                                                                                                                                                                                                                                                                                                                          | <p><b><u>THEME:</u></b></p> <p><b>Water Crisis</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b><u>Language Arts (must have own lesson)</u></b></p> <ul style="list-style-type: none"> <li>Persuasive letter-writing to state/local representatives in regard to lead in the water, ways to remedy the issue, and urging action from the government.</li> <li>Informational pamphlets about the water crisis- will hand out to others in the community</li> <li>Script writing- to work with groups on preparing a social media awareness campaign</li> <li>Read Aloud- "One Well: The Story of Water on Earth" by Rosalie Strauss and Kids Can Press. Introduce the topic of water and how it impacts every aspect of life.</li> <li>Vocab lesson that goes along with interactive water video (if we use that). Can have students write out definitions, write the words in sentences, and draw a picture and/or make a short demonstration/skit for that word (in groups).</li> </ul> |
| <p><b><u>Social Action (integrated into other)</u></b></p> <ul style="list-style-type: none"> <li>Public protest- students will organize and gather members of the community to protest and raise awareness about the water crisis</li> <li>Social media campaign- students will work on this throughout the unit to gather information and find ways to present it to the larger community</li> <li>Math movie posters connected to One Well; The Story of Water on Earth - represent statistics about water supply. Share with 4th</li> </ul> | <p><b><u>Arts (visual, music, drama) (integrated into other)</u></b></p> <ul style="list-style-type: none"> <li>"Intimate Portraits of Flint" (from back of plan book). Students will look at photographs of the contaminated water in Flint, Michigan to visually see the effects of contaminated water and relate their situation to a different community</li> <li>Music-related homework: students bring in lyrics to their favorite song. Teacher relates the characteristics of songs and what makes them songs with the characteristics poetry</li> </ul> | <p><b><u>Physical Education (integrated into other)</u></b></p> <ul style="list-style-type: none"> <li>Students will plan a fundraiser walk/run to raise awareness about the water crisis. They will practice for the event during gym class.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| grade buddies as part of social action. |  |  |
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