**Unit 1 Standards:**

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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | Closure |
| **Monday, Aug 11** | I am learning about how historical context can help shape the meaning of a story. | I can determine the purpose and meaning of a story based off of the historical context. | Students will answer a warm up as they receive their textbooks:  What connects people to certain places?  What values and beliefs shape who we are?  What does it mean to be a stranger in a strange land? | Students will discuss their answers to the questions by doing a think-pair-share. | Students will be learning the historical context of the time period, and will complete a scavenger hunt for the Native American tribes that our stories will be based off of. | Students will work on the scavenger hunt and complete a KWL at the end of it. |
| **Tuesday, Aug 12** | I am learning about how historical context can help shape the meaning of a story. | I can determine the purpose and meaning of a story based off of the historical context. | Students will complete a warm up/pre-assessment over narrative techniques. | (independent part will come first)  Students will share their findings from the scavenger hunt. | Students will finish up their scavenger hunt from the day before. | KWL based off of the other two tribes that the students did NOT complete. |
| **Wednesday, Aug 13** | I am learning about different narrative techniques.  I am learning about narrative techniques and how they impact meaning. | I can understand different narrative techniques by finding and defining them from the text provided.  I can determine the meaning of a text by analyzing the narrative techniques that are used. | Students will do a review over narrative techniques based off of their pre-assessment scores. | Students will start reading Earth on Turtle’s Back with the audio from the text. Students will respond as a class to the prompted questions on the side. | Students will annotate the text as they read. | Students will discuss what is going on the theme. |
| **Thursday, Aug 14** | I am learning about how to respond to an answer properly using evidence from the text. | I can respond to an answer properly using evidence from the text by answering a set of questions based off of Earth on Turtle’s Back. | RACES mini-lesson. | Students will read through the rest of the story with the audio and answer questions based off of the text. | Students will answer questions based off of the text. | Students will answer questions based off of the text. |
| **Friday, Aug 15** | I am learning about different authors develop a theme, and create purpose to impact audience. | I can determine the themes of texts and the purposeful impact an author’s choices make by comparing different Native American myths to each other. | What were the themes in Earth on Turtle’s Back?  How do you think other tribes would develop their origin stories? | Students will be provided with one or another origin story as a group.  Students will then be asked to compare and contrast their themes and purposes and how it fits or differs their tribes. | Students will be provided with one or another origin story as a group.  Students will then be asked to compare and contrast their themes and purposes and how it fits or differs their tribes. | Students will be provided with one or another origin story as a group.  Students will then be asked to compare and contrast their themes and purposes and how it fits or differs their tribes. |