

Grade 7 ELA Unit Plan

What Does it Take to Survive the Extremes of Nature?

Whole Class Text Study:

Minor Assignments (30%):

Test (20%):

“*Hunt for the Supertwister*” – Documentary

Supertwister comic strip

Final Quiz

“*Extreme Survival Stories*”

Skill or luck – recommendation advertisement

Differentiated Text Study:

Prefix, suffix, root word story beginning

Living Life to the Extremes (below)

Placemat activity

Superhumans (approaching)

Vocabulary & context clue exercise

Gearing Up for the Cold (at)

Major Assignment (50%):

Underground Adventures (above)

“How to....” article (choice of subject)

Lesson	Outcomes	Instructional Strategies	Assessment	Resources
1: What are extremes of nature and how do you think people survive extremes? (May only take ½ a class. If so begin lesson 2)	<p><u>Express Ideas and Develop Understanding:</u></p> <p><u>Seek out and consider</u> diverse ideas, opinions and experiences to develop and extend own ideas, opinions, and experiences</p>	<p>Picture walk – pictures of volcanoes, avalanches, earthquakes, etc. around room</p> <p>– students walk through and write what they know about each extreme on sticky notes.</p> <p><u>Partner discussion – number off:</u> choose 3 extremes in the pictures you looked at and discuss with your partner what you know about the extremes, or previous experiences you’ve had with these extremes.</p>	<p><u>Formative:</u></p> <p>Check for understanding and background knowledge. Check for student questioning and interest level. Check for level of rationale in written response.</p>	<p>Pictures of extremes of nature</p> <p>Sticky notes</p>

<p>2: Documentary: "Hunt for the Supertwister"</p>	<p><u>Evaluate Information:</u> Connect new information with prior knowledge to build new understanding</p> <p><u>Combine Ideas:</u> Use writing to examine, clarify and assess understanding of ideas, information, an experiences</p> <p><u>Demonstrate Attentive</u> <u>Listening and Viewing:</u> Listen and view attentively to organize and classify information</p>	<p>Large Group Discussion: Teacher asks, "Does anyone know how to survive any of these extremes or does anyone have a story of yourself or someone you know who has survived these extremes? Written response: Use the following prompt for students to respond to: <i>If I was caught in</i> <i>a (tornado, avalanche,</i> <i>tsunami, etc.) I would...</i></p> <p>Prediction Strategy: Provide students with the following vocabulary: tornado, destruction, 1000s of families, cement shelter, school, tracking devices, scientists. Students use these vocabulary words to create sentences that predict what the documentary will entail. Share sentences in partners (students sitting beside one another), and then with whole class. Partners generate questions stemming from the sentences. Questions are recorded as a whole class. Viewing – documentary – "Hunt for the Supertwister" After viewing – look back at</p>	<p>Formative: Check for understanding – KWL Summative (minor assignment - rubric): What did students understand from viewing the documentary? What evidence of attentive listening is in their comic strip?</p>	<p>Chart paper Documentary: "Hunt for the Supertwister" Exemplar comic strip Comic Strip Rubric</p>
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<p>3: True Stories – Extreme Survival Stories</p>	<p><u>Express Ideas and Develop Understanding:</u> extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes</p> <p><u>Organize Information:</u> <u>Organize ideas and information by selecting</u></p>	<p>questions. Were any of them answered? Were predictions about the documentary correct? <u>Reflection in paragraph format:</u> Provide students with an exemplar comic strip showing how to use evidence to support answers to questions in comic strip format. Show students the rubric that will be used to grade their comic strips <u>Reflection question:</u> Why are supertwisters dangerous and how is survival possible? Use at least 3 examples from the documentary to support your answer in comic strip format.</p> <p><u>Coloured popsicle sticks</u> – partners are matched and discuss the question: “Do people survive extremes because of luck or because of skill?” <u>Share:</u> Each partner shares with the whole class, what the other had to contribute to the discussion of luck or skill. (ex. Jamie said luck because.....”) <u>Introduce text:</u> “Survival</p>	<p><u>Formative:</u> Check for understanding – T-chart, discussion <u>Summative:</u> (minor assignment – rubric) Skill or luck advertisement</p>	<p>Popsicle sticks “Extreme Survival Stories” – copy for each student T-chart scaffold Advertisement rubric</p>
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	<p>or developing categories appropriate to a particular topic and purpose</p> <p><u>Record Information:</u> <u>Reflect on ideas and information to form own opinions with evidence to support them</u></p>	<p>Stories" – tell students that each story in the booklet consists of true stories of people who have survived the extremes of nature. Their purpose for reading the text is to discern whether the people survived via luck or skill. Students create the chart below prior to reading: (Partner work – popsicle partner): T-Chart: students create a t-chart with luck and skill on each side. Under the headings, they decide which story belongs where – they must be able to support their answers with evidence from text. Students will be instructed to take turns reading the text aloud to one another. After reading: Teacher discusses each story with the class. Students share what was recorded in their t-charts – see if there is consensus or disagreement. Poll the class on whether they believe surviving extremes is due to luck or skill. Skill or Luck Advertisement: Exemplar: teacher shows an</p>		
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<p>4: Extreme Words – from “Extreme Survival Stories”</p>	<p><u>Use Phonics and Structural Analysis:</u> Apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading</p>	<p>advertisement exemplar Students create an advertisement for the public. It will advertise either luck or skill – and make a case for why luck or skill is important when surviving extremes. Students may use quotes or examples from the stories in Extreme Survival Stories.</p> <p>Powerpoint: prefixes, suffixes, and root words. Out of the hat partners: Using the shared reading booklets from the previous lesson, “Extreme Survival Stories,” students find vocabulary words with prefixes, suffixes, and root words. Students record these in their grammar notebooks Whole Class: Record all words partners found on class chart. What do these words mean? How do the prefixes, suffixes, and root words help us understand what words mean? Writing Assignment: Give story beginning prompt: a girl/boy in a town where a tornado is approaching. Students write the beginning of a story with</p>	<p>Formative: Check for understanding – do students know what prefixes, suffixes, and root words are? Group work – can students identify words with prefixes, suffixes, and root words? Summative: Story beginning with words that have prefixes and suffixes: Roots of words should be underlined. (minor assignment - checklist)</p>	<p>Powerpoint: prefix, suffix, and root word activity “Extreme Survival Stories” – copy for each student Chart paper</p>
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<p>5. Extreme Mania: Leveled Reading Groups using articles on surviving extremes</p>	<p><u>Focus Attention:</u> <u>Access Information:</u> Use a variety of tools and text features, such as heading, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information</p> <p>Use note-taking, outlining or representing to summarize important ideas and information</p> <p><u>Use comprehension Strategies:</u> Adjust reading rate and strategies to account for changes in structural features of texts and complexity of content</p>	<p>this prompt using as many prefixes/suffixes as possible to appropriate describe the situation. Roots in words will be underlined.</p> <p><u>Model how to read an article – skim headings, subheadings, pictures, captions, & topic sentences. (use article, “Surviving the Storm”</u> Show students how to record questions and thoughts based on skimming. Show students how to next read the article, and to record more thoughts and questions. <u>Placemat Activity:</u> Explain that students will be placed in groups and they will be given their own articles to read. They must first skim, and then read. Each group member will read a paragraph of the article while the others follow. Students will record thoughts and questions on the “individual” sections of their placemats after each paragraph is read. Each group (divided into reading abilities) will be given the following articles: Living</p>	<p><u>Formative:</u> Observation of reading abilities/understanding/critical thinking skills *Teacher will work very closely with the group of the lowest reading ability – teach more reading and comprehension strategies</p> <p><u>Summative:</u> (minor assignment - rubric) Placemat recordings</p>	<p><u>Modeled text:</u> “Surviving the Storm”</p> <p>Group texts: Living Life to the Extremes (below) Superhumans (approaching) Gearing Up for the Cold (at) Underground Adventures (above)</p> <p>Placemat scaffolds for each group</p>
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<p>6. Extreme Journalists' Conference</p>	<p><u>Use comprehension Strategies:</u> Use concept mapping and mental rehearsal to remember main ideas and relevant details</p> <p><u>Demonstrate Attentive Listening and Viewing:</u> listen and view attentively to organize and classify information</p> <p>Ask questions or make comments that elicit additional information: probe different aspects of</p>	<p>Life to the Extremes, Superhumans, Gearing Up for the Cold, & Underground Adventures.</p> <p>After Reading: Teacher models how to summarize the article "Surviving the Storm." Group members will designate one person from their group to record a summary of their article in the middle of the placemat.</p>	<p><u>Formative:</u> Exit slips</p>	<p>Articles from last day</p> <p>Discussion Chart with sentence starters</p>
	<p>Teacher models how to have a discussion based on an article. Teacher models discussion with the article "Surviving the Storm." Teacher models, with some other students, how to ask questions and to probe for information and clarify understanding. A discussion chart with sentence starters is reviewed and posted at the front of the class.</p> <p>Students are given time to jot down notes and rehearse what they will say about the articles they read in the previous</p>			

	<p>ideas, and clarify understanding</p>	<p>lesson.</p> <p>Jigsaw: Students are placed in different groups from the previous lesson and share what they learned from their articles with new group members. All new group members must ask a question, probe for more information, or seek clarification.</p> <p>Exit Slip: List each article on the whiteboard. Each student will write something they learned about each article via discussion before leaving class.</p>		
<p>7. It's Not Just Humans Who Need to Survive... Using context clues</p>	<p><u>Use Phonics and Structural Analysis:</u> Apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading</p>	<p><u>Shared reading:</u> "Extremophiles" Context clues: model how to understand difficult vocabulary words using context clues (surrounding information, definitions in brackets). Students work in pairs to figure out what given words mean using context clues Student pairs are each given a difficult vocabulary word (specific to survival), as well as its definition. They must then</p>	<p><u>Formative:</u> Observation of ability to use context clues during whole group modeling <u>Summative:</u> Paragraphs with vocabulary words and appropriate context clues (minor assignment)</p>	<p>Extremophile article Vocabulary lists for students</p>

		<p>create a small paragraph using the vocabulary word with appropriate context clues. Groups then switch paragraphs with one another and guess what the vocabulary words mean based on context clues provided.</p>		
<p>8. <u>Begin Culminating Project</u>: Create a "how to" article</p> <p>Deconstruct an Article and generate criteria for project</p>	<p><u>Focus Attention:</u> <u>Consider audience, purpose, point of view and form</u> when focusing topics for investigation</p> <p><u>Appraise own and others' work: identify particular content features</u> that enhance the effectiveness of published oral, print and other media texts</p>	<p>Use "Extremophiles" as model text</p> <p>Deconstruct how the "Extremophiles" article is put together and create criteria for writing an explanation article as a class (criteria should include: catchy title, sub-headings, pictures with captions, introduction (general information on the subject and why it's dangerous/extreme), 1-2 body paragraphs (describe <i>how to</i> survive the extreme), coherence, & vocabulary, conclusion – what is learned about surviving this particular extreme?)</p> <p><i>Students take notes on criteria in their notebooks</i></p>	<p><u>Formative:</u> Observation: can students deconstruct the article and decide what criteria constitutes a well-written explanation?</p>	<p>"Extremophiles" article</p>
<p>9. Extreme Research</p>	<p><u>Generate Ideas: choose appropriate strategies</u> for</p>	<p>Computer lab</p> <p>Using criteria from the previous</p>	<p><u>Formative:</u> Observation and feedback – are</p>	<p>*Need computer lab</p>

	<p>generating ideas and focusing topics for text</p> <p><u>Focus Attention:</u> Use note-taking, outlining or representing to summarize important ideas and information</p> <p><u>Plan to Gather Information:</u> Plan and organize data collection based on instructions, explanations and pre-established parameters</p> <p><u>Access Information:</u> Scan to locate specific information quickly; summarize and record information useful for research purposes</p>	<p>lesson, students choose an extreme of nature they would like to research, and find information to fit the information needed for an explanation (how to survive...) Teacher models how to use google search engine (what kind of key words/questions to type) Teacher models how to take notes before students go to computer lab Students gather information on scaffold provided</p>	<p>students able to use criteria and a search engine properly to find relevant information? Are they finding <i>how to</i> survive... information, or just general information on the topic?</p>	
10. Drafting	<p><u>Structure Texts:</u> Create text to explore ideas related to particular topics</p>	<p>Model how to write using gathered information Students independently write a rough draft of their "how to" article</p>	<p><u>Formative:</u> Observe and give verbal/written feedback on the rough draft of the article.</p>	
11. Revision and Editing	<p><u>Revise and Edit:</u> revise introductions, conclusions and the order of ideas</p>	<p>Teach students how to edit by circling words students are not sure are correct, checking</p>	<p><u>Formative:</u> Self and peer editing -- use rubric that will be used for final</p>	<p>Computer lab Dictionaries</p>

	<p>and information to add coherence and clarify meaning</p> <p>Revise to eliminate unnecessary repetition of words and ideas</p> <p><u>Attend to spelling:</u></p> <p>Use reference materials to confirm spellings and to solve spelling problems when editing and proofreading</p> <p>Extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts</p>	<p>spelling with dictionary, using the thesaurus for higher level vocabulary, reading out loud, etc.</p> <p>Teach students how to use spellcheck and the thesaurus on the computer.</p> <p>Peer Edit: Peers edit each other's work using the rubric that will be used for the final evaluation of the project. They give purposeful feedback on the writing portion (pictures and captions to be added when writing final copy in computer lab)</p>	<p>evaluation</p>	<p>Thesaurus</p> <p>Final Project rubric</p>
<p>12. Final Copy</p>	<p><u>Enhance Legibility:</u></p> <p>choose and use printing, cursive writing or word processing, depending on the task, audience and purpose</p> <p>Identify how the format of documents enhances the presentation of</p>	<p>Computer lab</p> <p>Students use a template from Microsoft Publisher to create the final draft of their article.</p> <p>Students add pictures and captions to their article at this time</p> <p>Students choose and identify which template format they</p>	<p><u>Formative:</u></p> <p>Feedback to students as they type their final copy</p>	<p>Computer lab</p>

	<p>content</p>	<p>believe will be most suitable to their article.</p>		
<p>13. Publishing – Journalists’ Conference</p>	<p><u>Share Ideas and Information:</u> communicate ideas and information in a variety of oral, print and other media texts</p> <p>Use appropriate visual, print and/or other media effectively to inform and engage the audience</p>	<p>Teacher models how to present an article with eye contact, a loud and clear speaking voice, and how to appropriately show the visuals of the article (use Surviving the Storm). Teacher shares presentation rubric with class – lets students know that they will be evaluated by their peers using this rubric.</p> <p>Students are given time to rehearse and practice sharing their article</p> <p>Split class into 2 groups. Students take turns sharing their articles with the group.</p> <p><u>Quiz content:</u> article features (headings, sub-headings, topic sentences, pictures, captions), prefixes, suffixes, root words, & context clues, read a survival article – MC questions and evaluative paragraph</p>	<p><u>Formative:</u> Feedback from group members – use presentation rubric</p> <p><u>Summative:</u> Teacher evaluates final article using criteria and rubric Final document goes into student portfolios when handed back (major assignment - rubric)</p>	<p>Final Project Rubric Presentation Rubric</p>
<p>14.</p>	<p>Quiz</p>		<p><u>Summative:</u> quiz</p>	<p>Quiz</p>

"How To" Article Rubric

Criteria:	4	3	2	1
Title and subtitles	The title is catchy and compelling and the subtitles are appropriate and enhance the topic	The title is catchy and the subtitles explain what the paragraphs discuss	A title and subtitle are included	Revisions needed
Pictures and captions	Pictures are completely relevant to what is being said in the article, and interesting to the reader. Captions clearly explain what is happening in the picture in a succinct manner	Pictures are quite relevant and interesting. Captions explain what is happening	Pictures and captions are included	Revisions needed
Introduction	The introduction clearly discusses the topic and describe why the topic is "dangerous"	The introduction discusses the topic and provides reasons to continue to read	The introduction briefly gives information on the topic	Revisions needed
Body paragraph(s)	Body paragraph(s) clearly explain how to survive the topic the writer is writing about. The paragraphs are detailed and informative	Body paragraph(s) explain how to survive _____	Body paragraph(s) are limited in their explanation of how to survive _____	Revisions needed
Organization	The article is effectively organized. Paragraphs are written logically and coherently	The article is organized. Paragraphs are easy to follow and understand	The article lacks organization in appearance and in writing	Revisions needed
Vocabulary	Academic vocabulary is used and fits the context of the article	Some academic vocabulary is used and fits the context of the article	There is little attempt to use academic vocabulary	Revisions needed
Conventions	There are no spelling or	There are some spelling and	Spelling and grammar	Revisions needed

	grammar mistakes	grammar mistakes	mistakes interfere with reading	
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Strengths:

Areas to Improve: