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| **1. Teacher Name:** | Vanessa Cicero | **2. Course/Content/Grade:** | 3rd Grade |
| **3. Unit/Module/Topic:** | Smart Solutions | **4. Plan Duration:** | 1 week |
| **5. Core Standard(s):** | SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.  L.3.1 Demonstrate command of the conventions of standard English grammar and usage when speaking or listening. | **6. Objective(s):** | The students will be able to…  \* Use famous problems/solutions of the past to help influence and strengthen their ability to form smart solutions.  \* Identify and define authentic problems famous Americans faced in the past  \* Collect and analyze data to identify solutions and/or make informed decisions  \* Write opinion pieces using organized |
| **7. Essential Vocabulary:** | Famous Americans (Benjamin Franklin, Abraham Lincoln, George Washington, Harriet Tubman, Thomas Edison, Alexander Graham Bell),  Problem and Solution | **8. Inter-Disciplinary Connections:** | Famous Americans |

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| **9. Assessing for Student Learning:** | Famous Americans Speech |

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| **10. Technology Integration:**  **(When applicable)** | **Teacher Use:** | Projector, Document Camera | **Student Use:** | Google Slides, Nearpod |

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| **11. Area for Content Specific Additions** |  |

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| **12. Pacing**  **(mins.)** | **13. Lesson Sequence**  **(What You Do When: Including Explicit Instruction/Guided Inquiry)** | **14.**  **DOK Level** | **15. Grouping and Scaffolding Structures (including interventions for diverse learners)** | **16. Engagement & Checking for Understanding**  **(OTRs: What will students be saying,**  **writing, reading & doing)** |
|  | Week 4: How have Famous Americans used Smart Solutions to improve the USA?  Day 1: (60 minutes)  \* Teach about Famous Americans- Benjamin Franklin, Abraham Lincoln, George Washington, Harriet Tubman, Thomas Edison, Alexander Graham Bell, etc using a combination of read alouds, videos, and interactive lessons  Day 2: (60 minutes)  \* Small groups of students pick one famous American- examine/research a problem they faced- explain how they solved the problem- answer how it made the world a better place  \* Students create a Google Slides presentation to share information about their famous American, a problem they faced, how they used Smart Solutions, and how that improved the USA.  Day 3: (30 minutes)  \*Create a persuasive speech to share why smart solutions are important. The students should make sure to cal upon what they learned about famous Americans to use a evidence as why Smart Solutions are effective. | 1  2  2 | Whole Group  Small Group  Independent | \*Students research a Famous American selected from the previous list.  \*Students identify a problem the Famous American faced.  \* The students create a Google Slides presentation including a problem the Famous American faced, how they used Smart Solutions to solve the problem, and how solving this problem made the world a better place.  \*The students will write a persuasive paragraph about using Smart Solutions. |

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| **17. Closure:**  **(Students reflecting on their learning and providing feedback on their understanding to the teacher)** | The students will complete a quick exit ticket explaining how their research on a Famous American tackling a problem using smart solutions helped them to better make Smart Solutions of their own. |
| **18. Feedback to students:**  **(Teacher providing feedback to students on their learning and growth)** | **The teacher will meet with all of the groups about their Famous American presentations to provide some constructive feedback before they present. The teacher will also meet with all of the students to discuss their persuasive essay/persuasive essay about how researching a famous American has help to improve their own understanding of how to use smart solutions in their life.** |