

MODULE 8 SUGGESTED ANSWERS

LEARNING INTENTIONS	ASSESSMENT OPPORTUNITY	MEANINGFUL INSTRUCTION
<p>I am learning that the sun increases the temperature on Earth because it gives off energy.</p>	<p>Listen to partners as they explain how the sun warms the Earth. Students will use the following sentence frame: <i>The temperature outside is _____ degrees.</i></p>	<p>Modeling</p> <ul style="list-style-type: none"> • Take students outside to the playground to observe which areas are in the sun and in the shade. Think aloud about how you know an area is sunny or shady. • Discuss how sunny and shady areas change throughout the day. Model how to record observations about sunny and shady areas in a science notebook.
<p>I am learning to identify major events in a story.</p>	<p>Students will complete a plotline detailing the major events in a story.</p>	<p>Collaborative Learning</p> <ul style="list-style-type: none"> • Pick a new story. • Read the story aloud. • In groups, students work on the narrative plotline in their notebook, listing major events and the challenges the characters faced. • Students complete an attribute chart for a character of their choice. • They will discuss and reach agreement on what to include on the attribute chart.
<p>I am learning how to identify evidence to support my claim.</p>	<p>On an exit slip, students will write their claim and one piece of evidence from the text that supports their claim.</p>	<p>Guide and Scaffold</p> <ul style="list-style-type: none"> • Together, teacher and students read the second paragraph in the text and identify evidence. Share out using sentence frames. Chart responses.
<p>I am learning that what characters experience in a story helps me understand the theme(s).</p>	<p>As a short constructed response, have students summarize what has happened to a character and how it relates to the theme in the book.</p>	<p>Independent Learning</p> <ul style="list-style-type: none"> • In their journals, have students write a paragraph about how a character has changed from the beginning of the book to now. Prompt students to include textual evidence to support their thinking.

EXAMPLES	IDEAS FOR MEANINGFUL INSTRUCTION
We are learning about attributes of shapes.	<p>Modeling</p> <p>Introduce different two-dimensional shapes to students. Describe what you notice about each shape, using key vocabulary. Display different examples of squares, circles, rectangles, and triangles. Think aloud and model counting the sides, corners, and lines. Then name the shape.</p>
We are learning about figurative language and its impact on the reader.	<p>Independent Learning</p> <p>On an exit slip, name the different types of figurative language and meaning.</p> <p><i>Possible Answer</i></p> <p>Figurative language is a form of expression that uses nonliteral meanings to convey a more abstract meaning or message.</p> <p>Types to include in a response are <i>similes, metaphors, idioms, hyperbole, and personification.</i></p>
We are learning how genetic crosses impact genotype and phenotype.	<p>Collaborative Task</p> <p>Ask, "How would you use an example to explain the difference between a genotype and a phenotype?" Have students work in groups to profile the characteristics of each.</p>
I am learning to answer questions about key details in a text.	<p>Guided Learning</p> <p>Read a story aloud, and ask <i>who, what, where, and why</i> questions. Use prompts and cues to support students when their responses are not correct.</p>