Future Ready Project -
Content Vocabulary Practice

Teachers' Names:		Duration (in minutes): 36 minutes per day for 7 days (252 minutes total)
Grade Level: 4th Grade	Subject/Course: ELA / ENL	Unit: Content Vocabulary
Resources needed: (On-site people, facilities, tools, technology, materials, community connections)	Google Drive (Google Classroom, Google Doc, Google Slides, Google Sites, Google Forms), Avocor Interactive Board, Quizziz (within this unit), Chromebooks, BrainPop - Ed Puzzle, YouTube Video Fossil for Kids, Merriam-Webster Dictionary Online, *HTC Vive XR Elite* Virtual Reality Headset, Peer Feedback form (paper copy), Peer Feedback sentence starters	
Learning Standards: (content + CS & DF)	**4R4:** Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) **4RF4:** Read grade-level text with sufficient accuracy and fluency to support comprehension. **4W7:** Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. **4L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **4-6.IC.6:** Identify and explain ways to improve the accessibility and usability of a computing device or software application for the diverse needs and wants of users. **4-6.DL.2:** Select appropriate digital tools to communicate and collaborate while learning with others. **4-6.DL.4:** Use a variety of digital tools and resources to create and revise digital artifacts.	
Big Idea:	To practice and demonstrate understanding and use *Savvas Realize My View* new vocabulary while creating Frayer Model Google Slides	
Authentic Purpose: (Why does this matter to your students?)	Bigger Question: How does the <City Name> enrich your life? (Text to Self Connection) Why does this matter to our ELLs? Our students and/or their families have come to this community from another place. Story: "*Rare Treasure: Mary Anning and Her Remarkable Discoveries*" by Don Brown Unit 1 Week 2 Vocabulary: poverty, pursued, treacherous, remarkable, assemble Essential Question: In what ways can a place enrich our lives?	

<table>
<tr><td>Future-Ready Competencies:
___Collaboration
___Communication
___Critical Thinking & Problem Solving
___Creativity & Innovation
___Other:</td><td>Objectives: SWBAT:
Content Objectives:
• Discuss how the <City Name> enriches our lives using at least two of the content area vocabulary words.
• Collaborate with classmates in order to create Frayer Model utilizing Google Slides in order to further my knowledge of Tier 2 Vocabulary Words.

Language Objectives:
Speaking: Orally explain, using their own words, the meaning of one Vocabulary Word.
Listening: Listen for understanding to their classmates during their presentation in order to acquire other Vocabulary Words and provide constructive feedback.
Reading: Utilize understanding of Vocabulary Words in order to actively read for fluency and comprehension.
Writing: In writing, demonstrate understanding of one Vocabulary Word through creation of Frayer Model Google Slide.</td></tr>
<tr><td>Project Statement:
(Include: issue, problem or challenge; student role, purpose, beneficiary, and desired outcomes)</td><td>Issue, problem or challenge: Students need to understand how places impact people's lives.
Student role: Students will be active learners. Teacher as a facilitator.
Purpose: Students need to create their own Frayer Model Google Slide in order to teach their classmates.
Beneficiary: Students create an autonomous environment whereby they take active roles in their learning.
Desired outcomes: Students take responsibility for their learning by researching and utilizing technological tools that will provide them the Future Ready skills and College and Career Readiness.</td></tr>
<tr><td>Empathy Anchor:
(How will students develop empathy and care about this problem)</td><td>Students will develop empathy by making connections between their own life stories as immigrants and refugees and current world events and experiences.</td></tr>
<tr><td>Public Audience & Reveal:
(Experts, audiences, or product users students will engage with during and at the end of project)</td><td>Their Audience is fellow classmates.</td></tr>
<tr><td colspan="2">Knowledge Construction:
(How are students going to construct content knowledge and practice it)
Students will complete research in order to create Frayer Model Google Slides utilizing electronic dictionary, Search engine, Google Translate, tools within the Google Doc, Google Slides, Google Classroom, Google Forms, EdPuzzle, Savvas My View textbook, and HTC Vive XR Elite.</td><td>Student Assessment:
Summative:
Creation and presentation Frayer Model Google Slides:
Formative:
The ability to use multiple tools and synthesize information to most efficiently gain content knowledge</td></tr>
<tr><td>Design Process:
1. Discover
2. Research & Empathize
3. Brainstorm
4. Choose</td><td>Describe what (& how) students are going to do in each step:
1. Pre-teach new content through the use of EdPuzzle - BrainPop, Virtual Reality Field Trip, YouTube video, Google Slides (teacher created).
2. Students will use aforementioned tools to conduct research on</td></tr>
</table>

5. Build 6. Test 7. Communicate 8. Redesign	assigned Vocabulary Word following teacher modeling of each tool. Students will create connections between their personal experiences and those of current events utilizing various resources 3. K-W-L strategy 4. Students are offered multiple ways of completing their Frayer Models 5. Students create their New Vocabulary Frayer Models independently using Google Slides 6. Students practice with their peers, giving and receiving a constructive feedback in order to proof-read and edit their final product 7. Students will present and teach their peers New Vocabulary word 8. Students will edit and update their work by reviewing peers' and teacher's feedback