

Grade 9

Distance Learning Module 1: Week of: 3/30/2020 – 4/3/2020

Literature & Writing - *Modified from* [Unit 4 - Independent Reading Research](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Author's bias can influence a reader's perspective about a topic

A research question is necessary in order to provide focus.

Vocabulary: bias, synthesizing, reliable resources, inquiry

Skills: Identifying bias by examining the author's word choice.

Distinguishing relevant from irrelevant information.

Synthesizing information from multiple sources in order to draw new conclusions.

Developing high-quality questions to guide discussion and possibly further inquiry-based research.

Expectation: This week you will learn about infographics as you summarize, analyze, and ask inquiry questions.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Welcome Back - expectations & check in 2. Make sure you have an independent reading book and goal set for the week 3. Complete reading/writing reflection by Wednesday	Reading / Journal expectations explanation & rubrics Weekly Reading Summary/Analysis Sheet Post on Monday, due in Classroom Friday.	Personal Check In Google Form Ongoing checks: Weekly Reading Summary/Analysis Sheet due Friday (Students type on documents in the Classroom assignment, teachers can check work in progress if needed before submission) Reflection for Bridge Classes Reflection for Continuing Classes

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Tuesday:</p> <ol style="list-style-type: none"> 1. ML: What is an Infographic? 2. QW: view & respond to the Infographic on Social Distancing: 3. Summarize/Analyze/Ask questions about an infographic (teacher models) 4. Read 	<p>ML: Informational Writing & Analyzing Infographics</p> <p>Infographic: Quickwrite: The Power Of Social Distancing</p> <p>Teacher model - Summary/Analysis of Social Distancing Infographic</p>	<p>Teachers can check in on weekly reading summary/analysis sheets.</p>
<p>Wednesday:</p> <ol style="list-style-type: none"> 1. QW: View the New Yorker cover and brainstorm questions about its meaning 2. ML: What is an inquiry question? 3. Analyze/Ask questions about the infographic using ML questioning techniques. 4. Read author’s statement about his cover 5. Read 	<p>ML: Inquiry Questions</p> <p>Infographic: Quickwrite - New Yorker Cover</p> <p>Author's Statement</p>	<p>Students submit QW brainstorm</p> <p>Students will submit infographic questions</p> <p>Teachers can check in on weekly reading summary/analysis sheets.</p>
<p>Thursday:</p> <ol style="list-style-type: none"> 1. QW: Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances, or discuss how your daily life has been disrupted, or share the effect it has had on your friends and family. 2. Summarize/Analyze/Ask questions about an infographic - birthdays 3. Read - tomorrow you will have to write about your reading! 	<p>Infographic: How Common is Your Birthday? This Visualization Might Surprise You</p>	<p>Students will submit QW</p> <p>Students submit an infographic summary/analysis template</p> <p>Teachers can check in on weekly reading summary/analysis sheets.</p>
<p>Friday:</p> <ol style="list-style-type: none"> 1. Writing About Reading workshop time 		<p>Weekly Reading Summary/Analysis Sheet due</p>

Week criteria for success (attach student checklists or rubrics): See resources/daily checks

Supportive resources and tutorials for the week (plans for re-teaching):

Additional infographic teacher models, small group Google meet-up for reteaching