Criteria for Transitional Checking For Understanding (CFU):	85% Before Moving on			
Teaching Standard/Chunk:				
RI 4.7 Interpret information presented visually in a timeline and explain how the				
information contributes to an understanding of the text in which it appears.				
Instructional Expectation:				
•				
(What will students produce to show evidence of their learni	ing?)			
(What will students produce to show evidence of their learni Students will be able to identify the parts of a timeline and interinformation and how it relates to the accompanying text.				

<u>Student Friendly objective</u>:

I will be able to <u>interpret</u> information in a timeline and tell how it <u>relates</u> to the text.

Define:

"Interpret" means to understand.

"Relates" means connect.

• <u>Activate Prior Knowledge/Hook</u>:

APK—social studies lessons on timelines previously done or any other text feature: graph, chart, diagram, caption, timeline previously taught or experienced by students.

"Remember when..."

• Importance to Student:

Recount personal experiences out of order. Show in a timeline to make the connection that timelines help us understand order of events (put it after the definition—use as an example).

Relate to a number line.



Transitional CFU: <u>Repeat Objective Chorally—partner--stick</u> **OBJECTIVE**

II. <u>Presentation of Material:</u>

Concept Development:

<u>Definition(s)</u>

Text—the sentences and paragraphs on a page

<u>Examples/Non-examples (when appropriate)</u>
 Highlight the text on pgs. 38-39 in social studies book
 Show text in a science book, etc.
 "This is text because it is the sentences and paragraphs.

Text Features—tools authors use that stand out from the text to help me understand what I'm reading

<u>Examples</u>
 Cover up the text to show the text features.
 "This stands out because it is _____."

Timeline: A way to display a list of events in chronological (time) order and how one event may have led to another

Examples of Timelines:

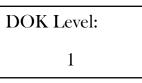
Show the timeline on pg. 38-39 Show timelines in leveled readers <u>Show other examples of timelines</u> pg. 88 in SS A Day in the Life of Adam Vertical timeline example Facebook Timeline I know this is a timeline because it shows events and dates in chronological

order.



Transitional CFU: <u>Choral repeat definition</u>—partner—stick--write

DEFINITION



<u>III.</u> Build Schema/Teacher Model:

DOK Level:		
2-3	TEACHER	STUDENT
2-0	Modeling-Think Aloud	Active Engagement
This is		Processing Teacher Thinking
(skill)	Recipe/Steps for Reading a Timeline:	Go through the steps having students
becau	1. Read the text.	chorally echo.
	2. Look at the timeline.	
se	a. What is the title?	
(<u>proce</u>	b. What are the dates/times?c. What are the events?	
ssing).	 What are the events? Find the events in the text and 	
Why/	highlight them.	
	4. THINK: How does the timeline help	
How	me understand what I am reading?	
did I		
know?	Example 1: A Day in the Life of Adam	Choral response:
	The first step is to read the text.	What is the first step?
	Teacher uses Choral Cloze to read the	Choral Cloze (Teacher reads aloud
	text.	as students follow with their finger.
		Teacher stops every so often and
	The second step is to look at the	students chorally finish the
	timeline.	sentence.)
	The first thing I need to find is the title.	Choral response:
	lille.	What is the second thing I need to find?
	The title says, "A Day in the Life of	What is the title?
	Adam"	What does the title show me?
	That tells me what the timeline will show	
	me.	
	The next thing I need to find are the	What do I need to find next?
	dates or times.	What do I see?
	I see some times on the timeline.	Highlight the times on your paper
	Highlight the times	tell your partner
	Some timelines give us actually time of	Tell your partnerWhat do all
	day—others have years, but all timelines	timelines do?

put events in chronological order.	Pull sticks to CFU.
The last thing I need to find on the timeline are the events. I see, and, and Highlight the events.	Choral response: What do I need to find next? Highlight the events. Tell a partner what events do you see?
The 3^{rd} step is the find the events from the timeline in the text.	What is the third step?
The first event is and as I look in the text, I see that it says That is the same event, so I'm going to highlight	Why did I highlight that event? Highlight it with me.
it. The next event is and I see it here in the text (highlight it).	Repeat questioning until all of the events are highlighted in the text.
The last step is to THINK: How does the timeline help me understand what I am reading?	What is the last step? Tell your partner. Pull sticks to CFU.
I noticed that the events on the timeline are in a different order than in the text.	Tell your partner what I noticed about the order of the events. Pull sticks to CFU.
The order on the timeline is in chronological order.	Tell your partner how the events are ordered on the timeline. Pull sticks to CFU.
The other thing I noticed is that there are details in the text that aren't on the timeline.	Tell your partner what else I noticed about the details. Pull sticks to CFU.
One example is that it says Eat breakfast on the timeline, but in the text it says he ate cereal and juice.	Tell your partner how eat breakfast is different from the text. Pull sticks to CFU.
Another place it is different is where it says "finish getting ready" on the	Tell your partner how "finish getting ready" is different from the

timeline, but in the text it says he "brushed his teeth and combed his hair."	text. Pull sticks to CFU.
I noticed two things when I compared the text to the timeline. I noticed that the timeline puts the events in chronological order.	What is one thing I noticed when I compared the text to the timeline? Tell your partner. Pull Sticks to CFU.
I also noticed that the events are the same in the text and the timeline, BUT the text has more detail than the timeline.	What else did I notice? Tell your partner. Pull sticks to CFU.
So the timeline puts events in chronological order AND tells us the main events.	Tell your partner the two things timelines do. Pull sticks to CFU. Have students chorally repeat answers.
"A timeline helps me understand the most important events."	Choral echo this statement. Pull Sticks CFU What does a timeline help me do?
Example 2: History of San Francisco Repeat as above with different text going through the steps again.	CFU as above.

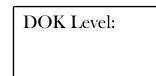


Transitional CFU: <u>_Repeat steps of how to read a timeline to a</u> <u>partner. Pull sticks to CFU.</u>

HOW DID I DO THAT?

IV. <u>Guided Rehearsal</u>: (Teachers & Students working together to monitor and clarify) PRACTICE! PRACTICE! PRACTICE!		
STUDENT ACTIVITY/THINK-ALOUDS		
	STUDENT ACTIVITY/THIN	

Check for student readiness for Independent Practice Reteach if not ready



V. <u>Independent Practice</u>: (Matches Guided Practice)



Possible Differentiation:

English Learners: Special Needs: