

# Social Studies Learning Activities and Assessments

Topic: \_\_\_\_\_ BIG QUESTION: \_\_\_\_\_

KEY ACADEMIC VOCABULARY (CCRI4) \_\_\_\_\_

This week's READING: \_\_\_\_\_

Answer questions with **EVIDENCE** CCSSR1; **Infer meanings** of words from context CCSSR4; **Use structure of text to identify ideas, locate information** CCSSR15; **Integrate** ideas and information from **different sources** (CCSSR7) then write to **respond to focus question** (CCSSW7)

This week's WRITING: \_\_\_\_\_

<i>PREVIEW, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
<b>INQUIRE</b>	<b>INVESTIGATE</b>	<b>INTERPRET</b>	<b>INTEGRATE</b>	<b>INSPIRE</b>
<p><i>I DO</i> &gt; INTRODUCE THE BIG QUESTION</p> <p><i>WE DO:</i> __preview text __ apply strategy to locate relevant information</p> <p><i>YOU DO</i> __ Locate, list important information __ start glossary of this week's words</p> <p>ADVANCED List important information relevant to BIG question.</p> <p><i>Check for Understanding:</i> __ start glossary __ write learning summary __ Pair/Compare</p>	<p><i>I DO</i> Model how to _____</p> <p><i>WE DO:</i> __ Apply the strategy. __ use structure of text to locate relevant information</p> <p><i>YOU DO</i> Read more to learn more __ read independently or with partner to locate information to support ideas __ illustrate page(s)</p> <p>ADVANCED Use structure of the text to make the outline that the author may have followed</p> <p><i>Check for Understanding:</i> __ write learning summary __ continue glossary __ Pair/Compare</p>	<p><i>I DO</i> Use graphic organizer to show how to organize ideas and information about a topic.</p> <p><i>WE DO:</i> Students provide examples for the graphic organizer</p> <p><i>YOU DO</i> __ complete graphic organizer __ write explanation based on graphic organizer</p> <p>ADVANCED __ make graph based on data __ make data table</p> <p><i>Check for Understanding:</i> __ learning summary __ complete glossary __ Pair/Compare</p>	<p>Formative assessment <b>YOU DO independently</b> __ write their answer to the big question, citing evidence __ list important evidence to support response to big question</p> <p><i>I DO</i> clarify based on assessment.</p> <p>__ Students demonstrate how they completed the assessment __ Outline a booklet about the topic—write the booklet on Friday</p> <p><i>Check for Understanding:</i> __ use glossary to write __ Pair/Compare</p>	<p><i>I DO/WE DO</i> <b>Guide students needing support—</b> __ make outline with students they then follow to write about the topic __ use graphic organizer to clarify ideas and relevant information</p> <p><b>You Do: ADVANCED</b> Students who “meet” move to “exceed” __ write booklet about topic __ make display about the topic __ make presentation __ dramatize event</p> <p><b>CLASS SYNTHESIS:</b> What did we learn about reading to learn? What ideas did we learn?</p>