

## Globalized Unit Template \*

Prepared by: Marcella Didio  
School

School/Location: Auburn Junior High

Subject: Library  
Needed: October

Grade: 7 & 8

Unit Title: Great Global Read Aloud

Time

Unit Summary: The Great Global Read Aloud is a chance for teachers and students to connect with each other through a book. Through this experience, I am hoping to engage my own students with a good read and to open their eyes to other worlds by connecting with students in a different area of the United States or even on the other side of the world. Through our shared reading we will bring in various perspectives and new learning!

### Stage 1 Desired Results

**ESTABLISHED GOALS:**

-Effective Communication  
-Reading

**GLOBAL COMPETENCY:**

-Use disciplinary knowledge and modes of thinking in novel situations  
-Focus on targeted global competence (investigate the world)  
-Engage students' cognitive, social, and emotional development

**RESOURCES:**

Internet/Databases  
Various modes of communication (depending on cooperating classroom: Edmodo, Skype, Google, etc.)  
*Orbiting Jupiter*

#### *Transfer*

*Students will be able to independently use their learning to-*  
*\*appreciate a new read*  
*\*share their own ideas and thoughts with confidence in a group setting*  
*\*respond with respect to the ideas of others*  
*\*understand and accept varying perspectives (of others) and identify why they exist*

#### *Meaning*

**UNDERSTANDINGS:**

*Students will understand that...*  
*\*they are representing our school and their actions will reflect who we are*  
*\*they are not going to agree with the ideas of others, but they must be respectful of those ideas*

**ESSENTIAL QUESTIONS:**

What skills must one possess to participate in a group discussion?  
  
 What influences the perspectives or views of one person compared to another?  
  
 How can we grow our awareness of the world beyond our immediate area in which we live?

#### *Acquisition*

<p><i>Students will know... (Content)</i></p> <ul style="list-style-type: none"> <li>- discussion skills</li> <li>- research skills</li> <li>- literary elements of literature</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>-carry out an effective group discussion by sharing ideas and respecting ideas of others</li> <li>-find and identify facts about the area of our cooperating classroom</li> <li>-identify literary elements and explain how these elements impact one another</li> </ul>
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**Stage 2 - Evidence**

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments <b>FOR</b> Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p> <ul style="list-style-type: none"> <li>-Discussion Rubric (will be created with group of my participating students)</li> <li>-Discussion Questions (to be developed by group of my participating students)</li> </ul>	<p>Identify elements of effective group discussions            Share own ideas with group of individuals and “back up” those ideas with text details            Identify literary elements within a novel and identify how they interrelate</p>
<p>Assessment <b>OF</b> Learning: (ex: performance task, project, final paper)</p> <p>Discussion(s) (performance)</p>	<p>Group Discussion (using rubric, discussing rubric results) that will be held with cooperating classroom</p>

**Stage 3 - Learning Plan**

*Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*Week One:*

- (myself) Discuss with cooperating teacher what our goals are for reading/discussion, share with students, create reading plan (how much must be read before each meet)*
- Share learning goals with group*
- Establish connection among students with cooperating classroom (Mystery Place)*
- Begin reading book aloud with students*

*Week Two:*

- Develop discussion rubric with own students (how to conduct ourselves while speaking to others)*
- Hold Book Discussion one*
- Continue read aloud of book*

*Week Three:*

- Hold Book Discussion two*
- Continue read aloud of book*

*Week Four:*

- Final discussion*
- Student reflection of experience (what they learned, their take away's)*
- Final reflection with cooperating teacher*

*\*adapted from Understanding by Design Model*