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Module Analysis

June 20th, 2017

NGSS Module Analysis for Literacy Strategy Implementation Part 1

Introduction

I teach 5th Grade and found very few modules that I could incorporate into my classroom. I did however like the *A Tale of Four Cities* Module because it included various states from within the United States. This lesson is aimed towards 6th and 7th Graders. Geography of the United States is a part of the 5th Grade Arizona State Standards. If I taught the gifted 5th Graders, this lesson may be beneficial and successful. There are several places to add literacy components.

Page	Literacy Strategy	Benefit
Pg. 4- Context/Prior Knowledge	Circle Map or KWL Chart	The Module begins by discussing friends of students. It implies everyone has friends who live around the United States, and that we know the climate in those locations. This is a great opportunity to complete a graphic organizer as a class and draw on that information. The more diverse locations, the deeper the prior knowledge of the class is before beginning the unit.
Pg. 4-Task A	Book/Reading Article	Suggested Titles: <i>Night Night Arizona, Good Night Arizona or G is for Grand Canyon.</i> I think prior to beginning Task A, this is a great opportunity to build background knowledge. By adding a reading opportunity students will be more engaged in what they are about to learn. I live in

		Arizona, so I chose Arizona books, but that may vary.
Pg. 4, Task A, Part I-II	Book/Article	Suggested book: <i>The Great Graph Contest</i> For lower students doing a similar lesson, the teacher could include a book or text about graphing. This would help students who learn by listening or need a visual.
Pg. 4, Task A, Part I-II	Book/Article using the TWA Strategy	A teacher could insert a book and use the TWA Strategy to discussing graphing. This will help review the various purposes of an author and give students the opportunity to practice their fluency and reading aloud.
Pg. 4, Task A, Part I-II	Graphic Organizer	After reading about scatterplots or before creating one, the teacher could have students create a graphic organizer about their prior knowledge regarding graphing. I think a circle map or bubble map would be the most beneficial. Students could list what they know about scatterplots. This would help activate that prior knowledge and ensure students are not confusing different types of graphs.
Pg. 5, Task E	Quick Write	While “Indicating on the map the possible cause of the differences in climate”, this is a simple place to insert a writing component. Instead of labeling on a map, students could write about why they believe different locations have different climates.
Pg 9, Task Component D	Informational Text + Anticipation Guide	Task Component D ask students to “identify the given claim that higher latitudes have lower average

		temperatures”. I think this is a great opportunity for students to state whether they agree or disagree. The teacher could also have students read a passage about Latitudes and Longitudes or a book (ex: <i>Latitude and Longitude</i> by Rebecca Aberg). Afterward, the teacher could again ask students what they think and pose additional questions. This would deepen the students’ understanding of Latitude and Longitude.
Pg. 11, Task Component 1	Book/Article + Summarizing	Before students identify where air/ocean circulation is on the map, the teacher could add a reading passage. This is an opportunity to strength student understanding or air/ocean circulation. After reading, the teacher could ask students to summarize what they’ve read and restate it to a partner. An alternative could be having students write about what they’ve read and summarize it during a writing activity.
Pg. 12-18	Graphic Organizer (Bubble or Circle Map)	While examining temperatures of cities on www.weather.com , the teacher could have students create a graphic organizer about trends they see in their charts. This may lead to an “ahh ha” moment and help visual learners.
Pg 20-26	Graphic Organizer	After the lesson is over, students could create a bubble map about what they’ve learned in this unit. This may help students recall information and retain the information taught during this unit.

