

Adolescent Issues Thematic Unit Matrix

Day 1: Unit Introduction	Day 2: Purpose for Writing	Day 3: Introduction of Newsletter Project	Day 4: Library Visit 1
<ul style="list-style-type: none"> • Survey the class regarding issues or problems that teenagers typically experience. Have students think about issues in their own lives and/or the lives of friends and relatives. Chart student responses and post them in the classroom throughout the unit. • Small group reading activity (Use articles that focus on a particular adolescent issue.) • Small group discussions (Have students discuss the adolescent issue found in their particular text and how it could possibly be resolved.) 	<ul style="list-style-type: none"> • Conduct a lesson on the general purposes for writing (to persuade, to inform, to entertain). • Small group activity – Have students read 1-2 texts and analyze the author’s purpose for writing each piece. 	<ul style="list-style-type: none"> • Introduce the newsletter project to students. Distribute the newsletter rubric and checklist to students. Explain the purpose of each. Be sure to inform students that when writing this particular newsletter, their purpose is primarily to inform readers of the issue and persuade them to do something about resolving it. • Separate students into their groups and allow time to brainstorm ideas for their newsletter. 	<ul style="list-style-type: none"> • If you have a fabulous librarian as we do, have your librarian conduct a brief research lesson. If not, conduct the lesson yourself. Be sure to touch on the importance of recording sources. • Allow groups time to conduct research for their newsletters.
Day 5: Subject-Verb Agreement Rule 1	Day 6: Subject-Verb Agreement Rule 2	Day 7: Subject-Verb Agreement Rule 3	Day 8: Subject-Verb Agreement Review
<ul style="list-style-type: none"> • Mini Lesson • Have groups begin working on newsletters. If possible, provide 1 internet accessible computer to each group for any necessary 	<ul style="list-style-type: none"> • Mini Lesson • Have groups continue working on newsletters. If possible, provide 1 internet accessible computer to each group for any necessary 	<ul style="list-style-type: none"> • Mini Lesson. • Have groups continue working on newsletters. 	<ul style="list-style-type: none"> • Mini Lesson

additional research.	additional research.		
Day 9: Subject-Verb Agreement Quiz #1	Day 10: Library Visit 2	Day 11: Subject-Verb Agreement Rule 5	Day 12: Subject-Verb Agreement Review
<ul style="list-style-type: none"> • Quiz on applying the subject-verb agreement rules taught thus far. 	<ul style="list-style-type: none"> • Have groups continue working on newsletters 	<ul style="list-style-type: none"> • Mini Lesson • Have groups continue working on newsletters 	<ul style="list-style-type: none"> • Subject-Verb <i>Jeopardy!</i> game
Day 13: Subject-Verb Agreement Exam	Day 14: Newsletter Revisions and Edits	Day 15: Newsletter Group Presentations	Day 16: Introduction of Word Problem Project
<ul style="list-style-type: none"> • Assess students on the application of all subject-verb agreement rules 	<ul style="list-style-type: none"> • Have each group perform final revisions and/or edits to their newsletter. 	<ul style="list-style-type: none"> • Have each group present their newsletter to the class. <i>*This may require more than 1 day depending on the size of your class.</i> • Have each student complete an evaluation for each member of their newsletter group. 	<ul style="list-style-type: none"> • Introduce the word problem project to students. • Distribute and review the rubric and checklist for the math project. • Place students with their partners and have them brainstorm ideas for their word problem. If possible, have student review math word problems from their math text book in order to generate ideas.
Day 17: Word Problem Creation	Day 18: Word Problem Partnership Work	Day 19: Power Point Creation	Day 20: Word Problem Partnership Work
<ul style="list-style-type: none"> • Have partners begin writing their word problem and solution. 	<ul style="list-style-type: none"> • Have partners continue working on writing their word problem and solution. 	<ul style="list-style-type: none"> • Conduct a brief lesson on creating a simple power point presentation. Be sure to touch on inserting images and video clips. • Allow partners time to work at the computer on 	<ul style="list-style-type: none"> • Allow partners time to work at the computer on creating their power point presentations.

		creating their power point presentations. Students should be allowed on the computer only once they have completed the writing of their problem and solution.	
Day 21: Word Problem Partnership Work	Day 22: Word Problem Partnership Presentations	Day 23: Unit End Celebration	
<ul style="list-style-type: none"> Allow partners time to work at the computer on creating their power point presentations. 	<ul style="list-style-type: none"> Have partners present their word problem to the class. 	<ul style="list-style-type: none"> Have laptop computers containing student power point presentations setup in the classroom. Have each group's newsletter on display in the classroom. Invite administrators and other classes to your classroom and allow time for people to circulate and view student work. Students should be prepared to answer questions regarding their project. <i>*This should run similar to an opening at an art gallery. If possible, provide snacks.</i> 	