



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.6.1	Discover Our Topic: Design Thinking Opening A. Engage the Learner – L.6.4 (5 minutes) Work Time A. Infer the Topic – RI.6.1 (15 minutes) A. Introduce the Performance Task and Module Guiding Questions (10 minutes) A. Launch the Text: <i>The Boy Who Harnessed the Wind</i> (10 minutes) Closing and Assessment A. QuickWrite: Design Thinking – W.6.10 (5 minutes) Homework A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas. A. Preread Anchor Text: Students preread the first half of chapter 1 (pages 4–17) of <i>The Boy Who Harnessed the Wind</i> in preparation for studying an excerpt from the chapter in the next lesson. Students participate in the Infer the Topic protocol by engaging with resources related to the topic of the module. Then, the performance task and module guiding questions are introduced, and the anchor text, <i>The Boy Who Harnessed the Wind</i> , is launched.	<ul style="list-style-type: none"> I can infer the topic of this module from the resources. (RI.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (L.6.4) Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RI.6.1) Closing and Assessment A: QuickWrite (W.6.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 2 RI.6.1, RI.6.3	Establish Reading Routines: <i>The Boy Who Harnessed the Wind</i>, Chapter 1 Opening A. Engage the Learner – RI.6.3 (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 1 Excerpt (15 minutes) A. Analyze Introduction of Key Individual: <i>The Boy Who Harnessed the Wind</i> – RI.6.3 (10 minutes) A. View TED Talk: “How I Built a Windmill” – RI.6.3 (10 minutes) Closing and Assessment A. Reflect on the Module Guiding Questions (5 minutes) Homework A. Preread Anchor Text: Students preread the second half of chapter 1 (pages 17–35) of <i>The Boy Who Harnessed the Wind</i> in preparation for studying an excerpt from chapter in the next lesson. Students read the chapter 1 excerpt of <i>The Boy Who Harnessed the Wind</i> and determine its gist. Then, they practice analyzing how a key individual (the narrator, William) is introduced in the text and in a related TED Talk.	<ul style="list-style-type: none"> • I can analyze how William is introduced and developed in <i>The Boy Who Harnessed the Wind</i>. (RI.6.3) • I can analyze how William is introduced in the TED Talk. (RI.6.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.3) • Work Time B and C: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.7, SL.6.2)
Lesson 3 RI.6.1, RI.6.2, RI.6.3	Determine Central Idea: <i>The Boy Who Harnessed the Wind</i>, Chapter 1 Opening A. Engage the Learner – L.6.4b (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 1 Excerpt – RI.6.3 (25 minutes) A. Determine Central Idea: <i>The Boy Who Harnessed the Wind</i> , Chapter 1 – RI.6.2 (10 minutes) Closing and Assessment A. QuickWrite: Connect Text to Self – W.6.10 (5 minutes) Homework A. Analyze Author Methods and Central Idea: Students complete Homework: Analyze Author Methods and Central Idea: <i>The Boy Who Harnessed the Wind</i> , Chapter 1. A. Preread Anchor Text: Students preread chapter 2 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. Students read the chapter 1 excerpt of <i>The Boy Who Harnessed the Wind</i> . Then, they analyze the central idea of chapter 1 by locating recurrent details and distilling them into a single idea. They represent these details and central idea(s) with a simple visual.	<ul style="list-style-type: none"> • I can find the gist of chapter 1 of <i>The Boy Who Harnessed the Wind</i>. • I can analyze how William is introduced and developed in <i>The Boy Who Harnessed the Wind</i>. (RI.6.3) • I can determine a central idea in the text and how it is conveyed through particular details. (RI.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.4, L.6.4b) • Work Time A: Gist on sticky notes • Work Time A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10) • Work Time B: Central Idea Visual (RI.6.1, RI.6.2) • Closing and Assessment A: QuickWrite: Connect Text to Self (W.6.10) • Homework A: Analyze Author Methods and Central Idea: <i>The Boy Who Harnessed the Wind</i>, Chapter 1. (RI.6.1, RI.6.2, RI.6.3)

Critical Problems and Design Solutions

Module 2: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 4 RI.6.1, RI.6.2, RI.6.3	Analyze William: <i>The Boy Who Harnessed the Wind</i>, Chapter 2 Opening A. Engage the Learner – L.6.4a (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 2 – RI.6.3 (15 minutes) A. Determine Central Idea of a Chapter – RI.6.2 (20 minutes) Closing and Assessment A. Exit Ticket: Develop a Central Idea – RI.6.2 (5 minutes) Homework A. Analyze Vocabulary and Author Methods: Students complete Homework: Analyze Vocabulary and Author Methods: <i>The Boy Who Harnessed the Wind</i> , Chapter 2 to analyze vocabulary in context and author methods. A. Preread Anchor Text: Students preread chapter 3 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. Students read chapter 2 of <i>The Boy Who Harnessed the Wind</i> . Then, they determine the central idea by revisiting an exercise similar to that of the previous lesson.	<ul style="list-style-type: none"> • I can find the gist of chapter 2 of <i>The Boy Who Harnessed the Wind</i>. • I can analyze how William is developed in the text. (RI.6.3) • I can determine a central idea of a text and how it is conveyed through particular details. (RI.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.1, RI.6.4, L.6.4a) • Work Time A: Gist on sticky notes • Work Time A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10) • Work Time B: Central Idea Visual (RI.6.1, RI.6.2) • Closing and Assessment A: Exit Ticket (RI.6.1, RI.6.2) • Homework A: Analyze Vocabulary and Author Methods: <i>The Boy Who Harnessed the Wind</i>, Chapter 2 (RI.6.1, RI.6.3, RI.6.4, L.6.4a)
Lesson 5 RI.6.1, RI.6.2, RI.6.3	Summarize <i>The Boy Who Harnessed the Wind</i>, Chapter 3 Opening A. Engage the Learner – RI.6.3 (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 3 – RI.6.3 (25 minutes) A. Review Summary Writing – RI.6.2 (10 minutes) Closing and Assessment A. Small Group Discussion: Dance Card Protocol – SL.6.1 (5 minutes) Homework A. Analyze Vocabulary and Central Idea: Students complete Homework: Analyze Vocabulary and Central Idea: <i>The Boy Who Harnessed the Wind</i> , Chapter 3 to analyze vocabulary in context and central idea. A. Preread Anchor Text: Students preread chapter 4 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. Students read chapter 3 of <i>The Boy Who Harnessed the Wind</i> . Then, they review principles of summary writing and use sentence strips to produce an effective summary of the chapter.	<ul style="list-style-type: none"> • I can find the gist of chapter 3 of <i>The Boy Who Harnessed the Wind</i>. • I can analyze how William is developed in the text. (RI.6.3) • I can write an effective summary of chapter 3 of <i>The Boy Who Harnessed the Wind</i>. (RI.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.3) • Work Time A: Gist on sticky notes • Work Time A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10) • Work Time B: Make, Chapter 3 Summary Strips (RI.6.2) • Homework A: Analyze Vocabulary and Central Idea: <i>The Boy Who Harnessed the Wind</i>, Chapter 3 (RI.6.1, RI.6.2, RI.6.4, L.6.4a)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 6 RI.6.1, RI.6.2, RI.6.3, RI.6.4, L.6.4a	Mid-Unit 1 Assessment: Analyze Central Idea and Development of an Individual: <i>The Boy Who Harnessed the Wind</i>, Chapter 4 Opening A. Engage the Learner (5 minutes) Work Time A. Mid-Unit 1 Assessment: Analyze Central Idea and Development of an Individual: <i>The Boy Who Harnessed the Wind</i> , Chapter 4 (30 minutes) Closing and Assessment A. Track Progress – RI.6.1 (10 minutes) Homework A. Analyze Key Individual: Students complete the row for chapter 4 on the Analyze Key Individual: William note-catcher. Students complete the Mid-Unit 1 Assessment and then track their developing abilities to identify central ideas; analyze how key individuals, events, or ideas are introduced in a text; and determine the meaning of words as they are used in a text.	<ul style="list-style-type: none"> I can determine a central idea of chapter 4 of <i>The Boy Who Harnessed the Wind</i> and how it is conveyed through particular details. (RI.6.2) I can analyze how William is developed in chapter 4 of <i>The Boy Who Harnessed the Wind</i>. (RI.6.3) I can determine the meaning of words and phrases as they are used in chapter 4 of <i>The Boy Who Harnessed the Wind</i>. (RI.6.4, L.6.4a) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Mid-Unit 1 Assessment: Analyze Central Idea and Development of an Individual: The Boy Who Harnessed the Wind, Chapter 4 (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.10, L.6.4a) Closing and Assessment A: Track Progress (RI.6.1, RI.6.4, RI.6.10, L.6.4) Homework A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10)
Lesson 7 RI.6.1, RI.6.2, RI.6.3, RI.6.4, L.6.4, L.6.5	Close Read: “William Kamkwamba’s Electric Wind” Opening A. Engage the Learner – L.6.5 (5 minutes) Work Time A. Language Dive: <i>The Boy Who Harnessed the Wind</i> , Page 68 – L.6.5 (15 minutes) A. Close Read: “William Kamkwamba’s Electric Wind” – RI.6.2 (20 minutes) Closing and Assessment A. Analyze Key Individual – RI.6.3 (5 minutes) Homework A. Analyze Author Methods and Central Idea: Students complete Homework: Analyze Author Methods and Central Idea: “William Kamkwamba’s Electric Wind.” A. Preread Anchor Text: Students preread chapter 5 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. Students participate in a Language Dive that invites them to interpret the authors’ use of personification in a sentence from <i>The Boy Who Harnessed the Wind</i> . Then, they participate in a close read of an informational text called “William Kamkwamba’s Electric Wind,” using textual evidence to support their understanding of the central idea and the meaning of words as they are used in the text.	<ul style="list-style-type: none"> I can interpret figurative language to determine meaning in the text. (L.6.5) I can determine a central idea in the text and how it is conveyed through particular details. (RI.6.2) I can analyze how William is introduced and developed in “William Kamkwamba’s Electric Wind.” (RI.6.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (L.6.5) Work Time A: Language Dive note-catcher (RI.6.1, RI.6.2, RI.6.4, L.6.4, L.6.5) Work Time B: Close Read: “William Kamkwamba’s Electric Wind” note-catcher (RI.6.1, RI.6.2, RI.6.4, L.6.4) Work Time B: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.9, RI.6.10) Homework A: Analyze Author Methods and Central Idea: “William Kamkwamba’s Electric Wind” (RI.6.1, RI.6.2, RI.6.3)

Critical Problems and Design Solutions

Module 2: Unit 1

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 8 RI.6.1, RI.6.2, RI.6.3, RI.6.5	Analyze Structure: <i>The Boy Who Harnessed the Wind</i>, Chapters 4 and 5 Opening A. Engage the Learner – RI.6.5 (5 minutes) A. Launch Independent Research Reading (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 5 Excerpt (15 minutes) A. Analyze Structure: <i>The Boy Who Harnessed the Wind</i> , Chapter 4 – RI.6.5 (15 minutes) Closing and Assessment A. QuickWrite: Analyze Structure – RI.6.5 (5 minutes) Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students read the chapter 5 excerpt of <i>The Boy Who Harnessed the Wind</i> . Then, they return to chapter 4, which they read during the mid-unit assessment, to answer questions about the central idea, the contributions of individual sentences and paragraphs to the overall text structure, and how key ideas are conveyed and developed.	<ul style="list-style-type: none"> I can analyze overall structure of a chapter and how it contributes to the development of the central idea. (RI.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.2, RI.6.5) Closing and Assessment A: QuickWrite: Analyze Structure, Chapter 5 (RI.6.5)
Lesson 9 RI.6.1, RI.6.2, RI.6.3, RI.6.4	Analyze Language: <i>The Boy Who Harnessed the Wind</i>, Chapter 5 Opening A. Engage the Learner – L.6.4c (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 5 Excerpt – RI.6.3 (20 minutes) A. Language Dive: <i>The Boy Who Harnessed the Wind</i> , Page 92 – L.6.4a (15 minutes) Closing and Assessment A. Assess Effective Summary – RI.6.2 (5 minutes) Homework A. Preread Anchor Text: Students preread chapter 6 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson. After students finish reading chapter 5 of <i>The Boy Who Harnessed the Wind</i> , they participate in a Language Dive to determine the figurative and connotative meanings of words as they are used in the text.	<ul style="list-style-type: none"> I can analyze how William is developed in the text. (RI.6.3) I can determine the meaning of words as they are used in the text by identifying context clues. (L.6.4a) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (L.6.4c) Work Time A: Gist on sticky notes Work Time A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10) Work Time B: Language Dive note-catcher (RI.6.1, RI.6.4, L.6.4a) Closing and Assessment A: Chapter 5 Effective Summary Practice (RI.6.2)

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Lesson 10 RI.6.1, RI.6.2, RI.6.3, RI.6.4, L.6.5	Analyze Figurative Language: <i>The Boy Who Harnessed the Wind</i>, Chapter 6 Opening A. Engage the Learner – RI.6.3 (5 minutes) Work Time A. Read <i>The Boy Who Harnessed the Wind</i> , Chapter 6 – RI.6.3 (20 minutes) A. Analyze Figurative Language – L.6.5 (15 minutes) Closing and Assessment A. QuickWrite: Summarize Chapter 6 – RI.6.2 (5 minutes) Homework A. Analyze Author Methods and Central Idea: Students complete Homework: Analyze Author Methods and Central Idea: <i>The Boy Who Harnessed the Wind</i> , Chapter 5. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students read chapter 6 of <i>The Boy Who Harnessed the Wind</i> . Then, they participate in a Back-to-Back and Face-to-Face protocol to interpret figures of speech and determine the figurative meanings of words as they are used in chapter 6.	<ul style="list-style-type: none"> I can analyze how William is developed in the text. (RI.6.3) I can interpret figurative language and use connotations to determine meaning in the text. (L.6.5) I can write an effective summary of chapter 6 using key details. (RI.6.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.3) Work Time A: Gist on sticky notes Work Time A: Analyze Key Individual: William note-catcher (RI.6.1, RI.6.3, RI.6.10) Closing and Assessment A: QuickWrite: Summarize (RI.6.1, RI.6.2, W.6.10) Homework A: Analyze Author Methods and Central Idea: <i>The Boy Who Harnessed the Wind</i>, Chapter 5 (RI.6.1, RI.6.2, RI.6.3)
Lesson 11 RI.6.1, RI.6.2, RI.6.5	Analyze Structure: <i>The Boy Who Harnessed the Wind</i>, Chapters 5 and 6 Opening A. Engage the Learner – RI.6.5 (5 minutes) Work Time A. Share: Independent Research Reading – RI.6.10 (10 minutes) A. Analyze Structure: <i>The Boy Who Harnessed the Wind</i> , Chapters 5 and 6 – RI.6.5 (25 minutes) Closing and Assessment A. Analyze Structure: “William Kamkwamba’s Electric Wind” – RI.6.5 (5 minutes) Homework A. Write Summary and Analyze Structure: Students complete Homework: Write Summary and Analyze Structure: <i>The Boy Who Harnessed the Wind</i> , Chapters 2 and 6 to analyze structure in chapter 2 and to write a summary of chapter 6. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. Students participate in an Independent Research Reading Share. Then, they answer text-dependent questions about the central idea and text structure of chapters 5 and 6 in <i>The Boy Who Harnessed the Wind</i> and analyze the structure of “William Kamkwamba’s Electric Wind.”	<ul style="list-style-type: none"> I can analyze how chapters fit into the overall structure and contribute to the development of the central idea. (RI.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.1, RI.6.2, RI.6.5, W.6.10) Work Time B: Text-Dependent Questions: Analyze Structure (RI.6.1, RI.6.2, RI.6.5) Closing and Assessment A: Analyze Structure: “William Kamkwamba’s Electric Wind” (RI.6.1, RI.6.2, RI.6.5, W.6.10) Homework A: Write Summary and Analyze Structure: <i>The Boy Who Harnessed the Wind</i>, Chapter 6 (RI.6.1, RI.6.2, RI.6.5)

Critical Problems and Design Solutions

Module 2: Unit 1

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Lesson 12 RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, L.6.5a	<p>End of Unit 1 Assessment: Analyze Figurative Language, Central Idea, and Structure: <i>The Boy Who Harnessed the Wind</i>, Chapter 8</p> <p>Opening A. Return Mid-Unit 1 Assessments – (5 minutes)</p> <p>Work Time A. End of Unit 1 Assessment: Analyze Figurative Language, Central Idea, and Structure: <i>The Boy Who Harnessed the Wind</i>, Chapter 8 (30 minutes)</p> <p>Closing and Assessment A. Track Progress – RI.6.1 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 9 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson.</p> <p>Students complete the End of Unit 1 Assessment and then track their developing abilities to identify central ideas; analyze how key individuals, events, or ideas are introduced in a text; determine the meaning of words as they are used in a text; and interpret text structure.</p>	<ul style="list-style-type: none"> • I can analyze how William is developed in the text. (RI.6.3) • I can provide a summary of the text distinct from personal opinions or judgments. (RI.6.2) • I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (L.6.5) • I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas. (RI.6.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: End of Unit 1 Assessment (RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.10, W.6.10, L.6.5a) • Closing and Assessment A: Track Progress (RI.6.1, RI.6.4, RI.6.10, W.6.10, L.6.4)
Lesson 13 RI.6.1, RI.6.7, W.6.8, SL.6.1a, SL.6.2	<p>Prepare for Text-Based Discussion: <i>The Boy Who Harnessed the Wind</i>, Chapters 1–9</p> <p>Opening A. Engage the Learner – W.6.10 (10 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 9 Excerpt – RI.6.7 (20 minutes) A. Prepare for a Text-Based Discussion – SL.6.1a (10 minutes)</p> <p>Closing and Assessment A. Peer Review – RI.6.7 (5 minutes)</p> <p>Homework A. Apply Design Thinking: Students continue working on Part I, sections A and B on the Design Solution: William note-catcher. Invite students to also add relevant information from the TED Talk and/or “William Kamkwamba’s Electric Wind.” A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>After students read an excerpt from chapter 9 of <i>The Boy Who Harnessed the Wind</i>, they begin to complete their Design Solution: William note-catchers, integrating information from multiple sources. Then, they prepare for a collaborative text-based discussion by reviewing the Fishbowl protocol and comparing it to the Socratic Seminar protocol from Module 1.</p>	<ul style="list-style-type: none"> • I can integrate information from the text and the graphic to understand design thinking. (RI.6.7) • I can identify norms of a productive discussion. (SL.6.1a) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.10) • Work Time A: Gist on sticky notes • Work Time A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2) • Closing and Assessment A: QuickWrite: Apply Design Thinking (RI.6.1, RI.6.7, W.6.10) • Homework A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 14 RI.6.1, RI.6.5, RI.6.7, W.6.8, SL.6.1a, SL.6.2	<p>Prepare for Text-Based Discussion: <i>The Boy Who Harnessed the Wind</i>, Chapters 1–9</p> <p>Opening A. Engage the Learner – RI.6.5 (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 9 Excerpt – RI.6.7 (20 minutes) A. Prepare for a Text-Based Discussion – SL.6.1a (15 minutes)</p> <p>Closing and Assessment A. Peer Share – SL.6.1a (5 minutes)</p> <p>Homework A. Apply Design Thinking: Students continue working on Part I, sections A, B, and C of the Design Solution: William note-catcher. Invite students to also add relevant information from the TED Talk and/or the article “William Kamkwamba’s Electric Wind.” A. Preread Anchor Text: Students preread chapter 10 of <i>The Boy Who Harnessed the Wind</i> in preparation for studying the chapter in the next lesson.</p> <p>After students read an excerpt from chapter 9 of <i>The Boy Who Harnessed the Wind</i>, they continue to complete their Design Solution: William note-catchers, integrating information from multiple sources. Then, they continue to prepare for a collaborative text-based discussion, which will take place in the following lesson.</p>	<ul style="list-style-type: none"> • I can integrate information from the text and the graphic to understand design thinking. (RI.6.7) • I can prepare for a text-based discussion. (SL.6.1a) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.5) • Work Time A: Gist on sticky notes • Work Time A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2) • Homework A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2)
Lesson 15 RI.6.1, RI.6.7, W.6.8, SL.6.1a, SL.6.1b, SL.6.2	<p>Text-Based Discussion: <i>The Boy Who Harnessed the Wind</i>, Chapters 1–9</p> <p>Opening A. Engage the Learner – RI.6.1 (5 minutes)</p> <p>Work Time A. Read <i>The Boy Who Harnessed the Wind</i>, Chapter 10 – RI.6.7 (25 minutes) A. Discuss Critical Problems – SL.6.1 (10 minutes)</p> <p>Closing and Assessment A. QuickWrite: Debrief Fishbowl Discussion – SL.6.1b (5 minutes)</p> <p>Homework A. Apply Design Thinking: Students continue working on Part I, sections A, B, and C of the Design Solution: William note-catcher. Invite students to also add relevant information from the TED Talk and/or “William Kamkwamba’s Electric Wind.” A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students participate in a text-based discussion, using textual evidence to support their responses to the following prompt: “What critical problems does William face? What makes them critical?”</p>	<ul style="list-style-type: none"> • I can integrate information from the text and the graphic to understand design thinking. (RI.6.7) • I can effectively participate in the Fishbowl protocol by following the norms and procedures. (SL.6.1) 	<ul style="list-style-type: none"> • Work Time A: Gist on sticky notes • Work Time A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2) • Work Time B: Fishbowl Discussion (RI.6.1, RI.6.7, SL.6.1a, SL.6.1b) • Closing and Assessment A: QuickWrite: Debrief Fishbowl Discussion (W.6.10, SL.6.1b) • Homework A: Design Solution: William note-catcher (RI.6.1, RI.6.7, W.6.8, SL.6.2)