Title:  - James and the Giant Peach

Subject Matter Emphasis and Level: Language Arts - 3rd Grade

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Brief Description of the Lesson/Unit:

The students will have three different levels with three choices. He/she will need to choose one from each level to earn their grade. Each level will have different modals to fit their needs/understanding and level of intelligence. The students will be designing different levels of activities to show their understanding of the story James and the Giant Peach.

*This lesson is tiered in content according to readiness, product, interest, and ones learning style.

SD Content Standards:

READING
*Students are able to use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.

*Students are able to locate, describe, and use text structures to expand meaning in a selection.
Students are able to gather information to research a topic.

Students are able to utilize a set of directions, a model, or diagram in order to complete a project.

**WRITING**

*Students are able to gather and organize information, and write about simple content area topics.

**LISTENING AND VIEWING**

*Students are able to retell or explain what is seen and heard.

**SPEAKING**

*Students are able to present oral information in a clear and organized manner.

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**Stage 1: Identify Desired Results**

1. **What enduring understandings are desired?**
   *Comprehension*
   *Questioning – Understanding*
   The students will listen while the story is being read to them, and ask questions for an understanding and gain comprehension with what is happening in the story.

2. **What essential questions will guide this unit and focus teaching/learning?**
   How can asking questions, help me with understanding the story?
   Why does one need to comprehend to understand the story?

3. **What key knowledge and skills will students acquire as a result of this unit?**
   The students will gain the importance of writing and asking questions while listening to the story. The students will understand that while listening one can become one with the book and gain a deeper understanding of the story and what is happening.
4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
The students have been read to, throughout the year, so one knows the importance of listening to gain an understanding of the story. Some difficulties are: students being distracted with items in the classroom and their listening be sidetracked.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:
Hands on work – tiered assignments

Other Evidence:

*Student Self-Assessment - PRODUCT

Teacher Assessments
*Tiered Assignments - Lesson 1-3 (2 assignments)
*Kid Watching

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:
*Listening and Tiered Assignments (levels)

Materials & Resources (technology & print):
Book - James and the Giant Peach
Management:
*Centers - Different Levels
*Music - Calm - soothing
*Markers - Colors - Scissors, Construction Paper

Support Services and Special Teacher Notes:
One on one - High School Students

Extensions and Adaptation:
Tiered Levels - All the assignments will be at different levels to meet and help all the students to succeed in the topic.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

TIERED LESSONS _ LEVELS -

*Students need to choose one from each level

Level 1 - Critical Thinking

1. List all of the characters from the story and tell me their importance.
   
   Multiple Intelligence - (Verbal - Linguistic)

2. Draw a picture of all of the characters, and tell me their importance.
   
   Multiple Intelligence - (Visual - Spatial)

3. Make a mobile of all of the characters and on the back, write me their importance.
   
   Multiple Intelligence - (Visual - Spatial, Bodily - Kinesthetic (role-playing))
Level 2 – Application

1. Students will make a three-fold brochure, telling me all the important items to the story of James and the Giant Peach.

**********Comprehension

Multiple Intelligence

(Interpersonal) - human relating

(Naturalist - grouping of species)

2. Students will have the choice to make a menu using all of the characters from the story - and having fun with it and using an imagination. Examples – Grasshopper Guts selling for 50 cents, or fried lady bug wings for $4.99 as a main dish. The students can bring their creativity out. He/she may split it up into different categories- Main dishes, drinks or desserts.

Multiple Intelligence

(Verbal – Linguistic or visual-spatial)

3. Students will have the choice to make/design an advertisement to go into a newspaper. The student’s will be recommending the book and telling everyone why it should be read.

EXAMPLE – Title Giant Peach House for Sale

*It comes a long with some bugs. There is a spider, a centipede, a ladybug, a worm, a grasshopper, and a glowworm. The house is really big. The boy that owns the house is James. ETC……...

FOR SALE

Multiple Intelligence

Level 3 – Basic Learning and Skills

Technology incorporated

1. The students will make a 10-slide power point explaining the story in complete details.

   Multiple Intelligence
   Visual-Spatial, Interpersonal

2. The students can form a group of three to four students and design and make a bulletin board together - to gain a better understanding of the story *James and the Giant Peach*.

   Multiple Intelligence
   Logical-Mathematical, Verbal Linguistic, and Visual Spatial

3. The students can make a college of the story - *James and the Giant Peach*, or conduct a survey and make a graph to see how many students/adults have read the story of *James and the Giant Peach*. When the survey has been conducted, the student will make a graph to show how many have read or have not read the story of *James and the Giant Peach*.

   Multiple Intelligence
   Logical-Mathematical, Verbal Linguistic, Naturalist, Visual-Spatial

**Differentiated Process:**
Time - Management - Different Levels with choices
*While the students are working on their assignments - classical music will be played to calm and help think creatively.*

**Differentiated Content:**
Support System - Peer Buddy

**Differentiated Product:**
*TIERD Assignments*