Title: “Leah’s Pony” by Elizabeth Friedrich (Scott Foresman)

Subject Matter Emphasis and Level: Third, Reading

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Brief Description of the Lesson/Unit:

The students will read the story “Leah’s Pony” by Elizabeth Friedrich. The students will identify the plot of the story. The students will use synonyms as a method of context clues to understand unfamiliar words in the story. The students will also use the theme of the story to further understand the setting.

SD Content Standards:

Reading
3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages.
3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text.
3.R.4.1 Students are able to gather information to research a topic.
3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections.

Writing
3.W.1.1 Students are able to use strategies to write narrative and descriptive pieces.
3.W.2.1 Students are able to revise writing to improve clarity of description and action.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   The students will identify the plot of a story.
   The students will use synonyms as context clues to determine the meaning of unfamiliar words.
   The students will use knowledge of patterns to confirm word meaning.

2. What essential questions will guide this unit and focus teaching/learning?

   What elements in a story are important in the beginning, middle, and end of a story?
   How does visualizing help determine the plot of a story?
   How can you determine the most important parts of a story?

3. What key knowledge and skills will students acquire as a result of this unit?

   The students will identify the plot of a story. The students will be able to take their new knowledge of plots and apply it to another story.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

   The students may have a difficult time visualizing “The Dust Bowl” of the 1930’s.
   The students may have a difficult time understanding how life was lived over 70 years ago.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:

   * Journal writing before the story for a prediction
   * Journal writing after the story for a reaction
   * Identifying a plot
   * Projects and Activities
Projects and Activities

1. Students will work with a partner to find antonyms from the story or others they may think of. They will list the antonyms and their definitions. Once completed, the partners will pantomime the antonyms for the class in a demonstration.

2. Students will search for images and information on the Internet related to the “Dust Bowl”. They will study the photographs found and determine the kinds of information they communicate and the effectiveness of the message they send. The students will then give a brief oral report about what they saw, including their opinions on the sites they visited.

3. Student will work in a small group and create a diagram of a horse and the pieces of equipment needed in horseback riding. The students will use nonfiction resources such as books and encyclopedias to learn this information.

Other Evidence:

Quizzes, Tests, Prompts, Work Samples (summarized):

*Journal writing
*Self-selected projects
*Quiz over plot and vocabulary

Unprompted Evidence: (observations, dialogues, etc.)

*Discussion groups
*How the students chose their project/activity
*How well the students work well with others
*Meeting of students in similar groups on their successes/difficulties

Student Self-Assessment

*Classroom presentation
*Reading their prediction from their journal

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:

1. Determine the plot of a story
2. Choosing a presenting their project for the class

Materials & Resources (technology & print):

Leah’s Pony by Elizabeth Friedrich (Scott Foresman basal reader)
Computer with Internet capability
Art supplies

Management:

Introduction and reading of the selection will be done in a whole group setting. Students will work individually on selected projects. Students will share their projects in mixed groups at the completion of the experience.

Support Services and Special Teacher Notes:

The Internet search will be done on an individual basis. The antonym search will be done in partners. The diagram will be done in small groups.

Extensions and Adaptation:

Students that are unable to reread the story will be able to listen to the story on CD. Students will be given material that is appropriate for their level of research.

Stage 4: Plan Differentiation

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

* Journal writing
* Class discussion
* Self-selected projects/activities
* Peer conferences/discussions and presentations

Differentiated Content:

* Story on CD

Differentiated Product:

* Journal entries
* Projects
* Presentations