**Title:** Thunder Cake (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 “Sam and the Lucky Money” by Karen Chinn. The students will identify the setting of the story. The students will use context clues from their story to help them understand unfamiliar words, which will include words written in Chinese. The students will use the setting to further understand characters actions.

**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.4.1 Students are able to gather information to research a topic.
3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection.
3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text.
3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making a personal connection.

**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 setting of a story. Students will use context clues to determine the meaning of unfamiliar words. 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 help to determine where and when it takes place? How does knowing the setting help you understand a character’s actions?

3. What key knowledge and skills will students acquire as a result of this unit?
   
The students will identify the setting from a story. The students will be able to take their new knowledge of a setting and apply it to another story.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   
The students may not be familiar with the Chinese New year and the traditions of the Chinese on this holiday. Students may not be familiar with seeing foreign language in an “English-written” story.

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 reaction
   *Identifying a setting
   *Projects and Activities
Projects and Activities

1. Students may illustrate a picture from their favorite book and present it to the rest of the class. Other students will be able to guess, based on the drawn setting, which book was chosen.

2. Students will work in pairs to define unfamiliar words from the story that relate to Chinese culture. They may use a dictionary to help them define their words in a more organized way. They will present their findings to the class by making a poster to display.

3. Students will work in small groups to create a sales advertisement for classroom supplies. They will use magazines and newspapers to get ideas. They will then use the classroom digital camera to take pictures around the room for their advertisement. They will present this to the class.

Other Evidence:

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

* Journal writing of predictions and reactions
* Self-selected projects
* Quiz over the setting and vocabulary

Unprompted Evidence: (observations, dialogues, etc.)

* Discussion groups
* How the students choose their project/activity
* How well the students work 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. Determining the setting of a story
2. Choosing and presenting their project for the class.

Materials & Resources (technology & print):

Sam and the Lucky Money by Karen Chinn (Scott Foresman basal reader)
Digital camera
Art supplies
References (newspapers and magazines)
Classroom dictionary

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 illustrating activity will be done on an individual basis. Finding unfamiliar words from the book and making a poster will be a partner activity with only one poster being made. Making an advertisement for classroom objects 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.
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

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

**Differentiated Content:**

*Story on CD

**Differentiated Product:**

*Journal entries
*Projects
*Presentations