Title: Missouri Homestead

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

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Brief Description of the Lesson/Unit:
The students will begin by deciding which activity they will complete to show their understanding of the book Missouri Homestead by T.L. Ted Row. The students will begin by reading through all the roles, formats, and topics they can choose from. Next, they will pick two different roles. The students will then pick one format and topic that goes with each role to complete the RAFT project.

SD Content Standards:
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.
3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.
3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections.
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

3.R.4.2 Students are able to utilize a set of directions, a model, or diagram in order to complete a project.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   The teacher will be reading this book to the class. The students will listen and ask any questions they may have as we progress through. When the book is completed, the students will then pick which activity they would like to do for their project.

2. What essential questions will guide this unit and focus teaching/learning?
   Why is it important to comprehend what is happening during reading?
   Are you thinking about what you read as it is read?
   How can you improve your comprehension of a book or story?

3. What key knowledge and skills will students acquire as a result of this unit?
   As the teacher is reading, I would like all of the students to at least think of one question they have about the reading. The students will write it down on a scratch piece of paper and put it in the question bucket. The next morning, the teacher will pick out a question and have the class answer it. This will assess their comprehension and begin discussion of the story and what has happened so far.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   Students will be able to bring some prior knowledge of pioneer life from reading some of the Laura Ingalls Wilder books, going to a museum, reading other books about pioneer life, or watching the Little House on the Prairie show. Some students may have a difficult time
focusing on the book that is read by the teacher. The students that may have difficulty focusing will get the opportunity to ask questions they may have and also get to participate and listen to the discussion the next day to catch up.

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**
   The students will have hands-on work to complete their activities.

   **Other Evidence:**
   - *Student Self-Assessment* - The final project.
   - **Teacher Assessments**
     I will use teacher observation and the choices the students picked for their RAFT project.

**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:**
   The students will be able to develop listening skills as they listen to the story that is read by the teacher. The students will have the opportunity to pick activities that fit their learning style and complete the requirements for the RAFT project.

   **Materials & Resources (technology & print):**
   The teacher will need the book Missouri Homestead. The students will need markers, crayons, colored pencils, scissors, glue, lined paper, construction paper and a computer depending which activities the students pick.
Management:
The students will be in centers to maintain control in the classroom. Students will be able to use what materials they need but may have to share some materials. The students will listen to classical music as they work which helps with the noise control.

Support Services and Special Teacher Notes:
Included in the RAFT project, senior citizens will be involved.

Extensions and Adaptation:
In the RAFT project, the students will be able to pick two different roles and then one of the activities that go with that section. The students will have the option to pick what best fits their multi-intelligences and their needs to be a successful student with this RAFT project.

| Stage 4: Plan Differentiation |

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

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<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Writer</td>
<td>3rd grade peers</td>
<td>letters</td>
<td>write about your feelings about entering a new land.</td>
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<td>advertisement</td>
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<td>editorial</td>
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<tr>
<td>Interviewer</td>
<td>senior citizen</td>
<td>dialogues</td>
<td>orally read your dialogues, poems, and interviews</td>
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<td></td>
<td>teacher</td>
<td>poem</td>
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<td></td>
<td></td>
<td>interviews</td>
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<tr>
<td>Designer</td>
<td>3rd Grade peers</td>
<td>create a home</td>
<td>use popsicle sticks and build an Apple Hill Farm.</td>
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| Cartoonist                      | -the class and teacher | -draw a cartoon | -in your cartoon, make sure the race is included and has dialog.  
创建一个漫画，确保比赛中包含了对话。 |
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<tbody>
<tr>
<td>Cartographer</td>
<td>-the class and teacher</td>
<td>-create a map</td>
<td>-make a map of the states showing the path the Wilder family trip</td>
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**Differentiated Process:**
The students will be listening to classical music as they work on their differing projects. The students will be in centers to complete their work.

**Differentiated Content:**
The students will be able to ask questions to their peers in that same center or to me if they have any questions. The students are deciding themselves which two roles they want to pick and what format and topics they will complete.

**Differentiated Product:**
The students will complete the RAFT project.