Title: The Pinata Maker, Scott Foresman

Subject Matter Emphasis and Level: Third, Reading

Author: Amy Van Ravenswaay

School District: Wagner

Email: amy.vanravenswaay@k12.sd.us

Brief Description of the Lesson/Unit:

Students will read the story The Pinata Maker by George Ancona. Students will identify the steps in the process. Students will mimic the process by writing their own directions. Students will use context clues to determine the meanings of multiple-meaning words. Students will use knowledge of patterns (word order) to confirm word meaning. Students will develop vocabulary through meaningful real world experiences, such as writing directions.

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.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Students will identify the steps in a process. Students will use context clues to determine the meanings of multiple-meaning words. Students will use knowledge of patterns (word order) to confirm word meaning. Students will develop vocabulary through meaningful real world experiences, such as writing directions.

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

How do you know you gave a good set of directions? What clues in sentences help you figure out the correct meaning of a word?

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

Students will use context clues to determine the meanings of multiple-meaning words. Students will use knowledge of patterns (word order) to confirm word meaning. Students will develop vocabulary through meaningful real world experiences, such as writing directions.

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

Students may not be familiar with constructing something from directions. They also may not be able to identify with the joy the piñata maker feels when someone enjoys his piñata. The vocabulary is may be difficult as it pertains to Hispanic culture.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?
Performance Tasks:
Completion of Learning Centers

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

Cause and Effect – Comprehension Station
Following Directions – Making Paste (Steps in a Process/comprehension)
Outlining of Process – steps in a process/comprehension
Making Something – Creativity/steps in a process/writing
Charades – Steps in a Process

Unprompted Evidence: (observations, dialogues, etc.)

How they work in the work group.
Which stations they choose.

Student Self-Assessment

Portfolio entry
Rubric
Self-Assessment
Group Assessment

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:

Read/listen to story based on Scott Foresman placement testing.
Choose and complete three learning stations.
Materials & Resources (technology & print):

Scott Foresman basal Collection for readers
Scott Foresman CD

Management:

Students will listen/read story. When finished in pairs the students will pick and complete three of the stations. While students are at stations, I will conduct assessment on comprehension, fluency, and vocabulary.

Support Services and Special Teacher Notes:

Reading/listen to story will happen in small groups. Learning stations will be completed by pairs.

Extensions and Adaptation:

If a student cannot read the story, they will read the Intervention version to build background and then listen to the complete version on CD.

Stage 4: Plan Differentiation

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

Differentiated Process:

Read the story
Listen to the story
**Differentiated Content:**

An intervention version and a CD version are available for struggling readers.

**Differentiated Product:**

Completion of the stations.