**Title:** Floating Home, Scott Foresman

**Subject Matter Emphasis and Level:** Third, Reading

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**Brief Description of the Lesson/Unit:**

Students will read the story Floating Home by David Getz. Students will recognize important story events and understand the development of plot. Students will identify important events in the beginning, middle and end of the story. Students will use antonyms as context clues to construct the meaning of unfamiliar words.

**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 plot.

2. What essential questions will guide this unit and focus teaching/learning?
   What’s important in the story?

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

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   Students may not be familiar with weightlessness.

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
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 two 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.

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### 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.