Lesson Title: Mr. Peabody's Apples

Content Area and Grade Level: Language Arts 5th Grade

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Brief Description of the Lesson/Unit:

We will be reading Mr. Peabody's Apples. We will be focusing on finding the meaning of the book through literary elements and making connections with the book as well. The students will also come up with a demonstration and representation of the moral of the book, just like the character does in the book. The students will share their ideas and present them to the class.

South Dakota Content Standards:

- Standard numbers and exact wording
  5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.
  5.R.4.2 Students are able to use information from a variety of formats to make inferences and report conclusions.
  5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and information text.
• **Unpacked standards (in student-friendly wording)**

5.R.2.2 I can find the importance of reading elements (characters, plot, themes, point of view, mood) and connect with how they help me understand the book.

5.R.4.2 I can use the information from different texts to make inferences and write about the outcomes.

5.R.1.3 I can analyze books to figure out important ideas in fiction and other texts.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   Students need to understand to make their own judgements and come up with their own understandings. Students should understand that they have to live with their own decisions and be responsible for them. Learning in life comes by trial and error.

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

   * What are some life long lessons that you might learn during your experience in 5th grade?
   * By looking at the cover of the book, predict what life lesson this book might be talking about?
   * What type of genre is this book?
   * How are the characters in the book related to the people in class? In our school?
   * Why is being able to connect with a book important for people to help them understand the reading?

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

   Students will find out that learning to connect with books will increase their comprehension. They will also learn to analyze text and look at symbolic representations of ideas in books.

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

   PRIOR KNOWLEDGE
   * Identify literary terms
   * Lessons we learn as we grow up
   * Connecting text to text, text to world, and text to self

   DIFFICULTIES
   * Connecting with lessons you learn in life, if they haven't experienced yet
   * Understanding consequences that might not be concrete but more abstract
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   * Journal entries on predictions and life lessons that one might learn as a 5th grader.
   * Discussion on different types of connections
   * Literary Terms review and discussion

2. Performance Tasks:
   Students will listen to the reading of Mr. Peabody's Apples and then expand their thinking through graphic organizers. These organizers will help clear up the meaning of the book for the lower readers, but also help the upper readers pinpoint exact parts of the book where the message was given. Organizers will also be focused around connecting the book with self, text, and world.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   Students will create a model representation of what they think spreading rumors looks like. In Mr. Peabody's Apples he has a boy cut a pillow open and let all the feathers fall out. He then makes in go pick everyone of the feathers and tells the boy each one represents one person in town. Student will have the chance to create their own model to show what happens when rumors are spread.

Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

By letting the students come up with their own representation of a model of what spreading rumors looks like, the other students will then learn from each other and will give all students a chance to look at the issue in different ways. Students
will relate to different models in different ways, but everyone will receive the message through the varies ideas.

5. **Student Self-Assessment:**

Students will evaluate themselves a rubric for expectations- this grade will be a part of their overall grade- They will take in consideration journal entries, graphic organizers, and demonstration.

6. **Attach or include specific rubrics being used for this lesson/unit:**
What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. **Major Learning Activities:**

   Exploring how books and our lives are closely connected- Analyzing the authors purpose of writing this piece- Relating yourself to one of the characters, which one would you be.

2. **Materials, Supplies, & Resources (technology & print):**

   Mr. Peabody's Apples, Graphic Organizers and Activities for Differentiated Instruction in Reading, by Nancy Witherell and Mary McMackin, comic strips or picture books for their short story representations, manipulatives brought by students for demonstrations.

3. **Classroom Management:**

   Students will journal independently on the prediction of what the book is about. Class will come together for the reading of the book and the discussion. Students will have the opportunity to work with peers to organize their thoughts for the understanding of the book. They will then work independently to connect with the book with their own life. Students will also work with peers to come up with their own representation and demonstration for a lesson on spreading rumors and what happens when you do.

4. **Support Services and Special Teacher Notes:**
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   Peer discussion, journal writing, listening to read aloud, class discussion, bumper sticker on message, brain storming and webbing, graphic organizers, making connections.

2. Differentiated Content:

   Students will have the opportunity to choose or come up with their own ideas for learning the lesson - create a representation like the book. Students will have the opportunity to organize thoughts in a number of different ways with graphic organizers.

3. Differentiated Product:

   Students will produce a short skit or demonstration about the life lesson learned in this book. This book discusses the lesson of spreading rumors and finding out the facts first before telling anyone else. Students will organize thoughts in journaling, graphic organizers, and discussion. Students will also have the chance to develop their own skit or demonstration relating to the spreading of rumors, and the effects that they have on life and everyone else around them.