Title: The Keeping Quilt Reading Task Cards

Subject Matter Emphasis and Level: Grade 3 Reading

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Brief Description of the Lesson/Unit:

Students or pairs of students choose a task card and complete the task on that card to demonstrate knowledge of the story The Keeping Quilt.

SD Content Standards:

3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection.

I can use complex-thinking skills to demonstrate my knowledge of the story The Keeping Quilt using reading task cards.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   Students will answer questions about The Keeping Quilt that belong in higher levels of the Bloom’s Taxonomy.

2. What essential questions will guide this unit and focus teaching/learning?
How can I relate The Keeping Quilt to my own experiences?

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

Students will be able to categorize, compare/contrast, creative expression, evaluating, following directions, imaging, inferring, questioning, sequencing, and synthesizing using the text The Keeping Quilt.

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

The students will have to have read the story The Keeping Quilt and have an interest in family traditions.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

The students will either work independently or in pairs to complete a reading task card. The students will choose a task card from one of the following groups: knowledge, comprehension, application, analysis, synthesis, and evaluation. The students will be responsible for completing a reading task card following the directions on the card related to the story.

Other Evidence:

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

Their summative assessment will be the completion of a reading task card.

Unprompted Evidence: (observations, dialogues, etc.)

I will observe their process of completion of their chosen task card.

Student Self-Assessment
The students will assess their own completion of their task by completing a self-assessment rubric.

**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:**
   Completing reading task card to demonstrate knowledge of The Keeping Quilt. The task card they choose by the higher level of thinking it presents will challenge students.

   **Materials & Resources (technology & print):**
   The students will need: reading task cards, lined index cards, tape recorder, and blank tape.

   **Management:**
   I will monitor the productivity of the students in either their pairs or individual work. Student will also be graded their self-assessment rubrics.

   **Support Services and Special Teacher Notes:**
   Guide some students to appropriate choices.

   **Extensions and Adaptation:**
   None
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

The students will be choosing a reading task card and complete that task on the card that promotes higher-level of thinking skills to demonstrate knowledge of The Keeping Quilt.

**Differentiated Content:**

Students will: use reading task cards and identified materials to complete the task to demonstrate knowledge using a higher level of thinking.

**Differentiated Product:**

Each individual student or pair will have a different completed task depending on what card or level of thinking skill they choose.