Jan.: The Three Little Pigs

Content Area: **English**
Course(s):
Time Period: **January**
Length: **2-3 Weeks**
Status: **Published**

Unit Overview

Students will ACE the story of the Three Little Pigs, and practice citing evidence in the text to back up thier claims. Students will also write using different characters' point of view.

Enduring Understandings

When writing an opinion essay, it is important that the writer back their opinion with texual evidence.

Essential Questions

How do you use ACE to analyze a story?

How do writers use textual evidence to enhance an opinion writing piece?

Instructional Strategies & Learning Activities

Day 1, 2, 3_____- Time for these lessons depends on how long the students take to write and discuss responses

Obj. interpret text through citing evidence

Mat.: The Three Little Pigs book, handout copy of the text

Assess: ACE responses

Day 4, 5, & 6 _____

Obj. interpret text through citing evidence

Mat.: The True Story of the Three Little Pigs, printed text handout

Assess: answers to the questions

Day 7 _____

Obj.: answer multiple choice and open ended questions using the text

Mat.: The True Story of the Three Little Pigs question handout

Assess: answers

Day 8 _____ - Day 9 – share essays

Obj.: type an essay using a prompt

Mat.:

Assess: completed essay

Day 10 - 12 - Point of view lesson - **come with chrome books**

Obj. analyze sequence of events and character traits to construct an essay from a different point of view

Mat.: Beauty and the Beast story – from both perspectives (Beauty is from youtube); Jeremy's Big Catch essay and prompt, events graphic organizer; chrome books

Integration of Career Readiness, Life Literacies and Key Skills

Students meet these standards by analyzing other points of view and then being able to communicate effectively.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Technology and Design Integration

Students use their knowledge to type up several effective pieces.

Students will work in Science class to build a house for the pigs that withstands the wolf's breath.

8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ED.4	Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process.
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.

Interdisciplinary Connections

Students use their knowledge of technology to produce a final piece.

MA.5.NF.B.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Flexible Grouping

Plan and adjust instruction in response to student assessment data moving through the unit.

Use active learning experiences to maximize student engagement. Tailor to student interest.

Respond to student differences during the lesson by reteaching, reinforcing, or extending the learning.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Use modifications as specified by IEP's.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

AimsWeb testing and writing samples

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher observation and conferencing

See assessments in the lesson plans above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above.

Final essay.

Instructional Materials

Books listed in lesson plans.

Chromebooks

Google Classrooms

Standards

CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.5.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.