Stage 1: Standards and Subject Area Content

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| **Standards:**LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [LAFS.3.SL.1.1 :](http://www.cpalms.org/Public/PreviewStandard/Preview/5870)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others’ ideas and expressing their own clearly.LAFS.3.W.2.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose |
| **Overall Unit Objective (What is your unit theme? What do you want students to learn across content areas?)*** Unit Theme- Life Science (Specifically Plants)
* Students will investigate and learn about different aspects of plant life such as growth and cycles in order to make real-world connections.
 | **Overall Content Objective (What do you want students to learn within your content area?)*** Students will practice listening, reporting and journal writing skills.
* Students will be able to produce a narrative writing piece using various resources.
* Students will know the ways that plants are important to the environment and to humans.
* Students will practice collaborating and application skills by creating their own scripts and play based on plants.
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| **What do students need to KNOW about your content area standards?*** Students will need to be able to report on a topic both written and orally.
* Students will need to know how to write a journal entry.
* Students must have background knowledge on environmental terms.
* Students must know how to gather information and resources.
 | **What do students need to BE ABLE TO DO related to your content area standards*** Students should be able to write legibly.
* Students need to be able to demonstrate understanding through journal writing.
* Students should be able to demonstrate their understanding through creative means such as narratives and skits.

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**Stage 2- Determine Acceptable Evidence**

Objective:

* Students will practice reporting and journal writing skills.
* Students will know the ways that plants are important to the environment and to humans.
* Students will practice comprehension skills by creating their own scripts and play based on a reading about plants.
* Students will practice oral reporting skills

Standard:

LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[LAFS.3.SL.1.1 :](http://www.cpalms.org/Public/PreviewStandard/Preview/5870)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others’ ideas and expressing their own clearly.

LAFS.3.W.2.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

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| Part 1: What summative, performance-based evidence will show that students can show understanding of your objective? Remember, this should be an authentic task, as close to real-world as possible. Refer to PDF p. 17-35 of the handout labeled “UBD Workbook” on Canvas (Course Materials 🡪 Unit Stages). |
| * Students will create a piece of writing (can be narrative, informational or letter format) based on the following prompt. “Imagine that it is 50 years into the future and deforestation is out of control. There is little natural forest left and the industrialists are planning to chop several acres down in order to make room for new development. Compose a piece of writing describing what is happening, why it is bad, and why those trees should remain alive.”
* Students will make a play based on what they have learned- After students have gathered information from the guest speaker, as well as other resources such as books and the internet, the students would compose a play/retelling of a story based around trees and their importance to man and the environment. This play can include props, but it is up to the students how they want to deliver it. **Applies to Standards LAFS.3.SL.2.4 and LADS.3.W.2.4**
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| Part 2: What other formative evidence will be collected in light of the desired results described in Stage 1? This should include assessment tasks such as tests, quizzes, worksheets, morning work, journal entries, etc. Describe all forms of formative assessment. For example, if you are giving a test, what information will be students be tested on? If students are writing a journal entry, what will they write about? NOTE: Refer to your Stage 1 sections, what students will know and be able to do. |
| * Roster checklist – To ensure that students are on task and are demonstrating comprehension.
* Record thumbs up thumbs down - After content has been taught, students would be asked to demonstrate understanding via thumbs up or thumbs down.
* Journal Entry – Based on information learned in preparation for oral report.
* Exit ticket- mid way. Before students begin their journal entries, they would write what they have learned so far about plants and the importance of them to humans and the environment.
* White boards – Students would show their thinking via writing on their individual white boards. I will assess each white board and make notes that can spark discussion.
* Monitoring – Circulating and ensuring students are on task.
* Play conference – These will be brief conferences with students to ensure that they have accurate content and to hear their ideas for their play. If students need to be redirected, then teachers would take action.
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| Part 3: Students’ **Self-Assessment** (What did you learn today?) and **Reflection** (How did you do as a learner today—effort, paying attention, etc.?) These are questions you will ask each day during the unit. This is a two-part question. Be sure to include self-assessment AND reflection.  |
| * Exit ticket- Students would write their thought after guest speaker gives speech.
* KWL charts- Students will fill in the “L” section of this chart to demonstrate their knowledge and what they have learned.
* Students would assess themselves based on level of effort and level of understanding (1-5)
* After both lessons have been completed, students would write a short response based on questions such as:
1. How can I do better next time?
2. How can I maintain this level of understanding?
3. How would this help me in real life?
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**Abbreviated Lesson Plan**

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| **Topic: Plants** |
| **Grades: 3rd** | **Date:** **Time:** **HOT Questions:**1. Why are plants important to humans?
2. Why are plants important to the environment?
3. How can you show your learning/knowledge through narratives?

**Assessment:** * Students will create a piece of writing (can be narrative, informational or letter format) based on the following prompt. “Imagine that it is 50 years into the future and deforestation is out of control. There is little natural forest left and the industrialists are planning to chop several acres down in order to make room for new development. Compose a piece of writing describing what is happening, why it is bad, and why those trees should remain alive.”

How will this assessment show you that students have mastered the objective?Students will be able to creatively show that they can apply the knowledge learned to a creative means of writing.  **Self Assessment*** Exit ticket- Students would write their thoughts after guest speaker gives speech, including how they felt about having someone else talking to them.
* KWL charts- Students will fill in the “L” section of this chart to demonstrate their knowledge and what they have learned about plants.

Exit Question: What is one thing you learned today that you had not known before? |
| **Standard(s):**LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable paceLAFS.3.W.2.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose |
| **Essential Question:** Why do we need plants? |
| **Objective:*** Students will learn about the importance of plants to humans and the environment.
* Students will compose a narrative based on information learned.
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| **Vocabulary:** * Humans
* Environment
* Narrative
* Prompt
* Deforestation
* Environmentalist
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| **Materials:** * Guest Speaker
* Elmo
* Paper/Pencil
* Video
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| **Opening (Engage)** |
| **Time**5 | **Task*** Students will watch a YouTube video about the importance of plants. It would be short and engaging
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| **Building Understanding (Whole Group Exploration / Core):**  |
| **Time**1075106205 | **Task*** A guest Speaker, who is an environmentalist, will come into the classroom to inform the students about why plants are important, as well as the problems threatening their survival. The speech will be engaging and interactive.
* Students will then have the opportunity to ask the guest speaker questions regarding his speech. At this time, students would be allowed to take notes about anything that they deem important.
* The teacher would then ask students questions as a form of formative assessment to determine students’ understanding.
* Students will then be divided into groups to play a vocabulary game. Each team would be given a minute to list as many new vocabulary words learned from the guest speaker on a piece of paper. The team with the most words wins. The team with the most words must explain the definition of each word. If they miss a definition, the other team can take over explaining those definitions to win
* The teacher will then model his/her journal-writing piece to the classroom, based on the guest speaker. This journal would demonstrate knowledge learned, thoughts, inferences, concerns and so on.
* Students will return to their seats and will be given directions to write their thoughts, what they have learned, or any other information onto a piece of paper in journal form. They should demonstrate knowledge of the topic.
* While students do this, the teacher will circulate/monitor to ensure that students are on task.
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| **Lesson Closure** |
| **Time**25 | **Task*** Once students have completed their journals, they would be given a prompt. ““Imagine that it is 50 years into the future and deforestation is out of control. There is little natural forest left and the industrialists are planning to chop several acres down in order to make room for new development. Compose a piece of writing describing what is happening, why it is bad, and why those trees should remain alive.”
* These pieces would then be collected by the teacher to be assessed using the rubric.
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| **Differentiation:** The teacher will differentiate support based on: * **Above level and Below Level Students -** Students can choose the length of their journal entry and final writing piece (lower level students may choose shorter while above level students may choose lengthier pieces)
* **Ell Students** - ELL students would be given a template outline to follow as well as dictionaries for both the journal entry and the final writing piece. For the vocabulary game, Provide students with the first letter of the words or pictures of the words before they complete their list.
* Students would be allowed to type their journals as well final writing piece if they prefer this mode of writing.

and provide support in the following ways:Reteach (Greatest Support)Core *low*Core *high*Enrich (Least Support)  |
| **Goal:** Students will understand the importance of plants to humans and environment, and see the impact that individuals such as themselves can have on the conservation of nature.  |

**Abbreviated Lesson Plan**

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| **Topic: Plants#2** |
| **Grades: 3rd** | **Date:** **Time:** **HOT Questions:**1. Why are plants important to humans?
2. Why are plants important to the environment?
3. How can you show your learning/knowledge through skits/plays?

**Assessment:** Students will make a play based on what they have learned- After students have gathered information from the guest speaker, as well as other resources such as books and the internet, the students would compose a play/retelling of a story based around trees and their importance to man and the environment. This play can include props, but it is up to the students how they want to deliver it.How will this assessment show you that students have mastered the objective?If students are able to create a skit to show information learned, it can be inferred that they have adequate understanding and knowledge of the topic. **Self Assessment** * Students would assess themselves based on level of effort and level of understanding (1-5)
* Students would write a short response based on questions such as:
1. How can I do better next time?
2. How can I maintain this level of understanding?
3. How would this help me in real life?

**Exit Question:** Why do you think acting out your thoughts and knowledge is a good way to teach others? |
| **Standard(s):**LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable paceLAFS.3.W.2.4 : With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose[LAFS.3.SL.1.1 :](http://www.cpalms.org/Public/PreviewStandard/Preview/5870)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others’ ideas and expressing their own clearly. |
| **Essential Question:** Why is it important to have knowledge of the issues facing plants, and why they play a vital role in our environments and lives? |
| **Objective:*** Students will create a play/skit demonstrating their knowledge on plants. They would focus specifically on the dangers facing plants (deforestation etc) and what them as individuals can do to help.
* Students will practice research and collaborating skills as they gather multiple resources in order to create their play.
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| **Vocabulary:** * Humans
* Environment
* Stage Directions
* Skit
* Characters
* Plot
* Setting
* Deforestation
* Environmentalist
 |
| **Materials:** * Journals/ Writing Pieces from previous lesson
* Elmo
* Paper/Pencil
* Books/resources about plants and the environment
* Computers in order to do research.
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| **Opening (Engage)** |
| **Time**7107 | **Task*** Students will watch a video showing students demonstrating their knowledge/ideas through a skit.
* There would then be a class discussion about the important things to include in a play. Students would have background knowledge on setting, characters and plot so this should be a refresher.
* Students will take our their learning boards and questions would be asked about the different elements to be included in a play in order to ensure and assess understanding.
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| **Building Understanding (Whole Group Exploration / Core):**  |
| **Time**215102015 | **Task*** Students will then be broken up into heterogeneous groups based on students

Learning level. * Students will then be given time to plan with their groups. They would plan major parts of their play, including lines, setting, props, characters and the main plot.
* Each group would then have a conference with the teacher to share progress and to ensure that students are on the right track. Other students will continue working on their play once they are not meeting with the teacher.
* Once the teacher approves the plans, student will begin finalizing their play and planning the execution. They would be able to use other books as well as the Internet for additional research if necessary.
* Each group would then present their skit, and the teacher would assess it according to the rubric.
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| **Lesson Closure** |
| **Time**10 | **Task*** Each student would then write on a piece of paper something that they have learned from the skit or plays that either they presented, or that their classmates presented. The teacher would debrief by sharing some of these responses.
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| **Differentiation:** The teacher will differentiate support based on: * **Struggling Learners -** Students will be allowed to choose the length and format of their play.
* **Ell Students -** ELL students will be given dictionaries and other forms of language support.
* **Gifted Students -** Gifted learners can create a play with more than one scene or include elements such as stage directions.
* **E.B.D Students –** The Kinesthetic learning involved would be beneficial for these students.

and provide support in the following ways: (see above)Reteach (Greatest Support)Core *low*Core *high*Enrich (Least Support)  |
| **Goal:** Students will demonstrate the their knowledge learned about plants, and be able to successfully demonstrate this through plays.  |

Rubric for Skit or Play

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| Task Description: Students will create a skit/play based on knowledge learned about plants and their importance.  |
| Criteria | Weight | Exceptional | Admirable | Acceptable | Attempted |
| **Understanding of Topic** | 40% | * Factual information is accurate
* Indicates a clear understanding of topic
 | * Factual information is mostly accurate
* Good understanding of topic
 | * Factual information is somewhat accurate
* Fair understanding of topic
 | * Information is inaccurate
* Presentation is off topic
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| **Cooperation** | 30% | * Accepts ideas of others; able to compromise
* All members contribute
 | * Accepts most ideas without negative comments; able to compromise
* Some members contribute
 | * Unwilling to compromise
* Few members contribute
 | * Group does not work together
* One person does all the work
 |
| **Presentation** | 30% | * Shows confidence
* Informative
* Entertaining; engages audience
* Speaks loudly and clearly
* Appropriate use of body language
 | * Shows some confidence
* Presents some information
* Engages audience
* Can be heard
* Some use of body language
 | * Unsure of responsibility
* Somewhat informative
* Engages audience intermittently
* Hard to hear
* Some movement
 | * Portrayal stalls
* Lacks information
* Audience bored
* Mumbles
* Body language is lacking; inappropriate
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Assignment Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **+** Beyonder/Bonus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **=** Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Story Writing : Into the Future of Deforestation** |
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| Teacher Name: **Ms. Thavenot** |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| CATEGORY | 4 | 3 | 2 | 1 |
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn\'t seem to care. |
| Introduction | First paragraph has a \"grabber\" or catchy beginning. | First paragraph has a weak \"grabber\". | A catchy beginning was attempted but was confusing rather than catchy. | No attempt was made to catch the reader\'s attention in the first paragraph. |
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader\'s enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn\'t supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |
| Problem/Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Solution/Resolution | The solution to the character\'s problem is easy to understand, and is logical. There are no loose ends. | The solution to the character\'s problem is easy to understand, and is somewhat logical. | The solution to the character\'s problem is a little hard to understand. | No solution is attempted or it is impossible to understand. |
| Action | Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting! | Several action verbs are used to describe what is happening in the story, but the word choice doesn\'t make the story as exciting as it could be. | A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way. | Little variety seen in the verbs that are used. The story seems a little boring. |

**Rubric Retrieved from: rubistar.com**

**Link to Brochure:** <https://www.canva.com/design/DABwSQwsWmQ/ZKFx8rfw3TjQrMd5xlg3bw/view?utm_content=DABwSQwsWmQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton>