UNIT TEMPLATE

Unit Title: Pollyanna Grade Level(s):  4th grade

**Course:**

**Designed by:** Diana Rivera **Time Frame:** Eleven lessons, approx. two weeks (14 days) and one day

**School:**  Heretage Community School

**State Standards Addressed in the Unit:**

4.L.A.1.2.1 Apply knowledge of text types and formats of various kinds of text.

4.LA.1.6.1 Use context clues to aid in decoding of new words

4.LA.2.1.1 State author’s main purpose for writing various texts

4.LA.2.1.3 Draw conclusions based on information gathered from text.

**Brief Summary of Unit (including scope & sequence for course, the “big ideas” that anchor the course and specific unit goals):**

At the end of this lesson the students will be able to independently use their learning to distinguish one writing material from another, and to identify meaningful words and concepts in a text. This is going to be the first unit of the year, after it, we will read another historic fiction text. Pollyanna will open the door to work with novels.

## STAGE I: IDENTIFY DESIRED RESULTS

**What enduring understandings are desired?**

Students will understand:

* Plots, major characters, outcomes and lessons are important to form stories.
* Fiction works are imaginary narratives created by an author.
* A novel is a longer fiction work than a short story of folktale.

**What essential questions will guide and focus teaching / learning?**

* Why is it that plots, major characters, outcomes and lessons are important to form stories?
* How are fiction narratives created?
* How a novel differs from a short story?

**Acquisition- What key knowledge and skills will students acquire as a result of this unit?**

Students will know: Students will be able to:

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| * Novels represent a different kind of writing genera. * There are certain clues along the reading that help predict event during the story. * A story is written with a purpose | * Differentiate novels from other writing genera. * How to predict event according to the clues given on the plot. * Identify the purpose the author has for the story. |

**STAGE II: DETERMINE ACCEPTABLE EVIDENCE**

**What evidence will show that students understand?**

**Performance Tasks:**



**2.**   **3.**

**Other Evidence:**

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

**Unprompted Evidence: (**observations, dialogues, etc.) **Student Self-Assessment**:

## PERFORMANCE TASK BLUEPRINT

**Task Title:**   **Approximate time frame:**

**What desired understandings / standards will be assessed through this task?**

**Understandings State Standards**

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**What is the purpose of this assessment?**   **Formative**  **Summative**

**Through what authentic performance task will students demonstrate understanding? (Provide an overview of the task below through a vignette that follows the GRASPS stages.)**

Your task is to describe how you would feel if you had to move to live with a relative. The goal is to compare how you would feel to the way Pollyanna felt. The problem is that Pollyanna, at difference of you, had to go live with her aunt because her father died. The obstacle to overcome is to help Pollyanna to get use to her new home. You are a new comer and you befriend Pollyanna. You have been asked to describe to Pollyanna her new home. Your job is to share what you knew about Pollyanna’s aunt. Your client is Pollyanna who is moving to her aunt’s house. The target audience is afraid, sad, and unsure about the place she is going. You need to convince her that she is going to be fine and is going to learn to love her new home. The context you find yourself in is Pollyanna is moving to her aunt’s house after her father passed away. The challenge involves dealing with you helping Pollyanna get use to her new place by describing good things about moving to a new place.

**What student products / performances will provide evidence of desired understandings?**

You will create a letter describing good things about moving to another place, in order to describe Pollyanna’s new home. You need to develop your ideas according to what you know about the aunt house, so that it becomes easer for Pollyanna to get to know her aunt’s place.

**By what criteria will student products / performances be evaluated?**

Your performance needs to have a letter structure. Your work will be judge by how clean your ideas are presented and how close your description is from the true. A successful result will have clear ideas, descriptions from the text and your opinion.

**What type of scoring tools will be used for evaluation?**

**Analytic rubric**      **Holistic rubric**

**Criterion (performance list)**   **Checklist**

**SUMMATIVE ASSESSMENT DESIGN TEMPLATE**

1. **Overview of Design:**

**What evidence will show students understand the knowledge and skills that were taught in the course:**

**Performance Task(s): (Give brief description.)**











**Criterion-Referenced Assessment: (Give brief description.)**

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**Student Self-Assessment: (Give brief description.)**

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**Criterion-Referenced Assessment:**

**What will be assessed?**

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| **Objectives Assessed** | **Knowledge / Skills / Understandings** | **Type of Question**  - Selected Response  - Academic prompt (essay)  - Constructed Response  - True / False | **Test Question Nos.**  (Should be 3 – 4 items per objective) |
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**IV. What type of scoring tools will be used: (Check one or more.)**

**Analytic rubric**   **Criterion list**   **Holistic rubric**

**Checklist**   **Answer Key**

1. **Attach copies of completed Summative Assessments.**

## STAGE III: PLAN LEARNING EXPERIENCES AND INSTRUCTION

**What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?**

**Consider the W.H.E.R.E. elements, from the student’s perspective.**

**W = Students know Where they are going, Why they are learning the content, What they already know, Where they might go astray, and What is required of them.**

**H = How will they be Hooked into learning?**

**E = How will they Explore / Experience key ideas?**

**R = How will students Rehearse, Revise, and /or Refine their work?**

**E = How will students Evaluate their own work?**

Students know that the information requested is been provided during the reading. They are learning the content to understand the properties of a novel, why they are important, and how to differentiate a novel from other type of texts. They know that novels are longer than short stories. Understanding than even though the event seemed to be real, most of the story line is a fictional work. They are required to follow the reading during class and to ask questions of what do not understand. The way they will be hooked into learning is making them part of the story. The idea is for them to relate to the main character and to help her. Working on predicting the events that will happen along the story will be encouraged. Indicate the importance of organization in a story and any other type of text. They will rehearse, revise and refine what they learn from the story, by writing a letter to Pollyanna, and also creating journals to highlight the main ideas in each chapter. Finally, the students will evaluate their work by reading what they wrote and making sure they quote correctly what was said in the story.

## COURSE CURRICULUM MAP

**SCHOOL:**  **DEPARTMENT OR SUBJECT AREA:**

**COURSE OR GRADE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit Topic** | **What should students understand?** | **Concepts or Content** | **Skills** | **Assessments** | **State Standards / Benchmarks** |
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# 21st Century Classroom Lesson Plan

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3. ***Multiple means of engagement,*** to tap into learners' interests, offer appropriate challenges, and increase motivation

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Bloom’s Revised Taxonomy is also a component.

\*note: Not all areas are required for every lesson. \* indicates areas which should be included if applicable to the specific content/grade lesson.

|  |  |
| --- | --- |
| Name: Diana Rivera | Email: (not published) |
| District Name: | School Name: |
| District Number: | School Address: |
| School Phone: | Administrator Name: |

**Lesson Overview**

|  |  |
| --- | --- |
| **Title:** | |
| **Subject:** | |
| **Duration:** (in minutes) | **Grade Level(s):** |
| **Course: (Please choose from the dropdown list provided)** | |
| **Unit Title, Big Idea or Focused Investigation:** | |
| **Enduring Understandings:** | |
| **Essential Question/s:** | |
| **Description**  **Lesson Description****:** Describe the primary nature (e.g. hands-on, inquiry, technology-based, project, lecture), whether interdisciplinary or single-subject. Being clear, descriptive, and specific will help to develop the online keyword searches within Schoolnet. Make sure you provide enough information on this lesson plan that it can be replicated.   |  | | --- | | **Description:** | | |

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| **\*National Education Technology Standards:** |
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### 

### Learning Outcomes – Begin with the end in mind

**Create, Present, Perform, Exhibit, Report, Respond/Reflect. Student’s will be able to:**

|  |
| --- |
| **Learning Outcome:** |
| **\*Learning Outcome:** |
| **Checking for Understanding Questions:** |

**Bloom’s Revised Taxonomy**

**Which level/s of Bloom’s Revised Taxonomy is targeted? Check one or more.**

**(Use drop down online within Schoolnet or checkbox)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Remembering** |  | **Analyzing** |
|  | **Understanding** |  | **Evaluating** |
|  | **Applying** |  | **Creating** |

**Methods and Instructional Strategies**

|  |
| --- |
| **Introduction/Anticipatory Set, KWL:** |
| **Build, Apply Knowledge:** |
| **\*Higher Order Thinking Questions:** |
| **\*Provide Guided Practice:** |
| **\*Provide Independent Practice:** |
| **Synthesis/Closure:** |
| **Instructional Strategies Checklist** |

### Materials

**\* Digital eLearning Materials:** URL (Web Site Link/s) to online digital text or materials, games, activities, programs, tools or video – List as

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**Vocabulary:** List all key vocabulary words necessary for students to understand the concepts as well as meet the standards, goals and

objectives of the lesson**.**

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**UDL - Differentiation According to Student Needs**

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| **\*Safety Considerations (e.g. for Science and Professional Technical Education Plans)** |

**Vocabulary:** List all key vocabulary words necessary for students to understand the concepts as well as meet the standards, goals and

objectives of the lesson**.**

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**UDL - Differentiation According to Student Needs**

**Differentiation of; curriculum, instruction and assessment using (UDL) Universal Design for Learning for diverse student needs including students with IEP, 504, cultural linguistic needs eg, ELL, SIOP as well as providing opportunities for extension and remediation. Accommodations and Adaptations to include;**

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| **Multiple means of Representation:** |
| **Multiple means of Action and Expression:** |
| Multiple means of Engagement: |
| ELL,SIOP, |
| \*Other Means of Differentiation: |

**Extension:** Modifications for students who already know or can do the Primary Learning Objective, e.g. activities that apply the concept to new content or extend opportunities for further research and exploration.

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| **\*1. Extension:** |

**Remediation:** Explain what may be done for students who need extra preparation or assistance before, during or after the lesson.

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| **\*1. Remediation:** |

### Assessment

**Assessment: (Optional)** May indicate the type of assessment most appropriate, or it may provide sample questions, entire tests, or rubrics if available submitted along with the lesson plan as attachments.

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| **\*Formative/Ongoing Assessment:** |
| **\*Summative/End Of Lesson Assessment:** |

**Educator Self-Reflection**

Please use this area to self-reflect on the successes and areas of improvement for your own planning purposes. (You may use this area then delete for submission online as the contents of the self reflection is not intended to be shared.))

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| **\*Self-Reflection** |