

| Lesson 10 | | |
|---|---|--|
| Grade: 3 | Lesson Title: John Henry - Character Traits | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning how an author creates a character. I am learning about character traits. I am learning how to use text evidence to support my thinking. I am learning how to write a summary. I am learning to answer questions to form a sentence summary. | | <ul style="list-style-type: none"> I can name the character traits of John Henry, I can use text evidence to support my opinion. I can answer questions to write a summary sentence. |
| NJSL Standards | | |
| <ul style="list-style-type: none"> RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures). RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> What is the difference between physical and personality traits? How does a character's actions contribute to how the reader understands their personality? What is a summary? What are the most important details in the text? How can a reader take those details and create an accurate summary of the text? What details in the text better help me understand the theme of the story? or how the problem is solved? | | <ul style="list-style-type: none"> You have learned all about John Henry through a variety of texts. Think about what the book tells you about him and write down some character traits, remember to use text evidence to support your thinking. We have now finished reading about another tall tale hero. I want you to think about the text and write a summary sentence. |
| Vocabulary: | | Learning Resources/Materials: |
| <ul style="list-style-type: none"> Character Traits <ul style="list-style-type: none"> Physical Traits Personality Traits Summary | | <ul style="list-style-type: none"> John Henry by Julius Lester How do we bring characters to life? List of Character Traits (Resource) Identifying Traits Graphic Organizer |

- [Tall Tales: John Henry - Character Traits Sentence Frames](#)
- [Tall Tales: John Henry Summary Sentence](#)
- ELA Notebook/Pencil
- Chromebook
- SmartBoard
- Anchor Chart Paper/Markers

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

- **Part 1: Activate Prior Knowledge** - Using one word, how would you describe John Henry's character? Explain.
- **Part 2: Mini Lesson - Character Traits:**
 - ◆ **Review** - [How do we bring characters to life?](#)
 - ◆ **Whole Group:**
 - Discuss and create a list of John Henry's character traits.
 - If children get stuck with coming up with character traits you can use the [List of Character Traits](#) to get children to further discuss.
 - ◆ **Small Group:**
 - Have children plan for their writing using [Identifying Traits Graphic Organizer](#).
 - This can also be done aloud or in Whole Group.
- **Part 3: Daily Instructional Task(s):**
 - ◆ You have learned all about John Henry through a variety of texts. Think about what the book tells you about him and write down some character traits, remember to use text evidence to support your thinking.
 - ◆ We have now finished reading about another tall tale hero. I want you to think about the text and write a summary sentence.
 - **Student Exemplar Response:**
 - *In the Old West, there was a man named John Henry who with his sledgehammers beat the steam drill to make a tunnel through the boulder.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.

Differentiation:

- Teachers can allow for group/partner work before independent practice to get ideas together and complete the lesson.
- Teachers can provide sentence stems to assist with writing in complete sentences.
- Teachers can include pictures with vocabulary words.
- Teachers can review the Problem and Solution through an anchor

Possible Misconceptions:

- Students may struggle with identifying the characteristics of a fictional character.
 - Background Suggestion: Ask students to identify each other's traits, both physical and personality.
- Student summaries may include unnecessary details.
 - Background suggestion: Get students accustomed to note taking by asking them to write down the most important information in the text as they read.

chart.

- Teachers can use graphic organizers.
- Teachers can allow children to work in small groups/peers to determine meaning first, before they complete the DIT independently.
- Teachers can use the image of the text as a reference that can be displayed.
- Teachers can create an anchor chart about the concept of theme (also translated).

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 11 | | |
|---|---|--|
| Grade: 3 | Lesson Title: How do we know “Thunder Rose” is a Tall Tale? | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> We are learning the characteristics of a tall tale from the story “Thunder Rose”. We are learning to write about characteristics that we found important from “Thunder Rose.” | | <ul style="list-style-type: none"> I can identify some characteristics of tall tales from reading the story Thunder Rose. I can create a T-chart or a running list of character traits that I find/identify in the story. |
| NJSL Standards | | |
| <ul style="list-style-type: none"> RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures) | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What extraordinary things does Thunder Rose do throughout the story? Are the things Rose is able to do throughout the story show signs that this story is indeed a Tall Tale? | | Daily Instructional Tasks: <ul style="list-style-type: none"> All students will create a list and or visual of traits that Rose possess that makes her a true Tall Tale character. This will establish the learning intention of what characteristics make up Tall Tales. Each trait listed/illustrated should support the notion that these abilities are superhuman talents that everyday people do not have or have but are extremely exaggerated. After the list is compiled, students can then choose one of these extraordinary characteristics and write about why this one is the best one to have and or why it is so significant. |
| Vocabulary: <ul style="list-style-type: none"> Extraordinary | Learning Resources/Materials: <ul style="list-style-type: none"> ELA Notebook/Pencil Copy of “Thunder Rose” Rulers Crayons | |
| Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?) <ul style="list-style-type: none"> → Part 1: Recall/Activate Prior Knowledge - What are character traits? → Part 2: Read Aloud - Thunder Rose → Part 3: Daily Instructional Task: <ul style="list-style-type: none"> ◆ Students will make a running list of 5 or more traits that they can find in the story that shows that Rose is extraordinary. Tall tales contain physical feats of strength that are not humanly possible, how many traits like this can students identify? This can also be a T-chart if students want to write and or sketch the traits they find as well. <ul style="list-style-type: none"> • <i>Examples of traits students could find within the story:</i> | | |

- *Rose names herself.*
- *Rose lifted a cow over her head to drink its milk.*
- *Rose assembled some iron beams together with wood blocks and constructed a building with them.*
- *Rose lassoed some bad guys(hooligans) who were up to no good and then tied them up tightly so they couldn't get away.*
- *Rose made both thunder and lightning rise and fall to the ground at her command.*

◆ Reflection: After the list is compiled, students can then choose one of these extraordinary characteristics and write about why this one is the best one to have and or why it is so significant.

- **Sample Student Exemplar:**

- *Out of all the amazing exaggerated traits that Rose possessed and performed throughout the story, when she made both thunder and lightning rise and fall to the ground was the most significant. I believe this one was important because at the time Rose was battling with a dangerous tornado with no sign of rain coming.. The animals she was directing would not travel unless they had something to drink. Rose had to think fast and she unleashed her song of thunder. When she did this, her strong voice made it possible for the tornado to calm and stop and then a drenching and soaking rain fell. Because of this occurrence, Rose making both thunder and lightning rise and fall to the ground was the most significant.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.

Differentiation:

- Teachers can allow for group/partner work before independent practice to get ideas together and complete the lesson.
- Teachers can provide sentence stems to assist with writing in complete sentences.
- Teachers can include pictures with vocabulary words.
- Teachers can review the Problem and Solution through an anchor chart.
- Teachers can use graphic organizers.
- Teachers can allow children to work in small groups/peers to determine meaning first, before they complete the DIT independently.
- Teachers can use the image of the text as a reference that can be displayed.
- Teachers can create an anchor chart about the concept of theme (also translated).
- Teachers can reduce the number of required traits to 2-3 instead of 5 or more.

Possible Misconceptions:

- Students may struggle with identifying the characteristics of a fictional character.

Teacher Notes:

- The teacher should read the entire story before these individual lessons begin. Each lesson will require the students to go back and either re-read on their own or read with a partner, or read in small groups to complete the tasks.
- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 12 | | |
|---|--|---|
| Grade: 3 | Lesson Title: Utilizing Vocabulary from “Thunder Rose” | Instructional Days: 1 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning to use a variety of strategies to determine the meaning of unfamiliar words. | | <ul style="list-style-type: none"> I can look for clues in other words to make sense of an unfamiliar vocabulary word. I can use pictures in the story to help me understand a new word. I can make a connection when I learn a new vocabulary word. I can use the dictionary if I cannot figure out a meaning to a new, unknown word. |
| NJSL Standards | | |
| <ul style="list-style-type: none"> L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures). L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | |
| Key Instructional Practices | | |
| <p>Key Teacher Questions Posed During the Lesson: Students need to be introduced to or reminded of key vocabulary strategies that will work when trying to determine the meaning of an unfamiliar word.</p> <ul style="list-style-type: none"> Reread and look for clues. Use the pictures to help explain the word. Use a known part of the word to help. Make a connection. Substitute a word that makes sense. Use a dictionary. | | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> Students flag new words and define them in their reading notebooks. Prompt them to use the new words during guided writing. Or another way for students to show what they know about new vocabulary is to complete the work in an already made vocabulary notebook-Vocabulary Notebook. |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> Slumber Steer Varmint Desperadoes Rampage | | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ELA Notebook/Pencil Copy of “Thunder Rose” Dictionaries <ul style="list-style-type: none"> Online Kids Dictionary: https://kids.wordsmyth.net/we/ Vocabulary Notebook (optional) |
| <p>Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)</p> <p>→ Part 1: Activate Prior Knowledge - How can you attack an unknown word?</p> <p>→ Part 2: Vocabulary:</p> <ul style="list-style-type: none"> The teacher will preselect several words ahead of the time that can be defined by using context, illustrations, or known parts. Model a few of the strategies using some pre-selected words of your choosing. Here are a few examples that I created (these are words that I found to be significant to the unit, or words that students would see again in different contexts). | | |

- [Preselected Vocabulary Words From Thunder Rose](#)

◆ Guided practice - Continue reading. Insert sticky notes on pages where students will encounter unfamiliar words. Write the first letter of the new word on the sticky note. As students read, they write the new word that begins with that letter on the sticky note. Then students will use the Vocabulary Strategies card to define it. During discussion students share new words they learned. When students come to the next displayed word, have them work with a partner to define the word. Ask them to share the strategy they used.

→ **Part 3: Daily Instructional Task:**

- ◆ Ask students to mark unknown words, then define them in their ELA notebooks.
- ◆ OR complete the work in an already made vocabulary notebook - [Vocabulary Notebook](#).

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.
- Teachers should continually ask the students and groups about what they are reading and if what they believe makes sense, where is the text evidence to support what they are writing or saying?

Differentiation:

- Teachers can allow for group/partner work before independent practice to get ideas together and complete the lesson.
- Teachers can provide sentence stems to assist with writing in complete sentences.
- Teachers can include pictures with vocabulary words.
- Teachers can review the Problem and Solution through an anchor chart.
- Teachers can use graphic organizers.
- Teachers can allow children to work in small groups/peers to determine meaning first, before they complete the DIT independently.
- Teachers can use the image of the text as a reference that can be displayed.
- Students can define fewer words.
- Instead of using clues, they can select from 3 different definitions and decide which one is correct. They will still need the pictures, the context and connections to do this but the task isn't as challenging.

Possible Misconceptions:

- Students may struggle with finding the meaning of unknown words or using context clues to deduce meaning.

Teacher Notes:

- Students trying to use the variety of strategies and applying it to unfamiliar words will be challenging but doable. This is a skill that will carry over to any type of text they are reading, not just Tall Tales.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 13

Grade: 3

Lesson Title: Thunder Rose - Figurative Language Scavenger Hunt

Instructional Days: 1

Learning Intentions

Success Criteria

- I am learning what figurative language is and how it looks in a text.
- I can identify 5 types of figurative language in the story Thunder Rose (similes, metaphors, hyperbole, personification, and onomatopoeia).

- I can identify figurative language in the story “Thunder Rose.”
- I can determine the meaning of the words to understand if they are literal or nonliteral.
- After reading “Thunder Rose”, I can identify at least 3 or more different types of figurative language found in the story.

NJSL Standards

- L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do we know when figurative language is used?
- What are some examples of sentences when figurative language is used? (review guide that is linked)

Daily Instructional Tasks:

- Students will receive and complete a sheet with examples and then work in teams to find figurative language from one of the 5 categories listed on the sheet - simile, metaphor, hyperbole, and personification, onomatopoeia.

Vocabulary:

- Metaphor
- Hyperbole
- Onomatopoeia

Learning Resources/Materials:

- Copy of “Thunder Rose”
- [Figurative Language Scavenger Hunt Sheet](#)
- [Figurative Language in Thunder Rose](#) (Teacher Guide)

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

→ **Part 1: Activate Prior Knowledge** - What is the difference between a metaphor and a simile?

→ **Part 2: Daily Instructional Task:**

- ◆ Students will be accountable for finding figurative language by writing in what they found on the scavenger hunt sheet which showcases 5 types of figurative language found in “Thunder Rose.”
- ◆ Students will be asked to go on a scavenger hunt to find all different types of figurative language in the story “Thunder Rose”.
- ◆ Students will receive and complete a sheet with examples and then work in teams to find figurative language from one of the 5 categories listed on the scavenger hunt worksheet: similes, metaphors, hyperbole, personification, and onomatopoeia.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed

- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.

Differentiation:

- Teachers can allow for group/partner work before independent practice to get ideas together and complete the lesson.
- Teachers can provide sentence stems to assist with writing in complete sentences.
- Teachers can include pictures with vocabulary words.
- Teachers can use graphic organizers.
- Teachers can allow children to work in small groups/peers to determine meaning first, before they complete the DIT independently.
- Students can find one type of figurative language in the story, work in groups, have the story read aloud to them, give certain students a choice of two sentences; one would be figurative language the other non-figurative language and see if they can identify the figurative language correctly.

Possible Misconceptions:

- Students may be unfamiliar with figurative language, which may result in difficulty when determining the literal meaning.

Teacher Notes:

- Teachers should be monitoring students' progress by the sentences they include inside the scavenger hunt. For example, if a student states a sentence is a simile and then writes that down, the question can be, how do you know that is a simile? What two things are being compared...do you see like or as?, etc.
- Homework will be determined by the teacher based on the lesson outcome.

Lesson 14

Grade: 3

Lesson Title: Thunder Rose vs. Sally Ann Thunder Ann Whirlwind

Instructional Days: 1-2

Learning Intentions

Success Criteria

- I am learning what makes a heroine in a Tall Tale unique and or special.
- I am learning to compare and contrast two characters from two different stories.

- I can list and explain what characters in tall tale stories possess.
- I can compare and contrast Thunder Rose to Sally Ann Thunder Ann Whirlwind.

NJSLS Standards

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. (Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.)
- RL.PP.3.5 Distinguish their own point of view from that of the narrator or those of the characters.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What did both Thunder Rose and Sally Ann Thunder do that was physically similar to each other?
- What did the two do differently during their adventures?
- How were they different in their approach to helping people?

Daily Instructional Tasks:

- Students will compare and contrast Thunder Rose to Sally Ann Thunder Ann Whirlwind in a paragraph.

Vocabulary:

- Compare
- Contrast

Learning Resources/Materials:

- ELA Notebook/Pencil
- Copies of “Thunder Rose” and “Sally Ann Thunder Ann Whirlwind Crockett”
- SPO

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

→ **Part 1: Breakdown the Prompt: Compare and contrast Thunder Rose to Sally Ann Thunder Ann Whirlwind in a paragraph.**

- ◆ Use TRA Strategy with the students to model how to break down a prompt. This strategy can be used repeatedly for students to become more comfortable with understanding what they are required to write about.
 - Text(s) - Which texts am I writing about?
 - Required - What am I required to write? (i.e. paragraph, essay, journal, letter, etc.)
 - Assertions - What am I writing about?
 - Assertion - I have to compare (write about how something or someone is similar) and contrast (write about how something or someone is different) Thunder Rose to Sally Ann.

→ **Part 2: Using an SPO, respond to the prompt:**

- ◆ Using an SPO, students will compare and contrast Thunder Rose to Sally Ann Thunder Ann Whirlwind in a paragraph.
- ◆ Students will be required to go back into both texts to see what could possibly be the same or similar and what was vastly different about the two characters. (It should be noted that Thunder Rose is a child and Sally Ann is already an adult in her story so the situations they are in will be somewhat intellectually different but still equal in strength and importance.)

◆ **Student Exemplar Response:**

- *Both Thunder Rose and Sally Ann Thunder Ann Whirlwind were extraordinary female characters I have read about in two different books. They have some things in common and they have some things that are very different about them. I will compare and then contrast both ladies.*

First, Thunder Rose and Sally Ann Thunder were both very physically strong females. They were not afraid to stand up for themselves and the people and animals they cared about. For example, Thunder Rose sang a lullaby to Tater, her cattle which put the creature right to sleep. Similarly, in Sally Ann's story she had been known to sing wolves to sleep! Also, both ladies were tough with hooligans. In Sally Ann's story she faced a Great King Bear of the Mud Forest who came to her home to steal one of her smoked hams. Before he could try that Sally Ann "grabbed a warm dumpling from the pot and stuffed it in his mouth." By the time this encounter was finished, the bear was dancing and churning butter for Sally Ann! In Thunder Rose, she fought off some desperadoes who were trying to steal her herd. "Rose lassoed those hot-tempered hooligans up good and tight." They were sent right to jail tied up by Thunder Rose herself. These two examples show their bravery and courage to stand up for what was right even if they should have been scared and maybe afraid to act alone!

But Thunder Rose and Sally Ann were different as well. Sally Ann was significantly older than Thunder Rose who remained a child throughout the entire story. Rose had her parents in her story and Sally Ann had Davy Crocket who eventually asked her to marry him at the end of her story. Both ladies had different personalities too. Thunder Rose sang songs and by the end of her story, she sang the music that was inside her heart. Sally Ann was more of a funny character, in the text it says "Sally can laugh the bark off pine trees." That means she was really, really funny!

These characters are extraordinary and special for many reasons. Some are very similar to each other and some are different. No matter what, both female characters possess all the characteristics of Tall Tales that we have been learning about.

→ **Part 3: Revise and Edit:**

- ◆ Provide students with a Revise and Edit checklist. This can be completed with a peer or independently.

→ **Part 4: Publish:**

- ◆ After revising and editing is complete, allow students to write a final draft. This can be typed or completed on lined paper.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.
- Asking key questions throughout the story, monitoring the students' Venn diagrams, having students annotate the text, making sure the example is complete to head off any misconceptions students might have during the readings.

Differentiation:

- Teachers can allow for group/partner work before independent practice to get ideas together and complete the lesson.
- Teachers can provide sentence stems to assist with writing in complete sentences.
- Teachers can include pictures with vocabulary words.
- Teachers can use graphic organizers.
- Teachers can allow children to work in small groups/peers to determine meaning first, before they complete the DIT independently.
- Students can complete the Venn diagram in a small group or with the teacher.
- Students can write 2-3 sentences explaining who they think is more extraordinary and why.
- If unable to write, students can draw their favorite female performing an act of strength or showing courage or bravery.

Possible Misconceptions:

- Students may not understand what they are being called to do.
- Students may have difficulty engaging more than one text in the same writing task.
- Students may not know how to correctly incorporate textual evidence.
- Students may not know how to construct multi-paragraph essays.
- Students may not have experience with the writing process (i.e. multiple drafts).

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 15 | | |
|--|---|--|
| Grade: 3 | Lesson Title: Culminating Task/Activity | Instructional Days: 1-3 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning about why the characters in Tall Tale stories are so extraordinary. I am learning to write about my point of view and make connections to the text | | <ul style="list-style-type: none"> I can write about which Tall Tale character I found to be extraordinary. I can explain my point of view based on what I have read in the Tall Tale stories and make connections to the text. |
| NJSL Standards | | |
| <ul style="list-style-type: none"> RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures). RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> Using all your information, and thinking about the tasks we completed for both stories, who stands out in your mind as the more extraordinary one? Do you see either character as a hero/heroine? When you read about a Tall Tale character like Thunder Rose or John Henry, do you know they are extraordinary? Do you think that is more because of their physical strength or what is inside that person? | | Days 1-3 <ul style="list-style-type: none"> Students will answer the essential question to finish the unit. <ul style="list-style-type: none"> Now that you have read a few Tall Tales including a story about Thunder Rose and John Henry, which character do you find more extraordinary and why? |
| Vocabulary: | | Learning Resources/Materials: |
| <ul style="list-style-type: none"> n/a | | <ul style="list-style-type: none"> All previous work from the unit Featured texts from the unit |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ **Part 1: Breakdown the Prompt:**

- ◆ Use TRA Strategy with the students to model how to break down a prompt. This strategy can be used repeatedly for students to become more comfortable with understanding what they are required to write about.
 - Text(s) - Which texts am I writing about?
 - Required - What am I required to write? (i.e. essay, journal, letter, etc.)
 - Assertions - What am I writing about?
- ◆ *Model:*
 - *Text(s) - featured texts from the unit*
 - *Required - essay*
 - *Assertion - I am writing about the Tall Tale character I found most extraordinary. I am finding evidence from the text to support why I think they are the most extraordinary.*

→ **Part 2: Using an SPO, response to the prompt: Now that you have read a few Tall Tales including a story about Thunder Rose and John Henry, which character do you find more extraordinary and why?**

- ◆ Students should be able to write a multi-paragraph response explaining in their own words which character, Thunder Rose or John Henry, is more extraordinary to them and why they feel that way.
- ◆ **Student Exemplar Response:**
 - We have been learning all about what makes up a Tall Tale and why they are so special. I have read stories about Thunder Rose and John Henry. Although I think both of these characters are amazing and unique, if I had to choose between one extraordinary character, I would choose Thunder Rose over John Henry. Thunder Rose was extraordinarily special on the inside of her body and the outside. She had many amazing qualities that made her spectacular!
Thunder Rose was born strong. Just moments after she was born, she named herself Rose and the day after that she was drinking milk straight from the cow! As she grew older she continued to help her parents with the animals around the barn. It was her parents who added Thunder to her name.
Thunder Rose had amazing skills like building a fence without help, getting the steers to listen to her by just grabbing their horns, and she was even able to make an animal fall asleep by singing it a lullaby! Also, Rose was a good citizen, she worked harder than anyone on her family's farm, she lassoed and tied hooligans that were causing trouble off to jail, she fought with the clouds to make rain. However what makes Thunder Rose so extraordinary was when she realized that she possessed qualities like strength and toughness on the outside but on the inside she had passion and heart. When the weather was not cooperating with her to make enough rain with dangerous weather, Thunder Rose lifted her heart and unleashed her song of thunder. Meaning she reached deep inside herself and sang a melody that was honest and true. Because of that song, the tornadoes stopped and it finally started to rain like Rose wanted it to.
Every Tall Tale has extraordinary things happen inside of them. In a Tall Tale both physical strength and what is on the inside of the person counts equally. Thunder Rose's story is extraordinary because she too was special both inside and out. This tale shows her not only performing amazing feats of strength but acting on her inner strength too. Because she has special, extraordinary characteristics both inside and outside her body, Thunder Rose is more extraordinary than John Henry and a true Tall Tale heroine!

→ **Part 3: Revise and Edit:**

- ◆ Provide students with a Revise and Edit checklist. This can be completed with a peer or independently.

→ **Part 4: Publish:**

- ◆ After revising and editing is complete, allow students to write a final draft. This can be typed or completed on lined paper.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection
- Teacher will stop and ask questions about the content and vocabulary that is being discussed during the lesson.
- Daily Instructional Task will serve as a summative assessment for this lesson.

Differentiation:

- Include pictures with vocabulary words
- Review Characters- through anchor charts, notes, Venn Diagram, etc.
- Provide sentence stems to assist with writing in complete sentences.
- Allow for group/ partner work before independent practice to get ideas together
- For non-writers, draw a picture and label words.

Possible Misconceptions:

- Students may not understand what they are being called to do.
- Students may have difficulty engaging more than one text in the same writing task.
- Students may not know how to correctly incorporate textual evidence.
- Students may not know how to construct multi-paragraph essays.
- Students may not have experience with the writing process (i.e. multiple drafts).

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

Grade 3: Unit 5 - Poetry

| Unit Summary: (Overall learning of the unit) | | | |
|---|--|---|---|
| Unit Title: Poetry | | Content Area: ELA | |
| | | Grade Level: 3 | |
| <p>Unit Description: Students will engage in a unit that explores poetry written by a diverse number of poets. Students will be able to recognize, understand, and analyze poetry by reading different forms of poetry using voice and expression. Students will read selections by both classic and modern poets. Poetry selected in this unit will allow students to explore the elements of poetry. Later in the unit, students will use poetry to make connections to historical events related to Civil Rights. Students will write in response to the poems using opinion and informational writing.</p> | | | |
| <p>Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p> | | <p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p> | |
| <ul style="list-style-type: none"> • What is a poem? • What are the elements of poetry? • Can we compare and contrast different poems? Are there elements that are similar and elements that are different? • What kind of words did the poet use to help visualize or “see” what was happening in the poem? | | <ul style="list-style-type: none"> • Poets employ a variety of poetic elements to evoke feelings and emotions in the reader. • Readers analyze the effects of different poetic elements on the overall tone, mood, and message of the poem. • Readers can uncover a poet’s theme and tone by analyzing important words, lines, or illustrations. • Poets create poetry to express feelings, describe ordinary occurrences in life, and to drive change in our world/country. • Readers examine connections to modern or historical social issues that exist within poetry. | |
| Unit Vocabulary | | | |
| <ul style="list-style-type: none"> • alliteration • compare and contrast • figurative language • line • illustrator • imagery | | <ul style="list-style-type: none"> • metaphor • poetry • poem • poet • repetition • rhyme/rhyme scheme | |
| | | <ul style="list-style-type: none"> • simile • speaker • stanza • tone • verse | |
| Focus Standards | | | |
| <p>RI RI.TS.3.4. RI.IT.3.3. RI.CR.3.1.</p> | <p>RL RL.TS.3.4. RL.CR.3.1. RL.MF.3.6. RL.CI.3.2.</p> | <p>SL SL.PE.3.1. SL.II.3.2. SL.UM.3.5.</p> | <p>W W.IW.3.2. W.RW.3.7. W.AW.3.1. W.NW.3.3.</p> |

| Assessments | | |
|--|---|--|
| <ul style="list-style-type: none"> • Class Discussions • Turn-and-Talk Activities • Daily Instructional Tasks • Notebook Responses | <ul style="list-style-type: none"> • Culminating Writing Task <ul style="list-style-type: none"> ◦ Lesson 16 (Portfolio Artifact) • Poetry Reading Recording | |
| Integration of 21 st Century Skills | Integration of Technology | Resources |
| <ul style="list-style-type: none"> • 9.4.5.CI.3 • 9.4.5.DC.4 • 9.4.5.GCA.1 • 9.4.5.IML.6 | <ul style="list-style-type: none"> • Google Classroom • Google Forms/Docs/Slides • Audio • Videos • Padlet | <ul style="list-style-type: none"> • <i>Days Like This</i> by Simon James • <i>Read Aloud Rhymes for the Very Young</i> selected by Jack Prelutsky • <i>The Random House Books of Poetry for Children</i> Selected by Jack Prelutsky • <i>Change Sings</i> by Amanda Gorman • <i>I, Too, Am America</i> by Langston Hughes • <i>Poetry for Young People</i>, Langston Hughes • Pullman Porters- Ordinary Men, Extraordinary History • Similes and Metaphors YouTube • Langston Hughes Biography for Kids • The Hill We Climb by Amanda Gorman |
| Summary of Key Learning | | |
| <p><u>Lesson 1:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about the basic elements of a poem. • I am learning how the basic elements of poetry work together. • I am learning to write an opinion piece using evidence to support my ideas. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can distinguish poetry from other genres. • I can identify the basic elements of a poem. • I can write an opinion piece using evidence to support my ideas. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Introduce Elements (RL.TS.3.4), Read Aloud/Identifying Elements in a Poem (RL.TS.3.4., SL.PE.3.1.), Daily Instructional Task: Opinion Writing (W.AW.3.1.) | <p><u>Lesson 2:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about rhyming words. • I am learning to identify rhymes in a poem.. • I am learning to write a poem that has a rhyme scheme. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can define what a rhyme is. • I can demonstrate recognition of rhyming words. • I can write a 4 line poem that rhymes. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Understanding Rhyme Turn and Talk (SL.PE.3.1., RL.TS.3.4.), Coupled Rhymes Read Aloud/Discussion (RL.TS.3.4., SL.PE.3.1), Alternating Rhymes Partner Activity (L.RF.3.4.A, SL.PE.3.1.), Daily Instructional Task: Identifying Rhymes Daily Instructional Task (L.RF.3.4.A., RL.TS.3.4.), Extension Activity: Writing a 4-Line Poem (W.RW.3.7.) | <p><u>Lesson 3:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about repetition while using my prior knowledge on the other elements of poetry. • I am learning to identify the important idea in a poem by paying close attention to repetition. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify repetition in a poem. • I can explain how repeated words in a poem help me understand the important idea. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Review (RL.TS.3.4.), Introduce Poem (RL.TS.3.4.), Identify Repetition in a Poem (L.RF.3.4.A, SL.PE.3.1.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) |

| | | |
|---|--|---|
| <p><u>Lesson 4:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about repetition in poetry. • I am learning how to identify the important idea in a poem by paying close attention to repetition. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify repetition in a poem. • I can explain how repeated words in a poem help me understand the important idea. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Review Repetition (RL.TS.3.4., SL.PE.3.1.), Introduce Poem (L.RF.3.4.A), Identifying Repetition (RL.CR.3.1, SL.PE.3.1.), Daily Instructional Task: Explanatory Writing Paragraph(W.IW.3.2.) | <p><u>Lesson 5:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to identify rhymes and rhyme patterns in a poem. • I am learning to describe the effects that rhyme has on the rhythm of a poem. • I am learning to describe the effects that repetition has on the rhythm of a poem • I am learning about syllables and how they are used to create rhythm. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify rhymes and rhyme patterns in a poem. • I can describe the effects that rhyme and syllables have on the rhythm of a poem. • I can describe the effects that repetition has on the rhythm of a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • What is Rhythm Discussion (RL.TS.3.4., SL.PE.3.1.), Read Aloud/Identifying Rhythm (RL.TS.3.4., SL.PE.3.1.), Stressed and Unstressed Syllables Discussion & Video (RL.TS.3.4.), Understanding Rhythm in Poems Partner Read & Discussion (L.RF.3.4.A., SL.PE.3.1., SL.II.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2., RL.TS.3.4.) | <p><u>Lesson 6:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to identify alliteration in poetry. • I am learning to identify the purpose of alliteration in poetry. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify alliteration in poetry by underlining it in a poem. • I can identify the purpose of alliteration in poetry. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Introduction- KWL Chart (L.VI.3.3., SL.PE.3.1.), Alliteration Anchor Chart ((L.VI.3.3.), Identifying Alliteration Group Activity (L.VI.3.3., L.RF.3.4.A, SL.PE.3.1., RL.CR.3.1.), Identifying Alliteration Independent Activity (L.VI.3.3., L.RF.3.4.A, RL.TS.3.4.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) |
| <p><u>Lesson 7:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to identify similes and metaphors in poetry. • I am learning to differentiate between similes and metaphors. • I am learning to interpret the meanings of similes and metaphors in context. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify similes and metaphors in poetry. • I can understand the difference between simile and metaphor. • I can understand the meaning of similes and metaphors. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • What are Similes & Metaphors Discussion (L.VI.3.3., SL.PE.3.1.), Identifying and Understanding Similes Group Activity (L.VI.3.3., L.RF.3.4., SL.PE.3.1., SL.II.3.2.), Identifying and Understanding Metaphors Group Activity (L.VI.3.3., L.RF.3.4., SL.PE.3.1., SL.II.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) | <p><u>Lesson 8:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to use my five senses to better understand a poem. • I am learning about the purpose of using imagery (sensory images) in writing. • I am learning how to identify sensory images in poems. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use my five senses to describe a specific object . • I can identify and explain why imagery is used in a poem. • I can identify examples of imagery in poems. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Introducing Imagery Discussion (SL.PE.3.1.), Read Aloud-Identifying Sensory Words (RL.TS.3.4., RL.MF.3.6., L.RF.3.4, SL.PE.3.1.), Daily Instructional Task: Identifying Sensory Words (W.IW.3.2.) | <p><u>Lesson 9:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to analyze rhyme patterns in a poem and how rhyme affects rhythm. • I am learning to write an informative paragraph about poetic elements in a poem. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can analyze rhyme patterns in a poem by describing how rhyme can affect the rhythm of a poem. • I can write a paragraph describing the poetic elements used by the author of the poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Introducing <i>Change Sings</i> Discussion (SL.PE.3.1.), Review Rhythm and Rhyme (RL.TS.3.4., SL.PE.3.1.), Read Aloud-Analyzing Rhythm and Rhyme (L.RF.3.4, RL.TS.3.4., SL.PE.3.1., SL.II.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) |
| <p><u>Lesson 10:</u></p> <p>Learning Intention:</p> | <p><u>Lesson 11:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about the Pullman Porters. | <p><u>Lesson 12:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to ask and answer questions about a text. |

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • I am learning how to use the words and illustrations in the poem to identify the message. • I am learning how to use the message in the text to write a complete sentence about something I would like to change in the world. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can use the words and illustrations in the poem to understand the message in a poem. • I can use the message in the text to write a complete sentence about something I would like to change in the world. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read Aloud/Review <i>Change Sings</i> (SL.PE.3.1., RL.CI.3.2., L.RF.3.4), Asking & Answering Questions to Find the Message (RL.TS.3.4., RL.MF.3.6., L.RF.3.4, SL.II.3.2., RL.CI.3.2.), Interactive Writing (W.IW.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) | <ul style="list-style-type: none"> • I am learning how the actions of the Pullman Porters influenced the Civil Rights Movement. • I am learning to find the main idea and supporting details in informational text. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can write about the main idea of text and use supporting details. • I can discuss who the Pullman Porters were and their effect on the Black community and the Civil Rights Movement. • I can build background knowledge on a topic before reading poetry. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Previewing Text & Picture Walk (RL.MF.3.6., SL.PE.3.1.), Read Aloud (RL.MF.3.6., SL.PE.3.1.), Video & Graphic Organizer (RI.IT.3.3., SL.II.3.2., SL.PE.3.1.), Pullman Porters Comprehension Activity (RI.IT.3.3., SL.PE.3.1., SL.II.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (W.IW.3.2.) | <ul style="list-style-type: none"> • I am learning to understand the message and meaning of poems. • I am learning to use the illustrations in a poem to further my understanding. • I am learning to connect poetry to historical events. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can ask and answer questions about the poem “I, Too, Am America”. • I can analyze the poem through discussion to understand the meaning. • I can analyze illustrations in the poem and explain their meaning. • I can connect “I, Too, Am America” to the Civil Rights Movement. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Video (RI.IT.3.3., SL.PE.3.1.), Asking and Answering Questions (RL.CR.3.1., RL.MF.3.6., RI.IT.3.3., L.RF.3.4., SL.PE.3.1.), Daily Instructional Task: Explanatory Writing Paragraph (RL.CI.3.2., SL.II.3.2., W.IW.3.2.) |
| <p>Lesson 13:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about repetition in poetry. • I am learning how to identify the important idea in a poem by paying close attention to repetition. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify repetition in a poem. • I can explain how repeated words in a poem help me understand the important idea. • I can explain how repetition creates rhythm in a poem. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Review Repetition & Rhythm (RL.TS.3.4., SL.PE.3.1.), Analyzing Poetry (RL.CR.3.1., RL.TS.3.4., L.RF.3.4.A, SL.PE.3.1., RL.MF.3.6.), Daily Instructional Task: Poetry Reading with Padlet (L.RF.3.4.A) | <p>Lesson 14:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to analyze the mood and tone of a poem by using the words and illustrations. • I am learning to analyze the central message of a poem by using the words and illustrations. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can analyze the mood and tone of a poem by using the words and illustrations. • I can analyze the central message of a poem by using the words and illustrations. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Model Analyzing Tone & Mood (RL.TS.3.4., RL.MF.3.6.), Group Activity- Analyze Tone and Mood (RL.CR.3.1., RL.TS.3.4., RL.MF.3.6., L.RF.3.4., SL.PE.3.1.), Interactive Writing (RL.CR.3.1., RL.TS.3.4., RL.MF.3.6., SL.PE.3.1., W.IW.3.2.), Daily Instructional Task: Explanatory Writing Paragraph (RL.CR.3.1., RL.TS.3.4., RL.MF.3.6., W.IW.3.2.) | <p>Lesson 15:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to ask and answer questions about the poem in order to understand key details. • I am learning to use information from a poem to demonstrate understanding of the author’s message. • I am learning to connect poetry with a series of historical events (Civil Rights) <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can ask and answer questions about a poem in order to better understand the author’s message. • I can use information from a poem to demonstrate understanding of information and make a connection to the Civil Rights Movement and Black History. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Read Aloud/Making Connections (RL.CR.3.1., RI.IT.3.3., SL.PE.3.1.), Making Connections- Partner Activity (RL.CR.3.1., RI.IT.3.3., SL.PE.3.1.), Interactive Writing (W.IW.3.2., RI.IT.3.3.), Daily Instructional Task: Explanatory Writing Paragraph (RL.CR.3.1., RI.IT.3.3., W.IW.3.2.) |
| <p>Lesson 16:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to analyze and compare themes across multiple poems. • I am learning to organize my ideas into paragraphs. | | |

Success Criteria:

- I can analyze and compare themes across multiple poems.
- I can organize my ideas into paragraphs.

Instructional Routines:

- Daily Instructional Task: Explanatory Writing Paragraph (RL.CR.3.1., RL.TS.3.4., RL.MF.3.6., W.IW.3.2.)

Daily Lesson Plans

| Lesson 1 | | | |
|---|-------------------------------------|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Introduction to Poetry | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning about the basic elements of a poem. ● I am learning how the basic elements of poetry work together. ● I am learning to write an opinion piece using evidence to support my ideas. | | <ul style="list-style-type: none"> ● I can distinguish poetry from other genres. ● I can identify the basic elements of a poem. ● I can write an opinion piece using evidence to support my ideas. | |
| NJSL Standards | | | |
| <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>L.RF.3.4.A. Read grade-level text with purpose and understanding.</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.AW.3.1. Write opinion pieces on topics or texts, supporting a point of view to present an idea with reasons and information.</p> | | | |
| Key Instructional Practices | | | |
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> ● What is the title of the text? ● What type of genre do you think this text is? Why? ● Who writes a poem? ● What do you see in the picture? Is there another word third graders might use when referring to pictures in the text? ● Why is knowing what a line and stanza is important when reading a poem? ● Do grownups in your life keep busy? ● What is one thing that keeps them busy or has them always rushing? | | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> ● This poem suggests that adults are busier than children. Do you agree? ● In your opinion, are adults busier than children? Provide and explain reasons to support your opinion. | |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> <li style="width: 50%;">● Poem <li style="width: 50%;">● Line <li style="width: 50%;">● Poetry <li style="width: 50%;">● Stanza <li style="width: 50%;">● Poet <li style="width: 50%;">● Illustration <li style="width: 50%;">● Illustrator | | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Lesson 1 Slides ● Labeling Resource- ● Suggested Anchor Chart (should be created with students) ● CUPS Anchor Chart (can be used for the Daily Instructional Task) | |

- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Opinion Task Rubric \(NPS\)](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introduce Elements

1. Start the lesson by having students complete a KWL Chart about poetry. (What you **know**, What you **want** to learn, What you learned)
 - a. Only do the K & W pieces for now. You will go back to the L later.
 - b. You may have students do this independently on sticky notes or work as a class.
2. Introduce students to some of the basic elements and vocabulary needed to understand a poem. As you are discussing these elements, create an anchor chart for students to reference throughout the unit. (You may find examples of anchor charts under lesson resources/materials).
 - a. Key Terms:
 - i. Instead of using the word *story* to describe the text we use the word ***poem***.
 - ii. We call a person who writes a poem a ***poet***.
 - iii. When referring to pictures in the text we use the word ***illustration***.
 - iv. In a poem there are no sentences; instead they are called ***lines***.
 - v. A group of lines in a poem is called a ***stanza***.
3. Use the [slides](#) to read and discuss examples of poetry.

Part 2: Read Aloud and Identifying Elements in Poems

1. Read the poem *A Lazy Thought* aloud.
2. After reading, reinforce the basic elements of poetry by having students identify them within the poem.
3. Go back to the KWL Chart and have students Think-Pair-Write-Share about what they learned about poetry.
 - a. Students may write their ideas on post it notes and add them to the chart.

Part 3: Daily Instructional Task

- This poem suggests that adults are busier than children. Do you agree?
- In your opinion, are adults busier than children? Provide and explain reasons to support your opinion.
 - [Prompt & Checklist](#)
 - [Opinion Task Rubric \(NPS\)](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students will identify poetic elements in the poem *A Lazy Thought*.
- Students will discuss and write about what they learned about poetry with a partner.
- Students will be able to write a paragraph explaining their opinion about a topic related to the poem.

Differentiation:

Possible Misconceptions:

| | |
|--|--|
| <ul style="list-style-type: none"> • Students will be able to work in pairs. • Students will be able to illustrate and label their ideas as needed. • Students will be provided with sentence starters. (as scaffold only) • Some learners may benefit from brainstorming some things adults in their lives do before writing their paragraph. • Some students may benefit from using the Single Paragraph Outline to organize their ideas. | <ul style="list-style-type: none"> • Students might only recognize poetry with rhyme. • Students might not understand the format and punctuation differences in poetry, and how these components contribute to rhythm. |
|--|--|

| |
|---|
| <p>Teacher Notes:</p> <ul style="list-style-type: none"> • Students may continue working on the DIT during centers the following day. |
|---|

| Lesson 2 | | | |
|--|------------------------------|---|-------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Rhyme and Rhyme Scheme | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning about rhyming words. • I am learning to identify rhymes in a poem. • I am learning to write a poem that has a rhyme scheme. | | <ul style="list-style-type: none"> • I can define what a rhyme is. • I can demonstrate recognition of rhyming words. • I can write a 4 line poem that rhymes. | |
| NJSL Standards | | | |
| <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>L.RF.3.4.A Read grade-level text with purpose and understanding.</p> <p>SL.PE.3.1. 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.</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> • What is a rhyme? • Where are the rhyming words in the poems? • How can we identify the rhyming words in a poem? | | <ul style="list-style-type: none"> • Identifying Rhymes DIT • Students will write a 4 line poem that rhymes and will be able to highlight and explain their rhymes within their poem. | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> • Rhyme • Rhyme Scheme | | <ul style="list-style-type: none"> • Text: Read Aloud Rhymes for the Very Young <ul style="list-style-type: none"> ○ <i>Rainy Days</i> p.13 ○ <i>Humming Birds</i> p.23 | |

○ *Five Year Old* p.29

- Lesson 2 [Slides](#)
- Chart Paper (2 pgs.)
- [Rhyming Anchor Chart](#) (prepared prior to lesson)
- ELA Notebooks
- [Identifying Rhymes DIT](#)
- [DIT Prompt & Checklist](#)
- [Sample Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Understanding Rhyme

1. Gather students together on the rug. On chart paper, write the words “cat” and “bat”. Ask students to turn and talk to their elbow buddy and tell them what they notice about the two words. (Students should recognize that the two words rhyme)
2. Ask students to take a minute and think about words that rhyme and capture it in their heads. Have students turn to their elbow buddy and tell each other what words they thought of that rhyme with one another.
3. On the chart paper, either have the students come up and write the words that they discussed or have them share out and write the words that they shared. Display this anchor chart for students after the lesson so that they have a list of rhyming words to refer to during the Extension Activity.

Part 2: Coupled Rhymes

1. For the next part, ask students to listen to you read two poems. For the first poem, model for students (I do)- explain to the students: Today when you hear a rhyme, clap your hands in order to identify that a rhyme was heard. I will read a poem and model for you first. Record the rhyming words if they have not been put on the anchor chart already.
2. Model by reading Poem #1 *Rainy Day* (pg. 13)

I do not like a rainy day
The road is wet, the sky is gray (clap)
They dress me up, from head to toes,
In lots and lots of rubber clothes (clap)
I wish the sun would come and stay
I do not like a rainy day (clap)

3. Repeat for Poem #2 *Humming Birds* (pg. 23) and have students clap when they hear a rhyme.
4. Turn and Talk: What do you notice about where the rhyming words are in the poem? (The rhyming words come at the end of each sentence/line.)
5. Display *Humming Birds* (pg. 23) on the smart board. Students have already identified that each rhyming word comes at the end of each line, underlining the rhyming words on the board.
6. Point out the rhyming words with students in each line. Identify with them that there are 3 sets of rhyming words.
7. Explain to students that line 1 and line 2 rhyme in this poem, then lines 3 and 4 rhyme, and last, lines 5 and 6. This is called a rhyme scheme.

I think it is a funny thing
That some birds whistle, other sing.
The Warbler warbles in his throat
The Sparrow only knows one note;
But he is better off than some
For Humming Birds can only hum.

8. Give students a copy of *Footnote* (pg. 8)
9. Have students work together in partners or teams to highlight the rhyming words, while actively monitoring students.
 - a. Give students two different color highlighters so they can notice the rhyme scheme.
 - b. Review with students and highlight together on the board.

Part 3: Alternating Rhymes

1. Show students the first stanza of the poem *The Little Turtle* (pg. 20) (There was...the rocks).

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

2. Ask the students to turn and talk to a partner to find the rhymes in this stanza (box, rocks).
3. Ask the students: Where are the rhymes found in this poem? (Acknowledge that the rhyming words are at the end of the lines) What is different about where you find the rhyming words in this poem? (the rhyme is in lines 2 & 4).
4. Discuss with students that rhyming words can be coupled together in two consecutive rhymes or they can alternate line rhymes like in this poem.
5. Show students the 2nd stanza of *The Little Turtle* and ask them to work with their partner to find the rhymes in this stanza (flea/me). Review with class.
6. Have students look at the poem *the Raggedy Dog* (pg. 4). Working with a partner, have students identify the rhymes in this poem. Review.

Part 4: Daily Instructional Task

- [Rhyming DIT](#)
 - [Prompt & Checklist](#) (last question)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)
- **Writing a 4-Line Poem**
 1. Review rhyming anchor charts with students.
 2. Either show students a teacher-created model of a 4 line rhyming poem OR write a 4 line poem together using interactive writing.
 3. Ask students to work either in pairs or on their own to try to write a 4 line rhyming poem.
 - a. If students have extra time, they can create a piece of art that goes along with their poem.
 4. Have students share out when they are done!

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students will share with their thinking partner throughout the lesson and the teacher will actively monitor to take observational notes as students are doing this.
- Teacher will actively monitor during student note taking.
- Daily Instructional Task
- Sharing poems (if written)

Differentiation:

- Students will work together in pairs (turn and talk, partner work)
- Students may be given vocabulary definitions and rhyme sheet to glue into their notebooks if needed.

Possible Misconceptions:

- Many students think words need to have similar spelling in order to rhyme (*cat* and *bat* both end in -at). Reinforce that rhyming depends on sound, not always on spelling. Words like *seat* and *feet* rhyme even though the spelling is different.

Teacher Notes:

- Optional stopping point for Day 1: The end of Part 2. Continue with Parts 3 & 4 on Day 2.
- Use the Informational/Explanatory Task Rubric for the last question on the DIT: “How are the rhymes in the poems *Joyful* and *The Butterfly* different from one another?”
- Writing a 4-line rhyming poem can be given as a homework assignment if there is not enough time during the lesson.

| Lesson 3 | | | |
|---|-------------------------------------|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Repetition in Poetry | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning about repetition while using my prior knowledge on the other elements of poetry. ● I am learning to identify the important idea in a poem by paying close attention to repetition. | | <ul style="list-style-type: none"> ● I can identify repetition in a poem. ● I can explain how repeated words in a poem help me understand the important idea. | |

NJSLS Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

L.RF.3.4.A Read grade-level text with purpose and understanding.

SL.PE.3.1. 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.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What words or lines do you see being repeated in this poem?
- Why do you think the poet repeats these words in the poem?
- What does the repetition of these words teach us about cats?

Daily Instructional Tasks:

- In the poem *Cat's Menu*, how does the poet use repetition to teach the reader about cats? Write a paragraph using evidence from the poem to support your answer.

Vocabulary:

- Repetition

Learning Resources/Materials:

- Poem: "I'm Really Not Lazy" *The Random House Book of Poetry for Children*
- Poem: "Cat's Menu" *The Random House Book of Poetry for Children*
- Lesson 3 [Slides](#)
- [Repetition Anchor Chart](#)
- [Elements of Poetry Anchor Chart](#) (You may choose which anchor chart you think would be most appropriate to use with your students)
- Highlighters
- Sticky Notes
- Parking Spot for Ideas (Anchor Chart where students can place their sticky notes)
- ELA notebook
- If possible, a copy of the poems
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Review Previously Learned Skills and Introduce Poem

1. Start the lesson by discussing and recalling some of the elements of poetry that have been discussed so far.
2. After reviewing, explain repetition in poetry by creating an anchor chart with students. (You may find examples of anchor charts under lesson resources/materials)
 - Anchor chart should include a definition and examples of repetition.

- Definition- When a word, line or phrase is written over and over.
- Example- Use the poem "I'm Really Not Lazy" as the example. Be sure to highlight all the words that repeat.

I'm really not lazy –
 I'm not!
 I'm not!
 It's just that I'm thinking
 And thinking
 And thinking
 A lot!
 It's true I don't work
 But I can't!
 I just can't!
 When I'm thinking
 And thinking
 And thinking
 A lot!

- Ask students why they think the poet chose to repeat those lines. What is special about them? Allow students to turn and talk to their partners and discuss as a class.
 - Discuss how repetition can help us find the most important ideas in a poem. In "I'm Really Not Lazy," the poet repeats "I'm not!" to emphasize the idea that they are not lazy.
3. Next, introduce the poem *Cat's Menu* to students. As you are introducing the poem, you can have students identify some elements of poetry that they have already become familiar with:
- Poem
 - Poet
 - Illustration
 - Rhyme

Part 2: Identify Repetition in a Poem

1. Let students know that they will be looking for repetition in *Cat's Menu*. Be sure to ask a recall question about repetition before starting.
 - Recall Question- What do you know about repetition?
2. Have students read the poem with their partner and look for words or lines that repeat. Then, have students highlight the repeated words/lines in the poem.

I eat what I wish –
 It's a matter of taste.
 Whether liver or fish,
 I eat what I wish.
 Putting scraps in my dish
 Is a terrible waste.
 I eat what I wish –
 It's a matter of taste.

3. Have students discuss with their partner why they think the poet repeats these lines. What is the most important idea in this poem?

Part 3: Daily Instructional Task

- In the poem *Cat's Menu*, how does the poet use repetition to teach the reader about cats? Write a paragraph using evidence from the poem to support your answer.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students will share with their thinking partner the words or line that repeats. While students are holding the discussion with their thinking partner, be sure to take notes on student understanding and misconceptions.
- Daily Instructional Task

Differentiation:

- Students will be able to work in pairs.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.
- Students will be provided with sentence starters if needed.
 - *Ex: The poet wants readers to know...*
 - _____.

Possible Misconceptions:

- Students might initially think that any word repeated is significant. For example: the poet says the word "I" 10 times. Explain that they are looking for key words and ideas that tell them something about the poem or poet.

Teacher Notes:

- Optional stopping point for Day 1: The end of Part 1. If students move quickly through Part 1, continue with the rest of the lesson on Day 1.

Lesson 4

| | | | |
|--|-------------------------------------|---|------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Repetition in Poetry | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> ● I am learning about repetition in poetry. ● I am learning how to identify the important idea in a poem by paying close attention to repetition. | | <ul style="list-style-type: none"> ● I can identify repetition in a poem. ● I can explain how repeated words in a poem help me understand the important idea. | |

NJSLS Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter,

scene, and stanza; describe how each successive part builds on earlier sections.

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

L.RF.3.4.A Read grade-level text with purpose and understanding.

SL.PE.3.1. 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.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What words or lines do you see being repeated in this poem?
- Why do you think the poet repeats these words in the poem?
- What does the repetition of these words teach us about ourselves?

Daily Instructional Tasks:

- Students will work with a partner to highlight words or lines that are repeated within the poem *Me I Am*.
- Why did the author choose to repeat these words or lines in the poem? Write a paragraph using evidence from the text to support your answer.

Vocabulary:

- Repetition

Learning Resources/Materials:

- Poem: Me I Am *The Random House Book of Poetry for Children*
- Lesson 4 [Slides](#)
- [Repetition Anchor Chart](#)
- [Elements of Poetry Anchor Chart](#) (You may choose which anchor chart you think would be most appropriate to use with your students)
- Highlighters
- If possible, a copy of the poem
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Review Repetition

1. Start the lesson by discussing repetition and evaluating student understanding by asking questions. (You may find examples of anchor charts under lesson resources/materials)
 - Questions:
 - What did we learn about repetition in the previous lesson?
 - Why do poets repeat words or lines?
2. Then, review the anchor chart created in the previous lesson to validate student responses or address any misconceptions students may still have about repetition.
 - Students may think that all words that repeat in a poem are important, which is not the case. Ensuring students understand this is essential to having them fully grasp the element of repetition and the purpose it serves in poetry.

Part 2: Introduce Poem

1. You will then introduce the big idea in the poem that students will be reading in this lesson, by asking them about something that makes them different or unique.
2. After a quick introduction to the poem, you will read the poem together with your students. To keep students engaged during the read aloud, have students coral read the words “Me I Am” in the poem.

Part 3: Daily Instructional Task

- After reading, have students work with their thinking partner to highlight any words or lines that repeat.
- Why did the author choose to repeat these words or lines in the poem? Write a paragraph using evidence from the text to support your answer.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Extension Activity:

- Using “Me I Am” as inspiration, students will write acrostic poems about the things that make them unique. Provide an example to show students how to format an acrostic poem (included in the slides).

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- After working independently to identify words and lines that repeat, students will share with their thinking partner the words or lines that they highlighted. While students are sharing their work with their thinking partner they will also discuss the question “Why do you think the poet repeats these words in the poem?”

Differentiation:

- Students will be able to work in pairs.
- Students can be paired up with students who are on a different reading level so they can provide each other with support.
- Students will be provided with sentence starters.
- For their acrostic poems, students can write single words for each letter, or write multiple words/sentences.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Students may think that all words that repeat in a poem are important, which is not the case. Therefore, ensuring students understand this is essential to having them fully grasp the element of repetition and the purpose it serves in poetry.

Teacher Notes:

- Students can create acrostic poems using only one word for each letter, multiple words, or a sentence. Differentiate tasks based on the student.
- Acrostic poems can be given for homework if there is not enough time during the lesson.

| Lesson 5 | | |
|--------------------------------|-------------------------------------|--|
| Grade: 3rd | Unit: Poetry | Lesson Title: Rhyme, Rhyme Scheme, & Rhythm |
| Instructional Days: 1-2 | | |
| Learning Intentions | Success Criteria | |

- I am learning to identify rhymes and rhyme patterns in a poem.
- I am learning to describe the effects that rhyme has on the rhythm of a poem.
- I am learning to describe the effects that repetition has on the rhythm of a poem.
- I am learning about syllables and how they are used to create rhythm.

- I can identify rhymes and rhyme patterns in a poem.
- I can describe the effects that rhyme and syllables have on the rhythm of a poem.
- I can describe the effects that repetition has on the rhythm of a poem.

NJSLS Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

L.RF.3.4.A. Read grade-level text with purpose and understanding.

SL.PE.3.1. 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.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How do rhyme patterns create rhythm in a poem?
- How does the use of stressed and unstressed syllables create rhythm in a poem?
- Can the words create a beat in the poem like a song?

Daily Instructional Tasks:

- Think about the ways that poets create rhythm in a poem.
- How are songs and poems the same or similar? Write a paragraph using evidence from the songs and poems we examined to support your answer.

Vocabulary:

- Rhyme
- Syllable
- Stressed Syllable
- Unstressed Syllable
- Rhythm

Learning Resources/Materials:

- Random House Book of Poetry
- Lesson 5 [Slides](#)
- Screencastify [Video](#)
- Suggested [Rhythm Anchor Chart](#)
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: What is Rhythm- Introduction & Read Aloud?

1. Gather students together on the rug. Activate prior knowledge: What do you think Rhythm is? Have students think and share out.

2. Define rhythm with students: Rhythm is a strong, repeated, pattern of sound.
3. Explain to students that music has rhythm and that's the most common place we hear rhythm.
4. Tell students today they will be finding rhythm in music and then in poems.
5. Have students listen to songs and clap or tap along with the beat. Some examples could be [Uptown Funk \(Kidz Bop Version\)](#), [Happy by Pharrell](#).
6. Ask students: What do songs use to create rhythm? (bass, guitars, instruments, etc.)
7. Explain in poetry, poems don't have instruments to create rhythm, instead they use repeated words, rhyming words, and alliteration to create a rhythm or a beat.
8. Read *The Secret Song* on pg. 24 of *The Random House Book of Poetry for Children* rhythmically for students.
9. Ask the students to turn and talk and discuss what they heard as you were reading.
10. Read a second time clapping, tapping your fingers or toes.

Part 2: Stressed and Unstressed Syllables in Poetry

1. Explain to students that if there are no rhymes in a poem that the author will use stressed and unstressed syllables.
2. Define syllable: a syllable is the number of times you hear the sounds of a vowel when pronouncing words.
3. Connect to phonics when students learn about syllables and multisyllabic words.
4. Explain when you stress a syllable you put more emphasis on that part of the word. When you do not stress a syllable or use an unstressed syllable, you put less emphasis on a part or sound of the word. That alternation between stressed and unstressed syllables create rhythm for the reader.
5. Play Screencastify [Video](#). When the video is done, ask students to turn and talk with their partner to state 1 take away they had from the segment of the video.

Part 3: Understanding Rhythm in Poems

1. On chart paper or displayed on the Smart Board, have the poem *I'm Glad the Sky is Painted Blue* (pg.22) ready to be shown to students. Read once to students overly emphasizing stressed syllables.
2. Ask the students to read the poem in their head. Then, have students turn and talk and read the poem to their elbow buddy. Student 1 should go first and Student 2 should listen, then they will switch.
3. Ask students: Do you see any repeated words in this poem? Do you see or hear any rhyming words in this poem?
4. Turn and talk: What do you think creates rhythm in this poem? (meter [stressed/unstressed syllables], repeated words)
5. Display *First Snow* (pg. 31) and read along with students.
6. Ask students to practice this poem by reading rhythmically to their partners.
7. Turn and Talk: Do you notice any repeated words or rhyming words? Discuss with students. Address misconception: A poem can use multiple elements or devices to create rhythm. Rhythm can be created by rhyme AND meter at the same time.
8. Repeat with *Camel* (pg.57) and *Cats* (pg. 68)
9. Optional Poems: *Did You?* (pg. 106)

Part 4: Daily Instructional Task

- Think about the ways that poets create rhythm in a poem.
- How are songs and poems the same or similar? Write a paragraph using evidence from the songs and poems we examined to support your answer.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students will share with their thinking partner throughout the lesson and the teacher will actively monitor to take observational notes as students are doing this.
- Teacher will actively monitor during student note taking.
- Daily Instructional Task

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Explain that the word “stress” can have multiple meanings. Students might misunderstand how this word is used.

Teacher Notes:

- Optional stopping point for Day 1: The end of Part 1 (Part 2 if you have time)
- You will view the video using Screencastify, rather than YouTube. It should open in a new tab when you click the link.
- You may determine which poems after *I'm Glad the Sky is Painted Blue* you choose to discuss with your students.

| Lesson 6 | | | |
|--|-------------------------------------|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Alliteration in Poetry | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to identify alliteration in poetry. • I am learning to identify the purpose of alliteration in poetry. | | <ul style="list-style-type: none"> • I can identify alliteration in poetry by underlining it in a poem. • I can identify the purpose of alliteration in poetry. | |
| NJSL Standards | | | |
| RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. L.RF.3.4.A Read grade-level text with purpose and understanding. SL.PE.3.1. 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. L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What do you notice about the words in this line?
- What is the same about these words?
- Why do you think poets use alliteration?

Daily Instructional Tasks:

- Based on what you read, why do poets use alliteration? Write a paragraph using evidence from the poem to support your answer.

Vocabulary:

- Alliteration

Learning Resources/Materials:

- Poem: "Spring" *The Random House Book of Poetry for Children*
- Poem: "Sing Me a Song of Teapots and Trumpets" *The Random House Book of Poetry for Children* (pg. 193)
- Lesson 6 [Slides](#)
- [K-W-L Chart](#)
- [Video: Jack Hartman -Alliteration is Cool](#)
- [Anchor Chart: Alliteration](#)
- Anchor Chart Paper
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introduction

1. Start the lesson by completing a K-W-L chart about poetry. Students should have more to add than they did the first day of the unit. Be sure to come back to this chart at the end of the lesson so that students can add what they have learned today.
2. After having students complete the chart, listen to a [video](#) about alliteration.
3. Before having students watch the video, set a purpose. Tell them you want them to pay close attention to the words or phrases in the video and see if there are things that are similar.
4. Have students share what they learned about alliteration with their thought partner. You can add these ideas to the KWL chart.
5. Create an anchor chart about alliteration. Be sure that your anchor chart includes a definition for alliteration and examples. (You may find examples of anchor charts under lesson resources/materials)
6. As you are creating the anchor chart, ask students why they think poets might use alliteration.
 - a. You will come back to this question at the end of the lesson & add that information to your anchor chart.

Part 2: Identifying Alliteration

1. Present students with the poem "Spring"
2. Tell students that they will be helping you find examples of alliteration in this poem. Work together to highlight these examples.
 - I'm shouting
 - I'm singing
 - I'm swinging through trees
 - I'm winging sky-high

With the buzzing black bees.
I'm the sun
I'm the moon
I'm the dew on the rose.
I'm a rabbit
Whose habit
Is twitching his nose.

I'm lively
I'm lovely
I'm kicking my heels.
I'm crying "Come dance"
to the freshwater eels.
I'm racing through meadows
Without any coat
I'm a gamboling lamb
I'm a light leaping goat
I'm a bud
I'm a bloom
I'm a dove on the wing.
I'm running on rooftops
And welcoming Spring!

Part 3: Identifying Alliteration Independently

1. Before having students identify alliteration independently, have them use the example you worked on together to tell their thought partner what alliteration is.
2. As students are discussing, take notes on misconceptions they might have.
 - *For Example-students may think that alliteration are words that start with the same letter.*
3. After discussion, have students share some key points that they heard their thought partner saying.
 - *For Example-*
 - *Alliteration is when two or more words start with the same beginning sound.*
 - *Alliteration helps to make the poem more interesting.*
 - *Poets use alliteration to create a rhythm or grab the reader's attention*
4. Have Students find examples of alliteration independently using the poem *Sing Me a Song of Teapots and Trumpets*. They may read the poem with a partner.

Sing me a song
of teapots and trumpets:
Trumpots and teapets
And tippets and taps,
trippers and trappers
and jelly bean wrappers

and pigs in pajamas
with zippers and snaps.

Sing me a song
of sneakers and snoopers:
Snookers and sneapers
and snappers and snacks,
snorkels and snarkles
a seagull that gargles,
and gargoyles and gryphons
and other knickknacks.

Sing me a song
of parsnips and pickles;
and pumpkins and pears,
plumbers and mummers
and kettle drum drummers
and plum jam (yum-yum jam)
all over their chairs.

Sing me a song—
but never you mind it!
I've had enough
of this nonsense. Don't cry.
Cries and fliers
and onion ring fryers—
It's more than I want to put up with!
Good-by!

5. Be sure to go over the examples students found and write them on an anchor chart.

Part 4: Daily Instructional Task

- Based on what you read, why do poets use alliteration? Write a paragraph using evidence from the poem to support your answer.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)
- Extension Activity: Students will get partnered up with a classmate and they will use the first letter of their name to write their own sentence using alliteration. Students can use some of the examples they find on the anchor chart as a guide.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Teacher will take notes as students are discussing and sharing with their thinking partner.
- Students will have to highlight examples of alliteration in *Sing Me a Song of Teapots and Trumpets*.
- Students will describe why poets use alliteration in the Daily Instructional Task.
- Students will write their own alliterative sentences which will provide the teacher with greater insight on whether or not students understand the element of alliteration.

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may need to discuss the terms teapots and trumpets before reading the poem.
- Some students may need to be provided with an example of alliteration that they may be more familiar with.
- Poems may be shortened for students if you feel that it may be necessary.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Students may think that alliteration are words that start with the same letter, even if the letter doesn't make the same sound in both words.

Teacher Notes:

- You will view the video using Screencastify, rather than YouTube. It should open in a new tab when you click the link.
- Optional stopping point for Day 1: The end of Part 2.

| Lesson 7 | | |
|---|-------------------------------------|---|
| Grade: 3rd | Unit: Poetry | Lesson Title: Simile and Metaphor |
| | | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> • I am learning to identify similes and metaphors in poetry. • I am learning to differentiate between similes and metaphors. • I am learning to interpret the meanings of similes and metaphors in context. | | <ul style="list-style-type: none"> • I can identify similes and metaphors in poetry. • I can understand the difference between simile and metaphor. • I can understand the meaning of similes and metaphors. |
| NJSL Standards | | |

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings
 L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 SL.PE.3.1. 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.
 SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
 W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is a simile? What is a metaphor?
- What is the difference between a simile and metaphor?
- Why do authors use similes and metaphors in poetry?

Daily Instructional Tasks:

- What does Elizabeth Acevedo mean when she writes, “but just know / you contain waves, / you are an ocean, / your heart is as large as lakes”? Write a paragraph using evidence from the text to support your ideas.

Vocabulary:

- Simile
- Metaphor

Learning Resources/Materials:

- *Random House Book of Poetry*
- Lesson 7 [Slides](#)
- Screencastify [Video](#)
- Simile and Metaphor [Notecatcher](#)
- [Similes & Metaphors Anchor Chart](#)
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: What are similes? What are metaphors?

1. Explain to students that they will be learning about two types of figurative language today. Figurative language is language that describes something in a creative way. The two types of figurative language are simile and metaphor. Writers use similes and metaphors to compare things in a more creative way.
2. Give students their Simile and Metaphor Notecatcher or have students take notes in their notebooks. Suggestion: shrink down the note catcher to notebook size and have students glue in the page.
3. Show students the anchor chart.
4. Simile: a simile compares two things using the words like or as.
5. For example: busy as a bee, bright like a diamond, as hungry as a bear, flat as a pancake, hard as a rock, etc. Make sure you are giving the students multiple examples.
6. Turn and talk: What do all of these examples have in common? (response: they all use the word like or as)
 - a. What do you think it means if something is bright as a diamond? What do you think it means that something is hard as a rock? Discuss.
7. Metaphor: A metaphor compares two things by making a direct comparison.

8. Examples: He had a heart of stone, that place is a zoo!, you are the apple of my eye, her tears were a flowing river, you are my sun and stars, the stars were dancing, etc.
9. Turn and talk: What do all of these examples have in common (response: they all make a comparison, they all say things that aren't really happening)
 - a. What do you think it means if the classroom is a zoo? Are there animals in the classroom? Discuss
10. Screencastify [Video](#)
11. Turn and Talk → How are similes and metaphors the same?
12. Everybody Writes → How are similes and metaphors different?

Part 2: Reading poems with similes

1. Show students the first stanza of the poem *Flint* (pg. 23). Model for students how to read and think about the poem. Model how to identify a simile and your thinking for figuring out what the simile means in the poem. For example, think out loud “The first line of the poem says an emerald is as green as grass. I know grass is green so the author is comparing the color of the emerald, which is a gemstone to grass, so I can understand the color of an emerald is green”. Continue with lines 2, 3, and 4. (I do)
2. Show the first stanza of *Alphabet Stew* (pg. 188) on the board. Work together with students to identify then analyze the similes in the poem. (We do)
3. Give students a copy of the poem *Oliphant* (pg. 59). (You do)
4. Have students work together to highlight the similes.
5. Have students go back into the text and discuss with each other then the class what the similes are describing and what they mean in the poem.
6. Have students write their own similes to describe themselves.
 - a. Ex. *John is as fast as a cheetah.*

Part 3: Reading poems with metaphors

1. Show students the poem *Dreams* (pg. 225). Model for students how to read and think about the poem. Model how to identify a metaphor and your thinking for figuring out what the metaphor means in the poem. For example, think out loud “In the first stanza of the poem, the author says that if dreams die then life is a broken-winged bird that cannot fly. I wonder what the author could mean by that? I know that in life you need to have dreams for your future, so maybe the author is saying if you don't have dreams or work hard for your dreams that life can be hopeless like a broken winged bird might feel.” Continue with stanza 2 (I do).
2. Show the students the first stanza of *Pigeons* (pg. 95). Work together with students to identify and analyze the metaphor in the poem (We do).
3. Give students a copy of *The Night is a Big Black Cat* (pg. 33) (You do).
4. Have students work together to highlight the metaphor or metaphors.
5. Have students go into the text and discuss with each other then the class what the metaphor is comparing and describing in the poem and the meaning.
6. Have students write their own metaphors to describe themselves.
 - a. Ex. *Emily is a wise owl.*

Part 4: Daily Instructional Task

- Read the poem [Rock the Boat](#) by Elizabeth Acevedo.
 - Reread lines 35-48.
 - What does Elizabeth Acevedo mean when she writes, “but just know / you contain waves, / you are an ocean, / your heart is as large as lakes”? Write a paragraph using evidence from the text to support your ideas.
 - [Prompt & Checklist](#)
 - [Sample Response](#)

- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Students will share with their thinking partner throughout the lesson and the teacher will actively monitor to take observational notes as students are doing this.
- Teacher will actively monitor during student note taking.
- Daily Instructional Task

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Students might think any sentence using the words “like” or “as” is a simile (Ex. “Trees crack as I pass.”)
 - Make sure students understand that similes need to compare two things.

Teacher Notes:

- Optional stopping point after Part 2. Continue the rest on Day 2.
- Students may continue their picture prompt story during centers the following day.

| Lesson 8 | | |
|--|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Imagery |
| Learning Intentions | | Instructional Days: 1-2 |
| Success Criteria | | |
| <ul style="list-style-type: none"> ● I am learning to use my five senses to better understand a poem. ● I am learning about the purpose of using imagery (sensory images) in writing. ● I am learning how to identify sensory images in poems. | <ul style="list-style-type: none"> ● I can use my five senses to describe a specific object . ● I can identify and explain why imagery is used in a poem. ● I can identify examples of imagery in poems. | |
| NJSL Standards | | |
| <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | | |

L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

SL.PE.3.1. 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.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How can we use our five senses to describe this image?
- What words does the poet use that helps us feel like we are part of the poem?

Daily Instructional Tasks:

- Read the poem *Mountains* and highlight lines in the poem that use imagery to paint a picture of the scene. When you are finished, draw the scene you pictured. Make sure to include details from the poem. Be prepared to explain why you drew the scene the way you did.

Vocabulary:

- Imagery
- Senses

Learning Resources/Materials:

- Poem : Sunning *The Random House Book of Poetry for Children*
- Lesson 8 [Slides](#)
- [Anchor Chart: Imagery](#)
- Sensory Activity #1 [Sheet](#)
- [Gallery Walk Slideshow](#) (Please feel free to make your own copy and add or change any images that you may choose to)
- [Mountains Poem \(DIT\)](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introducing Imagery

1. Lesson will start with an introduction of imagery.
2. You will create an anchor chart with the students and they will discuss their five senses. (You may find examples of anchor charts under lesson resources/materials)
3. After creating the anchor chart, be sure to add words that we can use to appeal to each sense. Students should help you come up with these words.
4. Once the anchor chart is completed, introduce the sensory activity (Optional if there is time).
 - Sensory Activity #1- You can put a piece of candy in a brown bag and have students use their five senses to describe it . (Under lesson resources and materials, you will find a sheet students can complete as they are doing this activity.)
 1. First, students shake the bag to describe the sound it makes.
 2. Second, Students feel from the outside of the bag to describe how it feels.
 3. Then, students open the bag and look at it to describe how it looks.
 4. After, students smell it to describe how it smells.
 5. Finally, students taste it to describe how it tastes.
5. Once sensory activity is complete, you can add any additional words that students come up with to the anchor chart.

Part 2: Read Poem and Identify Sensory Words

1. Start by introducing the poem *Spring is Here!* to students.

Bees are buzzing all around
Collecting pollen near the ground.
Warm breeze blowing on my face
Helps my kite soar and race.
Soft green grass tickles my feet
The smell of new flowers is very
Sweet.
Ice cream makes my mouth feel
Cold
The soggy cone is hard to hold.
The sights of spring are here to
Stay
What a beautiful time to be out
And play!

2. To help them better understand the poem, ask students what they know about spring.
3. Read the poem to students.
4. Have students discuss with their thought partner some of the things they pictured as they were reading this poem.
5. After discussion, reread the poem with students again. This time tell them you are going to be looking for sensory words. (Examples of sensory words in the poem: buzzing, warm, soft, green, tickle, sweet, cold, soggy, beautiful)

Part 3: Daily Instructional Task

- Read the poem [Mountains](#) and highlight lines in the poem that use imagery to paint a picture of the scene. When you are finished, draw the scene you pictured. Make sure to include details from the poem. Be prepared to explain why you drew the scene the way you did.
 - [Sample Response](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Teacher will monitor student discussions throughout the lesson and take notes as needed.
- Monitor students during the Daily Instructional Task.

Differentiation:

- Some students may not know or remember their five senses so you may want to play a [video](#) to help them recall.
- During the sensory activity you may want to provide students with additional words if required.

Possible Misconceptions:

- Students might think that any adjective is a sensory word. Explain that sensory words fit into one of the categories of the 5 senses.

Teacher Notes:

- Optional video is a Screencastify link.
- Sensory activities are optional depending on time.
- Use the [Informational/Explanatory Task Rubric](#) to score students' explanation of their drawing and use of text evidence.
- Students can make connections to the previous lesson by discussing the similes in *Mountains*.

| Lesson 9 | | |
|---|-------------------------------------|--|
| Grade: 3rd | Unit: Poetry | Lesson Title: Change Sings (Rhyme & Rhythm) |
| | | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> • I am learning to analyze rhyme patterns in a poem and how rhyme affects rhythm. • I am learning to write an informative paragraph about poetic elements in a poem. | | <ul style="list-style-type: none"> • I can analyze rhyme patterns in a poem by describing how rhyme can affect the rhythm of a poem. • I can write a paragraph describing the poetic elements used by the author of the poem. |
| NJSL Standards | | |
| <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> • Can you identify the rhyming words in this section of text? How do these rhymes make rhythm in the poem? • How does the author's use of rhyme affect the rhythm of the poem? • If the author is not rhyming, why is there still rhythm in the poem? | | <ul style="list-style-type: none"> • In the book, Amanda Gorman uses singing and instruments to write her poem. What poetic elements are used in the book to the poem like a song? Write a paragraph using evidence from the text to support your answer. |
| Vocabulary: | | Learning Resources/Materials: |

- Rhyme
- Rhythm

- Lesson 9 [Slides](#)
- Change Sings by Amanda Gorman
- Amanda Gorman [Video](#)
- [Rhyme/Rhythm](#) Anchor Charts from previous lessons
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introduce the Book and Meet the Author Amanda Gorman

1. Introduce the book Change Sings to students. Tell them that today we will be reading a poem by an inspirational author, Amanda Gorman.
2. Allow students to do a picture walk of the book. They can discuss with their partners what they see or notice in the pictures.
3. Ask the students: What do you notice about the front and back cover of the book?
4. Ask the students: What do you wonder about the book based on the front and back cover of the book?
5. Record their responses.
6. Meet the Author: Amanda Gorman [Google Slides](#)

Part 2: Review Rhythm and Rhyme

1. Review rhyme and how rhyme affects rhythm.
2. Ask students to turn and talk to discuss the title of the book, Change Sings. Do you think the title gives us clues about the rhythm of the poetry book?

Part 3: Read Change Sings and Analyze Rhyme and Rhythm

1. Read the book to students in a rhythmic tone. Ask them if their prediction about the title was correct. Why or why not?
2. Start with Pgs. 1-6: What are the rhyming words in these pages? Does the rhyme pattern create rhythm?
3. Re-read Pgs. 1-6 and have students tap their desks to the rhythm of the poem.
4. Read Pgs. 7-12: What are the rhyming words in these pages? Does the rhyme pattern create rhythm here, also?
5. Re-read Pgs. 6-12 and have students tap their desks to the rhythm of the poem.
6. Read Pgs. 13-19: What are the rhyming words in these pages? (There are no rhyming words in these pages) How does the poet create rhythm here without rhyme? (the syllables in the lines create rhythm)
7. Re-read Pgs. 13-20 and have students tap their desks to the rhythm of the poem.
8. Read Pgs. 21-26: What are the rhyming words in these pages? Does the rhyme pattern create rhythm here, also?
9. Re-read Pgs. 21-26 and have students tap their desks to the rhythm of the poem.
10. Read Pgs. 27-30: What are the rhyming words in these pages? Does the rhyme pattern create rhythm here, also?
11. Re-read Pgs. 27-30 and have students tap their desks to the rhythm of the poem.

Part 4: Daily Instructional Task

- In the book, the poet uses singing and instruments to write her poem. What poetic elements are used in the book to make the poem like a song? Write a

paragraph using evidence from the text to support your answer.

- [Prompt & Checklist](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Class discussions and student responses while reading the book.
- Daily Instructional Task

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Students might have trouble understanding that a book can also be written in the form of a poem.

Teacher Notes:

- Optional stopping point for Day 1: after finishing Part 1. Introduce Amanda Gorman and let students watch the video on Day 1, then read the poem on Day 2.
- You will view the video using Screencastify, rather than YouTube. It should open in a new tab when you click the link.

Lesson 10

| | | | |
|-------------------|-------------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Change Sings (Focus: Message of the Poem) | Instructional Days: 1-2 |
|-------------------|-------------------------------------|--|--------------------------------|

Learning Intentions

- I am learning how to use the words and illustrations in the poem to identify the message.
- I am learning how to use the message in the text to write a complete sentence about something I would like to change in the world.

Success Criteria

- I can use the words and illustrations in the poem to understand the message in a poem.
- I can use the message in the text to write a complete sentence about something I would like to change in the world.

NJSL Standards

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter,

scene, and stanza; describe how each successive part builds on earlier sections.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

L.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

SL.PE.3.1. 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.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What does change mean to you?
- What can you learn from the illustrations?
- What word or phrase do you see being repeated throughout this poem? Why do you think the poet repeated this phrase?
- Do you believe children have the power to create change? Why or why not?

Daily Instructional Tasks:

- What is the central message (theme) of *Change Sings*? Write a paragraph using evidence from the text to support your response.

Vocabulary:

- Theme

Learning Resources/Materials:

- Lesson 10 [Slides](#)
- Poem: *Change Sings*
- [Anchor Chart: Idea Web](#)
- Theme: Lesson, Message, Moral [Anchor Chart](#)
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- Extension Activity: [Guitar Writing Template](#)
 - [Sample Copy](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Review and Reread the Poem

1. Start by having students discuss change. Ask students what they know about change. (You may create an anchor chart with an idea web to document student responses.)
2. You may help prompt student responses by asking them the following questions:
 - a. What is a change you have taken part in or experienced? (Maybe you moved houses, towns, or countries.)

- b. How did you feel about this change?
 - c. Have you ever tried to create change? (Maybe change the way one of your friends is treated on the playground.)
3. Explain to students that today they will be analyzing the text to understand the theme or message, moral, or lesson Amanda Gorman is trying to teach young readers with her poem.
4. Review [What is the Theme?](#) anchor chart with students.
5. Re-read the poem fully with students. You can read the poem or have students read sections to the class.

Part 2: Asking and Answering Questions to Find the Message

1. Show students Pgs. 3-4. Have them study the illustration and the words on the page. Ask: Using the words and illustrations, who is the narrator using as an example of a change maker? (Martin Luther King, Jr.) Why do you think the author uses the word “dream” twice on Pg. 4? (MLK wrote the I have a dream speech) What was Dr. King’s message to the people during the Civil Rights Movement? Can we connect that to the poem we are reading?
2. Show students Pgs. 7-8 Have them study the illustrations and the words on the page. Ask: What are the kids doing in the picture? (cleaning up garbage in the park) How do their actions make the world a better place? (They are allowing kids a safe and clean place to play, they are making sure the planet is not dirty, they are helping animals not get hurt with the garbage, etc.)
3. Turn and Talk: What are some ways you can help the planet stay clean? Record student responses.
4. Display the simile on Pg. 11 “I’m bright as the light each day brings”. Ask: What does this metaphor mean? What is the poet comparing?
5. Show students Pgs. 13-16: Look at the child on Pg. 14. How does the child’s attitude change from Pg. 14 to Pg. 15? Why do you think the child changed his mind about joining the others?
6. Pgs. 15-16 “I don’t make a taller fence, But fight to build a better bridge” Turn and talk: what do you think this line means? Discuss then share out.
7. Pg. 19 “I also walk our differences,/To show we are the same” Think-Pair-Share: How can our differences show we are actually the same?
8. Pgs. 21-22 “Change sings where? There! Inside me./Because I’m the change I want to see”. Think-Pair-Share: How would a person act if they wanted to see a change in the world?
9. Pgs. 27-30 work with students to discuss and analyze the meaning of these lines “We are the wave starting to spring,/For we are the change we sing./We’re what the world is becoming,/And we know it won’t be long/ We all hear change strumming. Won’t you sign along?”
10. Look at the pictures from the beginning of the book to Pg. 28: Does the girl on Pg. 1 stay alone singing her song? What happens as the book goes on? Why do you think people begin to join her in her walk for change?

Part 3: Daily Instructional Task

- What is the central message (theme) of Change Sings? Write a paragraph using evidence from the text to support your response.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Optional Extension Activity

- Interactive Writing: Do you believe children have the power to create change? Why or why not? What examples can we use from the text to support our response?
- Have students color in their own guitar and then write about something they would like to change in the world or even in their own lives.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Turn and talks, class discussion, interactive writing, and Daily Instructional Task.

Differentiation:

- Students may work in pairs as needed.
- Students can be provided with sentence starters.
- Students may need to brainstorm ideas with the teacher before completing their own independent task.
- Students may need to be taught vocabulary they are not familiar with.
- Some students may need to be taught words like humming, tolerance, roars, freedom and strumming. (Feel free to add words if you see it fit for your students.)
- ELL students may benefit from identifying cognates before reading the poem.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Remind students that theme is the message the author wants readers to learn from the story and apply to their own lives. It is not a lesson such as “I learned that Amanda Gorman is a poet.”

Teacher Notes:

- The extension activities are optional. You may choose one or both activities.
- Consider having students continue writing/revising their DIT paragraphs during centers. This writing will likely take longer than other DITs.

| Lesson 11 | | | |
|---|------------------------------|--|-------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Who Were the Pullman Porters? | Instructional Days: 2-3 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning about the Pullman Porters. • I am learning how the actions of the Pullman Porters influenced the Civil Rights Movement. • I am learning to find the main idea and supporting details in informational text. | | <ul style="list-style-type: none"> • I can write about the main idea of text and use supporting details. • I can discuss who the Pullman Porters were and their effect on the Black community and the Civil Rights Movement. • I can build background knowledge on a topic before reading poetry. | |
| NJSL Standards | | | |

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

SL.PE.3.1. 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.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Who were the Pullman Porters?
- What influence did the Pullman Porters have on the Black community post-slavery?
- How did the Pullman Porters change the way black families lived in America at this time?
- What was the experience for black men and women like post-slavery?

Daily Instructional Tasks:

- How did the Pullman Porters help to begin the Civil Rights Movement in the United States? Write a paragraph using evidence from the text or video to support your response. Give 2 examples in your writing.

Vocabulary:

- Pullman Porter

Learning Resources/Materials:

- Lesson 11 [Slides](#)
- *I, Too, Am America*
- [Pullman Porters- Ordinary Men, Extraordinary History](#)
- [Pullman Porters Slidedeck](#)
- Main Idea & Key Details [Graphic Organizer](#)
- Post It Notes
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Previewing the Text and Picture Walk

1. Introduce the book *I, Too, Am America* to students. Let them know that today they will be learning about a group of men who worked hard post-slavery in order to support the black community in their journey to equality and the Civil Rights movement. (Do not introduce the information about the author or illustrator until Lesson 12).

2. Have students look at the front cover, back cover, and illustrations of the book.
3. Ask: What do you notice about the covers and illustrations? Record their responses.
4. Ask: What do you wonder about the text from the illustrations you have seen? Record their responses.
5. Read the text while showing the illustrations to the students. Have them just listen to your reading of the poem.
6. When you are done, show the students Pgs. 7-8. Tell them that they are going to learn about men like this man who were called Pullman Porters.

Part 2: Pullman Porters- Ordinary Men, Extraordinary History & Finding Main Idea and Key Details

1. Pull up the video [Pullman Porters- Ordinary Men, Extraordinary History](#). Before starting the video, tell the students that they will be looking for the main idea as they watch. Remember to think about what the author is trying to teach you about or what the video is mostly about.
2. When the video is over, have students turn and talk about what they think the video was mostly about. What was the author of the video trying to teach us about Pullman Porters?
 - a. Ask students guiding questions if they are having trouble.
 - b. The main idea should include the fact that the Pullman Porters helped the Civil Rights Movement or the Black community.
3. Using their Main Idea [Graphic Organizer](#), students will write down what they think the main idea of the video was and then share with their partner. The groups will share out and students can edit their main idea if necessary.
4. Watch the video a second time, and students will be looking for evidence to support the main idea they have written down.
5. Have students turn and talk to share their answers. Allow students to edit as they discuss with their partners. Share out student supporting details and record on the board.

Part 3: Who Were the Pullman Porters?

1. [Slidedeck](#)

Part 4: Daily Instructional Task

- How did the Pullman Porters help to start the Civil Rights Movement in the United States? Write a paragraph using evidence from the text or video to support your response. Give 2 examples in your writing.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Graphic organizer, turn and talks, checks for understanding, Daily Instructional Task.

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Finding Key Details (3 details, 2 details, or 1 detail depending on level, and support to gather the main idea, possibly in small group)

Possible Misconceptions:

- Students might be unfamiliar with the term *porter* and require background about that job.
- Students might need to refresh their knowledge about the Civil Rights Movement.

- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Teacher Notes:

- In Part 3, you may choose to read the slides with the students or allow students to access the slides and read with a partner. You may have certain groups work in pairs while you work with a smaller group to provide extra reading support.
 - The checks for understanding can be done verbally or in student notebooks as quick stop-and-jot questions.
- Optional stopping point for Day 1 after Part 2.

| Lesson 12 | | | |
|---|-------------------------------------|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: I, Too, Am America | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to ask and answer questions about a text. • I am learning to understand the message and meaning of poems. • I am learning to use the illustrations in a poem to further my understanding. • I am learning to connect poetry to historical events. | | <ul style="list-style-type: none"> • I can ask and answer questions about the poem “I, Too, Am America”. • I can analyze the poem through discussion to understand the meaning. • I can analyze illustrations in the poem and explain their meaning. • I can connect “I, Too, Am America” to the Civil Rights Movement. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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</p> | | | |

on others' ideas and expressing their own clearly.

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- Who is Langston Huges and why is he writing this poem?
- How did the Pullman Porters change the way black families lived in America at this time?

Daily Instructional Tasks:

- In your own words, explain what you think the poet Langston Hughes means when he says “I, too, Am America”. Write a paragraph using evidence from the text to support your response.

Vocabulary:

- Theme
- Illustrations

Learning Resources/Materials:

- Lesson 12 [Slides](#)
- “I, Too, Am America” by Langston Hughes
- Screencastify [Video](#)- Who is Langston Hughes (Introduce the author)
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Lesson Opener- Video

1. Review the previous lesson on Pullman Porters and key vocabulary.
2. Reintroduce the book, if needed. Have students quickly share out some enduring understandings from the previous lesson to activate prior knowledge.
3. Show students the cover and introduce the author Langston Hughes. Tell students this is just the first poem we are reading from this poet but we will be reading more in the upcoming lessons.
4. Show students Screencastify [Video](#) to introduce the author.
5. Stop-Jot-Share: Write down one takeaway you remember from the video in 2 minutes. Turn to your partner and share out. Selected a few students to share with the class.

Part 2: Asking and Answering Questions

1. Read the text to the students and ask the following questions (this can be done verbally or as a stop-and-jot):
 - a. Pg. 5: Why is the narrator sent to the kitchen when company comes?
 - b. Pg. 7 & 9: The poet writes, “But I laugh, and eat well and grow strong.” Using your knowledge about the Pullman Porters, why does the narrator seem upbeat about his job? Do you think he likes it? Why or why not?
 - c. Pg. 7 & 9: In poetry, authors use words and illustration to convey meaning to the reader. On Pg. 9, the author writes “and grow strong” using the words and pictures; what do you think is also growing strong because of the Pullman Porters? (The Civil Rights Movement, the Black community)
 - d. Pg. 10-11 “Tomorrow, I’ll be at the table when company comes” What does the poet mean by this? What are the Porters working toward? What is going to change in history that would allow black men to sit at any table?

- e. Pg. 12-13 What do you see in the illustrations in these pages? What are the Porters spreading?
- f. Pg. 14-15 What do you see in the illustrations on these pages? Where do you think information is being spread in these pictures? How do you know? (South or somewhere southern because of the crops and what looks like cotton in the fields).
- g. Pg. 16 “Nobody’ll dare/Say to me,” “Eat in the kitchen,” Explain why. What is the hope of the Porters?
- h. Pgs. 18-19 What do you see in the pictures now that signify a change in setting, specifically time? (The buildings, the subway cars)
- i. Pg. 22-25 What do you notice about the passengers in the subway car? Why is this important? How do the pictures reflect success in the Porters mission for equality?

Part 3: Daily Instructional Task

- In your own words, explain what you think the poet Langston Hughes means when he says “I, too, Am America”. Write a paragraph using evidence from the text to support your response.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Questioning and analysis of the text, Daily Instructional Task

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Remind students that this is a book written in the form of a poem.

Teacher Notes:

- Consider having students quickly respond to the questions about the poem in their notebooks. Set a timer and have everyone write.
- Students might need support in determining what Langston Hughes means by “I, too, Am America.” You may choose to work through that as a class, then ask students to find supporting details in the text independently.
- DIT can be continued the following day during centers.

| Lesson 13 | | | |
|--|-------------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Poetry for the Very Young by Langston Hughes | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about repetition in poetry. I am learning how to identify the important idea in a poem by paying close attention to repetition. | | <ul style="list-style-type: none"> I can identify repetition in a poem. I can explain how repeated words in a poem help me understand the important idea. I can explain how repetition creates rhythm in a poem. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>L.RF.3.4.A Read grade-level text with purpose and understanding.</p> <p>SL.PE.3.1. 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.</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How does the poet show the reader important information in the poem by using repetition? How does repetition in the poem affect the rhythm? What does the rhythm in the poem sound like? | | <ul style="list-style-type: none"> Have students pick a poem that we read and discussed today. Using Padlet, have students record themselves reading the poem they selected with rhythm and beat. At the end of the Padlet, students should explain verbally why the poet chose to use repetition in the poem. | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> Repetition Rhythm | | <ul style="list-style-type: none"> Lesson 13 Slides <i>Poetry for the Very Young</i> by Langston Hughes <ul style="list-style-type: none"> <i>Aunt Sue's Stories</i> (pg. 14) <i>Danse Africaine</i> (pg. 16) <i>Homesick Blues</i> (pg. 31) <i>Drums</i> (pg. 50-51) Repetition Anchor Chart (suggested) Rhythm Anchor Chart (suggested) | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Part 1: Lesson Opening | | | |
| 1. Review repetition and rhythm with students. | | | |

2. Remind students that repetition in poetry can create a rhythm within the poem.
3. Ask: Why do you think an author would use repetition in their poetry? Turn and talk.

Part 2: Analyzing Poetry

Aunt Sue's Stories:

1. What do you notice about the illustration?
2. Discuss key vocabulary: dewy and sorrow
3. Read the poem to students once then have students read to their elbow buddies.
4. Ask: What does the poet want the reader to know based on the repetition in this poem? Why is repetition significant in this poem?
5. Ask: Why are the stories Aunt Sue tells important to Hughes?

Danse Africaine:

1. What do you notice about the illustration?
2. Discuss key vocabulary: veiled and wisp
3. Read the poem to students once then have students read to their elbow buddies.
4. Ask: How does the repetition of the poem affect the rhythm? Why do you think the author wrote the poem like this?
5. Ask: What does the rhythm of the poem sound like?

Homesick Blues:

1. What do you notice about the illustrations?
2. Discuss key vocabulary: homesick
3. Can you give an example of why someone would be homesick? How would someone feel if they were homesick?
4. Read the poem to students once then have students read to their elbow buddies.
5. Ask: How does the poet use repetition to convey the message of the speaker?
6. Ask: How do you think the person in the poem feels? How do you know? Use examples from the poem and illustrations.

Drums:

1. What do you notice about the illustration?
2. Discuss key vocabulary: billowing
3. Can you give an example of something that could billow?
4. Read the poem to students once then have students read to their elbow buddies.
5. Read the poem a 3rd time but ask the students to drum along on their desks to the sound of the poem.
6. Ask: What instrument does the repetition mimic in the poem?
7. Ask: How does the title of the poem represent the author's use of repetition?

Part 3: Daily Instructional Task

- Have students pick a poem that we read and discussed today. Using Padlet, have students record themselves reading the poem they selected with rhythm and beat.
- At the end of the Padlet, students should explain verbally why the poet chose to use repetition in the poem.
 - [Instructions](#)
 - [Informational/Explanatory Task Rubric](#)

| | |
|---|--|
| Learning Assessments: (How will teachers monitor student learning throughout the lesson?) | |
| <ul style="list-style-type: none"> • Answering questions based on the text, daily instructional task | |
| Differentiation: | Possible Misconceptions: |
| <ul style="list-style-type: none"> • Students will be able to work in pairs. • Students will be able to illustrate and label their ideas as needed. • Students will be provided with sentence starters. | <ul style="list-style-type: none"> • Remind students to focus on repetition of important words and phrases relevant to the topic of the poem. |
| Teacher Notes: | |
| <ul style="list-style-type: none"> • Use the Informational/Explanatory Task Rubric to evaluate students on their explanation of why the poet chose to use repetition. They should use evidence from the text and explain as they would in their writing. Students may choose to write their answer as well. • You may choose to split the lesson into two days or choose the poems your students will resonate with the most. | |

| Lesson 14 | | | |
|--|-------------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Poetry for the Very Young by Langston Hughes | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning to analyze the mood and tone of a poem by using the words and illustrations. • I am learning to analyze the central message of a poem by using the words and illustrations. | | <ul style="list-style-type: none"> • I can analyze the mood and tone of a poem by using the words and illustrations. • I can analyze the central message of a poem by using the words and illustrations. | |
| NJSL Standards | | | |
| RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. SL.PE.3.1. 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. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| Key Instructional Practices | | | |

| | |
|---|--|
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> • What is “mood”? What is “tone”? • What is the mood of the poem? How do you know? • What is the tone of the poem? How do you know? • How are tone and mood similar? How are they different? • How does the tone of the author’s writing help you to understand the characters in the poem? | <p>Daily Instructional Tasks:</p> <ul style="list-style-type: none"> • Read the poem, “I Dream a World” and analyze the tone and mood of the poem. Support your ideas with 2 pieces of evidence from the poem. |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> • Tone • Mood | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> • Lesson 14 Slides • Poetry for the Very Young by Langston Hughes <ul style="list-style-type: none"> ○ <i>Dream Variations</i> (pg. 22) ○ <i>Homesick Blues</i> (pg. 31) ○ <i>Still Here</i> (pg. 43) ○ <i>I Dream a World</i> (pg. 44) (Daily Instructional Task) • Mood & Tone Anchor Chart • DIT Prompt & Checklist • Sample DIT Response • Informational/Explanatory Task Rubric • NJSLA Research Simulation & Literary Analysis Rubric • Single Paragraph Outline |
| <p>Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)</p> <p>Part 1: Lesson Opening- Understanding Tone and Mood (I do)</p> <ol style="list-style-type: none"> 1. Tell students today they will be using the mood and tone of the poet’s words and illustrations in order to better understand the poem. 2. Note: It is important that students understand the difference between tone and mood. Tone is the author’s voice in the poem conveying their feelings about the topic or theme. Mood is the way the reader feels while reading the poem. 3. Create an anchor chart with students about tone and mood for them to refer to later on in the lesson. 4. Project the poem <i>Dream Variations</i>. Model for students how you would analyze the poem in order to convey the tone, first. Ask yourself out loud questions like: How does the author seem to feel here? In what way is the author expressing his feelings in this poem? 5. Next, model for students how to analyze the poem to convey the mood. Ask yourself out loud questions like: How do I feel when reading this poem? How does the author’s use of exclamation points help me feel what he is trying to convey? 6. Record your findings for students. The tone of the poem is... The mood of the poem is... 7. Extend these findings by showing students how to look for evidence in the text or illustrations and record along with the tone and mood. <p>Part 2: Analyze Tone and Mood (We do)</p> <p><u><i>Homesick Blues</i> (pg. 31)</u></p> <ol style="list-style-type: none"> 1. Project <i>Homesick Blues</i> (pg. 31) for students. 2. Read the poem once for students to have them get the gist. Discuss the dialect notes at the bottom. 3. Starting with the first stanza, read then discuss with students using a variation of methods (turn and talk, think pair, share) what the author’s tone is in each stanza. Record findings on the board next to the stanza. Ensure that you are underlining evidence after asking and discussing with the students. | |

4. Next, read again starting at the first stanza and discuss with students using a variation of methods (turn and talk, think pair, share) what the author's mood is in each stanza. Record findings on the board next to the stanza. Ensure that you are underlining evidence after asking and discussing with the students.

Still Here (pg. 43)

1. Project *Still Here* on Pg. 43 for students.
2. Read the poem once for students to have them get the gist. Discuss the dialect notes at the bottom.
3. Starting with the first 3 lines, read with students then discuss using a variation of methods (turn and talk, think pair, share) about the author's tone in the first 3 lines. Repeat with the rest of the poem. Record findings on the board next to each section. Ensure that you are underlining evidence after asking and discussing with the students.
4. Next, read again starting at the first 3 lines and discuss with students using a variation of methods (turn and talk, think pair, share) what the author's mood is in each section. Record findings on the board next to the stanza. Ensure that you are underlining evidence after asking and discussing with the students.

Part 3: Interactive Writing

- With the poem "Still Here", use the Interactive Writing strategy to write about the mood and the tone of the poem.
 - Ensure that you have 1-2 pieces of evidence from the poem/illustrations to support the mood and tone.
 - Include a topic sentence and closing sentence.

Part 4: Daily Instructional Task

- Read the poem, "I Dream a World" and analyze the tone and mood of the poem. Support your ideas with 2 pieces of evidence from the poem.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- We Do, Daily Instructional Task, Interactive Writing

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Interactive Writing
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- When examining mood, students should think about how the poet intended to make readers feel, not just about how they are feeling at that moment.

Teacher Notes:

- Optional stopping point: after reading and analyzing *Homesick Blues* together. Continue with *Still Here* and interactive writing the next day.
- DIT: option to read *I Dream a World* aloud with students and discuss tricky vocabulary before they begin analyzing on their own.

| Lesson 15 | | | |
|---|-------------------------------------|---|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Poetry for the Very Young by Langston Hughes | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to ask and answer questions about the poem in order to understand key details. I am learning to use information from a poem to demonstrate understanding of the author's message. I am learning to connect poetry with a series of historical events (Civil Rights). | | <ul style="list-style-type: none"> I can ask and answer questions about a poem in order to better understand the author's message. I can use information from a poem to demonstrate understanding of information and make a connection to the Civil Rights Movement and Black History. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How can poetry connect to historical events in our country? How do the poems written by Hughes connect to what we have learned about the Civil Rights Movement? How do the poems written by Hughes teach us about Black History and the Civil Rights Movement? | | Daily Instructional Tasks: <ul style="list-style-type: none"> In the poem "Youth", Hughes writes "We march!" Make a connection between this line and the Civil Rights Movement. How is marching significant to Black History in the United States? Write a paragraph using examples to support your response. | |
| Vocabulary: <ul style="list-style-type: none"> Connection <ul style="list-style-type: none"> Text-to-text | | Learning Resources/Materials: <ul style="list-style-type: none"> Lesson 15 Slides <i>Poetry for the Very Young</i> by Langston Hughes | |

- Text-to-self
- Text-to-world
- Text-to-media

- Youth (pg. 21) (Daily Instructional Task)
- *Merry Go Round* (pg. 40)
- *Words Like Freedom* (pg. 42)
- *I Dream a World* (pg. 44)
- [Making a Connection Anchor Chart](#)
- [DIT Prompt & Checklist](#)
- [Sample DIT Response](#)
- [Informational/Explanatory Task Rubric](#)
- [NJSLA Research Simulation & Literary Analysis Rubric](#)
- [Single Paragraph Outline](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Lesson Opening (Making Connections & Teacher Model)

1. Tell students today they are going to be using what they know about Black History and Civil Rights in order to make connections to the poems written by Langston Hughes.
2. Explain that good readers use what they know and what the author or poet presents to them in order to make connections with the text and deepen their understanding of texts.
3. Begin by showing students the poem *Merry-Go-Round* on (pg. 40).
4. Read the footnote defining Jim Crow Laws. Ask students what they remember about segregation to activate prior knowledge.
5. Read the poem once through so that students can get the gist of the poem. Ask students if anything stuck out to them.
6. Read the first sentence of the text, "Where is the Jim Crow section/ On this merry-go-round,/Mister, cause I want to ride?" Model for students your thinking.
 - a. "How does this connect to my understanding and knowledge of Civil Rights and Black History?" "I think the author is asking where the Jim Crow section of the merry-go-round is because the author is black and is used to segregation. I can connect this with the book we read, *Stitchin and Pullin*. In *Stitchin and Pullin*, Baby Girl talks about how the south was segregated and her grandmother lived through that. This must be around the same time period."
 - b. Note: Make sure you point students to the sentence stem "this reminds me of..." as a way to make a connection. They can also use "I can connect this to..."
7. Continue with the second and third sentences and show students how the connection is validated in the next two sentences. "Down South where I come from/ White and colored/Can't sit side by side./ Down South on the train/ There's a Jim Crow car." This reminds me of when we learned about Rosa Parks and how there was a designated section for people of color on buses. Maybe the author is wondering if there is a designated section here, too."
8. Complete the poem and wonder out loud, "I wonder what the author is trying to tell us here? Is the author wondering where the section on the merry-go-round is for black kids because he is not used to things being integrated? Or is he wondering if there is a section for him because he does not want to get in trouble".
9. Explain to students that poets write sometimes to give us a message or convey feelings that they are feeling. Connect to yesterday's lesson on mood and tone.
10. Allow students now to make their own connections or ask questions about the model.

Part 2: Making Connections (We Do)

Words Like Freedom (pg. 42)

1. Read the introduction with students and ask them if they can make any connections with anything they have read or learned about during the year.
2. Read the poem with students once for gist.
3. Next, go back and work with students on the first stanza then the second.
4. "There are words like Freedom/ Sweet and wonderful to say./ On my heartstrings freedom sings/ All day everyday." What connection can you make with the first stanza of the poem? Turn and talk to your partner and discuss. Have students share out after they turn and talk.
5. "There are words like Liberty/ That almost make me cry./ If you had known what I know/ You would know why." What connection can you make with the second

stanza of the poem? Think-pair-share. Have students share out after they turn and talk.

I Dream a World (pg. 44)

1. Read the poem with students once for gist.
2. Next, go back and work with students on the first part of the poem then the second.
3. "I dream a world where man...Nor avarice blights our day." What connection can you make with the first part of the poem? Turn and talk to your partner and discuss. Have students share out after they turn and talk.
4. "A world I dream where black or white...of such I dream, my world!" What connection can you make with the second part of the poem? Think-pair-share. Have students share out after they turn and talk.

Part 3: Interactive Writing

1. After reading, *I Dream a World* and students have made connections to Civil Rights and Black History. Ask them to join you for interactive writing.
2. Tell students today we will be writing about the connections we made in history with the poem *I Dream a World*. Remind students that in order to make deep connections, we need to explore and explain the connection with the reader of our writing.
3. **TWR Focus: Students will review and learn how to add "because", "but", and "so" to their writing to extend and cite evidence.**

Part 4: Daily Instructional Task

- In the poem "Youth", Hughes writes "We march!" Make a connection between this line and the Civil Rights Movement. How is marching significant to Black History in the United States? Write a paragraph using examples to support your response.
 - [Prompt & Checklist](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)
 - [Sample Response](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- We do, Daily Instructional Task, Interactive Writing

Differentiation:

- Students will be able to work in pairs.
- Students will be able to illustrate and label their ideas as needed.
- Students will be provided with sentence starters.
- Some students may benefit from using the [Single Paragraph Outline](#) to organize their ideas for the DIT.

Possible Misconceptions:

- Students might initially try to make connections only to their own lives, as that is easier. Encourage them to make more connections to history and other texts.

Teacher Notes:

- Optional stopping point for Day 1: after Part 2.
- Responses to the DIT will vary depending on what prior knowledge students have about the Civil Rights Movement.
 - You might need to spend some time discussing what students learned during prior units on the Civil Rights Movement.
 - Possible examples of significant marches are included in the sample response.

| Lesson 16 | | | |
|---|-------------------------------------|--|--------------------------------|
| Grade: 3rd | Unit: Poetry | Lesson Title: Poetry Culminating Task | Instructional Days: 2-3 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to analyze and compare themes across multiple poems. I am learning to organize my ideas into paragraphs. | | <ul style="list-style-type: none"> I can analyze and compare themes across multiple poems. I can organize my ideas into paragraphs. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is theme? What message is Langston Hughes trying to convey in both poems? How can we organize our ideas about two poems into one essay? | | <ul style="list-style-type: none"> The poems <i>Mother to Son</i> and <i>Still Here</i>, by Langston Hughes, share a similar theme. What theme do these two poems have in common? Write an essay using evidence from both texts to support your response. | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> Theme Essay | | <ul style="list-style-type: none"> Theme: Lesson, Message, Moral Anchor Chart Writing Process Anchor Chart Culminating Task Prompt & Poems Culminating Task Exemplar Single Paragraph Outline Multiple Paragraph Outline Revising & Peer Editing Checklist Informational/Explanatory Task Rubric NJSLA Research Simulation & Literary Analysis Rubric | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introduce Task

1. Explain to students that they will be examining two poems by Langston Hughes— one that they have already read and one that is new to them.
2. Explain that they will be focusing on finding the theme of both poems.
3. Introduce the culminating task: *The poems Mother to Son and Still Here, by Langston Hughes, share a similar theme. What theme do these two poems have in common? Write an essay using evidence from both texts to support your response.*
4. Discuss what our first steps in answering this question should be: Reading both poems and looking for the theme that they share.

Part 2: Review Theme & Introduce Poems

1. Review [theme anchor chart](#) with students.
2. Give students a [copy of both poems](#).
3. Have students reread *Still Here*, which they read previously in Lesson 14. Set a purpose for reading so students focus on finding the theme.
 - a. Allow them to highlight or underline parts of the poem that give them clues about the theme.
4. Have students turn and talk with a partner about possible themes.
 - a. Monitor their discussions and ask guiding questions if necessary.
5. Read *Mother to Son* aloud to students, explaining different dialects as you read.
6. Have students read once more independently. Set a purpose for reading so students focus on finding the theme.
 - a. Allow them to highlight or underline parts of the poem that give them clues about the theme.
7. Have students turn and talk with a partner about possible themes that could apply to both poems.
 - a. Monitor their discussions and ask guiding questions if necessary.
8. Review [Single Paragraph Outline](#) and [Multiple Paragraph Outline](#)
 - a. You might need to introduce/teach the Multiple Paragraph Outline if you have not done so already.
 - b. Discuss how students might split their ideas for this prompt into multiple paragraphs.

Part 3: Work Time

1. Begin by having students complete either a Single Paragraph Outline for each poem or a Multiple Paragraph Outline (depending on skill).
 - a. Conference with students as they are working.
 2. Once students have completed their outlines, they may move on to their draft.
 3. As students begin completing their drafts, have them complete a [revising checklist](#) independently.
 4. Then, pair them up and have them peer edit each other's work using the [peer editing checklist](#).
 5. Once they have finished peer editing, have students write or type their final copy.
- Culminating Task [Exemplar](#)
 - [Informational/Explanatory Task Rubric](#)
 - [NJSLA Research Simulation & Literary Analysis Rubric](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Single or Multiple Paragraph Outline
- Final essay
- Partner discussions

Differentiation:

- Some students may benefit from completing a [Single Paragraph Outline](#) for each poem before beginning to write their essay.
- Provide accommodations (writing support, reading support, etc.) as necessary.

Possible Misconceptions:

- If students do not read the prompt correctly, they might look for two different themes in the poems. Explain that the poems share a theme, but they need to find text evidence for each poem to support the theme.

Teacher Notes:

- Make a copy of the Revising & Editing Checklists and adjust based on the needs of your students.

Grade 3: Unit 6 - Enslavement, Resistance, and Freedom

| Unit Summary: (Overall learning of the unit) | | | | | |
|---|--|--|--|---|---|
| Unit Title: Enslavement, Resistance, and Freedom | | Content Area: ELA | | Grade Level: 3 | |
| <p>Unit Description: In this 4-week unit, students study the history of American enslavement, enslaved people’s resistance, and the meaning and value of freedom. Specifically, students learn about what life was like for people before and during enslavement, and the measures that brave men and women took in an effort to obtain their freedom. Students also learn about the Emancipation Proclamation and the 13th Amendment.</p> | | | | | |
| Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content) | | Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing) | | | |
| <ul style="list-style-type: none"> • What is the meaning of freedom? • How does your identity affect your freedom in America? • What were the various ways that those enslaved resisted their enslavement? • What were the risks and benefits associated with various types of resistance? | | <p>Students should:</p> <ul style="list-style-type: none"> → be encouraged to think and talk about the meaning of freedom. → be encouraged to know what life was like for Africans in Africa before their enslavement. → know that slavery is when a person owns another person as property. → know that enslaved people had families that could be split up at any time. → know that enslavers exploited the many types of highly skilled labor of enslaved people for their own profit. → know that enslaved people tried to maintain their cultures while building new traditions that continue to be important. → know that enslaved people hated being enslaved, and resisted oppression (harsh, unfair acts) in many ways. → know that many people worked individually and in groups to end slavery. → understand that slavery and race are intimately connected; that ideas of white supremacy came about to justify slavery. → know what segregation is and how segregation was practiced during the 19th and 20th centuries. → know what Jim Crow laws were. | | | |
| Unit Vocabulary | | | | | |
| 13th Amendment abolish abolitionists amendment ancestral Apartheid ardent auction | bravery citizenship commune conductor constitution crate declaration emancipation | Emancipation Proclamation enslaved freedom generations immigrants improvisation indentured servant | independence ingenious involuntary service/servitude jubilation Juneteenth legacy legislation | petition plantation privileges ratify rebellion resistance responsibility | rights segregation slavery sustain timeline Underground Railroad unfurl |
| Focus Standards | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| RI RI.CR.3.1. RI.CI.3.2. RI.IT.3.3. RI.TS.3.4. RI.PP.3.5. RI.MF.3.6. RI.AA.3.7. RI.CT.3.8. | RL RL.CR.3.1. RL.CI.3.2. RL.IT.3.3. RL.TS.3.4. RL.MF.3.6. RF L.RF.3.2. L.RF.3.3. L.RF.3.4. | SS 6.1.5.CivicsHR.4 6.1.5.HistoryCC.7 6.1.5.HistoryUP.1 6.1.2.HistoryCC.2 6.1.8.HistoryUP.5.a | L L.VL.3.2. L.KL.3.1. L.VI.3.3. L.WF.3.2. L.WF.3.3. | W W.AW.3.1. W.IW.3.2. W.RW.3.7. W.SE.3.6. W.RW.3.7. | SL SL.PE.3.1. SL.II.3.2. SL.ES.3.3. SL.PI.3.4. SL.UM.3.5. SL.AS.3.6. |
|---|---|---|---|---|---|

| |
|--------------------|
| Assessments |
|--------------------|

| | | |
|---|--|---|
| <ul style="list-style-type: none"> • Daily Instructional Tasks • Exit Tickets • Teacher-created tests • Student Reflections | <ul style="list-style-type: none"> • Culminating Tasks <ul style="list-style-type: none"> ○ <u>Lesson 7: Nat Turner</u> (Portfolio Artifact) ○ <u>Lesson 9: Freedom in Congo Square</u> (Portfolio Artifact) • Summative Assessments • Extended Learning Tasks • Performance Tasks | <ul style="list-style-type: none"> • Exhibitions • Demonstrations • Portfolios • Journals/Notebooks |
|---|--|---|

| | | |
|--|----------------------------------|------------------|
| Integration of 21st Century Skills | Integration of Technology | Resources |
|--|----------------------------------|------------------|

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • 9.1.4.A.1 • 9.1.4.A.2 • 9.1.4.A.3 • 9.2.4.A.1 • 9.2.4.A.2 • 9.2.4.A.3 • 9.2.4.A.4 | <ul style="list-style-type: none"> • Google Classroom • Google Forms/Docs/Slides • PDF Texts • Audio • Videos | Books <ul style="list-style-type: none"> • What's the Big Deal about Freedom? by Ruby Shamir • Mumbet's Declaration of Independence by Gretchen Woelfle • Freedom in Congo Square by Carole Weatherford • Underground: Finding the Light to Freedom, by Shane Evans • Henry's Freedom Box: A True Story from the Underground Railroad, by Ellen Levine • All Different Now: Juneteenth, The First Day of Freedom, by Angela Johnson • Underground by Shane Evans Glossary <ul style="list-style-type: none"> • Unit 6 Glossary Texts/Articles <ul style="list-style-type: none"> • "400 Years Ago, First Enslaved .." • Emancipation Proclamation and 13th Amendment • Nat Turner, Freedom Fighter • The Abolitionists Nat Turner Newsela The Writing Revolution Companion: <ul style="list-style-type: none"> • TWR Grade 3_Unit 6 |
|---|--|--|

Summary of Key Learning

Lesson 1: What is Freedom?

Learning Intention:

- I am learning how freedom and responsibility are connected.
- I am learning that knowing specific definitions of key terms, like freedom and responsibility, help us to better understand each concept.
- I am learning to compare and contrast two topics.

Success Criteria:

- I can describe freedom.
- I can discuss how freedom and responsibility are connected.
- I can find the meaning of unknown words.
- I can create a Venn diagram in order to list similarities and differences.

Instructional Routines:

- Playing Simon Says, Free Dancing, Venn Diagram (W.SE.3.6., SL.PE.3.1., SL.AS.3.6.), Whole Group Discussion, Vocabulary (SL.II.3.2., SL.AS.3.6., L.VL.3.2.), Daily Instructional Task: Explanatory Drawing and Writing (W.IW.3.2., W.SE.3.6., L.WF.3.3.), Rubric

Lesson 2: 400 Years Ago, First Enslaved Africans Arrived in the US

Learning Intention:

- I am learning that slavery is when a person owns another person as property.
- I am learning that slavery was legal in what is now the United States for hundreds of years.
- I am learning that when people are enslaved, they do not have freedom. Their enslavers control their actions and can say where they move, what job they do, what food they will eat, what clothes they will wear, whom they will live with, whether they can go to school and many other parts of their lives.

Success Criteria:

- I can define slavery.
- I can summarize what I learned about American Slavery.
- I can place the events in this book on a timeline.

Instructional Routines:

- Teacher Read Aloud with Stopping Points for Writing (RI.CR.3.1., W.SE.3.6.) Understanding Timeline (RI.IT.3.3., RI.AA.3.7., 6.1.2.HistoryCC.2.), Mini Lesson: Summarizing (RI.CI.3.2.) Daily Instructional Task: Explanatory Writing (RI.CI.3.2., L.VL.3.2., L.WF.3.3., W.IW.3.2., W.SE.3.6., 6.1.5.HistoryUP.1), Rubric

Lesson 3: What's the Big Deal about Freedom?

Learning Intention:

- I am learning that everybody wants to be free, but some people have more freedom and privileges than other people.
- I am learning that people and institutions have the ability to restrict freedom by using power to make rules and punishment.
- I am learning that some people also restrict freedom by intimidating people into acting in certain ways or into not doing certain things.
- I am learning that text features are used to help the reader better understand the meaning of a text.
- I am learning that there are people called abolitionists who supported the end of slavery.

Success Criteria:

- I can define freedom.
- I can use headings and captions to understand the text, "What's the Big Deal about Freedom?"
- I can define what an abolitionist is and explain the impact they had on freeing slaves in America with at least two supporting examples from the text.

Instructional Routines:

- Mini Lesson: Text Features (RI.TS.3.4., RI.MF.3.6), Partner Reading (L.RF.3.4., SL.PE.3.1.), Read Aloud and Ask and Answer Questions (RI.CR.3.1., RI.CI.3.2., RI.IT.3.3., L.VL.3.2., RI.MF.3.6., RI.AA.3.7., SL.PE.3.1., SL.PI.3.4., SL.AS.3.6.), Daily Instructional Task: Explanatory Drawing and Writing (W.IW.3.2., W.SE.3.6., L.WF.3.3.), Rubric

Lesson 4: What's the Big Deal about Freedom?

Learning Intention:

- I am learning that individuals and groups, past and present, had similar and different responses to violations of fundamental rights, such as fairness and voting.

Success Criteria:

- I can compare how women and African Americans each worked to secure the right to vote.

Lesson 5: Abolitionist Study

Learning Intention:

- I am learning that many people worked individually and in groups to end slavery.
- I am learning key vocabulary terms: Underground Railroad, abolitionist.

Success Criteria:

- I can work with a group to conduct research on one important abolitionist.

Lesson 6: Mumbet's Declaration of Independence

Learning Intention:

- I am learning key terms: declaration and independence.
- I am learning that enslaved people resisted slavery.
- I am learning that some enslaved people tried to obtain freedom while enslaved.
- I am learning that resistance took many forms, ranging from everyday actions like slowing down work to armed rebellion.

| | | |
|--|---|---|
| <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Reading (L.RF.3.4., SL.PE.3.1.), Mini Lesson: Compare and Contrast (RI.CT.3.8), Read Aloud and Ask and Answer Questions (RI.CR.3.1., RI.CI.3.2., RI.IT.3.3., L.VL.3.2., RI.PP.3.5.), Daily Instructional Task: Explanatory Writing (W.IW.3.2., WW.SE.3.6., L.WF.3.3., 6.1.5.CivicsDP.2), Rubric | <ul style="list-style-type: none"> I can participate in Jigsaw and provide key information about the Underground Railroad and abolitionists to my group. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Choral Reading (L.RF.3.4.), Review Topic & Discussion, Vocabulary Notebook (L.VL.3.2., SL.PE.3.1., W.SE.3.6.), Jigsaw & Whole Group Discussion (SL.PE.3.1., SL.II.3.2., SL.AS.3.6., L.VL.3.2., W.RW.3.7.), Daily Instructional Task: Explanatory Writing (RI.CI.3.2., W.IW.3.2., W.SE.3.6., W.RW.3.7., L.KL.3.1., L.WF.3.3.), Rubric | <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain how Elizabeth Freeman used logic and law to gain her independence I can use at least two pieces of evidence from the text to support my explanation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Vocabulary Notebook & Discussion of Key Terms (L.VL.3.2., SL.PE.3.1., W.SE.3.6.), Mini Lesson: Text Evidence (RI.CR.3.1.), Teacher Read Aloud with Stopping Points for Writing (RL.CR.3.1., RL.CI.3.2., RL.IT.3.3., W.SE.3.6., L.VI.3.3.), Daily Instructional Task: Explanatory Writing (W.IW.3.2., W.SE.3.6., L.WF.3.3.) Rubric |
| <p>Lesson 7: Nat Turner</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning about Nat Turner. I am learning to improve my comprehension by thinking about what I am reading and watching. I am learning how to listen to video and scan text to locate evidence to support my thinking. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can understand the form of organized armed rebellion led by slaves. I can answer text dependent questions by scanning what I have read to locate answers and to think about what I already know. I can participate in a debate based on my opinion of Nat Turner. I can defend my opinion of whether or not Nat Turner's rebellion was justified. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Introduction to Nat Turner (SL.PE.3.1., SL.ES.3.3.) Group Activity: Gallery Walk (RI.CR.3.1, RI.CI.3.2, RI.CT.3.8, W.SE.3.6., 6.1.2.HistoryCC.2.), Debate (RI.CR.3.1., RI.PP.3.5.), Culminating Task: Opinion Writing (W.AW.3.1., RI.CR.3.1., L.WF.3.2., L.WF.3.3), Rubric | <p>Lesson 8: Jazz and Freedom</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning that slavery is when one person owns another person as property. I am learning that slavery was legal in what is now the United States for hundreds of years. I am learning that enslaved people wanted freedom. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain how enslaved people in New Orleans gathered on Sundays to celebrate their culture. I can define the word improvisation. I can gather items from various resources to create a jazz inspired art collage. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Listen to Jazz, Video & Discussion on Congo Square (SL.UM.3.5., SL.PE.3.1., W.SE.3.6., 6.1.2.HistoryCC.2.), Daily Instructional Task: Jazz and Physical Art (RI.MF.3.6.), Rubric | <p>Lesson 9: Freedom in Congo Square</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning that enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world. I am learning that when people are enslaved, they do not have freedom. Their enslavers control their actions and can say where they move, what job they do, what food they will eat, what clothes they will wear, whom they will live with, whether they can go to school and many other parts of their lives. I am learning that enslaved people want freedom. I am learning to use and develop a timeline using events and books. I am learning how to use a single paragraph outline to organize my ideas and write a composition that explains cultural traditions in the Congo Square and today. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain important vocabulary terms. I can place the events in this book on a timeline. I can explain how enslaved people sustained (kept) their cultural traditions in the past and present. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Teacher Read Aloud of Forward (SL.II.3.2.), View Video Congo Square Drum Circle (SL.UM.3.5., SL.AS.3.6.), Building Vocabulary & Concept Knowledge, Vocabulary Notebook (L.VL.3.2., W.SE.3.6.); Video (SL.UM.3.5); Timeline (L.RF.3.4, W.SE.3.6., SL.PE.3.1., |

| | | |
|---|--|--|
| | | 6.1.2.HistoryCC.2), (SL.PE.3.1., SL.AS.3.6.); Culminating Task: Writing (W.SE.3.6., L.WF.3.3.), Rubric |
| <p>Lesson 10: Henry’s Freedom Box: A True Story from the Underground Railroad</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning that enslaved people wanted to escape to freedom. Although it was very difficult and largely impossible, some did manage to escape. • I am learning that enslaved people were often hunted and returned to slavery. • I am learning that many people who escaped slavery went on to fight for freedom for all enslaved people. • I am learning how to make and confirm predictions to better understand text. • I am learning that illustrations extend a story’s meaning. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can define freedom and use the term, freedom, when writing about a text. • I can make predictions when reading, then confirm those predictions after reading. • I can read with fluency and expression. • I can answer comprehension questions based on the story. • I can support an explanation using the definition of a key term and text evidence. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Review Vocabulary (L.VL.3.2., W.SE.3.6.), Preview the Text (RL.MF.3.6., SL.PE.3.1., SL.ES.3.3.), Read Aloud and Make & Confirming Predictions (RL.CR.3.1., RL.CI.3.2., RL.IT.3.3., SL.II.3.2.), Partner Reading/Say Something (L.RF.3.3., L.RF.3.4, SL.PE.3.1.), Partner Discussion (RL.CI.3.2., SL.PE.3.1., SL.AS.3.6.). Timeline (L.RF.3.3., SL.PE.3.1., 6.1.2.HistoryCC.2.), Daily Instructional Task: Explanatory Writing (RI.CI.3.2., W.IW.3.2., W.SE.3.6., W.RW.3.7., L.KL.3.1., L.WF.3.3.), Rubric | <p>Lesson 11: The Emancipation Proclamation & 13th Amendment</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning the meaning of two key terms: emancipation and involuntary service. • I am learning about the Emancipation Proclamation and the effectiveness of the 13th Amendment using different sources. • I am learning about how the 13th Amendment freed enslaved people and changed the laws in the U.S. Constitution. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can define two key terms in my notebook. • I can work in a small group to explain the Emancipation Proclamation and the 13th Amendment. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Vocabulary Notebook and Key Terms (W.SE.3.6., L.VL.3.2.), Partner Reading (L.RF.3.3., L.RF.3.4., SL.II.3.2.), Daily Instructional Task: Small Group Presentation | <p>Lesson 12: All Different Now: Juneteenth, The First Day of Freedom</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning about Juneteenth by exploring and discussing the history. • I am learning key terms: abolish, constitution, amendment, ratify. • I am learning that many enslaved people did not learn they were free until Union soldiers arrived to tell them in some cases two years after the Proclamation. • I am learning that laws, including the U.S. Constitution, made slavery legal and escaping illegal. • I am learning to explain and speculate based on text I have read. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can discuss the text in small groups. • I can explain the importance of an important event in history. • I can read with fluency and expression by reading with a partner. • I can discuss the text and answer text-dependent questions. • I can write a composition explaining what was different right away when the narrator, her family and other enslaved people found out they were free and speculate about what their lives may have been like in the days and weeks to come. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Preview Chart, Book Introduction & Read Aloud (RL.TS.3.4., SL.II.3.2., W.SE.3.6.), Read Aloud and Defining Key Terms Using Vocabulary Notebook (W.SE.3.6., L.VL.3.2.) Partner Reading (L.RF.3.3., L.RF.3.4., SL.II.3.2.), Read Aloud and Ask and Answer Questions (RL.CR.3.1., RL.CI.3.2., RL.IT.3.3., RL.MF.3.6., SL.PE.3.1., L.VI.3.3.) Daily Instructional Task: Explanatory Writing (RI.CI.3.2., W.IW.3.2., W.SE.3.6., W.RW.3.7., L.KL.3.1., L.WF.3.3), Rubric |

Lesson 13: Juneteenth: Project Based Learning

Learning Intention:

- I am learning to track historical events by adding to a timeline.
- I am learning to plan a celebration.

Success Criteria:

- I can track historical events by adding to a timeline.
- I can plan a Juneteenth Celebration.
- I can complete a unit assessment.

Instructional Routines:

- Timeline (L.RF.3.4, SL.PE.3.1., 6.1.2.HistoryCC.2)
Culminating Task: Juneteenth Celebration
(W.SE.3.6., SL.PI.3.4., SL.UM.3.5.), Culminating
Test, Rubric

Daily Lesson Plans

| Lesson 1 | | | |
|---|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: What is Freedom? | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how freedom and responsibility are connected. I am learning that knowing specific definitions of key terms, like freedom and responsibility, help us to better understand each concept. I am learning to compare and contrast two topics. | | <ul style="list-style-type: none"> I can describe freedom. I can discuss how freedom and responsibility are connected. I can find the meaning of unknown words. I can create a Venn diagram in order to list similarities and differences. | |
| NJSL Standards | | | |
| <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.IW 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What is freedom? How did you feel during this Simon says activity? How did you feel during this dancing activity? What are the similarities and differences between the two activities, Simon Says and Free Dancing? How do these activities relate to the word freedom? In which activity did you experience freedom? How did it make you feel? What can we do to allow students to be free, but also respect each other? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: Students will create a Venn diagram based on classmates' responses during the discussion to compare and contrast the games of Simon Says and Free Dance. Day 2 <ul style="list-style-type: none"> Daily Instructional Task: Students will draw a picture of what freedom means to them. Their illustration can show freedom in school, at home, or in their community. Students will write a composition that explains, What does freedom mean to you? Give examples of what freedom looks like in school, at home, or in your community. Whose responsibility is it to ensure that you get the freedom you want? | |

Vocabulary:

- **freedom:** the state of being free such as religious or academic freedom; the state of not being a slave or prisoner; the right to use something or go somewhere without being controlled.
- **responsibility:** being dependable, making good choices, and taking accountability for your actions.
- **rights:** the freedoms we have that are protected by our laws.
- **Apartheid:** a system for keeping white people and nonwhites separated in South Africa. It lasted from about 1950 to the early 1990s. The word apartheid means “apartness” in Afrikaans, a language spoken in South Africa.

Learning Resources/Materials:

- Video, [Brainpop Jr. How to be a good citizen.webm](#)
- [Unit 6: Lesson 1 - Simon Says/Dance](#)
- [Unit 6: Lesson 1 - Freedom](#)
- Notebook/Journal
 - Glossary - [Unit 6 Glossary](#)
 - [Unit 6: Lesson 1 - Venn Diagram](#)
- Writing Organizer, [Unit 6: Lesson 1 - SPO](#)
- Rubric, [Unit 6: Lesson 1 - Rubric](#)

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1**→ Part 1: Introduction**

- ◆ What is freedom? What does it mean to be free? How do students experience freedom in their lives? In this lesson, students will explore the ideas of freedom and responsibility. They will examine freedoms they have at home, school, and the playground. They will also connect those freedoms with responsibilities.

→ Part 2: Playing Simon Says and Free Dancing

- ◆ 1. Introduce the topic of freedom to students.
 - “Today in class we will learn about the idea of freedom. First we will play a game of ‘Simon Says.’”
- ◆ 2. **Whole-Group Activity:** Post the rules to “Simon Says” on the board and read aloud: [Lesson 1 - Simon Says/Dance](#)
 - Everyone will stand.
 - The teacher will be “Simon” for the first round.
 - Students must copy the actions of the teacher when given the command “Simon says...” (i.e. “Simon says, ‘touch your nose.’” “Simon says, ‘touch your knees.’”)
 - If “Simon” gives a command without first saying, “Simon says,” and students follow that command, those students sit down because they are out of the game.
 - We will play 2 or 3 rounds. (Students will be “Simon” in those rounds).
 - Each round will be no longer than 3 minutes
- ◆ **Activity: Simon Says:** Play two or three rounds of “Simon Says.” Have a student(s) be “Simon” for the second and/or third round(s).
- ◆ **Post Activity – Processing:** On the board, write “Simon Says.” Ask students to describe how they felt during the activity (ex: happy to win, liked giving commands, sad to sit down so fast, confused by the commands, felt tricked by “Simon,” etc.). Write their ideas and responses on the board.
- ◆ **Activity: Free Dance:** Ask students to stand again for the beginning of the next activity. In this activity, the teacher will play music. (Choose something popular that students might like to dance to.) Tell students they can dance any way they like for the duration of the song. If they want to sit they can sit. If they want to move about the room they can do that, too. Give them freedom to express themselves through dance and have fun.
- ◆ **Post Activity – Processing:** On the board, write “Dancing.” Ask students to, again, describe how they felt during the activity (ex: happy to dance, liked being able to move about the room, had fun acting “silly,” felt uncomfortable because they do not like to dance, were angry because someone invaded their personal space, etc.). Write their ideas and responses on the board to compare with “Simon Says.” [Lesson 1 - Venn Diagram](#)
- ◆ 3. Discussion: Ask students to discuss what if you don’t have a chance to dance, or don’t feel like it. Or don’t like it? Using your own words, how do you tell someone what it means to be free?”
- ◆ 4. Watch the video, [Kids on Words – Freedom](#) Then discuss, Does this sound like a different definition of freedom from the one you felt when you were @dancing? *Teacher Note: Describe South African Apartheid. (Apartheid was a system in place in South Africa that separated people based on their race and skin color. There were laws that forced white people and black people to live and work apart from each other. Even though there were less white*

people than black people, apartheid laws allowed white people to rule the country and enforce the laws. Read more at: [Apartheid - Civil Rights for Kids](#)
Explain to students that it is the condition some of the students are speaking about in the video.

- ◆ 5. Discuss:
 - Does that help you understand what freedom means to some people?
 - Whose responsibility is it to ensure the freedom of young people (under the age of 18)?
 - What responsibilities must **all** people uphold if we want to be free like these young people?

→ **Part 3: Introduce Vocabulary Notebook & Discussion of Key Terms**

- ◆ Introduce (or reintroduce) students to a glossary that can be added to their notebooks.
- ◆ Print a glossary and ask students to paste it in their notebooks following the “Table of Contents”.
- ◆ Model the [4 Corner](#) Routine for new vocabulary using the word “freedom”. Instruct students to get the definition of the word freedom from their glossary, use the word freedom in their own sentence, and draw a picture to help them remember the meaning of the word.
- ◆ After modeling, ask students to complete the 4 Corner Vocabulary Routine with the words “responsibility” and “right”.

→ **Part 4: Daily Instructional Task - Venn Diagram**

- ◆ Have students write today’s topic in their notebook.
- ◆ Then turn to the first notes page. Have them draw a venn diagram and label each part.
- ◆ Student Activity: Students will use their classmates’ responses during the discussion, to complete a Venn diagram independently. If necessary, model how to complete a Venn Diagram.

Day 2

→ **Part 5: Whole Group: Discussion & Vocabulary**

- ◆ **Think, Pair, Share:** How do Simon Says and Free Dance relate to the word freedom? What does it mean to be free? In which activity did you experience freedom? How did it make you feel?
- ◆ Based on the activities, Simon Says and Free Dance, have students brainstorm a class definition of the word freedom. Students may suggest ideas such as ‘being able to do what you want,’ ‘no limits,’ ‘choices,’ and ‘to be free.’”
- ◆ Watch the video, [Kids on Words – Freedom](#) Have students discuss how these definitions apply to dancing? What was the class like during ‘Simon Says’? Discuss aspects of the game like the structure, how it was ordered, and that everyone knew what their roles were.
- ◆ Guide the class into a definition of freedom.
 - Freedom : 1.The power to act, speak or think freely; 2.the state of being free; 3.unrestricted use of something.
- ◆ Watch the video on Rights and Responsibilities- BrainPop Jr. (1:25-3:15 only). [Brainpop Jr. How to be a good citizen.](#)
 - Then lead students in a discussion toward the ideas of rights and responsibilities. Have them discuss what are some of the rights and responsibilities they have as students, children, and sons/daughters, siblings.
 - Finally, create a flow chart [Lesson 1 - Freedom](#) to illustrate the relationships among freedom, rights, and responsibilities.
- ◆ **Think, Pair, Share:**
 - What happens if people just dance around all they want? Or say whatever they want?
 - What can we do to allow students to be free, but also respect each other’s space and feelings?

→ **Part 7: Daily Instructional Task: Drawing and Explanatory Writing**

- ◆ **Students Activity:** Their assignment is to draw a picture of what freedom means to them. Their illustration can show freedom in school, at home, or in their community. Then ask students to describe in writing what freedom means to them. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition. [SPO - Lesson 1](#) Students will write a composition that explains, **What does freedom mean to you? Give examples of what freedom looks like in school, at home, or in your community. Whose responsibility is it to ensure that you get the freedom you want?**
- ◆ In their writing they should:
 - incorporate the definition of freedom

- describe what freedom means to them
- give an example of what being free is
- include an introduction and conclusion
- write at least 5 sentences
- vary their sentences
- punctuate each sentence correctly
- spell correctly

◆ **Daily Instructional Task - Suggested Response:** *Freedom means that you can do whatever you want as long as you do what is right. At school, I feel free when all of my friends are playing together without hurting each other. At home, I feel free when I know that all of my family is safe and cared for. I think that everyone is responsible for our freedom. We cannot be free when we are doing bad things to each other and to the community. In conclusion, it is up to all people, both young and old, to ensure that we have the freedom we want.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of rights and responsibilities.

Teacher Notes:

- The Vocabulary Routine can be an entry task or center work.
- Homework will be determined by the teacher based on the lesson outcome.

Daily Lesson Plans

| Lesson 2 | | | |
|---|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: 400 Years Ago, First Enslaved Africans Arrived in US | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that slavery is when a person owns another person as property. I am learning that slavery was legal in what is now the United States for hundreds of years. I am learning that when people are enslaved, they do not have freedom. Their enslavers control their actions and can say where they move, what job they do, what food they will eat, what clothes they will wear, whom they will live with, whether they can go to school and many other parts of their lives. | | <ul style="list-style-type: none"> I can define slavery. I can summarize what I learned about American Slavery. I can place the events in this book on a timeline. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>6.1.5.HistoryUP.1</p> <p>6.1.2.HistoryCC.2.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is slavery? How did the first enslaved people from Africa arrive in what would become the United States? What are timelines? How long did American Slavery last? | | <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will read the article, “400 Years Ago, First Enslaved Africans Arrived in US”, participating in the Everybody Writes strategy with 4 stopping points. <p>Day 2</p> | |

- What is segregation in the United States?

- **Daily Instructional Task:** Students will write a summary of what they have learned about American Slavery while reading this essay. Be sure to define the terms, slavery and freedom in your summary.

Vocabulary:

- indentured servant: person hired to do a job for a certain amount of time in exchange for money.
- slavery
- freedom: being able to decide for yourself how you want to be in the world. It comes with responsibilities to care for others and do not harm.
- segregation: the separation or isolation of a race, class, or ethnic group
- timeline: tool that organizes information.

Learning Resources/Materials:

- Text, Teacher Copy (for SmartBoard), [“400 Years Ago, First Enslaved...” Slide Deck](#)
- Text and Questions, Student Copy, [“400 Years Ago, First Enslaved...” Text](#)
- Notebook/Journal
 - Timeline
 - Summarizing
- Rubric, [Unit 6: Lesson 4 - Rubric](#)

Learning Procedures: (What specific learning experience.s will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Teacher Read Aloud with Stopping Points for Writing

- ◆ Read aloud [“400 Years Ago, First Enslaved Africans Arrived in US”](#) to students as they follow along. This is the [student copy](#).
- ◆ During the read aloud you will be stopping four (4) times for students to write in response to a specific question.
- ◆ Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
- ◆ After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
- ◆ The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

→ Part 2: Understanding Timeline

- ◆ Explain the concept of timeline to students. A timeline is a tool that organizes information. It is used to describe the order in which events happened. Timelines can also help show how events in history are related. Show students how a straight line is used to show the passage of time. In this case from before 1619 through 2000. *Suggestion: add a timeline to their Interaction Notebook.* Provide each student with the timeline.
- ◆ Model how to read the timeline, beginning by reading the titles: American Slavery, Segregation. Tell students that the titles help you to know what the timeline is showing.
- ◆ Ask students to read their timeline and ask the following questions:
 - How long has American Slavery lasted from this timeline?. (246 years)
 - Where on the timeline was the information we just read? [400 Years Ago, First Enslaved... Text](#) (1619)
 - Ask students what segregation is (if needed, prompt what they learned in a previous unit.) When was segregation in the United States? (1865-1954).
- ◆ Show students how you place the Title of the article on the timeline, below the date, 1619.
- ◆ Explain to students that you are going to be reading several books that discuss American Slavery and they will place these events on the timeline.

Day 2

→ Part 3: Reading Strategy: Summarizing

- ◆ Introduce or review the strategy of summarizing. You can use an anchor chart for a visual if needed.
- ◆ Review with students that you can use this strategy to:
 - Focus on important ideas,
 - Make it easier to understand all the information,

- State a short summary when there is a lot of information given.
- ◆ Remind students that they should use this strategy by:
 - Reading all the information
 - Searching for keywords or phrases that are repeated
 - Combining into short sentences.

→ **Part 4: Daily Instructional Task: Explanatory Writing**

- ◆ Write a summary of what you learned about American Slavery while reading this essay. Be sure to define the terms, slavery and freedom in your summary.
- ◆ Summarizing questions to consider when writing:
 - What does freedom and slavery mean?
 - What did you learn about American slavery from the essay?
 - When and Where did slavery take place?
 - Why is American slavery important?
- ◆ In your writing you should:
 - summarize what you learned about American Slavery from this text;
 - define the terms: freedom and slavery;
 - vary sentences;
 - punctuate each sentence correctly, and
 - spell correctly.
- ◆ **Daily Instructional Task - Suggested Response:** *Slavery in the United States of America began in 1619 when a ship, the White Lion, brought 20 enslaved Africans here. Slavery is when a person owns another person as property. The life of an enslaved person was not easy, they had to work very hard without pay, and they could be brought or sold at any time. About 400,000 Africans were brought to the United States, and if you were born to an enslaved woman, you were considered a slave. With that rule, the number of enslaved people grew to over 4 million! True freedom means you have both rights and responsibilities. I think that enslaved people are not free because they only have responsibilities, but have no rights. This means that they are expected to do a lot of work but are not treated fairly. This is what I learned about American enslavement.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of the early history of slavery.
- The first enslaved Africans did not arrive voluntarily as immigrants seeking a new life in America.
- Slavery existed in other parts of the Americas before 1619, and European colonists enslaved Africans in various regions.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Suggested discussion topic: Transatlantic slave trade
 - [The Transatlantic Slave Trade](#)
 - Video, <https://newsela.com/view/cl2kqpxqx00cm08n54aqp4271>

Daily Lesson Plans

| Lesson 3 | | | |
|---|---|--|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: What's the Big Deal about Freedom? | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that everybody wants to be free, but some people have more freedom and privileges than other people. I am learning that people and institutions have the ability to restrict freedom by using power to make rules and punishment. I am learning that some people also restrict freedom by intimidating people into acting in certain ways or into not doing certain things. I am learning that text features are used to help the reader better understand the meaning of a text. I am learning that there are people called abolitionists who supported the end of slavery. | | <ul style="list-style-type: none"> I can define freedom. I can use headings and captions to understand the text, "What's the Big Deal about Freedom?". I can place the events in this book on a timeline. I can define what an abolitionist is and explain the impact they had on freeing slaves in America with at least two supporting examples from the text. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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.</p> <p>SL.PI.3.4. 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.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is the difference between freedom and privilege?
- How were slaves finally freed in America?
- How did Harriet Tubman have an impact on the abolishment of slavery?
- How did the Underground Railroad have an impact on the abolishment of slavery?
- How did Frederick Douglass have an impact on the abolishment of slavery?
- How did Henry Brown impact the abolishment of slavery?
- How did the Emancipation Proclamation impact the abolishment of slavery?
- How did Sojourner Truth have an impact on the abolishment of slavery?
- How did slavery end in America?

Daily Instructional Task:

- Students will answer the questions provided after discussion.

Vocabulary:

- freedom: the state of being free such as religious or academic freedom; the state of not being a slave or prisoner; the right to use something or go somewhere without being controlled.
- privilege: something that can be given and taken away and is considered to be a special advantage or opportunity that is available only to certain people.
- abolitionists: individuals or groups who advocated to end slavery, especially in the United States before the Civil War.
- enslaved: people are forced to work for their owners.
- amendment

Learning Resources/Materials:

- Text, [What's the Big Idea about Freedom?](#)
- Text Questions, [Unit 6: Lesson 3 - Freedom Questions](#)
- Notebook/Journal
 - Nonfiction Text Features, [NonFiction Text Features Posters](#); [Nonfiction Text Feature Notebook](#)
 - Single Paragraph Outline, [Notebook - SPO.pdf](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ Part 1: Review Nonfiction Text Features

- ◆ Headings & Captions: Remind students to pay attention to these features as we read today's text.
- ◆ Add the text features being discussed to their notebook.

→ Part 2: Partner Reading

- ◆ Invite students to turn to their partner and read their composition from the previous day, their daily instructional task response.

→ Part 3: Read Aloud, Ask & Answer Questions

- ◆ Read aloud the text and pose questions as you read. [Lesson 3 - Freedom Questions](#)

→ Part 4: Daily Instructional Task

- ◆ Answer the questions independently based on group discussions. [Lesson 3 - Freedom Questions](#)

→ **Part 5: Timeline**

- ◆ Ask students to turn to their timelines in their notebooks. Remind students that enslavement began in 1619 when the first enslaved Africans were brought to the United States of America on the White Lion.
- ◆ Pose these questions to the students:
 - When did the colonists get their independence (explain that this can be used as a synonym for freedom) from Britain? (*July 4th, 1776*)
 - How did colonists feel while they were under British rule? (*Colonists felt like Britain's king was a big bully, so they did not feel free. They went to war for their freedom.*)
 - Were all people in the United States free like the colonists on July 4th? Why? (*No, all the people in the United States were not free because slavery was still taking place. People were still buying and selling enslaved people like they were property.*)
- ◆ Add July 4th, 1776, the day America got its freedom from Britain, to the timelines.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of amendments, constitution, bill of rights.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- **Optional Homework/Small Group Activity**
 - **Students Activity:** Their assignment is to write about freedom. Explain the impact abolitionists had on freeing slaves in America. What ended slavery?
[Unit 6: Lesson 3 - SPO](#)
 - In their writing they should:
 - incorporate the definition of freedom;
 - explain who the abolitionists were and how they impacted slavery.
 - include an introduction and conclusion;
 - vary sentences;
 - punctuate each sentence correctly, and
 - spell correctly.
 - **Suggested Response:** *There were various ways the abolitionists had an impact on freeing slaves in America. Abolitionists are individuals who advocated for the complete and immediate abolition of slavery. Some abolitionists were able to organize marches and rallies. Harriet Tubman was able to free slaves through the Underground Railroad, a secret trail. Other abolitionists voted when they were not allowed and got arrested. Abraham Lincoln*

signed the Emancipation Proclamation. They worked tirelessly to bring an end to the slave trade and secure freedom for enslaved individuals. This shows the impact that the many abolitionists had on freeing the slaves.

- Rubric, [Unit 6: Lesson 3 - Rubric](#)

Daily Lesson Plans

| Lesson 4 | | | |
|--|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: What's the Big Idea About Freedom? | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that individuals and groups, past and present, had similar and different responses to violations of fundamental rights, such as fairness and voting. | | <ul style="list-style-type: none"> I can compare how women and African Americans each worked to secure the right to vote. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>6.1.5.CivicsDP.2</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What are Jim Crow laws? How did these laws make African Americans less free than white Americans? How does the author define freedom from want? How can we make sure that all Americans enjoy the freedoms guaranteed in U.S. documents? | | <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will answer the questions provided after discussion. <p>Day 2</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will use the Venn diagram to write a composition that answers the task, Compare how women and African Americans each worked to secure the right to vote. What did they do that was | |

| | |
|---|--|
| <p>Vocabulary:</p> <ul style="list-style-type: none"> ● <u>vote</u>: a choice in an election or other group decision. ● <u>immigrants</u>: people who move to a new country. ● <u>citizenship</u>: everything that has to do with being a citizen, or full member, of a country. Citizens have rights that are given by the country's government. ● <u>sit-ins</u>: a form of protest in which demonstrators occupy a place, refusing to leave until their demands are met. | <p>similar? What did they do that was different?</p> <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Text, What's the Big Idea about Freedom? ● Text Questions, Unit 6: Lesson 4 - Freedom Questions, Part 1 Questions ● Venn diagram template, Unit 6: Lesson 4 - Venn Diagram (Student) ● Unit 6: Lesson 4 - Venn Diagram (Anticipated Responses) ● Writing Organizer, Unit 6: Lesson 4 - SPO ● Rubric, Unit 6: Lesson 4 - Rubric |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> <p>Day 1</p> <p>→ Part 1: Activate Prior Knowledge</p> <ul style="list-style-type: none"> ◆ Think about the book, <i>What's the Big Deal about Freedom?</i>, read the previous day. ◆ Students should write their answers to the following question(s), then discuss them with a partner: <ul style="list-style-type: none"> ● The Bill of Rights consists of five (5) freedoms, what are they? ● Which of the five (5) freedoms did enslaved people not have? How do you know? ◆ Each student takes turns being the speaker or the listener. ◆ When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and ask a follow-up question as needed. <p>→ Part 2: Reading Strategy: Compare and Contrast</p> <ul style="list-style-type: none"> ◆ Discuss comparing and contrasting. Have students pay attention to what women and African Americans did to secure their right to vote. <p>→ Part 3: Read Aloud and Ask & Answer Questions</p> <ul style="list-style-type: none"> ◆ Read aloud the text and pose questions as you read. Lesson 4 - Freedom Questions <p>→ Part 4: Daily Instructional Task</p> <ul style="list-style-type: none"> ◆ Answer the questions independently based on group discussions. Lesson 4 - Freedom Questions <p>Day 2</p> <p>→ Part 5: Class Discussion</p> <ul style="list-style-type: none"> ◆ Ask all the students to stand, then list the people who could not vote (i.e. women, African Americans, immigrants, etc.). ◆ Tell the students that as each "identity marker" is read, they should sit. ◆ Explain how only the people remaining would be able to vote (i.e. white, middle class men). ◆ Allow the students to discuss the following question: Is it fair that only the remaining individuals would get to vote? Why or why not? <p>→ Part 6: Daily Instructional Task: Explanatory Writing</p> <ul style="list-style-type: none"> ◆ In this text we learned the responses of individuals and groups, past and present, to violations of fundamental rights such as the right to vote. Have students work in small groups to discuss and complete a venn diagram that incorporates information from the text. Lesson 4 - Venn Diagram (Student); Lesson 4: Venn Diagram (Anticipated Responses) ◆ Students Activity: Their assignment is to use the venn diagram to independently write their composition that answers the task, Compare how women and African Americans each worked to secure the right to vote. What did they do that was similar? What did they do that was different? SPO - Lesson 4 | |

- ◆ In your writing be sure to:
 - Answer the task completely: Compare how women and African Americans each worked to secure the right to vote. What did they do that was similar? What did they do that was different?
 - provide reasons to support your advice;
 - use precise language from the vocabulary you have learned;
 - Write complete sentences.
 - Spell correctly.
- ◆ **Daily Instructional Task - Suggested Response:** *African Americans and women secured the right to vote in many similar and different ways. In this text, it shows us how women and African Americans each work to secure their rights to vote. First of all, women were not allowed to vote for 150 years, however, Susan B Anthony along with 14 other women voted and ended up getting arrested. There were people like Elizabeth Cady Stanton and Lucretia Mott who gathered a group of women to demand equal rights for women, which included the right to vote. Also, African Americans had people like Frederick Douglas and Sojourner Truth who fought for African Americans' right to vote. Frederick Douglas helped get the 15th Amendment passed, which says that the right to vote shall not be denied by the US. Both African Americans and women both protested with various civil rights leaders like Martin Luther King Jr so that the government would change the laws. Even though this was a slow process, they eventually gained those rights. African Americans and women have experienced many similarities and differences that have led to securing the right to vote.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of women's suffrage and African American civil rights.
- Men advocated for women's voting rights.
- The struggle for women's rights and equality continued well beyond 1920.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

Daily Lesson Plans

| Lesson 5 | | | |
|---|---|--|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Abolitionist Study | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that many people worked individually and in groups to end slavery. I am learning key vocabulary terms: Underground Railroad, abolitionist. | | <ul style="list-style-type: none"> I can work with a group to conduct research on one important abolitionist. I can participate in Jigsaw and provide key information about the Underground Railroad and abolitionists to my group. | |
| NJSLS Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic..</p> <p>W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.KL.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What are some of the key disagreements or debates among these activists? How did they work through these differences to maintain a united front against slavery? What are the primary strategies and tactics employed by these abolitionists to promote their cause? How did they tailor their approaches to resonate with different audiences? How did the jigsaw activity help you to learn about the topic? | | <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will complete the Jigsaw note-catcher about the abolitionist given. <p>Day 2</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will complete the 3,2,1 exit ticket. | |
| Vocabulary: | | Learning Resources/Materials: | |

- Underground Railroad: secret network of escape routes and safe houses used by enslaved African Americans to reach freedom in the Northern states and Canada during the 19th century.
- abolitionists: individuals or groups who advocated to end slavery, especially in the United States before the Civil War.

- Song, [Wade in the Water.webm](#)
- Texts:
 - [Luis Gama](#); [Luis Gama](#)
 - [Dr. Henry H. Garnet](#); [Henry Highland Garnet](#)
 - [William Wells Brown](#);
 - [Frances Harper](#); [Frances Ellen Watkins Harper](#)
 - [Lewis Hayden](#)
 - [Paul Jennings](#); [Mary Ann Shadd Cary](#); [Paul Jennings and Mary Ann Shadd Cary](#)
- Jigsaw Note-Catcher, [Unit 6: Lesson 5 - Jigsaw Note-Catcher](#)
- Daily Instructional Task, [Unit 6: Lesson 5 - Jigsaw Exit Ticket](#)
- Notebook/Journal
 - [Choral Reading Slide Deck](#)
 - [Jigsaw - The Teacher Toolkit](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Choral Reading

- ◆ Use the Choral Reading Slides to introduce students to choral reading. [Choral Reading Slide Deck](#)
- ◆ Explain to students that they are going to chorally read the text Underground.
- ◆ Display the slide with the directions.
- ◆ Assign roles to ten students, and know that all girls and boys in the class will have choral roles too. See next page for roles.
- ◆ Students should highlight when they speak on the script.
- ◆ Students read during choral reading, they do not need to memorize their lines.

→ Part 2: Review Topic

- ◆ Explain to students that spirituals were songs of resistance such as "[Wade in the Water](#)". These were songs created by the enslaved Africans to reflect their condition of bondage. They were the first original songs in America. Some songs had a double entendre (two meanings): the master thinks they're being religious, praising the Christian God, while songs like "Wade in the Water" was a message song to tell escaping slaves that they should get into the water to evade the master's dogs, who can't smell in the water. Also, discuss other aspects of slave planning and execution that helped/guided the enslaved African Americans to escape: Cornrow hairstyles with patterns, quilts with patterns and hidden messages hung out on clothes lines, lights and candles in windows, etc.

→ Part 3: Vocabulary Notebook

- ◆ Ask students to explain what abolitionist and Underground Railroad mean. Have them reread their explanation of these terms in their Vocabulary Notebooks and make adjustments to their explanations based on teacher feedback and previous lesson.
- ◆ Students should:
 - write the word correctly.
 - revise, if necessary, their explanation.
 - draw a picture that will help them to remember the word and its meaning.
 - use the word in an original sentence.

→ Part 4: Group Activity - Jigsaw

- ◆ Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic. Students meet with

members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle. Here is a video of the jigsaw strategy in the classroom. [Jigsaw - The Teacher Toolkit](#)

- Jigsaw Activity Steps:
 - "Home Group" - each student learns about a different abolitionist or topic.
 - "Home Group" members then meet with other members that have the same abolitionist after mastering it, "Expert Groups"
 - "Expert Groups" then talk about the same abolitionist so they can become experts in that person.
 - "Expert Groups" then break apart and go back to their Home Groups to share the information about each abolitionist or topic.
- ◆ Teacher will assign students to groups. Each expert group will be assigned a reading.
 - Expert Group 1 will read: Luís Gama, Henry Highland Garnet
 - Expert Group 2 will read: Frances Ellen Watkins Harper, Lewis Hayden
 - Expert Group 3 will read: Paul Jennings, Mary Ann Shadd Cary
 - Expert Group 4 will read: William Wells Brown
- ◆ For this jigsaw, students will be answering these questions:
 - Who is the abolitionist? (Early life/Education/Job)
 - Why is he/she famous?
 - What are the obstacles that he/she overcame?
 - How has he/she changed society or influenced your life?

Day 2

→ Part 5: Continuation Group Activity - Jigsaw

- ◆ Students continue working in their groups if additional time is needed.

→ Part 6: Daily Instructional Task

- ◆ Students while in their expert group will complete a Jigsaw Note-catcher and review it to make sure it captures important information and questions.
- ◆ Students will return to their home group and share their Note-catcher, teaching their peers what they have learned.
- ◆ Students will then complete the 3,2,1 Jigsaw Exit Ticket based on their home group discussions.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of abolitionists.
- Abolitionists were white as well as African American individuals.
- Abolitionists faced significant opposition from pro-slavery advocates and even from some individuals in the North who were hesitant about the movement.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

Daily Lesson Plans

| Lesson 6 | | | |
|--|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Mumbet's Declaration of Independence | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning key terms: declaration and independence. I am learning that enslaved people resisted slavery. I am learning that some enslaved people tried to obtain freedom while enslaved. I am learning that resistance took many forms, ranging from everyday actions like slowing down work to armed rebellion. | | <ul style="list-style-type: none"> I can explain how Elizabeth Freeman used logic and law to gain her independence I can use at least two pieces of evidence from the text to support my explanation. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>SL.PE.3.1. 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.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ,</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What ways can enslaved people gain their independence? How did Mumbet create her freedom? How did Elizabeth Freeman gain her freedom? | | <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will collect evidence on post-it notes to support their thinking when answering the question: How did Elizabeth Freeman gain her freedom? <p>Day 2</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will write a composition that answers the question, How did Elizabeth Freeman gain her freedom? Define freedom and explain. | |
| Vocabulary: | | Learning Resources/Materials: | |

- declaration: a formal or explicit statement or announcement.
- independence: being free from the control, influence, support, aid, of others.
- freedom: being able to decide for yourself how you want to be in the world. It comes with responsibilities to care for others and do not harm.

- Book, [Mumbet's Declaration of Independence](#) by Gretchen Woelfle
- Writing Organizer, [Unit 6: Lesson 6 - SPO](#)
- Rubric, [Unit 6: Lesson 6 - Rubric](#)
- Post-it Notes

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Vocabulary Notebook & Discussion of Key Terms

- ◆ Share the vocabulary terms with students: declaration and independence.
- ◆ Ask students to explain these terms in their Vocabulary notebooks by including:
 - Each term with the word written correctly.
 - An explanation.
 - Drawing of a picture that will help them to remember the word and its meaning.
 - The word in an original sentence.
- ◆ Then review the explanations:
 - Declaration is a formal or explicit statement or announcement.
 - Independence is being free from the control, influence, support, aid, or the like, of others.

→ Part 2: Mini Lesson on Text Evidence

- ◆ Explain to students that as they read they will be collecting evidence to support their thinking when answering the question: How did Elizabeth Freeman gain her freedom?
- ◆ Make post-it notes available to students. Instruct them to take a post-it note and write down the way in which Elizabeth Freeman went about securing her freedom. The post-it can include:
 - Page numbers
 - Direct quotes from the text
 - Paraphrasing of important events
- ◆ Students should put the post-it in their notebook to be used during the explanatory writing task they will perform in the following day(s).

→ Part 3: Read Aloud

- ◆ Read aloud "Mumbet's Declaration of Independence" to students as they follow along with their own copy of the text.

Day 2

→ Part 4: Daily Instructional Task: Explanatory Writing

- ◆ **Students Activity:** Their assignment is to write a composition that answers the question, How did Elizabeth Freeman gain her freedom? Define freedom and explain. Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
- ◆ In your writing:
 - define freedom;
 - explain how Elizabeth Freeman gained her freedom;
 - use details from the text to support your explanation.
 - include an introduction and conclusion;
 - vary sentences;

- punctuate each sentence correctly, and
- spell correctly.

◆ **Daily Instructional Task - Suggested Response:** *Elizabeth Freeman gained her freedom by showing the public that she had the same rights as everyone else. If freedom is being able to decide for yourself how you want to be in the world. Elizabeth used that to her advantage when she decided to go to court to gain her right to be free. With the help of her lawyer, Mr. Sedwick, she was able to file a lawsuit to be free. In the text it states, "The new constitution says so: all people are born free and equal, Mumbet replied, "I am not a dumb creature. I deserve my freedom." This shows that Elizabeth understood the constitution and her rights, so she stopped at nothing to get her voice heard. She thought her freedom should matter, just like all mankind. She showed everyone that she wasn't afraid to go to court. Elizabeth Freeman was able to get her freedom after the judge and jury agreed, and she was then able to live "free like the river and strong as the mountains."*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of the U.S. Constitution.
- Elizabeth Freeman was not the only enslaved person who sued for her freedom.
- Her freedom was achieved through a legal process and a lawsuit in the court system, not a violent rebellion.
- Her story did not have an immediate and profound impact on the abolition of slavery. It was a gradual process that took several decades.
- Even though Elizabeth was no longer enslaved, she still faced discrimination and challenges as a free woman of color in the 18th century.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Suggested Videos for Background & Clarity:
 - Forms of Rebellion, [Roots: A History Revealed - Forms of Rebellion | History - YouTube.webm](#)
 - [Resistance to Slavery - YouTube.webm](#)
- Slave Resistance: A **slave rebellion** is an armed uprising by [slaves](#). Slave rebellions have occurred in nearly all societies that practice slavery, and are amongst the most feared events for slave owners. Numerous slave rebellions, revolts, and insurrections took place in North America during the [18th](#) and [19th](#) centuries. There is documentary evidence of more than 250 uprisings or attempted uprisings involving ten or more slaves. Many enslaved Africans revolted against their captors, or participated in mass marronage, or desertion. The freed Africans founded communities in the forests and mountains, organized [guerrilla](#) bands known as Cimarrones, and began a long guerrilla war against the [Spanish Conquistadores](#), sometimes in conjunction with nearby indigenous communities like the [Kuna](#) and the Guaymi.

Daily Lesson Plans

| Lesson 7 | | | |
|---|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Nat Turner | Instructional Days: 3 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about Nat Turner. I am learning to improve my comprehension by thinking about what I am reading and watching. I am learning how to listen to video and scan text to locate evidence to support my thinking. | | <ul style="list-style-type: none"> I can understand the form of organized armed rebellion led by slaves. I can answer text dependent questions by scanning what I have read to locate answers and to think about what I already know. I can participate in a debate based on my opinion of Nat Turner. I can defend my opinion of whether or not Nat Turner's rebellion was justified. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. (Students may compare and contrast key details from two informational text sources that describe climate change in different regions of the world.)</p> <p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>SL.PE.3.1. 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.</p> <p>SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>6.1.2.HistoryCC.2.</p> | | | |
| Key Instructional Practices | | | |
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> What risks did enslaved people take by resisting? Why did they take those risks? Why would enslavers prevent most enslaved people from learning how to read and write? How did Nat Turner's rebellion impact slave laws? How has Nat Turner's legacy changed over time? How did you use the resources (video & text) to support your answer to the question? | | <p>Daily Instructional Tasks:</p> <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will complete the note-catcher for the video and questions given during gallery walk. <p>Day 2:</p> <ul style="list-style-type: none"> Daily Instructional Task: Students will participate in a debate to show multiple sides of Nat Turner's rebellion. <p>Day 3</p> <ul style="list-style-type: none"> Culminating Task: Students will write a composition answering the question: The word justified means for a good cause. In your opinion, was the Nat Turner | |

| | |
|---|---|
| | Rebellion justified? Write facts and cite evidence from the text and video to support your thinking. |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> ● <u>rebellion</u>: an act of violent or open resistance to an established government or ruler; in this case against slaveholders and the institution of slavery. ● <u>enslaved</u>: having been made a slave; deprived of liberty. | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> ● Lesson Slides, Unit 6: Lesson 7, Day 1 - Nat Turner Rebellion ● Articles: <ul style="list-style-type: none"> ○ Nat Turner, Freedom Fighter.pdf ○ The Abolitionists Nat Turner Newsela.pdf ● Photos, Nat Turner Rebellion Photos ● Video, Nat Turner Rebellion PBS LearningMedia.webm ● Note-catcher, Video Note Taking Sheet Digital ● Video, Exploring the Pros and Cons of School Uniforms Debate ● Writing Organizer, Unit 6: Lesson 7 - SPO ● Rubric, Unit 6: Lesson 7 - Rubric |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> | |
| <p>Day 1</p> | |
| <p>→ Part 1: Introduction to Nat Turner</p> | |
| <ul style="list-style-type: none"> ◆ Tell students that today they are going to learn about a slave who led a rebellion in 1831. ◆ Add the word rebellion to the vocabulary notebook. ◆ Provide students with some background knowledge on who Nat Turner is (See slide 2 of Unit 6: Lesson 7 - Nat Turner Rebellion). ◆ Watch the short video, Nat Turner Rebellion PBS LearningMedia.webm (See slide 3). ◆ Have students use the note catcher to write down new things they learned, questions they have, opinions they have and any important vocabulary and other thoughts they might have as they are watching the video. | |
| <p>→ Part 2: Group Activity: Gallery Walk</p> | |
| <ul style="list-style-type: none"> ◆ Gallery Walk is an instructional strategy where students in small groups rotate around the classroom to various stations and respond to thoughtful questions, documents, images, texts, or situations. You can use this strategy as a pre assessment activity, and to brainstorm new ideas, introduce new content, or review prior learning. The benefit of a Gallery Walk strategy is students can engage in movement around the classroom as well as take part in focused discussions with peers to highlight different perspectives and allow them to reflect on their ideas. By utilizing small groups, more students engage, which encourages more timid students to participate. ◆ Gallery Stations <ul style="list-style-type: none"> ● One: Article, Nat Turner, Freedom Fighter <ul style="list-style-type: none"> ○ Students discuss and answer the following questions: <ul style="list-style-type: none"> ◆ Why would enslavers prevent most enslaved people from learning how to read and write? ◆ Since it was illegal for enslaved people to escape plantations, what risks did enslaved people take by resisting? ◆ Why did they take those risks? ● Two: Photos, Nat Turner Rebellion Photos <ul style="list-style-type: none"> ○ Students will view these photos to discuss and answer the following questions: <ul style="list-style-type: none"> ◆ What do you see in the images? ◆ The illustrations depict (show) a lot of emotions. What emotions can you feel from the enslaved people? from their masters? ◆ Do the illustrations make Nat look like a hero or a villain? What makes you think that? ● Three: Article, The Abolitionists Nat Turner Newsela <ul style="list-style-type: none"> ○ Students discuss and answer the following questions: | |

- ◆ Why did Nat Turner believe he was the one to lead the slaves in a rebellion?
- ◆ What effect did Turner’s rebellion have on the South?
- ◆ Why was Turner’s rebellion important to the ending of slavery?

Day 2

→ Part 3: Debate

- ◆ Ask students if they know what the words hero and villain mean (this can be an entry task for the day).
- ◆ Pose the question, “Do you think that Nat Turner is a hero or a villain?”
- ◆ Students should write down three reasons why they have chosen their particular side. If they need support, remind students that they can use the information that they learned from the Gallery Walk the day prior.
- ◆ Watch a [video](#) of debate between students of a similar age group.
- ◆ Students should then begin to debate. If needed, the teacher can model the practice with a different question (i.e. Are school uniforms a good or bad idea? Are video games good for you? etc.).
- ◆ The teacher should be listening to the debates to determine if the students are defending their opinions. Remind students to:
 - Listen before responding
 - Share your opinion
 - Be respectful/polite (try to allow everyone to speak at least one time)
- ◆ Offer additional questions to consider, if necessary:
 - Is there a wrong or a right way to rebel?
 - Is it considered rebellion because Nat Turner was a “minority”?

Day 3

→ Part 5: Activate Prior Knowledge

- ◆ Think about what you have learned about Nat Turner the previous days.
- ◆ Students should write their answers to the following question(s), then discuss them with a partner:
 - Who was Nat Turner?
 - How did he fight for freedom?
- ◆ When the speaker is finished speaking, have the listener repeat one of the speaker’s main points, and ask a follow-up question as needed.

→ Part 5: Culminating Task: Opinion Writing

- ◆ **Students Activity:** Their assignment is to write a composition answering the question, The word justified means for a good cause. In your opinion, was the Nat Turner Rebellion justified?
- ◆ Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
- ◆ In your writing:
 - Introduce a topic;
 - Cite evidence from the videos to support your topic;
 - Develop the topic with facts, definitions, and details from the text read;
 - Provide a conclusion;
 - Use precise language we have studied in class;
 - Vary sentences that include simple, compound and complex sentences.
 - Spell correctly.
- ◆ **Culminating Task - Suggested Response:** *In my opinion, Nat Turner’s Rebellion was justified because he was fighting for his freedom. In the article, “Nat Turner: Freedom Fighter,” I learned that Nat Turner was an enslaved person who had learned to read and write, something that not many enslaved people got to do. He read the bible mostly, and felt like he had got a message from God. The message was to help people escape from slavery. Nat Turner and a group of people, both free and enslaved, came up with a song to help the enslaved escape. Then, they began to run away from their*

plantations, which was illegal at the time. In paragraph 6, the text says, "... the group did whatever they could to prevent their enslavers from stopping them." This tells me that freedom is worth fighting for.

People who were enslaved did not have freedom. Freedom is the right to use something and go somewhere without being controlled. Nat Turner, and other slaves, were under the control of their masters. When something is unfair, a person should stand up and fight back which is what Nat Turner did. The video and photos showed that his rebellion did get dangerous, but it was not any more dangerous than the life that enslaved people had to live everyday. All in all, the Nat Turner Rebellion was for a good cause.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of a rebellion.
- Nat Turner was the not sole leader and participant in the rebellion. He was the primary leader but there were several other enslaved individuals who joined him.
- Turner's motivations were solely religious. but some might overlook the broader context of slavery's brutality, oppression, and the desire for freedom that also fueled the rebellion.
- The rebellion led to widespread changes in slavery. In reality, the immediate aftermath of the rebellion resulted in harsher restrictions on enslaved individuals.
- Some viewed Nat Turner as a heroic figure fighting against oppression, others condemned his actions as violent and indiscriminate.
- Turner's rebellion did not end the fight against slavery, it continued several decades until the eventual abolition of slavery in the United States.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Additional Resources:
 - Website, [Nat Turner Project](#)
- Suggested Videos:
 - [Nat Turner's Rebellion](#)
 - Forms of Rebellion, [Roots: A History Revealed - Forms of Rebellion | History - YouTube.webm](#)
- Turner started with a few trusted fellow slaves. The rebels traveled from house to house, freeing slaves and killing the white people they found. They used knives, hatchets, axes, and blunt instruments instead of firearms. The rebels killed 60 men, women, and children. Turner thought that revolutionary violence would serve to awaken the attitudes of whites to the reality of the inherent brutality in slave-holding.
- Slave Resistance: A **slave rebellion** is an armed uprising by [slaves](#). Slave rebellions have occurred in nearly all societies that practice slavery, and are amongst the most feared events for slave owners. Numerous slave rebellions, revolts, and insurrections took place in North America during the [18th](#) and [19th](#) centuries. There is documentary evidence of more than 250 uprisings or attempted uprisings involving ten or more slaves. Many enslaved Africans revolted against their captors, or participated in mass marronage, or desertion. The freed Africans founded communities in the forests and mountains, organized [guerrilla](#) bands known as Cimarrones, and began a long guerrilla war against the [Spanish Conquistadores](#), sometimes in conjunction with nearby indigenous communities like the [Kuna](#) and the Guaymi.

Daily Lesson Plans

| Lesson 8 | | | |
|--|---|--|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Jazz and Freedom | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that enslaved people observed different cultural practices before becoming enslaved. I am learning that people in New Orleans, Louisiana, got to experience small moments of freedom on Sundays. I am learning that jazz music began in New Orleans. | | <ul style="list-style-type: none"> I can explain how enslaved people in New Orleans gathered on Sundays to celebrate their culture. I can define the word improvisation. I can gather items from various resources to create a jazz inspired art collage. | |
| NJSL Standards | | | |
| <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>SL.PE.3.1. 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.</p> <p>SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>6.1.2.HistoryCC.2</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Task: | |
| <ul style="list-style-type: none"> What did you learn about Jazz music and Congo Square? How do you feel when listening to Jazz music? Where was Jazz born? How was improvisation important to enslaved people? How did Jazz music bring different people/sounds together? | | <ul style="list-style-type: none"> Students will create a jazz inspired art collage showcasing the instruments, lyrics, and feelings involved in the creation of jazz music in Congo Square and other places. | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> <u>improvisation</u>: the process of spontaneous creation and blending of musical elements. <u>Jazz</u>: a genre of music that originates in African American communities in New Orleans, characterized by improvisation, syncopation, and a rich blend of African, European, and American musical traditions. <u>Congo Square</u>: a historic gathering place in New Orleans, Louisiana, where enslaved Africans were allowed to gather and participate in traditional African music, dance, and cultural practices on Sundays. | | <ul style="list-style-type: none"> Video, The Very Best of JAZZ.webm Video, Congo Square .webm Video, Story of Congo Square - New Orleans.webm Images of Jazz Instruments, Lyrics to Jazz Songs Unit 6: Lesson 6 - Collage Rubric Jazz Playlist Colored paper Scissors | |

- Glue
- Pencils/Markers

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Part 1: Introduction to Jazz

- ◆ 1. Discuss the history of jazz; the characteristics of jazz (call and response, improvisation). Play an example of jazz music for students [The Very Best of JAZZ](#)
- ◆ Think, Pair, Share:
 - What do you notice in the music?
 - How do you feel when you are listening to this music? (see other notes below)
- ◆ Discuss the characteristics of Jazz: swing and syncopation, improvisation, distinctive voices, notes and modes.

→ **Part 2: Video & Discussion: Congo Square**

- ◆ Show the following videos, pausing to discuss after each.
- ◆ Write important facts on an anchor chart.
- ◆ Watch the video, [Congo Square](#) (Music and conversations with Wynton Marsalis, the great jazz trumpet player.)
 - Where was Jazz born?
 - Who created this art form?
 - How was improvisation important to enslaved people?
 - How did Jazz music bring different people/sounds together?

→ **Part 3: Daily Instructional Task: Jazz and Physical Art**

- ◆ **Students Activity:** Their assignment is to create a jazz inspired art [collage](#).
- ◆ Provide students with images of different jazz instruments, lyrics to jazz songs, as well as scissors, glue, colored paper and pencils/markers.
- ◆ As a jazz [playlist](#) plays, allow students to cut and paste the pictures, words, and colors that stand out to them.

→ **Part 4: Turn and Talk**

- ◆ Upon completion of the collage, have students show their peers their artwork. During a turn and talk, they should ask:
 - How did listening to jazz music make you feel?
 - Why did you select the images, texts, and colors you chose?
 - How did jazz and other art forms help enslaved people?

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

- Students may not have a deep contextual understanding of Jazz music and the Congo Square.
- While Congo Square was a vital and well-known gathering place, it was not the only location where African Americans expressed their cultural heritage.

- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Rationale: This lesson provides an opportunity for social-emotional learning to take place. There are many lessons in this unit that bring to light the oppression of enslaved people, all of which can be a lot for anyone to digest, especially a young person. Although this lesson will not change the reality of history, it will give insight into how this particular group of people managed to find joy in spite of their harsh realities, an additional lesson that our students must learn.
- Homework will be determined by the teacher based on the lesson outcome.
- Explain how New Orleans was an anomaly; the French were willing to give the Africans a day off and be "free" on Sundays. This led to the invention of jazz. When the Americans took over New Orleans in the Louisiana Purchase, the Sundays off was abolished. The components of jazz development were European marches; Cuban music; African multi (many)rhythms; Ragtime (from St. Louis free blacks). Jazz got on the River Boats to begin its journey all over the world. The music and dance gave the enslaved persons who may have been from different parts of Africa, a connection through the arts. After slavery was abolished, the Blues came into town from the country as itinerant blues men and women were freer to travel with their own version of field hollers, moans, and the three-chord change that so impacted the world.
- [One Of New Orleans Best Tours Is Free.webm](#)

Daily Lesson Plans

| Lesson 9 | | | |
|--|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Freedom in Congo Square | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that enslaved people want freedom. I am learning that enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world. I am learning how to use a single paragraph outline to organize my ideas and write a composition that explains cultural traditions in the Congo Square and today. | | <ul style="list-style-type: none"> I can explain important vocabulary terms. I can place the events in this book on a timeline. I can explain how enslaved people sustained (kept) their cultural traditions in the past and present using a SPO. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>6.1.2.HistoryCC.2</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Culminating Task: | |
| <ul style="list-style-type: none"> Were enslaved people allowed to be free? Why were enslaved people not allowed to be free by white masters? Did enslaved people want freedom? How did the enslaved people experience small moments of freedom on Sundays? | | <ul style="list-style-type: none"> Students will write a composition answering the question, How do cultural traditions that enslaved people brought with them and developed, sustain communities today across the world? Write an explanation and cite evidence from the text to support your thinking. | |

- How did Congo Square impact the slaves?
- How does the “foreword” of a story help you better understand what the story will be about?
- How can you maintain cultural traditions?
- How do cultural traditions that enslaved people brought with them in Congo Square help to preserve their culture?

Vocabulary:

- ardent: having or showing strong feelings such as passion, loyalty, or desire.
- plantation: a large farm or estate used for growing rubber, cotton, or other crops to sell.
- commune: the act of coming together as a community in Congo Square during precious moments of limited freedom on Sundays.
- ancestral: the deep historical and cultural connections that enslaved individuals have with their African roots.
- improvisation: the process of spontaneous creation and blending of musical elements.
- slavery: when a person owns another person as property.
- sustain to provide with the basic necessities of life.

Learning Resources/Materials:

- Book, [Freedom in Congo Square](#) by Carole Weatherford
- Foreword, [Freedom In Congo Square - Foreword](#)
- Partner Conversation Rubric, [Unit 6: Lesson 9 - Conversation Rubric](#)
- Video, [Congo Square Drum Circle \(2016\).webm](#)
- Timeline, [Unit 6: Lesson 9 - Timeline](#)
- Writing Organizer, [Unit 6: Lesson 9 - SPO](#)
- Writing Rubric, [Unit 6: Lesson 9 - Rubric](#)
- Notebook/Journal:
 - Vocabulary

Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ **Part 1: Reading Strategy: Building Vocabulary and Concept Knowledge**

- ◆ Remind students to use vocabulary strategies to find the meaning of unknown words. Use an anchor chart as a visual if necessary.
- ◆ Discuss how to find the meaning of unknown words: use prior knowledge of the word, read around the word, choose a substitute to check for meaning, and finally use a glossary or dictionary.

→ **Part 2: Introduction, Read Aloud & Foreword**

- ◆ Provide background information to students. (see notes below)
- ◆ Think, Pair, Share: What does the title mean? ‘
- ◆ Read aloud the book, [Freedom In Congo Square](#), once without stopping.
- ◆ Ask students to pay attention to how these enslaved people were not allowed to be free by white masters and how the enslaved people wanted freedom.
- ◆ Think, Pair, Share:
 - How were the enslaved people not allowed to be free by the white masters?
 - How did the enslaved people experience small moments of freedom on Sundays?
- ◆ Then ask students to turn to the [foreword](#) of the book, *Freedom in Congo Square*. Explain that the foreword was written by historian Freddie William Evans.
- ◆ Read aloud the foreword, taking time to address questions and comments by students.
- ◆ Think, Pair, Share: the following question: How does the “foreword” of a story help you better understand what the story will be about?

→ **Part 3: Vocabulary Notebook**

- ◆ Ask students to explain what ardent, plantation, commune, ancestral, improvisation mean in their vocabulary notebooks.

- ◆ Students should:
 - write the word correctly.
 - write an explanation.
 - draw a picture that will help them to remember the word and its meaning.
 - use the word in an original sentence.

→ **Part 4: Video, Congo Square Drum Circle**

- ◆ 1. Show students the video, [Congo Square Drum Circle \(2016\)](#). Tell them the video was made in 2016 at the same Congo Square that is in the book.
- ◆ 2. Give students background on video. (see notes below)

→ **Part 5: Partner Conversations**

- ◆ Partner students and give them a general discussion topic: How do the enslaved people feel when they are in Congo Square? How is it different from being free?
- ◆ Each student takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and ask a follow-up question as needed.
- ◆ Remind students to use evidence from the text to support their ideas.
 - **Suggested Partner Response:** *Enslaved people experienced Congo Square in many ways. One one hand, Congo Square provided a unique space where they could gather, express themselves, and maintain a connection to their African roots. They were able to momentarily forget their realities of slavery, allowing them to celebrate their cultural traditions through music, dance, and social interactions. It provided them with a sense of community and identity in the conditions they had to endure. However, this feeling of freedom was limited. This made for a very bittersweet experience between the freedom of Congo Square and the bondage of slavery.*

→ **Part 6: Timeline**

- ◆ Remind students of the timeline you began reading when the first enslaved Africans were brought to what would become the United States.
- ◆ Ask students when did the events in this text take place? Where on the timeline would you place Congo Square? Ask them to review the author's note at the end of the book.
- ◆ Place a copy of the book cover on the timeline and label it. [Lesson 9 - Timeline](#)

→ **Part 7: Culminating Task: Writing**

- ◆ **Students Activity:** Their assignment is to write a composition answering the question, How do cultural traditions that enslaved people brought with them and developed, sustain communities today across the world? Write an explanation and cite evidence from the text to support your thinking. [SPO - Lesson 9](#)
- ◆ Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
- ◆ **Culminating Task - Suggested Response:** *In the text, "Freedom in Congo Square" by Carole Boston Weatherford," we learn that enslaved people gathered on Sundays in Congo Square to share their cultural traditions. Cultural traditions help preserve a culture's history and beliefs. Congo Square helped preserve African American culture by providing a safe and legal place for Americans to honor their traditions and beliefs so that they can pass it down from generation to generation. The cultural traditions were preserved through Congo Square because African Americans were free to sing, dance and play instruments from their ancestors in a communal place. In the text it states, "they drummed ancestral roots alive." This demonstrates that the act of drumming, the sounds that they played and listened to, brought to life the ancient cultural and ancestral traditions of their heritage. This history continues to be present in Congo Square. These cultural traditions were shared and honored, which in turn continue to pass down to families. In summary, Congo Square created a space so that the beliefs and practices of African American culture continued to be a part of their culture. The cultural traditions that enslaved people brought with them and developed have not only survived but thrived across the world, providing a strong foundation for*

communities to build upon. These traditions continue to inspire and enrich societies, highlighting the enduring legacy of enslaved people and their contributions.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of Jazz music and the Congo Square.
- While Congo Square was a vital and well-known gathering place, it was not the only location where African Americans expressed their cultural heritage.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Provide background information to students: Freedom in Congo Square takes readers back to 19th century Louisiana, where a New Orleans city law granted African slaves Sundays off, and where an 1817 law designated Congo Square — a public square located in what is now the Treme neighborhood of New Orleans—the only place where slaves were permitted to publicly gather. And publicly gather they did, by the hundreds: filling Congo Square with dancing and singing, and playing music that fused the sounds of traditional African instruments with North American ones.
- Video Makers said ... There have been drum circles in Congo Square for centuries, a deeply meaningful tradition that carries on to this day. On June 5, 2016, today's Congo Square drum circle regulars were joined by a group of Nigerians who were celebrating the ordination of the first Nigerian priest in New Orleans, as well as tourists from South Africa and other places, and a group from Breakout, a local support group for LGBTQ youth. We happened to catch a few minutes of the celebration and are sharing it here with you. (watch the video) [Congo Square Drum Circle \(2016\) - YouTube.webm](#)

Daily Lesson Plans

| Lesson 10 | | | |
|--|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Henry's Freedom Box: A True Story from the Underground Railroad | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that enslaved people wanted to escape to freedom. Although it was very difficult and largely impossible, some did manage to escape. I am learning that enslaved people were often hunted and returned to slavery. I am learning that many people who escaped slavery went on to fight for freedom for all enslaved people. I am learning how to make and confirm predictions to better understand text. I am learning that illustrations extend a story's meaning. | | <ul style="list-style-type: none"> I can define freedom and use the term, freedom, when writing about a text. I can make predictions when reading, then confirm those predictions after reading. I can read with fluency and expression. I can answer comprehension questions based on the story. I can support an explanation using the definition of a key term and text evidence. | |
| NJSL Standards | | | |
| <ul style="list-style-type: none"> RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures). RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension. SL.PE.3.1. 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. SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic. 6.1.2.HistoryCC.2. | | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- How did the Underground Railroad help slaves?
- What do you think the title, *Henry's Freedom Box*, means?
- What does the word ingenious mean? How was his plan ingenious?
- How did Henry Box Brown resist being enslaved?
- Henry's mother says to him "Do you see those leaves blowing in the wind? They are torn from the trees like slave children are torn from their families." What does Henry's mother mean?
- Why was the box that Henry traveled in called a freedom box?
- Why does Henry risk his life for freedom?
- When did Henry Brown live? When did he escape freedom?
- How does Henry risking his life for freedom tell you about the value of freedom? What does that tell you about Henry's bravery?

Daily Instructional Tasks:

Day 1

- **Daily Instructional Task:** Students make and confirm predictions before, during, and after reading.

Day 2

- **Daily Instructional Task:** Students will write a composition that answers the question, Why does Henry decide to risk his life for freedom? What does that tell you about the value of freedom and Henry's bravery?

Vocabulary:

- freedom: being able to decide for yourself how you want to be in the world. It comes with responsibilities to care for others and do not harm.
- Slavery people own other people, they think of them as property; so they work for their owners to live, doing whatever the owners ask them to do.
- enslaved: held in bondage and forced to work without freedom; deprived of liberty.
- Underground Railroad were hidden routes enslaved people traveled as they headed north towards freedom.
- abolitionists: individuals or groups who advocated to end slavery, especially in the United States before the Civil War.
- bravery: courageous behavior or character.
- master: the person who owns and controls enslaved individuals.
- auction: a public sale where people bid on and purchase goods, in this case, enslaved individuals.
- plantation: a large estate or farm where crops like cotton or tobacco are grown, and enslaved people are forced to work.
- crate: a sturdy box or container often used for shipping goods.
- conductor: a person who guided and assisted escaping slaves along the route to freedom.

Learning Resources/Materials:

- Book, [Henry's Freedom Box: A True Story from the Underground Railroad](#), by Ellen Levine
- Preview Chart, [Unit 6: Lesson 10 - Preview Chart - Henry's Freedom Box](#)
- Notebook/Journal
 - Check for Understanding Card/Say Something bookmark, [Unit 6: Lesson 10 - Check for Understanding/Say Something](#)
 - [Make & Confirm Predictions](#)
- Timeline, [Unit 6: Lesson 10 - Timeline](#)
- Writing Organizer, [Unit 6: Lesson 10 - SPO](#)
- Rubric, [Unit 6: Lesson 10 - Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ **Part 1: Preview the Text**

- ◆ Ask students to study the cover, quote and title page with a partner and complete a [Preview Chart](#).

→ **Part 2: Review Vocabulary**

- ◆ Review with students what we have been learning about the Underground Railroad, slavery and abolitionists. Have them reread their explanation of these terms in their Vocabulary Notebooks and make adjustments to their explanations based on teacher feedback and previous lessons.

→ **Part 3: Read Aloud and Making & Confirming Predictions**

- ◆ Explain to students that they will read a fictional story about a real man named, Henry Brown, who lived in the United States in the mid-1800s — when many African Americans were enslaved in the South. Henry was born enslaved and, like other brave African Americans, escaped to freedom in the North.
- ◆ Tell students they will be making predictions as they read the text, which is another strategy they can use to help them comprehend and analyze their reading. Also go back and confirm the predictions made. Review this strategy if needed using an anchor chart as a visual.
- ◆ Read the book aloud with fluency and expression. Project the book on a screen using the slide deck.
- ◆ Pause every few pages and have students predict what might happen next to Henry. Later, stop to ask if their predictions were correct.

→ **Part 4: Timeline**

- ◆ Refer to the timeline you began creating when the first enslaved Africans were brought to what would become the United States.
- ◆ Read aloud or ask students to read the author's note.
- ◆ Ask students when Henry Brown lived and escaped to freedom. Where on the timeline would they place his story?
- ◆ Please mark on the timeline when Henry became free.

Day 2

→ **Part 5: Activate Prior Knowledge**

- ◆ Think about the title of the book, *Henry's Freedom Box*, read the previous day.
- ◆ Students should write their answers to the following question(s), then discuss them with a partner:
 - Why was the box Henry traveled in called a freedom box?
 - How did Henry resist being enslaved?
- ◆ Each student takes turns being the speaker or the listener.
- ◆ When the speaker is finished speaking, have the listener repeat one of the speaker's main points, and ask a follow-up question as needed.

→ **Part 6: Partner Reading/Say Something**

- ◆ Ask students to take out their copy of *Henry's Freedom Box*, their Say Something bookmark, and a Check for Understanding Card.
- ◆ Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text. They will be stopping eight (8) times.
- ◆ Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
- ◆ Remind students that they should read with soft voices, and take time to discuss what they have read.
- ◆ At the end of the reading, they should use the Check for Understanding card to prompt their final discussion question, What does resistance mean? How did Henry Box Brown resist being enslaved?

→ **Part 7: Daily Instructional Task: Explanatory Writing**

- ◆ **Students Activity:** Their assignment is to write a composition that answers the question, Why does Henry risk his life for freedom? What does that tell you about the value of freedom and Henry's bravery? Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
- ◆ In your writing:
 - explain freedom
 - explain why Henry risks his life for freedom and what that suggests about the value of freedom and Henry's bravery;
 - use details from the text to support your explanation.
 - include an introduction and conclusion;

- vary sentences;
- punctuate each sentence correctly, and
- spell correctly.

◆ **Daily Instructional Task - Suggested Response:** *Henry risked his life for freedom because he understood the value of being free and the inherent dignity that came with it. He didn't want to lose his family to slavery and he didn't want to be a slave anymore. In the text it states, "Henry looked for his family. Father! Father! Henry watched his children disappear down the road." This shows that he was devastated that his family was sold to another slave because he, like many others, didn't have a choice of where to go. It also states, "Henry arrived with a box. I will mail myself to a place where there are no slaves! he said." It also shows that he was so determined to be free of his master and not work in the tobacco factory that he mailed himself to a place that was free. His desire for freedom was driven by a longing for a better life, where he could live as a free individual, make choices for himself, and determine his own destiny. He risked his life to escape slavery, which shows the importance he placed on personal freedom and the lengths he was willing to go to achieve it. Freedom represented hope, self-determination, and the possibility of creating a better life for himself and his family. His bravery is evident in the method he chose to escape slavery, shipping himself in a crate, a way that was incredibly risky. This plan required courage and the consequences of failure were severe. Henry's determination to pursue freedom despite such high stakes speaks volumes about his resilience and unwavering spirit.*

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student Reflections/Conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding about the impact of slavery.
- The ongoing challenges faced by escaped slaves.
- Even though Henry was literate, literacy among enslaved people was rare, and many were intentionally kept illiterate to maintain control and prevent communication and uprisings.
- The importance of the Underground Railroad and the support of sympathetic individuals in aiding enslaved people on their path to freedom. As well as the abolitionists movement.
- Students might not fully grasp the complexity, danger, and challenges that enslaved individuals faced when seeking freedom.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Teacher Note: If students need support while reading, treat the reading as a guided reading lesson. If more support is needed, a video recording is included in resources.

Daily Lesson Plans

| Lesson 11 | | | |
|---|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: The Emancipation Proclamation & 13th Amendment | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning the meaning of two key terms: emancipation, involuntary service, proclamation, and amendment. I am learning about the Emancipation Proclamation and the effectiveness of the 13th Amendment using different sources. I am learning about how the 13th Amendment freed enslaved people and changed the laws in the U.S. Constitution. | | <ul style="list-style-type: none"> I can define two key terms in my notebook. I can work in a small group to explain the Emancipation Proclamation and the 13th Amendment. | |
| NJSL Standards | | | |
| <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.RF.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is free will? Why couldn't enslaved people exercise their free will? What were the limitations of the Emancipation Proclamation that resulted in not freeing the majority of enslaved people? According to the author, why did President Lincoln wait to issue the Proclamation until 1863? Why was the 13th Amendment needed? What did it legally? Which words in Section 1 of the 13th Amendment state that slavery was not allowed in the United States? | | <ul style="list-style-type: none"> Daily Instructional Task: Students will work in small groups to create a Google Presentation answering the following questions: <ul style="list-style-type: none"> What is the Emancipation Proclamation? Why was the Emancipation Proclamation important? What is the 13th Amendment? | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> <u>emancipation</u>: the act or process of being set free from legal, social, or political restrictions; liberation. <u>involuntary servitude</u>: being forced to work against your free will, even if you are paid. | | <ul style="list-style-type: none"> Text, Emancipation Proclamation and 13th Amendment Text Small Group Presentation | |

- proclamation: the act of announcing to the public, or something that is said for the public to hear.
- amendment: the change or addition to a law.

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ **Part 1: Vocabulary Notebook & Discussion of Key Terms**

- ◆ Share these terms with students: emancipation, involuntary servitude, proclamation, and amendment.
- ◆ Ask students to explain these terms in their notebooks.
- ◆ Students should:
 - write the word correctly.
 - write an explanation.
 - draw a picture that will help them to remember the word and its meaning.
 - use the word in an original sentence.

→ **Part 2: Partner Reading/Say Something**

- ◆ Ask students to take out their copy of [Emancipation Proclamation and the 13th Amendment](#), their Say Something bookmark, and a Check for Understanding Card.
- ◆ Explain to students that they will be working with their partner to read the text and that they should stop and Say Something after each sub-title of the text. There will be four (4) stopping points.
- ◆ Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
- ◆ Remind students that they should read with soft voices, and take time to discuss what they have read.
- ◆ At the end of the reading, they should use the Check for Understanding card to prompt their final discussion question, Why were the Emancipation Proclamation and 13th Amendment important?

→ **Part 2: Daily Instructional Task: [Small Group Presentation](#)**

- ◆ Think about what you have learned about the Emancipation Proclamation and 13th Amendment.
- ◆ **Students Activity:** Break students into groups of 3 or 4. Their assignment is to create a Google Presentation answering the following questions:
 - What is the Emancipation Proclamation?
 - Why was the Emancipation Proclamation important?
 - What is the 13th Amendment?
- ◆ **Daily Instructional Task - Suggested Response:** *The Emancipation Proclamation was an order issued by President Abraham Lincoln on January 1, 1863 during the American Civil War. It declared that all enslaved people in Confederate states were to be set free. The proclamation did not immediately free all slaves, it only applied to Confederate states that were still in rebellion against the Union. The importance of the Emancipation Proclamation represented a major turning point in the American Civil War and in the fight against slavery. It set the stage for the eventual abolition of slavery in the United States. It paved the way for the adoption of the 13th Amendment, which would constitutionally abolish slavery.*

The 13th Amendment to the United States Constitution was passed by Congress on January 31, 1865, and ratified on December 6, 1865. It formally abolished slavery and involuntary servitude in the United States, making it unconstitutional for any state to hold individuals as slaves. The 13th Amendment was crucial because it went beyond the Emancipation Proclamation. With the amendment, slavery was abolished throughout the entire country, including those states that had not seceded from the Union. It ensured that the abolition of slavery became a permanent part of the United States' legal framework and ended the institution of slavery once and for all.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding

- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection/conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of the limitations and impact of the Emancipation Proclamation and 13th Amendment.
- The ongoing struggle for civil rights and racial equality in the United States.
- The abolition of slavery did not automatically eliminate deep-seated racial biases and systemic discrimination that persisted and continue to impact society.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
 - Optional Homework/Small Group Assignment:
 - Questions, [Unit 6: Lesson 11 - Emancipation Proc & 13th Amendment Questions](#)
- Adapted from here: Show students a copy of the Emancipation Proclamation. [Emancipation Proclamation - Civil War for Kids](#)
- Suggested Videos for Background & Clarification:
 - [The Emancipation Proclamation | Lincoln: "I, Too, Am a Kentuckian." | PBS LearningMedia.webm](#)
 - [The Emancipation Proclamation and the 13th Amendment | By Indiana State Museum | Facebook.webm](#)
- Provide this background on the American Civil War: While there were many political and cultural differences between the North and the South that contributed to the American Civil War, the main cause of the war was slavery. At the heart of the divide between the North and the South was slavery. The South relied on slavery for labor to work the fields. Many people in the North believed that slavery was wrong and evil. These people were called aboli:onists. They wanted slavery to be illegal throughout the United States. Aboli:onists such as Frederick Douglass, John Brown, Harriet Tubman, and Harriet Beecher Stowe began to convince more and more people of the evil of slavery. This made wealthy landowners in the South fearful that their way of life would come to an end.
- Supported Videos (Suggested on review document). Here is a video that has good images. The teacher has to read the descriptive words about each slide. There are terms the teacher will need to explain in it. [Emancipation Proclamation & General Order No. 3 - National Archives Foundation.webm](#)
- Possible Center Resources:
 - <https://newsela.com/view/ck9nood4602ez0iqjtgg87eiv>

Daily Lesson Plans

| Lesson 12 | | | |
|---|---|---|------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: All Different Now: Juneteenth, The First Day of Freedom | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about Juneteenth by exploring and discussing the history. I am learning key terms: abolish, constitution, amendment, ratify. I am learning that many enslaved people did not learn they were free until Union soldiers arrived to tell them in some cases two years after the Proclamation. I am learning that laws, including the U.S. Constitution, made slavery legal and escaping illegal. I am learning to explain and speculate based on text I have read. | | <ul style="list-style-type: none"> I can discuss the text in small groups. I can explain the importance of an important event in history. I can read with fluency and expression by reading with a partner. I can discuss the text and answer text-dependent questions. I can write a composition explaining what was different right away when the narrator, her family and other enslaved people found out they were free and speculate about what their lives may have been like in the days and weeks to come. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures).</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.MF.3.6 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>W.IV.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> | | | |

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
6.1.5.HistoryCC.7.

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What is Juneteenth?
- What does freedom mean to you?
- What is the setting for the story? When and where does the story take place? What type of work does the narrator and her family do?
- How do the different family members react to the news of their freedom? What do you think of their reactions? How do you think that you might have reacted?
- Why is the smell of honeysuckle important? How does it frame the action of the story?

Daily Instructional Tasks:

Day 1

- **Daily Instructional Task:** Students will work with their partners and answer the given questions: [Lesson 12 - All Different Now - Questions](#).

Day 2

- **Daily Instructional Task:** Students will write a composition that answers the questions: What was different right away when the narrator and her family and other enslaved people found out about the news of their freedom? What do you think will be different for the people in the story in the days and weeks to come?

Vocabulary:

- **abolish:** to put an end to. At the end of the Civil War, the American people abolished, or put an end to, slavery.
- **constitution:** a collection of laws.
- **emancipation:** the act of being set free from slavery or oppression.
- **amendment:** change or addition to a law.
- **ratify:** approve laws; to sign or give formal consent to.
- honeysuckle
- **rejoice:** to express great joy, happiness, or delight.
- **unfurl:** to open or spread out something, like a flag or banner, for display.
- **descendants:** people who are the offspring of an ancestor or a particular line of ancestry.

Learning Resources/Materials:

- Video, [Juneteenth - BrainPOP.webm](#)
- [All Different Now: Juneteenth, The First Day of Freedom](#), by Angela Johnson
- Questions, [Unit 6: Lesson 12 - All Different Now - Questions](#)
- Writing Organizer, [Unit 6: Lesson 12 - SPO](#)
- Rubric, [Unit 6: Lesson 12 - Rubric](#)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

→ Part 1: Defining Key Terms using Vocabulary Notebook

- ◆ Show students the key terms page and review the terms with students.
- ◆ Ask students to record explanations in their Vocabulary Notebook for these words: abolish, constitution, amendment, ratify.
- ◆ Next, they should draw a picture that will help them to remember each word and its meaning.
- ◆ Finally, they should use the word in an original sentence.

→ Part 2: Introduce Topic

- ◆ Provide this background of the topic. Watch the video, [Juneteenth - BrainPOP](#) to introduce Juneteenth. While watching the video, students answer the discussion questions.
 - What is "Juneteenth"? What does it celebrate?
 - Why did it take so long for enslaved peoples in Texas to finally be free? What obstacles existed?
 - What were some of the forms of discrimination against newly freed people mentioned in the video?

- How did Juneethn become a nation, not just a regional celebration?
- ◆ After watching the video, separate students into groups to discuss the focus questions.

→ **Part 3: Book Introduction & Read Aloud**

- ◆ Provide this background: Through the eyes of one little girl, *All Different Now* tells the story of the first Juneteenth, the day freedom finally came to the last of the enslaved people in the South.
- ◆ Read aloud the text.

→ **Part 4: Daily Instructional Task: Ask & Answer Questions**

- ◆ Students will work with their partners and answer the given questions: [Lesson 12 - All Different Now - Questions](#).
- ◆ Encourage robust conversation among the children. Using accountable talk sentence starters, encourage students to share what they read the previous day and their responses to the questions.

Day 2

→ **Part 5: Partner Re-read and Discussion**

- ◆ In the story, *All Different Now*, we learned about the importance of Juneteenth.
- ◆ Students will re-read the text with their partner. After they are finished, they will have a partner discussion.
- ◆ **Students Activity:** Discuss these questions, How do the people in the story, *All Different Now*, celebrate their new freedom? Explain.
- ◆ Each student takes turns being the speaker or the listener. When the speaker is finished speaking, have the listener repeat one of the speaker's main points and ask a follow-up question as needed.

→ **Part 6: Daily Instructional Task: Explanatory Writing**

- ◆ Think about the title of the story, *All Different Now*.
- ◆ **Students Activity:** Their assignment is to write a composition that answers the questions: What was different right away when the narrator and her family and other enslaved people found out about the news of their freedom? What do you think will be different for the people in the story in the days and weeks to come? Have students use the SPO (Single Paragraph Outline) to organize their ideas before writing their composition.
- ◆ In your writing:
 - What was different right away when the narrator and her family and other enslaved people found out they were free;
 - Explain what you think will be different for the people in the story in the days and weeks to come;
 - use details from the text to support your explanation.
 - include an introduction and conclusion;
 - vary sentences;
 - punctuate each sentence correctly, and
 - spell correctly.
- ◆ **Daily Instructional Task - Suggested Response:** *The text, "All Different Now," by Angela Johnson shows us that the people lived a difficult life as slaves, but when they finally were able to get their freedom, they celebrated in ways they were not able to do as enslaved people. After finding out the news of their freedom, enslaved people's lives were different at that moment and continued to be different for many years afterward. Immediate differences included a sense of joy and relief among the characters as they learn about their emancipation. The weight of slavery is lifted and they are filled with hope for a better future. The narrator and the enslaved people stopped working and spent time with their families the entire day. In the text it states, "And as more people joined us we ate as a free people, laughed as free people, and told stories as free people on into the night." This shows that they were finally able to stop living like enslaved people. Before that day they couldn't have a picnic, sing, and dance, instead they were working all day in the sun. They express their happiness through singing and dancing. The music becomes a symbol of their newfound freedom and celebration. The community unites in celebration, coming together to share in the momentous occasion of freedom. They find strength and support in each other as they transition to their new reality. They experience a profound shift in their lives. They are no longer bound by the chains of slavery and begin to embrace their identities as free individuals.*

In the days and weeks to come, the people in the story might have a hard time adjusting to their newfound freedom. They might need to relearn what it means to make choices for themselves and take control of their lives. They are now building their new lives and pursuing their dreams. They can now make decisions about where to live, work, and create their own communities. They might finally earn money, have their own living space, spend time with family, and not have to work without a break in extreme harsh conditions. They will also have to learn to not be afraid to do things especially when they were criticized or treated poorly for so long. They might also still face challenges like racism, discrimination and economic hardships in their new lives. With freedom, they can openly celebrate and preserve their cultural heritage. They may pass down traditions and stories to future generations. Overall, the characters will embark on a journey of self-discovery and empowerment. In conclusion, the news of their freedom drastically changed the lives of the people in this story. The days and weeks after would be filled with challenges and opportunities, as they navigate their new paths.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection/conversations

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of Juneteenth.
- Students may not understand implicit and explicit bias.
- The story does not represent the experiences of all enslaved people during that time.
- The process of emancipation and adjusting to a new life was complex and multifaceted, with various challenges and uncertainties.
- Freedom does not automatically bring immediate happiness and joy to all the characters in the story. Story hints at the challenges and adjustments that come with freedom, which are not fully evident in the illustrations and narrative.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Topic Background Videos:
 - [Juneteenth - BrainPOP.webm](#)
 - [Black History Month: The meaning behind Juneteenth - YouTube.webm](#)
- Possible Center Activity: Invite your students to compare Juneteenth celebrations to Fourth of July celebrations, using a Venn Diagram. What events take place on the two days? What do people do? How are the events described in the media? When students notice differences between the celebrations, ask them to hypothesize about the reasons. Conclude the discussion by asking students what conclusions they can draw about the ways that people celebrate and define freedom in the U.S.
- Possible Center Resources:
 - <https://newsela.com/view/ck9noomqm080z0iqjme6k19rn>

Daily Lesson Plans

| Lesson 13 | | | |
|--|---|--|--------------------------------|
| Grade: 3rd | Unit: 6 Enslavement, Resistance, and Freedom | Lesson Title: Juneteenth: Project Based Learning | Instructional Days: 1-2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning to track historical events by adding to a timeline. I am learning to plan a celebration. | | <ul style="list-style-type: none"> I can track historical events by adding to a timeline. I can plan a Juneteenth Celebration. I can complete a unit assessment. | |
| NJSL Standards | | | |
| <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>SL.PI.3.4. 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.</p> <p>SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>6.1.2.HistoryCC.2</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is Juneteenth? What does freedom mean to you? What is the setting for the story? When and where does the story take place? What type of work does the narrator and her family do? How do the different family members react to the news of their freedom? What do you think of their reactions? How do you think that you might have reacted? Why is the smell of honeysuckle important? How does it frame the action of the story? | | <ul style="list-style-type: none"> Culminating Task: Students will work in small groups to plan a Juneteenth Celebration. Students will answer all the given questions based on the unit, Unit 6 Culminating Test | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> jubilation: a feeling of great happiness, joy, and celebration. generations: groups of people who are born and live during the same time period, often within the same family. legacy: something handed down or inherited from the past, such as traditions, culture, or historical events. | | <ul style="list-style-type: none"> All Different Now: Juneteenth, The First Day of Freedom, by Angela Johnson Timeline, Unit 6: Lesson 13 - Timeline Slides, Unit 6: Lesson 13 - Project Based Learning Slides Worksheet, Unit 6: Lesson 13 - Project Based Learning Worksheet Google Form Test, Unit 6 Culminating Test (Click on the test, check your recent folder for the name of the form, make a copy and you will own your own copy) | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

→ **Part 1: Timeline**

- ◆ Remind students of the [timeline](#) you began reading when the first enslaved Africans were brought to what would become the United States.
- ◆ Ask students when the characters in *All Different Now* became free? Where on the timeline would they place their story?
- ◆ Ask them to place the book on the timeline and to write a label.

→ **Part 2: Culminating Task: Plan a Juneteenth Celebration**

- ◆ Review the meaning of Juneteenth, when it is, and why people celebrate it.
- ◆ Ask students to Turn and Talk. Pose the question: What makes a good party?
- ◆ Give the students their task. In groups of 3-4, you will be planning a party for this upcoming Juneteenth! Some things to consider are:
 - Where will you have the party?
 - How many people will you invite?
 - What supplies will you need for your party?
 - You have a \$100 budget.
- ◆ After the students complete their projects, pose the question: What are some challenges that your group ran into when planning your party? How did your group solve them?

→ **Part 3: Culminated Test: Unit Comprehension Questions**

- ◆ Answer all the given [questions](#) based on the unit.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding of Juneteenth.
- Students may not understand implicit and explicit bias.
- The story does not represent the experiences of all enslaved people during that time.
- The process of emancipation and adjusting to a new life was complex and multifaceted, with various challenges and uncertainties.
- Freedom does not automatically bring immediate happiness and joy to all the characters in the story. Story hints at the challenges and adjustments that come with freedom, which are not fully evident in the illustrations and narrative.

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.
- Topic Background Videos:
 - [Juneteenth - BrainPOP.webm](#)
 - [Black History Month: The meaning behind Juneteenth - YouTube.webm](#)
- Possible Center Activity: Invite your students to compare Juneteenth celebrations to Fourth of July celebrations, using a Venn Diagram. What events take place on the two days? What do people do? How are the events described in the media? When students notice differences between the celebrations, ask them to

hypothesize about the reasons. Conclude the discussion by asking students what conclusions they can draw about the ways that people celebrate and define freedom in the U.S.

- Possible Center Resources:

- <https://newsela.com/view/ck9noomqm080z0iqjme6k19rn>

Grade 3: Unit 7 - Civil Rights Goes to School

| Unit Summary: (Overall learning of the unit) | | | | | |
|---|--|---|--|--|--|
| Unit Title: Civil Rights Goes to School | | Content Area: ELA | | Grade Level: 3 | |
| Unit Description: In this unit, students will learn about the history of the judicial challenges regarding school separation in the United States. Specifically, students will dive into the Reconstruction Era and analyze how Jim Crow laws impacted society at the time. Furthermore, students will learn about key figures in the Civil Rights movement, such as Ruby Bridges and Thurgood Marshall. | | | | | |
| Essential Question (s): (Critical driving questions of the unit that promote inquiry and discovery of the content) | | | Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing) | | |
| <ul style="list-style-type: none"> How did the civil rights movement impact the lives of African American children in schools? What is segregation? What were the Jim Crow Laws and how did they impact African Americans? What role did Thurgood Marshall play in segregation? Who played a major role in the civil rights movement? | | | <ul style="list-style-type: none"> By the end of this unit, students should understand the judicial challenges and struggles faced by many in order to outlaw segregation in schools. This significant historic period in time changed how millions of African Americans were integrated into society within the United States. | | |
| Unit Vocabulary | | | | | |
| segregation judicial liberate privilege discrimination | | civil rights appealed unconstitutional integrate enforced | | prejudiced justices inherently | |
| Focus Standards | | | | | |
| <u>Reading informational:</u> RI.CR.3.1. RI.CI.3.2. RI.IT.3.3 L.VL.3.2. RI.AA.3.7. RI.CT.3.8. | <u>Reading Fictional:</u> L.RF.3.4. | <u>Speaking and listening:</u> SL.PE.3.1. SL.AS.3.6. | <u>Reading Literature:</u> RL.CR.3.1. RL.TS.3.4 RL3.8 | <u>Writing:</u> W.IW.3.2. W.SE.3.6. W.RW.3.7. | <u>Language:</u> L.3.1 L.WF.3.3. L.VL.3.2. L.VI.3.3. |
| Assessments | | | | | |

| <ul style="list-style-type: none"> ● Daily Instructional Tasks ● Exit Tickets/Teacher-created tests ● Student Reflections | <ul style="list-style-type: none"> ● Culminating Tasks ● Summative Assessments ● Extended Learning Tasks ● Performance Tasks | <ul style="list-style-type: none"> ● Exhibitions ● Demonstrations ● Portfolios ● Journals/Notebooks |
|---|--|--|
| Integration of 21 st Century Skills | Integration of Technology | Resources |
| <ul style="list-style-type: none"> ● N.J.S.A. 18A 52:16A-88 (Amistad) ● 9.4.5.CI.2 ● 9.4.5.CT.1 ● 9.4.5.CT.2 ● 9.4.5.CT.4 ● 9.4.5.GCA.1 ● 9.4.5.IML.4 | <ul style="list-style-type: none"> ● Google Classroom ● Google Forms/Docs/Slides ● Peardeck/Nearpod ● Audio ● Videos ● Jamboard ● Discovery Education | <ul style="list-style-type: none"> ● <i>The Amazing Age of John Roy Lynch. By: Chris Barton</i> ● <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation. New York: AbramsBooks for Young Readers.</i> ● <i>Walking Tall. (excerpt)</i> ● <i>The Story of Ruby Bridges by Robert Coles</i> ● <i>"Thurgood Marshall: From Briggs to Brown" (excerpt)</i> ● <i>Thurgood by Jonah Winter</i> ● <i>"Civil Rights: Jim Crow Laws" (pp. 226-231) (excerpt)</i> ● <i>Ending School Segregation in the U.S. (excerpt)</i> |
| Summary of Key Learning | | |
| <p><u>Lesson 1:</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that previewing the text helps to activate relevant prior knowledge. ● I am learning who John Lynch was and why he is important. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can preview a text and connect to what I know about the topic. ● I can explain how John Lynch played a role in the fight for equality. ● I can cite evidence from the text to support my explanation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Preview, Turn and Talk, Preview chart, book introduction, Reading strategy, First reading activating background knowledge, Read Aloud and Ask and Answer questions (RI.CR.3.1,RI.CI.3.2.,RI.IT.3.3., RI.TS.3.4., RI.MF.3.6., RI.AA.3.7., SL.PE.3.1., SL.PI.3.4, | <p><u>Lesson 2:</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that a historical note includes important information. ● I am learning about the Reconstruction era. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use knowledge I have constructed while reading, The Amazing Age of John Roy Lynch and apply that knowledge to help me understand the historical note. ● I can record what new information I am learning from a read aloud and video on graphic organizers. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Read Aloud and Ask and Answer Questions (RI.CR.3.1,RI.CI.3.2.,RI.IT.3.3., RI.TS.3.4., RI.MF.3.6., RI.AA.3.7., SL.PE.3.1., SL.PI.3.4, SL.AS.3.6), Taking Notes on Nonfiction, Partner Reading (L.RF.3.4. , SL.PE.3.1) Video Notes; Daily Instructional Task: ExplanatoryDrawing and Writing | <p><u>Lesson 3:</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning about Jim Crow laws, how they ended and the Reconstruction era. ● I am learning to improve my comprehension by thinking about what I am reading and taking notes. ● I am learning how to read subheadings and scan an article to locate evidence to support my thinking. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can describe Jim Crow laws and the Reconstruction Era, and how they affected African Americans. ● I can improve my fluency and comprehension by partner reading using Say Something stem starters. ● I can answer text dependent questions by scanning what I have read and to think about what I already know. ● I can cite evidence from the text to support my explanation. |

| | | |
|---|--|--|
| <p>SL.AS.3.6., Daily Instructional Task: Explanatory Drawing and Writing (W.IW.3.2., W.SE.3.6.,) Essential knowledge 1, Rubric</p> | <p>(W.IW.3.2., W.SE.3.6., Essential knowledge 1) Rubric</p> | <p>Instructional Routines:</p> <ul style="list-style-type: none"> Monitoring and Organizing Ideas and Information, Read Aloud and Ask and Answer Questions (RI.CR.3.1., RI.CI.3.2., RI.IT.3.3., L.VL.3.2., RI.PP.3.5) Rubric Partner Reading/ Say something ((L.RF.3.3., L.RF.3.4, SL.PE.3.1) Daily instructional task: check for understanding and writing an explanation (SL.PE.3.1, W.IW.3.2.) |
| <p>Lesson 4: Learning Intention:</p> <ul style="list-style-type: none"> I am learning about the efforts of Charles Hamilton Houston's fight for equality for African Americans. I am learning about segregation and the efforts of Charles Hamilton Houston's fight for equality for African Americans. I am learning to improve my comprehension by thinking about what I am watching. I am learning how to listen to video to locate evidence to support my thinking. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can describe the efforts of Charles Hamilton Houston's fight for equality for African Americans. I can describe segregation and the efforts of Charles Hamilton Houston's fight for equality for African Americans. I can explain how Charles Houston fought for freedom in African American schools. I can cite evidence to support my explanation. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Discussion of Key Terms (L.VL.3.2., SL.PE.3.1., W.SE.3.6, Video) Culminating Task : Explanatory Writing (RI.CI.3.2., L.VL.3.2., W.IW.3.2., W.SE.3.6., L.VI.3.3., 6.1.5. History UP.1), Rubric Video with stopping points, and ask and answer questions (RI.CR.3.1., RI.CI.3.2., RI.IT.3.3., L.VL.3.2., RI.PP.3.5) Read Aloud and Partner Discussion, Reading to Learn, Scanning the text, Daily Instructional Task: Explanatory Writing (W.IW.3.2., W.SE.3.6., 6.1.5. Civics DP.2) Rubric | <p>Lesson 5: Learning Intention:</p> <ul style="list-style-type: none"> I am learning that previewing a text helps me to activate relevant prior knowledge. I am learning what the terms, discrimination and segregation, mean. I am learning who Sylvia Mendez was and why she was important in the fight against school discrimination. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can preview a text and connect what I know with the topic. I can explain the problem Sylvia Mendez faced when she attempted to register for school in Westminster. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to your composition. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Preview, Preview Chart, Turn and Talk, Book Introduction and first reading, Daily Instructional Task: Writing an Explanation (NJ Social Studies 6.1.5. Civics PD.6, W.IW.3.2., SL.PE.3.1., L.WF.3.3., L.3.1) | <p>Lesson 5 (Day 2): Learning Intention:</p> <ul style="list-style-type: none"> I am learning what the phrase, civil rights, means. I am learning how to use context to define new words. I am learning why separate is never equal. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain what school segregation is. I can explain why separate is never equal. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to your composition. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Teacher Re-read, Ask and Answer Text Dependent Questions (RI.CR.3.1., RI.IT.3.3., RI.TS.3.4., SL.PE.3.1., L.VL.3.2., L.VI.3.3.) Daily Instructional Task: Writing an Explanation (NJ Social Studies 6.1.5. Civics PD.6, SL.PE.3.1., W.IW.3.2., L.WF.3.3, 3L1) |

Lesson 6 (Day 1):

Learning Intention:

- I am learning some of the reasons School Superintendent Kent gave for segregating Mexican-American children from white children and how Mr. Marcus refuted these claims.

Success Criteria:

- I can improve my fluency and comprehension by partner reading using Say Something.
- I can explain some of the reasons School Superintendent Kent gave for segregating Mexican-American children from white children.
- I can state how Mr. Marcus refuted School Superintendent Kent's claims.
- I can cite evidence from the text to support my explanation.
- I can include a beginning and a conclusion to your composition.

Instructional Routines:

- Partner Reading/ Say Something (L.RF.3.3., L.RF.3.4., SL.PE.3.1.,SL.PI.3.4., SL.AS.3.6) Daily Instructional task: Writing and explanation (RI.IT.3.3., W.IW.3.2., SL.PE.3.1, L.WF.3.3., L3.1) Rubric

Lesson 6 (Day 2):

Learning Intention:

- I am learning how to retell informational text with a partner and using a retelling map.
- I am learning how and why it is important that people from diverse cultures collaborate to find solutions to community and state challenges.

Success Criteria:

- I can partner retell a text using a retelling map.
- I can explain how and why it is important that people from diverse cultures collaborate to find solutions to community and state challenges.
- I can cite evidence from the text to support my explanation.
- I can include a beginning and a conclusion to my composition.

Instructional Routines:

- Partner retell (SL.PE.3.1., SL.PI.3.4., SL.AS.3.6.) Teacher Re-read, Retelling map (RI.CR.3.1., RI.CI.3.2, RI.IT.3.3., RI.TS.3.4., RI.PP.3.5) , SL.PE.3.1., SL.PI.3.4. Culminating Task; Writing an Explanation (W.IW.3.2., SL.PE.3.1.,L.WF.3.3, L3.1) Rubric

Lesson 6 (Day 3):

Learning Intention:

- I am learning to work with a partner to revise my writing.

Success Criteria:

- I can talk with my partner to share my work.
- I can edit my work.

Instructional Routines:

- Culminating Task: Editing Checklist for Self-and Peer Editing (W.WP.3.4., SL.PE.3.1.)

Lesson 7:

Learning Intention:

- I am learning how to monitor my comprehension by thinking as I read.
- I am learning how to improve reading fluency by partner reading.
- I am learning how to scan an article to locate evidence to support my thinking.
- I am learning to identify facts and opinions.

Success Criteria:

- I can improve my fluency and comprehension by partner reading and using Say Something.
- I can answer text dependent questions.
- I can cite evidence from the text to support my explanation.

Lesson 8 (2 days):

Learning Intention:

- I am learning that asking questions while previewing a text can help me comprehend the text.
- I am learning about who Ruby Bridges was and how she and her parents were important in the fight against school discrimination in the 1960's. .
- I am learning how character and theme are connected.
- Day 2: I am learning how noticing text details allows me to compare and contrast Ruby Bridges and Sylvia Mendez.

Success Criteria:

- I can preview a text and connect what I know with the topic.

Lesson 9:

Learning Intention:

- I am learning about the Briggs vs. Elliot case.
- I am learning to monitor my comprehension by thinking about the text as I read.
- I am learning how to scan an article to locate evidence to support my thinking.

Success Criteria:

- I can explain how Thurgood Marshall proved that segregated schools in Clarendon County, South Carolina were not equal.
- I can improve my fluency and comprehension by partner reading using Say Something.
- I am learning to monitor my comprehension by thinking about the text as I read.
- I can cite evidence from the text to support my explanation.

| | | |
|---|--|--|
| <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner Reading/ Say Something (L.RF.3.3., L.RF.3.4., SL.PE.3.1., SL.PI.3.4., SL.AS.3.6.), Reading Strategy: Main Idea and Details, Daily Instructional Task: It Says, I Say and So Chart (RL.CR.3.1., W.IW.3.2.) | <ul style="list-style-type: none"> ● I can include a beginning and a conclusion to my composition. ● I can use a story map to connect the parts of the story. ● I can explain a lesson Ruby Bridges learned, why it was important, and how it connects to me. ● I can explain the problem Sylvia Mendez faced when she attempted to register for school in Westminster. ● Day 2: I can compare and contrast Ruby Bridges and Sylvia Mendez by writing how they are similar to one another and how they are they different from one another <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Preview the text, turn and talk (SL.PE.3.1, SL.PI.3.4, SL.AS.3.6) Book introduction, Teacher Read Aloud, Story Map (RL.CR.3.1., RL.CI.3.2., RL.IT.3.3.,RL.TS.3.4, RL.3.4 Daily instructional task: writing about theme (RL.CI.3.2, W.IW.3.2.,SL.PE.3.1), Rubric ● Day 2: Culminating task: comparing Ruby Bridges and Slyvia Mendez (RI.IT.3.3., W.IW.3.2., W.SE.3.6., L.WF.3.3., L3.1, NJ Social Studies 6.1.5 Civics DP.2) Editing checklist for self-and peer editing, rubric | <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Partner reading/ Say something (L.RF.3.3., L.RF.3.4.,SL.PE.3.1,) Daily instructional task:it says, i say, and so chart (RI.CR.3.1, RI.CI.3.2., RI.IT.3.3., W.IW.3.2.) |
| <p><u>Lesson 10:</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning how to scan an article to locate evidence to support my thinking. ● I am learning how to interpret a quote from the text by thinking about what I already know about the topic. ● I am learning why Marshall said separate schools were not equal schools. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can interpret a quotation. ● I can explain what Thurgood Marshall meant when he said “schools would never be equal as long and there were separate schools.” ● I can explain how Marshall’s actions promoted social change. | <p><u>Lesson 11:</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning that previewing a text helps me to activate relevant prior knowledge. ● I am learning about discrimination and segregation. ● I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can preview a text and connect what I know with the topic. ● I can explain how Thurgood Marshall found solutions to state and federal racial discrimination. ● I can cite evidence from the text to support my explanation. | <p><u>Lesson 12 (2 days):</u> Learning Intention:</p> <ul style="list-style-type: none"> ● I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination. <p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can think about what I know and what I want to know about an important figure from history. ● I can record what new information I am learning from read aloud on a K-W-L chart. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● K-W-L and rereading (RI.CR.3.1.,RI.CI.3.2, 3.10) read aloud and respond to questions (RI.CR.3.1.,RI.CI.3.2, RI.IT.3.3., RI.TS.3.4, RI.MF.3.6. RI.AA.3.7.). 3 daily instructional task: K-W-L chart (RI.CR.3.1., W.SE.3.6) |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> ● I can cite evidence from the text to support my explanations. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Reread (RI.3.10), Culminating task: writing an explanation (RI.CI.3.2.,RI.AA.3.7., L.VI.3.3.) NJ social studies 6.1.5.Civics HR.2) rubric | <ul style="list-style-type: none"> ● I can include a beginning and a conclusion to my composition. <p>Instructional Routines:</p> <ul style="list-style-type: none"> ● Preview, Turn and Talk, Preview Cart, Book Introduction and first reading (RI 3.10, SL.PE.3.1.) Dally instructional task: writing an explanation (RI.CR.3.1.,RI.CI.3.2, W.IW.3.2.) NJ social studies: 6.1.5. civics PD.6) rubric | <ul style="list-style-type: none"> ● Day 2: K-W-L and rereading (RI.CR.3.1.,RI.CI.3.2, 3.10) Daily instructional task: writing an explanation |
|---|---|--|

Lesson 13 (2 days):

Learning Intention:

- I am learning that an author’s note includes important information.
- I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination
- I am learning to use a completed K-W-L chart to help me think about what I now know and have learned about a major figure from history.

Success Criteria:

- I can use knowledge I have constructed while reading Thurgood and apply that knowledge to help me understand the author’s note.
- I can record what new information I am learning from a read aloud on a K-W-L chart.
- I can use notes I made to help me write an explanation.

Instructional Routines:

- Author’s note K-W-L and rereading (RI.CR.3.1. , RI.IT.3.3. 3.10) Daily instructional task: writing an explanation (RI.CR.3.1, W.IW.3.2., SL.PE.3.1., SL.II.3.2. W3.2) NJ social studies 6.1.5.civicsDP.2), Rubric (2-day lesson) 6.1.2 historyCC.2), daily instructional task: Timeline (L.RF.3.4., SL.PE.3.1, 6.1.2.history.2, rubric
- Day 2: Culminating Task (RI.CR.3.1.,, SL.PE.3.1., SL.II.3.2., NJ social studies 6.1.5.civics PD.4) rubric

Daily Lesson Plans

| Lesson 1 | | | |
|---|----------------|---|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: The Amazing Age of John Lynch - Reconstruction and Post-Reconstruction | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that previewing the text helps to activate relevant prior knowledge. I am learning who John Lynch was and why he is important. | | <ul style="list-style-type: none"> I can preview a text and connect to what I know about the topic. I can explain how John Lynch played a role in the fight for equality. I can cite evidence from the text to support my explanation. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How did John Roy Lynch play a role in the fight for equality? | | Day 1 <ul style="list-style-type: none"> Write a composition answering the question, How did John Roy Lynch play a role in the fight for equality? | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> liberate privilege amazing | | <ul style="list-style-type: none"> anchor chart The Amazing Age of John Roy Lynch. By: Chris Barton writing rubric | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| *Create anchor chart prior to complete throughout unit | | | |

| Topic | Explanation/Notes |
|--------------------------------|-------------------|
| Civil War | |
| Reconstruction | |
| Post-Reconstruction | |
| NAACP | |
| Civil Rights | |
| State House of Representatives | |
| United States Congress | |

Part 1: Preview, Turn and Talk, Preview Chart, Book Introduction & 1st Reading

- Have students examine the book's cover, title, author's note, illustrator's note, and timeline. Have students complete the
- Preview chart as they discuss with a partner.
 - a. What do you know? What do you wonder? What is happening? What questions do you have? Describe the illustrations. When are the events happening (time period)?
- Define the word amazing.
- Predict what this book is going to be about

Part 2: [Reading Strategy](#):

- **Activating Background Knowledge:** I activate background knowledge before I read a book by looking at the cover and previewing the text. I also use background knowledge while I read. As I read the pages, I think about what I know about the topic and/or the events. (Share your background knowledge and invite students to share theirs to reinforce the concept.) I use what I know about the topic and/or events to stop and think so that it can help me understand what I read.

Part 3: [Read Aloud and Respond to Questions](#)

- Read aloud the text, stopping to pose questions as suggested.

Part 4: Daily Instructional Task

- Write a composition answering the question, How did John Roy Lynch play a role in the fight for equality?
- Write an explanation and cite evidence from the text to support your explanation
- In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text read
 - Provide a conclusion
 - Use precise language we have studied in class;- Vary sentences that include simple, compound and complex sentences
 - Spell correctly
 - [RUBRIC](#)
 - [TWR composition outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- This book is a biography of a black man who grew up in slavery, witnessed the Civil War, at age 24 was elected to the Mississippi House of Representatives and to the US Congress during Reconstruction, and witnessed how Post Reconstruction snuffed out the promise of freedom for black people. John Lynch was noted for his great speech for the Civil Rights Act of 1875, which became law but had no means of enforcement. He was there when President Rutherford Hayes pulled out the remaining federal troops to end Reconstruction in 1877.
- Teacher Note: Create an anchor chart to complete throughout the unit on topics needing background knowledge.

Lesson 2**Grade: 3rd****Unit: 7****Lesson Title: The Amazing Age of John Lynch - Reconstruction and Post-Reconstruction****Instructional Days: 1****Learning Intentions**

- I am learning that a historical note includes important information.
- I am learning about the Reconstruction era.

Success Criteria

- I can use knowledge I have constructed while reading, The Amazing Age of John Roy Lynch and apply that knowledge to help me understand the historical note.
- I can record what new information I am learning from a read aloud and video on graphic organizers.

NJSLS Standards

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view .

9.4.5.IML. Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- When John Roy Lynch went to Washington to his new job as Congressman, was he able to stay at just any hotel he desired?
- What was happening back home in Mississippi when black people went to vote?
- What happened to black churches and schools?
- Why didn't the federal government help?

Day 1

Daily Instructional Task: Write a composition answering the question, In 1867 when Reconstruction came to Mississippi, what did it mean to John Roy?

Vocabulary:

- reconstruction

Learning Resources/Materials:

- [The Amazing Age of John Roy Lynch. By: Chris Barton](#)
- anchor chart (from previous lesson)
- historical note page
- video
- rubric

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

• Part 1: Reading Strategy

- Taking Notes on Nonfiction: Reconstruction Era - As we continue to read several texts on this unit, we will continue to come back and add to the chart. As you listen to each page, think, "What should I write?" I want to remember the important terms used. What is important to remember about the topic. (Encourage students to think about what notes they would write before modeling your thoughts. Remind them that note-taking is an individual process, with no correct or incorrect method.) The words that I write will help me remember the important information. Now, I'll read another part/page. Remember that the notes can be incomplete sentences, it is designed to jog your memory.

• Part 2: Teacher Read Aloud of [Historical Note](#)

- Ask students to turn to the Historical note of the book, The Amazing Age of John Roy Lynch.
- Read aloud the historical note, taking time to address questions and comments by students.
- Ask students to think about what you have read in the entire text, The Amazing Age of John Roy Lynch.
- Have students discuss with a partner the following questions:
 - When John Roy Lynch went to Washington to his new job as Congressman, was he able to stay at just any hotel he desired?
 - What was happening back home in Mississippi when black people went to vote?
 - What happened to black churches and schools?
 - Why didn't the federal government help?

- **Part 3: Video - Reconstruction**
 - Reconstruction BrainPop Video
 - Have students use the note catcher to write down new things they learned, questions they have, opinions they have and any important vocabulary and other thoughts they might have as they are watching the video.
 - Students turn-and-talk to discuss the question, Listen for various ways the government intervenes through passing new laws. Was each law fair?.

- **Daily Instructional Task:**
 - Write a composition answering the question, In 1867 when Reconstruction came to Mississippi, what did it mean to John Roy?
 - Write an explanation and cite evidence from the text to support your explanation.
 - Include a beginning and conclusion to your composition.
 - Include text evidence and details.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text read
 - Provide a conclusion
 - Use precise language we have studied in class
 - Vary sentences that include simple, compound and complex sentences
 - Spell correctly
 - [RUBRIC](#)
 - [TWR composition outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Pictures and additional visual aides to support comprehension
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 3 | | | |
|---|----------------|---|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: "Civil Rights: Jim Crow Laws"(pp. 226-231) - Jim Crow, Black Codes and the fight to end Segregation during Post Reconstruction. | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about Jim Crow laws, how they ended and the Reconstruction era. I am learning to improve my comprehension by thinking about what I am reading and taking notes. I am learning how to read subheadings and scan an article to locate evidence to support my thinking. | | <ul style="list-style-type: none"> I can describe Jim Crow laws and the Reconstruction Era, and how they affected African Americans. I can improve my fluency and comprehension by partner reading using Say Something stem starters. I am learning how to read subheadings and scan an article to locate evidence to support my thinking. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.PE.3.1. 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.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> What is segregation? What were the Jim Crow laws? How did Jim Crow laws end? | | Day 1 <ul style="list-style-type: none"> Write an explanation on the Jim Crow Laws and Reconstruction. | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> civil rights segregation reconstruction | | <ul style="list-style-type: none"> note catcher video <ul style="list-style-type: none"> Jim Crow Reconstruction. | |

- [Segregation](#)
- reading strategy card
- rubric
- text: "[Civil Rights: Jim Crow Laws](#)"(pp. 226-231)

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1- 2

Day 1

- **Part 1: Introduction Video:** Show students the short videos, [Segregation](#) and [Jim Crow](#) and [Reconstruction](#). Have students use the [note-catcher](#) to write down new things they learned, questions they have, opinions they have and any important vocabulary and other thoughts they might have as they are watching the videos.
- **Part 2: Reading Strategy**
Monitoring and Organizing Ideas and Information Taking Notes as you read "[Civil Rights: Jim Crow Laws](#)"(pp. 226-231)As we continue to read several texts on this unit, we will continue to add notes to a chart. As you listen to each page think "What should I write?" I want to remember the important terms used. What is important to remember about the topic
(Encourage students to think about what notes they would write before modeling your thoughts. Remind them that note taking is an individual process, with no correct or incorrect method.) The words that I write will help me remember the important information. Now I'll read another part /page. Remember that the notes can be incomplete sentences, it is designed to jog your memory
- **Daily Instructional Task: Partner [Check for Understanding](#) and Writing an Explanation**
 - After reading, discuss and write an explanation with your partner to the following questions:
 - What were Jim Crow Laws? How did the Jim Crow Laws end?
 - What was the Reconstruction era?
 - Write an explanation and cite evidence from the text to support your explanation.
 - Include a beginning and conclusion to your composition.
 - Include text evidence and details.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text read
 - Provide a conclusion
 - Use precise language we have studied in class
 - Vary sentences that include simple, compound and complex sentences
 - Spell correctly.
 - [RUBRIC](#)
 - [TWR summary outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding

- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Pictures and additional visual aides to support comprehension
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- [additional information](#)

| Lesson 4 | | | |
|---|---------|---|-----------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Black People and their Supporters Begin to Take on Jim Crow: Meet Charles Hamilton Houston | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about the efforts of Charles Hamilton Houston's fight for equality for African Americans. I am learning to improve my comprehension by thinking about what I am watching. I am learning how to listen to video to locate evidence to support my thinking. | | <ul style="list-style-type: none"> I can describe the efforts of Charles Hamilton Houston's fight for equality for African Americans. I can explain how Charles Houston fought for freedom in African American schools. I can cite evidence to support my explanation. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current</p> <p>9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global actions designed to address the issue</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Day 1 | |
| <ul style="list-style-type: none"> How was Charles Hamilton Houston a part of the fight for equality for African Americans? What is segregation? | | Daily Instructional Tasks: Write an explanation and cite evidence | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> equality freedom segregation | | <ul style="list-style-type: none"> videos <ul style="list-style-type: none"> Black History Month: Charles Hamilton Houston. Charles Hamilton Houston - The man who killed Jim Crow. rubric | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 | | | |
| Part 1: Introduction | | | |

- Watch the video, [Black History Month: Charles Hamilton Houston](#).
- Ask students to pay attention to how Charles Hamilton Houston was a part of the fight for equality for African Americans.
- Students should turn and talk with a partner to discuss their responses.

Part 2: Video

- Watch the video, [Charles Hamilton Houston - The man who killed Jim Crow](#).
 - Stopping at 4:04, have students compare the black schools in the video with the white schools.
 - Students discuss the following questions:
 - (1) What was Charles Hamilton Houston trying to show when he filmed both white schools and black schools in the South?
 - (2) Why did Charles Hamilton Houston believe that discriminatory practices had to be fought in the courts?

Part 3: Daily Instructional Task

- After watching the video and class discussion, write an explanation to the following question:
 - How did Charles Houston go about challenging segregated schools?
 - How did Charles Houston use the conditions in the schools to fight for freedom?
- Write an explanation and cite evidence from the text to support your explanation.
- Include a beginning and conclusion to your composition.
- Include text evidence and details.
- In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text read
 - Provide a conclusion
 - Use precise language we have studied in class
 - Vary sentences that include simple, compound and complex sentences
 - Spell correctly
 - [RUBRIC](#)
 - [TWR multi-paragraph template](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Pictures and additional visual aides to support comprehension
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension

Possible Misconceptions:

- Students may not have a deep contextual understanding.

- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Teacher Notes:

- Teacher Notes: Charles Hamilton Houston of the NAACP, who was Thurgood Marshall's mentor and law school teacher at Howard Law School. He was an accomplished lawyer who served as chief attorney for the National Association of Colored People (NAACP), Charles Hamilton Houston's lasting legacy is the development of a legal strategy that eventually led the United States Supreme Court to declare segregation in American schools unconstitutional.
- [additional activity](#) (students may benefit from participating in extension activity to develop deeper understanding of segregation and Jim Crow).

| Lesson 5 | | | |
|---|---------|--|-----------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that previewing a text helps me to activate relevant prior knowledge. I am learning what the terms, discrimination and segregation, mean. I am learning who Sylvia Mendez was and why she was important in the fight against school discrimination. | | <ul style="list-style-type: none"> I can preview a text and connect what I know with the topic. I can explain the problem Sylvia Mendez faced when she attempted to register for school in Westminster. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to your composition. | |
| NJSL Standards | | | |
| <p>W.IW 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.PE.3.1. 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</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>(NJ Social Studies 6.1.5.CivicsPD.6 L.3.1</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How did segregation impact Sylvia Mendez's life? What is segregation? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: Writing an Explanation Day 2 <ul style="list-style-type: none"> Daily Instructional Task: Writing an Explanation | |
| Vocabulary: <ul style="list-style-type: none"> appealed | | Learning Resources/Materials: <ul style="list-style-type: none"> text: <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>. New York: AbramsBooks for Young Readers. chart rubric | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **Part 1: Preview, Turn & Talk, Preview Chart, Book Introduction & 1st Reading**
 - Ask students to study the cover, title, author's note, glossary, index, back cover & in small groups, complete a Preview Chart.2.
 - What do you know? What do you wonder? Consider: Who is involved? When are the events happening? Where is this happening? What questions do you have?
- **Part 2: Book Introduction & 1st Reading**
 - Provide this background:In the 1940s, Sylvia Mendez and her family brought and won a legal suit against four Orange County Public Schools in California for discrimination. The outcome of the suit helped to end segregated schools in California. (Tell the students we will be adding these words to our vocabulary journal.)
- **Part 3: Daily Instructional Task: Writing an Explanation**
 - How did segregation impact Sylvia Mendez's life? What problems did Sylvia Mendez face when she attended school on Olive Street in Westminster? Why wasn't she allowed to be registered to attend the school closest to her home?
 - Write an explanation and cite evidence from the text to support your explanation.
 - Include a beginning and a conclusion to your composition.
 - Include text evidence and details.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text we read
 - Provide a conclusion
 - Use precise language we've studied
 - Vary sentences. Include simple, compound and complex sentences
 - Spell correctly
 - [RUBRIC](#)
 - [TWR multi-paragraph template](#)

Day 2:

- **Part 1: Teacher Reread & Ask and Answer Text Dependent Questions**
 - Reread the text and as you do pose these questions.
 - Explain that Civil rights are the rights of personal liberty guaranteed to U.S. citizens by the 13th and 14th amendments to the Constitution and by acts of Congress.
 - Question 1: What is segregation? Turn and tell your partner. Let's record that explanation on our vocabulary chart.
 - Question 2: According to the text, why does Mr. Mendez have difficulty gathering signatures for a petition against school segregation from Mexican-Americans in his community?
 - Question 3: (Note: Write the quote below on chart paper so students can reread it). Let's reread the explanation offered by education experts about segregation and discuss what is meant. Let's code the text by circling words we are not familiar with and starring big ideas.
Segregation tends to give an aura of inferiority. In order to have the people of the United States understand one another it is necessary for them to live together, and the public school is the one mechanism where all of the children of all of the people go.
 - Question 4: (Note: Write this question on chart paper so students can reread it). Refer to the inference [poster](#) on the wall to remind students of the definition of inference.
 - *The judge ruled in favor of Mendez and said, "public education must be open to all children by a unified school organization regardless of lineage." What does the judge mean? If you have an inference, turn and tell your partner.*

- Question 5: Listen as I reread the text. (Note: Have the quotation written on chart paper so students can read the text as you read it aloud.) *The Mendez victory made newspaper headlines. Sylvia's family was ecstatic.*
- *But they did not have much time to celebrate because the school board appealed the case--that is, it asked for another trial. Sylvia and her family had to go to the state court in San Francisco to argue the case again.*
- What does the word, appealed, mean? Which other words in the passage help you to explain the term? Turn and tell your partner. Let's record that explanation on our vocabulary chart.
- Question 6: How does Sylvia Mendez change during the course of the trial? What from the text makes you say so? Turn and discuss with your partner.

● **Part 2: Daily Instructional Task: Writing an Explanation**

- *Think about the differences between the "Mexican only" school and the school for white children in Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation. Explain what school segregation is and why separate is never equal.*
- Please write legibly so your classmates can read your writing.
- Include text evidence and details.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text we read
 - Provide a conclusion
 - Use precise language we've studied
 - Vary sentences. Include simple, compound and complex sentences
 - [RUBRIC](#)
 - [TWR multi-paragraph template](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

| Lesson 6 | | | |
|--|----------------|---|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation | Instructional Days: 3 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning some of the reasons School Superintendent Kent gave for segregating Mexican-American children from white children and how Mr. Marcus refuted these claims. | | <ul style="list-style-type: none"> I can improve my fluency and comprehension by partner reading using Say Something. I can explain some of the reasons School Superintendent Kent gave for segregating Mexican-American children from white children. I can state how Mr. Marcus refuted School Superintendent Kent’s claims. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to your composition. I can improve my fluency and comprehension by reading my partner reading using Say Something. I can explain some of the reasons School Superintendent Kent gave for segregation Mexican-American children from white children. I can state how Mr. Marcus refuted School Superintendent Kent’s claims. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to your composition. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> <p>9.4.5.IML. Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Why is it important that people from diverse cultures collaborate to find solutions to community and state challenges? How important is it that people from diverse cultures collaborate to find solutions to community and state challenges? | | Daily Instructional Tasks: Day 1-2 <ul style="list-style-type: none"> Daily Instructional Task: Writing an Explanation Day 3 <ul style="list-style-type: none"> Daily Instructional Task: Culminating Task: Writing an Explanation | |
| Vocabulary: <ul style="list-style-type: none"> desegregation | | Learning Resources/Materials: <ul style="list-style-type: none"> text: Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for | |

[*Desegregation. New York: AbramsBooks for Young Readers.*](#)

- Say Something bookmark
- rubric
- Interactive Notebook
- Journal
- retelling map
- peer editing sheet

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **Part 1: Partner Reading/Say Something bookmark**

- Model for students (ask one student to help you) how to use the Say Something strategy while reading. With the text in front of each student, practice Say Something by having the whole class read pages 2 and 3:
- After you and your partner silently read the text, model how you stop and Say Something about what you have read. For example,
 - Wow, I feel for Sylvia. How awful to be at school and have a bully yell at you. I wonder what her mother meant when she said, "Don't you know that is why we fought?" I wonder why Sylvia and her family had to fight and how it involved Westminster School. I predict the rest of the book will answer that question. What do you think?
- Listen then to your partner's response.
- Debrief Your Modeling by briefly discussing how you and your student partner did the following:
 - You looked at your partner when he or she was talking.
 - You looked interested.
 - You did not let other things distract you.
 - You let your partner express his or her views.
 - You thought carefully about what your partner was saying.
 - You stayed focused on the task.
 - You used the Say Something prompts to guide the discussion.
- Explain to students that when they stop (you have marked the text for them) they can:
 - make a prediction
 - ask a question
 - clarify a misunderstanding
 - make a comment
 - make a connection
- Provide each student with a Say Something bookmark.
- Say Something: Have students partner read the book and stop and say something about the words and phrases that convey the central ideas or supporting details. Ask students to record a list of the words and phrases they notice and be able to explain why these are important to understanding the book.
- Review selected words and phrases with class, especially commonly selected words and phrases.

- **Part 2: Daily Instructional Task: Writing an Explanation**

- What are some of the reasons School Superintendent Kent gave for segregating Mexican-American children from white children? Does Mr. Marcus refute any of the claims?
- Please write legibly so your classmates can read your writing.
- Include text evidence and details.
- In your writing:

- Introduce a topic
- Group related information together
- Develop the topic with facts, definitions, and details from the text we read
- Provide a conclusion
- Use precise language we've studied
- Vary sentences. Include simple, compound and complex sentences
- [RUBRIC](#)
- [TWR multi-paragraph template](#)

Day 2:

- **Part 1: Partner Retell**
 - Have students retell the story to their partner.
- **Part 2: Teacher Reread**
 - As the teacher rereads, the class should complete a retelling chart. If this is the first time students are creating a retelling chart, model.
- **Part 3: [Retelling Map](#)**
 - Have students create a retelling map. When retelling they should be able to:
 - State the topic
 - State the main idea and author's purpose
 - Provide facts that support the main idea
 - Explain academic vocabulary essential to comprehension
 - Be able to emphasize new learning.
- **Culminating Task: Writing an Explanation**
 - In the text it says that,
 - "Sylvia was amazed that people of different backgrounds and from different parts of the country who had never met her family were getting involved in the case and trying to help them./ But her mother said, 'Cuando la causa es justa los demas te siguen. 'When you fight for justice, others will follow" (pp. 32-33).
 - Why is it important that people from diverse cultures collaborate to find solutions to community and state challenges?
 - How important is it that people from diverse cultures collaborate to find solutions to community and state challenges?
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definiQons, and details from the text we read
 - Provide a conclusion
 - Use linking words and phrases to connect ideas within categories of information
 - Vary sentences
 - Use precise language we've studied
 - [Explanatory/ informational rubric](#)

- [TWR multi-paragraph template](#)

Day 3: Culminating Task: Editing Checklist for Self- and Peer Editing

- [Peer editing sheet](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 7 | | | |
|---|---------|--|-----------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: "Walking Tall" | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how to monitor my comprehension by thinking as I read. I am learning how to improve my reading fluency by partner reading. I am learning how to scan an article to locate evidence to support my thinking. I am learning to identify facts and opinions. | | <ul style="list-style-type: none"> I can improve my fluency and comprehension by partner reading and using Say Something. I can answer text dependent questions. I can cite evidence from the text to support my explanation. | |
| NJSL Standards | | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).</p> <p>W.IW 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> <p>9.4.5.IML. Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.</p> <p>RL3.4</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: | |
| <ul style="list-style-type: none"> How did Ruby Bridges make history 61 years ago? | | Day 1 <ul style="list-style-type: none"> Daily Instructional Task: It Says, I Say, and So Chart | |
| Vocabulary: | | Learning Resources/Materials: | |
| <ul style="list-style-type: none"> protest mob | | <ul style="list-style-type: none"> Text: "Walking Tall." Say Something Bookmark Check for understanding card It Says, I Say, and So Chart Interactive Notebook Journal | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| <p><i>Reading Strategy #1: As I read I can use strategies to help me monitor my comprehension. I can pause, reread and summarize the information to show what I know. Identifying details, then, the main idea and using text features such as maps and photos will help me remember the information in the text.</i></p> | | | |

Reading Strategy #2: Sometimes my purpose for reading is to locate specific information or evidence to support my ideas and understanding. I can scan the text for key words before reading to set my purpose for reading. I can scan the text to locate information I need to support my thinking. Key words and scanning strategies can help me find details in the text.

Day 1

● **Part 1: Partner Reading/Say Something**

- Ask students to take out their copy of the article [“Walking Tall.”](#) their [Say Something bookmark](#) and give them the new [Check for Understanding Card](#).
- Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
- Have students use the bookmark to prompt their thinking at each stopping point, Students should alternate taking the lead.
- Remind students that they should sit side-by-side, read with soft voices, and take time to discuss what they have read.
- At the end of the article, they should use the Check for Understanding card to prompt their final discussion.

Note: If this task is too difficult for some students, bring them into a small group and treat this as shared reading with the teacher reading first and the students following along. Read the text first to them and then ask them to reread it and conduct the group as guided reading by modeling the comprehension strategy of stopping and saying something similar to a think aloud.

● **Part 2: Daily Instructional Task: [It Says, I Say, and So Chart](#)**

- Show students the chart: It Says, I Say, And So.
- Model, if necessary, how to use the It Says, I Say, And So chart.
- Have partners complete the It Says, I Say, And So chart by answering questions 1-3.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

| Lesson 8 | | | |
|--|----------------|--|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: The Story of Ruby Bridges: | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> • I am learning that asking questions while previewing a text can help me comprehend the text. • I am learning about who Ruby Bridges was and how she and her parents were important in the fight against school discrimination. • I am learning how character and theme are connected. • I am learning how noticing text details allows me to compare and contrast Ruby Bridges and Sylvia Mendez. | | <ul style="list-style-type: none"> • I can preview a text and connect what I know with the topic. • I can include a beginning and a conclusion to my composition. • I can use a story map to connect the parts of the story. • I can explain a lesson Ruby Bridges learned, why it was important, and how it connects to me. • I can compare and contrast Ruby Bridges and Sylvia Mendez by writing how they are similar to one another and how they are different from one another | |
| NJSL Standards | | | |
| <p>SL.PE.3.1. 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.</p> <p>SL.PI.3.4. 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. (Students may present information about climate change in a region of the world, using supporting evidence gathered from relevant texts.)</p> <p>SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>W.IW 3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information [from print and digital sources; take brief notes on sources and sort evidence into provided categories] to include while planning to write about a topic.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>RL.TS.3.4 Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>W.3.4, L.3.1, (NJ Social Studies 6.1.5.CivicsDP.2),</p> | | | |

Key Instructional Practices

Key Teacher Questions Posed During the Lesson:

- What are some character traits for Ruby's parents?
- How does Ruby's experiences relate to your life?
- How are Ruby Bridges and Sylvia Mendez similar to one another and how they are different from one another?

Daily Instructional Tasks:

Day 1

- **Daily Instructional Task:** Write about the theme
- **extension activity:**
 - Writing about Character

Day 2

- **Daily Instructional Task:** Culminating task

Vocabulary:

- character traits
- apart
- segregation
- psychologist

Learning Resources/Materials:

- Text: [The Story of Ruby Bridges by Robert Coles](#)
- Reading bookmark/ check for understanding card
- character anchor chart
- rubric
- notebook

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1: (Teachers may want to build context for lesson by showing short video and painting in [building context activity](#))

- **Part 1: Preview the Text, Turn and Talk (Distribute a copy of the book to each student).**
 - Ask students to view the cover of the text, say the name of the book and the author and illustrator.
 - What's going on in this picture?
 - What do you see that makes you say that? What more can we find?
 - Turn and tell your partner.
 - Read the blurb on the back of the book. : *It's 1960, and Ruby Bridges and her family have recently moved from Mississippi to New Orleans in search of a better life. When a judge orders Ruby to a end first grade at William Frantz Elementary, an all- white school, Ruby must face angry mobs of parents who refuse to send their children*
 - Show students the title page and have them turn to it. Ask them to turn and tell their partner what they notice. What's going on in the picture?
- **Part 2: Book Introduction**
 - Introduce The Story of Ruby Bridges.
 - Explain to students that this is a true story written by Dr. Robert Coles, a child psychologist who knew Ruby and her family.
 - Explain that the story took place sixty-one years ago, and things were very different in many communities at that time. In some parts of the United States there were laws and customs that forced black children to attend separate schools. The were kept apart from white children.
- **Teacher Reread**
 - As the teacher rereads the text aloud stop so that the class can each complete a story map. During each pause and stop model thinking as you form and model the sentence writing or formulate a sentence using student responses.

- **Part 3: Story Map, Turn and Talk**

- Invite students to complete a story map naming the setting, characters and highlighting the main events, and theme.
- Depending on how difficult the task is, you may want to scaffold this task by providing a partially completed story map.
- See sample story map on previous page. Provide a [blank story map](#).

- **Part 4: Daily Instructional Task: Writing about Theme**

- Think about the story.
- Think about what the author is trying to help you understand.
- What is (the message) in this story? How does it connect to your life?
- Write a response to both questions.
- Include the title of the story in your response.
- Use evidence from the text to support your answers.
- In your writing:
 - Introduce the topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text we read
 - Provide a conclusion
 - Vary sentences
 - [Rubric](#)
 - [TWR multi-paragraph template](#)

Reading Strategy: All books are written with a message and a [theme](#) in mind. As I read any genre of text I will pay close attention to the actions of the main characters, the message being shown, the problems faced and how the characters overcome their challenges. These details help me figure out the message of the text.

Day 2

- **Culminating Task- Writing Activity**

- Compare and contrast Ruby Bridges and Sylvia Mendez. How are they similar to one another? How are they different?
- Please write legibly so your classmates can read your writing.
- Write in complete sentences that include text evidence and details. In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definitions, and details from at least two texts we read
 - Provide a conclusion
 - Vary sentences
 - Use linking words and phrases to connect ideas within categories of information; and
 - Spell correctly
 - [Editing checklist](#)
 - [rubric](#)
 - [TWR multi paragraph outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- [lesson extension](#)

| Lesson 9 | | | |
|--|---------|--|-----------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: “Thurgood Marshall: From Briggs to Brown” | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning about the Briggs vs. Elliott case. I am learning to monitor my comprehension by thinking about the text as I read. I am learning how to scan an article to locate evidence to support my thinking. | | <ul style="list-style-type: none"> I can explain how Thurgood Marshall proved that segregated schools in Clarendon County, South Carolina were not equal. I can improve my fluency and comprehension by reading my partner reading using Say Something. I am learning to monitor my comprehension by thinking about the text as I read. I can cite evidence from the text to support my explanation. | |
| NJSL Standards | | | |
| <p>L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.PE.3.1. 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.</p> <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>9.4.5.IML. Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> How did Thurgood Marshall help to desegregate schools? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: It Says, I Say, and So Chart | |
| Vocabulary: <ul style="list-style-type: none"> unconstitutional | | Learning Resources/Materials: <ul style="list-style-type: none"> article: Thurgood Marshall: From Briggs to Brown Say Something bookmark/ check for understanding card It Says, I Say, And So chart | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **Part 1: Partner Reading/Say Something**
 - Ask students to take out their copy of the article "[Thurgood Marshall: From Briggs to Brown](#)" their Say Something bookmark and a Check for Understanding Card.
 - Explain to students that they will be working with their partner to read the text and that they should stop and Say Something at the places marked in the text.
 - Have students use the bookmark to prompt their thinking at each stopping point. Students should alternate taking the lead.
 - Remind students that they should sit side-by-side, read with soft voices, and take time to discuss what they have read.
 - At the end of the article, they should use the Check for Understanding card to prompt their final discussion.

- **Part Two Daily Instructional Task: [It Says, I Say, and So Chart](#)**
 - Show students the chart: It Says, I Say, And So.
 - Model, if necessary, how to use the It Says, I Say, And So chart.
 - Have partners complete the It Says, I Say, And So chart by answering questions 1 and 2. Provide sentence starters for students to support them in their writing.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- additional background video: [Thurgood Marshall](#) (from Discovery Education)

| Lesson 10 | | | |
|---|----------------|--|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: “Thurgood Marshall: From Briggs to Brown” | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning how to scan an article to locate evidence to support my thinking. I am learning how to interpret a quote from the text by thinking about what I already know about the topic. I am learning why Marshall said separate schools were not equal schools. | | <ul style="list-style-type: none"> I am learning how to scan an article to locate evidence to support my thinking. I am learning how to interpret a quote from the text by thinking about what I already know about the topic. I am learning why Marshall said separate schools were not equal schools. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</p> <p>9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem</p> <p>(RI.3.10), NJ Social Studies 6.1.5.CivicsHR.2)</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> What did Marshall mean that schools would never be equal as long as there were separate schools? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: culminating task | |
| Vocabulary: <ul style="list-style-type: none"> equal | | Learning Resources/Materials: <ul style="list-style-type: none"> Thurgood Marshall: From Briggs to Brown writing organizer rubric | |
| Learning Procedures: (What specific learning experiences will support all students’ progress towards mastery of the learning intentions/objective(s)?) | | | |

Day 1-2

- **Part 1: Reread**
 - Reread the [Thurgood Marshall: From Briggs to Brown](#) independently.

- **Part 2: Culminating Task: Writing an Explanation , Rubric**
 - After the ruling in Briggs v. Elliott, the author explains that, “Marshall disagreed. He said the schools would never be equal as long and there were separate schools.” What did Marshall mean that schools would never be equal as long as there were separate schools?
 - Think about what you learned in this article about Thurgood Marshall. Describe how his actions promoted social change.
 - In your writing: ([optional organizer](#))
 - Explain what Marshall meant when he said the “schools would never be equal as long and there were separate schools.” Then, describe how his actions promoted social change
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text
 - Provide a conclusion
 - Use linking words and phrases to connect ideas within categories of information
 - Use precise language
 - Spell correctly
 - [Rubric](#)
 - [TWR multiparagraph \(5\) outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 11 | | | |
|--|---------|--|-----------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Thurgood | Instructional Days: 1 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that previewing a text helps me to activate relevant prior knowledge. I am learning about discrimination and segregation. I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination. | | <ul style="list-style-type: none"> I can preview a text and connect what I know with the topic. I can explain how Thurgood Marshall found solutions to state and federal racial discrimination. I can cite evidence from the text to support my explanation. I can include a beginning and a conclusion to my composition. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>SL.PE.3.1. 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.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> <p>RI.3.10, (NJ Social Studies: 6.1.5.CivicsPD.6)</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Why was Thurgood Marshall important in the fight against school discrimination? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: Writing an Explanation | |
| Vocabulary: <ul style="list-style-type: none"> discrimination | | Learning Resources/Materials: <ul style="list-style-type: none"> authors note preview chart Text: Thurgood by Jonah Winter rubric | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 | | | |

- **Part 1: Preview, Turn and Talk, [Preview Chart](#), Book Introduction**
 - Ask students to study the cover, title, [author's note](#), glossary, index, back cover & with a partner complete a Preview Chart.
 - What do you know? What do you wonder? Consider: Who is involved? When are the events happening? Where is this happening? What questions do you have?
 -
- **Part 2: Book Introduction & 1st Reading**
 - Read aloud the text. Stop as needed to address students' questions.
- **Daily Instructional Task: Writing an Explanation, Rubric**
 - Who was Thurgood Marshall? How did he find solutions to state and national challenges related to racial injustice?
 - Cite evidence from the text.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definiQons, and details from the text we read
 - Provide a conclusion
 - Vary sentences
 - [Rubric](#)
 - [TWR multi paragraph outline](#)

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

| Lesson 12 | | | |
|--|----------------|--|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Thurgood | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination. | | <ul style="list-style-type: none"> I can think about what I know and what I want to know about an important figure from history. I can record what new information I am learning from a read aloud on a K-W-L chart. | |
| NJSL Standards | | | |
| <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view .</p> | | | |
| Key Instructional Practices | | | |
| Key Teacher Questions Posed During the Lesson: <ul style="list-style-type: none"> Why was Thurgood Marshall important in the fight against school discrimination? | | Daily Instructional Tasks: Day 1 <ul style="list-style-type: none"> Daily Instructional Task: KWL chart Day 2 <ul style="list-style-type: none"> Daily Instructional Task: KWL chart | |
| Vocabulary: <ul style="list-style-type: none"> justice supreme court lawyer | | Learning Resources/Materials: <ul style="list-style-type: none"> K-W-L chart Text: Text pg. 1, Text pg. 2 Journal | |
| Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?) | | | |
| Day 1 <ul style="list-style-type: none"> Part 1: K-W-L <ul style="list-style-type: none"> K-W-L helps children activate their background knowledge and to set purposes for reading. The following chart shows the steps in each part of the procedure: | | | |

| Lesson 13 | | | |
|--|----------------|---|------------------------------|
| Grade: 3rd | Unit: 7 | Lesson Title: Thurgood | Instructional Days: 2 |
| Learning Intentions | | Success Criteria | |
| <ul style="list-style-type: none"> I am learning that an author's note includes important information. I am learning who Thurgood Marshall was and why he is important in the fight against school discrimination. I am learning to use a completed K-W-L chart to help me think about what I now know and have learned about a major figure from history | | <ul style="list-style-type: none"> I can use knowledge I have constructed while reading Thurgood and apply that knowledge to help me understand the author's note. I can record what new information I am learning from a read aloud on a K-W-L chart. I can use notes I made to help me write an explanation. | |
| NJSL Standards | | | |
| <p>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.PE.3.1. 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.</p> <p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>NJ Social Studies 6.1.5.CivicsDP.2</p> | | | |
| Key Instructional Practices | | | |
| <p>Key Teacher Questions Posed During the Lesson:</p> <ul style="list-style-type: none"> How was the thinking of Thurgood Marshall and Chief Justice Warren similar on the topic of school segregation? How did Thurgood Marshall create legal changes at the state and federal levels? | | <p>Daily Instructional Tasks:</p> <p>Day 1</p> <ul style="list-style-type: none"> Daily Instructional Task: K-W-L Chart <p>Day 2</p> <ul style="list-style-type: none"> Daily Instructional Task: Culminating Task | |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> segregation state federal | | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> author's note K-W-L chart rubric graphic organizer | |

Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)

Day 1

- **Part 1: Teacher Read Aloud and [Vocabulary Inferring Chart](#)**
 - Teacher reads aloud the text "[Ending School Segregation in the U.S.](#)"
 - At each vocabulary word, stop and ask students to reread the sentence. (See [chart linked here](#))
 - Together, identify the part of speech for each underlined word.
 - Then write an explanation of the word.
 - Last, write a synonym.

- **Part 2: Daily Instructional Task: [It Says, I Say, and So Chart](#)**
 - Show students the chart: It Says, I Say, And So.
 - Model, if necessary, how to use the It Says, I Say, And So chart.
 - Have partners complete the It Says, I Say, And So chart by answering questions 1 - 4.

Day 2

- **Daily Instructional Task: Culminating Task**
 - Think about what you have learned about Thurgood Marshall and reread what you recorded on your K-W-L chart.
 - How did Thurgood Marshall create legal changes at the state and federal levels? Explain the process he used.
 - Use the information from your chart to help you recall the important facts that relate to the question.
 - Name the legal changes Marshall brought forth and explain how he did so.
 - Cite evidence from the text.
 - In your writing:
 - Introduce a topic
 - Group related information together
 - Develop the topic with facts, definiQons, and details from the text we read
 - Provide a conclusion
 - Vary sentences
 - Group related information together
 - Develop the topic with facts, definitions, and details from the text we read
 - Provide a conclusion
 - Vary sentences
 - [Rubric](#)
 - [TWR multi paragraph outline](#)

- **Reading Strategy:** Using a graphic organizer to write a summary- By completing a graphic organizer I can remember the information to write a summary. Using the headings and writing in complete sentences will help me recall the information.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson

Possible Misconceptions:

- Students may not have a deep contextual understanding
- Students may not understand implicit and explicit bias

Teacher Notes:

- Homework will be determined by the teacher based on the lesson outcome.

Grade 3:Unit 8 - Novel: The Stories Julian Tells

| Unit Summary: (Overall learning of the unit) | | | | | |
|---|--|--|--|---|--|
| Unit Title: Novel: The Stories Julian Tells | | Content Area: ELA | | Grade Level: 3 | |
| <p>Unit Description: In this unit, students will read the chapter book, “The Stories Julian Tells”. Students will analyze the characters through different situations and teach readers about how motivations, feelings, and a person’s actions affect events and other people. Students will use inference to discuss and write about the events in the story. Students will use the writing revolution strategies to explain and correctly write sentences and paragraphs.</p> | | | | | |
| <p>Essential Question(s): (Critical driving questions of the unit that promote inquiry and discovery of the content)</p> | | | <p>Enduring Understanding (s): (Synthesize how this connects to prior/future learning, what they should understand, <i>not</i> what they are doing)</p> | | |
| <ul style="list-style-type: none"> • How does imagination shape our understanding of the world and our relationships with others? • What lessons does the main character, Julian learn throughout the story? • How does the main character change from the beginning of the story to the end? | | | <p>Students should understand:</p> <ul style="list-style-type: none"> • reinforcing the importance of imagination in storytelling and problem solving. • encourage children to express their creativity through writing, drawing, or other forms of artistic expression. • reflect on their own family experiences. • develop empathy and understanding towards their siblings and family members. • reinforcing the values children might have already encountered in their lives. • introduces new moral dilemmas and ethical considerations. • reinforcing the importance of being a good friend and working well with others. • encouraging children to develop strong friendships and teamwork skills. • building on the child’s problem-solving abilities. • promoting further development of their analytical and reasoning skills. • reinforcing the importance of empathy and understanding others’ experiences. • encouraging children to be more open-minded and accepting of diverse perspectives. | | |
| Unit Vocabulary | | | | | |
| whipping catalog guarded ordinary invisible handkerchief quiver ignorant planning pale raft | backbone rustling fig fertilizer lawn pliers method thread knot wondered harvest | shrugged unusual prehistoric cavemen raw saber-toothed mastodon doorknobs heavily compared scarlet blossom | grunted pigtails cartwheel robin fastened jerked stiff request seriously storytelling | intriguing astounding ingenious enchanted perplexing precarious fanciful resilient squawked values | imagination creativity honesty swirling supper weeded fence spool lonely relationship |
| Focus Standards | | | | | |

| | | | | |
|---|--|--------------------------------|--|--|
| RL RL.CR.3.1 RL.CI.3.2. RL.IT.3.3 RL.MF.3.6 RL.CT.3.8. | L L.VL.3.2. L.VI.3.3. L.WF.3.3. L.RF.3.3. L.RF.3.4. | SL SL.PE.3.1. SL.AS.3.6. | W W.AW.3.1. W.IW.3.2 W.WP.3.4. W.RW.3.7. | |
|---|--|--------------------------------|--|--|

Assessments

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • Daily Instructional Tasks • Exit Tickets • Teacher-Created Tests | <ul style="list-style-type: none"> • Culminating Tasks <ul style="list-style-type: none"> ◦ Lesson 11 (Portfolio Artifact) • Summative Assessments • Student Reflections | <ul style="list-style-type: none"> • Demonstrations • Portfolios • Journals/Notebooks |
|--|---|--|

| Integration of 21 st Century Skills | Integration of Technology | Resources |
|---|---|--|
| <ul style="list-style-type: none"> • 9.1.4.A.1 • 9.1.4.A.2 • 9.1.4.A.3 • 9.2.4.A.1 • 9.2.4.A.2 • 9.2.4.A.3 • 9.2.4.A.4 | <ul style="list-style-type: none"> • Google Classroom • Google Forms/Docs/Slides • Audio • Videos | <ul style="list-style-type: none"> • Book, The Stories Julian Tells • Videos |

Summary of Key Learning

| | | |
|--|---|--|
| <p><u>Lesson 1:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to develop critical thinking skills to infer and draw conclusions about characters from the text. • I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. • I am learning to understand, recognize, and interpret the intended meanings of nonliteral expressions in context. • I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. • I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. <p>Success Criteria:</p> | <p><u>Lesson 2:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to recognize that themes can be inferred from character's actions, conflicts, and overall story elements. • I am learning to make connections to themes using the characters. • I am learning to identify the theme of a story and explain the theme by providing evidence and examples from the text effectively in my writing. • I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. • I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. <p>Success Criteria:</p> | <p><u>Lesson 3:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to make an inference about a character based on details from the text and schema. • I am learning to apply what we have read in a previous story, to a new story about the same characters. • I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. • I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can make relevant and logical inferences about a character based on details from the text and schema. • I can provide well-reasoned explanations for my |
|--|---|--|

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • I can reread to answer comprehension questions related to the text accurately. • I can identify, explain, and demonstrate my ability to interpret the meanings of nonliteral expressions from a given text. • I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. • I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Nonliteral vs Literal Language (L.VI.3.3.); Vocabulary Notebook & Discussion of Key Terms (RL.IT.3.3., L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Teacher Read Aloud with Stopping Points for Writing (RL.CR.3.1. RL.CI.3.2., W.WP.3.4., SL.PE.3.1., L.VI.3.3.); Daily Instructional Task- Reflection (W.WP.3.4., W.RW.3.7, L.WF.3.3.); Rubric | <ul style="list-style-type: none"> • I can identify the theme in a given text and clearly express its underlying message in complete sentences that captures the central message. • I can provide a well-reasoned explanation of the lesson the father taught to his sons by supporting the analysis with evidence from the text, such as character actions, that illustrate the theme. • I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. • I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion summarizing the theme's significance. • I can spell words correctly and use a spelling resource when needed. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Theme & Conjunctions (RL.CI.3.2., L.WF.3.3.); Group Discussion (SL.PE.3.1.); Daily Instructional Task: Writing about Theme (RL.CI.3.2., RL.CT.3.8, W.AW.3.1., L.KL.3.1), Rubric | <p>inferences, demonstrating a clear understanding of the evidence that led to my conclusions.</p> <ul style="list-style-type: none"> • I can use what I know about Julian, Huey, and Dad from “The Pudding Like a Night on the Sea” to better understand why characters in “Catalog Cats” act as they do. • I can reread to answer comprehension questions related to the text accurately. • I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. <p>Instructional Routines:</p> <ul style="list-style-type: none"> • Inference (RL.IT.3.3.); Vocabulary Notebook & Discussion of Key Terms (L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Teacher Read Aloud with Stopping Points for Writing (RL.CR.3.1., RL.CI.3.2., RL.TS.3.4., W.WP.3.4., SL.PE.3.1., L.VI.3.3.); Daily Instructional Task: Reflection (RL.IT.3.3., W.RW.3.7.); Rubric |
| <p>Lesson 4:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to recognize that themes can be inferred from character’s actions, conflicts, and overall story elements. • I am learning to make connections between characters and themes using multiple stories. • I am learning to identify the theme of a story and explain the theme by providing evidence and examples from the text effectively in my writing. • I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify the theme of the story, “Catalog Cats” and clearly express its underlying message in complete sentences that captures the central message. • I can provide a well-reasoned explanation of the lesson the Julian learned from his father by supporting the analysis with evidence from the text, such as character actions that illustrate the theme. • I can make clear connections between characters and determine themes in two different texts that I have read. | <p>Lesson 5:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to make an inference about a character based on details from the text and schema. • I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. • I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. • I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. • I am learning to understand, recognize, and interpret the intended meanings of nonliteral expressions in context. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can make an inference about a character based on details from the text and schema. • I can reread to answer comprehension questions related to the text accurately. | <p>Lesson 6:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • I am learning to read with sufficient accuracy and fluency to comprehend. • I am learning to check for understanding throughout the reading and to mark the problem and solution in the story. • I am learning to practice effective communication and listening skills during partner discussions to exchange ideas and perspectives. • I am learning to understand the purpose of using question words (who, what, when, where, why and how) to gather essential information from the text. <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can demonstrate fluency and expression while reading aloud to engage in discussion with a partner. • I can think about the characters, and the problem and solution when answering text dependent questions. • I can actively participate in partner reading by asking and answering questions about the content, characters, or events in the text using a Check for Understanding card for comprehension. |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion summarizing the theme's significance. I can spell words correctly and use a spelling resource when needed. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Review Theme (RL.CT.3.8.); Partner Reading (SL.PE.3.1, L.RF.3.4., L.KL.3.1); Partner Conversations (L.KL.3.1, SL.PE.3.1., SL.AS.3.6.); Daily Instructional Task: Writing about Theme Across Two Stories (RL.CR.3.1., RL.CI.3.2., RL.IT.3.3., RL.CT.3.8., W.AW.3.1., L.WF.3.3.); Rubric | <ul style="list-style-type: none"> I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can identify, explain, and demonstrate my ability to interpret the meanings of nonliteral expressions from a given text. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Review Nonliteral Language (L.VI.3.3.); Vocabulary Notebook & Discussion of Key Terms (L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Teacher Read Aloud with Stopping Points for Writing (RL.CR.3.1. W.WP.3.4., SL.PE.3.1., L.VI.3.3.); Daily Instructional Task: Reflection (RL.IT.3.3., W.RW.3.7.); Rubric | <ul style="list-style-type: none"> I can use question words to write a summary that is well-structured and organized, providing a clear overview of the main points covered in the text to ensure understanding. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Vocabulary Notebook & Discussion of Key Terms (L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Partner Reading (L.RF.3.4., SL.PE.3.1); Summary Statement (TWR) (RL.CI.3.2.); Daily Instructional Task: Summary Sentence (RL.CI.3.2., L.WF.3.3., W.SE.3.6.); Rubric |
| <p>Lesson 7:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how a character uses storytelling to make sense of situations and to relate to others. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to practice effective communication and listening skills during partner discussions to exchange ideas and perspectives. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can develop my writing ideas by first participating in focused conversations with peers. I can develop writing fluency by briefly writing about important topics I am learning. I can reread to answer comprehension questions related to the text accurately. I can actively participate in partner reading by asking and answering questions about the content, characters, or events in the text using a Check for Understanding card for comprehension. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion. <p>Instructional Routines:</p> | <p>Lesson 8:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to make inferences about a character. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the characters actions or feelings and create clear and coherent sentences. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response explaining why Julian said "Ow" two times. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can think about a character's actions to make an informed inference. I can reread to answer comprehension questions related to the text accurately. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion that explains why Julian says "Ow!" twice at the end of the story. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Work: Review Inference & Conjunctions (L.WF.3.3); Vocabulary Notebook & Discussion of Key Terms (L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Teacher Read | <p>Lesson 9:</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how a character's actions contribute to the plot. I am learning how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to understand the purpose of using question words (who, what, when, where, why and how) to gather essential information from the text. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can describe the characters in a story and explain how their actions contribute to the plot. I can reread to answer comprehension questions related to the text accurately. I can use question words to write a summary that is well-structured and organized, providing a clear overview of the main points covered in the text to ensure understanding. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Characterization (RL.IT.3.3.); Vocabulary Notebook & Discussion of Key Terms (L.WF.3.2., L.VL.3.2., SL.PE.3.1.); Teacher Read Aloud with Stopping Points for Writing (RL.CR.3.1. W.WP.3.4., SL.PE.3.1., L.VI.3.3.); Daily Instructional Task: Summary Sentence (RL.CI.3.2., L.WF.3.3., W.SE.3.6.); Rubric |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> Partner Discussion: Express Understanding (RL.CR.3.1, RL.IT.3.3., SL.PE.3.1., SL.AS.3.6.); Daily Instructional Task: Power Writing (RL.CR.3.1, RL.IT.3.3., W.WP.3.4., W.RW.3.7.) | <p>Aloud with Stopping Points for Writing (RL.CR.3.1. W.WP.3.4., SL.PE.3.1., L.VI.3.3.); Partner Work: Single Paragraph Outline; Daily Instructional Task: Explanatory Writing (W.IW.3.2., W.WP.3.4., W.RW.3.7); Rubric</p> | |
| <p><u>Lesson 10:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning to analyze character development in a story, focusing on how the characters change and evolve over the course of the story. I am learning to practice effective communication skills to actively listen to partner’s insights to convey my analysis of character development in written form. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can describe the changes the character undergoes from the beginning to the end of the story. I can actively listen to my partner's contributions and contribute to the discussion by offering my insights and observations about the character's development. I can organize my writing with a clear and logical structure, including an introduction, body paragraphs, and a conclusion. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Conversations (RL.CR.3.1.; RL.IT.3.3.; L.KL.3.1, SL.PE.3.1., SL.AS.3.6); Partner Work (RL.CT.3.8.; SL.PI.3.4.) Daily Instructional Task: Explanatory Writing: (W.IW.3.2.; W.WP.3.4.; L.VI.3.3.) | <p><u>Lesson 11:</u></p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I am learning how to comprehend and recall key details from all chapters of the novel, “The Stories Julian Tells.” I am learning to improve reading comprehension and critical thinking. I am learning to provide detailed and thoughtful responses to open-ended questions that require me to think critically and creatively about the novel's themes and messages. I am learning to analyze how characters' actions, motivations, and relationships contribute to the overarching message of the story. I am learning to generate ideas and organize them effectively to create a coherent and well-structured essay or response. <p>Success Criteria:</p> <ul style="list-style-type: none"> I can answer multiple-choice questions correctly, showing a clear understanding of key events, characters, and settings from all chapters of the novel. I can identify main ideas and details in the text. I can provide thoughtful and well-constructed responses to open-ended questions, offering relevant details and evidence from the text to support their answers. I can discuss how characters' motivations are influenced by the message's underlying themes. I can write a coherent and organized essay or response that includes an introduction, body paragraphs with supporting evidence, and a conclusion. <p>Instructional Routines:</p> <ul style="list-style-type: none"> Partner Conversations (RL.CR.3.1.; RL.IT.3.3.; L.KL.3.1, SL.PE.3.1., SL.AS.3.6); Culminating Task: Writing Task (RL.CR.3.1., RL.IT.3.3.; W.AW.3.1.; W.WP.3.4.; L.WF.3.3.); Culminating Test (RL.CR.3.1.) | |

Daily Lesson Plans

| Lesson 1 | | |
|--|--|---|
| Grade: 3rd | Unit 5: “The Pudding Like a Night on the Sea” | Instructional Days: 2 |
| Learning Intentions | | Success Criteria |
| <ul style="list-style-type: none"> I am learning to develop critical thinking skills to infer and draw conclusions about characters from the text. I am learning to comprehend the main ideas and key details of a given text to answer comprehension questions related to the text. I am learning to understand, recognize, and interpret the intended meanings of nonliteral expressions in context. I am learning to expand my vocabulary and language skills by learning new words and their meanings and applying them in my reading and writing. I am learning to use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, effectively to help me think about the story and create clear and coherent sentences. | | <ul style="list-style-type: none"> I can reread to answer comprehension questions related to the text accurately. I can identify, explain, and demonstrate my ability to interpret the meanings of nonliteral expressions from a given text. I can identify and define new vocabulary words from a given text and incorporate new words into sentences or short paragraphs to demonstrate my understanding and proper usage. I can accurately use conjunctions, <i>because</i>, <i>although</i>, and <i>since</i>, when thinking about a story and improving sentence structure when writing. |
| NJSL Standards | | |
| <p>RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g. fables, folktales, and myths from diverse cultures)</p> <p>RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.RW.3.7 Engage in independent and task-based writing for both short and extended periods of time (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences], producing written work routinely.</p> <p>SL.PE.3.1. 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.</p> <p>L.VL.3.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> | | |
| Key Instructional Practices | | |
| Key Teacher Questions Posed During the Lesson: | | Daily Instructional Tasks: |
| <ul style="list-style-type: none"> Why is he making their mother pudding? What was the figurative language the dad used to describe the | | <ul style="list-style-type: none"> Students will complete the text-dependent comprehension questions. |

| | |
|---|---|
| <ul style="list-style-type: none"> pudding? Why did the boys feel like two leaves in a storm? | <ul style="list-style-type: none"> Students will complete a 3-2-1 Exit Ticket |
| <p>Vocabulary:</p> <ul style="list-style-type: none"> Squirted: To release a small amount of liquid or substance in a quick, forceful manner. Yolks: The yellow part of an egg; it is surrounded by egg white. Beating/Beater: The action of mixing ingredients vigorously, often using a utensil called a beater. Guarded: To protect or watch over something to keep it safe. Raft: A flat, floating platform made of logs, planks, or inflatables, often used for crossing bodies of water. Splashed: To scatter or throw drops of liquid in different directions. Whipped: To beat or mix something, like cream or eggs, rapidly to make it frothy or fluffy. Sniffed: To inhale or draw in air through the nose to smell something. Floating: Resting or moving on the surface of a liquid without sinking. Craters: Round depressions or hollows on the surface of a planet, moon, or other celestial bodies, usually caused by impact. Booming: A loud and deep sound, often resembling a low-pitched noise. | <p>Learning Resources/Materials:</p> <ul style="list-style-type: none"> Text, Grade 3: Unit 8: The Pudding Like a Night on the Sea Questions, Grade 3: Unit 8: Lesson 1: Everybody Writes Daily Instructional Task, 3, 2, 1 Exit Ticket Interactive Notebook <ul style="list-style-type: none"> Nonliteral vs Literal Language |
| <p>Learning Procedures: (What specific learning experiences will support all students' progress towards mastery of the learning intentions/objective(s)?)</p> | |
| <p>Part 1: Interactive Notebook: Nonliteral vs Literal</p> <ol style="list-style-type: none"> Introduce students to the interactive notebook they will be using throughout the year for notes. Direct students to write the title, "Table of Contents" on the first page. Then ask students to skip 10 pages. Then begin numbering the pages on the bottom right corner. Have students write today's topic under the Table of Contents in their Interactive Notebook. Then turn to the first notes page. Begin by explaining what nonliteral language is. Tell the students that sometimes people use words or phrases that don't mean exactly what the words normally mean. These phrases make language more interesting and colorful. Write nonliteral and literal on the board. Discuss the difference between the two. Have students write or make copies of the charts given. Lesson 1 - Nonliteral Language Tell students to pay attention to any nonliteral language they hear in the first chapter of the book. <p>Part 2: Vocabulary Notebook & Discussion of Key Terms</p> <ol style="list-style-type: none"> Share the vocabulary terms with students. Ask students to explain these terms in their Vocabulary notebooks by including: <ol style="list-style-type: none"> Each term with the word written correctly. An explanation. Drawing of a picture that will help them to remember the word and its meaning. The word in an original sentence. Then review the explanations. | |

Part 3: Teacher Read Aloud with Stopping Points for Writing

1. Read aloud the [“The Pudding Like a Night on the Sea”](#) story, to students. They will each need to have a copy of the text as well.
2. During the read aloud you will be stopping four (4) times for students to write in response to a specific question.
3. Encourage students to write before talking and as they do sample their responses so that you have a clear idea as to what students are understanding and confusing.
4. After students have written for a 1 to 2 minutes, invite students to respond. Again, because you have reviewed the writing as they wrote, you will have a better idea as to who you want to call on and why.
5. The goal of Everybody Writes is to help students build a better understanding of the text as they read. Make sure to clarify misconceptions so that as students read on, they do so with better understanding.

Part 4: Daily Instructional Task - Reflection

1. Explain to students what a 3,2,1 exit ticket is and why we are using it. Let them know that it’s a quick way to show what they’ve learned from the chapter.
2. Briefly go over the main points of the chapter.
3. Introduce and explain the 3-2-1 format:
 - a. 3 Things - Students will write down three things they learned about the characters from the chapter.
 - b. 2 Questions - Students will list two questions they still have about the characters or things they didn’t fully understand.
 - c. 1 Thing Interesting - Students will share one thing that caught their attention or piqued their interest about the character or during the lesson.
4. Distribute the organizer to each student, [3,2,1 Exit ticket](#).
5. Allow students time to reflect and fill in their responses. Remind them to think about the main points discussed during the lesson.
6. Take time to review the completed assignment. Look for common themes in the things students learned, questions, and interesting points. Address any misconceptions or confusion. Use information gathered to tailor future lessons.
7. Depending on time, you can choose to have students share one thing they learned, a question they have, or an interesting point they found to encourage class discussion.

Learning Assessments: (How will teachers monitor student learning throughout the lesson?)

- Checks for understanding
- Skills Trackers
- Daily Instructional Task
- Key Teacher Questions Posed
- Student reflection

Differentiation:

- Key vocabulary terms and definitions can be provided to students ahead of time in order to better comprehend the text as they read independently.
- Discussing, clarifying, and breaking down the language of the learning targets to ensure comprehension
- Present questions for students to see on the board as they are discussed with the class
- Chunking the text into smaller sections for deeper analysis
- Ask students to periodically self-assess their own learning to give an idea of how much they accomplished over the course of the lesson.

Possible Misconceptions:

- Students may think all nonliteral language is the same as figurative language. Clarify that while figurative language is a type of nonliteral language, nonliteral language can also include idioms, metaphors, similes, sarcasm, irony, and hyperbole. Explain the differences and provide examples of each.
- Knowing the definition of a word means you understand its usage in context.
- Students may think comprehension questions have only one correct answer. Discuss how comprehension questions can have multiple valid responses, especially those that require inference or analysis. Encourage students to support their answers with evidence from the text.
- Students may think that the 3-2-1 ticket is only for summarizing the reading.

Teacher Notes:

- Video, [The Pudding Like a Night on the Sea \(From The Stories Julian Tells by Ann Cameron\)](#)
- Review Conjunctions