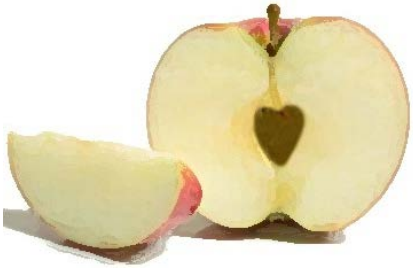


Getting to the Core

3rd Grade Unit of Study

ELA/Social Studies

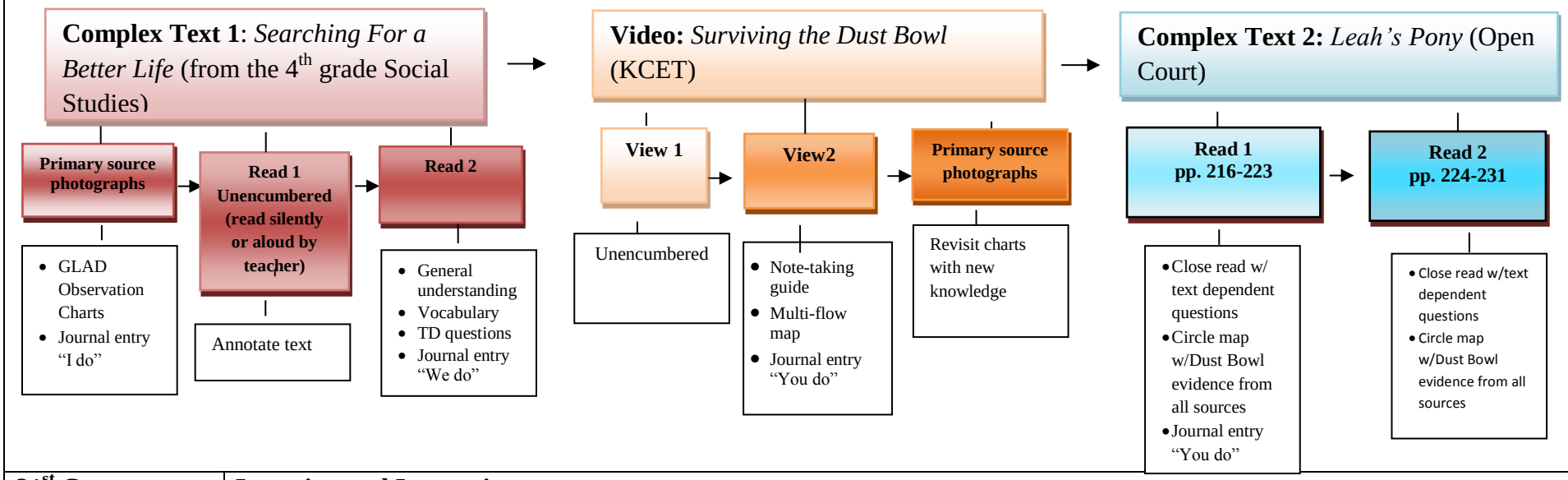
Spring 2014

Strength of Character

Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	**Strength of Character**	
Grade Level/Course:	**3rd Grade**	**Time Frame: 3 weeks – end of May to early June**
Big Idea (Enduring Understandings):	**Big Idea (Enduring Understandings): Hardships can build strength of character**	
Essential Questions:	**Essential Questions:** **How does an individual's reaction to hardship affect how they deal with a situation?** **What does a person's reaction to hardship say about them?** **How can hardships strengthen you? Or weaken you?**	

Instructional Activities: Activities/Tasks



21st Century Skills:	**Learning and Innovation:** ☐ Critical Thinking & Problem Solving ☒ Communication & Collaboration ☒ Creativity & Innovation **Information, Media and Technology:** ☒ Information Literacy ☒ Media Literacy ☐ Information, Communications & Technology Literacy

Essential Academic Language:	**Tier II:** primary source, expression, subject, setting, drought, tensions, migrant, public health, belongings, pasture, swift, sturdy, influx, plains, prairie, bounty, untamed, speculating, whirlwind, withered, "unleashed their fury," acres, permeated, meager, "end of their rope," wasteland, fleeing, substantial, mass exodus, limits of the land, false hope, auction, bid, girth	**Tier III:** documentary photograph, infrastructure, Okies, cultivate, halter

What pre-assessment will be given? GLAD observation charts will be used to assess student's understanding of the Dust Bowl era and their ability to analyze a photograph.	**How will pre-assessment guide instruction?** It will be used to: 1. Determine if students have any knowledge of the Dust Bowl era. 2. Analyze the language that students use to observe, comment, and question the primary source Dust Bowl photographs displayed on the observation charts. If students lack understanding of certain elements of a photograph (subject, setting, expression) then the preparing the learner lesson should be taught.
Content Standards	**Assessment of Standards** (formative and summative)
Content Standard(s): H-SS 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. H-SS 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's. 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	F: Work in groups to respond to primary source photographs on observation charts. F: Collaboratively in groups, discuss events depicted in a documentary video about the Dust Bowl and record answers on a note-taking guide. F: Work collaboratively to build a multi-flow map showing the causes & effects of the Dust Bowl era. Independently write a paragraph off the map. F: Answer text dependent questions during the reading of the informational text *Searching for a Better Life/Primary Source Interview*. F: Using evidence from informational sources and narrative structure from fictional piece, students will collaboratively create their own journal entry using a primary source photograph as their inspiration. S: Independently, students write their own journal entry based on an assigned photograph.

Common Core Learning Standards Taught and Assessed (*include one or more standards for one or more of the areas below. Please write out the complete text for the standard(s) you include.)*	**What assessment(s) will be utilized for this unit?** *(include the types of both formative assessments (**F**) that will be used throughout the unit to inform your instruction and the summative assessments (**S**) that will demonstrate student mastery of the standards.)*	**What does the assessment tell us?**

Bundled Reading Literature Standard(s): 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words on a story (e.g. create mood, emphasize aspects of a character setting).	F: Answer text dependent questions during the close reading of *Leah's Pony*. F: During annotation of text, vocabulary strategies will be used to determine the meaning of unfamiliar language. F: Students will compare primary source photographs and images from video to illustrations and text in Leah's Pony. This will be used as evidence to justify the Dust Bowl setting in *Leah's Pony*. S: Quick write assessing students ability to connect photos, informational text, video, and realistic fiction passage.	Do students correctly answer questions in pairs/small groups and refer to the text to do so? Are students gaining understanding of unfamiliar language by using vocabulary strategies and collaborative talk during the close read? Are students understanding that *Leah's Pony* is taking place during the Dust Bowl era by connecting it with evidence from informational text, video, and photos?
Bundled Reading Informational Text Standard(s): 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. 7. Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).	F: Answer text dependent questions during the reading of the informational passage, *Searching for a Better Life/Primary Source Interview*. F: During annotation of text, vocabulary strategies will be used to determine the meaning of academic language. F: Collaboratively build a multi-flow map showing the causes and effects of the Dust Bowl. F: Revisit observation charts adding information gained from multiple sources	Do students correctly answer questions in pairs/small groups and refer to the text to do so? Are students understanding unfamiliar language by using vocabulary strategies and collaborative talk

9. Compare and contrast the most important points and key details presented in two texts on the same topic. 10 By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	(video, informational text, primary source interview & photos). S: Quick write assessing students ability to connect photos, informational text, video, and realistic fiction passage.	during the close read? Can students make accurate observations of what is documented in the photos by connecting it with informational text and video? Can students express in writing the connection between all sources using cause & effect language and citing evidence?
Bundled Foundational Skill(s) Standard(s): 4. Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.	F: Listen to different collaborative groups and orally share their journal entries F: Students close read passages and discuss answers with partners/groups.	Are students able to read grade level text with comprehension?
Bundled Writing Standard(s): 1. Write opinion pieces on topics or texts supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reason. d. Provide a concluding statement or section. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definition, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	F: Work collaboratively to build a multi-flow map showing the causes & effects of the Dust Bowl era. Students will write collaboratively from the point of view of a family who left or who stayed using cause & effect language to support their argument. F: Using evidence from informational sources and narrative structure from fictional piece, students will collaboratively create their own realistic fiction story using a primary source photograph as their inspiration . S: Quick write assessing students ability to connect photos, informational text, video, and	Are students understanding the causes & effects of the Dust Bowl? Can students work collaboratively and effectively on a writing project? Can students use the facts learned about the Dust Bowl era to write a journal entry from the perspective of a subject in a

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 4. With guidance and support from adults, produces writing in which the development and organization are appropriate to task and purpose. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	realistic fiction passage. S: Students independently write their own journal entry based on an assigned photograph.	photograph.
Bundled Speaking and Listening Standard (s): 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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain own ideas and understanding in light of the discussion.	F: Work in groups to respond to primary source photographs on observation charts. F: Ask and answer questions in pairs or small groups during and after the reading/viewing of *Surviving the Dust Bowl (video), Searching for a Better Life, and Leah's Pony*. F: Work collaboratively to build a multi-flow map showing the causes & effects of the Dust Bowl era. F: Using evidence from informational sources and narrative structure from fictional piece, collaboratively students will create their own journal entry using a primary source photograph as their inspiration.	When discussing a photograph with a partner, do students follow the expected protocol/rules/ routines for collaborative discussion? Are students able to: • work in groups and discuss the accurate causes & effects? • use accurate linguistic patterns during discussion and in writing activity?
Bundled Language Standard(s): 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty	F: Discuss vocabulary strategies during close reading of all texts & video. F: Teacher evaluation of student use of conjunctions related to cause and effect during partner, small group and class discussions.	Can students determine the meaning of unknown words by using close reading strategies, vocabulary strategies, and during partner discussion? Are students using the cause & effect linguistic patterns

(e.g., *knew, believed, suspected, heard, wondered*). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).		accurately?
Resources/ Materials:	**Complex Texts to be used:** **Informational Text(s) Titles: *Searching for a Better Life* (4th grade Social Studies text)** **Literature Titles: *Leah's Pony by* Elizabeth Friedrich** **Media/Technology: *Surviving the Dust Bowl* (editing video from KCET: *American Experience Series*)** **Other Materials: Primary Source Photographs from Dorothea Lange**	
Interdisciplinary Connections:	**Cite several interdisciplinary or cross-content connections made in this unit of study:** This unit uses primary source photographs, expository text, and documentary video to build historical background knowledge for the realistic fiction text from Open Court (complex text). Social Science and literacy are integrated as students read, write, listen and speak about the Dust Bowl. Throughout the unit, students will analyze primary sources and cite evidence from these sources that support events in the realistic fiction text. As a final activity, students will create their own journal entry substantiated by factual information from the Dust Bowl era. They will do a 'close read' of a photograph and base their journal on the subject and events depicted in the photo.	
Differentiated Instruction:	**Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?** • Use of visuals • thinking maps • GLAD observation chart • Partner/small group collaboration to process information • Linguistic patterns for oral and written responses • Building background knowledge • Pre-teaching vocabulary as needed	**Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?** Special Needs- - Provide for flexible groups when reading and responding to text. - Provide similar, less complex text as scaffolding prior to presenting complex text. GATE- Additional Poster Activity: The Dustbowl Cause & Effect on the land Include text & picture How it affected "Dustbowlers" Include text & pictures. Map How it affected California Include text and pictures.

Strength of Character Lesson Planner

Big Idea: Hardships can build strength of character

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
▶ Pre-Assessment ▶ Anticipatory Guide ▶ Checklist for "Goals for Productive Discussions & Nine Talk Moves" ▶ Observation Charts ▶ Reflection	▶ Close Read of a Photograph ▶ Circle Map ▶ Teacher Modeled "I Do" journal entry ▶ Introduce Media Questions to support journal writing	▶ Close Read of Expository Text • *Searching for a Better Life* and *Primary Source Interview* ▶ Text Dependent Questions ▶ Journal entry "We do together" ▶ Unencumbered View of "Surviving the Dustbowl" video	▶ Second viewing of "Surviving the Dustbowl" video • Note-taking Guide ▶ Reflection	▶ Cause & Effect/Multi Flow Map ▶ Talk off the map ▶ Write off the map ▶ Reflection – "You do together" journal entry
Lesson 6	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
▶ Revisit Observation Charts ▶ *Leah's Pony* Unencumbered Read (p. 216 – 223) 2nd Read Text Dependent Questions (216 – 218) ▶ Circle Map - evidence that setting of the story is the Dustbowl ▶ Reflection – "You do together" journal entry	▶ *Leah's Pony* pages Unencumbered Read (224-231) 2nd Read with Text Dependent Questions ▶ Circle Map - evidence that setting of the story is the Dustbowl • Add Frame of Reference ▶ Reflection ▶ Quick Write	▶ Teacher Modeled interview ▶ Interview note-taking guide ▶ Teacher modeled journal "I do"	▶ Collaborative group interview ▶ Interview note-taking guide ▶ Teacher modeled journal "I do"	▶ Summative Assessment ▶ Photo (page 54) ▶ Checklist for Revision and Editing (page 57) ▶ Revisit Anticipatory Guide from Lesson 1

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 1	**Grade Level/Course:** 3rd	**Duration:** **ELA Block**

Big Idea: Hardships can build strength of character.
Essential Questions:
1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **Speaking & Listening**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 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. **Writing** 4. With guidance and support from adults, produce writing in which development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources; take brief notes on sources and sort evidence into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
Materials/ Resources/ Lesson Preparation	-Primary source photographs – these should be printed and glued onto chart paper, then posted around the room (see example following this lesson) -Pencil for writing on Observation Chart -Attached directions for Observation Chart strategy - Extended Anticipatory Guide
Objectives	**Content:** Students will examine primary source photographs noting details. **Language:** Students will work in groups to discuss their observations of primary source photographs and prompt others to elaborate by using: • Can you say more? • What do you mean by that? • Can you give an example? Each student will record one observation, one question, or one comment for each photograph
Depth of Knowledge Level	☒ **Level 1: Recall** ☐ **Level 2: Skill/Concept** ☐ **Level 3: Strategic Thinking** ☐ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☐ **2. Building strong content knowledge** ☐ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☐ **6. Using technology and digital media strategically and capably** ☐ **7. Coming to understand other perspectives and culture**

Common Core Instructional Shifts	☐ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☐ **Regular practice with complex text and its academic vocabulary**	

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION		
STUDENTS FIGURE OUT THE MEANING	N/A – Pre-assessment	

Pre-teaching Considerations	This lesson is a pre-assessment. No scaffolding will be introduced. The results will inform the degree of necessity for lesson 2. Students should be familiar with Conversation Norms.
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☒ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☒ **Reflection**	
Preparing the Learner	1. Have students complete the *Extended Anticipatory Guide* on page 2 of the Learning Journal. See teacher directions. 2. Read directions for "Observation Chart" at the end of this lesson. 3. Read the Checklist for "Goals for Productive Discussions and Nine Talk Moves," (page 3 of the Learning Journal) that also follows this lesson. The focus for this lesson is under Goal One "Say More." This Checklist will be referred to in other lessons within this unit, so keep it handy.	**Differentiated Instruction:** **English Learners:** •Can you say more? •What do you mean by that? •Can you give an example?
Interacting with the Text/Concept	1. Post the Observation Charts with mounted photographs around the room (See sample – also available on Learning Journal pages 4-7). This is meant to pre-assess student's ability to "read a photograph" so teacher will model the protocol of the Observation Chart strategy, but not offer any response examples. Students will walk around the room in groups. Teacher may want to number the posters to make it easier for groups to move to the next one more efficiently. 2. Allow approximately 5 minutes per chart. ➢ At each photograph students will: ➢ Observe **without speaking**	**Students Who Need Additional Support:** Non-writers could be partnered up with a writer. Teacher can gauge student understanding based on discussions heard.

Lesson Continuum

	➢ Discuss what they see in the photograph using the "Say More" strategy (found in "Goal One for Productive Discussions checklist.") • Can you say more about that? • What do you mean by that? • Can you give an example? ➢ Have the choice to write either a question, comment, or an observation. Each group member must make one written contribution. 3. When all students have completed the observation charts, ask one student from each group to share out what has been written on their chart 4. Take note of comments written on the Observation Charts. If student responses include details and inferences related to the photograph, then you may modify lesson 2 to meet your student's needs.	One word responses are acceptable. Refer to Teacher talk/lesson 1 for additional support **Accelerated Learners:**
Extending Understanding	5. On page 8 of your Student Learning Journal, reflect on the photographs you saw during this lesson. How did these images make you feel?	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Strength of Character

Extended Anticipatory Guide

Extended Anticipatory Guide			
Statements	**Opinion**		**Evidence and source:**
	Agree	**Disagree**	
1. The actions of people, the things they do, can have long lasting effects.			
2. Traumatic events can help people find their inner strength.			
3. The human spirit can overpower great loss.			
4. Compassion for others can be demonstrated during difficult times.			

Language for Agreeing	Language for Disagreeing
• I agree with the statement that _____ because _____. • I agree with you that____because ____. • I have a similar opinion. I believe _____.	• I disagree with the statement _____ because _____. • I respectfully disagree with you. I believe that ____ because _____. • I have a different opinion. I believe ___.

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Extended Anticipatory Guide – Directions

- Students independently place a checkmark under the column that best represents their opinion for each statement. *Agree/Disagree*
- In dyads, Student A reads statement #1 and then shares his/her opinion and reason while Student B listens attentively (no discussion at this point in the process).
- Next, Student B acknowledges Student A's response and then shares his/her opinion.
- Partners continue alternating as such until they reach the last statement.

Extended Anticipatory Guide			
Statements	**Opinion**		**Evidence and source:**
	Agree	**Disagree**	
1. The actions of people, the things they do, can have long lasting effects.			
2. Traumatic events can help people find their inner strength.			
3. The human spirit can overpower great loss.			
4. Compassion for others can be demonstrated during difficult times.			

Possible language supports for agreeing and disagreeing:

- I agree with the statement that ….. because…..
- I agree with you that ….. because ……
- I have a similar opinion. I believe…..

- I disagree with the statement …… because ……
- I respectfully disagree with you. I believe that …. because …..
- I have a different opinion. I believe …..

Reflect on group discussion (optional):

1. On which statement(s) did you all agree? What were the reasons for these responses?
2. On which statement (s) did you all disagree? What were the reasons for the differing responses?

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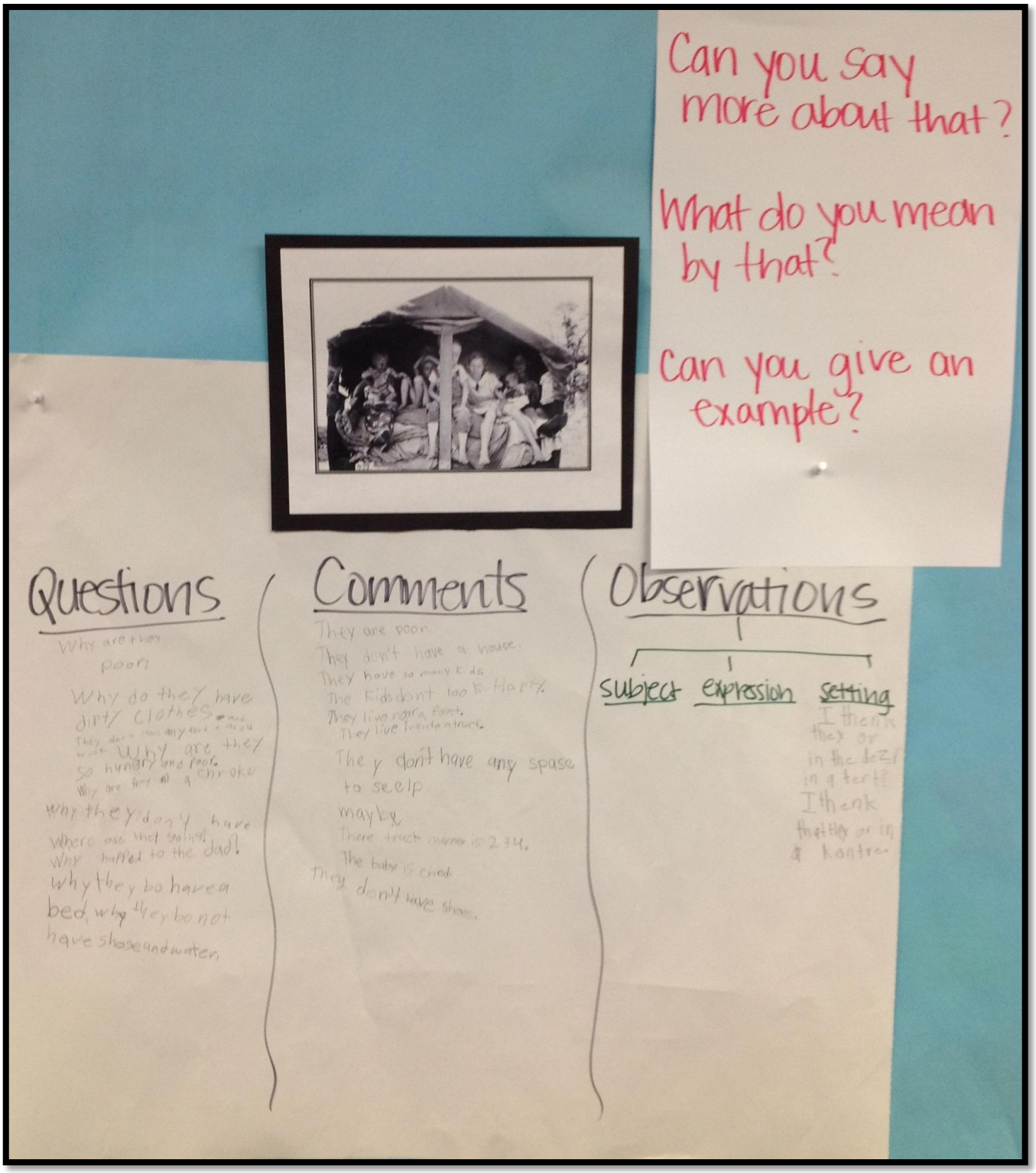
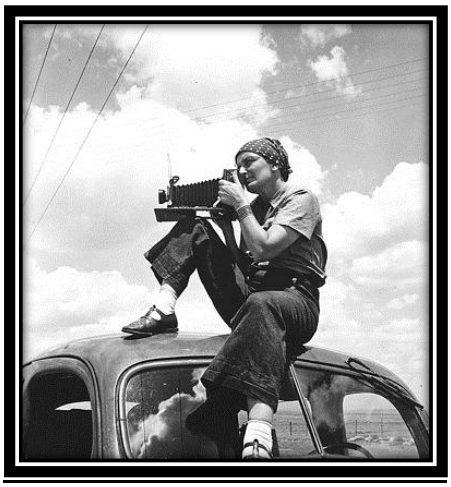

Can you say more about that?
What do you mean by that?
Can you give an example?
Questions
Why are they poor
Why do they have dirty clothes
Why are they so hungry and poor.
Why they dony have
Why they bo have a bed, why they bo not have shoseandwaten
Comments
They are poor.
They don't have a house.
They have so many kids.
They don't have any spase to seelp
mayby
The baby is cried.
They don't have shoes.
Observations
subject
expression
setting



Observation Charts

- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

Step-**by-Step**

1. Use real photos, in color, if possible.
2. National Geographic magazines and the internet are good resources.
3. Attach plain white paper.
4. Have students work in pairs or teams to discuss the pictures. Only one pencil per group is allowed. They may write:
   - an observation
   - a question
   - a comment
5. Teacher uses the chart to assess background knowledge and students' interests.
6. Revisit the charts to monitor growth.

Checklist

Goals for Productive Discussions and Nine Talk Moves

Talk Science
The Inquiry Project

Goal One Help Individual Students Share, Expand and Clarify Their Own Thinking	Notes/Frequency of Use
☐ **1. Time to Think** - Partner Talk - Writing as Think Time - Wait Time	
☐ **2. Say More:** "Can you say more about that?" "What do you mean by that?" "Can you give an example?"	
☐ **3. So, Are You Saying...?:** "So, let me see if I've got what you're saying. Are you saying...?" (always leaving space for the original student to agree or disagree and say more)	
Goal Two Help Students Listen Carefully to One Another	
☐ **4. Who Can Rephrase or Repeat?** "Who can repeat what Javon just said or put it into their own words?" (After a partner talk) "What did your partner say?"	
Goal Three Help Students Deepen Their Reasoning	
☐ **5. Asking for Evidence or Reasoning** "Why do you think that?" "What's your evidence?" "How did you arrive at that conclusion?"	
☐ **6. Challenge or Counterexample** "Does it always work that way?" "How does that idea square with Sonia's example?" "What if it had been a copper cube instead?	
Goal Four Help Students Think With Others	
☐ **7. Agree/Disagree and Why?** "Do you agree/disagree? (And why?)" "What do people think about what Ian said?" "Does anyone want to respond to that idea?"	
☐ **8. Add On:** "Who can add onto the idea that Jamal is building?" "Can anyone take that suggestion and push it a little further?"	
☐ **9. Explaining What Someone Else Means** "Who can explain what Aisha means when she says that?" "Who thinks they could explain why Simon came up with that answer?" "Why do you think he said that?"	

TERC

The Inquiry Project: Bridging Research & Practice
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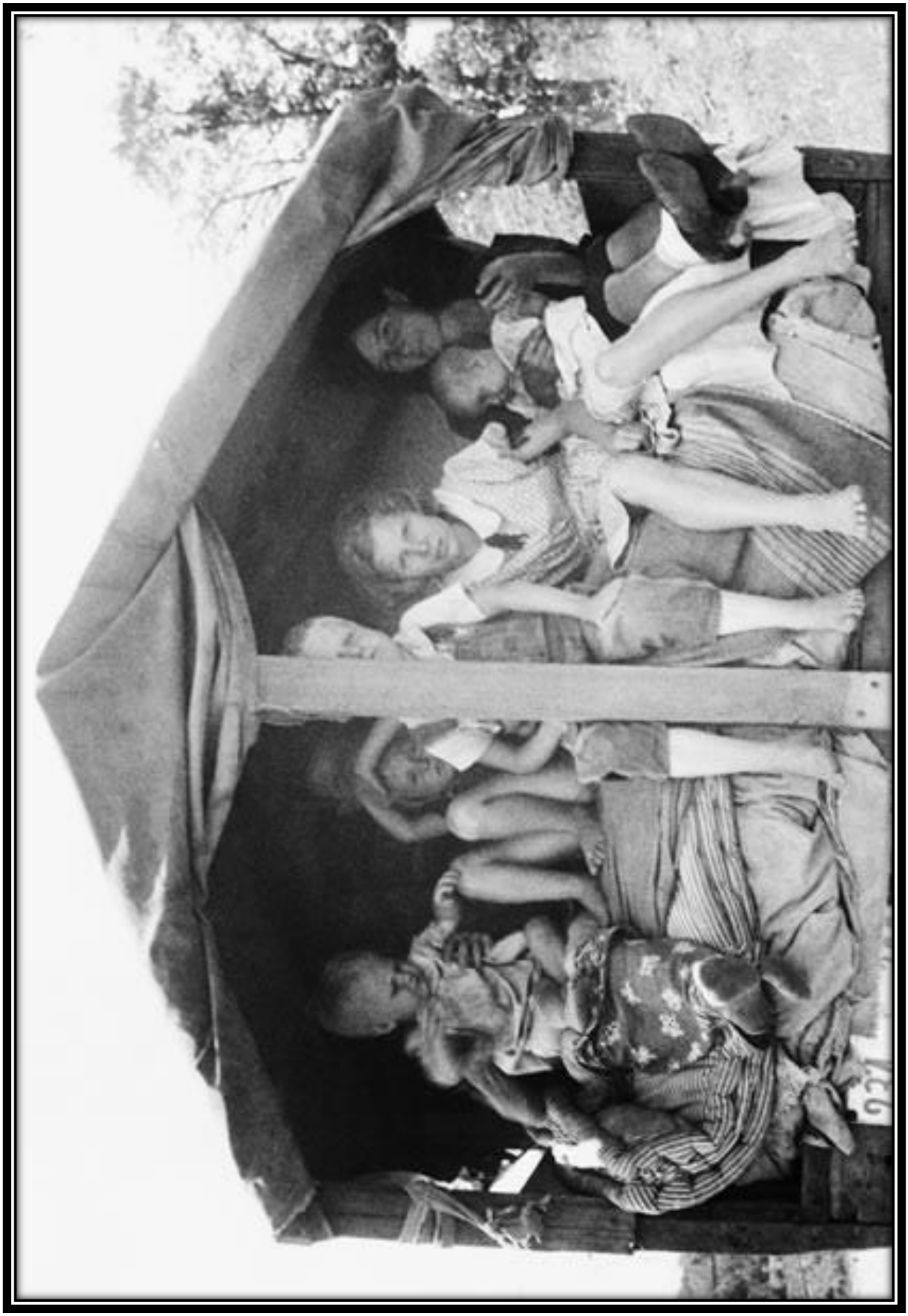
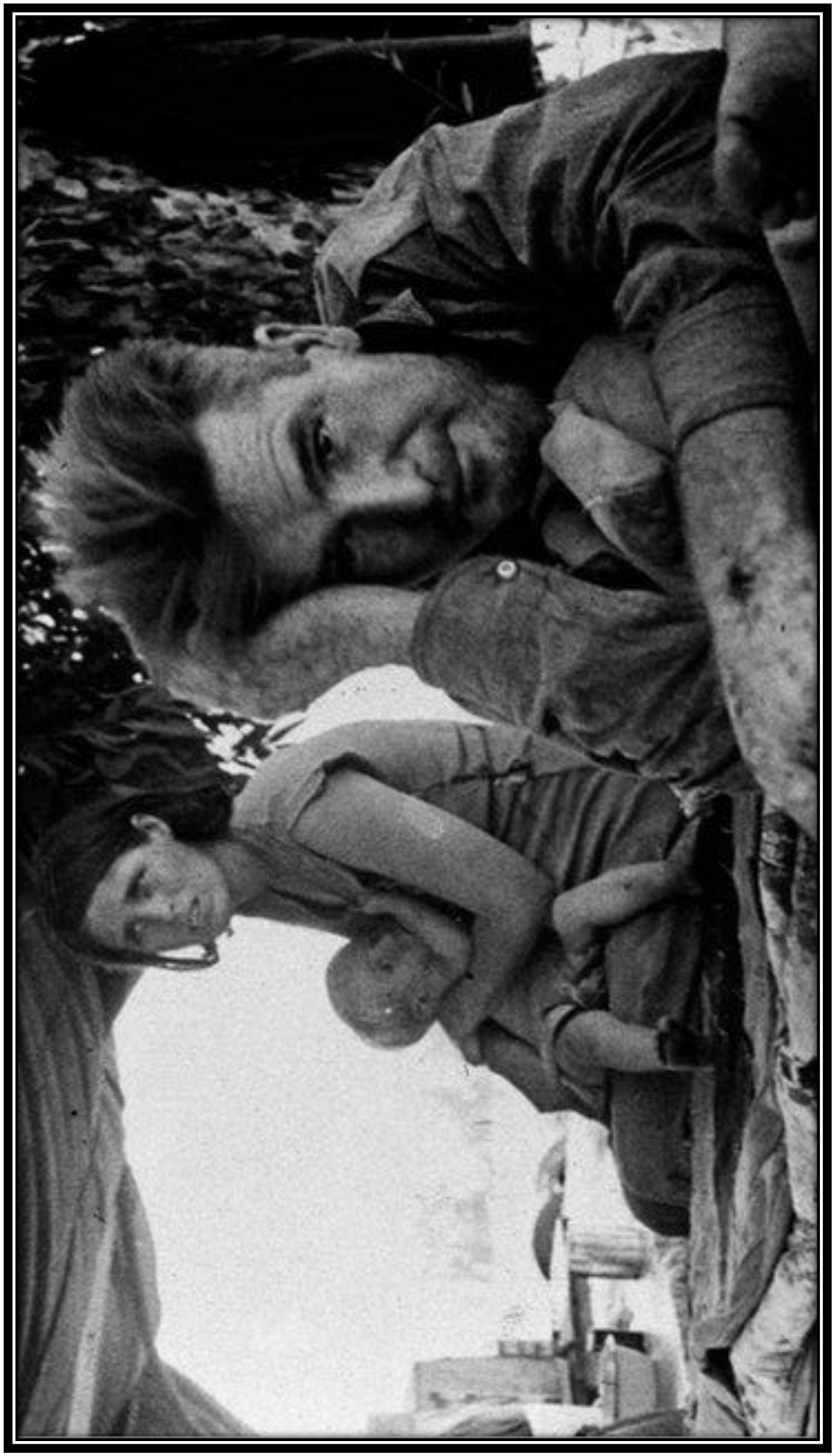
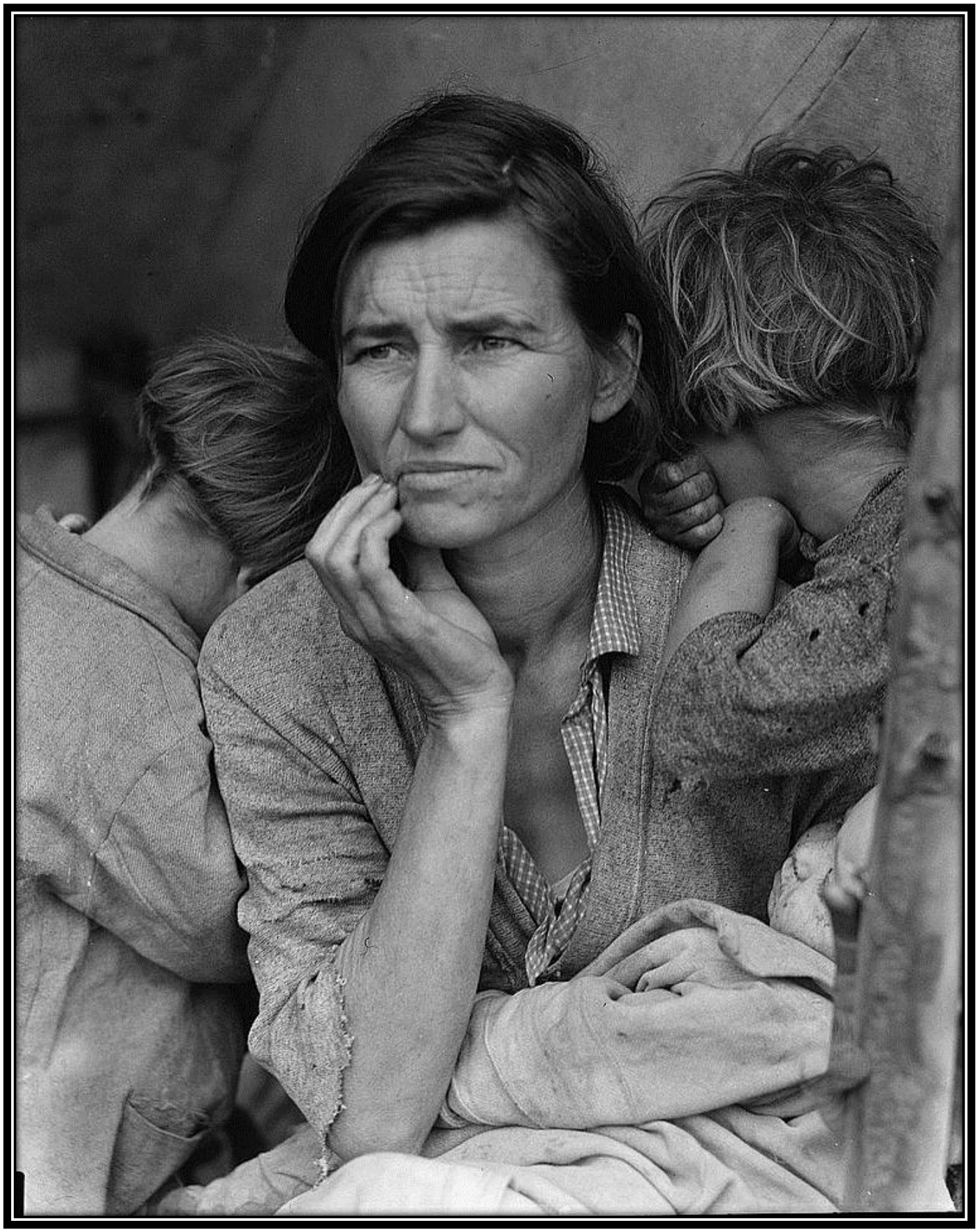
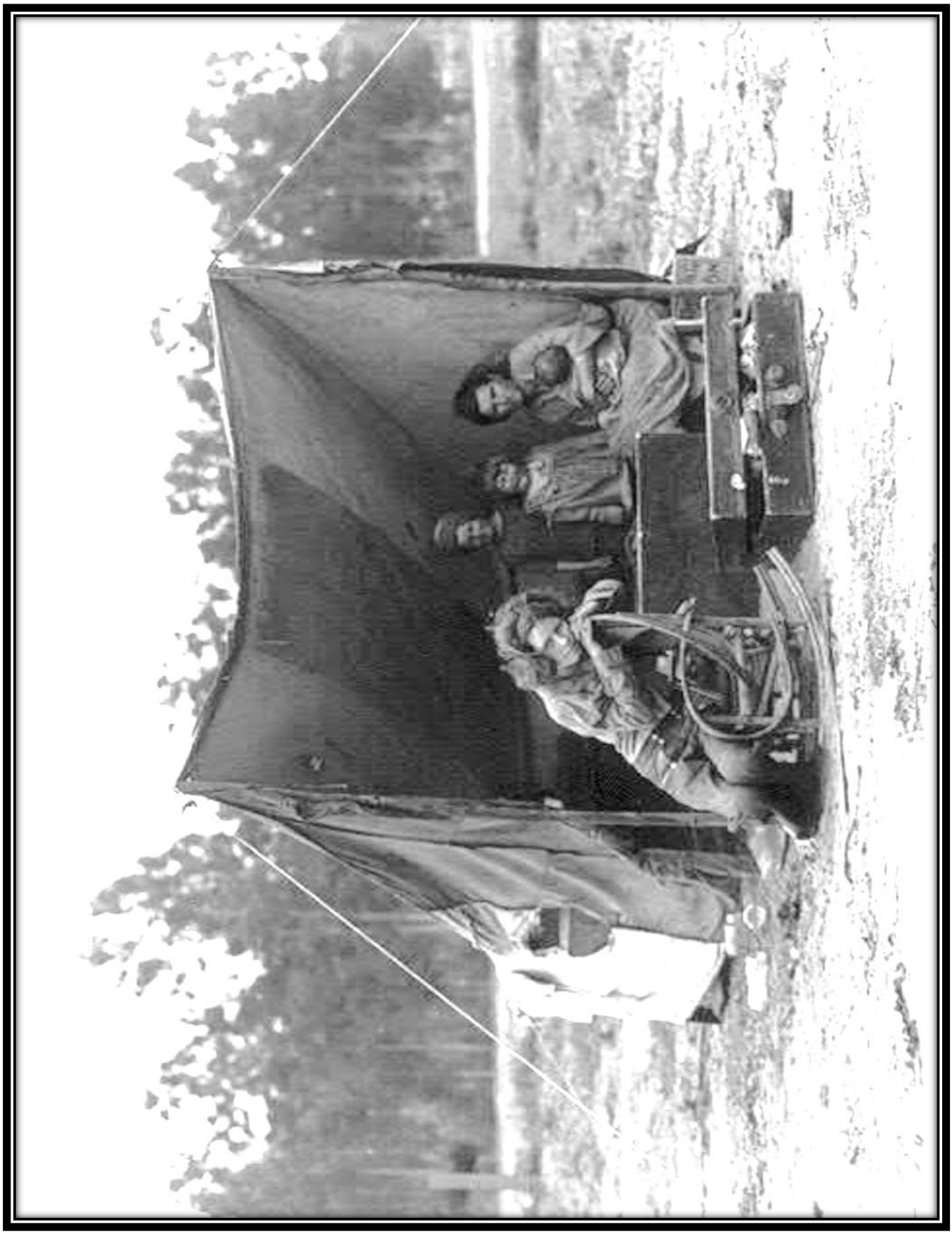
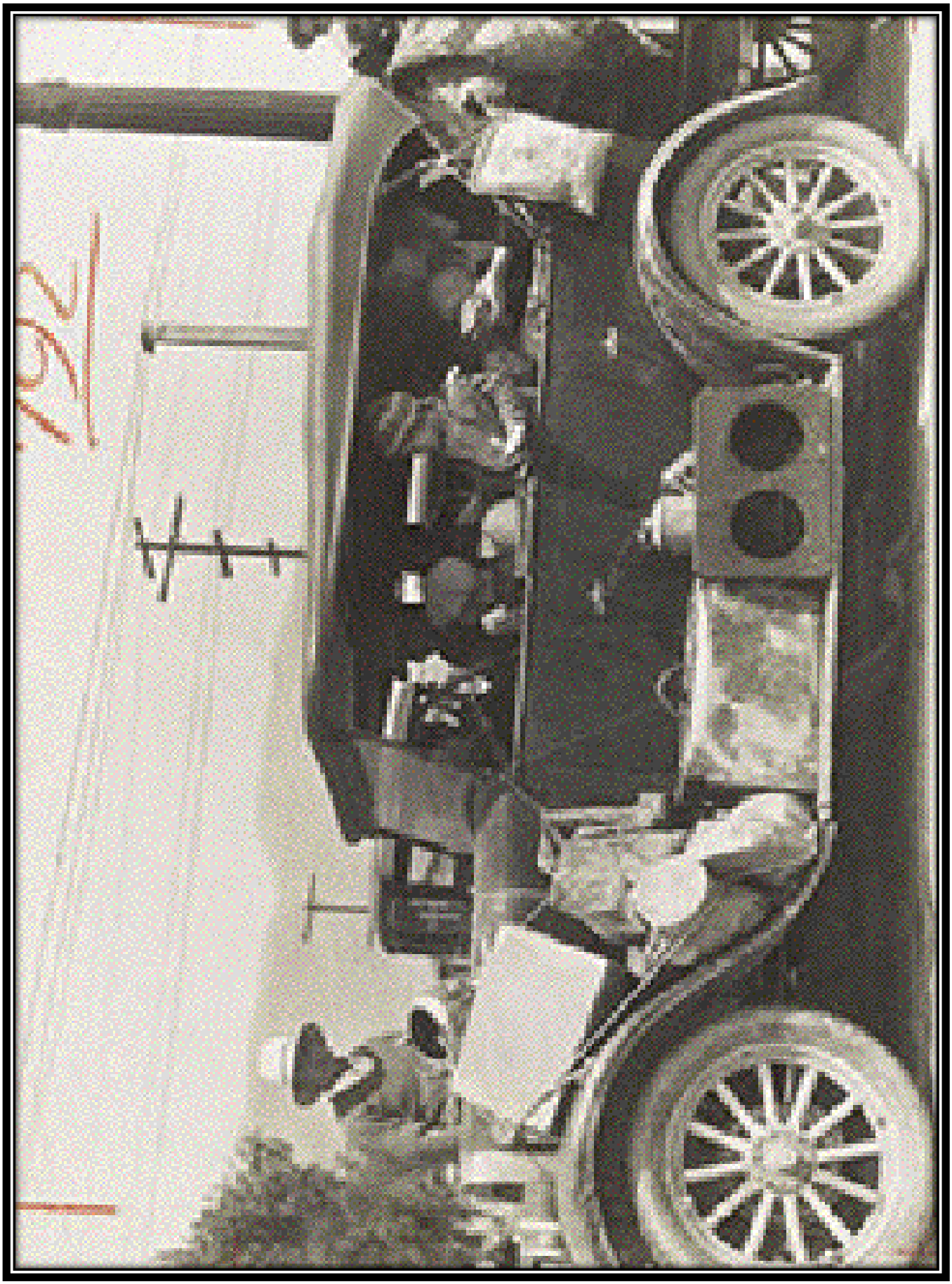
Adapted from: Chapin, S. O'Connor, C., & Anderson, N., (2009). *Classroom Discussions: Using Math Talk to Help Students Learn, Grades 1-6. Sausalito, CA: Math Solutions Publication*











SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 2	**Grade Level/Course:** 3rd	**Duration:** ELA block

Big Idea: Hardships can build strength of character

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **Speaking & Listening**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 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. **Writing** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. a. Establish a situation and introduce a narrator and /or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of character to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	"Picnic" photograph Whole Class Circle Map Whole Class Tree Map Linguistic pattern posters
Objectives	**Content:** Students will observe and formulate questions and responses based on observations from "reading" a photograph of a familiar experience. **Language:** Students will participate in a "close read" of a photograph, orally ask questions and respond using linguistic patterns.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☐ **Level 4: Extended Thinking**
College and Career Ready Skills	☐ **1. Demonstrating independence** ☐ **2. Building strong content knowledge** ☐ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☐ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**

Common Core Instructional Shifts	☐ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☐ **Regular practice with complex text and its academic vocabulary**		
Academic Vocabulary (Tier II & Tier III)		**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
	PROVIDES TEACHER SIMPLE EXPLANATION	primary source documentary photograph subject	
	STUDENTS FIGURE OUT THE MEANING	setting expression	
Pre-teaching Considerations	Understanding topic sentence and use of media questions to add supporting details.		
CCSS Foundational Standards (K-5 only)	Continue to teach the foundational standards through Open Court Reading		
Lesson Delivery			
Instructional Methods	**Check method(s) used in the lesson:** ☒ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☒ **Reflection**		
Preparing the Learner	1. Place photo on projector. Students work in collaborative groups to brainstorm what they see in the picture. Teacher records all responses on a whole group circle map. • *"That was a lot of information that you pulled from this photograph. Just as we use close reading to understand a text more deeply, today we are going use close reading to get even more information from this photograph."* • Here is an example of a completed circle map with possible student answers. **What Do You See?**		**Differentiated Instruction English Learners:** Subject: I think_____ is the subject because _____. Setting: I think that this takes

Lesson Continuum

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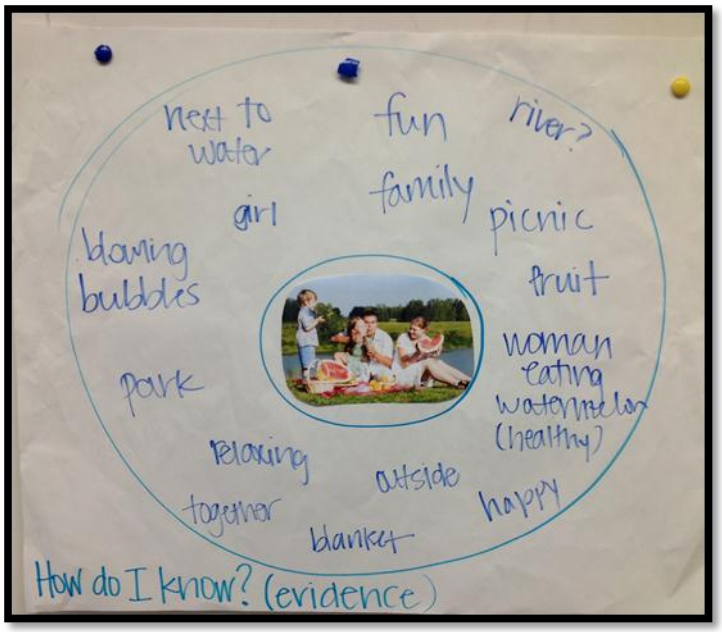
<td> 
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<td rowspan="2">place _____ because _____.

<u>Expression:</u>
I think the subject feels _____ because I see _____.

<u>General:</u>
Because I see _____, I think _____.

Students Who Need Additional Support:

Linguistic Patterns posted on board for visual cue.
Refer to Teacher Talk in the Special Ed Appendix.

Accelerated Learners:
Provide a different photograph. Students will create their own tree map and quick-write to apply what they just learned.</td>
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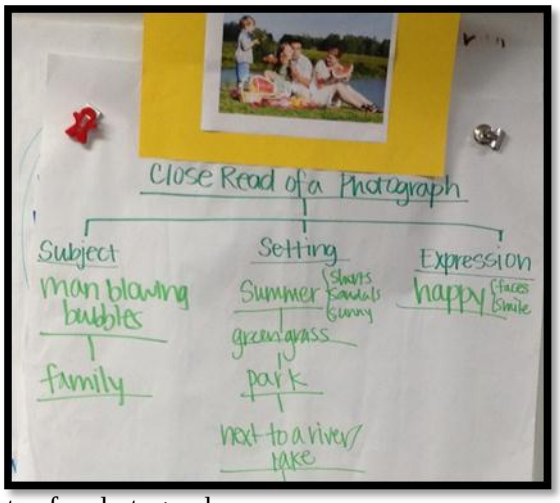
<td>Interacting with the Text/Concept</td>
<td>2. With photograph still on the projector, teacher will begin by introducing the elements of a photograph. A tree map will be used to apply new vocabulary to this photograph.

3. Elements of a photograph:
• subject: The main object or person in a photograph
• expression: Posture of face or body that shows emotion
• setting: These could be time related or location related (time of day, season, past/present, location, land features)

<u>Teacher Model:</u> Teacher will explain how to identify the following:
4. <u>Subject</u> :Who or what is the main focus? What catches your attention first? I see the whole family in the picture, but my eyes first went to where the action is. The father is blowing bubbles with his daughter. I would say they are the subject of the photograph. Add to map.

5. <u>Expression:</u> What do the eyes, face, or body language reveal about how the subject is thinking or feeling? Discuss with your group,</td>
</tr>
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	record on your individual tree map and be prepared to share out. Teacher will add to the whole class tree map. 6. **<u>Setting</u>**: These ideas may help to describe the setting: time of day, season, past or present, location. How do you know? Give evidence. Discuss with your group, record on your individual tree map and be prepared to share out. Teacher will add to the whole class tree map. 7. When tree map has been completed, teacher will explain that the photographs we used for the "Observation Charts" are called **<u>documentary photographs</u>**. • *A **<u>documentary photograph</u>** is a photograph whose main purpose is to record a place, person(s) or event. It is considered a **<u>primary source</u>** because it shows first-hand knowledge about an event.*	

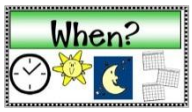
Extending Understanding	**8. Modeled Journal Entry (I Do):** Throughout the unit, the students will work on writing journal entries from different perspectives. Use this lesson to introduce journal writing and model the important components of a journal entry. As the unit continues, responsibility will be gradually released to the students with the summative assessment being an independent journal entry.
	• *Today we're going to write a journal entry, like a diary, from the perspective of one of our subjects (a person from the past).*
	• View samples of journal entries - e.g. Diary of a Wimpy Kid, etc.)
	  • *What are some things you see in common? What do all journals/diaries have?* You may draw a brace map to chart student responses: "Parts of a Journal."
	  • Possible responses include: date, sketches, and descriptions of places, events, and feelings/reflections.
	• *Let's open our Learning Journals to page 11.*
	• Introduce the **Questions to Support Journal Writing** (media questions) and review each of the questions.
	• *The first thing we'll need to do is choose a subject. I am going to choose the mom. I will need to start with a date (when) on the top and create a beginning sentence that establishes what I am doing and where I am.*
	• Using "the mom" as your subject, respond to each of the prompts on **Questions to Support Journal Writing,** modeling by thinking aloud and writing a journal entry (Learning Journal page 12).
	• It is important to model for students during the teacher think aloud that we are not simply "answering the questions." Rather, use the questions to guide you in writing your details.
	• Teach students, as they are thinking, to choose the question most appropriate to the situation. Not all media questions need to be addressed every time!
	• See sample journal entry included behind lesson.
	• Encourage students to help you by providing input	

Lesson Reflection		

Sample Journal Entry

The picture shows a park/lake scene on a clear, sunny day. I am going to describe it as if I were the mom, sitting on the blanket, taking in the beauty around me! What do I see/smell? How does this scene make me feel?

I can tell from the photo that the weather is nice and sunny. The mom is eating watermelon, which makes me think of summertime. The way they are dressed seems like this happened fairly recently (not long ago), so I'm going to say that this journal entry was written on July 3, 2013

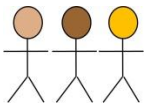


July 3, 2013

Today was such a beautiful day at the park! My family and I had it all to ourselves. The smells of freshly cut grass and ripe summer fruit filled the air and brought a smile to my face. The peaceful lake behind us gave us the perfect place for our family picnic! I'm so glad we made time to get out of the house, away from the TV and video games to spend time together as a family. I ate the biggest piece of watermelon I've ever had! It was so juicy and delicious. While I was enjoying my slice of heaven, I was amazed at how big a bubble my daughter blew! We all had so much fun. It is days like today when I realize how much I love spending time with my family. I love them all so much. I can't wait to write about our next adventure!

I want to be sure to describe the thoughts going through my head. I don't want to say, "The thoughts going through my head were…" because that doesn't sound like a real journal/diary entry. Instead, I'm going to write some things that I think the mom might have been thinking about her family.

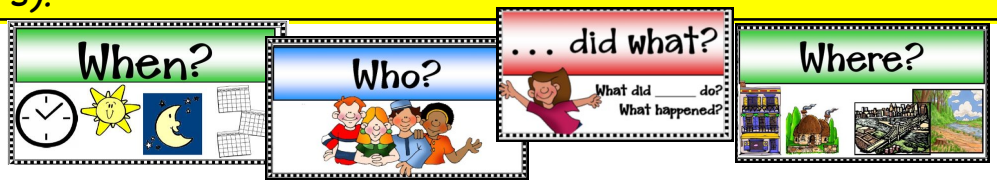
What did the mom do? Well, I can see she is eating watermelon, so I can write about that.

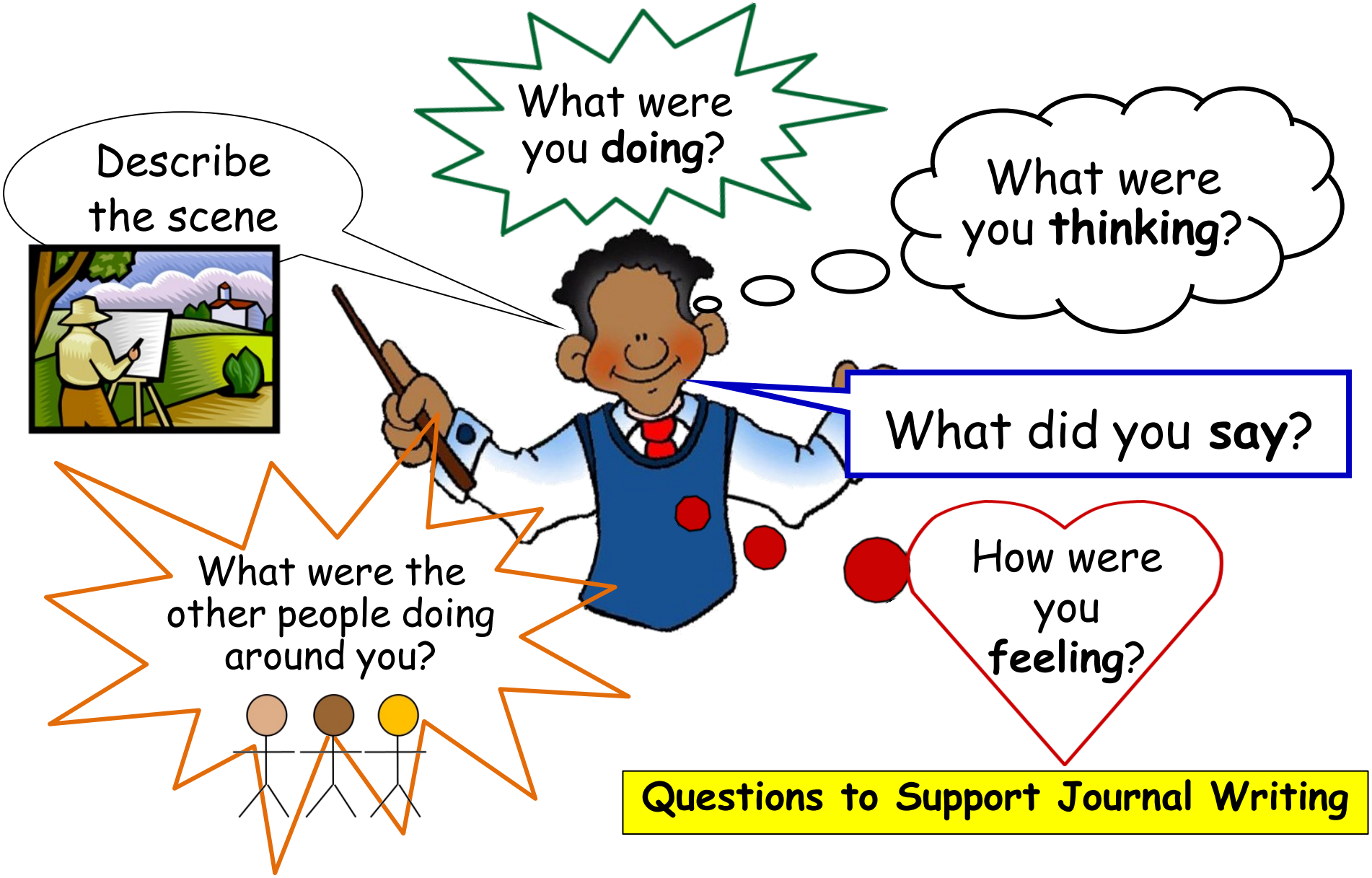


Ask students for input describing what others were doing and how the mom was feeling.

*Choose a subject from a photo or a character and create a journal from **their** point of view about an event in their life. Remember to use 1st person personal pronouns (I, me, my, mine, we, us, our, ours).*

Your beginning sentence should start with...





Questions to Support Journal Writing

SAUSD Common Core Lesson Planner

Unit: 6 **Lesson:** 3	**Grade Level/Course:** 3rd	**Duration: ELA block**

Big Idea: ***Hardships can build strength of character***

Essential Question:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Reading for Information:</u>** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.. 3. Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 6. Distinguish their own point of view from that of the author of a text. 7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **<u>Language:</u>** 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 5. Demonstrate understanding of word relationships and nuances in word meanings. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. **<u>Speaking & Listening:</u>** 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **<u>Writing</u>** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (as single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Expository text: "Searching for a Better Life/Primary Source Interview" (one copy per student) Read With A Pencil Instructions Highlighter or pencil Surviving the Dust Bowl video clip Technology to allow for viewing including speakers
Objectives	**Content:** Students will read closely and annotate "Searching for a Better Life" and a primary source interview to learn about the hardships of the Dust Bowl. **Language:** Students will ask and answer questions with a partner and the whole class about the texts.
Depth of Knowledge Level	☐ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☐ **Level 4: Extended Thinking**

College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☒ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**
Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION	Okies drought infrastructure influx tensions	
STUDENTS FIGURE OUT THE MEANING	belongings migrant workers public health	

Pre-teaching Considerations	Please read the information on Close Reading following this lesson if you need additional support.
CCSS Foundational Standards (K-5 only)	Continue teaching the Green section of Open Court

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☒ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☒ **Reflection**

Preparing the Learner	**<u>Big Idea: Hardships can build strength of character</u>** **Example options for introducing the Big Idea:** • Use this famous saying to begin discussion: "What doesn't kill you makes you stronger." What does that mean? • Discuss current events the students might relate to (Natural disasters, parent loses a job) • Relate back to previously read stories (Uncle Jed's Barbershop). **<u>Essential Questions</u>**: Introduce the questions by reading them. We will return to them as the unit progresses. • How does an individual's reaction to hardship affect how they deal with a situation? • What does a person's reaction to hardship say about them? • How can hardship strengthen you? • How can hardships weaken you?	**Differentiated Instruction:** **<u>Goal #3 from Goals for Productive Discussion</u>** **English Learners:** Why do you think that? What is your evidence? How did you arrive at that conclusion? **Students Who Need Additional Support:** Powerpoint available with visuals for vocabulary. Refer to Teacher Talk in the Special Ed Appendix.

Lesson Continuum

Interacting with the Text/Concept	Sometimes we are asked to read and understand text that is difficult. Today we are going to practice "Close Reading" to help us comprehend complex or difficult text. 1. **Close read of the expository texts: *First Read*** • "Searching for a Better Life." and "Primary Source Interview" (pages 13-14 in Learning Journal) Depending on the reading level of your class, you may ask them to independently read the text unencumbered. Another option could be to do a choral read. 2. **Read with a Pencil:** • Read, annotate, and discuss (using the handouts on p. 15-16 in the student Learning Journal) 3. **2nd Read: Text Dependent Questions** • These questions were formulated to help students investigate new vocabulary and focus on cause and effect and point of view. As you read, teach the vocabulary as it appears in context. • **Support answers with evidence from text** **<u>"Searching for a Better Life"</u>** • What caused people to leave for California? What evidence in the text leads you to that answer? o *They thought they could find jobs and a better life* o *Drought, dust storms, farmers couldn't grow crops, etc.* • What is a drought? What strategy helped you find your answer? o *A drought is a long period of time without rain. I used apposition.* • What were the results of the drought and high winds? o *High winds caused huge dust storms in fields, and the dirt was so dry it blew the soil off of the fields.* • Dust storms might cause farm equipment to be ruined and animals to die. What details in the text support this claim? o *Since there were no crops, there was no food to feed the animals. The dust settled into the machines and ruined them.* • **Extended Response:** **The people of California were unhappy with the influx of "Okies". Do you think they were justified? State your opinion and support with evidence.** **<u>"Primary Source Interview"</u>** • The story is told in the first person point of view. What details in the text suggest that the narrator might have been there? • *The narrator uses the pronouns "I" and "we". There are also specific details that lead the reader to infer that they were present.* • Why does the author repeat the word "difficult"? • *The narrator wanted to emphasize that times were extremely hard.* • How does the primary source photo support the speaker's claim that 'those were difficult years'? • *The photo shows a family living in a tent, and sleeping on the ground with not a lot of belongings.* • What does the speaker compare the dirt to? Why? • *The speaker compares the dirt to snow, probably because*	**Accelerated Learners:** Based on knowledge and information gained from expository text and video, students write a journal entry from the point of view of a dustbowl survivor.

	snow covers everything just like the dirt did. • **Extended Response:** **How is the primary source account of the Dust Bowl different from the second hand account? Describe how a narrator's or speakers point of view influences how events are described.** 4. **Unencumbered view of "Surviving the Dustbowl."** • If you feel your students need a break at this point, you may choose to show this 22 minute video later in the day.	
Extending Understanding	5. **Journal Entry: We Do Together** • *Today we are going to write another journal entry from the perspective/point of view of one of the "Okies" referred to in the text. As we write, let's remember our questions from page 11 in the learning journal, and the following questions:* ○ How do you feel about leaving your home? ○ How do you feel about going to a new place? • Learning Journal p.17-18: Guide students through the process you followed in the previous lesson, using the "Questions to Support Learning Journals" (p. 11). Since this is a "we do" elicit more student responses. Remind students that we are not only answering the questions, but using them to help us create interesting details to include in our journals.	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

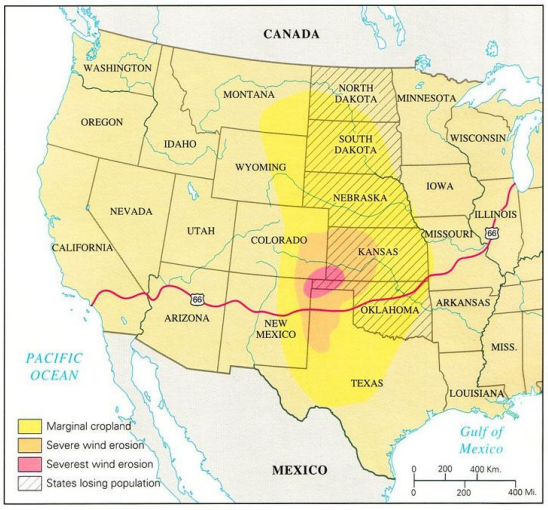
Searching for a Better Life

In the 1930's, more than one million people from other parts of the country came to California. They thought they could find jobs and a better life here.

Many of these people came west as a result of a bad drought in parts of the Midwest and Southwest. A drought is a long period of time without rain. The drought created an area called the Dust Bowl in parts of Colorado, Kansas, New Mexico, Oklahoma, and Texas. High winds caused huge dust storms in these areas. The soil was so dry from the drought that it blew off the farm fields, filled the air, and settled back down in thick layers. As a result of the drought, farmers could not grow crops. Many farm machines were ruined, and some animals died.

Many Dust Bowl farmers had to leave their homes. Thousands of families packed up their belongings and moved to California. Most of these people could find jobs only as migrant workers, picking crops for low pay.

California didn't welcome the influx of "Okies". Since the number of migrant workers outnumbered the available jobs, tensions grew between Californians and laborers. Public health concerns rose as California's infrastructure became overloaded.



Primary Source: Interview

"I can't really tell you about all of the difficulties that farmers and farmers' wives faced trying to keep houses clean. People hung up sheets over their windows to try to keep the dust out. But, of course, houses were not very tight, and stuff sifted in. The road ditches drifted full of dust and dirt and silt, just like snow. And then, of course, it didn't rain and we didn't raise hardly any crops. And then the grasshoppers came in and ate what was there. They were very difficult, difficult years. And it was so hot. The temperatures were up over a hundred degrees for days at a time. It was very hot. And of course, we didn't have air conditioning. I remember sleeping outside. We made little tents and slept outside or slept on the porch."

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 4	**Grade Level/Course:** 3rd	**Duration:** ELA block

Big Idea: Hardships can build strength of character

Essential Question:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Listening & Speaking</u>**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions. c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion. **<u>Reading for Information:</u>** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.. 3. Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect. 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **<u>Language:</u>** 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known c. Use a known root word as a clue to the meaning of an unknown word with the same root. **<u>Writing:</u>** 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Surviving the Dust Bowl video clip Technology to allow for viewing including speakers Note Taking Guide pages 19-20 in Student Learning Journal
Objectives	**Content:** The students will view "Surviving the Dustbowl" in sections with a purpose for listening and take notes on the provided note taking guide. **Language:** The students will respond to the text dependent questions in writing independently, citing evidence from the video and share responses with their group. Students will clarify and respond as needed.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☐ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge**

	☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☒ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**
Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION	plains meager untamed prairie "end of their rope" acres permeated speculating bounty	engulfed ensnaring "scores" would die vulnerable encompassing, enveloped ominous American Sahara
STUDENTS FIGURE OUT THE MEANING	whirlwind plow "unleashed their fury" withered wasteland fleeing substantial mass exodus "limits of the land," "false hope"	"make a killing" encircling "bumper" you home gaunt

Pre-teaching Considerations	
CCSS Foundational Standards (K-5 only)	Continue with the Open Court Green Section

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☒ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☐ **Guided Inquiry** ☒ **Reflection**	
Preparing the Learner	*In our previous lessons, we used close reading skills to read a picture and also to read difficult text. Today, we are going to watch the "Surviving the Dustbowl" video for a second time and use a note taking guide to help us gather information.*	**Differentiated Instruction:** **English Learners:** I saw _____, so I think _____. I think _____ because _____. _____ is evidence of _____.
Interacting with the Text/Concept	1. **Second viewing of "Surviving the Dust Bowl" using the note taking guide, pages 19-20 in Student Learning Journal.** The Teacher Resource PowerPoint has the video divided in segments for you. If you choose not to use the PowerPoint, a three second blackout divides each section. Pause after each one for note taking and discussion. Teacher should model the first question. • Teacher reads first question on the note taking guide, establishing a purpose for viewing. • As students view each section, they think first and then independently write answers to the questions on the guide.	**Students Who Need Additional Support:** Refer to Teacher Talk in

Lesson Continuum

	• Students discuss in groups after taking notes. • Share out whole group. • Remind them to also write information gained from group members if they find it is important.	the Special Ed Appendix.
Extending Understanding	2. Reflect on the **Big Idea**: "Hardships can build strength of character". Discuss how the video connects to that idea. Have students write their reflections on page 21 in their Learning Journal. **Essential Questions**: • How does an individual's reaction to hardship affect how they deal with a situation? • How can hardship strengthen you? *In the video, who was strengthened by the dustbowl?* • How can hardship weaken you? *In the video, who was weakened by the dustbowl?*	**Accelerated Learners:** Additional reflection identifying connection between photographs, expository texts, and video.
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Surviving the Dustbowl
Note-Taking Guide

0:00 – 2:04 1. **Do you think the "black blizzard" is a good name for this event? Cite video evidence.**	
2:05 – 4:19 2. **What words does the narrator use to describe the land during this time?**	
4:20 – 6:42 3. **How did tractors change farming?**	
7:48 – 13:44 4. **How were people affected by these dust storms?**	

13:45 – 15:47 **5. What happened on "Black Sunday?"**	
15:48 – 19:03 **6. How did people coming to California affect the banks, schools and businesses they left behind?**	
19:04 – 19:29 7. **Thinking back on your "Changing Habitats" unit, how did the crows adapt to the dust bowl? Why did they need to do what they did?**	
19:30 - end 8. **What was their first sign of hope? How would this make a difference?**	

Surviving the Dustbowl
Note-Taking Guide

0:00 – 2:04 **1. Do you think the "black blizzard" is a good name for this event? Cite video evidence.**	Yes. • Cloud of dust was black from dirt • Clouds of dust rolled in like a snow blizzard • Torrents of destruction shut out all light • Sky got darker and darker
2:05 – 4:19 **2. What words does the narrator use to describe the land during this time?**	• Wheat country • Record breaking crops • Prosperous region of the country • Paradise • Green, lush • Rich soil • "like chocolate"
4:20 – 6:42 **3. How did tractors change farming?**	• Like giant armored bugs • With horses, could plow 3 acres a day, with tractor, 50 day • Worked 24 hours a day • Abused the land
7:48 – 13:44 **4. How were people affected by these dust storms?**	• Got into eyes, nose, mouth • Difficulty breathing • Dust masks from Red Cross • Goggles • Dirt/sand everywhere

13:45 – 15:47 **5. What happened on "Black Sunday?"**	• Rolls of black • Dark clouds • Birds flew away • Whipping wind • black
15:48 – 19:03 **6. How did people coming to California affect the banks, schools and businesses they left behind?**	• The banks failed and closed • The schools closed • Businesses were left so quickly the doors were still ope
19:04 – 19:29 7. **Thinking back on your "Changing Habitats" unit, how did the crows adapt to the dust bowl? Why did they need to do what they did?**	• They built their nests out of barbed wire • There were no trees left • They had to use what was available
19:30 - end 8. **What was their first sign of hope? How would this make a difference?**	• The rain that finally came • It meant the drought was over and hopefully the crops grow

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 5	**Grade Level/Course:** 3rd	**Duration:** ELA Block

Big Idea: Hardships can build strength of character.

Essential Question:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Reading for Information</u>** 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **<u>Listening & Speaking</u>**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions. c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion. **<u>Writing:</u>** 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (as single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Chart paper and markers – one per group Writing paper Observation charts from pre-assessment activity Pens for writing on the observation charts
Objectives	**Content:** The students will determine the causes and effects of the Dustbowl using evidence from the primary source photos, "Searching for a Better Life," and video "Surviving the Dustbowl." **Language:** Students will work collaboratively with their small group to build a multi-flow Thinking Map depicting the causes and effects of the Dustbowl. They will use the multi-flow map to express the causes and effects of the Dustbowl orally and in writing using "due to the fact," "consequently," etc.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence**

	☐ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**
Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION		
STUDENTS FIGURE OUT THE MEANING		

N/A

Pre-teaching Considerations	Students should have experience in using a multi-flow map to show the cause and effect of an event
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☐ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☐ **Reflection**	
Preparing the Learner	*Now it is time to think about the primary source photographs, the expository text and the video to determine what were the causes and effects of the dustbowl. What thinking map would be best to organize this information?* Guide them to the Cause & Effect/Multi-Flow map.	**Differentiated Instruction:** **<u>English Learners</u>:** One cause of the dustbowl was _____. The dustbowl was caused by _____. _____ and _____ were both causes of the dustbowl. One of the effects of the
Interacting with the Text/Concept	1. Model the first entry on the multi-flow map. • <u>Give opinion supported with evidence</u>: ○ *"I remember reading that the weather was hot and dry in the expository text and it was mentioned in the video. I think that dry soil would blow away without water to hold it down."* • <u>Discuss with group</u>: Use Goal 3, #5 from "Goals for Productive Discussion" to guide discussion: ○ Why do you think that? ○ What is your evidence? ○ How did you arrive at that conclusion?	

Lesson Continuum

	• <u>Record on map if majority agrees</u>. (use chart paper per group, optional page in Learning Journal page 22) 2. Each group will discuss the causes of the Dustbowl supported with evidence from sources and record them on the left side of a Cause & Effect/Multi-Flow map if majority agrees. Share out. 3. Next, the groups will discuss the effects of the Dustbowl supported with evidence and write them on the right side of the multi-flow map. Share out. (see sample following lesson) 4. Talk off the Cause & Effect/Multi-Flow map using sentence frames, page 23 in Student Learning Journal.	dustbowl was _____. _____ was an effect of the dustbowl **<u>Students Who Need Additional Support</u>:** Refer to Teacher Talk in the Special Ed Appendix

Extending Understanding	5. Reflection: Now that we have listed the causes and effects of the dustbowl on our Cause & Effect/Multi-Flow map, let's focus on how people reacted to the effects.
	• Two of our ***essential questions*** are:
	  ○ How does an individual's reaction to hardship affect how they deal with a situation?
	  ○ What does a person's reaction to hardship say about them?
	• Have students discuss in groups how people reacted to the "effects" on our Cause & Effect/Multi-Flow map.
	• On page 24 of the Student Journal, students will answer one of the Essential Questions and write collaboratively from the point of view of a family who left or from the point of view of a family who stayed (**You Do Together**).
		<u>Accelerated Learners</u>:
		
		Two, more detailed paragraphs can be written from the multi-flow map outlining the causes and effects of the dustbowl.

Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Text: “Searching for a Better Life” & “Primary Source”

Weather was hot and dry

There was a drought

Tractors over-plowed the land

Winds blew the top soil

Dust storms occurred

people wore masks to keep from inhaling the dust

people moved west

crops wouldn’t grow

homes were filled with dust

Video “Surviving the Dust Bowl”

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson 6**	**Grade Level/Course:** 3rd	**Duration:** **ELA block**

Big Idea: Hardships can build strength of character.

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards

Content Standards:

Reading Literature:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Listening & Speaking:

1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
   b) Follow agreed-upon rules for discussions.
   c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
   d) Explain their own ideas and understanding in light of the discussion.

Language:

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a) Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known
   c. Use a known root word as a clue to the meaning of an unknown word with the same root.
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Writing:

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (as single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials/ Resources/ Lesson Preparation

Open Court Anthology Unit 6 - *Leah's Pony*
Leah's Pony text in Student Learning Journal pages 26-33
Chart paper/Markers for Circle Map

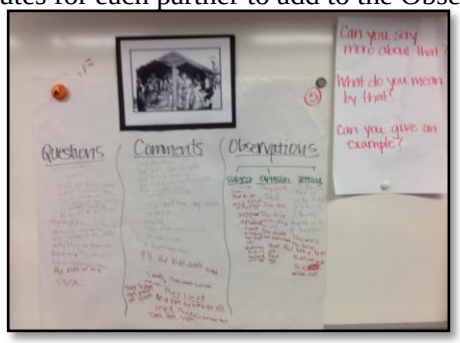
Objectives

Content:
Students will read "Leah's Pony" independently and as a group and make connections to their learning about the Dust Bowl.

Language:
Students will ask and answer questions about "Leah's Pony" with a partner and the whole class. After reading, students will contribute to a Circle Map.

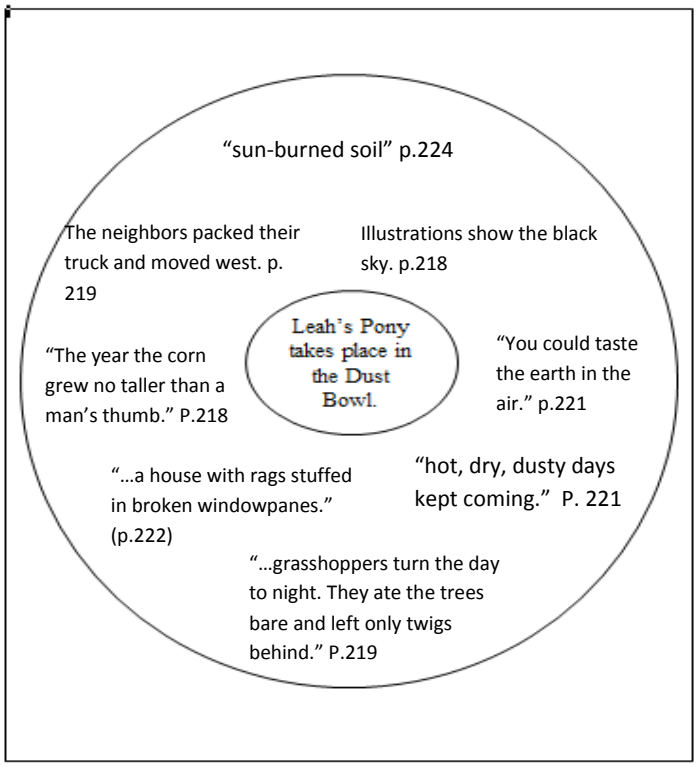
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**		
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☐ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**		
Common Core Instructional Shifts	☐ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**		
Academic Vocabulary (Tier II & Tier III)		**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
	PROVIDES TEACHER SIMPLE EXPLANATION	girth pasture glistened swift, sturdy auction	drooping wobbled husky eager gullies
	STUDENTS FIGURE OUT THE MEANING		sow petunias
Pre-teaching Considerations	Students should now be accustomed to providing evidence to support their responses in all subject areas.		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.		
Lesson Delivery			
Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☐ **Reflection**		

Lesson Continuum

Preparing the Learner	1. Review the Big Idea and Essential Questions. 2. Revisit the Observation Charts one more time to record new information learned from expository text and "Surviving the Dust Bowl video clip. 3. Since a pencil was used for recording last time, use a pen or marker this time for this final record. 4. Remind them of the picnic picture and our new learning (subject, expression and setting) Observe, discuss and write. 5. Share out whole class. • One minute think time • 2 minutes to discuss • 2 minutes for each partner to add to the Observation Chart  6. Facilitate whole group discussion, "Now that we have more background knowledge about the Dustbowl, What do you think was the photojournalist's purpose for taking those photographs?"	**Differentiated Instruction:** **<u>English Learners</u>:** The setting is _____ because in the text it says _____. I know the setting is ____ because _____. The story takes place _____. My evidence is _____.
Interacting with the Text/Concept	**<u>Close Read of *Leah's Pony*</u>**: 7. **Unencumbered Read pages 216 - 223 of *Leah's Pony*.** Select one of the following based on the level of your students: *Have students read independently *Read with a partner *Read it aloud to them 8. **Second Read: Close read page 216 - 218**. The focus of the close read on these pages should be how the author 'orients' the reader and creates the setting of the story. Have students note when the story takes place as well as what is happening in the illustrations to help the reader understand how the story changes. 9. **Text Dependent Questions:** Teacher and students read the pages together. Teacher can post text-dependent questions on chart paper and have students work in collaborative groups to find answer and support with evidence. Use sentence frames if needed to keep students on task. • Based on the illustrations, what season is it? o *Late summer, early fall. The corn is growing tall on page 216, but the rest of the illustrations show dry conditions and dusty fields.*	**<u>Students Who Need Additional Support</u>:** Refer to Teacher Talk in the Special Ed Appendix. **<u>Accelerated Learners</u>:** Choose a character. Using the character analysis tree map from the writing binder, assign character traits and provide evidence to support your traits.

	• How did Leah feel about her pony? Cite evidence to support your answer.
	  ○ *Leah loves her pony. She scratches underneath his mane and brushes his coat, and rides him every day. (p. 217)*
	
	• When the parents were talking, what details does the author use to show the change in mood? How do the illustrations support the change in mood?
	  ○ *Their hushed voices whispering and their voices sounded sad. The illustrations change from bright skies and fertile crops to gray skies and barren fields.*
	
	• What do the neighbors mean by, "It must be better there"? Use evidence to support your answer.
	  ○ *The corn and crops were not growing, the weather was hot and dry and there was no relief in sight. The grasshoppers ate all that was left of the crops and moving seemed to be the only option.*
	
	• What does the author mean by "You could almost taste the earth in the air"?
	  ○ *The weather was hot, dry and dusty. The amount of grasshoppers made the sky dark, and it was windy and dirt was everywhere. (p. 218, 219, 221)*
	
	• Which item being sold was the most important for Leah's father to do his job? Why?
	  ○ *The tractor was the most important item being sold. Losing it would mean they could not keep up the maintenance of the farm. (evidence and inference)*
	
	• Why does Leah offer to sell her pony to Mr. B?
	  ○ *Leah knew that her parents were losing all of their belongings to auction, and she wanted to do something to help them.*
	
	• What is the main idea for this part of the text? How does the author provide evidence to support it?
	  ○ *Times were hard. People struggled and sacrificed to help each other. The author shows this when Leah sells her pony to Mr. B, the neighbors buy back the family's belongings, and Mr. B gives Leah her pony back.*
	  ○	

Extending Understanding	**10.** As students read *Leah's Pony*, they will be looking and listening **for evidence that the setting of the story is the Dustbowl**. Teacher will record their contributions on the Circle Map.	



11. **Journal Entry- You Do Together:** Learning Journal pages 35-36. Using the procedure we have followed in the previous lessons, pretend you are Leah. You just had to sell your pony. With your partner or group, write a journal entry describing your emotions.

Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/ Outcomes	

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson 7**	**Grade Level/Course:** 3rd	**Duration:** ELA Block

Big Idea: Hardships can build strength of character.

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Reading Literature:</u>** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. **<u>Listening & Speaking</u>**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. **<u>Language:</u>** 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **<u>Writing</u>**: 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reason. 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (as single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Open Court Anthology, Unit 6 - *Leah's Pony* *Leah's Pony* in Student Learning Journal pages 26-33 Circle Map on Chart paper (from previous lesson)

Objectives	**Content:** Students will read "Leah's Pony" to understand the connection between the story, the Dust Bowl, and the Big Idea.	**Language:** Students will ask and answer questions about *Leah's Pony* and create a Defining in Context/Circle Map showing evidence that the story took place during the Dust Bowl.

Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☐ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**
Common Core Instructional Shifts	☐ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION	cultivate bid auctioneer	clustered whinny
STUDENTS FIGURE OUT THE MEANING	halter	

Pre-teaching Considerations	Continue to require evidence for all responses.
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☒ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☒ **Guided Inquiry** ☒ **Reflection**
Preparing the Learner	Review the Circle Map from Leah's Pony. Review the Big Idea and Essential Questions.
Interacting with the Text/Concept	1. **Unencumbered Read pages 224-231 of *Leah's Pony*.** Select one of the following based on the level of your students: *Have students read independently *Read with a partner *Read it aloud to them 2. **2nd Read/Text Dependent Questions:** Teacher and students read the pages together. Teacher can post text-dependent questions on chart paper and have

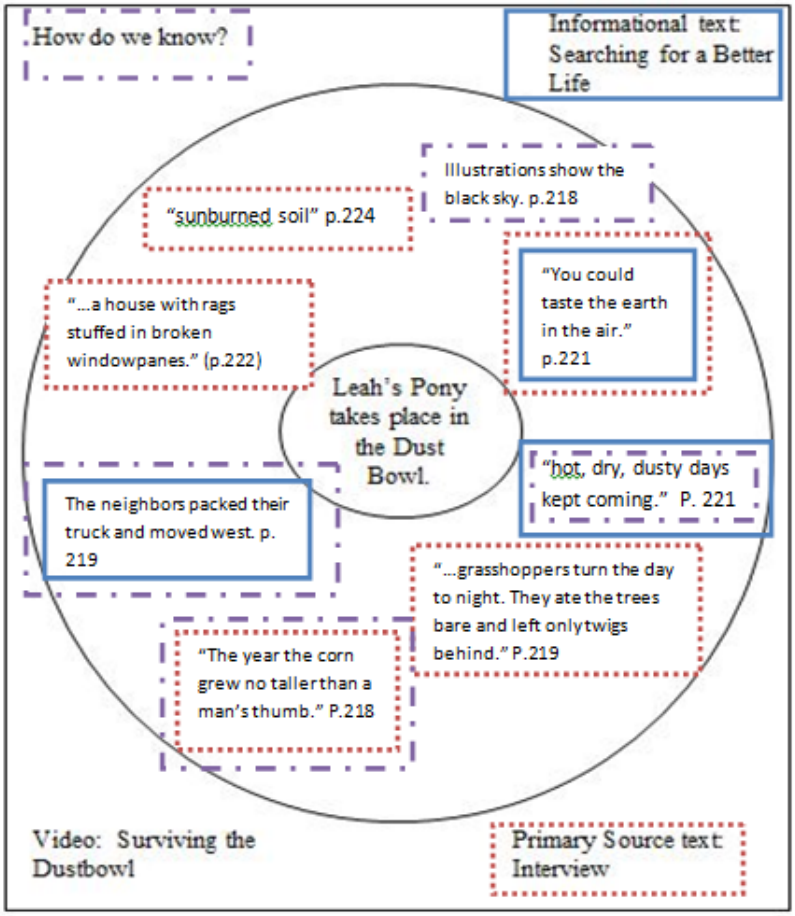
Differentiated Instruction:

<u>English Learners</u>:

The setting is _____ because in the text it says _____.

Lesson Continuum

	students work in collaborative groups to find answer and support with evidence.
	
	• What is the author's purpose for using "sun-burned soil" to describe the land? Use evidence to support your answer.
	  o *The author tells us many times about the hot, dry weather, the dusty air, and how the wind blew all the time. (p. 219,221) Sunburned means it has been too hot and the land is burned.*
	
	• When Leah bid $1.00 for the tractor, why didn't any of the neighbors try to outbid her? What does this say about the character of the neighbors?
	  o *Everyone watched as all of her family's belongings were sold, and the neighbors knew the family had lost everything. If they outbid Leah on the tractor, her family would not be able to maintain the farm. This shows the closeness of the community and how they supported each other during hard times.*
	
	• How did Leah's bid change the auction?
	  o *After she bid $1.00 for the tractor, the rest of the neighbors followed her lead and bid low dollar amounts in order to pay a small amount and then return the items back to Leah's family.*
	
	• Why was Leah unable to sleep that night?
	  o *Leah was not able to sleep because although her family got back most of their possessions, she still did not have her pony.*
	
	• What can you infer about Mr. B's character from his actions? Provide evidence to support your answer.
	  o *Mr. B shows that he is a caring, considerate, and thoughtful man. He returns the pony to Leah, but tells her in a way that does not make her feel bad. He says it is because the pony is too small for him and too big for his grandson. This shows that he is considerate of her feelings.*
	
	• What does Mr. B mean when he says "These hard times won't last forever." How does this connect to the film you watched?
	  o *Mr. B means that eventually the drought and dusty weather will end, and the crops will grow, it will start to rain, and the farm will produce crops. The film illustrates this towards the end when it finally begins to rain and the grass is green again.*
		I know the setting is ____ because _____.
		
		The story takes place _____. My evidence is _____.
		
		<u>Students Who Need Additional Support</u>: Refer to Teacher Talk in the Special Ed Appendix.
		
		<u>Accelerated Learners</u>: Continue character trait activity from previous lesson.

Extending Understanding	3. As students continue to read *Leah's Pony*, they will be looking and listening **for evidence that the setting of the story is the Dustbowl**. Teacher will record their contributions on the Circle Map. Add the Frame of Reference question: How do you know? Guide students to make the connection between evidence in Leah's Pony and previous resources (video and informational texts).  4. **Reflection** Student Learning Journal page 38(written or oral) • How do the characters' actions reflect our Big Idea, *Hardship can build strength of character* and do they help us answer the Essential Question, *How does an individual's reaction to hardship affect how they deal with a situation*? 5. **Quick- write**: Using the Circle Map as a reference, cite evidence to support the claim that Leah's Pony took place during the Dust Bowl (Student Learning Journal page 37).
Lesson Reflection	
Teacher Reflection Evidenced by Student Learning/ Outcomes	

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 8	**Grade Level/Course:** 3rd	**Duration:** ELA Block

Big Idea: Hardships can build strength of character.

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Listening & Speaking</u>:** 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **<u>Writing:</u>** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Picture with car & family, page 39 Student Learning Journal Interview Note-taking Guide, pages 40-41 Student Learning Journal Collaborative Conversations Norms and rubric, page 44 Student Learning Journal Collaborative Conversations placemats, pages 45-47 Student Learning Journal
Objectives	**Content:** Students will interview the teacher who will answer questions from the point of view of the subject in a photograph **Language:** Students will ask clarifying questions and use Talk Moves to elicit responses from the teacher.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☒ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**

Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**	
Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
PROVIDES TEACHER SIMPLE EXPLANATION	N/A	
STUDENTS FIGURE OUT THE MEANING		
Pre-teaching Considerations		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.	

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☐ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☐ **Guided Inquiry** ☒ **Reflection**	
Lesson Continuum		
Preparing the Learner	1. Review the Big Idea and Essential Questions and review Collaborative Academic Conversations norms.	**Differentiated Instruction:** **<u>English Learners</u>:** Refer to placemats for linguistic patterns to support questioning and talk moves **<u>Students Who Need Additional Support</u>:** Refer to Teacher Talk in the Special Ed Appendix. **<u>Accelerated Learners</u>:** Encourage accelerated learners to write their own journal entries from the interview questions.
Interacting with the Text/Concept	2. Explain to the students that we will be asking and answering questions from the point of view of a subject in a primary source photograph. 3. Display the photograph of the family with the car in the Learning Journal Pg. 39. 4. Students turn to pages 40-41 & 45-47 in Student Learning Journal for interview questions and conversation placemats. They will take turns asking their assigned question. 5. Teacher responds to questions from the point of view of the chosen subject, while students record on their Interview Note-Taking Guide (pages 40-41).	
Extending Understanding	6. Teacher then models how to use the answers, along with the "Questions to Support Journal Writing", to write a journal entry, Student Learning Journal pages 42-43. (See sample). Students can write along with the teacher. This can be used as a student reference for future journal entries.	

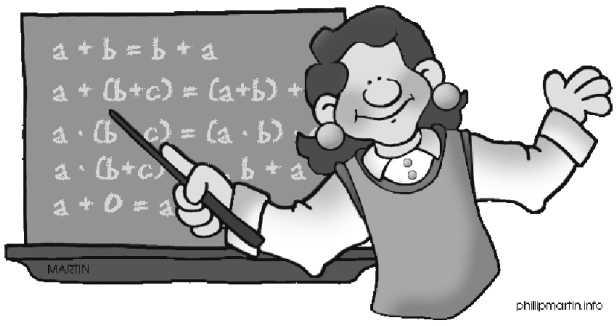
Lesson Reflection

Interview Note-Taking Guide

Questions	Answers
1. What's your name?	
2. Where did you sleep last night?	
3. What did you have for breakfast this morning?	
4. Where are you going? Why?	
5. What are you taking with you? Were you forced to leave anything behind?	
6. Have there been people who have helped you? How?	

Interview Note-Taking Guide

7. What are you afraid of?	
8. What do you wish for?	
9. What are you doing tomorrow?	



July 5, 1936

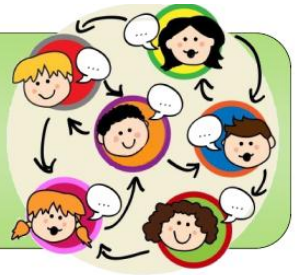
Today was a very sad day for me. We had to pack up our stuff and start the long journey to some place called California. I had to leave my favorite army battle set behind. Dad told me there was not enough room to take all of our toys, but I managed to sneak one army guy in my pocket! I won't take it out until we get to our new home, cause I don't want dad to get mad at me. Last night we had our last dinner at our kitchen table. Mom made burgers – they tasted so good, even though I could still taste the dust in the meat. I am so tired today. My baby sister cried all night! It's like she knew we were leaving our home this morning. Even though mama and daddy held her most of the night, nothing would keep her quiet. The neighbors were really nice, and helped us pack up the car. They said they would take care of our dog if he was not able to go with us, but my little brother cried and cried until dad agreed to take Jack with us. It's really cold right now. Tonight we have to sleep in our car, and we only have the few blankets from our beds that we took with us. Everyone else is asleep right now, and I am just thankful for a few minutes to sit outside of the car and look up at the stars. It has been so long since we could see the stars at night. I hope that the sun is shining tomorrow when we wake up. I will write more tomorrow. Goodnight!

Joe

1. **Listen** carefully & **look** at the speaker.

2. **Share** and **explain** your ideas.

3. **Build on** each other's **ideas**.



4. **Ask questions** to understand others.

5. **Agree** or **disagree** respectfully.

6. **Speak loudly** and **clearly**.

2/3 norms

I can share my idea:

I think ___

I believe ___

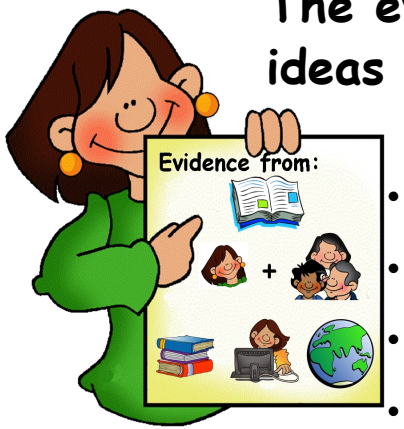
My idea is _____

I can add to my idea or someone else's idea:

I want to say more about __

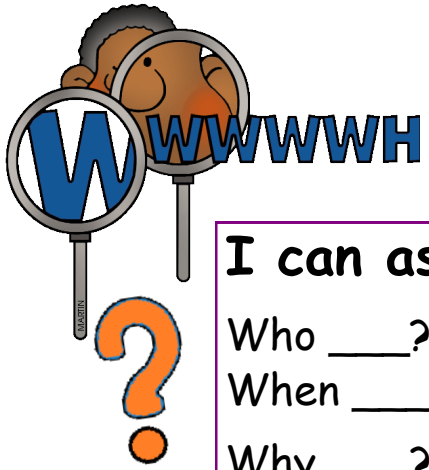
I agree with __ because __

I disagree with __ because _



The evidence for my ideas or opinion:

- In the story __ said __
- From the text I know __
- I know _____ from ___
- I learned _____ from ___
- In another book, it said _____



I can ask questions:

Who ___? What ___?

When ___? Where __?

Why ___? How ____?

I can share my idea:

I think ____

I believe ____

My idea is _____

The evidence for my ideas or opinion:

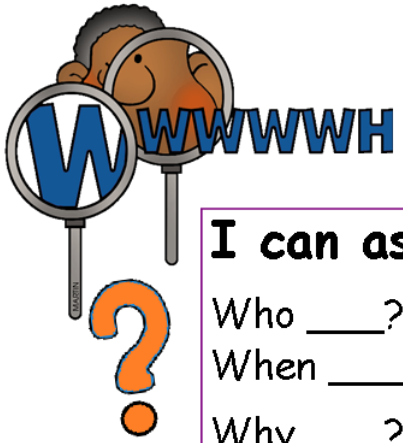
- In the story ___ said ___
- From the text I know ___
- I know _____ from ____
- I learned _____ from ____
- In another book, it said _____

I can add to my idea or someone else's idea:

I want to say more about ___

I agree with ___ because ___

I disagree with ___ because _



I can ask questions:

Who ____? What ____?

When ____? Where ___?

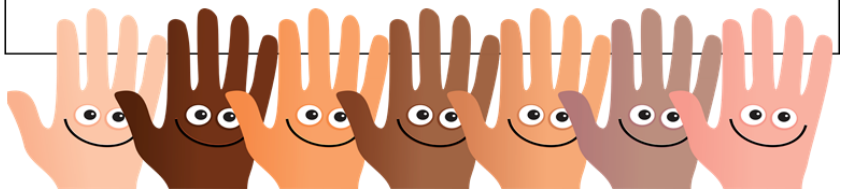
Why ____? How _____?

We can come to a conclusion:

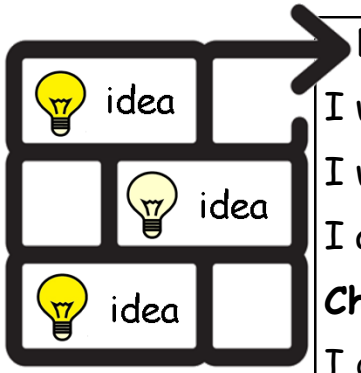
We can say that ___

We can agree that ___

We conclude that _____



My Idea or Opinion: _____



Build on a Partner's Idea

I would add that __

I want to follow up on your idea __

I agree with ___ because ___

Challenge a Partner's Idea:

I disagree with __ because _

Then again, I think ___

Yet I wonder also if ____

Another way to look at this is ___

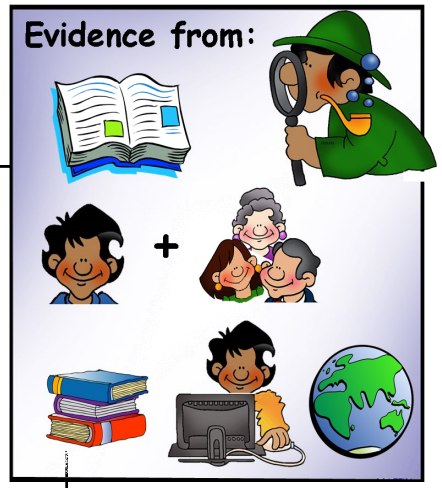
Support Ideas with Evidence

For example _

In the text is said __

An example in my life was __

From the (internet, a person, news in the world), I learned _



Elaborate the Evidence

For example __ One example ____

Let me explain __

The best way to describe this __

Let me give you a scenario from ___

Clarify and Question

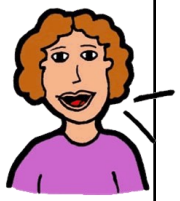
I don't understand _

I'm not sure __

Would you repeat __

Am I right in hearing you say that_

Paraphrase someone's ideas:

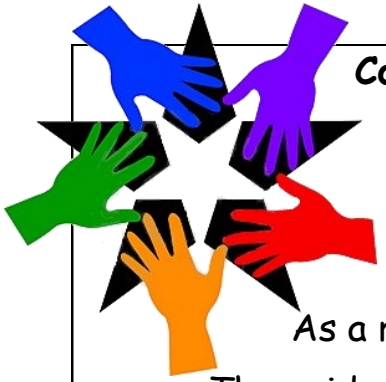


In other words _

What I'm hearing is ___

Yet I wonder also if ____

It sounds like you're saying that__



Come to a conclusion:

We can say that __

We can agree that __

We conclude that ___

As a result of our conversation ___

The evidence seems to suggest that ___

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 9	**Grade Level/Course:** 3rd	**Duration:** ELA Block

Big Idea: Hardships can build strength of character.

Essential Questions:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	**Content Standards:** **<u>Listening & Speaking</u>**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions. c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **<u>Writing:</u>** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Collaborative Academic Conversation placemats and rubrics. Collaborative Academic Conversation Norms Photos from Observation Charts Interview Questions, Student Learning Journal pages 49-50 Student Learning Journal
Objectives	**Content:** Students will work collaboratively to engage in an academic conversation to ask clarifying questions and ask for details and answer from a specific subject's point of view. **Language:** Students will work collaboratively to participate in an academic conversation using clarifying language and first person point of view as the subject of a photograph.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☒ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**

Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☒ **Regular practice with complex text and its academic vocabulary**	
Academic Vocabulary (Tier II & Tier III) — **PROVIDES TEACHER SIMPLE EXPLANATION**	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
	N/A	
STUDENTS FIGURE OUT THE MEANING		
Pre-teaching Considerations	Students should review their notes and reflection from the previous lesson. Students should be familiar with Collaborative Academic Conversation norms.	
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through Open Court Reading.	

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☐ **Guided Practice** ☒ **Collaboration** ☒ **Independent Practice** ☐ **Guided Inquiry** ☒ **Reflection**	
Lesson Continuum — **Preparing the Learner**	1. Review the Big Idea and Essential Questions 2. Within collaborative groups, review the questions and answers from the teacher model yesterday and look over the reflection.	**Differentiated Instruction:** **English Learners:** Remind students to use the placemats to support questioning and writing. **Students Who Need Additional Support:** Refer to Teacher Talk in the Special Ed Appendix. **Accelerated Learners:** Encourage students to ask questions and challenge classmates to find strong supporting evidence.
Interacting with the Text/Concept	3. Review Collaborative Academic Conversation norms & placemats. 4. Teacher distributes photographs to each collaborative group. 5. Students (or teacher) choose one student to take on the role of a subject in the photograph. 6. The remaining students review the questions and add some of their own to accommodate the setting, mood, and any other important aspects of the photograph. 7. Students interview the subject, taking notes, as the "subject" answers the questions using the first person point of view. (Learning Journal pages 49-50).	
Extending Understanding	8. Students self-assess using the Collaborative Academic Conversation rubric. 9. Journal Entry (**You Do**) in the Learning Journal, pages 51-52: *Write a journal entry from the point of view of the subject you interviewed. Make sure to cite evidence from the conversation with your group.*	

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	

Interview Note-Taking Guide

Questions	Answers
1. What's your name?	
2. Where did you sleep last night?	
3. What did you have for breakfast this morning?	
4. Where are you going? Why?	
5. What are you taking with you? Were you forced to leave anything behind?	
6. Have there been people who have helped you? How?	

Interview Note-Taking Guide

7. What are you afraid of?	
8. What do you wish for?	
9. What are you doing tomorrow?	

SAUSD Common Core Lesson Planner

Unit: Strength of Character **Lesson:** 10 Summative Assessment	**Grade Level/Course:** 3rd	**Duration:** **ELA block**

Big Idea: Hardships can build strength of character

Essential Question:

1. How does an individual's reaction to hardship affect how they deal with a situation?
2. What does a person's reaction to hardship say about them?
3. How can hardships strengthen you? Or weaken you?

Common Core and Content Standards	Writing Standard: 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 8. Recall information from experiences or gather information from digital or print sources; take brief notes on sources and sort into provided categories. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Materials/ Resources/ Lesson Preparation	Primary source photo, Student Learning Journal page 54 Paper for prewriting Lined paper for draft/final, Student Learning Journal pages 55-56 Journal Checklist, Student Learning Journal page 57

Objectives	**Content:** The students will synthesize and apply information learned from various sources in this unit to create a journal entry written from the perspective of one of the subjects in the photo.	**Language:** The students will write a journal entry inspired by a documentary photograph.

Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☒ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **1. Demonstrating independence** ☒ **2. Building strong content knowledge** ☒ **3. Responding to varying demands of audience, task purpose, and discipline** ☒ **4. Comprehending as well as critiquing** ☒ **5. Valuing evidence** ☐ **6. Using technology and digital media strategically and capably** ☒ **7. Coming to understand other perspectives and culture**
Common Core Instructional Shifts	☒ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☐ **Regular practice with complex text and its academic vocabulary**

ca bul ary (Ti	**TEAC HER SIMPL E EXPL**	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**

		N/A
	STUDENTS FIGURE OUT THE MEANING	N/A
Pre-teaching Considerations		
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through Open Court Reading.

Lesson Delivery

Instructional Methods	**Check method(s) used in the lesson:** ☐ **Modeling** ☐ **Guided Practice** ☐ **Collaboration** ☒ **Independent Practice** ☐ **Guided Inquiry** ☐ **Reflection**	
Preparing the Learner	1. Introduce the checklist for revising and editing 2. In partners, have students read yesterday's journals aloud 3. Students use the checklist as an informal assessment to reflect on their writing and what may be missing.	**Differentiated Instruction:** **English Learners:**
Interacting with the Text/Concept	4. Using the photo in the Student Learning Journal on page 53, the students need to choose one of the children in the picture as their subject and write a journal entry from that perspective. 5. Allow them to use the checklist on page 56 in Student Learning Journal to guide their writing and use it to check their final product.	**Students Who Need Additional Support:** See the Special Ed appendix
Extending Understanding	6. Revisit the anticipatory guide from Lesson 1 (page 2 in their Learning Journals). Following the same routine, give students time to change their answers and cite evidence/sources. Have students share out and discuss.	**Accelerated Learners:**

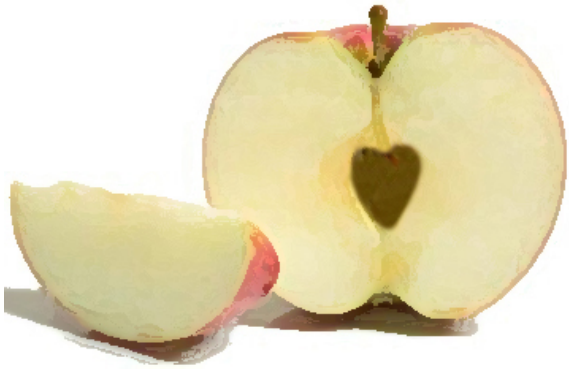
Lesson Reflection

Lesson Continuum

Teacher Reflection Evidenced by Student Learning/ Outcomes	

Checklist for Revising and Editing

Revising	
	I have a journal entry date.
	I wrote the journal from the point of view of my subject.
	I described the scene.
	I described how I feel about the hardship.
	I concluded with my thoughts of what might happen next.
Editing	
	I capitalized the beginning word in each sentence.
	I wrote complete sentences.
	I ended each sentence with punctuation.
	I checked my spelling.



Getting to the Core

Special Education

Appendix

Special Education Development of Appendices

CCSS Application to Students with Disabilities

Students with Disabilities-students eligible under the Individuals with Disabilities Act (IDEA) must be challenged to excel within the general curriculum and be prepared for success in their post school lives, including college and/or careers.

In order for students to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations.
-Orange County Department of Education, 2012

Getting to the Core

The Santa Ana Unified School District, in the foundation that ALL students will be college and career ready, is creating a compilation of resources including scaffolds, strategies, accommodations, and modifications. These supports will ensure that students with disabilities, a majority of whom are English learners, will have the access and support necessary to be college and career ready.

Superior Standards | **Supportive School Climate** | **Successful Students**

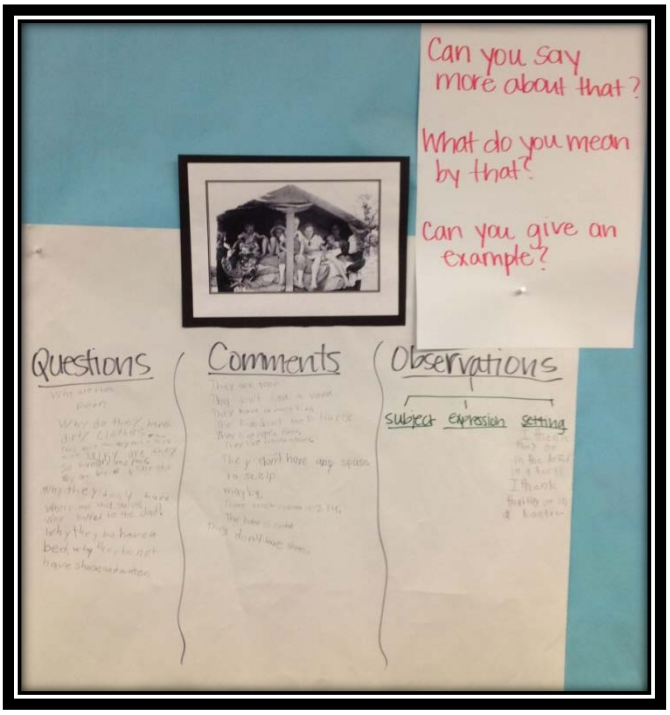
Lesson One

Teacher Talk

The Pre-assessment is intended to measure students' ability to analyze primary source photographs using observation charts. During the lesson, students should be able to write and verbalize their observations and/or comments. The result of this lesson informs the teacher the degree of necessity for lesson two.

For the intended purpose of the pre-assessment, students that have difficulty expressing ideas on paper or verbally could benefit from the following accommodations/modifications:

- Non-writers could be partnered up with a writer.
- Teacher can gauge student understanding based on discussions heard and one word responses can be accepted.
- Prepare a poster with "Say More" discussion questions from "Goals for Productive Discussions and Nine Talk Moves" as a visual cue. See "Observation Chart" picture below.
- Pre-made "Say More" discussions questions poster.



Special Education Appendix

Say More

- Can you say more about that?
- What do you mean by that?
- Can you give me an example?

***Optional Preparing the Learner Lesson**

Teacher Talk

This optional Preparing the Learner lesson allows students to better understand the meaning of the photographs they viewed during Lesson One (on "Observation Charts"). Through various examples and class discussions, students begin to understand that primary sources help reveal personal information about the historical era being studied.

This lesson might benefit your students if the results of the "Pre-assessment" demonstrate that your students would benefit from additional scaffolding.

The lesson includes:

- Teacher Lesson Plan
- Pre-made PowerPoint presentation with various examples of primary sources.
- Link to a Teacher Tube video that provides other examples of primary sources.
- Reproducible Parts to Whole/Brace Map worksheet

Unit: Strength of Character **Lesson:** Optional Preparing the Learner	**Grade Level:** Third	**Duration: 30-40 minutes** **Date:**

Common Core and Content Standards	**Content Standards:** **Speaking & Listening**: 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 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.
Materials/ Resources/ Lesson Preparation	1. "Primary Sources" PowerPoint (PPT) presentation 2. Internet connection to watch 1 minute video on Teacher Tube titled, "Pieces of the Past Introduction to Primary Sources" 3. Parts to Whole/Brace map template 4. Pencils
Objectives	**Content:** Students will define "primary source" and provide examples of their impact on our historical understanding. **Language:** Students will formulate responses related to different types of primary resources.
Depth of Knowledge Level	☒ **Level 1: Recall** ☒ **Level 2: Skill/Concept** ☒ **Level 3: Strategic Thinking** ☐ **Level 4: Extended Thinking**
College and Career Ready Skills	☒ **Demonstrating independence** ☒ **Building strong content knowledge** ☐ **Responding to varying demands of audience, task, purpose, and discipline** ☒ **Valuing evidence** ☐ **Comprehending as well as critiquing** ☐ **Using technology and digital media strategically and capably** ☐ **Coming to understand other perspectives and cultures**
Common Core Instructional Shifts	☐ **Building knowledge through content-rich nonfiction texts** ☒ **Reading and writing grounded from text** ☐ **Regular practice with complex text and its academic vocabulary**

Academic Vocabulary (Tier II & Tier III)	**KEY WORDS ESSENTIAL TO UNDERSTANDING**	**WORDS WORTH KNOWING**
TEACHER PROVIDES SIMPLE EXPLANATION	primary sources	collections; sites; archives
STUDENTS FIGURE OUT THE MEANING	diaries; journals; autobiography; historical documents; first-hand accounts; recordings; photographs and videos; letters;	

Pre-teaching Considerations	1. Look through PowerPoint presentation and Teacher Tube video. 2. Ensure that the classroom technology is compatible. You will need a projector for the PowerPoint and internet connection for the video.

Lesson Continuum

Lesson Delivery Comprehension		
Instructional Methods	**Check method(s) used in the lesson:** ☒**Modeling** ☒**Guided Practice** ☒**Collaboration** ☐ **Independent Practice** ☐**Guided Inquiry** ☐ **Reflection**	
Prior Knowledge, Context, and Motivation:	Remind students of the photographs posted around the room. Open up by the lesson by telling students that those photographs will help them become "detectives" of the past, but first they need to learn why they are important.	
Preparing the Learner	1. Tell students that they will be learning more about primary sources so they can better understand the photographs on the "Observation Charts" and what they mean in history. They will be viewing a PowerPoint presentation and watching a short video clip to gather information.	**Differentiated Instruction:** **English Learners:** Provide teacher modeling throughout the lesson. Strategically pair students. **Students Who Need Additional Support:** Non-writers could be partnered up with a writer. Teacher can gage student understanding based on discussions heard. Provide teacher modeling throughout the lesson. Strategically pair students. **Accelerated Learners:** Have students come up with other examples not discussed during the lesson.
Interacting with the text	1. Pass out 1 "Parts to Whole/Brace Map" worksheet to each student. The thinking map will help students identify examples of different types of primary sources. 2. Tell students that as you go through the PowerPoint presentation and watch the video clip, with a partner, they will look for the different examples of "primary sources". They will write their examples on their blank brace map. • Starting with slide # 3-10, chorally read each slide. • Using the PPT as reference, have students independently write the example they have learned about. Remind students that their response should only be a few words. If necessary, provide the first example. • Have students share their response with a partner. • Repeat the process with each slide. • If necessary, have students draw more lines on their brace map to provide additional examples of primary sources. 3. By slide #11, students would have seen and discussed several examples of primary sources. Check for understanding by having a few students share out their responses. 4. Students can check their work by comparing their brace map to the completed one on slide #12. 5. Close the lesson by reminding students that "primary sources" are important to learn more about the past.	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		

Parts to Whole/Brace Map:
What are primary sources?

Name: _____
Date: _____

Primary Sources _____

_____
_____
_____
_____
_____

PowerPoint Presentation & Video Clip

Lesson 2

Teacher Talk

This lesson provides students with the opportunity to observe and formulate questions and responses based on their interpretation of having “read” a photograph. Students should be able to ask questions and respond using linguistic patterns.

We have included the following supports to offer accommodations/modifications:

- Linguistic Pattern Poster to use as a visual cue
- Companion Defining in Context/Circle Map and Classifying/Tree Map for SmartBoard users
- Companion Defining in Context/Circle Map and Classifying/Tree Map for students
- Expression list poster to use as a visual cue
- PowerPoint presentation to review key vocabulary words

Subject:

I think_____ is the subject because _____.

Setting:

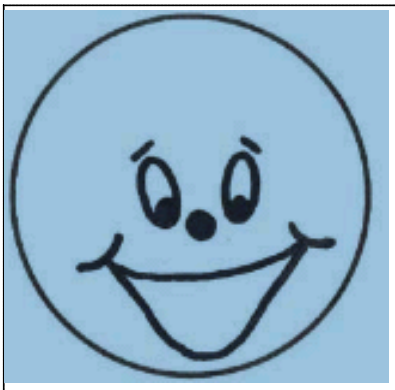
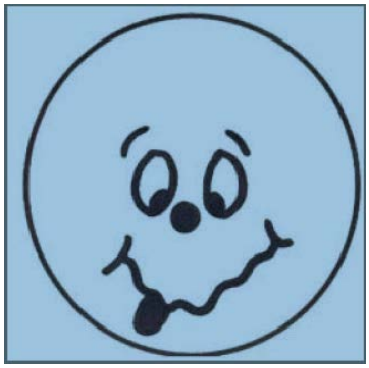
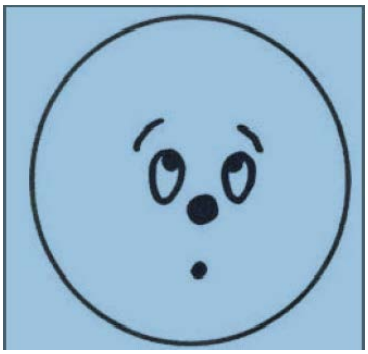
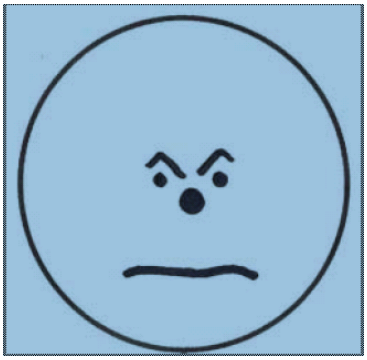
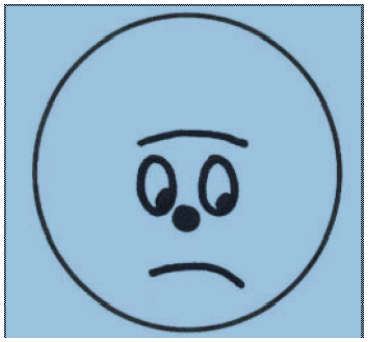
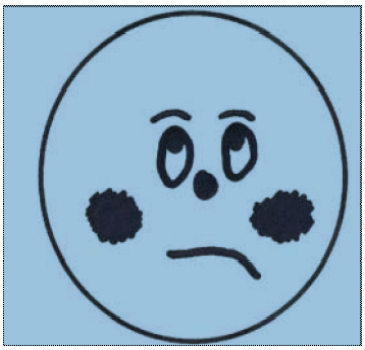
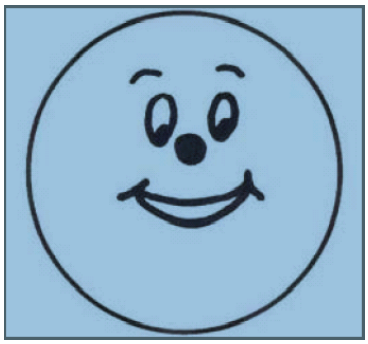
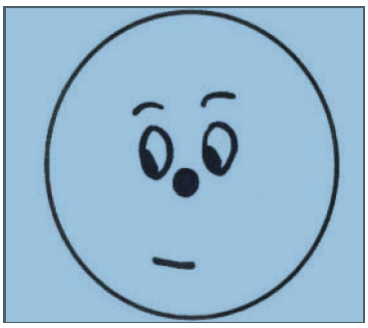
I think that this takes place _____ because _____.

Expression:

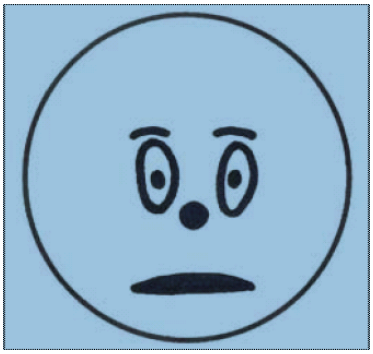
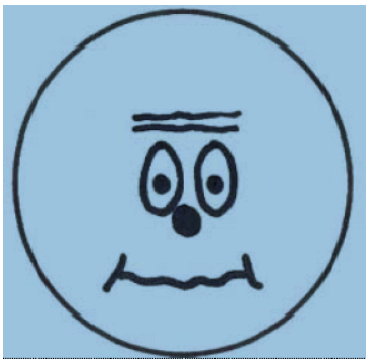
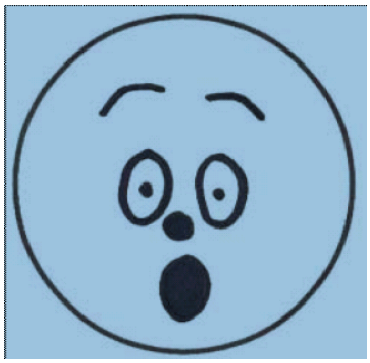
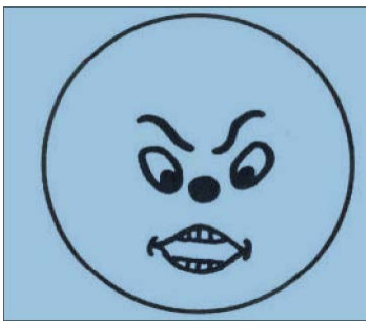
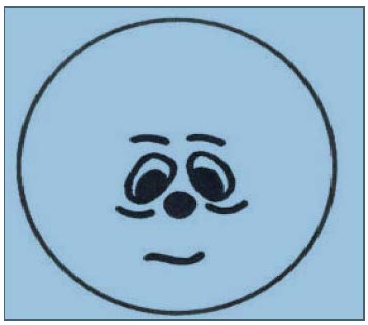
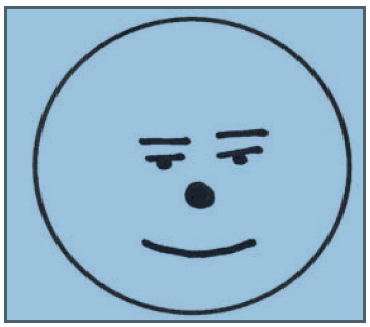
I think the subject feels _____ because I see _____.

General:

Because I see _____, I think _____.

		
happy	**bored**	**silly**
		
relieved	**angry**	**sad**
		
embarrassed	**confident**	**curious**

Expressions List Poster

		
worried	**confused**	**surprised**
		
mad	**sleepy**	**suspicious**

What do you see?

Name: _____

Date: _____

How do I know? (evidence)

Name _____

Date _____

Close Read of a Photograph

subject	setting	expression

Lesson 3

Teacher Talk

Lesson 3 calls for students to use “close reading” strategies to comprehend an expository text.

We have included the following supports:

- Text with larger print and numbered lines.
- Modified texts at lower Lexile, this text should not replace the complex text, only supplement it. Read the modified text before reading the complex text to build background or after to reinforce learning and promote independence to the task.
- PowerPoint presentation to review key vocabulary words and essential questions.
- Linguistic patterns poster to use as a visual cue.

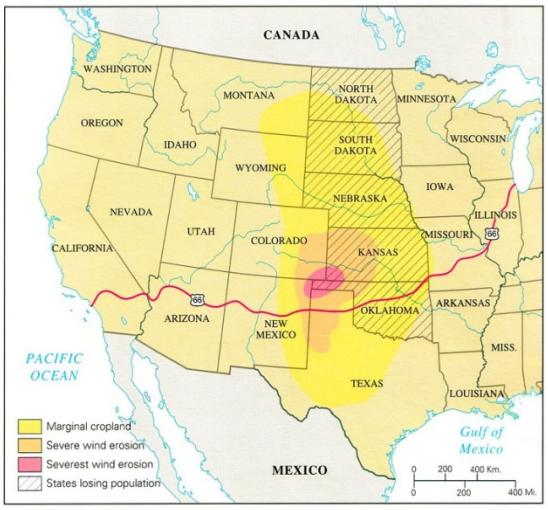
Searching for a Better Life

In the 1930's, more than one million people from other parts of the country came to California. They thought they could find jobs and a better life here.

Many of these people came west as a result of a bad drought in parts of the Midwest and Southwest. A drought is a long period of time without rain. The drought created an area called the Dust Bowl in parts of Colorado, Kansas, New Mexico, Oklahoma, and Texas. High winds caused huge dust storms in these areas. The soil was so dry from the drought that it blew off the farm fields, filled the air, and settled back down in thick layers. As a result of the drought, farmers could not grow crops. Many farm machines were ruined, and some animals died.

Many Dust Bowl farmers had to leave their homes. Thousands of families packed up their belongings and moved to California. Most of these people could find jobs only as migrant workers, picking crops for low pay.

California didn't welcome the influx of “Okies”. Since the number of migrant workers outnumbered the available jobs, tensions grew between Californians and laborers. Public health concerns rose as California's infrastructure became overloaded.



Primary Source: Interview

"I can't really tell you about all of the difficulties that farmers and farmers' wives faced trying to keep houses clean. People hung up sheets over their windows to try to keep the dust out. But, of course, houses were not very tight, and stuff sifted in. The road ditches drifted full of dust and dirt and silt, just like snow. And then, of course, it didn't rain and we didn't raise hardly any crops. And then the grasshoppers came in and

ate what was there. They were very difficult, difficult years. And it was so hot. The temperatures were up over a hundred degrees for days at a time. It was very hot. And of course, we didn't have air conditioning. I remember sleeping outside. We made little tents and slept outside or slept on the porch."

Companion Expository Text

Searching for a Better Life

In the 1930's, many people came to California. They wanted to find jobs and a better life. These people came west because they had a drought. A drought is a long time with no rain. Big winds made the land dry. Farmers could not grow food. These farmers and their families left to California. Most of these people could find jobs only as field workers. California did not welcome the people that came from the Midwest and Southwest. They had many problems.

Lexile Level 570

Companion Expository Text
Searching for a Better Life

Many people came to California in the 1930's to find a better life. In the Midwest and Southwest there were droughts. A drought is a long time without rain. The little rain created something called a Dust Bowl in the Midwest and Southwest. Strong winds caused huge dust storms in these areas. The dirt was so dry from the drought that it blew away the farm fields and filled the air with dust. The farmers could not grow crops because there was no water. Farm machines were ruined and some animals died.

Many farmers had to leave their homes. Thousands of families packed up and moved to California. Most of these people could only find jobs picking crops.

The people who already lived in California didn't like the farmers who moved there. They thought the new people were taking away their jobs. People were afraid of getting sick now that there were more people.

Lexile Level 680

- I underlined _____ because _____.
- I was confused by _____.
- I was surprised to read _____.
- I wonder why _____.

- I circled this word because _____.
- I think _____ means _____ because _____.

Lesson 4

Teacher Talk

In Lesson 4, students have an opportunity to watch an educational video clip about the Dust Bowl. Students learn how to watch and listen with a purpose. Having been provided with a note taking guide, students identify key terms and answer questions related to the Dust Bowl era. Learners should be able to independently answer on the provided note-taking guide and then discuss their responses with their group.

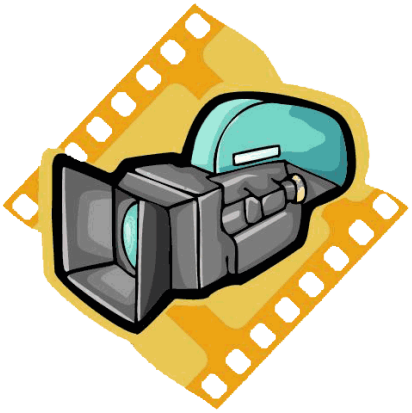
You may find the following support and accommodations helpful for your students:

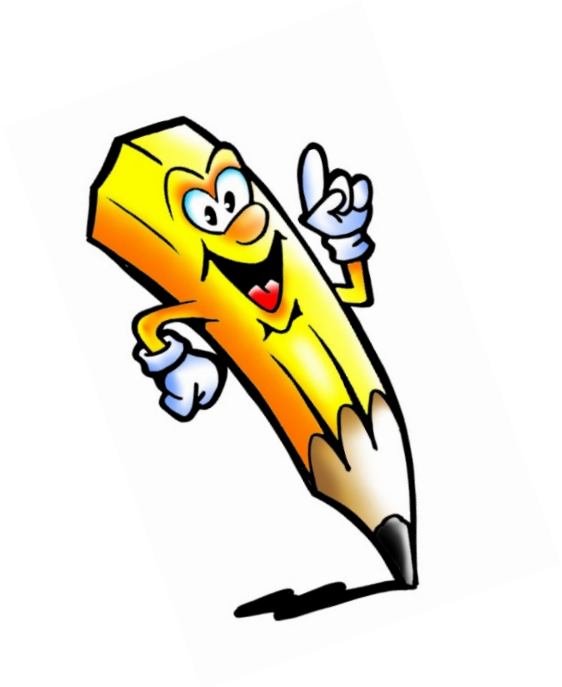
- A visual reminder on “how to” annotate a video clip
- PowerPoint presentation to review key vocabulary and an accompanying map
- A partially filled note-taking guide worksheet
- A list of supplementary online videos to expand on notes and provide multiple means of learning
- An additional 7 minute MP4 video for Windows Media Player to add additional information to note-taking guide

How to Annotate a Video Clip

Listen with a Pencil

- **Write key words or phrases that are confusing/unclear.**
- **Take short notes of any key words you hear.**
- **Write any comments that come to mind as you listen to the video.**





Surviving the Dustbowl

Note-Taking Guide

1. Do you think the "black blizzard" is a good name for this event? Cite video evidence.	Yes, because in the video it shows the sky getting darker and darker and the clouds rolled in like a blizzard.
2. What words does the narrator use to describe the land during this time? What did the land look like?	_____ _____ _____ _____
3. How did tractors change farming?	Tractors could farm 50 acres a day. Horses could only do 3 acres a day. People began to get greedy and over plow the land.
4. How were people affected by these dust storms? How did the storms change their lives?	_____ _____ _____ _____

5. What happened on "Black Sunday?"	
6. People start to move to California. How did this affect their banks and schools?	Banks and schools had to close down.
7. Thinking back on your "Changing Habitats" unit, animals found ways to survive in new environments. How did the crows in this video adapt to the dust bowl? Why did they need to do what they did?	
8. What was their first sign of hope? How would this make a difference?	

Supplementary Online Videos

- For further investigation, watch these videos:

  - "Black Blizzard", http://www.history.com/videos/black-blizzard#black-blizzard (2:56)
  - "Life in the Dustbowl", http://video.scholastic.com/services/player/bcpid858992059001?bctid=1466663974001 (3:04)
  - "The Black Blizzard of Oklahoma", http://www.smithsonianchannel.com/site/sn/video/player/the-black-blizzards-of-oklahoma/1907708929001/ (4:06)
  - "Discovery News: Earth: Black Blizzards", http://videos.howstuffworks.com/discovery/37551-discovery-news-earth-black-blizzards-video.htm (1:59)

Lesson 5

During Lesson 5, students recall information from the primary source photographs, expository text, and video to determine cause and effects of the Dustbowl. In a group, students build a Cause & Effect/Multi-Flow Map depicting the causes and effects of the Dustbowl.

Some students may require additional scaffolds to collaboratively create a group multi-flow map poster. The following directions precede step 1 to facilitate the identification of cause and effect relationships during the Dust Bowl era. You might consider an extension of 15-20 minutes to your lesson to complete the worksheet.

1. Activate prior knowledge about cause and effect by providing relatable examples.

2. Encourage students to refer back to their guided video notes and expository text to find causes of the Dust Bowl. Have them share their evidence with their group and then call on a few students share what they wrote.

3. Guide students in pairing a cause to an effect and elaborate on the relationship between the two. Model as necessary and check for understanding throughout the activity.

4. After completing the cause and effect worksheet, proceed to step 1 of the lesson. Having had whole class discussions, group discussions, and teacher modeling will allow students to work more effectively and efficiently during the lesson. The "cause and effect linguistic patterns sheet" will also allow students to have productive discussions.

Lesson 5

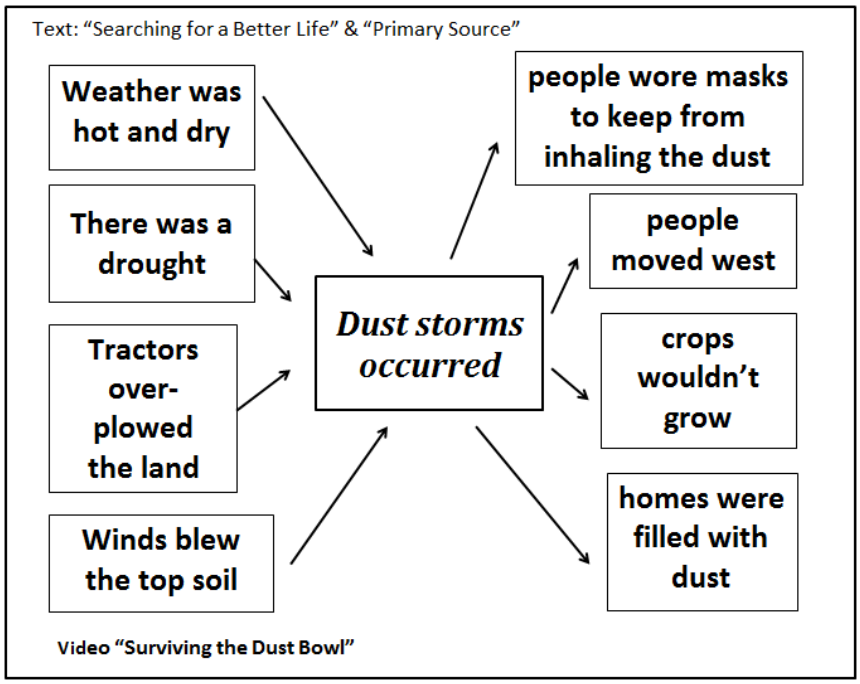
Teacher Talk

During Lesson 5, students recall information from the primary source photographs, expository text and video to determine cause and effects of the Dustbowl. In a group, students build a multi-flow map depicting the causes and effects of the Dustbowl.

The following supports have been included for students who would benefit:

- Alternate general teacher directions to prepare learners for step 1 in the lesson.
- Two options for a student graphic organizer worksheet
- Cause and Effect/Multi-Flow Thinking Map with Academic Language Tiles

Student Sample of a Cause and Effect/Multi-Flow map poster



Cause

Effect

so

therefore

as a result

Cause → Effect

Linguistic Patterns

- Because _____, _____.
- Since _____, _____.
- _____, consequently _____.
- _____, so _____.
- _____, therefore _____.
- _____in order to _____.

Because…

Since…

, therefore

, consequently

, so

…in order to

Lesson 6

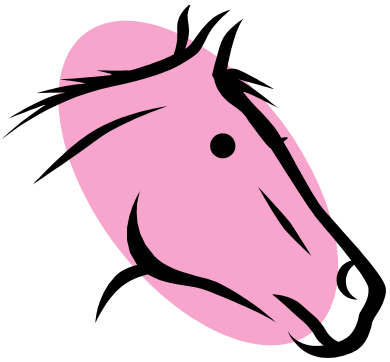
Teacher Talk

To activate prior knowledge, Lesson 6 gives students the opportunity to revisit the "Observation Charts" to record newly learned information. Students follow the same directions they did during the "Pre-Assessment" lesson to observe, discuss, and comment on photographs. During the second visit, they record their response with a pen or marker to distinguish between the first visit responses and their second visit. The objective is to see responses that demonstrate a deeper understanding of the Dust Bowl era and the ability to read a photograph "closely".

After that, students read "Leah's Pony" using the same "close" read strategies they learned during Lesson 3 (refer to the How to Annotate a Text, Read with a Pencil and Close Read Strategies sheet). The objective is that students break apart the story and look at it with a closer lens so they're able to answer text dependent questions. In the process, they create a Defining in Context/Circle Map showing evidence that "Leah's Pony" took place during the Dustbowl era.

You may consider extending the time of this lesson so that students can gain depth of knowledge. We have included the following considerations for your students:

- Text dependent questions with sentence starters to support discussion and vocabulary student worksheet
- Text of "Leah's Pony" to use for annotations and finding evidence during "close" reads and text dependent questioning.
- A PowerPoint presentation to activate prior knowledge and review key vocabulary
- A list of online resources to reinforce comprehension of "Leah's Pony"



Leah's Pony

Elizabeth Friedrich

Illustrated by Michael Garland

Text for Annotation

The year the corn grew tall and straight. Leah's papa bought her a pony. The pony was strong and swift and sturdy, with just a snip of white at the end of this soft black nose. Papa taught Leah to place her new saddle right in the middle of his back and tighten the girth around his belly, just so.

That whole summer, Leah and her pony crossed through cloud-capped cornfields and chased cattle thought the pasture.

Leah scratched that special spot under her pony's mane and brushed him till his coat glistened like satin.

Each day Leah loved to ride her pony into town to hear Mr. B. shout from the door of his grocery store, "That's the finest pony in the whole county".

The year the corn grew no taller than a man's thumb, Leah's house became very quiet. Sometimes on those hot, dry nights, Leah heard Papa and Mama's hushed voices whispering in the kitchen. She couldn't understand the words but knew their sad sound.

Some days the wind blew so hard it turned the sky black with dust. It was hard for Leah to keep her pony's coat shining. It was hard for

Mama to keep the house clean. It was hard for Papa to carry buckets of water for the sow and her piglets.

Soon Papa sold the pigs and even some of the cattle. "These are hard times," he told Leah with a puzzled look. "That's what these days are, all right, hard times."

Mama used flour sacks to make underwear for Leah. Mama threw dishwater on her drooping petunias to keep them growing. And, no matter what else happened, Mama always woke Leah on Saturday with the smell of fresh, hot coffee cake baking.

One hot, dry, dusty day grasshoppers turned the day to night. They ate the trees bare and left only twigs behind.

The next day the neighbors filled their truck with all they owned and stopped to say good-bye. "We're off to Oregon," they said, "It must be better there." Papa, Mama, and Leah waved as their neighbors wobbled down the road in an old truck overflowing with chairs and bedsprings and wire.

The hot, dry, dusty days kept coming. On a day you could almost taste the earth in the air, Papa said, "I have something to tell you, Leah,

and I want you to be brave. I borrowed money form the bank, I bought seeds, but the seeds dried up and blew away. Nothing grew, I don't have any corn to sell. Now I can't pay back the bank," Papa paused. "They're going to have an auction, Leah. They're going to sell the cattle and the chickens and the pickup truck."

Leah stared at Papa. His voice grew husky and soft. "Worst of all, they're going to sell my tractor. I'll never be able to plant corn when she's gone. Without my tractor, we might even have to leave the farm. I told you, Leah, these are hard times."

Leah knew what an auction meant. She knew eager faces with strange voices would come to their farm. They would stand outside and offer money for Papa's best bull and Mama's prize rooster and Leah's favorite calf.

All week Leah worried and waited and wondered what to do. One morning she watched as a man in a big hat hammered a sign into the ground in front of her house.

Leah wanted to run away. She raced her pony past empty fields lined with dry gullies. She galloped past a house with rags stuffed in broken windowpanes. She sped right past Mr. B. sweeping the steps outside his store.

At last Leah knew what she had to do. She truned her pony around and rode back into town. She stopped in front of Mr. B.'s store, "You can buy my pony", she said.

Mr. B. stopped sweeing and stared at her, "Why would ou want to sell him?" he asked, "That's the finest pony in the county."

Leah swallowed hard, "I've grown a lot this summer," she said. "I'm getting too big for him."

Sunburned soil crunched under Leah's feet as she walked home alone. The auction had begun. Neighbors, friends, strangers- everyone clustered around the man in the big hat, "How much for this wagon?" boomed the man. "Five dollars. Ten dollars. Sold for fifteen dollars to the man in the green shirt."

Papa's best bull.

Sold.

Mama's prize rooster.

Sold.

Leah's favorite calf.

Sold.

Leah clutched her money in her hand. "It has to be enough," she whispered to herself. "it just has to be."

Here's one of the best items in the entire auction," yelled the man in the big hat. "Who'll start the bidding at five hundred dollars for this practically new, all-purpose Farmall tractor? It'll plow, plant, fertilize, and even cultivate for you."

It was time. Leah's voice shook. "One dollar."

The man in the big hat laughed. "That's a low starting bid if I ever heard one," he said. "Now let's hear some serious bids."

No one moved. No one said a word. No one even seemed to breathe.

"Ladies and gentleman, this tractor is a beauty! I have a bid of only one dollar for it. One dollar for this practically new Farmall tractor! Do I hear any other bids?"

Again no one moved. No one said a word. No one even seemed to breathe.

"This is ridiculous!" the man's voice boomed out from under his hat into the silence. "Sold to the young lady for one dollar."

The crowd cheered. Papa's mouth hung open. Mama cried. Leah proudly walked up and handed one dollar to the auctioneer in the big hat.

"That young lady bought one fine tractor for one very low price," the man continued. "Now how much am I bid for this flock of healthy young chickens?"

"I'll give you ten cents," offered a farmer who lived down the road.

"Ten cents! Ten cents is might cheap for a whole flock of chickens," the man said. His face looked angry.

Again no one moved. No one said a word. No one even seemed to breathe.

"Sold for ten cents!"

The farmer picked up the cage filled with chickens and walked over to Mama. "These chickens are yours," he said.

The man pushed his big hat back on his head. "How much for this good Ford pickup truck?" he asked.

"Twenty-five cents," yelled a neighbor from town.

Again no one moved. No one said a word. No one even seemed to breathe.

"Sold for twenty-five cents!" The man in the big hat shook his head. "This isn't supposed to be a penny auction!" he shouted.

The neighbor paid his twenty-five cents and took the keys to the pickup truck. "I think these will start your truck," he whispered as he dropped the keys into Papa's shirt pocket.

Leah watched as friends and neighbors bid a penny for a chicken or a nickel for a cow or a quarter for a plow. One by one, they gave everything back to Mama and Papa.

The crowds left. The sign disappeared. Chickens scratched in their coop, and cattle called for their corn. The farm was quiet. Too

quiet. No familiar whinny greeted Leah when she entered the barn. Leah swallowed hard and straightened her back.

That night in Leah's hushed house, no sad voices whispered in the kitchen. Only Leah lay awake, listening to the clock chime nine and even ten times. Leah's heart seemed to copy its slow, sad beat.

The next morning Leah forced open the heavy barn doors to start her chores. A loud whinny greeted her. Leah ran and hugged the familiar furry neck and kissed the white snip of a nose. You're back!" she cried. "How did you get here?"

Then Leah noticed the note tied to her pony's halter:

Dear Leah,

His is the finest pony in the county. Bu he's a little bit small for me and a little bit big for my grandson. He fits you much better.

Your friend.

Mr. B.

P.S. I heard how you saved your family's farm. These hard times won't last forever.

And they didn't.

Text Dependent Questions – Lesson 6

1. What season is it? What evidence in the illustrations supports your answer?

   I can tell that the season is _____ *because in the illustrations I see* _____.

2. What evidence shows that Leah loved her pony?

   I know that Leah loved her pony because in the text it says _____.

3. When the parents were talking, why did their words sound sad?

   Their words sounded sad because _____.

4. What did the neighbors mean when they said "It must be better there"? Use evidence to support your answer.

   The neighbors said "It must be better there" because _____.

5. What does the author mean by "you could almost taste the earth in the air?

   The author means that the air was _____.

6. Which item being sold was most important for Leah's father to do his job? Why?

   The _____ *was most important for Leah's father to do his job because* _____.

7. Why do you think Leah offered to sell her pony to Mr. B?

   Leah offered to sell her pony because _____.

Confusing Words

Word	***Page #***	***Clarified by***
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*

Online Resources for "Leah's Pony"

Comprehension Online Resources:

- "Rags to Riches: Answer questions in a quest for fame and fortune" http://www.quia.com/rr/217375.html

Vocabulary Online Resources:

- Vocabulary Words Games:
    - http://www.vrml.k12.la.us/cc/vp_gle/3rd/ela/trophy3/quiz/vocabulary/th_5/leah/leah2.htm
    - http://www.vrml.k12.la.us/cc/vp_gle/3rd/ela/trophy3/quiz/vocabulary/th_5/leah/leah1.htm http://www.vrml.k12.la.us/cc/vp_gle/3rd/ela/trophy3/quiz/vocabulary/th_5/leah/leah_cloze.htm
    - http://www.quia.com/jw/106163.html?AP_rand=546675542
    - http://www.quia.com/fc/323678.html

Lesson 7

Teacher Talk

Students read "Leah's Pony" using the same "close" read strategies they learned during Lesson 3 (refer to the How to Annotate a Text, Read with a Pencil and Close Read Strategies sheet). The objective is that students break apart the story and look at it with a closer lens so they are able to answer text dependent questions. In the process, students will finish their Circle map showing evidence that "Leah's Pony" took place during the Dustbowl era.

You may consider extending the time of this lesson so that students can gain depth of knowledge. We have included the following considerations for your students:

- Text dependent questions with sentence starters to support discussion and vocabulary student worksheet
- Text of "Leah's Pony" to use for annotations and finding evidence during "close" reads and text dependent questioning.
- A PowerPoint presentation to activate prior knowledge and review key vocabulary
- A list of online resources to reinforce comprehension of "Leah's Pony"

Text Dependent Questions- Lesson 7

1. Do you think "sunburned soil" is a good description of the land? Use evidence to support your answer.

   Yes, I think "sunburned soil" is a good description of the land because _____.

   OR

   No, I don't think "sunburned soil" is a good description of the land because _____.

2. When Leah bid $1.00 for the tractor, why didn't any of the neighbors try to outbid her? What does this say about the character of the neighbors?

   The neighbors didn't try to outbid her because _____.

   This shows _____.

3. How did Leah's bid change the auction?

   After Leah bid $1, _____.

4. Why was Leah unable to sleep that night?

   Leah was unable to sleep because _____.

5. What can you infer about Mr. B's character from his actions? Provide evidence to support your answer.

   Mr. B is a _____ *man because* _____.

6. What does Mr. B mean when he says "These hard times won't last forever"? How does this connect to the film you watched?

   When Mr. B says, "These hard times won't last forever," he means

   _____. *In the film, it showed* _____

Confusing Words

Word	***Page #***	***Clarified by***
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*
		Teacher *Peer* *Myself*

Lesson 8

Teacher Talk

In lesson 8, the teacher will model an interview for students. Using a Dust Bowl photograph, the teacher will choose a subject, and the students will ask questions. They will use a note-taking guide to write/sketch notes during the interview and then write a journal entry from the subject's point of view. This lesson is heavily scaffolded as the teacher models the process. Students will do this activity in small groups in Lesson 9.

If you find that students need additional support, you may:

- Partner students who are having difficulty with good leaders in the class
- Provide students with the writing frame to support the journal writing task

My Experience with the Dust Bowl

Journal Writing Frame

Date _____

Last night was _____. I _____

_____. This

morning, I ate _____. We are on our

way to _____ because _____

_____. It wasn't easy trying to pack. I brought

_____, but I had to leave

_____behind. We are very lucky because

people have helped along the way. For example, _____

_____. Even with

all of this help, I still am afraid of _____

_____. I wish we

_____. Tomorrow we will

_____. _____

_____

_____I will write more tomorrow. Wish us luck!

My Experience with the Dust Bowl

Journal Writing Frame

July 25, 1935

Last night was awful. I had to sleep in the car squished between my two sisters. One of them drooled all over me! This morning, I ate a piece of bread covered in dirt. Yuck! We are on our way to California because our crops all died in the dust storms. We are hoping dad can find work in California. It wasn't easy trying to pack. I brought the clothes my mom made me pack and my favorite toy car but I had to leave the rest of my toys behind. We are very lucky because neighbors gave us some bread and sandwiches to take on our trip. They knew we didn't have a lot of food. Even with all of this help, I still am afraid of being hungry. I hope dad can find a job so we can start eating like we used to, before the storms hit. I wish we didn't have to leave our farm. I loved it there! Tomorrow we will continue on our journey in our cramped, hot, car. I hope my sisters stop bugging me! I will write more tomorrow. Wish us luck!

Lesson 9

Teacher Talk

In lesson 9, students will participate in an interview/collaborative academic conversation using their interview questions and talk moves from the previous lesson. Students should use their placemats to support the conversation and respond to, build on, and question the subjects.

If you find that students need additional support, you may:

- Prepare students by helping them come up with questions ahead of time, in addition to those provided
- Remind students to use the placemats to support discussion
- Build the skill of paraphrasing and listening by asking students to repeat what other students said
- Guide students who need extra support in a small, teacher-led group
- Use the frame provided in lesson 8 to support journal writing

Lesson 10

Teacher Talk

Lesson 10 is the summative assessment. The objective of this assessment is that students work independently to create a journal entry written from the perspective of one of the children in the photo.

We have also included the following optional considerations for your students:

- You may also replicate the process in a whole group/small group setting (using a different photograph) before assigning the students the project. This allows students to practice and understand the process.
- A list of adjectives that can be used during writing.
- Students may dictate the journal entry to the teacher.
- Students may have additional time to complete their journal entries.

All Kinds of Adjectives

Appearance

- adorable
- attractive
- alluring
- confident
- disheveled
- elegant
- fair
- filthy
- glamorous
- glowing
- handsome
- homely
- lovely
- magnificent
- pleasant
- perfect
- scruffy
- shiny
- slender
- sparkling
- splendid
- vivacious
- wild

Personality

- aggressive
- ambitious
- brave
- bright
- clumsy
- cruel
- cooperative
- diligent
- determined
- fearless
- generous
- helpful
- honest
- jealous
- knowledgeable
- mysterious
- successful
- sincere
- selfish
- talented
- witty
- wise
- zany

Feelings {Positive}

- agreeable
- amused
- brave
- calm
- comfortable
- delightful
- eager
- energetic
- excited
- grateful
- jolly
- jovial
- lively
- proud
- peaceful
- relieved
- silly
- thankful
- thrilled
- victorious
- witty

Feelings {negative}

- anxious
- bewildered
- clumsy
- confused
- defeated
- depressed
- disappointed
- disturbed
- embarrassed
- envious
- fierce
- grumpy
- helpless
- jealous
- nervous
- somber
- sorrowful
- troubled
- vengeful
- weary
- wicked

All Kinds of Adjectives

touch

- flaky
- fluffy
- bumpy
- cuddly
- rough
- damp
- gritty
- smooth

sound

- deafening
- faint
- hissing
- melodic
- purring
- raspy
- screeching
- thundering

taste

- bitter
- fresh
- juicy
- tasteless
- icy
- sticky
- spicy
- greasy

size

- gigantic
- huge
- immense
- massive
- miniature
- petite
- scrawny
- teeny-tiny

shape

- crooked
- curved
- hollow
- narrow
- deep
- flat
- shallow
- chubby

quantity

- abundant
- empty
- multiple
- many
- numerous
- sparse
- heavy
- light

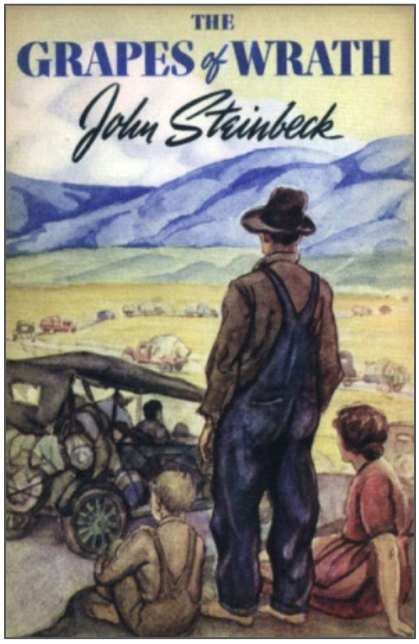
time

- ancient
- brief
- modern
- old-fashioned
- rapid
- swift
- quick
- early

Getting to the Core

3rd Grade Unit of Study

Optional Readworks and OCR Informational Texts



The Grapes of Wrath

John Steinbeck's famous book *The Grapes of Wrath* takes place during the 1930's. The first chapter of the book does not introduce any characters but instead describes the land and sky. Steinbeck describes the soil that is hard and dry. The rain that falls does not soak into the ground but runs off the baked surface. By describing the soil and the weather, Steinbeck sets the mood for the entire book.

Steinbeck's book tells of the struggles of farm workers during the Great Depression. In 1939 his book won the highest honor in journalism, the Pulitzer Prize. It was made into a movie in 1940.

John Ernst Steinbeck, Jr. (February 27, 1902 – December 20, 1968) was an American writer. He is widely known for the Pulitzer Prize-winning novel *The Grapes of Wrath* (1939), *East of Eden* (1952) and the novella *Of Mice and Men* (1937). As the author of twenty-seven books, including sixteen novels, six non-fiction books, and five collections of short stories, Steinbeck received the Nobel Prize for Literature in 1962.

Text Dependent Questions

1. What is unique about chapter 1 of this book?

2. How was this book honored?

The Dust Bowl

In the early 1930's, a part of the central United States was called the Dust Bowl. Wind carried dirt through the air in big clouds called dust storms. There were several reasons for these storms. In the central prairies, too many animals were grazing. Native grasses could not grow back as quickly as they were eaten. Other parts of the prairie were plowed to grow wheat, which could not hold the soil in place as well as the native grasses could. Then came a drought that lasted for seven years. A drought is a long, dry period without rain. As a result of the drought, native crops and grasses died and the land became bare.

Each spring, high winds blew large amounts of soil high into the air, blocking the sun. The soil blew across many miles. It also blew through every crack in the farmers' homes. It was a terrible time for people living on the prairie, and many families were forced to give up their ruined land and look elsewhere for work. The Dust Bowl ended when rains came and the drought was over.

After the Dust Bowl, grazing methods were improved to protect native grasses. Improved farming methods helped hold the soil in place. Because of these changes, the United States has never had another dust bowl.

Text Dependent Questions

1. What were the causes of the Dust Bowl?

_____

_____

_____

_____

_____

_____

_____

2. What were two effects of the drought?

_____

_____

_____

_____

_____

_____

_____

3. When did the Dust Bowl end?

_____

_____

_____

_____

_____

_____

_____

4. What were two positive changes that came as a result of the Dust Bowl?

_____

_____

_____

_____

_____

_____

_____

Twister!

Wild Weather

What do you know about tornadoes?

Pete Turner/Getty Images

Tornado season has started in the United States. A **tornado** is a powerful, spinning wind. It is also known as a twister.

Most tornadoes last fewer than 15 minutes. During that time, a twister can travel across a large area of land and destroy everything in its path.

Steve Bloom Images/Alamy

The strong winds in some tornadoes reach speeds of up to 300 miles per hour. Those winds can toss cars and other objects high into the air.

Tornadoes can happen any time of the year. However, they are most common from March through July.

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Getty Images
A tornado can destroy homes and trees.

How Does a Tornado Form?

Most tornadoes start as thunderstorms. During those storms, heavy rain and lightning are common. Large **hail**, or ball-shaped pieces of ice, may also fall.

Tina Rencelj/Shutterstock

Large thunderstorm clouds appear in the sky. The clouds become dark. Thunder can be heard.

Jim Reed/Getty Images

Warm and cold air meet. Air rises from the ground to the clouds. If the rising air starts to spin, a funnel-shaped cloud can form.

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Jim Reed/Getty Images

The funnel-shaped cloud spins faster. When the bottom of the cloud touches the ground, it becomes a tornado.

A.T. Willett/Getty Images

As the tornado travels across the ground, it picks up anything in its way.

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Name: _____ Date: _____

Directions: Answer the following four questions based on the information in the passage.

1. What is a tornado?

_____

_____

_____

_____

_____

_____

2. When do most tornadoes occur?

_____

_____

_____

_____

_____

_____

3. According to the article, how does a tornado form?

_____

_____

_____

_____

_____

_____

4. What is this passage mostly about?

_____

_____

_____

_____

_____

_____

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Directions: Please read the sentence below and then write the word or phrase that best answers the questions. The first answer has been provided for you.

Between March and July, people can tell that a tornado has been through an area by seeing the destruction that it caused.

Who? people

5. (can do) What?

_____

_____

_____

_____

_____

_____

6. When?

_____

_____

_____

_____

_____

_____

7. How?

_____

_____

_____

_____

_____

_____

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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Tornadoes can happen any time of the year, _____ they are most common from March through July.

A but

B because

C so

Directions: Read the vocabulary word and definition below. Then answer questions 9 and 10.

Vocabulary Word: **weather** (weath · er): description of what the air is like and what it might be carrying such as rain, snow, or clouds.

9. Read the sentences below and underline all forms of the word **weather**.

a. During the winter, the boy looked out the window and saw that the weather was snowy.

b. The thunderstorm caused bad weather with lots of rain and thunder, so the family had to miss their camping trip.

c. It was sunny and very warm outside and the weather was perfect to go swimming.

d. When the weather forecast says it's going to rain, many people don't want to go outside.

e. The weather outside was very cold and cloudy so the students couldn't go outside for recess.

10. Who is dressed for cold weather?

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Teacher Guide and Answer Key

Passage Reading Level: Lexile 610

Featured Text Structure: Descriptive - the writer explains, defines or illustrates a concept or topic

Passage Summary: The passage is focused on tornadoes. It provides information about what a tornado is, how it forms, and the damage that it can cause.

To the Teacher: Read the passage aloud to the class [TIP: while reading aloud, show the passage on a whiteboard or give each student a copy of the passage so they can follow along].

Then, use the text-dependent questions 1-8 to facilitate a whole class discussion to ensure students comprehend the key details from the passage.

Finally, use questions 9-10 to deep teach one important vocabulary word [TIP: you can use the model provided for teaching additional vocabulary].

1. What is a tornado? [Important Detail]

   Suggested answer: A tornado is a powerful, spinning wind, and it is also known as a twister. Most tornadoes only last 15 minutes or less but they can travel across a large area of land and destroy everything in its path. [paragraphs 1, 2, 3]

2. When do most tornadoes occur? [Important Detail]

   Suggested answer: Tornadoes can happen during any time of the year, but most occur between the months of March to July. [paragraph 3]

3. According to the article, how does a tornado form? [Important Detail]

   Suggested answer: The majority of tornadoes start as thunderstorms. First, thunderstorm clouds appear in the sky and people can hear thunder. Then, warm air and cold air meet and create a funnel-shaped cloud. The funnel-shaped cloud spins faster, and when the bottom of the cloud touches the ground, it is a tornado. [paragraphs 5, 6, 7, 8]

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4. What is this passage mostly about? [Main Idea]

   Suggested answer: This passage is mostly about tornadoes and how they form. A tornado is a powerful, spinning wind, and it is also known as a twister.

Directions: Please read the sentence below and then write the word or phrase that best answers the questions. The first answer has been provided for you.

Between March and July, people can tell that a tornado has been through an area by seeing the destruction that it caused.

Who? people

5. (can do) What? **tell that a tornado has been through an area**

6. When? **between March and July**

7. How? **by seeing the destruction that it caused**

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

   Tornadoes can happen any time of the year, _____ they are most common from March through July.

   A but

   B because

   C so

To the Teacher: ReadWorks recommends that you teach this vocabulary word to the whole class out loud using the four steps listed below.

Vocabulary Word: **weather** (weath · er): description of what the air is like and what it might be carrying such as rain, snow, or clouds.

Step 1: Introduce the word

a. Teacher writes the word on the board and divides it into syllables: (weath · er)

b. Teacher says: "This word is weather. What is the word?" [All students reply together out loud: "Weather."]

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Step 2: Provide a child-friendly definition

a. Teacher says: "Weather describes what the air is like and what it might be carrying such as rain, snow, or clouds."

b. Teacher says: "The word 'weather' is used when talking about what the air is like and what the air might be carrying. In this passage, the author discusses how tornadoes are a type of weather."

c. Teacher says: "What is the word?" [All students reply together out loud: "Weather."]

Step 3: Practice the word

Teacher provides examples and additional opportunities to repeat the word. Read the first sentence out loud to your students. Begin reading it again and when you come to the vocabulary word prompt students to say the vocabulary word out loud. Then, finish reading the sentence out loud to your students.

Directions: Read the vocabulary word and definition below. Then answer questions 9 and 10.

Vocabulary Word: **weather** (weath · er): description of what the air is like and what it might be carrying such as rain, snow, or clouds.

9. Read the sentences below and underline all forms of the word **weather**.

a. During the winter, the boy looked out the window and saw that the <u>weather</u> was snowy.

b. The thunderstorm caused bad <u>weather</u> with lots of rain and thunder, so the family had to miss their camping trip.

c. It was sunny and very warm outside and the <u>weather</u> was perfect to go swimming.

d. When the <u>weather</u> forecast says it's going to rain, many people don't want to go outside.

e. The <u>weather</u> outside was very cold and cloudy so the students couldn't go outside for recess.

Step 4: Check for student understanding

To the Teacher: This step can be completed as a whole class activity or as an independent practice.

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10. Who is dressed for cold weather?

Suggested Additional Vocabulary: hail, tornado, thunderstorm

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A Rally Against Poverty

Fifteen-year-old Matthew Hector called on a crowd of 20,000 people to fight world poverty. He was one of many people who spoke out at a recent **rally**[1], or large meeting, in London, England. "We believe the world should be fair, so that everyone has the same opportunity to... have a good life," he said.

AP/Wide World

People who live in poverty do not have enough money, food, and medical care for a healthy life.

The rally launched a worldwide campaign called "Make Poverty History." The goal is to challenge world leaders to end poverty.

People who live in **poverty**[2] do not have enough money, food, and medical care for a healthy life. More than a billion people around the world are poor. About half of those people are children. Many of the poorest countries are in Africa.

One of the most famous speakers at the rally was Nelson Mandela. He is the former president of South Africa. Mandela urged people to help those in need. He said, "While [there is poverty], there is no true freedom."

[1] **rally**: a big gathering of people intended to get them excited about something
[2] **poverty:** condition of being poor.

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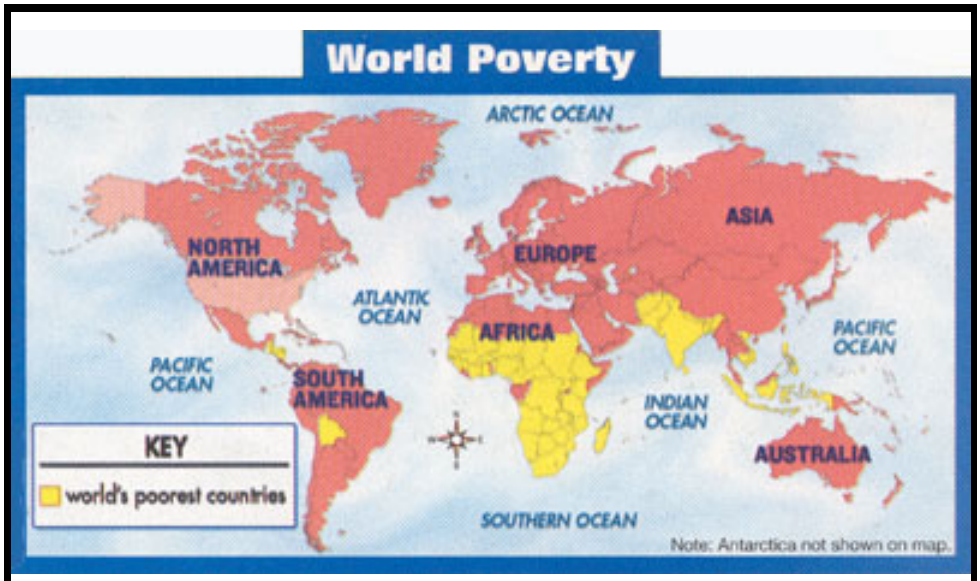

Leigh Haeger

Many of the world's poorest countries are in Africa.

Leading the Way

In his speech, Mandela challenged world leaders not to "look the other way" from the problem of poverty. In July, leaders of the eight wealthiest countries, including the United States, will meet in Scotland. They have promised to take action to end poverty. Mandela and other supporters of "Make Poverty History" hope that world leaders keep their promise.

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Name: _____ Date: _____

"A Rally Against Poverty" Questions

_____ 1. Which do you think best describes Matthew Hector?
a. selfish
b. silly
c. immature
d. caring

_____ 2. What did Nelson Mandela mean when he said, "While there is poverty, there is no true freedom?"
a. People who live in poverty usually go to jail.
b. He thinks that people who live in poverty should go to jail.
c. People who live in poverty are controlled by their need for food, clothing, and shelter.
d. People who are not helping those living in poverty should go to jail.

_____ 3. Matthew Hector spoke in front of 20,000 people. This shows that he is
a. brave.
b. young.
c. loud.
d. poor.

_____ 4. The continent with the most countries living in poverty is
a. Africa.
b. South America.
c. Asia.
d. Europe.

_____ 5. Describe the type of person you think Nelson Mandela is and give examples of why.

_____

_____

_____

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Name: _____ Date: _____

"A Rally Against Poverty" Answer Sheet

C 1. Which do you think best describes Matthew Hector?
a. selfish
b. silly
c. immature
d. caring

FL 2. What did Nelson Mandela mean when he said, "While there is poverty, there is no true freedom?"
a. People who live in poverty usually go to jail.
b. He thinks that people who live in poverty should go to jail.
c. People who live in poverty are controlled by their need for food, clothing, and shelter.
d. People who are not helping those living in poverty should go to jail.

C 3. Matthew Hector spoke in front of 20,000 people. This shows that he is
a. brave.
b. young.
c. loud.
d. poor.

EI 4. The continent with the most countries living in poverty is
a. Africa.
b. South America.
c. Asia.
d. Europe.

C 5. Describe the type of person you think Nelson Mandela is and give examples of why you think so.
Answers will vary but should provide examples from the text supporting the answer.

Suggested Additional Vocabulary: urged, campaign

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Haboob!

One day in 2011, in Phoenix, Arizona, a woman was getting in her car, which was parked in her driveway. Suddenly, her husband ran out of the house. He was waving his arms and yelling.

“Haboob!” he yelled.

Without another word, the woman ran back in her house and shut the front door. The husband and wife stood at their front window. A few minutes later, the sky began to darken. And then, sand began to swirl around the house. Soon, sand and dust were everywhere, blowing all around the house. This lasted for almost an hour.

The woman and her husband were watching a type of dust storm, called a “haboob.” A dust storm is a kind of storm where wind picks up sand and dust from the desert and blows them into the air. Phoenix is built in the middle of the Sonoran Desert. It gets several haboobs every year. Most of these haboobs are very small, but some of them are very big. The large haboob that hit Phoenix in 2011 was more than a mile tall and 50 miles wide. The storms can last for up to three hours.

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Haboobs happen in other countries too. Countries in the northern part of Africa can get long haboobs. If a haboob strikes near a farm, it can cover the farm with dust and sand. This means the farmer can no longer plant crops. Often the farm must be abandoned.

Haboobs may have a funny name, but they can be very dangerous. When a haboob hits, it makes it very difficult to see. If you are outside during a haboob, you may not be able to see more than a few inches in front of you. When a haboob is approaching Phoenix, the local weather stations start broadcasting warnings for people to get off the street. People are told to park their cars, so they don't crash. Airplanes are not allowed to take off from, or land at the Phoenix airport because the pilots cannot see well.

The dust in a haboob can also make people sick. Some of the dust can carry pesticides and toxins. People go inside during a haboob so that they do not inhale the dust. People with pets, like dogs and cats and horses, also bring their animals inside so that they do not get sick.

Weather forecasters are always trying to get better at predicting when a haboob will happen. The sooner they know a haboob is coming, the sooner they can warn people about it. The sooner people are warned about a haboob, the more lives will be saved. This is because more people will be able to get to safety before the haboob strikes.

Paul Fisher and his family have lived in Arizona for more than 20 years. He can remember seeing many haboobs during that time. One time, he was out walking his dog, Jimbo, shortly after he had moved to Phoenix. As he was walking, he looked out at the desert and saw what looked like a big, dark wall. He stared at it for a few minutes. Suddenly, he realized what he was looking at. He grabbed Jimbo and ran back to the house. He was just able to get inside before the storm hit.

"Once you're in a haboob, you never forget it," he said. "It's like a thunderstorm, but instead of rain, all you can see is sand."

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Name: _____ Date: _____

1. What is a haboob?

A A haboob is a tropical rainstorm that forms in the Northern Hemisphere.
B A haboob is a storm that picks up dust and dirt from the desert and blows them into the air.
C A haboob is a type of desert found in the southwest region of America.
D A haboob is a home in Arizona.

2. The author lists different things people do to protect themselves during a haboob. What is one of these things?

A People drive towards the haboob.
B People stay outdoors with their animals.
C People stay indoors.
D People fly away by airplane.

3. In the passage, the author explains that haboobs can damage farms, cause car crashes, and make people and animals sick. Based on this evidence, what conclusion can be drawn?

A Haboobs are fun.
B Haboobs happen all the time.
C You cannot predict when a haboob will come.
D Haboobs can be very dangerous.

4. Paul Fisher was out walking his dog Jimbo in Arizona when he saw a haboob approaching. The passage says that he grabbed Jimbo, ran back to the house, and was able to get inside just before the storm hit. How can Paul's actions best be described?

A inappropriate
B funny
C cautious
D irrational

5. What is the main message of this story?

A It is important to warn people about haboobs so they can avoid the danger.
B Haboobs are a very interesting weather pattern.
C People should never walk their dogs in Arizona.
D It is a bad idea to farm in the desert.

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6. Read the following sentences: "Weather forecasters are always trying to get better at **predicting** when a haboob will happen. The sooner they know a haboob is coming, the sooner they can warn people about it."

As used in the passage, what does the word "**predicting**" mean?

A to say that an event has happened
B to say that an event will happen before it happens
C to say than an event will never happen
D to say that an event has never happened

7. Choose the answer that best completes the sentence below.

During a haboob, it is important to take precautions, _____ staying indoors.

A such as
B but
C finally
D although

8. Haboobs are dangerous. What evidence from the text supports this conclusion?

_____

_____

_____

_____

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9. Why is it important for forecasters to improve their ability to predict haboobs?

_____

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_____

10. The passage teaches readers that warning people about haboobs can protect them and save lives. Explain at least one other lesson this passage provides.

_____

_____

_____

_____

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Teacher Guide & Answers

Passage Reading Level: Lexile 770

1. What is a haboob?

- **A** A haboob is a tropical rainstorm that forms in the Northern Hemisphere.
- **B** **A haboob is a storm that picks up dust and dirt from the desert and blows them into the air.**
- **C** A haboob is a type of desert found in the southwest region of America.
- **D** A haboob is a home in Arizona.

2. The author lists different things people do to protect themselves during a haboob. What is one of these things?

- **A** People drive towards the haboob.
- **B** People stay outdoors with their animals.
- **C** **People stay indoors.**
- **D** People fly away by airplane.

3. In the passage, the author explains that haboobs can damage farms, cause car crashes, and make people and animals sick. Based on this evidence, what conclusion can be drawn?

- **A** Haboobs are fun.
- **B** Haboobs happen all the time.
- **C** You cannot predict when a haboob will come.
- **D** **Haboobs can be very dangerous.**

4. Paul Fisher was out walking his dog Jimbo in Arizona when he saw a haboob approaching. The passage says that he grabbed Jimbo, ran back to the house, and was able to get inside just before the storm hit. How can Paul's actions best be described?

- **A** inappropriate
- **B** funny
- **C** **cautious**
- **D** irrational

5. What is the main message of this story?

- **A** **It is important to warn people about haboobs so they can avoid the danger.**
- **B** Haboobs are a very interesting weather pattern.
- **C** People should never walk their dogs in Arizona.
- **D** It is a bad idea to farm in the desert.

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6. Read the following sentences: "Weather forecasters are always trying to get better at **predicting** when a haboob will happen. The sooner they know a haboob is coming, the sooner they can warn people about it."

As used in the passage, what does the word "**predicting**" mean?

A to say that an event has happened
B **to say that an event will happen before it happens**
C to say than an event will never happen
D to say that an event has never happened

7. Choose the answer that best completes the sentence below.

During a haboob, it is important to take precautions, _____ staying indoors.

A **such as**
B but
C finally
D although

8. Haboobs are dangerous. What evidence from the text supports this conclusion?

Suggested answer: During a haboob, airports do not allow planes to take off or land, people are urged to park their cars to avoid crashing, and people are advised to stay indoors with their animals so they don't breathe in toxic air.

9. Why is it important for forecasters to improve their ability to predict haboobs?

Suggested answer: If forecasters are better able to predict haboobs, they can warn people sooner when one is on its way. This warning will allow people to get to safety and it can save lives.

10. The passage teaches readers that warning people about haboobs can protect them and save lives. Explain at least one other lesson this passage provides.

Suggested answer: Answers may vary and should be supported by the passage. Students may explain that the passage teaches readers it is important to be alert to dangers and to act responsibly to avoid being hurt. Students may support their answer with the example of the husband and wife who took cover in their house after learning a haboob was coming or the example of Paul Fisher who ran into his house with his dog after realizing a haboob was about to hit. Students may also note that people are advised to get off streets, not drive or fly airplanes during haboobs in order to protect themselves.

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Fleeing Goma: Eruption in the Congo

Leigh Haeger

Democratic Republic of the Congo and Goma on the globe

The volcano roared to life, sending lava and smoke high into the air. "First I thought it was thunder when the volcano started to spit the boiling **lava**[1]. The town was covered with smoke, and we could hardly breathe," said one survivor.

The volcano **erupted**[2] in January [2002] near the city of Goma. Goma is located in the Democratic Republic of the Congo, a country in Africa. Lava poured through the city, burning everything in its path.

As the lava and fires spread, people ran with whatever possessions they could carry. Many people fled into the neighboring country of Rwanda. Some children became separated from their families during the panic.

Fire and Loss

At least 40 people are believed to have died in the eruption. About 50 others died later when hot lava caused a fuel tank to explode. The lava also spilled into nearby Lake Kivu, poisoning the waters with deadly gases.

Leigh Haeger

The map shows the area around the city of Goma.

Once the volcano stopped erupting, many people returned to the city. Others stayed away, fearing that the volcano would erupt again at any moment.

[1] **lava:** melted rock coming from a volcano

[2] **erupt:** to burst out or break through a surface; explode

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Many who returned to the city described Goma as a ghost town. "Goma is finished. We have nothing here...and no chance of rebuilding," said one survivor. Government officials say that about 10,000 families lost their homes because of the eruption.

Relief for Goma

The United Nations and the International Red Cross sent medical supplies, food, water, and clothing to Goma last month. They also sent tents, blankets, cots, and building materials.

Emergency workers helped lost children unite with their families.

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Question Sheet

Name: _____ Date: _____

"Fleeing Goma: Eruption in the Congo" Questions

_____ 1. When a survivor said he thought he was hearing thunder, he meant
   a. Goma has many thunderstorms, so a thunderstorm was coming.
   b. the survivor heard a loud noise.
   c. the erupting volcano sounded a lot like thunder.
   d. the volcano erupted during a thunderstorm.

_____ 2. The survivor used the word "spit" to describe the lava
   a. running down the sides of the volcano.
   b. burning people.
   c. quickly shooting up in small amounts.
   d. melting homes.

_____ 3. The water of Lake Kivu is now poisoned because
   a. a fuel tank exploded.
   b. the lava spilled into the water.
   c. about 40 people died from the eruption.
   d. people threw their garbage in the water.

_____ 4. Mount Nyiragongo is _____ of Rwanda.
   a. northeast
   b. northwest
   c. southeast
   d. southwest

_____ 5. One of the survivors described Goma as a "ghost town." What does that mean? Explain.

_____

_____

_____

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Name: _____ Date: _____

"Fleeing Goma: Eruption in the Congo" Answer Sheet

_FL_ 1. When a survivor said he thought he was hearing thunder, he meant
- a. Goma has many thunderstorms, so a thunderstorm was coming.
- b. the survivor heard a loud noise.
- **c. the erupting volcano sounded a lot like thunder.**
- d. the volcano erupted during a thunderstorm.

_FL_ 2. The survivor used the word "spit" to describe the lava
- a. running down the sides of the volcano.
- b. burning people.
- **c. quickly shooting up in small amounts.**
- d. melting homes.

_C/E 3. The water of Lake Kivu is now poisoned because
- a. a fuel tank exploded.
- **b. the lava spilled into the water.**
- c. about 40 people died from the eruption.
- d. people threw their garbage in the water.

_DC_ 4. Mount Nyiragongo is _____ of Rwanda.
- a. northeast
- **b. northwest**
- c. southeast
- d. southwest

_FL_ 5. One of the survivors described Goma as a "ghost town.". What does that mean? Explain.

Answers will vary. "Ghost town" means that the town is deserted and it looks like only ghosts live there now.

Suggested Additional Vocabulary: unite, separate, explode, fuel tank

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Into the Flames

noaa.gov / nih.gov

Firefighters scramble to put out blazing wildfires in the West.

An alarm sounds at the base. **Smoke jumpers** quickly grab their gear. Minutes later they are getting ready to jump out of an airplane. Their parachutes open, and they land near a blazing wildfire.

Smoke jumpers are firefighters with special training. They jump from planes into wildfire areas that are **remote**, or hard to reach. The smoke jumpers carry enough food and water with them to survive for several days.

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Leigh Haeger

During the last few months, smoke jumpers have been busy. It is wildfire season in the western United States. The season began in June and usually lasts until November.

A Very Hot Year

Many wildfires start naturally—either by lightning or by the sun's heat. Other fires are caused by people.

"This year [2005] is unique," wildfire official Rose Davis told *Weekly Reader*. In the Southwest, heavy rain in the early part of the year caused a lot of new grass to grow. The summer was hot and dry. New grass burns quickly when it dries out.

The Northwest is in a **drought**. A drought is a long period of dry weather, with little or no rain. Dry grass and trees catch fire easily.

"A wildfire can spread from 5 acres to 500 acres within an hour or two," smoke jumper Lori Messenger told *Weekly Reader*. "We can get to small, remote fires very fast and put them out while they are still small."

Think About It
What qualities might a person need to become a smoke jumper?

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Question Sheet

Name: _____ Date: _____

"Into the Flames" Questions

_____ 1. What is the main idea of this passage?
- a. Smoke jumpers put out remote wildfires.
- b. Wildfires often happen between the months of June and November.
- c. The western United States have the most wildfires of anywhere in the country.
- d. The northwestern United States have frequent droughts.

_____ 2. Smoke Jumpers are
- a. cigarette smokers.
- b. special athletes.
- c. special firemen.
- d. invisible people.

_____ 3. Smoke Jumpers are like typical firefighters except
- a. they wear special helmets.
- b. they receive lots of training.
- c. they have a dangerous job.
- d. they use parachutes.

_____ 4. Which sentence does not use *drought* correctly?
- a. Because of the lack of rain this year, we are having a severe drought.
- b. The drought of 1999 made farming very difficult in a lot of areas.
- c. During a drought it is important to conserve water.
- d. People often have to evacuate their kitchens during a severe drought.

_____ 5. What does *remote* mean?

_____

_____

_____

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Name: _____ Date: _____

"Into the Flames" Answer Sheet

_MI_ 1. What is the main idea of this passage?

- **a. Smoke jumpers put out remote wildfires.**
- b. Wildfires often happen between the months of June and November.
- c. The western United States have the most wildfires of anywhere in the country.
- d. The northwestern United States have frequent droughts.

ViC 2. Smoke Jumpers are

- a. cigarette smokers.
- b. special athletes.
- **c. special firemen.**
- d. invisible people.

Co/Co 3. Smoke Jumpers are like typical firefighters except

- a. they wear special helmets.
- b. they receive lots of training.
- c. they have a dangerous job.
- **d. they use parachutes.**

ViC 4. Which sentence does not use *drought* correctly?

- a. Because of the lack of rain this year, we are having a severe drought.
- b. The drought of 1999 made farming very difficult in a lot of areas.
- c. During a drought it is important to conserve water.
- **d. People often have to evacuate their kitchens during a sever drought.**

ViC 5. What does *remote* mean?

_____ **Answers will vary. Remote means hard to get to and far away from people.**

Suggested Additional Vocabulary: acre

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Dust Bowl Unit Homework Ideas
Using ReadWorks.org

Article Titles	Grade Level	Lexile
Twister	2nd	610L
Haboob	3rd	770L
The Tornado Drill	3rd	770L
Into the Flames	2nd	800L
Fleeing Goma: Eruption in the Congo	3rd	820L
A Rally Against Poverty	3rd	830L
The Grapes of Wrath	4th	880L
The Dust Bowl	4th	890L
A Growing State	4th	950L

Weekly Homework Ideas

Choose one article for the week. Select from the list of possibilities below for your nightly homework. Each night, students will go back to the same piece of text to reread with a different purpose.

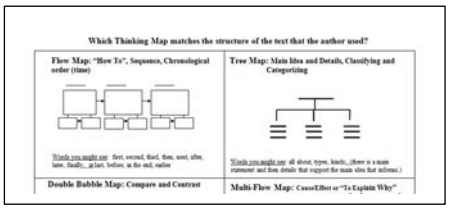
- Read the article independently, underlining any difficult words. Circle 2-3 important words that tell the main idea. Write a brief, 2-3 sentence paragraph explaining why you think those words tell the main idea of the text.
- Highlight or color all of the nouns yellow and verbs green. Organize them onto a Categorizing/Tree Map.
- Using your Noun/Verb Categorizing Map, try to find more vivid verbs that are synonyms using a dictionary or thesaurus.
- Make an Analogy/Bridge Map of all of the verbs you found in the article. Your Relating Factor is: *is the past tense of*. The verbs from the article will go on

the top of the Analogy/Bridge Map. You will write the present tense form of the word below.

Example: heard ^ invented R.F. *is the past tense of*

hear invent

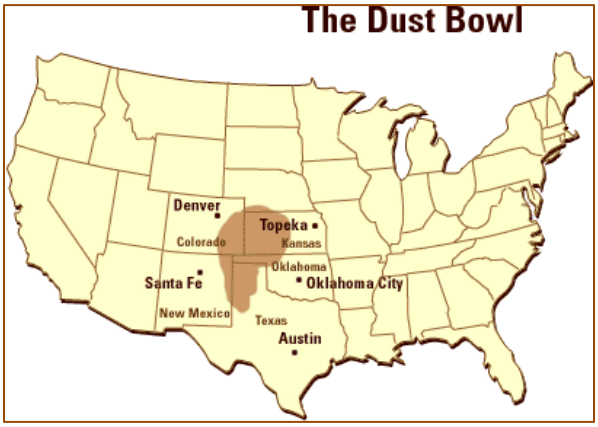
- Look at the Thinking Maps Resource page. How is the text organized? Which map would you use based on how it is organized? Put your information on the appropriate map.



Example:
If the article is written in chronological order, I would put my information on a

- Rewrite one paragraph and change the point of view from third person to first person.
- How does this article relate to our big idea, "*Hardships can build strength of character.*"? Write a paragraph explaining the connection you have made.
- Write a summary of the article using your Thinking Map.
- Answer the ReadWorks questions.

A Growing State



In the 1930's, many Americans lost their jobs and homes during the Great Depression. But the people of the Great Plains had another problem- a long drought. Plowing and cattle grazing had removed the natural grasses. Without rain, the soil dried up and blew away in dust storms. Because dust covered nearly everything, the area was known as the Dust Bowl.

The federal government helped some farmers of the Dust Bowl by teaching them to plant crops to hold the soil in place. The government also taught farmers how to plow fields to decrease erosion. But education alone wasn't enough for many farmers, who put all they owned in a car or truck and left for the Plains to find work in California.

After they arrived in California, many farmers lived in crowded camps. Many Californians did not welcome the large numbers of newcomers, most of whom were poor and jobless. Eventually California's government passed laws designed to keep poorer people from entering the state. These laws later were abolished, and more people came to California. In the late 1930's and 1940's during the time of World War II, people came to California to build airplanes and ships. By the early 1960's California's population was the highest of any state in the nation.

Text Dependent Questions

1. What happened during the Great Depression?

_____

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2. Do you think the Dust Bowl was a good name for this area? Cite evidence from the text to support your claim.

_____

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3. How did the government help farmers?

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4. How did Californians feel about people coming to their state?
Why did people come to California? Cite evidence from the text

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The Tornado Drill

The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn't understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That's why they put their hands over their necks, to protect it in case something sharp fell.

Molly had just joined the class, and sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.

It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. "Scaredy cat!" he said. Molly laughed at him. "I wasn't scared," she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

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Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they had hurricane drills instead of tornado or earthquake drills. One time the weather forecaster on the morning news had said that school was closed completely that day because there was probably going to be a hurricane.

Jonas had cousins in Minnesota. They told him that they had had three days in a row with no school because it wouldn't stop snowing. There had even been hail that had broken the windshield of their car. But they had known about it from the weather forecaster the day before.

"That's why earthquakes are way scarier than tornados or hurricanes or snowstorms," Molly said. "The weather forecaster can probably tell you if a tornado or hurricane will come. With earthquakes you never know."

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Name: _____ Date: _____

1. What do students do during a tornado drill?

A go into the basement
B go into the hall and curl up in a ball
C hide under their desks
D stay home from school

2. What is the setting of this story?

A a classroom in Oklahoma
B a classroom in California
C a classroom in Florida
D a classroom in Minnesota

3. Read the following sentences: "Molly had just joined the class, and sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall."

Based on the evidence above, what conclusion can be made?

A Molly did not know it was a tornado drill at first.
B Jonas didn't know what to do in a tornado drill.
C Molly was hiding from Jonas because she felt shy.
D The teacher forgot about Molly during the drill.

4. Based on the story, what conclusion can be made about emergency drills?

A Emergency drills are different depending on the different weather.
B All emergency drills are the same.
C Emergency drills are different depending on the different school districts.
D Emergency drills are different depending on the different countries.

5. What is this story mainly about?

A the proper procedures for tornado drills
B the differences between Oklahoma and California culture
C the best way to make new students feel welcome at school
D the different ways people respond to weather across the US

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6. Read the following sentences: "Jonas had cousins in Minnesota. They told him that they had had three days in a row with no school because it wouldn't stop snowing. There had even been hail that had broken the windshield of their car. But they had known about it from the weather **forecaster** the day before. "

As used in the passage, what does the word "**forecaster**" mean?

A someone who reports breaking news stories on TV
B someone who makes predictions of the future
C someone who gives people instructions for drills
D someone who is an expert on snow

7. Choose the answer that best completes the sentence below.

The weather forecaster can probably tell you if a tornado or hurricane will come. _____, with earthquakes you never know.

A Actually
B On the other hand
C Finally
D For example

8. Why did Molly hide under her desk during the tornado drill instead of going into the hall like Jonas?

_____

_____

_____

_____

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9. Students in Oklahoma, California, Florida and Minnesota all have different ways of responding to weather in their areas. What evidence from the text supports this conclusion?

_____

_____

_____

_____

10. Why is it important to know what kind of weather is coming into your area? Use information from the story to support your answer.

_____

_____

_____

_____

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Teacher Guide & Answers

Passage Reading Level: Lexile 770

1. What do students do during a tornado drill?

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- **A** a classroom in Oklahoma
- **B** **a classroom in California**
- **C** a classroom in Florida
- **D** a classroom in Minnesota

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Based on the evidence above, what conclusion can be made?

- **A** **Molly did not know it was a tornado drill at first.**
- **B** Jonas didn't know what to do in a tornado drill.
- **C** Molly was hiding from Jonas because she felt shy.
- **D** The teacher forgot about Molly during the drill.

4. Based on the story, what conclusion can be made about emergency drills?

- **A** **Emergency drills are different depending on the different weather.**
- **B** All emergency drills are the same.
- **C** Emergency drills are different depending on the different school districts.
- **D** Emergency drills are different depending on the different countries.

5. What is this story mainly about?

- **A** the proper procedures for tornado drills
- **B** the differences between Oklahoma and California culture
- **C** the best way to make new students feel welcome at school
- **D** **the different ways people respond to weather across the US**

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- **C** someone who gives people instructions for drills
- **D** someone who is an expert on snow

7. Choose the answer that best completes the sentence below.

The weather forecaster can probably tell you if a tornado or hurricane will come. _____, with earthquakes you never know.

- **A** Actually
- **B** **On the other hand**
- **C** Finally
- **D** For example

8. Why did Molly hide under her desk during the tornado drill instead of going into the hall like Jonas?

Suggested answer: Molly had just moved to Oklahoma from California. In school in California, when the alarm went off it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk. So Molly though they were having an earthquake drill.

9. Students in Oklahoma, California, Florida and Minnesota all have different ways of responding to weather in their areas. What evidence from the text supports this conclusion?

Suggested answer: Students in Oklahoma participate in tornado drills. Students in California participate in earthquake drills. Students in Florida participate in hurricane drills. And students in Minnesota have to stay home when it snows.

10. Why is it important to know what kind of weather is coming into your area? Use information from the story to support your answer.

Suggested answer: Answers may vary and should be supported by the text. Students should indicate it is important to know what kind of weather is coming into your area so you are able to take the necessary precautions. For example, as the different students in the story experienced, different weather calls for different emergency drills at school or a cancellation of the school day.

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