



Getting to the Core



3rd

Grade Unit of Study



Imagination



Third Grade Imagination

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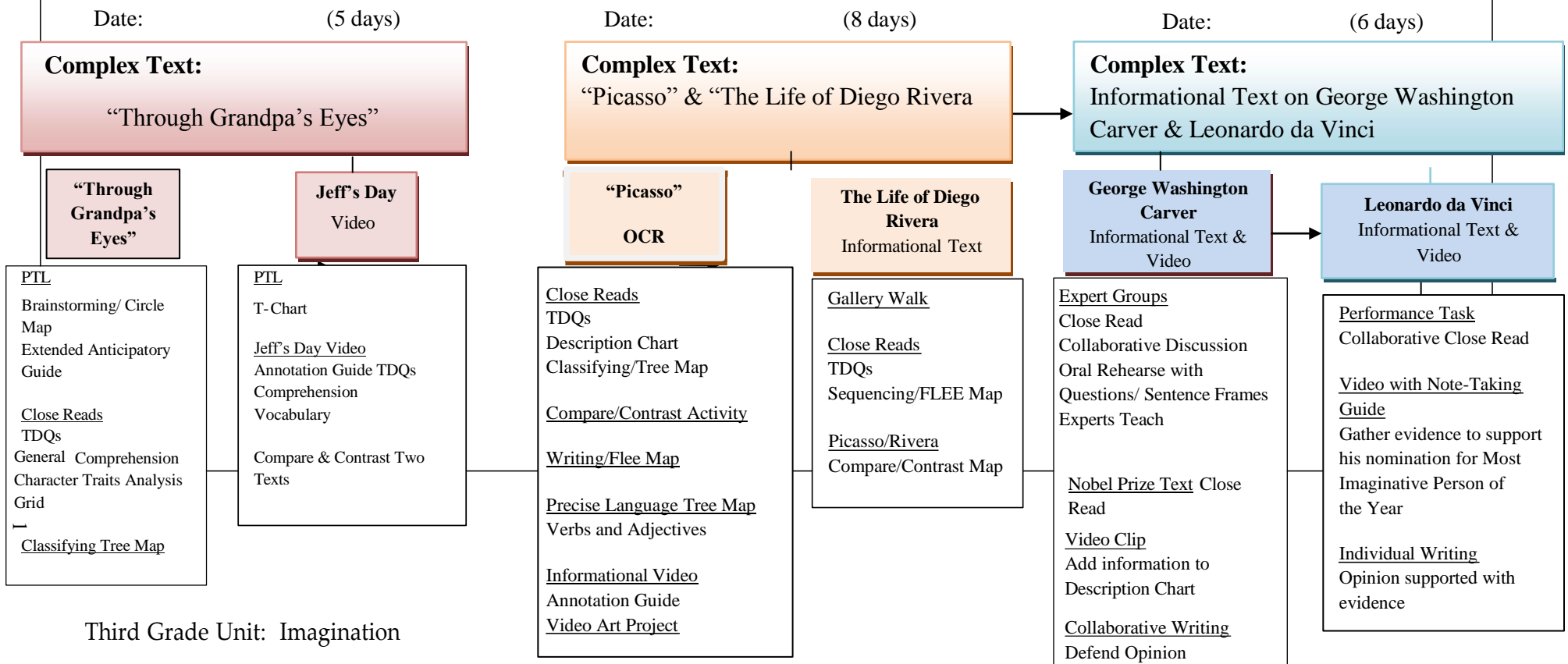
Third Grade Imagination (continued)

Pages	Description
94	Leonardo da Vinci Art Project
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Santa Ana Unified School District Common Core Unit Planner-Literacy

Unit Title:	Imagination Unit 3	
Grade Level/Course:	3rd ELA	Duration: 4 Weeks
Performance Task	Students will read an article and watch a video on Leonardo da Vinci to write a persuasive speech explaining why he should earn the award for Most Imaginative Person of the Year. Students will need to cite evidence from the video and the article to justify their opinion.	
Big Idea (Enduring Understandings):	Imagination can be the start of something new.	
Essential Questions:	<ul style="list-style-type: none"> • How can imagination enrich our lives? • How can imagination help you accomplish great things? • How is imagination powerful? 	

Instructional Activities: Activities/Tasks



21st Century Skills:	Learning and Innovation: <input checked="" type="checkbox"/> Critical Thinking & Problem Solving <input checked="" type="checkbox"/> Communication & Collaboration <input checked="" type="checkbox"/> Creativity & Innovation Information, Media and Technology: <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Information, Communications & Technology Literacy		
Essential Academic Language:	Tier II: bannister, sculpture, bow, character trait, tactile feedback, fully sighted, derive, cue style, biography, period, mood, controversial, portrait, originality, inspired, illiterate, influence, experimented, exposed, encouraged indigenous, thrive, ill dedicated, protein, restore, segregated, rotate	Tier III: Braille, cello Cubism Canvas, fresco sketch, renowned botany, plantation, biology	
What pre-assessment will be given? A Defining in Context/Circle Map on imagination will be used to assess students' general understanding of the BIG IDEA and essential questions related to imagination. Using an Extended Anticipatory Guide, students will also share their opinions about whether they agree or disagree with statements related to imagination and give reason(s) for their opinion.		How will pre-assessment guide instruction? Pre-assessment will be used to: Determine if students have an understanding of the breadth of the term, "Imagination". Determine if students have the language and abilities to defend, or provide reasons for their views.	
Content Standards		Assessment of Standards (include formative and summative)	
Life Science 3- Adaptations in physical structure or behavior may improve an organism's chance for survival.		F: Students will reflect on the connection between a blind person's behavioral adaptations and an animal's adaptations to their environments.	
Common Core Learning Standards Taught and Assessed <i>(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.)</i>		What assessment(s) will be utilized for this unit? <i>(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.)</i>	What does the assessment tell us?

<p>Bundled Reading Literature Standard(s): RL1. Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. RL3. Describe characters in a story and explain how their actions contribute to the sequence of events. RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral RL6. Distinguish their own point of view from that of the narrator or those of the characters RL7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p>	<p>F: Teacher observation and student response</p> <ul style="list-style-type: none"> • Text Dependent Questions • Point of View <p>F: Character analysis supported with evidence from the text</p>	<p>Are students able to closely read to determine character traits and support with evidence from the text?</p> <p>Are students able to use context clues to derive meaning?</p>
<p>Bundled Reading Informational Text Standard(s): RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. RI 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. RI 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. RI 5. Use text features and search tools to locate information relevant to a given topic efficiently. RI 6. Distinguish their own point of view from that of the author of a text. RI 7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI 8. Describe the logical connection between particular sentences and paragraphs in a text. RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic. RI 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.</p>	<p>F: Teacher observation and student response</p> <ul style="list-style-type: none"> • Collaborative Discussions • Text Dependent Questions • Thinking Maps • Description Chart • Annotation/Note-Taking Guides • Writing (both collaborative and independent) <p>F: Students collaboratively derive word meaning from visual and audio clues through multiple viewings of a video clip.</p> <p>S. Students will read informational text and view a video forming an opinion based on information from the texts. (See Writing)</p>	<p>Are students able to read closely to determine main idea and details?</p> <p>Do student responses give evidence of a general understanding?</p> <p>Are students able to make connections between the subject and the historical effect of their contributions?</p> <p>Can students derive the meaning of words through visual and auditory clues?</p> <p>Are students able to form a reasonable opinion based on information from text?</p>

<p>Bundled Foundational Skill(s) Standard(s): (K-5) RF 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.</p>	<p>F: Teacher observation of collaborative groups</p>	<p>Are students able to read fluently and extract important information from the text?</p>
<p>Common Core Learning Standards Taught and Assessed <i>(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.)</i></p>	<p>What assessment(s) will be utilized for this unit? <i>(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.)</i></p>	<p>What does the assessment tell us?</p>
<p>Bundled Writing Standard(s): W 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 to connect opinion and reasons. d. Provide a concluding statement or section. W 2. Write informative/explanatory text 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, definitions, and details. c. Provide a concluding statement or section W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>F: Teacher observation and student response</p> <ul style="list-style-type: none"> • Thinking Maps • Annotation and Note-taking Guides • Character Analysis Grid • Description Chart • Writing (both collaborative and independent) <p>S: Students will read informational text and view a video forming an opinion based on information from the texts. They will write a persuasive speech based on that opinion, citing evidence to support/defend.</p>	<p>Are students able to obtain and organize information from complex text and visual media for the purpose of writing informational/explanatory text?</p> <p>Are they able to support their opinions with evidence?</p>
<p>Bundled Speaking and Listening Standard (s): SL.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.</p>	<p>F. Teacher Evaluation of student speaking and listening during:</p> <ul style="list-style-type: none"> • Think, Pair, and Share • Expert Groups • Video Clips • Collaborative Discussions 	<p>Are students able to repeat/paraphrase comments made by peers in collaborative discussions?</p>

<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.4. Report on topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<p>Are students able to complete video annotation guides?</p>
<p>Bundled Language Standard(s):</p> <p>L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>k. Use reciprocal pronouns correctly.</p> <p>L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>L 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</p> <p>L 5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p>L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>F: Teacher observation and student response</p> <ul style="list-style-type: none"> • Thinking Maps • Annotation and Note-taking Guides • Character Analysis Grid • Description Chart • Writing (both collaborative and independent) 	<p>Are students able to demonstrate a command of the conventions of standard English grammar in their writing and speaking?</p>

Resources/ Materials:	<p>Complex Texts to be used: “Through Grandpa’s Eyes” (OCR), “Picasso” (OCR), “The Life of Diego Rivera,” “George Washington Carver Biography,” “Leonardo da Vinci: Famous Artist and Scientist”</p> <p>Informational Text(s) Titles: “Picasso” (OCR), “The Life of Diego Rivera”, “George Washington Carver Biography”, “Leonardo da Vinci: Famous Artist and Scientist”</p> <p>Literature Titles: “Through Grandpa’s Eyes” (OCR)</p> <p>Primary Sources: Jeff’s Day Video, Picasso Video, <i>Lifework of Picasso</i> PowerPoint (photographs and artwork), Picasso Art video, <i>The Life of Diego Rivera</i> PowerPoint (photographs and artwork), Carver video, da Vinci video</p> <p>Media/Technology: Videos, PowerPoints</p>	
Interdisciplinary Connections:	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</p> <p>This unit uses several videos and four biographies as primary sources, as well as pictures of Picasso and Rivera’s paintings. Art and its history are interwoven in this unit, especially in Week 2 connected to Picasso and Rivera, with a culminating art project. Science, although not a focus, is placed in the Through Grandpa’s Eyes week by reviewing what students learned in the previous Adaptations Unit 2 and connecting that learning to new learning.</p>	
Differentiated Instruction:	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <ul style="list-style-type: none"> • Thinking Maps/Description Charts to organize information • Linguistic patterns for oral and written responses • Collaborative and partner grouping • Building background knowledge • Explicit teaching of vocabulary within context 	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs- See Special Ed. Appendix</p> <p>GATE- Students are asked to summarize videos and/or texts, and do tasks on their own with less guidance (for example they can create their own Thinking Maps). They can also give the optional speech from the Performance Task.</p>

SAUSD Common Core Lesson Planner

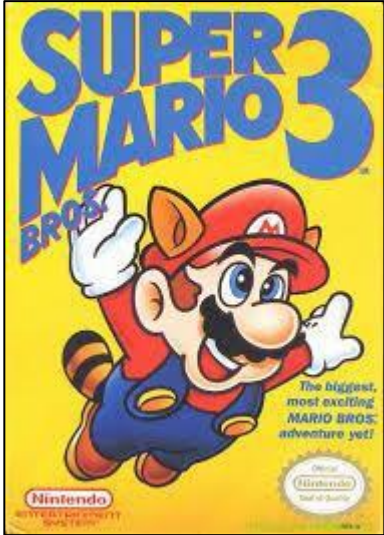
Unit: Lesson: Preparing the Learner		Grade Level/Course: Third Grade	Duration: 30 - 45 minutes
Common Core and Content Standards		<p>Writing Standards: W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Speaking and Listening Standards: SL1. Engage effectively 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. SL6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
Materials/Resources/Lesson Preparation		Teacher Resource PowerPoint Preparing the Learner Anticipatory Guide (Student Learning Journal p. 1) Butcher paper for whole class Defining in Context/Circle Map Big Idea and Essential Questions (posted in the room) Talking Sticks-one per group (optional)	
Objectives		Content: Students will form an opinion about statements related to imagination and support their opinion with reasons.	Language: Students will orally state the reason for their opinions and respond to someone else's opinion in complete sentences.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input type="checkbox"/> Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		opinion agree disagree	

	STUDENTS FIGURE OUT THE MEANING	
Pre-teaching Considerations	<p>Overview: During this unit, students will be exploring the theme of Imagination from multiple perspectives: a blind person, three famous artists, and a famous scientist/inventor.</p> <p>Performance Task: As you teach this unit, please keep in mind that the performance task students will be required to perform in Week 4 is learning how to use reasons to support their opinions by using evidence from videos and readings. This is central to the performance task.</p> <p>Vocabulary: In each lesson, pay special attention to the vocabulary section and directly teach students how to use apposition, context clues, and word structure to figure out the meaning of words on their own. If that is not possible, provide quick step-asides.</p>	
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery		
Instructional Methods	<p>Check method(s) used in the lesson:</p> <p><input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection</p>	
Lesson Continuum	Lesson Opening	<p>Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives</p> <p>Think-Pair-Share: Brainstorm: <i>In groups of four, look at these pictures on the PowerPoint. What connections can you make between the word “imagination” and the items on this slide? What ideas come to your mind when you think about the word “Imagination”? I’ll give you one minute to ponder the question.</i></p> <p>Write their ideas on the Whole Class Defining in Context/Circle Map with the word “Imagination” in the center..</p> <p>Big Idea/Essential Questions: Have students read: Big Idea: Imagination can be the start of something new. Essential Questions: How does imagination enrich our lives? Does imagination ever play a harmful or negative role? How can imagination help you to accomplish great things? How is imagination powerful? <i>In this unit, we will be exploring what this means and discussing the answers to these questions over the next few weeks.</i></p>
	Lesson Sequence	<p>Extended Anticipatory Guide: Student Learning Journal p. 1 <i>I will read each statement on the Anticipatory Guide to you. As I read, check “Agree” or “Disagree” based on your opinion of the statement.</i></p> <p>Have student partners determine who will be Partner A and Partner B.</p> <p>Model the Partner Procedure: Emphasize the importance of speaking in complete sentences using the sentence frames provided at the bottom of the Extended Anticipatory Guide. Review the discussion norms.</p>
		<p>Differentiated Instruction:</p> <p>English Learners: ELLs may need to be reminded what “agree” and “disagree” mean. Ask a student to explain what these mean, or give an example before doing this worksheet You may want to post the agree/disagree sentence frame from the bottom of page 1 in the Student Learning Journal.</p>

	<ol style="list-style-type: none"> 1. Partner A reads statement 1 and Partner B says, “I agree/disagree with that statement because....” 2. Partner A responds to Partner B by using the sentence frames provided. 3. Roles are reversed for statement 2. Partner B reads the statement and Partner A responds, “I agree/disagree with that statement because ...” 4. Partner B responds to Partner A’s response. 5. Repeat this procedure with all statements. <p>Teacher Note: This is a great time to give specific feedback to the partner behaviors that you want to reinforce. Try to give three positives to every one negative.</p>	<p>Special Needs: See Special Ed Appendix</p> <p>Accelerated Learners:</p>
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		



What connections can you make between these pictures and the word, "imagination"?



Imagination - Preparing the Learner

Extended Anticipatory Guide			
Statements	Opinion		What I learned from the text:
	Agree	Disagree	
Some paintings are controversial, causing argument.			
People use their imaginations throughout their lives.			
Imagination can help people with special needs.			
Using your imagination to create something requires discipline, hard work.			
Using your imagination can cause problems.			
All art in a museum is aesthetically pleasing, nice to look at.			

Language for Agreeing	Language for Disagreeing
I agree with the statement _____ 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 _____ because _____. I have a different opinion, I believe _____.

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 1	Grade Level/Course: Third	Duration: 120 minutes (over 2 days)	
Common Core and Content Standards	<p>Reading Literature: RL1. Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers. RL2. 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. RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral. RL6. Distinguish their own point of view from that of the narrator or those of the characters. RL7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p> <p>Writing: W8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Language: L1. 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. L5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p>		
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint Open Court Anthology, “Through Grandpa’s Eyes” Linguistic Frames (Student Learning Journal p. 2) <i>Using Grandpa’s Senses</i> Classifying/Tree Map (Student Learning Journal p. 3) Stop and Jot (Student Learning Journal p. 4)		
Objectives	Content: Students will categorize information from the text and cite evidence to support the categorization.	Language: Students will collaboratively complete a Classifying/Tree Map categorizing how Grandpa used his senses to “see” and cite evidence in the text to support it.	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures		
Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary		
Academic Vocabulary (Tier II & Tier III) TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING
	p. 203 sharps and flats p. 205 clay		p. 198 carved p. 201 violets, peonies, carnations, marigolds p. 204 sculpt, splinters p. 211 sternly

	STUDENTS FIGURE OUT THE MEANING	<p>p. 198 blind, burrow, exercises</p> <p>p. 200 banister (picture)</p> <p>p. 203 cellos (picture)</p> <p>p. 203 bow (picture)</p> <p>p. 205 clay (picture)</p> <p>p. 205 sculpture (picture and word structure)</p> <p>p. 208 honkers (picture and context)</p> <p>p. 209 rim</p>	<p>p. 204 imitating (context)</p> <p>p. 206 meadow grasses (picture)</p> <p>p. 209 Braille (apposition)</p>
Pre-teaching Considerations		Collaborative Academic Conversation norms and procedures	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	<p><u>Preparing the Learner</u> Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives Review Big Idea and Essential Questions</p> <p><i>Close your eyes. This is what it is like for people who are visually impaired, or cannot see. What do you notice when your eyes are closed, compared to when they are open?</i> Share out a few responses.</p> <p>Show the <i>Listen Up</i> PowerPoint in the Teacher Resource PowerPoint) to help students use their sense of hearing. Teacher Note: The volume on your computer should be up. You may click on the sound symbol as many times as you want to hear the sound. The next slide will show a picture of where the sound came from.</p> <p><i>Today, we will begin reading a story about a boy who tries to imagine that he is visually impaired, like his grandfather.</i></p>	
	Lesson Sequence	<p><u>Interacting With The Text</u> Unencumbered First Read: (read the entire text without stopping) Open Court Anthology pp. 198-211 Select one of the following based on the level of your students.</p> <ul style="list-style-type: none"> • Have students read "Through Grandpa's Eyes" independently • Read it with a partner • Read it aloud to them <p>Set a Purpose: <i>As you read the story, "Through Grandpa's Eyes", think about why the author chose this title.</i></p> <p>When finished with the unencumbered read, ask students, <i>Why do you think the author chose the title, "Through Grandpa's Eyes"?</i></p>	Differentiated Instruction:

Second Read: Chunking the Text with Text Dependent Questions
These questions have been chunked by setting/event. Students are required to cite evidence from the text for each answer.

Think-Pair-Share:

Give students time to reread and think

Option: For more accountability, students can “Stop and Jot” before discussing their answer.

Discuss their answer with a partner or group

Share whole class

Pages 198-199

What causes Grandpa to wake up? He feels the sun on his face.

How is that different from the way that the storyteller wakes up?
The light of the sun wakes him.

Who is telling the story? How do you know? John; Grandpa called him that. (Address first person pronouns)

How did John know that Grandma was in the kitchen making breakfast? He only knew where she was after Grandpa told him to close his eyes, and then he heard banging pots and running water.

Pages 200-202

How do John and Grandpa use their sense of smell? They use it to identify flowers and food; they also use it to play guessing games.

How does Grandpa know where his food is on his plate? The food on his plate represents a clock.

Pages 203

What is the major difference between how John and Grandpa learn music? John reads music and Grandpa listens to music to learn.

Stop and Jot (Student Learning Journal p. 4):

In your group, summarize the main idea of the first half of the story in one sentence. Add two more sentences that support your main idea with details from the story. You will have five minutes to do this.

Place 2-3 group summaries under the document camera for the opportunity to :

Evaluate the accuracy of the summary sentence and supporting details.

Edit and provide mini-lessons on grammar, punctuation, and spelling as needed.

English Learners:

You may provide the following sentence frames:

_____heard _____,
therefore he knew _____.

When _____ felt _____, he
knew _____.

_____felt _____, so he
knew _____.

_____smelled _____,
therefore he knew _____.

I know _____ because on page
_____, it says _____.

Special Needs:

See Special Ed Appendix

Accelerated Learners:

Day 2

Second Read Continued: Chunking the Text with Text Dependent Questions

Students are required to cite evidence for each answer.

Pages 204-205

Contrast the way that Grandpa and John “see” the sculpture. John uses his eyes and Grandpa uses his fingers.

Explain what the author means by, “Pretend your fingers are water.” His fingers should flow over the contours of the sculpture.

Pages 206-208

What inference can you make about Grandpa’s senses? Cite three examples from the text that support your inference.

Grandpa’s senses are more developed than John’s.

- a. Touch: south wind, meadow grasses and hair against face blow
- b. Hear: bird calls, bird song, honkers,
- c. Smell: hot bread, spice tea, paint

Pages 209-211

How does Grandpa use his sense of touch? He uses it to help him fill his teacup, to feel if the dishes are clean and/or dry, and to read his Braille books. He knows that John needs a haircut.

How does Grandpa use his sense of hearing to understand what’s happening on the television? He listens to the music and the words because they tell him when something is dangerous, funny, happy, or sad.

The author says that Grandma speaks sternly but her voice smiles to John. What does that mean? Even though her voice sounds stern, there is love in it.

Based on Grandpa’s actions in the text, do you think he could make his own breakfast if Grandma wasn’t home? Explain your thinking.

Answers will vary, but focus on Grandpa’s abilities.

After reading entire story:

How did the author help you understand, “Grandpa...has his own way of seeing”? What message did the author want you to understand? Based on the answers to previous questions, students should understand that Grandpa used his other senses to interpret the world around him. The author wants us to understand that there is more than one way to view the world.

	<p>Classifying Map/Tree Map: <i>Grandpa's Senses</i>, (Student Learning Journal p. 3)</p> <p>Students will work in groups and use the Map to categorize the many ways Grandpa used his senses to get information about his world.</p> <ul style="list-style-type: none"> • Model how to fill out the map. Example: Under the hand icon write, “sun warms him p. 198” (He used the sense of touch) • Give students time to gather evidence from the text and fill in the Classifying Tree Map • Share out: Project their maps on the screen, emphasizing how good evidence was cited. Encourage students to speak in complete sentences. <p><u>Extending Understanding</u></p> <p>Reflection (Reflection pages are added in the back of the Student Learning Journal):</p> <p>Add any new ideas to the Brainstorming/Circle Map.</p> <p>How does this connect to our Big Idea, “Imagination can be the start of something new.”?</p> <p>What essential questions can be answered based on our reading, “Through Grandpa’s Eyes”?</p>	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 2		Grade Level/Course: 3 rd ELA	Duration: 60 min.
Common Core and Content Standards		<p>Content Standards:</p> <p>Reading Literature Standards:</p> <p>RL1. Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p>RL3. Describe characters in a story and explain how their actions contribute to the sequence of events. RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral.</p> <p>RL6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p> <p>Speaking and Listening:</p> <p>SL1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <p>Language:</p> <p>L1. Demonstrate command of conventions of standard English grammar and usage when writing and speaking.</p> <p>Writing:</p> <p>W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
Materials/ Resources/ Lesson Preparation		<p>Teacher Resource PowerPoint</p> <p>Open Court Anthology, “Through Grandpa’s Eyes”</p> <p>Character Trait List (Student Learning Journal p. 5) & Character Analysis Grid (Student Learning Journal p.6)</p> <p>“Through Grandpa's Eyes” Point of View (Student Learning Journal p. 7)</p>	
Objectives		<p>Content:</p> <p>Students will read the story to obtain specific information about a character in the story and use evidence to support the character traits.</p>	<p>Language:</p> <p>Students will complete a Character Analysis Grid that includes character traits, citing evidence from the text to support their character analysis.</p> <p>Students will rewrite an event in the story from a different point of view.</p>
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		<p>first person narrative</p> <p>character trait</p>	

	STUDENTS FIGURE OUT THE MEANING			
Pre-teaching Considerations		<p>Note: Release of Responsibility Protocol has been embedded into unit lessons:</p> <p>I Do We Do You Do Together You Do Alone Collaborative Academic Conversation Norms</p>		
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery				
Instructional Methods		<p>Check method(s) used in the lesson:</p> <p><input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection</p>		
Lesson Continuum	Lesson Opening	<p>Preparing the Learner</p> <p>Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives Review the Big Idea</p> <p>Review first person narrative. <i>When someone tells a story in their own words, we call that a first person narrative. Let's look back in our anthology and see if there are other first person narratives that we have read this year.</i></p>		
	Lesson Sequence	<p>Interacting with the Text</p> <p>Third Read <i>The purpose of our third read today is to find specific information about one of the characters in the story. When I choose a word to describe a character, that word is called a character trait.</i></p> <p>Teacher Model: I Do <i>I will focus on the character of John as I work on my third read. As I reread the story, I will take notes on my Character Analysis Grid to help me organize my thoughts.</i></p> <p>Use the Character Analysis Grid and the Character Trait list to model for the students. (Student Learning Journal pp.5-6)</p> <p><i>After reading the story two times, I believe that John is curious. I am going to reread the text a third time and look for examples that support the character trait, curious.</i></p> <p><i>On page 198, it says.... Explain your thinking and write the answer on the Character Analysis Grid as students copy the same information onto their grid.</i></p> <p>Example:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Name: John Trait: curious</td> <td style="width: 50%;">Pg. 198 "But Grandpa's house is my favorite because I see it through Grandpa's eyes." He copies everything his Grandpa does like exercising, smelling flowers and playing the cello.</td> </tr> </table>	Name: John Trait: curious	Pg. 198 "But Grandpa's house is my favorite because I see it through Grandpa's eyes." He copies everything his Grandpa does like exercising, smelling flowers and playing the cello.
Name: John Trait: curious	Pg. 198 "But Grandpa's house is my favorite because I see it through Grandpa's eyes." He copies everything his Grandpa does like exercising, smelling flowers and playing the cello.			

Guided Instruction: We Do Together

Now we are going to do another character trait together. I also believe that John is sensitive. With your partner (or with your group), go back to the text to find evidence to support this trait.
Have students/groups share their answer and write the evidence on the grid.

Example:

Name: John Trait: sensitive	Pg. 210 “But by mistake, he turns it (the light) on instead. I lie for a moment after he’s gone, smiling, before I get up to turn out the light.” John didn’t tell him that he made a mistake. He was sensitive to his grandpa’s feelings.
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Collaboration: You Do Together-Think-Pair-Share

Now it’s your turn. Think about the character of Grandpa and choose a trait/word from the Character Traits list (Student Learning Journal p. 5) that could be used to describe him. With your partner (or group), you will add your trait and evidence that describes Grandpa to the Character Analysis Grid. Evidence could be a quote or an action that supports your trait. Remember to write the page number where you found your evidence.
As students share whole group, encourage them to add new information or edit their grid.

Independent: You Do Alone

Now you are going to do one on your own. You may choose either Grandpa or John and a character trait that has not been done. You will go back to the text to find evidence that supports that character trait. Fill in the last section of the Character Analysis Grid and be certain to include the page number where you found your evidence.
Give them time to find the evidence and fill out the Character Analysis Grid. This may be used as a formative assessment.
As students share their character trait and evidence under the document camera, other students can evaluate the validity of the evidence with a thumbs up/thumbs down.

Extending Understanding

Writing:

Choose an event from the story and rewrite it through the perspective of Grandpa.

Example for Teacher Model: (Student Learning Journal, p. 6) Students should make the changes to the top half of their text as you model.
This text was taken from the bottom of page 199 to the top of page 200:

I exercise with Grandpa. Up and down. Then I try to exercise with my eyes closed.
“One, two,” says Grandpa, “three, four.”
“Wait!” I cry. I am still on one, two when Grandpa is on three, four.
I fall sideways. Three times. Grandpa laughs as he hears my thumps on the carpet.

	<p>Rewritten Text from Grandpa’s Point of View: <i>John exercises with me. Up and down. Then he tries to exercise with his eyes closed. “One, two,” I say. “Three, four,” “Wait!” John cries. He is still on one, two when I am on three, four. He falls sideways three times. I laugh as I hear him thump on the carpet.</i></p> <p><i>Now it’s your turn. Read the original text at the bottom of the page and change the point of view from John’s to Grandpa’s.</i></p> <p>Reflection:</p> <p>How does this connect to our Big Idea, “Imagination can be the start of something new.”?</p> <p>What essential questions can be answered based on our reading, “Through Grandpa’s Eyes”?</p>	
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Lesson Reflection

<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>	
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Character Traits



<u>adventurous</u> wanting to do new, exciting, or dangerous things	<u>gentle</u> kind and careful not to hurt anyone or anything; not strong or violent	<u>proud</u> feeling pleased because something that or you have achieved or are connected with is very good
<u>bossy</u> always telling people what to do, in a way that is annoying	<u>happy/content</u> feeling pleased and cheerful, often because something good has happened to you	<u>resourceful</u> good at finding ways to deal with problems, especially in difficult situations
<u>calm</u> relaxed and not angry or upset	<u>hard-working</u> working seriously with a lot of effort, and not wasting time	<u>self-confident</u> sure that you can do things well, that people like you
<u>caring</u> being kind to other people and trying to help people	<u>helpful</u> willing to help	<u>serious</u> showing thought and attention to a situation not joking or pretending
<u>considerate</u> thinking and caring about other people's feelings, wants, or needs	<u>humorous</u> to be funny and enjoyable, able to make people laugh	<u>skillful</u> someone who is good at something that they have learned and practiced
<u>creative</u> involving the use of imagination to produce new ideas or things	<u>independent</u> confident, free, not needing to ask other people for help, money or permission to do something	<u>successful</u> having achieved a result or having gained wealth, fame, or power
<u>curious</u> wanting to know or learn about something	<u>inventive</u> good at creating new things or good at making things better	<u>thoughtful</u> kind and always thinking of things you can do to make other people happy
<u>determined</u> showing a strong desire to do something even though it is difficult	<u>leader</u> the person who directs or controls a team, organization, or country	<u>understanding/empathetic</u> the ability to understand someone's feelings and problems
<u>dreamer</u> someone who has plans that are unrealistic or not practical	<u>loving</u> very caring; showing affection	<u>wise</u> able to make good decisions and judgments based on experience and knowledge

Student Name: _____ Date: _____

Character Analysis Grid

Character/Traits	Evidence
Name: Trait:	
Name: Trait:	
Name: Trait:	
Name: Trait:	

Through Grandpa's Eyes

Teacher Model:

I exercise with Grandpa. Up and down. Then I try to exercise with my eyes closed.

“One, two,” says Grandpa, “three, four.”

“Wait!” I cry. I am still on one, two when Grandpa is on three, four.

I fall sideways. Three times. Grandpa laughs as he hears my thumps on the carpet.

Student Practice:

Grandpa and I walk outside, through the front yard and across the field to the river. Grandpa has not been blind forever. He remembers in his mind the gleam of the sun on the river, the Queen Anne's lace in the meadow, and every dahlia in his garden. But he gently takes my elbow as we walk so that I can help show him the path.

“I feel a south wind,” says Grandpa.

I can tell which way the wind is blowing because I see the way the tops of the tree lean. Grandpa tells by the feel of the meadow grasses and by the way his hair blows against his face.

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 3	Grade Level/Course: Third	Duration: 120 minutes (may be done over 2 days)
Common Core and Content Standards	<p>Reading for Information</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 complexity band independently and proficiently.</p> <p>Speaking and Listening</p> <p>SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>h. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content.</p> <p>a. Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Identify real-life connections between words and their use.</p>	
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint <i>Jeff's Day</i> video (6:01min.) and <i>Jeff's Day</i> Video Note-Taking Guide (Student Learning Journal p. 8-9) <i>Jeff's Day</i> Video Note-Taking Guide answer key <i>Jeff's Day Video Clip Vocabulary from Context Clues</i> (Student Learning Journal p. 10) Compare/Contrast Linguistic Frames (Student Learning Journal p. 11) Stop and Jot (Student Learning Journal p. 12) Class T-Chart and Post-It notes or index cards	
Objectives	Content: Students will view and annotate a video for general understanding and vocabulary	Language: Students will complete the Note-Taking Guide citing evidence from the video and orally make connections to the previously read text, "Through Grandpa's Eyes".
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	tactile feedback	described video Union Station fully sighted commute cue electric hum accustomed derive
Pre-teaching Considerations		Collaborative Academic Norms	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	<u>Preparing the Learner</u> Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives Review Big Idea and Essential Questions <ul style="list-style-type: none"> • Think back to our story, "Through Grandpa's Eyes". How did Grandpa use his senses to help him throughout his day? • Today, we are going to watch a video about a man who is visually impaired. Jeff uses his other senses to go about his typical day. • Before we watch the video, with your partner/group discuss the things you think Jeff will be able to do and the things you think might be a challenge for him. • Write each idea on a Post-It note and place them on the class Anticipatory T-Chart under the appropriate category. <div style="text-align: center;"> Jeff is able to... Jeff is challenged by ... </div> <ul style="list-style-type: none"> • Randomly call on students to explain their choices.. 	
	Lesson Sequence	<u>Interacting with the Text</u> Unencumbered Video Viewing: Show <i>Jeff's Day</i> video without stopping. Second Video Viewing with Text Dependent Questions: (Student Learning Journal p. 8-9) <ul style="list-style-type: none"> • Remind students to read the questions for each part of the video before watching it. • Teacher will pause video after each part to allow students time to write • Share with their partner/group. • Share whole group. • Add new information to their note-taking guide. 	

	<p>Third Video Viewing: Focusing on Vocabulary</p> <ul style="list-style-type: none"> • When we read, “Through Grandpa’s Eyes”, we used context clues to help us figure out the meanings of difficult words. Today we are going to use that same strategy of context clues to help us figure out the meanings of difficult words in the video. • You will use “Vocabulary from Context Clues” in your Student Learning Journal p.10 to take your notes. When you hear the vocabulary word, raise your hand, and I’ll stop the video to give you time to write. • Students will fill in the column labeled, “Evidence from the Video”, as they hear each word. • After each word in the video, give them time to write and time to share with a partner/group. • Share a couple answers whole group • Repeat the procedure with each word. • Students may work individually or with partners/groups to complete the left side of the page. <p><u>Extending Understanding</u></p> <p>Science Extension: Introduce and Link to Prior Learning: <i>This week we have learned how Grandpa and Jeff have adapted to their environments without their sight. They both had to use their other senses to survive. These are called behavioral adaptations. Remember how we learned about how animals adapt to their environments? Animals also have behavioral and physical adaptations to help them survive. Think,-Pair-Share. Share out a few examples whole group.</i></p> <p>Stop and Jot (Student Learning Journal p. 12: <i>Compare and contrast how Grandpa and Jeff adapted to their everyday activities as visually impaired people.</i></p> <p>Reflection: How does this connect to our Big Idea, “Imagination can be the start of something new.”?</p> <p>What essential questions can be answered based on our viewing of the video?</p> <ul style="list-style-type: none"> • How can imagination help you accomplish great things? • How is imagination powerful? 	<p>Special Needs: See Special Ed. Appendix</p> <p>Accelerated Learners: Learners can extend this vocabulary lesson by creating new sentences with the vocabulary words to show their understanding.</p>
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		



Name _____

"Jeff's Day" Video Questions

Video Part	Questions	Evidence From The Video
Part 1	1. Jeff is_____.	
	2. How does Jeff use his sense of hearing to help him?	
	3. How does Jeff use his sense of touch?	
Part 2	4. a. How does Jeff know that he is near his house?	
	b. What sense does he use?	
	5. Why does Jeff think that his 3 year old son does not understand that he is blind?	

Part 2 continued	6. Why is Union Station challenging for Jeff?	
Part 3	7. How are Jeff's dreams influenced by his imagination?	
Part 4	8. How does Jeff use his sense of touch?	
Part 5	9. What is "described video"?	
After the Video	10. a. What sense does Jeff <u>not use</u> to help him most his day?	
	b. Why do you think that is?	





Teacher Answer Key "Jeff's Day" Video Questions

Video Part	Questions	Evidence From The Video
Part 1	1. Jeff is _____.	<i>Jeff is blind.</i>
	2. How does Jeff use his sense of hearing to help him?	<i>* sound of birds, squirrels</i> <i>*sound of traffic to determine when it's safe to cross</i>
	3. How does Jeff use his sense of touch?	<i>* feels soft ground under his feet</i> <i>*twigs laying down on the ground</i>
Part 2	4. a. How does Jeff know that he is near his house?	<i>* he hears the electric hum of the green box</i>
	b. What sense does he use?	<i>* sense of hearing</i>
	5. Why does Jeff think that his 3 year old son does not understand that he is blind?	<i>* his son says "look at me" then he turns his head in the direction of his son</i>

Part 2 continued	6. Why is Union Station challenging for Jeff?	<i>*organized chaos</i> <i>*difficult to identify subtle sounds</i>
Part 3	7. How are Jeff's dreams influenced by his imagination?	<i>*visual but fuzzy without a lot of details</i> <i>*clear if they're from when he had sight</i>
Part 4	8. How does Jeff use his sense of touch?	<i>*from dog's harness</i> <i>*gets a lot of info, fingers on the wall to find the door</i>
Part 5	9. What is "described video"?	<i>*it tells him what is happening in the video so he can "watch" with his family</i> <i>*describes what is being seen</i>
After the Video	10. a. What sense does Jeff <u>not use</u> to help him most his day?	<i>* he does not use his sense of taste to help him</i>
	b. Why do you think that is?	



“Jeff’s Day” Video Clip - Vocabulary From Context Clues



Vocabulary from Context Clues	Evidence from the video
<p>I was fully sighted for the first thirteen years of my life.</p> <p>I think fully sighted means _____ because _____.</p>	
<p>My commute to work is about two hours in each direction</p> <p>I think commute means _____ because _____.</p>	
<p>The roar of the engine is my cue to go.</p> <p>I think cue means _____ because _____.</p>	
<p>Two houses away I can hear the electric hum of the green box.</p> <p>I think electric hum means _____ because _____.</p>	
<p>I’ve been doing it for twenty five years so it’s something to which I’ve become accustomed.</p> <p>I think accustomed means _____ because _____.</p>	
<p>I certainly do derive a lot of information through the sense of touch.</p> <p>I think derive means _____ because _____.</p>	

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 4		Grade Level/Course: Third	Duration: 120 minutes (over 2 days)
Common Core and Content Standards		Reading Informational Text: RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.4 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. RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 complexity band independently and proficiently.	
		Writing: W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking and Listening: SL.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 remark of others. SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Language L4.a Use sentence-level context as a clue to the meaning of a word or phrase.	
Materials/ Resources/ Lesson Preparation		Teacher Resource PowerPoint "Picasso" text from Open Court Unit 3; pgs. 240-243 Whole Class "Picasso" Description Chart Language for Agreeing Linguistic Patterns, Student Learning Journal p. 13 Description Chart, Student Learning Journal p.14	
Objectives		Content: Students will organize facts and information from an informational text.	Language: Students will orally discuss text questions and complete the Description Chart categorizing information from the text.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	
		WORDS WORTH KNOWING	
		page 244 - shocking page 245 – flatter, statues page 247 - scenery	page 240 - century (prefix – cent) page 245 - monuments, chiseled page 247 - sculptures, museum

	STUDENTS FIGURE OUT THE MEANING	page 240 - style, encouraged, artist page 241 - painting (noun/verb), portrait page 242 - mood, controversial ,starving page 242- period (multiple meanings) page 244 - cubism/cubes page 246 - originality page 247 - biography	page 244 - modern art
Pre-teaching Considerations		Collaborative Academic Conversation Norms Students should be familiar with a Description Chart and a Classifying/Tree Map for categorizing information.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	<p>Preparing the Learner Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives Revisit the Big Idea and Essential Questions</p> <p><i>You will continue to learn about the concept of Imagination by reading a biography over the next few days. Let's talk about the word biography. I will record what you think you know about biographies on the whiteboard. Return to this list after reading the text to confirm or edit ideas.</i></p>	
	Lesson Sequence	<p>Interacting With The Text</p> <p>Have students browse by searching for text features that will help them to comprehend the text. Identify photographs, captions and subtitles.</p> <p>Unencumbered Read (read the entire text without stopping) Open Court Anthology pp. 240 - 243: Select one of the following based on the level of your students.</p> <ol style="list-style-type: none"> Read independently Read with a partner Read aloud to them <p>Second Read: Chunking the Text with Text Dependent Questions Think-Pair-Share: Remember to give students time to think, share with a partner or group, and share whole class. Require students to cite evidence from the text.</p> <p>Pages 240 - 241</p> <ul style="list-style-type: none"> <i>What role did Picasso's father play in his life? Pablo's father influenced him to paint and draw. Pablo's father was an art teacher. He wanted his son to be a great artist some day.</i> <i>Re-read the last paragraph on page 240. What does the word "style" mean? The two pictures on page 241 look so different. Style is the particular way something is created. Picasso must have changed the way he created his paintings.</i> 	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Sentence Patterns in Student Learning Journal p. 13</p> <p>I agree with the statement _____ because _____.</p> <p>I agree with you that _____ because _____.</p> <p>I have a similar opinion. I believe _____.</p> <p>I disagree with the statement that _____ because _____.</p> <p>I respectfully disagree with you. I believe _____ because _____.</p> <p>I have a different opinion. I believe _____.</p>

- *After viewing and reading about the two pictures on page 241, what conclusions can you draw about Picasso’s work? It changed. His style started out looking more realistic and changed to looking less realistic when he became older. (This is a perfect opportunity to teach the word abstract. Although it is not a vocabulary word, it can be used repeatedly to describe Picasso’s work.)*

Pages 242 - 243

- *Describe how Picasso’s mood affected his style of painting. Picasso was sad because his friend died, and his paintings weren’t selling. His paintings had sad people in them, and he used a lot of blue. This was called his Blue Period. When he fell in love and felt happy, his paintings had happier people and scenes. He used a lot of pink tones in these paintings. This was called Picasso’s Rose Period.*
- *How were Picasso’s Blue Period paintings controversial? (Students can read around the word “controversial” to abstract the meaning.) Some thought his Blue Period paintings were great and others thought they were strange. They did not agree.*

Extending Understanding

Introduce the Description Chart. Use the information (text & pictures) on pages 240 – 243 to complete the first part of the Picasso Description Chart.

Model: I Do

Model the first realism section of the Description Chart for students. As you think aloud, make sure that you are citing evidence from text before writing it on the Description Chart. Students fill in their Description Chart as you write on yours.

Guided Instruction: We Do Together

Guide the class through the Blue Period section of the Description Chart.

Collaboration: You Do Together

Groups will work together to complete the Rose Period of the Description Chart as you facilitate.
(Students will complete the Description Chart independently on the next day.)

Suggested Break for Day 2

Preparing the Learner

Review Content and Language Objectives
Revisit Big Idea and Essential Questions
Review Text and Description Chart from previous lesson.

Interacting With The Text

Second Read (cont.): Chunking the Text with Text Dependent Questions

Think-Pair-Share: Remember to give students time to think, share with a partner or group, and share whole class. Require students to cite evidence from the text.

Pages 244 - 245

Look closely at the three paintings on pages 244 and 245. How would you describe “Cubism”? They use many straight lines. Each picture has a person in them although they are hard to see clearly. They are abstract. It takes more thinking time to see what the paintings are about. They are broken into pieces.

Special Needs:

See Special Ed. Appendix

Accelerated Learners:

Why is Cubism considered to be one of the most important periods in the history of modern art? Until this time, most artists were trying to make their paintings look as real as possible. Picasso's art was not meant to look real.

How did Picasso's trip to Rome influence his artwork? He was inspired by the statues and monuments in Rome, and he painted some pictures of people who looked as if they were chiseled out of stone.

Pages 246 – 247

Look at the two paintings of Jaime Sabartés on page 246. How are they similar? How are they different? Both paintings show a man with glasses and a hat. The one on the right is more realistic and the one on the left is done using Picasso's Cubism style.

Besides painting, what were some other ways Pablo Picasso expressed his imagination? He made sculptures, prints, drawings, dishes, bowls, costumes and scenery.

Based on this text, what is a biography? A biography is a story about someone's life. It is usually told in chronological order.

How is the way Picasso used his imagination, different from the way Grandpa used his imagination in the story, "Through Grandpa's Eyes?" Picasso used his imagination to express his feelings and thoughts through art that people can enjoy. Since Grandpa did not have the sense of sight, he used his imagination to help him "see" the world using all of his other senses.

What main idea did the author want us to understand from the biography of "Picasso"? The way we express our imagination may change depending on our changing life circumstances.

Extending Understanding

Use the information (text & pictures) on pages 244 – 247 to complete the Picasso Description Chart. Review what was written on the chart in the previous lesson and continue with the "Release of Responsibility" model.

Independent: You Do Alone

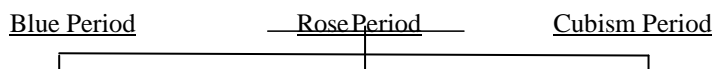
Students will independently complete the Cubism Period of the Description Chart. Teacher will continue to facilitate for those in need of scaffolding. Talk off the Picasso Description Chart.

The _____ Period is characterized by _____.
_____ and _____ are characteristics of _____.
_____ caused Picasso to _____.

Writing:

Explain that a Thinking Map needs to be made to categorize the three main styles of Picasso. What type of map should we use? Guide them to "Classifying/Tree Map."

Picasso's Artwork



In groups of 4, create a Classifying/Tree Map that describes the three main periods of Picasso's art. **Save this map for the next lesson.**

Differentiated

Instruction:

English

Learners

(Student

Learning Journal

p. 15):

The ____ Period is characterized by _____.

_____ and _____.

_____ caused Picasso to _____.

	Lesson Reflection
Teacher Reflection Evidenced by Student Learning/ Outcome	



Picasso Description Chart



Period	Subject(s) In Art	Colors & Mood	Reason & Motivation for the Period	Reaction to Art By Others
Realism				
Blue Period				
Rose Period				
Cubism				

Imagination can be the start of something new.

Picasso Description Chart (Teacher Notes)

Period	Subject(s) In Art	Colors, Mood, Style	Reason & Motivation for the Period	Reaction to Art By Others
Realism	<ul style="list-style-type: none"> • People, landscapes, objects in real life 	<ul style="list-style-type: none"> • Paintings mirrored real life 	<ul style="list-style-type: none"> • Learned classical art from father • Traveled to Rome 	<ul style="list-style-type: none"> • Accepted by others
Blue Period	<ul style="list-style-type: none"> • Poor people • Lonely people • Sad people 	<ul style="list-style-type: none"> • Blues and darker colors 	<ul style="list-style-type: none"> • Best friend died • Felt alone and sad • Starving 	<ul style="list-style-type: none"> • Controversial • Some thought it was great • Some thought it was strange
Rose Period	<ul style="list-style-type: none"> • Circus people • Animals 	<ul style="list-style-type: none"> • Happier colors • Red, yellow 	<ul style="list-style-type: none"> • Met Fernande • Fell in love 	
Cubism (Early)	<ul style="list-style-type: none"> • Friends • People • Objects 	<ul style="list-style-type: none"> • Abstract • Broken-up into little cubes • Dull colors 	Students may make an inference	<ul style="list-style-type: none"> • Shocking • Controversial • Changed the art world
Cubism (Later)	<ul style="list-style-type: none"> • Friends • People • Objects 	<ul style="list-style-type: none"> • Abstract • Bright colors • Flatter 	Students may make an inference	<ul style="list-style-type: none"> • Recognized as one of the greatest artists of the 20th century

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 5	Grade Level/Course: Third	Duration: 90- 120 minutes
Common Core and Content Standards	<p>Read Informational Text: RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.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. RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Writing: W.2 Write informative/explanatory texts to examine a topic, and convey ideas and information clearly. W.8. Recall information from experiences or gather information from print and digital resources, take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking and Listening: Engage effectively in a range of collaborative conversations with diverse partners on grade 3 topics and texts building on other’s ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied the required material. b. Follow agreed upon rules for discussion c. Ask questions to check understanding of information, stay on topic and link their comments to the remarks of others. d. Explain their own ideas and understanding in the light of discussion. SL.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail. SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language L5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)</p>	
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint: <i>Life Work of Picasso</i> Color Copies of Art Comparison Sheet (2 sets) Compare/Contrast Map and FLEE Map (Student Learning Journal pp. 16 & 17) Picasso Description Chart (from the previous lesson, Student Learning Journal p. 14) Open Court “Picasso” text	
Objectives	Content: Students will compare and contrast Picasso’s art by viewing his various art pieces and drawing upon evidence from text.	Language: Students will create a Compare/Contrast Thinking Map using two of Picasso’s art pieces in a collaborative group. Students will orally present evidence connecting Picasso’s art to its style period.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	

		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	compare contrast defend	
	STUDENTS FIGURE OUT THE MEANING	quote	
Pre-teaching Considerations		Students need to be familiar with the Compare/Contrast Thinking Map. Collaborative Academic Conversation Norms	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	<u>Preparing the Learner</u> Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives Review Big Idea and Essential Questions <ul style="list-style-type: none"> • Display the quote on slide 6 of the PowerPoint, <i>Life Work of Pablo Picasso</i> "I paint objects as I <i>think</i> them, not as I <i>see</i> them." Ask them to think about the quote as you show them slides 4 - 27 of this PowerPoint. • Stop at slide 25 which shows this quote again. Think-Pair-Share: <i>Take a minute to ponder what you think Picasso meant by this quote. Take turns with your partner asking and answering questions. An animation on slide 28 will reveal the sentence frames for discussion.</i> Partner A: What do you think Picasso meant by that quote? Partner B: I think he meant _____. Partner A: I agree/disagree with you because _____. • Ask students how this quote might link to our Big Idea: Imagination can be the start of something new. Review Essential Questions. 	
	Lesson Sequence	<u>Extending the Understanding</u> <ul style="list-style-type: none"> • Using the Picasso Description Chart from the previous lessons, ask students to review the differences in the style periods of Picasso's work. • Have students number the Description Chart style periods 1-4. • Now you will show Part 2 of the PowerPoint. These are the same paintings shown out of chronological order. As you show each painting, students will demonstrate their understanding of Picasso's different style periods by holding up one to four fingers on their chest that corresponds to the style period 	Differentiated Instruction: English Learners: (These can be found in the PowerPoint.) I think he meant _____ I agree/disagree with you because _____

numbered on the Description Chart. This can serve as a formative assessment for comprehension. Stop after slide 38.

- Randomly call on students to provide evidence from the text or their Description Chart.
- After viewing the PowerPoint, tell students that they will work in groups to compare and contrast two of the art pieces they viewed. What Thinking Map should be used? Discuss in groups and share out.

Teacher Model: I Do

Use slide 40.

Record on Compare/Contrast Thinking Map after each statement.

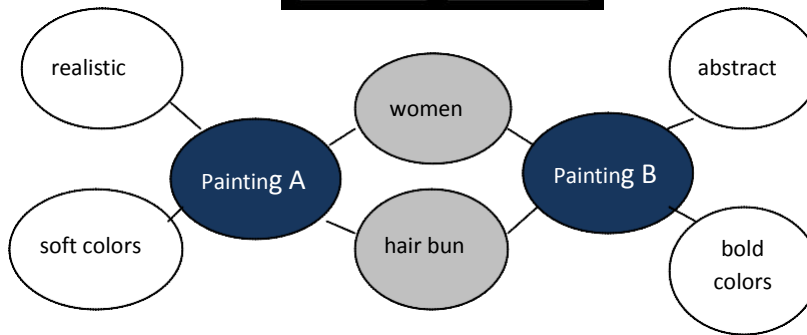
Think aloud:

The subjects are both women.

Both women have a hair bun

Painting A uses soft colors but painting B uses bold colors.

Painting A looks realistic and painting B looks abstract.



Guided Instruction: We Do Together

- Have the class do one together as you guide them using slide 41. You can record their responses on a Compare/Contrast Thinking Map.

Collaboration: You Do Together

- Give each group an art comparison sheet. There are four different sheets. Direct students to quietly think of the similarities and differences between these two paintings, taking notes if necessary.
- Have a group discussion comparing and contrasting the two paintings.
- Collaboratively create a Compare/Contrast Thinking Map using the two paintings.
- When their Thinking Map is complete, each member of the group should be prepared to present their map to the class.
- Sentence frames can be found on slide 42.

Special Needs:
See Special Ed. Appendix

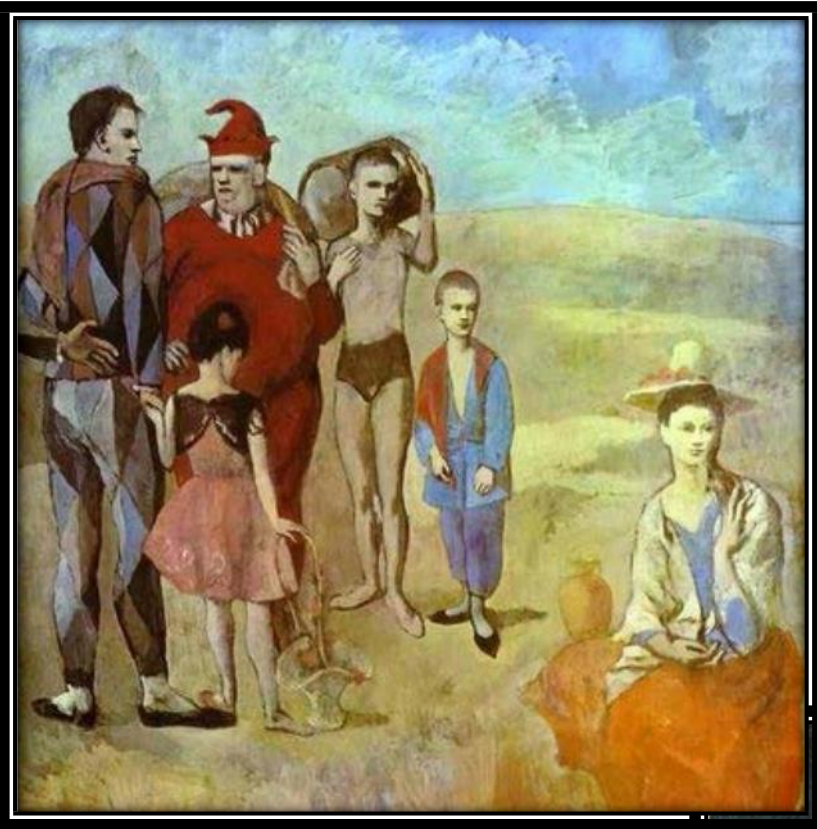
Accelerated Learners:

	<p>Writing:</p> <ul style="list-style-type: none"> • Use the Classifying/Tree Map from the previous lesson and transfer information to a FLEE Map. This information will become the <u>three</u> paragraph body of their writing. • Have students add boxes to the FLEE Map for the introduction and closing paragraphs. (five paragraphs total) • With a partner, students should orally rehearse from their FLEE map and save for the next day's lesson. <p>Optional Math Integration: <i>How could we figure out how old Picasso was at the time of each painting?</i> Students can determine Picasso's age at the time of each art piece. In part 1 of the PowerPoint, each slide has a date and his birthdate is on the cover slide. Each group could use the paintings from their Art Comparison Sheet.</p> <p>Reflection (Reflection pages are added in the back of the Student Learning Journal): <i>Why do you think Picasso changed his art style so frequently?</i></p>	
Lesson Reflection		
Teacher Reflection Evidenced by Student Learning/ Outcomes		



**Art Comparison
Sheet**





**Art Comparison
Sheet**



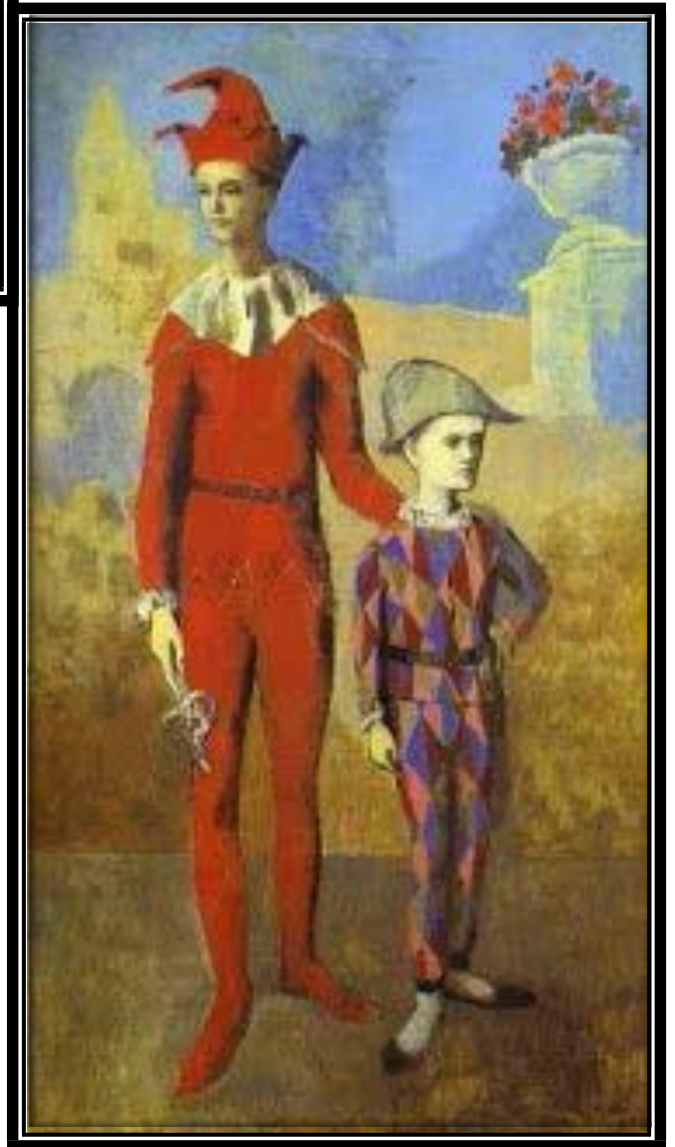


**Art Comparison
Sheet**





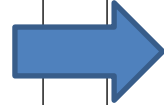
**Art Comparison
Sheet**



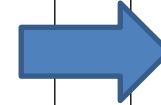
Opening paragraph
First sentence will tell the *who*, *what*, and *when* of Picasso.
Second sentence will state how his style of art changed



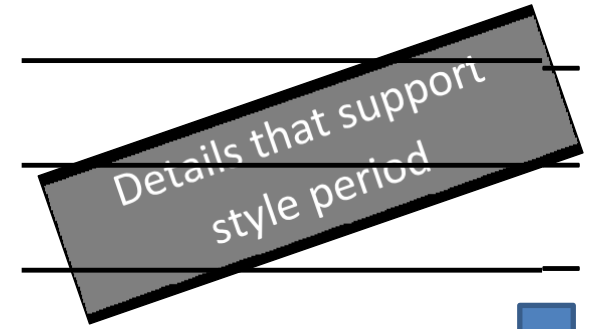
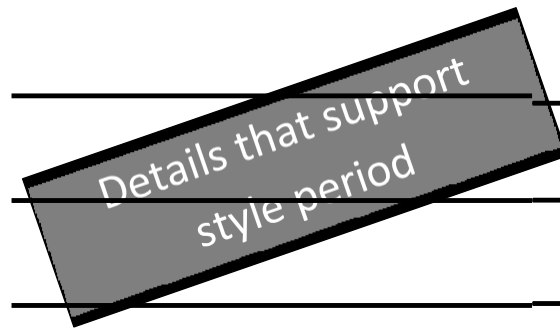
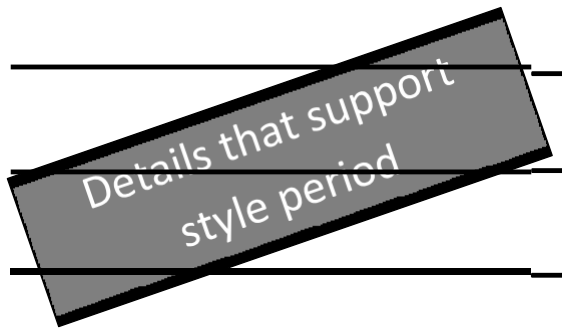
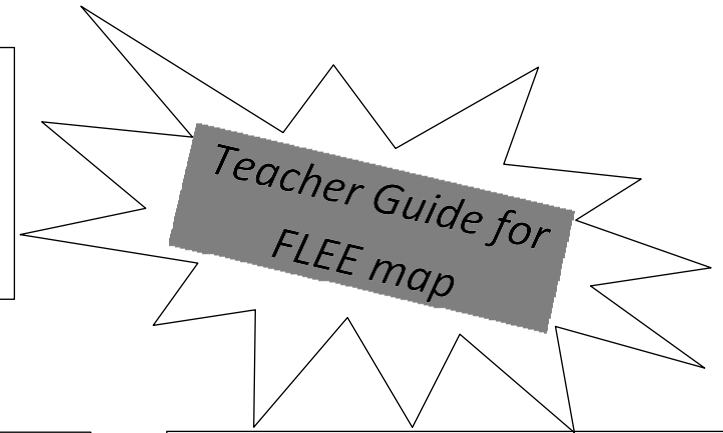
One style period
paragraph



One style period
paragraph



One style period
paragraph



Closing paragraph
Restate the *who*, *what*, and *when* of Picasso
and how his art changed over the years.

SAUSD Common Core Lesson Planner

Unit: 3 Lesson 6	Grade Level/Course: Third	Duration: 2 days
Common Core and Content Standards	<p>Read Informational Text: RI.4 Determine meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.</p> <p>Speaking and Listening: SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade three topics and texts, building on other’s ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied the required material. b. Follow agreed upon rules for discussion c. Ask questions to check understanding of information, stay on topic and link their comments to the remarks of others. d. Explain their own ideas and understanding in the light of discussion.</p> <p>Language: L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences. L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. L.5 Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe states of mind or certainty.</p> <p>Writing: W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint Stop and Jot (Student Learning Journal p. 18) Chart paper for a Classifying/Tree Map (1 for teacher) Dictionary or Thesaurus (at least one for each group of 4) <i>Picasso Art Project</i> video <i>Picasso Art Project</i> Video Annotation Guide (Student Learning Journal p. 19) Poster or large paper to record art project steps for group Materials for art project: white construction paper, various colored 3-4” geometric shapes (several for each child), crayons, colored pencils, or oil pastels, glue	
Objectives	Content: Students will use a dictionary or a thesaurus to find precise verbs and adjectives to replace common words.	Language: Students will write a three to five paragraph piece of informational writing from their FLEE map. Students will make revisions to their rough draft and add precise verbs and adjectives.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	

Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	verb adjective precise	
Pre-teaching Considerations		Students should have a basic understanding of what verbs and adjectives are. Collaborative Academic Conversation Norms	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: <u>Preparing the Learner</u> Introduce Content and Language Objectives Review Big Idea and Essential Questions. <i>Artists, like Picasso, are not the only ones who use their imaginations to create something new. Authors also use their imaginations when they write. Today we are going to learn how the “art of writing” can be made more accurate by using precise verbs and adjectives.</i>	
	Lesson Sequence	<u>Interacting With The Text</u> <ul style="list-style-type: none"> • Stop and Jot (Student Learning Journal p. 18): Show PowerPoint slide 6 of Picasso’s painting, <i>Bullfight Scene</i> 1901. • <i>Take two minutes to Stop and Jot all the verbs and adjectives that you see in this painting</i> (examples may include: running, sitting, fighting, falling, red, playing, dark, light). • <i>Take two more minutes to share your ideas with your group.</i> • <i>We need to classify your words into two groups: verbs and adjectives. What type of Thinking Map should we use?</i> Once they’ve concluded that it should be a Classifying /Tree Map, randomly call on students to share their group’s ideas and identify their suggestions as adjectives or verbs. Write their responses on the map. 	Differentiated Instruction: English Learners: You may need to provide a quick mini lesson on verbs and adjectives. Special Needs: See Special Ed. Appendix Accelerated Learners:

Parts of Speech

Adjectives

Verbs

- Show slide 7. Ask each student to think of the best word to complete this sentence:

I bit into the _____ apple.

Discuss your word with your group and decide on one best word for the group. Share out. How did you decide on your best word? What criteria did you use?

When authors think of words to describe something they are writing about, they have to be careful to choose the best or most precise words to get their meaning across to their readers.

For example, an author can write that he bit into a hard apple or a crispy apple or even a crunchy apple. They are all synonyms, but crunchy is a better word to describe what an apple feels like when you bite into it.

Revisit the Classification/Tree Map with your group and find as many words as you can that can be replaced with a more precise synonym. Share out suggestions.

Extending Understanding

Writing:

- Using the FLEE Map from the previous lesson, write a three to five paragraph informative text that includes: introduction, body (one to three paragraphs describing the three different periods), and a conclusion. *As you write, think of precise words that will help the reader understand your writing more closely.*
- This writing activity may carry over into the next day.

Day 2

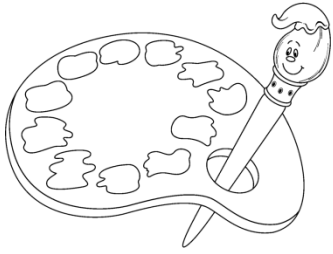
Picasso Art Activity Instruction Video

Unencumbered View: *Picasso Art Project* video.

Second View:

- *You will use your Picasso Art Video Note-Taking Guide on p. 19 of your Student Learning Journal. This time as we watch the video, we will be listening for the step-by-step directions and taking notes.*

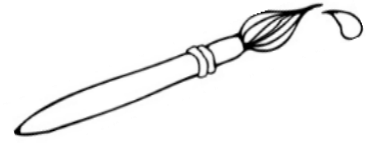
		<p><i>At each stop point, we will:</i> <i>Think</i> <i>Write</i> <i>Discuss with your group</i> <i>Discuss with the whole class and edit our notes.</i></p> <ul style="list-style-type: none"> • Picasso Art Project: Review the 5 steps, pass out materials, and let students complete the art project <p>Writing:</p> <ul style="list-style-type: none"> • Provide time for students to finish writing/revisions • Edit two to three student papers under the document camera providing mini-lessons as needed • Allow students to make further revisions <p>Reflection (Reflection pages are added in the back of the Student Learning Journal): <i>How do authors use their imaginations to be better writers? How does this connect to our Big Idea and Essential Questions?</i></p>	
Lesson Reflection			
<p>Teacher Reflection Evidenced by Student Learning/ OutcomeS</p>			



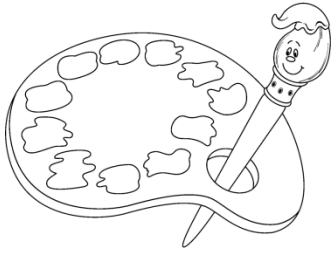
Name _____

Picasso Art Project Video

Annotation Guide



Stop Time	Step Number	Description of Step
00:17	Step 1	
00:26	Step 2	
00:31	Step 3	
1:20	Step 4	
3:55	Step 5	

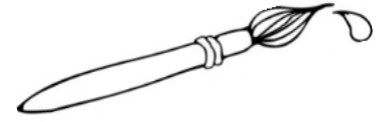


TEACHER GUIDE

Name _____

Picasso Art Project Video


Annotation Guide



Stop Time	Step Number	Description of Step
00:17	Step 1	<i>First, draw facial features (eyes, lips, nose, and ears) onto geometric shapes.</i>
00:26	Step 2	<i>Next, move your geometric shapes around and decide a good formation. Then glue them on.</i>
00:31	Step 3	<i>After gluing, draw an outline of the face around the geometric shapes.</i>
1:20	Step 4	<i>Then draw lots of different patterns and shapes on the face</i>
3:55	Step 5	<i>Finally, color in the patterns (no white space) and do not forget to draw and color the patterns in the background.</i>

SAUSD Common Core Lesson Planner

Unit: Lesson 7	Grade Level/Course: Third	Duration: 90 min.
Common Core and Content Standards	<p>Reading Informational Text:</p> <p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p> <p>RI.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.</p> <p>Writing:</p> <p>W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking and Listening:</p> <p>SL.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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>Language</p> <p>L4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint Diego Rivera Artwork for Inquiry Charts Gallery Walk Diego Rivera Informational Text (Student Learning Journal pp. 20-21) 12"x18" Paper for a Sequencing/Flow Maps	
Objectives	Content: Students will organize facts and information from an informational text.	Language: Students will orally discuss text dependent questions and complete a Sequencing/Flow Map using information from the text.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably Coming to understand other perspectives and cultures	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> 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	inspired inspiration forms illiterate
STUDENTS FIGURE OUT THE MEANING	encouraged considered exposed influence poverty reflect experimented		
Pre-teaching Considerations	Collaborative Academic Group Norms		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: <u>Preparing the Learner</u> Introduce Content and Language Objectives Review Big Idea and Essential Questions Gallery Walk of Diego Rivera's Artwork: <i>This week, we will learn about another artist named Diego Rivera.</i> Point out the displayed artwork on inquiry charts around the room. In groups of four, students will visit each Inquiry Chart and respond to one of the posted questions. What do you think the artist was feeling when he painted this picture? What do you think of when you see this painting? At each Inquiry Chart: Think time, Discussion, Write. Each group member should write something using a pencil.	
		<div style="border: 1px solid black; padding: 5px; width: fit-content;"> What do you think the artist was thinking when he painted this picture? What do you think of when you see this painting? </div>	

<p>Lesson Sequence</p>	<p><u>Interacting With The Text</u></p> <p>Unencumbered Read (read the entire text without stopping) Informational Text: “The Life of Diego Rivera” (Student Learning Journal pp. 20-21) <i>Before we begin reading, do you see any text features that help you to comprehend the text more easily?</i> Guide them to the photographs with captions.</p> <p>Select one of the following based on the level of your students.</p> <p>A. Read independently B. Read with a partner C. Read aloud to them</p> <p>Second Read: Chunking the Text with Text Dependent Questions Think-Write-Pair-Share: Remember to give students time to think, write, and share with a partner or group, and share whole class.</p> <p>Teacher Note: The purpose of today’s lesson is to gain a general understanding of Diego Rivera’s life through the text. There are many connections in this text that are similar to the life of Picasso. We will make those connections in the next lesson. Hopefully, students will notice these connections as they read. Acknowledge their connections and tell them we will have a deeper discussion in the next lesson.</p> <p>Modeling: I Do The teacher will think aloud as they read the first paragraph closely.</p> <p>Suggested modeled thinking: Walk to the world map to locate Guanajuato, Mexico. Discuss the year 1886, and how long ago it was. Read around the word “encouraged” to decipher its meaning. The text says that he knew how to read <i>before</i> kindergarten. Make the inference that he must have been smart!</p> <p>Text Dependent Questions – Finish Page One</p> <ul style="list-style-type: none"> • <i>What conclusions can you draw about Diego Rivera after reading the second paragraph?</i> He was talented in art and very smart. He graduated at the age of 16. He was their top student. • <i>“Many artists at that time considered France to be the artistic center of the world.” What does that mean?</i> It may mean that France is where artists went to learn art because Picasso also went to France to study art. • <i>The text says that Diego was “exposed” to a new art form called Cubism. What does exposed mean in that sentence?</i> It says that it was new, so it may mean that Diego saw it for the first time. <p>Text Dependent Questions – Top Two Paragraphs on Page Two</p> <ul style="list-style-type: none"> • <i>In what way did Cezanne influence Diego?</i> His work became more colorful and he used simple forms. <i>What does simple form mean?</i> From the painting I can see that there isn’t as much detail in the painting. 	<p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Special Needs:</p> <p>See Special Ed Appendix</p> <p>Accelerated Learners:</p>
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		<ul style="list-style-type: none"> • <i>Read around the word “inspired” to learn its meaning. How did Diego’s trip to Italy inspire his work? He saw large fresco murals inside the churches on the walls and it inspired him to become a world famous muralist. I think he liked them so much that he wanted to create some himself. (This would be a good time for a step-aside of “fresco” as a painting done on wet plaster.)</i> <p>Text Dependent Questions: Bottom Two Paragraphs</p> <ul style="list-style-type: none"> • <i>Read around the word “poverty” to decipher its meaning. How did Diego reflect his feelings about some of the people of Mexico in his paintings? He felt sad to see people living in poverty, and his paintings showed or reflected that.</i> • <i>What made Diego’s work controversial? Some people did not like what he painted and others did.</i> <p><u>Extending Understanding:</u></p> <p>Writing: In groups, create a Sequencing/Flow Map of Diego Rivera’s life from this text.</p> <p>Share Sequencing/Flow Maps under the document camera.</p>	
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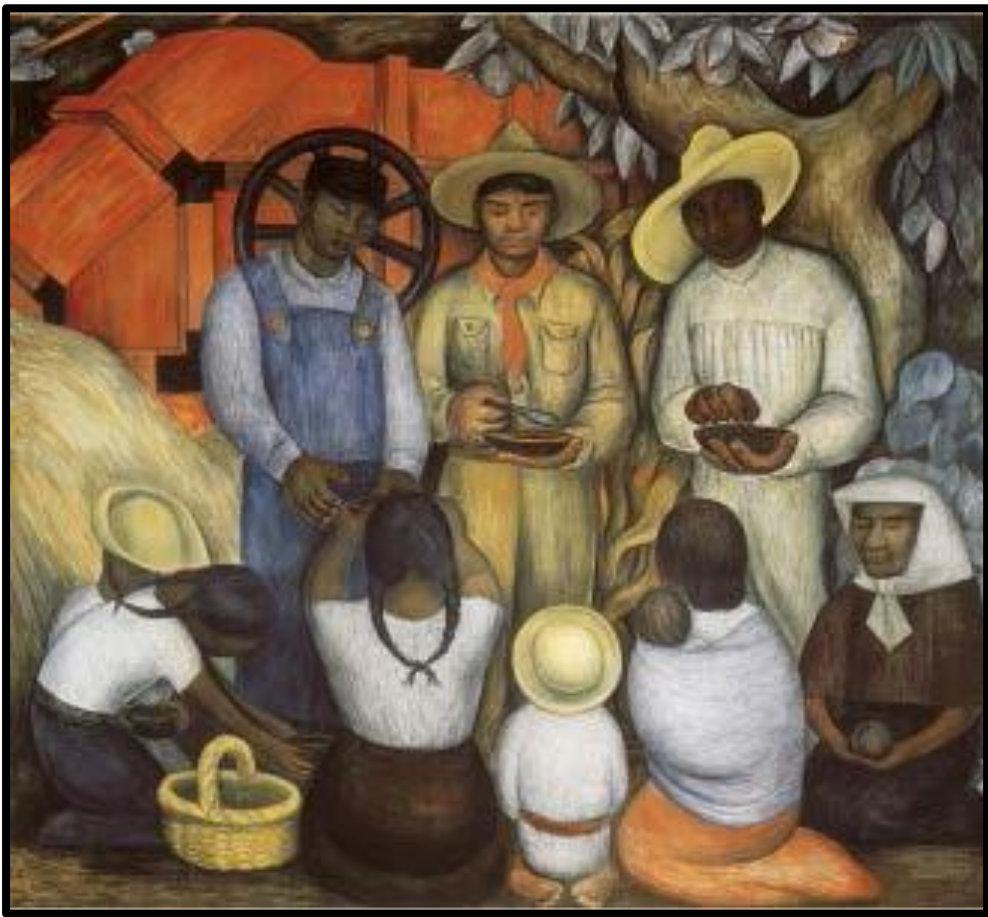
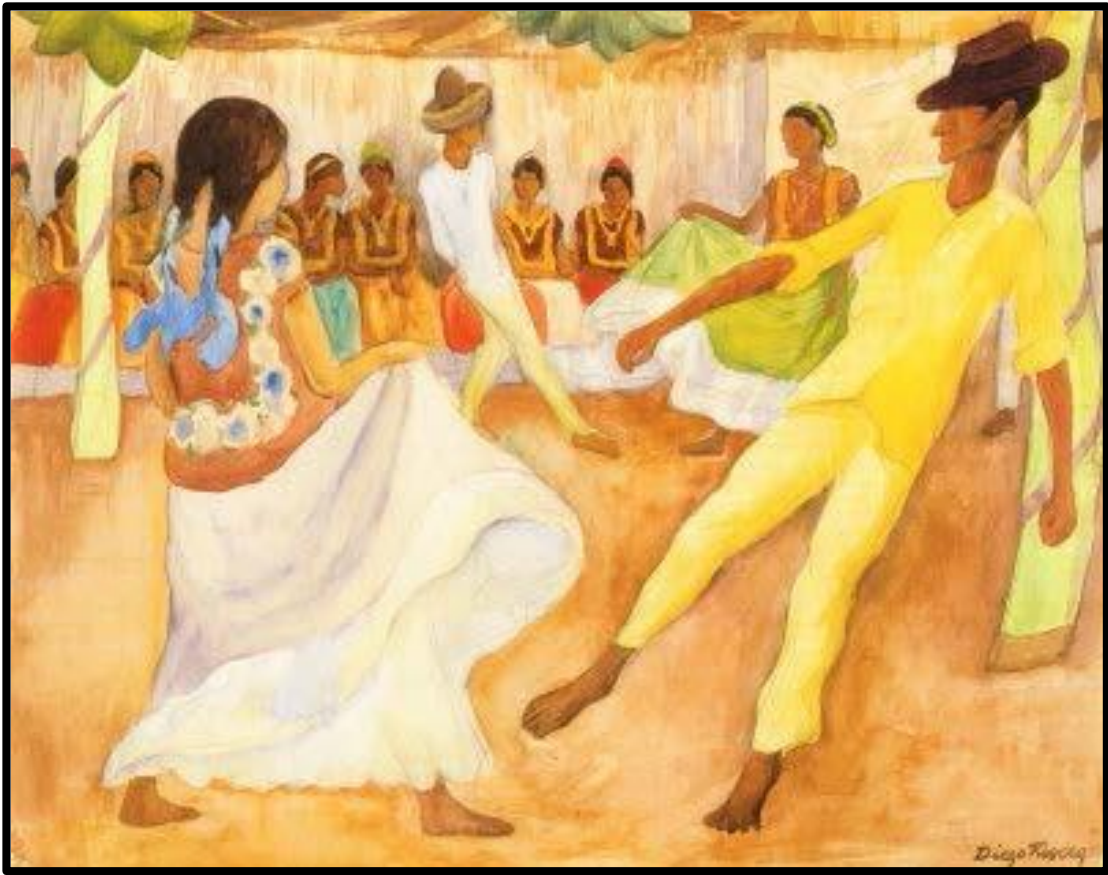
Lesson Reflection	
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Teacher Reflection Evidenced by Student Learning/ Outcomes	
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The Life of Diego Rivera



Diego Rivera was born in Guanajuato, Mexico on December 8, 1886. Diego once said, "Just as soon as I could get my short, little, fat fingers around a pencil, I was drawing on everything." His father encouraged his art by hanging canvas all over the walls and floor. This way, he would always have a space to draw. Diego's father was a teacher. He taught Diego how to read by the age of four.



San Carlos Academy of Fine Arts
in Mexico City

At six years old, Diego's family moved from Guanajuato to Mexico City. When Diego was 10 years old, he began taking art classes at night. He attended the art school full-time when he turned twelve. He graduated when he was 16 as their top student.

Diego left México and traveled to Spain when he was 21. After three years of studying art in Spain, he decided to go to France. Many artists at that time considered France to be the artistic center of the world.

In France, from age 24 to 28, Diego was exposed to a new art form called "Cubism". It was made famous by Pablo Picasso and Georges Braque.

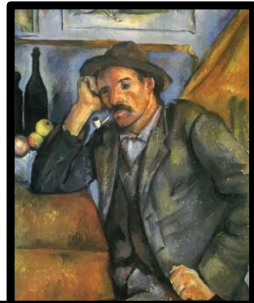


Portrait of Ambroise Vollard 1910
By Pablo Picasso



Retrato Jacques Lipschitz, 1916
By Diego Rivera

Artist Paul Cézanne also had a big influence on Diego Rivera. Diego's style became more colorful, using simple forms.



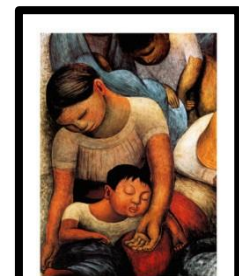
The Smoker, 1891
By Paul Cezanne



The Grinder, 1934
By Diego Rivera

Diego visited Italy and was inspired by the large fresco murals he saw on the walls inside many churches. It was this inspiration that led Diego to become a very famous Mexican muralist. His murals can be seen throughout the world.

When Diego returned to México, he was 35 years old. Many people in Mexico were very poor and illiterate. Diego felt sad for those people living in poverty. Many of his paintings reflect that. Diego painted what he saw and some people did not like what he painted. This made his work controversial.



La noche de los pobres
1928

In Mexico City, Diego lived in a home called, "The Blue House" where he experimented with different art styles. He continued to create art until he died at the age of 70.



The Blue house

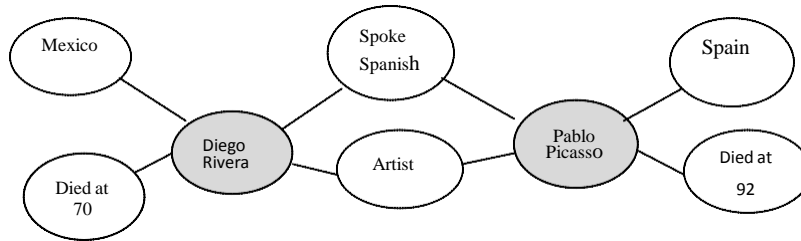
SAUSD Common Core Lesson Planner

Unit: Lesson 8		Grade Level/Course: Third	Duration: 60-90 minutes Date:
Common Core and Content Standards		<p>Reading Informational Text: RI.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.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.</p> <p>Writing: W.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening Standards: SL.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. SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
Materials/ Resources/ Lesson Preparation		Teacher Resource PowerPoint “The Life of Diego Rivera” Informational Text (Student Learning Journal pp. 20-21) Copy of “Picasso” typed text (Student Learning Journal pp. 22-26) <i>Art Masters: Picasso</i> Video Clip and Art Masters Note-Taking Guide (Student Learning Journal p. 27) Page provided for Compare/Contrast/Double Bubble Map (Student Learning Journal p. 28) Orange and yellow crayon per student Inquiry Charts for Gallery Walk and Sequencing/Flow Map from previous lesson	
Objectives		Content: Students will organize facts and information from two pieces of informational text.	Language: Students will create a Compare/Contrast Double Bubble to show differences and similarities between Picasso and Rivera.
Depth of Knowledge Level		<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills		<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content <input checked="" type="checkbox"/> knowledge Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures	
Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		personalize sketched complimented	renowned groundbreaking

		literacy reputation renowned indigenous	
	STUDENTS FIGURE OUT THE MEANING	ill population European thrive sought after	
Pre-teaching Considerations		Collaborative Academic Conversation Norms Students must be familiar with Compare/Contrast Thinking Map.	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading.	
Lesson Delivery			
Instructional Methods		Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
Lesson Continuum	Lesson Opening	Prior Knowledge, Context, and Motivation: Preparing the Learner Introduce Content and Language Objectives Review Big Idea and Essential Questions Show and read through the PowerPoint, <i>The Life of Diego Rivera</i> . This text repeats what the students read in the previous lesson with added details and visuals. As you take the students through the PowerPoint, ask them to focus on new information and add that information to the Sequencing/Flow Map (from previous day). Stop intermittently and give students time to discuss and write new information.	
	Lesson Sequence	Extending Understanding: Have students take out their Diego Rivera text from previous lesson. Have students turn to the Picasso text (Student Learning Journal pp. 22-26). They will be using these to create a Compare/Contrast Thinking Map to compare and contrast the two artists. As they find similarities, they will use a yellow crayon to highlight the evidence in both texts. As they find differences, they will use an orange crayon to highlight evidence from the text. Model: I Do <i>One way Rivera and Picasso were different is that they came from different countries. The Diego Rivera text says he was born in Mexico in the first sentence here. I will highlight that in orange. In the second sentence of Picasso, it says that he was born in Spain. I will highlight that in orange as well. Although it does not directly say it, I can infer that both Diego Rivera and Picasso spoke Spanish because I know that both Mexico and Spain are Spanish speaking countries.</i>	Differentiated Instruction: English Learners (Student Learning Journal p. 28): _____ and _____ are the same because _____. Both _____ and _____ _____. _____ and _____ are similar because _____. _____, but _____. _____, however, _____. _____
		<pre> graph TD Mexico((Mexico)) --- Spain((Spain)) DiegoRivera((Diego Rivera)) --- PabloPicasso((Pablo Picasso)) Mexico --- DiegoRivera Spain --- PabloPicasso SpokeSpanish((Spoke Spanish)) --- DiegoRivera SpokeSpanish --- PabloPicasso </pre>	
		Special Needs: See Special Ed Appendix	

Guided Instruction: We Do Together

Continue guiding the students to find similarities and differences between the two artists. Have students think, discuss, highlight, and share. Sentence frames are also provided in the Student Learning Journal.



Collaborative: You Do Together

Have the collaborative groups complete the Compare/Contrast Thinking Map providing evidence for each statement. Share out whole class.

View Video Clip: Art Masters: Picasso

Add new information to the Compare/Contrast Thinking Map.

Possible answers:

<u>Similarities</u>
Studied in France
First style used: realism
Their fathers were teachers who encouraged them.
Their work was controversial.

<u>Differences</u>
Picasso- born in 1881 Diego-born in 1886
Picasso- art reflected his feelings. Diego-art reflected what he saw.
Picasso-most famous for his Cubism style Rivera – most famous for his murals

Lesson Reflection (Reflection pages are added to the back of the Student Learning Journal):

How does this connect to our Big Idea, "Imagination can be the start of something new."?

What essential questions can be answered after the reading of these two texts?

Add any new learning to the Brainstorm/Circle Map.

Accelerated Learners:

Lesson Reflection

Teacher Reflection Evidenced by Student Learning/Outcomes

"Picasso"
from the book by Mike Venezia



Pablo Picasso was one of the greatest artists of the twentieth century. He was born in Malaga, Spain, in 1881, and died in France in 1973.

Picasso's father was an art teacher at the local school. He encouraged his son to paint and draw. He wanted Picasso to become a great artist some day.

Picasso's painting style changed over the period of his life more than any other great artist. He was always trying new and different things.

When Picasso was nineteen, he left Spain and went to Paris, France. Some of the first paintings he did there look a little bit like the work of other famous French artists.

This painting below reminds many people of the work done by Toulouse-Lautrec. Some of Picasso's other early paintings remind people of Van Gogh, Gauguin, and Monet.



The Blue Period

Then something happened! Picasso's paintings changed. His work became different from anyone else's.

His best friend died, and Picasso felt alone and sad. At the same time, none of his paintings were selling, and he was almost starving to death.

Because of his mood, Picasso began to paint with lots of blue (blue can be a very sad color). He made all the people in his paintings look lonely and sad.

Some people thought Picasso's blue paintings were great. Others (including Picasso's father) thought they were just too strange. This meant his paintings were controversial.

The Rose Period

Picasso's Blue Period ended when he met a girl named Fernande. Fernande and Picasso fell in love, and soon a happier color started showing up in Picasso's paintings. This was the beginning of the Rose Period.

Not only were Picasso's colors happier during the Rose Period, but he started painting happier things. Picasso painted a lot of circus people during this time. He often painted them with their animals.

The Rose Period didn't last very long, though, because Picasso found a new way to paint that was really exciting and different.

Cubism



Cubism was the next style of painting that Picasso developed and made famous. The painting on the left is a cubist painting of one of Picasso's friends. The man in the painting looks like he's been broken up into little cubes. That's where the name cubism came from.

Look closely. Can you see the man's face, what he was wearing, his hands, a bottle, a glass, and maybe his pet cat? Can you find anything else?

Cubism is one of the most important periods in the history of modern art.

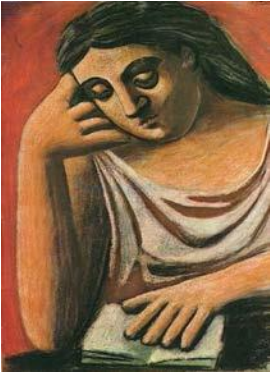
For hundreds of years, artists tried very hard to paint things so they would look real. Then Picasso came along and started to paint people and things that didn't look the way people and things were supposed to look.

Picasso was always shocking people, but when he started painting people who had eyes and noses in the wrong places - well, even some of his closest friends thought he had gone too far.

Picasso kept working with cubism and changed it over the years. It became much more colorful and flatter looking. It also became easier to see what Picasso was painting.

In the painting below, three musicians, you can see the three musicians, and tell what instruments they're playing.





In another style that popped up for a while, Picasso painted people who looked more real again. Picasso had just visited Rome, a city filled with statues and monuments. When he returned from his trip, he did a series of paintings in which people look like they've been chiseled out of stone, like statues.

Many of Picasso's paintings look funny because of the way he moves eyes, noses, and chins around. The amazing thing about these paintings is how much they look like the real person.

Look at the painting of Picasso's best friend, Jamie Sabartés. Does it look like the same man shown in the smaller painting to the right?



The thing that made Picasso such a great artist was his originality. He had the imagination to try new and different things through his entire life.

Picasso lived to be ninety-two years old. He was a great painter, but he was great at other things, too.

He made sculptures, prints, drawings, beautifully colored dishes and bowls. He even made costumes and scenery for plays.

It's a lot of fun to see real Picasso paintings. You'll be surprised at how big some of them are. Look for his paintings in your art museum.

Most of the pictures in this biography came from the museums listed below. If none of these museums is close to you, maybe you can visit one when you are on vacation.

- The Museum of Modern Art, New York, New York
- Solomon R. Guggenheim Museum, New York, New York
- The Art Institute, Chicago, Illinois
- National Gallery of Art, Washington, D.C.
- Picasso Museum, Barcelona, Spain
- Musée Picasso, Paris, France.

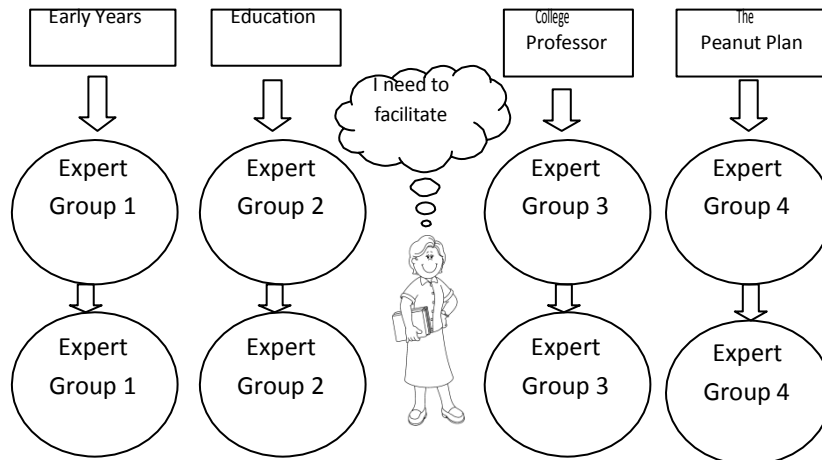
SAUSD Common Core Lesson Planner

Unit: Lesson 9	Grade Level/Course: 3 rd Grade	Duration: 4 days	
Common Core and Content Standards	<p>Reading Informational Text: RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea RI.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. RI.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.</p> <p>Writing Standards: W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 that opinion. c. Use linking words and phrases to connect opinion and reasons d. Provide a concluding statement or section. W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.5 With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Speaking and Listening Standards: SL.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 remark of others. SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse formats, including visually, quantitatively, and orally. SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
	Materials/ Resources/ Lesson Preparation	Teacher Resource PowerPoint George Washington Carver text (Student Learning Journal 30-37) George Washington Carver Description Chart (Student Learning Journal p. 38) George Washington Carver Video Clip (4:28) Nobel Prize text (Student Learning Journal p.39) Page for FLEE Map (Student Learning Journal p. 42)	
Objectives	Content: Students will closely read and annotate parts of a biographical text collaboratively.	Language: As experts on a piece of text students will orally teach a non-expert group, and write a collaborative three paragraph essay	
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking		
College and Career Ready Skills	<input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Comprehending as well as critiquing <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures		

Common Core Instructional Shifts		<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary	
Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING dedicated protein restore	WORDS WORTH KNOWING plantation hominy biology
	STUDENTS FIGURE OUT THE MEANING	segregated botany nutrients rotate produced invented national monument	slave trader
Pre-teaching Considerations	Collaborative Academic Conversation Norms GLAD Strategy: Expert Group Protocol		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Lesson Continuum	Lesson Opening	<u>Preparing the Learner</u> Prior Knowledge, Context, and Motivation: Introduce Content and Language Objectives. Review Big Idea and Essential Questions. <i>Today you will be reading another biography of an African American who lived around the time of Jackie Robinson and faced many of the same injustices. As you read the text, be thinking about why this biography was included in our Imagination unit.</i> The purpose of this lesson is for the students to do a close read of a portion of the text, and become an expert. Students will then be responsible for teaching that portion to their cooperative group. See GLAD Expert Group Protocol following this lesson.	
	Lesson Sequence	Day 1: <u>Interacting with the Text</u> Unencumbered First Read (read entire text without stopping): Select one of the following based on the level of your students. <ul style="list-style-type: none"> • Have students read “George Washington Carver” independently • Read it with a partner • Read it aloud to them 	Differentiated Instruction:

Expert Groups

- Have students number off 1-4 in their cooperative groups.
- All like numbers work together on their assigned category.
- If groups are too large, break them into two smaller groups.



- The expert will closely read and fill in his/her portion of the process grid to take back and teach to their original collaborative group. Teacher walks around to monitor and facilitate learning. Student experts will:
 - a. Circle words they do not understand, underline and justify important parts
 - b. Read to find the main idea and details
 - c. Take notes on their process grid

Day 2:

- Students will return to their expert groups from the previous day to orally rehearse their information with a partner.
- Student experts return to their original cooperative group with the responsibility of teaching the information they have learned and practiced.
- While experts teach, students are asking questions for clarification and taking notes onto their process grid.

Day 3:

Extending Understanding

Unencumbered First Read (read entire text without stopping):

“The Nobel Prize”

Select one of the following based on the level of your students.

- Have students read “The Nobel Prize” independently
- Read it with a partner
- Read it aloud to them

Set a Purpose: *George Washington Carver never won the Nobel Prize, but some people think he should have. This text will provide you with information on the Nobel Prize. You will need this background information for the writing task that will follow.*

English Learners (Student Learning Journal pp. 40-41):

p. 40

The main idea is _____.

A detail is _____.

_____ is important because _____.

p. 41

In our opinion, _____ should _____ because _____.

A good example is _____.

We believe _____.

Another example is _____.

One reason is _____.

In conclusion, _____.

Special Needs:

See Special Ed Appendix

Accelerated Learners:

Second Read: Chunking the Text with Text Dependent Questions

Think-Pair-Share:

Give students time to think Discuss with a partner or group Share whole class

- *What were some of Alfred Nobel's accomplishments? He was a chemist, inventor, and businessman who believed in peace; invented dynamite.*
- *Where does the money come from for this award? It comes from his will; he left \$265,000,000*

View George Washington Carver Video Clip:

Add new information to the process grid. Although there is a lot of new information in this video clip, ask students to listen for two or three new facts to add to their grid.

Day 4

(Note: Students will be asked to identify three achievements that qualify George Washington Carver for the Nobel Prize. Possible achievements include: Introducing the idea of crop rotation; finding multiple uses for the peanut, soybean, and sweet potato; invention of the Jesup Agricultural Wagon; perseverance in education)

Collaborative Writing

1. Using their process grids, students will collaboratively write a three paragraph opinion piece on why George Washington Carver should win the Nobel Prize.
 - a. Students will use their process grids, "George Washington Carver" text, "Nobel Prize" text, and notes.
 - b. Have each group create a FLEE map and collectively write an opening paragraph. This two sentence paragraph will orient the reader to who George Washington Carver was and state that he should win the Nobel Prize.
 - c. As a group, choose three of Carver's achievements and place them on the FLEE Map.
 - d. Cite evidence from the text or video that supports each achievement. These details should be added to the FLEE Map on lines under the appropriate box.
 - e. Add a final paragraph to the FLEE map that restates why he should be awarded this prize.
 - f. Have each child choose a part of the opinion piece to read aloud to each other.
 - g. Each group of four students will use the FLEE map to write a collaborative essay. One student will write the introduction, the other three students will each write about one of his achievements. Collaboratively they will write the concluding paragraph. The end product will be a collaborative essay.

Reflection:

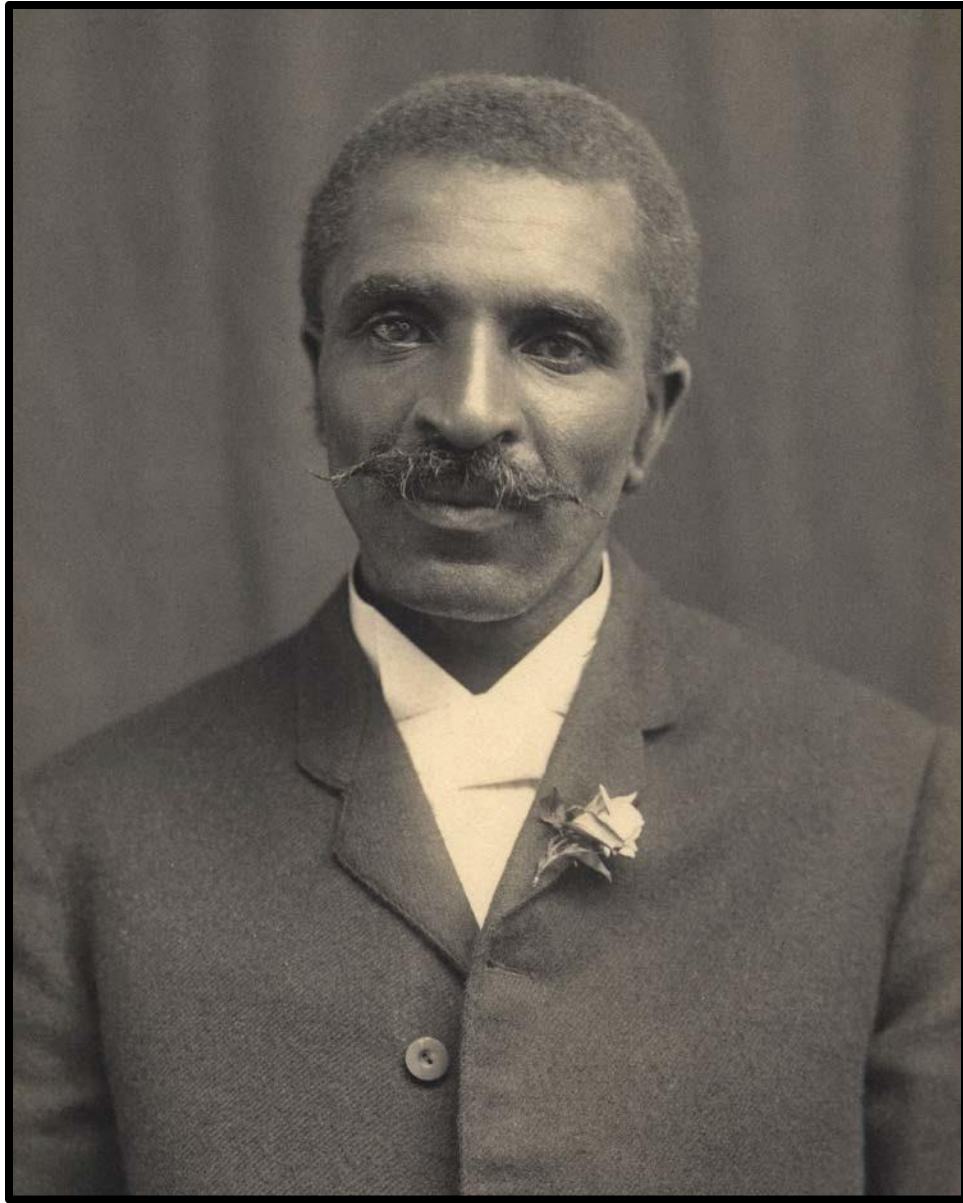
- How does learning about George Washington Carver connect to our Big Idea, "Imagination can be the start of something new."?
- What essential questions can be answered based on our reading about George Washington Carver?
- Add new learning to the Brainstorming/Circle Map
- Return to the Extended Anticipatory Guide to revisit your opinions

Accelerated Learners:

Students can create a poster of George Washington Carver highlighting the three accomplishments that they included in their essay.

Lesson Reflection

**Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes**



George Washington Carver

Early Years



George Washington Carver was born a slave in Diamond Grove, Missouri, around 1864. He was born on the Moses Carver plantation. His parents were slaves. His father died right before George was born.

While he was still a baby, slave traders kidnapped George and his mother. Only George was returned to the plantation.

As a baby, he had a disease called whooping cough . It left him sickly and he couldn't do hard work like the other slaves. His chores were cooking and sewing. He loved to work in the garden. He taught himself to read. His family was so poor, he couldn't afford to buy a pencil, so he made a holder and used a pencil that was only 1/4 inch long.



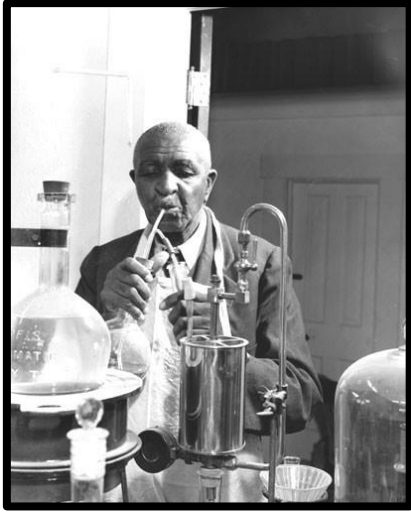
When George was a child, a new law passed that made it illegal to own a slave. George was free!

Since the only family George had left was a brother, their slave owner, Moses Carver, decided to take care of them as if they were his own sons.

Slaves were not allowed to have a last name, but when he became free, Moses Carver gave George and his brother his last name. He was now called George Carver.

Slaves were also not allowed to learn to read, but when he became free he wanted to go to school. The school near his home was segregated and would not accept him.

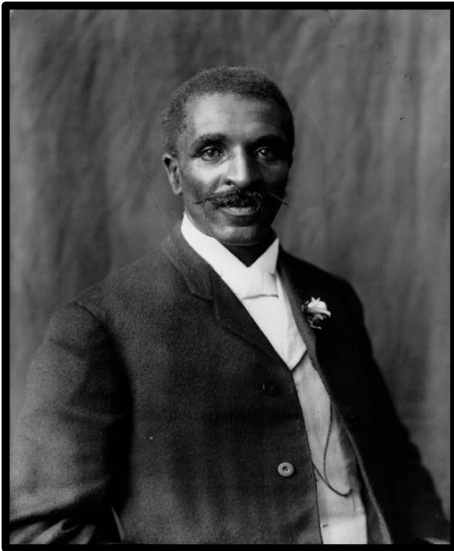
Education



When he was 12 years old, he and his brother walked 9 miles every day to attend a black school. There was only one teacher with 75 children in a small room.

While other children played at recess, he studied. He studied at home before and after he did his chores. Soon he knew more than his teacher. He wanted to continue learning.

George Washington Carver was always interested in plants. When he was a child, he was known as the "plant doctor." He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he'd take their plants to his garden and nurse them back to health.



He was not finished learning. He wrote to a college to enroll and they accepted him, but when they found out he was black, they told him he couldn't attend. Eventually, he attended Iowa State College where he studied botany. He learned about plants and farming. He became the best botany student on campus.

He did many things to earn money to pay for his college expenses. He sold hominy which he had made, and sometimes he ironed clothes for his classmates. He found an old stove at the city dump and brought it home to cook meals for his friends. He used old wrapping paper for notebooks. "Don't throw anything away," he would say. "Everything can be used again." After he graduated, they asked him to teach biology to the beginning students.

College Professor



George Washington Carver was beginning to become famous for his plant knowledge. He was offered a teaching job at the best college for African Americans, the Tuskegee Institute. There was another man in his area named George Carver, so he decided to add Washington as a middle name so they would not be confused.

At Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. Nutrients provide food for plants. So the soil becomes "worn out" after a few years. Eventually, cotton will no longer grow on this land.

This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.

The Peanut Plan



Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut. Peanuts are also a source of protein.

Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families--quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.

Carver told farmers to rotate their crops. Plant cotton one year, then the next year plant peanuts. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year. Now the farmers had **LOTS** of peanuts.



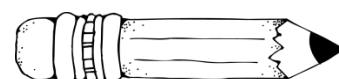
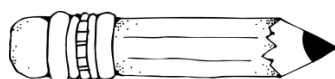
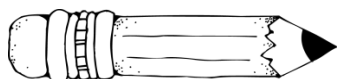
Again, Carver had a plan. Carver invented all kinds of things that were made out of peanuts. He thought of more than 300 uses for peanuts, including peanut butter and peanut oil.

Because Carver created new uses for the peanut, it became more and more popular. Soon the whole country had heard of George Washington Carver, the Peanut Man! And by 1940 peanuts had become one of the top six crops in the U.S.

Carver worked at Tuskegee Institute in Alabama for most of his adult life. In 1943, soon after Carver's death, President Franklin D. Roosevelt made Carver's boyhood home a national monument. It was the first national monument to honor an African American.

Expert Groups Provide:

- Practice with reading strategies for non-fiction text
- Instruction for students to understand the purpose of text features in informational text
- Practice with text structure through the creation of Thinking Maps to promote retention of information
- Reading comprehension of complex text as students read for key ideas and details and summarize information
- Opportunities to use language to communicate key concepts in collaborative groupings



Directions for Expert Groups

1. Text is created for each category on the Process Grid
2. Expository text features are embedded (headings, subheadings, captions, bold print, diagrams, etc.)
3. Heterogeneous Expert Groups are formed by choosing one student from each team (cooperative teams are usually comprised of four students, numbered 1-4)
4. Teacher pulls each Expert Group to guide close reading and annotation for information and note-taking strategies with a Thinking Map in chosen category
5. Students (Experts) return to their original cooperative teams with the responsibility of teaching the information they have learned. Provide students with a blank thinking map to record their learning.
6. Student information is transferred to the Process Grid.

George Washington Carver Process Grid

Early Years	
Education	
College Professor	
The Peanut Plan	

The Nobel Prize

The Nobel Prize honors people from around the world for their outstanding achievements in six different subject areas: Peace, Physics, Chemistry, Medicine, Economics, and Literature. It was created in 1901 from the will of Alfred Nobel. He was an important Swedish chemist.

Alfred Nobel was born on October 21, 1833 and died on December 10, 1896. He was a chemist, inventor, business man who believed in peace. He also invented dynamite and spoke five languages. He left about 265 million dollars to fund the Nobel Prizes.

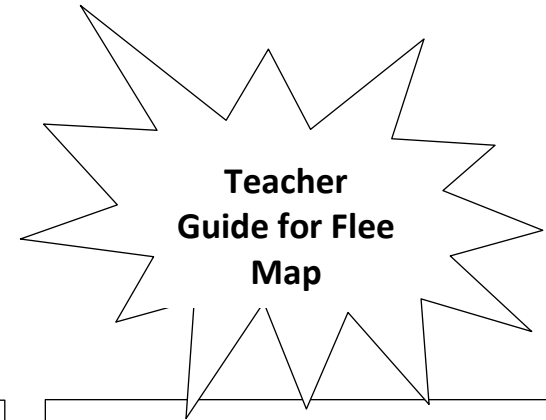
The prizes are awarded by the NOBEL Committee to the person or persons who bestowed the "greatest benefit on mankind" each year. They are awarded to people from around the world for a variety of reasons since 1901.



Text Dependent Questions

1. What were some of Alfred Nobel's accomplishments?
2. Where does the money come from for these awards?

One sentence that tells who George Washington Carver was. One sentence that states why he should be awarded a Nobel Prize.



One achievement

One achievement

One achievement

Details that support achievement

Details that support achievement

Details that support achievement

Restate why George Washington Carver should be awarded a Nobel Prize

SAUSD Common Core Lesson Planner

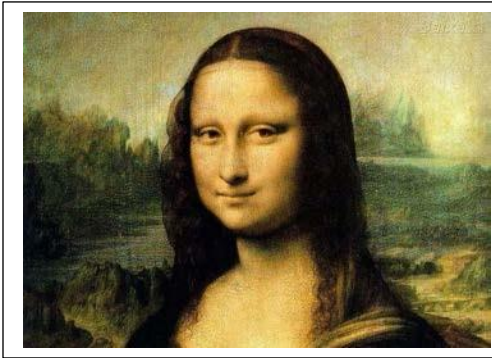
Unit:3 Lesson: 10	Grade Level/Course: 3 rd ELA	Duration: 2 days
Big Idea: Imagination can be the start of something new Essential Question: <ul style="list-style-type: none"> • How can imagination enrich our lives? • How can imagination help you accomplish great things? • How is imagination powerful? 		
Common Core and Content Standards	<p>Reading Informational Text</p> <p>RI 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 6 Distinguish their own point of view from that of the author of a text</p> <p>RI 7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>Writing</p> <p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion</p> <p>c. Use linking words and phrases to connect opinion and reasons</p> <p>d. Provide a concluding statement or section.</p> <p>Speaking and Listening</p> <p>SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p>	
Materials/ Resources/ Lesson Preparation	<p>Teacher Resource PowerPoint</p> <p>Most Imaginative Person of the Year (Student Learning Journal p.43) Note</p> <p>Taking Pages (Student Learning Journal pp. 44 and 45)</p> <p>Leonardo da Vinci Video Clip</p> <p>“Leonardo da Vinci: Famous Artist and Scientist” (Student Learning Journal p. 46-47) Page provided for FLEE Map (Student Learning Journal p. 48)</p> <p>Speech Writing Rubric (Student Learning Journal p. 49)</p> <p>Optional Art Project (Student Learning Journal p. 50)</p> <p>Individual Performance Task and Mini Rubrics (in Unit TE)</p> <p>Extended Response (Student Learning Journal p. 51)</p>	
Objectives	Content: Students will synthesize and apply information from media and an article to write a persuasive speech.	Language: Students will build a FLEE map, write a persuasive speech, and provide evidence from a video and text.
Depth of Knowledge Level	<input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking	
College and Career Ready Skills	<input checked="" type="checkbox"/> 1. Demonstrating independence <input checked="" type="checkbox"/> 2. Building strong content knowledge <input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task purpose, and discipline <input checked="" type="checkbox"/> 4. Comprehending as well as critiquing <input checked="" type="checkbox"/> 5. Valuing evidence <input checked="" type="checkbox"/> 6. Using technology and digital media strategically and capably <input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture	
Common Core Instructional Shifts	<input checked="" type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> 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
	STUDENTS FIGURE OUT THE MEANING	N/A	N/A
Pre-teaching Considerations	Collaborative Academic Conversation Norms		
CCSS Foundational Standards (K-5 only)	Continue teaching the foundational standards through the Open Court Reading.		
Lesson Delivery			
Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Preparing the Learner	<u>Preparing the Learner</u> Prior Knowledge, Context, and Motivation: Review the Big Idea and Essential Questions Introduce the Content and Language Objectives		Differentiated Instruction: English Learners: (Student Learning Journal p 57) Use “Explain Why 20 Words” list to give language forms needed to complete task. Students Who Need Additional Support: See Special Ed. Appendix Accelerated Learners:
Interacting with the Text/Concept	<u>Interacting With the Text</u> <ul style="list-style-type: none"> Remind students of the task done on George Washington Carver. Explain to students the scenario: <i>You have nominated Leonardo da Vinci to receive the Most Imaginative Person of the Year Award. You must speak to the Imagination Panel of Judges about the artist to support your nomination. In other words, you want the judges to choose your nominee to win the award.</i> Teachers, you might want to do a step- aside to explain the word nominate. Unencumbered View of Video Clip: <i>Achievements of Leonardo da Vinci</i> Second View of Video Clip <ul style="list-style-type: none"> Have students answer questions on the note-taking guide. Student Book p. 44 Unencumbered First Read: (read the entire text without stopping) <i>Leonardo da Vinci: Famous Artist and Scientist</i> Select one of the following based on the level of your students. <ul style="list-style-type: none"> Have students read article independently Read it with a partner Read it aloud to them Second Read: Collaborative Close Read Purpose: To obtain information to support the nomination of Leonardo da Vinci		

	<p>Think, Pair, Share: <i>Why do you think Leonardo da Vinci deserves to win an award for Most Imaginative Person of the Year? Remember to use evidence from the video and articles to support your argument.</i></p> <ul style="list-style-type: none"> • With a partner/group, choose three achievements to write about and put the information on a FLEE Map • Add details to the FLEE Map to support your choices Before groups begin, direct students to Student Workbook p. 43 to review Performance Task Checklist • Once students collaboratively complete their FLEE Map, they will begin to individually write their speeches. • Make sure they use the checklist as they are writing. • This serves as a Summative Assessment for the unit. 	
<p>Extending Understanding</p>	<p>Optional Extended Response: (Student Book p 51)</p> <ul style="list-style-type: none"> • In this extended response, students will be asked to distinguish their own point of view from that of the author of a text (LA.3.RI.6) • Part 1: Using the “Leonardo da Vinci: Famous Artist and Scientist” article, students will describe the author’s opinion of da Vinci and discuss their reasoning in collaborative groups. • Part 2: Students will state whether they agree or disagree with the author, and then explain why or why not. They should include details from the text in their answer. • Be sure to review the rubric with students. <ul style="list-style-type: none"> ○ A complete response includes: The author thinks that da Vinci is a brilliant artist and a successful scientist. The student may agree or disagree with this conclusion, but must explain why he/she agrees or disagrees and must include details from the text. <p>Optional Art Connection: (Student Book p. 50)</p> <ul style="list-style-type: none"> • Students will design an award (medal, certificate, or trophy). Specific directions are in the Student Book. <p>Reflection:</p> <ul style="list-style-type: none"> • Revisit the Big Idea and Essential Questions 	
Lesson Reflection		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

Leonardo da Vinci: Famous Artist and Scientist

Leonardo da Vinci was a brilliant artist. He was born in Italy in the 15th century. One of his paintings, the *Mona Lisa*, is one of the most famous paintings in the world. *The Last Supper* is another famous painting of da Vinci's. This took da Vinci three years to paint. It is one of the most copied paintings of all time.

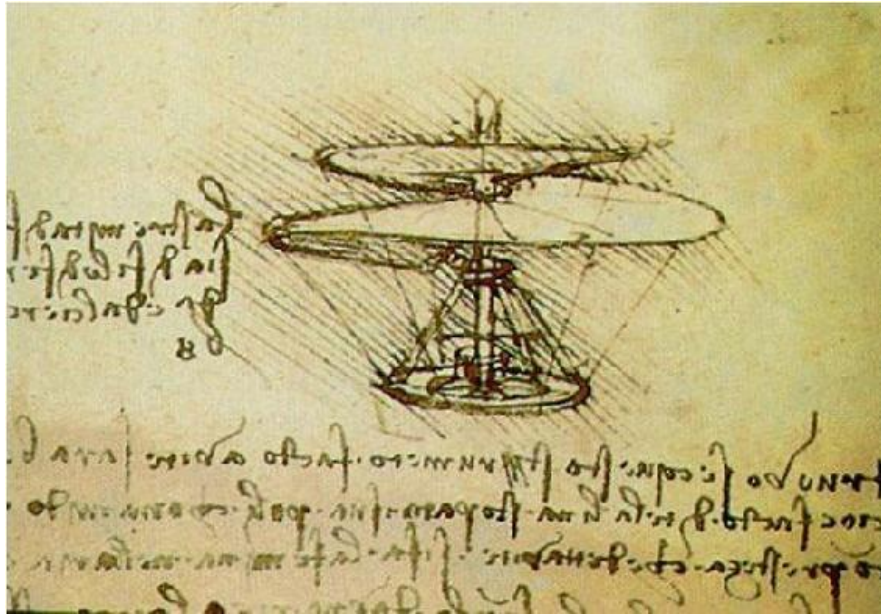


Although he is most well-known for his art, he was interested in many different things. He was also known as a successful scientist. In fact, he had one of the best scientific minds of his time. He was a mathematician, inventor, musician, and writer, as well as sculptor and painter.



One of his many interests was anatomy, or the study of the human body. His drawings of human organs, bones, and muscles are some of the first on record. He viewed the body as a mechanical robot. He studied human corpses and would open them up so that he could see inside. He based his drawings on his research. Other scientists used his drawings to learn what was inside the body.

They were able to study the functions of many different body parts. Da Vinci explored how blood flowed through the body. He compared the structure of the body to the structure of plants and other animals.



His approach to science was through observation and detailed drawings. His observations and inventions were recorded in 13,000 pages of notes and drawings. These drawings included a design for a flying machine, which was some 400 years before the first success of the Wright Brothers. Da Vinci has been called a genius for good reason.

Most Imaginative Person of the Year: Leonardo da Vinci

Performance Task/Student Page



Scenario: You have nominated Leonardo da Vinci to receive the Imagination Person of the Year Award and must speak to the Imagination Panel of Judges about the artist to support your nomination.

Directions: Part 1 (90 mins.)

1. Read the informational articles about Leonardo da Vinci. As you read the articles, record information about his accomplishments as a scientist, inventor, and artist on the Note-Taking Guide or Defining in Context/Circle Map.
2. Watch the video segment about Leonardo da Vinci and take notes on his achievements as an artist, scientist, and inventor on the note taking guide.
3. Complete a flee map to organize your thoughts.

Directions: Part 2 (60 mins.)

Writing Prompt: Using both the Big Idea “Imagination can be the start of something new” and the new knowledge you have learned about imagination as your criteria, write a persuasive speech explaining why Leonardo da Vinci has earned the award for Most Imaginative Person of the Year. Cite evidence from the video and the two articles you have read to justify your reasons.

As you write your speech, make sure to use the speech writing checklist.

***Remember that your audience is The Imagination Panel of Judges, a group of people chosen to decide the winner of the Imagination Person of the Year Award

Use the following checklist to help you with your speech.

- Include a beginning that states your position (what you are speaking about).
- Include three reasons why Leonardo da Vinci is the Most Imaginative Person of the Year.
- Cite evidence from the video and the two articles to support your 3 reasons.
- Add strong, persuasive language that helps the judges more clearly visualize each explanation.
- Be sure to include three strong verbs and three adjectives in your speech.
- Finish with an ending that **STRONGLY** restates your position. Include your feelings and opinions about the artist.

Most Imaginative Person of the Year: Leonardo da Vinci
Performance Task/Note Taking Page



<p>Leonardo da Vinci was an artist, but what else did he do?</p>	
<p>What painting is Leonardo da Vinci best known for creating?</p>	
<p>What inventions and sketches did Leonardo da Vinci record in his notebooks?</p>	
<p>What machines did Leonardo da Vinci imagine and design that we use today?</p>	

TEACHER KEY

Most Imaginative Person of the Year: Leonardo da Vinci
Performance Task



<p>0:22</p> <p>Leonardo da Vinci was an artist, but what else did he do?</p>	<p><i>Possible responses:</i></p> <ul style="list-style-type: none">• <i>painter</i>• <i>sculptor</i>• <i>architect</i>• <i>inventor</i>• <i>engineer</i>
<p>1:10</p> <p>What painting is Leonardo da Vinci best known for creating?</p>	<p><i>Mona Lisa</i></p>
<p>1:58</p> <p>What inventions and sketches did Leonardo da Vinci record in his notebooks?</p>	<ul style="list-style-type: none">• <i>ships</i>• <i>planes</i>• <i>weapons</i>• <i>farm tools</i>• <i>pumps, machines</i>
<p>4:00</p> <p>What machines did Leonardo da Vinci imagine and design that we use today?</p>	<ul style="list-style-type: none">• <i>plane</i>• <i>helicopter</i>• <i>parachute</i>

Most Imaginative Person of the Year: Leonardo da Vinci Art Project



Optional Extension (Individual or Group Task): Using your own imagination, design the Most Imaginative Person of the Year award that would be given to Leonardo da Vinci if he wins. Decide if it should be a medal, certificate, or a trophy.

Draw the award on the white construction paper provided. You may use any art media available to you to decorate the award such as markers, crayons, paints, oil pastels, or watercolors.

Make sure to include on your award:

- Title of the award
- Leonardo da Vinci's name, the date the award is being given, and who is giving it to him.
- A sentence explaining why he is receiving the award.

Most Imaginative Person of the Year: Leonardo da Vinci Speech Writing Rubric



Teachers, use the following rubric/checklist to score the **written speeches**:

- Included a beginning that states their position (what they are speaking about).

0 points	1 point	2 points
There is no opening statement.	There is an opening statement consisting of only 1-2 sentences that states their position.	There is an opening statement consisting of 2 sentences that clearly and strongly states their position.

- Included 3 reasons why Leonardo da Vinci is the Imagination Person of the Year.

0 points	1 point	2 points	3 points
There are no reasons stated.	There is only one reason stated that strongly supports position.	There are only two reasons stated that strongly supports position.	There are three reasons stated that strongly support position.

- Cited evidence from the video and the article to support their 3 reasons.

0 points	1 point	2 points	3 points	4 points
There is no evidence cited from the video and/or the article.	There is 1 piece of evidence cited from the video and/or the article.	There are 2 pieces of evidence cited from the video and/or the article.	There are 3 pieces of evidence cited from the video and the article.	There are 4 or more pieces of evidence cited from the video and the article.

- Added strong, persuasive language that helps the judges more clearly visualize each explanation.

0 points	1 point	2 points
There is no strong, persuasive language.	There are 1-2 strong, persuasive words.	There are 3 or more strong, persuasive words.

- Included 3 strong verbs and 3 adjectives in their speech.

0 points	1 point	2 points	3 points	4 points
There are no strong verbs or adjectives in the speech.	There are 1 strong verb and/or 1 adjective in the speech.	There are 2 strong verbs and/or 2 adjectives in the speech.	There are 3 strong verbs or 3 adjectives in the speech.	There are 3 strong verbs and 3 adjectives in the speech.

- Finished with an ending that **STRONGLY** restated their position. Included their feelings and opinions about the artist.

0 points	1 point	2 points
There is no closing statement.	There is a closing statement consisting of only 1-2 sentences that states their position.	There is a closing statement consisting of 2 sentences that clearly and strongly states their position.

***If students are presenting orally the speech add the following points.

1 point	2 points	3 points
Does not speak clearly, loudly, and not at an understandable pace.	Speaks clearly and loudly, but not at an understandable pace.	Speaks clearly and loudly at an understandable pace.

<p>Performance Task Score Rubric</p> <p>___points for position stated ___points for 3 reasons ___points for evidence ___points for strong, persuasive language ___points for verbs/adjectives ___points for concluding statement</p> <p>___total points ___grade 16-17 = 5, 13-15 = 4, 10-12 = 3 7-9 = 2, 6 or less = 1</p>	<p>Performance Task Score Rubric</p> <p>___points for position stated ___points for 3 reasons ___points for evidence ___points for strong, persuasive language ___points for verbs/adjectives ___points for concluding statement</p> <p>___total points ___grade 16-17 = 5, 13-15 = 4, 10-12 = 3 7-9 = 2, 6 or less = 1</p>
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Scoring Rubric

(A score of 4 or 3 is considered passing)

4 Point Response

- Identifies author's opinion
- Agrees or disagrees with author
- Provides 3 reasons for agreeing or disagreeing.

2 Point Response

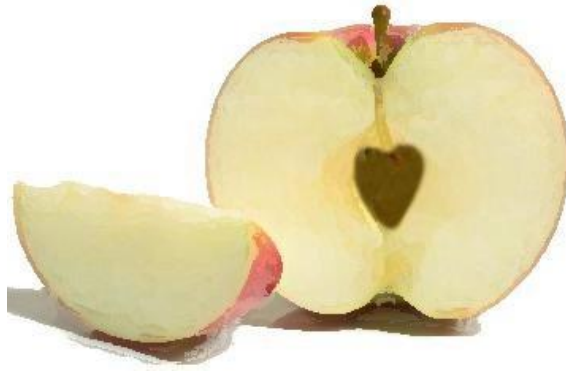
- Unclear in describing author's opinion
- Agrees or disagrees with author
- Unable to support with at least two examples

3 Point Response

- Identifies author's opinion
- Agrees or disagrees with author
- Provides 2 reasons for agreeing or disagreeing

1 Point Response

- Is unable to describe author's opinion or
- Is unable to agree or disagree with author



Getting to the Core

Special Education

Appendix



Special Education Appendix

Teacher Talk



Lesson Preparing the Learner Lesson

Preparing the learner lesson A introduces students to the process of forming an opinion and supporting that opinion with reasons. Students are expected to verbally state their opinions to a partner and agree and disagree with a partner using academic language.

Some students may benefit from the following supports:

- PowerPoint presentation entitled "Imagination Unit." This power point provides students with additional visuals and explanations to understand opinion, agreeing, and disagreeing.
- Partner Cards with linguistic patterns. Students are provided with sentence frames that they may keep to use until they become proficient with the use of the of the frame independently. It is recommended to model the use of the patterns and allow guided practice for the students.



Imagination Unit

BIG IDEA



**IMAGINATION CAN
BE THE START OF
SOMETHING
WONDERFUL AND
NEW!**



ESSENTIAL QUESTIONS

- 1. HOW DOES IMAGINATION ENRICH OUR LIVES?**
- 2. DOES IMAGINATION EVER PLAY A HARMFUL OR NEGATIVE ROLE?**
- 3. HOW CAN IMAGINATION HELP YOU ACCOMPLISH GREAT THINGS?**
- 4. HOW IS IMAGINATION POWERFUL?**

OBJECTIVE

**YOU WILL FORM AN OPINION ABOUT
IMAGINATION STATEMENTS AND
GIVE REASONS WHY YOU THINK
THAT WAY.**



102

Your
Opinion
matters



opinion

tells an attitude or judgement, cannot be proven true or false.

“In my opinion _____.”

I Agree

I Disagree



Agree
"I think
the same
thing!"

Disagree
"I have a
different
idea."

Imagination (Preparing the Learner)

Extended Anticipatory Guide

Statements	Opinion		What I learned from the text:
	Agree	Disagree	
Some paintings are controversial (causing argument).			
People use their imaginations throughout their lives.			
Imagination can help people with special needs.			
Imagination requires discipline (hard work).			
Using your imagination can cause problems.			



Partner Cards

Language for Agreeing

- “I agree with the statement that _____ because _____.”
- “I agree with you that _____ because _____.”
- “I have a similar opinion. I believe _____.”



Language for Disagreeing

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





Special Education Appendix

Teacher Talk



Lesson 1

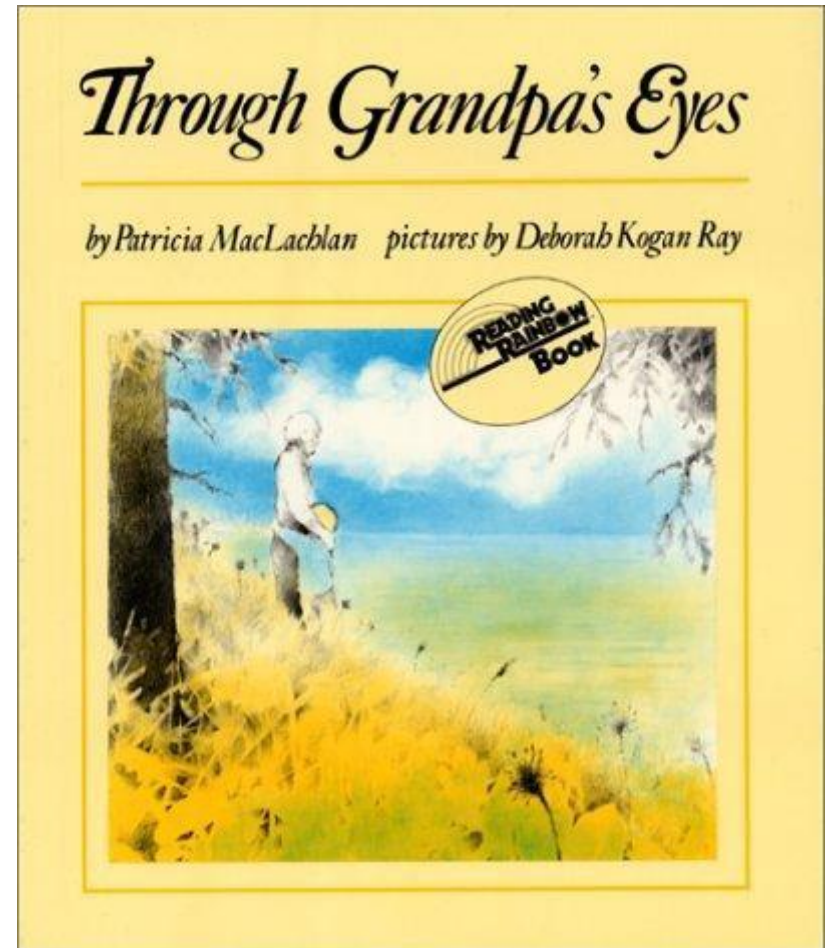
In this lesson students read “Through Grandpa’s Eyes.” Students create a tree map to categorize or sort information from the story. They also cite evidence to support their answers.

Students may benefit from the following supports:

- PowerPoint presentation to review big idea; essential questions; background information; vocabulary; and focus question and activity supports.
- Tree Map with additional visual and organizational support

Through Grandpa's Eyes

by Patricia MacLachlan



Big Idea



Imagination...

Imagination can
be the start of
something new.



Imagine the possibilities!

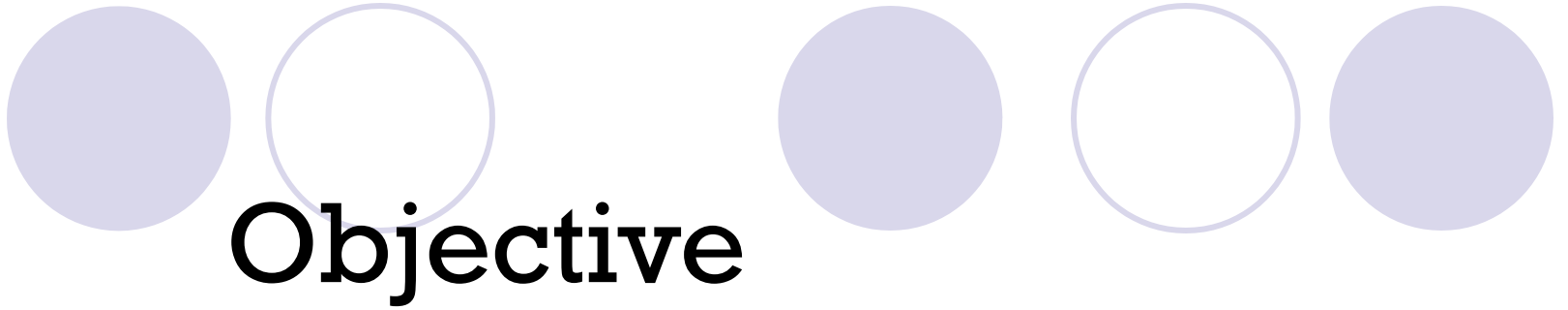
REVIEW

Essential Questions



1. How does imagination enrich our lives?
2. Does imagination ever play a harmful or negative role?
3. How can imagination help you accomplish great things?
4. How is imagination powerful?

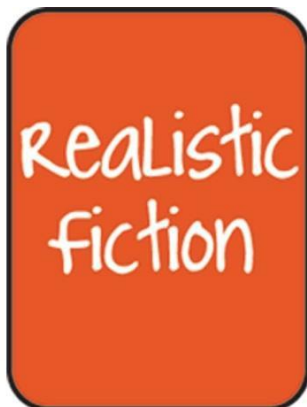
REVIEW

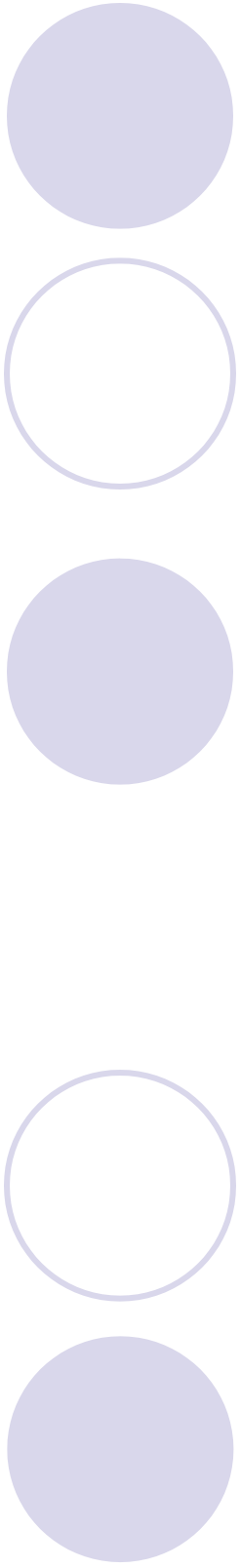


You will create a tree map to categorize or sort information from the story. You will also cite evidence to support your answers.

Background Information

- *The story you are about to read is written by **Patricia MacLachlan**.*
- *“Through Grandpa’s Eyes” is a **realistic fiction story**. This means that the actions and characters seem real, even though they are invented by the author.*





Vocabulary Review

carved

- to cut carefully

- *"And Maggie lives next door in an old wooden house with rooms behind rooms, all with carved doors and brass doorknobs."* (page 198)

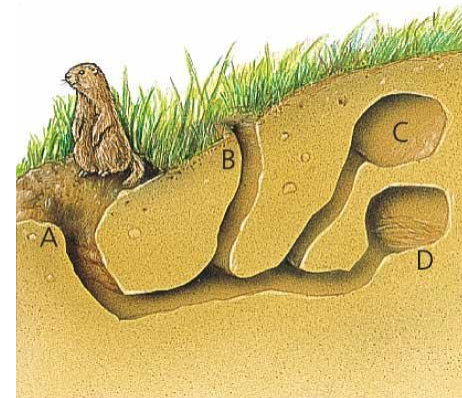


burrow

- make a snug, warm place deep and narrow like a tunnel
- *"I burrow down into the covers to get away, but the light follows me."* (page 198)



42-16607160 [RF] © www.visualphotos.com



Rolin Graphics

exercises

- physical activity for fitness

- *"When I peek around the door, Grandpa is already up and doing his morning exercises."*
(page 198)



banister

- the handrail on a staircase
- *"The wooden banister on the staircase has been worn smooth from Grandpa running his fingers up and down."* (page 200)



dollop

- a shapeless mass or blob of something, especially food
- *"A dollop of jam," I tell Grandpa, "at six o'clock."* (page 202)



sharps

- musical notes that sound one-half tone higher than it usually does
- *"I play with a music stand and music before me. I know all about sharps and flats."* (page 203)

Accidental	Symbol	Description
Sharp	#	Raises note one half step
Flat	b	Lowers note one half step



flats

- musical notes that sound one-half tone lower than it usually does
- *"I play with a music stand and music before me. I know all about sharps and flats."* (page 203)
- Listen to sharp and flat music notes on a cello by visiting this website: http://www.ehow.com/video_2390433_play-major-scales-cello.html
(1 minute, 24 second video)



bow

- a wooden rod with horsehairs stretched from end to end used to play a stringed instrument
- *"But with my eyes closed my bow falls from the strings."* (page 203)



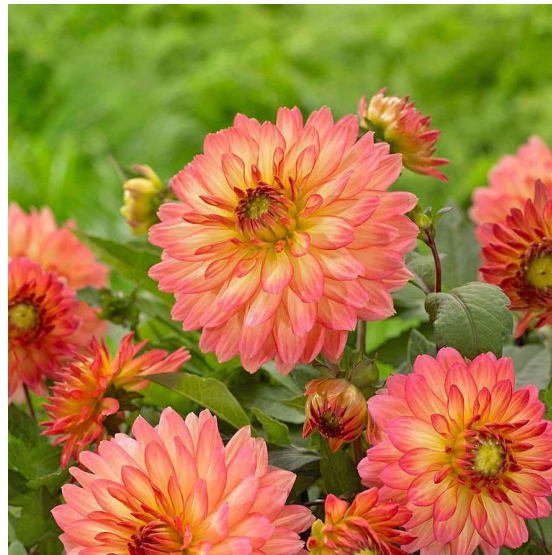
splinters

- small sharp pieces of wood broken off from larger pieces of wood
- *"Grandpa reaches in his shirt pocket and tosses a small bit of wood in my direction. I catch it. It is smooth with no splinters."
(page 204)*



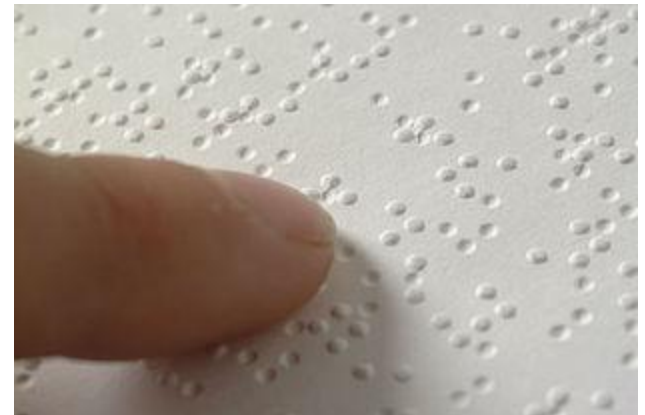
dahlia

- a plant with showy, bright colored flowers
- *"He remembers in his mind the gleam of the sun on the rive, the Queen Anne's lace in the meadow, and every dahlia in his garden."* (page 206)



Braille

- a form of written language for the blind, in which characters are represented by patterns of raised dots that are felt with the fingertips
- "Grandpa reads his book with his fingers, feeling the raised Braille dots that tell him the words.



First Read: Read Aloud

Through Grandpa's Eyes

Focus Question:

- Why did the author choose “*Through Grandpa's Eyes*” as the title for the story?



Second Read

Through Grandpa's Eyes

Group activity: Tree Map

Using Grandpa's



Through Grandpa's Eyes

What new information did you learn?

Imagination (Preparing the Learner)

Extended Anticipatory Guide

Statements	Opinion		What I learned from the text:
	Agree	Disagree	
Some paintings are controversial (causing argument).			
People use their imaginations throughout their lives.			
Imagination can help people with special needs.			
Imagination requires discipline (hard work).			
Using your imagination can cause			



Name: _____

Date: _____

Using Grandpa's Senses



Grandpa uses his sense of smell to

Evidence/Page Number:

Grandpa uses his sense of hearing to

Evidence/Page Number:

Grandpa uses his sense of taste to

Evidence/Page Number:

Grandpa uses his sense of touch to

Evidence/Page Number:



Special Education Appendix

Teacher Talk



Lesson 2

In Lesson 2 students analyze a character from “Through Grandpa’s Eyes.” Students choose character traits to describe the character and use evidence from the text to support their claim. Students complete a Character Analysis Grid with their findings.

Some students may benefit from the following supports:

- PowerPoint presentation provided gives students an opportunity to practice character traits, first person narrator.

Through Grandpa's Eyes

by Patricia MacLachlan

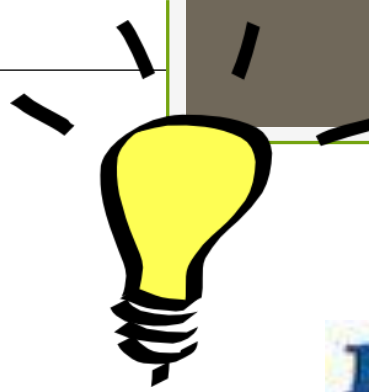


Through Grandpa's Eyes

by Patricia MacLachlan pictures by Deborah Kogan Ray



BIG IDEA



Imagination can
be the start of
something new.

Imagination...



Imagine the possibilities!

REVIEW

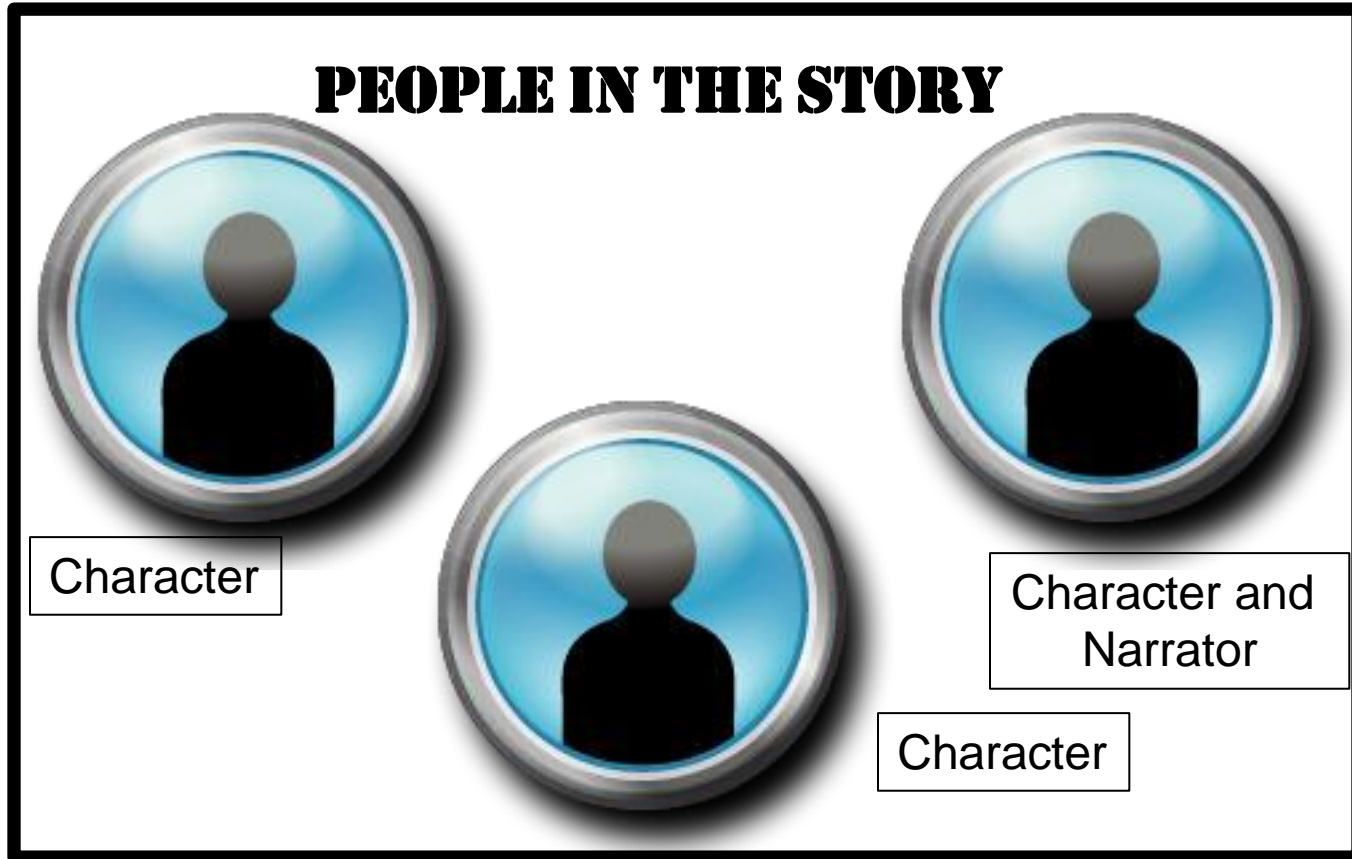
OBJECTIVE

You will read the story to get specific information about a character and use evidence to support your answers.



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FIRST PERSON NARRATOR



The narrator, or person telling the story, is *in the story*

First-Person tells “me” or “my” story.

Example

*“But by mistake, he turns it (the light) on instead. **I** lie for a moment after he’s gone, smiling, before **I** get up to turn out the light.” page 210*

Who is telling the story?

In **First-Person** the narrator is “**I**” or “**we.**”

CHARACTER TRAITS

When you read the story, think of John as a person you know.



adventurous



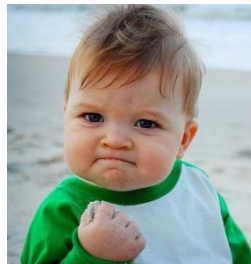
greedy



unhappy



loving



aggressive



fearful

CHARACTER TRAITS



adventurous

Evidence: Molly was only seven years old the first time she rock climbed in a canyon.

The author tells me that Molly was seven years old when she rock climbed in a canyon, this tell me that Molly is adventurous!



Special Education Appendix

Teacher Talk



Lesson 3

Lesson 3 prepares students to gather information from media text by watching and annotating “Jeff’s Day.” Students will further their usage the dictionary, as a reference tool.

Some students may benefit from the following supports:

- PowerPoint presentation will introduce the video and provide students with guidance on note-taking annotation and dictionary use.
- The adapted note-taking guide will support students as they collect information from the video. The guide is written in fill in the blank form to help students gather important information.



“Jeff’s Day” Video



BIG IDEA



Imagination can
be the start of
something new.



REVIEW

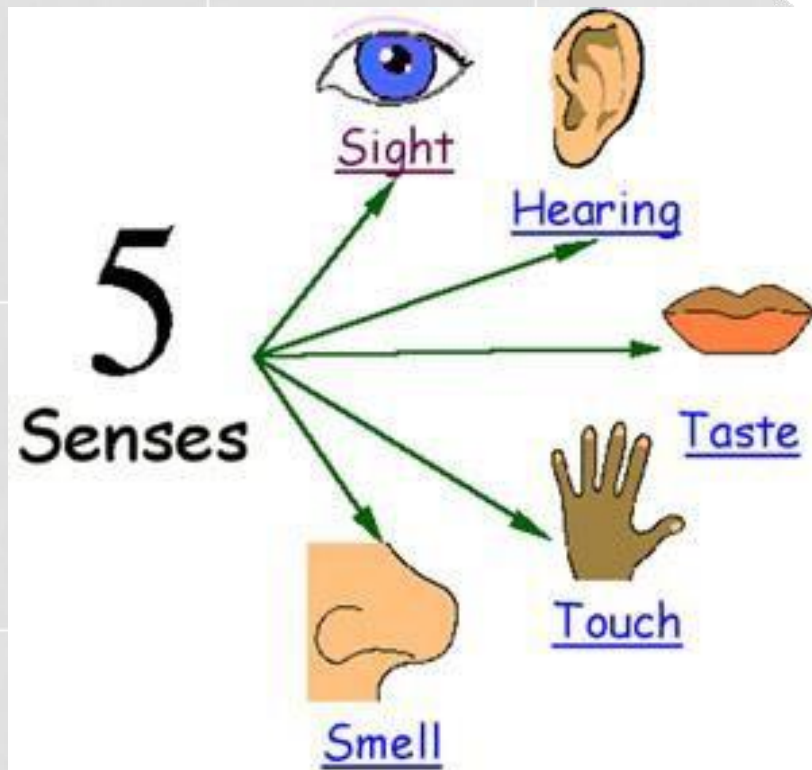
OBJECTIVE



You will analyze how a blind person uses his senses to help him in a typical day. You will also use context clues from the video to understand the meanings of new vocabulary words.

Video

In this video, you will see how a blind man goes about his day to day activities using other senses besides his sight.



As you watch the video, fill in the missing words.

Name: _____

Date: _____

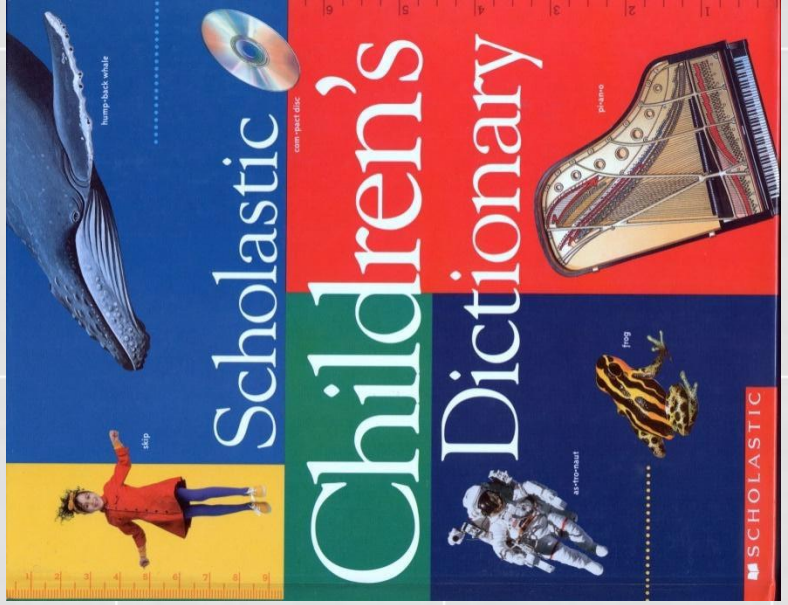
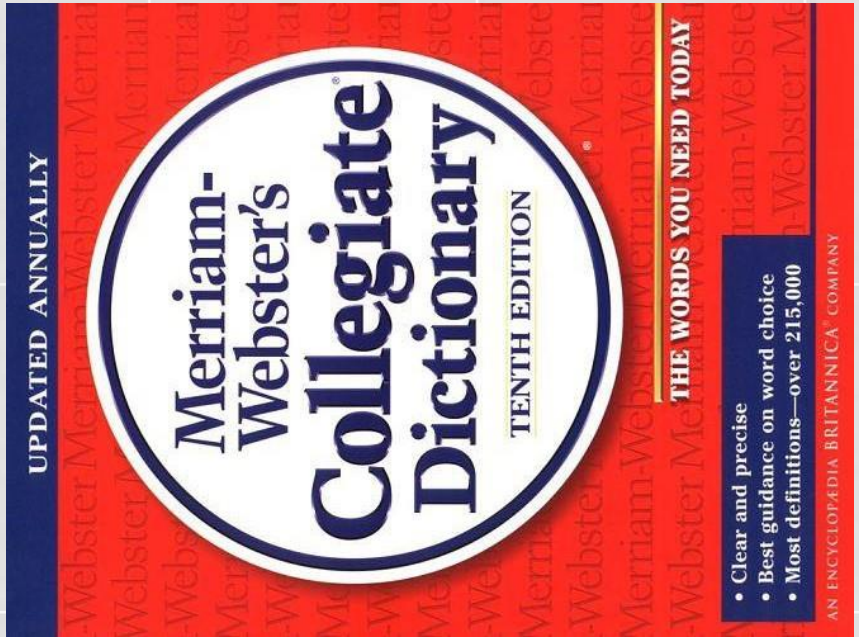
"Jeff's Day" Video- Fill in the Blank Worksheet

Video Part	Fill in the blank.
<p data-bbox="175 753 340 839">Part 1 Stop 1:18</p> <p data-bbox="150 946 363 982">Word Bank:</p> <p data-bbox="195 1046 320 1229">life traffic blind birds</p>	<ol data-bbox="455 761 1605 1318" style="list-style-type: none">1. Jeff is _____.2. Jeff has been blind for the majority of his _____.3. Jeff hears the sound of the _____, the squirrels running on branches, and he feels the soft ground.4. When crossing the street, Jeff needs to hear the sound of _____.

Mini Lesson

DICTIONARY

BOOKS
KEYWORDS



Dictionaries are books that list all the words in a language in alphabetical order.



With a Dictionary, you can learn:

- What a word means**
- How to spell a word**
- How to say a word**
- What part of speech a word is**
- How many syllables are in a word**
- Whether or not to capitalize a word**
- How to abbreviate a word (ex= USA)**
- Meanings of prefixes and suffixes for a word**

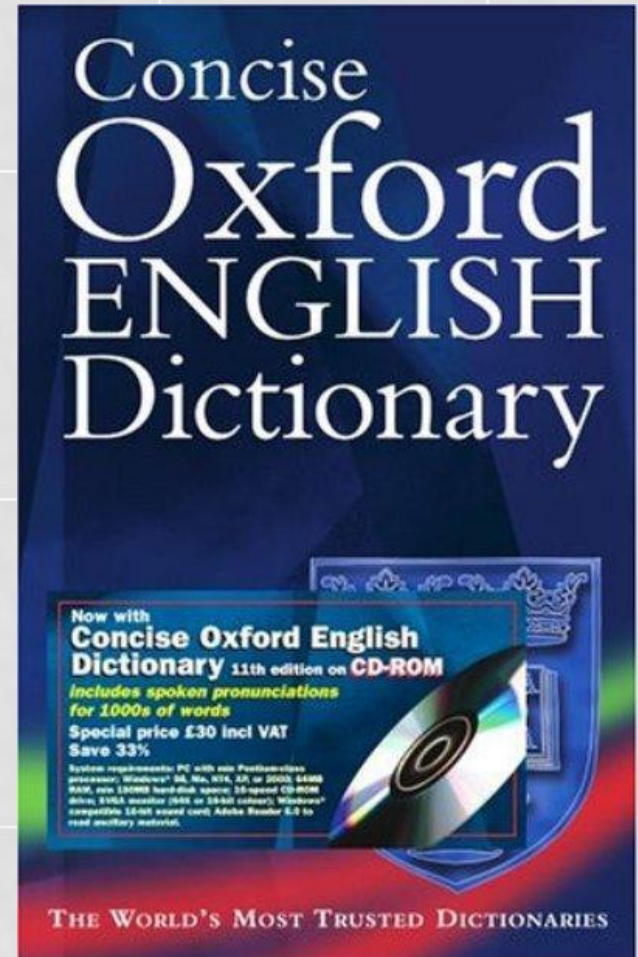
How is a Dictionary Organized?



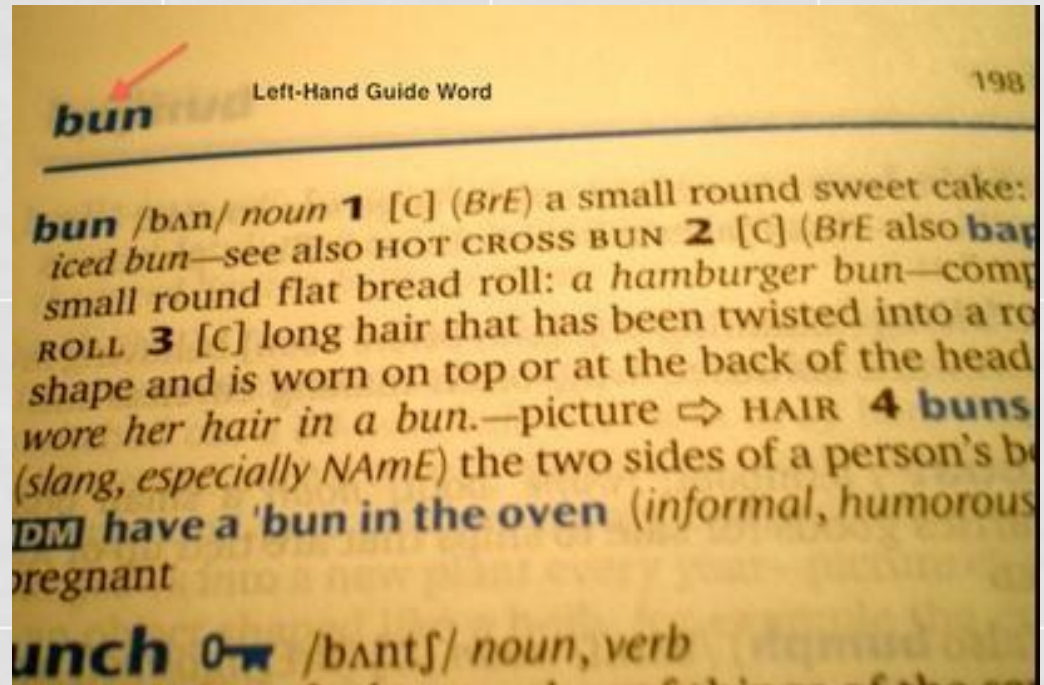
To make dictionaries easier to use, the words are organized in alphabetical order.



Since there are so many words in a dictionary, guide words are used to help you locate a word quickly.

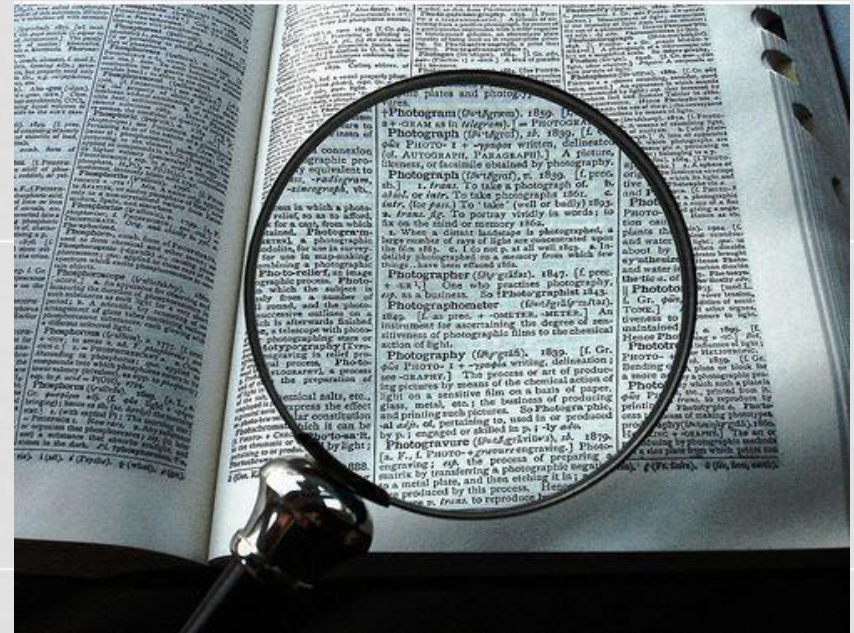


Guide words are found at the top of each page. They tell you the **first** and **last** word that is found on that page.



How do **guide words** help you find a word quickly?

- Look at the guide words
- Use what you know about alphabetizing to decide if your word falls between the two guide words

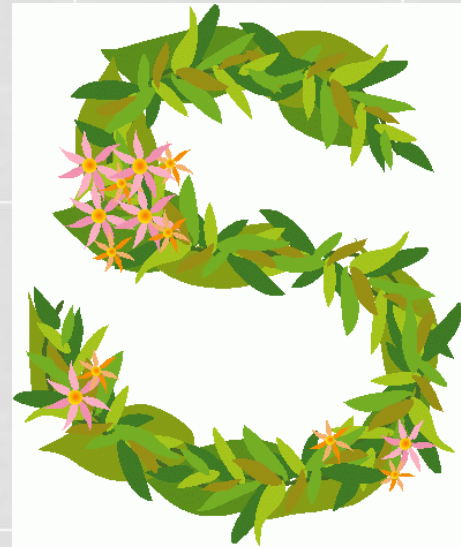


Let's see what that means-

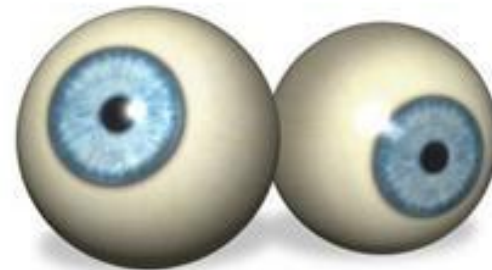
**Let's pretend we are
looking up the word,
science. First we would
turn to the S section.**



Then we would use the guide words and what we know about alphabetizing to decide the correct page in the **S section.**



We would look at the guide words at the top of each page and decide which ones our word would come between in alphabetical order.

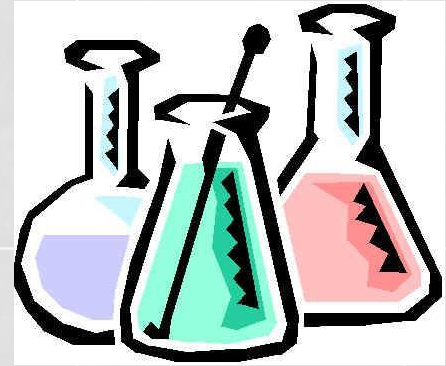


**Let's do that for the
word **science**-**

**Which one of these pages
would contain the word
science?**



science



The page with the guide words-

stamp - summer

Or the page with the guide words-

sandwich - seventy

Dictionary Definitions

What do they mean?



**Have you ever looked up
the definition for a word in
the dictionary?**

**If so, then you
might have been
confused by some
of the parts of that
definition.**



Today, we're going to learn what each part of a definition means.



VOCABULARY

- Headword- the word you are looking up. It is always in **bold** type.
- Entry- the information on the word you are looking up.
- Pronunciation- tells you how to say the word. Found in (parentheses).
- Part of speech- tells you how the word is used in a sentence (*n=noun, v=verb, adj=adjective, adv=adverb*).

VOCABULARY

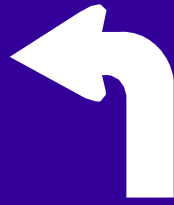
- Definition- all possible meanings for the word. Many words have more than one meaning.
- Examples- Shows you how the word is used in a sentence. Usually found in *italics*.
- Etymology- this tells you the history of the word, and what language it came from.

This is a definition for flag:

flag (flag)

- 1. noun*** A piece of cloth with a pattern or symbol of a country, an organization, etc.
- 2. verb*** To stop, or to signal. ***We flagged down the police officer.***

flag (flag)



- 1. no*** **The word being defined**
is followed by the
pronunciation in
parenthesis.

2. ver
flagged down the police
officer.

The first word tells the word's part of speech



- 1. noun** A piece of cloth with a pattern or symbol of a country, an organization, etc.
- 2. verb** To stop, or to signal. *We flagged down the police officer.*

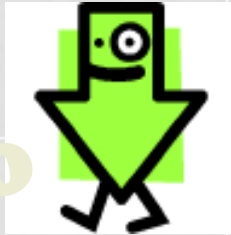
The next section is the actual definition of the word.



- 1. *noun* A piece of cloth with a pattern or symbol of a country, an organization, etc.**
- 2. *verb* To stop, or to signal. *We flagged down the police officer.***

Finally, you might see a sentence showing how the word is used. Especially if the use is not the most common for the word.

- 1.** verb To stop or to signal. **We**
flagged down the police officer.



HOW DO I DECIDE WHICH DEFINITION TO USE?

1. Decide how the word is used.
2. Read all meanings of the word given to you.
3. Imagine a blank space in the sentence where the word appears.
4. Substitute the meaning you feel is correct into that sentence.
5. If the sentence still makes sense, then you have the correct definition.

**Now you know how to
use a dictionary!**



ACTIVITY #1

- Look up the following words from the video:
 - sight
 - commute
 - cue
 - hum
 - accustomed
 - derive



Name: _____

Date: _____

"Jeff's Day" Video- Adapted Note-taking Guide

Video Part	Fill in the blank.
<p>Part 1 Stop 1:18</p> <p>Word Bank:</p> <p>life traffic blind birds</p>	<p>1. Jeff is _____.</p> <p>2. Jeff has been blind for the majority of his _____.</p> <p>3. Jeff hears the sound of the _____, the squirrels running on branches, and he feels the soft ground.</p> <p>4. When crossing the street, Jeff needs to hear the sound of _____.</p>
<p>Part 2 Stop 2:41</p> <p>Word Bank:</p> <p>noises sound Union</p>	<p>5. Jeff uses _____ shadows to help him know where he is.</p> <p>6. When Jeff goes to _____ Station, he has to pay very close attention to where he is going.</p> <p>7. It is very difficult for Jeff to get around Union Station because of the many different and loud _____ he hears when he is there.</p>

<p>Part 3 Stop 4:01</p> <p>Word Bank:</p> <p>looking imagination fuzzy</p>	<p>8. Jeff's dreams are visual but they are_____.</p> <p>9. The new things that he dreams of come right out of his _____.</p> <p>10. According to Jeff, a blind person is more efficient traveling than a person that can see because they are not _____ at everything around them.</p>
<p>Part 4 4:52</p> <p>Word Bank:</p> <p>trails tactile method bumps</p>	<p>11. With a dog, there's a lot of_____feedback that Jeff can get through the harness.</p> <p>12. The tactile feedback allows Jeff to follow the dog in a seamless_____.</p> <p>13. Jeff_____along the wall and uses the _____ on the wall to help him know when he's close to a corner or doorway.</p>
<p>Part 5 Ends at 6:01</p> <p>Word Bank:</p> <p>inclusive described society</p>	<p>14. When Jeff comes back from work, he watches a _____video with his family.</p> <p>15. With a described video, Jeff doesn't have to wait to know what's going on. It's much more _____that way.</p> <p>16. Jeff thinks that television is part of _____and is glad he is able to enjoy it.</p>

After the Video	17. If you were Jeff, what sense would you use during dinner time and why? <hr/> <hr/> <hr/>
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Special Education Appendix

Teacher Talk



Lesson 4

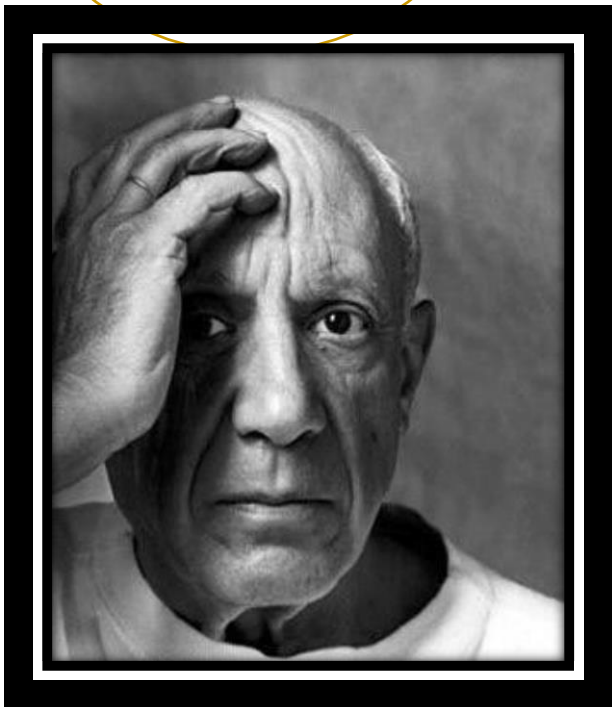
In lesson 4 students read the informational text “Picasso.” Students organize facts and information about the different periods in Picasso’s artistic life.

Some students may benefit from the following supports:

- PowerPoint presentation to provide students with additional visuals and vocabulary support to prepare them to read the text.
- The modified description chart to support students in gathering information about Picasso’s different artistic periods.

Picasso

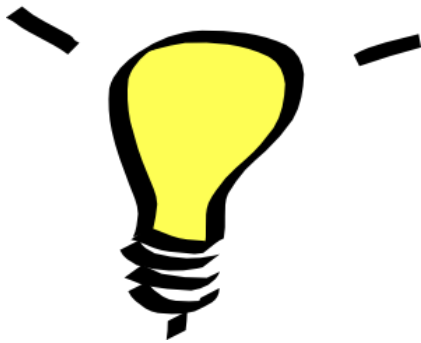
Genre: Biography



[Big Idea

- Imagination can be the

start of something new.



Imagination...



Imagine the possibilities!

[Objective]

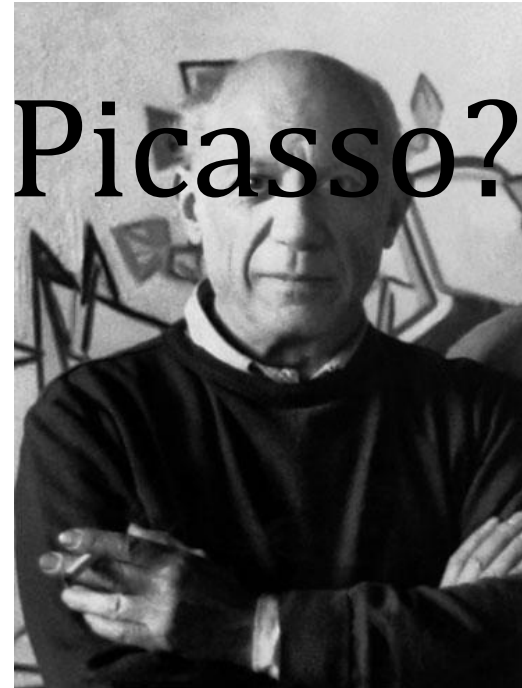
- You will organize facts and information from an informational text.



[Let's preview!]

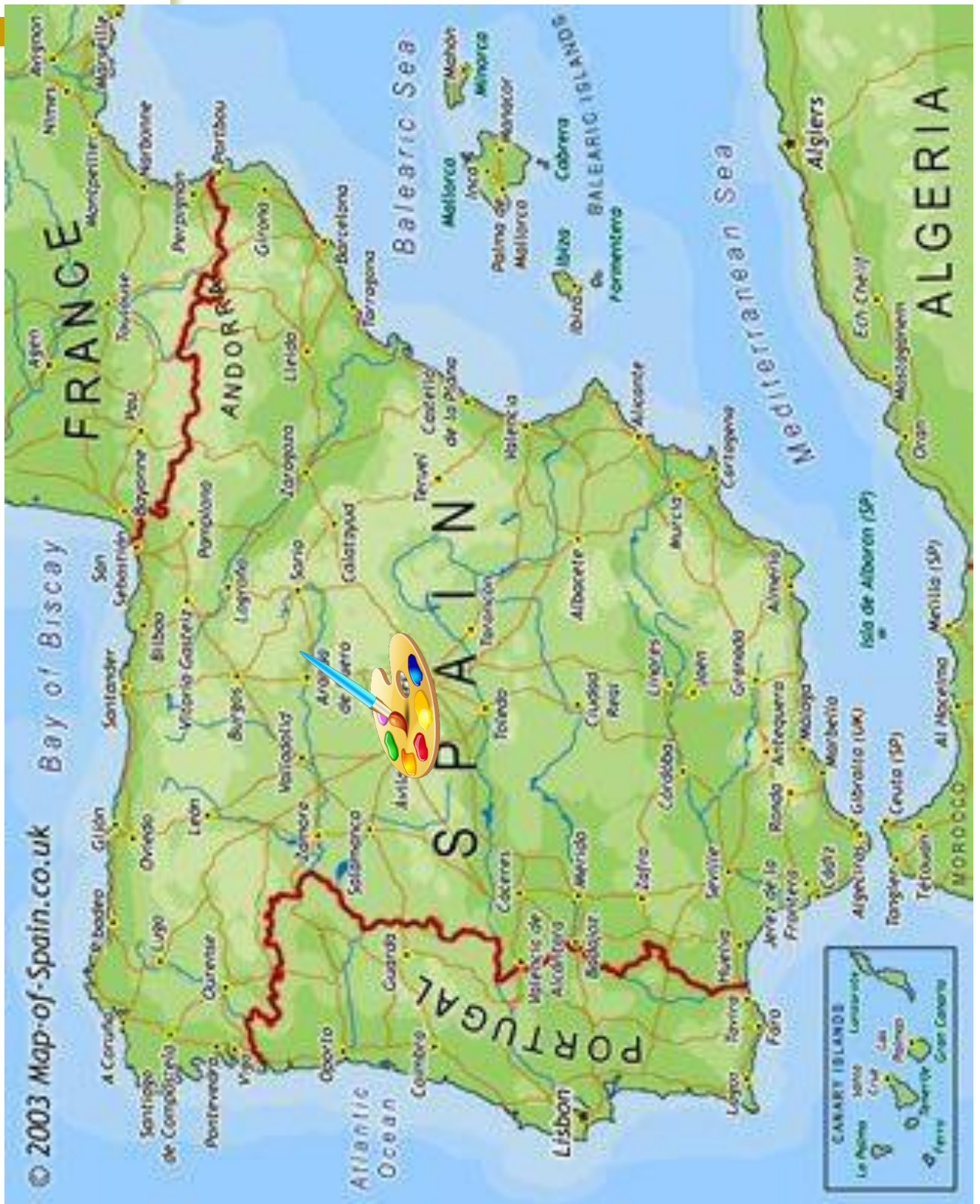
- Look at the title, headings, and pictures to figure out what you will be reading about.





Who is Pablo Picasso?

Pablo Picasso was born on October 25, 1881 in Málaga, Spain. He is famous for being the co-founder of Cubism, a style of painting where objects of the painting subject are broken up and re-painted in an abstract form.



Vocabulary

- **encouraged:** urged on; gave or confidence to
- *“Picasso’s father was an art teacher at the local school. He encouraged his son to paint and draw. He wanted Picasso to become a great artist some day.” (p. 240)*



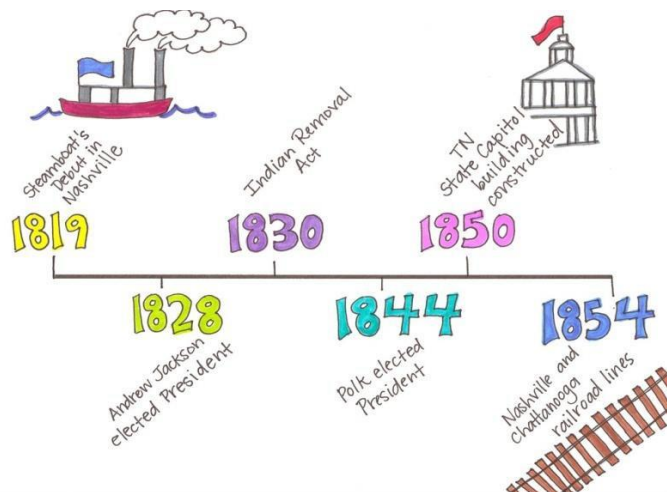
Vocabulary

- **style:** a way of doing something
- *“Picasso’s painting style changed over the period of his life more than any other great artist.” (p. 240)*



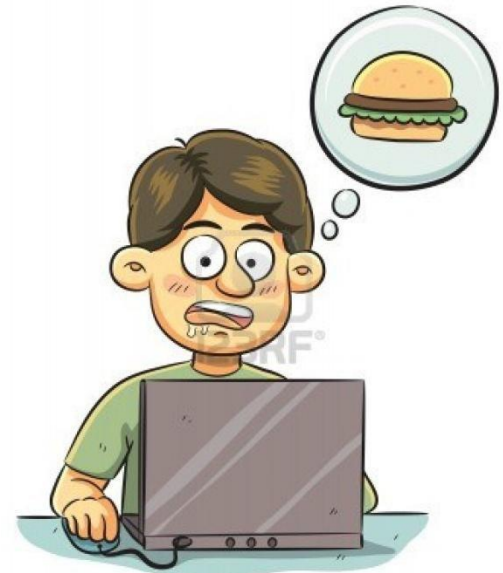
Vocabulary

- **period:** a portion of time specified in some way
- *“Picasso’s painting style changed over the period of his life more than any other great artist.” (p. 240)*



Vocabulary

- **starving:** to suffer severely or die from hunger
- *“At the same time, none of his paintings were selling, and he was almost starving to death.” (p. 242)*



[Vocabulary]

- **mood:** a temporary state of mind or feeling
- *“Because of his mood, Picasso began to paint with lots of blue (blue can be a very sad color).” (p. 242)*



[Vocabulary]

- **controversial:** something causing a disagreement, argument, or public dispute
- *“Others (including Picasso’s father) thought they were too strange. This meant his paintings were controversial.” (p. 242)*



Vocabulary

- **shocking:** causing intense surprise, disgust, horror, etc.
- *“Picasso was always shocking people, but when he started painting people who had eyes and noses in the wrong places – well, even some of his closest friends thought he had gone too far.” (p. 244)*



Vocabulary

- **chiseled:** wood or stone that is cut or shaped with a chisel
- *“When he returned from his trip, he did a series of paintings in which people look like they’ve been chiseled out of stone, like statues.” (p. 245)*



Vocabulary

- **originality:** ability to create something new, unusual, or different
- *“The thing that made Picasso such a great artist was his originality. He had the imagination to try new and different things through his entire life.” (p. 246)*



Savage Chickens

by Doug Savage



Vocabulary

- **scenery:** painted scenes or hangings on a theater stage
- *“He even made e costumes and scenery for plays.” (p. 247)*



[What is a biography?]

In latin "bio"
means life!

In latin "graph"
means written!

BIOGRAPHY

The story of a real person's
life written by another
person.



B

(Modified) Big Idea: Imagination can be the start of something new.

Name: _____

Date: _____

Picasso Matrix (pgs. 242-247)

Period	Subject(s) In Art	Colors & Mood	Reason & Motivation for Period	Reaction to Art By Others
Realism	<ul style="list-style-type: none"> • <i>People, landscapes, objects in real life</i> 	<ul style="list-style-type: none"> • Paintings mirrored real life 	<ul style="list-style-type: none"> • Learned classical art from father • Traveled to Rome 	<ul style="list-style-type: none"> • Accepted by others
Blue Period (Page 242)	<hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Blues and darker colors 	<hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Controversial • Some thought it was great • Some thought it was strange
Rose Period (Page 243)	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • <i>Met Fernande</i> • <i>Fell in love</i> 	<hr/> <hr/> <hr/>
Cubism (Early) (Page 244)	<hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Abstract • Broken-up into little cubes • Dull colors 	<hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Shocking • Controversial • Changed the art world
Cubism (Later) (Page 245)	<hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Abstract • Bright colors • Flatter 	<hr/> <hr/> <hr/>	<p>Recognized as one of the greatest artists of the 20th century</p>



Special Education Appendix

Teacher Talk



Lesson 5

In Lesson 5 students will compare and contrast Picasso's works from various periods in his artistic life. Students will use evidence from the text to support their comparisons.

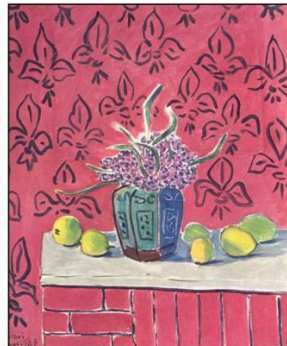
Some students may benefit from the following supports:

- PowerPoint presentation to teach students the concept of comparing and contrasting.
- Student copies of the guided double bubble map to support students in the class discussion. The double bubble is color coded and contains linguistic patterns to support students in the verbalization of comparing and contrasting.

Compare and Contrast Picasso's Art



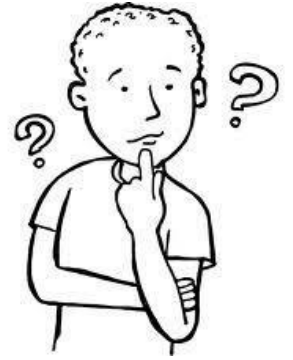
Compare & Contrast these two painters' styles. The top two are by Pablo Picasso. The bottom two are by Henri Matisse.



Objectives

You will be able to compare and contrast Picasso's art by viewing his various art pieces. You will determine what time period the artwork was from and will be able to support you

What do you think Picasso means by this?

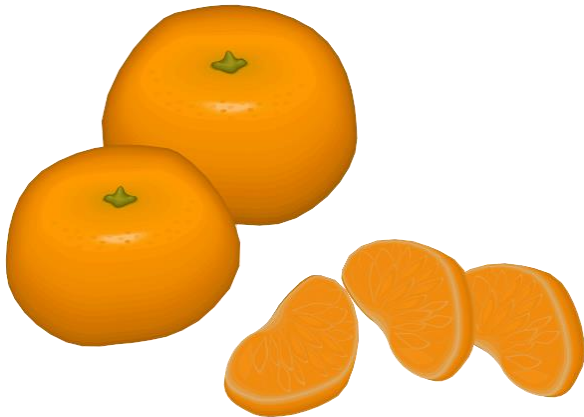


I paint objects as I think them, not as I see them.

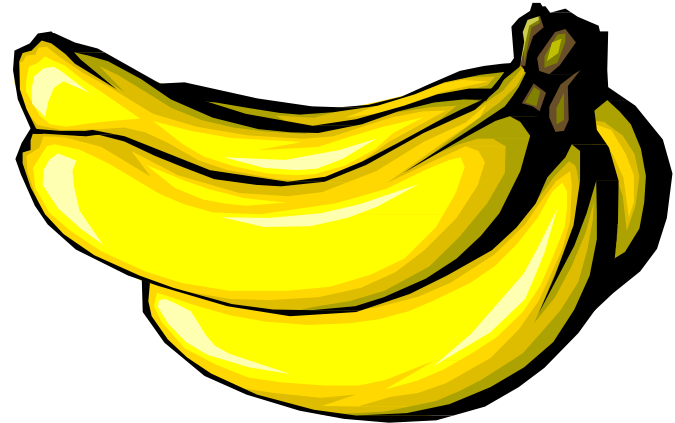
(Pablo Picasso)

WHAT DOES IT MEAN TO COMPARE?

❖ tell what is the **same** about two or more things



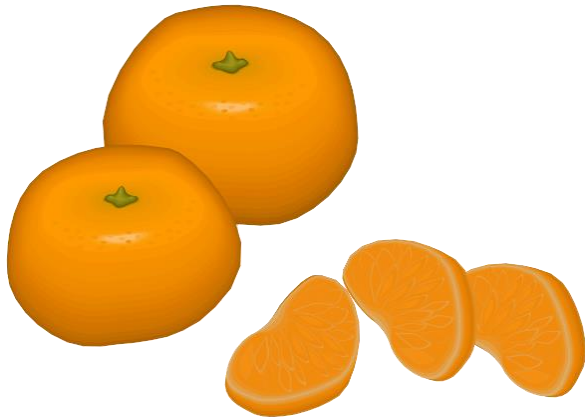
vs.



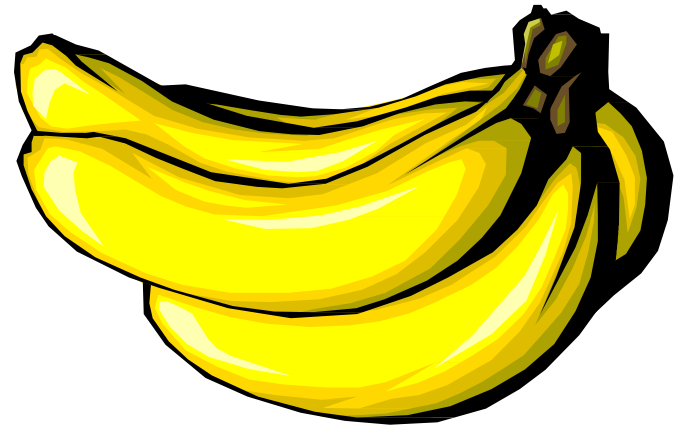
- You **eat both** of them.
- They are **both fruits**.
- You have to **peel both** of them.

WHAT DOES IT MEAN TO CONTRAST?

- tell what is different about two or more things



vs.



- Oranges are orange, **but** bananas are yellow.
- Oranges are round, **however** bananas are long.
- Oranges have seeds, **whereas** bananas don't have seeds.

Now that you know what it means to compare and contrast, let's view some Picasso paintings!

- **As you view the paintings, think of how you describe them. This will help us when we compare and contrast them.**



The Altarboy (1896)



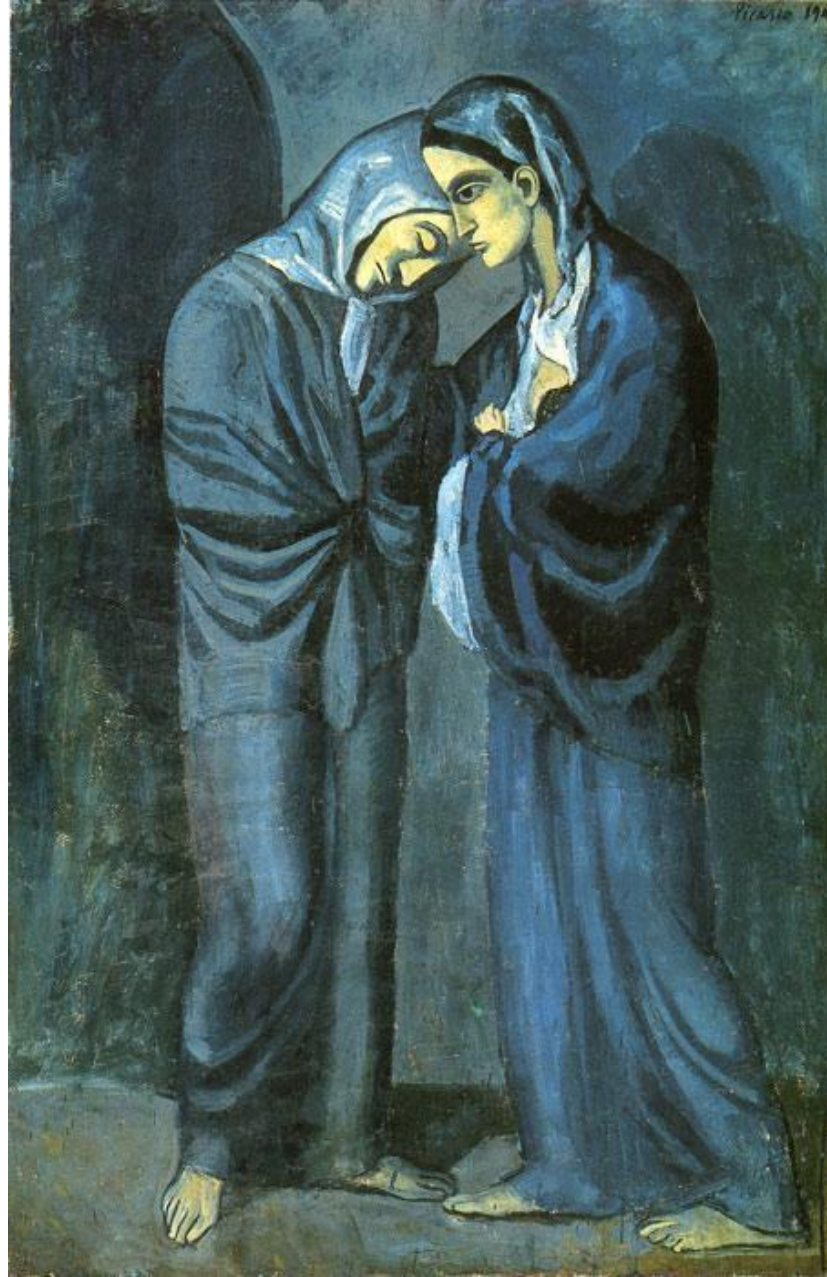
Portrait of the Artist's Mother (1896)



Bullfight Scene
(1901)



Child with a Dove (1901)



Two Sisters (1902)



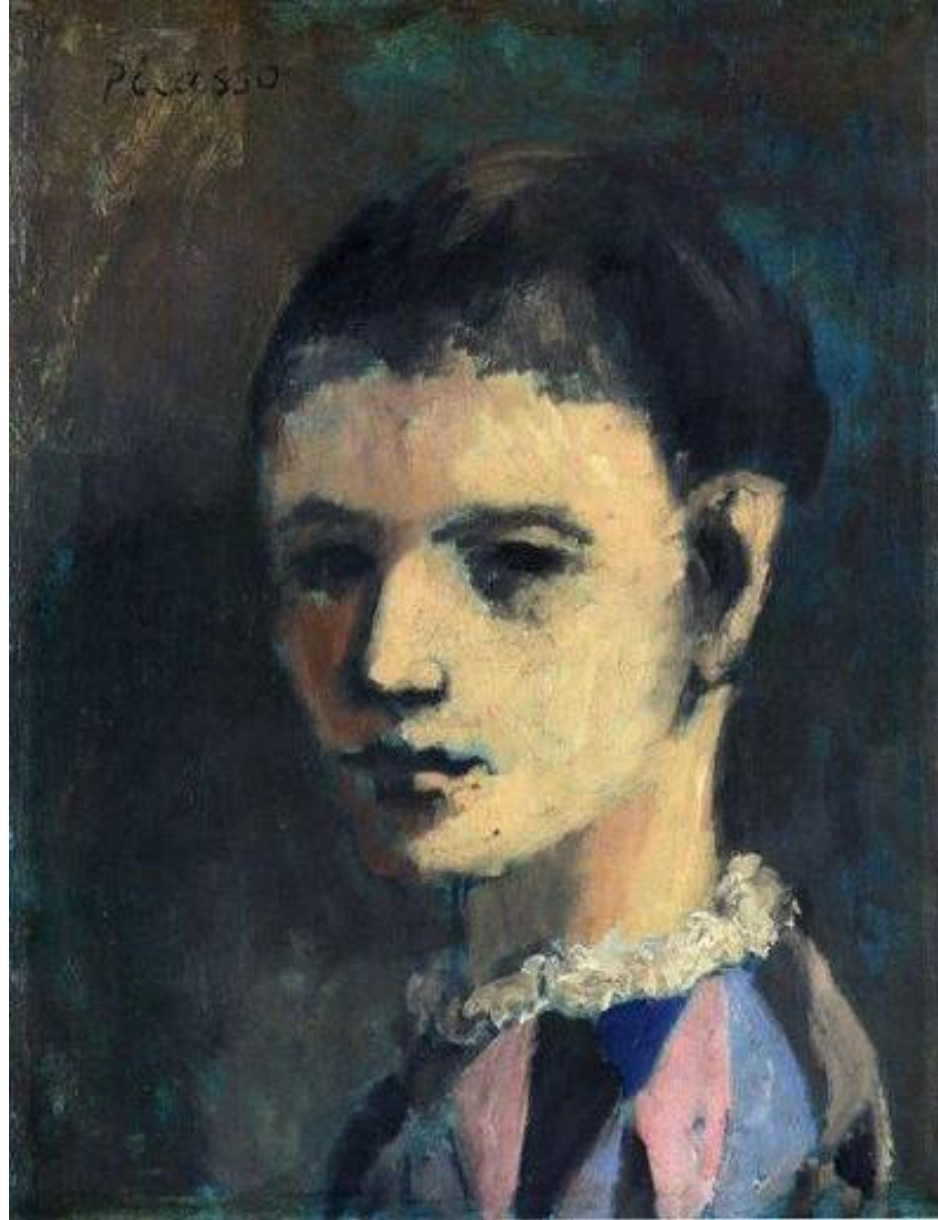
The Old Guitarist (1903)



Family of Saltimbanques (1905)



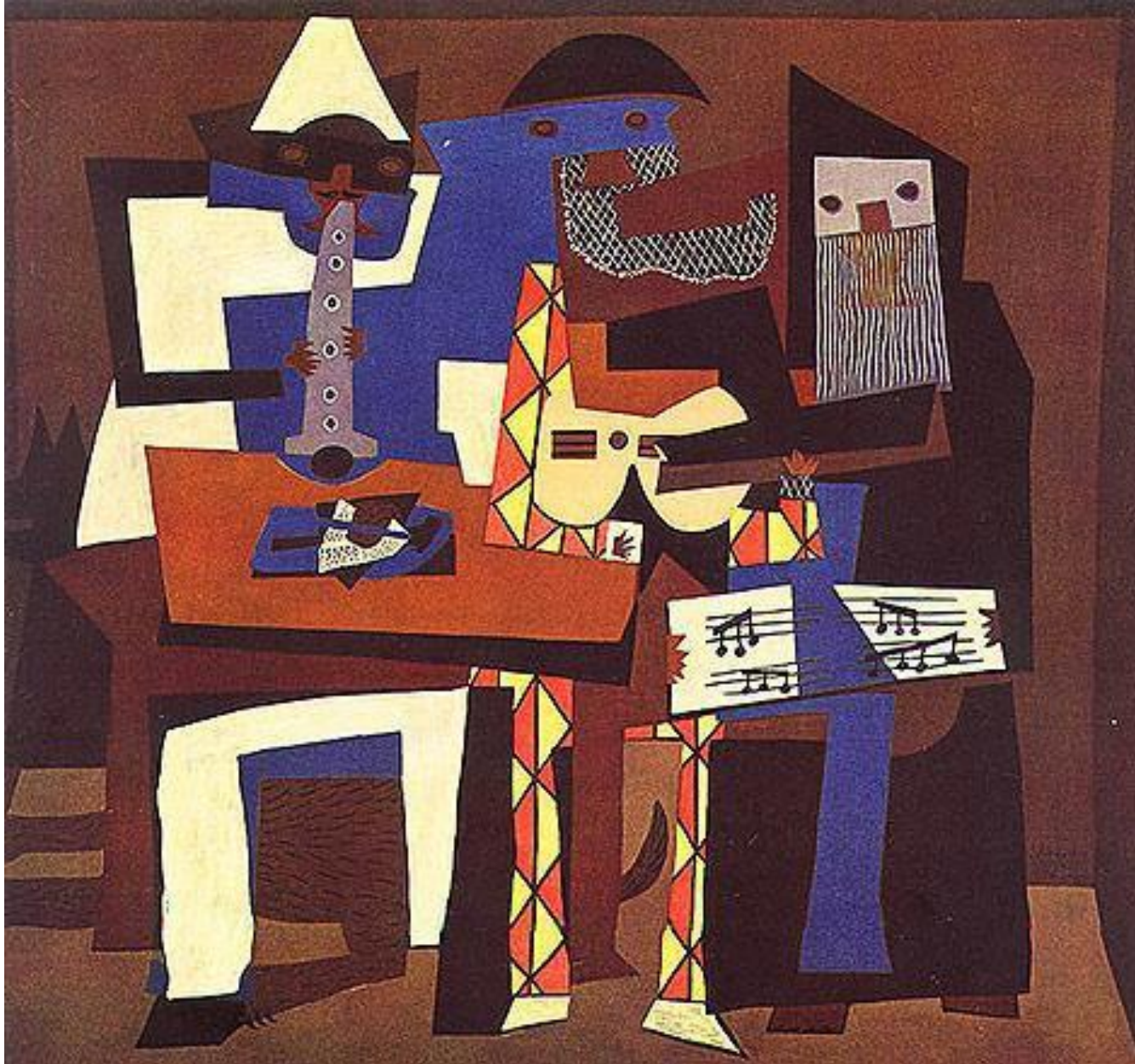
Harlequin and Acrobat (1905)



Harlequin (1905)



Guitar Player (1910)



Three Musicians (1921)



The Bullfighter 1933



Woman in a Hairnet (1937)



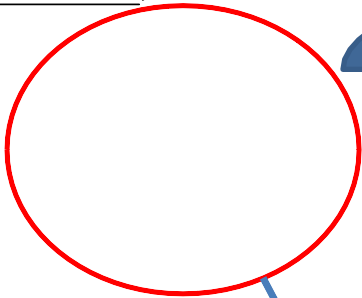
Guernica (1937)



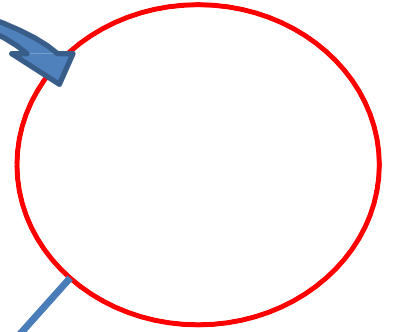
The Altarboy (1896)

The *Harlequin and Acrobat*

_____, **but**...



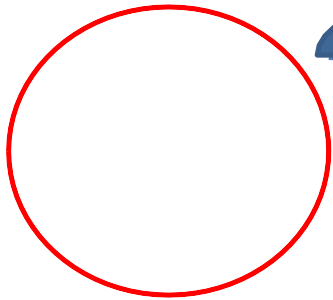
...*Guernica* _____.



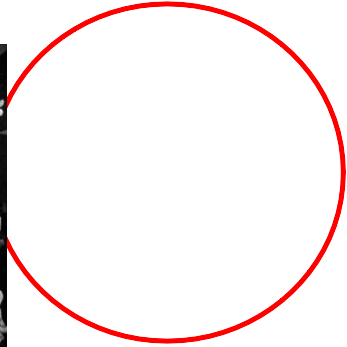
Both paintings _____.

The *Harlequin and the Acrobat*

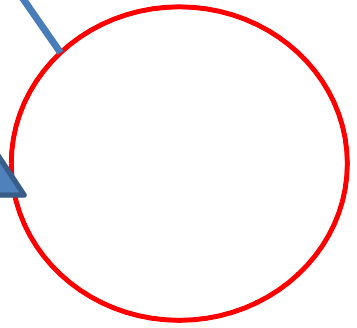
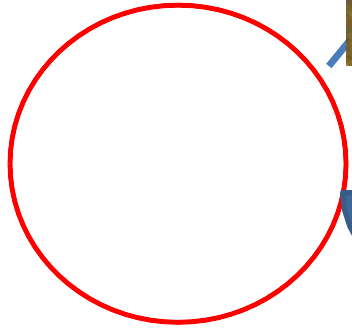
_____, **while**...



...the *Guernica* _____.



Both paintings _____.

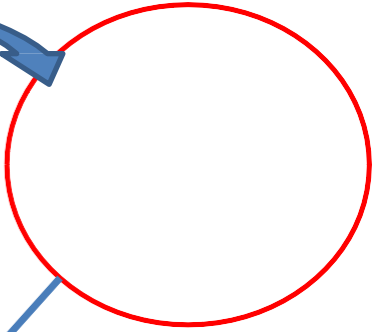
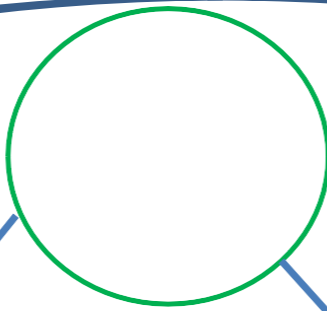
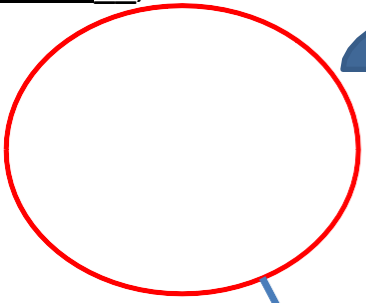


Unlike the *Harlequin and the Acrobat* _____.

However, the *Guernica* _____.

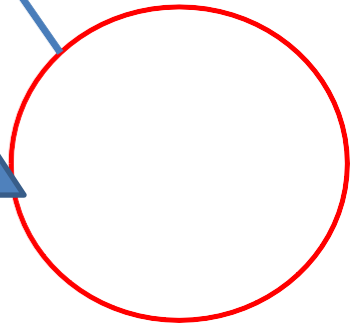
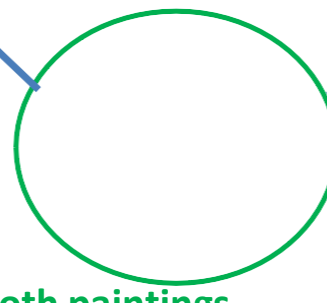
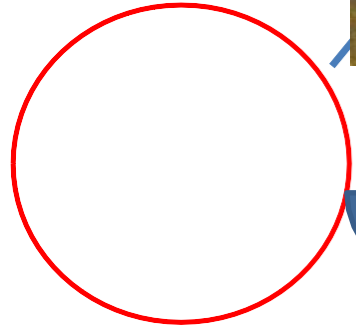
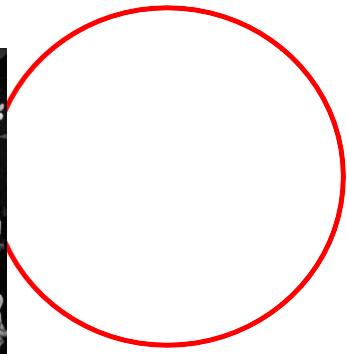
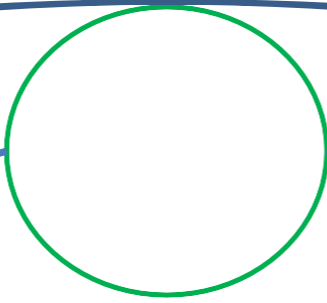
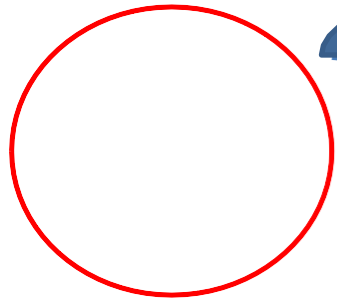
The Harlequin and Acrobat _____, **but**...

...Guernica _____.



The Harlequin and the Acrobat _____, **while**...

...the Guernica _____.



Unlike the Harlequin and the Acrobat _____.

However, the Guernica _____.



Special Education Appendix

Teacher Talk



Lesson 6

Lesson 6 provides students with the opportunity to further develop their usage of reference materials as they solidify their understanding and usage of adjectives and verbs. Students will apply their adjectives and verbs in their writing, which is heavily guided and supported.

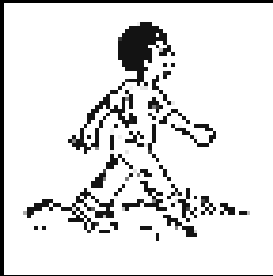
Some students may benefit from the following supports:

- PowerPoint presentation of adjectives, to provide students with meaning, representation and examples.
- PowerPoint presentation of verbs, to provide students with meaning, representation and examples.



ADJECTIVES

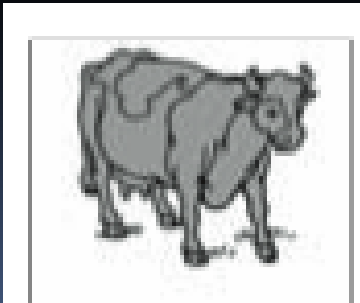
An Adjective describes:



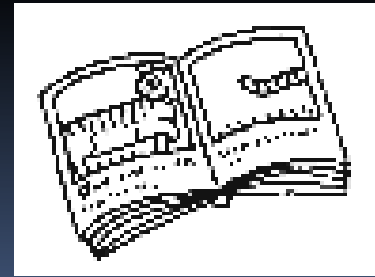
a person



a place



an animal



a thing

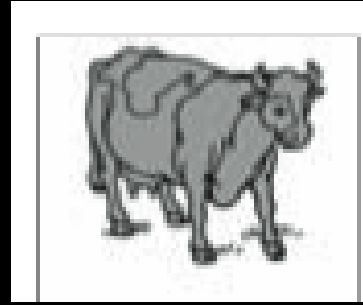
An Adjective
answers the question “What kind?”



The **young** boy is walking.

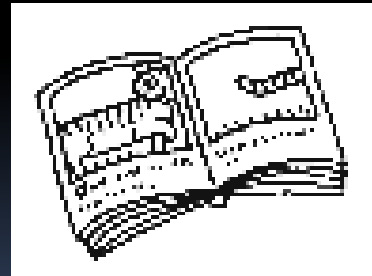


This is a **big** farm.



The **brown** cow was on the farm.

This is a funny book.



Some adjectives tell about

Colors

and Shapes



Did you see the **gray** kitten?



I love red strawberries.



Did you see my yellow duck?



The **round** sun is in the sky.



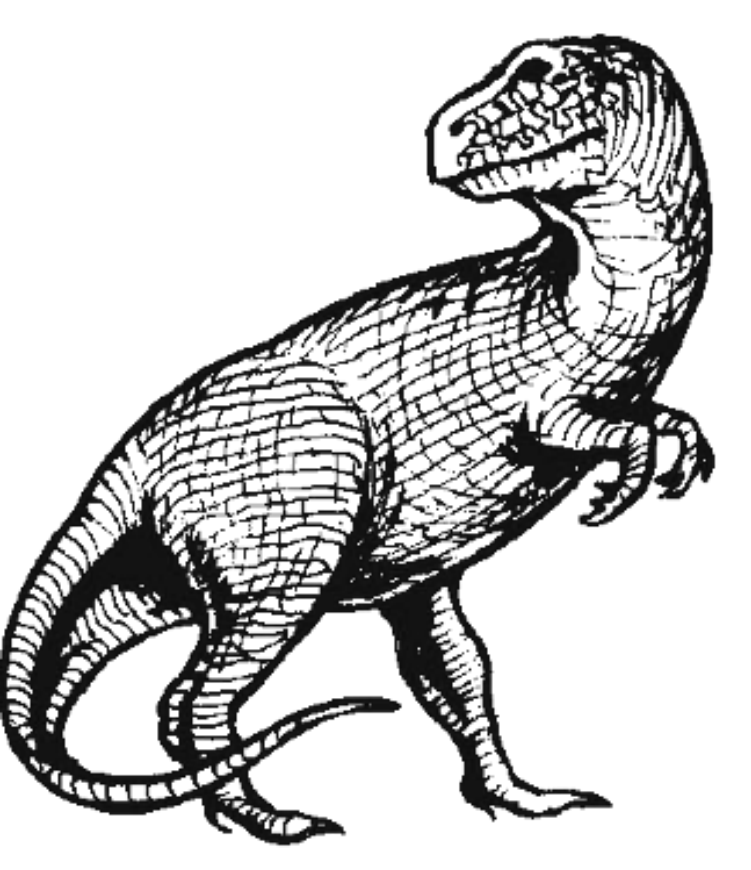
The food is in a **square** bag.

Some adjectives tell about

Size



This is a **small** bunny.



T-Rex has a **short** neck.

T-Rex has a **big** legs.

T-Rex has a **long** tail.

T-R-Rex has a **huge** head.

Using adjectives when you write will help make you a super writer!



Verbs



walk



eat



read



sleep



write



play

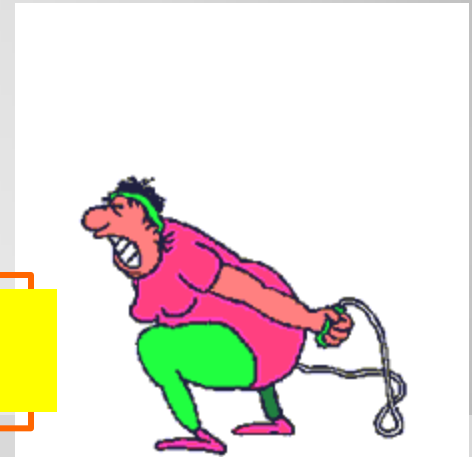


call

Verbs

A verb is one of the most important parts of the sentence. It tells the subjects actions, events, or state of being.

jump



These are **Action Verbs**:

coughed

clap

swallowed

awake

sang

ride

ran

Locate the subject

Then ask yourself, "What is it doing?"



The dog barked.

Who? dog

"What did the dog do?"

barked

To find the verb:

The verb is barked, it's what the dog is doing.

Let's Practice:



The big lion roared loudly.

Who? **Lion**

“What did the lion do?”

roared

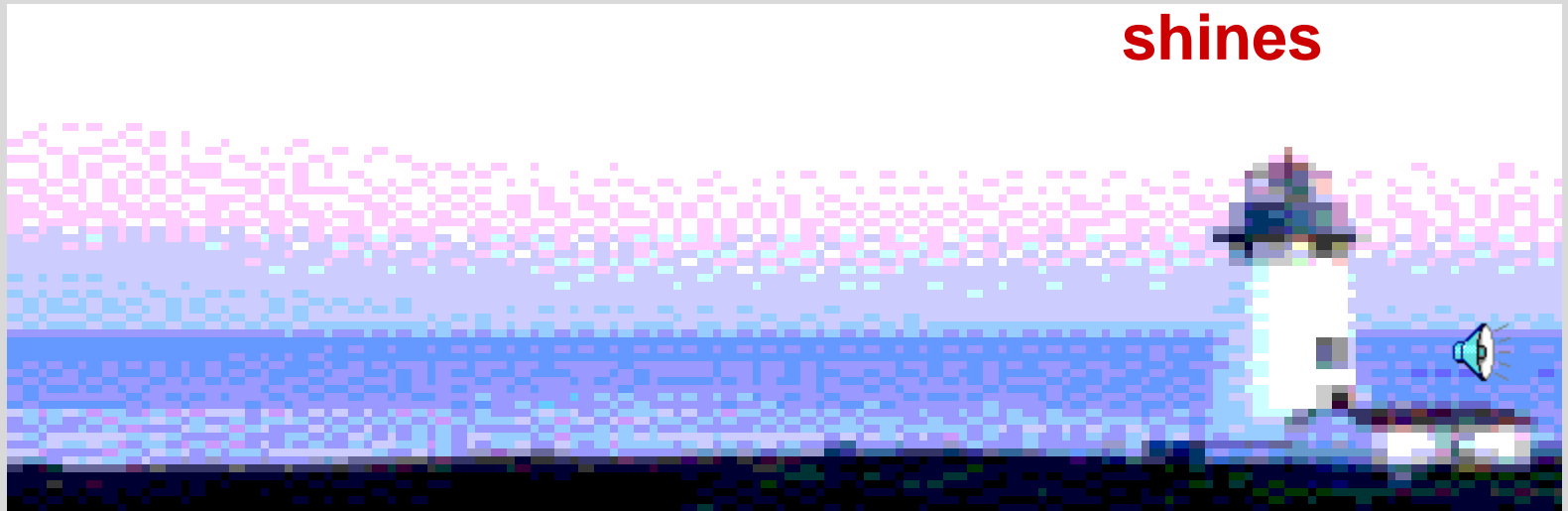
The verb is **roared**, it's what the lion is doing.

Let's Practice:

The lighthouse shines brightly.

What? **lighthouse**

“What does the lighthouse do?”



The verb is **shines**, it's what the lighthouse does.

Let's Practice:



The snowman waves his hat to us.

Who? **Snowman**

“What did the snowman do?”

waves

The verb is **waves**, it's what the snowman is doing.

Let's Practice:

Alexander takes his bath.

Who? Alexander



“What does Alexander do?”

takes

The verb is **takes**, it's what Alexander is doing.

Let's Practice:

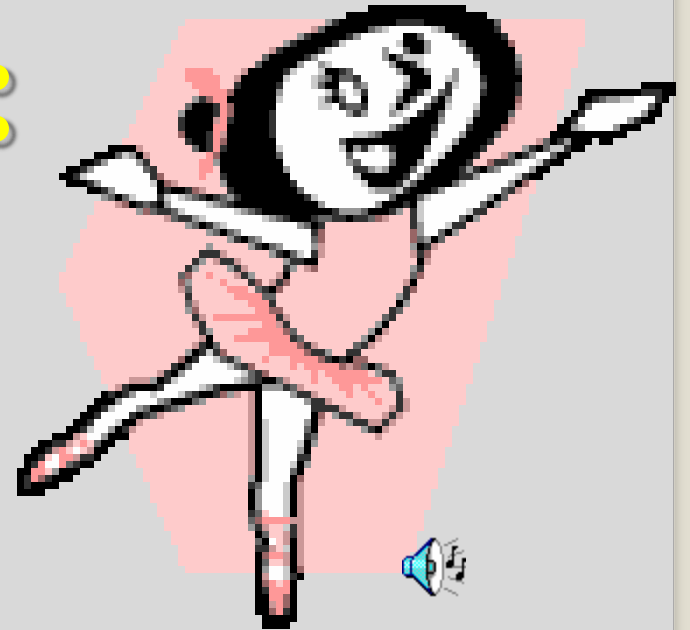
Sally dances in the recital.

Who? Sally

“What does Sally do?”

dances

The verb is **dances**, it's what Sally is doing.



Let's Practice:

Mrs. Smith arrives late.

Who? Mrs. Smith



“What did Mrs. Smith do?”

arrives

The verb is **arrives**, it's what Mrs. Smith does.

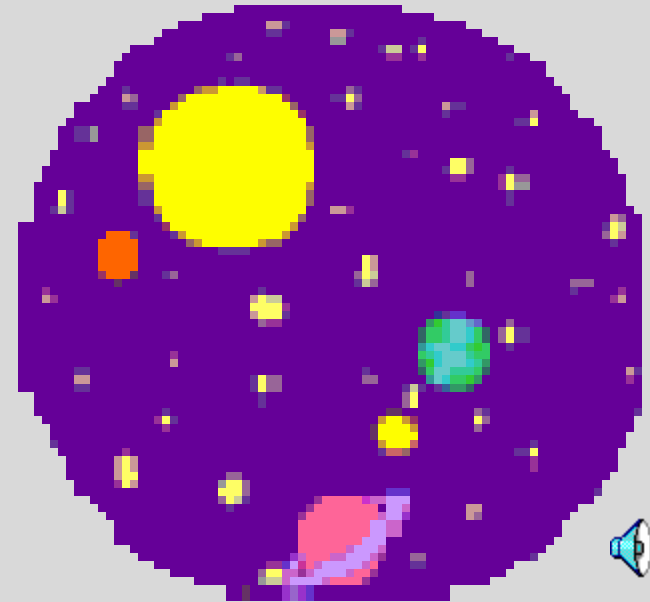
Let's Practice:

Stars shine brightly at night.

What? **stars**

“What did the stars do?”

shine



The verb is **shine**, it's what the stars are doing.

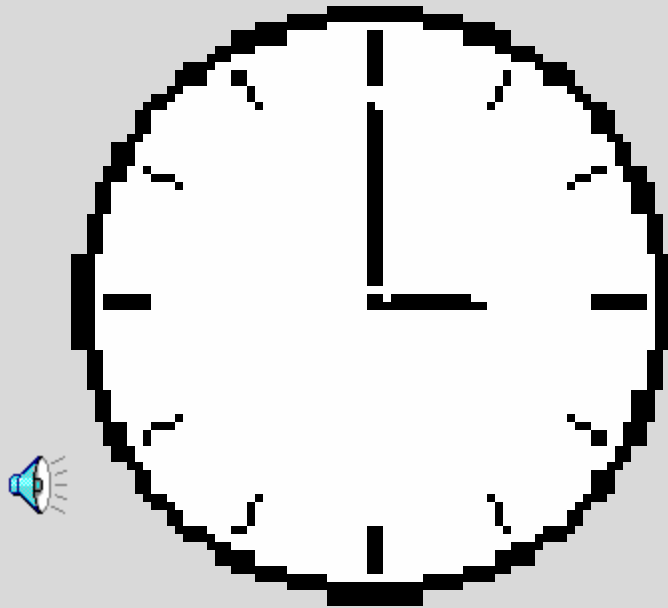
Let's Practice:

Time flies when you're having fun.

What? time

“What does time do?”

flies



The verb is **flies**, it's what time is doing.

Let's Practice:

Tommy plays baseball every year.

Who? Tommy

“What does Tommy do?”

plays



The verb is **plays**, it's what Tommy does.



Let's Practice:

Jacob beats on his drum all day.

Who? **Jacob**

“What does Jacob do?”

beats

The verb is **beats**, it's what Jacob is doing.

Let's Practice:

The bumble bee buzzes near the flower.

What? **bee**

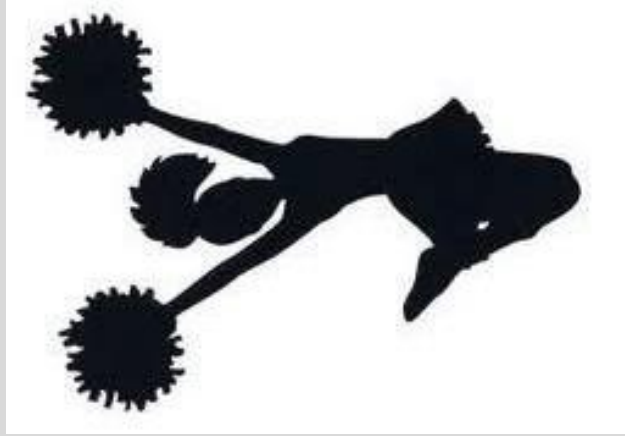
“What does the bee do?”

buzzes



The verb is **buzzes**, it's what the bee is doing.

Great Job!



Now, you're a verb **EXPERT!!!**



Special Education Appendix

Teacher Talk



Lesson 7

In lesson 7 students further their knowledge about imagination and inspiration by learning about Diego Rivera. Students closely read a nonfiction article about Diego Rivera and create a flee map in which they document the sequence of his life events.

Some students may benefit from the following supports:

- A pre made flee map that contains focus questions. This allows students to answer question chronologically that will be written on the flee map.

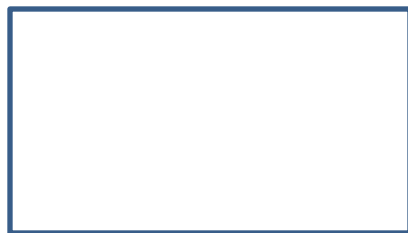
Name _____

The Life of Diego Rivera

The following questions will help you fill in the flow map to sequence the major events in Diego Rivera's life. Use the text to help you and answer in complete sentences!

1. When and where was Diego Rivera born?
2. Where did he move to when he was six?
3. How old was Diego when he graduated from art school?
4. Where did Diego move to after school?
5. Where did Diego move to after living in Spain?
6. Where did Diego move to after living in France?

OKAY! Now complete the rest on you own or with a partner 😊





Special Education Appendix

Teacher Talk



Lesson 8

In lesson 8 students will closely read an informational article about the life of Pablo Picasso. They will use this information and the information learned from reading about Diego Rivera (in the previous lesson) to compare and contrast the two artists.

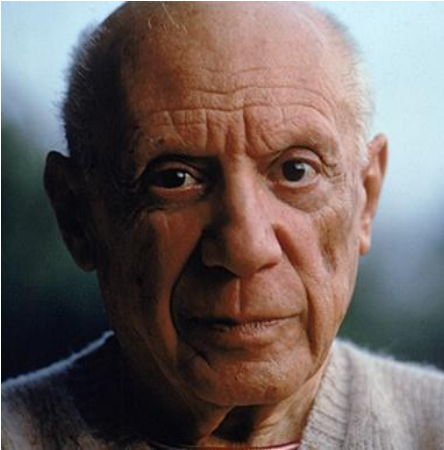
Some students may benefit from the following supports:

- The compare and contrast Guiding Questions resource will help students find information to use in the comparison
- The color coded double bubble thinking map will help students organize their information and use the linguistic patterns to articulate their comparisons

Guiding Questions

When you compare and contrast Pablo Picasso to Diego Rivera you are thinking about how they are the same and what makes them different.

Pablo Picasso



Diego Rivera

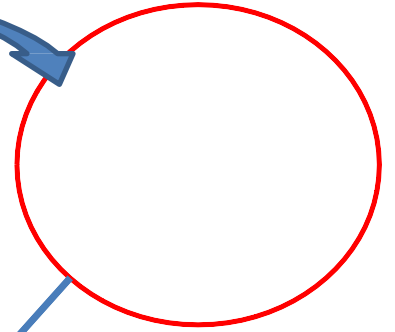
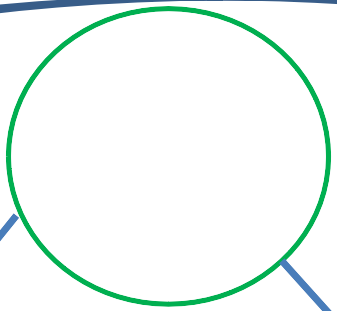
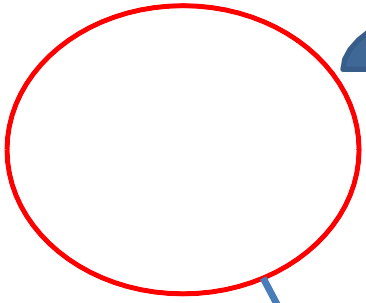


The following questions may Help you:

1. When and where were the artists born?
2. What was their career?
3. What art are they famous for?
4. What language did they speak?
5. Did somebody inspire them?
6. Where did they study?

Picasso _____, **but...**

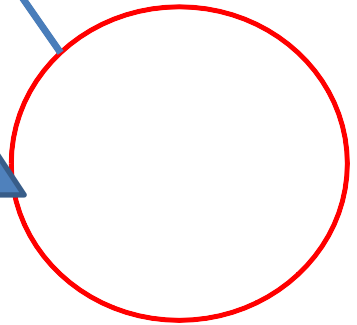
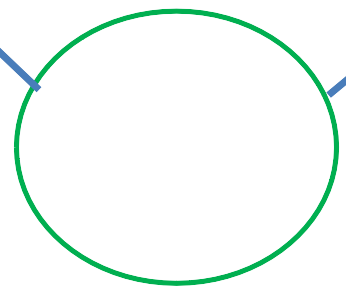
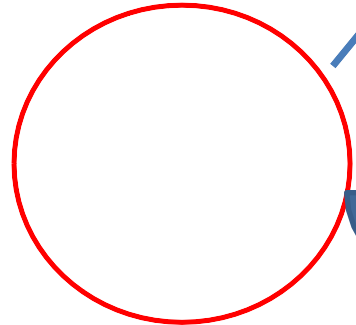
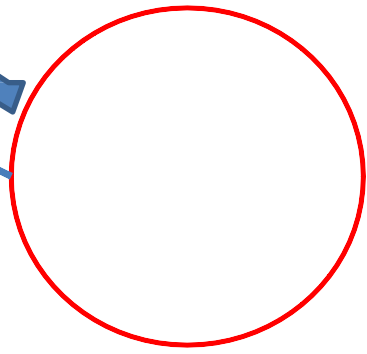
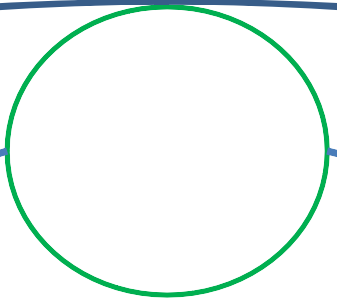
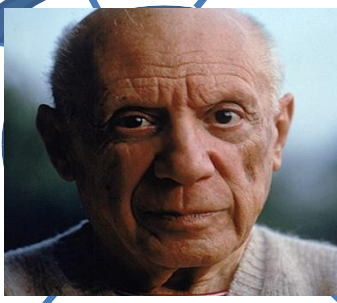
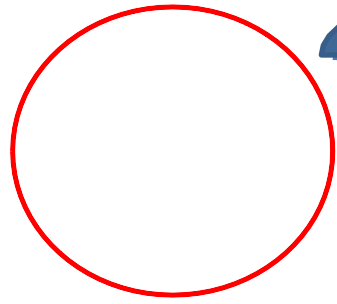
...Rivera _____.



Picasso _____, **while...**

Both artists _____.

... Rivera _____.



Unlike Picasso _____.

Both artists _____.

However, Rivera _____.



Special Education Appendix

Teacher Talk



Lesson 9

Lesson 9 is a dynamic and collaborative lesson, where students become experts in a certain part of George Washington Carver's life, by reading informational text. Students share information and take part in a group writing assignment. In this lesson, students are supported through collaboration and group project completion.

Some students may benefit from the following supports:

- Teacher should guide students who struggle in reading with support in reading the article and gathering useful information. Students who are well supported in this way will be able to positively contribute to their collaborative groups.



Special Education Appendix

Teacher Talk



Lesson 10

Lesson 10 is the final assessment in which students watch a video and read an informational text about the life of Leonardo da Vinci. This assessment has many supports built throughout the lesson. There are options for teacher read aloud of text and student pre-writing (in preparation for the speech) with a peer or in a group. Students are also provided with a checklist to ensure they have the necessary information for their speeches.

Some students may benefit from the following supports:

- During the reading, the teacher may pull a small group to take part in guided reading and to reinforce students with pertinent information.
- During the pre writing, the teacher may support students through a guided pre writing with the use of a free map.
- Teacher can use proximity to support the students through the writing of their speeches.