

Julie Yochum Unit Plan

Title of Unit Plan: Our Relationship with Bees

Unit Context: 3rd grade reading and writing

Unit Rationale:

I chose to use bees for my theme in this unit because I knew there would be high interest in the topic. Many students are stung by bees and want them eradicated. I wanted students to examine whether bees are really worthy of elimination, or do they serve a purpose? My thinking is that as I guide students into understanding how to write informational text, there will be higher interest in the topic so stronger interest in learning to write about the topic. Furthermore, It is important that students begin to think outside themselves and understand there is a symbiotic relationship among humans and animals.

Focus Standards being Explicitly Taught and Assessed

Reading

[CCSS.ELA-Literacy.RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-Literacy.RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CCSS.ELA-Literacy.RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

Writing

[CCSS.ELA-Literacy.W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- [CCSS.ELA-Literacy.W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- [CCSS.ELA-Literacy.W.3.2b](#) Develop the topic with facts, definitions, and details.
- [CCSS.ELA-Literacy.W.3.2c](#) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- [CCSS.ELA-Literacy.W.3.2d](#) Provide a concluding statement or section.

[CCSS.ELA-Literacy.SL.3.4](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[CCSS.ELA-Literacy.L.3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- [CCSS.ELA-Literacy.L.3.2a](#) Capitalize appropriate words in titles.
- [CCSS.ELA-Literacy.L.3.2b](#) Use commas in addresses.
- [CCSS.ELA-Literacy.L.3.2d](#) Form and use possessives.
- [CCSS.ELA-Literacy.L.3.2e](#) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Idaho Science Standard

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

- 3.S.5.1.1 Identify local environmental issues. (581.01.a)

Measurable Objectives:

- I can identify linking words and phrases to connect ideas within categories of information.
- I can identify topic, facts, definitions, and details.
- I can identify concluding statements or sections.
- I can develop a topic that groups related information together.
- I can develop an illustration when useful to aiding comprehension.
- I can develop a topic with facts, definitions, and details.
- I can develop linking words and phrases to connect ideas within categories of information.
- I can develop a concluding statement.
- I can write informative/explanatory text that includes a topic that groups related information together.
- I can write informative/explanatory text that includes an illustration when useful to aiding comprehension.
- I can write informative/explanatory text that includes a developed topic with facts, definitions, and details.
- I can write informative/explanatory text that includes linking words and phrases to connect ideas with categories of information.
- I can write informative/explanatory text that includes a concluding statement or section.
- I can ask and answer questions to understand text.
- I can refer explicitly to the text to answer questions.
- I can determine the main idea of a text.
- I can recount key details of a text.
- I can explain how the key details support the main idea of a text.
- I can recognize key events.
- I can demonstrate an understanding of text using information from print features (table of contents, index, glossary preface, appendix, etc.) and organizational features (bold print, colored print, italics, bullets, titles, headings, sub headings, captions, labels, sidebars, illustrations, graphs, charts, etc.).
- I can demonstrate an understanding of text using information from words that tell where, when, why, and how key events occur.

Unit Enduring Understandings Addressed:

Symbiotic relationships occur between all living things. Human interactions impact the environment in both positive and negative ways.

Unit Essential Questions Addressed

How do bees affect us?
How do our actions impact the world around us in both positive and negative ways?
How do animals influence the world around us?

Texts/Resources Recommended

Text and Level of Complexity

Article *Honeybee Mystery* By Catherine Clarke Fox. Retrieved from <http://kids.nationalgeographic.com>

Quantitative Measure: Lexile 1160

Qualitative Measure: The lexile score indicates this article was written with 6-8th graders in mind. However, the children reading this type of magazine, at least at our school, are K-5 students. This informational text with explicitly stated purpose explores why honeybees are flying from their hives and dying, and how it affects humans/environment. Three simple photos are used to illustrate the article; however, the sentence structure appears to be more complex with lengthy sentences. Another measure that adds to the complexity is that it lacks cohesive devices such as transitions that help establish logical links from one paragraph (idea) to the next. The text relies on contemporary and conversational languages as well a subject specific vocabulary like agriculture, professional, super-organisms, etc. The author assumes the reader understands the symbiotic relationship animals share in an ecosystem. Furthermore, she assumes the reader understands what pollen is and how its significance to a plant life cycle. Third grade students may need support in reading lengthy sentence structures. Some will need explicit instruction/support in syllabifying the multisyllabic vocabulary. Students will need practice in reading informational text that includes flashes of descriptions of ideas or vocabulary. Also, many will need to build background knowledge about the plant life cycle, the relationship among animals as they compete and cooperate in an environment, and the process of pollination.

Bees by Enid Fisher

Quantitative Measure: Lexile 650

Qualitative Measure: The lexile score indicates the book was written for an audience at third grade instructional reading level. The text show cohesive devices that establish logical link from one paragraph to the next. Furthermore, the sentence structure shows a variation simple and compound sentences. Even though Tier III words are used, most vocabulary 2-3 syllable words which is easily syllabicate by average third graders. The book includes many print text features (glossary, index, table of content, etc.) and uses contemporary and conversational language.

Article *Weekly Reader Bees Feel the Sting* By Lisa M. Herrington. Vol. 82 No. 19 ISSN 1554-2440. Retrieved from <http://www.scholastic.com/ns56>

Quantitative Measure: Lexile 990L

Qualitative Measure: The lexile score indicates this article was written with 5th graders in mind. This informational text, similar to *Honeybee Mystery*, examines why honeybees are flying from their hives and dying, how it affects humans/environment, and cracking the mystery. Four illustrations are used to support four passages. Unlike the first article, the sentence structure is less complex. The article offers more cohesive texts such as transitions. Furthermore, the text alternates between simple to complex sentence structures, and the article is organized into four explicit passages with subheadings that do not require the reader to organize the central ideas. There are specifically titled passages describing the problem, the role of honeybees as pollinators, the causes for the colony collapse disease, and the possible solutions. The text does not express ideas that are too complex for third graders and uses familiar words. However, some will need explicit instruction/support in syllabifying the multisyllabic vocabulary.

Scaffolds/Supports for Texts:

Third grade students will need support in reading lengthy sentence structures for *Honeybee Mystery*. However, using the article *Bees Feel the Sting* may require less supports depending on the students' lexile levels especially since the article offers less complex sentence structure and more text feature supports. many will need explicit instruction/support in syllabifying the multisyllabic vocabulary. Through scaffolding of text including Close Reading for vocabulary and close reading at the sentence level, and paragraph level, third grade student will be able to read for information. Also, many will need to build background knowledge about the plant life cycle, the relationship among animals as they compete and cooperate in an environment, and the process of pollination. Building prior knowledge will be done through paired text such as posters, videos, and text. A paired text I used to build prior knowledge is *BEES* by Enid Fisher (ISBN 0-8368-1576-9) and the video *The Importance of Bees (with Bee Girl)*.

When I first taught this unit I used the article *Honeybee Mystery* as my main text. However, I have since found the article *Bees Feel the Sting* which does not require as much time for building fluency or scaffolding because the article offers more text features, cohesive text, simpler sentence structure, and uses more familiar words.

Additional Materials Recommended

Paired text:

- **Poster of the bee life cycle**
- **videos**

Symbiosis: A Surprising Tale of Species Cooperation by David Gonzales. Retrieved from

<http://www.youtube.com/watch?v=2AM3ARs9MMg>

The Importance of Bees (with Bee Girl). Retrieved from

<http://www.youtube.com/watch?v=mdfMkr1pXrM>.

Nature: Silence of the Bees by PBS. Retrieved

from http://www.youtube.com/watch?v=zIn_RXeTX9k.

- **book** - *BEES* by Enid Fisher (ISBN 0-8368-1576-9)

iPad:

- **Whiteboard apps (ScreenChomp or DoodleBuddy)**

Strategies:

- **T.R.E.E. Strategy** for writing opinions. Adapted from *Powerful Writing Strategies for all Students*

- **Direct instruction chart for the explicit instruction of target word:** *Instructional Routine For Teaching Critical, Unknown Vocabulary Words*. Adapted from Western Regional Reading First technical Assistance Center. Can be retrieved from http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/vocabulry_steps_for_template%2017b.pdf

Chart paper

Document camera

Index cards

Fluency phones (Appendix B)

Smartboard

iPad

Apple TV

Key Vocabulary Terms: Content and Academic

Review:

- **Print** Text Features such as table of content, caption, illustration, index, headings, and glossary.
- **Organizational** Text Features such as bold print, colored print, italics, bullets, titles, headings, sub headings, captions, labels, and sidebars.

Explicitly Taught: Any words students identified as challenging from the on-line article, *Bees Feel the Sting*.

Procedures

Time Frame	Sequenced Activities, including evidence of text-dependent questioning
Week 1	Building A Community
Day 1	<ul style="list-style-type: none"> • Front loading Share, “I have noticed some students won’t share their ideas with the class, but will tell me later. So we are going to take some time to think about what we can do as a community to solve this problem.”
10 Min.	<p>Ask students this Focus Question: WHAT do you want to experience from one another in our learning community? Have students share with partner their ideas. Now ask, “What is your fear in sharing ideas?” Record their thoughts on the Smartboard for all to view.</p> <p>Finish with, “We will be starting a unit study about bees. Bees are part of a community of workers, and similar, we are a part of a learning community. Next time we discuss this topic, we will construct goals and standards for our learning community.”</p> <ul style="list-style-type: none"> • Building Knowledge Ask students, “What are goals we want for our learning Community?” Have students pair share

20 min. ideas. Next have them write their most important idea on an index card. Read the cards whole group and discuss similar ideas that can be combined. On a chart record 3-4 classroom goals for the third grade learning community.

Now Ask students to think about what they want to experience when they: Share an answer; ask a question; or share a thought or idea? Divide the class into groups so each group gets one of the questions to discuss. Some questions may be discussed by more than 2 groups. It will depend on your class size. On a 3-column T-chart with the same heading as the questions, record each group's ideas.

• Guided Practice

20 min. Using the results from "What do you want to experience when you share an answer?" The teacher will use think-aloud to model how to combine similar ideas into one so to condense the information for the most concise and useful list. Next, teacher and students connect similar ideas for the second column, "What do you want to experience when you share our confusions?" Last, have students condense the third list, "What do I want to experience when you ask questions?" After the results have been cleaned up, Record on a chart below.

<p>(We Are a Community of Learners)</p> <p>When we share ideas we will...</p> <ul style="list-style-type: none"> • ... • ... • ... <p>When we share our confusions we will...</p> <ul style="list-style-type: none"> • ... • ... <p>When we ask questions we will...</p> <ul style="list-style-type: none"> • ... • ... 	<p>Sounds like (Possible ideas below):</p> <p>* "Thanks for sharing, what do you think about trying it this way?"</p> <p>*I will try your idea because _____.</p> <p>*I'm confused by _____."</p> <p>*What do you think of trying to do it another way?"</p>
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Day 2
20 min.

Add to the chart another column that shows what the ideas like in action. End by saying, "We will continue to practice and use our communication strategies." Post it where it can be easily viewed and revisited.

10min

- **Student Groupings:**
Pairs, small group, and whole group

Reading Text Features (Pictures & captions)

- **Frontloading:**

10 min.

Show a picture of bees on a flower. Ask students to discuss their noticing and wonderings with their groups of 3-4 students. Pick one speaker from each group to share findings with the class. Record answers on the Smartboard.

	<p>Now have students open their Google Drive folders to view a picture that was shared by their teacher of flowering plants in a field. Ask students to discuss their noticing and wonderings within their groups. Select a new group member to share.</p> <p>“Today we will study pictures from informational text and captions. Captions describe the illustrations.”</p>
10 min.	<ul style="list-style-type: none"> • Building Knowledge <p>Display the first picture and caption from <i>Bees Feel the Sting</i> on Smart board Notebook or document camera. Say, “When I look at the picture, I notice a man in a white suit holding a square of metal mesh with honeycombs and bees (circle the man and part of the square; next I focus on the caption reading it aloud) When I look at the caption, I notice the words give me information about the picture. It states mentions that a beekeeper is inspecting his hives (underline beekeeper, inspects, hives). I think this is letting me know the beekeeper is looking at his honeybees to make they are doing alright.” Start a chart titled TEXT FEATURES and list “caption” and “illustrations”. Display the list. As you study other features they will be added to the list.</p>
10 min.	<p>If using <i>Honeybee Mystery</i>, say, “When I look at this picture, I notice a bee on honeycomb cells (circle the bee and part of the honeycomb; next I focus on the caption reading it aloud). When I look at the caption, I notice the words give me information about the picture. It says the smaller size honeycomb cells helps honey bee survive mite infestations (underline smaller size, honeycomb cells, survive, mite infestations). It also says that the cells are smaller, but not easily seen. I think that means the cells are slightly smaller than the regular cells, but it’s really not noticeable.” Start a chart titled TEXT FEATURES and list “caption” and “illustrations”. Display the list. As you study other features they will be added to the list.</p>
Day 3	<ul style="list-style-type: none"> • Guided Practice <p>“Let’s look at another picture and caption from this article. We’ll study it together. What do you notice in second picture and caption?” Circle student suggestions and underline important details in the caption.</p>
Day 4 5 min. 20 min.	<ul style="list-style-type: none"> • Student Groupings <i>Whole group to small group.</i> • Independent Practice <p>Have student pairs study the final photo and caption. They will need to open the graphic from their Google Drive folder and upload to a whiteboard app on their iPads. Students need to study the photo, discuss findings and mark photo and text. Remind them to save their marked pictures because they will need for another activity.</p> <p>Conclude by bringing students together. Share their findings. Say, “After taking a closer look at the photos and captions, let’s write what you’ve learned (Record ideas on the Smart board Notebook and save for another activity). Now let’s write a sentence that summarizes the knowledge we’ve gained. I’ll start with, ‘From studying the photos and captions, I learned...’”</p>

Reading Informational Text (Print) Features

- **Frontloading:**

15
min.

Gather on the floor in a circle and display the book *BEES*. Ask, “What do you notice about the parts that make up this book?” Students may notice the table of contents, the glossary, the index, and the headings. Disclose, “Today we are going to take a closer look at the text features of this book and examine how it helps us as readers understand the author’s ideas. You’ve heard ‘A picture is worth a thousand words?!’ Pictures not only support the text, but give the reader more information.”

- **Building Knowledge**

10
min.

Using other informational text (science textbook, Zoobooks, Checkerboard books, etc.) students are familiar with, teach students the Print Features (table of contents, index, glossary preface, appendix) for informational text. As you model use the think-aloud strategy to discuss each print feature and its purpose. Take pictures of the examples of print features and use a Smart board Notebook or document camera to display the features. Mark text as needed.

- **Guided Practice**

Week
3

Show students a selection of informational text that you have picked out earlier and have examined for print features. Have the class select a book to examine. Project the text for all to see using Smart board with Apple TV or document camera. As you analyze the book together for features, discuss with your students how those features help them understand or use the text. Ask, “What do you notice about this feature? What does this feature tell you? What are we learning from this feature?” Add the print features to the TEXT FEATURES chart.

Day 1

5 min.

- **Student Groupings**

Whole group and pairing

- **Independent Practice**

20
min.

Next, have students select partners and give each partnership a choice of a print feature to examine further making sure each feature will be examined. Once they discussed the importance of the feature have them respond to this sentence starter: I learned that _____(print feature) helps me because _____.

Share whole group student responses.

Reading Informational (Organizational) Text Features

- **Frontloading:**

15
min.

Gather on the floor in a circle and display the book *BEES*. Ask, “What do you notice about the parts that make up this book?” Students may notice the table of contents, the glossary, the index, and the headings. Disclose, “Today we are going to take a closer look at the text features of this book and examine how it helps us as readers understand the author’s ideas.

- **Building Knowledge**

30-60 min.	<p>Using other informational text such as student periodicals(Weekly Readers) students are familiar with, teach students the Organizational Features (bold print, colored print, italics, bullets, titles, headings, sub headings, captions, labels, sidebars) for informational text. As you model use the think-aloud strategy to discuss each print feature and its purpose. Take pictures of the examples of print features and use a Smart board Notebook or document camera to display the features. Mark text as needed.</p>
Day 2 10 min.	<ul style="list-style-type: none"> • Guided Practice Show students a selection of informational text that you have picked out earlier and have examined for Organizational Features. Have the class select a book to examine. Project the text for all to see using Apple TV to project from iPads or document camera. As you analyze the periodical together for features, discuss with your students how those features help them understand or use the text. Ask, “What do you notice about this feature? What does this feature tell you? What are we learning from this feature?” Add the print features to the TEXT FEATURES chart. Review each features purpose and scavenger hunt in the classroom for examples of the features. Students may take pictures (iPad camera) or cut out features from scrap magazines.
20 min. (depends on the number of words)	<ul style="list-style-type: none"> • Student Groupings Whole group and pairing • Independent Practice Last, students will build a poster (See appendix A for example) or see appendix J) of text feature examples and their purposes. This could be done using poster paper or a board builder application (similar to the one found on Discovery Ed through ISEE) or it may completed as a whole class project (appendix J) Provide students with informational text (nonfiction books, text books, periodicals like <i>Weekly Reader</i> or <i>National Geographic Kid</i>). Students can photograph or cut text feature examples from the periodicals. From the books students can take pictures using their iPads and print or upload to board builder application. Using the TEXT FEATURES chart discuss criteria such as neatness and organization, presentation/appearance, each feature must be represented, and their purpose. Show the checklist (Appendix C) you will use to assess their posters.
	<p style="text-align: center;">Reading for Vocabulary</p> <ul style="list-style-type: none"> • Frontloading: “I’ve added the article <i>Bees Feel the Sting</i> to your Google Drive Folders. Please open article in a whiteboard app on your iPads. As you examine the article circle any challenging words you don’t know how to say or understand.” Display article on Smart board Notebook. After students have marked their individual texts, have them mark the text on Notebook by using the highlighter tool. After students are done marking say, “Now we will learn to say and use the words.” • Building Knowledge & Guided Practice

5-10 min.	Step 1	Introduce the Word A. Write the Word on board (mark syllables by underlining) B. Read word by syllable parts (chunking). Students repeat. Then fast like a word. C. Repeat for unfamiliar words	Example “This word is pol-li-na-tors . pollinators.” “What word?” <i>pollinators</i>
	Step 2	Present a Student-Friendly Definition A. tell students explanation, or, B. have students read explanation with you.	“Pollinators are animals that carry pollen from flower to flower leaving a little pollen behind so the flower can grow into a fruit.”
	Step 3	Illustrate the Word with Examples <ul style="list-style-type: none"> • Concrete examples • Visual representation • Verbal examples 	Show a picture of a bee on a flower with pollen gathered on its legs. “Bees are great pollinators because as they fly from flower to flower collecting nectar to make honey, they carry pollen from flower to flower.”
	Step 4	Check Students’ Understanding Option 1: Deep processing questions Option 2: Examples/non-examples Option 3: Students generate examples Option 4: Sentence starter	“Why would the wind be considered a pollinator?” “Could you be a pollinator?” “Tell your partner an example of a pollinator you’ve seen.” Start your sentence by saying, “A butterfly might be a pollinator...because...”
Week 4	<p><i>Adapted from Western Regional Reading First Technical Assistance Center</i></p> <p>Let students know as you read the article you will pause so they may read the highlighted vocabulary word.</p> <ul style="list-style-type: none"> • Student Groupings <p>Whole group and homogenous pairing</p> <ul style="list-style-type: none"> • Independent Practice <p>Now have students read the article using fluency phones (see appendix B). Then have them read to a partner that is close in reading level. For those students who have difficulty decoding at grade level they will need to be in a small group with an adult for guidance.</p> <p style="text-align: center;">Note Taking</p> <ul style="list-style-type: none"> • Frontloading: 		
Week 5	<p>Show students a piece of wide ruled notebook paper and ask, “Does anyone know what this is?” They will probably respond, “A piece of paper.” Then say, “It’s going to become an important tool.” Model how to fold the paper so it creates a T-chart by folding the left edge to the margin line on the</p>		

right side of the paper (See appendix D). Draw a line on the fold. Make sure the left side of the T-Chart only uses 1/3 of the paper and the right half uses 2/3 of the paper. This will allow for more room for the supporting details. Title the left column “Topic” and the right side “Supporting details.” Draw a little hanger under the “Topic” column. Explain, “This is where I’m going to write the main idea (Big Idea). In the second column, I’m going to write details that support it. This is the method we will use to take notes. We will use the notes to write an informative paper for this unit.”

- **Building Knowledge**

Begin by Close Reading for Vocabulary. Have students mark the text *Bees Feel the Sting* rereading the vocabulary words they circled in the previous lesson. Next have student circle any words they feel are important. Now show them through a think-aloud how to analyze the words for to draw conclusions about a larger meaning. Record your summation by the first hanger (hanger idea) and record your evidence (words) making sure to explain. Keep in mind it is okay to model revisiting the text – as many times as necessary. Depending on the students’ abilities this process may take several rereading and time to analyze and discuss.

- **Guided Practice**

Have students create their own note taking page. Take a picture of the passage *Delicious Treats* from the book *BEES* and insert it into Smart book Notebook. Together circle vocabulary words that stand out. Analyze the words and draw a conclusion about a larger meaning. Guide students to draw a conclusion and record it on the note take page. Have students record by the second hanger their evidence (words) making sure to explain. Record their ideas on the Smartboard on a note taking chart. Practice this again with the passage titled, *Helping Flowers Grow*. This time let them try it with a partner while you roam and check on their progress. As a whole group discuss their findings, and record on the Smartboard Notebook while they record in their notes. Gives students time for this process.

- **Student Groupings**

Whole group and partner group

- **Independent Practice**

Have students take a picture (using iPads) or make a copy of the passage *Female Workers* from the book *BEES*. Have students circle any words they feel are important. Have them repeat the process to you (circle words, use words to draw conclusions about the text, and add hanger idea and supporting details to notes). Once complete pair/share notes and have students update their notes if needed.

CLOSE READING

- **Frontloading:**

Say, “What do we do to help us understand the text better (our class has practiced close reading throughout the school year)?” Students may respond, “We reread it again!” Today, we are going to read the text closely for most important idea(s) –Big idea.

- **Building Knowledge/ Guided Practice/ Independent Practice**

Week
6-7

Model marking text (*) for most important idea(s) –Big idea through think-aloud. Use *Bees Feel the Sting*. Say, “I’m going to read the first paragraph. I think this is the main idea, (put a * by the phrase state states the main idea) ‘Honeybees are dying, causing major worries about our nations’ crops.’ I’m going to read the next paragraph to see if there are more details to support this main idea by asking myself, ‘Is this evidence that supports that honeybees are dying and causing worries?’ I noticed the author gave several supporting details. I will underline them (in recent years his colonies have bee too quiet; Millions of bees have vanished without a trace; Researchers have been working to find out what’s causing the strange disappearance; and...) I’m going to record my main idea and supporting details on my note taking paper (Chart). Have students record as well. Examine two more sections/paragraphs, and model marking and note taking. This article has six sections.

If using *Honeybee Mystery*, it may sound like this ‘...honeybees are flying away from their hives and dying.’ I noticed the author gave two supporting details. I will underline it (empty hives and worried about food crops) I’m going to read the next paragraph to see if there are more details to support this main idea. No, this paragraph is about pollination. I’m going to record my main idea and supporting details on my note taking paper (Chart). Have students record as well. Examine two more sections/paragraphs, and model marking and note taking.

With students, guide them through the marking process and recording main ideas and details in their notes. Ask guiding questions, “What’s the most important idea? Now, pair/share big ideas. (teacher rereads the text) Has my idea changed?” Discuss and write notes.

Have students independently mark the last two paragraphs of the article and record main the main idea and supporting details. Observe their note taking process and offer guiding questions as needed. If some students need extra support pull them aside for small group instruction. Conclude by having the class share the main idea so you can record it on the Smart board Notebook note taking chart. Give students an opportunity to review their notes and make changes if needed.

- **Frontloading:**

Say, “Yesterday we marked text for the main idea and supporting details. We also recorded notes. Today will read the text more closely for any confusions that might need clarification. We’ll mark the text with (??) to show we were confused.” The article will be displayed on the Smartboard.

- **Building Knowledge/ Guided Practice/ Independent Practice**

Have students mark their text for the most confusing part. Discuss why it may be confusing and brainstorm ideas for finding ways to solve the confusions. They may want to search for answers on the Internet, library, encyclopedia, etc. Assign students to search for information with the appropriate tools. Have students meet again to discuss possible clues to clear up the confusions.

Next, analyze text cohesion. Tell students that authors use linking words, phrases and transitions words to help the reader move from one idea to the next or connect ideas. Have students reread the text for transitions. Ask how the author has used them in this text. Ask them to highlight any signal words. This class has already developed a list throughout the school year in which they use it to help them write claims and evidence responses in science and math. However, I want to draw their attentions to other examples of writing that authors use temporal words to help the reader.

Practice in pairs reading *Delicious Treats* from iPad whiteboard apps, and marking the text for

temporal words. Discuss whole group their noticing.

Now, have students read sections *Helping Flowers Grow* and *Female Workers* and mark text. Ask, “Why is it sometimes important for an author to use transition words? How do they help the reader? When you write your report you’ll need to use these strategies as well.”

“Today we will watch the video *The Importance of Bees (with Bee Girl)*. Then we will view it again, but this time I will stop periodically so we can take notes.” Have students take out their note taker form after the first view. Review video and stop when you and/or students perceive important (big ideas) need to be recorded. Be sure to note any supporting details that evidence for the big ideas.

Begin with, “Today, you’ll need to reread the *Honeybee Mystery* and respond to the text questions I’ve posted the questions in your Google Drive Folder listed as *Text Questions*. Remember when you make a claim you need to back it with evidence.” Students read and respond to first 6 text dependent questions.

- ✘ Why would the author title this article, *Bees Feel the Sting*?
- ✘ What is a problem caused by the disappearing honeybees?
- ✘ Why are bees disappearing? How do you know?
- ✘ How does the author help us to understand types of foods that would be lost if bees are not there to pollinate?
- ✘ Why did the author choose these words to end the article by saying, “With any luck, . . . beehives will soon be abuzz again?”
- ✘ What is Lisa M. Herrington’s purpose in writing this article? Is she trying to inform, entertain, or persuade? How do you know?

“Tomorrow, we will respond to the final question. You’ll need more time.”

If using *Honeybee Mystery*:

“Today, you’ll need to reread the *Honeybee Mystery* and respond to the text questions I’ve posted the questions in your Google Drive Folder listed as *Text Questions*. Remember when you make a claim you need to back it with evidence.” Students read and respond to first 6 text dependent questions.

- ✘ Why would the author title this article, *Honeybee Mystery*?
- ✘ What is a problem caused by the disappearing honeybees?
- ✘ Why are scientist having difficulty finding solutions? How do you know?
- ✘ How does the author help us to understand the role of pollinators?
- ✘ Why did the author choose to end the article by using the story about oatmeal?
- ✘ What is Clarke Fox’s purpose in writing this article? Is she trying to inform, entertain, or persuade? How do you know?

“Tomorrow, we will respond to the final question. You’ll need more time.”

“Now, finish your final question using the T.R.E.E. Strategy (Students have been explicitly taught this strategy during the school year when responding to opinions –see Appendix D).”

- ✘ In your opinion, did the author convince the reader that disappearing bees are worrisome? Explain your belief using the T.R.E.E. Strategy (Topic, Reason, Example, End-it!).

Students write and share their beliefs to the final opinion text question.

- **Student Groupings**

Whole group, pair/share, and individual

Writing an Outline

- **Frontloading:**

Display a picture of a mountain gorilla and a honey bee, and ask, “What do these two creatures have in common? Think about what you want to say. Now Turn to your neighbor and share your idea. What do you think they have in common?” Give them an opportunity to share ideas. “Yes, they are both in danger. Today, I’m going to start the process of modeling of writing a report using notes and the Stoplight Strategy (Appendix F).

- **Building Knowledge**

Show students the two books and on-line article you used to take notes regarding mountain gorillas. Share with the students that similar to them the teacher used the note taking model (Appendix E) to record notes. Display the notes on the Smart board Notebook. Let students know you will be using the notes to begin writing an outline using the Stoplight Outline (Appendix G) for a report which will come later.

The Stoplight Outline coordinates with the Stoplight Strategy. Show students while thinking aloud how you use the notes to brainstorm a topic sentence. Then show the students that the big idea or topic sentence will be written next to the green dot on the Stoplight Outline. Now, show them the notes again. Ask aloud, “What are two Reasons or details that support my topic sentence?” After finding supporting details, write one next to the first yellow circle. These are notes so you don’t have to write complete sentences. I call it caveman talk because they are short phrases. Then return to the notes to locate any information to explain the details. Place the explanations next to the red dots. Remind the students that they need to use caveman talk and write the idea that they will use later to write their report. Do the same process for the next yellow dot and two red dots. While think aloud, talk about what would be a good conclusion. Revisit the topic sentence and say, “I wrote my topic sentence that tells what I wanted the reader to know about mountain gorillas. Now I need to end it by summarizing and telling the reader why it’s important to know this about.” Write your conclusion next the last dot (green).

Week
7-8

- **Guided Practice**

After modeling guide students in writing their outlines using their notes about bees and following the same procedure as above. Have them start by taking a regular piece of paper and fold it in half. Then fold it in half again so that there are four sections. Next, have students put colored dots like the example in Appendix G.

- **Student Groupings**

Whole group

Examining the Writing Rubric

Writing a Report

- **Frontloading:**

Explain that we will be using our outline to write reports this week, but first I will demonstrate. Say, “Before we can begin, we need to add transitions to our outline. As I look at our class chart of transition, I wonder which one would be a good linking word to connect my topic sentence with my first detail. I know. I’ll use ‘First’. Now I’ll write ‘First’ at the beginning of my first yellow dot. I have two explanations for my first detail. I’ll use ‘In addition’.” Continue the process for selecting appropriate transition for each colored dot except the topic sentence.

- **Building Knowledge**

Demonstrate the process of using the outline to guide the writing of the mountain gorilla report making sure to include the transitions and writing complete thoughts. Model opening a Google Drive document and begin typing the topic sentence using the outline. Share the rubric with students on the Smart board Notebook. To give students an idea of the expectations, analyze example reports for the criteria and score them.

- **Guided Practice & Independent Practice**

Next, have students take out their outlines, open a document in Google Drive, and guide them through writing their reports. Ask guiding questions like, “You’ve written your topic sentence. What’s next?” Roam and observe. Offer support when needed. For struggling writers pull aside for small group guidance.

After modeling guide students in writing their outlines using their notes about bees and following the same procedure as above. Have them start by taking a regular piece of paper and fold it in half. Then fold it in half again so that there are four sections. Next, have students put colored dots like the example in Appendix G.

After reports are written revisit the text. Use the rubric to model how to check to see if the expectations have been met.

- **Student Groupings**

Whole group & small group

Peer Evaluations

- **Frontloading:**

Draw students’ attentions to the “Community of Learners” chart from the first lesson. Discuss the importance of respecting others by asking why and how we show other learners respect. Say, “Today we are going to practice giving feedback to partners, but we must use language that treats our partners with kindness when giving suggestions. Using the “Sounds Like” section of the chart we will practice to giving helpful advice.

- **Building Knowledge**

Before implementing *Two Stars and a Wish* strategy, show students the peer evaluation template (Appendix I). Say, “I will use this template to assess my partners report. I will also use the rubric as a checklist to help me pay attention what is expected in a report. I will read my partner’s report several times before I will be ready to conference with him or her because I want to find the best example of Star moments in his or her report. Now I’m ready to begin.” Think aloud, “I have my report on Mountain Gorillas and my partners report on dragonflies. I have my *Two Stars and a Wish*

form and the writing rubric. First, I'm going to read my partner's report while she reads mine. I want to understand the main idea. I'll reread it again to see if any of the criteria on this rubric were met. For example, does it have an introductory sentence? Are there supporting details and explanations? Did she have a concluding sentence?" I continue modeling this process until I have two stars and one wish for improvement written on *Two Stars and a Wish* form. An example for a star moment, "I noticed my partner did a great job explain this supporting details by giving an example." An example of a wish would be, "thanks for sharing your report what you think about adding transitions or the linking word 'because' when you explain this detail?" Now you meet with the partner teacher in full view of students and model how you discuss the information from *Two Stars and a Wish* form.

Sounds like (Possible ideas below):

- * "Thanks for sharing, what do you think about trying it this way?"
- * I will try your idea because _____.
- * I'm confused by _____."
- * What do you think of trying to do it another way?"
- * I noticed ...

- **Guided Practice & Independent Practice**

The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners. Students are paired and asked to read each other's written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (the wish).

- **Student Groupings:**

Whole group, small group, and pair share

Researching another "Misunderstood" Animal & Designing a Presentation

Students could research another "misunderstood" animal in our world and argue for its preservation and importance (by **Deaneen Kuka**). I was brainstorming activities that would allow student to practice their research skills, and I had thought of having my students work in groups to research other endangered animals and present their findings in a screencast.

- **Frontloading:**

Begin with, "After researching articles and websites we have learned mountain gorillas and bees are in danger. We have also learned they play a role in our environment, our world. With that said, we will begin to explore other animals that may be in danger, yet have an important role in the world. Let's begin by investigating endangered animals on search engines. In a few days we'll come together to discuss our findings and decide which animals we would like to research for a presentation."

- **Building Knowledge**

Teach students to search the Internet through search engines/platforms such as lili.org or Google.

After deciding which animals to explore further, group students according to interests. Remind them to use the note taker to gather information. Be sure to explain they will be using their gathered information to develop a presentation.

- **Guided Practice & Independent Practice**

After students have gathered enough information, remind them to use the stoplight outline to develop main idea, details, etc. Demonstrate how to create a presentation using presentation software or apps (*PPT, Prezi, iMovie*, screencast, etc.) and guide students into designing a story map that will be used to craft their presentation.

- **Student Groupings**

Whole group & small group

Feedforward

This process gives students the opportunity for constructive guidance on how to improve for future work. Moreover, it gives students an opportunity to reflect on their work and behavior. First, model the process with another adult.

Use this process as a guide:

1. Students pick one behavior or product concern they would like to change. Write down the specific behavior before meeting with the partner.
2. Describe the behavior to a partner (can also be small group of 3). The sentence starter: “I want to be a better . . .”
3. The listener(s) gives two suggestions for the future. Caution: No feedback regarding the past. Must be specific to what the describer’s request.
4. The describers listen to the suggestions and record the ideas in their notebooks; however, they do not make comments/critiques regarding suggestions.
5. Participants thank other(s) for their suggestions. Listeners say, “You’re welcome.”
6. Now, the describer becomes the listener, and he or she asks the other person what they would like to change.
7. Provide feedforward.
8. The other participant thanks the listener and records suggestions in his or her journal.
9. The process continues until all group members have had an opportunity to receive feedforward.

Differentiation (based on principles of UDL):

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Principle I. Multiple Modes of Representation:

- **Checkpoint 1.1: Customize the display of information.** Smart board Notebook, Apple TV, and iPads are used to customize the display of information third grade students view.
- **Checkpoint 1.3: Offer alternatives for visual information.** Descriptions for images, video, etc. are provided and will read text aloud for students with visual impairments.
- **Checkpoint 2.1: Clarify vocabulary and symbols.** Systematic and explicit instruction is used to introduce and teach vocabulary. Also, explicit instruction is used to teach symbols for graphic organizers such as note taker, Stoplight, TREE (writing opinion), etc.
- **Checkpoint 2.2: Clarify syntax and structure.** Close reading and rereading of text and marking text for vocabulary, main idea, supporting details, text features, etc to make links between

ideas clear. Also, using the Stoplight outline to informational text structure clear.

- **Checkpoint 2.3: Support decoding text.** Students are provided with text to talk features or being read to by a fluent adult reader to ensure equal access to information for students who have greater cognitive load when decoding.
- **Checkpoint 2.5: Illustrate through multiple media.** Students are provided with paired text that is at instructional level. Illustrations and pictures are provided along with video that offer similar concepts and ideas.
- **Checkpoint 3.2: Highlight patterns, critical features, big ideas and relationships.** Text will be highlighted, annotated and marked to connect and/or clarify ideas, understand vocabulary, understand main idea and supporting details, and understand and relate text features to the big idea.

II. Multiple Modes of Expression:

- **Checkpoint 4.1: Vary the methods for response and navigation.** Students will be able to upload text through pictures or PDFs and mark text on iPads using apps such as ScreenChomp and Write on PDF. Moreover, students will present information in written format and presentation formats.
- **Checkpoint 5.1: Use Multiple media for communication.** Learners with physical challenged with holding pencils are able to upload text and pictures to physically interact by touching the screen to mark text for Close Reading activities.
- **Checkpoint 5.2: Use multiple tools for construction and composition.** Students are provided outline tools to organize ideas. Furthermore, students will use word processing apps for spell and grammar checker.
- **Checkpoint 6.1: Guide appropriate goal-setting.** Learning objectives will be posted in the form of “I can” statements so that students develop and set goals for completing tasks.
- **Checkpoint 6.2: Support planning and strategy development.** Students will be provided checklists and rubrics so that they can plan, organize, and prioritize.
- **Checkpoint 6.3: Facilitate managing information and resources.** Students are provided with checklists and guide for note-taking.
- **Checkpoint 6.4: Enhance capacity for monitoring progress.** Students participate in peer evaluations to improve writing skills using graphic organizer labeled, *Two Stars and a Wish*. Also, students participate in Think-Pair-Share and small group discussions to monitor thinking and ideas.

III. Multiple Means of Engagement

- **Checkpoint 8.3: Foster collaboration and communication.** Students participate in whole group, small group and pair groups to guide each other in learning. In addition, students create expectation for their learning community and design language for communication.

Assessments

Formative

Observations (i.e., listening to students read main text for fluency), text dependent questions, whole-group/small-group discussions, Think Pair Share, checklist for text features, Two Stars and a Wish peer evaluation, and student notes.

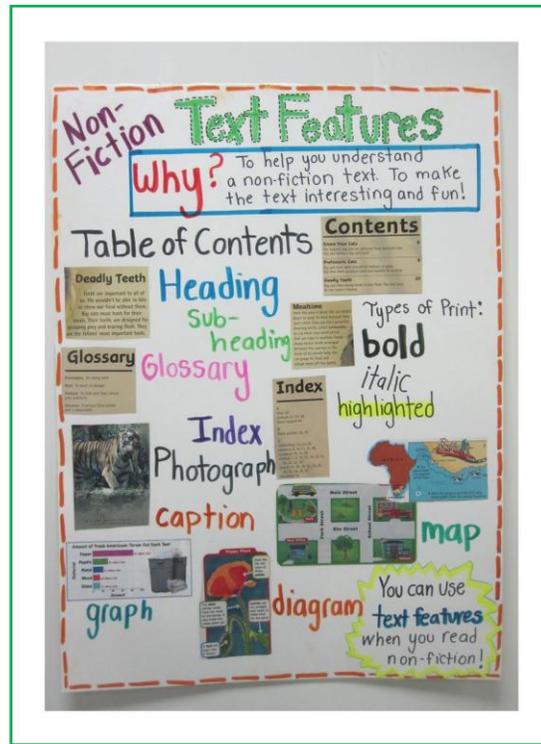
Summative

Portfolio (collection of work) and Rubrics (informative writing, conventions of language, and research/notes)

Rubric/Scoring Guide (Attach)

Writing Rubric for Reports

Appendix A: These images of Text Feature charts were captured from Google images.



Adapted Appendix B: **Fluency phones** allow students to read text without disturbing their neighbors. These fluency phones are homemade with 2 -3/4" elbow PVC attached at each end of a 4" long PVC.



Appendix C: Checklist for Text Features poster

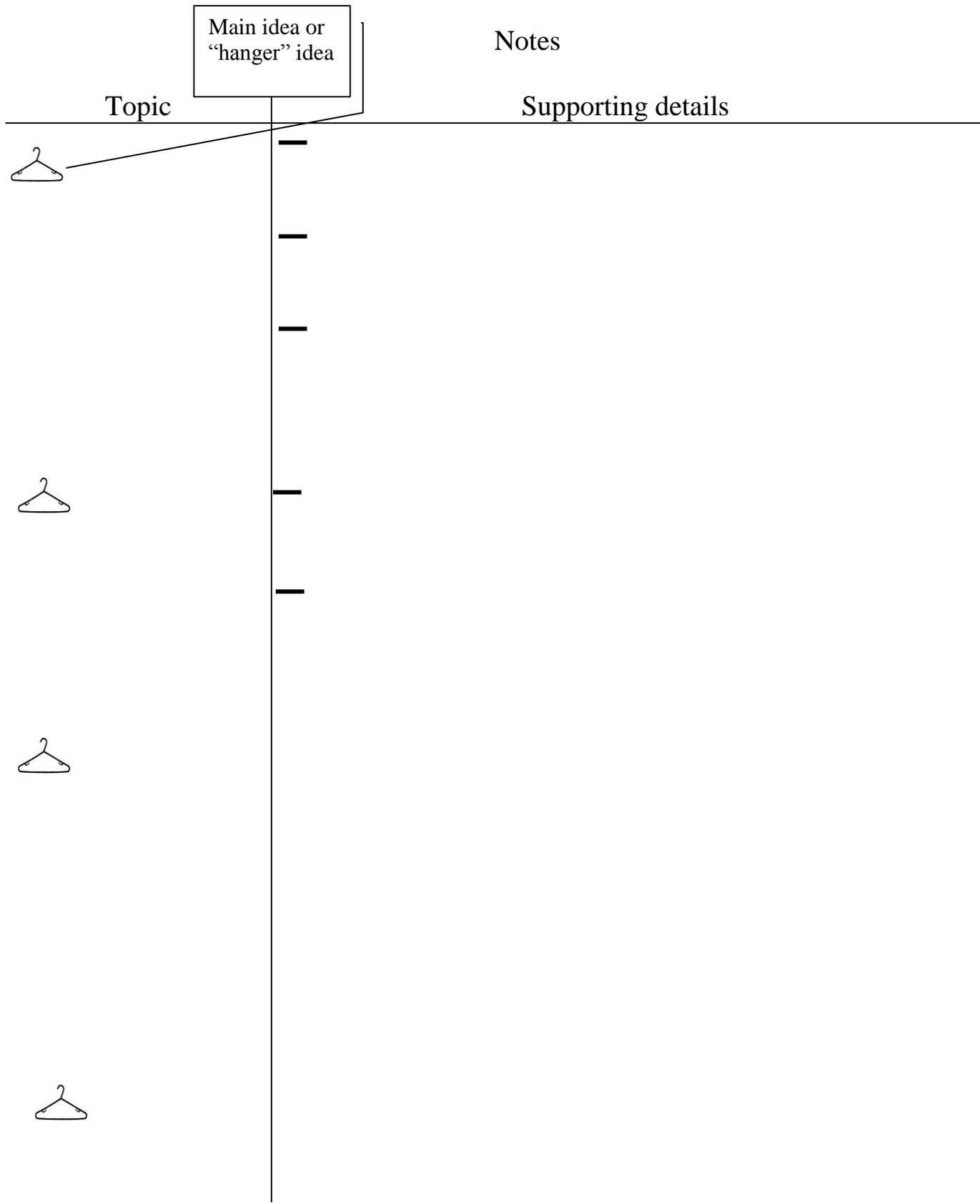
Name _____

Checklist for Text Feature Poster

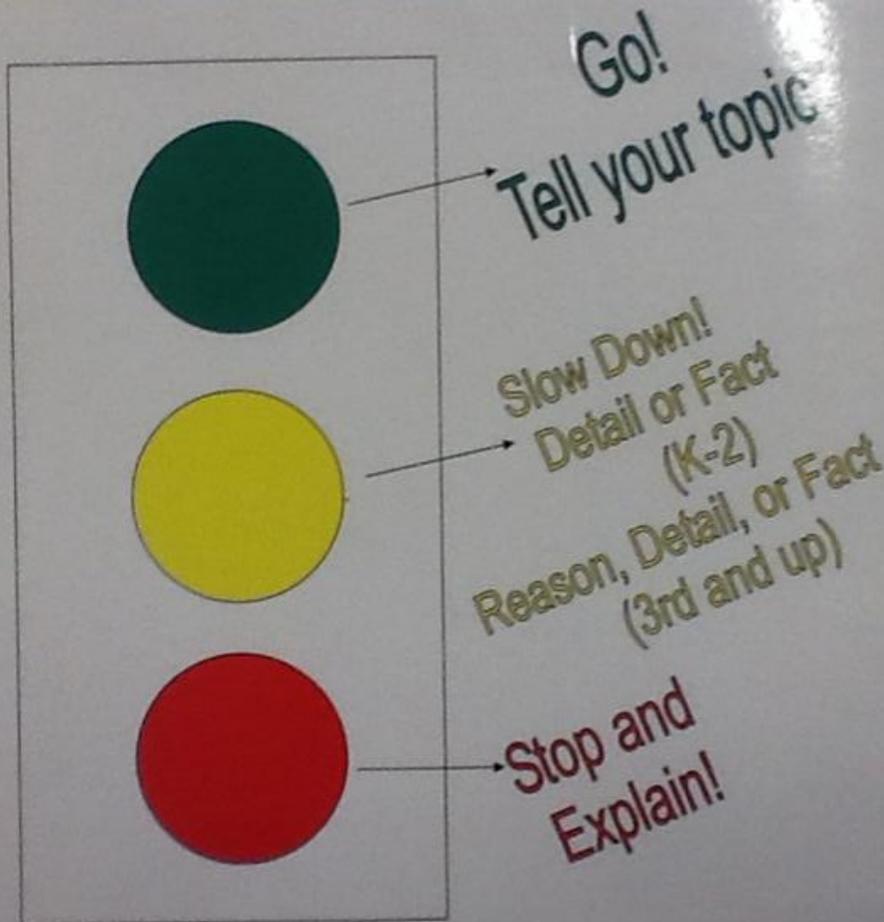
<input checked="" type="checkbox"/>	Appearance and Presentation	<input checked="" type="checkbox"/>	Features
	Neat		Print: bold, italics, or highlighted
	Organized		Titles
	Illustration of features are present		Headings
	Purpose of features are stated		Sub headings
			Illustrations and captions
			Labels
			Graphics: graphs, charts, or tables
			sidebars

TREE Strategy	Action	Words to Introduce
T opic Sentence...	Tell what you believe!	Starters: In my opinion, I think that... I believe...
R easons.....	Why do I believe this? Will my readers believe this?	Linking Words: 1. First, To begin, 2. Second, In addition, Next, Furthermore, Moreover, 3. Third, Also, Finally, Another reason...
E xplain Reasons.	Say more about each reason.	Linking Words: For example, ...because...
E nd it.....	Wrap it up right!	Concluding Words: In conclusion, Therefore, Overall, All in all,

Appendix E: Example of a note taker layout.



INFORMATION



Side 1

● (Topic Sentence)

● (Reason)

● (Explain)

● (Explain)

Side 2

● Reason

● (Explain)

● (Explain)

● (Conclusion)

|

Name _____

Writing Assignment Research Report

Title _____

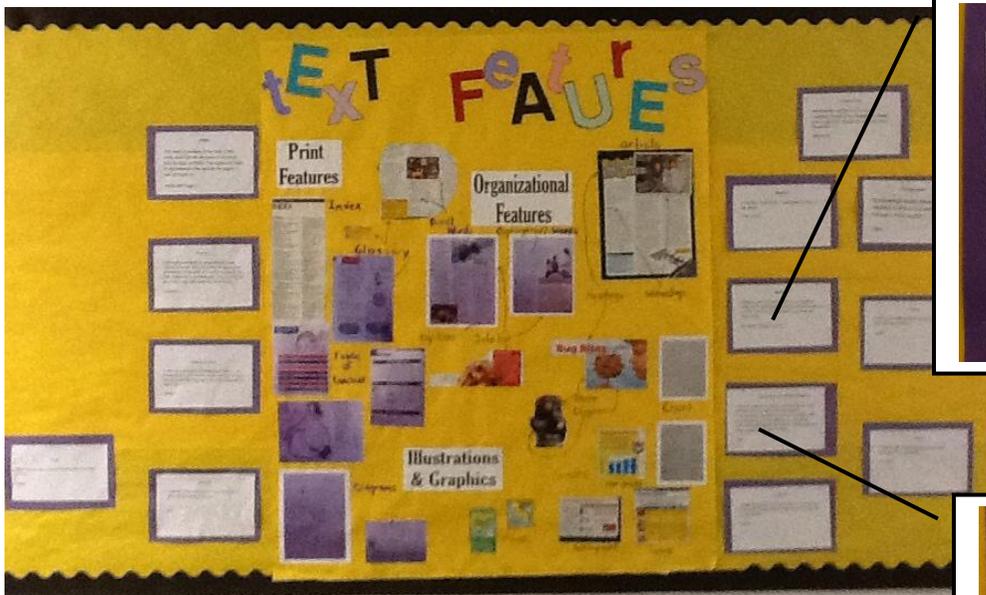
	1	2	3	4	5	6	7	8	9	10	points
Report Qualities	Limited: -Introduction >the topic is not clear -Body > Poorly Develops main idea >Supporting details do not flow -Conclusion >ending is not clear				Satisfactory: -Introduction >Attempts to pull the reader into the text -Body > Development of main idea >Supporting details flow w/out sounding regurgitated - attempts the use of transitions to connect ideas -Conclusion >supports the text and gives a sense of completion				Enhanced: -Introduction >introduce topic in a way that pulls the reader into the text -Body >Topic sentence is clear >Supporting details flows naturally –uses transitions to connect idea -Conclusion >strongly supports the topic /text and gives a sense of completion		

	1	2	3	4	5	6	7	8	9	10	points
Use Of research and notes to inform writing	Shows little or no use of collected information. Information sounds “made-up”		Attempts use of research to inform their writing.		Shows adequate use of research to inform their writing.		Almost independent		Uses research, notes, and many resources to inform their writing.		

	1	2	3	4	5	6	7	8	9	10	Total
Conventions/ Mechanics/ Spelling	Frequent errors in: -Capitalizing proper names, beginning sentences, & titles -Punctuating sentences: end (.,?!,), commas in a series, and use of commas in a compound sentence. -Spelling: common third grade spelling patterns			Moderate errors in: -Capitalizing proper names, beginning sentences, & titles -Punctuating sentences: end (.,?!,), commas in a series, and use of commas in a compound sentence. -Uses apostrophes some of the time appropriately to show possessives. -Spelling: common third grade spelling patterns . Attempts to spell & use challenging words because they sound appropriate.			Minor or no errors in: -Capitalizing proper names, beginning sentences, & titles -Punctuating sentences: end (.,?!,), commas in a series, commas in address, and use of commas in a compound sentence. -apostrophes are used most of the time to show possessives. Titles: -important words are capitalized & italicized. -Spelling: common third grade spelling patterns. Uses challenging spelling words appropriately. Doesn't dismiss vocabulary because it's difficult to spell.				

Two Stars and a Wish Peer Evaluation



Sidebars

Sidebars add to the article that you are reading. They do not get talked about that much in the article or text. Also, you can find them in a box by the main words.

By Daniel, Gage C. and Ty

CAPTIONs and PHOTOGRAPHS

What is a caption? A caption is a sentence or more that tells you more about the photograph. You're probably wondering about photographs, we'll a photograph is a picture shows you something that's being described in the article. Photos help see what something exactly looks like.

-Zak

