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 GATE Certification
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Planning for Standards Based Learning

1.Generalization: Relationships

2.Generalizing Statement: Relationships change over time.

3.Third Grade Standard:

- R2.6 Extract appropriate and significant information from the text, including problems and solutions.

4.Essential Questions: (In what ways might we...)

- How does Wendell, Floyd, and Mona’s adventure begin?
- What sequence of events lead Wendell, Floyd and Mona back to school?
- How do Wendell, Floyd and Mona change by the end of the adventure?

As a result of this lesson, students will:

- **Know:** that actions need to occur for a sequence of events to happen and actions needs to occur for relationships to change.
- **Understand:** that one event leads to another in a certain order called a sequence of events that could create changes in a relationship.
- **Be able to do:** Identify significant words that signal sequence of events, extract appropriate and significant details from the text in sequence (including problems and solutions), evaluate patterns to prove what the main idea and significant details are and identify how the characters’ relationship changed over time.

5.Pre-assessment:

Wednesday, August 26, 2009

- Read the story “Surprise!” (HM Practice Book pg. 6). Students will draw pictures showing sequence of events from story and write words/sentences that describe pictures.

Quiz, Test, Survey, KWL, Journals, Brainstorm, Thumbs up

6.Learning Experiences:

Wednesday, August 26, 2009

- **Picture Walk:** of The Lost and Found by Mark Teague.
- **Read:** The Lost and Found to whole class.
- **Model:** Show students how to find the sequence of events using an event map as the story is being read a second time. Remind students that words like after, just then, among others help them figure out the order

Content
 Presentation, Demonstration, Jigsaw, Guest Speaker, Variety of Texts, Research

Process
 Learning Modalities
 Multiple Intelligences

of events. The students will follow along and help in determining the order of events with the event map on the HM Practice Book pg. 4.

Manipulatives, Thinking Skills, Questioning Strategies, Tiered Assignments, Most Difficult First, Anchor Activities

Thursday, August 27, 2009

- **Reread:** The Lost and Found
- **Practice 1:** Create groups with designated team roles: facilitator, recorder, supplies manager, reporter. Have students work in small groups to identify important events in other parts of the story, specifically pages 28-29, 32-33, 36-37 and 40-43. Each group will be given a certain number of pages. For each page, ask them to list at least one main event on a sentence strip. Have the groups share their strip (s) with the rest of the class and then come up to the board to put these sentence strips in sequencing order to create a class sequence chart.

Pages	Events in Sequence
28-29	-The children find one another. -Floyd suggests that they go back. -Mona notices a sign for the Hat Room that points to a passageway.
32-33	-At the far side of the lake, the children find three tunnels. -They finally decide to try the middle one.

- **Practice 2:** After creating the class sequence chart, the class will be divided in half. Each group will address the following in oral discussion. Groups will be given 3-4 questions to represent its answer in pictures. They will share their representations:
 1. What **patterns** did you see with Wendell, Floyd, and Mona?
 2. Were there any **trends**? (Reoccurring patterns)
 3. Once Mona had disappeared into the Lost and Found bin, what **details** did you see happening in the story? Were there any **trends**?
 4. From your **perspective**, why did Floyd and Wendell go after her?
 5. At the beginning of the story, what was Mona’s relationship with Floyd and Wendell? Did this relationship change **over time**? If so, in what way(s)?
 6. In The Lost and Found, what is the **big idea**?
 7. What **unanswered questions** are there?

Friday, August 28, 2009

- Pick an activity from The Lost and Found menu.
 1. Required (On level/**details, multiple perspectives**): Read The Lost and Found and answer the questions on page 46. Remember to use complete sentences. Complete the comprehension check in your HM Practice Book on page 5.
 2. The Lunch Room (Below level/**details, multiple perspectives**): Read the story. Write a paragraph comparing it to The Lost and Found.
 3. Draw a Room (Below level/**details, multiple perspectives**): Choose a room from the story or create a new room that isn't shown, and draw it. Include the things you might find in the room in the picture.
 4. Word Web (On level/**details**): Make a word web about animals that live in the sea. Look in an encyclopedia, magazine, or books. Include descriptions or pictures of the animals.
 5. There It Is (Challenge/**details, multiple perspectives**): Suppose you saw something of yours in The Lost and Found. Write a letter to one of the characters in the book asking about the item. Ask if he/she saw the item, tell them how you lost it, and get directions to the item.
 6. Write Instructions (On level/**details, rules**): Now that you know the way, write step-by-step instructions for getting out of the Lost and Found. Start at the room right after that long fall through the Lost and Found. Number the steps. Use command words.
 7. Fantasy Fun! (On level/**patterns, rules**): Identify as many fantasy details from the story as you can. Draw a picture of your favorite fantasy detail.
 8. Adventure Story (Challenge/**details, rules**): Gather ideas and write a story about an unusual adventure.
 9. The Lost and Found (Below level/**details, multiple perspectives**): Draw a picture of a Lost and Found. List all the items you can think of that you might find in the box.

<p>7. Grouping Decisions: Flexible</p> <ul style="list-style-type: none"> • Pre-assessment: individual • Reading of story: whole group direct instruction • Sequence chart: small group to whole group • Question-answer picture representation: 2 semi-small groups to whole group • <u>The Lost and Found Menu</u>: individual • Post-assessment: individual 	<p>TAPS: Total Class, Alone, Pairs, Small Groups Cooperative Learning, Learning Centers, Contracts, Interest, Inquiry, Compact/Enrichment, Independent Study</p>
<p>8. Post Assessment Friday, August 28, 2009 Approaching Standard Identify the language of the discipline by finding 3 appropriate words that signal sequence of events through a storyboard.</p> <p>Standard Extract appropriate and significant details from the text in sequence (including problems and solutions that characters faced for their relationship to change) in a wanted poster.</p> <p>Beyond standard Evaluate patterns to prove what the main idea and significant details (including the change in relationship between the characters) in a promotional brochure.</p>	<p>Product Quiz, Test, Performance Product, Presentation, Exhibitions, Demonstration, Log, Journal, Portfolio, Rubric, Self-reflection</p>