

Native American Unit

(A Closer Look at Natural Resources and
the Effects on a Tribe's Survival)

Third Grade Team:


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Overview

- Students will investigate the three regions of Native American Tribes (Southwest, Plains, and Eastern Woodlands). Students will be able to compare regions and the natural resources of the area provided for their survival.

Task

After looking at ([picture artifact](#)) and reading ([article](#)), write a report in which you compare two tribes and explain how the natural resources shaped their way of life. Give at least three examples from each tribe using information from the sources as your support.



Essential Questions:

- How did the physical surroundings impact the Native American lives?
- How did Native Americans use natural resources to meet their basic needs?
- What strategies do readers use to gain information from text?
- How do readers connect what they already know to new facts in order to get a greater understanding?
- How can I use writing and communication to organize new information that I encounter?
- How do readers compare information within and between text?


Background Shared with Students

- Students will explore information and activities relating to Native American Tribes located in 3 different areas: Wampanoag (Eastern Woodlands), Hopi (Southwest) and Blackfoot (Plains)
- Students will research and share information about Native American Life as it related/relates to geographical locations and available natural resources
- Students need to be made aware of the three types of regions and the resources available to the tribes and how it differs depending on location. Students need to know how the tribes had to adapt for survival based on those available resources

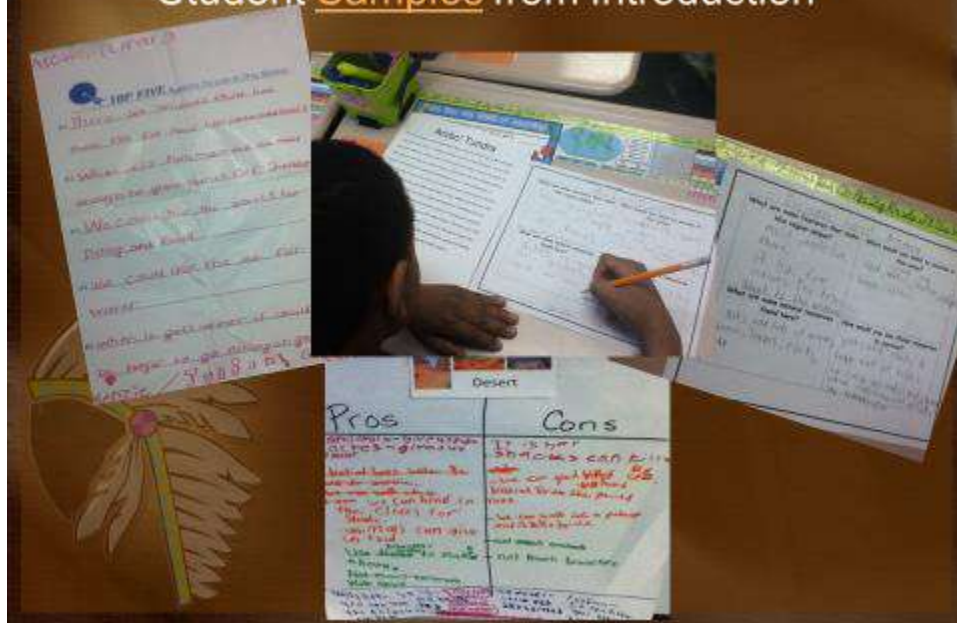
Materials Needed for Task Completion

- Natural Resource Map for Tribal Regions developed by Third Grade Team
 - students will gain information from picture clues as to what resources were available for a particular region
- Life in the Americas: Survival as a Native American developed by Third Grade Team
 - students will read a nonfiction article to gain information about tribes from three different regions of the United States

Lesson One: Introduction to Unit

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Introduction Lessons 7 days or class periods	<ul style="list-style-type: none"> assessing background knowledge using visual clues to gain evidence to support an argument classify and organize a set of words based off of similar meanings identifying regions and tribes found in area 	<ul style="list-style-type: none"> concept sort organizer of vocabulary words t-chart organizer with pros and cons 4 square organizer with text notes "Top Five Reasons" chart Blank map of the United States with colored biomes and labeled Native American regions as well as tribes. 	<ul style="list-style-type: none"> carousel brainstorming cooperative groupings modeling every pupil response guided questioning guided discussion 


Student Samples from Introduction



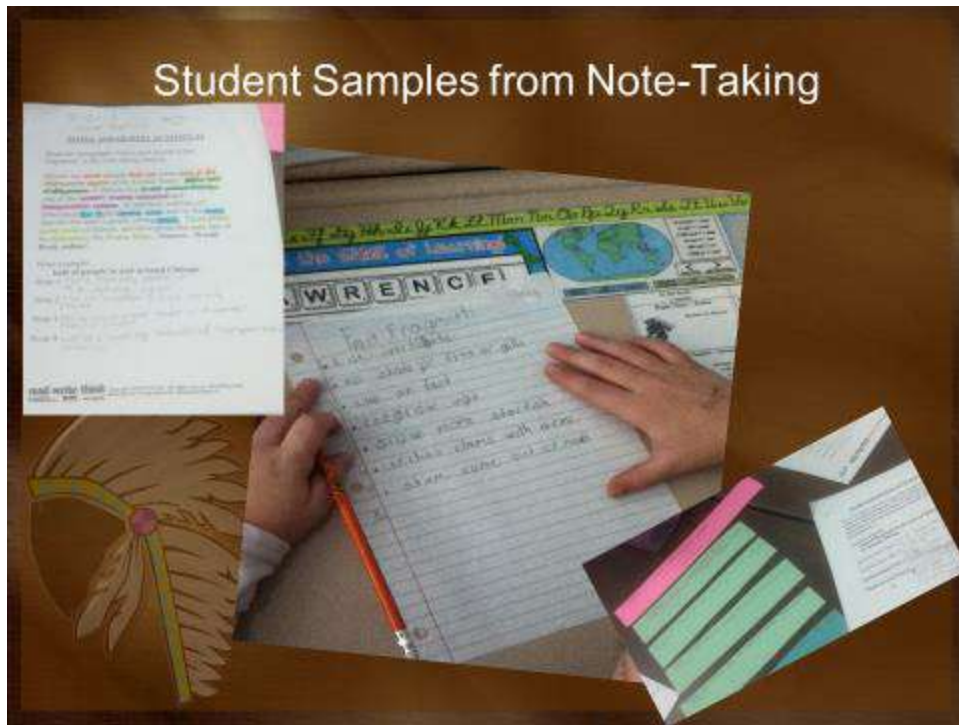
Lesson Two: Writing/ Note -Taking Lesson

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Writing Lesson /Note-taking 5 days or class periods	<ul style="list-style-type: none"> assessing background knowledge identifying key details in a nonfiction text using paraphrasing to report information gained constructing a summary using main idea and details 	Formative Assessment <ul style="list-style-type: none"> Fact Fragment Frenzy Printout to assess ability to use fact fragments vs. entire sentences Students will pull out fact fragments related to animal selected on interactive website Students will create sentences in their own words from fact fragments. Students will use color-coded strips to create a paragraph (topic sentence, order of ideas, and a conclusion). 	<ul style="list-style-type: none"> direct modeling research and technology Pair- share partnering guided practice collaborative grouping 

Lesson Two: Writing/ Note -Taking Lesson (continued)

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
		Summative Assessment: Starfish Article & Organizer for Fact Fragments <ul style="list-style-type: none"> Students will identify key words through highlighting text as well as record fact fragments. Students will take fact fragments and create sentences in their own words. Sentences will then be organized into a paragraph that has a topic sentence, order of ideas, and a conclusion. 	


Student Samples from Note-Taking




Lesson 3: The Southwest Tribe



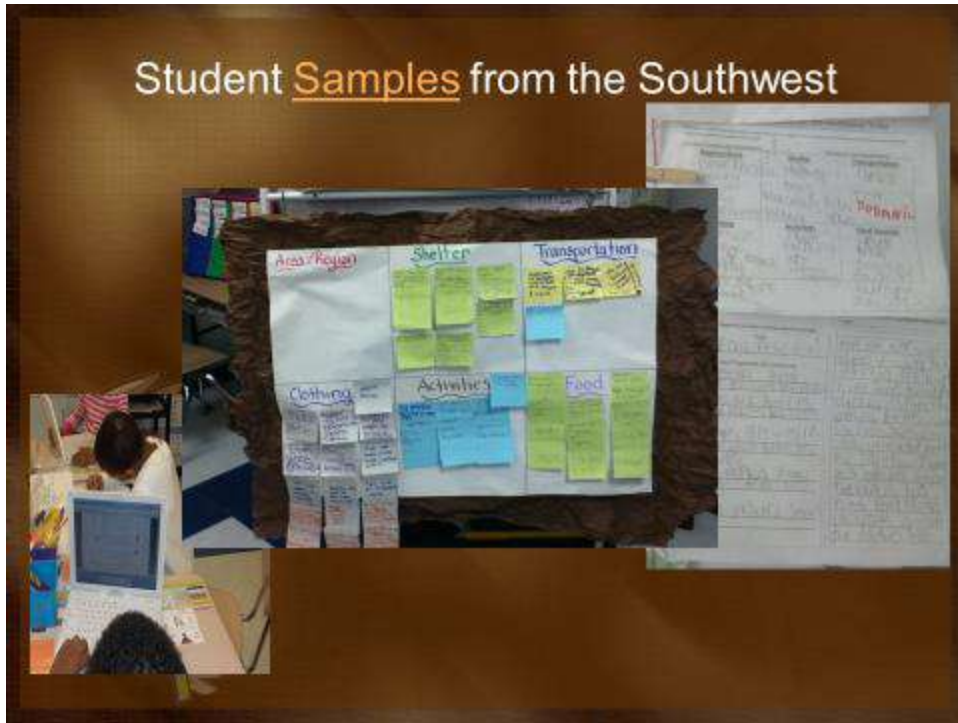
Lesson 3: The Southwest Tribe

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Southwest Tribe 5 days or class periods	<ul style="list-style-type: none"> assessing background knowledge identifying key details in a nonfiction text using paraphrasing to report information gained constructing a summary using main idea and details. 	Formative Assessment: <ul style="list-style-type: none"> The Navajo Web quest for the Southwest Tribe Students will identify key words through reading a text as well as record fact fragments. 	<ul style="list-style-type: none"> carousel brainstorming cooperative groupings modeling every pupil response 

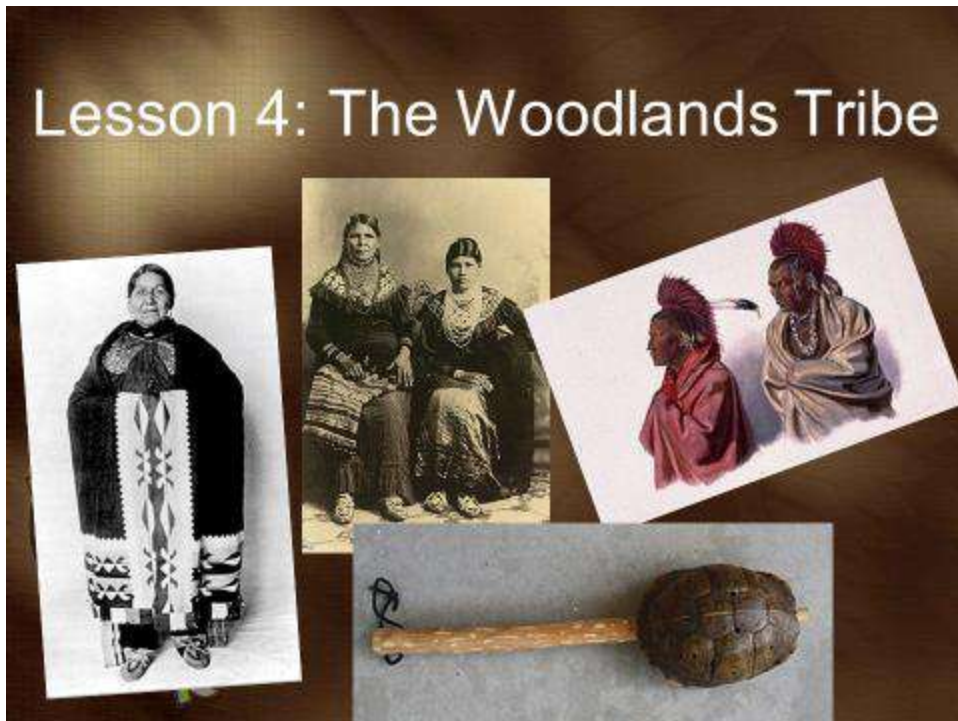
Lesson 3: The Southwest Tribe (continued)

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
	<ul style="list-style-type: none"> using media to gain information to record ideas using fact fragments classify and organize a set of words based off of similar meanings 	Summative Assessment: <ul style="list-style-type: none"> The Navajo Web quest for the Southwest Tribe Students will take fact fragments and create sentences in their own words. Sentences will then be organized into a paragraph that has a topic sentence, order of ideas, and a conclusion. 	<ul style="list-style-type: none"> guided questioning guided discussion advance organizer research and technology 


Student Samples from the Southwest




Lesson 4: The Woodlands Tribe



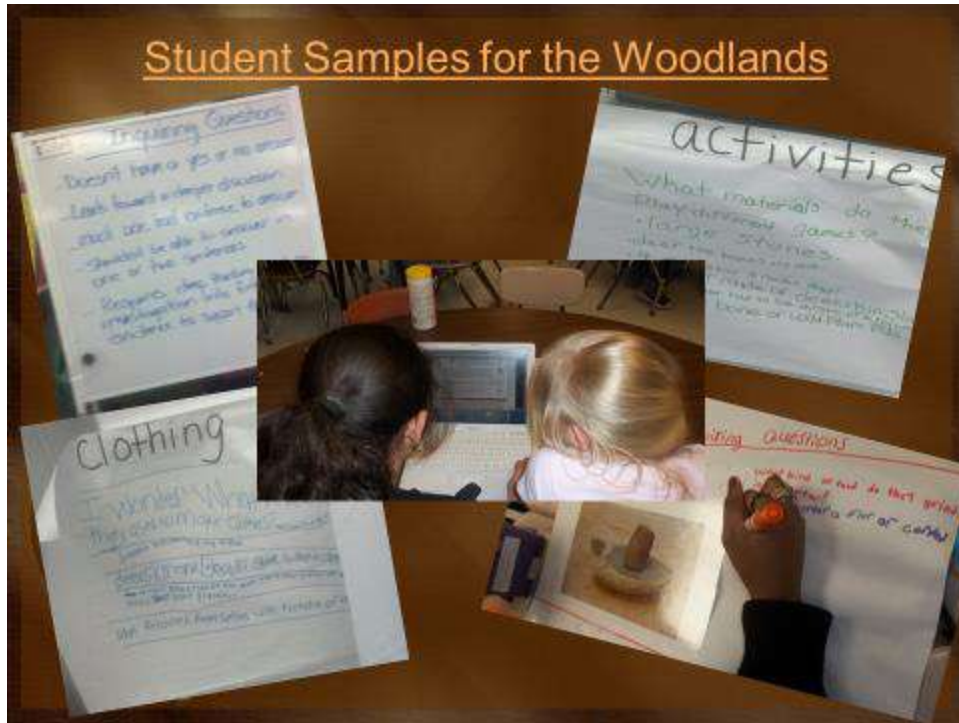
Lesson 4: The Woodlands Tribe

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Woodlands Tribe 3 days or class periods	<ul style="list-style-type: none"> asking and answering questions inferring identifying key details in a nonfiction text use text evidence to support an argument 	<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> Students will create an inquiring question and list the information related to the area of the question as a group. Students will look and add additional information to each poster as needed as a group. 	<ul style="list-style-type: none"> -modeling -cooperative grouping -research and technology -advance organizer 

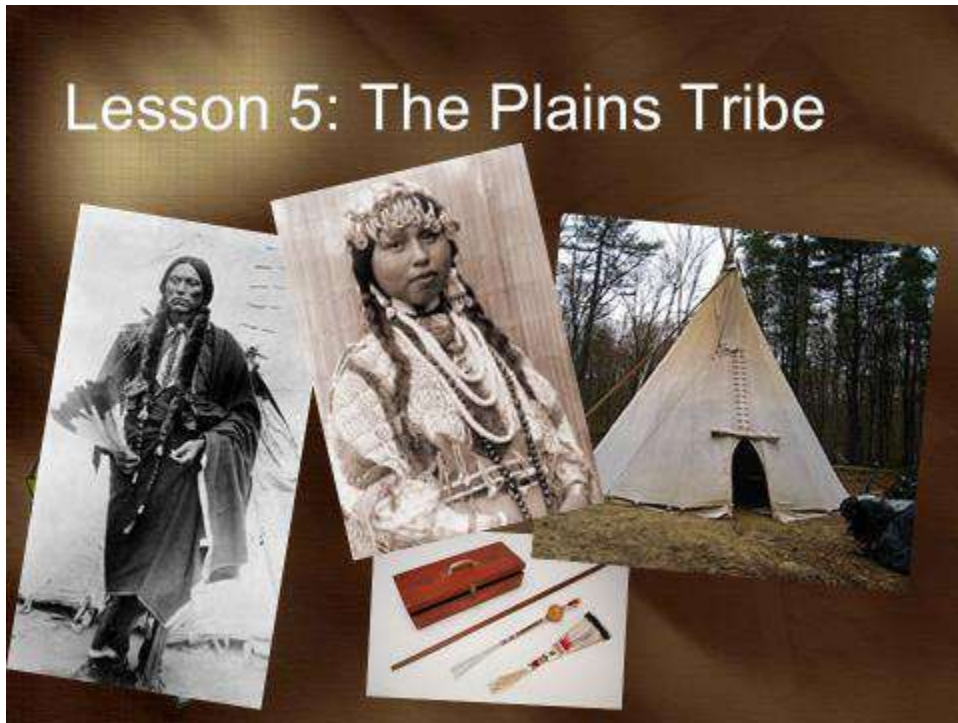
Lesson 4: The Woodlands Tribe (continued)

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
		<ul style="list-style-type: none"> Students will complete a graphic organizer independently with the mystery bag items that require text based support/evidence of what the item would be used for. 	


Student Samples for the Woodlands




Lesson 5: The Plains Tribe



Lesson 5: Text Structure Identification

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Identification 3 days or class periods	elements in informative writing <ul style="list-style-type: none"> • using a web or a list to organize new information • reading to determine topic and subtopics • identifying key details from a text 	<u>(Summative or Formative) #1:</u> Student responses during discussion of list and web questions. Student questions related to web organizer on Native Americans Assessment <u>(Summative or Formative) #2:</u> Completed web organizer from each student Discussion responses during final debriefing	<ul style="list-style-type: none"> • guided practice • pair share • guided questioning • advance organizers 

Lesson 5: Compare and Contrast

Pacing	Targeted Skill(s)	Formative Assessment(s)	Instructional Strategies
Compare/Contrast 2 days or class periods	<ul style="list-style-type: none"> • understand and identify similarities and differences • comparing information across texts • identifying key details from a text • construct a compare/contrast paragraph 	<u>Assessment (Summative or Formative) #3:</u> Compare/Contrast paragraphs Responses during whole group discussion about use of matrix	<ul style="list-style-type: none"> • modeling • guided practice • advance organizer • guided discussion • effective writing strategies 

Looking Ahead towards the Plains

Text Structure/
Description



Tribe	Compare and Contrast Matrix				
	Habitat	Transportation	Clothing	Activities	Food Sources
Lenape					
Navajo					
Sioux					

Compare and Contrast Matrix

Native American Studies

Essential Question: *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

- How do readers connect what they already know to new facts in order to get greater understanding?
- How can I use writing and communication to organize new information that I encounter?
- How can readers gain information from picture clues as to what resources were available for a particular region?

Standards:

CC3RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur.)

CC3SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other' ideas and expressing their own clearly.

Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment.

K-3a: Students will distinguish different types of climate and landforms and explain why they occur.

Activating Strategies: *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Students will work cooperatively to develop their understanding and own definition of vocabulary words in the lesson. This will build on their background knowledge of vocabulary.

Think, Pair, Share Activity:

Think: Ask students to think about how the vocabulary words in the envelope are related.

Pair: Ask students to work as a team to come up with their own definition of the words.

Share: Students will post their definitions on display for other team members to view and compare.

Key Vocabulary to preview: *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- ✓ resource
- ✓ adapt
- ✓ survive
- ✓ factor
- ✓ region
- ✓ pro
- ✓ con
- ✓ climate
- ✓ biome

Materials Needed: *(What specific materials will you need to present this lesson?)*

Preparation before the lesson:

Day 1:

- concept sort vocabulary cards in envelope ([Appendix Page B](#))
- concept sort organizer ([Appendix Page C](#))
- put class into groups of three or four students

Day 2:

Preparation before the lesson:

- matchup vocabulary cards ([Appendix Page D](#))
- pictures of six different land biomes (1 biome for whole group lesson, 5 biomes for class groups)*
- 5 (carousel) cooperative learning groups with no more than 4 students in each group
- 5 different colored markers (1 marker per group) to record information
- 6 poster-size sticky note paper or chart paper with a t-chart drawn on it for group responses
- tape (if using chart paper)
- timer (optional)

Day 3:

- Biome Texts for Introduction ([Appendix Page E](#))
- 4 square organizer ([Appendix Page F](#))
- Biome cards for kids to draw from hat/bag ([Appendix Page F](#))
- “Top Five Reasons” chart ([Appendix Page H](#))
- Blank map of the United States*
- Colored pencils or crayons

***Teacher created material**

Instructional Plan: *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

Instruction Chunk #1: (90 mins)

1. Students will be put into groups of 3-4, depending on class size, and given an envelope with vocabulary words (use Concept Sort word activity / [Appendix B](#)).
2. Student groups will sort the words into related categories. Students will discuss the relationship of the words and develop a kid-friendly definition for each of the 9 target vocabulary words. (use concept sort organizer to record thinking/ [Appendix C](#)). Once words are sorted and organizer is completed, the students will participate in a gallery walk to view each group’s sort and organizer.
3. The teacher will pull the class back together to discuss related words for each target word and student predictions of word meanings.
4. Teacher and students will use discussion to develop a class definition of each word and any misconceptions found in sorts should be corrected.
5. Students should then add the class definition to their organizer.

Instructional Chunk #2: (90 minutes) **Before the lesson:** (whole group) Post in front of the room one of the six biome pictures (face down). Also, post T-Chart with “Pros and Cons.” Sticky note poster or chart paper (This will be your sample picture for whole group modeling)

1. The teacher will review with students of some of the new vocabulary that they had learned the previous day by playing a match up game (see vocab word cards and definitions/[Appendix D](#)). Explain that their understanding of those words is going to help them frame their thinking for the day’s activity. Introduce the following questions and have them posted in a visible place in the front of the room:
 - What do people need to survive everyday life?

- What are some factors when deciding where to live?
 - What are some natural resources that are found in this region that would help you survive?
2. Using chart paper and a marker, write down student responses. Explain to them that in today's lesson, they are going to explore how natural resources and factors are important for human survival.
 3. Turn over biome picture (teacher created material) posted in front of the classroom. Read the following post card aloud to the class: (The postcard contains all vocabulary studied so far.)

Congratulations! Your class has won a trip to this biome. You are required to stay in this region for a week and adapt according to the conditions and climate of this place. These will be key factors in your survival of this trip. There will be no one living there but your class. Your only resource that you may take on this trip is the T-chart provided and a writing tool to record your pros and cons about your stay. Good luck surviving. See you in one week.

Sincerely,
Happy Travels

Have the students look at the picture of the biome. Ask them, "What would be some good reasons to live in this biome?" The teacher will then write down student responses on the t-chart in the pros section. Then ask, "What would be some bad reasons to live in this biome?" Write down student responses in the cons section.

Tell students that they will work in groups and that they will have a biome that they will have to observe and complete their t-chart for. Remind them to look for clues in the pictures of natural resources to help them think about the pros and cons of living in that particular biome. The teacher will then split students into five groups of no more than four students. Give each student a traveling marker. (Each group will have a different color marker.) Assign one person in each group to be the recorder. Let the students know that they will have five minutes at each biome. Explain or post these directions:

1. Look at your biome (look for natural resources)
2. What would be some pros about living in this biome? (Recorder will write down 2 responses.)
3. What would be some cons about living in this biome? (Recorder will write down 2 responses.)
4. You have five minutes to complete your task.

The teacher will observe each station and student discussions, setting the timer to keep track of time. When five minutes are up, each group will rotate to another station to add on to the previous group's responses. Each group must take their traveling pen with their group. The teacher can assign a different person in the group to be the recorder after a rotation.

When rotations are completed, the teacher will then have the entire class view and share out the responses written, referring to the three questions posted in the teacher biome sample. After discussion, reflect over student responses.

- What do people need to survive everyday life?
- What are some factors when deciding where to live?
- What are some natural resources that are found in this region that would help you survive?

Instruction for Chunk #3: (120 minutes) **Before the lesson: The teacher will need to copy and cut biome cards (Appendix G) and shuffle in a hat/bag for the students to draw from. Set aside to use later in the lesson. Students will need their pros/cons t chart from the previous lesson.**

1. Groups will join together and discuss the responses on each of the posters. The teacher will pose the question, “If you had to pick a region to live in, which would you choose and why?” Students will be given a [4 square organizer/Appendix F](#) with the following questions to complete independently:
 - What are some features that make this region unique?
 - What would you need to survive in this area?
 - What are some natural resources found here?
 - How would you use those resources to survive?
2. Once organizers are complete, the teacher will tell the students that they will draw a biome from a hat/bag. The students will be grouped by the biome that they selected. The teacher will then give each group a piece of non-fiction [Biome Text for Introduction/Appendix E](#) about their biome to read and discuss. The students can then add to their organizer based on new learning. Students will use their [4 square organizers?Appendix F](#) and the information learned from the text to create a chart of the [“Top 5 Reasons”/Appendix H](#) to live in that selected biome.
3. Teacher will pull students together (they will bring their pro/con chart and [Top 5 chart](#) to the group) to compare findings about the features of each region (the teacher should be sure to correct any misconceptions and highlight any key features not mentioned).

The teacher will focus the students’ attention to the desert, prairie/grassland, and deciduous forest. Using a blank map of the United States (teacher created material), the teacher will show students the location of each region in relation to the Native Americans. Students are then given a blank map to label and color code each biome, region, and tribe as the teacher models on the board. The teacher will identify the following regions: Southwest, Plains, and Eastern Woodlands. These regions will be linked to the desert, prairie/grassland, and deciduous forest. The teacher will also identify and label the three names of the tribes of study (Southwest-Navajo, Woodlands-Lenin-Lenape, and Plains-Sioux). From here the teacher will inform the students that they will explore how Native Americans had to adapt and use the Natural Resources found in these regions to survive.

Formative Assessments:

- [concept sort organizer of vocabulary words](#)
- [t-chart organizer with pros and cons](#)
- [4 square organizer with text notes](#)
- [“Top Five Reasons” chart](#)
- Blank map of the United States with colored biomes and labeled Native American regions as well as tribes.

Native American Lesson Plan One

Prerequisite:

CC3RI 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.

CC3W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC3L 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.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood)
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

Essential Question:

- AP#1 How do readers connect what they already know to new facts in order to get greater understanding?
- AP #2 How can I use writing and communication to organize new information that I encounter?
- AP #3 How can readers gain information from picture clues as to what resources were available for a particular region?

Standards:

CC3RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur.)

CC3SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other' ideas and expressing their own clearly.

CC3W 7. Conduct short research projects that build knowledge about a topic.

Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment.

K-3a: Students will distinguish different types of climate and landforms and explain why they occur.

Activating Strategies

Students will work cooperatively to develop their understanding and own definition of vocabulary words in the lesson. This will build on their background knowledge of vocabulary.

Think, Pair, Share Activity:

Think: Ask students to think about how the vocabulary words in the envelope are related.

Pair: Ask students to work as a team to come up with their own definition of the words.

Share: Students will post their definitions on display for other team members to view and compare.

Key Vocabulary to preview:

- ✓ resource
- ✓ adapt
- ✓ survive
- ✓ region
- ✓ climate
- ✓ biome

*Tier 2 Words: (The teacher will need to explicitly teach these words so that students will be able to use them in context of the lesson) :

- ✓ factor
- ✓ pro
- ✓ con

Materials Needed:

Preparation before the lesson:

Chunk 1:

- concept sort vocabulary cards in envelope ([Appendix B](#))
- concept sort organizer ([Appendix C](#))
- put class into groups of three or four students

Chunk 2:

Preparation before the lesson:

- matchup vocabulary cards ([Appendix D](#))
- pictures of six different land biomes (1 biome for whole group lesson, 5 biomes for class groups)*
- 5 (carousel) cooperative learning groups with no more than 4 students in each group
- 5 different colored markers (1 marker per group) to record information
- 6 poster-size sticky note paper or chart paper with a t-chart drawn on it for group responses
- tape (if using chart paper)
- timer (optional)

Chunk 3:

- Biome Text for Introduction ([Appendix E](#))
- 4 square organizer ([Appendix F](#))
- Biome cards for kids to draw from hat/bag ([Appendix F](#))
- “Top Five Reasons” chart (one for each biome) ([Appendix G](#))
- Blank map of the United States*
- Colored pencils or crayons
- Vocabulary Concept Sort Rubric ([Appendix Q](#))
- Rubric for Biome Discovery ([Appendix R](#))

*Teacher Created Material

Instructional Plan:

Instruction Chunk #1: (30-45 mins.)

4. Students will be put into groups of 3-4, depending on class size, and given an envelope with vocabulary words (use [Concept Sort word activity/Appendix A](#)).
5. Student groups will sort the words into related categories. Students will discuss the relationship of the words and develop a kid-friendly definition for each of the 9 target vocabulary words. (use concept sort organizer/[Appendix B](#) to record thinking). Once words are sorted and

organizer is completed, the students will participate in a gallery walk to view each group's sort and organizer.

6. The teacher will pull the class back together to discuss related words for each target word and student predictions of word meanings.
7. Teacher and students will use discussion to develop a class definition of each word and any misconceptions found in sorts should be corrected.
8. Students should then add the class definition to their organizer. The teacher then checks organizers to make sure that the students have the correct definitions.

AP#1 How do readers connect what they already know to new facts in order to get greater understanding?

Instructional Chunk #2: (45 minutes)

9. Review Vocabulary:

1. Review the new vocabulary that the students had learned the previous day by playing a match up game (see vocab word cards and definitions/[Appendix C](#)). Explain that their understanding of those words is going to help them frame their thinking for the day's activity.
2. Introduce the following questions and have them posted in a visible place in the front of the room:
 - a. What do people need to survive everyday life?
 - b. What are some factors when deciding where to live?
 - c. What are some natural resources that are found in this region that would help you survive?
3. Using chart paper and a marker, write down student responses. Explain to them that in today's lesson, they are going to explore how natural resources and environmental factors are important for human survival.
4. Students will use information gained from the illustration of the mystery island biome picture (teacher created material) posted in front of the classroom. (Turn over picture and read the following post card aloud to the class: (The postcard contains all vocabulary studied so far and will serve as the teacher's model lesson.)

Teacher Hook:

Congratulations! Your class has won a trip to this biome. You are required to stay in this region for a week and adapt according to the conditions and climate of this place. These will be key factors in your survival of this trip. There will be no one living there but your class. Your only resource that you may take on this trip is the T-chart provided and a writing tool to record your pros and cons about your stay. Good luck surviving. See you in one week.

Sincerely,
Happy Travels

The teacher needs to model how to draw conclusions and make inferences from an illustration to help construct the pros and cons of living in this particular biome. Have the students look at the picture of the biome. Ask them, “What would be some good reasons to live in this biome?” The teacher will think aloud some reasonable responses and then model by writing down two thoughts in the pros section. The teacher will then write down student responses on the t-chart in the pros section. The teacher will then ask, “What would be some bad reasons to live in this biome?” Write down student responses in the cons section.

Tell students that they will work in groups and that they will have a biome that they will have to observe and complete their t-chart for. Remind them to look for clues in the pictures of natural resources to help them think about the pros and cons of living in that particular biome. The teacher will then split students into five groups of no more than four students. Give each student a traveling marker. (Each group will have a different color marker.) Assign one person in each group to be the recorder. Let the students know that they will have five minutes at each biome. Explain or post these directions:

5. Look at your biome (look for natural resources)
6. What would be some pros about living in this biome? (Recorder will write down 2 responses.)
7. What would be some cons about living in this biome? (Recorder will write down 2 responses.)
8. You have five minutes to complete your task.

The teacher will observe each station and student discussions, setting the timer to keep track of time. When five minutes are up, each group will rotate to another station to add on to the previous group’s responses. Each group must take their traveling pen with their group. The teacher can assign a different person in the group to be the recorder after a rotation.

When rotations are completed, the teacher will then have the entire class view and share out the responses written, referring to the three questions posted in the teacher biome sample. (See Below)

- a. What do people need to survive everyday life?
- b. What are some factors when deciding where to live?
- c. What are some natural resources that are found in this region that would help you survive?

After discussion, reflect over student responses. Discussion should include how the above questions would guide them to make good decisions about living in each biome.

AP #2 How can I use writing and communication to organize new information that I encounter?

Instruction for Chunk #3: (45 minutes) **Before the lesson: The teacher will need to copy and cut biome cards/Appendix F and shuffle in a hat/bag for the students to draw from. Set aside to use later in the lesson. Students will need their pros/cons t chart from the previous lesson.**

9. Groups will join together and discuss the responses on each of the posters. The teacher will pose the question, “If you had to pick one of the biomes that we’d studied based off of the pros and cons, which would you choose to live in and why?” Students will be given a 4 square organizer/[Appendix E](#) with the following questions to complete independently:

- What are some features that make this region unique?
- What would you need to survive in this area?
- What are some natural resources found here?
- How would you use those resources to survive?

(Teacher can differentiate by allowing students to draw or graphically represent answers on the organizer.)

10. Once organizers are complete, the teacher will tell the students that they will draw a biome from a hat/bag. The students will be grouped by the biome that they selected. Once the students are grouped, the teacher will refer back to the mystery island example modeled by the teacher in the previous lesson. On a piece of paper, the teacher will model by reading and answering the four square organizer questions using the mystery island nonfiction text. Then the teacher will use the information gathered from that organizer to construct the top five reasons for living on the mystery island. After modeling expectations for the group activity, the teacher will then give each group a piece of non-fiction [Biome Text/Appendix D](#) about their biome to read and respond to the questions on the four square organizer based on their new learning. Students will then use their [4 square organizers](#) and the information learned from the text to create a chart of the [“Top 5 Reasons” \(Appendix G\)](#) to live in that selected biome.
11. Teacher will pull students together (they will bring their pro/con chart and Top 5 chart to the group) to compare findings about the features of each region (the teacher should be sure to correct any misconceptions and highlight any key features not mentioned).

The teacher will focus the students’ attention to the desert, prairie/grassland, and deciduous forest. Using a blank map (teacher created material) of the United States, the teacher will show students the location of each region in relation to the Native Americans. Students are then given a blank map to label and color code each biome, region, and tribe as the teacher models on the board. The teacher will identify the following regions: Southwest, Plains, and Eastern Woodlands. These regions will be linked to the desert, prairie/grassland, and deciduous forest. The teacher will also identify and label the three names of the tribes of study (Southwest-Navajo, Woodlands-Lenni-Lenape, and Plains-Sioux). From here the teacher will inform the students that they will explore how Native Americans had to adapt and use the Natural Resources found in these regions to survive.

- AP #3 How can readers gain information from picture clues as to what resources were available for a particular region?

Formative Assessments:

- [concept sort organizer of vocabulary words](#)
- [t-chart organizer with pros and cons](#)
- [4 square organizer with text notes](#)
- [“Top Five Reasons” chart](#)
- Blank map of the United States with colored biomes and labeled Native American regions as well as tribes.

Appendix B – Concept Sort Vocab Cards

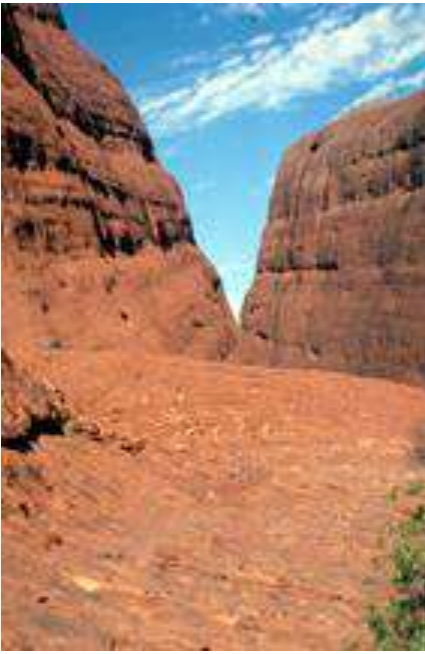
pros	positive	negative	area
cons	plus	minus	section
regions	modify	benefit	unhelpful
factor	stay alive	alter	certain
survival	issues	goods	revise
adapt	off-putting	biome	parts
resources	adjust	thumbs-up	territory
climate	weather	temperature	surroundings
endure	change	features	live
reason	necessities	supplies	sources

Concept Sort Organizer

resources	adapt	regions	factor
<p>Using these clues, we think this word means: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Using these clues, we think this word means: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Using these clues, we think this word means: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Using these clues, we think this word means: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Class Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Class Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Biome Cards For Hat Drawing

Deciduous Forest Biome	Deciduous Forest Biome	Deciduous Forest Biome	Deciduous Forest Biome	Grasslands/Prairie
Rainforest Biome	Rainforest Biome	Rainforest Biome	Rainforest Biome	Grasslands/Prairie
Arctic/Tundra Biome	Arctic/Tundra Biome	Arctic/Tundra Biome	Arctic/Tundra Biome	Grasslands/Prairie
Desert	Desert	Desert	Desert	Grasslands/Prairie



Desert



Rainforest



Arctic/ Tundra



Deciduous Forest



Grasslands/Prairie



Mystery Island

Desert

There are many deserts found on and throughout our Earth. A desert is a biome where there is only a little bit of rain each year. Some deserts get almost no rain at all! The temperature can be very hot throughout the day and cold at night. In some areas, deserts can be cold all the time! This extreme weather causes the land and air to become dry. Only special animals and plants can survive there because they can live on little water. Living creatures such as cacti, camels, and some varieties of frogs found in Australia, can use their bodies to store water.

Arctic/ Tundra

The arctic tundra is the coldest biome that is near the North Pole. It has extremely long and cold winters (-34 degrees Celcius) and very short summers. It is so cold there that under the soil the earth is frozen and never melts. Trees do not grow in the tundra, but during the summer season, (which lasts only 50 to 60 days) the top layer of soil melts just enough for small plants to grow. These plants grow in bunches in order to stay warm. The arctic tundra also has several animals that live there. These animals such as caribou, artic hares, foxes, rabbits and squirrels, have extra fat to keep them warm as well as longer hair and fur to withstand the cold temperatures. Birds such as ravens and falcons come to visit during the summer months, but migrate to warmer places once the winter comes. There are very little reptiles and amphibians in the tundra because it is so cold. The arctic tundra also has several insects like mosquitoes, flies, moths, grasshoppers, and arctic bumble bees. Many plant and animal life hibernate during the winter season.

Rainforest

One of the oldest biomes to date is the rainforest. Rainforests are thick, warm and wet forests that get at least 8-10 feet of rain each year, often more!

Rainforests have layers of plant life that grow so large that their leaves block the sunlight from reaching the forest floor. This causes lots of moisture to be trapped in the air and ground. The weather is very humid there. Rainforests are broken into two groups: temperate and tropical.

- Temperate rainforests are over 10,000 years old. The weather there is often cool because of nearby oceans. The temperatures can range from 32-68 degrees Fahrenheit and 80 degrees Fahrenheit in the summer season. This biome can develop snow and rain, but you will only see snow if you live in high mountain areas. Lots of animals and plant life such as deer, bears, coyotes, slugs, unique birds, very large coniferous trees, lots of moss, blackberries, salmonberries, and mushrooms. During the cold season, many animals will hibernate.
- Tropical rainforests are millions of years old. They are usually found near or around the equator. The weather is warm and humid all day long. It rains there each day. Tropical rainforests have four layers of plant life that consists of huge trees, tall trees, small trees, bushes, ferns, and other exotic plants that provide food and shelter to many wildlife creatures that live on the forest floor.

Deciduous Forest

The deciduous forest biome is one in which most people live. This biome has four seasons. The weather is very mild in the spring and fall, warm in summer, and cold or snowy in the winter. This biome is known for its deciduous trees that shed and grow leaves with each season. The leaves grow wide in order to catch lots of sunlight. They change colors and lose their leaves in the fall season. The dead leaves fall to the ground and provide vitamins for the soil. This makes the ground good for farming. Deciduous trees also provide homes for animals that hibernate in the winter. There are a variety of different animals and insects that live in this biome. They include bears, raccoons, squirrels, skunks, elk, bison, deer, coyote, mice fish, frogs, snakes, salamanders, lizards, and birds of all kinds.

Mystery Island

This mystery island is very humid and hot all year long. It rains almost every day, but the water quickly dries up from the heat. During the day, the sun can reach temperatures over 100 degrees Fahrenheit; the night temperature can be as low as 50 degrees. This is due to the ocean bringing in cold breezes at night. It has many fruit trees such as bananas, coconuts, and mangoes that grow year round. The ocean provides fish, sharks, crab, lobster, and other shellfish. The ocean water is not safe to drink. Since there are no neighboring islands, this island is prone to cyclones, typhoons, and hurricanes during the rainy seasons. This island is home to many animals like rabbits, birds, snakes, bobcats, and large insects such as mosquitoes, biting ants, and bees.

Grasslands/Prairie

The grassland or prairie biome is between a desert and a forest biome because it gets less rain than a forest, but it has more rain than a desert. The weather can be very hot in the summer, but extremely cold in the winter. Twenty five percent of all land on Earth is grassland. It has miles and miles of wide open space with lots and lots of grass, wildflowers, low shrubs, but very little trees which can only be found near rivers or streams. The roots of the grass and small plants make the soil good for farming. There are five types of grasslands:

- Tall grasslands have very tall grass that can grow up to five feet tall and about two and a half feet of rain a year.
- Mixed grasslands have grasses that grow around two to three feet high and about one to two feet of rain per year.
- Short grasslands have short growing grasses because they receive only six inches or less rainfall per year.
- Tropical grasslands are found close to the equator and have hot weather all year long.
- Temperate grasslands are found further away from the equator. They can have very hot summers, but winters can be extremely cold.

Animal life on the grassland/prairie biome include: lizards, prairie dogs, mice, snakes, lizards, insects, elephants, lions, zebra, giraffes, bison, buffalo, kangaroos, cheetahs, rhinoceros, and many others. These animals use the tall grasses to hide from predators and hunt prey. Many of these animals live and travel in herds for added protection.

Sources:

copyright sites for viewing only: (deadlinks)

http://www.worldbiomes.com/biomes_forest-images.htm

<http://bioexpedition.com/types-of-biomes-in-the-world/>

<http://kids.nceas.ucsb.edu/biomes/index.html>

<http://www.kidcyber.com.au/topics/biomes.htm>

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Biome Powerpoints:

<http://science.pppst.com/biomes/index.html>

http://www.schenectady.k12.ny.us/users/title3/Future%20Grant%20Projects/Projects/landbiomes/Russell%20Final%20Project/biomes_files/frame.htm

<p>What are some features that make this region unique?</p>	<p>What would you need to survive in this area?</p>
<p>What are some natural resources found here?</p>	<p>How would you use those resources to survive?</p>

Appendix G – “Top Five Reasons Chart”



Top Five Reasons To Live In This Biome:

#1. _____

#2. _____

#3. _____

#4. _____

#5. _____

Appendix Q

Vocabulary Concept Sort Rubric

3	2	1	Content Area
Student was able to correctly sort the vocabulary concept words. Almost all words have been identified and placed into the correct category.	Student was able to sort the vocabulary concept words. At least half of the words are correctly placed into a category.	An attempt made to sort vocabulary concept words, however the words are incorrectly sorted. More than half of the words are unrelated and incorrectly identified.	Vocabulary Sort
Student effectively gave a strong definition that include clue words to gain the meaning of the vocabulary concept words.	Student was able to tie a definition and related clue words to make gain meaning however it is evident that there is still some misunderstanding to the overall meaning and relation to words.	An attempt was made to establish a definition and relate it to clue words, but the meaning does not relate to the sorted words. Student struggled with development of concept.	Clues Used to Create Meaning of Sorted Words

Native American Lesson Plan Two

Prerequisite:

CC3RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Question: *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

- How does a reader identify key details from a text and use those details to construct a paragraph summarizing a particular topic?
- What strategies do readers use to gain information from text? AP# 1
- How can I use writing and communication to organize new information that I encounter? AP# 2
- How did the physical surroundings impact the Navajo's lives? AP# 3
- How did Native Americans use natural resources to meet their basic needs? AP#4

Standards:

CC3RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur.)

CC3SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other's ideas and expressing their own clearly.

CC3W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.

Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

K-3a: Students will distinguish different types of climate and landforms and explain why they occur. [Essential for Grade 2](#)

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

Activating Strategies: *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Call students to the rug. Pull the [Top 5 Reasons to Live In Chart](#) for the Desert region created during your exploration of biomes. Pose the following question to your students:

- How did the physical surroundings impact life?
- What natural resources were available to meet basic needs?

Show students the video clip from “Kids Britannica”.
<http://kids.britannica.com/elementary/art-125188/The-plants-and-animals-of-the-desert-have-developed-ways>

Give students a few minutes to turn to a partner and discuss what new evidence they have found from the video clip to support how the area/region impacted life as well as resources available for survival. Add ideas to the [Top 5 Reasons to Live In Chart](#) (Use a different color marker to show additions to thinking. This will become a working document).

Introduce the name of our first tribe we will be learning about called the Navajo. Explain to the students that this tribe lives in the Southwest. Using the map students have created and color coded in a previous lesson, have them look at what states create the area.

Show students the [Animal Skin](#) (see materials to learn how to create chart). Focus their attention to the titles displayed: area/region, shelter, transportation, clothing, activities, and food sources. Explain how these were necessary for survival of the tribe.

Set the purpose for the students by telling them that they are going to become detectives to discover how the Navajo tribe used the natural resources to build their Native American community.

Key Vocabulary to preview: *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- ✓ natural resources
- ✓ adaptations
- ✓ survival
- ✓ factors
- ✓ region/area
- ✓ climate
- ✓ transportation
- ✓ shelter

- ✓ note-taking
- ✓ fact fragments

Materials Needed: *(What specific materials will you need to present this lesson?)*

Writing Materials:

- **Chart paper** to record ideas related to “What is Note-Taking? and Why is it important?”
- **Notes and Quotes Activity #1** (large poster/overhead/or placed on Smart board)
- **Notes and Quotes Activity #1** (one copy for student/ ReadWriteThink Website to download passage)
- **Highlighters**
- **Computers** for individual students or partner students for Fact Fragment Frenzy
- **Notes and Quotes Activity #2** (large poster/overhead/or placed on Smart board/ ReadWriteThink Website to download passage)
- **Starfish Fact Fragment Organizer** (large poster/overhead/or placed on Smart board)
- **Starfish Fact Fragment Organizer** (one copy for each student) [Appendix H](#)
- **Fact Fragment Organizer (Sentence/Paragraph Organizer)** [Appendix I](#)
- **Color Strips** 1 yellow (topic sentence), 4 orange (sentences created from fact fragments), and 1 white (conclusion/wrap-up sentence)*
- **Lined Paper** (one for each student)

Social Studies Materials:

- **Top 5 Reasons to Live In Chart Paper** created about Desert Region/Biome (created in previous lesson)
- **Video:** <http://kids.britannica.com/elementary/art-125188/The-plants-and-animals-of-the-desert-have-developed-ways>
- **Map of the United States of America** (Color Coded with names of areas/regions related to biomes)
- **Animal Skin Chart** *(Used for charting resources found in Southwest Region/Navajo Tribe)
 - **Large bulletin board/butcher paper** in brown color about 3 yard sticks long
 - **Crumple the paper up into a ball and squeeze** creating the aging of the skin
 - **Place the ball of butcher paper under the sink and soak paper**
 - **Squeeze out excess water**
 - **Allow paper to dry still in the shape of the ball**
 - **Carefully pull out the paper and lay flat on a surface** once it has completely dried
 - **Tear off the edges to distress the chart to look like an animal skin**
 - **Section the chart paper out using yarn to create 6 large columns** as well as a heading space (Glue yarn down with hot glue)
 - **In each column, place a title** (area/region, shelter, transportation, clothing, activities, food sources)
 - **On the top of the chart create a heading:** Southwest Region...Navajo Tribe
 - **This will be used for collecting evidence from the class to support the natural resources available to the tribe**
- **The Navajo Web quest for the Southwest Tribe** [Appendix J](#)
 - **Website:** <http://bookunitteacher.com/indians/index.htm> or <http://www.mce.k12tn.net/indians/index.htm>
- **Sticky notes** (for teacher use when placing fact fragments onto the Animal Skin Chart)
- **Brown bag with 10 cards** inside it with two cards labeled: shelter, transportation, clothing, activities, or food sources*.
- **Rubric for Starfish Nonfiction Text** ([Appendix S](#))
- **Rubric for Navajo Web Quest Activity** ([Appendix T](#))

*Teacher Created Material

Instructional Plan: *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

Instruction Chunk #1 (This chunk must be completed before moving on to Instruction Chunk #2. They cannot go out of sequence.)

<http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-notes-148.html?tab=4#tabs>

(This link will take you to a full lesson provided by **ReadWriteThink** where this was adapted from.)

Day One (class period of 50-60 minutes): Introduce note-taking with the class. Provide them with a definition: “A note is a “fact fragment”—a piece of information that will become a complete thought later in the writing process. They are key words related to an important fact. Talk with the students about why it is important to take notes:

- a. Too much information to write down if you were writing complete sentences.
- b. Taking from someone else’s thinking (plagiarism)
- c. Helps reader to remember important facts
- d. Assist in distinguishing between important facts and interesting facts related to a topic

After students have an understanding of what note-taking is as well as why it is used, teacher will model how to take notes by using **Notes and Quotes Activity #1 (downloaded from ReadWriteThink)**. Teacher will need to place this paragraph so all students will be able to see it and use as a reference (Teacher may wish to make individual copies for students as well). Teacher will record four “fact fragments” identified by the students under the note-taking section. As students identify the “fact fragments”, teacher will model how to highlight key words in the paragraph. Emphasis needs to be placed on highlighting only the key words and not entire sentences.

At conclusion, have students go to online activity called “Fact Fragment Frenzy” featured on **ReadWriteThink**. (This could be used as an optional activity for additional practice.) This requires students to locate key vocabulary in a passage and drag it over to a work area to create their own fact fragments. (This could be printed out as an assessment of their understanding of the thought process involved in finding key words as well as used later to use the key words found to create a paragraph about topic.)

Day Two (class period of 50-60 minutes): Review with the students the importance of taking notes and why using “fact fragments” is beneficial. (Review class chart created at the beginning of the lesson.) Explain to the class that today, our focus will be on using our notes or “fact fragments” and placing them into sentences to organize the ideas for the reader. This helps to take the ideas from the text and place them into my own words to assist in understanding the new knowledge gained from reading. With the students, model the process of turning the notes from yesterday’s passage about Illinois into sentences by using **Notes and Quotes # 2(download from ReadWriteThink)**.

It is effective for students to be able to see the original notes created by the class while constructing the sentences. Make reference to the text and the location of the “fact fragments highlighted. Discuss how the sentences created from the “fact fragments” reflect our own words and thinking. Model the first two sentences as a whole class and then move to students working as partners to create a sentence for the third and fourth note or “fact fragments”.

Give each pair two index cards. On one side students will record the “fact fragment”. On the second side of the index card, students will work together to construct a sentence in their own words that summarizes the note/idea. Pull back together to share out sentences created. Teacher will chart responses to create a model for students to reference when needed. (Redirect any misconceptions on note-taking during sharing, for example if the sentence is a direct quote from the text.)

If time permits, allow students to use the “fact fragments” created and printed out from **Fact Fragment Frenzy** to practice turning their fragments into sentences. (This is an optional activity for additional practice.)

Assessment Prompt # 1: What strategies do readers use to gain information from text?

Day Three (class period of 50-60 minutes): Once notes have been taken and sentences written for the model using **Notes and Quotes Activity #1 and #2**, allow students to practice their ability to read a non-fiction article and note-take using “fact fragments”. Give students the article called **“Starfish” Fact Fragment organizer/ Appendix H**. Have students independently read the article. (Students will need a highlighter to mark their notes.) Model with the students for the first “fact fragment”. Have student input as to what is important for the reader to understand and remember in this text. Review the importance of key words vs. entire sentences when highlighting or note-taking. After modeling with the students one or two “fact fragments”, allow students to continue with note-taking by working in partners or independently to record their notes. At conclusion, have students share out what key words they found important. (Teacher will need a large poster of article and organizer for students to come to board to mark highlighted key words as well as fragmented phrases like: invertebrates no backbone or oxygen from water.) Students will then take their “fact fragments” and create original sentences with their own words to show the meaning behind the fragment.

Day Four (Two class periods of 50-60 minutes): Once notes have been taken and sentences have been written related to the Illinois text as well as the Starfish article, students will need to learn how to organize their sentences into a paragraph. Teacher will model the process using the Illinois text. (Starfish will become the independent practice) Teacher will pass out color strips to students*. Each student should receive the following color strips: 1 yellow (topic sentence), 4 orange (sentences created from fact fragments), and 1 white (conclusion/wrap-up sentence). Students will record their sentences created from the fragments on the four orange strips. (One sentence per strip). As a class, look over the sentences recorded on orange. Talk as a group about what the topic is about. How can one sentence be created that will introduce the main idea of the paragraph? Model with the group creating the topic sentence. Students will record on their yellow strip. Then have students look at the sentences in orange. Have them decide which of the sentences will be first, second, third, etc... in the paragraph. Organize their ideas to show importance. Finally, discuss as a group how to wrap-up the purpose of the paragraph. Using the final strip of paper (white), create a concluding sentence as a class. Record on the white strip.

Assessment Prompt #2: How can I use writing and communication to organize new information that I encounter?

- **Students will pull out fact fragments related to animal selected on interactive website**
- **Students will create sentences in their own words from fact fragments.**
- **Students will use color coded strips to create a paragraph (topic sentence, order of ideas, and a conclusion).**

Summative Assessment: [Starfish Article/Organizer for Fact Fragments](#)

- Students will identify key words through highlighting text as well as record fact fragments.
- Students will take fact fragments and create sentences in their own words. Sentences will then be organized into a paragraph that has a topic sentence, order of ideas, and a conclusion.

Independent Activity: Using the animal sentences created on the online interactive activity [Fact Fragment Frenzy](#), students will move from sentences to paragraph construction. Students will create using the same model of construction strips. After creating the strips, organizing the order of sentences, and writing a topic/concluding sentence, students will transfer the paragraph on lined paper.

Complete assessment by having students use the Starfish Text to create a paragraph from sentences recorded using the [Fact Fragment Organizer/Appendix I](#).

Assessment (Summative or Formative) #1:

Formative Assessment: [Fact Fragment Frenzy Printout](#) to assess ability to use fact fragments vs. entire sentences

- Students will pull out fact fragments related to animal selected on interactive website
- Students will create sentences in their own words from fact fragments.
- Students will use color coded strips to create a paragraph (topic sentence, order of ideas, and a conclusion).

Summative Assessment: [Starfish Article/Organizer for Fact Fragments](#)

- Students will identify key words through highlighting text as well as record fact fragments.
- Students will take fact fragments and create sentences in their own words. Sentences will then be organized into a paragraph that has a topic sentence, order of ideas, and a conclusion.

Instructional Chunk #2: Social Studies

Day One/Two (Two class periods of 40 -50 minutes):

Set the purpose for the students by telling them that they are going to become detectives to discover how the Navajo tribe used the natural resources to build their Native American community. Pair students to work on computers and distribute copies of [The Navajo Web Quest for the Southwest Tribe/Appendix J](#). Tell students that they will begin a web quest to learn about the Native Americans and the region they lived in. Students will work with a partner to locate information on their Web quest Scavenger Hunt and each person in the group will complete the handout. The focus will be on the physical surroundings and the impact on the Navajo's lives. Students will place the focus in six categories: region/area, shelter, transportation, clothing, activities, and food sources. Students will log on to the site at the top of the Web quest Scavenger Hunt handout. Navigate students through the site and direct them to the chart that lists the tribe names. Remind students that as they find information about resources used in a particular category, they should use "fact fragments" to record the idea. Stress the importance of note-taking and how to pull key words out that represent the information. Allow students time to complete the handout.

Day Three/Four/Five (Three class periods of 40 -50 minutes):

Pull students together to share out their findings during their scavenger hunt. As detectives, what evidence did they find to show what natural resources were available to the Navajo to help support and build their community?

Using sticky notes and the Animal Skin Chart*, to organize evidence collected. As students share out their findings for each of the six categories, record their “fact fragment” on a sticky note and place under the correct category or categories if the resource was used for multiple purposes. Place on the Animal Skin for students to use as a reference during this unit. Make sure to have a discussion about the importance of the resource, how it was obtained, what it was used for, and the effect it had on the tribe. For example, deer was an available resource that was obtained through hunting. It was important for food, clothing, and creating shelter. At the conclusion, have students talk about what were the pros and cons for living in this particular region and how the Native Americans had to adapt to survive.

Assessment Prompt #3: How did the physical surroundings impact the Navajo’s lives?

Challenge the students to prove how these resources were valuable to the Navajo and justify their necessity. Pair the students off and have the students reach into a brown bag* to pull out a category card made from index cards. Using the evidence found on their Navajo Web quest Scavenger Hunt sheet, students are to work as partners to take their “fact fragment” evidence and place it into complete sentences. From this, students will construct an organized paragraph about their category and the importance of the natural resources for the Navajo survival. It must contain a topic sentence stating the purpose, evidence found to support their thinking in order of importance (fact fragments placed into complete sentences), and a closing statement. Students will then share their completed work with the class and should be displayed with the Animal Skin Chart during the remaining investigations.

Assessment Prompt #4: How did Native Americans use natural resources to meet their basic needs?

Assessment (Summative or Formative) #2:

Formative Assessment: Anticipation Guide for the Southwest Tribe: The Navajo

Summative Assessment: [The Navajo Web quest for the Southwest Tribe](#)

Students will independently complete the True/False section by using their resources created during their Web quest (Fact Fragment Note-Taking as well as have access to the

- **website)**
- **Students will identify key words through reading a text as well as record fact fragments.**
- **Students will take fact fragments and create sentences in their own words. Sentences will then be organized into a paragraph that has a topic sentence, order of ideas, and a conclusion.**

Appendix H

Read the passage and highlight the facts related to the topic. Then record the facts on the fact fragments line.

Starfish

A starfish lives in the ocean. Some people think that because it has “fish” in its name that it is actually a fish. This would be false! A starfish is an invertebrate. That means that it does not have a backbone. Starfish have a small central body, with a mouth on the bottom side. A starfish has no scales, fins or gills, but like fish the starfish have to get oxygen from the water. It can't actually swim. Starfish use their suction cups that are attached to their feet to move. Starfish eat animals like clams and oysters. A starfish catches a clam with its arms and uses its suction cup to force the clam's shell open a little bit. Then the starfish turns its stomach insides out and pushes it out of its mouth. It sticks its stomach into the opened clamshell and eats the soft clam body. A starfish can regrow arms if they lose one or two in an attack by some predator. If you try to destroy starfish by cutting them into pieces they will grow into even more starfish.

Topic

Fact Fragments

- _____

- _____

- _____

- _____

- _____

- _____

Appendix I

Use your fact fragments to create sentences related to the topic.

Topic

Fact Fragments into Sentences

- ---

- ---

- ---

- ---

- ---

Using your sentences, write a paragraph related to your topic.

Appendix J

The Navajo Web Quest for the Southwest Tribe

Directions: Using the following websites, locate information to support how the Navajo used the natural resources around them to build their community as well as to maintain their survival.

<http://bookunitteacher.com/indians/index.htm>

or

<http://www.mce.k12tn.net/indians/index.htm>

<u>Region/Area</u>	<u>Shelter</u>	<u>Transportation</u>
<u>Clothing</u>	<u>Activities</u>	<u>Food Sources</u>

Appendix S

Rubric for Starfish Nonfiction Text

Fact Fragments to Paragraph using Nonfiction Article

Part I:

- Identifies the fact fragments within the text (without highlighting complete sentences)
2 points _____ 1 point (sentences highlighted) _____
0 points (incomplete activity) _____
- Takes highlighted information and creates 6 fact fragments (without placing into complete sentences)
3 points _____
2 points (most use fact fragments with one error using a sentence) _____
1 point (most are in complete sentences; student just carried over the exact sentence from article)
0 points (incomplete activity) _____

Part II:

- Takes Fact Fragments and places into complete sentences (6 sentences created)
3 points (Variety of sentence structure and correct punctuation; not a replica from article) _____
2 points (Sentences created but seem to repeat in structure or are missing punctuation occasionally; spelling errors)

- 1 point (All sentences begin in the same manner or identical to the article) _____
0 points (incomplete activity) _____
- Takes sentences and creates an accordion paragraph out of color strips
2 points for Introduction (Shows creativity and engages the reader in the topic) _____
1 point (Topic sentence present but needs work to strengthen) _____
0 points (missing topic sentence) _____
5 points (One for each of the fact fragments turned into a sentence) _____
- 2 points for Concluding Sentence (Shows creativity and restates the topic; shows an effective concluding statement) _____
1 point (Provides a sense of closure but needs work to strengthen) _____
0 points (missing ending sentence) _____

Part III:

- Creates a paragraph related to the topic (uses the accordion paragraph to rewrite and show paragraph with correct punctuation.
2 points (Correct punctuation and order was placed in creating the paragraph; progression of ideas makes sense due to grouping of related information) _____
1 point (Punctuation/spelling errors or flow of paragraph doesn't make sense; grammar interferes with overall understanding of concept) _____
0 points (incomplete activity) _____

Appendix T

Rubric for Navajo Web Quest Activity


Fact Fragments to Paragraph using Nonfiction Article

Part I:

- Identifies multiple details related to categories from nonfiction source on web
2 points _____
- 1 point (complete sentence used instead of fact fragments or information provided does not relate to category) _____
- 0 points (incomplete activity) _____

Part II

- Creates a paragraph related to the topic (use of Informational Text-Based Writing Rubric)

 Informational or Explanatory Text-Based Writing Rubric Grade 3				
	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x _____	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources*
Development 3 x _____	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, and details that are irrelevant and/or insufficient
Organization 2 x _____	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ groups related information together ▪ effectively uses linking words and/or phrases to connect ideas with categories of information ▪ provides an effective concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic ▪ groups related information together ▪ uses linking words and/or phrases to connect ideas with categories of information ▪ provides a concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ may introduce the topic ▪ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) ▪ inconsistently uses linking words and/or phrases to connect ideas within categories of information ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x _____	The writing – <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally constructed with sufficient variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety

*if applicable

Native American Lesson Plan Three

Prerequisite:

CC3RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI 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.

CC3W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC3L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- j. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- k. Form and use regular and irregular plural nouns.
- l. Use abstract nouns (e.g., childhood)
- m. Form and use regular and irregular verbs.
- n. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- o. Ensure subject-verb and pronoun-antecedent agreement.
- p. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- q. Use coordinating and subordinating conjunctions.
- r. Produce simple, compound, and complex sentences.

CC3L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., words families, position-based spellings, syllable patterns, ending rules, meaning word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Question: *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

- How does asking and answering questions help readers gain meaning from a text?
- What strategies do readers use to gain information from text? AP# 1
- How did the physical surroundings impact the Native American lives? AP# 2
- How did Native Americans use natural resources to meet their basic needs? AP# 3

Standards:

- 1. CC3RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly

to the text as the basis for the answers.

2. CC3RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur.)
3. CC3SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectfully ways, listening to others with care, speaking one at a time about the topics and texts under discussions.)
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

Essential for Grade 3

Activating Strategies: *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

Mystery Bag Introduction to the Woodlands-
(objects/pictures: shell, beads, moccasins, canoe, antler, pictures that include a fishing basket—longhouse/wigwam—turtle rattle—tanning a hide—pestle/mortar, corn/beans, and maple leaf)

Teacher will introduce the concept of “Inquiring Questions” and how readers use them to guide their thinking to gain deeper meaning from text. Teacher will lead a discussion on what makes a good inquiring question (characteristics).

- Doesn't have a yes/no answer
- Leads towards deeper discussion
- Must use text evidence to answer
- Shouldn't be able to answer in one or two sentences
- Requires deep thinking and an investigation

Key Vocabulary to preview: *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- ✓ moccasins
- ✓ tanning
- ✓ pestle
- ✓ mortar

into finding evidence to support thinking

Objects will be shown to the students and the teacher will model how to create “inquiring” questions with the students using a think aloud format. The teacher should hold up the fishing basket and say, “*I wonder how this fishing basket was used by the Native Americans in the area, the Lenni-Lenape?*” After modeling a few questions with two objects, students will assist teacher with creating “I WONDER” questions related to how the objects are used or related to the Native American Tribe. Chart all student responses. Then teacher will make a separate chart divided into two categories: Inquiry Questions (Thick Questions) vs. Non-Inquiry Questions (Thin Questions). Referring back to the “I Wonders” created by the teacher and class (related to objects) sort questions demonstrating which ones best display a Thick or Thin response. This will be used as an anchor during exploration of the region.

Materials Needed: *(What specific materials will you need to present this lesson?)*

1. objects/pictures: shell, beads, moccasins, canoe, antler, pictures that include a fishing basket—longhouse/wigwam—turtle rattle—tanning a hide—pestle/mortar, corn/beans, and maple leaf*
2. Eight chart papers
3. Enough computers linked to the website listed or articles from the website printed for each student
4. Mystery Bag Organizer ([Appendix K](#))
5. Rubric for Woodland Inquiring Question Activity ([Appendix U](#))

***Teacher Created Materials**

Instructional Plan: *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

Instruction Chunk #1:

Developing/answering inquiring questions-

Using previous anchor charts from the southwest region have students share their knowledge of the following question: “How did the natural resources around the Navajo help shape the daily lives of the tribe?” Display charts that are labeled with one of the following; area, shelter, food sources, clothing, activities, and transportation. Break the students in groups of three and assign one chart to each group. Connecting what students know about the resources used by the Navajo, students need to create an inquiring question related to their category to help guide their research. The teacher should remind students of the characteristics of a good inquiring question. Teacher should pose the following inquiring question as an example: “How did the weather affect the clothing designed by the Lenni-Lenape?” Once the group has created their inquiring question, they will then use information found on the computer linked to the website, or the printed articles from the website, listed below, to find evidence to support an answer to their inquiring question. Students should use fact fragments to record their answers onto their chart paper. <http://www.lenapelifeways.org/lenape2.htm>

Assessment Prompt #1: What strategies do readers use to gain information from text? AP# 1

Carousel and discussion of information found-

After each group has found the evidence to answer their inquiring question the groups will rotate to each poster to add facts that a previous group might have missed using the same website from above. Each group should have a different color marker to record their answers. When all groups have finished, call the class back together to discuss findings. Look at similar resources used between posters.

Assessment (Summative or Formative) #1:

Formative Assessment: Students will create an inquiring question and list the information related to the area of the question as a group.

Instruction for Chunk #2:

Organizer of mystery items-

Refer students back to the mystery bag items from the beginning of the lesson. Each student will be given a [Mystery Bag graphic organizer/Appendix K](#) listing each of the mystery bag items. The organizer requires students to identify which category each of the items will fall into (area, shelter, food sources, clothing, activities, and transportation) and provide text evidence from their research on the website (listed above) to defend their choice for that category. Once students have completed the organizer, have students pair share their findings and justify to a partner their reasoning's for placement of category and evidence used to prove thinking. The teacher will then call students together to pose the questions:

- How did the physical surroundings impact the Lenni-Lenape lives?
- How did the Lenni-Lenape use the natural resources to meet their basic needs?

As an example, because of the area being near water and heavily surrounded by trees they created a canoe out of hollowing a tree as a form of transportation in the water. Have students share how the region supported the natural resources available to the Lenni-Lenape.

Assessment Prompt #2: How did the physical surroundings impact the Native American lives?

Assessment Prompt #3: How did Native Americans use natural resources to meet their basic needs?

Assessment (Summative or Formative) #2:

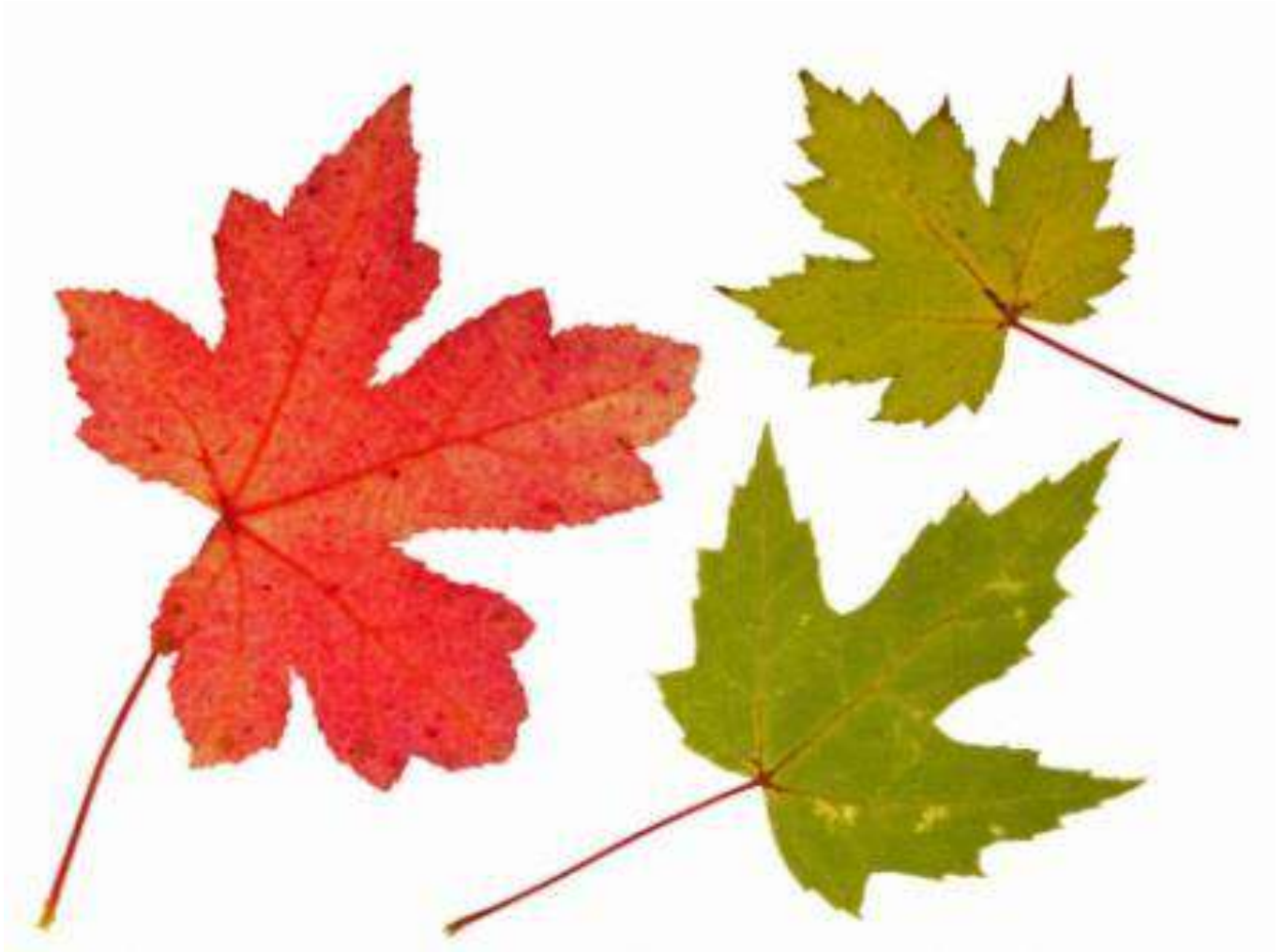
Formative Assessment: Students will complete a graphic organizer independently with the mystery bag items that require text based support/evidence of what the item would be used for.

Appendix K

Mystery bag item	Category(s) (area, shelter, food sources, clothing, activities, and transportation)	Evidence to support category
shell		
bead		
turtle rattle		
longhouse wigwam		
fishing basket		
antler		
canoe		
moccasins		
pestle/mortar		
corn/bean		
maple leaf		

Mystery Bag Organizer

maple leaf



Mystery Bag Organizer

corn/bean



Mystery Bag Organizer

pestle/mortar



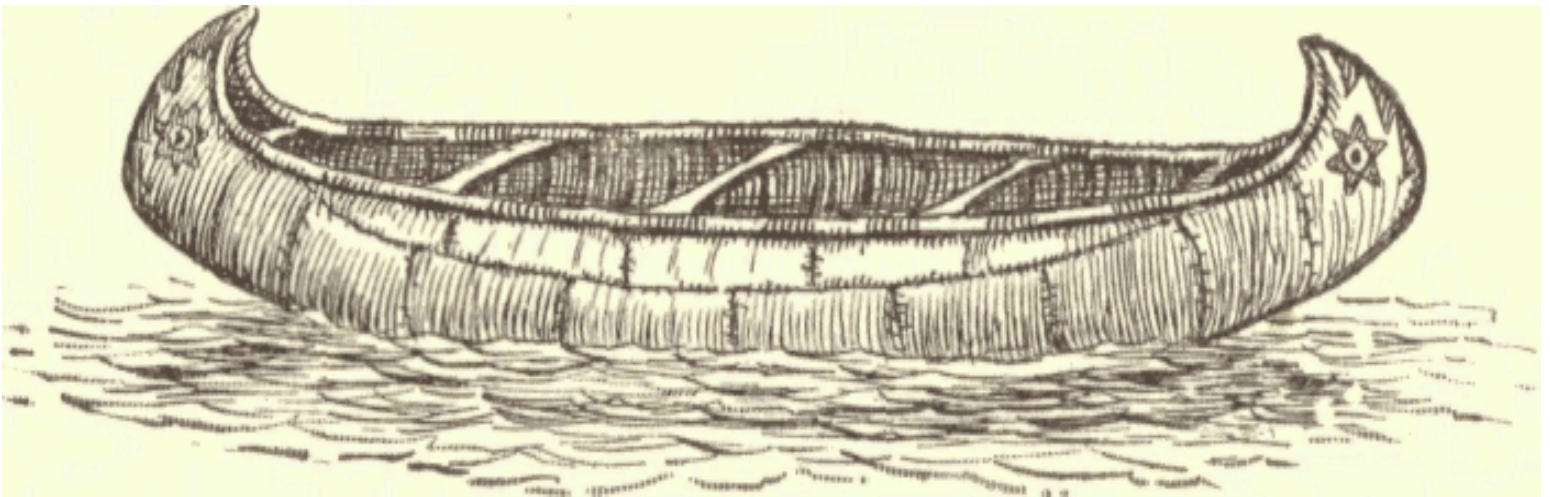
Mystery Bag Organizer

moccasins



Mystery Bag Organizer

canoe



Mystery Bag Organizer

antler



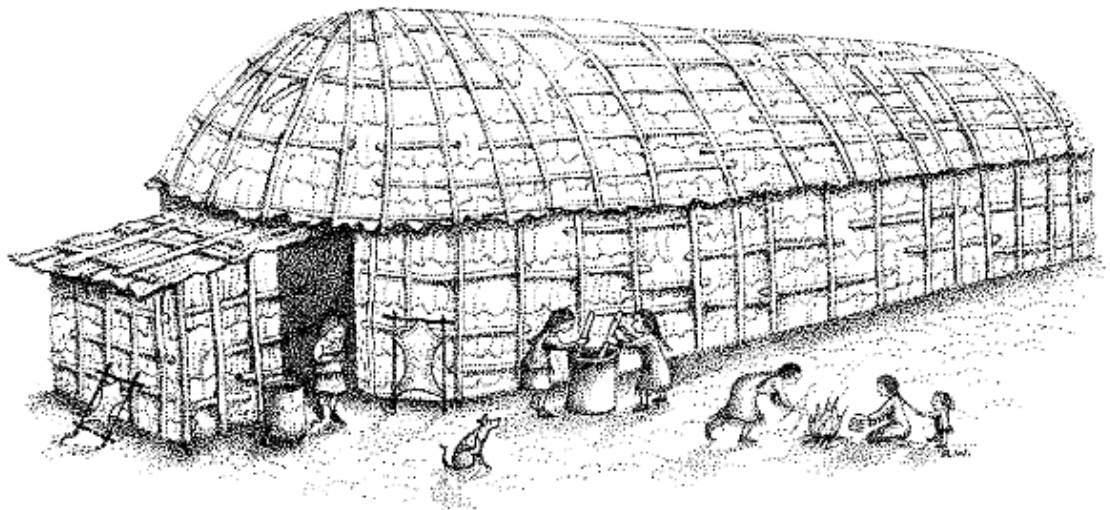
Mystery Bag Organizer

fishing basket



Mystery Bag Organizer

longhouse



Mystery Bag Organizer

wigwam



Mystery Bag Organizer

turtle rattle



Mystery Bag Organizer

bead



1



2



3



4



5



6



7



8



9



10



11



12

Mystery Bag Organizer

shell



Appendix U

Rubric for Woodland Inquiring Question Activity

Creating an Inquiring Question Related to a Category

Part I:

- Students are able to create an inquiring question related to their topic .

2 points _____

1 point (Student creates a question however struggles with allowing it to give an in depth response)

0 points (Student created a yes/no question or incomplete assignment)_____

Fact Fragments to Paragraph using Nonfiction Article

Part II:

- Identifies multiple details related to categories from nonfiction source on web related to their inquiring question

2 points_____

1 point (complete sentence used instead of fact fragments or information provided does not relate to category)_____

0 points (incomplete activity)_____

Part III

- Creates a paragraph related to the topic to answer the inquiring question (use of Informational Text-Based Writing Rubric)

**Informational or Explanatory Text-Based Writing Rubric
Grade 3**

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 x	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources*
Development 3 x	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using facts, definitions, and details that are relevant and sufficient 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, and details that are irrelevant and/or insufficient
Organization 2 x	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ groups related information together ▪ effectively uses linking words and/or phrases to connect ideas with categories of information ▪ provides an effective concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic ▪ groups related information together ▪ uses linking words and/or phrases to connect ideas with categories of information ▪ provides a concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ may introduce the topic ▪ has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive) ▪ inconsistently uses linking words and/or phrases to connect ideas within categories of information ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/Conventions 1 x	The writing – <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety

*if applicable

Native American Lesson Plan Four

Prerequisite:

CC3RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC3RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC3RI 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.

CC3W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 28 and 29.)

CC3W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC3L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- s. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- t. Form and use regular and irregular plural nouns.
- u. Use abstract nouns (e.g., childhood)
- v. Form and use regular and irregular verbs.
- w. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- x. Ensure subject-verb and pronoun-antecedent agreement.
- y. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- z. Use coordinating and subordinating conjunctions.
- aa. Produce simple, compound, and complex sentences.

CC3L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- h. Capitalize appropriate words in titles.
- i. Use commas in addresses.
- j. Use commas and quotation marks in dialogue.
- k. Form and use possessives.
- l. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- m. Use spelling patterns and generalizations (e.g., words families, position-based spellings, syllable patterns, ending rules, meaning word parts) in writing words.
- n. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Question: *(What question—from your Student Learning Map and based on your standards/grade-level expectations—will direct and focus this lesson?)*

How do readers and writers compare information between and within texts?

- How does the structure of a text affect the way readers organize the information? AP# 1
- How can readers use the descriptive text structure to organize information learned? AP# 2
- How does using the matrix organizer help readers and writers to compare and contrast information? AP# 3

Standards:

CC3RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur.)

CC3RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third, in a sequence.)

CC3RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CC3W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

CC3W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards -3 above.)

CC3W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC3SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectfully ways, listening to others with care, speaking one at a time about the topics and texts under 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.

CC3SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. Including visually, quantitatively, and orally.

Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

K-3a: Students will identify types of human settlement, connections between settlements, and the types of activities found in each.

Essential for Grade 3

Activating Strategies: *(How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?)*

“We have been learning about biomes across the United States and how the Native American tribes living in those areas (particularly the Lenni Lenape and Navajo) used the natural resources available for survival. In doing so, we have learned a lot of information! Today, we are going to learn how the structure of the text we are reading can help us organize the information we learn in a meaningful way.”

The teacher should have shoulder partners discuss the following question: “What was similar about the type of information we learned about each of the biomes and Native American tribes?” Teacher can lean in as students discuss and provide guidance as needed.

The teacher should have students share out ideas guiding students to make the following points:

- Information describes a main topic
- Some information is broken into subtopics
- There are details to describe each topic

Key Vocabulary to preview: *(What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)*

- ✓ Text Structure
- ✓ Matrix
- ✓ Compare
- ✓ Contrast
- ✓ Descriptive
- ✓

Materials Needed: *(What specific materials will you need to present this lesson?)*

- chart paper
- markers
- Sioux Passage (a sample can be found online at <http://www.radford.edu/~csutphin/EDET%20640/sioux.htm>)
- Anchor charts from prior lessons
- Biome List Organizer ([Appendix L](#))
- Descriptive Web Organizer for Navajo and Lenni-Lenape ([Appendix M](#))
- Blank Descriptive Web Organizer ([Appendix N](#))
- Compare and Contrast Matrix ([Appendix O](#))
- Compare Contrast paragraph called “Birds of a Feather”([Appendix P](#))
 - one copy for each student
 - large poster size for teacher instruction or overhead

Instructional Plan: *(How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to respond to each assessment prompt? What will be the sequence of these learning experiences?)*

Instruction Chunk #1: (2 Lessons 30-40min.)

Understanding Text Structure (Descriptive)-

“The characteristics we described above are qualities of informational text that is organized in a descriptive format. When a text is organized to tell information about a broader topic using subtopics and key details, it is considered descriptive in nature. There are 2 graphic organizers that are the best to use in order to record and analyze the information from descriptive text. Those formats are a web, and a list. As we look at the information we have learned about biomes and Native Americans, we will use

these formats to help us organize the new information.”

“We are going to use a list format to organize the information that we know about the biomes. I chose a list format because in a list, the details underneath are related to the main heading but are not related to each other. Examples of this would be like a grocery list...all details on the list are related to grocery shopping but are not really related to each other.”

Teacher will pass out to students the multi-list organizer called [Biome List Organizer/Appendix L](#) and model how to input information for the first two biomes. The teacher and students are working together to create items to put on the list for the third and fourth biome. Finally, students will complete the list for the fifth biome.

Teacher will pull class back together and review with students what the purpose of a list is and have them provide an example of when someone might use this format to organize information.

“Now we will look more closely at the second type of organizer that is used to record information from a descriptive text, which is a web. The web format is best to use when there is one main topic with several other subtopics and details relating to the main topic. Because the information we learned about the Native American tribes includes subtopics and key details relating to those topics, the web organizer is the best to use for this type of descriptive text.”

Assessment Prompt #1: How does the structure of a text affect the way readers organize the information?

Teacher will model for the students how to create a descriptive web*/[Appendix M](#) using the Navajo and Lenni-Lenape.

***A descriptive web is used similar to a main idea and supporting details. For the Navajo, the teacher will build off of categories from previous lessons such as: shelter, transportation, clothing, etc... Details related to each category will be placed around or under each category topic.**

Students will contribute the necessary information needed to complete the web. (This will be a review of concepts previously taught). This will become an anchor chart for student reference. The teacher will ask students to discuss the following with a shoulder partner: (The questions should be provided for student pairs with a space to record thinking)

- How is the information organized on the web?
- What is the purpose of the circles branching out from the main topic?
- What do you notice about the way the details are recorded and organized?
- How might a web help a reader to organize new information learned?
- What are examples of other topics and subtopics that could be organized on a web?

Teacher should bring students back together to discuss their answers making sure to clear up any misconceptions and build upon student understanding of the use of web to organize descriptive text.

Assessment (Summative or Formative) #1: (Optional)

Student responses during discussion of list and web questions
Student questions related to web organizer on Native Americans

Instructional Chunk #2: (1 lesson 40 min.)

Using a Web to Organize Descriptive Text

“Today we are going to continue to build our understanding of how the web organizer can be used to record key information from an informational text that follows the descriptive text structure. Remember, yesterday we learned that a web has a main topic that branches out with multiple subtopics and supporting details. As we move forward today we are going to use the web organizer to record new information as we read a descriptive text about the Sioux tribe. The Sioux is a Native American tribe that lived in the plains area, also known as the grasslands biome.”

“Thinking about the type of information we learned about the Navajo and the Lenni Lenape tribes, what do you think might be some possible subtopics for the main topic Sioux?” Teacher will call on students to share out ideas. Teacher should distribute the Sioux text and the Blank Descriptive Web Organizer. Teacher should tell students that they will read through the article to identify the other subtopics to be included on the web. The teacher will model by explaining that the subtopics are easy to identify since they are separate headings in the text. Teacher will want to review text features and the importance of headings and how they are useful for a reader. The teacher will model (using a blank web on chart paper) how to place the headings from the article into the subtopics on the blank web. Students will place the subtopics into their webs. Teacher will ask students if the topics are similar to the topics they predicted they might identify while reading.

Next, the teacher will model how to read the section of text under each heading to identify related details for the first two subheadings on the article (habitat and homes). The teacher should think aloud how to record the key details as words or short phrases coming from the subtopics rather than sentences. Using their knowledge of fact fragments can help them with this part. Students will assist teacher with completing the third subtopic (dress). Teacher will guide students to identify the key ideas and assist with putting those ideas into key words or phrases.

Assessment Prompt #2: How can readers use the descriptive text structure to organize information learned?

The students will then work in partner pairs to read the remainder of the text and complete the blank descriptive web organizer by adding key details to the subtopics.

Teacher will bring students back together to share out the key details for the remaining subtopics. The teacher will add the details to the web on the chart. Teacher will sum up by asking students what they learned about using a web to organize information from a descriptive text. Students will share out responses.

Assessment (Summative or Formative) #2: (Optional)

Completed web organizer from each student
Discussion responses during final debriefing

Instruction for Chunk #3: (2 lessons 40min.)

Comparing/Contrasting Information

“Over the past few days, we have been learning about the characteristics of the informational that follows a descriptive text structure. We have also learned how to use a list and a web to organize the information gained from this type of text. Today, we are going to take it a step further by looking at how we can use the information from non-fiction descriptive text to compare and contrast several topics. To help us do this, we will learn about another graphic organizer called a matrix that will help us look at key information across topics.”

The teacher will provide a [Compare and Contrast Matrix/Appendix O](#) for the students with the names of the 3 Native American tribes they have been learning about down the left hand side. The teacher asks the students to think about descriptive text and the webs they have been working on and ask them what they think should go into the headings across the top of the matrix. (Teacher will call on students to respond and guide them to understand that the headings across the top are for the subtopics on their web).

The teacher and students will record the following headings into the matrix: shelter, food, clothing, transportation, and activities. (These headings have been the focus of the learning surrounding each of the 3 tribes). The teacher will have students work in partner pairs to use their webs and other notes from each tribe to input the key details for each category for each of the 3 tribes. The teacher will walk around and provide guidance as needed, while students are working with a partner and gathering evidence to support the category.

Once all of the matrices have been completed, the teacher will bring students to the front of the room with their organizers. As a class, share findings for each category holding a discussion noting similarities and differences between tribes. The teacher will ask students how they think the matrix would be a helpful tool for comparing and contrasting information about each of the three tribes. Teacher is looking for responses such as:

- It puts all of the information for all 3 tribes in one place
- It lines up the subtopics (categories) for each tribe for easy comparison
- A compare/contrast paragraph could be made about each subtopic

The teacher guides student thinking to understand the ideas above and explains that they will now use the matrix to compare/contrast at least 2 of the Native American Tribes. The teacher tells students that they will compare the Lenni Lenape tribe and the Plains tribe using the information from the matrix.

Teacher will read to students a short compare/contrast paragraph “[Birds of a Feather](#)”/Appendix P. Teacher will then explain that when a writer compares two or more things they use signal words as clues to identify the text evidence within their writing. Teacher will pose a question: “What are some of the signal words that a writer would use for compare and contrast?” Chart responses. Teacher may

wish to have a bank of words to display such as: compare, contrast, alike, different, same, difference, similar, however, since, although, more/most, as well as, on the other hand, etc... This can be added to the list created by the students and used as an anchor chart. Teacher will hand out student copy of Appendix and students should then reread the paragraph called “Birds of a Feather” to identify key words that are used to compare/contrast information within the text. Students will highlight the signal words on their student copy as the teacher records the responses on the board (teacher will want to have either an overhead or poster size copy of the paragraph) and add to it any signal words that are not named. Teacher explains to students that it will be helpful to use these signal words when writing to compare the tribes. The teacher explains that there are a few ways that a writer could organize a compare/contrast piece.

1. Creating a paragraph for each subtopic that would compare two or more tribes and how they used the resources around them for survival. Within the paragraph, the writer would include evidence showing how both tribes used resources similarly as well as differently.
2. Create a paragraph for each tribe citing evidence how they used the resources around them for survival. The first paragraph would explain one tribe while the second paragraph would use signal words to draw a comparison of how they are similar or different from the other tribe.

The teacher will model method one to show how to take information from the matrix and create a paragraph for each category. The teacher will think aloud how to put the key details into sentences using the signal words to show how the tribes were similar or different in relation to that subtopic. The teacher will record the paragraph on chart paper. The teacher will complete the first subtopic shelter. For example, the Navajo and the Lenni-Lenape both used sticks to build their shelter. However, the Navajo built a six-sided hogan using packed earth. While the Lenni-Lenape constructed a long, rectangular longhouse as their shelter. The students will then help the teacher to create a paragraph for the next two subtopics (food, clothing). The teacher will record the paragraphs for each category as they are developed with the students making sure to use the signal words to show direct similarities and differences.

Assessment Prompt #3: How does using the matrix organizer help readers and writers to compare and contrast information?

Students will work with a partner to complete the last two comparison paragraphs (transportation, activities).

The teacher will bring students back together and ask students to read their paragraph aloud and share out how they used the matrix to help compare information across topics as well as share signal words used to draw the comparison. After sharing, teacher and students will provide one positive comment and one recommendation to each partner pair. Teacher will have students discuss how they could apply this knowledge when writing to compare/contrast information in the future. Teacher can give partner pairs an opportunity to revise and edit paragraphs based on feedback shared during whole group debriefing.

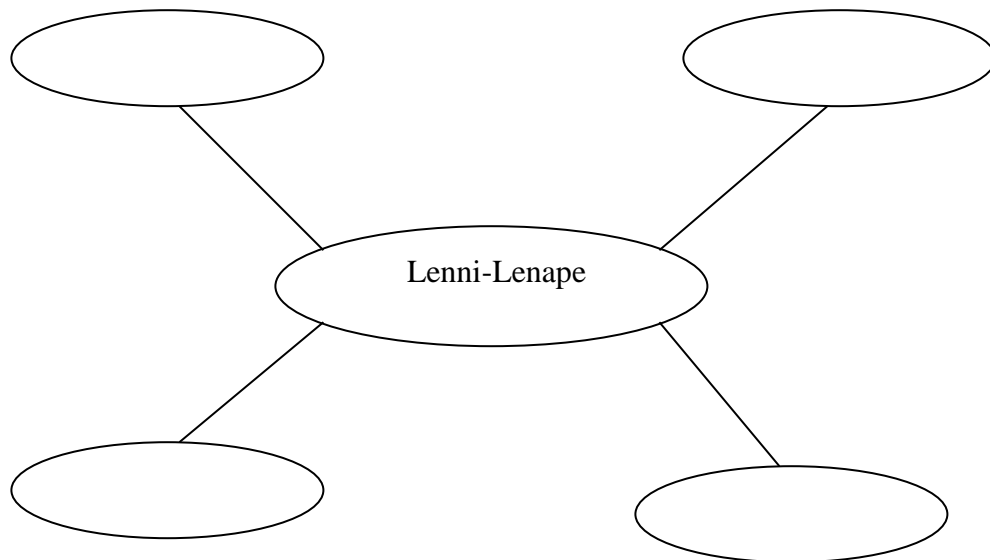
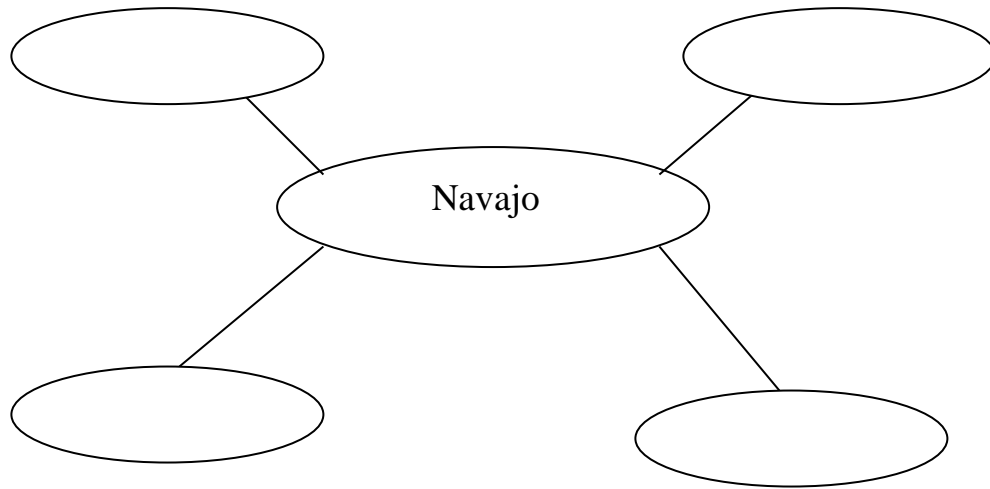
Assessment (Summative or Formative) #3:

Compare/Contrast paragraphs

Responses during whole group discussion about use of matrix

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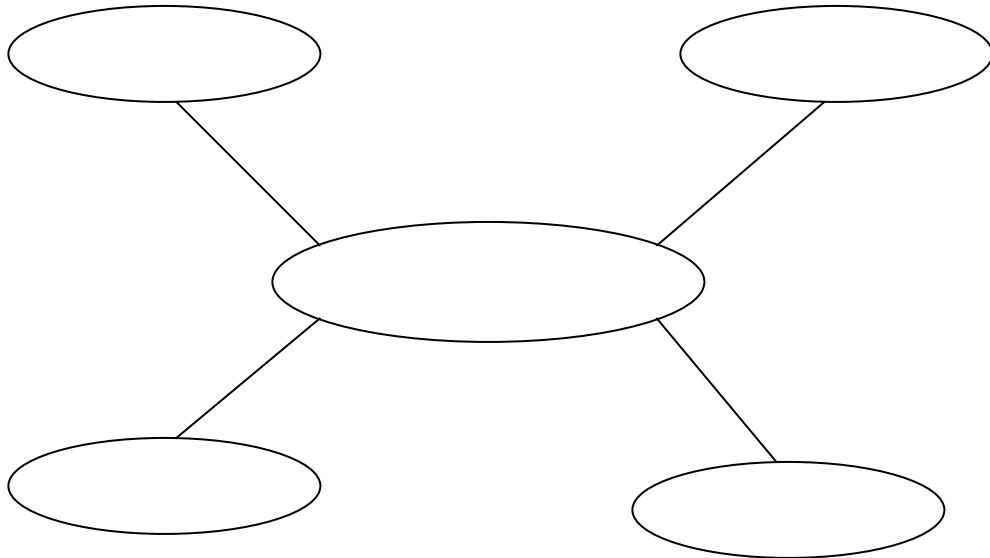
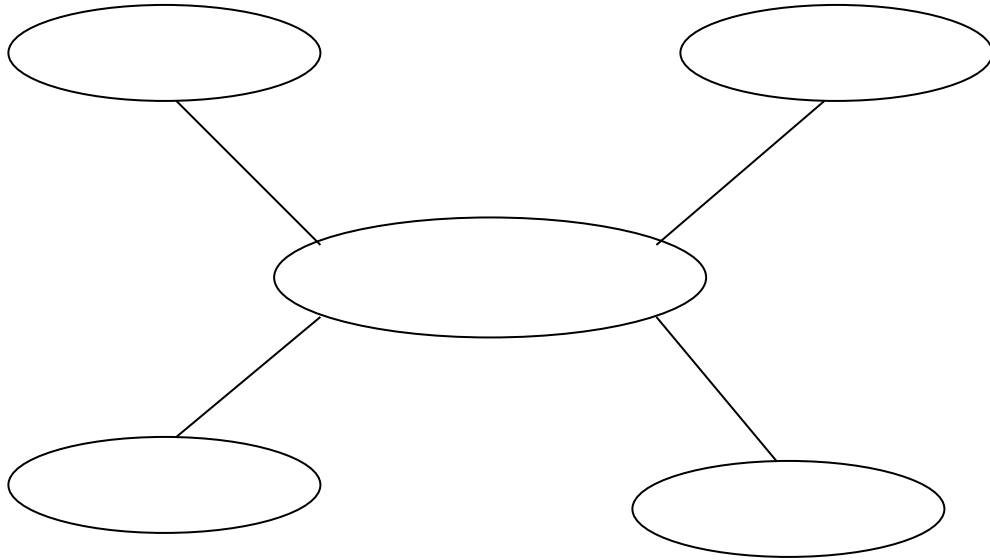
Appendix M - Descriptive Web Organizer for Navajo and Lenni-Lenape



Review of Native American Webs

1. How is the information organized on the web?
2. What is the purpose of the circles branching out from the main topic?
3. What do you notice about the way the details are recorded and organized?
4. How might a web help a reader to organize new information learned?
5. What is an example of other headings and subheadings that could be organized in a web?

Appendix N – Blank Descriptive Web Organizer



Appendix 0 – Compare & Contrast Matrix

<u>Compare and Contrast Matrix</u>					
Tribe	<u>Shelter</u>	<u>Transportation</u>	<u>Clothing</u>	<u>Activities</u>	<u>Food Sources</u>
Lenni Lenape					
Navajo					
Sioux					

Birds of a Feather

Eagles and hawks are some of nature’s most fascinating birds of **prey**. When they are flying in the air, it is sometimes hard to tell them apart. However, they have a lot of similarities and differences.

Eagles and hawks are **carnivorous** birds. That means they eat other animals. They both have long sharp claws called **talons** to catch, grab, and hold their food. Eagles and hawks also have sharp, curved beaks for cutting and tearing meat into pieces.

Eagles and hawks are very good fliers. They spend much of their time **soaring** through the air. Soaring is flying without flapping the wings. Eagles and hawks can soar for hours, looking for a bite to eat.

Since hawks are smaller than eagles, they eat smaller animals. Some small hawks eat insects, snakes, or frogs. The red-tailed hawk can find food while **soaring** in the air. Then it dives toward the ground at an amazing speed of 120 miles an hour. The red-tailed hawk eats mice, snakes, birds and other small animals.

Some eagles catch and eat fish. They can weigh up to eighteen pounds and are so big that they can catch monkeys and small deer. Many eagles and hawks eat mice and rabbits. Mice and rabbits can damage farm crops. Although eagles and hawks help farmers by eating mice and rabbits, some people shoot these birds. There are now laws against shooting eagles and hawks.

Eagles and hawks have **keen** eyesight. They can spot a mouse while they are flying hundreds of feet above the ground.

Eagles and hawks like to build very large nests. Many can be six feet wide and three feet deep. Some eagles and hawks build their nests in trees. Others nest on cliffs or on the ground.

Rubric for Biome Discovery

	3	2	1
Pros and Cons T-Chart	Effectively cites evidence using picture clues as well as background knowledge to give multiple reasons, both positive and negative, towards a particular biome.	Adequately cites evidence using picture clues as well as background knowledge to give reasons, both positive and negative, towards a particular biome. However, not enough information/reasons cited to defend their thinking or misconceptions are evident related towards biome.	Insufficiently cites evidence using picture clues. Lack of background knowledge is evident which cause severe misconceptions of biome. Unable to defend positive or negative reasons towards the biome.
Four Square Organizer	Student effectively relates the text and pictures clues to the biome to explain the natural resources and uses of these unique feature available to the particular biome.	Student uses the text source tied with the picture clues and background knowledge to give sufficient features of the biome as well as how the resources were used. However, still lacks enough text	Student relies heavily on picture clues and background knowledge instead of using the text resource available. Lacks ability to give relevant information towards biome and the natural

		support to defend thinking.	resources available.
Top 5 Reasons Chart	Student has effectively used information from the pro/con chart as well as the four square organizer chart to develop their thinking and create a Top 5 List stating reasons with citing natural resources available in the biome and can defend why those features are important for survival.	Student has sufficiently used information from the pro/con chart as well as the four square organizer to create a Top 5 List. However, reasons rely more on opinion rather than using text evidence. Student struggles with defending why those particular features are important for survival in the biome.	Student lacks information from the pro/con chart as well as the four square organizer to create a Top 5 List. Information is all opinion based rather than text evidence. Student is unable to defend why particular features are important for survival in the biome.

Annotated Notes for Assessment

Child One: Low (Special Education)

<u>Category</u>	<u>Score</u>	<u>Reasoning/Evidence</u>
Reading/Research	2 -inconsistent use of relevant and sufficient text support from the resources with accuracy	1. Child stated “they both used water but in different ways. <u>the Hopi us it for a precious natural resource in culture.</u> the wampoag they us water for their home from rivers.” In the <u>second sentence</u> , sufficient reasoning to support how water was used as well as why it was precious is missing from the statement. But in the third sentence, the student states reasoning for where the tribe receives the water. To strengthen response, examples of how the water benefits the home should be given.
Development	3 -addresses the writing task with a focused response -develops the topic using facts, definitions, and details that are relevant and sufficient	2 and 3. Child addresses the prompt by comparing two tribes and stating the natural resources available to them. She gives three text examples for each tribe. For example, she states “food the wampoag hunt for birds, bears, moose, and deer. the Hopi eat corn, squash, beans, melons, pumpkin, fruit.” She is giving a fact and explaining how the resource is used by the tribe.
Organization	1+ -identifies topic has little or no evidence of purposeful organization	4. Child identifies which two tribes she will be comparing (Hopi and Wampanoag) when she writes, “Have you ever herd of the Hopi and the Wampanoag” however, she does not specifically state the purpose by adding how the natural resources shaped their lives and the impact of their environment on their natural resources. 1, 2, and 3. Child does not use linking words to connect ideas as well as the ideas tend to run together without transitions. 5. Child does not provide a sense of closure. She writes “That the end of the Hopi and Wampanoag.” There is no restate of the purpose of writing of the main idea. Her writing suddenly ends.
Language/Conventions	1+ -demonstrates a weak command of standard English conventions; errors interfere with understanding -frequent and severe sentence formation errors and/or lack of sentence variety	3. Student writes “food the Wampanoag hunt for birds, bears, moose, and deer. the Hopi eat corn, squash, beans, melons, pumpkin fruit well as cotton and tobacco.” Evidence shows student struggles with creating a complete thought. 1, 3, and 6. Child starts all sentences the same way with either the start word being the or using the topic such as clothing or food as her starting point.

Overall: 2

Annotated Notes for Assessment

Child Two: Middle

<u>Category</u>	<u>Score</u>	<u>Reasoning/Evidence</u>
Reading/Research	2 -inconsistent use of relevant and sufficient text support from the resources with accuracy -makes limited use of available resources	1. Child stated “they both have water but the Wampanoag tribe get water from stream rivers and oceans. The Hopi tribe gets there water from rain.” This is inconsistent use of text because the child should have added more relevant details such as how the water was precious; reference the area and the impact on the resource. 2. She states “they both have food but the Hopi tribe grows crops and the Wampanoag tribe hunts for fish and other animals.” In this statement, more details were available in the provided source that should have been listed to give the reader a greater understanding of how the resource was used for food. Such as what animals the Wampanoag had to hunt for as well as the crops available to the Hopi. The student could have also spoken about why they had that available resource.
Development	3 -addresses the writing task with a focused response -develops the topic using facts, definitions, and details that are relevant and sufficient	1, 2, and 3. Child addresses the prompt by comparing two tribes and stating the natural resources available to them such as water, food, and shelter. She gives three text examples for each tribe. For example, she states “they both have water but the Wampanoag tribe get water from stream, rivers, and oceans. The Hopi gets there water from rain.” She is giving a fact and explaining how the resource is used by the tribe with a comparison to another tribe’s use of the resource or category.
Organization	2+ -groups related information together -may introduce the topic -inconsistently uses linking words and/or phrases to connect ideas within categories of information -provides a sense of closure	4. The child vaguely introduces the topic but does not clearly state the second purpose of the prompt which is to explain how the natural resources were necessary for the survival of the tribe. 1, 2, and 3. She groups topics together such as water, food, and shelter and compares how each tribe uses those resources. Also, the child uses minimal linking words to connect comparisons within each topic. Examples of words used would be “but, both, the same, and alike”. 5. Students attempts to create a sense of closure by saying “Now that’s all I know so learn more.” Expectation is to close the paper by reminding the reader of the purpose for writing i.e. to compare how two tribes used their natural resources to survive their environment.
Language/Conventions	3 -demonstrates a limited and/or inconsistent command of standard English conventions -errors do not interfere with understanding -employs language and tone appropriate to audience and purpose -has sentences that are generally complete with sufficient variety in length and structure	2 and 4. Student struggles with proper use of capital letters vs. lowercase and a misuse of ending punctuation i.e. use of period when a question mark is required and missing ending punctuation causing run-on sentence. A variety of simple and compound sentences are used to convey the writer’s message. Grammatical errors do not interfere with overall understanding of the writer’s message. The language and tone of an informative compare and contrast response is employed throughout the writing piece. Information shared is appropriate for the audience as well as the purpose of the text.

Overall: 3

Annotated Notes for Assessment

Child Three: High

<u>Category</u>	<u>Score</u>	<u>Reasoning/Evidence</u>
Reading/Research	<p style="text-align: center;">3+</p> <ul style="list-style-type: none"> -makes effective use of available resources -uses relevant and sufficient text support from resources with accuracy -uses credible sources 	<p>1 and 2. Student states “They lived in the desert and the desert is very hot and plants can grow very well. They also depend on the rain to grow crops.” It is evident that the student used their text resource to find multiple examples to support his argument of how the tribe used available natural resources to survive.</p>
Development	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> -addresses all aspects of the writing task with a tightly focused and detailed response -skillfully develops the topic using facts, definitions, and details that are relevant and sufficient 	<p>1 and 2. Student makes comparison between two tribes (Hopi and the Wampanoag) as well as describes the resources available to each tribe. For example, he mentions how the Hopi were excellent farmers who grow crops but needed the water from rain to sustain crops. He then transitions to the Wampanoag and how they lived near water allowing them the ability to fish. He mentions the tools necessary to hunt or fish made from bark.</p>
Organization	<p style="text-align: center;">4</p> <ul style="list-style-type: none"> -effectively introduces the topic -groups related information together -effectively uses linking words and/or phrases to connect ideas with categories of information -provides an effective concluding statement or section 	<p>3. Student states “Have you ever wanted to know the natural resources that the Hopi had and the Wampanoag had?” Student was able to state purpose of writing through and engaging question. The opening hook references comparison as well as how the natural resources were used.</p> <p>1 and 2. Student compares similar natural resources between the two tribes while citing how they are used differently i.e. Hopi needed water from rain to help grow crops and the Wampanoag lived near water to allow for fishing.</p> <p>4 and 5. He uses linking words to transition between two tribes to make effective comparisons, for example: on the other hand and however.</p> <p>6. Student concludes with saying “That is the resources that both of them had and how they used them to survive.” He restates his purpose for writing mentioning comparison and how there was a need for natural resources to survive environment.</p>
Language/Conventions	<p style="text-align: center;">3+</p> <ul style="list-style-type: none"> -skillfully employs language and tone for audience and purpose -demonstrates a command of standard English conventions; errors do not interfere with understanding -has sentences that are generally complete with sufficient variety in length and structure 	<p>1, 2, and 4. A variety of simple and compound sentences are used to convey the writer’s message. Grammatical errors do not interfere with overall understanding of the writer’s message. However, the student does show an inconsistency when using capital vs. lowercase letters. Some spelling errors could be found within the text. The language and tone of an informative compare and contrast response is skillfully employed throughout the entire writing piece. Information shared is appropriate for the audience as well as the purpose of the text.</p>

Overall: 4

University of Delaware and the Delaware Department of Education, SPDG Grant #H323A070002-09, 2012. Lesson plan format adapted by A Thompson and A Lewis, based on Learning-Focused Strategies. Thompson, M., Thompson, J. (2008)