

Olmsted Falls Schools: Unit Design Framework

1

Subject: Language Arts (Judson, Pilko, Venecek)

Unit: Conflict/Resolution

Letter Writing

Prefix, suffix, root

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

1. *Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.

I can retell a story in order (plot sequence) by identifying the problem and solution (conflict and resolution).

Blooms: Comprehension

2. Write letters that state the purpose, make request or give compliments and use business letter format

I can write a friendly letter using the correct format.

Blooms: Evaluation

3. *Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.

I can use prefixes, suffixes and roots to help me understand the meaning of words.

Blooms: Knowledge and Application

What are the Big Ideas that go with this unit?

- Students demonstrate comprehension by describing elements of literature.
- Good readers can use a variety of resources to determine meanings of words and phrases.

1

Olmsted Falls Schools: Unit Design Framework

What are the Essential Questions that go with this unit?

- How can you demonstrate comprehension (understanding) of a story?
- How are words created?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

	Before	During	After
Conflict/resolution	Written on board and discussed	I can statements on 9 square	Written on student self assessment
Letter writing	Written on board and discussed	Good and bad examples posted in room I can statements on 9 square	Written on student self assessment
Prefix, suffix, root	Written on board and discussed	Indicator posted at each center I can statements on 9 square	Written on student self assessment

Olmsted Falls Schools: Unit Design Framework
Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

1. Use of Coach Book: (3 part lesson) Skill is taught, Guided practice, Independent practice (not graded, teacher will check for understanding) small group practice for those students who did not master independent practice
2. Rough draft and individual writing conferences
3. Use of Coach Book: (3 part lesson) Skill is taught, Guided practice, Independent practice (not graded, teacher will check for understanding) small group practice for those students who did not master independent practice

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- **Tracking progress by learning targets (Page 245 from Seven Strategies of Assessment for Learning)**
- **9 square format allows students to monitor their own progress and time management**

What summative assessments will we use? (Graded, evaluative assessments)

1. *Comprehension worksheet, extended response for conflict and resolution modeled from page 240 Seven Strategies of Assessment for Learning*
2. **Rubric (student and teacher graded), Journal response**
3. **Study Island quiz**





Olmsted Falls Schools: Unit Design Framework
Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

See attached 9 square Packet

Name: _____

The Rajah's Rice

<p><u>Read</u> <u>The Rajah's Rice</u> Pages 538-563</p> 	<p><u>Comprehension</u></p> <p>Story Comprehension and story plot</p> <p>Conflict and Resolution Graphic organizer</p>	<p><u>Letter</u></p> <p>Pretend you are a villager from the story. Write a <u>persuasive</u> letter to the Rajah asking him not to take the rice this year from the harvest. Explain what the problem is and possible solutions.</p>
<p>Group Lesson (Coach Book)</p> <p>Lesson #1 Roots, Prefixes, and Suffixes page 48-51</p> <p>Lesson #16 Plot (Conflict and Resolution) Page 128-131</p>	<p><u>Journal</u></p> <p>1. Think about a time when you helped a friend with a problem. Describe how the two of you discovered a solution.</p>	<p><u>Math Fun</u></p> <p>Using your calculator and the attached chessboard worksheet show how numbers grow as you double them.</p>  <p>* This square to be completed last</p>
<p><u>Word Detective</u> Complete each center</p> <p>Card Match</p> <p>Picture Book Search</p> <p>Triple Cube Drop</p> <p>Silly Paragraph</p> <p>Computer Practice</p>	<p><u>Poem</u></p> <p>Choose one of the elephant poems or write your own poem about elephants. Practice reading the poem at least 3 times this week for fluency and expression</p>  <p>Perform on Friday</p>	<p><u>Partner Work</u></p> <p>Compare the Indian Elephant with the African Elephant. Compare the size of the elephants' ears, tusk, body, etc. Draw a graph, chart, or a picture to show the differences.</p>  <p><u>Must get permission from teacher to start this square</u> *** Students that go to tutoring do not need to complete this square.***</p>

I can retell a story in order (plot sequence) by identifying the problem and solution (conflict and resolution).

I can write a friendly letter using the correct format.

I can use prefixes, suffixes and roots to help me understand the meaning of words.

Learning Target	Activity	What I did well	What I need to work on
I can retell a story in order (plot sequence) by identifying the problem and solution (conflict and resolution).	Comprehension Worksheet		
	Graphic organizer		
	Journal writing		
I can write a friendly letter using the correct format.	Rough draft		
	Final Copy		
I can use prefixes, suffixes and roots to help me understand the meaning of words.	Card Match		
	Picture Book Search		
	Triple Cube Drop		
	Silly Paragraph		
	Computer Practice		

Name _____ # _____ Date _____

**"Rajah's Rice" Comprehension
and Story Plot**

Use complete sentences to answer the following questions.

1. What is the setting for the story? _____

2. Who is the main character, and what kind of work does she do?

3. Who is another important character in the story?

4. Why are the people in the village always so hungry?

5. How does Chandra feel about what the Rajah does?

Name _____ # _____ Date _____

"Rajah's Rice"
Conflict and Resolution

Conflict	Resolution
The people of Chandra's village were sad because they had no rice.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Chandra's elephants became sick.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Chandra had to choose a reward from the Rajah.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
The Rajah ran out of rice.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Complete the summary below by filling in the blanks with the correct events from the story.

One day, Chandra has a chance to do something for the villagers. When the Rajah's elephants become sick, she helps them to get better by _____

_____.

The Rajah offers Chandra _____

as a reward. Instead, she asks for _____

for the villagers. Chandra's clever plan uses the _____

on a chessboard and the idea of _____ a

number over and over again. Because of Chandra's plan, the Rajah

must give away _____.

He also agrees to _____ and take only as

much rice as he needs.

