

Olmsted Falls Schools: Unit Design Framework

The purpose of the lesson planning framework is to act as a guide for Olmsted Falls Educators as they collaboratively plan units of instruction. The framework attempts to incorporate best practices from the research and couple these with the professional development concepts that Olmsted Falls Educators have taken part in.

Academic content standards and the learning targets that comprise the standards come to life for teachers and students when they are incorporated into a unit of instruction. Teachers work in teams to ensure the learning intentions are the same in corresponding grade levels and subject areas. Teaching the same targets creates the opportunity to collaboratively design common formative assessments that can be collaboratively discussed throughout the instructional unit with fellow teachers. In addition, it allows teachers to design reliable and valid summative assessments that can be used to measure learning at the end of the instructional unit and use the results for future planning.

Ultimately the unit design framework should be used by teachers for the purpose of instructional alignment. The learning targets should be clear to students before and during instruction and they should be aligned with the assessments students will experience. The last step in the alignment process occurs when the learning targets and assessments are consciously aligned with the instruction and classroom activities.

Unit Planning Graphic Linking Prof. Dev. Concepts in Olmsted Falls City Schools



Graphic created by Jim Lloyd and used by Olmsted Falls City Schools' Teachers

Subject: 5th Grade – Holzworth and Rodgers

Unit: Trouble Don't Last

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.

Vocabulary:

4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

Student Friendly: I can find similes, metaphors, and phrases used during that time period. I can explain what these phrases mean.

Reading Process:

2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

Student Friendly: I can make predictions based on what I'm reading.

4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each. (Procedural, Understand) (Power)

Student Friendly: I can summarize information that I have read by telling in my own words the main ideas and important details.

Literary Text:

1. Explain how a character's thoughts, words and actions reveal his or her motivations. (Conceptual, Evaluate) (Power)

Student Friendly: I can tell how the thoughts and actions of a character show why he/she does something.

Writing Applications:

2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.

Student Friendly: I can write responses to literature I am reading. I can justify (support) my response with evidence from the story.

Social Studies Grade-Level Indicator:

3. Describe the experiences of African-Americans under the institution of slavery.

Student Friendly: I can describe the life and hardships of an African-American living as a slave.

What are the Big Ideas that go with this unit?

Good readers can identify and explain various story elements.

Good readers can explain the author’s choice of words and phrases.

Good reader use different strategies to help them understand what they read.

What are the Essential Questions that go with this unit?

How can a reader gain understanding of a character’s motive?

How does the author use different types of language to convey meaning?

What are different strategies to help you understand what you read and why do you use them?

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?

- Communicate the learning targets to the students
- Discuss the essential questions with the students
- Connect the student activities to the learning targets
- Check for student understanding of the learning targets
- Student reflection after the day’s learning
- Teacher modeling/Think-Alouds

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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.

Throughout the middle of the novel, the teacher will utilize formative assessments focusing on the learning targets: figurative language, character development, summarization, and making predictions.

- The students will use group response cards to indicate whether a word or phrase is a simile or metaphor.
- The students will complete literature logs (predictions and figurative language) focusing on a question or reading strategy relating to the learning targets. The teacher will check for student answers on the literature log several times throughout the novel. The teacher will provide feedback on the literature log at certain points throughout the story.
- The students will complete a graphic organizer for characters who help Samuel to freedom. The teacher will check this several times throughout the novel and will provide feedback to the students.
- The students will complete an “exit slip” for making predictions/supporting predictions, character development, short summaries, and figurative language. The exit slip will include a student self-assessment. The teacher will give feedback on the exit slips and will provide examples of strong and weak work to review the components of quality. The students will have an opportunity to correct their answers once they have reviewed strong and weak work examples.

Exit Slips:

-Figurative Language – Figurative Language – Page 164 “Little bit of white ice...” Additional exit slip if needed: Page 186 – “Iron Horse” Explain the comparison being made.

-Predictions/supporting predictions Formative Assessment – Page 161 – Make a prediction at the end of page 161. Use support from the story to explain WHY you made this prediction.

-Character Motive Formative Assessment – Pages 85-94 – The River man does certain things that are reflective of his motive. He is rough, impatient, and gives Samuel sound advice.

-Short summary – Pages 95-101 – The students will write a short summary for “The Grey Yarn” using the checklist. Additional exit slip if needed: Pages 136 – 143 “Ham, Eggs, and Miz Kettle” could be used as a second exit slip.

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

- After each formative assessment, the students will look at the evidence on the formative to determine strengths and weaknesses. The students will record what they did well on and what they still need to work on.

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

- In the last few chapters of the novel, the students will complete a quiz on figurative language and character action/motives (See Helpful Book Reference Below).
- After the “Fugitives Path Escape on the Under Ground Railroad” field trip, the students will complete a graphic organizer for a new “character”.
- Create a summary poster for an assigned chapter of the novel. The students will write and illustrate their summary of the chapter. The students will self-assess their poster before turning it in. The teacher will use the same checklist to score the posters.

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction (re-group students, differentiate, review sessions)?

What interventions will we provide for students who do not do well on the formative assessment?

- If more than half of the class does not understand the learning target, the teacher will conduct a whole class review.
- If a small group of students does not understand the learning target, the teacher will conduct a small group review with additional practice (Blast Off, review of formative – use of strong and weak work to provide feedback)
- The students who need additional support will have a “learning buddy” who provides help.

What will we do for the students who excel? What extension activities will we provide?

- The students will apply the learning target that the class is working on to the independent reading novel they are reading.
- The students who excel will act as a “learning buddy” to work with the students who need additional support.

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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.

Mini-Lessons:

- Simile and metaphor
- Character motivation
- Making and supporting predictions
- Summarizing

Student Activities:

- The students will write “I wonder” statements as a pre-reading activity.
- The students will complete a KWL Chart reflecting on the treatment of slaves.
- In the first section of the book, the students will complete the literature log as practice with teacher guidance and support – Identifying/explaining simile and metaphor, and making/supporting predictions.
- The students will complete a graphic organizer throughout the story recording characters who help Samuel to freedom. The students will record the characters motive and support from the text.
- The students will complete a prediction “Sail” after page 228. The students will make a prediction for a main character at this point in the story.
- The students will practice writing short summaries for several chapters of the novel. The teacher will model writing short summaries and will use strong and weak examples to show the criteria for the summary.
- The students will complete responses in the “Fugitive Path” Booklet which directly relate to the learning targets for this unit.
- Class discussion and comprehension questions on the story.

Helpful Book References:

- Prediction – Page 66-71 – After Samuels hears the “hoot” of an owl, predict what’s going to happen next
- Prediction – Pages 72-75 – After the woman’s scream, predict what’s going to happen next.
- Prediction – Page 228 – Stop after, “we would have known what was going to happen to each of us in freedom...” The students STOP reading at that point and make prediction for the main characters. What will happen to each main character? The students will write their predictions on “sails”.
- Character – Page 46 and 47 – MIZ Catherine and Master Seth burn Samuel’s finger. What does this indicate about them and their feelings towards slavery?
- Character – Pages 76-84 – Tell us about Hetty Scott, why is she clinging to her belongs?
- Character – Page 195 – Once Samuel has the revelation that Harrison is his grandfather, what does that tell us about Harrison’s motive in running away with Samuel? Why is he doing this?
- Character – Page 202-207 – Ordee Lee is a runaway because his master is going to sell him off and separate him from his family.
- Figurative Language – Page 5 – “I can feel my throat tighten as if...” What does this mean?
- Figurative Language – Page 8 – “Threescore and ten...”
- Figurative Language – Page 10 – “Sleep with your top eye open...”
- Figurative Language – Page 29 – Samuel and Harris are being compared to birds
- Figurative Language – Page 54 and 55 – Reference to the “Promise Land” and the “Ohio River”
- Figurative Language – Page 195 – “That snow was on its way ...” What does snow mean? Metaphor for bounty hunters