

Unit Overview

Instructor/Program: Sue Henkel/MCF Rush City

Course/Setting: English/Language Arts

Evaluated by: Tammy Twiggs

NRS or CCRS Level(s): CCRS Level C		Unit Theme: Birth Order and Characterization		Length (e.g., hours, days): 5 days, 1.5 hours/day									
<p>Rationale for this Unit: (Why is this unit important to my students?)</p> <p>In this unit, students will discover how birth order affects personality and behavior. Through tasks of reading, speaking, listening, language, and writing, students will gain a better knowledge of themselves and their place in their family of origin.</p> <p>Instructional Objective(s):</p> <ul style="list-style-type: none"> • Close read informational text • Utilize adjectives to describe character traits • Read text independently, citing evidence for knowledge of topic • Collaborate and discuss with students to build a poster presentation <p>Line of Inquiry:</p> <p>What are birth factors that determine who we are as individuals?</p>		<p>CCR Standard(s) (4-8 per lesson)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Anchor(s):</td> <td style="width: 35%; padding: 5px;">R1, R2, R10</td> <td style="width: 20%; padding: 5px;">Level-Specific:</td> <td style="width: 30%; padding: 5px;">Level C, D</td> </tr> <tr> <td style="padding: 5px;">Supporting Anchor(s):</td> <td style="padding: 5px;">SL4, W7</td> <td style="padding: 5px;">Level-Specific:</td> <td style="padding: 5px;">Level C</td> </tr> </table>				Anchor(s):	R1, R2, R10	Level-Specific:	Level C, D	Supporting Anchor(s):	SL4, W7	Level-Specific:	Level C
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<p>Key Shift(s): <input checked="" type="checkbox"/> Complexity <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Knowledge</p>													

Additional Content Standards or Skills: (e.g. career, science, social studies, etc.)

- English/Language Arts

ACES TIF Skill(s):

- EC 1a-f: Engage positively and actively in one-on-one and team settings to accomplish goals.
- EC 2a-c: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication
- LS 2a, d: Employ a variety of strategies for categorizing information (sorting words logically, alphabetizing, pros and cons)
- DFP 1a-c: Recognize and use vocabulary related to skills, values and beliefs; Identify personal interests; Reflect on successes and challenges to identify skills and aptitudes

Northstar Digital Literacy Standard(s):

Textual Analysis

Key Shift #1 Complexity

Texts

Quantitative Rating (Publisher, ATOS, or Lexile)

- “Birth Order and Personality: Are They Related?” (ATOS 6.7)
- “What Your Birth Order Says About Your Personality?” (ATOS 8.3)
- “Birth Order” (ATOS 8.9)

CCRS Level Band C/D

CCRS Level Band from High C to Middle D

	Overall Qualitative Rating	Moderately Complex	
Qualitative Analysis		Complexity Rating	For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor.
	Structure	Moderately complex	<ul style="list-style-type: none"> • Some subtle structure, but language is explicit and fairly easy to understand • Organization is sequential • Text features enhance the understanding of the topic
	Language Clarity and Conventions	Moderately complex in articles 1 and 2; Very complex in article 3	<ul style="list-style-type: none"> • Vocabulary is mostly familiar • Sentences range from simple with some compound sentences in the first two texts, to compound with a few complex sentences in the last text • The final article contains more complex academic vocabulary, so pre-teaching will be necessary • Teacher will need to utilize a vocabulary graphic organizer for article # 3, teacher read-alouds, paired reading or guided reading, whole group discussions, and access to resources, such as the dictionary
	Knowledge Demands	Moderately complex	<ul style="list-style-type: none"> • Knowledge demands range from minimal in the first article to moderately complex in the third article
	Purpose	Moderately Complex	<ul style="list-style-type: none"> • In the first two articles, the purpose is easy to identify with more subtlety in the final article
	Reader Task Considerations	Since there are different levels of reading ability in my class, I will need to differentiate instruction by creating mixed ability groups, pairing higher level readers with struggling readers or ELLs. I will provide direct vocabulary instruction, especially for the third article.	

<p>Key Shift #2</p> <p>Evidence</p>	<p>In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?</p> <ul style="list-style-type: none"> • Develop text dependent questions for articles 1 and 2. • Use text-dependent questions for Paired Reading. • Develop a culminating writing prompt to synthesize the information in all 3 articles.
<p>Key Shift #3</p> <p>Building Knowledge</p>	<p>In what content area or around what topics does the text selection build knowledge?</p> <ul style="list-style-type: none"> • Language standards: adjectives, synonyms and antonyms • How birth order influences character traits and personality in a family

<p>Materials:</p> <ul style="list-style-type: none"> • Smartboard • Groupings of pictures of famous people according to their birth order • Labels for Tables of Oldest, Middle, Youngest, Only • Poster board • Markers • Copies of 3 informational text articles • Journals • Compare/Contrast graphic organizer • Graphic organizer for recording important points in text and summarizing with the 5W's • Birth Order quiz • Vocabulary graphic organizer • Text-dependent questions • Culminating Writing Prompt 	<p>Common misconceptions/misunderstandings by learners regarding the content that may interfere with learning:</p> <ul style="list-style-type: none"> • Dysfunctional family dynamics will be brought up, so practicing with Academic Language starters to help discussion will be essential • Discussion will have to take place to guide students to their right table group, bringing up all of the dynamics that throw off the theory such as mixed families, step children, etc. • The main idea is to give them a perspective of what the birth order theory has to say and compare to their own life situations. • The students will label themselves oldest, middle, youngest or only child according to their family dynamics and culture, which can be difficult for them because there are many confusing factors. <p>Adaptations and/or Accommodations: (How will EVERY student have access to the content of the lesson?)</p> <ul style="list-style-type: none"> • Pre-teach the adjectives • Direct instruction in close reading skills of the 5Ws, using highlighting and summarizing • Graphic organizers to help student organize their findings • Paired and Guided reading to model for each other • Sounding out difficult words
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	<ul style="list-style-type: none"> • Pre-vocabulary analysis modeling by teacher • Whole-group and and small group discussion
<p>Tier 3 Discipline-Specific Terms</p>	<p>Tier 2 Academic Vocabulary and Additional Language Demands: (including language that may impact a student’s ability to access the content in directions, examples, problems, etc.)</p> <ul style="list-style-type: none"> • High-utility: in contrast, factors, related • Tier 2 Academic words: impressions, pampered, superiority, ambitious, extroverts, perfectionists, diplomatic, interpersonal, typical, competent, privileges, conformity, position, dysfunctional, various, ordinal

Teacher Reflection

Notes for next time:

1. Develop text-dependent questions for articles 1 and 2.
2. Develop a culminating writing prompt that synthesizes all three informational texts.

Lesson Plan

<p>Instructional Objective(s):</p> <p><i>(Statements written in teacher language, derived from content standards)</i></p>	<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Close read informational text • Utilize adjectives to describe character traits • Read text independently, citing evidence for knowledge of topic • Collaborate and discuss with students to build a poster presentation
<p>Assessing Mastery of the Objective(s):</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment will occur during the lesson - formative and/or summative))</i></p>	<p>By the end of this lesson, the students will be able to <i>(objective)</i> as evidenced by <i>(task)</i>.</p> <p>Summarize the effects birth order has on personality as evidenced by a group poster project presentation</p>
<p>Learning Target(s): <i>(Statements of what students will be able to do as a result of the lesson, written in student-friendly language)</i></p>	<p>“I can...”</p> <ul style="list-style-type: none"> • Share my discoveries of character traits of birth order through a poster presentation • Compare and contrast text information with my own beliefs on birth order • Find main idea and supporting ideas from the texts and share with classmates
<p>Introduction:</p>	<ul style="list-style-type: none"> • The teacher will show smartboard pictures of famous people grouped according to their birth order placement. • The students will discuss with a partner what they think the group of famous people might have in common. • The teacher will reveal to the students the common factor in each group of images (oldest children, middle children, youngest children, only children). • Explain that this is what the reading will be about today.
<p>Explanation & Modeling:</p>	<ul style="list-style-type: none"> • Introduce the birth order concept. • Students will take the birth order quiz • Review the adjectives and character traits people use to describe personality through words, thoughts, and actions.

Guided Practice:

- Students will get into groups of 4 (groups pre-determined)
- Each group will be split into AA and BB
- Do Pre-Reading Vocabulary checklist by themselves, then turn to partner in AA/BB group and look up unknown words in the dictionary
- Highlight the words in the texts
- AA students will be given one of the texts, and BB students will be given the other text
- Teacher asks the students, "Where are these articles from?"
- Explain to students that they will be reading the text by themselves first
- Show focus questions on smartboard
 - What does the author say in the text about where you are placed in a family birth order?
 - Highlight one example from the text that the author says is a character trait for each placement: "Oldest," "Middle," "Youngest," or "Only child"
- Students read the text independently, highlighting the important details and answering the two focus questions
- Partners discuss their findings
- B-B students and A-A student discuss their findings. Each pair will create a group summary of the text using the graphic organizer
- AA and BB pairs take turns to summarize what they read from their text to the other pair (jigsaw)
- Whole group discussion of what the texts are telling us about birth order theory
- Whole-class discussion about what things might skew what the authors and the theory are telling us about character traits, such as mixed families, split families, and how many other people were raised in the family
- Students choose what birth order position they occupy in their family: Oldest, Middle, Youngest, Only
- Students move to the table with the placement card on it that matches what they chose
- At each table the groups will make a poster of the character traits for their placement of Oldest, Middle, Youngest, or Only children
- Groups will give a presentation of what they found to the rest of the class about the character traits that they read from the text
- Student will express an opinion if they felt it was accurate to their own lives

	<ul style="list-style-type: none"> • Give students graphic organizer of their name, birth order they chose and pick characteristics from their poster that they presented that they agree with describes them • Relate back to groupings of famous people to connect the character traits of the placement group to what we know about these famous people.
<p>Independent Practice:</p>	<ul style="list-style-type: none"> • Give students the article “What Your Birth Order Says About Your Personality” by Ingela Ratledge. • Teacher does a read-aloud of the first two paragraphs, stopping to check for comprehension • Students continue reading independently and answer text dependent questions to further the knowledge of the birth order and how it does or doesn’t relate to them • Students will take the character trait collage that they did before this lesson and also their graphic organizer they did with the poster they presented to compare/contrast if the character traits they chose match with what the authors say they should display • Using the compare/contrast graphic organizer, the student will organize their thoughts and comparison for final writing project • Students will journal, citing evidence from the texts, compare/contrast graphic organizers and their opinions to write about how they agree or disagree with the authors’ birth order theory and their own personality, supporting their beliefs using evidence from the texts.
<p>Student Reflection on Learning Targets , Closure & Connection to Future Learning</p>	<ul style="list-style-type: none"> • Review learning targets via a Quick-write. The students fill out an exit slip ranking 1-4 each of the “I can...” statements. 1- I do not understand the skill, 2 – I understand the skill with a little help, 3 – I understand the skill and can work independently, 4 – I understand the skill and can explain or teach others. • The writing in the journal will give them a chance to evaluate their own learning/understanding of characterization, birth order/ and how many words mean the same thing (synonyms and antonyms) • Next steps: <ul style="list-style-type: none"> ○ More evaluating of characters in short stories leading to novels ○ Discussion about how you can determine direct and indirect traits when reading Fiction