**Southwestern College-Teacher Education** (pilot fall 2012)

Name: Melissa Evers

Course: EDUC 437 Date: 4/12/14

Unit Title: Boom Town

Subject(s): Reading, Social Studies, Math

Grade level(s): 3rd

Grade Level:

Unit Planning Guidelines and Template with Lesson Plan format embedded

*Directions: Use the following template for unit and lesson planning.*

**Goals: In the space below, list standards that will be addressed in the unit. Use Common Core Standards for ELA and Math. Use state standards for other disciplines.**

Standards include:

For math use-

|  |  |
| --- | --- |
| **Domain:** Number & Operations in Base Ten | Code: |
| **Cluster:** Use place value understanding & properties of operations to perform multi-digit arithmetic. | |
| **Standard:** 3.NBT.A.2 | |

For ELA use-

|  |  |
| --- | --- |
| **Strand:** Literature, Informational Text, Foundational Skills, Speaking & Listening, Language | Code: |
| **Boxed Sub-heading:** Key Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Text Types & Purposes, Production & Distribution of Writing, Comprehension & Collaboration, Conventions of Standard English, Vocabulary Acquisition & Use, Fluency | |
| **Standard:** RL.3.1, RL.3.2, RL.3.3, RL.3.7, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, W.3.3, W.3.3.A, W.3.3.B, W.3.3.C, W.3.3.D, W.3.4, SL.3.1, SL.3.1B, SL.3.1C, SL.3.1D, SL.3.2, L.3.1, L.3.2, L.3.2A, L.3.2C, L.3.2G, L.3.4, L.3.4D, L.3.5, L.3.5B, L.3.6, RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RF.3.4, RF.3.4A, RF.3.4C | |

For all other subjects use-

|  |  |
| --- | --- |
| **Standard:** Economic Concepts & Principles, Elements of Geographical Study & Analysis, Relationships of Individual & Groups to Institutions & Traditions | Code: |
| **Benchmark:** Knowledge of basic economic concepts, being able to explain & use them to interpret historical & current events, Understanding the consequences of personal & public economic decisions, Knowledge of major elements of geographical study & analysis, Understanding relationships between & among places, Cultures meeting the needs of people | |
| **Indicator:** SS4 1.10, SS4 3.8, SS5 1.6, 4.1, SS6 1.9 | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *What will student know, understand, be able to do as a result of this unit?* | | | | | |
| **Know (nouns) Definition**  List the key concepts (nouns/noun phrases) and provide a common definition of the nouns/noun phrases as used in this context. | | | | | |
| * Boom Town – A town that grows rapidly due to economic growth. | | | | | |
| * Landmark – An object that is famous or easy to recognize. | | | | | |
| * Miners – Someone who works in a mine. | | | | | |
| * Nuggets – Gold, gems, or other metals found in the earth. | | | | | |
| * Business – A person’s job where they get paid to work. | | | | | |
| **Be Able to Do (Verbs)** | **Level I** | **Level II** | **Level III** | **Level IV** | **Level V** |
| **List the verbs that are key learning targets, then determine the cognitive demand level (Bloom’s) with verbs in context by placing a checkmark in the appropriate square:** | **Knowledge/ Remembering**  **Memorize facts, definitions, & formulas** | **Comprehension/ Understanding**  **Perform Procedures** | **Application**  **Demonstrate understanding of math** | **Analysis**  **Conjecture, Generalize, Prove** | **Synthesis/Evaluate/ Create; Solve non-routine problems; make connections** |
| * Boom Town | X | X | X | X | X |
| * Miners | X | X | X | X | X |
| * Business | X | X | X | X | X |
| * Settle | X | X | X | X | X |
| * Economic Growth | X | X | X | X | X |
| **This standard means a student will know and be able to do***…(use your own student friendly words)* | | | | | |
| * Students will understand and demonstrate the knowledge of economic growth that is required for a boom town. | | | | | |
| **Essential Questions:** *What big idea question(s) focus this unit? Broad overarching question that can bridge subject areas and units.-This unit won’t end the learning on this question.* | | | | | |
| * How has economic growth developed and maintained towns (cities) in the past, present, and will do in the future? | | | | | |
| **Unit Questions:** *Guiding, open-ended, unit-specific question(s) that help build understanding of the Essential Question.* | | | | | |
| * What is the difference between a boom town and a ghost town? | | | | | |
| * What is a famous landmark and have you seen any? | | | | | |
| * How do businesses help people live? | | | | | |
| * How do past experiences teach people about success? | | | | | |

**Summary: In the space below, write a brief summary for the unit.** *A concise overview of your unit explaining what is to be learned and how students will attain the learning goals.*

This unit is necessary in that students will learn about the history of boom towns, what and where they occurred, how businesses are necessary for towns to have vital growth, and key terms in comprehension. The importance and details of boom towns and the gold rush history will be discussed on a third grade level. Students will learn through worksheets, reading, writing, computer related activities, and role-playing. Students will construct their own boom town in which they will have an actual business of the boom town time period. Students will know and understand at the end of this unit the history of boom towns, landmarks, general knowledge of businesses, and reading comprehension. The time spent will be important in acquiring reading skills, comprehension, knowledge of the history of the gold rush time period in the U.S., and how economic growth is important.

**Data analysis: What data do you have showing the need for this unit/lesson(s)? How does the data indicate differences in learner needs? When will these differences be addressed (small group differentiation during core, Tier II-supplemental intervention, Tier III-intensive intervention)?**

Data type: Common Core State Standards and the State of Missouri Standards.

Analysis details: There are many different activities that will be for all learners in this unit. There are hands on activities, group discussions, answer and question time periods, worksheets, writing, and guided reading.

Assessment: *(How will you know students have learned?* ***It is important to think about your assessment before planning lesson(s).*** *How will the student(s) demonstrate they have met the objective?* ***Formative Assessment should be conducted regularly*** *throughout the lesson(s). Pre-assessment may be conducted prior to lesson(s).* ***Summative assessment will generally be at the end of a unit or series of lessons*** *on similar learning goals. Assessment may be informal-teacher observation, checklist, journal entry, practice tasks. It may be formal-written task, performance task, paper/pencil or computer based quiz/test.* ***You*** *may come back and* ***make adjustments to the assessments*** *as you progress through planning or even after teaching the lesson to* ***ensure objectives, instruction, and assessment are aligned and students are meeting the objectives****.)*

**Performance** *Task(s)*:

* Through what authentic performance tasks will students demonstrate the desired understandings?
* By what criteria will performances of understanding be judged?

Guided reading of the story Boom Town and questions will be asked throughout the story. – Observation and student participation.

Vocabulary words will be acted out, definitions will be wrote down, and illustrated. – Grading for correct definitions and illustrations.

Students will be reading *Boom Town* to each other in groups. – Observation of students working together and the conversations they are having.

Students will write about if they were a person who just struck it rich pining for gold and what they would do. – Grading for comprehension of gold mining and information relating to the story *Boom Town*.

Students will do a fact and opinion worksheet. – Grading will be done to make sure they have stated fact and opinions correctly.

Students will role-play by having their own businesses for boom town. – Observation of students.

A final unit test over the story *Boom Town*. – Grading to see comprehension abilities.

*Other Evidence*:

* Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
* How will student reflect upon and self-assess their learning?

Formative-

1. Observations

2. Whole group responses

3. Hands on activities

4. Worksheets

5. Writing and illustrations

Summative-

1. Reading Test

**Materials and Resources: In the space below, brainstorm any materials you might need to complete the lesson in your classroom. This may include teacher and student books, guest speakers, technology, materials/supplies needed for demonstration and instruction or needed by students to complete tasks, etc. As you continue to work on your lessons, you will likely add to this list.**

teacher Book student texbooks paper pencils crayons markers bulletin board paper oil

vocabulary wkst. fact & opinion wkst. clay wash board tub doctors kit old student desks biscuits

rocking horse electric skillet rope spoon doctors kit play money change tickets

small chalkboards gold nuggets chalk clothes sand pie tins lemonade change

paint paint brushes computers smartboard Book – Gold Fever! Tales from the California Gold Rush

**Unit Outline-Lesson Segments: Provide a brief description of each session in the unit sequence.**

|  |  |
| --- | --- |
| **Session** | **Instruction and Learning Experience** |
| **1** | Article *Sourdough* will be read; discussion of a non-fiction article; ask and answer questions; new vocabulary words – write definition and picture; short story *Our Own Boom Town* will be read; and businesses will be picked. |
| **2** | Review vocabulary words; read *Boom Town* to students; ask and answer questions; look up boom town pictures on the computer; and create building fronts. |
| **3** | In groups read *Boom Town*; vocabulary worksheet; go to website [www.hbschool.com/mapskills/gold/index.html](http://www.hbschool.com/mapskills/gold/index.html) and review information; write a story about striking it rich. |
| **4** | On their own read *Boom Town*; fact or opinion worksheet; make marbles out of clay and paint them. |
| **5** | Students will set up their businesses with their items or services to sell. |
| **6** | Review the story *Boom Town*; take chapter test. |

***Lesson 1***

**Objective (s):** Students will know and illustrate the definition of the vocabulary words: boom town, miners, nuggets, stagecoach, settle, landmark, and skillet. Students will recall information from the article *Sourdough* and *Our Own Boom Town* and answer questions about both stories. Students will be courteous, ask questions, listen to others, and explain their own ideas. Students will be able to distinguish and choose their own business.

**Assessment:** KWL Chart will be used to determine what the students know, want to know, and will learn about boom town. (5 minutes)

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Depending on the learning issues or disability, modifications can be made to accommodate learning, such as headphones, different colored paper for reading and homework, computers for individual use, and one on one or small group instruction with the teacher. Students can also say the definitions of words to the teacher and write them down for the student. Students can also read more information from books provided about the gold rush in the classroom after completing their assignment or research information on the computer.

**Opening:** Tell students that they will be doing a unit about the story *Boom Town* which they will read together tomorrow. I will write on the board a KWL Chart. I will ask students what they know about a boom town, what they would like to learn, and when we are finished we will fill in what we have learned in this first lesson. (10 minutes)

**Instruction:**  I will introduce the vocabulary words for this lesson which are: boom town, miners, nuggets, stagecoach, settle, landmark, and skillet. I will write these on the board and ask students if they know the definitions of any of these words. As we discuss the words, I will write down the definitions and explain more information about them with examples. When we are finished, students will get their textbooks and we will read the article *Sourdough* together. I will ask students who the author is and what is a non-fiction article. The following questions will be asked during or after reading: 1) Do you help make bread/rolls at home? 2) What do you do when you cook? What do you follow? 3) What do you think the author is wanting us to know by writing this article? 4) What is the most interesting thing you have learned from this story? After discussing the questions and answers, I will read the short story *Our Own Boom Town*. We will then discuss either during the story or after the following questions: 1) What is the difference between a boot town and a ghost town? 2) What is a famous landmark or place you have seen or read about? 3) What is something else that miners look for? I will write these answers on the board so that students can see the differences. (40 minutes)

**Practice:** Now I will explain to students that they will write their vocabulary words and definitions on a piece of paper. They will need to look these up in the back of their reading books. After writing the definition, students will draw a picture illustrating what the word means. We will do the first word (boom town) together on the board so that they may see an example of what I am wanting them to do. (20 minutes)

**Closing:** I will now explain to students that they will be putting on a Boom Town Day at school. They will need to choose what business they would like to have. The businesses will include: a laundry, bakery, school, doctors office, a bank, pining for gold, and roping instruction. I will then ask students to tell me one interesting thing they learned today and we will fill in our “L” in our KWL chart. I will explain that tomorrow we will read *Boom Town*. (10 minutes)

**After Assessment:** Assessment of students will be done throughout the lesson. I will make observations to see who comprehends by answering questions, who paid attention when reading, and through the vocabulary definitions they wrote and illustrated. I will take notes throughout the lesson on my teaching techniques as well as the students’ abilities. If there are students who are having difficulty, one on one instruction will be provided during free time and possible activities to be done for homework. (5 minutes)

***Lesson 2***

**Objective (s):** Students will know the meaning of new vocabulary words: cooper, tanner, miller, blacksmith, tailer, and barber. Students will answer questions, ask questions, recount historical events, and determine the meaning of words about the story *Boom Town*. Students will know the genre of historical fiction. Students will successfully use the computer to search for pictures of boom towns and the gold rush. Students will use a variety of materials to make their building fronts for Boom Town Day.

**Assessment:** A review of yesterday’s information with a question and answer period to determine the knowledge they retained will be done. Students will make a Graffiti Wall by writing words that have to do with *Boom Town* and as the lesson progresses they can add more words to the wall. (5 minutes)

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Depending on the learning issues or disability, modifications can be made to accommodate learning, such as headphones, different colored paper for reading and homework, computers for individual use, and one on one or small group instruction with the teacher. Assistance will be provided for students who cannot make their building front on their own. Students’ can also read more information from books provided about the gold rush in the classroom after completing their assignment or research information on the computer.

**Opening:** Explain to students that today we will read from their textbook the story *Boom Town*, but before we do that I would like to review a little from yesterday. I will ask students what they remember from yesterday’s lesson and review the vocabulary words. Students will be explained what a Graffiti Wall is and after discussing yesterday’s vocabulary words those will be added to the wall. (10 minutes)

**Instruction:** New vocabulary words will be introduced. They include: cooper, tanner, miller, blacksmith, tailer, and barber. These words will be acted out by me first and then I will have students act these out as well. Students will now get out their textbooks and do a picture walk of the story *Boom Town*. We will now discuss the genre of historical fiction and I will explain what this means. I will now read the story *Boom Town* and students will follow along in their textbook. I will tell them the author is Sonia Levitin and is illustrated by Cat Bowman Smith. While reading to students, I will ask questions about the story to them. The questions will include: 1) Could this story have happened in real life? 2) What does the author mean by settle? 3) Is Pa a good person? 4) What kind of chores does Amanda have? 5) What does Amanda use in her pie? 6) Does Amanda’s brothers believe she make a pie? 7) Does Amanda give up making her pies? 8) What does a barber, tailer, and cobbler do? (25 minutes)

**Practice:** I will give students a worksheet that has key vocabulary terms from the story *Boom Town*. Students are to fill in the blank of each sentence with the correct word. As a class we will do the first question together. I will instruct students to keep their textbooks out to look back at the story to help them find the answers to the questions if they have difficulty. When everyone is finished, we will go to the computer lab. Students will open the internet and type in the search box pictures of boom towns, miners, and the gold rush. Students will get ideas as to what real life boom towns looked like. This will help them in decorating their business fronts. I will then let students choose what color bulletin board paper they would like to use and students will begin decorating their business fronts for Boom Town Day. (40 minutes)

**Closing:** We will review together the questions I asked earlier about the story *Boom Town* and the vocabulary words. Students can then add to the Graffiti Wall words they now know the meaning of. I will tell students that tomorrow they will read Boom Town to each other in groups, will be doing a writing activity, and a computer activity. (5 minutes)

**After Assessment:** Assessment of students will be done throughout the lesson. I will make observations to see who comprehends by answering questions, who paid attention when reading, and grading the vocabulary worksheet. I will also observe students looking up pictures of boom towns on the computer to see and see how they incorporate that into their design of their business front. I will take notes throughout the lesson on my teaching techniques as well as the students’ abilities. If there are students who are having difficulty, one on one instruction will be provided during free time and possible activities to be done for homework. (5 minutes)

***Lesson 3***

**Objective (s):** Students will read in groups the story *Boom Town* with minimal assistance. Students will be courteous, listen to others, ask questions, and explain their own ideas. Students will access the website [www.hbschool.com/mapskills/gold/html](http://www.hbschool.com/mapskills/gold/html) and do the accompanying activities. Students will write an imaginary narrative story using correct punctuation, spelling, and sentence structure. Students will determine the main idea, organize their thoughts, put events in order, and have proper closure when writing.

**Assessment:** Students will give one detail about the story *Boom Town* from yesterday and review of the words on the Graffiti wall. (5 minutes)

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Depending on the learning issues or disability, modifications can be made to accommodate learning, such as headphones, different colored paper for reading and homework, computers for individual use, and one on one or small group instruction with the teacher. Students can dictate what they would like to say to the teacher and the teacher can then write down this information for them.

**Opening:** I will ask students to each give me one detail about the story *Boom Town* from yesterday. They can then add any new words to the Graffiti Wall. I will explain that students will be writing an imaginary narrative, but first they will get to use the smartboard. (10 minutes)

**Instruction:** I will begin by explaining that we will be using the smartboard on the website [www.hbschool.com/mapskills/gold/index.html](http://www.hbschool.com/mapskills/gold/index.html) to look up information about the gold rush. After pulling up the website, I will demonstrate by moving my finger over the items and pictures. When doing this, information will pop up on the screen that we can discuss. After each student has a turn doing this activity, we will have a review over all the information we found out about the gold rush. I will then tell students that they will be writing an imaginary narrative about striking it rich while panning for gold. I will have students take out a piece of paper and write on it Striking it Rich. I will also write this on the board. Then I will ask students how they think they would feel if they struck it rich during the gold rush. I will have students write When, Where, Details (#’s 1-5), and How It Ended on their paper. I will then explain what they are to do with an example of my own, but not about striking it rich panning for gold because I want students to come up with their own answers. I will review writing sentences with them, when to begin a new paragraph, and to use correct punctuation. I will also remind them about using the dictionary to look up words for correct spelling. (25 minutes)

**Practice:** Students will now write an imaginary narrative about striking it rich while panning for gold. I will remind students that they need to use correct sentence structure, correct spelling, and correct punctuation. Students will also draw an illustration describing their narrative they wrote. After they have completed their narrative, I will explain to students that they will be broke up into groups of two or three and will each take turns reading a paragraph. I will demonstrate with two students before they begin. Students will get their textbooks and I will break them up in groups of two or three. I will put together strong readers and readers who have difficulty in the same group. This will enable the readers who have difficulties to learn from the strong readers. (43 minutes)

**Closing:** After students are finished reading, I will describe that tomorrow they will be reading *Boom Town* on their own and will do a fact and opinion worksheet. Students will also make marbles out of clay and paint them. (2 minutes)

**After Assessment:** Assessment of students will be done throughout their writing and participation in the smartboard activity. I will also observe students when reading in groups to determine if they are reading grade level text. I will take notes throughout the lesson on my teaching techniques as well as the students’ abilities. If there are students who are having difficulty, one on one instruction will be provided during free time and possible activities to be done for homework. (5 minutes)

***Lesson 4***

**Objective (s):** Students will read grade level text with expression and feeling. Students will use context clues for word recognition and read with fluency. Students will state what a fact and opinion is relating to the story. Students will know economic concepts and the relationships among people. Students will also provide details in the story, determine the main idea, and describe characters. Students will make crafts associated with the story *Boom Town*.

**Assessment:** I will assess student’s comprehension by doing a word web with students on the board. (5 minutes)

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Depending on the learning issues or disability, modifications can be made to accommodate learning, such as headphones, different colored paper for reading and homework, computers for individual use, and one on one or small group instruction with the teacher. Students can dictate what they would like to say to the teacher and the teacher can then write down this information for them. There will also be extra work available for high performing students that they may work on when finished with assigned work. This can be writing in a journal, reading books about boom towns, or more challenging worksheets.

**Opening:**  I will begin by telling students we will do a word web on the board. I will write in the center circle Boom Town and students will give me information they know in the circles surrounding Boom Town. (5 minutes)

**Instruction:** I will instruct students to get out their reading textbooks and we will be reading *Boom Town* together. Students will take turns reading so that I can see their reading ability and understanding of the text. I will ask students the following questions during and after reading: 1) What words does the author use to describe the west? 2) What can you tell me about the setting of the story? 3) How does Amanda begin selling her pies? 4) How do Amanda’s brothers help her with her pie business? Did they want to? 5) What does Peddler Pete tell Amanda? 6) Because of Amanda, how does the town change? After reading Boom Town, we will watch the YouTube video Boom Towns of the California Gold Rush at <https://www.youtube.com/watch?v=SB_7lnP9R24> . (35 minutes)

**Practice:** I will hand out to students a worksheet where they will list three facts and three opinions from the story *Boom Town*. I will do one of each with the students and review with them what a fact is and what an opinion is. When students are finished, they will model clay into marbles to sell at Boom Town Day and paint them. Students will also begin setting up their businesses for tomorrow’s Boom Town Day. (35 minutes)

Closing: I will give instructions to students about Boom Town Day tomorrow. I will explain that students from other grades will be coming during their special class time to visit each of their businesses. The banker will be handing out tickets for a quarter a ticket. Each business will take one ticket per person, except the bakery. There students can purchase a donut and lemonade for $1.00. I will also tell them that all money made tomorrow will be donated to two children in the community who have cancer. I will also tell students that they may dress up in clothes from that era if they wish. (5 minutes)

**After Assessment:**  Observation will done throughout the lesson. I will grade the student’s fact and opinion worksheet to see if they understand the concept of fact and opinion. I will also take notes on my teaching if I feel that students are having difficulty with the lesson. Notes will be taken on any students who may be having difficulty and will receive one on one help during free time. (5 minutes)

***Lesson 5***

**Objective (s):** Students will count money and give change to their customers. Students will listen, be helpful, and provide a service for Boom Town Day. Students will add and subtract correct change.

**Assessment:** I will check to see if students have prepared their business correctly for Boom Town Day. (5 minutes)

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Students who are in wheelchairs or have other disabilities where assistance will be needed will have a helper that can assist them when necessary.

**Opening:** Students will do their final preparations for Boom Town Day. This will include setting up their supplies, getting change ready, preparing the biscuits for frying (adult assistance will be provided for the student whose business is the bakery), making the lemonade, and any last minute decisions. (5 minutes)

**Instruction:**  I will tell students that they will need to explain to their customers about their business. I will give an example of each business for the students. For instance, the teacher will teach the abc’s on a chalkboard, the doctor will give a checkup, etc… (5 minutes)

**Practice:** Third grade students will now have the other students from the school come and patronize their businesses. The teacher will teach students and they will write on the small chalkboards, the roping instructor will show students how to rope, the doctor will give them a checkup, the banker will take their money and give them change, the miner will show them how to pan for gold, the baker will give them a donut and drink, and the laundry will explain how they used a wash board to scrub their clothes. When all the other grades have attended, students will begin cleaning up. They will put all their supplies away and arrange the classroom the way it was before setting up for Boom Town Day. (2.5 hours)

**Closing:** I will tell students that they will need to take their reading book home with them and read *Boom Town* for homework. Their reading test will be tomorrow. I will also explain that tomorrow students will count their money they each made, figure up the expenses they had (I will give them the receipts), and develop an excel chart with this information. (5 minutes)

**After Assessment:** Assessment will be done during the entire Boom Town Day when students are participating in their businesses. I will note if they are being courteous, helpful, and informative about their business. I will also assess if they keep their business clean and clean up when Boom Town Day is finished. (5-10 minutes)

***Lesson 6***

**Objective (s):** Students will take a multiple choice and fill in the blank test successfully. Students will add and subtract successfully. Students will develop an excel chart to create a profit and expense report.

**Assessment:** I will observe students to make sure they have properly gathered all materials from Boom Town Day and organized the classroom back in order.

**Meeting the needs of various learners/accommodations:** ESL learners can be paired up with another student that speaks their first language, but is also fluent in English. Words and materials that will be used in the lesson can be wrote out and illustrated in their first language to be placed beside the English word. Depending on the learning issues or disability, modifications can be made to accommodate learning, such as headphones, different colored paper for reading and homework, computers for individual use, and one on one or small group instruction with the teacher. Students can also have the test read to them orally and they may answer the questions orally. There will also be extra work available for high performing students that they may work on when finished with assigned work. This can be writing in a journal, reading books about boom towns, or more challenging worksheets.

**Opening:** I will ask students if they have any questions about the story or test that they will be taking. I will also explain that students will be going to the computer lab after the test to make an excel chart.

**Instruction:** To begin, I will have students clear off their desks and get a pencil. I will pass out the tests to the students and read the directions. I will remind them to answer the questions they know first and then go back and work on the ones that they are having trouble with.

**Practice:** Students will take the chapter test over *Boom Town*. It will include multiple choice questions and fill in the blank answers.

**Instruction:** When they are finished with the test, I will explain that they are to add up the money and add up their expenses. Then write this information down on their paper. I will demonstrate what they are to do on the board.

**Practice:** Students will now gather their money they made yesterday during Boom Town Day. They will add up their money and expenses. Students will take out a piece of paper and write down their expenses on one side and their profit on the other side.

**Instruction:** I will tell students that we will go to the computer lab now and type this information up in Excel. I will show students how to do this on the smartboard step by step with them.

**Practice:** Students will follow the directions listed below with me doing it with them on the smartboard:

Open Excel

Click Page Layout Tab

Click Orientation

Click Landscape

Type Title of business in cell D3

Highlight title and cells beginning in D3 – J

Go to Home Tab

Click Merge & Center

Type EXPENSES in cell A2

Begin typing expenses in cell A3

Type amounts in cell B3

Type TOTAL in cell A10

Select amounts beginning in cell B3 and drag to B10

Click Formula tab

Click AutoSum

Select items and amounts

Click Insert Tab

Click Pie Chart

Click 3D

Select chart to make it smaller and move up on the screen

Type INCOME cell A15

Type EXPENSES in cell A16

Type PROFIT in cell A18

Click in cell B18 (Make a formula)

Type =

Click cell B15

Type – in cell B18

Click cell B16

Then hit the enter button

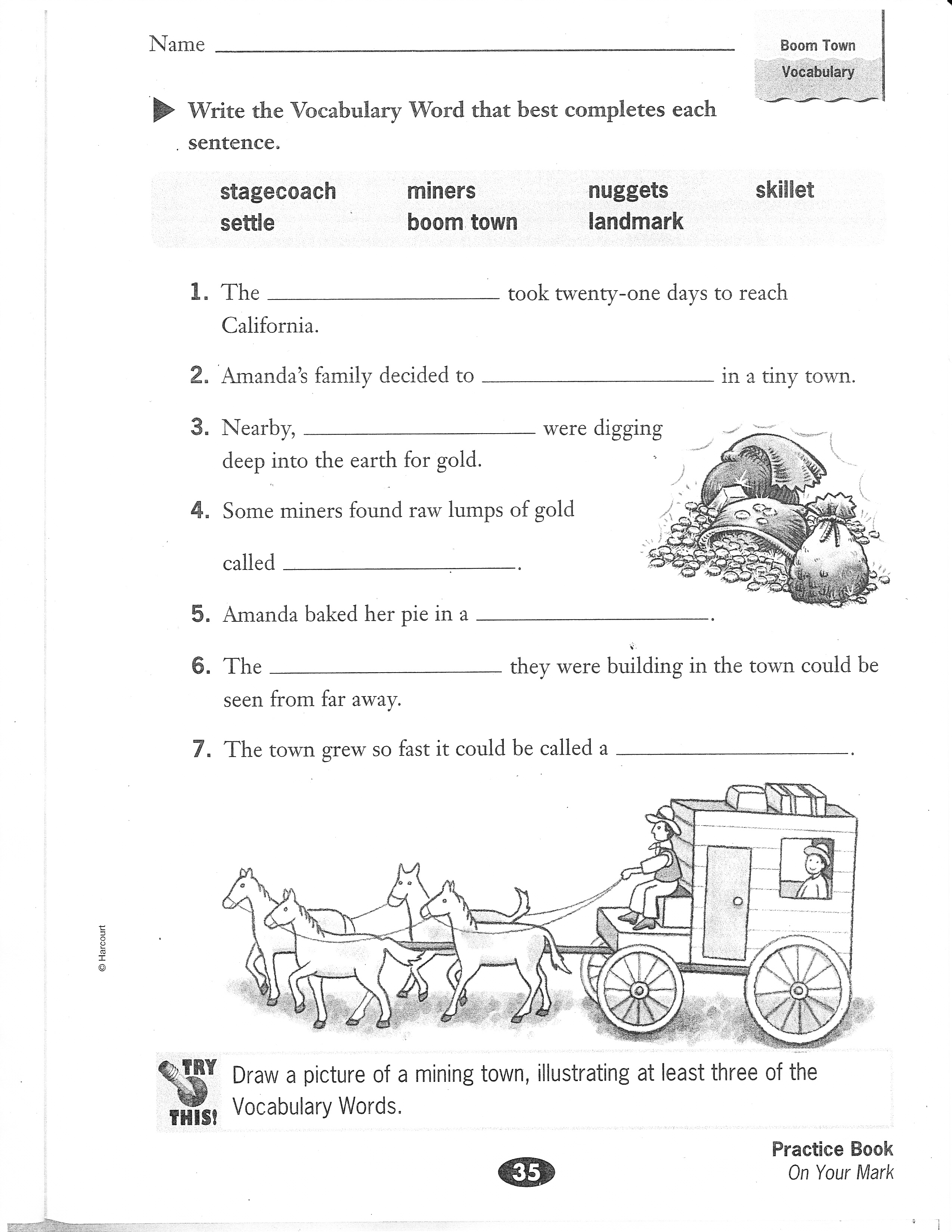
Click the File tab

Click Print

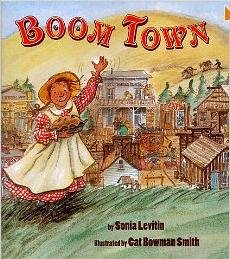
**Closing:** Students will tell the class what their expenses and profit were from Boom Town Day. They will also make a card for the children the fundraiser was for at home. I will then tell students that tomorrow we will be beginning a new story in our textbook that is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(what the next story is).

**After Assessment**: I will observe students and grade their excel chart for proper calculations and their chapter test over Boom Town. All notes will be reviewed and if any future changes need to be made, it will be noted in the unit.

Compiled and adapted with resources from: Understanding by Design, Kansas Association for Supervision and Curriculum Development, Charlotte Danielson’s Framework for Enhancing Professional Practice, Wichita Public Schools instructional frameworks, Gradual Release of Responsibility model, Bloom’s Taxonomy, Friend’s Co-Teaching strategies, INTEL Teach Program unit planning model.



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A **fact** is something or a statement that is true.

Example – *Amanda is a little girl*.

An **opinion** is your personal thoughts about something.

Example – *Amanda’s pie tasted good.*

Directions – Write down three facts about the story Boom Town and list three opinions about the story Boom Town.

|  |  |
| --- | --- |
| FACT | OPINION |
| 1. | 1. |
|  |  |
| 2. | 2. |
|  |  |
| 3. | 3. |
|  |  |