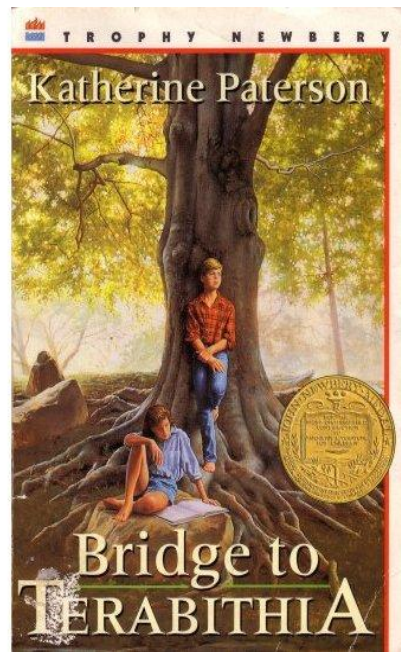
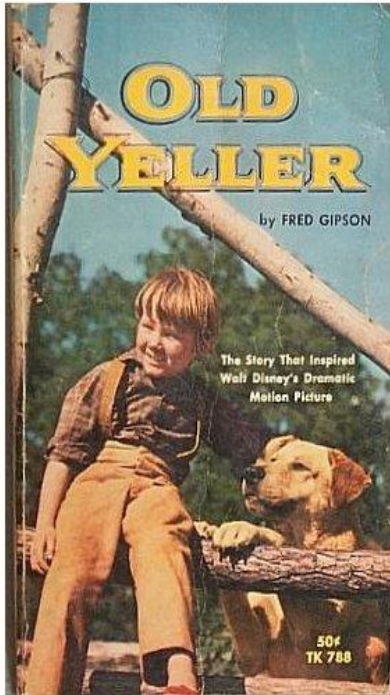


Character and Friendship Unit

Instructional Unit Resource Guide

Based on Principles of Universal Design and Differentiated Instruction



**Kelly Benson
Eric Davis
Laura Raper
Lucinda Weatherford
Allison Whisler**

**East Side Middle School
Anderson Community Schools**

Authors' Note

This unit is designed for 7th grade Language Arts classes. It will be taught during the 4th 6 weeks grading period. This unit will last for 6 weeks.

This unit is being designed due to 7th grade curriculum requiring all 7th grade students to participate to explore the study of characters and theme in reading. We have discovered through our co-taught classes that our students with special needs tend to struggle with the reading and comprehension aspect of this requirement. We hope that this unit will allow ALL students to find successes. We hope that they will gain an understanding of what the friendship means, what loss can mean to someone, how characters and theme effect a story, understanding of web searches. Universal design has opened our eyes to all the resources available to allow ALL students access to the literature and information needed.

Special technology requirements are:

- ❖ LCD projector*
- ❖ Computer lab or access to groups of computers*
- ❖ Books on tape, MP3 players, scanners (book will be scanned then made into a text to speech version and downloaded onto MP3)*
- ❖ Smart boards*

*East Side Middle School
2300 Lindberg Rd.
Anderson, IN 46012*

kbenson@acsc.net, edavis@acsc.net, lraper@acsc.net, lweatherford@acsc.net, awhisler@acsc.net

Standards

Students will meet the following standards in this unit:

7.1.3

Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. (Core Standard)

7.2.3

Analyze text that uses the cause-and-effect organizational pattern. (Core Standard)

7.2.7

Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text. (Core Standard)

7.3.1

Structural Features of Literature:

Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay. (Core Standard)

7.3.2

Analysis of Grade-Level-Appropriate Literary Text:

Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action. (Core Standard)

7.3.3

Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. (Core Standard)

7.3.4

Identify and analyze themes - such as bravery, loyalty, friendship, and loneliness;- which appear in many different works. (Core Standard)

7.3.8

Analyze the influence of the setting on the problem and its resolution. (Core Standard)

7.4.1

Organization and Focus:

Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing. (Core Standard)

7.4.8

Evaluation and Revision:

Review, evaluate, and revise writing for meaning and clarity. (Core Standard)

7.4.9

Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. (Core Standard)

7.5.2

Write responses to literature that:

- develop interpretations that show careful reading, understanding, and insight.
- organize interpretations around several clear ideas, premises, or images from the literary work.
- support statements with evidence from the text. (Core Standard)

7.5.5

Write summaries of reading materials that:

- include the main ideas and most significant details.
- use the student's own words, except for quotations.
- reflect underlying meaning, not just the superficial details. (Core Standard)

7.7.12

Deliver descriptive presentations that:

- establish a clear point of view on the subject of the presentation.
- establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an

uninvolved observer or by someone who is personally involved).

- contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

7.7.9

Deliver oral summaries of articles and books that:

- include the main ideas and the most significant details.
- state ideas in own words, except for when quoted directly from sources.
- demonstrate a complete understanding of sources, not just superficial details. (Core Standard)

For additional resources on the Indiana State Standards go to www.doe.state.in.us/

For additional resources on the National Standards go to

<http://www.ncte.org/about/over/standards/110846.htm>

Planning for Academic Diversity

Before you begin planning your unit, consider the following types of scaffolds that should be built into your unit to support diverse learners:

For **students that cannot read at grade level...**

Try text to speech <http://www.readplease.com/>

Try www.classicbookshelf.com

Try <http://wikipedia.com>

Try <http://voicethread.com>

If a student has **difficulty comprehending the material...**

Try study aids <http://www.sparknotes.com>

Try <http://layeredcurriculum.com>

If students have **difficulty mastering the vocabulary** of the unit...

Try a visual thesaurus <http://www.visuwords.com>

Try <http://dictionary.com>

If you have students who have **difficulty with handwriting**, (either speed or accuracy), then...

Consider dictation <http://www.idictate.com>

Consider allowing students to type or word process.

Consider allowing students to record oral response as mp3.

If you have **students who need additional challenge**, then...

Search Google or TrackStar for enrichment activities

Try <http://inspiration.com>

Try <http://kurzweil3000.com> (use for scanning documents)

Try providing internet access

If your unit **requires students to conduct research**, you might want to use...

Google Toolbar <http://toolbar.google.com/>

Internet Search Engine for Kids <http://www.ivyjoy.com/rayne/kidssearch.html>

Try <http://www.42explore.com> under topics Character and Ethics

Try <http://livescribe.com> – to allow for oral notetaking

If you have students who need language other than English, you might want to try:

Teachnology: <http://www.teach-nology.com/tutorials/teaching/esl/>

EverythingESL: http://www.everythingsl.net/in-services/elementary_sites_ells_71638.php

(scroll down, secondary resources are toward the bottom)

Teacher Library

Briefly describe instructional resources that will be useful to teachers when preparing this unit for diverse learners.

4 Teachers

<http://4teachers.org/>

42Explore: Thematic Pathfinders

<http://42explore.com/>



Blue Web'n

<http://www.kn.pacbell.com/wired/bluewebn/>

Google

<http://www.google.com>

Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/>

TrackStar

<http://trackstar.hprrtc.org>

Thinkfinity

<http://www.thinkfinity.org>

Thinkfinity
brought to you by the Verizon Foundation

FREE educational resources for everyone myThinkfinity

The Verizon Foundation Thinkfinity @ your library Literacy Network Contact Us Free Thinkfinity Training

Thinkfinity wants to know...
Tell us if you are using Thinkfinity Resources as a:
 Teacher
 Librarian/Media Specialist
 Parent
 Student
 Verizon Employee
Submit

New to Thinkfinity? **Go**

FEATURES 1 2 3 4 5 6 7

Happy Birthday, President Lincoln!
Celebrate the bicentennial of President Abraham Lincoln's birth with a virtual visit to his birthplace in Hodgenville, Kentucky. See the cabin he was born in 200 years ago and page through a family scrapbook of photos on this educational and fun journey.
[read more >>](#)

search for **lesson plans, interactives & more...**
Enter Keyword:
Subject: Grade:
Search All All
Resource Type:
Search All
Content Partners:
Search All
go
Browse: [Subject](#) | [Keyword](#)

educator student parent afterschool

Check out what you need

Consortium Partners:
ARTSEdge ReadWriteThink
EconEdLink Science NetLinks
EDSITEment Smithsonian's History

Science NetLinks

Content Accessibility

The UDL principle of multiple means of representation is an important design principle for creating accessible and engaging instruction. The following resources will be provided to ensure that diverse students have access to the instructional content presented in this unit.

Text-based content:

Bridge To Teribithia by Katherine Patterson

Old Yeller by Fred Gibson

-Printed text more accessible through use of Text-to-speech software

-Mp3 files of the texts – pod casts by chapter

Web page content:

Visit <http://www.actsofkindness.org/> to allow students from the class to create a service learning project that could help the community.

Use of Read-out- loud software to make websites more accessible.

Use of text-to-speech software to drag and drop web page text.

Audio supports for text:

Books on CD, teachers reading the books to students

Text to speech, mp3 and pod casts by chapter

Audio content:

DVD of Universal Themes in Literature closed-captioning, Assistive Listening Devices, computerized speech recognition software

Video-based content:

Movie of Bridge to Terabithia

Movie of Old Yeller

Simplified language:

<http://www.simplifiedenglish.net/>

Concept Map (Graphic Organizer):

Story map completed on Smart Board with students for Old Yeller and Bridge to Terabithia
Venn Diagrams to compare the two novels.

Vocabulary support:

Try a visual thesaurus <http://www.visuwords.com>

Try <http://dictionary.com>

Try <http://ethics.acusd.edu/Glossary.html>

Try <http://flash-card.org>

Learner Activities

The UDL principle of multiple means of engagement is an important design principle for creating meaningful learning activities. The following materials will be used to engage diverse learners in the subject matter of this unit.

- Try www.bookrags.com/
- Try www.sparknotes.com
- Try www.funtrivia.com/trivia-quiz/Literature.html
- Try Cool Spots 4 Kids
<http://www.4kids.org/coolspots/>
- Try Eduscapes
<http://eduscapes.com/>
- Try Yahoo!igans
<http://trackstar.hprtec.org/>
- Try Thinkfinity
<http://www.thinkfinity.org/>

Students will choose from several project options:

- create a Person Of Character Poster
- choose a portion of one of the novels and create a short play to perform
- create their own Terabithia either through writing or a drawing
- students will use <http://www.readwritethink.org> to write a letter to Leslie as Jess expressing his feelings over the loss of her friendship in Bridge to Terabithia

Students will go to <http://www.readwritethink.org> and create their own character trading cards based on the characters from Bridge to Terabithia.

- Try http://litplans.com/authors/Fred_Gipson.html
- Try http://www.mce.k12tn.net/dogs/yeller/old_yeller.html
- Try <http://www.webenglishteacher.com/paterson.html>
- Try http://www.recordedbooks.com/school_flyers/terabithia-lp-blog-2.pdf

Try <http://pbskids.org/itsmylife/friends/index.html> to allow students to work through the skills needed to make friends.

Assessment

The UDL principle of multiple means of expression is an important design principle for assessment. The following materials and resources will be useful for assessing student knowledge, skills, and application of their learning.

Some possible organizers for this page:

Do they know it? (Declarative knowledge)

Use www.funtrivia.com/trivia-quiz/Literature/.html

The students will choose to complete one of the following: diorama, power point presentation, poster, oral report (in person or pod cast), or book report.

Can they do it? (skills)

Based on their completion of the required project we will know if they are capable of identifying story parts.

Based on their completion of novel assessments (novel quizzes, written & oral response to visuals) we will know how well they comprehended each novel.

Application (near transfer/far transfer)

Students will be able to use the researching skills that they have gained through this unit on future projects. They will also have gained a concept of character and building friendships that will help them throughout their lives. This will be evidenced by building interpersonal relationships with diverse cultures.

Grading guidelines

Students will be grade with both formal and informal assessments. Rubrics will be used to grade the students' projects.

Rubric Tools

http://www.teach-nology.com/web_tools/rubrics/

<http://rubistar.4teachers.org>

Scoring Guide for Student Projects

<http://www.ncrtec.org/tl/sgsp/index.html>

Electronic Quiz Author Tools

Quia <http://www.quia.com>

Hot Potatoes <http://hotpot.uvic.ca/>