

Black Beauty Instructional Unit

**Creating Instructional Unit Resource Guides
Based on Principles of Universal Design and Differentiated Instruction**



Focusing on Reading and Comprehension Skills

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Authors' Note

Dear Reader,

*This unit was designed to help you with reading comprehension as you read. This unit was designed for middle school students. We want you to spend time on this unit and we hope that this will increase your ability to understand the story, expand your vocabulary, and the story structure of *Black Beauty*.*

There are many activities that will go along with this unit, and we hope that you will enjoy them.

Included in this unit are web addresses that can assist you with reading comprehension and vocabulary terms.



Standards

What standards will be met through this unit?

- 6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- 6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
- 6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
- 6.5.4 Write responses to literature that:
- develop an interpretation that shows careful reading, understanding, and insight.
 - organize the interpretation around several clear ideas.
 - develop and justify the interpretation through the use of examples and evidence from the text.

Help!

Resources for locating state standards:

Developing Educational Standards

<http://www.edStandards.org/Standards.html>

MCREL

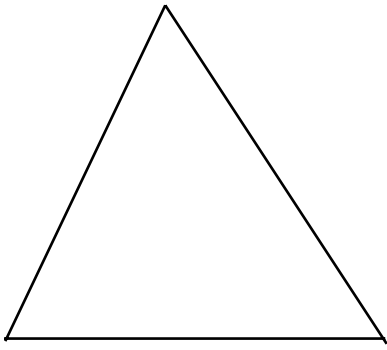
<http://www.mcrel.org/standards/>

Indiana Learning Standards

<http://www.doe.state.in.us/standards/>

ISTE – National Educational Technology Standards

<http://www.cnets.iste.org>



Planning Pyramid

What should students know?

Some students will know:

How to interpret information from text to make basic inferences.

Will formulate an opinion and give clear examples from the text to justify the opinion.

Most students will know:

How to summarize a chapter.

How to develop graphic organizers to organize information from text.

The relationships between characters.

All students will know:

Main characters in the story

Basic plot

20 key vocabulary words

Teacher Library

The following on-line resources will be helpful as you plan your Black Beauty unit.

For an e-reader of Black Beauty, chapter by chapter, with a variety of text sizes, text color overlays and backgrounds, go to :

www.classicbookshelf.com

For on-line graphic organizers designed to help students organize plot, characters and story line and also to develop ideas for writing, go to:

www.teachervision.com

For a diagram and basic information on breeds of horses, go to;

www.enchantedlearning.com/subjects/mammals/horse



Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Resources for locating instructional materials:

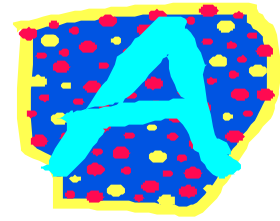
For a diagram and basic information on breeds of horses, go to;
www.enchantedlearning.com/subjects/mammals/horse

For support with the writing process, go to:
www.brainpop.com

To print out a variety of graphic organizers to organize your thoughts and your writing, go to:
www.teachervison.com



Assessment



What materials and resources will be useful for assessing student knowledge and skills?

*Have students create their own graphic organizers to show relationships between characters, plot, or cause and effect.

Go to www.graphicorganizers.com.

*Students can complete a group Web quest on Arabian Horses-their origin, characteristics of breed, training, and care.

Go to www.enchantedlearning.com.

*Have students orally respond to questions on key elements of the story.

*Students can create a diorama in a group to show progression of story line.

Go to www.abcteach.com/babysit

*Students can write a report using templates to support their writing.

o Go to www.donjohnston.com/catalog/writecover/writecoverfrm.htm

*Students may create a PowerPoint Presentation on the story.

*Students may create a Time Line of story elements.

Go to: www.eduplace.com Click on Graphic Organizers.

*Students can create an original composition (song, poem) about the story or a character.

Help!

Resources for locating assessment materials:

Scoring Guide for Student Projects

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

Rubrics, Rubric Maker

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

RubiStar

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

Electronic Quizzes

<http://www.funbrain.com>

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

<http://school.discovery.com/quizcenter/quizcenter.html>

Authoring Software

<http://www.inspiration.com>

(Kidspiration/Inspiration)

www.edhelper.com/teachers/graphicorganizer.htm

Modifications

Planning for Academic Diversity

LEARNING BARRIER	WEB LINK RESOURCES
Student cannot read at grade level	www.readplease.com www.sparknotes.com www.cast.org www.trace.wisc.edu/work/computer-access/mac/macshare.html
Student has difficulty comprehending the material	www.brainpop.com www.eduplace.com www.teach-nology.com
Student has difficulty mastering the vocabulary of the unit	www.wordcentral.com www.puzzlemaker.com
Student has difficulty with the writing process.	www.donjohnston.com/catalog www.inspiration.com www.eduplace.com
General Modifications	www.glc.k12.ga.us www.ldonline.org www.education.umn.edu/NCEO