Integrated Unit Template

Title: Jacqueline Woodson Author Study

Curriculum: Language Arts/Reading

Grade Level Span: 5th grade

Content Objectives: (Big understandings or questions addressed across books in relationship to author)

This author is authentic and tells her own stories through her personal narrative style. She sometimes does not follow conventions of writing and uses free verse poetry. Her use of symbolism supports the themes of her book, and the illustrations add depth and meaning to the text. Her stories depict characters with common character traits.

Reading/Language Arts Objectives: Big Understandings and Strategies addressed about Reading and Language Arts)

Students will understand the author’s style and use of literary devices and be able to exemplify this in their own writing.

Students will make text-to-self, text-to-world, text-to-text connections.

What is it that you want your students to learn about the language arts? Reading/Writing/ Listening/ Speaking and Viewing?

1. Student will have background knowledge of Jacqueline Woodson and her writing style and subject matter..
2. Students will identify the theme of The Other Side.
3. Students will identify the author’s use of symbols.
4. Students will make connections between character traits: text-to-text, text-to-self and text-to-world between characters of The Other Side, We Had a Picnic This Sunday Past, and Show Way.

What do you want your students to learn about the Author or Genre and or Content?

1. Students will evaluate contributions of different ethnic/cultural groups to the settlement and growth of the United States.

How will you assess prior knowledge of students such that you recognized their current understandings?
Given a short story, students’ prior knowledge of theme, symbolism and connections to character traits will be assessed.

<table>
<thead>
<tr>
<th>LEARNING/TEACHING ACTIVITIES</th>
<th>NCTE/IRA Standards</th>
<th>IRA Teacher Competencies</th>
<th>CONTENT FRAMEWORKS ADDRESSED WHERE APPLICABLE</th>
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<tr>
<td>Pre-Assessment</td>
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<tr>
<td>1. <strong>Objective:</strong> To determine students’ ability to identify themes, symbolism and connections with character traits.</td>
<td>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</td>
<td>3.2 Place students along a developmental continuum and identify students’ proficiencies and difficulties.</td>
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<td>Materials: Multiple copies of <em>Amazing Grace</em>, by Mary Hoffman</td>
<td>8. Students use a variety of technological and information resources (e.g., 2.2 Use a wide range of instructional practices, approaches, and</td>
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<td><strong>Lesson:</strong> Each student will individually read their own copy of <em>Amazing Grace</em> by Mary Hoffman. They will then complete a series of questions regarding the theme, symbols, and character trait connections. Student responses will determine whether or not student background knowledge is sufficient to begin the unit or the teacher needs to go back to re-teach concepts necessary for this unit.</td>
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<tr>
<td>2. <strong>Objective:</strong> Students will have background knowledge of Jacqueline Woodson and her writing</td>
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**Materials:** Computers with Internet access, focus questions, list of website resources, WebQuest rubric

**Lesson:** Students will participate in a WebQuest to learn about Jacqueline Woodson. They will be divided into 4 differentiated groups and each group will focus on one question. Each group will make a PowerPoint slide representing their findings which they will present to the class.

**WebQuest Questions:**

1. Ms. Woodson, make your biography come alive for me. (struggling readers)
2. What is realistic fiction and why do you write in that genre? (grade-level readers)
3. What are some of the topics you write about and why do you choose these topics? (higher-level readers)
4. Ms. Woodson, who are some of your favorite authors and how do they influence your writing? (grade-level readers)

5. **Objective:** Students will identify the theme of *The Other Side*.

**Materials:** *The Other Side*

**Lesson:** Before reading *The Other Side*, students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

6. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information and to create and communicate knowledge.

**Methods:** including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.
**Other Side**, tell the students that as they listen, they need to be thinking about what important message the author is trying to convey. (theme) Decide as a class what the theme of the book is, and make sure it is visibly written for all the students to see. Students will then do a quick write to make a connection between the theme and their world today. For example, students can share an experience in which they were left out because of differences and relate it to the girls in *The Other Side*.

They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.

<table>
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<tr>
<th>4. Objective: Students will identify the author’s use of symbols.</th>
<th>8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</th>
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<td><em>Materials:</em> computers, <em>The Other Side</em>, <a href="#">The Other Side Cyberlesson</a></td>
<td><em>Lesson:</em> Students will engage in activities directed by the Cyberlesson.</td>
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3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their 

2.1 Use instructional grouping options (individual, small-group, whole-class, computer based) as appropriate for accomplishing Social Studies Standard: Students will evaluate contributions of different ethnic/cultural groups to the settlement and growth of the
**Lesson:** Show Way will be introduced to the class as a read aloud, with integrated Think-Pair-Share time. Students will then pair up with their own copy of the book to re-read and discover symbols. Each group will be responsible for recording 4 symbols on sticky notes by simply identifying the symbol. (ex: quilt) Then they will post their sticky notes on the “symbols” side of the T-Chart. As a whole group discussion, the meaning of each symbol will be determined and recorded on the “meaning” side of the T-Chart. After the class discussion, students choose one symbol to write a paragraph about explaining the meaning.

**Objective:** Students will understand symbolism and identify their character traits through art.

**Materials:** construction paper, colored/textured paper, left over art supplies (yarn, sequins etc) glue, scissors, teacher created example

**Lesson:** To integrate art, students will create a symbolic representation of themselves by using a variety of art materials. Teacher will share his/her own symbolic interpretation as an example. This will be the practical application of

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<td>2.2 Use a wide range of instructional practices,</td>
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<td>given purposes.</td>
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what they learned about symbolism in the Cyberlesson. Students will share their art with the class and explain their use of symbols to facilitate discussion of symbolism and personal character traits.

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<tr>
<th>7. Objectives: Students will make connections between character traits: text-to-text, text-to-self and text-to-world between characters in <em>We Had a Picnic This Sunday Past</em>.</th>
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<tr>
<td><strong>Materials:</strong> <em>We Had a Picnic This Sunday Past, Character Trait Map</em> (use map #2)</td>
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<tr>
<td><strong>Lesson:</strong> Read aloud <em>We Had a Picnic This Sunday Past</em>. In small groups, student will complete the character map on Grandma. Each group will present their evidence and the class will try to identify the trait. This will serve as an informal assessment of students’ understanding about character traits.</td>
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| 2.1 Use a wide range of instructional grouping options |
| 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools. |

2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices for learners at differing stages of development and from differing cultural and linguistic backgrounds.
| Materials: Jacqueline Woodson Character Diagram, Character Diagram Rubric | Lesson: In a whole group discussion, summarize each book as a review. Students will be divided into heterogeneous groups and decide on a common character trait across the three books and fill out the character diagram. Pair groups together to share, then collect diagrams to be graded as an assessment. Additional lessons can be created to have the students make text-to-self or text-to-world connections with the characters in the book. | 9. Objective: Students will make text-to-self connections between character traits in *Locomotion*.  

**Materials:** *Locomotion, We Had a Picnic This Sunday Past*, computer  

**Lesson:** Split the class into 2 differentiated groups. Half the students will complete a Cyberlesson using *Locomotion* to practice making meaningful text-to-

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| Content Standard 4: Applying History  
Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. |
self connections between character traits. The other half of the class will complete the Cyberlesson on *We Had a Picnic This Sunday Past* focusing on character traits.

texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

<table>
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<tr>
<th>10. <strong>Objective:</strong> Students will understand the author’s style and use of literary devices and be able to exemplify this in their own writing through developing character traits and using symbols.</th>
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<tr>
<td><strong>Materials:</strong> computers, <a href="#">Creative Writing Rubric</a></td>
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<tr>
<td><strong>Lesson:</strong> Students will write</td>
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<td>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of</td>
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<tr>
<td>2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and</td>
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<tr>
<td><strong>Content Standard 1: Historical Thinking</strong></td>
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<tr>
<td>Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.</td>
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a fictional narrative with a theme, developed character traits, and symbolism. Students can use illustrations or clip art to help convey these elements.

purposes.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

linguistic backgrounds.

3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

TOOLS AND RESOURCES:

(List and briefly annotate websites, 5 annotated children’s texts, specific software and hardware, and other needs to support this unit)

The Other Side by Jacqueline Woodson, Illustrated by E. B. Lewis
Two girls, one white and one black, are divided by a fence between their houses. They gradually get to know each other despite this barrier and push the boundaries of segregation. This book can be used to teach theme and connections to the themes. In our unit, this book is used in a Cyberlesson to teach about symbolism.

Show Way, Jacqueline Woodson
Woodson uses a quilt to trace her family history and convey the African American experiences across the generations. In the unit, this book is used in lesson five to teach about symbolism and prepare students for the character trait art activity.

We Had a Picnic This Sunday Past, Jacqueline Woodson
Woodson creates a story about a family picnic during which many strong characters are developed. This book is used in lessons seven and eight to teach about character traits and making connections using character traits. In addition, it is used in a Cyberlesson that also teaches about character traits.

Locomotion, Jacqueline Woodson
Using poetry, the main character Lonnie deals with the major issues in his life. Lonnie is a great character mentor, which is inspiring to young writers. This book is used to teach about character traits and strategies for writing free verse poetry. A Cyberlesson has also
been created to guide students to make connections using character traits and to write free verse poetry.

Additional Books for Class Library:

Coming On Home Soon, Jacqueline Woods. (See attached Cyberlesson as a guide to using this book as a mentor text.)

Sweet, Sweet Memory, Jacqueline Woodson

Our Gracie Aunt, Jacqueline Woodson

Visiting Day, Jacqueline Woodson

Peace, Locomotion, Jacqueline Woodson

Websites/Resources:

www.jacquelinewoodson.com

This is Jacqueline Woodson’s official website and offers links to her books, interviews and other resources. This website will be beneficial for the students to use for the WebQuest.

http://us.penguin.com/static/pages/publishersoffice/screeningroom/0909/yacentral/j
woodson.html#vmix_media_id=6979386

Jacqueline Woodson discusses her life as a writer and the relationships between her characters. She also discusses the connections between her writing and her neighborhood, Brooklyn, New York.

http://www.teenreads.com/authors/au-woodson-jacqueline.asp

An interview with Jacqueline Woodson reveals some of her thoughts behind her writing and insight to her personal life.

http://www.readingrockets.org/books/interviews/woodson

This website has several video interviews with Jacqueline Woodson regarding her history and writing.
ASSESSMENT (How will you assess the students’ learning? List rubrics here, and attach them to your outline. Be as specific as possible.)

Rubrics are linked as necessary for each lesson. They were intentionally created without point values. We did this so teachers can assign point values to each segment of the rubric based on the grading systems used by their schools. As a post-assessment, the same pre-assessment activity using Amazing Grace will be given to the students again.

CREDITS (INCLUDING CONTACT INFORMATION) (Record the names, websites of those who contributed to the development of this learning activity)

Unit Template/Locomotion Cyberlesson created by Joan Rauscher, Ryan Roberts-Walstrom, and Prema Shanley

The Other Side Cyberlesson created by Katharine Kurze, Sarah Dlugolenski, Kimberly More and Cathrynn King

We Had a Picnic This Sunday Past Cyberlesson created by Katharine Kurze, Sarah Dlugolenski, Kimberly More and Cathrynn King

Rubrics created by Wandy Martoral-Solis and Yunjeong Lee

REFLECTION on Creation of Template: Joan Rauscher, Ryan Roberts-Walstrom, Prema Shanley

In developing this unit, we realized that when starting the task, it would be beneficial to determine the objectives and have an outline of the unit prior. When we first started, we weren’t clear about our objectives and we didn’t have a plan. In doing this again, we would create a rough outline and brainstorm ideas before trying to create activities. We would also brainstorm and collaborate earlier with the group creating the Cyberlesson to make sure that everything is cohesive. After reading our articles on using mentor texts, multiple signs and technology in the classroom, we made sure to include activities that integrated technology and multiple signs. We realized that this was not difficult to do and it gave our unit the ability to adhere to a variety of learning styles. This would enhance student learning by allowing more differentiation and meeting the multiple intelligences of all the students in the classroom. It will help to motivate students
and engage in the activities. The experience of collaborating and creating this unit together has generated interest in using character mentors, technology and multiple signs in future units we create for our own classrooms.

REFLECTION on Creation of Cyberlesson: Katharine Kurze, Sarah Dlugolenski, Kimberly More and Cathrynn King

When first asked to create a Cyberlesson on one of Jacqueline Woodson’s books, we found ourselves wondering exactly where to start. Three out of our four group members have only done one Cyberlesson prior to this assignment. What we really found ourselves needing was various exemplary Cyberlessons to view. When going through the Cyberlesson Scavenger Hunt, we found that there were some fantastic examples of a given piece of the Cyberlesson, but not necessarily the entire lesson.

Standard 5 focuses on professional development. Standard 5, Element 5.3 means that one works with colleagues to observe evaluate and provide feedback on each other’s practice. For this project, we received feedback from another group, took those comments into suggestion and made a few changes to our original Cyberlesson. Some of the comments we took into considerations, yet did not change due to the focus of the lesson. We also had the opportunity to provide feedback on another group’s unit. As a group we generated questions for them, made some suggestions and commented on areas that they did an exemplar job on. Having our Cyberlesson evaluated by peers played a significant role in understanding that peer feedback is important in the learning process.
There were some instances throughout the process that we now look back on as “ah ha” moments. One of the big components that gave us some difficulty was the links. We came across an issue with one link working on some computers but not others. We decided that because we could not get it to work on all computers, that it would be better just to change the link. We also kept getting hung up on finding links that were age appropriate, were easy to understand and had a readability level that our targeted students could understand. When uploading our Cyberlesson to the N drive, we ran across an issue with having all of the necessary files in the correct folder. Now we know the importance of having a separate folder for each Cyberlesson.

We now also understand that the lesson needs enough links and activities to make it cyber and not just an electronic PowerPoint presentation. At one point, we were halfway through and found ourselves asking if it indeed was cyber. After reflecting, we made some changes and as a result our finished product is indeed cyber. While creating the Cyberlesson, it is easy to get carried away with all of the fantastic ideas that come to mind. It is vital to keep your objective in mind at all times. While keeping this in mind, it is also very essential to consider different learning styles, multiple sign system and ability levels. We now know that all books do not lend themselves to be used in Cyberlessons.

The process of creating a Cyberlesson is not something you can do in one class session or in one day. In order to truly make an effective Cyberlesson, you need to have some background knowledge in computers and making a PowerPoint presentation. The process is lengthy and requires much revision. Feedback is a powerful tool that all educators should take into consideration before using it with your actual students. This leads us to the need for professional development. This sort of new learning tool should be embraced by districts, and therefore they should provide us with the means and the time to collaborate on this. Working collaboratively is necessary to create a fully
developed, effective and engaging Cyberlesson. If all group members have the same focus and end result in mind, the creation process will run much smoother. Every individual brings certain strength to the group. With that being said, we are glad that we had the opportunity to work together to create two different Cyberlessons that support an integrated unit. While it was quite the learning experience, overall we feel as if we can now accomplish this on our own.

**REFLECTION on Creation of Rubrics: Wandy Martoral-Solis and Yunjeong Lee**

First of all, our group divided work for designing a unit. Our job was to create a rubric. During the creation of rubric we realized that we need detailed information of the whole lesson and activities to support it. This was our first time to create the rubric by ourselves. It was little hard and confusing because at first we did not clearly know about the whole outline of the unit. However, after getting the idea of the big concept of the unit it was not so hard to create it. It was a good exercise to think how much detailed information we needed to prepare for one the unit. We really want to say “Thank you” to our group members who have worked so hard. One day we hope to create a whole unit by ourselves. It would be quite intensive work but helpful to develop our skills of designing or creating class works. In creating a rubric, researching in the internet opened up many ideas on how to create one for a project, lesson or a unit. In working with a partner it helped to be more creative, less confusing and open minded. It was a learning process.