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 Black Beauty.

This unit was designed for middle school students. We want you to spend 4 weeks on this unit and we hope that this will increase your ability to understand 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.teachervision.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. 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

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<th>WEB LINK RESOURCES</th>
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<tr>
<td>Student has difficulty comprehending the material</td>
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<td><a href="http://www.eduplace.com">www.eduplace.com</a></td>
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<td>Student has difficulty mastering the vocabulary of the unit</td>
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<td><a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a></td>
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<td>Student has difficulty with the writing process.</td>
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<td><a href="http://www.inspiration.com">www.inspiration.com</a></td>
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<td><a href="http://www.ldonline.org">www.ldonline.org</a></td>
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