

Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
 - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using [Teacher Talk Moves](#) and guiding questions to help students refine answers.
 - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or [organizational frames](#).
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, your child will have read information and literary texts about the Louisiana Purchase to understand the characteristics of American pioneers, the events leading up to the acquisition of the Louisiana Territory, and the results of those events.

The main text they will read in this unit is *The Louisiana Purchase: Would You Close the Deal?*, by Elaine Landau, which explores the decisions that shaped the Louisiana Purchase. Throughout the unit, your child will analyze the perspectives of Jefferson, Livingston, and Napoleon to better understand the events leading up to the Louisiana Purchase. At the end of the unit, your child will be asked to write an essay describing the events leading up to the Louisiana Purchase and the results of those events.

Text Access

In order to complete this unit at home, your child will need access to the following texts:

- Texts schools need to provide:
 - *The Louisiana Purchase: Would You Close the Deal?*, by Elaine Landau
 - *Lewis and Clark and Me: A Dog's Tale*, by Laurie Myers
 - Grade 3 ELA Guidebook Unit Reader
 - OPTIONAL Independent Reading: *The Story of Sacagawea*, by Virgil Franklin

Possible Supports

Support for Background Knowledge

Your child might need extra support with the content and texts before starting the unit. Instructional videos to support your child in building context about the Louisiana Purchase, the Port of Orleans, and a timeline of the Louisiana territory can be found here: <https://learnzillion.com/resources/124381-louisiana-purchase-let-s-set-the-context-videos/>.

Your child can watch these videos on any device. Your child will encounter stopping signs across the video when they should pause to complete part of a handout. Your child will need a printed handout for each video which can be found on the “Additional Materials” tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, your child will read these words in multiple texts and learn the meaning of them. Your child should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with your child.
 - explore, explorers, exploring, explored
 - empire, emperor
 - settled, settler, settling, settle, settlement
 - revolt, revolution
 - settlers, settlements, settling, settle
 - colony, colonist, colonial

Support for Reading

An audio recording of “The Happy Wanderer” is available at <https://music.apple.com/us/album/the-happy-wanderer-remastered-single/412039775>.

Students who are still learning English may need to use native language to English and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If your child struggles with organization, you should

- consider printing and using a self-monitoring checklist¹ to help them stay on task.
- consider creating or asking your child to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home.
- consider visual/pictorial directions³ to help them understand what they should be doing at certain times throughout the day.
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs.
- provide visual support like social stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If your child struggles to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-4](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with your child’s

¹ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

² <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

³ <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

⁴ <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

teacher for additional guidance.

- consider allowing your child to respond orally while you write down their responses, **if your child qualifies for an accommodation of transcribed answers.**
- If English is not their first language, consider having the student write in their native language, then translate their written responses into English on another day.

DRAFT

Week 1 Lesson 1

Understand

1. What does wandering mean as it is used in these stanzas, remember stanzas in poetry are like paragraphs in stories?

Wandering means something about being away from home for a long time.

2. Reread the first stanza. Write down or mark words or phrases that reveal how the speaker feels about wandering.

Students should identify that the speaker enjoys wandering. Evidence: "I love to wander," "I love to sing."

3. Reread the second stanza. Write down or mark words or phrases that reveal how the speaker feels about wandering.

Students should identify that the speaker enjoys wandering. Evidence: "dances in the sun," "joyously," and "happy song."

Express Understanding

What is the **speaker's** attitude toward, or feelings about, wandering? The **speaker** is the **narrator** of a poem.

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

The speaker's attitude toward wandering is positive. He likes to wander and finds joy in it because he says, 'I love to go a-wandering'.

Week 1 Lesson 2

Understand

1. How are these stanzas connected? Think about how the speaker feels about wandering and how the second stanza builds on the first.

The stanzas connect because the first stanza explains that the speaker enjoys wandering--it makes him happy--because he sings a happy song and he is joyous. The second stanza provides more information to support the first stanza--it elaborates on the first stanza

2. How do they build your understanding of the speaker?

In the second stanza, the speaker shows how and why he enjoys wandering because he waves his hat and listens to the blackbird call to him sweetly.

3. What does the speaker value, or think is important? Use evidence from the text to support your thinking.

The speaker values interacting with nature as well as the solitude and joy from wandering. The student should include evidence from the poem.

4. What is the central message, or the big main idea, of this poem?

Answers may vary but students should be able to articulate the positivity of “wandering” from the author’s perspective (e.g., A central message of “The Happy Wanderer” is that wandering is joyous.)

Express Understanding

How do the details develop a **central message** of the poem?

Answers may vary; accept any answer that can be supported with relevant evidence. For example:

Student responses should include a statement of the central message (e.g., “The central message of “The Happy Wanderer” is that wandering is joyous.) and then an explanation of how that central message is developed through the details of the poem. Details include: “I love to sing” (stanza 1), “I love to wander by the stream” and “So joyously it calls to me” (stanza 2), “I wave my hat to all I meet” (stanza 3), and “May I go a-wandering, until the day I die” (stanza 5). Students should explain that the details show how the speaker is happy wandering and enjoys it, which develops the central message that wandering is joyous.

Week 1 Lesson 3

Understand

1. How are **pioneer** and **settler** **synonyms**, **synonyms** are words that mean the same thing? How are their meanings different?

Pioneers and settlers are different in that pioneers are typically the first people in an area and they could just be exploring the land, not settling it. Settlers can also be pioneers, but sometimes they are only settling or staying on land that pioneers discovered. There can be many settlers but not as many pioneers.

2. What made the Americans in western United States **pioneers** and **settlers**?

The Americans in the eastern United States at the time were both pioneers and settlers because they were inhabiting land that was not previously settled by Americans.

3. Why was the Mississippi River important to the Americans? How do you know?

Students should explain that the Mississippi River was how the Americans who settled in the western part of the United States at the time transported their goods such as furs and meat from hunting to