

Grade 3 – Cajun Folktales

Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities



This past year, the Department created the Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for students with the most complex needs to participate in an inclusive and least restrictive environment.

The Companion Resources are available for the 2020-2021 academic year in DRAFT form. For teachers/ schools/ systems choosing to use these Companion Resources, the Department requires you to complete a survey so that we may track implementation and solicit your feedback along the way. Thus, if you have not already, please complete the survey found at the link below.

The Companion Resources are now available in DRAFT form for teachers, schools, and systems to pilot during the 2020-2021 academic year. Please complete the brief survey linked below so that the Department can track implementation and solicit feedback in order to improve the quality of the Companion Resources.

Happy piloting!

We are also including related links to support your introduction to and use of the Companion Resources:

[ELA Companion Resources Survey](#)

[Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020](#)

[Guidance for Accessing and Adapting Grade-Level Text](#)

Grade 3, Unit 2 - Cajun Folktales

Unit Overview		
Grade	3	Modified Unit Overview
Guidebook Text	Cajun Folktales	Original and adapted versions of <i>Cajun Folktales</i>
Unit Description	We will read literary and informational texts to learn how storytelling can be entertaining as well as educational and develop an understanding of Louisiana history and culture. We will express our understanding through an essay that analyzes rabbits are often portrayed as tricky characters in storytelling.	Students with significant cognitive disabilities will have access to both the original and adapted versions of literary and informational texts to learn how storytelling can be entertaining as well as educational and develop an understanding of Louisiana history and culture. We will express our understanding through an essay that analyzes rabbits are often portrayed as tricky characters in storytelling.
Essential Question	How can storytelling be entertaining as well as educational and develop an understanding of Louisiana history and culture?	How can storytelling be entertaining as well as educational and develop an understanding of Louisiana history and culture?
Culminating Task	<p>Is a rabbit a good animal to play the role of a trickster?</p> <p>Write an essay stating your opinion in answer to the question. Support your opinion with reasons. Use linking words like <i>because</i>, <i>since</i>, and <i>for example</i> to connect your opinions and reasons. Include an example from the stories and your research on rabbits. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p>	<p>Create a permanent product to demonstrate your opinion about whether a rabbit is a good animal to play the role of a trickster.</p> <p>Write an essay stating your opinion in answer to the question. Support your opinion with reasons. Use linking words like <i>because</i>, <i>since</i>, and <i>for example</i> to connect your opinions and reasons. Include an example from the stories and your research on rabbits. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.</p> <ul style="list-style-type: none"> ● LC.RL.3.1b Answer questions (literal and inferential) and refer to text to support your answer. ● LC.RL.3.10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.

- [LC.W.3.1c](#) Use linking words and phrases that connect the opinion and reasons.

Assessment Overview

Guidebook Assessment

Modified Assessment Overview

Culminating Writing Task

Students write a multi-paragraph essay in response to the question: Is a rabbit a good animal to play the role of a trickster?

- Culminating writing task directions
- Exemplar student response
- Grade 3 writing rubric

Create a permanent product to demonstrate their opinion about whether a rabbit is a good animal to play the role of a trickster.

Write an essay stating your opinion in answer to the question. Support your opinion with reasons. Use linking words like *because*, *since*, and *for example* to connect your opinions and reasons. Include an example from the stories and your research on rabbits. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

- [LC.RL.3.1b](#) Answer questions (literal and inferential) and refer to text to support your answer.
- [LC.RL.3.10](#) Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts.
- [LC.W.3.1c](#) Use linking words and phrases that connect the opinion and reasons.

Cold-Read Task

Students read “How Brother Rabbit Fooled the Whale and the Elephant.” Then students answer a combination of questions.

- Assessment
- Answer sheet
- Answer key
- Narrative writing rubric

This will be optional.

Extension Task	Students work in small groups to write their own trickster tale incorporating elements of Louisiana culture.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Narrative writing rubric 	<i>This will be optional.</i>
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Section Overview		
Section Number	Section 1	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of Cajun Folktales
Assessment	<p>Students write a response to the question: What is a folktale?</p> <p>Culminating task connections: Students demonstrate their understanding of the elements of make up a folktale. This prepares students to analyze how a tricky character and their actions impact the development of a story.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the elements of a folktale? ● How well does the student analyze how a tricky character can impact the series of events in a story? <p>Writing/ELA Skill Look Fors:</p>	<p>Students write a 3-5 sentence response to the question: What is a folktale?</p> <p>Culminating task connections: Students demonstrate their understanding of the elements of make up a folktale. This prepares students to analyze how a tricky character and their actions impact the development of a story.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the elements of a folktale? ● How well does the student identify how a character's actions can impact the series of events in a story? <p>Writing/ELA Skill Look Fors:</p>

	<ul style="list-style-type: none"> How well does the student integrate information gained from digital media and from text to form a claim? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> How well does the student integrate information gained from digital media and from text to form a claim? Can students provide evidence such as details and examples from the text in their response?
Section Length	3 Lessons	
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> none 	During the Section: <ul style="list-style-type: none"> none
	Additional Supports for SWSCDs: Essential Element Cards - <u>Grades 3 - 5 Literature</u> <ul style="list-style-type: none"> Louisiana Connectors Student Response Modes – <u>ELA</u> IEP Goals Assistive Technology <u>English Language Arts Guidebook Reading Support</u> Word lists (e.g., poem-specific words and high frequency words) 	
The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		

Lesson Overview		
Lesson Number	Lesson 1	Modified Lesson Overview
Description	In this lesson, students will create Louisiana Learning Logs, an interactive Louisiana Learning Log that students use to document their learning.	In this lesson, students will create Louisiana Learning Logs, an interactive Louisiana Learning Log that students use to document their learning. <ul style="list-style-type: none"> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) Use details to recount stories, including fables and

		folktales from diverse cultures. (LC.RL.3.2b)	
Let's Express Our Understanding	Continue labeling the sections of your Louisiana Learning Log. Decorate the cover of your Louisiana Learning Log.	Continue labeling the sections of your Louisiana Learning Log. Decorate the cover of your Louisiana Learning Log.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the purpose for each section of their Louisiana Learning Log? • Can students correctly label each section of their Louisiana Learning Log? 	<ul style="list-style-type: none"> • Can students explain the purpose for each section of their Louisiana Learning Log? • Can students correctly label each section of their Louisiana Learning Log? 	
Text(s)	none	none	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • A notebook • Crayons, markers, scissors and glue • Cajun Expression template handout • Lapin Character Traits template handout • Rabbit Character Comparison template handout 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Possible Supports During the Lesson: 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Adapting Lesson Plans • Student Response Modes • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) • Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ - Interactive whiteboard and/or chart ○ paper ○ - Read aloud texts ○ - Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.)

			<ul style="list-style-type: none"> ○ - Prepared objects, pictures, words, sentence strips, or recorded ○ communication supports to provide access to content and facilitate responding ○ -Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ - Simpler or shorter text of the same story with the same key events or details
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Lesson Overview		
Lesson Number	Lesson 2	Modified Lesson Overview
Description	In this lesson, students begin to develop understanding of the Cajun culture in order to make better connections to the Cajun elements in the anchor text.	In this lesson, students begin to develop understanding of the Cajun culture in order to make better connections to the Cajun elements in the anchor text. <ul style="list-style-type: none"> ● Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.1b)
Let's Express Our Understanding	<ul style="list-style-type: none"> ● Think about the video you just watched. What do you think of when you think of Louisiana? Record your answer in the "My Thoughts" section of your Louisiana Learning Log. 	<ul style="list-style-type: none"> ● Think about the video you just watched. What do you think of when you think of Louisiana? Use pictures or words to record your answer in the "My Thoughts" section of your Louisiana Learning Log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the history of the Acadians and their settlement in Louisiana? ● Can students provide evidence such as details and examples from the video in their response? 	<ul style="list-style-type: none"> ● Can students identify characteristics of the Acadians and their settlements? ● Can students provide evidence such as details and examples from the video in their response?

Text(s)	“The Cajun Experience” (video)		“The Cajun Experience” (video/adapted version as needed)
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● “The Cajun Experience” (video/adapted version as needed) ● Adapting Lesson Plans ● Student Response Modes ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.RI.3.1b) ● Vocabulary words and student-friendly definitions ● ESsential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports

			<ul style="list-style-type: none"> ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 3	Modified Lesson Overview
Description	In this lesson, students are introduced to the folktale characters, Compere Lapin and Brer Rabbit, through a read aloud of the texts' author notes and introduction. Students also identify the elements of a folktale, including a trickster tale.	<p>In this lesson, students are introduced to the folktale characters, Compere Lapin and Brer Rabbit (and as needed, an adapted version), through a read aloud of the texts' author notes and introduction. Students also identify the elements of a folktale, including a trickster tale.</p> <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)
Let's Express Our Understanding	<p>Write in your own words what makes a story a folktale.</p> <ul style="list-style-type: none"> ● Record your answer in the "My Thoughts" section of your Louisiana Learning Log. 	<p>Use words or pictures to describe what makes a story a folktale.</p> <ul style="list-style-type: none"> ● Record your answer in the "My Thoughts" section of your Louisiana Learning Log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the elements of a folktale? 	<ul style="list-style-type: none"> ● Can students identify the elements of a folktale?

	<ul style="list-style-type: none"> Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Classic Tales of Brer Rabbit</i> as retold by Joel Chandler Harris <i>Lapin Plays Possum</i> by Sharon Arms Doucet	<i>The Classic Tales of Brer Rabbit</i> as retold by Joel Chandler Harris <i>Lapin Plays Possum</i> by Sharon Arms Doucet	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Louisiana Learning Log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>The Classic Tales of Brer Rabbit</i> as retold by Joel Chandler Harris <i>Lapin Plays Possum</i> by Sharon Arms Doucet Adapting Lesson Plans Student Response Modes Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Louisiana Connectors Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) Vocabulary words and student-friendly definitions ESsential Elements Cards—Grades 3-5 Literature : <ul style="list-style-type: none"> Highlighters Read aloud texts Sorting cards Interactive white board Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) Graphic organizers Highlighted text Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 2	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of Cajun Folktales
Assessment	<p>Students write a response to the prompt: In the “Lapin Literacy” section of your Louisiana Learning Log, fill in the Lapin character traits chart. In the “My Thoughts” section of your Louisiana Learning Log, choose one of Lapin’s character traits. Explain how a Louisiana geographical or cultural element contributes to his actions.</p> <p>Culminating task connections:</p>	<p>In the “Lapin Literacy” section of your Louisiana Learning Log, fill in the Lapin character traits chart. In the “My Thoughts” section of your Louisiana Learning Log, choose one of Lapin’s character traits.</p> <p>List how Louisiana geographical or cultural element contributes to his actions.</p> <p>Culminating task connections:</p>

	<p>Students demonstrate their understanding of the motivations of the rabbit character Lapin. This prepares students to analyze why rabbits are portrayed as tricky characters.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student understand that Lapin is clever, lazy, and tricky? • How well does the student analyze how Lapin tricky actions move the story forward? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student form a claim and write an opinion response about a character? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	<p>Students demonstrate their understanding of the motivations and character traits of the rabbit character Lapin. This prepares students to analyze why rabbits are portrayed as tricky characters.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student explain that Lapin is clever, lazy, and tricky? • How well does the student analyze how Lapin tricky actions move the story forward? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well can the student explain how character traits can help contribute to the events in a story? • How well does the student form a claim and write an opinion response about a character? 		
Section Length	6 lessons	4 lessons		
Additional Supports for Diverse Learners	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from <i>Tops and Bottoms</i> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos <ul style="list-style-type: none"> ■ "Cajun Culture and </td> <td style="width: 50%; vertical-align: top;"> <p>During the Section:</p> <ul style="list-style-type: none"> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos for Lesson <ul style="list-style-type: none"> ■ "Com mon Creole French Words" • Support for Language <ul style="list-style-type: none"> ○ Protocol for </td> </tr> </table>	<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from <i>Tops and Bottoms</i> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos <ul style="list-style-type: none"> ■ "Cajun Culture and 	<p>During the Section:</p> <ul style="list-style-type: none"> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos for Lesson <ul style="list-style-type: none"> ■ "Com mon Creole French Words" • Support for Language <ul style="list-style-type: none"> ○ Protocol for 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Lapin Plays Possum</i> by Sharon Arms Doucet • Student Response Modes – ELA • IEP Goals • Assistive Technology • Sentence stems/text evidence sentence starters • English Language Arts Guidebook Reading Support • Word lists (e.g., passage-specific words and high frequency words) • Louisiana Connectors • Essential Elements Cards—Grades 3-5 Literature
<p>Before the Section:</p> <ul style="list-style-type: none"> • Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from <i>Tops and Bottoms</i> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos <ul style="list-style-type: none"> ■ "Cajun Culture and 	<p>During the Section:</p> <ul style="list-style-type: none"> • Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let's Set the Context videos for Lesson <ul style="list-style-type: none"> ■ "Com mon Creole French Words" • Support for Language <ul style="list-style-type: none"> ○ Protocol for 			

- [Louisiana](#)
["Elements of Folktales"](#)

Explicitly Teaching Vocabulary

- Vocabulary Task for "overambitious"
- Mentor Sentence Protocol
 - "When the smarts were handed out, Lapin got an extra helping."
- Support for Meaning
 - Additional text-dependent questions for Lessons 4, 5, and 7

The [Supports Flow Chart](#) includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

Lesson Overview

Lesson Number	Lesson 4		Modified Lesson Overview
Description	<p>In this lesson, students are introduced to the anchor text by listening to the read aloud of “Bouki Over a Barrel.” Students also use the text glossary to make meaning of unfamiliar words in the text, and identify the Louisiana geography and cultural elements in the story.</p>		<p>In this lesson, students are introduced to the anchor text by listening to the read aloud of “Bouki Over a Barrel.” Students also identify the Louisiana geography and cultural elements in the story.</p> <ul style="list-style-type: none"> Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)
Let’s Express Our Understanding	<p>Describe the tricks Lapin plays on Bouki. Be sure to include the Louisiana elements which make each trick possible. Record your answer in the “My Thoughts” section. What does the saying “slower than a slug on Sunday” tell you about Lapin? Record the expression and its meaning in the “Cajun Expressions” section.</p>		<p>Use pictures or words to describe the tricks Lapin plays on Bouki. Identify the Louisiana elements that are in each chapter. Record your answer in the “My Thoughts” section. What does the saying “slower than a slug on Sunday” tell you about Lapin? Record the expression and its meaning in the “Cajun Expressions” section.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain how Lapin tricks Bouki out of his cotton and rum cake? Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> Can students explain how Lapin tricks Bouki out of his cotton and rum cake? Can students provide evidence such as details and examples from the text in their response?
Text(s)	<p>“Bouki Over a Barrel” from <i>Lapin Plays Possum</i> by Sharon Arms Doucet</p>		<p>“Bouki Over a Barrel” from <i>Lapin Plays Possum</i> by Sharon Arms Doucet</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Louisiana Learning Log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of “Bouki Over a Barrel”</i> from <i>Lapin Plays Possum</i> by Sharon Arms Doucet Adapting Lesson Plans Diverse Learners Guide <ul style="list-style-type: none"> Section 2 Grade 3 Cajun Folktales

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| | | | <ul style="list-style-type: none">● Images, phrases, sentences representing key concepts covered in the lesson● Vocabulary words and student-friendly definitions essential for student understanding of key concepts● Louisiana Connectors● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding |
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Lesson Number	Lesson 5		Modified Lesson Overview
Description	In this lesson, students identify the sequence of events in the story “Bouki Over a Barrel” by using signal words to describe the relationship between the events and the order of events.		In this lesson, students identify the sequence of events in the story “Bouki Over a Barrel”. <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a)
Let’s Express Our Understanding	In your Louisiana Learning Log, write a 1-2 sentence response explaining why signal words are important when an author wants to show sequence.		Use pictures or words to identify the sequence of events in the story.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how signal words can help the reader understand the order in which the events happen? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students use signal words to order the events? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	“Bouki Over a Barrel” from <i>Lapin Plays Possum</i> by Sharon Arms Doucet		“Bouki Over a Barrel” from <i>Lapin Plays Possum</i> by Sharon Arms Doucet
Materials	Lesson Materials: <ul style="list-style-type: none"> ● “Bouki Over a Barrel” event cards ● Louisiana Learning Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Bouki Over a Barrel” from Lapin Plays Possum</i> by Sharon Arms Doucet ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters

			<ul style="list-style-type: none"> ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 6	Modified Lesson Overview
Description	In this lesson, students continue examining the story “Bouki Over a Barrel” by looking at how vivid details help the reader understand what is happening in the story. Students also learn to distinguish between literal and nonliteral meaning of words and phrases.	<ul style="list-style-type: none"> ● Task is Optional

Let's Express Our Understanding	<p><i>"But the late afternoon sun blazed down on Lapin's overstuffed belly, and all that butter inside of it began to melt. He woke up in an oily puddle as big as the Gulf of Mexico."</i></p> <p>Answer the questions in the "Cajun Expressions" section of your Louisiana Learning Log.</p> <ul style="list-style-type: none"> • What words or phrases in the quotation help you understand the character and the setting? • In your own words, explain what this quotation means. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain that the quote means Lapin ate too much King Cake and butter and the butter that was on his face and hands started to melt in the sun? • Can students explain that the words help develop an image of the character and setting: <i>late afternoon sun blazed down; overstuffed belly; oily puddle big as the Gulf of Mexico.</i> 	
Text(s)	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Louisiana Learning Log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool

Lesson Overview

Lesson Number	Modified Lesson Overview	
Lesson 7		
Description	In this lesson, students determine the central lesson of "Bouki Over a Barrel" and explain how key details convey the lesson. Students also complete the story elements chart handout, identifying the character, setting, main events, conflict and central lesson.	In this lesson, students determine the central lesson of "Bouki Over a Barrel". As a class the students will also complete the story elements chart handout, identifying the character, setting, main events, conflict and central lesson.

		<ul style="list-style-type: none"> Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a) 	
Let's Express Our Understanding	<p>With a partner: Complete columns three, four and five on the story elements comparison chart. Add to the "Tricky Vocabulary" and "Cajun Expressions" sections in your Louisiana Learning Logs.</p>	<p>With a partner/class: Complete columns three, four and five on the story elements comparison chart. Add to the "Tricky Vocabulary" and "Cajun Expressions" sections in your Louisiana Learning Logs.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the lesson is trust your instincts? Bouki knew better than to trust Lapin, and he learned his lesson. Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students identify the central message of the story? Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Story Elements Comparison Chart handout Louisiana Learning Log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of "Bouki Over a Barrel" from Lapin Plays Possum</i> by Sharon Arms Doucet Adapting Lesson Plans Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions essential for student understanding of key concepts Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (LC.SL.3.2a) <ul style="list-style-type: none"> Highlighters

			<ul style="list-style-type: none"> ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 8	Modified Lesson Overview
Description	In this lesson, students begin to understand the character traits of the trickster rabbit, Lapin, by recording his character traits and evidence to support those character traits on the class Lapin character traits chart handout.	In this lesson, students continue to identify the character traits of the trickster rabbit, Lapin, by recording his character traits on the class Lapin character traits chart handout. <ul style="list-style-type: none"> ● Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b)

Let's Express Our Understanding	<p>In the "Lapin Literacy" section of your Louisiana Learning Log, fill in the Lapin character traits chart.</p> <p>In the "My Thoughts" section of your Louisiana Learning Log, choose one of Lapin's character traits.</p> <p>Explain how a Louisiana geographical or cultural element contributes to his actions.</p>		<p>With a partner/class:</p> <p>In the "Lapin Literacy" section of your Louisiana Learning Log, fill in the Lapin character traits chart.</p> <p>In the "My Thoughts" section of your Louisiana Learning Log, choose one of Lapin's character traits.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain the Lapin is sneak, lazy, and tricky? • Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> • Can students explain the Lapin is sneak, lazy, and tricky? • Can students provide evidence such as details and examples from the text in their response?
Text(s)	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet		"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Louisiana Learning Log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of "Bouki Over a Barrel" from Lapin Plays Possum</i> by Sharon Arms Doucet • Adapting Lesson Plans • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers

			<ul style="list-style-type: none"> ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 9	Modified Lesson Overview
Description	In this lesson, students research the natural resource, cotton, and begin to understand its importance to Louisiana.	In this lesson, students research the natural resource, cotton, and begin to understand its importance to Louisiana. <ul style="list-style-type: none"> ● Identify information learned from illustrations and information learned from the words in an informational text. (LC.RI.3.7b) ● Read or be read to and recount self-selected informational texts or adapted texts (LC.RI.3.10)
Let's Express Our Understanding	How do I write an informative paragraph? How can I conclude my paragraph?	Students will complete a paragraph frame to write 3-5 sentences that include a concluding sentence.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the importance of cotton in Louisiana? ● Can students provide evidence such as details and examples from their research in their response? 		<ul style="list-style-type: none"> ● Can students explain the importance of cotton in Louisiana? ● Can students provide evidence such as details and examples from their research in their response?
Text(s)	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet		"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● A computer ● Guided notes sheet handout ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of "Bouki Over a Barrel" from Lapin Plays Possum</i> by Sharon Arms Doucet ● Adapting Lesson Plans ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Identify information learned from illustrations and information learned from the words in an informational text. (LC.RI.3.7b) ● Read or be read to and recount self-selected informational texts or adapted texts (LC.RI.3.10) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 10	Modified Lesson Overview
Description	In this lesson, students continue to research the natural resource, cotton, and begin to understand its importance to Louisiana.	Task is Optional
Let's Express Our Understanding	Write your informative paragraph about cotton on the cotton writing paper. Be sure to take into consideration your partner's feedback.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write an informative paragraph explaining the importance of cotton to Louisiana's economy? ● Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	"Bouki Over a Barrel" from <i>Lapin Plays Possum</i> by Sharon Arms Doucet	

Materials	Lesson Materials: <ul style="list-style-type: none"> ● Guided Notes sheet ● Completed Paragraph Frame ● Cotton Writing paper ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	
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Section Overview		
Section Number	Section 3	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of Cajun Folktales
Assessment	<p>Students complete the task: With a partner, complete the story elements comparison chart handout for the story “Lapin Plays Possum.”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Lapin Plays Possum</i> to determine the central message. This prepares students to analyze how a tricky rabbit character impacts the development of a trickster tale.</p> <p>Students also demonstrate their ability to identify story elements. This prepares students to write an opinion essay using details from the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Lapin and Bouki? ● How well does the student analyze how Lapin's relationship with Bouki reveals the central message? <p>Writing/ELA Skill Look Fors:</p>	<p>Students complete the task: With a partner, complete the story elements comparison chart handout for the story “Lapin Plays Possum.”</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Lapin Plays Possum</i> to determine the central message. This prepares students to analyze how a tricky rabbit character impacts the development of a trickster tale.</p> <p>Students also demonstrate their ability to identify story elements. This prepares students to write an opinion essay using details from the text.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Lapin and Bouki? ● How well does the student analyze how Lapin's relationship with Bouki reveals the central message? <p>Writing/ELA Skill Look Fors:</p>

	<ul style="list-style-type: none"> ● How well does the student identify story elements commonly found in folktales? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 	<ul style="list-style-type: none"> ● How well does the student identify story elements commonly found in folktales? ● How well does the student analyze relationships among the details of a text and how they develop ideas?
Section Length	5 lessons	5 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from Tops and Bottoms <p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ “Lapin, a cunning rabbit, doesn’t like to work.” ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text-dependent questions for Lessons 11, 12, 13, and 14 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Student Response Modes – ELA ● IEP Goals ● Assistive Technology ● Sentence stems/text evidence sentence starters ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Diverse Learner’s Guide <ul style="list-style-type: none"> ● Section 3 of Grade 3 Cajun Folktales ● Essential Elements Cards—Grades 3-5 Literature <p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 11: Using context clues to determine meaning and “Lapin Plays Possum”		
Description	In this lesson, students are introduced to the anchor text by listening to the read aloud of <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> . Students will also identify the Louisiana geography and cultural elements in the story and determine the meaning of the phrase “plays possum” by using context clues.	Modified Lesson Overview In this lesson, students are introduced to the anchor text by listening to the read aloud of <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> . <ul style="list-style-type: none"> Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. (LC.RL.3.10) 	
Let’s Express Our Understanding	How did the author, Sharon Arms Doucet, incorporate Louisiana elements into the story? <ul style="list-style-type: none"> Record your answer in the “My Thoughts” section. 	The students will list the various Louisiana Elements from the story.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that the author used natural resources found in Louisiana like sweet potatoes, rice, and corn for the crops Lapin planted? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students identify how the author used natural resources found in Louisiana like sweet potatoes, rice, and corn for the crops Lapin planted? Can students provide evidence such as details and examples from the text during a group discussion? 	
Text(s)	“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> Louisiana Learning Log Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> shared writing Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of “Lapin Plays Possum” from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide

○ **Section 3 of Grade 3 Cajun Folktales**

- Images, phrases, sentences representing key concepts covered in the lesson
- [Louisiana Connectors](#)
- Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. ([LC.RL.3.10](#))
 - Highlighters
 - Read aloud texts
 - Sorting cards
 - Interactive white board
 - Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
 - Graphic organizers
 - Highlighted text
 - Preview of the text, illustrations, and details, frontloading
 - Pictures, objects, or tactile representations to illustrate the key details
 - Sentence strips that reflect text from the story that supports the key details
 - Videos or story boards/cards of the story for visual supports
 - Picture icons on graphic organizers to support non-readers and visual learners
 - Peer support, collaborative grouping
 - Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 12: How character actions contribute to the sequence of events	
Description	In this lesson, students begin to understand how a character’s actions contribute to the sequence of events in the story by looking at how Lapin actions caused something to happen in the story.	Modified Lesson Overview In this lesson, students begin to understand how a character’s actions contribute to the sequence of events in the story. <ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a)
Let’s Express Our Understanding	With your group, complete the sequence of events chart handout by identifying what Lapin did to make each event happen.	As a class, complete the sequence of events chart handout by identifying what Lapin did to make each event happen.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify Lapin’s actions and how they lead to events in the story? ● Can students provide evidence such as details and examples from the text on their handout? 	<ul style="list-style-type: none"> ● Can students identify Lapin’s actions and how they lead to events in the story? ● Can students provide evidence such as details and examples from the text on their handout?
Text(s)	“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Chart paper ● Sequence of Events Chart handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool
		Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of “Lapin Plays Possum” from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors

			<ul style="list-style-type: none"> ● Explain how characters' actions contribute to the sequence of events/plot. (LC.RL.3.3a) <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 13: Tricky vocabulary, cajun expressions, and recounting	Modified Lesson Overview
Description	In this lesson, students begin to identify any tricky vocabulary and cajun expressions from the story “Lapin Plays Possum.” Students also recount the story, using the Somebody-Wanted-But-So-Then	In this lesson, the students will recount the story “Lapin Plays Possum” using the Somebody-Wanted-But-So-Then chart handout.

	chart handout.	<ul style="list-style-type: none"> Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) 	
Let's Express Our Understanding	Using your completed SWBST chart handout, recount the story "Lapin Plays Possum" to your partner.	Using your completed SWBST chart handout, recount the story "Lapin Plays Possum".	
Lesson Look-Fors	<ul style="list-style-type: none"> Can you recount the story "Lapin Plays Possum" with a partner? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can you recount the story "Lapin Plays Possum" with a partner? Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	"Lapin Plays Possum" from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>	"Lapin Plays Possum" from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Somebody-Wanted-But-So chart handout Louisiana Learning Log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version(s) of the text: <i>Audio and visual recording of "Lapin Plays Possum" from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> Adapting Lesson Plans Student Response Modes based off of specific exceptionalities Diverse Learners Guide <ul style="list-style-type: none"> Section 3 of Grade 3 Cajun Folktales Images, phrases, sentences representing key concepts covered in the lesson Louisiana Connectors Use details to recount stories, including fables and folktales from diverse cultures. (LC.RL.3.2b) <ul style="list-style-type: none"> Highlighters Read aloud texts Sorting cards Interactive white board

			<ul style="list-style-type: none"> ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 14: Clues that reveal characters' actions, thoughts, and feelings	Modified Lesson Overview
Description	In this lesson, students identify clues in the story that reveal the character's actions, thoughts and feelings then add to the Lapin character traits chart handout.	<p>In this lesson, students identify clues in the story that reveal the character's actions, thoughts and feelings then add to the Lapin character traits chart handout.</p> <ul style="list-style-type: none"> ● Describe a character's traits in a story using details from the text and illustrations. (LC.RL.3.3b) ● Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. (LC.RL.3.3c)

Let's Express Our Understanding	Use your Author's Clues About Lapin and the "Lapin Literacy" section of your Louisiana Learning Log to create a character poster. Your poster should include at least 3 traits, and three actions.		Use words or pictures to describe Lapin's character traits. Use your Author's Clues About Lapin and the "Lapin Literacy" section of your Louisiana Learning Log to create a character poster. Your poster should include at least 2 traits, and 2 actions.
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain that Lapin is lazy, determined and smart on the Lapin character traits chart? • Can students provide evidence such as details and examples from the text on their poster? 		<ul style="list-style-type: none"> • Can students identify two of Lapin's character traits and record them on Lapin character traits chart? • Can students provide evidence such as details and examples from the text on their poster?
Text(s)	<i>"Lapin Plays Possum" from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>		<i>"Lapin Plays Possum" from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Construction paper • Markers • Author's Clues About Lapin handout • Lapin character traits chart handout • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of "Lapin Plays Possum" from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Cajun Folktales • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions essential for student understanding of key concepts • Louisiana Connectors • Describe a character's traits in a story using details from the text and illustrations. (LC.RL.3.3b) • Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. (LC.RL.3.3c) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts

			<ul style="list-style-type: none"> ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 15: Central lesson and story elements	Modified Lesson Overview
Description	In this lesson, students discuss the central lesson of the story “Lapin Plays Possum” then identify key details that convey the lesson. Students also complete the story elements graphic organizer handout to further understand the characteristics of a folktale.	<p>In this lesson, students discuss the central lesson of the story “Lapin Plays Possum”. Students will also complete the story elements graphic organizer.</p> <ul style="list-style-type: none"> ● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures (LC.RL.3.2a)

Let's Express Our Understanding	With a partner, complete the story elements comparison chart handout for the story "Lapin Plays Possum."		Work as a class/with a partner to complete the story elements comparison handout for the story "Lapin Plays Possum."
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the central message of Lapin Plays Possum is to be careful who you trust, or be careful what you ask for. ● Can students identify story elements such as characters, settings, main events, and conflicts? 		<ul style="list-style-type: none"> ● Can students explain the central message of Lapin Plays Possum is to be careful who you trust, or be careful what you ask for. ● Can students identify story elements such as characters, settings, main events, and conflicts?
Text(s)	"Lapin Plays Possum" from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>		"Lapin Plays Possum" from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● Completed SWBST Chart handout ● Story Elements Comparison Chart handout ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of "Lapin Plays Possum" from Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 3 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions essential for student understanding of key concepts ● Louisiana Connectors ● Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures (LC.RL.3.2a) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board

			<ul style="list-style-type: none"> ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 4	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of <i>Cajun Folktales</i>
Assessment	<p>Students write a response to the question: At the end of the story, “Lapin Plays Possum,” Lapin tells Bouki he is “just being neighborly.” Do you think Lapin’s actions show him being a good neighbor?</p> <p>Culminating task connections:</p>	<p>Students write a 3-5 sentence response to the question: At the end of the story, “Lapin Plays Possum,” Lapin tells Bouki he is “just being neighborly.” Do you think Lapin’s actions show him being a good neighbor?</p> <p>Culminating task connections:</p>

	<p>Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Lapin Plays Possum</i>. This prepares students to analyze how characters can trick one another.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the interactions and relationship between Lapin and Bouki? • How well does the student explain that Lapin is in fact not being neighborly since he is serving Bouki the gumbo he stole from him? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student draft an opinion essay using the RACER organizer and making revisions? • How well does the student draft an opinion statement for their opinion essay? 	<p>Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Lapin Plays Possum</i>. This prepares students to analyze how characters can trick one another.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student identify the interactions and relationship between Lapin and Bouki? • How well does the student explain that Lapin is in fact not being neighborly since he is serving Bouki the gumbo he stole from him? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student draft an opinion essay using the RACER organizer and making revisions? • How well does the student draft an opinion statement for their opinion essay? 	
Section Length	4 lessons	3 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • None 	<p>During the Section:</p> <ul style="list-style-type: none"> • None 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> • Student Response Modes – <u>ELA</u> • IEP Goals • Assistive Technology • Sentence stems/text evidence sentence starters • <u>English Language Arts Guidebook Reading Support</u> • Word lists (e.g., passage-specific words and high

			frequency words) <ul style="list-style-type: none"> ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Cajun Folktales
	The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.		



Lesson Overview		
Lesson Number	Lesson 16: Opinion essay - brainstorming	Modified Lesson Overview
Description	In this lesson, students begin to write an opinion essay by brainstorming reasons that support their opinion.	In this lesson, students begin to write an opinion paragraph by brainstorming reasons that support their opinion. <ul style="list-style-type: none"> ● Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) ● Provide reasons that support the opinion. (LC.W.3.1b)
Let's Express Our Understanding	At the end of the story, "Lapin Plays Possum," Lapin tells Bouki he is "just being neighborly." Do you think Lapin's actions show him being a good neighbor? <ul style="list-style-type: none"> ● Review your partner's feedback. ● Add or revise your reasons, where necessary. 	At the end of the story, "Lapin Plays Possum," Lapin tells Bouki he is "just being neighborly." Do you think Lapin's actions show him being a good neighbor? <ul style="list-style-type: none"> ● Review your partner's feedback. ● Add or revise your reasons, where necessary.

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain their opinion about whether or not Lapin was being neighborly when he shared his gumbo with Bouki? • Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> • Can students create a list of reasons that show Lapin was not a good neighbor? • Can students provide evidence such as details and examples from the text in their response?
Text(s)	<p>“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i></p>		<p>“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i></p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Lapin Character Traits chart • Story Elements Comparison chart handout • RACER handout • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • shared writing • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version(s) of the text: “Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Cajun Folktales • Images, phrases, sentences representing key concepts covered in the lesson • Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) • Provide reasons that support the opinion. (LC.W.3.1b) • Louisiana Connectors • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text

			<ul style="list-style-type: none"> ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 17: Opinion essay - first draft	Modified Lesson Overview
Description	In this lesson, students develop an opinion statement and write the first draft of their opinion essay.	In this lesson, students develop an opinion statement and write the first draft of their opinion paragraph. <ul style="list-style-type: none"> ● Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) ● Provide reasons that support the opinion. (LC.W.3.1b)
Let's Express Our Understanding	Write the first draft of your opinion essay. Begin your essay with your opinion statement. Remember to refer to your RACER handout.	Write the first draft of your opinion paragraph. Begin your paragraph with your opinion statement. Remember to refer to your RACER handout.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students draft an opinion essay using all the sections of their RACER handout? ● Can students provide an original opinion statement for their essay? 	<ul style="list-style-type: none"> ● Can students draft an opinion essay using all the sections of their RACER handout? ● Can students provide an original opinion statement for their essay? 	
Text(s)	<p>“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i></p>		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● RACER handout ● First draft paper ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: “Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 4 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) ● Provide reasons that support the opinion. (LC.W.3.1b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 18: Opinion essay - revise, edit, and publish	Modified Lesson Overview
Description	In this lesson, students will continue to write an opinion essay by collaborating with a peer on revisions and edits.	<p>In this lesson, students will continue to write an opinion essay.</p> <ul style="list-style-type: none"> ● Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) ● Provide reasons that support the opinion. (LC.W.3.1b)
Let's Express Our Understanding	<p>Review your partner's feedback and suggestions. Make at least two revisions to improve your writing.</p> <ul style="list-style-type: none"> ● opinion statement ● Reasons ● Spelling ● Grammar <p>Begin your final draft.</p>	<p>Review your partner/teacher's feedback and suggestions. Make at least two revisions to improve your writing.</p> <ul style="list-style-type: none"> ● opinion statement ● Reasons ● Spelling ● Grammar <p>Begin your final draft.</p>

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide relevant feedback to their partner about their essay? ● Can students make at least two revisions to their own writing based on their partner’s feedback? 	<ul style="list-style-type: none"> ● Can students provide relevant feedback to their partner about their essay? ● Can students make at least two revisions to their own writing based on their partner’s feedback? 	
Text(s)	“Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i>		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Highlighter ● Pen ● First Draft of essay ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs: <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: “Lapin Plays Possum” from <i>Lapin Plays Possum: Trickster Tales from the Louisiana Bayou</i> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. (LC.W.3.1a) ● Provide reasons that support the opinion. (LC.W.3.1b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 19: Practice cold-read task	Modified Lesson Overview
Description	In this lesson, students read a new folktale independently then answer questions to demonstrate their ability to read, understand, and express understanding of the text.	Task is Optional
Let's Express Our Understanding	You have approximately 40 minutes to read "The Trickster Tricked" and answer questions 1-8.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read, understand and express understanding of complex text? 	

Text(s)	"The Trickster Tricked"		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Access to "The Trickster Tricked" ● Assessment items for the text ● The practice cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

Section Overview

Section Overview		
Section Number	Section 5	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of <i>The Tale of Peter Rabbit</i> by Beatrix Potter
Assessment	<p>Students write a response to the question: How does Peter get into mischief throughout the story?</p> <ul style="list-style-type: none"> ● With a partner, underline examples of Peter being mischievous in the text. ● Complete the Peter Rabbit section of your Rabbit Comparison chart handout <p>Culminating task connections: Students demonstrate their understanding of the motivations of Peter Rabbit. This prepares students to analyze how a tricky rabbit character uses his tricks to move the story forward.</p>	<p>Students write a 3-5 sentence response to the question: How does Peter get into mischief throughout the story?</p> <ul style="list-style-type: none"> ● As a class/with a partner, find examples of Peter being mischievous in the text and record them on a class chart. ● Complete the Peter Rabbit section of your Rabbit Comparison chart handout <p>Culminating task connections: Students demonstrate their understanding of how Peter Rabbit's actions contribute to story events.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student describe the actions of Peter Rabbit?

	<p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an opinion essay about rabbit being tricky characters.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze the mischievous actions of Peter Rabbit? • How well does the student recognize similarities between Peter Rabbit and Lapin? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use evidence from the text to better understand the character of Peter Rabbit? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	<ul style="list-style-type: none"> • How well does the student identify similarities between Peter Rabbit and Lapin? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use evidence from the text to better understand the character of Peter Rabbit? • How well does the student identify/explain relationships among the details of a text and how they develop ideas? 		
Section Length	6 lessons	4 lessons		
Additional Supports for Diverse Learners	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Before the Section: <ul style="list-style-type: none"> • none </td> <td style="width: 50%; padding: 5px;"> During the Section: <ul style="list-style-type: none"> • none </td> </tr> </table>	Before the Section: <ul style="list-style-type: none"> • none 	During the Section: <ul style="list-style-type: none"> • none 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted versions of <i>Cajun Folktales</i> • Student Response Modes – ELA • Sentence stems/Text evidence sentence starters • IEP Goals • Assistive Technology • English Language Arts Guidebook Reading Support • Word lists (e.g., passage-specific words and high frequency words) • Louisiana Connectors • Essential Elements Cards—Grades 3-5 Literature
Before the Section: <ul style="list-style-type: none"> • none 	During the Section: <ul style="list-style-type: none"> • none 			
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this</p>				

document as needed when implementing each lesson.

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 20: Peter Rabbit's behaviors and suffixes	Modified Lesson Overview	
Description	In this lesson, students listen to the story <i>The Tale of Peter Rabbit</i> by Beatrix Potter, then identify the mischievous behaviors of Peter.	In this lesson, students listen to the story <i>The Tale of Peter Rabbit</i> by Beatrix Potter, then identify the mischievous behaviors of Peter. <ul style="list-style-type: none"> Describe a character's traits in a story using details from the text and illustrations (LC.RL.3.3b) 	
Let's Express Our Understanding	How does Peter get into mischief throughout the story? <ul style="list-style-type: none"> With a partner, underline examples of Peter being mischievous in the text. Complete the Peter Rabbit section of your Rabbit Comparison chart handout 	How does Peter get into mischief throughout the story? <ul style="list-style-type: none"> As a class/with a partner, identify examples of Peter being mischievous in the text. Complete the Peter Rabbit section of your Rabbit Comparison chart handout 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain all of Peter's mischievous behaviors in the story such as not listening to his mother and going into the garden? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students explain one to two of Peter's mischievous behaviors in the story such as not listening to his mother and going into the garden? Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Tale of Peter Rabbit</i> by Beatrix Potter	<i>The Tale of Peter Rabbit</i> by Beatrix Potter	
Materials	Lesson Materials: <ul style="list-style-type: none"> A copy of <i>The Tale of Peter Rabbit</i> 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Conversation stems tool 	Additional Materials/Supports for SWSCDs:

	<ul style="list-style-type: none"> ● The rabbit character comparison chart ● Notice and Note Signposts Chart handout ● Teacher Talk Moves 		<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Tale of Peter Rabbit</i> by Beatrix Potter ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Describe a character's traits in a story using details from the text and illustrations (LC.RL.3.3b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping
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			<ul style="list-style-type: none"> ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview			
Lesson Number	Lesson 21: How images contribute to meaning		Modified Lesson Overview
Description	In this lesson, students use specific images from <i>The Tale of Peter Rabbit</i> to explain how the images contribute to the meaning of the story.		<p>In this lesson, students use specific images from <i>The Tale of Peter Rabbit</i> (and an adapted version as needed) to explain how the images contribute to the meaning of the story.</p> <ul style="list-style-type: none"> ● Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b)
Let's Express Our Understanding	<p>Select 1-2 images from the text.</p> <ul style="list-style-type: none"> ● What do these images tell you about Peter and the setting? ● How do these images make you feel? ● Answer by writing a paragraph in the "My Thoughts" section of your Louisiana Learning Log. 		<p>Select 1 image from the text.</p> <ul style="list-style-type: none"> ● What does this image tell you about Peter and the setting? ● How does this image make you feel? ● Answer by writing one to two sentences in the "My Thoughts" section of your Louisiana Learning Log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use the images from the story to learn more about Peter and the setting? ● Can students provide evidence such as details and examples from the text based solely on the images? 		<ul style="list-style-type: none"> ● Can students use the images from the story to learn more about Peter and the setting? ● Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Tale of Peter Rabbit</i> by Beatrix Potter		<i>The Tale of Peter Rabbit</i> by Beatrix Potter
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Copy of <i>The Tale of</i> 	<p>Possible Supports During the Lesson:</p>	<p>Additional Materials/Supports for SWSCDs:</p>

	<p>Peter Rabbit</p> <ul style="list-style-type: none"> ● Louisiana Learning Log ● Fluency Tracker handout ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Conversation stems tool 	<ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of The Tale of Peter Rabbit</i> by Beatrix Potter ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners
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			<ul style="list-style-type: none"> ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview			
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Lesson Number	Lesson 22: Using images to determine the meaning of words and phrases		Modified Lesson Overview
Description	In this lesson, students use images from the text to determine the meaning of words and phrases. The students also complete the story elements comparison chart handout for <i>The Tale of Peter Rabbit</i> .		In this lesson, students use images from the text (and an adapted version as needed) to determine the meaning of words and phrases. <ul style="list-style-type: none"> ● Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b)
Let's Express Our Understanding	Write a paragraph in the "My Thoughts" section of your Louisiana Learning Log <ul style="list-style-type: none"> ● How does the image help you understand the meaning of the word "upsetting" from page 2? 		In the "My Thoughts" section of your Louisiana Learning Log use words or pictures to describe the word "upsetting."
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that the falling of plants help them understand the meaning of the word 'upset'? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students use context clues to help them understand the meaning of 'upset'? ● Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Tale of Peter Rabbit</i> by Beatrix Potter		<i>The Tale of Peter Rabbit</i> by Beatrix Potter
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A copy of The Tale of Peter Rabbit 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	Additional Materials/Supports for SWSCDs:

	<ul style="list-style-type: none"> • Story Elements Comparison chart • Teacher Talk Moves 		<ul style="list-style-type: none"> • Original and adapted version(s) of the text: <i>Audio and visual recording of The Tale of Peter Rabbit</i> by Beatrix Potter • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Cajun Folktales • Images, phrases, sentences representing key concepts covered in the lesson • Louisiana Connectors • Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. (LC.RL.3.7b) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners
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			<ul style="list-style-type: none"> ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 23: Dear Peter Rabbit and Point of View	Modified Lesson Overview
Description	In this lesson, students listen to a series of letters from the story <i>Dear Peter Rabbit</i> then compare Goldilocks', Mr. McGregor's and Peter Rabbit's point of view on visiting Mr. McGregor's garden.	In this lesson, students listen to a series of letters from the story <i>Dear Peter Rabbit</i> then compare Goldilocks', Mr. McGregor's and Peter Rabbit's point of view on visiting Mr. McGregor's garden. <ul style="list-style-type: none"> ● Distinguish their own point of view from that of the narrator or those of the characters. (LC.RL.3.6c)
Let's Express Our Understanding	<p>What is your point of view of Peter's visit to the McGregor garden? How is your point of view similar to or different from the characters in the story?</p> <ul style="list-style-type: none"> ● Record your answer in the "My Thoughts" section of your Louisiana Learning Log. 	<p>Why should Peter not have gone to the McGregor garden?</p> <ul style="list-style-type: none"> ● Create a list of reasons why and record them in the "My Thoughts" section of your Louisiana Learning Log.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students express their point of view of Peter visiting the McGregor garden? ● Can students provide evidence that their point of view is the same as or different from the other characters? 	<ul style="list-style-type: none"> ● Can students explain why they think Peter should not have gone to Mr. McGreggor's garden? ● Can students provide evidence that their point of view is the same as or different from the other characters?
Text(s)	<i>Dear Peter Rabbit</i> by Alma Flor Ada <i>The Tale of Peter Rabbit</i> by Beatrix Potter	<i>Dear Peter Rabbit</i> by Alma Flor Ada <i>The Tale of Peter Rabbit</i> by Beatrix Potter

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● The Tale of Peter Rabbit ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Dear Peter Rabbit</i> by Alma Flor Ada ● <i>The Tale of Peter Rabbit</i> by Beatrix Potter ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 5 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Distinguish their own point of view from that of the narrator or those of the characters. (LC.RL.3.6c) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners
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			<ul style="list-style-type: none"> ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview

Lesson Number	Lesson 24: How parts build on earlier sections and the parts of a friendly letter		Modified Lesson Overview
Description	In this lesson, students will identify how the series of letters in the story <i>Dear Peter Rabbit</i> build off of one another. Students will also use the letters to identify the different parts of a friendly letter.		Task is Optional
Let's Express Our Understanding	In your "My Thoughts" section of your Louisiana Learning Log, write a letter to Peter Rabbit from the point of view of Lapin. What do you think Lapin would say to Peter Rabbit about his behavior?		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide Peter with relevant advice based on their knowledge of both characters? ● Can students draft a response containing all of the parts of a friendly letter? 		
Text(s)	<i>Dear Peter Rabbit</i> by Alma Flor Ada		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Louisiana Learning Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 25: Writing a friendly letter from a different point of view		Modified Lesson Overview
Description	In this lesson, students write a letter to Lapin about the tricks he has played, from Bouki's point of view.		Task is Optional
Let's Express Our Understanding	Swap letters with a partner and suggest revisions such as Louisiana elements and Cajun phrases. <ul style="list-style-type: none"> • Write your final copy on the Lapin writing paper. 		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students include real events from the stories in their letter? • Can students include some Louisiana elements or Cajun phrases in their letter? 		
Text(s)	<i>Dear Peter Rabbit</i> by Alma Flor Ada		
Materials	Lesson Materials: <ul style="list-style-type: none"> • SWBST handout for "Bouki Over a Barrel" and "Lapin Plays Possum" • "Dear Lapin" brainstorming graphic organizer handout • Louisiana Learning Log • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool 	

Section Overview

Section Number	Section 6	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of <i>Cajun Folktales</i>

<p>Assessment</p>	<p>Students write a response to the question: What is the central message of <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i>?</p> <ul style="list-style-type: none"> Complete your story elements comparison chart for the story <i>Tops & Bottoms</i> with your partner. <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i> to reveal the central message. This prepares students to analyze how a tricky rabbit character uses his tricks to move the story forward.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student analyze the tricky actions and motivations of Hare in <i>Tops & Bottoms</i>? How well does the student analyze the similarity and difference in the central messages of <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i>? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the story elements for both stories to show comparison? How well does the student analyze relationships among the details of a text and how they develop ideas? 		<p>Students write a 3-5 sentence response to the question: What is the central message of <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i>?</p> <ul style="list-style-type: none"> Complete your story elements comparison chart for the story <i>Tops & Bottoms</i> with your partner. <p>Culminating task connections: Students demonstrate their understanding of the actions of two characters in <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i> to reveal the central message of each story.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the tricky actions of Hare in <i>Tops & Bottoms</i>? How well does the student compare/contrast the central messages of <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i>? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the story elements for both stories to show comparison? How well does the student identify relationships among the details of a text and how they develop ideas?
<p>Section Length</p>	<p>2 lessons</p>		<p>2 lessons</p>
<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p> <ul style="list-style-type: none"> none 	<p>During the Section:</p> <ul style="list-style-type: none"> none 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Student Response Modes – ELA IEP Goals

			<ul style="list-style-type: none"> ● Sentence stems/Text evidence starters ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature ● Diverse Learner’s Guide
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 26: Tops & Bottoms and text-dependent questions	Modified Lesson Overview
Description	In this lesson, students listen to a teacher read aloud of <i>Tops & Bottoms</i> while following along in their text, then answer questions by looking back into the text. Students will also add to their rabbit character comparison chart handout.	<p>In this lesson, students listen to a teacher read aloud of <i>Tops & Bottoms</i> while following along in their text, then answer questions by looking back into the text. Students will also add to their rabbit character comparison chart handout.</p> <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b)
Let’s Express Our Understanding	<p>What is the central message of <i>Tops & Bottoms</i>? What lesson did Bear learn?</p> <ul style="list-style-type: none"> ● Write your answer in the “My Thoughts” section of your Louisiana Learning Log. 	<p>What lesson did Bear learn in <i>Tops & Bottoms</i>?</p> <ul style="list-style-type: none"> ● Write your answer in the “My Thoughts” section of your Louisiana Learning Log.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Bear learns to not be lazy and to take care of his own crops? ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Can students explain that Bear learns to not be lazy and to take care of his own crops? ● Can students provide evidence such as details and examples from the text in their response?
Text(s)	<i>Tops & Bottoms</i> by Janet Stevens	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● Rabbit Character Comparison chart ● Evidence Stems ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Tops & Bottoms</i> ● Conversation stems tool
	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Tops & Bottoms</i> by Janet Stevens ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading 	

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 27: Comparing and contrasting similar stories	Modified Lesson Overview
Description	In this lesson, students compare and contrast the stories “Lapin Plays Possum” and <i>Tops & Bottoms</i> by looking at the setting and character motivations in each story.	In this lesson, students compare and contrast the stories “Lapin Plays Possum” and <i>Tops & Bottoms</i> by looking at the setting and character motivations in each story. <ul style="list-style-type: none"> ● Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. (LC.RL.3.3c)
Let’s Express Our Understanding	What is the central message from <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i> ? <ul style="list-style-type: none"> ● Complete your story elements comparison chart for the story <i>Tops & Bottoms</i> with your partner. 	What is the central message from <i>Tops & Bottoms</i> and <i>Lapin Plays Possum</i> ? <ul style="list-style-type: none"> ● Complete your story elements comparison chart for the story <i>Tops & Bottoms</i> as a class.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Bear learned that he should not be lazy and harvest his own crops? 	<ul style="list-style-type: none"> ● Can students explain that Bear learned that he should not be lazy and harvest his own crops?

	<ul style="list-style-type: none"> ● Can students explain that Bouki learned that he should be more careful when he is dealing with Lapin, he should be careful for what he wishes for? ● Can students provide evidence such as details and examples from the text on their story elements comparison chart? 	<ul style="list-style-type: none"> ● Can students explain that Bouki learned that he should be more careful when he is dealing with Lapin, he should be careful for what he wishes for? ● Can students provide evidence such as details and examples from the text on their story elements comparison chart? 	
Text(s)	<i>Tops & Bottoms</i> by Janet Stevens	<i>Tops & Bottoms</i> by Janet Stevens	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Story Elements Comparison Chart handout ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Audio Recording of <i>Tops & Bottoms</i> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Tops & Bottoms</i> by Janet Stevens ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. (LC.RL.3.3c) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 7	Modified Section Overview
Description	Cajun Folktales	Original and adapted versions of <i>Cajun Folktales</i>
Assessment	<p>Students answer a series of discussion questions with a partner while using evidence stems to help give a complete answer.</p> <p>Culminating task connections: Students demonstrate their understanding of the text by answering a series of text dependent questions.</p> <p>Students also demonstrate their ability to develop a response and use evidence stems to produce clear writing. This prepares students to write an opinion essay with evidence.</p> <p>Reading/Knowledge Look Fors:</p>	<p>Students answer a series of discussion questions while using evidence stems to help give a complete answer.</p> <p>Culminating task connections: Students demonstrate their understanding of the text by answering a series of text dependent questions.</p> <p>Students also demonstrate their ability to develop a response and use evidence stems to produce clear writing. This prepares students to write an opinion essay with evidence.</p> <p>Reading/Knowledge Look Fors:</p>

	<ul style="list-style-type: none"> How well does the analyze the actions of Brer Rabbit and Brer Turtle? How well does the student understand the figurative language used by the author such as “spitting image of their father” and “He had been beaten, in more ways than one”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student answer the questions with their partner using complete sentences? How well does the student show evidence in their response by using evidence stems? 	<ul style="list-style-type: none"> How well does the student identify how the action of Brer Rabbit and Brer Turtle move the story along? How well does the student understand the figurative language used by the author such as “spitting image of their father” and “He had been beaten, in more ways than one”? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student answer the text dependent questions? How well does the student show evidence in their response by using evidence stems? 	
Section Length	2 lessons	1 lesson	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> None 	<p>During the Section:</p> <ul style="list-style-type: none"> None 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Student Response Modes – ELA IEP Goals Assistive Technology English Language Arts Guidebook Reading Support Word lists (e.g., passage-specific words and high frequency words) Louisiana Connectors Essential Elements Cards—Grades 3-5 Literature:
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Number	Lesson 28: “The Classic Tales of Brer Rabbit” and dialogue	Modified Lesson Overview
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Description	In this lesson, students continue to understand the elements of a folktale by listening to and reading two tales of Brer Rabbit. Students also identify the dialogue in the story and practice reading dialogue.		Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> In the "My Thoughts" section of your Louisiana Learning Log: Write 3-4 lines of dialogue between Brer Rabbit and another rabbit character. Practice writing quotation marks correctly and indenting at new lines of dialogue. 		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students create 3-4 lines of dialogue between two of the rabbit characters they have read about so far? Can students use quotation marks correctly and indent at new lines of dialogue? 		
Text(s)	<i>The Classic Tales of Brer Rabbit</i> by Joel Chandler Harris		
Materials	Lesson Materials: <ul style="list-style-type: none"> Sticky Notes Rabbit Character Comparison Chart handout Louisiana Learning Log Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Conversation stems tool 	

Lesson Overview

Lesson Number	Lesson 29: "The Great Race" and text dependent questions	Modified Lesson Overview
Description	In this lesson, students read the story "The Great Race" then complete the story elements comparison chart as a class. Students	In this lesson, students read the story "The Great Race" then complete the story elements comparison chart as a class.

	also work with a partner, answering questions about the text to deepen their understanding of the text.	Students also work as a class, answering questions about the text to deepen their understanding of the text. <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a) ● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b) 	
Let's Express Our Understanding	Read the questions displayed around the room. Discuss the questions with your partner while you circulate and complete the "The Great Race" discussion questions handout. Remember to answer in complete sentences and use evidence stems in your answer.	Discuss the questions and complete the "The Great Race" discussion questions handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students come prepared for the discussion with their partner? ● Can students use evidence stems in their written responses? ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Can students use the text to find answers to questions? ● Can students use evidence stems to answer text dependent questions? ● Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Classic Tales of Brer Rabbit</i> by Joel Chandler Harris	<i>The Classic Tales of Brer Rabbit</i> by Joel Chandler Harris	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Story Elements Comparison chart ● "The Great Race" discussion questions handout ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version(s) of the text: <i>Audio and visual recording of Tops & Bottoms</i> by Janet Stevens ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Answer questions related to the relationship between

			<p>characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.3.1a)</p> <ul style="list-style-type: none">● Answer questions (literal and inferential) and refer to text to support your answer. (LC.RL.3.1b)● Essential Elements Cards—Grades 3-5 Literature:<ul style="list-style-type: none">○ Highlighters○ Read aloud texts○ Sorting cards○ Interactive white board○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview

Section Number	Section 8		Modified Section Overview
Description	Cajun Folktales		Original and adapted versions of <i>Cajun Folktales</i>
Assessment	<p>Students write a response to the question: How do the stories represent, exaggerate, or change the real characteristics of rabbits?</p> <p>Culminating task connections: Students demonstrate their understanding of real rabbits and why they are used in folktales as tricky characters. This prepares students to form an opinion about rabbits being portrayed as tricksters in stories.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write an opinion essay.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student research and learn facts about the characteristics of real rabbits? ● How well does the student analyze how rabbits are portrayed as tricky characters in stories? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate research about real rabbits to develop and support arguments, analyses, and explanations? ● How well does the student analyze relationships among the details of a text and how they develop ideas? 		<p>Students write a 3-5 sentence response to the question: How do the stories use real characteristics of rabbits?</p> <p>Culminating task connections: Students demonstrate their understanding of real rabbits and why they are used in folktales as tricky characters.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student research and learn facts about the characteristics of real rabbits? ● How well does the student analyze how rabbits are portrayed as tricky characters in stories? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the students identify how rabbits are used in stories? ● How well does the student analyze relationships among the details of a text and how they develop ideas?
Section Length	2 lessons		2 lessons
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> ● none 	During the Section: <ul style="list-style-type: none"> ● none 	Additional Supports for SWSCDs: Student Response Modes – ELA

			<ul style="list-style-type: none"> ● IEP Goals ● Sentence stems/Text evidence sentence starters ● Assistive Technology ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage-specific words and high frequency words) ● Louisiana Connectors ● Essential Elements Cards—Grades 3-5 Literature:
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 30: Rabbit research -Part 1	Modified Lesson Overview
Description	In this lesson, students begin to gather information about the behaviors and traits of real rabbits.	<p>In this lesson, students begin to gather information about the behaviors and traits of real rabbits.</p> <ul style="list-style-type: none"> ● Use text features (keywords, glossary) to locate information relevant to a given topic or question. (LC.RI.3.5b) ● Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. (LC.RI.3.5c)
Let's Express Our Understanding	<ul style="list-style-type: none"> ● What did you learn about rabbits from your research? 	<ul style="list-style-type: none"> ● What did you learn about rabbits from your research?

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain facts gathered from their research? • Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> • Can students explain facts gathered from their research? • Can students provide evidence such as details and examples from the text in their response?
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • A computer • A rabbit research handout • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Adapting Lesson Plans • Student Response Modes based off of specific exceptionalities • Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Louisiana Connectors • Use text features (keywords, glossary) to locate information relevant to a given topic or question. (LC.RI.3.5b) • Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. (LC.RI.3.5c) • Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details

			<ul style="list-style-type: none"> ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Lesson Overview		
Lesson Number	Lesson 31: Rabbit research - Part 2	Modified Lesson Overview
Description	In this lesson, students explain how rabbit behavior and traits are represented and changed in rabbit stories by looking at the information gathered during research and information gathered from the stories previously read.	<p>In this lesson, students explain how rabbit behavior and traits are represented in rabbit stories.</p> <ul style="list-style-type: none"> ● Use text features (keywords, information relevant to a given topic or question. (LC.RI.3.5b)) ● Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. ● glossary) to locate (LC.RI.3.5c)
Let's Express Our Understanding	<p>How do the stories represent, exaggerate, or change the real characteristics of rabbits? Be sure to include details from the stories to support your answer.</p> <ul style="list-style-type: none"> ● Answer the question by writing a paragraph in the "My Thoughts" section of your Louisiana Learning Log. 	<p>How do the stories use the real and exaggerated characteristics of rabbits? Be sure to include details from the stories to support your answer.</p> <ul style="list-style-type: none"> ● Answer the question by writing one to three sentences in the "My Thoughts" section of your Louisiana Learning Log.

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students use information gained during research to answer the question? ● Can students provide evidence such as details and examples from the folktales in their response? 		<ul style="list-style-type: none"> ● Can students use information gained during research to answer the question? ● Can students provide evidence such as details and examples from the folktales in their response?
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Sticky Notes ● Highlighters ● Rabbit Research handout ● Rabbit Character Comparison chart ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Materials/Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Adapting Lesson Plans ● Student Response Modes based off of specific exceptionalities ● Diverse Learners Guide <ul style="list-style-type: none"> ○ Section 8 of Grade 3 Cajun Folktales ● Images, phrases, sentences representing key concepts covered in the lesson ● Louisiana Connectors ● Use text features (keywords, glossary) to locate information relevant to a given topic or question. (LC.RI.3.5b) ● Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. (LC.RI.3.5c) ● Essential Elements Cards—Grades 3-5 Literature: <ul style="list-style-type: none"> ○ Highlighters ○ Read aloud texts ○ Sorting cards ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading

			<ul style="list-style-type: none"> ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
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Section Overview		
Section Number	Section 9	Modified Section Overview
Description	Cajun Folktales	Section is Optional
Assessment	<p>Students write a response to the question: How are Lapin’s trickster tales both entertaining and educational?</p> <p>Culminating task connections: Students demonstrate their understanding that even though trickster tales are entertaining, they teach lessons to the reader. This helps the reader deepen the understanding of why rabbits are often portrayed as the trickster in trickster tales.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write an opinion essay.</p>	

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student recognize the entertainment value of trickster tales? • How well does the student analyze the educational value of learning lessons through storytelling? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the come prepared for and participate in class discussions? • How well does the student analyze relationships among the details of a text and how they develop ideas? 	
Section Length	2 lessons	0 lesson
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • None 	<p>During the Section:</p> <ul style="list-style-type: none"> • None
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 32: Forming an opinion for a fishbowl discussion	Modified Lesson Overview
Description	In this lesson, students begin to prepare for a fishbowl discussion by deciding if Lapin makes a good trickster. Students answer a series of questions to form their opinion then use linking words to connect their opinion with reason and evidence.	Task is Optional

Let's Express Our Understanding	How did the Cajun phrases add to your understanding of the stories?	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain which Cajun phrases helped them understand the story? • Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>Lapin Plays Possum</i> by Sharon Arms Doucet	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Class Lapin Traits Chart handout • Story Elements Comparison Chart handout • Louisiana Learning Log • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 33: Fishbowl discussion	Modified Lesson Overview
Description	In this lesson, students engage in a fishbowl discussion, sharing their opinions of whether or not Lapin makes a good trickster.	Task is Optional
Let's Express Our Understanding	<ul style="list-style-type: none"> • How are Lapin's trickster tales both entertaining and educational? 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain that Lapin's trickster folktales are entertaining because they tell a story and educational because there is a lesson that is learned? • Can students provide evidence such as details and examples from the text in their response? 	

Text(s)	<i>Lapin Plays Possum</i> by Sharon Arms Doucet	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Highlighter ● Louisiana Learning Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool

Section Overview		
Section Number	Section 10	Modified Section Overview
Description	Cajun Folktales	Optional
Assessment	<p>Students write a response to the question: Is a rabbit a good animal to play the role of a trickster?</p> <p>Culminating task connections:</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the connections between real rabbits and fictional characters? ● How well does the student use research to determine why rabbits are often portrayed as tricky characters in stories? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate research about real rabbits and examples from trickster tales to support their opinion? ● How well do the students use grade-appropriate grammar and language including linking words?? 	
Section Length	4 lessons	0 lessons

Additional Supports for Diverse Learners	Before the Section:	During the Section:	
	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> ○ None 	
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview		
Lesson Number	Lesson 34: Forming an opinion for the culminating writing task	Modified Lesson Overview
Description	In this lesson, students begin the writing process to answer the prompt: Is a rabbit a good animal to play the role of a trickster?	Task is Optional.
Let's Express Our Understanding	<p>Complete the opinion statement and reasons chart on the RACER graphic organizer handout.</p> <ul style="list-style-type: none"> • Write an opinion statement. • Provide 3 reasons that support your opinion. • Use the information from your research and the details from the trickster tales to support your reasons. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students draft an opinion statement about rabbits being good animals to portray tricksters? • Can students provide three reasons that support their opinions about rabbits? • Can students use the information from your research and the details from the trickster tales to support their reasons? 	

Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Culminating Writing Task Directions handout ● Culminating Writing Task Rubric Scoring Tool ● Rabbit Character Comparison Chart ● Rabbit Research handout ● notes from the fishbowl discussion in your Louisiana Learning Log ● RACER handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	

Lesson Overview		
Lesson Number	Lesson 35: Writing the first draft of an opinion essay	Modified Lesson Overview
Description	In this lesson, students continue the writing process to answer the prompt: Is a rabbit a good animal to play the role of a trickster?	Task is Optional.
Let's Express Our Understanding	<p>Write the first draft of your opinion essay using your RACER handout as a guide.</p> <ul style="list-style-type: none"> ● Begin your essay with your opinion statement. ● Include 3 reasons that support your opinion. ● End your essay with a conclusion. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students draft an opinion essay using their RACER handout? 	

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from their research and the trickster tales in their response? • Can students draft a conclusion statement that restates their purpose for writing? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Culminating Writing Task Directions handout • Culminating Writing Task Rubric Scoring Tool • Completed RACER handout • Louisiana Learning Log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • shared writing • Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 36: Opinion Essay - Revising our First Draft	Modified Lesson Overview
Description	In this lesson, students continue the writing process to answer the prompt: Is a rabbit a good animal to play the role of a trickster?	Task is Optional.
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ Exchange papers with your partner and read the feedback. Revise your essay based on the feedback. Be sure to include linking words. 	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students provide relevant feedback to their partner during peer editing? • Can students revise their essay based on the relevant feedback from their peers? • Can students identify linking words in their peers essay? 	

Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● A highlighter ● A pen ● First Draft of Essay 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 37: Opinion essay - Editing and Publishing	Modified Lesson Overview
Description	In this lesson, students complete the writing process to answer the prompt: Is a rabbit a good animal to play the role of a trickster?	Task is optional
Let's Express Our Understanding	Write your final draft. Be sure to: <ul style="list-style-type: none"> ● Include all the parts of an opinion essay. ● Use linking words. ● Use grade-appropriate grammar and language. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write their final draft of their essay including all parts from their RACER handout? ● Can students provide evidence such as details and examples from their research and the trickster tales in their response? ● Can students use grade-appropriate grammar and language including linking words? 	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Revised First Draft ● The rabbit writing paper handout ● Rabbit Writing Scoring 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool

	Rubric		
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Section Overview			
Section Number	Section 11		Modified Section Overview
Description	Cajun Folktales		Optional
Assessment	<p>Culminating task connections: Students assess their ability to read, understand, and express their understandings of complex grade-level texts through the completion of comprehension questions.</p> <p>Students also demonstrate their ability to develop a response form a claim and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student read and understand complex grade level text? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student respond to questions to demonstrate understanding of text and topics? 		
Section Length	2 lessons		0 lessons
Additional Supports for Diverse Learners	Before the Section: <ul style="list-style-type: none"> ● None 	During the Section: <ul style="list-style-type: none"> ○ None 	

	The <u>Supports Flow Chart</u> includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.
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Lesson Overview				
Lesson Number	Lesson 38: Cold-read task, multiple-choice questions	Modified Lesson Overview		
Description	In this lesson, students read a trickster tale independently and answer multiple choice questions to demonstrate understanding of the text.	Task is optional		
Let's Express Our Understanding	<ul style="list-style-type: none"> You have approximately 35 minutes to read "How Brother Rabbit Fooled the Whale" and answer questions 1-8. 			
Lesson Look-Fors	<ul style="list-style-type: none"> Can students read, understand and express understanding of complex text? 			
Text(s)	<ul style="list-style-type: none"> "How Brother Rabbit Fooled the Whale" 			
Materials	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Lesson Materials: <ul style="list-style-type: none"> Assessment items for the text The cold-read task answer sheet handout </td> <td style="width: 50%; vertical-align: top;"> Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations </td> </tr> </table>	Lesson Materials: <ul style="list-style-type: none"> Assessment items for the text The cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations 	
Lesson Materials: <ul style="list-style-type: none"> Assessment items for the text The cold-read task answer sheet handout 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Allowed Resources Necessary accommodations 			

Lesson Overview		
Lesson Number	Lesson 39: Cold-read task, essay response	Modified Lesson Overview

Description	In this lesson, students read a trickster tale independently and answer multiple choice questions to demonstrate understanding of the text.	Task is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> ○ You have approximately 40 minutes to reread "How Brother Rabbit Fooled the Whale" and answer question 9. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read, understand and express understanding of complex text? 	
Text(s)	"How Brother Rabbit Fooled the Whale"	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Assessment items for the text ● Partially completed cold-read task answer sheet 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Allowed Resources ● Necessary accommodations

Section Overview

Section Number	Section 12	Modified Section Overview
Description	Cajun Folktales	Optional
Assessment	Students write a response to the prompt: Write your own trickster tale that includes different aspects of Louisiana geography and culture. Make sure to clearly convey the elements of a trickster tale. For example, one character should trick another character and the results must teach a lesson.	

	<p>use the texts we've read in the unit and the <i>Writer's Toolbox: Learn How to Write Letters, Fairy Tales, Scary Stories, Journals, Poems, and Reports</i> by Nancy Loewen to support your writing. Establish a clear setting, characters, and problem/solution, include dialogue and provide a conclusion that teaches a lesson or moral.</p> <p>Culminating task connections:</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student create an original story that includes all the elements of a trickster tale? • How well does the student include Louisiana elements in their trickster tale? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well can students use grade-appropriate words and phrases, including those that signal time and order, such as before, during, and after. 	
Section Length	5 lessons	0 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> • None 	<p>During the Section:</p> <ul style="list-style-type: none"> ○ None
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>	

Lesson Overview		
Lesson Number	Lesson 40: Brainstorming the story elements of a trickster tale	Modified Lesson Overview
Description	In this lesson, students begin the writing process to write a	Task is optional

	trickster tale that includes different aspects of the Louisiana culture and geography.	
Let's Express Our Understanding	<p>Complete the story elements of a trickster tale:</p> <ul style="list-style-type: none"> ● Characters ● Louisiana setting ● Problem/solution ● Trick ● Lesson learned 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students complete the five story elements of their own trickster tale? ● Can students provide evidence such as details and examples of Louisiana elements in their brainstorming? 	
Text(s)	<i>Writer's Toolbox</i> by Nancy Loewen	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension Task Directions handout ● Extension Task Rubric Scoring Tool ● Sequence of Events Chart handout ● Story Elements Comparison Chart handout ● Louisiana Learning Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool

Lesson Overview

Lesson Number	Lesson 41: Brainstorming the sequence of events for a trickster tale	Modified Lesson Overview
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Description	In this lesson, students continue the writing process to write a trickster tale that includes different aspects of the Louisiana culture and geography. Students will begin to arrange their story elements into the events of a trickster tale.	Task is optional
Let's Express Our Understanding	Complete the sequence of events chart handout. <ul style="list-style-type: none"> Remember to include temporal orders to signal event order. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students arrange their story elements into a sequence of events? Can students include temporal phrasing to show sequence? 	
Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Story Elements Sequence of Events Chart Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> shared writing Conversation stems tool

Lesson Overview		
Lesson Number	Lesson 42: Drafting a trickster folktale	Modified Lesson Overview
Description	In this lesson, students continue the writing process to write a trickster tale that includes different aspects of the Louisiana culture and geography.	Task is optional
Let's Express Our Understanding	<ul style="list-style-type: none"> Write the first draft of your trickster tale. 	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students write the first draft of their trickster tale? ● Can students refer to the story elements handout and sequence of events chart handout as well as the trickster tale writing checklist handout as a guide? ● Can students provide evidence such as details and examples of Louisiana elements in their writing? 		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Notebook Paper ● Story Elements handout ● Sequence of Events Chart handout ● Trickster Tale Writing Checklist handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	

Lesson Overview		
Lesson Number	Lesson 43: Revising a first draft	Modified Lesson Overview
Description	In this lesson, students revise their first draft of their trickster tale by adding more details.	Task is optional
Let's Express Our Understanding	<p>Revise your essay based on your partner's feedback.</p> <ul style="list-style-type: none"> ● Be sure to include details. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students provide relevant feedback during the revision process? ● Can students provide more details to their trickster tale based on peer feedback? 	
Text(s)		

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● First Draft of the Trickster Tale ● Trickster Tale Writing Checklist handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	
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Lesson Overview			
Lesson Number	Lesson 44: Editing and publishing a trickster tale	Modified Lesson Overview	
Description	In this lesson, students finalize the writing of their trickster tale.	Task is optional	
Let's Express Our Understanding	<p>Write your final draft Be sure to:</p> <ul style="list-style-type: none"> ● Include all the elements of a trickster tale ● Use temporal words ● Use grade-appropriate grammar and language 		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students compose a final draft that includes all of the elements of a trickster tale? ● Can students provide evidence such as details and examples of Louisiana elements in their writing? ● Can students use grade-appropriate grammar and language including temporal phrasing? 		
Text(s)			
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Extension Task Directions ● Extension Task Rubric ● Trickster Tale Writing Checklist ● Revised First Draft 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	

	<ul style="list-style-type: none">• Teacher Talk Moves		
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