

INTRODUCTION TO HISTORICAL FICTION



Montgomery County Public Schools
Rockville, Maryland

Subject: Reading

Grade: 3rd

Contributor

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ENDURING UNDERSTANDINGS:

Using strategies *before, during, and after* reading helps in understanding text.

Authors use figurative language to make stories and poems interesting and memorable.

Poetry helps readers see their familiar world in a new way.

Knowing the structure of a story helps in understanding it.

Authors use a variety of genres to make their stories interesting and to convey a message.

ESSENTIAL QUESTIONS:

How does point of view affect my understanding of a story?

How does an author create and change a mood in a story?

How are my feelings and attitudes influenced by the mood in a story?

How does an author use figurative language to make a story or poem interesting and memorable?

What are the characteristics of historical fiction?

How does my prior knowledge help me understand the text?

MSDE Content Standards

Content Standard 1.0: (READING)

Students examine, construct, and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

Content Standard 3.0: (WRITING)

Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed.

Content Standard 5.0: (LISTENING)

Students demonstrate effective listening to learn, process, and analyze the meaning of information.

Content Standard 6.0: (SPEAKING)

Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.

Indicators

- 1.3.7.1 Read aloud with fluency, accuracy, expression, and appropriate intonation to reflect mood changes.
- 2.3.1.1 Compare and contrast types of literature.
- 2.3.2.2 Identify and understand the elements of plot, character, setting, and problem and solution.
- 2.3.2.3 Recognize a regular beat and similarities of sounds in words responding to rhythm and rhyme in poetry.
- 2.3.2.4 Distinguish between cause and effect, and fact and opinion to validate point of view.
- 2.3.2.5 Summarize stories, plays, and poems.
- 2.3.4.1 Evaluate the author's use of various techniques (e.g., figurative language) to influence the reader's feelings and attitudes

Differentiated Instruction through Universal Design for Learning Solutions

Curriculum Unit Methods and Materials	Challenges that these instructional methods and materials present to some students	UDL Solutions <i>And instructional “accommodations” which enable students to succeed without changing the content or conceptual difficulty of the curriculum</i>
Printed book	<p>Student cannot see small text. Student cannot decode at grade level.</p> <p>Student has difficulty comprehending vocabulary.</p>	<p>Scan book and convert to digitized text (speech software) using Kurzweil. Highlight word-by-word.</p> <p>Use built in dictionary to help with comprehension of vocabulary.</p>
Lecture/ whole class presentation	<p>Student is distractible and misses information.</p> <p>Student has difficult processing verbal information.</p> <p>Student has difficulty comprehending material content.</p>	<p>Provide preferential seating to student.</p> <p>Use PowerPoint presentation to provide visual of important information.</p> <p>Use cueing to indicate change in directions and critical information.</p> <p>Provide visual aids to highlight important information.</p>
Research	<p>Student has difficulty with organization.</p> <p>Student may not be able to abstract important content.</p>	<p>Use graphic organizers (Kidspiration, Inspiration, paper/pencil) to organize material.</p> <p>Use online encyclopedia with text to speech feature.</p>
Written report	<p>Student cannot handwrite legibly.</p> <p>Student cannot outline and organize ideas.</p> <p>Student has difficulty with written language.</p> <p>Student struggles with spelling.</p>	<p>Use AlphaSmart (portable word processor) to type report. Print at home or school. Provide electronic outline of template.</p> <p>Use Inspiration to help organize ideas.</p> <p>Use Franklin Speller, word wall, Quick Word.</p>
Drawing	Student cannot draw representationally.	Use KidPix (drawing software) to allow student to draw using the computer.
Oral report	<p>Student has speech difficulties.</p> <p>Student has difficulty presenting</p>	<p>Use a KidPix slide show to present to peers.</p> <p>Use visual (3-D model, poster, etc.) along</p>

	orally in front of peers.	with overhead to present to class.
Group project	Student has difficulty interacting with peers.	Provide student with project ahead of time in order to become familiar with topic and be more at ease with peers.
Tests/quizzes	Student cannot read questions. Student cannot retrieve key content vocabulary with ease. Student needs test taking preparation.	Use text to speech software (Kurzweil). Use built in dictionary to help with comprehension of vocabulary.
Organizational skills/work habits	Student had difficulty understanding or sequencing tasks. Student has difficulty staying on task. Student has difficulty completing homework. Student is reluctant to ask for help.	Use preferential seating and teacher cueing to maintain attention. Use homework grid (paper or computer) to graph completed homework. Use contract to graph student seeking assistance when needed (paper or computer generated).

Reference Materials:

Roop, Peter; Roop, Connie; and Hanson, Peter; [Keep the Lights Burning, Abbie](#); 1987.

Internet Sites:

Type in the web addresses of some internet sites that can serve as resources to teachers for your unit of study: Include effective search engine sites for locating appropriate educational products.) (You can include a screen print and brief description of some exemplary websites.)

<http://webtech.kennesaw.edu/lhamrick/shunt.htm>

A scavenger hunt to locate information from websites pertaining to Keep the Lights Burning Abbie.

http://nancykeane.com/booktalks/roop_keep.htm

Includes a brief one paragraph summary of this novel.

http://gpn.unl.edu/nptv_member/nptv_product.asp?catalog_name=memberstore&product_id=126.037M

A video cassette including a tour of a modern-day lighthouse along with a trip on a 100-foot Maine coastal schooner.

<http://gpn.unl.edu/guides/rr/37.pdf>

Teacher activities including topics for discussion and curriculum extension activities.

<http://raven.cybercomm.net/~freddie/burgess/abbie.htm>

Information about Abbie Burgess' true life story along photograph/facts pertaining to Matiniscus Lighthouse.

http://edhelper.com/books/Keep_the_Lights_Burning_Abbie.htm

Teaching strategies

Accessible Technology Resources:

Type in descriptions of technology as well as website resources which may provide support to students as part of your unit of study. For example:

Accessible technology:

Kurzweil- www.kurzweiledu.com. allows text to be digitized and read aloud; has built in features for learning and studying, including foreign language dictionaries.

Inspiration- www.inspiration.com

Develops graphic concept maps that can convert to text-based outlines.

Write:OUTLOUD software (www.donjohnston.com) can be used for students to download sites off the Internet and use text to speech to “read” the information to the student.

ReadPlease – www.readplease.com

Uses digital speech to read information to the student.