

Interesting Facts about Stone Walls (#6)

Grade Level: 3

Authors: N. Titchen & E. Reemsnyder

National Content Standard Alignment

- Science (NSTA):
- Content Standard D
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- English Language Arts (NCTE):
- Standards 3, 7 & 11

Student Learning Objective(s)

- SWBAT understand that humans affect their local landscape for various reasons.

Assessment

- Formal: Worksheets #5 & #6 will be completed by students and teacher will provide written feedback.
- Informal: Teacher observations, questioning throughout lesson and information gained during the whole class discussion (closure)

Materials/Resources

Stone Wall Secrets by Kristine and Robert Thorson

Worksheets #5 & #6

Students' individual "stone wall journals"

Crayons, markers, etc.

Glue

Learning Activities

Initiation:

- *Stone Wall Secrets* is dispensed for students to follow along while teacher reads aloud beginning at “The ancestors of Adams’ (page adjacent illustration of oxen). . .” and ending “late for lunch” (page with illustration of horses). Teacher will stop at key points to clarify, question, elaborate and field questions. Some example questions are as follows:

Do you think Grandfather might have a special rock?

Why would you put a favorite rock in a stone wall?

What is a stone boat? (Teacher helps student visualize this)

Why would they pull the stones out in the spring?

Lesson Development:

- Worksheet #5 and student’s stone wall journals are passed out while teacher explains directions and models one fact (pertaining to worksheet). Students are allowed to look through their *Stone Wall Secrets* text to help them complete the remaining four facts on their own.
- Worksheet #6 is handed out for students to read, complete and color.
- Students glue their worksheets into their stone wall journals.

Closure:

1. Whole class discussion about new facts that students learned today. Students are requested to pose more questions of which they are curious.