

Interesting Facts about Stone Walls (#6)

Grade Level: 3

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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.