

Unit Topic: _____ Unit 1 _____

Content: _____ Reading _____

Grade: _____ 3rd _____ Date: August-September

W E E K I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY? -How do you know? Curriculum document Common Core	Daily Task	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	I Can describe a characters traits feelings and actions telling how they help the story (RL.3.3) *What do good readers do? *Am I clear about what I just read? *How do I know?	1. Read Boom Town 2. Model how Amanda has character traits.	Create a character sketch of themselves: Include: feelings, thoughts, strengths, weaknesses, proactive traits. Mystery Person-3 traits	Minds eye: Character, physical traits, emotional traits, action, event, sequence	Exit slip: How are you like or not like Amanda? Use *After Brave Irene use graphic organizer to assess character traits.	Book Talk Leveled Readers: California Gold (Low) Salt lick (On level) Mr. Post (advanced)	*Boom Town *The Little Engine that Could. *Brain pop JR. story elements *use United streaming and listen to Brave Irene.
2	I Can sequence (put in order)events of a story. (Using paragraphs, beginning, middle, and end, or headings) *	1. Read Alexander who Used to Be Rich. 2. Model Etch-a-sketch. Beginning, Middle and End. 3.	Etch-a sketch Beginning, Middle and End. Human Barometer: Vocab – which doesn't belong?	First, next, Last, Then, since, before, finally etc.. Use these words in a sequencing foldable.	Use Practice pg 27 Exit slip- what is interest?	Foldable Leveled Readers Read in groups and use foldable to show beginning, middle and End.	*Alexander Who Used to be Rich Last Sunday. *Alexander and the No Good, Very, Bad.
3	I Can understand the lesson or message taught in a story. (RL.3.2) *What do readers do? *Am I clear about what I just read? *How do I know?	1. Begin by reading My Rows and Piles of Coins. 2.	Get One Give One Brainstorm ideas about a time you learned a lesson. KWL Chart : Back ground Knowledge	Get One and Give One Recount, central message, lesson, moral, key detail, fable, folktale, myth	Exit Slip: Use a small fable and display on smartboard. Students give the central message.	Using AR book find a fable to read and take a test.	Cinderella Interactive web site. On the web search

			Africa pg. 118a				money
					Give Unit 1 assessment		
4	I Can use text features such as maps or photographs and words in a text to show understanding of what I am reading (where, when, why, how) (RI.3.7) *In what ways does creative choice impact an audience? *Who's story is it and why does it matter?	Read: If you made a Million Read; Money Long ago	*Use busy teacher café graphic organizer with vocabulary *Text feature spinner ?poster project pg. 19	informational text *Clicker activity with 10 questions about text features	Will be assessed in Unit 5	*Read non-fiction book and find example of text feature and put in reading journals.	Brain –pop of non-fiction
5	Science Lesson Matter	Use third grade science books Read section F	Use brain pop worksheet on classifying matter.	*Read Bartholomew and the Ooblick *Make Ooblick * Fill out charts on characteristics of the Ooblick.	Exit Slip: Draw a picture of each type of matter	Read why does Matter, Matter.	Brain-pop video on matter.
6	I can read different types of stories and poetry with correct speed and understand (RF.3.4) *What do good readers do? *Why does fluency matter?	Read Fresh reads Hot and Cold read Time for 1 minute Graph each.	*Color graph on the fluency chart *Practice reading poems, reader theater and other shor_ use different voices. Eg:: like a bear, baby, t stories	Fluency, context clues	Use form to partner assess paired reading Use Dibels assessment each week	There are 3 different levels of stories for the students.	Use I-pad to record reading.