

Unit Topic: _____ Unit 2 _____

Content: _____ Reading _____

Grade: _____ 3rd _____

Date: _____

W E E K S 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 find the main idea of a text, give the details and explain how they support the main idea. (RI.3.2)	Story: Penguin Chicks In a passage underline or highlight the main idea in one color and details in another color.	*Vocabulary Web – Personal response, drawing their own meaning of the word. Clear modeled expectations. Working with others and sharing. *KWL Chart – Building Background about Antarctica, take notes as listening. *Main Idea Fish Graphic organizer * Create a graphic organizer: example, fish bone, table, etc.	*Vocab Web	*Fill in a graphic organizer on an informational book (Form) *Selection Test (Sum) *Unit Test (Sum) *Exit Slip: create your own title or different title for a story or chapter in a book.	*Leveled Readers: <i>Antarctica the Frozen Content, Birds that Cannot Fly, Penguins on Parade.</i> *Small groups *AR reading	*Youtube video – Mudskippers to go along with listening comp story Swamp Scramblers pg. 150l. *Brainpopjr. Main Idea *Powerpoint to introduce story/vocabulary
1	I can identify the main idea and details of different text read aloud. (SL 3.2)	Mudskippers (pg. 150l)		*Concept Vocabulary Web Pg. 150l	Listening Comprehension questions page 12 l		
1	Life Science – I can describe a variety of animal life cycles to understand patterns of the growth, development, reproduction and death of an organism.	Penguin Chicks Plants Fitting into Their World	Animal Habitat Webquest: research and present: poster, sculptures, diorama,			Variety of Animal AR Books Plant Books Leveled Readers	*Brainpopjr – Arctic habitats, Animals, and science.
1	I can read different types of stories and poetry with correct speed and understanding (RF.3.4)	Buddy Reading Choral Reading Reading aloud to	Hot and Cold Reads			*Fresh Reads – differentiated *Dibels	

		someone					
1	I can decode or break apart words. (RFS.3.3)	Spelling – Syllable Patterns	sorting		*Pg. 59 (Form) *Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
1	I can use the parts of speech and explain their purpose – Common/Proper nouns (L.3.1)	Grammar- Common/Proper Nouns	Daily Task of filling out the assignment pad		*Exit Slip- Give me a Common/Proper Noun (Form) *Grammar Practice Pg. 23 (Form) *Unit Test (Sum)		*Brainpopjr video on Nouns (common/ Proper)
2	I can compare and contrast the themes, settings, and plots of stories by the same author. (RL3.9)	A Day's Work So Far from the Sea, or another Eve Bunting book.	-Human Barometer with vocabulary – personal response -Top Hat compare with another Eve Bunting book -T-Chart with what a gardener should do, what he should not do.			*Foldable story elements	* United Streaming A Days Work *Main Idea
2	Life Science – I Can describe the basic structures and related functions of plants and animals that contribute to growth, reproduction and survival	Science Books What is a weed pg. 194-197				Various AR books about animals	*webquest habitat/animals 3 rd grade *ww.uen.org /utahlink/activities/view.action
2	I can read different types of stories and poetry with correct speed and understanding (RF.3.4)	Buddy Reading Choral Reading Reading aloud to someone	Hot and Cold reads			*Fresh Reads – differentiated *Dibels	
2	I can decode or break apart words. (RFS.3.3)	Spelling – Word endings -le	sorting		*Exit Slip – give students words on page 197i have them decide where the words are divided (Form)	*Spelling words adjusted based on reading levels	

Unit Topic: _____ Unit 2 _____

Content: _____ Reading _____

Grade: _____ 3rd _____

Date: _____

					*Spelling Test (Sum)		
2	I can use the parts of speech and explain their purpose – Singular/Plural Nouns (L.3.1)	Singular and Plural Nouns			*Pg. 27 Singular/Plural (Form) *Unit Test (Sum)		*Brainpopjr – plural nouns
3	I can understand the central message by reading folk tales, myths, etc. from different cultures (RL3.2)	*Prudy’s Problem *Tortoise and the Hare	Human barometer with vocabulary words collection, enormous, scattered, and strain Personal response T-Chart discussing themselves and students they learned about on the background CD	Vocabulary Concept web.		Leveled readers above, on level, and below.	
3	I can identify the main idea and details of different text read aloud. (SL 3.2)	The Rampanion (pg. 198l)	Main Dishes – main ideas grade 1, 2, 3 volumes	Concept Vocabulary Web		Main dishes	
3	I can read different types of stories and poetry with correct speed and understanding (RF.3.4)	Buddy Reading Choral Reading Reading aloud to someone	Hot and Cold reads			*Fresh Reads – differentiated *Dibbles	
3	I can decode or break apart words. (RFS.3.3)	Spelling – Compound Words	sorting		*Exit slip – give two examples of a compound word and two non examples.(Form) *Spelling test (Sum)	*Spelling words adjusted based on reading level	
3	I can use the parts of speech and explain their purpose – Common/Proper nouns (L.3.1)	Grammar- Irregular Plural Nouns Daily Task of filling out the Assignment Pad	Daily Task of filling out the assignment pad		*Pg. 31 (Form) *Have students give you examples of irregular plural words (Form) *Unit Test (Sum)		
4	I can compare and contrast the themes, settings, and plots of stories by the same author. (RL. 3.9)	Story – Tops & Bottoms Other Books your choice by Jan Brett	Top Hat for comparing the stories *Graphic Organizer completing steps for a	Vocabulary Concept web	*Have the students complete a Top Hat about the comparing the story elements (Form)		

			process				
4	Life Science – I can explain the basic needs of organisms (plants and animals). I can understand that the things in the environment are classified as living, nonliving, and once living	Science Books	Graphic Organizer listing living/non-living things			AR Books on various plants/animals	*Brainpopjr Science *United Streaming (Various videos)
4	I can read different types of stories and poetry with correct speed and understanding (RF.3.4)	Buddy Reading Choral Reading Reading aloud to someone	Hot and Cold reads			*Fresh Reads – differentiated *Dibels	
4	I can decode or break apart words. (RFS.3.3)	Spelling – Words with blends Spl, thr, squ, str	sorting		*Pg. 89 (form) *Spelling Test (Sum)	*Spelling words adjusted based on reading levels	
4	I can use the parts of speech and explain their purpose –Possessive nouns (L.3.1)	Grammar – Singular Possessive Nouns			*Pg. 35 (Form) *Unit Test (Sum)		*Brainpopjr – Possessive Nouns
5	I can describe and understand relationships about a story, science, and technical procedures using sequence, time, and cause/effect. (RI.3.3)	William’s House Log Cabins	*Vocabulary Web – Personal response, drawing their own meaning of the word. Clear modeled expectations. Working with others and sharing. *KWL – chart on Colonial America take notes to add to chart as they are listening to background CD. Share ideas.	Vocabulary Concept Web		Leveled Readers The Colonial Adventure (OL) Colonial New England (BL) Houses Past and Present (Advanced)	
5	Life Science –I can describe the relationship of plants and animals in an ecosystem (food chains) I can describe that cause and effect relationships existing between	Books about various habitats. Students are doing an ongoing informational				Various AR books on plants/animals/ecosystem and relationships	*Brainpopjr *United Streaming

	organisms and their environments.	search about a specific animal, their habitats, and what they eat.					
5	I can read different types of stories and poetry with correct speed and understanding (RF.3.4)	Buddy Reading Choral Reading Reading aloud to someone				*Fresh Reads – differentiated *Dibels	
5	I can decode or break apart words. (RFS.3.3)	Spelling – Digraphs sh, th, ph, ch, tch			*Spelling Test (Sum) *Exit Slip – give students 5 words have them underline the consonant digraphs in the words	Spelling words are adjusted based on reading level.	
5	I can use the parts of speech and explain their purpose – Plural Possessive (L.3.1)	Grammar – Plural Possessive Nouns			*Pg. 38 Plural Poss Nouns (Form) *Unit Test (Sum)		
5	I can write an informative/explanatory text to examine a topic and convey ideas and information clearly. (W.3.2)	Students will complete an informative piece about an animal that they choose.				Books chosen about animals were based on reading level. -Assistance provided to those who needed it.	Internet used to search for information.
5	I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.(SL.3.4)	Complete a project – based on the habitat web quest to present to the class					
5	I can plan, revise and edit my writing. (W.3.5, W.3.4)						