

Unit Topic: _____ Unit 4 _____

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 create and answer questions from what I have read (RI.3.1, RL.3.1) I Can compare and contrast important details within text on the same topic. RL 3.9 I can tell the difference between my point of view and the author's point of view. (RI 3.6)	Wings Beauty & Beast		Leveled Reader Practiced Pages TE page LR5 TE page LR8	Selection Test (FA) 18, 19 20 RI 3.6 Unit Test (Sum)	Leveled Readers: Brave Settlers In A Strange Land or Special Talents Extraordinary Lives	
1	I can read different types of stories and poetry with correct speed and understanding (RF.3.4) Poetry Unit throughout Unit 4	Buddy Reading Choral Reading Reading aloud to someone	4 R's – Restate -React -Remember -Respond	Various Poetry Books Silverstein Viorist Pulusky	Rubric for Scoring Poem that students create	*Fresh Reads – differentiated *Dibels	Poetry Powerpoint- Figurative Language
1	I can decode or break apart words. (RFS.3.3)	Spelling – Irregular Plurals			*Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
1	I can use the parts of speech and explain their purpose – Singular/Plural Pronouns (L.3.1)	Grammar-Singular and Plural Pronouns Define and identify Singular and Plural Pronouns Use Singular and Plural Pronouns in writing. Become familiar with		Drops in the Bucket Sorting	*Grammar pg. 63 (Form) *Unit Test (Sum)		Brainpopjr.com YouTube Videos on grammar

		Singular and Plural Pronouns.					
2	<p>I Can use text features (maps, photos, words, titles, bullets, stanzas, etc. to locate information and to show understanding of what I am reading (where, when why and how) (RI.3.7 RI.3.5)</p> <p>I Can compare and contrast important details within text on same topic. (RI.3.9)</p>	<p>Hottest Coldest Highest Deepest</p> <p>Greatest/Smallest</p> <p>Just Plain Fancy</p> <p>Ripley's Believe It or Not?</p> <p>Amazing Earth Facts</p>	<p>Carousel activity with task rotation text feature:</p> <p><u>Mastery</u> : list as many different text features as you can.</p> <p><u>Intrapersonal</u>; worked in a group to name as many daily activities that involved text features</p> <p><u>Understanding</u>: Using an array of resources students choose a text feature and tell how it helps the reader.</p> <p><u>Self-Expressive</u>: Design an Icon that would represent text features on a computer screen</p> <p>Use a simile to compare text features to _____ Ex, text features are like a constructions workers tool belt.</p> <p>Venn Diagram Comparing and Contrasting</p>	<p>Science in Reading: Read story: Hottest, Coldest. Highest, deepest Page. 40 -53</p> <p>Read: Great and Small page 56-59</p> <p>ABC's of Text Features Booklet</p>	<p>Hottest, Coldest. Highest, deepest Selection Test,</p> <p>Exit slip: List two text features in everyday commercials. Tell how they help sell the product.</p> <p>Formative Assessment – Chart Sectioned off and students do a scavenger hunt to find one of each text feature listed.</p>	<p>Have students check out informational books at their level and do a scavenger hunt for text features.</p> <p>Leveled Readers: Measuring Weather Getting the Lay of the Land Fastest Longest Biggest Lightest</p> <p>Biographies – various AR colors.</p>	<p>Use iPads to research informational text in center Science research “Most” Page 36K</p> <p>Interactive Websites, Text Feature http://cia.indiana.edu/files/ITRI_3_TF.pdf</p>

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				*Fresh Reads – differentiated *Dibels	
2	I can decode or break apart words. (RFS.3.3)	Spelling – Vowels with r			*Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
2	I can use the parts of speech and explain their purpose – Subject/Object Pronouns (L.3.1)	Grammar-Subject and Object Pronouns Define and identify Subject and Object Pronouns Use Subject and Object Pronouns in writing. Become familiar with Subject and Object Pronouns.			*Grammar pg. 67 (Form) *Unit Test (Sum)		*
3	I Can create and answer questions from what I have read. (RI.3.1, RL.3.1) I Can tell the difference between my point of view and the author’s point of view (RI.3.6) I can determine the meaning of words and phrases as they are used in a text (RL3.4)	Rocks In His Head Everybody Needs A Rock Catching The Fire	T-Chart	Human Barometer w/attic, board, spare, chores Concept Vocabulary Web Idiom Accordion Book		Leveled Readers: The Rock Kit (BL) Fun with Science (OL) A Gem of a Tale (A)	Animal Idioms U-tube
3	I can read different types of stories and poetry with correct speed and	Buddy Reading Choral Reading				*Fresh Reads – differentiated	

	understanding (RF.3.4)	Fresh Reads Reading aloud to someone				*Dibels	
3	I can decode or break apart words. (RFS.3.3)	Spelling – Prefixes – pre-, mid-, over-, out-			*Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
3	I can use the parts of speech and explain their purpose – Possessive Pronouns (L.3.1)	Grammar- Possessive Pronouns Define and identify Possessive Pronouns Use Possessive Pronouns in writing. Become familiar with Possessive Pronouns .			*Grammar pg. 71 (Form) *Unit Test (Sum)		*
4	I Can tell the difference between my point of view and the author’s point of view (RI.3.6)	America’s Champion Swimmer: Gertrude Ederle Women Athletes Various Articles on Women in History One Giant Leap: The Story of Neil Armstrong White Socks Only	KWL – Chart about Women Athletes Note Taking-Listening to background CD about female athletes that are interviewed identify at least 2 and their sport. Something you find interesting or that you learned. Then share with a neighbor	Vocabulary Concept Web with listening comprehension Human Barometer w/drowned, medals, stirred, strokes Vocabulary Sort with organizer		Leveled Readers: The English Channel (BL) Women Who Made a difference (OL) A Time for Change (A)	U-tube video of Neil Armstrong Brainpopjr. Jon Scieszekia talks about how he tells stories from different points of view.

			Have students interview someone. Then write a paragraph about that person and share.				
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				*Fresh Reads – differentiated *Dibels	
4	I can decode or break apart words. (RFS.3.3)	Spelling – Suffixes – er, -or, -ess, -ist			*Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
4	I can use the parts of speech and explain their purpose – Contractions (L.3.1)	Grammar- Contractions Define and identify Contractions Use Contractions in writing. Become familiar with Contractions .			*Grammar pg. 75 (Form) *Unit Test (Sum)		* brainpopjr. contractions
5	I Can read stories including folktales to determine the central message, lesson or moral and summarize the details and ideas (RL.3.2) I can ask and answer questions from what I have read (RL.3.3)	Fly Eagle Fly Eaglet’s World Purple Coyote Just Plain Fancy	Plot and Theme Graphic Organizers KWL on Eagles Note taking on Background CD – Name at least 3 things learned about birds Word Sort w/vocabulary words then share	Vocabulary Concept Web- with Listening Comprehension Human Barometer w/clutched, clambered, scrambled, echoed		Leveled Readers: Buck’s Way (BL) Lost Dog (OL) Smart Dog (A)	

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 Readers Theater				*Fresh Reads – differentiated *Dibbels	
5	I can decode or break apart words. (RFS.3.3)	Spelling Syllables VCCCV			*Spelling Test (Sum)	*Spelling words limited or adjusted for differentiation	
5	I can use the parts of speech and explain their purpose – Prepositions (L.3.1)	Grammar- Prepositions Define and identify Prepositions Use Prepositions in writing. Become familiar with Prepositions .			*Grammar pg. 79 (Form) *Unit Test (Sum)		* School House Rock Prepositions