

Unit Topic: _____ Unit 5 _____

Content: _____ Reading _____

Grade: _____ 3rd _____

Date: _____

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	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	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 pick out part of stories, dramas and poems when writing or speaking about a text and describe how they build on each other using chapters, scenes, or stanzas. (RL.3.5) Author’s choice,: Why does it matter: What makes a story a “great story?”	Story, drama, poem, chapter, scene, stanza	Reader’s Theater Brainstorming – Think Pair Share Carousel - Brainstorming		Selection Test Give me 5 Write a Poem on Freedom	Advance Leveled Readers with the chapters Leveled Trade Books with chapters	Brainpop Video on Poetry Use the internet to learn more about internet Talking Book – Storylineonline Magic Pen – Using Splash Top
2	I Can identify how illustrations (pictures) help show the mood, point out details of a character and setting. (RL 3.7) In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	Contribute	Graphic Organizer in the back of the leveled readers Concept web on American Symbols page 303c. (plus the sculpture words) Etch a Sketch – on a cultural		Selection Test Finished Product from Learning Centers on Mural Talking Walls Turning Point Assessment Writing Workshop	Non-Fiction Leveled Readers with the Trade books. Readers Theater	Turning Point Assessment Research Insect Body Parts 354k Pull up picture and students identify

			Describe a Mural p.332j Word Pictures		Concept Cartoons		mood, point out details, character and setting.
3	I Can tell the difference between my own point of view from that of the narrator or the characters. (RL 3.6) Author's choice: Why does it matter? What makes a story a "great" story?	Point of view, narrator, character	Concept Webs ex: American Symbols Venn Diagram comparing Authors point of view and the students Two Bad Ants Comparing what you read on the internet and deciding if the information is good or bad.		Selection Test Fist of fives – tell if you think it's this give me 0 through 5 on fist Four Corners-Corner if you agree with.	Strategic/Advanced/EL L Intervention on various pages Flip Book – Expectations based on level Use <i>differentiation activities</i> as they apply for example TR4-5	Internet p. 378 Two Bad Ants Write in MS Word a short story from the ants perspective. www.microsoft.com/education/en-us/teach point of view through aerial photography. (Microsoft in Education provide other lessons) Most Sidebars linked to SS has a technology

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4	<p>I Can describe connections between sentences in a paragraph in a text (comparison, cause/effect, first, second, third.) (RI. 3.8)</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>	Logical, connection, sentence, paragraph	<p><i>Leveled Reader All 3– Graphic organizers for Happy Birthday</i></p> <p><i>T-Chart with A New Life</i></p> <p><i>Cause and Effect Graphic Organizer with Statue of Liberty, Using the Paired Readings</i></p>		<p>Selection Test</p> <p>Looking a Graphic Organizer</p> <p>Exit Slip – with a cause/effect sentence or paragraph</p>	<p>Leveled Readers</p> <p>Reteaching Cause/Effect for Lower level p. 331a</p> <p>Using AR books as they read they will create cause/effect on a graphic organizer</p>	<p>Brainpop – cause and effect</p> <p>Power Point www.pasadenaisd.org/teachertoolbox/ppt</p>