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| Theme 1 Duration: -- 10/10 |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 1: Ruby the Copycat/The Singing MarvelFocus Skill:Character and setting2: The Day Eddie Met the Author/Good Books, Good Times and Surprise |  | RL3RL4RL7RL5RL4 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.Determine the meaning of words/phrases distinguishing literal from nonliteral (metaphor).Explain how specific aspects of text’s illustrations contribute to what is conveyed by the words in a story (e.g. mood, aspects of characters, etc.)Refer to parts of poems when speaking or writing about text, using terms such as line and stanza, describe how each successive part builds on earlier sections.Determine the meaning of words/phrases distinguishing literal from nonliteral (simile). | Angela’s poem is a metaphor for how she feels. Describe how Angela feels and explain how you know this.Resources:BLR: Lesson 2- The HeroActivity:Comic Strip Retelling- Students are encouraged to use visuals and words to retell the key parts of a story. Students can retell in 3 to 6 frames depending on level of group.Discovery Education video for similePossible questions:* Can you find a simile on page 65? What two things are being compared?
* Reread the first paragraph on pg. 71 and identify the two similes. Explain in your own words what each one means.
* What does the author mean when she says, “parts of yourself?” How is this similar to what Mrs. Morrow said in the beginning of the story? Pgs. 73 and 59
 |
| OPTION: Use lesson 3 or 43: Schools Around the World/Keys to the UniverseFocus Skill:Locate Informa-tion4: Ellen Ochoa, Astronaut/What’s in the News\*\*Extra Lesson | RI1, RI4RI1, RI4 | RI5RI5RI5 | Use text features and search tools to locate information relevant to a given topic efficiently.Use text features and search tools to locate information relevant to a given topic efficiently.Use text features and search tools (e.g. key words sidebars, hyperlinks) to locate information relevant to a given topic. | Activity/Resource:[www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)[www.pbskids.org](http://www.pbskids.org)Review websites and use graphic organizer to activate lesson. |
| Theme 1 Assessment: Oct. 11, 12 |

3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area

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| Theme 2 Duration Oct. 15-11/28 |
| LessonsFocus Skill:Fact/ Opinion(not CC) | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 6: The Babe and I/America’s National Pastime 7: Aero and Officer Mike/It’s About Dogs | RL1RI1, RI4 | RI5  | Use text features and search tools to locate information relevant to a given topic efficiently. | Possible questions to ask:* What section in the text can you find Aero’s responsibilities when he is at work?
* What section in the text can you find what Aero does when he is not working?
* What section in the text can you find the different exercises Aero and other K-9 dogs do?
 |
| 8: How Animals Talk/Partners in the WildFocus Skill:Main Ideas and detailsSummar-izing9: Stone Soup/Legend of Johnny Appleseed\*\* Extra lesson | RI1, RI2RL1, RL2 (for folktale) | RI9RL2RL9RL5 | Compare and contrast the most important points and key details presented in two texts on the same topic.Determine central message and explain how it is conveyed.Recount stories myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).Refer to parts of stories, when writing or speaking about a text, using terms such as chapter; describe how each successive part builds on earlier sections. | Watch one of the videos and/or read one of the articles below. Have students note how the different animals talk to each other. Then compare contrast the info.Battle at Kruger (graphic version ) (<http://www.youtube.com/watch?v=hk_4ACxUFA8>Battle at Kruger (G- version)Found at Discovery Education Video“Can Animals Talk?”/Can animals talk, and what do they say?Greek myths found website below (3rd grade also using myths from this site)<http://greece.mrdonn.org/myths.html>AB: Orpheus and EurydiceON: Hades and King Corinth BE: <http://www.starfall.com/n/level-c/greek-myths/play.htm?f> Midas TouchHave kids share their myths, especially the characters and what they learned.Maybe…Connect RL9 with RL5 by using a chapter book read aloud for one text. Then have paired students read another text during small group time over the next 2 months. (SEE Theme 4) Below are some suggestions however you may use whatever materials you have available. As teacher uses model text and students read their texts, maybe write the main idea of each chapter and put on paper/post-it note like a building block. As chapters are read, build the blocks on top of each other, just like an author builds a story.Mary Pope OsborneAB: The Brave Little SeamstressON: Civil War on Sunday Polar Bears Past Bedtime Buffalo Before BreakfastBE: Afternoon on the Amazon Dinosaurs Before DarkBeverly ClearlyAB**:** Strider Ellen Tebbits Henry and Beezus Henry and Ribsy ON: The Growing-Up Feet Janet’s Thingamajigs Two Dog Biscuits\*\*\*More selection ideas belowActivity: Have student pairs read the stories over the next few months and compare/contrast using venn diagram. Students will discuss answers with whole class after small group discussion. |
| Theme 2 Assessment: 11/29-30 |

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3RL2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3RI2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

\*\*\*more RL5 ideas below

Louis Sachar

Above Level: Holes

On Level: There’s a Boy In The Girls Bathroom

 Wayside School Gets a Little Stranger

 Johnny’s In The Basement

 Mavin’s Redpost: Class President

Below Level: Alone in His Teacher’s House

 Why Pick On Me and Is he a Girl?

 Patricia MacLachlan

 Above Level: Three Names

 Sarah Plain and Tall

 On Level: Caleb’s Story

 Skylark

 Below Level: Grandfather’s Dance

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| Theme 3 Duration Dec.3- Jan. 16 |  |
| LessonsFocus Skill:Plot | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 11: Loved Best/The Shepherd Boy and the Wolf 12: A Pen Pal for Max/Postcards from Around the Globe | RL1RL1 | RL2RL4RL3 | Recount stories, including fables to determine the central message, lesson or moral, explain how it is conveyedDetermine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (idioms and simile)Describe characters in a story and explain how their actions contribute to the sequence of events | Shepherd Boy is a fable.Loved Best* What does the idiom on page 309 mean?
* What other words could Mrs. Lassiter say instead of “break a leg?”
* What 2 things are being compared in the simile on page 315?
* What happens because Max puts a letter in the grapes?
* What causes Max to go visit Don Manuel?
* If Max had not written Maggie a letter, do you think her class would have sent them supplies?
* How did Max make faraway friends for his whole class?
 |
| 13: A Tree is Growing/Ancient Trees SurviveFocus Skill:Author’s PurposeDELETE Lesson 14 \*Extra Lesson | RI1, RI4 | RI3RI7RI6RI8 | Describe the relationship between a series of scientific ideas or concepts using language that pertains to time, sequence, and cause/effect (C/E in One Small Place in a Tree)Use information gained from illustrations and the words in a text to demonstrate understanding of the textDistinguish their own point of view from that of the author of a text.Describe the logical connection between particular sentences and paragraphs in a text. | * Explain how the daffodil begins to bloom.
* How does corn grow?
* Explain the different uses for pine trees.
* What kinds of products come from corn?

Maybe use same texts to teach both RI6 and RI8See grades 2 and 4 to get better understanding of this standardUse LR to differentiate. Ideas for questions are with the whole class text.These articles are attached documents on weebly website.Whole Class: BirdwatchingAB: Disappearing ForestsON: Ice Caps GorillasBE: Rain Forests (2nd gr)  |
| Theme 3 Assessment Jan. 17, 18 |

\*continue small group reading chapter book

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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| Theme 4 Duration Jan.22 –March 13 |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 16: Lon Po Po/Abuelita’s LapFocus Skill:Compare and contrast17: Two Bear Cubs/Brave Measuring Worm\*\*Extra lesson | RL1 | RL2RL4RL5RL2 | Recount stories; determine the central message, lesson or moral and explain how it is conveyed through key details in the textDetermine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (personification).Refer to parts of dramas when writing or speaking about a text, using terms such as scene: describe how each successive part builds on earlier sectionsRecount myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text | fairy tale from ChinaPersonification: Giving something (animal, inanimate objects) human qualities -What clues tell you that this wolf is not like a regular wolf?-How does the wolf act like a person?Possible ?? to help instruction--What happens in the first scene?-How does the first scene set up the problem to be solved?-In what scene is the conflict solved?-In what scene are the bear cubs rescued?-What important event happens in scene 2?Use selections from this website not used earlier in the year or videos from discovery education for myths and fables.<http://www.starfall.com/n/level-c/greek-myths/play.htm?f> |
| 18: Me and Uncle Romie/The Art of CollageFocus Skill:Theme19: Half-Chicken/I Sailed on Half a Ship | RL1 | RL5RL9RL5 | Refer to parts of poems when writing or speaking about a text, using terms such as stanza; describe how each successive part builds on earlier sectionsCompare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series). (from theme 2)Refer to parts of stories, when writing or speaking about a text, using terms such as chapter; describe how each successive part builds on earlier sections. | “Eating while Reading” by Gary SotoRead aloud on website or text in attached documents<http://lmsscience.watchknowlearn.org/Video.aspx?VideoID=36330&CategoryID=10488> |
| Theme 4 Assessment March 14, 15 |

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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| Theme 5 Duration March 18-May 1 |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 21: Antarctic Ice/Diary of a Very Short Winter DayFocus Skill:Sequence22: Bat Loves the Night/Bottlenose Dolphins | RI3, RI1, RI4 | RI9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |  |
| 23: Chestnut Cove/MayorsFocus Skill:Cause/Effect24: Ramona Quimby, Age 8/Slam Dunk Water | RL1 | RL4RI8RL6 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (personification)Describe the logical connection between particular sentences and paragraphs in a text (cause/effect)Distinguish their own point of view from that of the narrator or those of the characters | AB: LR Life of a PondOn: Student Council SpeechBE: LR The EvergladesAbove: LR The Stone CutterOn: My Older Redheaded…Brother- [www.storylineonline.net](http://www.storylineonline.net)Below: LR Lia Leads (lesson 1) |
| Theme 5 Assessment May 2, 3 |

3RI3 – Describe the relationship between a series of scientific ideas or concepts in a text, using language that pertains to time, sequence, and cause/effect.

3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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| Theme 6 May 6- June 5 |  |
| Lessons | CCSS | Additional CCSS To Be Addressed | Instructional shift | Suggested Resources |
| 26: Charlotte’s Web/Caterpillars Spin Webs, Too!Focus Skill:Inference27: Spiders and Their Webs/For YouFocus Skill:Making Predictions | RL1, RL3RI1, RI4 | RL6 | Distinguish their own point of view from that of the narrator or those of the characters |  |
| 28: The Science Fair/Advice from Dr. Fix-It29: The Planets/Jeremy’s House | RL1RI1 |  |  |  |
| Theme 6 Assessment June 6, 7 |

3RI1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3RI3 – Describe the relationship between a series of scientific ideas or concepts in a text, using language that pertains to time, sequence, and cause/effect.

3RI4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.