

Unit Title: Reading Workshop

Grade Level: 3

Timeframe: Unit 3

Unit Overview: During this unit, students will read a variety of fiction and nonfiction texts. Reading in fiction focuses on the folktale genre, providing students the opportunity to revisit fables and folktales while being introduced to myths. Students will select several nonfiction texts based on interest. Students will also explore the internet to conduct online research using reliable nonfiction sources. **Week 3 will require laptops, tablets or computer lab** for students to conduct research and prepare for the culminating presentation in Writing Workshop. Sections of the Reading and Writing Workshop align closely; please be aware of this when planning.

Enduring Understandings and Essential Questions

Enduring Understandings

- Previous cultures used stories and storytelling to explain the world around them.
- Authors used stories with a moral to help readers understand the human experience and teach lessons about life.
- Authors created stories that entertained as well as taught lessons.

Essential Questions

- How do words and images transform my understanding of the experiences of other people, culture and historical periods?
- How do characters in fables, folktales and myths help me learn about myself?
- Why have some fables, folktales and myths endured for over a thousand years?

Common Core Standards

Standards/Cumulative Progress Indicators (Taught and Assessed):

Standards/Cumulative Progress Indicators (Taught and Assessed):

RL.3.2 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.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3* topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Decode multi-syllable words.

Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
 Read grade-level text with purpose and understanding.
 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 SL.3.4 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.

21st Century Skills Standard and Progress Indicator

Independently complete tasks.
 Take turns speaking and doing in whole group settings.
 Work collaboratively with peers to complete tasks.
 Work collaboratively with partners to solve problems.
 Apply critical thinking and problem-solving strategies during structured learning experiences.
 Apply skills and knowledge through use of technology.

Dolch Word List

Week 1: another, even, following, large
Week 2: sometimes, while, thought, beginning
Week 3: family, between, school, next
Week 4: began, answer, should, enough
Week 5: leave, group, house, away

	Instructional Plan				
	Pre-assessment: Unit 2 EUA EBSR analysis to inform conferencing and small group instruction				
SLO - WALT	Instructional Practice	Student Strategies	Formative Assessment	Activities and Resources	Reflection

<p>Day 1</p> <p>SWBAT identify the characteristics of a fable by completing a graphic organizer listing the main character, conflict and moral or lesson.</p> <p>SL.3.2</p>	<p>RW</p> <p>Read Aloud</p> <p>Model</p> <p>Small group conferences</p>	<p>Collaborative reading</p> <p>Graphic organizer</p> <p>Independent reading</p>	<p>Quick Write: Summarize a fable you have read. If you have not read a fable, summarize a story in which the character learned a lesson.</p> <p>Turn and talk: Tell your partner the characteristics of a fable.</p> <p>Graphic organizer from partners (Teacher will look for the correct character, problem and lesson. If this information is wrong, a small group to be created for re-teaching.)</p> <p>Anecdotal notes: Teacher will listen to accountable talk and identify students who need support in identifying characteristics of a fable.</p>	<p>Teacher will introduce the fable genre, activate prior knowledge and have students provide characteristics to chart.</p> <div><p>FABLES HAVE...</p><p>Characters—The people or animals in a story.</p><p>Setting—where the story takes place.</p><p>Personification—Animals or objects taking in human qualities</p><p>Conflict—The problem in the story.</p><p>Moral—The lesson the reader learns from the story.</p></div> <p>Teacher will read fable and model to students the completion of the graphic organizer.</p> <p>Students will work with partners or small groups to read another fable provided by teacher and collaboratively complete the graphic organizer.</p> <table><tr><th colspan="3">FABLE TITLE:</th></tr><tr><th>Main Character</th><th>Conflict</th><th>Moral or Lesson</th></tr><tr><td></td><td></td><td></td></tr></table> <p>Academic Language: Fable, Moral, Conflict, Genre</p> <p>Resources: “The Grasshopper and the Ant,” Unit 5, T146-147 “Paca and the Beetle: A Folktale from Brazil,” Unit 6, p 4-5 “A Swallow and a Spider,” Journeys online, Grade 2, Unit 1 Aesop’s Fables: www.umass.edu/aesop Teacher library of fables</p>	FABLE TITLE:			Main Character	Conflict	Moral or Lesson			
FABLE TITLE:													
Main Character	Conflict	Moral or Lesson											

Day 2 SWBAT Identify the structure of a fable using literary terms and explain how each section builds on previous sections. RL.3.2	RW Model Small Group Instruction	Chunking Graphic Organizer	Stop and Jot: What are the parts of a story? Name them in the typical sequential order in which they appear in most stories. Student chunk the text; teacher checks for accuracy. Student pairs complete the graphic organizer.	Teacher will explain that stories, even fables have a specific structure. Teacher will model, using Day 1 text, chunking the text and thinking aloud, identifying the parts—beginning, conflict, resolution, moral. Then teacher will think through the text modeling the completion of the chart: <table><tr><td>Story Event</td><td>How the author builds the story</td></tr><tr><td>Beginning: Summarize beginning.</td><td>Author introduces characters and sets up the conflict (be specific based on text)</td></tr><tr><td>Conflict: State the conflict</td><td>The author uses the characters' wants to create a conflict (be specific from the story)</td></tr><tr><td>Resolution: Summarize how the story is resolved.</td><td>How did the conflict lead to this resolution?</td></tr><tr><td>Moral: Restate the moral of the story</td><td>Explain how the author built the story to teach this particular lesson.</td></tr></table> Students will work in pairs to chunk the text by marking the beginning (exposition), conflict, resolution and the moral. Teacher checking for accuracy. Students continue working in independent pairs to complete the graphic organizer.	Story Event	How the author builds the story	Beginning: Summarize beginning.	Author introduces characters and sets up the conflict (be specific based on text)	Conflict: State the conflict	The author uses the characters' wants to create a conflict (be specific from the story)	Resolution: Summarize how the story is resolved.	How did the conflict lead to this resolution?	Moral: Restate the moral of the story	Explain how the author built the story to teach this particular lesson.
Story Event	How the author builds the story													
Beginning: Summarize beginning.	Author introduces characters and sets up the conflict (be specific based on text)													
Conflict: State the conflict	The author uses the characters' wants to create a conflict (be specific from the story)													
Resolution: Summarize how the story is resolved.	How did the conflict lead to this resolution?													
Moral: Restate the moral of the story	Explain how the author built the story to teach this particular lesson.													

Day 3 SWBAT describe the sequence of events and how they build upon each other. RI.3.3	RW Read aloud Think aloud Model Guided reading Small group instruction	Retelling Summarizing the sequence of events Independent reading	Verbal retell of what happened in sequential order. Students revisit collaborative reading from yesterday and complete SOE chart. During independent reading, students read a fiction selection and complete SOE chart for chapter or book. Exit ticket: Why did Aesop use animals with human characteristics instead of humans? Anecdotal Notes	Read Aloud: Reread “The Grasshopper and the Ant,” Unit 5, T146-147 or choose to introduce another fable for exposure, Mini-lesson: Sequence of events (encourage students to use more sophisticated transitional words) <table border="1"><tr><td>Title:</td></tr><tr><td>In the beginning,</td></tr><tr><td>After a while,</td></tr><tr><td>In the meantime,</td></tr><tr><td>Finally,</td></tr></table> If the (character) had not (action) then (event) could not have happened. Academic Language: Sequence of events Transition words If/then statements Resources: “The Grasshopper and the Ant,” Unit 5, T146-147 “Paca and the Beetle: A Folktale from Brazil,” Unit 6, p 4-5 “A Swallow and a Spider,” Journeys online, Grade 2, Unit 1 Aesop’s Fables: www.umass.edu/aesop Teacher library of fables	Title:	In the beginning,	After a while,	In the meantime,	Finally,
Title:									
In the beginning,									
After a while,									
In the meantime,									
Finally,									

<p>Day 4</p> <p>SWBAT independently analyze a fable’s characters and explain how the characters’ consecutive actions build to the moral of the story.</p> <p>RL.3.2</p>	<p>RW</p> <p>Model</p> <p>Scaffolding</p>	<p>Independent practice of the week’s skills</p>	<p>What does it mean to analyze something?</p> <p>Completed graphic organizer.</p> <p>Constructed response.</p>	<p>Mini-lesson—Teacher models expectations that students will write in response to independently reading a new fable and conducting analysis using the week’s skills.</p> <table border="1"><tr><td>The character's actions were...</td><td>And so _____ happened</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>How did the character’s action contribute to the plot, leading to the moral of the story? Give examples from the text.</p> <p>Academic Language:</p> <p>Analyze</p> <p>Resources:</p> <p>Aesop’s Fables: www.umass.edu/aesop</p> <p>Teacher library of fables</p>	The character's actions were...	And so _____ happened						
The character's actions were...	And so _____ happened											

<p>Day 5</p> <p>SWBAT to identify the opposing characteristic of the two main characters of the story and infer why these characters were used to teach the lesson.</p> <p>RL.3.2</p>	<p>RW</p> <p>Read Aloud</p> <p>Model</p>	<p>Collaborative reading</p> <p>Turn and talk</p> <p>Note taking</p> <p>Verbal response</p>	<p>After the read aloud, students will turn and talk to retell the story and list the characters’ opposite qualities.</p> <p>Students will read a fable with their partner and identify and write a list of the character’s opposite quality. After reading, students will share with the class. (Opportunity for differentiation—multiple fables).</p> <p>Exit ticket: Speculate why the author chose to use the two characters in the fable you read with your partner to teach this lesson.</p> <p>Anecdotal notes</p>	<p>Mini-lesson—opposing characters</p> <p>Teacher will introduce the concept that characters in fables often have opposing or opposite qualities.</p> <p>Teacher will model opposing characteristics of main characters by thinking aloud about the characters during the read aloud.</p> <p>Chart can be drawn as Venn diagram.</p> <table><tr><th>Character</th><th>Similar</th><th>Character</th></tr><tr><td>Unique Traits</td><td>Traits</td><td>Unique Traits</td></tr><tr><td></td><td></td><td></td></tr></table> <p>I believe these two characters help the author teach the lesson because...</p> <p>Academic Language:</p> <p>Opposing characters</p> <p>Character traits</p> <p>Resources:</p> <p>“The Grasshopper and the Ant,” Unit 5, T146-147</p> <p>“Paca and the Beetle: A Folktale from Brazil,” Unit 6, p 4-5</p> <p>“A Swallow and a Spider,” Journeys online, Grade 2, Unit 1</p> <p>Aesop’s Fables: www.umass.edu/aesop</p> <p>Teacher library of fables</p>	Character	Similar	Character	Unique Traits	Traits	Unique Traits			
Character	Similar	Character											
Unique Traits	Traits	Unique Traits											

Day 6 SWBAT explain the author's purpose for writing the fable and infer why this fable is still important today. RL.3.2	RW Review Group Discussion Small Group conferencing	Independent Reading Turn and Talk Make Inferences Making Connections Use a graphic organizer	After reading students will talk in small groups, identifying the author's purpose. Small groups will make connections between the fable and real life situations. Exit ticket: Identify one famous person who would benefit from the moral of this story.	Mini-lesson: Author's Purpose Teacher will chart (or refer to an earlier anchor chart) the author's purpose: <div><p>The Author's Purpose</p><p>P—persuade the reader</p><p>I—inform the reader</p><p>E—explain something to the reader</p></div> By now students have read several fables. In small groups, allow students to discuss and come to consensus on the author's purpose for writing fables. Allow groups to share out. Students will work in small groups to make connections between the fable and real-life situations. Why is this fable still relevant today? Aesop's Fables: www.umass.edu/aesop Teacher library of fables
--	--	--	--	--

Day 7 SWBAT read a folktale and state the central message or lesson and identify 3-4 key details that convey the central message or moral. RL.3.2	RW Model Conferencing	Identifying the Lesson Locating Key Details using a graphic organizer	Verbal responses: What is a folktale?	Teacher will introduce Folktales. (Anchor chart below shows a comparison of all the story types read in this unit) <div><table><tr><th>Fable</th><th>Folktale</th><th>Myth</th></tr><tr><td>a short story that teaches a lesson, has talking animals, 2-3 characters</td><td>a short story from long ago that attempts to explain or teach a lesson</td><td>a short story that gives reason for natural events, explains how the world began, or why people do things</td></tr><tr><td><ul style="list-style-type: none">The Tortoise and the HareThe Dove and the ArkThe Crow and the PitcherThe Lion and the MouseThe Shepherd BoyThe Fox and the Goat</td><td><ul style="list-style-type: none">Why Mosquitoes Bzz in Peoples EarsLon Po PoFox and WolfWhy the Sun and Moon Live in the Sky</td><td><ul style="list-style-type: none">Animals and the Order</td></tr></table></div> Teacher will model completing the chart using a previously read fable as an example: <div><table><tr><td>Central Message/Moral/Lesson:</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr></table></div> Students will partner read the folktale and identify key details that point to the lesson.	Fable	Folktale	Myth	a short story that teaches a lesson, has talking animals, 2-3 characters	a short story from long ago that attempts to explain or teach a lesson	a short story that gives reason for natural events, explains how the world began, or why people do things	<ul style="list-style-type: none">The Tortoise and the HareThe Dove and the ArkThe Crow and the PitcherThe Lion and the MouseThe Shepherd BoyThe Fox and the Goat	<ul style="list-style-type: none">Why Mosquitoes Bzz in Peoples EarsLon Po PoFox and WolfWhy the Sun and Moon Live in the Sky	<ul style="list-style-type: none">Animals and the Order	Central Message/Moral/Lesson:	Key Detail	Key Detail	Key Detail	Key Detail
Fable	Folktale	Myth																
a short story that teaches a lesson, has talking animals, 2-3 characters	a short story from long ago that attempts to explain or teach a lesson	a short story that gives reason for natural events, explains how the world began, or why people do things																
<ul style="list-style-type: none">The Tortoise and the HareThe Dove and the ArkThe Crow and the PitcherThe Lion and the MouseThe Shepherd BoyThe Fox and the Goat	<ul style="list-style-type: none">Why Mosquitoes Bzz in Peoples EarsLon Po PoFox and WolfWhy the Sun and Moon Live in the Sky	<ul style="list-style-type: none">Animals and the Order																
Central Message/Moral/Lesson:																		
Key Detail																		
Key Detail																		
Key Detail																		
Key Detail																		

Day 8 SWBAT cite evidence from the text to support explanation of the lesson in discussion. RL.3.2	RW Model	Referring to the text Using Evidence Based Terms Independent reading	Recall: What are the characteristics of a folktale? What is the author’s purpose for writing a folktale? Reading Journal: Students take notes in their reading journal preparing for discussion. Discussion: Teacher listens for appropriate responses and interactions.	Mini-lesson: Taking notes for discussion Teacher: Today, we are going to read a folktale and have a discussion on the following questions: <ul style="list-style-type: none">• What is the lesson or moral of the story?• What words or phrases help convey the lesson or moral?• Explain the lesson or moral in your own words. When we listen and when we read, we may need to take notes in order to remember points that we want to discuss. Today, we will take notes for our discussion after reading. Teacher models notes she might have taken while reading a fable and answering today’s questions. Students read independently or with a partner, taking notes for discussion. Teacher explains discussion practices by charting sentence starters: <div>Discussion Practices<ul style="list-style-type: none">• I agree with...because• _____, I disagree with you because...• I would like to add to what _____ said• This is my clarifying question for _____, ...?</div> Resources: “The Treasure” Journeys—Unit 2T238-241
--	-----------------	--	--	---

CAR © 2009

Day 9 SWBAT indicate key words and phrases the author uses throughout the story to indicate the lesson that will be taught leading to the moral of the story, and apply the lesson to a situation today. RI.3.4	RW Read aloud Think aloud Model Guided reading Small group instruction	Making connections Rereading the text for evidence Independent reading	Verbal responses Textual evidence Graphic organizer Exit ticket: Name one famous person who should read this fable. Explain why they should read this. Anecdotal notes	Mini-lesson—textual evidence to support understanding Teacher rereads story from day 1, states the moral of the story and explains how this story is still applicable today. <table><tr><td>Title and Summary:</td><td>Lesson:</td><td>Key words and phrases about the lesson:</td></tr><tr><td></td><td></td><td></td></tr></table> This story is still applicable today because... Academic Language: Textual evidence Resources: “The Grasshopper and the Ant,” Unit 5, T146-147 “Paca and the Beetle: A Folktale from Brazil,” Unit 6, p 4-5 “A Swallow and a Spider,” Journeys online, Grade 2, Unit 1 Aesop’s Fables: www.umass.edu/aesop Teacher library of fables	Title and Summary:	Lesson:	Key words and phrases about the lesson:			
Title and Summary:	Lesson:	Key words and phrases about the lesson:								
Day 10 SWBAT identify words and phrases in which the author uses nonliteral meanings RL.3.4	RW	Distinguishing between literal and nonliteral meanings		Anchor Text: The Harvest Birds Graphic Organizer 8 Resource: “The Harvest Bird						

<p>Day 11</p> <p>SWBAT analyze the author's word choice and identify possible reasons for using words and phrases with nonliteral meanings</p> <p>RL.3.4</p>	<p>RW</p> <p>Close Reading</p> <p>Model</p> <p>Think Aloud</p>	<p>Referring to the text to determine meaning</p> <p>Analyzing author word choice to convey meaning</p> <p>Using a graphic organizer</p>	<p>Close Reading- Students will use post it notes to highlight words in the text that stand out</p> <p>Reread for meaning- Partners will reread the text, focusing on 4 of the words they have highlighted</p> <p>Exit Slip- Chose one of your words/phrases and explain why the author feels that the word/phrase was essential to the text.</p>	<p>Anchor Text: The Harvest Birds</p> <p>Graphic Organizer 8</p> <p>Resource:</p> <p>"The Harvest Bird</p>	
--	--	--	---	--	--

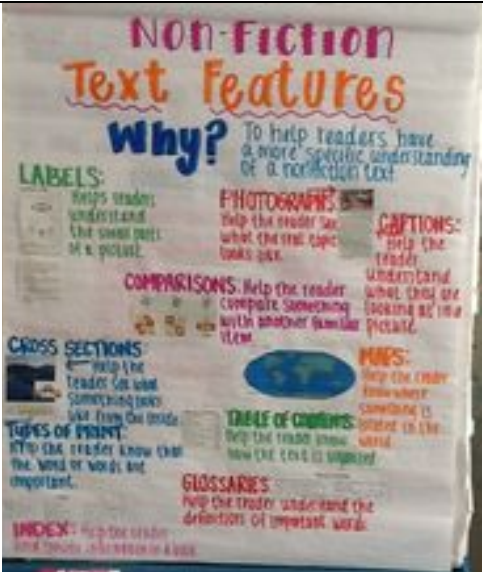
Day 12 Identify characteristics of a Greek myth by comparing them to a fable. RL.3.5	RW	Compare and contrast Identifying genre characteristics Questioning to set focus for reading	Teacher observation while whole group completes what they know about Greek myths Turn and Talk- Partners discuss what they want to know about Greek Myths. Individual students should have a list of 5 questions to refer to after reading. Annotations: Label the area of the text where the conflict, resolution can be found	Teacher refers back to anchor chart from Day 7. Teacher activates prior knowledge by creating a KWL chart with students about Greek Myths. Students read myth in pairs and chunk the text by identifying beginning, conflict, resolution, moral or lesson. Students complete the graphic organizer. <table><tr><th colspan="3">Myth TITLE:</th></tr><tr><th>Main Character</th><th>Conflict</th><th>Moral or Lesson</th></tr><tr><td></td><td></td><td></td></tr></table> Resources: Prometheus (PDF attached)	Myth TITLE:			Main Character	Conflict	Moral or Lesson				
Myth TITLE:														
Main Character	Conflict	Moral or Lesson												

Day 13 SWBAT isolate a myth into sections and analyze how each section builds from the previous RL.3.2	RW Model Close Reading Think Aloud	Making Annotations fishbowl share	Teacher Observation: Myth is divided into sections as a whole group Small groups take a section and dissect for key events and interactions between characters Small groups share out their findings during fishbowl share Independently complete graphic organizer	Students will complete the following graphic organizer from Day 2 <table><tr><td>Story Event</td><td>How the author builds the story</td></tr><tr><td>Beginning: Summarize beginning.</td><td>Author introduces characters and sets up the conflict (be specific based on text)</td></tr><tr><td>Conflict: State the conflict</td><td>The author uses the characters' wants to create a conflict (be specific from the story)</td></tr><tr><td>Resolution: Summarize how the story is resolved.</td><td>How did the conflict lead to this resolution?</td></tr><tr><td>Moral: Restate the moral of the story</td><td>Explain how the author built the story to teach this particular lesson.</td></tr></table> Resources: King Midas (PDF Attached)	Story Event	How the author builds the story	Beginning: Summarize beginning.	Author introduces characters and sets up the conflict (be specific based on text)	Conflict: State the conflict	The author uses the characters' wants to create a conflict (be specific from the story)	Resolution: Summarize how the story is resolved.	How did the conflict lead to this resolution?	Moral: Restate the moral of the story	Explain how the author built the story to teach this particular lesson.
Story Event	How the author builds the story													
Beginning: Summarize beginning.	Author introduces characters and sets up the conflict (be specific based on text)													
Conflict: State the conflict	The author uses the characters' wants to create a conflict (be specific from the story)													
Resolution: Summarize how the story is resolved.	How did the conflict lead to this resolution?													
Moral: Restate the moral of the story	Explain how the author built the story to teach this particular lesson.													

Day 14 SWBAT break down a myth into its key details and central lesson. RI.3.2	RW	Summarizing Referring to the text Using evidence based terms Collaborative reading	Verbal Response with text citations Teacher observation of use of evidence based terms Partners reread text to gather information for graphic organizer	Students will complete the graphic organizer originally introduced on Day 7 <table><tr><td>Central Message/Moral/Lesson:</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr><tr><td>Key Detail</td></tr></table> After reading, students will compare and contrast information in the graphic organizer completed for Fable and for Myth.	Central Message/Moral/Lesson:	Key Detail	Key Detail	Key Detail	Key Detail
Central Message/Moral/Lesson:									
Key Detail									
Key Detail									
Key Detail									
Key Detail									

<p>Day 15</p> <p>SWBAT recount a fable and myth with a common central lesson and compare their similarities and differences.</p> <p>(FORMATIVE ASSESSMENT)</p>	RW	<p>Summarizing</p> <p>Comparing and Contrasting</p> <p>Responding to reading</p>	<p>Observations:</p> <p>Teacher will note students who are/are not comfortable with independence.</p> <p>Track questions that students ask after breaking down the writing task. (Indicates additional teaching around understanding of academic tasks— support for benchmarks and PARCC)</p> <p>Writing Product</p>	<p>Formative Assessment writing prompt:</p> <p>Choose one fable and myth you have read during this unit. Write an essay in which you provide a brief summary of each and discuss the similarities and differences of their central lesson or moral of the story. Be certain to cite specific quotes from the text in your writing.</p> <p>While this is a formative assessment, mini-lesson should focus on breaking down the writing prompt so students are able to successfully understand and complete it.</p>	
	<p>Formative Assessment: Day 15</p> <p>Choose one fable and myth you have read during this unit. Write an essay in which you provide a brief summary of each and discuss the similarities and differences of their central lesson or moral of the story. Be certain to cite specific quotes from the text in your writing.</p> <p>Use Modified Benchmark Rubric to Score (see attached)</p>				

Day 16 SWBAT label nonfiction text features present in articles (periodical, journal) RI.3.5		Identifying the characteristics of a nonfiction text Labeling features	Turn and Talk: With your partner and agree on a answers: Why are text features important to nonfiction texts? How are they similar or different from illustrations of fiction texts?	Mini-lesson: Nonfiction text features Teacher activates prior knowledge by asking students to recall nonfiction text features. Teacher can chart with students or refer to an earlier chart. (Possible answers: Labels, captions, pictures, table of contents, glossaries, index, maps, graphs and tables)	
---	--	---	---	--	--

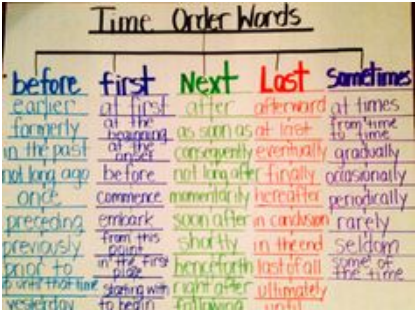


Today, we are going to read a story that offers text features to support and enhance our understanding. As we read, we will use a T chart to list the text features and how they support our understanding of the text. We will use this T chart in writing workshop when we are writing our own informational pieces.

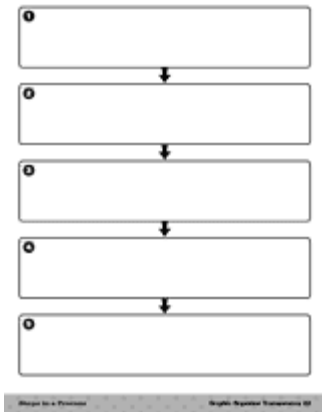
Text Feature (pg)	Helps Reader Understand

Teacher will read and model first text feature. Students will partner read and complete the chart.

Resource:
“Technology Wins the Game”—Journeys, Unit 3, T23

<p>Day 17</p> <p>SWBAT describe the relationship between historical events using words related to time or sequence</p> <p>RI.3.3</p>	<p>RW</p>	<p>Rereading text to uncover relationships using time and sequence words</p> <p>Charting information</p> <p>Summarizing</p>	<p>Do Now:</p> <p>List as many different transition words that you know specifically related to time.</p> <p>Anecdotal Notes</p> <p>Teacher checks timeline for inclusion of the most important facts</p> <p>Response rubric for summary</p>	<p>Mini-lesson—Historical events and Sequence/Time Words</p> <p>Teacher explains that there are relationships in the world we live in some of these relationships can be uncovered by reading nonfiction texts about historical events.</p> <p>Teacher creates a chart of time and sequence words that can aid students in discussion about historical events</p>  <p>Whole class read of “The Chicago Fire.”</p> <p>Teacher models thinking, connecting and questioning of significance of events as she reads.</p>	
--	-----------	---	--	---	--

				<p>Partners Turn and Talk discussing their own questions and connections. Teacher circulates room identifying those discussions that are worth sharing out to the class as a model of how to synthesize the information in the text.</p> <p>Student independently read “After the Fire.” Students share thinking, connecting and questioning of significant events and discuss events before and after the fire, synthesizing information from both texts.</p> <p>Teacher works with small groups as they gather the important information to reflect on a timeline</p> <p>Students independently summarize the information using time and sequence transition words. Summary should also include a connection to another event in the world or their own life.</p> <p>Resources: “The Chicago Fire” http://teacher.depaul.edu/Documents/ChicagoFireNonfiction3rdgrade.pdf “After the Fire” http://teacher.depaul.edu/Documents/AftertheFire.pdf</p>	
--	--	--	--	---	--

<p>Day 18</p> <p>SWBAT describe the steps in a technical process using words that relate to sequence</p> <p>RI.3.3</p>	<p>RW</p>	<p>Using domain specific vocabulary</p> <p>Turn and talk</p>	<p>Do Now:</p> <p>Write the steps in the process for making a peanut butter and jelly sandwich. (Share a couple of samples to show how some are very detailed and others may skip steps.)</p> <p>Turn and talk: Tell your partner what you know about the water cycle.</p> <p>Think and Ink: After reading about the water and rock cycles today, describe the relationship between the two processes using domain-specific vocabulary and text evidence in your response.</p>	<p>Mini-lesson: Steps in a Process</p> <p>Teacher will explain that sometimes we read informational text to learn specific processes.</p> <p>Today, from our science books we will review the process of the Water Cycle. And then you will have the opportunity to explore the process rocks go through as they are formed. We will complete graphic organizers for each process. By the end of school you should be able to synthesize the information and describe the relationship between the two processes.</p>  <p>Teacher models steps in the process of the water cycle and completes the graphic organizer using domain-specific words.</p> <p>Students work with partners to read and track the steps in the rock cycle, capturing domain-specific vocabulary as they chart the process.</p> <p>Response to reading.</p> <p><i>Science</i>—Scott Forsman, p. 199</p>	
--	-----------	--	--	---	--

Day 19 SWBAT use a search engine to find information on a topic RI.3.5	RW	Navigate internet for academic use evaluating websites	<p>Do Now: During this unit we have learned about different places and cultures and topics. Think about the topics and make a list of 5 topics you would like to research.</p> <p>Turn and talk to your partner. Which search engines do you use now? How do know when you have found reliable information?</p> <p>Exit ticket: After having the opportunity research information, look at your graphic organizer and choose one topic and one piece of information that you learned today. Explain why this information interests you.</p>	<p>Mini-lesson: Using search engines to research</p> <p>Teacher: We use the internet for many different reasons. Today, we are going to use search engines to look up information on a topic.</p> <p>Turn and talk to your partner. Which search engines do you use now? How do know when you have found reliable information?</p> <p>Teacher may chart school appropriate search engines, ie. Google Earth, safesearchkids.com.</p> <p>Teacher will explain that not all sources are reliable. (Reliable sources handout)</p> <p>Teacher will model: Since we were reading Greek myths, I wanted to know more about Greece. I am going to use Google Earth to look for Greece.</p> <p>Now that I know where Greece is, I want to find additional information about planning a trip there (models using safesearchkids.com)</p> <p>Have students work in partners to explore various topics they listed during their Do Now.</p> <p>Complete the graphic organizer while exploring:</p> <table><tr><th>Topic</th><th>What I Learned</th><th>Website</th></tr><tr><td></td><td></td><td></td></tr></table>	Topic	What I Learned	Website			
Topic	What I Learned	Website								

CAR © 2009

<p>Day 20</p> <p>SWBAT identify and use tool bars, sidebars, menus and hyperlinks while conducting research</p> <p>RI.3.5</p>	<p>RW</p>	<p>applying technology skills to academic assignments</p>	<p>Verbal Review- tool bars, sidebars, menus and hyperlinks</p> <p>Journal write- Was there a tool that was new to you? If so explain its use in academics. If not evaluate your comfort level for using the tools for academics making reference to the search completed today to support your opinion</p>	<p>Teacher explains that many of the computer skills the students have can be applied to academic structures.</p> <p>While students are on computers, teacher locates and defines the use of tool bars, side bars, menus and hyperlinks. Teacher should circulate the room requesting that students point to the tool on the screen</p> <p>Teacher will then ask students to search for information about their school using the Trenton board of education website.</p> <p>Students and teachers then debrief discussing what they found, some challenges and how they used the newly introduced tools.</p> <p>Students then independently evaluate their use of tool bars, sidebars, menus and hyperlinks to conduct research</p>	
---	-----------	---	---	---	--

Day 21 SWBAT determine the main idea of internet texts while researching and defining domain-specific words related to the research topic. RI.3.5	RW	Note taking grouping like topics creating word lists for topic	Teacher observation: Look for students who have trouble navigating independently Students should complete the subsection side of the Big I before beginning research to focus time on task Exit Slip- Completion of Big I	Mini-lesson: The Big I graphic organizer for planning As we conduct research, we need to track our information. We will revisit using the Big I. Our topic will go at the top. The categories of information we are seeking will be listed on the left side. On the right side we will list the supporting details that help us better understand each category. Remember, we always want to collect domain-specific words and possible graphics that will enhance our presentation. <table><tr><td colspan="2">Topic:</td></tr><tr><td>Category 1</td><td>*supporting detail *supporting detail</td></tr><tr><td>Category 2</td><td>*supporting detail *supporting detail</td></tr><tr><td>Category 3</td><td>*supporting detail *supporting detail</td></tr><tr><td colspan="2">Domain-specific words:</td></tr><tr><td colspan="2">Possible Graphics:</td></tr></table>	Topic:		Category 1	*supporting detail *supporting detail	Category 2	*supporting detail *supporting detail	Category 3	*supporting detail *supporting detail	Domain-specific words:		Possible Graphics:		
Topic:																	
Category 1	*supporting detail *supporting detail																
Category 2	*supporting detail *supporting detail																
Category 3	*supporting detail *supporting detail																
Domain-specific words:																	
Possible Graphics:																	

CAR © 2009

Day 22-23 SWBAT transform research notes into a brief presentation using powerpoint, prez!, iMovie, or poster to share with the class. W.3.8/W.3.7	WW	RW notes Creativity	<p>Quick Write: What is the essential information that you need to include in your notes?</p> <p>Verbal drafting—by allowing the students to verbal draft again, they have the opportunity to refine their presentation and practice their oral skills.</p>	<p>Teacher explains that unlike typing the full text of their article, students will highlight only key details and capture essential words and phrases for the presentation—which is more visual than text-based.</p> <p>(Teacher can model this or show a short video of a presentation that meets the project’s requirements)</p> <p>Following the mini-lesson, students will have the opportunity to verbal draft again, and then continue work on their presentation.</p> <p>Materials needed: Computers Markers Posters Glue Construction paper</p> <p>Academic Vocabulary: Essential</p>							
Day 24-25 SWBAT orally present their research in a clear, confident manner. Listeners will provide feedback. SL.3.4	WW	Presentation Skills	Each student presents work	<p>Peers will provide feedback—3 pluses and a question. For each plus the student will identify something about the writing style or structure they liked (refer to rubric) and one question they have about the topic.</p> <table><tr><td>Presenter:</td><td>Reviewer:</td></tr><tr><td>+</td><td>+</td></tr><tr><td>+</td><td>?</td></tr></table>	Presenter:	Reviewer:	+	+	+	?	
Presenter:	Reviewer:										
+	+										
+	?										

	Formative Assessment: As a grade-level choose a reading with EBSRs based on standards RI.3.2 and RI.3.4	
	Summative Written Assessments	
	Nonfiction article completed on Day 20	
	Summative Performance Assessment	
	Presentation from notes completed on Day 25	