

### Grade 3

Distance Learning Module 5: Week of: 4/27/2020-5/1/2020

## Grade 3 ELA - Modified from [Unit 5 - Biography Reading/Persuasive Writing](#)

### Targeted Goals from Stage 1: Desired Results

**Content Knowledge:** Writers write biographies about both important and famous people, non-fiction writing includes a version of the facts, writers of biography have an opinion and perspective on the person they are writing about, biographies include an author's collection of information about a person's life

**Vocabulary:** Biography, Debate, Impact, Hardship

**Skills:** Comparing, noticing similarities, debating, noticing at pros and cons  
Word Study: Plural skills (see below in red)

**Expectation:** Read articles showing two sides of a debate and support both sides with evidence from the text. Correct usage of grammar, spelling and punctuation when completing writing assignments

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday Apr 27:</p> <p>Today you will choose one of the 2 Jackie Robinson books to read from Epic. You will list 3 character traits about Jackie on the Jackie Robinson student response page, and list evidence for those traits. If you are having trouble coming up with words to describe him, you can use the "List of Traits" Anchor Chart.</p> <p>Today for Word Study, you will learn about plural nouns and specific times when you add -es. Watch the video first, then fill out the word study student response sheet. Remember to "turn in" all assignments.</p>	<p>Use either or both books: Jackie Robinson Choice 1 Jackie Robinson Choice 2</p> <p>Jackie Robinson student response page</p> <p>List of Traits Anchor Chart</p> <p>Word study lesson: Add es to words that end in: ch, sh, s, x, or z to make them plural</p> <p>Word Study Student Response Sheet</p>	<p>Submit the word study student response sheet on Google Classroom</p> <p>Submit the Jackie Robinson student response page on Google Classroom</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Tuesday Apr 28:</p> <p>Today for writing you will read It's The Debate article: "Should Helium Balloons Be Banned?". You will write 3 reasons they should be banned and 3 reasons why they should not be banned. Submit on Google Classroom. Don't forget to use proper grammar, spelling, and punctuation each time you write.</p>	<p>Helium Balloon Article: Helium Balloon Article Page 1 Helium Balloon Article Page 2</p> <p>Should we have Balloons Response Form</p>	<p>Submit "Should We Have Balloons Response Form" on Google Classroom</p>
<p>Wednesday Apr 29:</p> <p>For reading today, you will choose one of the 2 Rosa Parks books to read from Epic. Just like you did with Jackie Robinson on Monday, you will find 3 character traits of Rosa Parks to write about on the Rosa Parks student response page. Please click "turn in" when you are finished.</p> <p>Today you will learn about plurals in Word Study. We will learn about words that end specifically in -f or -fe and what happens when we write a plural. Watch the video first, then complete the student response sheet. There is also an anchor chart if you need help.</p>	<p>Rosa Parks Book Choice 1</p> <p>Rosa Parks Book Choice 2</p> <p>Rosa Parks student response page</p> <p>Plurals with words that end in -f or -fe Video</p> <p>Plurals Anchor Chart (-f and -fe words)</p> <p>Student response sheet plurals</p>	<p>Submit the plurals student response sheet to your teacher on Google Classroom.</p> <p>Submit the Rosa Parks student response page on Google Classroom.</p>
<p>Thursday Apr 30:</p> <p>Read the article "Should Chocolate Milk Be Banned?" Students write 3 reasons why it should be banned and 3 reasons why it should not be banned. Submit on Google Classroom.</p>	<p>Should Chocolate Milk Be Banned article: Article page 1 Article page 2</p> <p>Should Chocolate Milk Be Banned response form</p>	<p>Submit Should Chocolate Milk Be Banned response form to Google Classroom</p>
<p>Friday May 1:</p> <p>First, watch the video lesson. Then you will</p>	<p>Resources from Monday and Wednesday on Rosa Parks and Jackie Robinson.</p>	<p>Submit student response form and Friday reflection on Google Classroom.</p>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>compare Rosa Parks and Jackie Robinson. What 3 traits do they have in common? Keep in mind what struggles they both faced. Make sure to use specific reasons to support your answer. Use your notes from Rosa Parks and Jackie Robinson from earlier in the week to write a response. Submit your response on Google Classroom.</p> <p>Complete Friday Reflection. Be sure to think about your week, what you learned and what you need help with moving into next week.</p>	<p>Maggie Roberts- Video lesson to model how to compare Amelia Earhardt and Jane Goodall</p> <p>Comparing Student Response Form</p> <p>Friday Reflection Grade 3</p>	

**Week criteria for success** (attach student checklists or rubrics): Students will provide 3 reasons that support their position in a debate on Tuesday & Thursday. Students will state at least 3 traits that Rosa Parks and Jackie Robinson have in common.

- Friday Reflection
- Grammar Checklist

**Supportive resources and tutorials for the week** (plans for re-teaching): Teachers will provide feedback on the 3 GoogleDocs that were submitted this week & reteach as necessary.