

Appendix H

Unit : Three: How do writers and artists express themselves?

Lesson: week 1

Skill/ Strategy: Authors Purpose

Unit Enduring Understanding : Good readers identify the topic and locate the author's stated purpose. Essential Question: Why do you think the author wrote the selection?

Key Standard:CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers.

Objective(s) 1)Ask questions, locate facts and details about texts, and support answers with evidence from the text

1) identify the topic and locate the author;s stated purpose

Additional Standard(s)CC3RI6, CC3RI4, CC3RI5

2) use academic language

Key Vocabulary : summarize, author's purpose

Resources: treasures, triumphs

Know

- • Inference
- • Prediction
- • Generalizations
- • Background knowledge
- • Explicitly stated information from the text

Understand • Authors include key details in informational texts which can help a reader ask and answer questions.

- • Good readers know a question is different from a statement and requires an answer.

Good readers ask questions about a text to help better understand the content within it.

Do • Make, test and revise predictions as they read

- • Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read
- • Demonstrate an understanding of the text when answering questions about the text
- • Refer explicitly to the text as a basis for answering questions about the text

Ask and answer questions to

demonstrate understanding of a text,
referring explicitly to the text as the
basis for the answers

Activating Strategy :Review definition of author, list authors students know

Teaching Strategies

MONDAY:

Whole Group: Introduce story vocabulary with vocabulary cards and pocket chart.
Students will listen to, "Talking to Lulu Delacre, children's author" and discuss the graphic organizer on TM p. 289b

All Small Groups: review academic vocabulary, and sight word cards # 101-110

Red Group: Triumphs p. 96

Blue Group: Approaching p. 108

Green Group: Treasures: p. 108

TUESDAY:

Whole Group: Vocab questions day 2 TM p. 309c

Students will listen to ½ of "Author A True Story" and discuss

Red Group: leveled reader Triumphs, "Ben Franklin" read ½ and discuss author's purpose

Blue Group: leveled reader red, "Laura Ingalls Wilder" read ½ and discuss author's purpose

Green Group: leveled reader blue, " E.B. White Writer" read ½ and discuss author's purpose

WEDNESDAY:

Whole Group: vocabulary extended day 4 TM p. 309d

Students will listen to the last ½ of "Author A True Story" and discuss

Red Group: finish leveled reader from Tuesday.

Blue Group: finish leveled reader from Tuesday.

Green Group: finish leveled reader from Tuesday.

THURSDAY:

Writing Activity: See page that follows.

FRIDAY:

Whole Group: Vocabulary: pick 3 vocabulary words and use them in sentences.

Students will listen to the CD of "Listen" and follow along in their book. Discuss connect and compare questions.

Red Group: Quiz Approaching p. 108 (top half), finish sight word packet 5

Blue Group: Quiz Triumphs p. 96

Appendix H

Green Group: Quiz Approaching p. 108

Assessments

Summarizing : discussion during whole group as well as small group

Formative : Monday small group guided practice page

Summative : Friday quiz
Red Group: 70% or higher
Blue Group: 80% or higher
Green Group: 85% or higher

Multi-sensory: visual - vocabulary pocket chart, definition poster, kinesthetic - story stone, center manipulatives, auditory - summarize by "turn to your partner and discuss."

Art - infused: draw and write center

Movement: center rotations, center manipulatives, tic- tac- toe author's purpose

Differentiation: leveled groups for small reading groups, leveled center games

Three higher level questions: Connect and Compare questions p. 307

1. Look at the last three words on page 305. Why are they examples of onomatopoeia? (onomatopoeia)
2. What is the purpose of the signs mentioned in the beginning of the poem? Why is the library noisy? (analyze)
3. Author: A True Story, tells about one writer's experiences with words. How might Helen Lester feel about words after reading this poem? (reading across texts)

Technology: computer center

Name _____

Comprehension:
Author's Purpose

Authors write to **entertain**, or tell a good story, to **inform**, or give facts, or to **persuade**, or convince. To find the author's stated purpose, look at the details. Find what they have in common. Then look for the sentence that states the author's purpose.

Read each sentence below. If the author's purpose is to entertain, write *E* in front of the sentence. Write *I* if the author's purpose is to inform. Write *P* if the author's purpose is to persuade.

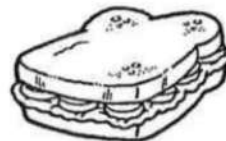
— 1. Everyone should wear a helmet when riding a bicycle.



— 2. The capital of Ohio is Columbus.



— 3. One day I made a sandwich and it disappeared.



Read the following passage. Underline the important details. Write the sentence that states the author's purpose. Then choose whether the purpose is to inform, persuade, or entertain.

Apples dipped in peanut butter is my favorite snack. You should try it. I eat it every day after school. It is easy to make and fun to eat. It is delicious.

4. The stated author's purpose is: _____

5. The author's purpose is to:

a. persuade

b. entertain

c. inform

Read the passage. Then complete the questions.

Ben Invented

Ben Franklin invented things. His goal was to help people. Sometimes he remade an old object to make it better. Sometimes he invented new ways of doing things.

In Ben's day, homes had fireplaces that let cold drafts blow in. Ben invented a stove that kept heat in the home.

Street lamps trapped smoke, so the light was dim. Ben invented a lamp that let smoke go out. Ben's lamps glowed.

Mail was slow. So Ben invented routes to help mailmen find mailboxes and homes. Ben made the mail go faster.

There were a lot of big blazes in Ben's time. Ben helped set up fire companies. Firefighters trained to fight the flames and kept people safe.

3. What did Ben Franklin invent?

4. What is the author's purpose in this passage?

5. A bus always takes the same _____.

draft object route



Name _____

Authors write to **entertain**, or tell a good story, to **inform**, or give facts, or to **persuade**, or convince. To find the author's stated purpose, look at the details. Find what they have in common. Then look for the sentence that states the author's purpose.

Read each passage. Underline the important details. Write the sentence that states the author's purpose. Then choose whether the purpose is to inform, persuade, or entertain.

Writing is my favorite thing to do when I get home from school. You should definitely try it. After school, go home and just write about your thoughts for the day. Who knows, maybe your thoughts will turn into a story!

1. Stated purpose: _____
2. The author's purpose is to:
 - a. persuade
 - b. entertain
 - c. inform

Getting a book published is a long process. You have to write your story and then send it to a publisher. The publisher will decide if they like the story you wrote and then will publish it. Sometimes publishers do not like the story and you have to start the process over again.

3. Stated purpose: _____
4. The author's purpose is to:
 - a. persuade
 - b. entertain
 - c. inform

The funniest thing happened to me. A cat in a tiny airplane flew over my head. I chased the plane and it landed in someone's backyard. Then I noticed that a boy with a remote was flying the plane. The cat was not real!

5. Stated purpose: _____
6. The author's purpose is to:
 - a. persuade
 - b. entertain
 - c. inform

Name _____

Read the passage. Then answer the questions.

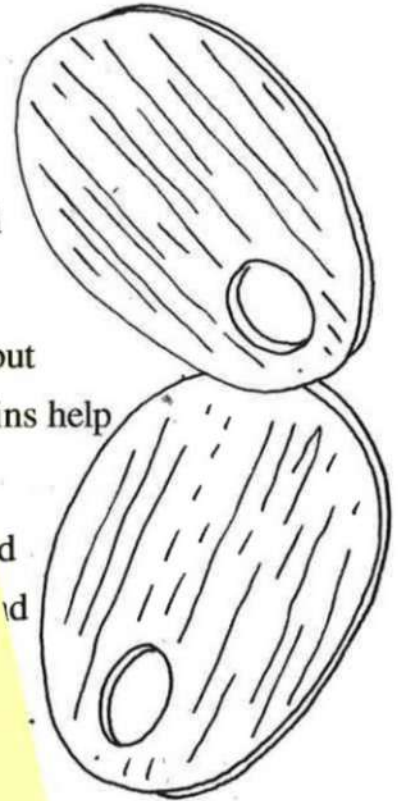
Ben Franklin: Fast Swimmer

You know that Ben Franklin invented a lot of things when he was a grown-up. But Ben invented when he was a kid, as well. He invented swim fins when he was 11 years old!

Ben liked to swim. He was a fast swimmer, but he hoped to go faster. Ben invented swim fins that help them swim faster.

Ben needed swim fins that were like big, flat shoes. He went for a swim and his feet hurt. When he took off his feet, as well.

Ben invented swim fins when he was a kid!



Extra Practice

1. Underline the sentence that states the purpose of the passage.
2. Draw a box around details that tell why Ben invented swim fins.
3. Is the author's purpose to entertain, to inform, or to persuade? How do you know?

Writing Standard 3, Grade 3: Write narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence.

Objective: Each student will write an autobiography. Each autobiography will be displayed in an "art person" which resembles each child.

WEEK 1

Introduction: We just spent the week during ELA reading the story, "Author, A True Story." We learned about Helen Lester and her story of becoming an author. When a person writes a true story about their life, it is called an autobiography. Today, we will each write an autobiography about our life.

Lesson:

Planning: Students will use the "All About Me" graphic organizer to create notes for their story.

Writing Process: Students will write an introductory sentence which introduces their name. Students will pick 3 boxes from their graphic organizer and expand upon those ideas, using complete sentences. Students will provide a concluding sentence. Students will conference with teacher about editing adjustments.

WEEK 2

Introduction: Demonstrate how students will create the art projects of themselves. (See photocopy of instructions.)

Lesson and Art Activity: Students will recopy their autobiography, create their "art person" and mount their story in the art project.

Appendix H

Unit : Three : How do writers and artists express themselves?

Lesson: week 2

Skill/ Strategy: Character, plot, setting

Unit Enduring Understanding : Good readers summarize the plot's main events and think about the relationships of characters in a story, as well as where it is set.

Essential Question: What changes did the main character in this story undergo, and how were they affected by the setting?

Key Standard: CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objective(s) 1) ask relevant questions and seek clarification

- 1) identify character, setting, and plot of a story
- 2) use academic language

Additional Standard(s) CC3RL4, CC3RI5

Key Vocabulary : generate, character, setting, plot

Resources: treasures, triumphs

Know

- Text references
 - • Explicit information
 - • Inference
 - • Prediction
 - • Generalizations

Literary elements (e.g., character, setting, events)

Understand

- Authors include key details in literary texts which can help a reader ask and answer questions.

- • Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text.

Do

- Make, test and revise predictions as they read
 - • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read
- • Demonstrate an understanding of

the text when
answering
questions about
the text
Refer explicitly to the text as a
basis for answering questions
about the text _____

Activating Strategy : How can writing letters help you keep in touch with family and friends who are far away?

Teaching Strategies

MONDAY:

Whole Group: Introduce story vocabulary with vocab cards and pocket chart. Students will listen to, "Mail for Matty" and discuss the character web TM p. 313b

All small groups: review academic vocabulary, and sight word cards # 111 -120

Red Group: Triumphs p. 106

Blue Group: Treasures: p. 118

Green Group: Treasures p. 118

TUESDAY:

Whole Group: vocab questions day 2 TM p.345c

Students will listen to ½ of "Dear Juno" and discuss character graphic organizer and questions

Red Group: leveled reader Triumphs, "Chet Mantis's Hunt" discuss character, plot, and setting with story dice

Blue Group: leveled reader red, "The E-Mail Pals" discuss character, plot, and setting with story dice

Green Group: leveled reader blue, read "Dear Ghana" discuss with story dice

WEDNESDAY:

Whole Group: vocabulary extended day 4 TM p. 345d

Students will listen to the last ½ of "Dear Juno" and discuss character graphic organizer and questions

Red Group: finish leveled reader and discussion from Tuesday

Blue Group: finish leveled reader and discussion from Tuesday

Green Group: finish leveled reader and discussion from Tuesday

THURSDAY :

Writing Activity: See page that follows

FRIDAY:

Whole Group: pick three vocab words and use them in sentences

Appendix H

Students will listen to, "How we Keep in Touch" and discuss time line text features

Red Group: quiz Triumphs p. 103

Blue Group: quiz Triumphs p. 106

Green Group: quiz Triumphs p. 106

* Jessica may want to use Approaching p. 122 Text Featured time line on Friday to follow up with Friday's story.

Assessments

Summarizing : discussion during whole group as well as small group

Formative : Monday small group guided practice page

Summative : Friday quiz

Red Group: 70 % or higher

Blue Group: 80% or higher

Green Group: 85% or higher

Multi-sensory: visual - vocabulary pocket chart, definition poster, kinesthetic - story stone, center manipulatives, auditory - summarize by "turn to your partner and discuss."

Art - infused: "art person" project for writing project

Movement: center rotations, center manipulatives, reading for details center game

Differentiation: leveled groups for small reading groups, leveled center games

Three higher level questions: Connect and Compare questions p. 343

1. Look at the time line on pages 340 - 341. Which inventions became popular between the years 1950 and 2000? (reading a time line)
2. Why do so many people now use computers to stay in touch with one another? (analyze)
3. Think about this article and Dear Juno. In what other ways could Juno and his grandmother have communicated with each other? (reading across texts)

Technology: computer center

Name _____

Read the passage. Then answer the questions.**Jean Wins**

Jean swims fast. She is used to winning swim contests. In fact, Jean is unhappy if she doesn't win a contest.

Jean practices each day with the swim team. She tries to beat her teammates when they train. Coach Bell tells Jean, "The best swimmers help their teammates." But Jean just wants to win.

One day Jean sees Bea. Bea is sad. She wants to be on the swim team, but she can't swim fast. Jean feels bad. "I will help," Jean tells Bea. "I can teach you to swim fast."

"Thank you!" Bea cries. "Jean, you are so kind."

Jean thinks, "Coach Bell was right."

1. Underline details in the first two paragraphs that tell what Jean is like.
2. Draw boxes around details that tell what Jean is like at the end.
3. What important event made Jean change?

Name _____

Read the passage. Then complete the questions.**Joe Helps**

Joe likes to help. He makes a cheese sandwich for Dad to take to his office. Dad is happy. "Thanks for making my lunch, Joe!"

Mom is unhappy. She cannot find her keys. Joe checks in the grass. "Mom!" Joe cries. He clutches the keys in his hand. Mom smiles. "Thanks for helping, Joe. Now I can unlock the car."

Joe tries to help Patches, the cat, as well. Patches sleeps a lot. Joe wants to help Patches play and have fun. Joe tries to teach Patches to fetch a stick. He tries and tries. Patches looks at Joe and the stick but is unwilling to get up. Joe sighs and gives up. Sometimes Joe just cannot help!

3. What kind of person is Joe? How do you know?

4. How does Joe feel when Patches will not play? How do you know?

5. If you hold something tightly, you _____ it.
hide clutch wiggle



Name _____

The **characters** are the people and animals in a story. Story details show how characters feel about each other and how they change. The **setting** is where and when the story takes place. The **plot** is the important events in the beginning, middle, and end of the story.

Read the story and answer the questions below.

Jake was new to our school. Everyone thought he was mean because he didn't want to play or talk to anyone. When kids went up to him, he just turned his head the other way.

One day, I was playing with my ball and it got stuck on a tree branch. No one wanted to help me get it down. Jake actually climbed the tree and got the ball for me. I gave him a big hug. Now we are good friends. We play ball together everyday.

1. Why did the narrator think Jake was mean?

2. What did Jake do in the story to make the narrator change her mind?

3. How do Jake and the narrator feel about each other now?

Name _____

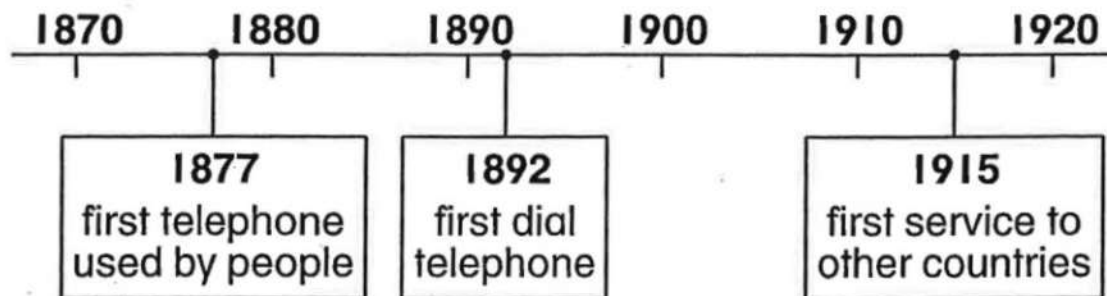
Text Feature:
Time Line

A **time line** shows when important events took place.

To read a time line:

- Look at the time line to see what it is about.
- Read the time line from left to right.
- Read each event given.
- Look at the date for each event.

History of the Telephone



Use the time line to answer the questions. Circle the letter for your answers.

1. What is the time line about?
 - a. history of other countries
 - b. history of the telephone
2. What is the first event on the time line?
 - a. first dial telephone
 - b. first telephone used by people
3. When was the first telephone used to call another country?
 - a. 1877
 - b. 1915
4. When were people first able to dial a telephone number?
 - a. 1892
 - b. 1915

Appendix H

Writing: Narrative

Autobiography

Writing Standard 3, Grade 3: Write narrative to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence.

Objective: Each student will write an autobiography. Each autobiography will be displayed in an "art person" which resembles each child.

WEEK 1

Introduction: We just spent the week during ELA reading the story, "Author, A True Story." We learned about Helen Lester and her story of becoming an author. When a person writes a true story about their life, it is called an autobiography. Today, we will each write an autobiography about our life.

Lesson:

Planning: Students will use the "All About Me" graphic organizer to create notes for their story.

Writing Process: Students will write an introductory sentence which introduces their name. Students will pick 3 boxes from their graphic organizer and expand upon those ideas, using complete sentences. Students will provide a concluding sentence.

Students will conference with teacher about editing adjustments.

WEEK 2

Introduction: Demonstrate how students will create the art projects of themselves. (See photocopy of instructions.)

Lesson and Art Activity: Students will recopy their autobiography, create their "art person" and mount their story in the art project.

Appendix H

Unit : Three: How do writers and artists express themselves?

Lesson: week 3

Skill/ Strategy: cause and effect

Unit Enduring Understanding : Good readers can identify explicit cause and effect relationships among ideas in a text.

Essential Question: What cause and effect relationships were you able to identify?

Key Standard CC3RI3 Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures in a text, using language that pertains to cause and effect.

Objective(s) 1 analyze text structure
2 Identify explicit cause and effect relationships
3 Use academic language

Additional Standard(s) CC3RI1, CC3RI7

Key Vocabulary : analyze, text structure, cause and effect

Resources: Treasures, Triumphs

Know

- Informational text (both literary nonfiction and expository/technical texts)
- How to describe
- Key ideas/concepts, events, steps in informational texts.
- Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures)
- Text structure in informational texts

Understand

- Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.
- Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.

Do

- Identify the events, key ideas/ concepts, steps in informational texts
 - Identify and describe how informational and technical texts are structured
 - Identify words that signal relationships in informational texts
 - Explain how ideas, events, steps are connected
- Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts

Appendix H

- (e.g., time, sequence, cause/effect, steps)
- Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)

Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts.

Activating Strategy : Talk About It photo TM p. 346 & 347

Teaching Strategies

MONDAY

Whole Group: Introduce story vocabulary with vocabulary cards and pocket chart.

Students will listen to, “High Tech Bullies” and discuss the graphic organizer on TM p. 349b

All small groups: review academic vocabulary and sight word cards 121-130

Red Group: Triumphs p. 112

Blue Group: Treasures p. 128

Green Group: Treasures p. 128

TUESDAY:

Whole Group: Vocab questions day 2 TM p.357g

Students will listen to “Messaging Mania” and discuss cause and effect.

Red Group: leveled reader Triumphs, “The Ever Glades” read and discuss ½

Blue Group: leveled reader red, “Bright Ideas” read and discuss ½

Green Group: leveled reader blue, “Bright Ideas” read and discuss ½

WEDNESDAY:

Whole Group: students listen to CD tape of “Messaging Mania” and take quiz

Red Group: finish leveled reader from Tuesday

Appendix H

Blue Group: finish leveled reader from Tuesday

Green Group: finish leveled reader from Tuesday

THURSDAY:

Writing Activity: See page that follows

FRIDAY:

Whole Group Vocab: pick 3 vocab words and use them in sentences

Students will listen to, "Test Practice" and use smile/frown paddles to answer questions on p. 355

Red Group: Triumphs p. 128 read together and highlight key words and sentences, students then answer questions

Blue Group: Quiz Triumphs p. 112

Green Group: Quiz Triumphs p. 112

Assessments

Summarizing : discussion during whole and small group

Formative : Monday guided practice page

Summative : Friday quiz

Red Group: 70% or higher

Blue Group: 80 % or higher

Green Group: 85% or higher

Multi-sensory: visual - vocabulary pocket chart, definition poster, kinesthetic - story stone, center manipulatives, auditory - summarize by "turn to your partner and discuss."

Art - infused: gingerbread art project for writing lesson, gingerbread cookie decoration

Movement: center rotations, center manipulatives, cause and effect center game

Differentiation: leveled groups for small reading groups, leveled center games

Three higher level questions: Think and Compare questions p. 353

1. Instant messages are typed very fast. How does this affect the way IM users spell out words?
2. What are some benefits of using instant messaging?
3. What are some things kids do to avoid the negative effects of instant messaging?
4. What is one thing about instant messaging that both "High-Tech Bullies" and "Messaging Mania" say you should avoid?

Technology: computer center

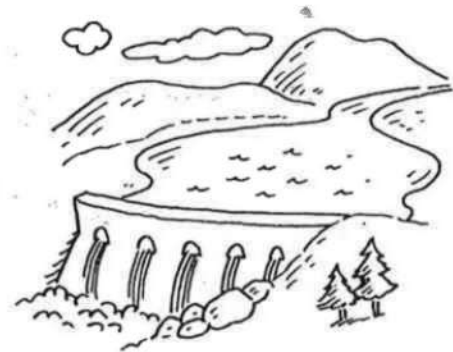
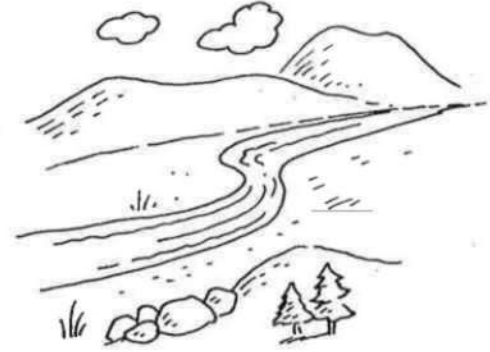
Name _____

Read the passage. Then complete the questions.

Dams

Have you been to a dam? A dam is made of rocks and mud and concrete. It holds back water in a river so the river will not flood the land. The dam makes a big lake. As a result, people can play and swim and boat in the lake.

Some people do not like dams because they think dams hurt the land and wildlife. Dams hold back silt that makes the land rich. When dams fill up the land with water, wildlife has to find a new home.



1. Underline the following signal words that show cause and effect.

as a result so because

2. Why does a dam keep a river from flooding the land?

3. Why do some people not like dams?

Name _____

Comprehension:
Cause and Effect

A **cause** is an event that makes something else happen. An **effect** is what happens as a result. To find an effect, ask what happened. To find a cause, ask why did it happen. Signal words, such as *because*, *since*, and *as a result* can help you identify causes and their effects.

Read the passage, and answer the questions about it.

The town had a big storm. A tree fell because the rain was heavy and the wind was strong. People couldn't use their telephones since the tree fell on a major telephone pole. As a result of the storm, people had to drive to the next town to make calls.

1. What happened to the tree? Why?

2. Why couldn't people use their telephones?

3. What happened as a result of the storm?

Name _____

Comprehension:
Take-Home Story

Read the passage. Then complete the questions.

Whale Facts

Whales are mammals that make their home in the sea. Why do we like whales? Because whales are the biggest animals on land or in the sea. Some whales grow to be 100 feet long. Some can grow to be 90,000 pounds. That is big!

A whale cannot breathe under water, so it must swim to the top. It takes in air through a blow hole in its back. Sometimes a whale blows out air and mist quickly in a big stream.

Whales use their tails to swim. A whale can go fast—up to 30 miles in an hour. A whale uses flippers to help it go left or right. Because whales are splendid, we want to protect them.

3. What causes us to like whales?

4. Why must a whale swim to the top of the water?

5. If you are keeping something safe, your job is to _____ it.
feel throw protect



Triumphs

Writing Standard 3, Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Objective: Students will write a story titled "The Gingerbread Man Came to Gateway Lab School." They will create a paper gingerbread man to mount on the cover of their story.

Introduction: Lead up to this writing event several days in advance, by reading numerous versions of the Gingerbread Man. Compare and contrast the different versions, as the readings take place. Use a gingerbread man puppet as a prop. The day of the writing, have a gingerbread puppet escape from the classroom. This will take some advance preparation. 1) A person needs to sneak out the puppet. 2) Teachers and staff need to have a heads up to create a story about just seeing the puppet. 3) The puppet needs to be placed with a teacher or staff person for the third graders to discover.

Lesson:

Model by writing a story titled, "The Gingerbread Man came to my House" on the board. At the end of modeling the story, pretend to discover that the gingerbread puppet has disappeared. Exclaim that the puppet has escaped in Gateway Lab School! Send students out in pairs to investigate a given location. The last pair will eventually return with the puppet.

Students will then create their own story titled, "The Gingerbread Man came to Gateway Lab School."

Art Activity:

Students will create a paper gingerbread man to mount on the cover of their story.

Appendix H

Unit : Three: How do writers and artists express themselves?

Lesson: week 4

Skill/ Strategy: sequence

Unit Enduring Understanding : Good readers can describe relationships among ideas in a text organized by sequence.

Essential Question: Why is it important to describe the relationships among ideas in a text?

Key Standard CC3RI8 Describe the logical connection between particular sentences and paragraphs in a text. (sequence)

Objective(s) 1 analyze text structure

1. recognize sequence text structure and describe
2. use academic language

Additional Standard(s) CC3RI3, CC3RI4

Key Vocabulary : text, structure, sequence

Resources: treasures, triumphs

Know

- • Word choice
- • Context clues
- • Non-linguistic images (e.g. picture/graphic clues)
- • Strategies for identifying and using context clues
- • Literal and non-literal meaning
- • Simple figurative language (e.g., simile, metaphor)

Understand

- Authors make purposeful language choices to create meaning in informational text(s).
- • Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).

Do

- Read and reread other sentences and non-linguistic images in the text to identify context clues
 - • Use context clues to help unlock the meaning of unknown words/phrases
 - • Determine the appropriate definition of words that have more than one meaning
 - • Describe how language choices create and clarify meaning
 - • Differentiate between literal and non-literal meaning
 - • Identify and interpret figurative language

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a

Activating Strategy : Talk about it TM p. 353 & 359

Teaching Strategies

MONDAY:

Whole Group: Introduce story vocabulary with vocab cards and pocket chart.
Students will listen to, “Draw!” and discuss the sequence chart TM p. 361b

All small groups: review academic vocabulary, and sight word cards # 131 – 140

Red Group: Triumphs p. 129

Blue Group: Treasures p. 138

Green Group: Treasures 138/Approaching p.138

TUESDAY:

Whole Group: vocab questions day 2 TM p.391c

Students will listen to ½ of “What Do Illustrators Do?” and discuss sequence of events

Red Group: leveled reader Triumphs, read ½ of “Trish's Triumph” discuss sequence

Blue Group: leveled reader red, read 1/2 “Old and New Painting Through Time” discuss sequence

Green Group: leveled reader blue, read ½ “Old and New Painting Through Time” discuss sequence

WEDNESDAY:

Whole Group: vocabulary extended day 4 TM p. 391d

Students will listen to the last ½ of “What Do Illustrators Do?” and discuss sequence

Red Group: finish leveled reader and discussion from Tuesday

Blue Group: finish leveled reader and discussion from Tuesday

Green Group: finish leveled reader and discussion from Tuesday

THURSDAY:

Writing Activity: See page that follows

FRIDAY:

Whole Group: pick three vocab words and use them in sentences.

Students will listen to, “Jobs in Animation” and discuss connect and compare questions

Red Group: Quiz triumphs p. 119

Blue group: Quiz triumphs p. 129

Appendix H

Green Group: Quiz triumphs p. 129

Assessments

Summarizing : discussion during large and small group

Formative : Monday guided practice

Summative : Friday quiz
Red Group: 70% or higher
Blue Group: 80% or higher
Green Group: 85% or higher

Multi-sensory: visual - vocabulary pocket chart, definition poster, kinesthetic - story stone, center manipulatives, auditory - summarize by "turn to your partner and discuss."

Art - infused: draw your own sequence cards for story center

Movement: center rotations, center manipulatives, can-do sight word game

Differentiation: leveled groups for small reading groups, leveled center games

Three higher level questions: Connect and Compare questions p. 389

1. Reread the interview on page 387. Name three things you learned about Bill Francis's job. (reading an interview)
2. Describe how a story goes from an idea to a movie. use details from the selection. (analyze)
3. Think about What Do Illustrators Do? and this article. How are the jobs of illustrator and animator alike? How are they different? (reading across texts)

Technology: computer center

Name _____

Comprehension:
Sequence

In a story, events take place in a certain **sequence**, or chronological order.

Read the passage below and answer the questions that follow.

Bryan Jones loves to draw frogs. First he takes his pencils and pad to the park. Then he starts to sketch the first frog he sees. After Bryan finishes his sketch, he takes it home. Then he looks for all of his green paint. Finally, Bryan paints his frog on a big canvas.

1. What does Bryan do first?

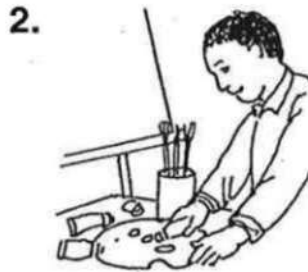
2. What happens next?

3. What finally happens?

Name _____

- Events in nonfiction often take place in a certain order, or **sequence**.
- Understanding the sequence of events helps you better understand the story.
- Clue words can help you understand the sequence. Some clue words are: *first*, *next*, *then*, and *finally*.

The pictures below show the sequence of events in a story. The story is about an artist who is getting ready to paint.



Read the sentences below. Use the clue words in italics to help you understand the sequence. Write the numbers 1 through 5 next to the sentences to show the correct sequence of events.

- _____ *First*, an illustrator decides what to draw.
- _____ *After that*, the illustrator uses the sketches to make final drawings or paintings.
- _____ *Finally*, the illustrator sends the finished drawings to a publisher.
- _____ *Then*, the illustrator makes a sketch.
- _____ *Next*, the illustrator gathers all the supplies needed to make the drawings.

Name _____

Read the passage. Then complete the questions.

Helping Miss Shelly

The phone rang. "This is Keesha. Miss Shelly was setting up the classroom. She had a painful fall. She has a cast on her hand. Can you help?"

"I will be right there." I hung up the phone.

We gathered at school. Miss Shelly had lots of boxes in her van. "I need these in the classroom," she said. "This box has phonics books to put on the shelf. This box has photos I want to show you. This box has graph paper."

It was not easy getting the boxes up the steps. Then Keesha had the perfect idea. "Put a box on my lap," she said, "and push my wheelchair up the ramp."

"Thanks for being so helpful," said Miss Shelly with a thankful smile. "We can triumph when we work together!"

3. What happened first in the story?

4. What happened after Keesha had her idea?

5. To triumph is to _____.
help win think



Name _____

Read the passage. Then complete the questions.**A Painting for the Queen**

Once upon a time, a king and queen ruled the land. They had two children, Ann and Hank. One day the queen woke up feeling sad.

“Ann and Hank are growing quickly,” said the queen.
“I wish I had a painting of them the way they look now.”

The king asked to see painters. First, Painter Green came. The queen did not like his painting. Next, Painter Red came. The king did not like her painting. After that, Painter Yellow came. He dropped his paints on the floor. “This is not going well,” sighed the king.

At the same time, the children got out their own paints. First, Hank painted a picture of Ann. Then, Ann made a painting of Hank. The kids showed the paintings to the queen. “Perfect!” she cried. At last, the queen was happy.

1. Underline the following sequence signal words and phrases in the third paragraph:
first next after that
2. Put a box around sequence signal phrases in the fourth paragraph.
3. Write what happens at the end of the story.

Appendix H

Writing: Open Ended

Pick a Prompt

Writing Standard 3, Grade 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Introduction: Review previous writing activities and lessons learned.

Activity: Pick a prompt and write, using the skills they have learned from previous lessons.

Art: Illustrate story.

Appendix H

Unit : Three: The Jones Family Express

Lesson: week 5

Skill/ Strategy: Make Inferences

Unit Enduring Understanding : Good Readers make inferences about characters and story events that are not directly stated.

Essential Question: What details help make you make inferences about characters, their relationships, and the main events of the plot?

Key Standard : CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers.

Objective(s) 1. Visualize a text, using descriptions and sensory images.

1. Make inferences about characters' relationships and sequence and summarize plot events.
2. Use academic language.

Additional Standard(s) CC3RL4 CC3RI3
CC3RI8 CC3RL3

Key Vocabulary : make inferences, visualize

Resources: Treasures, Triumphs

Know

- Text references
- Explicit information
- Inference
- Prediction
- Generalizations

Literary elements (e.g., character, setting, events)

Understand

• Authors include key details in literary texts which can help a reader ask and answer questions.

- Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text.

Do

- Make, test and revise predictions as they read
- Use the combination of background knowledge and explicitly stated information to answer questions they have as they read
- Demonstrate an understanding of the text when answering questions about the text

Refer explicitly to the text as a basis for answering questions about the text

Appendix H

Activating Strategy : “Talk About It” TM p. 392 & 393

Teaching Strategies

MONDAY:

Whole Group: Introduce story vocabulary with vocab cards and pocket chart.

Students will listen to, “ My Winter Vacation” and discuss the inference chart TM p. 395b

All small groups: review academic vocabulary, and sight word cards # 141-150

Red Group: Triumphs p. 160

Blue Group: Treasures p. 148

Green Group: Treasures: p. 148

TUESDAY:

Whole Group: vocab questions day 2 TM p. 423c

Students will listen to ½ of “The Jones Family Express” and discuss inference questions.

Red Group: leveled reader Triumphs, read ½ of “Brent's Trip” and discuss inferences

Blue Group: leveled reader red, read ½ of “ A Different World” and discuss inferences

Green Group: leveled reader blue, read ½ of “Storm Surprise” and discuss inferences

WEDNESDAY:

Whole group: vocab extended day 4 TM p. 423d

Students will listen to last ½ of, “Jones Family Express” and discuss inferences

Red Group: finish leveled reader and discussion from Tuesday

Blue Group: finish leveled reader and discussion from Tuesday

Green Group: finish leveled reader and discussion from Tuesday

THURSDAY:

Writing Activity: See page that follows

FRIDAY:

Whole Group: pick three words and write them in sentences

Students will listen to, “From Here to There” and discuss : Using a Map, and connect and compare questions

Red Group: quiz Approaching p. 148

Blue Group: quiz Approaching p. 148

Green Group: quiz Approaching p. 148/Triumphs p. 160

Appendix H

:

Assessments

Summarizing : discussion during large and small group

Formative Monday guided practice

Summative : Friday quiz
Red Group: 70% or higher
Blue Group: 80% or higher
Green Group: 85% or higher

Multi-sensory: visual - vocabulary pocket chart, definition poster, kinesthetic - story stone, center manipulatives, auditory - summarize by "turn to your partner and discuss."

Art - infused: writing illustrations

Movement: center rotations, center manipulatives, can-do reading comprehension game

Differentiation: leveled groups for small reading groups, leveled center games

Three higher level questions: Connect and Compare questions p. 421

1. Why must you do steps 1 and 2 before step 3? (reading directions)
2. How did the invention of roads and boats change the lives of the ancient cultures? (make inferences)
3. What type of transportation is mentioned in The Jones Family Express? How would that story be different if it took place in ancient times? (reading across texts)

Technology: computer center

Name _____

Comprehension:
Make Inferences

Sometimes readers need to infer, or figure out, what is happening in a story from clues that the author gives. To **make inferences**, add what you know to what the author tells you.

Read the paragraph and answer the questions.

Last year my brothers, my mom, and I took a trip to Chicago. Dad stayed home. This year we're planning a trip to New York City. Dad is making up our sightseeing schedule again. We always follow his advice and have a great time. I like to call him every day and tell him what we did. Dad says he doesn't have to leave home to travel to cities in the United States because they are as close as his travel magazines and books. Next year we may even go to Mexico.

1. How does Dad feel about his family taking trips without him?

2. Explain how you know.

3. Do you think Dad will travel with his family to Mexico? Why or why not?

4. Do you think the narrator would like Dad to travel with the family? Why or why not?

Name _____

Comprehension:
Make Inferences

- Authors do not always tell readers how characters feel or why they act the way they do.
- Authors give clues to readers about how a character feels by what the character says or does.
- Readers must **make inferences**, or use the author's clues plus what they already know, to figure out some things.

Read the following passage. Answer the questions below.

"I can't wait. I'm visiting my grandmother next weekend," Maya told Pam. "She lives in the country and has horses."

"I love horses. I know how to ride, too," said Pam.

Maya said, "There's always lots of people there, too."

"Boy, that sounds like fun. You're so lucky!" Pam said.

"I have a great idea!" Maya said, clapping her hands.

1. How does Maya feel about going to her grandmother's?
 - a. She is excited and wants to go.
 - b. She would rather stay home.
2. What do you think Maya loves to do at her grandmother's?
 - a. She loves to eat good food there.
 - b. She loves to ride horses.
3. What do you think Maya is going to do?
 - a. Ask her grandmother if Pam can join them.
 - b. Ask her grandmother if they can visit Pam.
4. If the girls visit Maya's grandmother, what will they probably do?
 - a. They will go swimming all day.
 - b. They will ride horses.