

Unit Plan

Unit Title: Survival

Essential Questions: How can people help animals survive?

Standards:

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.

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.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RF.3.3c: Decode multisyllable words.

RF.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.3.2c: Use linking words and phrases (e.g., *also, another, ad, more, but*) to connect ideas within categories of information.

I.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverb in general and their functions in particular sentences.

I.3.2f: Use spelling patterns and generalizations (e.g, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

I.3.5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)

Summative Unit Assessment : Comprehension Test, Unit test, Unit Writing Assignment

Summative Assessment Objective	Assessment Method (check one)
<p>Students Will-</p> <p>Identify real-life connections between words and their use.</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats.</p> <p>Acquire and use accurately grade appropriate, conversational, general academic, and domain specific words and phrases.</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p><input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group</p> <p><input type="checkbox"/> Student Self-Assessment</p> <p><input type="checkbox"/> Other (explain)</p>

Teacher Name : Debra Zola

Subject : ELA

Proposed Dates: 1/19-1/30

Grade Level (s)

3rd

Building : MMEMS

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping
1	Students will- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build background knowledge on voting and government	1	Introduce the essential question "How can people help animals survive?" Provide students with background knowledge and discussi	WS

			on on gove rnm ent and votin g proc edur es.	
2	Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1 2	Stud ents will defin e new voca bular y word s and use word s in cont ext follo wing ; defin e, exa mple , ask routi ne.	W
3	Students will-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1 2	Clos e Rea ding of " Kids to the Res cue!"	W

4	<p>Students will- Identify meanings of words in context.</p>	2	<p>Students reread Kids to the Rescue and identify meanings of words used in context.</p>	<p>W S</p>
5	<p>Students will- Discuss key characteristics of expository text</p> <p>Identify features of expository text</p>	<p>1 2</p>	<p>Share with students the following key characteristics of Expository Text.</p>	<p>W</p> <p>H G Y</p>

			Text Features B H	
6	Students will- information presented, stay on topic, and link their comments to the remarks of others. Distinguish their own point of view from that of the author of a text	1	Close reading of "Whooping Cranes in Danger"	W
7	Students will - Know spelling-sound correspondences for additional common vowel teams Use spelling patterns and generalizations in writing words. Distinguish regular/irregular plural nouns	1	Provide examples of words with three letter blends Combining sentences	W
8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	In small groups	S

			<p>students will complete word squares with vocabulary words. First box write the word, second box write their own definition of the word, third box draw a picture showing the word, fourth box write a sentence using the</p>	
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			word	
9	Students will- information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story. Identify meanings of words in context.	1 2	Students will read "Whooping Cranes in Danger"	S
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on Whooping Cranes in Danger Skills Tested Author's point of view, vocabulary words, suffixes, comprehension	I

Example for Teachers

DAILY PLAN				
Objective (s)	DOK LEVEL	Activities / Teaching Strategies	G r o u p i n g	Materials / Resources
<p><i>Every performance or learning objective contains at least three parts: Observable Action (task), At Least One Measurable Criterion (standard), and Conditions of performance.</i></p> <p>Ex.</p> <p>Students will</p> <p><i>Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.</i></p>	1 2 3 4	<p>Activities <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p>Teaching Strategies <i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	W S I	<p>Materials;Resources <i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i></p>

DOK Level 1 - Recall - measure, recall, calculate, define, list, identify

DOK Level 2 - Skill/Concept - graph, classify, compare, estimate, summarize.

DOK Level 3 - Strategic Thinking - assess, investigate, formulate, draw conclusions, construct.

DOK Level 4 - Extended Thinking - analyze, critique, create, design, apply concepts

Grouping

W – Whole Group; Whole class instruction is when teachers present a lesson to the whole class with little differentiation in either content or assessment for any student's ability. The purpose of whole class instruction is that all students are presented with a series of learning tasks to allow them to acquire and/or practice their learning. The pace of instruction is such that all students can master it. Learning is then assessed using standardized measures such as graded assignments or topic tests.

S – Small Group; typically refers to a teacher working with a small group of students on a specific learning objective. These groups consist of 2-4 students and provide these students with a reduced student-teacher ratio. Small group instruction usually follows whole group instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned. Teachers often use small group instruction to provide struggling students with intervention as well.

I – Individual; is an instructional method that personalizes instruction to the needs and learning style of the learner. This is done by varying the pace of instruction, the method of learning employed and the content to be learned. Often this is accomplished within the context of a larger group through the use of high-quality instructional materials and reduced lecture time. Individualized instruction is not the same as one-to-one instruction; it is simply varying the process to meet the needs of each individual learner in the group.