

Unit Plan

Unit Title: Meet the Challenge

Essential Questions: What choices are good for us?

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.

RL.3.10 Read and comprehend literature, including stories, dramas, and poetry

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word

L.3.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases. Use a known root word as a clue to the meaning of an unknown word with the same root

L.3.5b Identify real-life connections between words and their use

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.3.1b 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. Follow agreed upon rules for discussions (gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

W.3.3b: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

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

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

words.s

I.3.1d: Form and use regular and irregular verbs.

I.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root

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

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

Teacher Name : Debra Zola Subject : ELA

Proposed Dates: 5/25-5/29

Grade Level (s) 3rd

Building : MEMS

**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 problem solving.	1	Introduce the essential question "What choices are good for us?"	WS
2	Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1 2	Students will define new vocabulary words and use words in context following ; define, example , ask routi	W

			ne.	
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 ” Nail Sou p”	W
4	Students will- Identify characteristics of the visualize skill	2	Stud ents rere ad “Nail Sou p” looki ng for story elem ents that assi st in the “Vis ualiz e” skill	W S
5	Students will- identify problem and solution in a story -identify qualities of a “Folktale”	1 2	Stud ents will dem onstr ate unde rstan ding “Pro blem and Solu tion” and “Folk tale	W

6	Students will- information presented, stay on topic, and link their comments to the remarks of others.	1	Close reading of "The Real Story of Stone Soup"	W
7	Students will –distinguish linking verbs	1	<ul style="list-style-type: none"> • A linking verb is a word that connects 	W

			the subject to a noun or an adjective in the predicate	
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8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	In small groups 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	S

			, four h box write a sent ence usin g the 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	Stud ents will rere ad "The Real Stor y of Ston e Sou p"	S
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on "The Real Stor y of Ston e Sou p" Skill s Test ed Prob lem and Solu tion, Folkt ale, suffi xes,	I

			root word s	

Example for Teachers

DAILY PLAN

Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	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.