

HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

Unit Plan

Unit Title: Unit 3 One of a Kind – Week 1 – Be Unique – The Big Idea – Why are individual qualities important?

Essential Questions: Workshop- Inchworm’s Tale Pages 182 – 191. What makes different animals unique? What unique feature does Inchworm have? How does it help? What do your special features help you do? What words in the text give you clues about when this story takes place? What does this tell you about the kind of story you are reading? How high are Anant and Anika? How does what Anant says change what you visualize? What do these unique features help them do? What do you think this story tries to explain about the giant rock?

Anthology 1 – Martina the Beautiful Cockroach Pages 194 – 213. What makes different animals unique? How does Martina choose among her unique admirers? What is the Coffee Test? Use the descriptions to visualize the events in the story. What happens when Martina pours coffee on the pig? Why doesn’t Martina want to pour coffee on the mouse? Is this going to be a story about a real cockroach? How do you know? What do you know about this story from the illustration? Who is the main character in the story? What is the setting? What is the main plot? Why are “give her a leg in marriage” and “crawling with excitement” creative word choices when describing Martina and her family? What are clues in the sentences that tell you the story comes from another country? How does this add to the story? How does the author translate the Spanish phrases for the reader? What is the problem in the story? How is her abuela’s gift different from her mother’s gift and her aunt’s gift? What gift do you think will be the most valuable to Martina? What is the shocking advice that Abuela gives Martina? How will this help Martina solve the problem of picking a husband? Based on the context of the conversation the characters are having, what might be a synonym for suitor? How does the text help you visualize the parrot spreading the word that Martina was ready to choose a husband? Using the illustration and the description, what inferences can you make about the rooster? Do you think he will pass Abuela’s Coffee Test? On page 201 What happens to Martina in this section? What do you learn about Don Gallo? Add this information to the chart. Who are the characters in the section? How does Abuela’s actions contribute to the sequence of events? How does Don Gallo react to the Coffee Test? Why di Martina say no to Don Gallo’s proposal? What is the Coffee Test? What inference can you make about the pig? Do you think that Martina will accept his marriage proposal? Who presents himself as a suitor in this section? Does he provide a solution for Martina’s problem of picking a husband? How does the author describe the smell of the pig to the reader? How does Don Cerdo react when Marina offers to clean off his shoes? How do his actions contribute to the sequence of events? Why does she make that decision? What happens when Martina pours coffee on the pig? On page 207, Don Lagarto the lizard appears. Based on the text, how do you visualize how Martina feels about him? What does the illustration show? What does the illustration and the text tell you about how Martins feels about Don Lagarto? How does Don Largarto react to the Coffee Test? Does Don Lagarto provide a solutions to Martina’s problem? How does Martina feel when Don Lagarto Leaves? What word might be a synonym for fuming? How does the text help you visualize how Martina feels when her grandmother points out the mouse in the garden? Why do you think the author chose the word scurried instead of walked or ran? Who is the suitor who presents himself in this section? How is Perez different from the other suitors? What character does Martinez meet in the final section? What happens with the Coffee Test? How does that make Martina feel? How do Perez’s actions contribute to the sequence of events? Why doesn’t Martina want to pour coffee on the mouse? Reread to find the answer.

Anthology 2 – Get a Backbone Pages 216 – 219. Expository Text – Compare Texts – Read about why some animals are called vertebrates. What one thing makes vertebrates different from other animals? How are these animals like other animals you have read about? How do feathers make birds special? How does being cold-blooded affect where reptiles live? How are amphibians, fish, and mammals alike? How are the different?

Standards: **RF.3.3c** Decode multisyllable words **RF.3.4a** Read on-level text with purpose and understanding. **RF.3.4b** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **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.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **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.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **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. **SL.3.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1b** 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). **SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1d** Explain their own ideas and understanding in light of the discussion. **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.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **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. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Summative Unit Assessment : Weekly Unit Test

Summative Assessment Objective	Assessment Method (check one)
Students will- Complete a reading packet based on key vocabulary, Visualizing, Problem and Solutions, Folktales, Synonyms, and double consonants in multisyllabic words.	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment <input checked="" type="checkbox"/> Other (explain) Students work on the packets according to their individual needs. All pages of the packet will be completed to the best of their individual abilities. Students needing assistance will receive small group or individual instruction.

DAILY PLAN						
Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping	Materials / Resources	Assessment of Objective (s)
1	Students will- Learn new vocabulary and background knowledge as a pre-reading skill. Students will – Learn to modify and clarify while the teacher reads aloud. Students will improve their listening skills and concentration levels by listening to the story read aloud.	Level 1 Level 2	New vocabulary will presented in the form of word cards. Discussion, review, and identification of each words meaning will be conducted by the students. Students will read aloud in their texts to gain more background knowledge and use the new vocabulary in sentences. Teacher will model visualizing, monitoring and clarifying as she reads the story <u>Inchworm's Tale</u> .	W S I	Students will complete eight sentences to show an understanding of the new vocabulary. Students will use pages 180 - 181 in the Workshop text. Students will listen to the teacher read the story found on pages 182 – 187.	Formative- Thumbs up if the story was understood. Thumbs up if the author's purpose was understood. Summative- Write eight sentences using new vocabulary and the weekly requirements. Student Self - Assessment- Students rate themselves on a scale of 1-4 (4-being a great reader).
2	Students will- listen to the story <u>Martina the Beautiful Cockroach</u> on audiotape.	Level 1 Level2	Students are encouraged to chorally read the story aloud with the audiotape. If the student is still a dependent reader the teacher will monitor these students following the story with their fingers and eyes (tracking).	W S I	Students will listen to the audiotape and read the story found on pages 194 -213.. In small groups students will be given a list of questions to be used in peer discussions.	Formative- Thumbs up or down if students are ready to answer questions about the story. Summative- Student Self - Assessment-
3	Students will- partner read the stories <u>Inchworm's Tale</u> , <u>Martina the Beautiful Cockroach</u> , and <u>Get a Backbone</u> . Students will practice monitoring and clarifying with each other.	Level 1 Level 2 Level 3	The teacher will Visualizing, problem and solution, folktale, synonyms, and double consonant multisyllabic words.	S I	Students will complete pg.s 152 - 154 from the Spelling text.	Formative- Check for completeness (Star or no star) Work for mastery of text pages. Summative- Student Self - Assessment-
4	Students will- work independently on their vocabulary sentences, personal narratives, and	Level 1 Level 2 Level 3	The teacher will remind students to "be productive." The teacher will assist those students showing difficulty in working independently by working in small	I S	Students will complete a PSSA prep text with multiple choice questions and a writing response.	Formative- Check for completeness (Star or no star)

	spelling/phonics workbook pages.		groups.		Level four thinkers will apply concepts to help others with their work. Students can revise sentences for better scores.	Summative- Unit 22 spelling test Student Self - Assessment- Raise your hand if you need help. Ask the teacher for a “peer helper”.
5	Students will- work independently on their reading and writing skills. Leveled readers will be provided to those students whose writing assignments are finished.	Level 1 Level 2 Level 3 Level 4	The teacher will remind students to “be productive.” The teacher will assist those students showing difficulty in working independently by working in small groups. Leveled Readers Orange, Blue and Green are available for further experiences.	S I	Students will read and discuss all available stories for Unit 3 week 1. Level four thinkers will apply concepts to help others with their work.	Formative- Check for completeness (Star or no star) Summative- Post test for Vocabulary words. Student Self - Assessment-- Raise your hand if you need help. Ask the teacher for a “peer helper”.