



GRADE 3

ELA CCGPS UNIT PLAN: FIRST 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

PRIMARY READING FOCUS Literary

THEME: Friendship Helps!

EXTENDED TEXT: Because of Winn Dixie by Kate DiCamillo

THEMATICALLY CONNECTED SHORT TEXTS: (mixture of literary and informational):

1. The Recess Queen by Alexis O'Neill
2. The Giving Tree by Shel Silverstein
3. The Lion and The Mouse- Aesop's Fables
4. The Right Dog for the Job by Dorothy Hinshaw Patent
5. Nubs The True Story of a Mutt, a Marine & a Miracle by Major Brian Dennis, Kirby Larson, Mary Nethery
6. Therapy Dogs by Linda Tagliaferro

SUPPLEMENTARY MATERIAL:

- <http://urbanext.illinois.edu/conflict> - a guide to Friendship
<http://urbanext.illinois.edu/conflict/intromovie.html>- Conflict-Friendship
<http://www.timelessteacherstuff.com/readerstheater/LionandMouse.html>
<http://www.scholastic.com/winndixie/play.htm> - Play for Winn Dixie

MOVIE

Because of Winn Dixie- DVD

SONGS

- <http://havefunteaching.com/songs/character-songs/friend-song/>
<http://havefunteaching.com/songs/character-songs/hey-bully-song/>

POETRY

- "*A Real Bouquet*" Author Unknown- <http://www.tooter4kids.com/Friendship/poems.htm>
"My Friend" by Jane S. Zion

PRIMARY WRITING FOCUS:

Opinion

1. In the story, Littmus Lozenges were a type of candy invented by Littmus Block to help people feel better after the war. It tasted sweet and sour at the same time. Miss Franny, the librarian and who was also his great-granddaughter, shared some of the candy with Opal. In chapter 19, Opal shared a piece of this candy with her friend, Otis from the Pet Store. As Otis sucked on the candy, he told Opal that the candy made him think about the time he had gotten arrested and put in jail. Use evidence from the text, and explain what emotion you believe Otis felt, and whether you think he should have gone to jail for the reasons he discussed with Opal.

2. When Winn Dixie is missing after the thunderstorm at the end of the book, Gloria Dump says to Opal, "There ain't no way you can hold on to something that wants to go, you understand? You can only love what you got while you got it." What do you think Gloria means? Do you agree with her thought? Why? Why not? Use evidence from the text to demonstrate when this might be true and when it might not be true.

Narratives:

1. The preacher told Opal ten things about her mother. Pretending you are Opal, write a letter to your mother describing the friends you have made and your life in Naomi. Think about the ten things the preacher told Opal. Using evidence from the text, write about why she thought that she was like her mother in many ways.

2. In the book Because of Winn Dixie, Sweetie Pie is planning her birthday party. Gloria Dump and Opal plan a party for family and friends. You have decided to have a party. Think about a theme, food, drinks, music, entertainment, and the cost. What kind of party would you like to have? Who you will invite? Write a story about your ideas and remember to put the events in a sequence of events that will make sense.

3. Pretend that you have been given a candy factory that could make people feel any emotion you chose. In your writing folder, brainstorm different emotions that you would like to put into a candy. Choose an emotion, and then decide on a flavor, a name, and a slogan. When you have your candy invented, come up with an advertisement displaying your new candy and how it will make a person feel. Be creative! You want to make your candy just as famous as the Littmus Lozenge!

Research Connections:

1. Service dogs
2. Dogs as helpers or company
3. Best Friends
4. Bullying
5. Dogs and Friendship
6. Loyalty (such as the loyalty between Nubs and Major Brian Dennis)
7. Handbook for Dog Care

Routine Writing Opportunities:

Suggested integration (diaries, exit slips, brief response, journal, etc.):

- Daily diary
- Write short responses to stories, poems, and songs.
- Summarize a selection or chapter.
- Take notes
- Specific journaling assignments

Research Connections:

Choose one of the topics below to read and learn about. Gather information from books, magazines, or internet sources and make notes in your project journal. Sort your ideas into categories so that your writing piece will be organized. Be able to summarize what you've read. Decide if you would like to present your writing in the Author's Chair, as a power point, or whether you might want to use a visual, like a poster.

- Service dogs
- Dogs as helpers or company
- Dogs and Friendship
- Handbook for Dog Care

Idea for writing: Choose a type of service dog and research its care, training and maintenance.

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

In the story, Littmus Lozenges were a type of candy invented by Littmus Block to help people feel better after the war. It tasted sweet and sour at the same time. Miss Franny, the librarian and who was also his great-granddaughter, shared some of them with Opal. In chapter 19, Opal shared a piece of this candy with her friend, Otis from the Pet Store. As Otis sucked on the candy, he told Opal that the candy made him think about the time he had gotten arrested and put in jail. Use evidence from the text, and explain what emotion you believe Otis felt, and whether you think he should have gone to jail for the reasons he discussed with Opal.

SKILL BUILDING TASKS

ESSENTIAL QUESTION: How do authors use illustrations to show the setting of a story?

Task: Pre-reading and introduction of text

Standards:

ELACC3RL7: 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).

ELACC3SL1: 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.

- a. Come to discussions prepared by having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

ELACC3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

Instruction:

- Introduce the theme and Because of Winn Dixie to the students. Discuss the cover, the author, and the setting of the story. Project the image of the front cover with an Elmo/document camera/interactive board. How does the picture help to explain the setting? Students should read the back cover. Display the first page of the text. Read it aloud. Ask students to think about who is telling the story. Introduce the word narrator.

Have students look through the book for illustrations. Ask the students why they think there are not any. What is the author trying to make us do? Make a word splash with the class by having students brainstorm words, and begin a word list for the front of the book. Have them also read the back cover and add words to the list.

- Students create a Because of Winn Dixie folder by folding a large white paper “hamburger style”. They can design the front of this reading folder with the name of the book, the author, and the setting. Later they can add characters as they are met in the story. This folder will be used throughout the unit.
- Review prior knowledge of nouns, common and proper by asking the students to make a list of common and proper nouns as they work in small groups. Make a class list on large chart paper. Students can make their own list to keep in their Winn Dixie folder.
- Discuss rules for classroom discussion. Create a chart showing the agreed-upon rules (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). Have students model each rule.
- Assign chapter one for silent reading in small groups. Use class rules to discuss chapter one.
- Have the students write a prediction about what the preacher will say to Opal about Winn Dixie in their journals.
- Choose some songs to introduce the theme of friendship
<http://havefunteaching.com/songs/character-songs/friend-song/>
<http://havefunteaching.com/songs/character-songs/hey-bully-song/>
Students will discuss friendship, kindness and respect after singing about it. They will talk about ideas in the song about bullying. They can write about a special friend for homework.

Differentiation Option(s):

- Use a “talking stick” during presentations of students. Only the person holding the talking stick can speak.
- The students will be allowed to read their assignments from the Author’s Chair.
- Have students write about a special friend for homework.
- Students may read with the teacher or partner.

ESSENTIAL QUESTION: How can understanding about suffixes and prefixes help us become better writers?

Task: Read aloud/silently and participate in class discussions/ apply knowledge of prefixes and suffixes

Standards:

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

Instruction:

- Read chapter two aloud and have the students follow along. Discuss the Winn-Dixie supermarket, the vivid verbs, and the words used to describe the dog. Continue to model agreed-upon rules for discussion. Ask questions about chapters one and two.
- Use words from chapters one and two (wagging, wagged, skidded, running, knocking) to discuss suffixes. Have students explain why we double the final consonant in some words, and don’t double it in others.
- After reading chapters one and two, the students will describe the characters met so far (traits and feelings) and explain how these traits help us learn about the characters. Make a word splash or list with words that can be used for character traits. Project the list made by the class and ask if there are

any that can be added to our lists.

Ask the students the name of the narrator.

- Talk about prefixes and suffixes. Find them in these chapters (1,2) and keep a list in writing journals or the Because of Winn Dixie folder.
- Prefixes and Suffixes- Introduction and Practice Game: Students will define *prefix* and explain what it means. Explain to students that they will work in groups, in pairs, and individually through this lesson. They will define prefix using a dictionary or textbook. Write the definition in the students' words. Explain how the use of prefixes can be useful in our reading and writing. Give examples from the story. Tell the students that most prefixes are Greek or Latin in origin and were once words by themselves. Prefixes need a partner or root word to which they can attach. The prefix then changes the meaning of that word.

Divide the class into groups of four students or fewer. Ask students to brainstorm as many prefixes as they can in three minutes. Write some of these on the board. Choose one prefix for each student group. It may be best to choose commonly used prefixes for this exercise to keep it grade level appropriate. Some suggestions are: pre-, re-, dis-, and un-. Give each group a large sheet of chart paper with one of the prefixes written at the top. Give the students ten minutes to generate a list of possible words that contain the prefix labeled on their chart paper. They may not use any other resources at this time, but their own knowledge and those of other group members. Ask each group to guess the meaning of their prefix and how their prefix changes a root word. One student from each group can explain the group's conclusion to the class. If time, ask groups to exchange prefix charts and add new words to the other groups' charts. After three to five minutes, groups should change papers again until each group has added words to each prefix chart.

Differentiation (Option)

- Students will write in their journals about their opinions about finding a stray dog and bringing it home. They should include ideas they might have gotten from chapters one and two.
- An additional step for practice in spelling would be to use dictionaries to check spelling and meanings. This activity could be extended into another lesson by using suffixes in place of prefixes.

ESSENTIAL QUESTION: How can writing about thoughts and feelings help you understand a character in a story?

Task: Read independently or in groups / narrative writing

Standards:

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode multi-syllable words.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas in addresses

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

Instruction:

- Continue reading chapters 3-4 independently, partnerships, small group, or with teacher. Students will participate in a discussion about Opal's life as it is known in this chapter. Ask the students what we learn about Opal in today's reading. Ask the students how we might find out if there really is a Naomi, Florida. Ask them where we might look to find out. Introduce them to an atlas and show them how they might look this information up on the Internet.
- Ask the students what genre this book might belong to. The students must use examples in the book (page numbers) to support their answers.

- When writing dates, place a comma between the day and the year. If only the month and year are given, no comma is necessary. Examples: July 4, 1776 December 10, 2012 April 7, 2010 . When the date falls at the beginning of the middle of the sentence, add another comma after the year to separate it from the rest of the sentence.
Examples: It was on January 14, 2009, that my brother was born. On July 4, 1776, the Declaration of Independence was signed.
A comma is needed between the name of a city or town and the name of a state, district, or Country. Examples: Atlanta, Georgia Vidalia, Georgia Toronto, Canada Berlin, Germany. Use a comma after each part of the address when it is used in a sentence. Tell the students to remember that there is never a comma between the name of a state and a ZIP code. Examples: Send your entry form to Prize Bonus Day 219 Main Street, Atlanta, Georgia 30402. My new address will be 47 North Street, Adams, New York 54321.
When addressing an envelope for mailing, the comma does not appear after the street.
Example: Mrs. Jane Deer
510 Deer Street
Lanett, Alabama 36502
- The students will address an envelope correctly after they have written a letter to Opal's mom.
- Review syllables and discuss multi-syllable words. After reading the text, play the game of Nonsense words - Word Walk Game- Make 8x8 squares of white or colored paper with large numbers written on them (enough for each student in the class. Laminate the squares. Lay them in a large circle in the classroom, in the media center, or a place large enough for a class circle. Prepare nonsense words on large cards that can be seen from all places on the circle. A personal size white board will work. Write small numbers on pieces of paper to match the numbers on the floor. Put these in a basket from which to draw. Have a CD player with appropriate music or songs ready and convenient to you. Students will begin walking on the squares as the music plays. When music stops, a number is drawn. The student on that number tries to read the nonsense word that the teacher writes on the small board or on a card held up for all to see. If the student doesn't pronounce the word correctly, then the teacher can decide to let them get in the middle, stay on a number and try again, or sit on the outside and listen. ** Have your nonsense words already written in a list nearby. At the end all students who are left can get a sticker, treat or some other type of recognition.
- **Narrative writing** -The preacher told Opal ten things about her mother. Pretending you are Opal, write a letter to your mother describing the friends you have made and your life in Naomi. Think about the ten things the preacher told Opal. Using evidence from the text, write about why she thought that she was like her mother in many ways. Use the correct friendly letter form and address a real envelope correctly.

Differentiation (options):

- Use Fry Phrases and nonsense words to address accuracy and fluency with purpose and understanding . Do an activity reading nonsense words using the Fry list. Project a nonsense word on an Elmo/Mimio/ Smart Board. Two groups of students line up on opposite walls. A word is put on the board. In Spelling Bee style, each group will attempt to read it. If a student from one group doesn't get it right, then the next group tries. This can force the students to use previously taught phonics skills without seeming too "elementary"

ESSENTIAL QUESTION: How does participating in group discussions help readers understand the text?

Task: Participate in class discussions/ writing a summary/use of dictionaries

Standards:

- ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
 ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
 ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 a. Capitalize appropriate words in titles.

- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. Use spelling patterns and generalizations (e.g., ending rules) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Instruction:

- Read aloud chapters 5-6. Have a class discussion about Winn Dixie behavior in the beginning of chapter 5. Students will listen to others and build upon or use evidence from another student's opinion or observation of what is happening in the story. The students will recall what happened in the Herman W. Block Memorial Library and the new character introduced there. The students should realize that this is another setting in the story. Have students recall other settings. Ask the students if they believe this character will change the story. If so, how? Students should write a summary in writing journals of chapter 3-6 and concentrate on the characters and their actions.
- Make a three column chart showing the rules for adding suffixes (one syllable, short vowel words-double the last letter and add ing; one syllable, long vowel words that end in a silent "e" - drop the final "e" and add ing. If a two syllable word that ends in a "y" has a short vowel sound, then the "y" is changed to an "i" ,then the suffix is added. Rules can be written in student journals for future reference. A short game of Pin the Suffix can be played using a felt board or magnetic letters to allow for manipulative use for those who need it.
- Students will identify base words when given words with prefixes and suffixes. The students will determine the meaning of unknown words by using a dictionary and a web site containing a dictionary (www.dictionary.com). Spelling patterns when adding suffixes will be taught and the students will keep a list of these in their vocabulary or reading journals. The teacher will provide instruction on the meaning of prefixes and suffixes as they are added to known 3rd grade words. The teacher will use the root/base word as a way to be able to find the meaning of the word as the prefix/suffix is added.
- Students will continue working on the narrative writing that they started and put it in their writing folders. Students will be introduced to a simple writing rubric to use for guidance.

Differentiation (Option)

- Students can explore their thoughts and reflections in a reading log by writing and drawing pictures in response to the ideas and emotions that arise during each chapter of the story. This log can be kept in the reading folder or readers' notebook.

ESSENTIAL QUESTION: How can using correct punctuation help our audience understand our writing better?

Task: Participate in discussions and summarize/ write a readers' theater using correct sequencing/review subject of a sentence and subj/verb agreement

Standards:

- ELACC3RL10: By the end of the year, read and comprehend literature including stories, dramas, and poetry, at the high end of the grade level 2-3 text complexity band independently and proficiently.
- ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequencing.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
- ELACC3SL4: 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.
- ELACC3L2: Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing
- a. Capitalize appropriate words in titles.
- ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.

Instruction:

- Read chapters 7-8. After students read these chapters, focus on the language of Sweetie Pie (e.g., “I seen that dog in church too.”). Explain about subject verb agreement. Introduce the subject of a sentence. Subject-verb agreement can be introduced at this time. Discuss subject of a sentence by reading passages in the non-fiction books and talking about “who” or “what” the sentence is about.
- Students write a summary of the chapters or write about a character they might identify with. They can use this writing to identify subject of a sentence. Students check for subject –verb agreement and conference with learning pairs, then the teacher.
- Students will look at a play or power point/ website about school or friends. They will discuss the setting, the problem, the characters and how we know who is speaking. Suggestion: <http://urbanext.illinois.edu/conflict>- a guide to Friendship <http://urbanext.illinois.edu/conflict/intromovie.html>- Conflict-Friendship.
- Give groups of students the task to write a readers’ theater for The Recess Queen. Students should read the book. Then use dialogue and correct sequencing to include the characters in the story. Other characters could be added thinking about the specific audience, and helping them understand the story and how it ties in with the theme of “Friendship”. Perform for the targeted audience. A teacher generated rubric will be used to clarify expectations. Allow time for the students to work on this project.

Differentiation Option:

- Students who are shy or uncomfortable performing may help write and possible tape the performance. Students can make signs (using temporal words to help guide the sequence), props, and light costumes to enrich this presentation.

ESSENTIAL QUESTION: What kind of moral or message could we learn from the book?

Task: Reading/Responding/Summarizing and writing a Narrative

Standards:

- ELACC3RL2: 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.
- ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms, such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- ELACC3F4: Read with sufficient accuracy and fluency to support comprehension.
- b. Read on-level prose and poetry orally with purpose and understanding.
- ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Establish a situation and introduce a narrator and /or characters; organize an event sequence that unfolds naturally.
- c. Use temporal words and phrases to signal event order.

Instruction:

- Students will read chapters 9-11 and answer teacher created questions in small group sharing time. Discuss how students’ points of view can be distinguished from that of the narrator or those of the characters. Students will build ideas upon the comments and points of view of other students.
- They will answer questions from the two chapters and decide if they agree with Opal making friends with Gloria Dump. Ask the students how Opal became friends with Otis. Remind them of how Opal did him a favor by working for him to earn a leash and collar for Winn Dixie and tie these ideas together by having the students understand the moral of the fable.
- Students will share poems, “A Real Bouquet” and “My Friend” in small groups. Students can be asked to summarize what these poems are about in their own words. They will explain differences in the way they speak and in the language of the poem. Students should notice that there is usually a difference in the way someone writes and the way someone speaks. Remind the students how reading poetry, repeating stanzas can help them read more fluently. Student will listen to the rhythm and flow of language when reading the poems and connect that to how we speak. Expression in reading can come from

reading poems and lyrics to songs. Taped readings of students' voices can be used and analyzed for accuracy and identification of specific fluency problems. Rhythm, flow and fluency as the students read a passage or poem can be practiced using choral reading, repeated reading, small group reading and individual practice.

- Read the readers' theatre *The Lion and the Mouse*. Ask the students how this fable might be similar to situations in Because of Winn Dixie are related. <http://www.timelessteacherstuff.com/readerstheater/LionandMouse.html>
- Time will be set aside for completing the letter about the 10 things and to also complete the readers' theatre/skit for Recess Queen(friends/bully). Connections should be made between the friends in Because of Winn Dixie and The Recess Queen. Discuss the main character in both texts and how they are alike (need friends, uncomfortable with others) and how they are different (Opal wasn't bossy like the main character in the other story)

Differentiation Option(s):

- Students create skits for performing in class or for the grade level based on stories, poems, or fables they've read.

ESSENTIAL QUESTION: How can learning about idioms help us understand more about what we read?

Task: Find idioms in texts and create them/ Use regular and irregular verbs /

Standards:

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence –level context as a clue to the meaning of a word or phrase.

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).

ELACC3L1: Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.

d. Forms and uses regular and irregular verbs

e. Forms and uses the simple verbs tenses

Instruction:

- Read chapters 12-14 after a short review of the story read previously. Explain and teach about idioms. Talk about different chapters that include idioms.
- Discuss the idiom (from chapter 2 and 10) about the preacher hiding his head like a turtle- introduce idiom in chapter two in the text. After an explanation of an idiom is given, ask the students to reread parts of the text and find an idiom (repeat the definition of it). They should name the part in the story when Opal refers to the preacher as pulling his old turtle head back into his stupid turtle shell. In chapter 4, the preacher says that Opal's mother couldn't make heads or tails of a piece of meat, and in this same chapter, there is an idiom referring to what Opal's mom felt like around the ladies at church, which was a bug under a microscope. See how many idioms children can find in the text.
- Scavenger Hunt for Idioms! Idioms Can Be Fun Game- <http://www.childrensuniversity.manchester.ac.uk/interactives/literacy/wordclasses/idioms.asp> - Assign each student or student group an idiom they haven't covered to illustrate: Don't look at gift house in the mouth- Don't push your luck- Don't rock the boat- Party pooper- Piece of cake – Green thumb - Up to my ears- These are great fun to share and can double as a vocabulary assignment according to the idioms you assign. Chapter 14 gives examples of non-literal language (...spell was broken - and ...some kind of snake charmer).
- Simple verb tenses can be introduced by modeling and reading the text of choice. (<http://www.brainpopjr.com/readingandwriting/word/tenses/>) In chapter 10, beginning on page 67, Opal tells Gloria Dump about finding Winn-Dixie in the grocery store, and how her mother left her when she was little. There are different ways the dialogue might be changed. Using different verb tenses, change several sentences to a different "time" and read to a partner to check to see if the sentences still make sense. (Example: pg. 69) 'What is it?' I asked Gloria dump. "It's a wait~and~see tree," she said. This might be

changed to : “What was it?” I asked Gloria Dump. “It was a wait~and~see tree.” She said. Subject-verb agreement can be introduced at this time. Discuss subject of a sentence by reading passages in the non-fiction books and talking about “who” or “what” the sentence is about.

http://www.aasd.k12.wi.us/staff/boldtkatherine/ReadingFun3-6/ReadingFun_PartsofSpeech.htm This web site has all parts of speech and good short activities for the smart board or Mimio. A projected image is all that is actually needed for this web site.

- Teach the special verb be, by asking the students to participate in making a class chart comparing first grade with third grade. Use the verbs (e.g., am, is, are, was, or were) in the sentences. The students will read sentences and put them in their journals as they discuss the special verbs and the tenses. In chapter 10, Opal tells Gloria Dump about finding Winn-Dixie in the grocery store (of the same name), and how her mother left her when she was little. There are different ways the dialogue might be changed. Using different verb tenses, change several sentences to a different “time” and read to a partner to check to see if the sentences still make sense. (In chapter 10 - ‘What is it?’ I asked Gloria dump. “It’s a wait~and~see tree,” she said. This might be changed to : “What was it?” I asked Gloria Dump. “It was a wait~and~see tree.” <http://www.brainpopjr.com/readingandwriting/word/tenses/>
- Discuss subject of a sentence by reading passages in the non-fiction books and talking about “who” or “what” the sentence is about.
- Timelines can be constructed using events from Because of Winn Dixie. Different events can be placed in strategic places to guide the students as they retell the story. Model how to do this and allow the students to create a timeline of the story. This can help guide the students into a cause-effect lesson- *Pictures of the students from birth to present can be brought in and timelines can be created from these. Students write a paragraph about their time-lines. Encourage the use of the new words in student writing from vocabulary from the texts used in the unit.
- Students should continue with previously assigned narrative writing. They should also be finishing their Recess Queen-Readers’ Theater.

Differentiation Option(s):

- In small groups, students tape record themselves reading passages from The Lion and the Mouse (Aesop’s Fable). The teacher will lead the discussion to explain the connection to the theme. Students can record during small group reading. This should be a ‘cold read’ first. Talented readers can listen to those who are struggling and assist. After several repeated readings with a reading partner and for homework, the student can listen to the first reading they recorded, and identify places where mistakes were made. The teacher and the student will conference after listening to the 2nd reading. The student will compare the two readings and explain the differences. <http://www.timelessteacherstuff.com/readerstheater/LionandMouse.html> . Talented readers will be able to do this on their own.

ESSENTIAL QUESTION: How does using voice in our writing help our audience understand our writing?

Task: Distinguish literal and non-literal language in our text/ creating idioms/ narrative writing

Standards:

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

ELACC3F4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on–level text with purpose and understanding.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)

Instruction:

- Skill and Review Day: Point out chapter 2 in the text- : Look at the idioms - Mostly, he looked like a big piece of old brown carpet that had been left out in

the rain and in chapter 10- Sometimes he reminded me of a turtle hiding inside its shell, in there thinking about things and net ever sticking his head out into the world. Use these as examples of non-literal language. Compare to passages in chapter 3 – Opal is giving Winn Dixie a bath and explaining about not brushing his yellow teeth (a literal passage)

- Chapter 5 and 11 are two of the chapters that have sounds written as words. Introduce onomatopoeia. Do a lesson about these words and explain how they enhance the text, but are also non-literal language (like the idiom). Allow the students to find any of them they can find in chapters 1-6. They can work in small or large groups to do this.
- Write a whole class observation (together on chart paper) about the differences in literal and non-literal language in Because of Winn Dixie. Model the correct way to write a paragraph about a topic. As students give sentences about these two types of language, use a dictionary when they come to a word they cannot spell.
- Read chapters 15 -17 (of Because of Winn Dixie) individually, in partnership, in small group or with the teacher.
- Students will identify places in the text where onomatopoeia are located. In chapter 5, Aaaaaaroooo – Arrrriiiiipppp- Owwwwww- (Winn Dixie) are some examples of an onomatopoeia.(chapter 22, 25 etc- boing (guitar sound), achoo .
- Review The Recess Queen . Ask the students if they can read some of the nonsense words as you project images to show the pages with specific words. Review nouns and verbs as the students find them in the story.
- Allow time to complete the 10 things writing assignments as well as allowing time for the skits to be completed. Specific characteristics of characters, setting, plot and resolution should be part of the presentation of the skit/readers' theater.

Differentiation (Option)

- In The Recess Queen, there are places to find an onomatopoeia- the page with the word BOO!, -BOUNCITY, KICKITY, SWINGITY , etc.
- Point out capital letters in the titles of books the students have read individually or with the class. Read The Mega-Deluxe Capitalization Machine.

Individual students or small groups can look through magazines and find different types of nouns (person, place, thing OR proper-common). Assignments can include: Find 3 proper nouns and write a sentence correctly with all three of them. Find 3 common nouns and make a question with each of them. Each group can find a specific type of noun and write sentences with them. They should also label each sentence as: declarative, exclamatory, interrogative, or imperative.

ESSENTIAL QUESTION: Why do we need to learn to use ideas and organization as well as conventions in writing for an audience?

Task: Use of irregularly spelled grade level words/ Narrative writing with ideas, organization and conventions

Standards:

ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

d. Read grade-appropriate irregularly spelled words.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

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

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide a concluding statement or section.

ELACC3SL1: 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.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about topics and texts under discussion).

d. Explain their own ideas and understanding in light of the discussion.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- d. form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked: I walk: I will walk) verb tenses.
- i. Produce simple, compound, and complex sentences.
- j. Writes legibly (in cursive).

Instruction:

- Read chapters 18-21 individually, in partnership, in small group, or with the teacher.
- Introduce sentences to the students that have irregularly spelled words in them, but have some of the letters missing in those words. Students will see that many irregularly spelled words still have some type of pattern or rule to help decode them. Students will read irregularly spelled words as they are pointed out in assigned texts, poetry and songs- (mice-woman-man). Add foot-feet, goose-geese, child-children, etc.
- Make a class big book or make a list to keep in the Winn Dixie folder for this unit.
- Explain that writers convey emotion or add voice to their writing and they must make complete sentences to convey their thoughts. Discuss the rubric and explain the writing prompt. Students will participate in an activity that addresses complete, simple and compound sentences.
- Compound Sentence Activity- With two colors of paper strips, three containers, pencils, and pens, students create a game of putting connecting words or conjunctions between simple sentences to create compound sentences. Address topic of this unit, a family pet (or any other topic that interests the students). Simple sentences can be written by the students on one set of the colored paper strips. Strips can be put into two separate containers. Connecting words like “and, or, but, so, yet” can be written and repeated more than once. Another container can hold these “conjunctions”. Students choose two sentence strips and one connecting word to make a compound sentence. Students read the sentences aloud and the class can determine if the sentence is , in fact, a compound sentence. Students can try to make the funniest sentences they can make or stick with the theme, if one is assigned. The teacher will use previous student writing to show correctly written simple and compound sentences. Students will then find examples of these in assigned text.
- **Narrative** In the book Because of Winn Dixie, Sweetie Pie is planning her birthday party. Gloria Dump and Opal plan a party for family and friends. You have decided to have a party. Think about a theme, food, drinks, music, entertainment, and the cost. What kind of party would you like to have? Who you will invite? Write a story about your ideas and remember to put the events in a sequence of events that will make sense.
- Concentration on grammar, grade level spelling, giving an opinion with supporting details from the story, and using a concluding statement will be required in the assigned writing for this lesson.
- Students need to be reminded to write legibly and to make letters correctly. Cursive writing will be introduced when the teacher determines the students are ready for this skill.
- Read Poem: “*A Real Bouquet*” Author Unknown- <http://www.tooter4kids.com/Friendship/poems.htm>. Tell the students that expression in reading can come from reading poems and lyrics to songs. Tape students’ voices individually or in small groups of “like readers”. Rhythm, flow and fluency need to be addressed with the students after they read a passage or the poem. This will be practiced using choral reading, repeated reading, small group reading, buddy reading, and individual practice. Students can create skits for performing in class or for the grade level. A different poem can be used, but it needs to be one the students have time to reread several times in the next few lessons.

Differentiation (Option)

Have students create an illustrated booklet using irregularly spelled words.

Some students may enjoy another writing assignment: Pretend that you have been given a candy factory that could make people feel any emotion you chose. In your writing folder, brainstorm different emotions that you would like to put into a candy. Choose an emotion, and then decide on a flavor, a name, and a slogan. When you have your candy invented, come up with an advertisement displaying your new candy and how it will make a person feel. Be creative! You want to make your candy just as famous as the Littmus Lozenge!

Prompt #2 Opinion

How did Opal and the Preacher's relationship change in the story? What was their relationship in the beginning of the book, and how did it change in the end? WHY do you think it changed? BE SPECIFIC, and give examples from the story. Put this writing into the writing folder that goes with this unit.

OR

When Winn Dixie is missing after the thunderstorm at the end of the book, Gloria Dump says to Opal, "There ain't no way you can hold on to something that wants to go, you understand? You can only love what you got while you got it." What do you think Gloria means? How might this quote connect to Winn Dixie and Opal's mom? How do you think Gloria wants Opal to use this quote in her life? Use evidence from the text about Opal's mother and about Winn Dixie to support your answer.

ESSENTIAL QUESTION: How might using adjectives make our writing more exciting?

Task: Use adjectives and plural irregular nouns/ fluency and complete sentences using simple and compound sentences.

Standards:

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELACC3RL10: 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

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC3SL2: 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.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

i. Produce simple, compound, and complex sentences.

Instruction:

Read and finish the book, Because of Winn Dixie.

- Give a choice of graphic organizers to the students and explain that they are going to watch the movie of Because of Winn Dixie. They will write down the similarities and differences in the book and in the movie. This will be kept as a type of outline for their final writing assignment.
- Students will partner talk after the movie and discuss what they wrote about the similarities and differences. They will keep these lists in their writing folders.
- Allow time to discuss the rubric and the prompt with the students individually, in small groups and with the teacher.

Differentiation (Option)

- Students who have difficulty reading the text should write a summary of the movie and list all the characters they can remember. The students should work together in a group with the teacher after watching the movie. The teacher will make sure all the students are writing complete sentences using correct punctuation and capitalization.

SKILL BUILDING TASKS APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4

ESSENTIAL QUESTION: How will knowing about reference materials and where to find them help me to be a better research writer?

Task: consult reference materials, including dictionaries, previously read texts, and magazines to make notes about a specific topic related to the theme of this unit.

Standards:

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

ELACC3RL7: 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).

ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

ELACC3SL1: 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.

a. 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.

d. Explain their own ideas and understanding in light of the discussion.

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

ELACC3SL2: 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.

Instruction:

- Discuss Because of Winn Dixie and the importance of friendship. Explain that the feelings of loyalty using characters from the story. Ask the students if they can think of a time when they were loyal to someone or when someone was loyal to them. Buddy Talk and explain. Tell them if they don't have a story, then someone else might. Allow some of the students to come to the front of the room or speak from their desks about how they were loyal or how someone was loyal to them.
- Read The Giving Tree aloud. Remind the students about the tree's loyalty to the boy, even when the boy forgot about the tree. Project the book, Nubs, the True Story of a Mutt, a Marine & a Miracle on a screen or white board. Read it aloud. Through discussion, students will compare the main characters in these two books. Allow the students to make observations about why you might have chosen this book to read (friendship, loyalty, pain of separation, diligence etc). Classroom discussion will lead into explaining how the topics are important and how the book connects to the theme of this unit. Ask the students if they think that friends might feel some of the feelings described in the book. Buddy chat about the characters and their traits.
- Project the front of a (not a familiar one) book with the title covered. Ask students to make up a title. Use small white boards and allow students to write their suggestions for the title. Ask the students to show you their titles. Begin the lesson by telling the students that the first, last, and each important word in a book title should start with a capital letter. Show the students several familiar books and discuss the titles. Give out index cards and ask the students to write the titles of some books they like. Some students can write a sentence about each book. The students can work with a partner or small group. Cards will be shown to the class by projecting or writing the titles on the board (done by students). Check to be sure titles are written correctly. Keep cards and glue into journals for future reference. Book marks can be made by laminating these. Students will use magazines and newspaper articles to scavenger hunt correct uses of correctly written titles.
- Scavenger Hunt for Nouns. Use The Giving Tree to search for proper and common nouns in the text. Students will notice that there are no proper nouns in the story. Charts or journals can be used to record the lists of common and proper nouns found in the extended text. The lists can be used for writing assignments. Writing in daily journals making complete sentences using specific nouns will connect to identifying verbs. Students will recognize that sentences do not make sense without verbs. Ask student to try to make sentences and include describing words. Allow students to raise their hands when they hear an adjective in a book being read in class or they will write a list of them in their reading folder. Teacher observation can be an ongoing assessment for learning.

Differentiation (Option)

- Have students create a collage of their titles they found in the magazines. Groups of students get together and show their titles written correctly.

ESSENTIAL QUESTION: How can I use a story to talk about me? (Text to self)

Task: practice identifying nouns and adjectives/ Opinion writing

Standards:

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds upon another.

ELACC3RL10: Be 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.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

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

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

i. Produce simple, compound, and complex sentences.

ELACC3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

b. Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).

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

Instruction:

- Students will have a discussion about loneliness, friendship, acceptance of the faults of others, father/daughter relationships, and how a child would feel about an absent mother. Emotion and feeling words can be added to the vocabulary list being made in their reading folders.
- A discussion of nouns and how to make them more interesting will help review adjectives. Find examples of adjectives for identification purposes in Because of Winn Dixie and the poem, "A Real Bouquet" Poem can be found on this web site: <http://www.tooter4kids.com/Friendship/poems.htm>.
- Students write a riddle about a noun (person, place, animal or thing). Use verbs in the present (past/future) tense. The students read their riddles to a partner and see if the other student can guess the answer. Then have partner change the verbs to show another tense and read again. Example: Birds perch on it. Branches cover it. Strong winds rock it. Squirrels jump onto it. Bugs crawl in it. Breezes pass through it. Children climb up to it. Friends play in it. What is it? (a tree house). Students must make complete sentences in their riddles
- Time will be built into the lesson to write the narrative assignment. The rubric will be discussed with the students. Directions will be explained.
- Allow time for the Opinion writing to be done during class.
-

Differentiation (Option):

- Have students create a power point and use it to practice regular and irregular nouns.
- A game of "paired charades" will command the attention of students as they work together to try to get their friends to guess (no talking-just writing their guesses on white board or small dry erase boards) which irregular pair of nouns are being used by the charades.
- Regular and irregular plural nouns can be taught in pairs. Picture and word card pairs can be used for a match game as an introduction of irregular

nouns: such as a picture of - goose -geese, foot – two feet, child-children etc. Begin with pictures and continue as pictures are replaced with words. Students will assist the teacher in finding regular and irregular singular and plural nouns in the text they have read.

ESSENTIAL QUESTION: How does knowing about voice, emotions, and audience help me write in a more organized and meaningful way?

Task: reading/ narrative writing (continued)

Standards:

ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELACC3RL7: 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). (in this case-text being the video images)

ELACC3W3; Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases.

d. Provide a sense of closure.

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single or a day or two) or a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Project the video <http://player.discoveryeducation.com/index.cfm?guidAssetId=8DA9F8B7-BF7F-4326-8B21-E5E26CD8D33C&blnFromSearch=1&productcode=US> . Students will watch the video and observe the behavior of the students who are on a field trip to a candy factory in their city. The students will discuss what Mr. Zachary Zaney said the secret to making good candy was. They will partner talk about what Littmus W. Block might have thought the secret to making good candy was. Explain that the intention of the making of the candy was totally different from Mr. Zaney's and Mr. Littmus W. Block's points of view. Explain how everyone has a point of view that they can use, and can demonstrate this view by using *voice* in their writing. Ask the students about the friends during the trip and what happened. Students will make notes and be ready to talk about how having a candy factory in their hometown would help the community. They will discuss friendships on the trip and what happened with the student who was a bully toward the girls.
- Students will think about and discuss the writing prompt. They will listen to the directions for following the rubric requirements.
- Time for writing will be embedded in this lesson. Explain that the writing should not have "the end" stated at the end of the writing. Explain closure to the students. Explain that the students need a closing sentence so that their audience will know that they are finished with the writing piece.

Differentiation (Option)

- Remind the students about writing about the way they feel and expressing emotions in their writing. Students will think about their purpose for writing and about the audience for whom they are writing.
- (optional writing assignment) **Narrative:** Pretend that you have been given a candy factory that could make people feel any emotion you chose. In your writing folder, brainstorm different emotions that you would like to put into a candy. Choose an emotion, and then decide on a flavor, a name, and a slogan. When you have your candy invented, come up with an advertisement displaying your new candy and how it will make a person feel. Be creative! You want to make your candy just as famous as the Littmus Lozenge! This writing will be shared from the Author's Chair.
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ESSENTIAL QUESTION: How is technology helpful to us as we learn more about writing and communicating?

Task: identify and use adjectives, commas in a series, and quotations/ Narrative writing continues

Standards:

ELACC3SL4: 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.

ELACC3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

c. Use commas and quotation marks in dialogue.

ELACC3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

Instruction:

- The students will make a class paragraph about “10 Cool Things About Our Class”. They will need to know how to place commas in a series. Students will copy the chart and add their ideas to the list. They should use commas in a series and put in their journals.
- Students will read their sentences with commas in a series aloud to help the students realize the importance of placing the commas correctly to make sense and to be sure the meaning states what the writer intends.
- Students will identify quotations in Because of Winn Dixie and will write three quotations by their favorite character in the book. These quotations must be written correctly and the page number given for easy access. Students can exchange papers and check the work by looking at the quote on the page selected by the student. Students can compare the way that quotations are written. Students will be introduced to quotation marks in this manner.
- Students should complete the narrative writing after this lesson. Time should be given to complete this writing.

Differentiation (Option)

- Special recognition should be given to punctuation and capitalization in student work.

ESSENTIAL QUESTION: How will knowing about reference materials and where to find them help me to be a better research writer?

Task: Use reference materials, including dictionaries, previously read texts, and magazines to make notes about a specific topic related to the theme of this unit.

Standards:

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3SL2: 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.

ELACC3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Instruction:

- **Read Guide Dogs- Seeing for People Who can't.** Ask the students the genre of this book. Ask the students to define a service dog. Students will answer teacher generated guiding questions.
- Students will receive a rubric for doing a research writing piece. Explain the directions and each component of the rubric. Students will understand that all of the areas listed must be in the writing piece. Students will read the list of choices for the theme of the research. They will choose a topic and write it

in their writing folders. Time will be given to remind the students about research materials in the classroom and in the media center.

- Ask the students to choose one of the topics below to read and learn about. Gather information from books, magazines, or internet sources and make notes in your project journal. Sort your ideas into categories so that your writing piece will be organized. Be able to summarize what you've read. Decide if you would like to present your writing in the Author's Chair, as a power point, or whether you might want to use a visual, like a poster.
- The teacher will use grade level textbooks to teach about glossaries. The teacher will show the students how and when to use a glossary. Since many non-fiction books have glossaries there will be a lot of texts from which to use to teach this skill. Specific information should include the fact that most of the text books or content texts have a particular glossary needed just for that particular book. Choose words from the chapter being taught. Ask students to find the word in the glossary at the back of the book. See who can find it first and possible think of a synonym or antonym while the others finish looking for the word. Students can share how they found it, why they found it in that particular glossary. Students can read the word and the definition to a partner. (An example could come from Guide Dogs -Seeing for People Who Can't. There is a glossary at the end of this book. An index is also included. Students will be able to receive assistance from the teacher and the parents.
- Students will have choices about what kind of presentation they want to do. The teacher will need to model or show an example of these ideas. Author's Chair can be called: Become the Author, a power point can be another choice. A visual, like a poster or a written piece about the topic are other ways that the student can demonstrate understanding and comprehension of the topic chosen.

ESSENTIAL QUESTION: How can I show what I've learned about a topic and put my sentences together?

Task: Research/ locate reference materials/ Write notes and begin a research writing piece

Standards:

ELACC3SL1: 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.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaborations and detail.

ELACC3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

Read aloud: Therapy Dogs- The students will be prepared to participate in a discussion about how dogs might help someone feel better.

Have a vet or a speaker who owns a therapy dog come in and present the animal to the class and explain how the dog is helping someone. Students will listen and participate in a question and answer time with the speaker. After the speaker leaves, allow the students to participate in making a class word splash as they recall the information from the speaker. The students should recall details and elaborate on the information given to them. They should copy the notes from the board or create their own. Students will work on making a topic sentence and showing three details taken from what the speaker said or from the text read aloud. Ask the students, based on traits of service dogs, what job would Winn Dixie best be suited for.

- Provide time for the students to go to the library and do research on the topic. Build in time in the next few days to allow time for students to work in the library and in the classroom on researching service and reading dogs.

Differentiated (Option):

Students who are not ready for independent writing will work with the teacher in a small group and individually. Students who are more able learners will continue to work on their own using the teacher when needed.

ESSENTIAL QUESTION: How do I know what to include in my research writing project?

Task: Visit media center and use reference materials in the classroom/ Research writing will continue

Standards:

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ELACC3SL1: 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.

Instruction

- Students will locate reference books and recall that the Internet has a great deal of useable information. Students will read, discuss, and study the research material they have found. They will learn to use category charts in which they can insert the information they have learned. The teacher will discourage "copying" from the book. The students will summarize what they found about their topics and preparing a written piece with information they've learned. They can do this individually or in groups as they work with the teacher. . Students can give an oral report about how they found their information about the topic they chose and how they decided the way they would present it.
- The students will go to the media center where the media specialist will do a lesson identifying the types of reference books available and their location. The students will play a Pick and Play game using index cards with reference material questions on them. Each child will get to "search" for an item.

Differentiation (Option):

The teacher will do a review with the students about the meaning of prefixes and suffixes as they are added to known 3rd grade words. The teacher will use the root/base word as a way to be able to find the meaning of the word as the prefix/suffix is added.

PLANS FOR ASSESSMENT 3: RESEARCH**PROMPT: Research Connection (Writing-Optional)**

Choose one of these topics to read and learn about. Gather information from books, magazines, or Internet sources and make notes in your project journal. Sort your ideas into categories so that your writing piece will be organized. Be able to summarize what you've read. Decide if you would like to present your research in the Author's Chair as writing, as a power point, or whether you might want to use a poster along with your writing. Conference with your teacher to finalize your topic.

Service Dogs are Special

Dogs and Friendship

Handbook for Dog Care

What Does it Take to be a Service Dog?

ESSENTIAL QUESTION: How can I use what I read to learn about new topics and in what ways can I show others what I know?

Task: listening to text read aloud/ writing about emotions/research connection to Winn-Dixie and service dogs

Standards:

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details, and explain how they support the main idea.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ELAc3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Instruction:

- Read The Right Dog for the Job aloud. Explain that these dogs are specifically trained for particular reasons. Ask the students if they believe Winn Dixie had been trained judging from the way he behaved in the grocery store and during the storm. Ask the students to use the texts in support of their opinions. Review ideas about what kind of jobs Winn Dixie might be best suited for doing. Discuss reasons students think this.
- Read How Are You Peeling? Discuss how this book applies to our writing. Students can discuss what they think about the book. Using a mirror, students observe their own facial expressions to act out what they are hearing when you reread the book. (Example: "When you have to wait, because someone is late, are you bored? Jumpy? Worried? Grumpy?). Ask students how they show emotion when they are sad, happy, disappointed, etc. Students will use these ideas to understand what writing with voice means. They will practice this when they do opinion writing. Allow time for conferencing with the students. Students must demonstrate their ability to read a selection, summarize it, retell it, and then write what it means. Students need to understand that they may not copy exact sentences from the book or resources.
- Students will participate in a discussion about service dogs. They will answer questions: Why do we need service dogs? Why can't just any dog do for training to be a service dog? Why does there need to be a relationship between the owner and the dog? After asking questions, allow the students to take over this discussion and start to ask questions that they have. The discussion should include references to the texts we've used about service dogs and the research they are doing in the media center. Students can begin to type sentences in a word document with guidance from an adult.
- Show the websites: <http://www.fbi.gov/fun-games/kids/kids-dogs> - Click on one of the two dogs to learn facts about working dogs and service dogs. Discuss the information found. Encourage the students to tell about how they might feel if they had a need for a service or therapy dog. The students will make their sentences into a paragraph for the student s to copy or they can create their own paragraph. They can use this information in their presentations. Students can do a presentation individually, with a learning pal or with a small group. If small groups are used, then cooperative learning "jobs" will ensure that everyone has an opportunity to participate.
- Give time to students to do research work connected to the presentation they chose.

Differentiation (Option)

Allow students to go to the computer and pull up suggested websites so that they can read them at their own pace. Students can do this in partners or individually. Ask students if they think Winn Dixie would have made a good reading dog for a child. They should find reasons they have that opinion based on

what they've read.

ESSENTIAL QUESTION: How can learning about research help me to be a better communicator?

Task: research/ similarities-differences/ presentation preparation/ writing paragraphs/ presentation preparation

Standards:

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

ELACCRF4: Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

ELACCW2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

d. Provide a concluding statement or section.

ELACCW10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Instruction:

- Invite a reading dog (therapy dog) to class. Students listen to the presenter and then discuss how this is helpful. Students can actually interact with a service dog in this situation. These websites can be used to demonstrate to the students about dogs listening to students read. (Scroll down for videos) <http://mynameisroxie.com/roxies-family-and-dog-issues/reading-assistant-therapy-dogs> - <http://mynameisroxie.com/roxies-family-and-dog-issues/reading-assistant-therapy-dogs> - Explain that this is something that is actually done for kids. Ask the students if they can give reasons why Winn Dixie would or would not have made a good reading dog. Ask for a specific event in Because of Winn Dixie where Winn Dixie was being a type of reading dog.
- Students will work on their presentations. They will discuss how they will present the information they have learned. Individual conferences will be held and students will get feedback on their work. They will receive guidance using a rubric and adult explanation of directions. Students will use this time to rewrite or edit their presentations. Students will choose a partner to whom they will present their projects in its rough draft form. Students will help each other edit the information.
- Students will sign up to do their presentations. Behavior during the presentations will be discussed (see the beginning of the unit).
- Time will be provided so that students have enough time to complete the presentation they chose. Presentations can be presented any way the teacher plans. Computer time is helpful so that those who would like to use a computer to do their presentation can do so. Use the next few days to allow students to do their presentations. Video these so that students may critique their work with the teacher (optional).

Differentiation (Option)

- Students will begin a Working Dogs flipbook. As students learn about each working dog, they will pick out at least 3 facts about the dog, name the best type of dog for the job and illustrate it. They will label each page with the type of work dog it is and by the breed that usually represents it. Each booklet will have 3-5 different types of working, therapy, or service dogs. Each page will include how the owner is responsible for the dog and if it would make a good companion. They will include information about how to groom the dog and take care of its needs. The facts should be organized and written in a

way that they contain a topic sentence, details and a type of closing statement. Paragraphs must be indented and all grade level conventions used correctly. Students can display these items in the media center or outside the classroom after editing.