Unit Plan

Peyton Bertram

3rd grade

Literature / Social Studies

Cross Curricular – Government, Grammar, Media

Forms of Text (nonfiction/fiction): Fiction and Nonfiction, (Narrative, Expository, Dialogue)

Assessments – “Classroom Constitution” , Inquiry project (PowerPoint), branches of government craft.

Duration: 2 Weeks

Week 1:

|  |  |
| --- | --- |
| Monday  | * Introduce Anchor text “The Trial of Cardigan Jones”
* Introduce spelling and vocabulary words
* Anchor chart for introduction of the branches of government (Legislative, Executive, and Judicial)
 |
| Tuesday  | * Read anchor text in detail as a group
* Ask comprehension questions while reading
* Readers Theatre “The Trail of Cardigan Jones”
 |
| Wednesday | * Review branches of government (refer back to anchor chart)
* Play Branch-O-Mania game (online)
* Branches of government craft
 |
| Thursday | * Review branches of government (refer to anchor chart)
* Finish branches of government craft
* Introduce mock trial (brainstorm ideas)
 |
| Friday  | * Appoint mock trial positions (Judge, plaintiff, Defendant, lawyers ect..)
* Write a fictional mystery narrative.
* Peer edit
* Revise
* Re-write narratives
 |

Week 2:

|  |  |
| --- | --- |
| Monday  | * Introduce literature “We the Kids”
* Look at the constitution and its contents
* Compose questions (inquiry)
* Research questions (self-written questions)
* Outline for inquiry PowerPoint (on paper)
 |
| Tuesday  | * outline “classroom constitution”
* Discuss contents
* Discuss James Madison – YouTube video
* Begin draft of PowerPoint (on iPads)
 |
| Wednesday  | * Work on PowerPoint
* Edit and revise
* Final draft of PowerPoint
 |
| Thursday  | * Draft “Classroom Constitution”
* Review branches of government with flowcabulary
 |
| Friday  | * Nearpod branches of government
* Write final copy of “Classroom Constitution”
* Present research PowerPoint
 |

Standards:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| English  |

|  |  |  |
| --- | --- | --- |
| ELA.3.R.C1.1     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. **(CCSS RL.3.1)** |
| ELA.3.R.C1.2     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/plets.jpg |     | 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 literary text. **(CCSS RL.3.2)** |
| ELA.3.R.C1.3     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/plets.jpg |     | describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(CCSS RL.3.3)** |
| ELA.3.R.C1.4     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/plets.jpg |     | ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. **(CCSS RI.3.1)** |
| ELA.3.R.C1.5     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/BigV.jpg |     | determine the main idea of an informational text; recount the key details and explain how they support the main idea. **(CCSS RI.3.2)** |
| ELA.3.R.C1.6     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. **(CCSS RI.3.3)** |
|

|  |  |  |
| --- | --- | --- |
| ELA.3.W.C9.3     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
* use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
* use transitional words and phrases to signal event order.
* provide a sense of closure.

**(CCSS W.3.3)** |
| ELA.3.W.C10.1     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) **(CCSS W.3.4)** |
| ELA.3.W.C10.2     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | 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 objectives up to and including grade 3). **(CCSS W.3.5)** |
| ELA.3.W.C11.1     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/plets.jpg |     | conduct short research projects that build knowledge about a topic. **(CCSS W.3.7)** |
| ELA.3.W.C11.2     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png https://wveis.k12.wv.us/Teach21/voc_cc/plets.jpg |     | recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **(CCSS W.3.8)** |
| ELA.3.SL.C13.1     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | 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.* 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.
* 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).
* ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
* explain their own ideas and understanding in light of the discussion.

**(CCSS SL.3.1)** |
| ELA.3.SL.C13.2     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | 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. **(CCSS SL.3.2)** |
| ELA.3.SL.C13.3     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(CCSS SL.3.3)** |
| ELA.3.SL.C14.1     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | 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. **(CCSS SL.3.4)** |
| ELA.3.SL.C14.3     https://wveis.k12.wv.us/Teach21/voc_cc/LetterG.png |     | **speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. \*** **(CCSS SL.3.6)** |

 |  |  |

 |
| Social Studies  |

|  |  |  |
| --- | --- | --- |
| SS.3.C.1     Search |     | identify and explain the following commonly held American democratic values, principles and beliefs:* diversity
* rule of law
* family values
* community service
* justice
* liberty
 |
| SS.3.C.2     |     | determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy. |
| SS.3.C.3     Search |     | investigate significant cultural contributions of various groups creating our multicultural society. |
| SS.3.C.4     Search |     | examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party and Civil Rights Movement). |
| SS.3.C.5     Search |     | examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag’s colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran’s Day and Memorial Day). |
| SS.3.C.6     Search |     | participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities. |

 |
|  |  |
|  |  |