Unit 2: Figure It Out

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Belleville Public Schools

Curriculum Guide

Third Grade ELA/Writing

Unit 2: Figure It Out

Belleville Board of Education

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Unit Overview

Within Unit Two, students will explore the various ways to solve a problem. This unit will focus on: why working together is a good way to solve a problem, why people immigrate to new places, how people make government work, how people can help animals survive, and finally, they explore how people figure out various problems. The comprehension skills and strategies will include: making predictions, understanding theme, understanding the importance of rereading, author's point of view, and examining limerick and free verse. The students will also be responding and writing about various types of texts, as well as writing limerick and free verse.

Enduring Understandings

Students will understand that...

- working together helps to solve problems, while cooperation makes the job easier.
- immigrants came to America because they thought there would be more jobs, lots of opportunities, and an easier way of life.
- people make government work by voting to let people know what you think, and giving you the right to choose.
- people can help animals survive by helping their habitats, helping their habitats remain clean, and by joining special groups that help animals.

Essential Questions

- How can people help animals survive?
- How do people figure things out?
- What does it take to solve a problem?
- How do people make government work?

Exit Skills

By the end of Unit 2: Figure it Out, students should be able to...

- make predictions before reading a selection, as well as during a selection.
- understand the importance of identifiny theme and how it helps to illustrate the author's purpose of writing.
- independently practice the comprehension strategy of rereading.
- discuss the author's point of view and provide examples from the text that support.
- find and locate text evidence to identify limerick and free verse.
- respond and write about various types of texts, as well as write limerick and free verse.

New Jersey Student Learning Standards (NJSLS)

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	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.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.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.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.4	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 standards 1–3 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.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.
LA.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.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

- History/Social Sciences (Sociopolitical Literacy): "Government"
- History/Social Sciences (Cultural Literacy): "Immigration"
- Science (Engineering, Technology, and Applications of Science): "Cooperation"
- Science (Engineering, Technology, and Applications of Science): "Figure It Out"
- Science (Life Sciences): "Survival"

SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.C.CS1	People make decisions based on their needs, wants, and the availability of resources.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be

active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Learning Objectives

In Unit 2: Figure It Out, students will be able to...

- read with sufficient accuracy and fluency to support comprehension.
- determine context to confirm or self-correct word recognition and understanding, rereading as necessary.
- construct questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- formulate a voice to speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- create and build background knowledge on what animals need to survive.
- create questions to Ask and answer to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- determine the main idea of a text; recount the key details and explain how they support the main idea.
- reread to increase understanding.
- apply grade-level phonics and word analysis skills in decoding words.
- decode multisyllable words.
- compose and 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).
- 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.
- select and use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- compare and contrast the most important points and key details presented in two texts on the same topic.
- 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.
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- write a grade appropriate how to text.
- revise, edit and publish a how to text.
- write a grade appropriate explanatory essays.
- revise, edit and publish a explanatory essays.

Suggested Activities & Best Practices

Research and Inquiry lessons provide students with opportunities to collect, analyze, and evaluate information, which are critical 21st Century Skills. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and apply research skills.

- Research Roadmap Project 1- With your group, you will create a plan for a project, such as putting on a show or holding a fundraiser.

- Research Roadmap Project 2- With your group, you will research a famous American immigrant. Then you will write and perform a play or skit about why that person chose to move.

- Research Roadmap Project 3- With your group, create a poster illustrating and explaining one of the three branches of

government. The poster should explain how the branch helps our country run smoothly.

- Research Roadmap Project 4- In your group, research an animal from a specific habitat. You will find out what the animal needs in order to survive in that habitat.

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessment (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- How-To Writing & Explanatory Essay Writing (Summative)
- Common Benchmark #1 (Benchmark)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)
- Exit Ticket: What is immigration? Why do you think people would immigrate to a new place? What opportunities might people look for? (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems

- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Wonders Anthology
- Reading/Writing Workshop
- Close Reading Companion (online)
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Visual Vocabulary Cards
- Retelling Cards
- Sound Spelling Cards
- Leveled Workstation Activity Cards
- Leveled Readers
- Interactive Read Aloud Cards

Ancillary Resources

- SMART TV/ SMARTboard
- Student laptops
- Decodable readers
- Leveled readers
- Literacy centers

Technology Infusion

- www.edconnnect.mcgraw-hill.com
- Multimedia Library
- Listening Library
- Computer Based Assessments
- Interactive Read Alouds
- Weekly and Unit Video Clip Opener



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going

	beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Critical thinking and Problem Solving
- Information Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- **Content**: Content will be differentiated through use of multilevel readers for Basic Skills students, Special Education students, Talented and Gifted students, as well as ELL students. The readers are all focused upon the same content, however the lexiles differ depending upon the abilities of the student.

- **Process**: The process will be differentiated through supplying three tiers of questioning for basic,

intermediate, and advanced learners. Additionally, students will be supplied with sentence stems and differentiated student workbooks to foster student success of the established goals.

- **Product**: The product will be differentiated because student work will be based upon their reading levels and lexiles. Students will be given choice for projects that appeal to their various learning styles to promote confidence and success amongst the students.

- During **Readers Workshop,** teachers will incorporate differentiation through guided reading, the use of leveled readers and stratedy groups. Students also have the choice of selecting their own books to read independently. This can be a controlled choice of books so that they are reading on their independent reading level.

- Through **Writers Workshop**, teachers will conference with students in order to individualize instruction. This can be done through one-on-one conferencing or with small conference groups. During this time, students can choose their own writing topic within the unit's genre.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading

- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Throughout Readers Workshop, teachers will meet with students within this guided reading group more frequently than others. (Recommended at least twice a week).
- Throughout Writers Workshop, teachers will conference with these students more frequently in order to provide additional support through the writing process.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 2
- Wonders Retelling Activity Cards for Unit 2
- Wonders Movement Phonics Video for Unit 2
- Wonders Grammar Video for Unit 2
- Wonderworks Activities for Unit 2

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Have students act out what is happening in a story.
- Use organizers to help students organize their thinking and ideas.
- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 2
- Wonders Retelling Activity Cards for Unit 2
- Wonders Movement Phonics Video for Unit 2
- Wonders Grammar Video for Unit 2
- Language Transfer Handbook Activities for Unit 2

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;

- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Wonders Interactive Games- Phoneme Blending and Phonics for Unit 2
- Approaching Level Leveled Readers
- Wonders Retelling Activity Cards for Unit 2
- Wonders Movement Phonics Video for Unit 2
- Wonders Grammar Video for Unit 2

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Challenge students to rewrite the rescue scene in Bear's den, excluding one of the boy's animal friends from the group. Which task that the group completed in the original story are they now unable to complete? How do they overcome their difficulty? While writing, students should consider each of the friends' abilities and imagine ways they could be used other than those shown in the story.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: