

GR 3 Unit 03 Health and Lifestyle

Content Area: **Default**
Course(s):
Time Period: **Marking Period 3**
Length: **9 weeks**
Status: **Published**

Unit Overview

Unit Title: Health and Lifestyle

Unit Objectives:

- * Explore daily routines.
- * Discuss diet and the body.
- * Analyze the food guide pyramid.
- * Identify healthy choices.

Standards

ELD-SI.K-3.Narrate

ELD-SI.K-3.Inform

ELD-SI.K-3.Explain

ELD-SI.K-3.Argue

ELD-LA.2-3.Narrate.Interpretive; ELD-LA.2-3.Narrate.Expressive

ELD-LA.2-3.Inform.Interpretive; ELD-LA.2-3.Inform.Expressive

ELD-MA.2-3.Explain.Interpretive; ELD-MA.2-3.Explain.Expressive

ELD-MA.2-3.Argue.Interpretive; ELD-MA.2-3.Argue.Expressive

ELD-SC.2-3 Explain.Interpretive; ELD-SC.2-3 Explain.Expressive

ELD-SC.2-3.Argue.Interpretive; ELD-SC.2-3.Argue.Expressive

ELD-SS.2-3.Explain.Interpretive; ELD-SS.2-3.Explain.Expressive

ELD-SS.2-3.Argue.Interpretive; ELD-SS.2-3.Argue.Expressive

Materials/Activities/Resources

Core materials:

- Santillana Spotlight on English Grade 3

Supplemental Resources:

- Scholastic News: Let's Find Out
- Learning A-Z
- Lexia English
- Oxford Picture Dictionary
- Realia

Technology

TECH.9.4.5.IML.6

Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Assessment

Formative Assessment

- Teacher Observation
- Oral Presentations
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Listening Practice
- TPR-Following Directions
- Role Play
- Audio-Oral Assessment
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- District Benchmarks
- Access for ELLs

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

At-Risk of Failure

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

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.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.
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.3	Use a graphic organizer to organize information about problem or issue.

21st Century Life Literacies & Key Skills

TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

