March April Library Gr. 3

Content Area:

Library

Course(s): Time Period:

Length: Status: March 6-8 Weeks Published

Unit Overview

Students will participate in a variety of activities based on shared books.

Enduring Understandings

There are many things you can do to connect with books.

Essential Questions

How do I make connections with books that are read to me or I choose?

Instructional Strategies & Learning Activities

author visit - Kathleen DeMario book - What kid of dog am I? activity - craft video - rescued dogs

Reflection on past events in the library in the last month (Caldecott Medal and author visit) read two books from March Book Madness and compare

book - M<argaret and the moon activity - finish Penny Timeline from November

book - Cinder-Elly activity - March Madness design and build basketball hoop and practice making baskets supplies - markers, paper plate, cup and ping pong balls book - 11 experiments that failed read and discuss review how to use a dictionary activity - dictionary relay race

Fairy Tale Unit in third grade Folk tales book - clever Rachel activity - solve riddles and tell riddle

Folk tales book activity - Spring Bingo

National Poetry Month Shel Silverstein excerpts from Where the Sidewalk Ends and A Light in the Attic book - Runny Babbit Spoonerism activity

Integration of Career Readiness, Life Literacies and Key Skills

Students will meet with a real author to learn about her career.

WRK.9.1.2.CAP	Career Awareness and Planning
WRK.9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.Cl.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.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

(e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

TECH.9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social

Studies Practice - Gathering and Evaluating Sources).

Culture and geography can shape an individual's experiences and perspectives.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the

development of creativity and innovation skills.

Different types of jobs require different knowledge and skills.

Technology and Design Integration

Students will interact with the lesson using the Smartboard and library computers.

CS.3-5.8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
CS.3-5.8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
CS.3-5.8.2.5.ED.5	Describe how specifications and limitations impact the engineering design process.
CS.3-5.8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.
CS.3-5.ED	Engineering Design

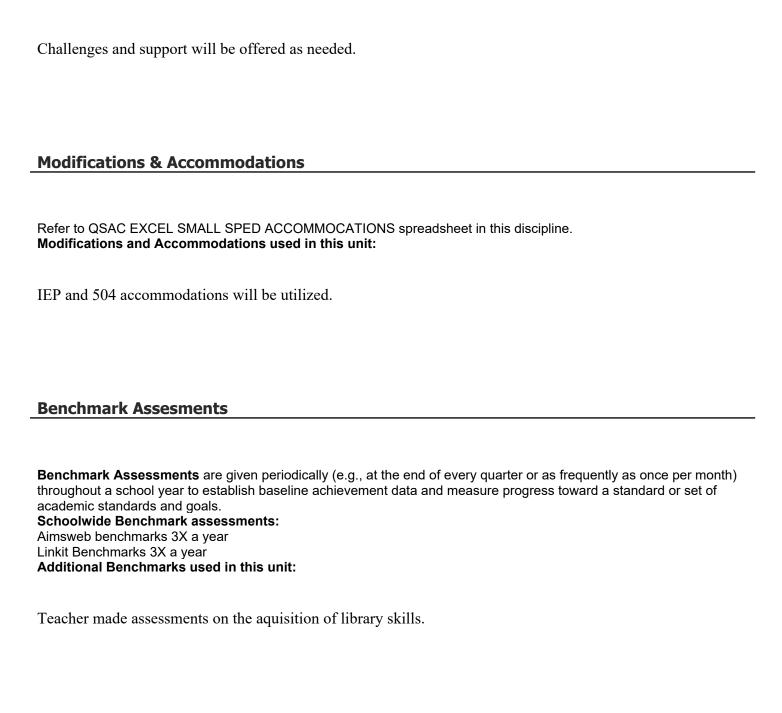
Interdisciplinary Connections

Many of the library book choices from both the teacher and self chosen make interdisciplinary connections.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- Definitions of Differentiation Components:
 - o Content the specific information that is to be taught in the lesson/unit/course of instruction.
 - o Process how the student will acquire the content information.
 - o Product how the student will demonstrate understanding of the content.
 - Learning Environment the environment where learning is taking place including physical location and/or student grouping

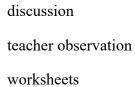
Differentiation occurring in this unit:



Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:



Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final projects

Instructional Materials

Library books

MakerSpace materials

Standards

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.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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.