

Grade 3 Week 1

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *12.2 Identify and analyze the elements of plot, character and setting in the stories they read and write*
- *4.13 Determine the meaning of unknown words using their context*
- *4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words*
- *7.8 Use letter-sound knowledge to decode written English*
- *7.4 Recognize the distinguishing features of a sentence*
- *19.3 Write an account based on personal experience that has a clear focus and sufficient supporting detail*
- *7.9 Read grade-level appropriate imaginative text with comprehension*

Unit 1 Book 1
Unit Theme: Great Adventures
Story Theme: Journeys
Story 1: Grandfather's Journey
Genre: Biography (10.2)

Objectives (Students will...)

1. Analyze character and setting (12.2)
2. Use context clue to determine meanings of vocabulary words (4.13)
3. Learn to identify and use compound words (4.7)
4. Identify short vowel sounds in words (7.6)
5. Identify appropriate end marks in a sentence (7.4)
6. Write about a personal trip (19.3)

Essential Question

How does the man's experience help him grow as a person?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 2

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.14 Make judgments about setting, characters and events and support them with evidence from the text
- 4.13 Determine the meaning of unknown words using their context
- 4.19 Identify the meaning of common prefixes
- 19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail
- 7.8 Use letter sound knowledge to decode written English
- 7.4 recognize the distinguishing features of a sentence
- 7.9 Read grade-level appropriate imaginative text with comprehension

Unit 1 Book 1
Unit Theme: Great Adventures
Story Theme: Contests
Story 2: Phoebe and the Spelling Bee
Genre: Realistic Fiction (10.2)

Objectives (Students will...)

1. Identify the problem and analyze possible solutions to them (8.14)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify how a prefix changes a word meaning (4.19)
4. Write about a specific time that you have been in a contest (19.3)
5. Identify appropriate end marks in a sentence (7.4)
6. Identify long e and a sounds within words (7.8)

Essential Question

Why does Phoebe use her imagination to make learning fun?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 3

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *4.13 Determine the meaning of unknown words using their context*
- *13.8 Identify and use knowledge of common organizational structures (chronological order)*
- *19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail*
- *5.7 Identify correct mechanics, correct usage, and correct sentence structure*
- *7.4 Use letter-sound knowledge to decode written English*
- *7.9 Read grade-level appropriate imaginative text with comprehension*

Unit 1 Book 1
Unit Theme: Great Adventures
Story Theme: Illusions
Story 3: An Illusionary Tale
Genre: Fantasy (10.2)

Objectives (Students will...)

1. Use context clues to determine the meanings of vocabulary words (4.13)
2. Identify/ write steps in a process (sequence) (13.8)
3. Write about a time when something turned out different from what was expected (19.3)
4. Identify subjects and sentence fragments in sentences (5.7)
5. Identify and spell words with long I and long o sounds (7.4)

Essential Question

Explain why in the Kingdom of Opt, things aren't always what they seem.
What does this tell you about illusions?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 4

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.14 Make judgments about setting, characters and events and support them with evidence from the text
- 4.13 Determine the meaning of unknown words using their context
- 5.4 Recognize the subject/predicate relationship in sentences
- 7.4 Use letter-sound knowledge to decode written English
- 7.9 Read grade-level appropriate imaginative text with comprehension
- 19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail

Unit 1 Book 1
Unit Theme: Great Adventures
Story Theme: Money – Making Projects
Story 4: Max Malone
Genre: Realistic Fiction (10.2)

Objectives (Students will ...)

1. Identify possible problems and analyze possible solutions to them (8.14)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify/write subjects and predicates (5.4)
4. Identify and spell words with different u sounds (7.4)
5. Write about a time when someone did something nice for you (19.3)

Essential Question

Why does working together help the team make money for a project?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 5

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *4.13 Determine the meaning of unknown words using their context*
- *19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail*
- *8.9 Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why*

Unit 1 Book 1

Unit Theme: Great Adventures

Cumulative Review

Story: Time for Kids: Champions of the World

Genre: Nonfiction (10.2)

Objectives (Students will...)

1. Use context clues to determine the meanings of vocabulary words (4.13)
2. Predict outcomes in stories and articles (8.6)
3. Continue to write a personal narrative (19.3)
4. Use clues to determine the meaning of spelling words (4.13)

Essential Question

Why is it important to work together as a team to get something done?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 6

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail
- 4.13 Determine the meaning of unknown words using their context
- 7.4 Recognize the distinguishing features of a sentence
- 7.8 Use letter sound knowledge to decode written English

Unit 1 Book 1

Unit Theme: Great Adventures

Stories 1-5: Grandfather's Journey, Phoebe and the Spelling Bee, Opt: An Illusionary Tale,

Max Malone, Champions of the World (10.2)

*** Review one story a day**

Objectives

1. Review personal narrative (19.3)
2. Review vocabulary (4.13)
3. Review basic sentence structure (7.4)
4. Review short and long vowels (7.8)

Essential Question

Refer to questions relating to each individual story

What great adventure have you been on?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 7

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 4.13 Determine the meaning of unknown words using their context
- 8.16 Distinguish cause from effect
- 7.7 Read words with several syllables
- 8.14 Make judgments about setting, characters, and events and support them with evidence from the text
- 19.7 Write or dictate letters, directions, or show accounts of personal experiences that follow a logical order
- 5.6 Identify the four basic parts of speech

Unit 2 Book 1
Unit Theme: Nature Links
Story Theme: Community Projects
Story 1: City Green
Genre: Realistic Fiction (10.2)

Objectives (Students will...)

1. Recognize and infer cause and effect relationships (8.16)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify the amount of syllables within spelling words (7.7)
4. Draw conclusions based on two or more pieces of information (8.14)
5. Write a plan for a neighborhood garden (19.7)
6. Identify and use nouns/proper nouns (5.6)

Essential Question

How did Marcy convince the old man that a vacant lot can turn into something beautiful?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 8

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- 4.13 Determine the meaning of unknown words using their context
- 4.16 Identify and apply the meaning of the terms antonym, synonym and homophone
- 19.3 Write an account based on a personal experience that has a clear focus and sufficient supporting detail
- 5.6 Identify the four basic parts of speech
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 7.7 Apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs and vowel digraphs and diphthongs

Unit 2 Book 1

Unit Theme: Nature Links

Story Theme: Changes in Nature

Story 2: The Sun, the Wind, and the Rain

Genre: Informational Story (10.2)

Objectives (Students will...)

1. Compare and contrast things that happen in a story (9.3)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify and use antonyms and synonyms (4.16)
4. Write a personal story about a storm that students remember (19.3)
5. Identify plural and singular nouns (5.6)
6. Use commas within a series (5.7)
7. Practice spelling and identifying words with consonant cluster (7.7)

Essential Question

How does nature cause change on Earth?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 9

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 4.13 Determine the meaning of unknown words using their context
- 8.16 Distinguish cause from effect
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- 19.7 Write or dictate letters, directions, or show accounts of personal experiences that follow a logical order
- 5.6 Identify the four basic parts of speech
- 7.7 Apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs and vowel digraphs and diphthongs

UNIT 2 Book 1
Unit Theme: Nature Links
Story Theme: Animals Helping People
Story 3: Dream Wolf
Genre: Folktale (10.2)

Objectives (Students will...)

1. Recognize and infer cause and effect relationships (8.16)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Practice using context clues to find the meanings of unknown words (4.13)
4. Practice comparing and contrasting things that happen in a story (9.3)
5. Write directions on how to get the children in the story home (19.7)
6. Identify and define irregular plural nouns (5.6)
7. Identify and spell words with consonant clusters (7.7)

Essential Question

How do animals help people today?

Teacher Resources

1. Teacher Manual (Book 2 Unit 1)
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 10

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *4.13 Determine the meaning of unknown words using their context*
- *13.12 Summarize main ideas and supporting details*
- *4.16 Identify and apply the meaning if the terms antonym, synonym and homophone*
- *24.2 Identify and apply steps in conducting and reporting research*
- *8.16 Distinguish cause from effect*
- *7.7 Read accurately many irregular spelled words, special vowel spellings and common word endings*

UNIT 2 Book 1

Unit Theme: Nature Links

Story Theme: How Animals Protect Themselves

Story 4: Spiders at Work

Genre: Nonfiction (10.2)

Objectives (students will...)

1. Use context clues to determine the meanings of vocabulary words (4.13)
2. Distinguish between important and unimportant information (13.12)
3. Identify nonfiction text (10.2)
4. Review and identify antonyms and synonyms (4.16)
5. Write and research about a spider they would like to learn more about (24.2)
6. Distinguish between cause and effect (8.16)
7. Spell and identify words with plural endings (7.7)

Essential Question

How do you think other animals protect themselves?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 11

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life
- 4.13 Determine the meaning of unknown words using their context
- 19.7 Write or dictate letters, directions, or show accounts of personal experiences that follow a logical order
- 5.7 Identify correct mechanics, correct usage and correct sentence structure

UNIT 2 Book 1
Unit Theme: Nature Links
Story Theme:
Story 5: Time for Kids: Web Wonders
Genre: Nonfiction (10.2)

Objectives (Students will...)

1. Compare and contrast things within a story (9.3)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Review using context clues within text to find the meanings to unknown words (4.13)
4. Write a step by step story about a day in the life of a spider (19.7)
5. Identify correct sentence structures by combining sentences (5.7)
6. Using context to help identify/spell words (4.13)

Essential Question

How can animals help the earth?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 12

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *11.1 Relate themes in works of fiction and nonfiction to personal experience*
- *19.7 Write ordinate letters, directions, or show accounts of personal experiences that follow a logical order*
- *5.6 Identify the 4 basic parts of speech*
- *4.13 Determine the meaning of unknown words using their context*

Unit 2 Book 1

Unit Theme: Nature Links

Unit Review

Stories 1-5: City Green, The Sun, the Wind, and the Rain, Dream Wolf, Spiders at Work, Web Wonders (10.2)

*** Review one story a day**

Objectives (students will...)

1. Work together to identify how the stories read in this unit relate to theme (11.1)
2. Review explanatory writing (19.7)
3. Review nouns (5.6)
4. Review vocabulary (4.13)

Essential Question

Why is nature important to us?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 13

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 14.1 Identify a regular beat and similarities of sounds in words responding to rhythm and rhyme in poetry
- 4.13 Determine the meaning of unknown words using their context
- 13.12 Summarize main ideas and supporting details
- 20.2 Use appropriate language for different audiences and purposes
- 5.6 Identify the four basic parts of speech
- 7.7 Apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs and vowel digraphs and diphthongs

Unit 3 Book 1

Unit Theme: Be Creative

Story Theme: Musical Performances

Story 1: Moses Goes to a Concert

Genre: Realistic Fiction (10.2)

Objectives (Students will...)

1. Read and notice the rhythm and rhyme in poetry (18.1)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify main idea and supporting details (13.12)
4. Summarize a story (13.12)
5. Write a letter to the school principal (20.2)
6. Identify and use verbs within sentences (5.6)
7. Practice spelling and identifying words with consonant cluster (7.7)

Essential Question

How do people with disabilities enjoy activities that people without disabilities enjoy?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 14

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 4.13 Determine the meaning of unknown words using their context
- 20.2 Use appropriate language for different audiences and purposes
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 22.5 Use of knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling

Unit 3 Book 1

Unit Theme: Be Creative

Story Theme: Rural Settings

Story 2: The Little Painter of Sabana Grande

Genre: Realistic Fiction (10.2)

Objectives (Students will...)

1. Students will make inferences about character and analyze setting and plot (12.2)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Write a persuasive letter (20.2)
4. Identify and notice present tense verbs in sentences (5.7)
5. Spell and identify words with double consonants (22.5)

Essential Question

In what ways did Fernando help make his community more beautiful?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 15

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.11 Identify and show the relevance of foreshadowing clues
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 5.6 Identify the four basic parts of speech
- 20.2 Use appropriate language for different audiences and purposes
- 22.5 Use knowledge of letter sounds, word parts word segmentation and syllabication to monitor and correct spelling

Unit 3 Book 1
Unit Theme: Be Creative
Story Theme: Sharing Memories
Story 3: The Patchwork Quilt
Genre: Realistic Fiction (10.2)

Objectives (Students will...)

1. Make and explain inferences about characters (8.11)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Recognize that some words have more than one meaning (4.14)
4. Identify and use context clues for multiple-meaning words (4.14)
5. Write pros and cons of working with someone older to get something done (20.2)
6. Identify and use past-tense verbs (5.6)
7. Spell words with different diphthongs (22.5)

Essential Question

Why can family history be important to know?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 16

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 12.2 Identify and analyze the elements of plot, character and setting in the stories they read and write
- 4.13 Determine the meaning of unknown words using their context
- 8.11 Identify the show the relevance of foreshadowing clues
- 3.6 Express an opinion of literary work or film in an organized way, with supporting detail
- 5.6 Identify the four basic parts of speech
- 4.4 Identify base words and their inflectional forms

Unit 3 Book 1
 Unit Theme: Be Creative
 Story Theme: Plays
 Story 4: Pecos Bill
 Genre: Play (10.2)

Objectives (students will...

1. Review story elements (12.2)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Review making inferences within text (8.11)
4. Write a review about a performance of *Pecos Bill* (3.6)
5. Use and identify verbs in different tenses (5.6)
6. Identify and spell words with endings such as ed, ing (4.4)

Essential Question

How is a play different from a story?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 17

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 13.12 Summarize main ideas and supporting details
- 4.13 Determine the meaning of unknown words using their context
- 13.12 Summarize main ideas and supporting details
- 20.2 Use appropriate language for different audiences and purposes
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure

Book 1 Unit 3

Unit Theme: Be Creative

Story 5: Time for Kids - A Very Cool Place to Visit (10.2)

Objectives (Students will...)

1. Distinguish between main idea and supporting details (13.12)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Review how to summarize a story (13.12)
4. Write a letter to your family to convince them to visit the ice hotel (20.2)
5. Be able to combine sentences with verbs (5.7)
6. Use context to help spell and identify words (4.13)

Essential Question

How can buildings be different based on different climates?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 18

Massachusetts Performance Standards

The students will:

- *10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing*
- *4.13 Determine the meaning of unknown words using their context*
- *5.6 Identify the four basic parts of speech*
- *20.2 Use appropriate language for different audiences and purposes*
- *7.8 Use letter sound knowledge to decode written English*

**Unit 3 Book 1
Unit Theme: Be Creative
Unit Review**

Stories 1-5: Moses Goes to a Concert, The Little Painter of Sabana Grande, The Patchwork Quilt, Pecos Bill, A Very Cool Place to Visit (10.2)
***Review one story a day**

Objectives (Students will...)

1. Review how to identify vocabulary words within context (4.13)
2. Review verbs (5.6)
3. Review letter writing (20.2)
4. Review spelling rules (7.8)

Essential Question

In what ways have you been creative?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 19

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 11.2 Identify themes as lessons in folktales, fables and Greek myths for children
- 8.7 Retell a story's beginning, middle and end
- 4.13 Determine the meaning of unknown words using their context
- 8.14 Make judgments about setting, characters and events and support them with evidence from the text
- 20.2 Use appropriate language for different audiences and purposes
- 5.6 Identify the four basic parts of speech
- 7.7 Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs

Unit 1 Book 2
 Unit Theme: Tell Me More
 Story Theme: Misunderstanding
 Story 1: The Terrible Eek
 Genre: Folktale (10.2)

Objectives (Students will...)

1. Read the fable and discuss the features of a fable (11.2)
2. Identify the sequence of events in a story (8.7)
3. Use context and structural clues to determine the meanings of vocabulary words (4.13)
4. Form generalizations based on a story (8.14)
5. Write a letter pretending they are a fearsome creature (20.2)
6. Identify different types of verbs (5.6)
7. Identify and spell words with digraphs (7.7)

Essential Question

How can misunderstanding a word cause a funny or embarrassing situation?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 20

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.13 Identify the speaker of a poem or story
- 4.13 Determine the meaning of unknown words using their context
- 8.12 Identify sensory details and figurative language
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.6 Identify the four basic parts of speech
- 7.7 Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs

Unit 1 Book 2
Unit Theme: Tell Me More
Story Theme: Traditions
Story 2: In My Family
Genre: Autobiography (10.2)

Objectives (students will...)

1. Evaluate author's purpose and point of view in a variety of written texts (8.13)
2. Use context and structural clues to determine the meanings of vocabulary words (4.13)
3. Recognize and use similes (8.12)
4. Write a short essay comparing two different celebrations in the story (19.2)
5. Identify and using different types of verbs (5.6)
6. Identify and spell words with digraphs (7.7)

Essential Question

How can different types of families celebrate traditions differently?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 21

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.16 Distinguish cause from effect
- 4.13 Determine the meaning of unknown words using their context
- 13.7 Identify and use knowledge of common graphic features
- 4.4 Identify base words and their inflectional form
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.6 Identify the four basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 1 Book 2
Unit Theme: Tell Me More
Story Theme: Life Cycle
Story 3: Cactus Hotel
Genre: Narrative Nonfiction (10.2)

Objectives (Students will...)

1. Understand cause and effect relationships (8.16)
2. Use context and structural clues to determine the meanings of vocabulary words (4.13)
3. Identify information in a chart and distinguish a chart from a list (13.7)
4. Recognize how suffixes change word meaning (4.4)
5. Compare and contrast through writing how the animals used the cactus differently (19.2)
6. Identify and use different types of verbs (5.6)
7. Identify and spell different vowel sounds within words (7.8)

Essential Question

Why can the cactus be used as shelter for so many different types of animals?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 22

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.14 Make judgments about setting, characters and events and support them with evidence from the text
- 4.13 Determine the meaning of unknown words using their context
- 8.12 Identify sensory details and figurative language
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.6 Identify the four basic parts of speech
- 22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling

Unit 1 Book 2
 Unit Theme: Tell Me More
 Story Theme: Whales
 Story 4: Big Blue Whale
 Genre: Science Nonfiction (10.2)

Objectives (students will...)

1. Form generalizations based on a story (8.14)
2. Use context and structural clues to determine the meanings of vocabulary words (4.13)
3. Create similes and metaphors themselves (8.12)
4. Write a short piece comparing a mother whale and her baby (19.2)
5. Continue to identify different types of verbs (5.6)
6. Identify and spell compound words (22.5)

Essential Question

In what ways are whales similar to humans?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 23

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.16 Distinguish cause from effect
- 4.13 Determine the meaning of unknown words using their context
- 4.4 Identify base words and their inflectional form
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 7.8 Use letter-sound knowledge to decode written English

Unit 1 Book 2
Unit Theme: Tell Me More
Unit Review
Story: Time for Kids: J.J.'s Big Day (10.2)

Objectives (Students will...)

1. Understand cause and effect relationships (8.16)
2. Use context and structural clues to determine the meanings of vocabulary words (4.13)
3. Recognize how suffixes change word meaning (4.4)
4. Compare and contrast through writing how J.J.'s life at sea world is different than his life in the ocean (19.2)
5. Recognize when to use an apostrophe within contractions (5.7)
6. Spell different words based on context and known spelling rules (4.13, 7.8)

Essential Question

Why is it important for scientists and vets to help animals that are in trouble?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 24

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 11.1 Relate themes in works of fiction and nonfiction to personal experience
- 4.13 Determine the meaning of unknown words using their context
- 8.12 Identify sensory details and figurative language
- 5.6 Identify the four basic parts of speech

Unit 1 Book 2

Unit Theme: Tell Me More

Unit Review

Stories 1-5: The Terrible Eek, In My Family, Cactus Hotel, Big Blue Whale, J. J.'s Big Day (10.2)

*Review one story a day

Objectives (Students will...)

1. Review identifying vocabulary words within context (4.13)
2. Review metaphors and similes (8.12)
3. Review verb usage (5.6)

Essential Question

How do animals adapt to their environment?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 25

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 16.5 Identify the adventures or exploits of a character type in traditional literature
- 12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write
- 4.13 Determine the meaning of unknown words using their context
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.9 Identify the eight basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 2 Book 2
 Unit Theme: Think It Through
 Story Theme: Wolves
 Story 1: Lon Po Po
 Genre: Fairytale (10.2)

Objectives (Students will...)

1. Evaluate character's decisions (12.2)
2. Use context and structural clues to determine the meanings of vocabulary words (4.13)
3. Use context clues to figure out the meaning of unfamiliar words (4.13)
4. Write an advice column to Shang and her sisters with a step by step plan on how to get rid of the wolf (19.12)
5. Identify and use different types of pronouns (5.9)
6. Identify and spell words with soft c and g sounds (7.8)

Essential Question

How can real wolves be compared with the wolf in the story?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 26

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.16 Distinguish fact from opinion or fiction
- 4.13 Determine the meaning of unknown words using their context
- 19.11 Write brief summaries of information gathered through research
- 5.9 Identify the eight basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 2 Book 2

Unit Theme: Think It Through

Story Theme: Thinking Like a Scientist

Story 2: Animal Fact/Animal Fable

Genre: Nonfiction (10.2)

Objectives (students will...)

1. Distinguish fact from opinion and nonfact (8.17)
2. Use context clues to figure out the meaning of vocabulary words (4.13)
3. Evaluate and distinguish between fact and opinion (8.16)
4. Write a detailed report about an animal from the book that includes facts not found in the story (19.11)
5. Identify and use different types of pronouns (5.9)
6. Identify and spell words with different spelling rules (7.8)

Essential Question

How could you prove or disprove a statement that you hear about an animal?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 27

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 13.12 Summarize main ideas and supporting details
- 4.13 Determine the meaning of unknown words using their context
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.9 Identify the eight basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 2 Book 2

Unit Theme: Think It Through

Story Theme: Biographies

Story 3: The Many Lives of Benjamin Franklin

Genre: Biography (10.2)

Objectives (Students will...)

1. Students will identify main ideas and supporting details (13.12)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Use root words to figure out the meaning of unfamiliar words (4.10)
4. Make a brochure about the different inventions Benjamin Franklin invented (19.12)
5. Identify and use different types of pronouns (5.9)
6. Identify and spell different r sounds within words (7.8)

Essential Question

Who is someone you would like to learn more about and why?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 28

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 13.12 Summarize main idea and supporting detail
- 4.13 Determine the meaning of unknown words using their context
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.9 Identify the eight basic parts of speech
- 22.5 Use knowledge of letter sounds, word parts, word segmentation and syllabication to monitor and correct spelling

Unit 2 Book 2

Unit Theme: Think It Through

Story 4: Cloudy With a Chance of Meatballs

Genre: Fantasy (10.2)

Objectives (students will...)

1. Summarize a story (13.12)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify the meanings of word parts and roots (4.10)
4. Write a funny story about what happened to the people in Chew and swallow (19.12)
5. Identify and use different types of pronouns (5.9)
6. Identify and spell different types of contractions with correct usage of apostrophe's (22.5)

Essential Question

Can you think of a time when you were in a very bad storm?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 29

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 13.12 Summarize main ideas and supporting details
- 4.13 Determine the meaning of unknown words using their context
- 13.11 Distinguish fact from opinion or fiction
- 19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support
- 5.9 Identify the eight basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 1 Book 2
Unit Theme: Tell Me More
Unit Review
Story: Tine for Kids: Pure Power
Genre: Nonfiction (10.2)

Objectives (Students will...)

1. Identify a main idea and supporting details (13.12)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Recognize fact and non fact, or opinion (13.11)
4. Explain in writing why it is good to use clean energy sources using evidence from the text (19.2)
5. Identify and use different types of pronouns (5.9)
6. Identify and spell different using context and known spelling rules (4.13, 7.8)

Essential Question

How does using different types of energy effect our world positively?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 30

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 11.1 Relate themes in works of fiction and nonfiction to personal experience
- 13.12 Summarize main ideas and supporting details
- 4.13 Determine the meanings of unknown words using context
- 8.16 Distinguish fact from opinion

**Unit 2 Book 2
Unit Theme: Think it Through
Unit Review**

**Stories 1-5: Lon Po Po, Animal Fact/Animal Fable, The Many Lives of Benjamin Franklin, Cloudy With a Chance of Meatballs, Pure Power (10.2)
*Review one story a day**

Objectives (Students will...)

1. Review main ideas and supporting details (13.12)
2. Review identifying vocabulary words using context(4.13)
3. Review fact and opinion (8.16)

Essential Question

Have you ever thought about inventing something?

What was it?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 31

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.11 Identify and show the relevance of foreshadowing clues
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 23.3 Organize plot events of a story in an order that leads to a climax
- 5.6 Identify the four basic parts of speech
- 7.8 Use letter-sound knowledge to decode written English

Unit 2 Book 3
Unit Theme: Turning Points
Story Theme: Baseball
Story 1: The Bat Boy and His Violin
Genre: Historical Fiction (10.2)

Objectives (Students will...)

1. Recognize clues that help them to make and explain inferences (8.11)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Identify words with multiple meanings (4.14)
4. Write a sequel to the story (23.3)
5. Identify and use different types of adjectives (5.6)
6. Identify and spell different sounds within words (7.8)

Essential Question

How did Reginald make a difference for the baseball team?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 32

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.11 Identify and show the relevance of foreshadowing clues
- 4.13 Determine the meaning of unknown words using their context
- 19.9 Write stories that have a beginning, middle and end and contains details of setting
- 5.6 Identify the four basic parts of speech
- 7.7 Read accurately many irregular spelled words, special vowel endings, and common word endings

Unit 2 Book 3
Unit Theme: Turning Points
Story Theme: Perspectives
Story 2: Two Bad Ants
Genre: Fantasy (10.2)

Objectives (students will...)

1. Use evidence from text to draw conclusions (8.11)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Use context clues to determine the meanings of unknown words (4.13)
4. Use story clues to help them draw conclusions (8.11)
5. Write what the ants talk about when they get home (19.9)
6. Identify and use adjectives (5.6)
7. Use and spell words that contain silent letters (7.7)

Essential Question

How is the lesson the ants learned an important one?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 33

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.11 Identify and show the relevance of foreshadowing clues
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 23.3 Organize plot events of a story in an order that leads to a climax
- 5.9 Identify the eight basic parts of speech
- 22.6 Spell most commonly used homophones correctly in their writing

Unit 3 Book 2
Unit Theme: Turning Points
Story Theme: Animals
Story 3: Do Animals Think?
Genre: Nonfiction (10.2)

Objectives (Students will...)

1. Students will make and explain inferences (8.11)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Students will identify words with multiple meanings (4.14)
4. Write a story about animals working together to solve a problem (23.3)
5. Identify and use different types of adverbs (5.9)
6. Identify and spell different homophones (22.6)

Essential Question

How do animals think?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 34

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.14 Make judgments about setting, characters and events and support them with evidence from the text
- 4.13 Determine the meaning of unknown words using their context
- 23.3 Organize plot events of a story in an order that leads to a climax
- 5.9 Identify the eight basic parts of speech
- 4.4 Identify base words and their inflectional form

Unit 3 Book 2
Unit Theme: Turning Points
Story Theme: Friendship
Story 4: Wilbur's Boast
Genre: Fantasy (10.2)

Objectives (students will...)

1. Use clues to draw conclusions (8.14)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Use context clues to understand unfamiliar words (4.13)
4. Write a story about an animal with a unique problem (23.3)
5. Identify and use different types of adverbs (5.9)
6. Identify and spell words with different types of suffixes (4.4)

Essential Question

What are some good characteristics of a good friendship?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 35

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 8.13 Identify the speaker of a poem or story
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 20.2 Use appropriate language for different audiences and purposes
- 5.6 Identify the four basic parts of speech
- 4.4 Identify base words and their inflectional form
- 7.8 Use letter sound knowledge to decode written English

**Unit 3 Book 2
Unit Theme: Turning Points
Unit Review**

**Story: Time for Kids: The Koala Catchers
Genre: Nonfiction (10.2)**

Objectives (students will...)

1. Identify an author’s purpose and point of view (8.13)
2. Use context clues to determine the meanings of vocabulary words (4.13)
3. Use context clues to understand unfamiliar words (4.13)
4. Recognize multiple meaning words and distinguish between their meanings (4.14)
5. Write a letter to someone expressing what it would be like to move (20.2)
6. Identify and use different types of adjectives (5.6)
7. Identify and spell words with different types of spelling rules (7.8)

Essential Question

Why are so many animals endangered?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media Resources

1. Computer related software
2. Audio CD’s
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 3 Week 36

Massachusetts Performance Standards

The students will:

- 10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction and drama and apply this knowledge as a strategy for reading and writing
- 4.13 Determine the meaning of unknown words using their context
- 4.14 Recognize and use words w/multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 8.11 Identify and show the relevance of foreshadowing clues

Unit 3 Book 2

Unit Theme: Turning Points

Unit Review

Stories 1-5: The Bat Boy and His Violin, Two Bad Ants, Do Animals Think, Wilbur's Boast, The Koala Catchers (10.2)

*Review one story a day

Objectives (Students will...)

1. Review identifying vocabulary words using context (4.13)
2. Review making inferences (8.11)
3. Review multiple meaning words (4.14)

Essential Question

How do you help make a difference?

Teacher Resources

1. Teacher Manual
2. Leveled Books
3. Leveled Practice, Grammar and Spelling Books
4. Teaching Chart
5. Student Text Book

Media and Technology Resources

1. Computer related software
2. Audio CD's
3. Transparencies
4. Smart board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments: