

Inspired by the Sea

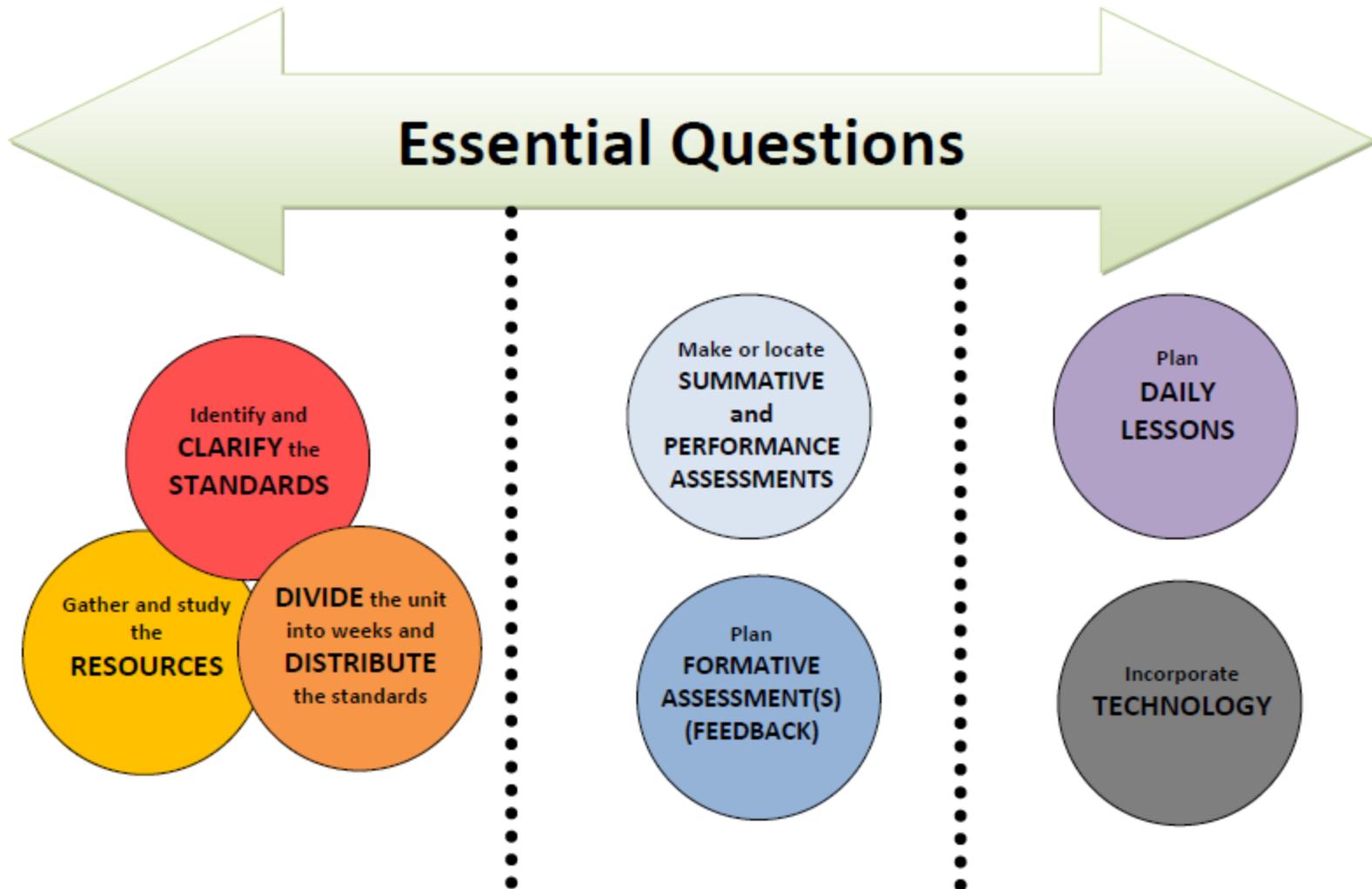
3rd Unit 2



Unit Planning Team-

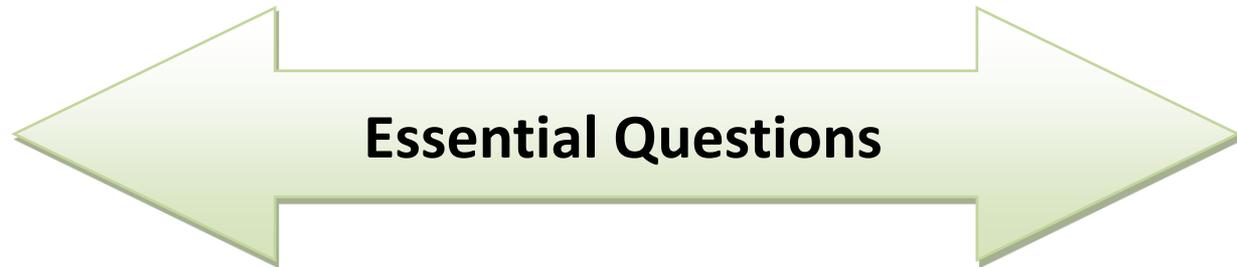
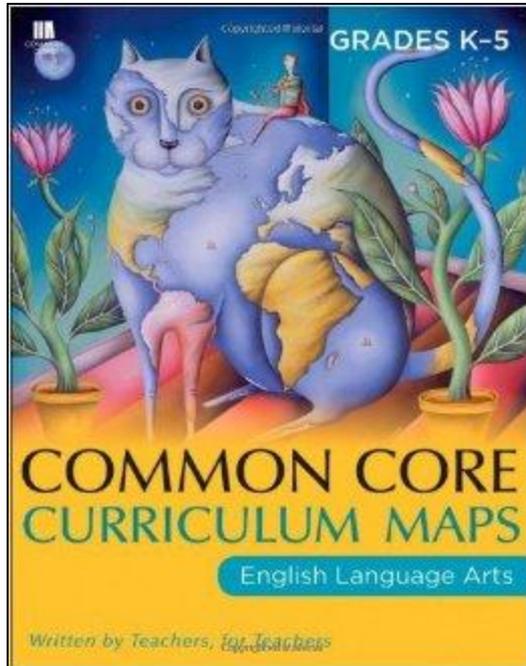
Emily West (NS), Kendra Schacht (OW), Kelly Weber (ES),
Krista Roth (BG), Anne Saullo (GH), Susan Bush (WS)

Backward Unit Planning 1.0





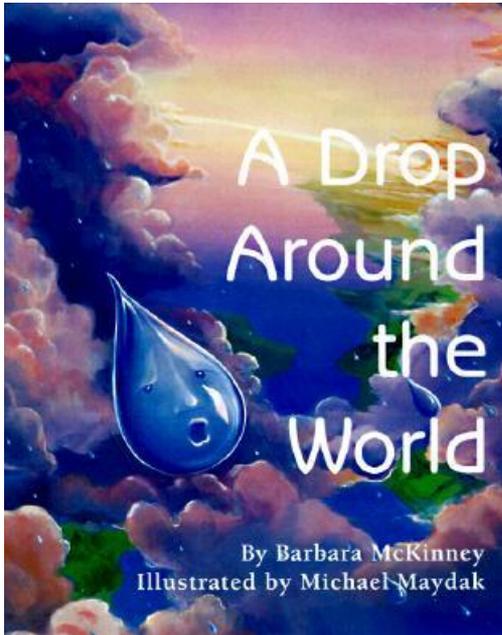
Inspired by the Sea



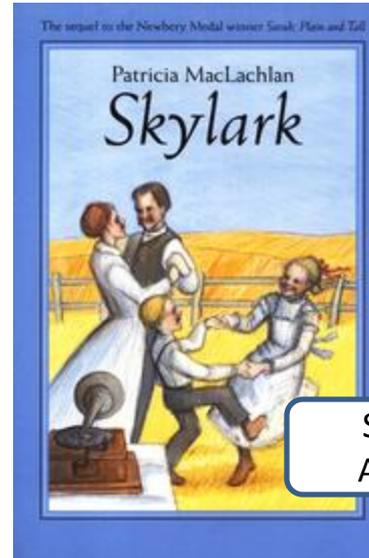
1. What inspires writers and how?

2. Why is the main idea important?

New Text

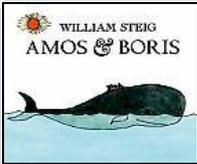


1 book per teacher

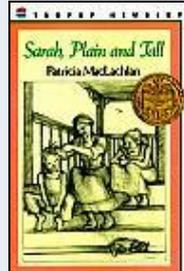


Summative
Assessment

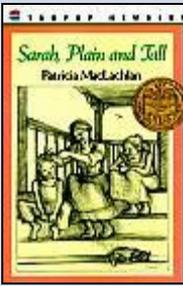
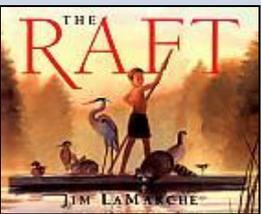
1 per teacher

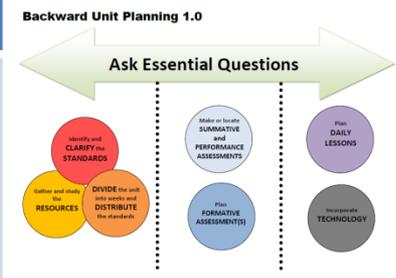
Week	Standards	Texts
1	<ul style="list-style-type: none"> •Ask and answer questions to demonstrate understanding of a text (RL.3.1) •Describe characters in a story (motivations) (RL.3.3) •Write narratives (W.3.3) •Explain the function of adjectives and adverbs. (L.3.1.a) 	  <p>Day 1- Essential Question PPT (TCR) Day 2 Amos & Boris Day 3 Amos & Boris Day 4 Amos & Boris (text talk) Day 5 Sarah Plain and Tall (1st Letter)</p>

2	<ul style="list-style-type: none"> •Describe characters in a story (motivations) (RL.3.3) •Distinguish their own point of view from that of the narrator. (RL.3.6) •Write narratives (W.3.3.b) Mentor Text: Sarah Plain and Tall, page 19 •Form and use irregular plural nouns (L.3.2.b) •Produce simple sentences (L.3.2.i)
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 <p>Sarah Plain and Tall Chapters 1-5</p>

3	<ul style="list-style-type: none"> •Describe characters in a story (motivations) RL.3.3) •Refer to parts of stories, and poems when writing or speaking about a text.(RL.3.5) •Distinguish their own point of view from that of the narrator, (RL.3.6) •Write narratives (W.3.3) •Form and use irregular plural nouns (L.3.2.b) •Produce simple sentences (L.3.2.i)
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  <p>Sarah Plain and Tall Chapters 6-9</p>
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DIVIDE the unit into weeks and **DISTRIBUTE** the standards

4

- Refer to parts of stories and poems when writing or speaking about a text (RL.3.5)
- Distinguish their own point of view from that of the narrator (RL.3.6)
- Write informative texts (W.3.2.a)
- Form and use irregular verbs (L.3.1.d)
- Form and use simple verb tenses (L.3.1.e)
- Produce simple sentences (L.3.1.i)

Poems

The Barracuda (TCR)

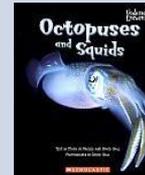
Sleepy Pearl

Do Oysters Sneeze?

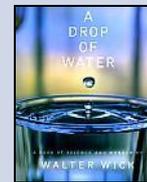
From the Shore

5

- Determine the main idea of a text (RI.3.2)
- Use text features to locate information (RI.3.5)
- Compare and contrast two texts on the same topic (RI.3.9)
- Write informative texts (W.3.2)
- Conduct short research projects (W.3.7)
- Recall information from print sources (W.3.8)

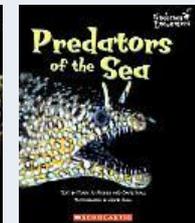
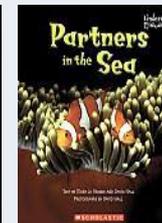
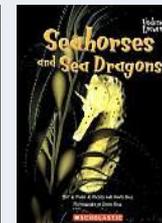
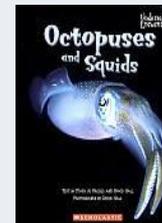


Pages 29-45



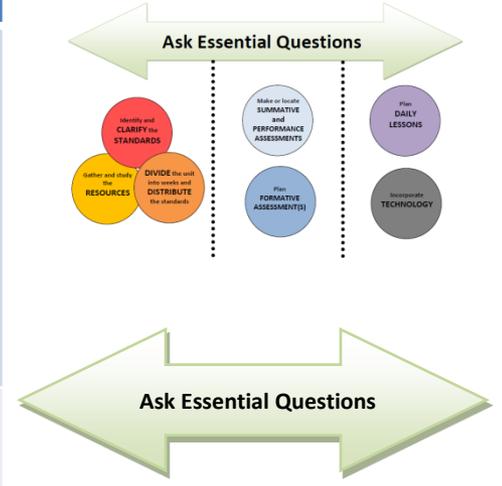
6

- Ask and answer questions (RI.3.1)
- Use text features to locate information (RI.3.5)
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- Conduct short research projects (W.3.7)
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Backward Unit Planning 1.0



<p>4</p>	<ul style="list-style-type: none"> •Refer to parts of stories and poems when writing or speaking about a text (RL.3.5) •Distinguish their own point of view from that of the narrator (RL.3.6) •Write informative texts (W.3.2.a) •Form and use irregular verbs (L.3.1.d) •Form and use simple verb tenses (L.3.1.e) •Produce simple sentences (L.3.1.i) 	
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Main Idea Assessments RI.3.2

Read the story and answer the questions.



Coastlines

The coastline is always changing. It changes by the second, as waves roll in and then fall back again. It also changes by the hour as the sea rises and falls in tides. It also changes by the month from the constant battering by heat, cold, wind and rain which shapes and reshapes it. On rocky coasts, steep cliffs bear evidence of the enormous power of the sea to erode, or wear away, and to shape the land. Hard rocks can resist the wearing by the sea better than some other elements as they remain behind while softer rocks collapse and erode and form bays and other coastal structures. On low coasts where the sea is shallow, beaches and banks are built up as waves bring in and drop off elements such as pebbles, sand, and mud. In this way, the sea can be constructive. Everywhere you look on a coastline, there is evidence of a mixture of different effects of the sea.

1. What is the main idea of this story? (Circle the answer)
- A. The sea batters the land.
 - B. A coastline is in a constant state of change.
 - C. Waves leave behind pebbles, sand and mud.

Saving Hawaiian Monk Seals

Marine animal experts are on a mission. They want to save Hawaiian monk seals from becoming **extinct**. Extinct means "no longer existing."



Alfonso Romero / sxc.hu
A Monk Seal

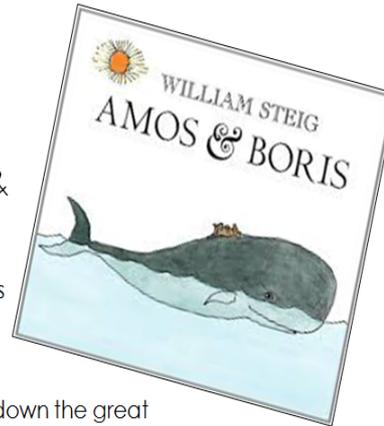
Today, about 1,200 seals live near the Northwestern Hawaiian Islands. Experts fear that the population will drop in the next five years. "The clock is ticking," says scientist Jen Palmer.

Experts worry that the seals are not getting enough food. Many of the pups are thin and are not living past their first few years. Scientists are trying to figure out why.

Narrative Writing Task W.3.3

Narrative Writing Task
Unit 2 (following the
reading of Amos & Boris &
Text Talk)

William Steig ends the story of "Amos
& Boris" by saying...



"He looked back at Amos on the elephant's head. Tears were rolling down the great whale's cheeks. The tiny mouse had tears in his eyes too. "Goodbye, dear friend," squeaked Amos. "Goodbye, dear friend," rumbled Boris, and he disappeared in the waves. They knew they might never meet again. They knew they would never forget each other."

Imagine one day Amos and Boris met again. Write a story to tell about their reunion. Use what you know about the characters and story elements to tell about what would happen and how each of the characters would feel about their reunion. |



Kendra Schacht, Anne Saullo, Emily West, Kelly Weber, Susan Bush