

# The People, The Preamble, and the Presidents

3<sup>rd</sup> Grade Unit 4



## Planning Team

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Sarah Henry, Audrey King, Susan Huntington

# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

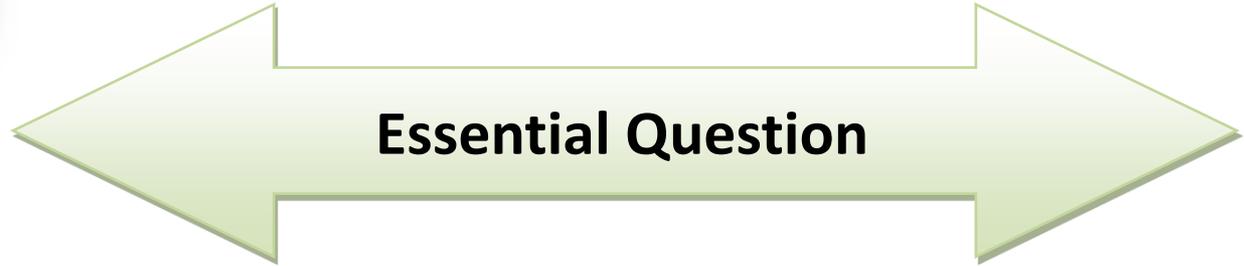
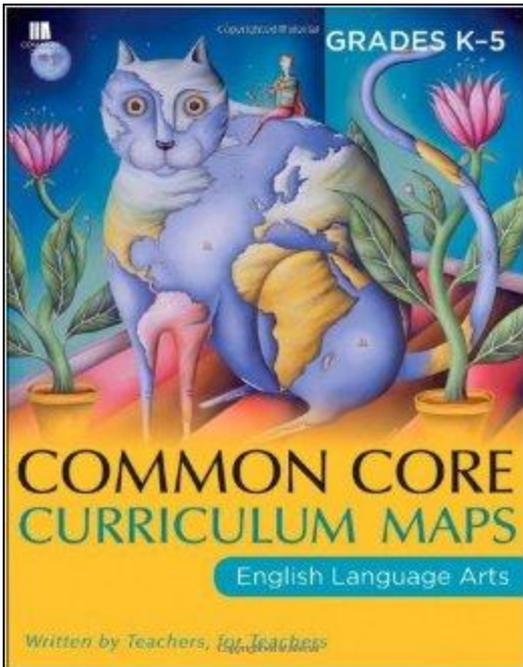
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**



# The People, The Preamble, and the Presidents



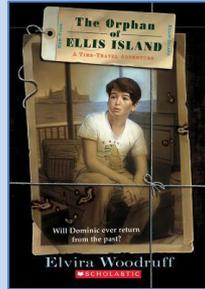
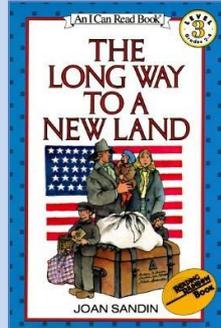
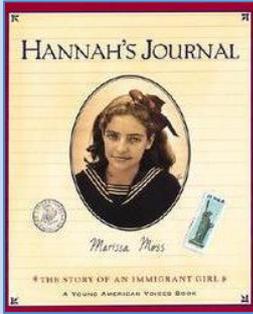
How do my own experiences influence my point of view of a story?

How are pictures worth a thousand words?

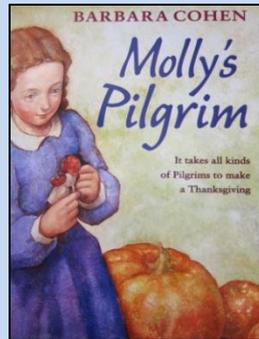
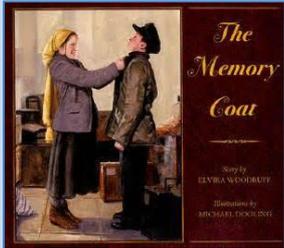
What makes a good leader?

# Literature

## Stories



7 copies

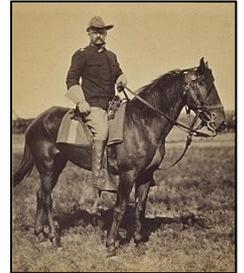


25 Copies

# 3<sup>rd</sup> Grade

# Print Resources

# Unit 4



# Poems

(READ ALOUD)

["The Star-Spangled Banner"](#)

["The Flag Goes By"](#)

["George Washington"](#)

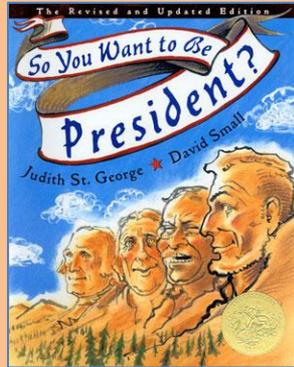
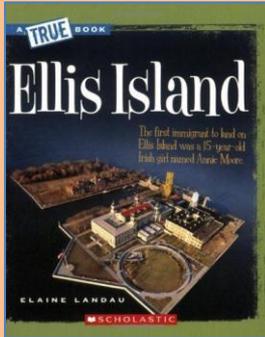
["Washington Monument by Night"](#)

["A Nation's Strength"](#)

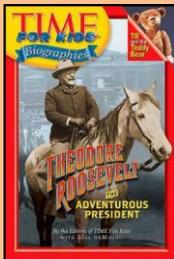
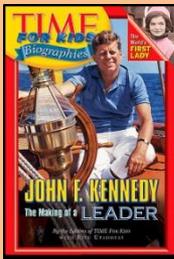
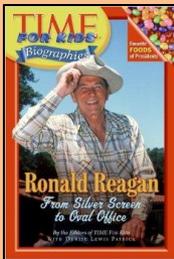
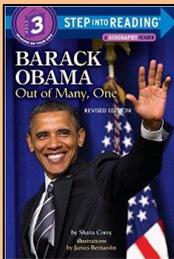
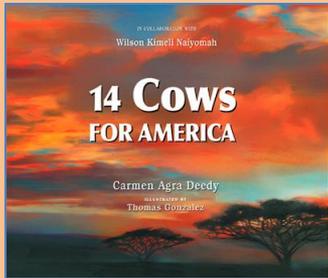


# Informational Text

non-narrative



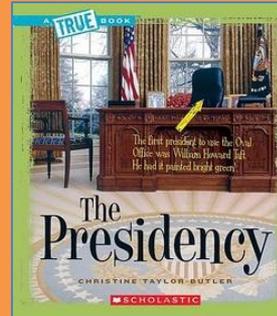
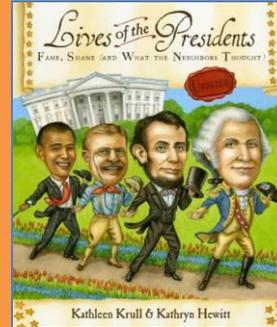
narrative



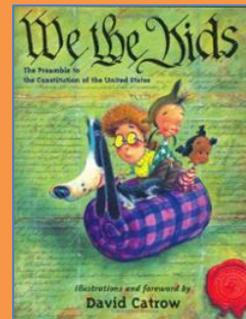
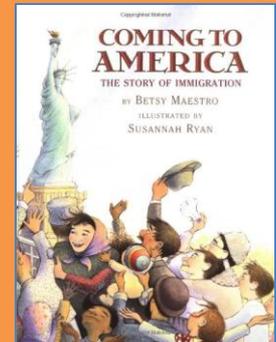
5 Copies

Read Aloud

non-narrative

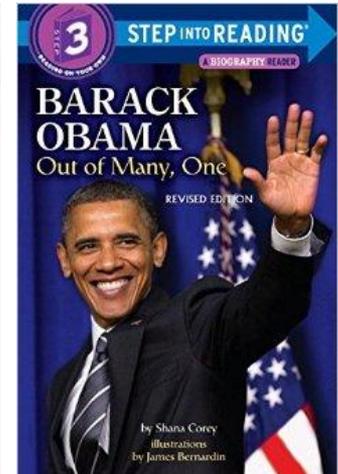
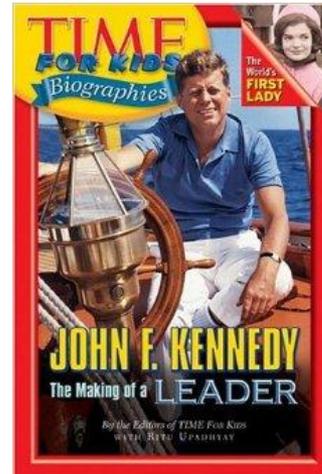
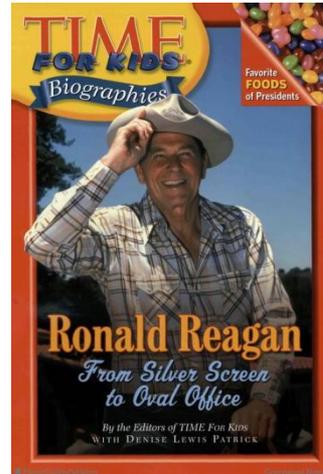
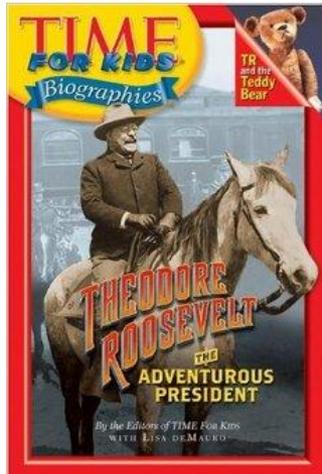
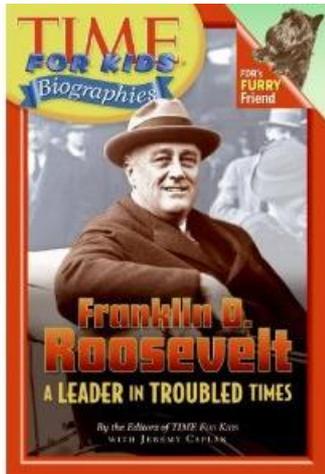


narrative



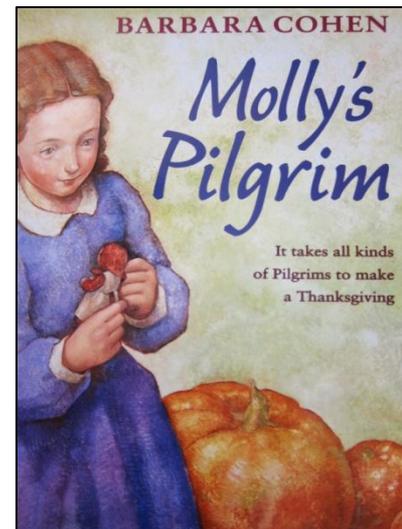
# New Texts

5 copies each



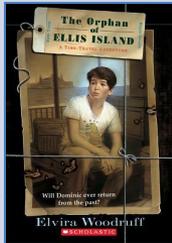
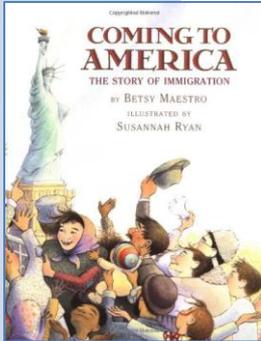
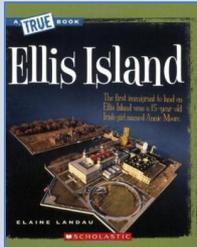
# Additional Texts

18 additional copies

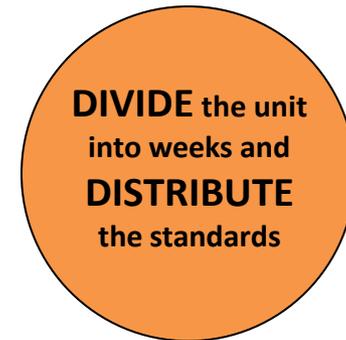
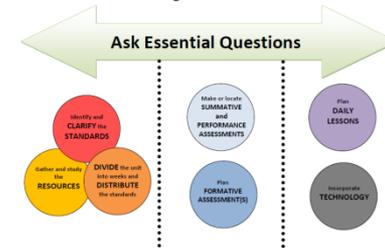


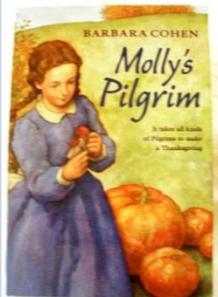
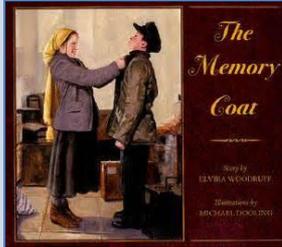
# Additional Art/Photographs (for weeks 5 and 6)

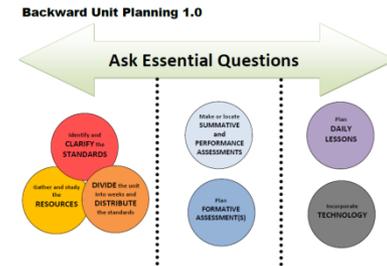


Week	Standards	Texts
1	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p>	  

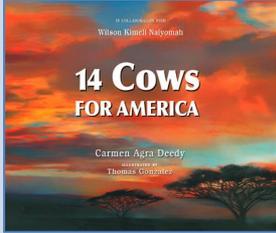
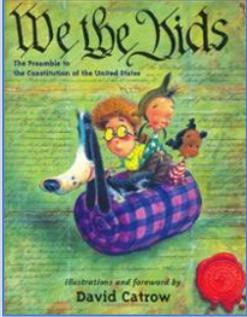
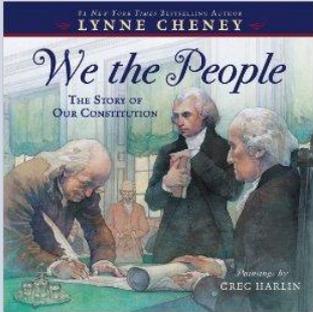
#### Backward Unit Planning 1.0

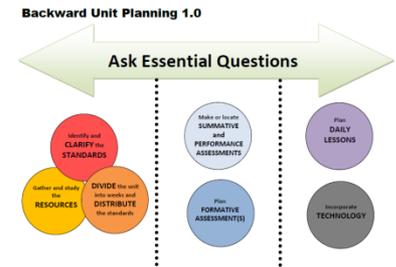


Week	Standards	Texts
2	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	  

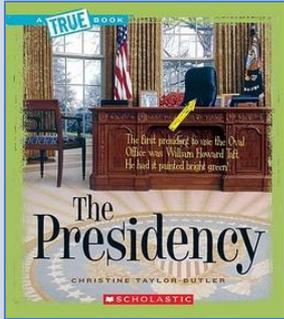
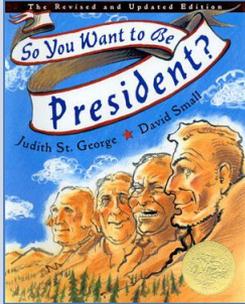


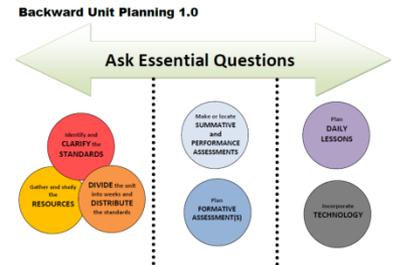
**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Week	Standards	Texts
3	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	  



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

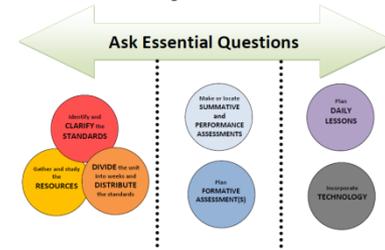
Week	Standards	Texts
4	<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	 



**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Weeks	Standards	Texts
5 and 6	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	

Backward Unit Planning 1.0



**DIVIDE** the unit into weeks and **DISTRIBUTE** the standards

## Weeks

## Standards

## ART

5 and 6

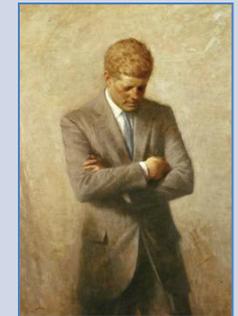
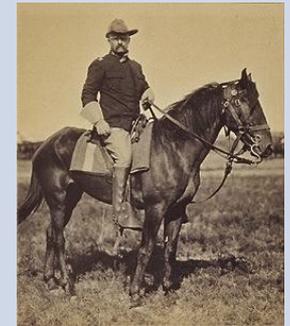
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories



Week	Standards	Essential Questions
1		
2		
3		
4		<i>How do my own experiences influence my point of view of a story?</i>
5		
6		<i>How are pictures worth a thousand words?</i>  <i>What makes a good leader?</i>