



Investigation on a Planet Called Earth and Beyond

3rd Grade Unit 5



Planning Team:

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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

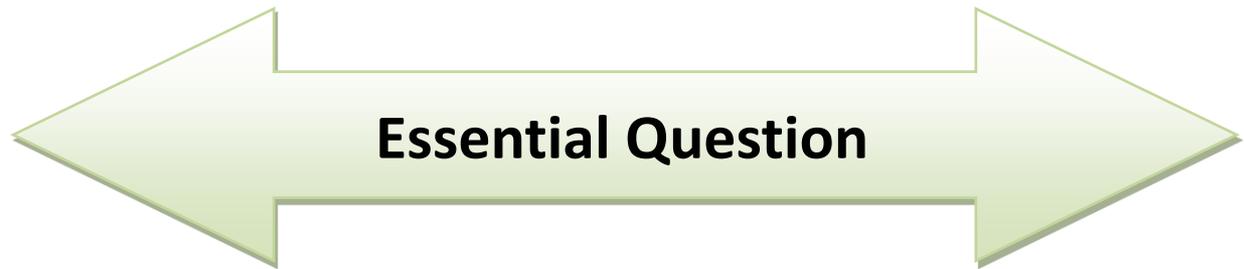
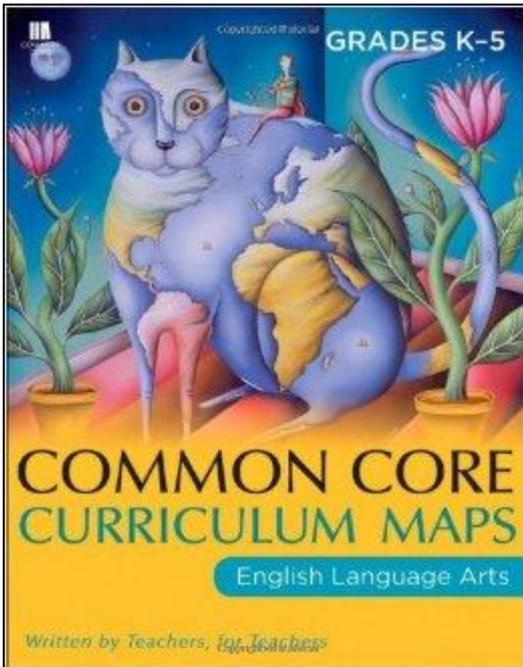
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



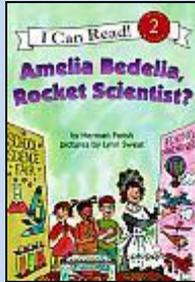
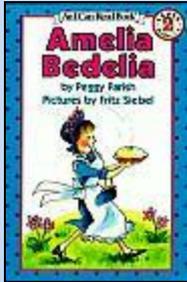
Investigation on a Planet Called Earth and Beyond



How do I prove what I know?

Literature

Stories

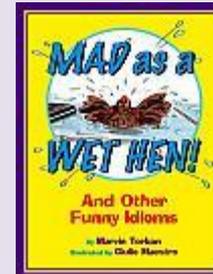
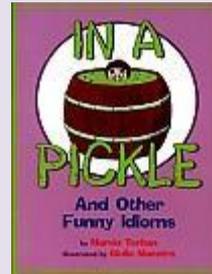


Read Aloud



25 Copies

Books About Idioms



Poems

[“Eating While Reading”](#) Gary Soto

[“Catch a Little Rhyme”](#) Eve Merriam

[“Barefoot Days”](#) Rachel Field

[“The City”](#) Langston Hughes

[“Skyscrapers”](#) Rachel Field

Poems

(READ ALOUD)

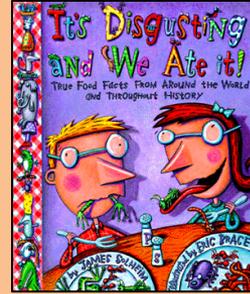
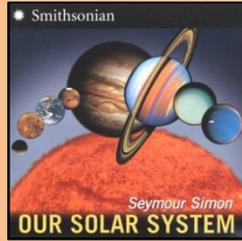
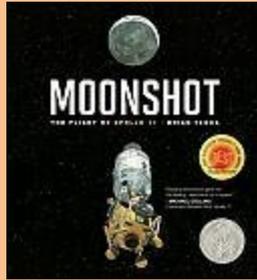
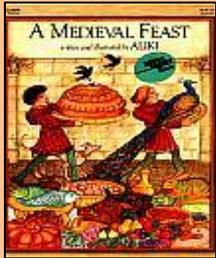
[“I Wandered Lonely as a Cloud”](#) William Wordsworth

[“The Grass”](#) Emily Dickinson

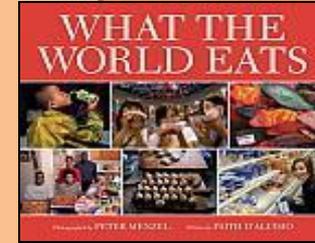
[“Spring Grass”](#) Carl Sandburg

[“The Grass on the Mountain”](#) Paiute American Indian

Informational Text

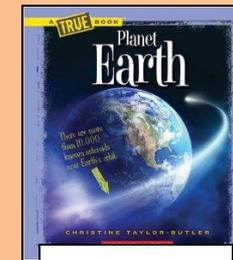
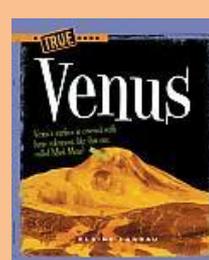
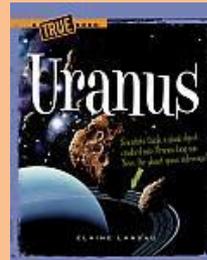
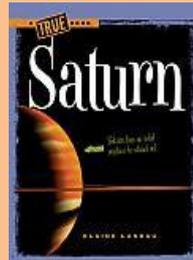
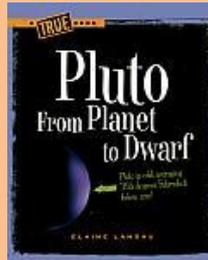
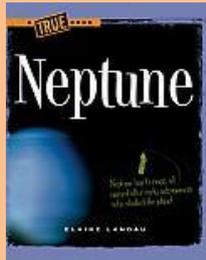
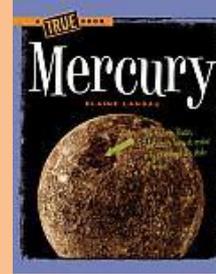
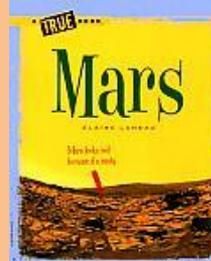
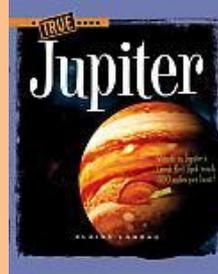


Read Aloud



OR set of *Blastoff! Readers*
(Earth, Jupiter, Mars, Mercury, Neptune,
Saturn, The Sun, Uranus and Venus)

2 copies of each title

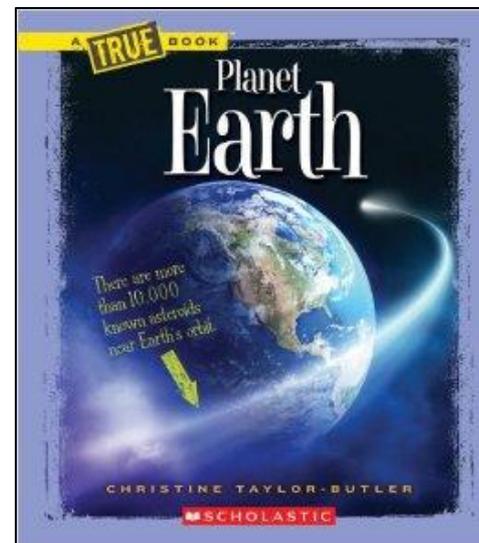
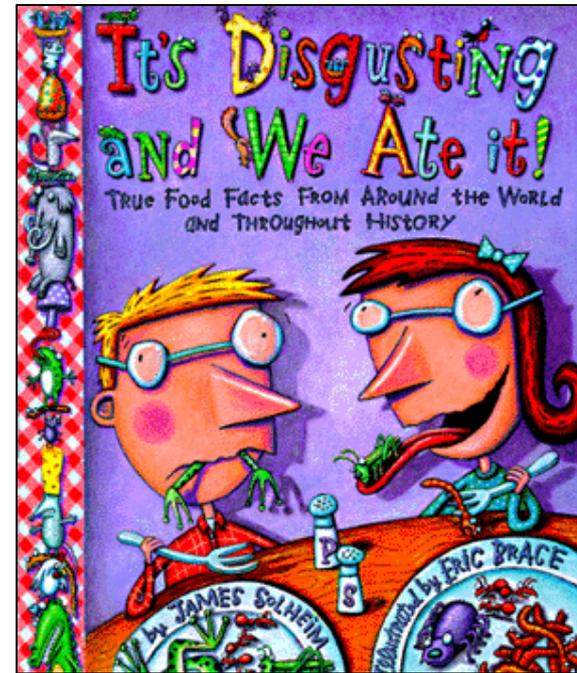
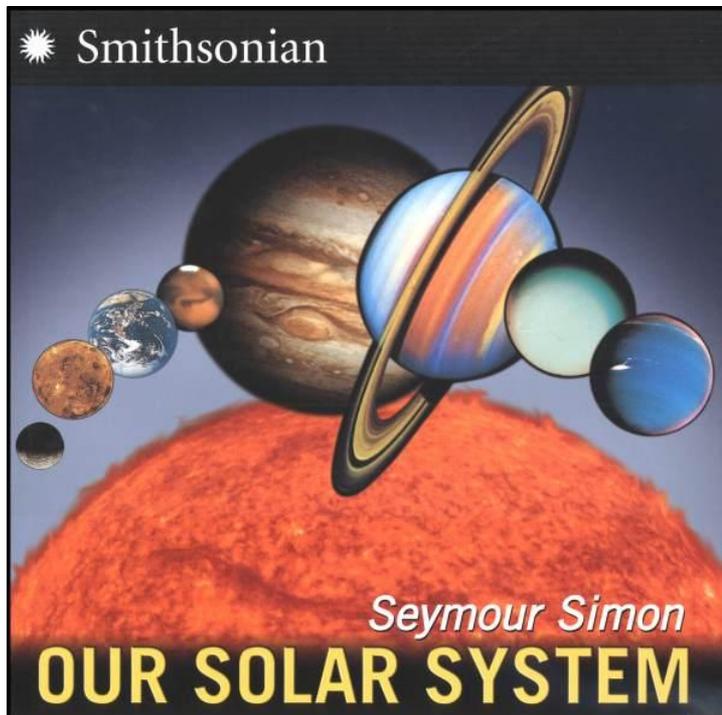


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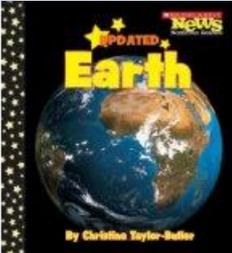
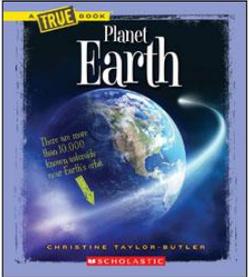
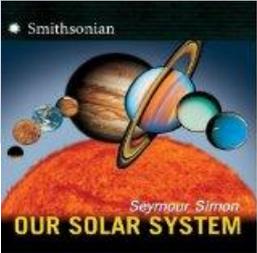
Art

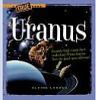
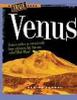


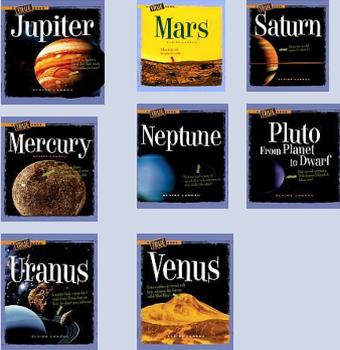
New Texts

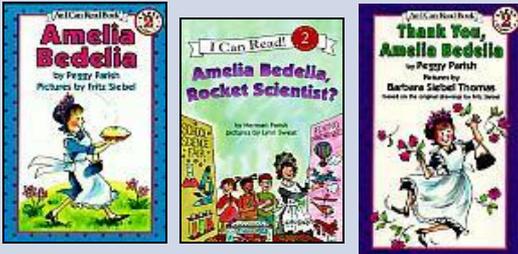


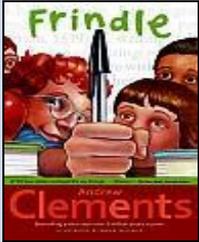
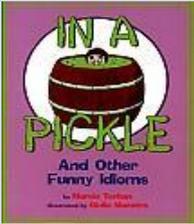
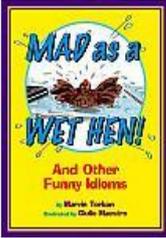
1 copy of each title

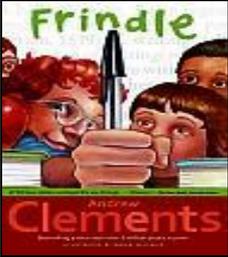
Week	ELA Standards	Science Standards	Resources and Suggested Instruction
1	<p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</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 3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>SL 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</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>	<p>ESS.8.3.6 Describe the layers of Earth.</p> <ul style="list-style-type: none"> ▪Crust ▪Mantle ▪Inner core ▪Outer Core 	<p>Day 1-Brain Pop Solar System, students take notes in their notebook. (Overview)</p> <p>Days 2-5 Focus on Earth. Teacher will use Earth as a model to take notes, use text-features, and teach the science standards over Earth. This will set the kids up to work on their own planets the next two weeks. –</p> <p>Brain Pop on Earth that goes over layers. Super Teacher packet on Earth’s layers. (Have to pay for packet)</p> <div style="display: flex; flex-direction: column; align-items: center;">    <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p>New books we would like 1 copy of each per teacher</p> </div> </div>

Week	ELA Standards	Science Standards	Resources and Suggested Instruction
2	<p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</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 3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>SL 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p> <p>SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>W.3.2:</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories of information. Provide a concluding statement or section. <p>L 3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>ESS.10.3.1 Demonstrate how the planets orbit the sun.</p> <p>ESS.10.3.2 Demonstrate the orbit of Earth and its moon around the sun.</p> <p>ESS.10.3.3 Relate Earth's rotation to the day/night cycle.</p>	<p>Choose a different planet each day. You can choose to do the inner planets first and the outer planets next week or vice versa. Focus on taking notes, using the text features. You could also run it with students divided in groups and doing their own planet research.</p> <div data-bbox="1545 614 1874 756" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>2 copies of each book.</p> </div> <div data-bbox="1545 771 1883 1078" style="display: flex; flex-wrap: wrap; justify-content: space-around;">          </div> <p>Formative Assessment: A True Book: Mars TCR Earthbound Astronaut Rubric TCR Brain Pop has lessons/videos on each planet you can use. Super Teacher packet on every planet. Mercury is free. (Have to pay for the rest of the planets. *These passages also build background</p>

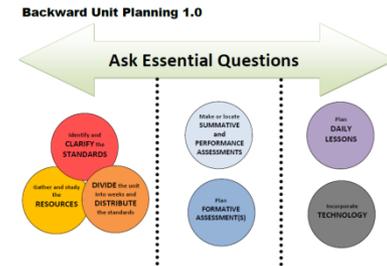
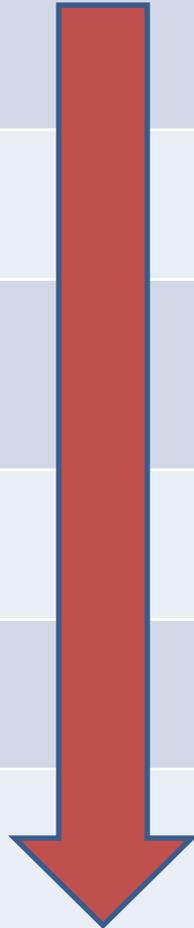
Week	ELA Standards	Science Standards	Resources and Suggested Instruction
3	<p>RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</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 3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</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> <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.3.3 Narratives</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. <p>L 3.1h. Use coordinating and subordinating conjunctions.</p> <p>L 3.1i. Produce simple, compound, and complex sentences.</p> <p>L 3.2c. Use commas and quotation marks in dialogue.</p> <p>SL 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL 3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</p> <p>SL 3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>ESS.10.3.1 Demonstrate how the planets orbit the sun.</p> <p>ESS.10.3.2 Demonstrate the orbit of Earth and its moon around the sun.</p> <p>ESS.10.3.3 Relate Earth's rotation to the day/night cycle.</p>	<p>Continue work from week 2. Students can continue to work on their research, or move to another planet so each student has two planets to compare. By the end of this week students should be prepared to share their research with each other.</p> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 0 10px;">2 copies of each book.</div>  </div> <p>Formative Assessment: A True Book: Mars TCR Earthbound Astronaut Rubric TCR Brain Pop has lessons/videos on each planet you can use.</p>

Week	ELA Standards	Resources and Suggested Instruction
4	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing from non-literal language.</p> <p>W.3.3 Narratives</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>L 3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	 <p>Intro to Frindle PP-Goes to You Tube book trailer</p> <p>Smart Notebook Introduction to Frindle. (RL 3.5)</p> <p>Vocabulary Power points for each chapter on TCR</p> <p>*The <u>Amelia Bedelia</u> books can be used in small group to address language and reading standards, or in whole group. We are placing them in this week, but you may use them any time it works during the 3 weeks of literature.</p> 

Week	ELA Standards	Resources and Suggested Instruction
5	<p>RL 3.3 Describe characters in a story 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 from non-literal language.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</p> <p>W.3.3 Narratives</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Provide a sense of closure.</p> <p>L 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	 <p>Vocabulary Power points for each chapter of Frindle on TCR.</p> <p>The focus this week moves into describing the characters. In describing the characters they use the evidence from the text and quote the dialogue from the characters.</p>   <p>These books can be used to address figurative language with a focus on idioms.</p>

Week	ELA Standards	Resources and Suggested Instruction
6	<p>RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing from non-literal language.</p> <p>RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3 Narratives</p> <ol style="list-style-type: none">Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.Use temporal words and phrases to signal event order.Provide a sense of closure. <p>L 3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	 <p>Vocabulary Power points for each chapter of Frindle on TCR.</p> <p>Frindle Vocab Smart Notebook...overall vocabulary. TCR</p>

Week	Standards	Essential Question
1		How do we prove what we know?
2		
3		How do we prove what we know? (Informational Text)
4		
5		
6		How do we prove what we know? (Literature)



Additional Resources

Poems

(READ ALOUD)

["I Wandered Lonely as a Cloud"](#) William Wordsworth

["The Grass"](#) Emily Dickinson

["Spring Grass"](#) Carl Sandburg

["The Grass on the Mountain"](#) Paiute American Indian

Poems

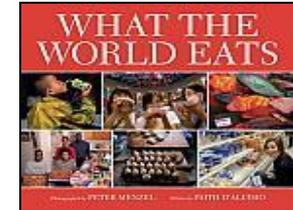
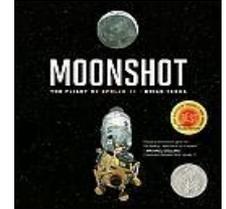
["Eating While Reading"](#) Gary Soto

["Catch a Little Rhyme"](#) Eve Merriam

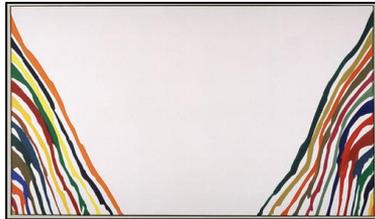
["Barefoot Days"](#) Rachel Field

["The City"](#) Langston Hughes

["Skyscrapers"](#) Rachel Field



Art



**See additional resources in Teacher Created Resources.*

Extra Resources

<http://www.readworks.org/passages/final-journey>

<http://www.readworks.org/passages/explore-our-solar-system>

<http://www.readworks.org/passages/whats-space>