

Third Grade Unit 6 Planning Guide

The following texts have been provided by the district for use with the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Fantastic Adventures with Dragons, Gods and Giants

“Why is it important to know mythology?”

6 weeks

APRIL 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2014						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Link to Pacing Guide
[Unit 6](#)

Sample Activities and Assessments (pg. 261-263 Common Core Curriculum Maps)

The listed standards appear on the 4th Quarter Scoring Guide

1. Class Discussion/Literary and Informative/Explanatory Writing

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 a text.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

b. Recognize and observe differences between the conventions of spoken and written standard English.



26 Copies

2. Fluency/Audio Recording

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



26 Copies

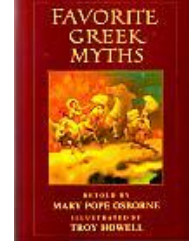
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3. Literary/Opinion Writing (focus)

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.

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

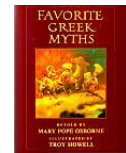
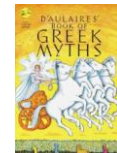
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.



4. Class Discussion/Literary

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.

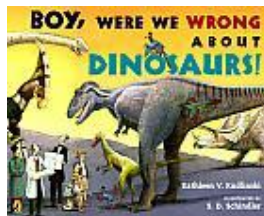
RL.3.9. Compare & contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)



5. Class Discussion/Informational Text

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (Focus 2nd Q)

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding.



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6. Research/Informational text and Informative/Explanatory Writing

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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

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.

13 Copies



7. Class Discussion/Literary/Writing

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between conventions of spoken and written standard English.



8. Art/Class Discussion

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.

[The Metropolitan Museum of Art](#)

9 & 10: Art/Class Discussion

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

The Colosseum
Rome, Italy
(80 AD)



The Parthenon
Athenian Acropolis,
Greece
(438 BCE)

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The following standards are paced for this quarter but are not included in unit activities:

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.

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.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2. d. Form & use possessives. (4th Q)

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition & Use

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (a, b, c, d)

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (a, b, c, d)

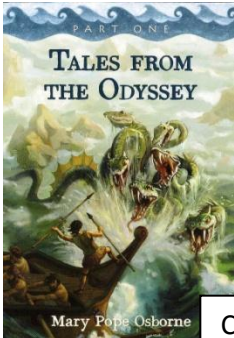
L. 3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

	<i>My Father's Dragon</i> (Ruth Stiles Gannett)	obliged (p.1)	to help or do a favor for
		punctual (p. 15)	on time or not late
		ordinarily (p.46)	usually or as a rule
	<i>Boy, Were We Wrong About Dinosaurs!</i> (Kathleen V. Kudlinski)	clumsy	someone or something that moves without skill and without ease
		graceful	beautiful, well-formed and moves with ease
		gradually	happening slowly or by small steps
	<i>Poem: Aventures of Isabel</i> by Ogden Nash	ravenous	extremely hungry
		rancor	long-lasting intense feeling of dislike
		horrid	something that is unpleasant or disagreeable
	<i>Favorite Greek Myths</i> (Mary Pope Osborne) <i>*The Story of Minerva and Arachne</i>	exquisite	someone or something that is beautiful, delicate and of the highest quality
		gnarled	twisted with a rough surface
		defiant	someone or something that does not behave or act in a way that is asked or expected

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	<i>Favorite Greek Myths</i> (Mary Pope Osborne) <i>*The Story of Orpheus and Eurydice</i>	dweller	to make one's home
		vain	thinking very highly of oneself
		barred	something was prevented from happening, or that something like metal or wood was placed over a door to prevent entry
	<i>Favorite Greek Myths</i> (Mary Pope Osborne) <i>*The Story of Echo and Narcissus</i>	jovial	full of playful, good humor; happy
		yearned	to long for; to feel a need for someone or something
		desolate	empty of people; depressed, lonely or sad

Additional Texts	
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	Class set of 26
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