Grade Level	3rd Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 days	**Time of Year**	4th quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students must have the ability and knowledge to read, comprehend and write in complete sentences, and listen to others. Work in cooperative learning groups. Students have basic digital research skills and they must have knowledge and the ability to complete a Venn diagram or a graphic organizer. Determine author's theme		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The focus of this mini-unit plan on Australia will resolve around the "strange animals" that live there; particularly the marsupials and monotremes. This unit allows the students to see and become aware of science and social studies elements they would otherwise be unaware of. Areas of study from this lesson will include the study of Australian animals, reaching Language Arts, Science, Social Study, and Technology. Students will learn about the location and climate of Australia, as well as the impacts people have on the animals which live there. In the area of science, the students will learn about habitat, what types of habitat certain animals live in, and what would happen if these animals were removed and placed into a different habitat. Students will work on their skills of finding resources through use of the library and internet. Through research, students will document their observations. Students will work in small collaborative groups to discuss their findings and convey ideas. At the close of the lesson the student will show mastery in 1.) Introduce a topic and group related information together include illustrations when useful to aiding comprehension. 2.) Develop the topic with facts, definitions, and details. 3.) Use linking words and phrases to connect ideas within categories of information. 4.) Provide a concluding statement or section.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause / effect, first/second/third in a sequence).		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and*	The assessment will consist of two multiple choice questions and the completion of a graphic organizer. The students will demonstrate mastery of reading text and making the connection between specific		

guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	information as the information relates to specific sentences and paragraphs throughout the text. The assessment will be given to each individual and accommodations will be given to special needs students as outlined in the individual IEP's.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The scholars will be assessed on their ability to read a selection and determine the how the author made the connections between specific points in the text. They will synthesize the text and determine if the author used comparison, cause and effect or sequencing. The assessment is worth 100 points. 20 points for each correct answer. Questions 1 and 3 are multiple choice questions, with the correct answer being worth 20 points each. Questions 2 and 4 require the scholar to determine correct create and complete the appropriate graphic organizer to match with questions 1 and 3. Points will be given for accuracy of information presented by the scholar. 20 points will be given for complete answers, 15 points for incomplete answer and 10 points for incomplete answers and an incomplete organizer. Question 5 requires the scholar to complete the cause and effect chart. Complete answers in all boxes earn 20 points, complete answers in 4 of 6 boxes is worth 15 points and 10 points are awarded for 3 or less complete points. A total of 100 points are possible. 80 points indicated mastery
Materials/Resources Needed	Teacher materials: Books: The Koala Catchers, Nature's Strangest Mammal , Classroom books with Australian animals, Power Point presentation, Vocabulary word bank, United Streaming video "Animals of Australia (15 minutes), computers with access to www.kidcyber.com.au/topics/mammals.htm, http://pbskids.org/krattscreatures/login.shtml, chart paper. Student materials: drawing and writing utensils, craft items for diorama, shoe box, construction paper, glue, scissors and the teacher's sample project to illustrate expectations

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instruction	Student Activities
1	**Anticipatory Set:** Teacher will begin the lesson by asking students to discuss any information they have about various types of animals and how they can be classified. Write the list on the white board. **Lesson:** Use the author's text to describe the logical connection between a particular sentence and paragraph. Teach the scholars compare and contrast. Play a power point presentation about marsupials and exotic animals broadening the student's knowledge base. After the power point, divide students into small groups. The teacher will present a lesson on making the logical connections of the text. The remaining groups will be working on the computer researching animals of their choice. Lesson differentiation will be applied to meet each group's academic ability level. Guided Practice: In the small groups each student with assistance from the teacher will fill in a Venn diagram of contrasting and comparing items from the power points text. Teacher will teach the student to use the bold type in each paragraph to make connections. The Tier 1 students will create their own graphic organizer. Teacher will instruct the whole group and read "Nature's Strangest Mammal". Independent practice: Student write down one item of comparison and one contrasting item independently. **Closure**: Turn in the competed Venn diagram.	• Scholars will each name a particular animal and list two or three characteristics of the animal. • Power Point Presentation will be viewed introducing animals that students may not of thought of such as marsupials and monotremes • Students will use the graphic organizer to use the author's text in the power point and find comparison and contrasting aspects of the animals viewed. Lesson will be differentiated with the teacher based on each scholar academic levels. • Students will choral read "Nature's Strangest Mammal" and discuss story, their new discovery, and complete a Venn diagram. Low level scholars will have the diagram made for them and they will fill in the blanks. The upper level scholars will create their own diagram.
2	Build Background – Teacher will display vocabulary words from the author's text on the board for each student to begin defining the words by making a connection between the paragraphs and sentences within the text. Lesson: Teach scholars to determine the author's purpose of writing the	• Vocabulary words will be defined as well a picture drawn to illustrate an understanding of the word • Students will work in partners and use a Venn diagram to compare and contrast the author's text between monotremes to another mammal that they researched on the internet. Each

	text. Focus on compare and contrast. Student will be placed with partners to compare and contrast monotremes to animals they searched for online. Teacher will pair students from Tier 1 to Tier 3 to create a leadership role for the Tier 1 students to assist and explain the project to the low level students. The teacher will focus on the lowest level of students to provide some one-on-one tutoring to fill in learning gaps. As a whole group read "The Koala Catchers" and discuss author's purpose of the text. In small groups the students will create their own Venn diagram of the reading while the teacher meets with each group and explains the project. The project will be differentiated by student's ability. Sped and ELL students will listen and recite with limited writing while the excelling students will be creating the project with little teacher input. As a whole group, watch United Streaming video "Animals of Australia" Kratt Brother website to introduce other "strange animals" Each student will select an animal for their project. **Closure:** Discuss the project and indicate to scholars that this will be a home "family" project. Answer any questions. Each student will find a paragraph within the author's text about the habitat of an Australian animal. The diorama will represent details found in the text.	group will complete a graphic organizer . • Students will popcorn read "The Koala Catchers" together as a class the story will be discussed and comprehension questions will be asked and answered throughout the story • A sample of the desired project will be introduced. Students will receive a copy of the directions along with a copy of the grading rubric. Students will be instructed to start to think of what animal they would like to learn more about, the reason for the project • Students will watch a video introducing some of the "Strange Mammals" that live in Australia • Students will be shown the PBS Kratt Brothers web site that allows them to explore Australia and view the animals in their habitats • Students will then decide which animal they would like to do their project on
3	**Anticipatory Set:** Ask two or three students to describe what they did in the morning before coming to school. Make a list on the board. **Lesson:** Teach the scholars how the author uses particular sentences and paragraph to make a connection using sequencing. Teach chronological order by using the examples the scholars gave regarding their morning routines.	• Scholars will observe morning routines from peers as the teacher records them on the board • Scholars will get into their learning groups. Learning groups will be formed by having two scholars from each tier. The excelling students will have the opportunity to lead the group and provide peer tutoring to their team.

	Ask the scholars to get into their leaning groups to read a story and use chronological order and sequencing to make connections to the author's purpose of text. The teacher will circulate to each group providing differentiated instruction **Closure:** Review sequencing with the whole group. Each group will come to the front of the class and present their timeline. One or two students will provide the narration.	• Scholars will take turns listening and reading the book selected by the group. • Each scholar will use a post-it note to jot down a specific point in the story. • The group will create a timeline of events with the post-it notes • One person from the group will copy the information from the post-it notes on to the student created timeline. • The lower level scholars will draw and color a various pictures to match the events on the timeline.
4.	**Anticipatory set:** Review cause and effect with scholars. **Lesson:** Hand out several paragraphs on various real-world situations that elementary children have experienced. The students will read the paragraph and use the author's purpose of cause and effect to complete the graphic organizer. After the graphic organizer is completed the students will discuss how the author cause and effect to present the points in the text. Each group will present their findings to the class **Closure:** Teacher will review points for the assessment during the next lesson.	• Listen to the review of cause and effect and contribute to the class discussion with thoughts from prior lesson or experience. • Complete a review sheet after read a short paragraph in small learning groups. Observe the author's structure of paragraphs and sentences to determine the cause and the effect of the content of the paragraph. • Discuss among group members • Share findings with the whole class
5	The teacher will review the assessment, give directions and pass out the assessment to all scholars	• Scholars will take the assessment.

Paste Summative Assessment Here:

3rd Grade Language Arts Assessment

Name _____

Read the selection Sharks and Whales

1. Use the information from the text to determine how the author made connections between the sentences in the text.

    a. Cause and effect
    b. Sequencing
    c. Compare and Contrast
2. Create and complete a graphic organizer from question 1 with specific text the author used to make the connections

Read the selection From a Seed to a Plant.

3. How did the author use the text to make the connections
    a. Compare and Contrast
    b. Cause and Effect
    c. Sequencing

4. Create and complete a graphic organizer to define your answer above.

Read Weather

5. Complete the graphic organizer below using the author's text (Problem / Solution)

Cause	Effect	Effect

Paste Answer Key/Scoring Rubric Here:

3rd Grade Language Arts Assessment Rubric

Name _____

Read the selection Sharks and Whales

1. Use the information from the text to determine how the author made connections between the sentences in the text. **(20 points)**

    a. Cause and effect
    b. Sequencing
    c. Compare and Contrast

2. Create and complete a graphic organizer from question 1 with specific text the author used to make the connections **(20 points)**

    20 points Accurate drawing and points in each bubble
    15 points Accurate drawing and a few point properly located on diagram
    10 points accurate drawing and less than three points.

Read the selection From a Seed to a Plant.

3. Use the information from the text to determine how the author used the text to make connection between the sentences **(20 points)**

a. How did the author use the text to make the connections
b. Compare and Contrast
c. Cause and Effect
d. Sequencing

4. Create and complete a graphic organizer to define your answer above. **(20 points)**
   20 points – list at least four items in correct order
   15 points – list at least three items in correct order
   10 points - list two or less items in correct order

Read Weather

5. Complete the graphic organizer below using the author's text (Problem / Solution) **20 points**

Cause	Effect	Effect
1.		
2.		

20 points - complete graphic organizer with accurate information from the text in all boxes
15 points - complete graphic organizer with accurate information in four of six boxes
10 points – complete graphic organizer with accurate information in three of the six boxes