




<b>Unit #: 7</b>	<b>Government and Citizenship</b>
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**essential skills and content**

<b>Overview</b>	In what ways do people make a difference?  Time Frame – 4 weeks	
<b>Essential Questions</b>	How can I determine the author’s purpose? How can text features aid in helping understand the text? How can I paraphrase the text after reading? How can I sequence events within the text? How can I generalize information? How can I determine the most important information in a selection? How can I make inferences while reading? How can I summarize the text?	
<b>Learning Targets</b>		
<b>Content/Skills</b>	<b>Target Skills</b> <ul style="list-style-type: none"> <li>Determine Author’s Purpose+</li> <li>Text Features: Basic Labels (RI.3.5) Charts with rows and columns</li> <li>Paraphrase (RI.3.8)</li> <li>Sequence Events (RI.3.3)+</li> <li>Generalize (RL.3.2)</li> </ul> <b>Comprehension Strategy</b> <ul style="list-style-type: none"> <li>Determine Important Information (RI.3.2)</li> <li>Make Inferences (RI.3.8)</li> <li>Make Predictions (RI.3.8)</li> <li>Summarize (RI.3.2)+</li> </ul>	<b>+Additional reading sources for Author’s Purpose</b> <ul style="list-style-type: none"> <li><u>Duck for President</u> by Doreen Cronin 680L (Persuade)</li> <li><u>Owls</u> by Gail Gibbons 760L (Inform)</li> <li>Favorite Authors (Entertain)</li> </ul> <b>+Additional reading resources for Sequence Events</b> <ul style="list-style-type: none"> <li><u>The Day Jimmy Boa’s Ate the Wash</u> by Trinka Hakes Noble 540L</li> <li><u>Flossy and the Fox</u> by Patricia McKissack 610L</li> </ul> <b>+Additional reading resources for Summarizing</b> <ul style="list-style-type: none"> <li><u>Mariette on a High Wire</u> by Emily Arnold 580L</li> </ul> <b>+Additional reading resources for</b>

	<p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>• Contractions – will, not (RF.3.3)</li> <li>• Comparatives and Superlatives (L.1.3g)</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Compound Words (L.3.1a)</li> <li>• VCCV Pattern (RF.3.3)</li> <li>• Double Consonants (RF.3.3)</li> </ul> <p><b>Vocabulary Strategies</b></p> <ul style="list-style-type: none"> <li>• Synonyms (L.3.5)</li> <li>• Context Clues</li> <li>• Word Relationships (L.3.5)</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Settings</li> </ul>	

		
COMPONENT	REQUIRED	SUGGESTED
Formative Assessment		Weekly Unit Assessments Note: Weekly Assessments for this unit use terms that may need to be emphasized for example: Week 1: “The <i>main purpose</i> of the selection . . .” (question 5) Week 2: none Week 3: “What event is the climax of the story?” (question 3) Week 4: Identify the summary (questions 1,3, and 4)  Differentiated Unit Test
Summative Assessment		Weekly Unit Assessments Differentiated Unit Test
District-Wide Common Assessment		

COMPONENT	REQUIRED	SUGGESTED
<b>Suggested Resources/ Learning Experiences</b>	LEAD21	Literature: <u>The Dot</u> by Peter Reynolds 500L <u>The Gardener</u> by Sarah Stewart 570L <u>John, Paul, George, and Ben</u> by Elaine Smith 660L <u>In Good Hands: Behind the Scenes of Orphaned and Injured Birds</u> by Stephen Swinburne 920L
<b>Content Literacy</b>		
<b>Technology / Media</b>	LEAD 21 Virtual Field Trips / e-tools	Differentiated Readers on-line
<b>Differentiation / Intervention</b>	Differentiated Readers Literacy Centers	Theme Bibliography located in Teacher's Lesson Guide pgs. 304-305 Differentiated Leveled Selections

content-specific components		
COMPONENT	REQUIRED	SUGGESTED
<b>Inquiry</b>	21 <sup>st</sup> Century Skills <ul style="list-style-type: none"> <li>• Listening</li> <li>• Evaluate Sources</li> <li>• Use Library Resources</li> <li>• Inquiry</li> </ul>	Presentation Ideas: Community Projects / Volunteers Community Leader Speaker – Brainstormed questions for the Community Leader