|  |  |
| --- | --- |
| **Unit Title: Observing the World Around Us** | |
| Grade Level: 3rd | Unit: 1 Module: A |
| **UNIT OVERVIEW** | |
| **Resources:**   * VTS – visual thinking strategies: http://www.vtshome.org/what-is-vts * Unit 1 Teacher's Guide * Scaffolded Strategies Handbook * *Location, Location, Location* * *The Case of the Gasping Garbage* * *Thunder Cake* * *Appendix: see below*   **General Functions:**   * Describe and Explain * Problem and Solution * Sequence   **ELP Standards:**   * ELP 3 Speak and write about grade-appropriate complex literary and informational texts and topics. * ELP 10 Make accurate use of Standard English to communicate in grade-appropriate speech and writing.   **Language Standards:**   * LS 3.1.d. Form and use regular and irregular verbs * LS 3.1.i Produce simple, compound, and complex sentences. * LS 3.2.c Use commas and quotation marks in dialogue   **Prerequisites: What prior language skills, knowledge, and vocabulary will students need to access in order to be successful in this unit?**   * Form and use regular and irregular verbs * Use some prepositional phrases * Use simple sentences * Use sequence words and phrases | |
| **Unit Outcomes: ReadyGEN PBA**  Students will think about the characters in the selections they read and how some used observation to solve problems. Present students with the following scenario. Suppose your school librarian announces that there is a problem: Library books are being found in all the wrong places, and no one knows why. Students will then write a story in which one or more character(s) use observation to solve the librarian’s problem. DOK L4.  Students will:   * Introduce the narrator and characters and explain the problem. * Include a clear sequence of events. * Use temporal words and phrases to signal the order of events. * Provide a conclusion that solves the problem. | |
| **Target Exemplar**  (functional language and structures in **bold**, content vocabulary underlined, cognates *italicized*)  ***The Mystery at the Library***  Ms. McCall, the librarian, **asked** two third *grade* **students, Max and Addie,** to help her solve a *problem*.  "Someone has been putting the library books **in the** wrong place," she said.  "This is a book about birds**, but** it is **on a** shelf of books about outer *space*.  **"**That **doesn't** make sense**,"** said Max.  **That afternoon**, Max and Addie **returned** **to the** library. Ms. McCall was there **and so was** Mr. Brent, a *volunteer*. He had his **two-year old** daughter, Maggie, with him. Mr. Brent put her **down** **on the floor** with some toys and he **went** **behind** the desk.  **"Stay here,"** he said.  The students **watched** Maggie closely. Maggie **didn't** play with her toys. Instead, she got up and wandered to the bookshelf. She **pulled** a book out and **looked** at it. **Then** she got up to find another book. She put the first book back **on the** wrong shelf.  "Ms. McCall?" said Addie. "Through our powers of *observation*, I think we have solved your mystery!" | **Scaffolded Exemplar**  (functional language and structures in **bold**, content vocabulary underlined, cognates *italicized*)    ***The Mystery at the Library***  Ms. McCall, the librarian, asked Max and Addie to help her solve a *problem.*  "Someone is putting the library books **in the** wrong place," she said. **She** told them **that she** found a book about birds **on a** shelf about outer space.  "**That doesn't make sense,**" said Max.  **Later,** Max and Addie **returned to** the library. Ms. McCall and Mr. Brent were there. Mr. Brent **brought** his **little** daughter with him. He put her **down on the** floor.  The students **watched** Maggie. Maggie **didn't** play with her toys. She **got up** and went to the bookshelf. She **pulled** **out** a book. Then she **pulled out** another book. She **put** the first book **back** on the wrong shelf.  **Now** Max and Addie **knew** why the books were **in the** wrong place.  "I think we have solved the mystery!" said the children. |
| **ASSESSMENTS**  **What rubrics or assessment tools will I use to measure student proficiency on the standard(s) addressed in this unit?**   * [Function Prompt Scoring Guide](https://salkeiz.sharepoint.com/departments/cia/_layouts/15/WopiFrame.aspx?sourcedoc=%7B4974963E-4111-44C9-9CBD-1108683D7DB3%7D&file=Function%20Prompt%20Scoring%20Guide%20.docx&action=default) * [WOW Form](https://salkeiz.sharepoint.com/departments/cia/_layouts/15/WopiFrame.aspx?sourcedoc=%7B321AAF19-9B4D-417C-98BA-622021A26155%7D&file=ELD%20Language%20Monitoring%20Tool%20iss-f054%20(WOW%20Form).doc&action=default) | |
|  | |
|  | |
|  | |
| **CONCEPT 2:** Describing Characters and Setting using Regular past tense/irregular past tense | |
| **Modeled Shared Guided Collaborative Independent**  Following the Comprehensive Literacy Model above, use the Gradual Release of Responsibility  **ELD Objective**: Students will be able to describe actions in the present and past tense;    **Function:** describe actions    **Vocabulary:** animal actions in general (present tense)  Transformation – past tense  **Graphic Organizer: Sentence Patterning Chart**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Adjective  (what kind) | Animal  (plural) | Action  (present tense) | Action  (past tense) | Adverb  (how) | Prepositional phrase  (optional) | | Big | dogs | bark | (barked) | loudly | in the park | |  |  |  |  |  | |  |  |  |  |  |   **Activity 1:** Modeled  Teacher models a sentence about dogs first in the present tense, using a sentence patterning chart.   * Start with a subject (animal – plural) e.g. "I want to show you how to talk about actions indicating when the action happened. If we are talking about something that happens regularly, we use the present tense. But if we talk about an action that is over, as in a narrative, we use the past tense." * We could add some detail by saying what kind of dogs. What do you think? (Big) OK. That is an adjective so we will put it in the adjective box. * How do you think the dogs bark? (loudly) Yes, that is an adverb so we will put it in the adverb box. Where do you think dogs might bark loudly? (In the park). Yes, that tells us where and has a preposition (in), so we will put it under prepositional phrases. * Now let's read our sentence. Big dogs bark loudly in the park. " We could indicate that they do this *every day* to show it happens regularly. * But what if we want to write about it in a narrative. We would want to show that it happened and is over. * We can add a time frame to show it is over such as the word "yesterday," but we need something more. We must change the verb to a past tense form. * Most of the time we can change the verb to past tense by adding an "ed" but other times, that doesn't work. A completely different form of the verb is needed. But what about "bark?" Can we add "ed?" (yes). Write the past tense form in the correct box – perhaps it could be in a different color.   **Activity 2:** Modeled/Shared  Teacher asks for other actions dogs might perform   * Students give ideas: eat, walk, run, play, jump, sleep, * Teacher writes those down in the present tense column. * Teacher asks how the past tense would be formed for each. Some will take "ed," but others will change in form. * "Let's put a little star (asterisk) by each one that does not take "ed" in the past tense form. We call these irregular verbs. * Read all the sentences that could be created with the different verbs suggested, first in the present tense. * Now read all the sentences in the past tense. * Finally, teacher reads the first sentence singing it to Farmer in the Dale, in the present tense * She asks students to sing it in the past tense with her. Read each sentence possibility, first in the present tense followed by the past tense form.   **Activity 3:** Shared/Guided/Collaborative  Students in teams/table groups will be given a verb in the present tense.   * They will sing it in the past tense to the class. * They may use the adjective, adverb and prepositional phrase from the model or they can choose their own. * They can also come up with a new verb if they wish.   **Differentiated Sentence Frames (Forms): See chart above:**   * B/EI: subject and verb (present tense) * I: adjective + subject and verb (present tense, then past tense) * EA/Adv: adj + subj and verb (present tense then past tense) + adv + prep phrase OPT   **Structured Oral Language Practice Routine (SOLPR):** teams create and share verse to tune of *Farmer in the Dell - echo/repeat then choral repeat*  or select one from the [Strengthening Core Instruction Document](https://salkeiz.sharepoint.com/departments/cia/ElementaryEnglishLearnerDocuments/STRENGTHENING%20CORE%20INSTRUCTION.pdf)  *\*Assess students’ proficiency using the* [*ELD Language Monitoring Tool (WOW)*](https://salkeiz.sharepoint.com/departments/cia/_layouts/15/WopiFrame.aspx?sourcedoc=%7B321AAF19-9B4D-417C-98BA-622021A26155%7D&file=ELD%20Language%20Monitoring%20Tool%20iss-f054%20(WOW%20Form).doc&action=default)  **Writing Component:** Cooperatively add to sentence patterning chart as teams present.  Have students write their own version and one other version in their journal in the present tense.  **Formative Assessment/Scoring Guide:** [WOW Form](https://salkeiz.sharepoint.com/departments/cia/_layouts/15/WopiFrame.aspx?sourcedoc=%7B321AAF19-9B4D-417C-98BA-622021A26155%7D&file=ELD%20Language%20Monitoring%20Tool%20iss-f054%20(WOW%20Form).doc&action=default)    **Bilingual Components:**  -Asi se dice – Show how the syntax would change going from one language to another, specifically subject and adjective. Use a sentence patterning chart.  **ESOL Extensions:**  Use a different plural noun and fill out sentence patterning chart as a pair or table group with a past tense verb.  Add prepositional phrases if appropriate for student English language proficiency. | |