

Third Grade Reading and English/Language Arts

Introduction: Third grade Reading and English/Language Arts is an introduction to elements of literature and writing skills that will continue to be expanded upon as the student progresses through his or her educational career. Students will be able to identify the structure, pattern, rhythm, and methods of poetry by analyzing existing examples and creating poetry of their own. Students will learn the fundamental elements of poetry and verse, and expand writing skills when putting their own thoughts into poetic form. After instruction, students will use descriptive language to recognize imagery, and exercise skills including but not limited to alliteration, consonance, rhythm, rhyme, patterns, phonics, sight words, and foreshadowing.

Analyze Learners: This unit is primarily based upon the development and broadening knowledge of grade three students. These students are between the ages of eight and nine years old. Students are expected to have already mastered skills such as phonics, identifying parts of a sentence, and being able to communicate complete thoughts in writing. Appropriate spelling lists should be mastered, although each student may vary in his or her mastery of these words. Students of advanced standing or those who struggle will have accommodations made for them in order to make the task at hand more manageable.

State Objectives:

RLA.O.3.1.02

Identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).

RLA.O.3.1.05

Read familiar stories, poems, and passages with fluency (appropriate rate, accuracy, and prosody).

RLA.O.3.1.07

Read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).

RLA.O.3.1.09

Infer the author's purpose (to persuade, to entertain, to inform in literary and informational text).

RLA.O.3.1.11

Identify and describe the ways in which language is used in literary text (e.g., simile, metaphor, idioms).

RLA.O.3.1.14

Use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).

RLA.O.3.2.03	Compose a written composition using the five step writing process: (pre-write, draft, revise, edit, publish).
RLA.O.3.2.05	Identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.
21C.S.3-4.1	The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written or multimedia format.
21C.O.3-4.1.TT1	Student uses keyboard, mouse, and other common input and output devices efficient and effectively to complete a task.
21C.O.3-4.LS3	Student, cognizant of audience and purpose, articulates thoughts and ideas accurately and effectively through oral, written, or multimedia communications.
21C.O.3-4.2.TT3	Student uses technology tools for individual and collaborative writing, communication, and publishing activities to create informative products for audiences inside and outside the classroom.
21C.O.3-4.3.LS3	Student engages in the goal setting process, and with guidance, demonstrates ability to change focus and direction or use different strategies, while using instructional rubrics and other tools to monitor and evaluate his/her performance.

Media and Materials:

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| <ol style="list-style-type: none"> 1. Poetry Selections (see attached list entitled “Resources”) 2. SmartBoard Technology System 3. Document camera 4. Unit Worksheets 5. Student/Teacher Created Rubric 6. PowerPoints #1 and #2 7. Craft Supplies <ol style="list-style-type: none"> a. Paper, crayons, markers, scissors, colored pencils, glue sticks 8. Computer/Internet access <ol style="list-style-type: none"> a. Pre-created wiki with user login and password 9. Audio Poems | <ol style="list-style-type: none"> 10. Student Response System 11. “Senses” Activity <ol style="list-style-type: none"> a. Cooked spaghetti b. Uncooked elbow macaroni c. Cotton balls d. Cinnamon e. Satin f. Wine bottle opener g. Clay h. Sand i. Blindfold |
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Utilize Media and Materials:

Day 1: Today will be an introductory period. Students will be exposed to the elements of poetry as well as the rhetorical devices used in poetry such as similes, metaphors, imagery, and personification. PowerPoint #1 will be used to introduce these concepts. Review concepts that expand on synonyms, homonyms, multiple-meaning words, and antonyms. Each student will be given a copy of “Windy Nights.” As a class we will read the poem. Together, we will identify the previously stated elements. After verbal mastery, students will identify these elements again with small groups with limited teacher assistance. When given another piece entitled “Winter Time,” students will individually identify a simile, metaphor, example of imagery, and personification. To assess this, students will use the Student Response System. For the purposes of grading, students will receive participation points. Responses will not count for or against them.

Day 2: Teacher will provide many different items that appeal to the 5 senses: cooked spaghetti, uncooked elbow macaroni, cotton balls, cinnamon, satin, wine bottle opener, clay, sand, etc. For each item, students will share how it appeals to his or her 5 senses after listening to, hearing, smelling, and touching each item. A few volunteers may choose to wear a blindfold. After each student has experienced each item, groups of 5 will be formed. Together, students will compile a list of adjectives and then choose 5 to 7 of the most challenging or lively. Teacher should encourage and reward very descriptive language as well as rich vocabulary. One group member will move to the technology stations in the classroom and submit their adjectives to a designated wiki discussion board. When each group has submitted their adjectives, the compilation will be displayed in front of the class. This exercise will enable students to grasp the importance of details and rhetorical devices in their writing. As a class, teacher and students will create a poem (rhyming or not rhyming) about the objects presented and how they appealed to any or all of the five senses. The primary objective of this activity is to challenge students to think creatively and critically to express ideas.

Day 3: Poetry will be expanded upon and the students will be introduced to several types of poetry, including but not limited to narrative poems, lyrics, haiku, limericks, acrostic, and concrete poems. PowerPoint #2 will be presented. A brief recap of the previous day's material will be covered to maintain mastery and retention. Review concepts of rhythm and rhyme by completing ASSURE Unit Plan Worksheets #1 and #3. Use excerpts from Dr. Seuss's work *Oh the Places You'll Go*. After having mastered the basic knowledge of each poetry classification, students will be able to create their own poem of choice. Examples of concrete, acrostic, and limerick poetry will be displayed on the SmartBoard using a previously compiled PowerPoint as a visual aid. Students will begin the writing process by producing a student/teacher-created rubric and pre-write using the rubric guidelines. Rubric should include mastery levels of structure, correct spelling, use of rhythm or systematic organization, and details.

Day 4: Mastery of poetic concepts will be tested by completing ASSURE Unit Plan Worksheet #2. Students will continue through the writing process by writing the rough draft of their poetry. Exemplary models will be displayed under the Document Camera. After having reviewed the rubric and expectations and model poems, students will divide into pairs and peer revise poems.

Day 5: Before continuing the writing process, students will discuss as a class what troubles they may be having with their projects. Positive and negative comments are encouraged, as both good experiences and bad experiences are those to be either applauded or attended to by peers. Teacher will give suggestions for further success and will encourage students to continue to seek aid as necessary. Imagery and rich vocabulary will be encouraged as well by the teacher. These suggestions will be displayed on the SmartBoard as a reference throughout the duration of the students' writing process. Students will continue the writing process by making revisions and edits to their drafts. As they finish, students will present draft with edits to teacher, who will then making final revision suggestions. After approval for progression, students will move on to publish their drafts on a word processor. Students will be given the freedom to format their poem however desired. Final drafts will then be submitted as an attachment to the teacher. A paper copy will also be expected to be turned in.

Day 6: Students will be given this day to finish their poems. As some are finishing, students will be given free discovery of posted poetry throughout the room. Groups of 3 or 4 will be permitted to use audio poems. Later as a class, students will compare and contrast 2 poems based on rhetorical devices, descriptive language, rich vocabulary, format, and topic. Comparison and Contrast will be posted on a Venn Diagram in the classroom.

Day 7: Students will be given this day to share their poems with the class. This presentation will be easily graded on overall performance. Ability to speak in front of an audience, sharing thoughts and ideas, and clarity will be focused on. Because students were given the freedom to format their work however desired, poems will be displayed on the SmartBoard (via submitted attachment) or on the document camera.

Day 8: Other poets are expanded upon and author's purpose is reiterated. Poems for 2 voices will be discovered by the class and practiced as a whole. Finished and published poems will be displayed throughout the room on bulletin boards and on the walls so that students may develop a sense of pride and accomplishment from their work.

Required Learner Participation:

Students are able to become involved in poetry by experiencing the process. Their thought processes are challenged by being presented with common objects and expanding upon them. Other skills are also mastered through the system of the writing process because they are able to collaborate with their peers as well as work in solitude. Presentations enable students to gain confidence and pride regarding their work and will prepare them to make more formal presentations in future years. Students are able to engage their inner thoughts and convey them on paper in the form of artistic and creative poetry, enabling exploration of imagination and ingenuity.

Evaluate and Revise:

RLA.O.3.1.02	Students will be introduced to synonyms, homonyms, and other devices when analyzing existing poetry from published poets.
RLA.O.3.1.05	Students will be able to read simple poems like those attached to the ASSURE Unit Plan worksheets.
RLA.O.3.1.07	Students will be able to draw conclusions on themes and morals after reading several example poems and also be able to decipher correct interpretation of the text.
RLA.O.3.1.09	Students will be able to identify the author's purpose of poetry after exploring existing works and analyzing works by their peers.
RLA.O.3.1.11	Students will reach to create pieces that reflect deeper knowledge of rich vocabulary and descriptive language. Unique comparisons and contrasts using similes and metaphors should be strived for.
RLA.O.3.1.14	Students will follow guidelines stated clearly in a rubric of mastery while producing student-created poetry.
RLA.O.3.2.03	Students will use the guidelines of the writing process to create and complete their own works of poetry.
RLA.O.3.2.05	Students will be encouraged to use descriptive language and enhanced vocabulary in their writing to convey ideas.

RLA.S.3.3	Students will verbally and visually present finished projects to their peers and teacher by displaying it under the ELMO document camera and also around the room.
21C.S.3-4.1	Students will be able to use a word processor to uniquely create the finished product of their poem.
21C.O.3-4.1.TT1	Students will demonstrate mastery of basic word processing skills when finalizing and publishing their work.
21C.O.3-4.LS3	Use of descriptive language and rhetorical devices will allow students to convey their ideas through poetic verse.
21C.O.3-4.2.TT3	Students will publish work and submit via attachment to the teacher.
21C.O.3-4.3.LS3	Students will be able to set a goal of performance by scaling their own work based on the Student/Teacher-Created rubric. Peer revision will also allow this collaborative effort to shape and mold the works to be that of above mastery standing.

Resources

Oh the Places You'll Go by Dr. Suess
"At the Seaside" by Robert Lovis Stevenson
"Windy Nights" by Robert Lovis Stevenson
"Winter Time" by Robert Lovis Stevenson
"Where Go the Boats?" by Robert Lovis Stevenson
"April Fool" by Myra Cohn Livingston
"Trees" by Harry Behn