

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:

1. Selection of poetry
 - a. Textbook, Shel Silverstein, Dr. Suess, and others
2. SmartBoard Technology System
3. ELMO document camera
4. Unit Worksheets
5. Student/Teacher Created Rubric
6. PowerPoint
7. Craft Supplies
 - a. Paper, crayons, markers, scissors, colored pencils, glue sticks
8. Exemplary poetry

Comment [ALS1]: Be sure this list is exhaustive. Make sure you include all of the materials you will need to teach this unit plan.

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. Review concepts that expand on synonyms, homonyms, multiple-meaning words, and antonyms. Selections by Shel Silverstein will be read. After verbal mastery of the previously stated elements, the students will be able to identify these elements as a group without teacher assistance. Using the SmartBoard, students will identify and copy these elements using one example of poetry.

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, 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. On the smart board, these adjectives will be displayed. Teacher should encourage and reward very descriptive language as well as rich vocabulary. This exercise will enable students to grasp the importance of details and rhetorical devices in their writing. Share examples from published poetry.

Comment [ALS2]: On Day 1, how will you expose students to the elements of poetry? What technology, if any, will be used here? I see the students will use the Smart Board to identify these elements after you teach them.

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. 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. 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.

Comment [ALS3]: On Day 2, what are the examples of poetry that you will share? How do these poetry examples tie into experiencing the items that appeal to the senses?

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 ELMO 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 ELMO 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.

Comment [ALS4]: ELMO is a manufacturer of document cameras. Please refer to the device as a document camera.

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. |

Kelsi: I enjoyed reading the first draft of your ASSURE Unit Plan. Good job on your selection of WV CSOs from both groups. You are on the right track, but I will need to see a second draft that addresses both my comments in the body of the unit and the comments below.

Think about the following items as you revise your unit plan:

1. **Overall Creativity:** This is a fairly creative unit with concepts that can be presented in exciting ways. There are numerous and exciting ways to teach these concepts to any age group. How can you make this exciting? What sorts of activities can the students engage to keep them interested in the class?
2. You must provide lots of detail for each day's activities. You should not leave anything to the imagination. Think of this: Provide enough detail that a substitute teacher could come and teach this unit.
3. **Technology Integration:** The purpose of writing this unit plan is to demonstrate your ability to tightly integrate technology into a unit plan. I was disappointed not to see many of the cutting-edge technologies that we have covered during the class integrated into this unit plan. While using the Smart Board and PowerPoint are important, where are all the fantastic Web 2.0 applications? Where is the student response system? Where is the technology?
4. Read all sections carefully to ensure that the technology components are smoothly integrated into each day's activities. Sometimes it is easy to just plug in a hardware or software component just for the sake of having it. Overall, you have done a fine job with making all of the various types of technology in the classroom seem normal.
5. Review all spelling and grammar to ensure there are no problems.

Grade on first draft of ASSURE Unit Plan: 16/20

Additional Drafts: You must submit a second rough draft of your ASSURE Unit Plan for review. The due date for this draft is **Monday, November 29, 2010**. You must submit this draft on time, so I can read and provide additional feedback on the second draft.

Your final draft is due on Wednesday, December 8, 2010.

If you have any additional questions about your unit or if you would like to schedule a meeting to discuss, please let me know. Regards,
Professor Simon

Kelsi Phillips

