### Focus Standards:

<table>
<thead>
<tr>
<th>RI.3.1</th>
<th>W.3.3</th>
<th>SL.3.1a</th>
<th>L.3.1a</th>
<th>MLAF 1c</th>
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<tbody>
<tr>
<td>RI.3.2</td>
<td></td>
<td>L.3.2e</td>
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### Core Text:

- *Shark Attack!*
- *The Cod’s Tale*
- “Summer of the Shark”
- *Up, Up, and Away: A Book About Adverbs*

### Tier II Words:

- Ocean
- Reader’s/writer’s notebooks
- Continue adding to the chart

### Guided Reading Texts

#### Interactive Read-Aloud Text:

- Many, many, many books related to the sea

#### Materials:

- Chart paper
- Markers
- Examples of different text features (once introduced, cut out the actual text feature, glue it on an anchor chart with the appropriate label, and continue adding to the chart)
- Reader’s/writer’s notebooks
- “Ocean” music to play while students are working independently
# Third Grade - Unit 2
## Inspired by the Sea
### Week 1:

<table>
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<tr>
<th>Focus Lesson</th>
<th>Monday</th>
<th>Tuesday</th>
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</table>
| *(Shark Attack!)*
*Introduce the theme of the unit. Hook students with engaging texts related to anything and everything about the sea. Provide students with a preview of what they will be learning about throughout the next six weeks.*

**RI.3.1, RI.3.2**
| *(Shark Attack!)*
Refer to the attached lesson, “Follow the Text Signposts” for support. Use Shark Attack in place of the text suggested.

Before reading, inform students that for the next several days they will be learning about text features and their purposes. Introduce text features - headings.

*Create a T-chart with “Feature Name” on the left side and “Purpose” on the right side.*

**RI.3.1, RI.3.2**
| *(The Cod’s Tale)*
Refer to the attached lesson, “Merge Your Thinking with New Learning” for support. Use The Cod’s Tale in place of the text suggested.

Continue to use nonfiction features to guide learning. Add to anchor chart.

**RI.3.1, RI.3.2**
| *(The Cod’s Tale)*
Refer to the attached lesson, “Merge Your Thinking with New Learning” for support. Use The Cod’s Tale in place of the text suggested.

Continue to use nonfiction features to guide learning. Add to anchor chart.

**RI.3.1, RI.3.2**
| (“Summer of the Shark”)
Refer to the attached lesson, “Connect the New to the Known” for support. Use the “Summer of the Shark” article attached.

Continue to use nonfiction features to guide learning. Add to anchor chart.

**RI.3.1, RI.3.2**
| **Word Study**
Discuss Tier II and Tier III vocabulary from the text.

*Create an anchor chart to record and categorize all of the new vocabulary learned throughout the unit.*

**MLAF 1c - dis**
Discuss words with the prefix *dis-* found in text.

Students will continue to add to independent word lists while reading.

**RF.3.3a**
| Discuss Tier II and Tier III vocabulary from the text.

**MLAF 1c - dis**
Discuss words with the prefix *dis-* found in text.

Students will continue to add to independent word lists while reading.

**RF.3.3a**
| Discuss Tier II and Tier III vocabulary from the text.

**MLAF 1c - in**
Discuss words with the prefix *in-* found in text.

Students will continue to add to independent word lists while reading.

**RF.3.3a**
| Discuss Tier II and Tier III vocabulary from the text.

**MLAF 1c - in**
Discuss words with the prefix *in-* found in text.

Students will continue to add to independent word lists while reading.

**RF.3.3a**
| Discuss Tier II and Tier III vocabulary from the text.

**MLAF 1c - Discuss words with various prefixes/suffixes found in the text read throughout the week.**

Students will continue to add to independent word lists while reading.

**RF.3.3a**
**Third Grade - Unit 2**  
**Inspired by the Sea**  
*Week 1: _________________*

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<td><strong>Guided Reading</strong></td>
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<td><strong>Independent Reading</strong></td>
<td>Nonfiction Feature Find: Students will look for nonfiction text features learned during the focus lesson. (Headings) Students will record examples in reader’s notebook and determine the main idea/details of their text.</td>
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<td><strong>Writing &amp; Language</strong></td>
<td>**Read aloud <em>Up Up and Away</em> to introduce and explain the function of</td>
<td>**Teacher: Model writing about a time you felt you were in danger at sea</td>
<td>**Teacher will finish modeling writing from previous day, emphasizing</td>
<td><strong>Teacher will refer to the Shark article read during the focus lesson.</strong></td>
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<td>After the theme for Unit 2 has been introduced, pose questions such</td>
<td>adverbs.</td>
<td>or on the beach. Think aloud, rehearsing your experience in front of</td>
<td>that narratives should have a beginning, middle, and end.</td>
<td>Model how readers can use their notes to merge their thinking about a</td>
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<td>as “What do you know about the sea?” “What do you want to learn about</td>
<td>(As different sea animals are discussed, emphasize adverbs used to</td>
<td>students before writing. Begin writing on chart paper.</td>
<td>Students will finish quick-write in their writer’s notebook.</td>
<td>topic. Students will review their post-its and write a response to the</td>
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<td>the sea?”</td>
<td>describe how the animals move, etc.)</td>
<td>Give students think-time to recall an experience when they felt they were</td>
<td>Discuss adverbs found in focus texts as well as in students’ writing.</td>
<td>information, expanding upon their thinking.</td>
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<td>Encourage students to experiment with the text features learned</td>
<td><strong>Suffix -ly</strong></td>
<td><strong>Students will begin writing their entry in their writer’s notebooks.</strong></td>
<td>**Students will share their entries with a partner, providing each other</td>
<td><strong>Grammar mini-lesson: adverbs</strong></td>
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<td>during the focus lesson and incorporate them into their writing.</td>
<td><strong>L.3.1a, L.3.2e</strong></td>
<td></td>
<td>with feedback, suggestions, and questions they may have. (T-A-G)</td>
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<td><strong>Speaking &amp; Listening</strong></td>
<td>**Students will turn and talk with a partner, discussing what they</td>
<td>**Students will recall a time when they felt as though they were in</td>
<td>**Students will share their written responses about the Shark article</td>
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<td>know about the sea, what interests them most about the sea, and what</td>
<td>danger and share their experience with a partner. This will</td>
<td>with a partner or small group. Students will build upon one another’s</td>
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<td>they are interested in learning about the sea.</td>
<td>support them once they begin writing about it independently.</td>
<td>ideas about the topic, elaborating with details.</td>
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### Third Grade - Unit 2
Inspired by the Sea

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<td><strong>Social Studies</strong></td>
<td>This unit lends itself to focusing on the geography of and the people who live near lakes, rivers, and oceans.</td>
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<td><strong>Connections</strong></td>
<td>MS Social Studies Framework - 2a (Use S.S. tools to describe the connections among the people, places, and environment of the community) 2b (Use maps and globes to find relative and absolute locations in regard to different communities.)</td>
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<td><strong>Science Connections</strong></td>
<td>Vertebrates / Invertebrates</td>
<td>Vertebrates / Invertebrates</td>
<td>Vertebrates / Invertebrates</td>
<td>Adaptations</td>
<td>Adaptations</td>
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<tr>
<td><strong>Mississippi Science Framework Objective:</strong></td>
<td>Focus lesson on vertebrates...what they are, what vertebrate means, naming some vertebrates.</td>
<td>Focus lesson on invertebrates...what they are, what invertebrate means, naming some invertebrates.</td>
<td>Vertebrates / invertebrate sort activity included in resource packet</td>
<td>Review vertebrates and invertebrates</td>
<td>Habitat sort located in resource packet.</td>
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<tr>
<td><strong>3a, 3c, 3d, &amp; 3e</strong></td>
<td>See resource packet for links and activities – power point lesson, and interactive activities.</td>
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<td></td>
<td>Ask students why they think certain vertebrates live in the ocean and certain vertebrates live on land...</td>
<td>Have students match animals to their correct home and then justify the matches they made.</td>
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<td><strong>Flood classroom with many texts on vertebrates, invertebrates, &amp; animal adaptations.</strong></td>
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<td>Continue with a focus lesson on adaptations</td>
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<td><strong>Various activities and website links can be found in the Unit 2 Links and Handouts resource packet.</strong></td>
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<td>Also, talk about how animals change over time (begin as an infant/egg and then grow into an adult.</td>
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