## Third Grade - Unit 3
Creative, Inventive, and Notable People
Week 6: ___________________

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>RL.3.1</th>
<th>RI.3.1</th>
<th>W.3.4</th>
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<tr>
<td></td>
<td>RI.3.6</td>
<td>W.3.5</td>
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<td>W.3.6</td>
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<th>Core Text:</th>
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<th>Tier II Words:</th>
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<th>Guided Reading Texts</th>
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<th>Interactive Read-Aloud Text:</th>
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<th>Materials:</th>
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<tr>
<td>Many books on creative, inventive, and notable people</td>
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<tr>
<td>Access to the computer lab or classroom computers for use in creating PowerPoints</td>
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<td>Chart paper</td>
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<td>Markers</td>
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<td>Sticky Notes</td>
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<td>Reader’s/ Writer’s notebooks</td>
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### Focus Lesson

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<thead>
<tr>
<th>Monday</th>
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<tr>
<td>Use the final week of this unit for open exploration of additional creative, inventive, and notable people. These individuals may be chosen by the teacher and/or students. Continue discussing what makes these figures creative, inventive, and notable. Employ the reciprocal reading strategies as you introduce various texts to students, modeling how good readers are always thinking as they read.</td>
<td>Continue open exploration of creative, inventive, and notable people. Model the reciprocal process good readers use: predicting, questioning, clarifying, and summarizing.</td>
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<td>RL.3.1, RI.3.1, RI.3.6</td>
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### Word Study

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<tr>
<td>Discuss Tier II/Tier III vocabulary from the focus text lesson.</td>
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**Week 6: ________________**

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<td><strong>Independent Reading</strong></td>
<td>Students will read about creative, inventive, and notable individuals during the first portion of independent reading time. Students will apply the reciprocal reading strategies that good readers use to help make meaning.</td>
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### Third Grade - Unit 3

**Creative, Inventive, and Notable People**

**Week 6: ________________**

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<th>Writing &amp; Language</th>
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<td>Students will be using technology to publish either their opinion biography piece or their autobiographies. Students will be expected to include a minimum of 5 slides in their presentation. The ppt should include at least 4 important facts about the life of the person, and the final slide will be the persuasive slide - “Why is this person creative, inventive, and notable?”</td>
<td>Teacher will model how to publish a piece of writing into a PowerPoint document. Teacher will provide students with a template that will support them throughout this process. Teacher will emphasize the importance of adding text to the slides before any images or special effects are added. Show students how to use headings and bullet ideas, so they understand that writing doesn’t always take the form of paragraphs. W.3.1, W.3.6</td>
<td>Teacher will continue modeling how to use PowerPoint to publish writing. Students continue working on their PowerPoints.</td>
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<td>Students will complete working on their PowerPoints.</td>
<td>Students will celebrate the publishing of their writing. Ideas for celebration *Invite parents to attend student presentations *Upload presentations to the class website, wiki page, or blog</td>
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<p>| Speaking &amp; Listening | Students will be working on appropriate presentation skills this week in preparation of their PowerPoint presentations. | Students will be working on appropriate presentation skills this week in preparation of their PowerPoint presentations. | Students will be working on appropriate presentation skills this week in preparation of their PowerPoint presentations. | Students will be working on appropriate presentation skills this week in preparation of their PowerPoint presentations. | Students will be working on appropriate presentation skills this week in preparation of their PowerPoint presentations. |</p>
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<td>Social Studies Connections</td>
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<td>Mississippi Science Framework</td>
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<td>Objective: 3b</td>
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<td>human body systems.</td>
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<td>Links &amp; Handouts</td>
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<td>resource packet includes a</td>
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<td>variety of web resources and</td>
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