### Third Grade - Unit 5
**A Feast of Words on a Planet Called Earth - and Beyond**
**Week 1: __________________**

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>RL 3.4</th>
<th>W 3.3</th>
<th>SL.3.1b</th>
<th>L.3.5a</th>
<th>MLAF 4a11</th>
<th>W 3.6</th>
</tr>
</thead>
</table>
| Core Text:       | Amelia Bedelia, Rocket Scientist by Herman Parish and Lynn Sweat  
|                  | Amelia Bedelia series (teacher’s choice)  
|                  | Miss Alaineus by Debra Frasier  
|                  | There’s a Frog in my Throat! by Loreen Leedy and Pat Street |
| Tier II Words:   | Guided Reading Texts |
| Interactive Read-Aloud Text: | In a Pickly and Other Funny Idioms by Marvin Terban and Giulio Maestro  
|                  | Punching the Clock: Funny Action Idioms by Marvin Terban and Thomas Huffman  
|                  | Scholastic’s Dictionary of Idioms by Marvin Terban  
|                  | Birds of a Feather: A Book of Silly Idioms and Pictures by Vanita Oelschlager  
|                  | More Parts by Tedd Arnold  
|                  | Even More Parts: Idioms from Head to Toe by Tedd Arnold  
|                  | The Cat’s Pajamas by Wallace Edwards |
| Materials:       | Many, many, many texts related to idioms, food, nutrition, and the solar system  
|                  | Chart paper  
|                  | Markers  
|                  | Sticky notes  
|                  | Reader’s/Writer’s notebooks |
# Third Grade - Unit 5
**A Feast of Words on a Planet Called Earth - and Beyond**

### Week 1: _______________

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</thead>
</table>
| **Focus Lesson**  
Introduce the theme of the unit.  
Since the theme of Unit 5 may seem scattered, week one will focus on hooking students with the humor of *Amelia Bedelia* and idioms. | **Amelia Bedelia, Rocket Scientist**  
“Everyone loves Amelia Bedelia, the literal-minded housekeeper! When she makes a sponge cake, she puts in real sponges. When she pitches a tent, she throws it into the woods!”  
“What can we predict about the mood of these stories?”  
“What do you think the author’s purpose is for writing this series?”  
Share the book with the students, stopping frequently to discuss the idioms found throughout the story.  
RL 3.4 | **Amelia Bedelia book of teacher’s choice**  
Read the book without discussing the idioms. When finished, have students explore and illustrate the meaning of different idioms from the text.  
For example, the text may read, “Please dress the chicken.” Students know what Amelia Bedelia will do with the chicken, but what does that really mean?  
RL 3.4 | **Miss Alaineus** by Debra Frasier  
Follow the Interactive Read-Aloud plan from Linda Hoyt’s *Interactive Read-Alouds* (included in this unit’s resources.)  
In this lesson, students are reading and noticing idioms and multiple meaning words as well as choosing which words best complete sentences for the proper meanings.  
RL 3.4 | **There’s a Frog in my Throat!**  
Introduce by sharing a few idioms from the book, discussing their meanings. View the site below for more examples of idioms.  
http://www.idiomsite.com/  
Have students dive into other books on the topic to explore and find their favorite idiom from this week’s study and write it on a sticky note.  
Another option to incorporate is http://www.funbrain.com/funbrain/idioms/. This paint-by-idioms activity is great for computer lab time, too.  
RL 3.4 |
| **Word Study**  
Discuss Tier II/Tier III words found in the focus lesson.  
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).  
L.3.5a | **Discuss Tier II/Tier III words found in the focus lesson.**  
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Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).  
L.3.5a |
### Guided Reading
*Because all students have varied needs, this section has been left blank. Teachers will need to target specific areas that address these individual needs.*

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### Independent Reading
*Students should have access to a wide variety of books related to idioms.*

- **Students will record examples of idioms found while reading self-selected text.**
- **Teacher will conference daily with students to monitor progress.**
### Monday
**Writing & Language**
Quick Write: When and why do authors use idioms in their writing?
- Have students keep a running chart of idioms they find both in class reading and independent reading that they would like to incorporate in their own writing. (A chart is included in this unit's resources.)
- Grammar mini-lesson: Interjections

**Grammar mini-lesson: Interjections**
- L. 3.5a, MLAF 4a11
- W 3.3, W 3.6

### Tuesday
**Writing & Language**
Students will write a letter to Amelia Bedelia based on one or more of her misunderstandings. They should reference specific idioms from the texts and explain to Amelia Bedelia the nonliteral meaning for the idiom. If available, have students type their letters for sharing or displaying.

**Grammar mini-lesson: Interjections**
- L. 3.5a, MLAF 4a11
- W 3.3, W 3.6

### Wednesday
**Writing & Language**
Continue with the “Eye on Idioms” activity from [www.readwritethink.org](http://www.readwritethink.org). Students are asked to use the idioms in sentences to show their understanding of its meaning.

**Grammar mini-lesson: Interjections**
- L. 3.5a, MLAF 4a11
- W 3.3, W 3.6

### Thursday
**Writing & Language**
Students who complete this activity may finish their letters from Tuesday if time permits.

**Grammar mini-lesson: Interjections**
- L. 3.5a, MLAF 4a11
- W 3.3, W 3.6

### Friday
**Writing & Language**
Students will work with a partner or small group to write the word/s that best complete the idioms and show meaning in the sentences. Students will dramatize the idioms as described in the script.

**Grammar mini-lesson: Interjections**
- L. 3.5a, MLAF 4a11
- W 3.3, W 3.6

### Speaking & Listening
**Students will turn and talk with a partner discussing various examples of idioms.**

**SL.3.1b**

### Week 1: ________________

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<thead>
<tr>
<th>Social Studies Connections</th>
<th>Monday</th>
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<tr>
<td>Science Connections</td>
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<tr>
<td>Framework Objective:</td>
<td>The Moon</td>
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<tr>
<td>4e, 4f</td>
<td>Introduction</td>
<td>Focus lesson</td>
<td>Discuss the current phase</td>
<td>Discuss the effects</td>
<td>Complete all activities</td>
</tr>
<tr>
<td>Flood classroom with</td>
<td>Discuss the moon, its features, and the</td>
<td>on the phases of the moon.</td>
<td>phase of the moon that</td>
<td>that the moon and its phases</td>
<td>on the moon</td>
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<tr>
<td>multiple texts on solar</td>
<td>order in which they occur.</td>
<td>Discuss each phase and</td>
<td>can be seen in the night</td>
<td>have on the Earth's surface</td>
<td>Complete all activities</td>
</tr>
<tr>
<td>system (especially the</td>
<td>Draw a diagram of the moon and label its</td>
<td>the order in which they</td>
<td>sky. Have students figure</td>
<td>and its inhabitants.</td>
<td>on the moon</td>
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<tr>
<td>moon).</td>
<td>features</td>
<td>occur.</td>
<td>out what phase will</td>
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<tr>
<td>***Links &amp; Handouts</td>
<td>Diagram the cycle of the moon phases.</td>
<td>Discuss the current phase</td>
<td>come next and what phase</td>
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<td>resource packet</td>
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<td>happened just before</td>
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<td>includes a variety of</td>
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<td>the current phase.</td>
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<td>activities to be used</td>
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<td>throughout the week.</td>
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