### Focus Standards:
- RL.3.5
- RI.3.7
- RF 3.4c
- W.3.1
- SL.3.1b
- SL.3.4
- SL.3.6

### Core Text:
- A Medieval Feast
- What the World Eats
- It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History

### Tier II Words:

### Guided Reading Texts

### Interactive Read-Aloud Text:

### Materials:
- Many, many, many texts related to idioms, food, nutrition, and the solar system
- Chart paper
- Numerous magazines, newspapers, catalogs, and pictures
- Markers
- Sticky notes
- Reader’s/Writer’s notebooks
**Focus Lesson**

This week concludes the focus on food for this unit.

A suggestion would be to host a “feast” in the classroom. This could be as easy as inviting students to bring in a “delicious” snack on the day that we look at *The Search for Delicious*, or it could be as detailed as organizing a feast to mimic the meal in *The Medieval Feast*. The possibilities are endless...and yummy, too!

**What the World Eats**

"Do people all over the world eat the same things? How do you know? What types of restaurants do we have here in our town that represent different places around the world?"

Choose a portion of the text to read. Challenge students to think critically about nutrition, their eating habits, and the way other cultures look at food. Use the following questions to guide your discussion:

- What do you think the authors were trying to say in this text? Can you support your opinion with evidence from the text?
- How did the illustrations support the ideas in the print part of the text? Do you think the authors fairly described the way people in the United States eat?

RI 3.7

**A Medieval Feast**

"If we were having a feast, what foods would we include?"

Choose another portion of the text to read. Emphasize the pictures that accompany the text, and explain how they aid in comprehension and the ability to create mental pictures that help readers make meaning.

Read a page or two without showing students the pictures. Allow the students time to create a picture that could accompany the text and enhance comprehension of the text. Students may share their pictures with partners or whole group as time allows.

RI 3.7

**It’s Disgusting and We Ate It! True Food Facts from Around the World and Throughout History**

"If we were having a feast, what foods would we include?"

Preview the text, calling students’ attention to the pictures. "Would you predict that this story is an example of fiction or nonfiction just by looking at the pictures? Why?" The story looks like fiction based on the illustrations, but it is actually a nonfiction book. The pictures include captions that explain the story, and the pictures are in the style of the tapestries that were characteristic of that period of time.

Read the text aloud. Discuss how Medieval feasts were different from our modern-day feasts.

RI 3.7

**Word Study**

Discuss Tier II/Tier III words found in the focus lesson.

RL.3.4, RF.3.4c

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<tr>
<th>Focus Lesson</th>
<th>Monday</th>
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<td><strong>Food poems and books from throughout the unit</strong></td>
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<td>&quot;Do people all over the world eat the same things? How do you know? What types of restaurants do we have here in our town that represent different places around the world?&quot;</td>
<td>Choose another portion of the text to read. Emphasize the pictures that accompany the text, and explain how they aid in comprehension and the ability to create mental pictures that help readers make meaning.</td>
<td>&quot;If we were having a feast, what foods would we include?&quot;</td>
<td>Choose a selected portion of the text to read. Call attention to the pictures. While they are cartoon pictures, the speech bubbles are very helpful in comprehension.</td>
<td>Revisit a couple of poems that you addressed in last week’s poetry focus. Remind students how our focuses last week were reading for fluency and learning about abstract nouns.</td>
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<td>Choose a portion of the text to read. Challenge students to think critically about nutrition, their eating habits, and the way other cultures look at food. Use the following questions to guide your discussion:</td>
<td>RI 3.7</td>
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<td>Have students pair up to explore and read various poems and books from the unit to practice fluency and discuss understanding of the texts.</td>
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### Third Grade - Unit 5
A Feast of Words on a Planet Called Earth - and Beyond
Week 4: ________________

<table>
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<tr>
<th>Guided Reading</th>
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<td><em>Because all students have varied needs, this section has been left blank. Teachers will need to target specific areas that address these individual needs.</em></td>
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<th>Independent Reading</th>
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<tr>
<td><em>Students should have access to a variety of both informational and narrative text related to food.</em></td>
<td>Students will read self-selected text applying various strategies that good readers use. Teacher will conference daily with students to monitor progress.</td>
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### Third Grade - Unit 5
**A Feast of Words on a Planet Called Earth - and Beyond**

#### Week 4: ____________

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| **Writing & Language**  
*Should there be laws to determine what students can and can’t eat in school lunches?*  
*Who should create the menu for school lunches?*  
*Should there be a law allowing children to eat whatever they want for breakfast, lunch, and dinner?*  
*Is the food pyramid a helpful tool in teaching children to make healthy choices?*  

This week’s focus will be on writing an opinion piece based on one of the prompts listed to the left:  
Introduce students to the topics and the rubric that will be used to assess the opinion piece they’ll be writing this week. Allow them to think about their choices and be ready to state their choice of topic tomorrow.  
Revisit the topic choices, and have students choose which opinion they’ll be writing about for the assignment.  
Briefly review the outline format (or other organizational structure), and have students list reasons that support their opinion.  
Because the portion of defending their opinions may require some research, students should have access to books from or supporting the unit along with websites such as [www.kidshealth.org](http://www.kidshealth.org), [www.usda.gov](http://www.usda.gov), [www.mypyramid.gov](http://www.mypyramid.gov)  
Teacher will conference with students to monitor progress.  

**W 3.1**  
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| By this point in the week, students should have stated their opinions and have developed reasons to support their opinion for their chosen topics.  
Students should spend today’s time drafting their opinion piece.  
Remind students that the rubric includes requirements for including linking words and phrases such as because, therefore, since, and for example as well as a concluding statement or paragraph.  
Continue to conference with writers to assist where needed.  
| Students should have a draft composed of their opinion piece and be ready to peer revise and edit.  
Have students pair up to share papers and make suggestions where needed.  
Encourage students to refer to the rubric for reminders on elements that should be included in their final copies. You may want to have the peer editor cite specific examples of where each element was met in the rough draft.  
| Students should complete their final copy of the opinion piece in the beginning of today’s class period.  
Have students share their pieces as time allows. |
| **W 3.1** | **W 3.1** | **W 3.1** |

| **Speaking & Listening**  
| Students will participate in a discussion based on the choices of prompts, brainstorming which opinion they support the most.  
| Students will share their pictures that accompany the focus text.  
| Students will turn and talk, discussing similarities and differences between feasts today and Medieval feasts long ago.  
| Students will peer revise and edit offering feedback regarding their opinion writing.  
| Students will share their writing with classmates. |
| **SL.3.1b** | **SL.3.6** | **SL.3.1b, SL. 3.4, SL.3.6** | **SL.3.1b** | **SL.3.1b, SL.3.4, SL.3.6** |
**Third Grade - Unit 5**
*A Feast of Words on a Planet Called Earth - and Beyond*

**Week 4: ________________**

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<th>Social Studies Connections</th>
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**Science Connections**  
Mississippi Science Framework Objective:  
4a, 4g  
Flood the classroom with multiple texts about fossils.  
* Links and Handouts resource packet includes a variety of web resources and activities to be used throughout the week.

- **Fossils**  
  Introduce the idea that the decaying organisms in the layers of the earth form fossils. Explain what fossils are.

- **Fossils**  
  Focus lesson on fossil varieties and why fossils are found in many places.  
  Discuss how different organisms leave behind different imprints in different places (leaf fossils near forest, fish fossils near water…)  
  Create an imprint of an item (leaf, small toy, hand…) into clay. Fill the cavity with school glue. When glue dries, it will peel out of the cast making a model of the item that was imprinted into the clay.

- **Fossils**  
  Focus lesson on identifying characteristics of fossils.  
  Use casts and models created on previous day to demonstrate how different fossils carry certain identifying traits from the once-living organism i.e. fossils of leaves will have veins and a leaf-like shape, fossils of dinosaurs will have bones and teeth… Play mix-n-match game with models and casts to practice matching fossil with organism that it came from.

- **Fossils**  
  Focus lesson on what fossil tells us.  
  Discuss how fossils give us information about what the organism was like when it was alive. Ex: sharp teeth = carnivore, dull teeth = herbivore.

- **Fossils**  
  Complete all fossil activities.