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

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<tr>
<th>Focus Standards:</th>
<th>RI.3.7</th>
<th>RF.3.3b</th>
<th>W.3.1</th>
<th>SL.3.1b</th>
<th>L.3.4b</th>
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<td>W.3.2</td>
<td>SL.3.6</td>
<td>L.3.4c</td>
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**Core Text:**  
*Moonshot: The Flight of Apollo 11*  
*The Solar System* by Gregory Vogt  
*The Planets* by Gail Gibbons  
*Meet Our Solar System*  
*Discover the Planets*

**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’s focus will tie in our solar system connection to the theme. Begin by hooking students with the flight of Apollo 11, and continue on to study about the planets and the solar system.

**Moonshot: The Flight of Apollo 11**
Begin by visiting NASA’s website [www.nasa.gov](http://www.nasa.gov) for a picture of the flight seal for the Apollo 11 flight. (An overview of this site is included in the unit’s resources.) Ask students to predict what they think the spaceflight did by looking at the seal.

Read the text aloud, sharing the pictures and calling attention to the rich vocabulary. Since the focus skills deal with using information gained from the pictures, point out details in illustrations throughout the story.

RI 3.7

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

L.3.4b, L.3.4c

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<th>Monday</th>
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<tbody>
<tr>
<td><strong>Focus Lesson</strong></td>
<td><strong>The Solar System</strong></td>
<td><strong>The Planets</strong></td>
<td><strong>Meet Our Solar System</strong></td>
<td><strong>Discover the Planets</strong></td>
</tr>
<tr>
<td>This week’s focus will tie in our solar system connection to the theme. Begin by hooking students with the flight of Apollo 11, and continue on to study about the planets and the solar system.</td>
<td>Create a T-chart of what students already know about the solar system. Then complete the right side of the chart with questions they have about the solar system.</td>
<td>Sharing the text or part of the text with students, pointing out pictures and other information gained from the illustrations to help boost comprehension.</td>
<td>Meet Our Solar System is a packet from NASA that introduces students to planet facts and nonfiction reading. (The packet is included with the unit resources.) You may copy the needed portion of the packet for your students OR pull it up from the internet on your IWB.</td>
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<td><strong>Moonshot: The Flight of Apollo 11</strong></td>
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<td></td>
<td>Share the text with students following the same procedure as before, showing illustrations and discussing the information gained from looking at the pictures.</td>
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<td>Begin by visiting NASA’s website <a href="http://www.nasa.gov">www.nasa.gov</a> for a picture of the flight seal for the Apollo 11 flight. (An overview of this site is included in the unit’s resources.) Ask students to predict what they think the spaceflight did by looking at the seal.</td>
<td></td>
<td>Choose a paragraph or short passage from the book to read aloud to students WITHOUT showing them the pictures. Have students create their own illustrations based solely on the words that you read aloud.</td>
<td></td>
<td>Provide students or groups with different illustrations or photographs from the solar system that have been explored this week. Have students use the classroom library and Meet Our Solar System to write a paragraph or more to accompany the picture in a class solar system book.</td>
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<tr>
<td>Read the text aloud, sharing the pictures and calling attention to the rich vocabulary. Since the focus skills deal with using information gained from the pictures, point out details in illustrations throughout the story.</td>
<td>Share the text (or a section of the text), calling close attention to illustrations, maps, photographs, and diagrams.</td>
<td>Revisit the T-chart to see if any of the previous questions were answered. If not, remind students to visit the wealth of solar system books in your classroom library to locate other answers.</td>
<td>After reading the selection “Meet Our Solar System” together a couple of times, have students complete Student Activity 1. Give students a few minutes to share in their small groups. Revisit books from Tuesday and Wednesday to see if any illustrations from those books can tie into today’s text as well.</td>
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<tr>
<td>RI 3.7</td>
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**Meet Our Solar System**
Meet Our Solar System is a packet from NASA that introduces students to planet facts and nonfiction reading. (The packet is included with the unit resources.) You may copy the needed portion of the packet for your students OR pull it up from the internet on your IWB.

| **Discover the Planets** |
| Share the text with students following the same procedure as before, showing illustrations and discussing the information gained from looking at the pictures. |
| Provide students or groups with different illustrations or photographs from the solar system that have been explored this week. Have students use the classroom library and Meet Our Solar System to write a paragraph or more to accompany the picture in a class solar system book. |

**Discover the Planets**

After reading the selection “Meet Our Solar System” together a couple of times, have students complete Student Activity 1. Give students a few minutes to share in their small groups. Revisit books from Tuesday and Wednesday to see if any illustrations from those books can tie into today’s text as well.

RI 3.7

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

L.3.4b, L.3.4c
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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<tr>
<th>Guided Reading</th>
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Independent Reading
*Students should have access to a variety of both informational and narrative text related to the solar system.

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<tr>
<th>Independent Reading</th>
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<th>Tuesday</th>
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Students will read self-selected text applying various strategies that good readers use.
Teacher will conference daily with students to monitor progress.
<table>
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<tr>
<th>Writing &amp; Language</th>
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<tr>
<td><strong>Quick Write:</strong></td>
<td><strong>Introduce students to L 3.4b</strong> by talking through the plan &quot;Word Work/ Latin Suffixes&quot; to discuss what the suffixes &quot;able&quot; and &quot;ible&quot; mean and how they change nouns or verbs into adjectives. Have students work together to brainstorm or search for words with those suffixes in their reading and writing over the next few days. (You may want to move this part of the lesson before the focus lesson.)</td>
<td><strong>Quick Write:</strong> Would it be <strong>sensible</strong> to attempt to live on another planet? If so, which planet and why? If not, why not? Support your opinion using what you know about the solar system. (Discuss the word <strong>sensible</strong> in reference to yesterday’s discussion. Encourage students to include <strong>sensible</strong> as well as other –able and –ible words in their writing today.)</td>
<td>Refer to the “Morphemic Elements” lesson included in this unit’s resources for a lesson focusing on meanings of words with affixes.</td>
<td><strong>Today’s focus lesson above will continue through writing time today. Encourage students to include words with affixes as have been practiced throughout the week.</strong></td>
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**W.3.1**

**L.3.4b**

**L.3.4b**

**L.3.4c**

**L.3.4c**

**W.3.2**

**L.3.4b**

**L.3.4c**


| Speaking & Listening | **During the reading focus lesson, have students turn and talk with a partner, sharing their favorite illustration with a partner.** | **Students will participate during the reading focus lesson, contributing their prior knowledge about the solar system.** | **Students will share with a partner or small group what they drew and why they chose to include that in their illustration. (Refer to reading focus lesson if needed.)** | **Choose students from the group to play the roles of the planets in the Reader’s Theater, or divide the class into several groups so that everyone has a part.** | **SL.3.1b, SL.3.6**

**SL.3.6**

**SL.3.1b, SL.3.6**

**SL.3.6**

**SL.3.1b**

**SL.3.1b**


\[ \text{Third Grade - Unit 5} \]

\[ \text{A Feast of Words on a Planet Called Earth - and Beyond} \]

\[ \text{Week 5: __________________} \]
### Third Grade - Unit 5
#### A Feast of Words on a Planet Called Earth - and Beyond

**Week 5: ________________**

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<th>Social Studies Connections</th>
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<td>Social Studies Connections</td>
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<td>Mississippi Science Framework Objective:</td>
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<td>Flood the classroom with multiple texts about the Earth.</td>
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<td>* Links and Handouts resource packet includes a variety of web resources and activities to be used throughout the week.</td>
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**Changes to the Earth’s surface**

- Introduce the idea that the Earth’s surface changes constantly and those changes can happen slowly or rapidly.
- Focus lesson on erosion as a slow change to the Earth’s surface.
- Assign research project to teams / pairs of students. Have them find information on the various kinds of changes to the Earth’s surface. Allow students to write a report, draw a diagram with text-box style labels to explain components, or create an informative power point presentation.
- Focus lesson on weathering as a slow change to the Earth’s surface.
- Have students continue researching for information pertaining to assigned item.
- Focus lesson on mountain building as a slow change to the Earth’s surface.
- Have students continue researching for information pertaining to assigned item.
- Complete all activities pertaining to slow changes in the Earth’s surface.
- Allow students to continue working on research project.