### Third Grade - Unit 5
A Feast of Words on a Planet Called Earth - and Beyond
Week 6: ___________________

<table>
<thead>
<tr>
<th>Focus Standards:</th>
<th>RI.3.7</th>
<th>W.3.1</th>
<th>SL.3.1b</th>
<th>L.3.4b</th>
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<tbody>
<tr>
<td></td>
<td>W.3.2</td>
<td>SL.3.5</td>
<td>L.4.3c</td>
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<td>W.3.3</td>
<td>SL.3.6</td>
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### Core Text:
- *Eleven Planets: A New View of the Solar System* by David A. Aguilar
- *When is a Planet is Not a Planet? The Story of Pluto* by Elaine Scott
- Solar system books & poems of teacher’s choice

### Tier II Words:

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<tr>
<th>Guided Reading Texts</th>
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### 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
- Copies of “The First Annual Planet Awards!” Reader’s Theater scripts
### Focus Lesson

**Monday**

**Eleven Planets: A New View of the Solar System** (selected sections)

Discuss and chart important facts that you find about Pluto and whether or not it is considered a planet.

**RI 3.7**

**Tuesday**

**When is a Planet Not a Planet? The Story of Pluto** (selected sections)

Continue to record facts on yesterday’s chart, noticing differences in opinion in both books. Discuss how scientists differ on the theory of whether or not Pluto is a planet.

These websites also offer opinions on the matter of Pluto:
- [www.kids.nationalgeographic.com](http://www.kids.nationalgeographic.com)
- [www.plutoisaplanet.org](http://www.plutoisaplanet.org)

**RI 3.7**

### Word Study

**Monday**

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

**L.3.4b, L.3.4c**

**Tuesday**

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

**L.3.4b, L.3.4c**

**Wednesday**

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

**L.3.4b, L.3.4c**

**Thursday**

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

**L.3.4b, L.3.4c**

**Friday**

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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**Independent Reading**  
*Students should have access to a variety of both informational and narrative text related to the solar system.*

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<td>Students will read self-selected text applying various strategies that good readers use.</td>
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<td>Teacher will conference daily with students to monitor progress.</td>
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<td>Writing &amp; Language</td>
<td>Quick Write: What makes a planet a planet? (You may need to revisit a text or anchor chart from last week’s reading on planets and the solar system.)</td>
<td>Quick Write: Based on our reading and research over the past couple of days, do you think Pluto should be considered a planet? Be sure to provide support for your opinion.</td>
<td>Student groups will work together to write a short informational piece to be used in “The First Annual Planet Awards!” reader’s theater in place of the information that is there. They should include important facts and features about their planet and illustrations to share with the audience. As a review, students should be encouraged to include idioms (if applicable) as well as –able/-ible words were appropriate.</td>
<td>Continue with research from the previous day.</td>
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<td>Speaking &amp; Listening</td>
<td>Students will participate in class discussions based on the planets in the solar system.</td>
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<td>Students will share their informative piece based on the planets.</td>
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