

# Integrated Social Studies Curriculum

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Grade 3

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**Curriculum Map**

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# Year At A Glance

Unit #	# of Weeks	Big Idea	Reading/Language Arts	Social Studies	Science
Unit 1	2	<b><i>Rights and Responsibilities</i></b>	Setting Up Reader's & Writer's Workshop	Citizenship, Rules, & Responsibilities	Being a Scientist; Science Safety
Unit 2	4	<b><i>Relationships</i></b>	Understanding Characters, Setting, & Plot	Foundation of Our Country; Creating a Nation	Ecosystems at Work; The Interactions of Living and Nonliving Things

## UNIT 1

(Coming Soon)

## UNIT 2: RELATIONSHIPS

<b>Unit Length: 20 Days</b>
<b>Instructional Lessons:</b> 16 Days
<b>Review &amp; Extension:</b> 3 Days
<b>Formative Assessments:</b> 1 Day

## RLA Learning Outcomes

- Explain the relationships between characters.
- Analyze plot elements.
- Understand how the setting can affect the plot.
- Compose literary personal narratives.
- Complete a cumulative Unit Assessment.

## RLA Standards

\* red indicates readiness standards  
\* blue indicates supporting standards

Primary TEKS	Supporting TEKS	Spiraled TEKS	Assessed TEKS
<b>Reading:</b> 3.8 <sup>BC</sup>	<b>Reading:</b> 3.8 <sup>AD</sup> 3.3 <sup>AB</sup>	<b>Reading:</b> 3.6 <sup>BCDEFGHI</sup> 3.7 <sup>ABCDEFG</sup>	<b>Reading:</b> 3.3 <sup>B</sup> 3.6 <sup>EF</sup> 3.7 <sup>ABC</sup> 3.8 <sup>BC</sup>
<b>Writing, Composition, &amp; Spelling:</b> 3.12A 3.2B	<b>Writing, Composition, &amp; Spelling:</b> 3.11ABCDE 3.2B	<b>Writing, Composition, &amp; Spelling:</b> 3.11ABCDE 3.2B	<b>Writing, Composition, &amp; Spelling:</b> 3.11ABCDE 3.2B

<b>ELPS:</b> 1. ABCE 2. CDGHI 3. CDEFG 4. ABGHIJ 5. ABCDEFG
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## RLA Learning Progression

### Reading Comprehension:

At the beginning of this unit, students will explore the basic concepts of literary texts. They will identify character traits and plot components. As the unit progresses, students will dig deeper into the motives, decisions, and emotions of the characters. Students will build a conceptual understanding of who the characters are in relation to their actions. Students will explore how the plot affects the characters' actions, reactions, and emotions. They will also examine how different characters and their relationships influence the plot. At the end of this unit, students should be able to explain the relationships among the major and minor characters and analyze plot elements, including the sequence of events, the conflict, and the resolution that impacts the relationship between the characters.

### Independent Reading:

At the beginning of this unit, students will begin by reading shorter amounts of time independently with short tasks to complete to show their understanding and learning from the mini-lesson. Students will incrementally expand their stamina to sustain longer amounts of independent reading time. As the length of time increases, students will build a deeper understanding of their text and use more complex thinking about the text. Their understanding of the characters, setting, and plot will develop into a synthesis of the text as a whole. Students will apply the skills acquired from the whole group setting to their own independent reading.

### Composition & Spelling:

At the beginning of this unit, students will explore basic compound words with more than one syllable. Students will use their knowledge of word parts, syllables, prefixes, and suffixes to spell more complex words and add variety to their writing. Students will also increase their knowledge of sentence structure and identify components of simple, compound, and complex sentences. In their writing, students will use a variety of sentence structures and vocabulary to add voice, craft, and structure to their writing.

## RLA Central Text Summary

The central text for this unit is *Indian Shoes* by Cynthia Leitich Smith. *Indian Shoes* is a collection of stories about a boy named Ray and his grandfather, Halfmoon. Ray and his Grampa are Native Americans who live in the busy city of Chicago. Each experience Ray shares throughout the book shows the deep relationship between him and his grandfather. Grampa Halfmoon is the type of grandfather that any kid would love to have as his own. Wise and playful, he allows Ray to feel his way through life and make mistakes, yet he is also protective. Ray is the grandson that longs to please his grandfather. His actions show the admiration he has for his Grampa. Through *Indian Shoes*, students will get a glimpse of a close family relationship, the conflicts that can arise, the resolutions that can be found, and how the setting can affect the plot of the story.

## RLA Reading Plan

Lesson 1: Pages 1–7	Lesson 2: Complete Chapter 1	Lesson 3: Pages 12–17	Lesson 4: Complete Chapter 2
Lesson 5: Pages 23–27	Lesson 6: Complete Chapter 3	Lesson 7: Pages 33–37	Lesson 8: Complete Chapter 4
Lesson 9: Pages 44–48	Lesson 10: Complete Chapter 5	Lesson 11: Pages 55–59	Lesson 12: Complete Chapter 6

## RLA Essential Questions for Unit 2

- Who are the characters?
- How can we capture what we know about characters?
- How do the characters' actions and emotions define their relationships?
- How does the setting affect the plot?
- How do the characters' personalities affect the plot?
- How does the plot affect the characters' emotions, actions, and reactions?
- What is conflict?
- How do characters change?
- How do relationships change?
- How do characters resolve their conflicts?

## Essential Reading Skills

- Analyze character relationships, setting, and plot.
- Respond to reading in writing and orally.
- Evaluate details and determine key ideas.
- Infer and draw conclusions about characters and events.

## Social Studies Integration & Connection

### Integrated Standards:

- 3.14ABC
- 3.15DE
- 3.4ABC

### Integrated Connections to the Text:

The central text, *Indian Shoes*, offers students the opportunity to explore the various traditions of different families and cultures. Students will see the relationship between communities near and far. They will be able to draw comparisons to the traditions, culture, and experiences of different groups to make connections with their own lives.

## Social Studies Learning Outcomes

- Explain how and why communities are formed.
- Understand the important people and events that have contributed to the formation of our nation.
- Understand the purpose of our foundational documents.
- Compare various cultural groups within our local community.

\*cross-curricular connections to science  
 \* red indicates readiness standards  
 \* blue indicates supporting standards

## Social Studies Standards

Primary TEKS	Supporting TEKS	Spiraled TEKS	Assessed TEKS
3.1A 3.2AC 3.8AB	3.1BC 3.10AB 3.12A *3.3BC	3.9A 3.14ABC 3.15DE 3.16	3.2A 3.8B 3.15DE
<b>ELPS:</b> 1. ABCE 2. CDGHI 3. CDEFG 4. DFGIJ			

## Social Studies Learning Progression

At the beginning of this unit, the students will build foundational knowledge about why and how people have immigrated to America. Then, they will build a conceptual knowledge around the ideas of how and why people form various communities. Students will analyze the diversity of our nation, including various ethnic and cultural backgrounds. As the unit continues, students will learn about the history of immigration to America from Europe, their search for economic opportunity, and religious freedom. They will learn about the events, relationships, conflicts, and resolutions that led to the foundation of our nation, including important historical figures, documents, and patriotic celebrations.

## Social Studies Essential Questions for Unit 2

- What are communities?
- How and why are communities formed?
- Who played an essential role in the foundation of our nation?
- What interactions and relationships impacted the events in history?
- What is the purpose of our foundational documents?

## Essential Social Studies Skills

- Apply critical thinking skills to organize and use new information.
- Communicate in written, oral, and visual forms.
- Use problem-solving and decision-making processes to complete tasks.
- Analyze the circumstances surrounding our history.
- Compare the present-day to the past.
- Develop key understandings of the events in history.

## Literacy Integration & Connection

### Integrated RLA Standards:

- 3.1
- 3.6
- 3.7
- 3.13

### Integrated Connections to the Texts & Resources:

Students will use literacy skills and text analysis to develop their understanding of communities, our nation, and our history. Throughout the unit, students will be exposed to various resources and materials to inquire and learn about social studies concepts. Students will use listening, speaking, reading, and writing as they explore and respond to texts, historical documents, and videos. They will use questioning, inferencing, and synthesis to dig deeper into the content. As they think and reflect on their learning, they will engage in opportunities of collaboration, discussion, and creation to show what they have learned along the way.

Unit 2

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**Rationale**

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# Text Selection & Summary

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The selected text, *Indian Shoes* by Cynthia Leitich Smith, is a contemporary realistic fiction text about a boy named Ray and his Grampa. The text includes six chapters written in third-person depicting various experiences between Ray and Grampa. This collection of six interrelated short stories builds the context of the relationship between Ray and his Grampa, two Seminole-Cherokee Indians living in the urban area of Chicago.

## Story Structure & Comprehension is Developmentally Appropriate

The structure of the text includes elements of fiction and personal narrative with components of characters, setting, and plot. The development of Ray and Grampa's relationship allows the reader to analyze each experience through both characters' viewpoints. This gives the reader a deeper understanding of the emotions, actions, and motives of each character. The reader can develop an understanding of how the setting, plot, and characters affect each other within a story. The location of the setting, the background of the characters, and the events that they experience intertwine to create an engaging reading experience.

These reading skills are easily transferable to a writer's understanding of personal narrative. Writers can use the craft and voice of the text to create their own personal stories that depict personal experiences driven by components of fictional texts: characters, setting, and plot. As students develop an understanding of the interaction between the characters, setting, and plot, they can reflect on their own experiences in life.

## Language Features are More Complex

The text is written on a Lexile level of 820, incorporating higher-level vocabulary, more complex sentences, and colloquial language of the Seminole-Cherokee heritage. As readers develop their listening comprehension skills, they also develop higher-level vocabulary and more complex sentence structure. This allows listeners the opportunity to develop their skills in writing by imitating the craft and voice techniques used by the author.

## Purpose is Intentional

Using *Indian Shoes* as a read-aloud, the teacher can model critical thinking and text analysis that students can apply directly to their personal texts. This text offers a good foundation for teaching grade-appropriate critical thinking skills. The text provides ample opportunities for students to build connections, draw conclusions, and make inferences. This text also offers students an opportunity to learn about a modern Native American family and a non-traditional family (a child raised by a grandparent). Students are exposed to traditions from another culture, building connections to social studies and the real world.

## Integration Opportunity

In social studies, students will be exploring the idea of relationships within communities, why communities are formed, and how various groups influence and change communities. *Indian Shoes* includes many cross-curricular connections to social studies, exposing students to Native American culture. Students can build connections between the diversity of our nation and members of its different groups. For example, students explore elements of Seminole-Cherokee heritage through Ray and Grampa. Additionally, through these characters, students examine how certain environmental forces influence people's decisions to form new communities and to make changes to existing communities. They will also look at how the relationships between individuals and different groups shape how communities interact, change, and grow.



# Unit Rationale

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## Unit 2 Explanation

Before Unit 2, students developed the foundation for the Reader’s and Writer’s Workshop model. In Unit 1, students learned their responsibilities as readers and writers within the classroom setting. Students also explored the foundation of the classroom community by learning about citizenship inside and outside of the classroom. During science class, students examined how scientific thinking is similar and different from other forms of thought, focusing on how to think like a scientist and on the safety and procedures within the lab.

In Unit 2 students dive deeper into the world around them. They begin to reflect on relationships: relationships within the text, relationships within their personal world, and relationships between communities. Students use reading and writing skills to explore and create texts that investigate characters, setting, and plot on a deeper level. Students build connections among literary components that relate to their lives and the world around them. By defining the idea of relationship that is interwoven throughout this unit, students will develop a better understanding of themselves and the world around them.

## Components

This curriculum embraces the research behind the Reader’s and Writer’s Workshop model. Teachers model critical thinking skills for readers and writers. Students then apply those skills into their independent reading texts and independent writings. Students will have the opportunity to listen to texts slightly above grade-level to deepen their comprehension skills. They will also read texts on grade-level to develop and apply those skills proficiently.

The curriculum also includes skill-based practice for writing, language, and spelling. Grammar Talks serve as an exploratory experience for students to engage with syntax, conventions, grammar, and craft. Grammar Talks follow a 5-day sequence including:

- Invitation to Notice:** Exploring, Reflecting, and Identifying
- Invitation to Compare:** Comparing parts and structures
- Invitation to Imitate:** Exploring as a writer
- Invitation to Apply:** Revising and Editing
- Invitation to Celebrate:** Sharing the Work

Spelling will incorporate activities that support students in learning life-long spelling skills focused on the understanding of phonetic patterns, words parts, and meaning.

## Summary

Through diverse literary experiences, discussions, and exploration, students will have the opportunity to build connections, not only across texts but also across households and the world. The classroom environment will be inundated with reading, writing, speaking, and listening activities that allow children to build connections as a classroom community, understanding texts, themselves, and others on a deeper level. These experiences will support students’ RLA and Social Studies progression in the next units, where students will explore how relationships exist within structures and systems. In RLA, students will analyze how authors use different text structures to meet the needs of their audience and their message. In the next social studies unit, students will dig deeper into the structure and systems of our government, analyzing the organization and functions of each branch and how, as citizens, our relationship with the government is important.

Grade 3

Unit 2

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# Lesson 1

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# Lesson 1 Reading

## UNIT INTRODUCTION

The teacher will use the text, *Indian Shoes* by Cynthia Leitich Smith, to support students in building connections between character relationships, setting, and plot. Students will explore how character relationships change and develop over time. These relationships can be defined by the characters' emotions, thoughts, and actions. Students will build their understanding of how characters' interactions can affect the plot of the story, including the conflict and resolution. Students will also explore how the setting can influence the events within the story, including the lives of the characters. Students will build connections between the components of literary texts and how the relationships between the components contribute to the overall message of the story.

## LESSON 1 PREPARATIONS & MATERIALS

Print necessary pages from the Student Activity Pages to support students during the lesson.

Allow students to select age-appropriate and developmentally-appropriate leveled texts from the classroom library or digital library. Students will use these texts during independent reading. Guide students in self-selecting texts that incorporate literary elements of characters, setting, and plot.

Prepare resources for student responses. This may include:

- Response journals
- Blank Graphic Organizers
- Sticky notes/index cards

## LESSON 1 LEARNING GOALS

- **Reading:** The student will be able to explain the relationship between the characters and the setting of the story. (*progression towards 3.8BCD*)
- **Writing:** The student will be able to brainstorm topic ideas for writing a personal narrative by creating a heart map. (*progression towards 3.11A, 3.12A*)
- **Foundational Language/Composition (Grammar & Conventions):** The student will be able to identify various parts of a sentence. (*progression towards 3.11D*)
- **Foundational Language (Spelling):** The student will identify syllables within multisyllabic compound words. (*progression towards 3.2Bi*)

## LESSON 1 AT A GLANCE

Component	Resources/Notes
<p>Interactive Read-Aloud &amp; Mini-Lesson (10–15 minutes)</p> <p>TEKS 3.6ABCDE, 3.7ACD, 3.8BD</p>	<p>Map</p> <p>Chicago Cards (see Teacher Resource Pages 2 &amp; 3)</p> <p>Mentor Text: <i>Indian Shoes</i></p>
<p>Guided Practice (10–15 minutes)</p> <p>TEKS 3.7E</p>	<p>Anchor Chart Paper or Blank Graphic Organizer (see Student Activity Pages 3 &amp; 4)</p>
<p>Independent Practice &amp; Reader’s Response (20–30 minutes)</p> <p>TEKS 3.5, 3.6A, 3.7BCDEG</p>	<p>Leveled Texts with Story Elements of:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> </ul> <p>Reader’s Response Materials or Blank Graphic Organizer (see Student Activity Page 4)</p>
<p>Writing Mini-Lesson (7–10 minutes)</p> <p>TEKS 3.11A, 3.12A</p>	<p>Mentor Text: <i>Indian Shoes</i></p> <p>Large Cut-out Heart Shape; Blank Paper or Blank Graphic Organizer (see Student Activity Pages 4 &amp; 5)</p> <p>Teacher Example (Heart Map; see Teacher Resource Page 1)</p>
<p>Independent Writing &amp; Share Time (7–10 minutes)</p> <p>TEKS 3.11A, 3.12A, 3.1CDE</p>	<p>Large Cut-out Heart Shape; Blank Paper or Blank Graphic Organizer (see Student Activity Pages 4 &amp; 5)</p>
<p>Grammar &amp; Conventions (7–10 minutes)</p> <p>TEKS 3.11D</p>	<p>Grammar Talks Mentor Sentence Journals or Student Activity Page 6</p>
<p>Spelling (7–10 minutes)</p> <p>TEKS 3.2B</p>	<p>Mentor Sentence Spelling List (see Student Activity Page 7)</p>

**Social Studies Integration:**

During RLA, students are learning about relationships between characters and the relationship between the setting and the plot. Students are using critical thinking skills to interpret and analyze the text by gathering evidence from the story. Students express their ideas orally based on their personal connections to the story, their background knowledge, and evidence from the text. They use their evaluation of the text and story elements to create a graphic organizer that represents their understanding.

To extend their learning further during social studies, students will explore relationships among people and the need for a community. These concepts will support students in making connections from the characters' lives within the text to their personal lives and the real world. Students will explore how similar forces influence the way real people behave, think, and feel. They will examine how certain environmental forces influence people's decisions to form new communities.

**Integrated Concepts:****TEKS: 3.1A, 3.10A, 3.2A, 3.4, 3.14ABC, 3.15DE, 3.16**

- Students will apply critical thinking skills to organize and use information acquired from resources.
- Students will communicate in written, oral, and visual forms.
- Students will understand the concept of location, distance, and direction on maps and globes.
- Students will discuss attributes of diverse cultural groups, including family traditions.

Grade 3

Unit 2

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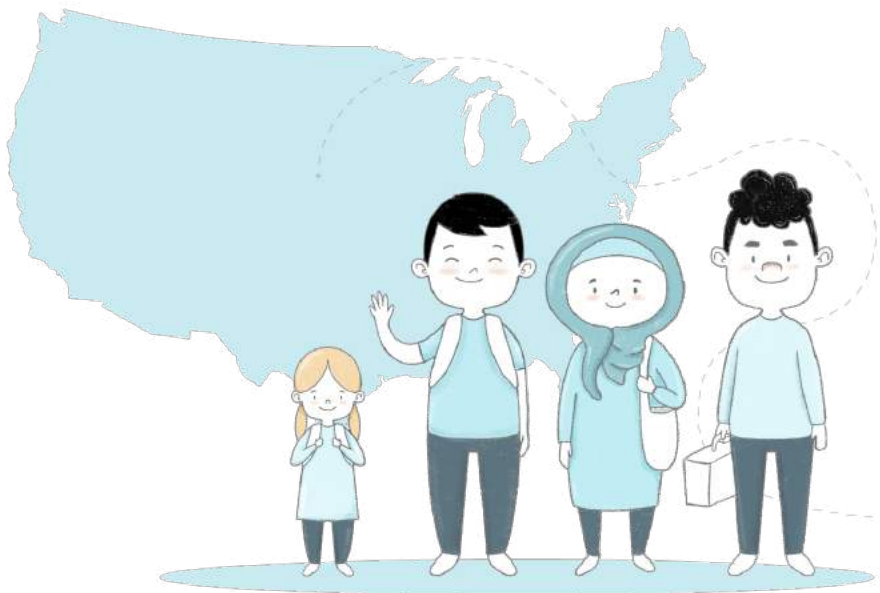
# Overview

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# Lesson 1 Social Studies

## UNIT INTRODUCTION

This unit will focus on the storyline of immigrants coming to America (past and present) and the need for community. Students will learn why and how communities are formed, who were the essential historical figures in laying the foundation of our nation, and the importance of our founding documents. As they journey through our national history, students will analyze the events and actions taken by the founding fathers. They will analyze the sequence of events, the conflicts, and the resolutions. Students will also examine how relationships are key to communities.



## LESSON 1 PREPARATIONS & MATERIALS

Prepare materials for the Pre-Reading Activity:

- Print and laminate the puzzle. Cut into pieces for each group and place them into a small plastic bag.

Identify pages in the text, *We Came to America* by Faith Ringgold, that support the understanding of reasons why people have come to America, including:

- Freedom
- Justice
- Well-being
- Safety & Security

Use these pages as stopping points to ask students questions.

- Did you notice \_\_\_\_\_? (Point out specific words/phrases the author uses to define how/why people came to America.)
- How does this help you understand how/why people came to America?

Prepare Anchor Chart materials, including:

- Blank Anchor Chart paper
- Writing utensil
- Example (optional)

(Optional) Prepare Assessment

### LESSON 1 LEARNING GOALS

- Students will be able to express ideas orally based on knowledge and experiences.
- Students will be able to create visual material to express ideas.
- Students will be able to identify the reasons people have formed communities. (*progression towards 3.2AB*)

### LESSON 1 AT A GLANCE

Component	Resources/Notes
<p>Community-Building Activity (5–7 minutes)</p> <p>TEKS 3.15D</p>	Puzzle
<p>Pre-Reading Activity (10 minutes)</p> <p>TEKS 3.15DE</p>	Student Activity Page 1
<p>Interactive Read-Aloud (5–7 minutes)</p> <p>TEKS 3.1A, 3.2A</p>	<p>Text: <i>We Came to America</i> by Faith Ringgold</p> <p>Sentence Starters/Question Prompts (Page 2)</p>
<p>Mini-Lesson (5–7 minutes)</p> <p>TEKS .1A, 3.2A</p>	<p>Anchor Chart Example</p> <p>Sentence Starters/Question Prompts (Page 2)</p>
<p>Optional Assessment Opportunity</p> <p>TEKS 3.15DE, 3.1A</p>	Student Activity Page 2



**Literacy Integration:**

During Social Studies, the students are exploring the idea of community. They use critical thinking skills, literacy skills, and response skills to interact with the poetic text about people coming to America. They begin to draw conclusions about why people have formed communities. Just like people do in real life and have done historically, students learn that various factors can influence a person's behaviors, thoughts, and feelings.

**Integrated Concepts:****TEKS: 3.1A, 3.6BCDEFHI, 3.7CDEFG**

- Students will listen to the text and communicate about the text to clarify meaning and draw conclusions.
- Students will create mental images and visuals to deepen their understanding about the text.
- Students will make connections with the text based on personal experiences.
- Students will make inferences and use evidence to support their thinking.
- Students will synthesize new information using newly acquired vocabulary.

Grade 3

Unit 2

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# Lesson 1

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Relationships

# Reading Comprehension



## INTRODUCTION

In this unit, students will explore relationships within a text. They will analyze how relationships change and grow over the course of a story. Students will explore how characters interact with each other through various events and analyze the ways plot and setting contribute to the emotions, reactions, and decisions of the characters. Our text for this unit is *Indian Shoes* by Cynthia Leitich Smith.

*Indian Shoes* is a story about Ray and his Grampa Halfmoon. They are Seminole-Cherokee Indians living in Chicago, far away from family. Inform students that as we read the book together, they will learn about the heritage, culture, and family traditions of the characters in the story. They will also learn about the characters' relationship with each other and their relationship with their community near and far.

### Essential Questions:

- Who are the characters?
- How can we capture what we know about characters?
- How does the setting affect the plot?

## Interactive Read-Aloud & Mini-Lesson



10–15 minutes



Explain to students that you are going to read several pages a day of *Indian Shoes*. Each day students will use reading strategies to learn about the characters on a deeper level.

Before reading, ask students if they have ever been to Chicago. Show students Chicago on a map. Explain that Chicago is on the border of Lake Michigan. Then, find your location on the map and show the route/distance from your current location to Chicago.

Use the Chicago Cards in the Teacher Resource pages 2 and 3 to help students familiarize themselves with the city and some places they will read about in today's text. Tell students that Chicago is a large urban city. Their baseball team is the Chicago Cubs. Their team has many fans across the nation.

Read pages 1–7 of Chapter 1. Use the following stopping points for students to reflect on the reading.

Page 1, Paragraph 4:

*The shop brimmed with treasures: an autographed baseball... a Chinese lantern... ostrich feathers... a basket of antique buttons on a pedestal... a tabletop held up by a real elephant leg... a moose head mounted high on a wall.*

- Ask students what they visualize. What do they know so far about the location and the setting?
- As you continue reading, ask students if the setting is the same or if it has changed.

Page 4:

- Ray states “What he didn’t know is why Grampa Halfmoon was thinking so hard today about Aunt Wilhelmina’s crackled-fried bacon.”
- Ask the students why they think Grampa is thinking about things from back home. Prompt the students to turn and talk.
- Ask them to share one special memory or tradition they have with their family.

Page 6:

- Ray notices Grampa was homesick.
- Ask the students how Ray may have come to this conclusion. What evidence from the text shows Grampa Halfmoon was homesick?

Page 7:

- Ray has a plan. Ask the students to share what they think Ray may do. Allow students to turn and talk to share their thoughts.

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**TEKS:**

- 3.6A** Make and correct or confirm predictions using text features, characteristics of genre, and structures
- 3.6B** Create mental images to deepen understanding
- 3.6C** Make connections to personal experiences, ideas in other texts, and society
- 3.6D** Make inferences and use evidence to support understanding; evaluate details read to determine key ideas
- 3.6E** Synthesize information to create new understanding
- 3.7A** Describe personal connections to a variety of sources
- 3.7C** Use text evidence to support an appropriate response
- 3.7D** Retell and paraphrase texts in ways that maintain meaning and logical order
- 3.8B** Explain the relationships among the major and minor characters
- 3.8D** Explain the influence of the setting on the plot

**ELPS:**

- 1.A** Use prior knowledge and experiences to understand meanings in English
- 1.B** Monitor oral and written language production and employ self-corrective techniques or other resources
- 2.D** Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
- 2.I** Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs
- 3.G** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics



Say to the students:

*“Today as we read, we became familiar with the setting and the characters of our story. Authors typically introduce the main character and setting of their story at the beginning. Let’s reflect on what we know about our characters and the setting up to this point in the story.”*

Create an anchor chart labeling the setting (Chicago) and the characters (Ray and Grampa Halfmoon).

Collaboratively list what you know about the setting and characters. As students share what they know, ask them to explain how they know. What text evidence can they use to support their thinking?

Example:

Setting: <b>Chicago</b>	Character: <b>Ray</b>	Character: <b>Grampa Halfmoon</b>
<ul style="list-style-type: none"> <li>• It has an antique shop owned by a family.</li> <li>• It has a baseball stadium.</li> <li>• It is not close to Oklahoma.</li> </ul>	<ul style="list-style-type: none"> <li>• Ray is excited about the baseball game.</li> <li>• Ray is worried about his Grampa.</li> <li>• Ray has a plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Grampa is sharing a lot about his past home and memories.</li> <li>• Grampa is homesick.</li> </ul>

**Differentiation & Scaffolding:**

- Pre-teach vocabulary.
- Provide students a blank chart to complete (see Student Activity Page 3).
- Allow students to think-pair-share before sharing their thoughts aloud.
- Prompt students with questions to guide their thinking:
  - *Where did Ray and Grampa go? What did they do?*
  - *How did Ray act towards Grampa?*
  - *How did Grampa act towards Ray?*
  - *What did Grampa think and talk about?*

**Extension:**

- Allow students to identify other characters (minor characters) that have been introduced within the text.

**TEKS:**

**3.7E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

**ELPS:**

**1.C** Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary

**1.E** Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

**2.G** Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar



Explain to students that today they will get the opportunity to learn about characters in their own text.

As they read, ask students to:

- Think about the setting and main characters.
- Record the setting and names of the main characters from their own text.

After the students have completed their independent reading time, allow them to share their findings with a partner or group. Ask students to share the setting of their book and what they know so far about the main characters.

**Discussion Prompts:**

- What is the setting? How do you know?
- Who are the main characters?
- What do you know about them so far?
- Can you describe their personalities?
- How did they act in the story?

**Extension Question:** How might the story be different with a different setting?

**Extension Activity:** Can you create a different scenario for the story with a different setting? What would change, if anything? What would happen in the story?

**Differentiation & Scaffolding:**

- Provide students a blank graphic organizer to complete (see Student Activity Page 4).
- Allow students to think-pair-share before sharing their thinking aloud.

**Assessment Opportunity:**

- Use observational data to assess students' responses as they discuss in groups/partners. Listen for evidence that supports their understanding of:
  - Main characters and their character traits
    - How do they act?
    - What do they say?
  - The setting of the story
    - What is the location?
    - What time?
- Assess students' understanding of setting and characters based on their notes and/or graphic organizer completed during independent reading.

# Writing

## INTRODUCTION

In this unit, students will explore the relationships in their personal life stories. They will reflect on their personal experiences: Who are the people they remember most? What events in their lives have been significant? How have these relationships impacted them?

Inform students that as writers, some of our personal experiences can impact us the most. They inspire the stories that we can tell. In this unit, students will have the opportunity to share several personal narratives, short stories about different experiences in their lives.

### Mini-Lesson



7–10 minutes

#### Writing Mentor Text: *Indian Shoes*

Say to the students:

“Today, we read about Ray and his Grampa Halfmoon. We started to see how close the two were, and how they enjoyed their time together. The story started off with Grampa Halfmoon taking Ray to an antique store with many interesting treasures. Then the two went on an adventure to a Cubs baseball game. We also saw how Grampa had many memories of his past home and family traditions. We might have similar stories to share about our lives. Today we are going to brainstorm ideas for different stories that we might tell.”

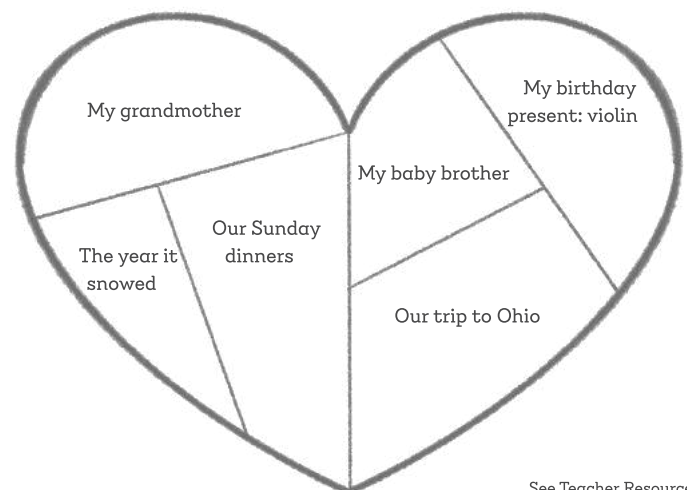
Explain to students that today they will create a heart map. This heart map will list all of the people and events that are special to them. This heart map will be a good place to grab an idea when students begin writing stories.

Provide students with Student Activity Page 5, if needed.

Model creating your own heart map.

The heart map can have as many sections as you need.

The heart map should include any moment, event, or person that has impacted your life.



See Teacher Resource Page 1

**Independent Practice: Brainstorming**

- Allow students to create their own heart map.

**Response Skills: Share-Time**

- Allow students to share their heart map with a group or partner.
- Discussion Prompts:
  - Why is \_\_\_\_\_ on your map? How are they special? How did they impact you?
  - Why is \_\_\_\_\_ (event) on your map? What was special about that event? How did it impact you?

**Differentiation & Scaffolding:**

- Preview this lesson with students who may need help thinking of ideas in advance, or you can pull small groups and have a guided discussion about possible things to include in their heart map.
- Provide students a blank chart to complete (see Student Activity Page 5).
- Allow students to think-pair-share before sharing their thinking aloud.
- Support students as needed using prompting and guiding questions to support their thinking.
- Provide a dictionary/thesaurus for spelling assistance.

**Extension:**

- Allow students to create multiple heart maps.
  - Important people in their life
  - Important events in their life
- Allow students to color-code their heart map.
  - Events - shade blue
  - People - shade red

**Assessment Opportunity:**

Assess students' understanding of personal narrative topics using their heart map. Look for evidence that students included important moments, events, or people that influenced their lives.

**TEKS:**

- 3.11A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
- 3.12A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
- 3.1A** Listen actively, ask relevant questions to clarify information, and make pertinent comments
- 3.1C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
- 3.1D** Work collaboratively with others by following agreed-upon rules, norms, and protocols
- 3.1E** Develop social communication such as conversing politely in all situations

**ELPS:**

- 4.A** Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
- 4.B** Recognize directionality of English reading such as left to right and top to bottom
- 4.H** Read silently with increasing ease and comprehension for longer periods
- 4.J** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs



# Foundational Language

## INTRODUCTION

In this unit, students will explore the various parts of sentences to gather a deeper understanding of simple, compound, and complex sentences. As they learn the different parts and structures of sentences, students will be able to use a variety of sentences in their own writing. This will support students in writing stories with a variety of sentences and language structures, adding creativity to their writing.

They will also begin to develop their skills in spelling and writing multisyllabic words that follow various patterns. They will use their knowledge of spelling patterns, compound words, prefixes, and suffixes to help them in spelling more complex words. They will use relationships between spelling words and their meanings to make their writing clear and engaging for readers.

## Grammar & Conventions



7–10 minutes

### Grammar Talks:

Use the following sentence from the story to identify:

- Subject-verb agreement
- Nouns and/or pronouns
- Verb tense
- Adverbs that convey time and adverbs that convey manner
- Capitalization
- Punctuation

***Grampa and Ray left the shop with matching grins.***

**Day 1:** Invitation to Notice. Ask students to identify what they notice about the sentence. There are no exact answers during this phase of the learning. Students may notice any of the items listed above. Guide students in their thinking to identify as many components as possible. See the Teacher Resource for answers.

As students share what they notice about the sentence, highlight and/or label the parts of the sentence.

Provide students with Student Activity Page 6, if needed.

### Discussion Prompts:

- Who is the sentence about? What nouns are in the sentence?
- What did they do? What are the verbs in the sentence?
- Does it say “shop” or “shops”? Why?
- How did they leave?
- Did they leave “a” shop or “the” shop?

### Differentiation & Scaffolding:

- Allow students to think-pair-share before sharing their thinking aloud.
- Support students as needed using prompting and guiding questions to support their thinking.
- Provide a list of examples for sentence components.

### Assessment Opportunity:

- As students share, take note of which students are able to identify different elements and which ones struggle.
- Day 5 of Grammar Talks will allow an assessment opportunity.

## Word Work & Spelling



7–10 minutes

Introduce the following sentence to the students:

***Ray wiggled his toes inside the hightops with the neon orange shoelaces.***

Ask the students to read the sentence with you.

Inform students that the words the author chooses when writing make an impact on the reader. Authors use a variety of sentences to add voice to their stories. One way to add variety to writing is to include words with different amounts of syllables. Syllables are the parts of words we pronounce as we read. Ray has 1 syllable [Say Ray]. Wiggled has 2 syllables [Say wig / gled]. Ask students to clap out the words with you as you read the sentence again.

#### TEKS:

- 3.11Di Complete simple and compound sentences with subject-verb agreement
- 3.11Dii Past, present, and future verb tense
- 3.11Diii Singular, plural, common, and proper nouns
- 3.11Dvi Prepositions and prepositional phrases
- 3.11Dviii Coordinating conjunctions to form compound subjects, predicates, and sentences
- 3.11Dix Capitalization of official titles of people

#### ELPS:

- 2.C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
- 5.D Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
- 5.E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations

Tell students that this week they will be learning spelling words from the story that are multisyllabic.

Explain that they can also use multisyllabic words in their writing!

Introduce the spelling list to the students using the Student Activity Pages 7 through 10. This list comes from words found in today's reading. All of the words selected are multisyllabic. Together, students will read the words and clap out the syllables.

Display and read the spelling list. Say the first word aloud to the students. Then model clapping out the syllables: [ shoelace ] = [ shoe / lace ] 2 syllables.

Ask students to join you in saying the words out loud and clapping out each syllable.

Conclude by asking students if they notice a relationship between the words on the spelling list.

- All of these words are compound words. If we know how to spell each individual word part, then we can put the word parts together to create the larger word.

#### **Differentiation & Scaffolding:**

- Print the list and allow students to diagram the word parts as you clap the syllables.
- Use visuals to introduce each word.
- Copy the text that was read aloud during the reading mini-lesson and allow students to find the words in the text. Students can highlight the words when they find them.
- Shorten the list to 5–7 words, if needed.

#### **Extension:**

- Allow students to identify additional multisyllabic words in their texts or from today's reading of *Indian Shoes*.
- Allow students to add additional multisyllabic words to the spelling list

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#### **TEKS:**

**3.2Bi** Spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable

**3.2Biii** Spelling compound words, contractions, and abbreviations

**3.2Biv** Spelling multisyllabic words with multiple sound-spelling patterns

**3.2Bv** Spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV

**3.2Bvi** Spelling words using knowledge of prefixes

#### **ELPS:**

**5.A** Learn relationships between sounds and letters of the English language to represent sounds when writing in English

**5.C** Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired

Grade 3

Unit 2

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# Lesson 1

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Relationships

# Social Studies



## INTRODUCTION

In this unit, students will explore relationships within a community and the reasons people form communities. Students will describe how individuals, events, and ideas have changed communities, both past and present. They will explore the growth of our nation over time, our foundational documents, and the people who have influenced the creation of our nation. Students will explore and compare various cultural, ethnic, and patriotic traditions found across our nation. Students will also examine how diverse ideas, people, and groups have helped shape our national identity through a variety of writings and artwork.

In this lesson, the students will begin to lay a foundation for why and how people have come to America. They will begin to understand the need for community and why people may immigrate to another area to meet their needs within a new community.

### Essential Questions:

- What is community?
- Why do people form communities?
- How and why did people come to America?

### Community-Building Activity



5–7 minutes

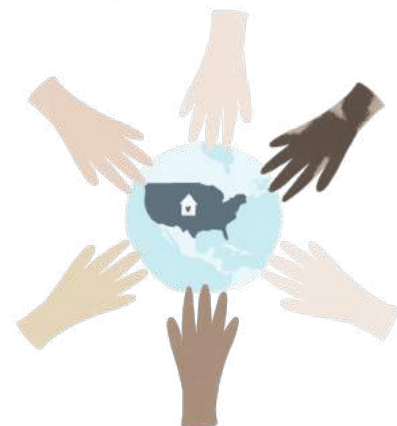
Place students into small groups. Give each group a puzzle set.

Ask the groups to work as a team to put the puzzle together.

Give the students 5 minutes to solve the puzzle.

At the conclusion, ask students:

- What do you see in the puzzle?
- How could we be like a puzzle?
- How well did you work with your team?



Explain to the students that we are like a puzzle. Our differences and similarities, when put together, make a larger, beautiful picture. We are individual and unique people working together as a classroom community.

In today's lesson, students will explore how different people from all over the world came to America and why. They will learn about the foundation of our national identity and the various groups that have come to live here.



Ask students what they picture when they hear the word “American.” Have students close their eyes and create a mental image in their heads.

Next, have students draw a visual to represent what they pictured in their head or write words and phrases to describe what they pictured. They may use the Student Activity Page 1 or blank scratch paper.

After students have completed their visual or description, allow them to share their visual with a partner or group. Encourage students to compare their interpretations of the word.

**Discussion Prompts:**

- Why did you draw \_\_\_\_\_?
- What does that mean to you?
- How are the representations similar and different?

Gather students to reflect as a whole class.

**Discussion Prompts:**

- Did any of you have similar representations? How?
- Did any of you draw a visual of yourself or your family?
- Did any of your thinking change when you saw someone else's visual?
- What background knowledge did you use to draw your visual?



Introduce the text. Explain to students that they are about to listen to a story about different people from all over the world and how they came to be in America. The images they will see will represent those people, their culture, and their heritage. The words are written like a poem. The poem will tell a story of different experiences related to coming to America.

Read *We Came to America* by Faith Ringgold to students.

As you read the text, reference how/why different groups came to America.

Ask students:

- Did you notice \_\_\_\_\_? (Point out specific words/phrases the author uses to define how/why people came to America.)
- How does this help you understand how/why people came to America?

After reading the text, place students in partners or groups. Encourage students to reflect on their visuals.

Ask students:

- Would you draw anything different this time?
- Did your understanding of what an American is change after reading the story? How?

Let students share their new understanding and connections.

## Mini-Lesson



5–7 minutes

As a whole group, explain to the students that people have come to America for many reasons. Some came a long time ago, and some came yesterday. All the time, people are relocating to America, bringing their culture and heritage with them.

Ask students to think back to the story and reflect on why people may have come to America. The repeating line in the story, “Every color, race, and religion, From every country in the world,” shows us that people from all over the world came here. All different colors, races, and religions. For many, this was not their birthplace but became their home.

### Define race: a distinct group of people that share physical and cultural attributes

Collectively, make a class chart brainstorming why some people came to America. Students can use evidence from the reading and/or their personal experiences to draw conclusions. Ask students to explain their thinking as they share out.

Example:

<b><i>Reasons Why People Came to America</i></b>	
<i>Looking for freedom</i>	<i>To start a new life</i>
<i>To find a new home</i>	<i>To find a new job</i>
<i>To be close to family</i>	

Explain to students that some people came, or immigrated, to America to find a new community. Some people came for security and safety. Some came for religious freedom. Some came for a better life and well-being. All of these reasons are why someone may want to move and find a new community. Because all of these different people have come to America, America has changed greatly over time.

### Define & Connect to Previous Learning in Unit 1:

*Security & Safety* - Citizens feel safe when there is structure in a community. Rules and laws help people feel safe.

*Well-being* - Citizens often form communities to have rights and freedoms—the right to work, the right to practice a religion of their choice, the right to live freely as citizens.

### Discussion Extensions:

Reflect back to the Community-Building Activity and ask students how the American people are like the puzzle pieces.

Allow students to share their cultural background with the class and whether they know of any ancestors or family that have immigrated to America.

The book *We Came to America* referenced that some people were already here. Share with students that Ray and Grampa Halfmoon from *Indian Shoes* are descendants of Cherokee and Seminole Indians. These groups were original inhabitants of America. Cherokee Indians were originally settled in what is present-day Oklahoma extending to the Arkansas and Texas areas. The Seminole Indians originally settled in the present-day Florida area after migrating from the Georgia-Alabama areas. Now, many live in present-day Oklahoma and Florida. Their rich history has added a lot of culture to these many states.

Ask students:

- How do you think Seminole and Cherokee cultural traditions influenced Ray and Grampa?

### Differentiation & Scaffolding:

- Pre-teach this lesson to students who may benefit from extra exposure.
- Allow students to think-pair-share for sharing a response aloud.
- Allow students to write their responses rather than sharing orally.
- Use mixed-ability collaborative groups for discussion prompts.
- Place sentence starters or discussion prompts in an area visible to students. (see Resources)

### Assessment Opportunity:

Ask students to write one sentence on an exit ticket, scratch paper, or the Student Activity Page 2 to share reasons why people move to new communities.

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#### TEKS:

3.15D Express ideas orally based on knowledge and experiences

3.15E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

3.1A Describe how individuals, events, and ideas have changed communities, past and present

3.2A Identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

#### ELPS:

1.A Use prior knowledge and experiences to understand meanings in English

3.E Share information in cooperative learning interactions

4.D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

4.E Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned



Grade 3

Unit 2

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# Unit 2 Assessment

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Reading, Writing, & Social Studies

# Reading



## SILENT READING ASSESSMENT LIST

### Part 1: Multiple Choice

Instruct students to read the passage independently and answer corresponding questions using evidence from the text to support their thinking.

### Part 2: Open-Ended Reader's Response

Instruct the students to use text evidence from the story and their background knowledge to respond to the corresponding questions.

## SILENT READING ANSWER KEY

- |      |      |
|------|------|
| 1. D | 5. A |
| 2. B | 6. B |
| 3. A | 7. A |
| 4. C | 8. B |

**9.** Sample Answer: The two care deeply about each other. Serena tucks her mother in after she falls asleep. This shows that she cares about her mother. This is most likely something that the mother typically does for Serena. When the mother wakes, the two share a special moment looking at the stars in the sky. This shows their close connection.

**10.** Sample Answer: *The Late Night Ballerina* reminds me of my mother and me. My mom cares for me and lets me stay up late sometimes. If my mom fell asleep, I would tuck her in because she tucks me in every night. We also love to look at the stars together.

#### Standards Assessed:

- 3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
- 3.6E Make connections to personal experiences, ideas in other texts, and society
- 3.6F Make inferences and use evidence to support understanding
- 3.7A Describe personal connections to a variety of sources, including self-selected texts
- 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text
- 3.7C Use text evidence to support an appropriate response
- 3.8B Explain the relationships among the major and minor characters
- 3.8C Analyze plot elements, including the sequence of events, the conflict, and the resolution

# Writing



## ESSAY PROMPT DIRECTIONS

Read the prompt aloud to students. Students will brainstorm and plan their essays in the blank space provided. The students will write their complete essay on the lines provided. Allow students the opportunity to revise and edit as needed before completing their essays.

## SAMPLE ESSAY RUBRIC

Personal Essay Rubric				
	Level 1	Level 2	Level 3	Level 4
Overall	The writer identified an important person in their life.	The writer told about a specific event that happened with a special person.	The writer shared a time when someone special impacted them.	The writer shared a specific event with a special person that significantly impacted them.
Organization	The writer told the story somewhat in sequence.	The writer told the story from beginning to end with some details.	The writer told the story from beginning to end with specific details.	The writer told the story from beginning to end with pertinent details that supported the flow of the story.
Elaboration	The writer shared some details that helped the reader understand the story.  The writer included some story elements such as characters, plot, and setting.	The writer gave some details and examples that supported the reader in understanding the story.  The writer used most story elements such as plot, setting, and relationships between characters to convey the message of the story.	The writer gave specific details and examples that gave the reader a clear picture of the story.  The writer used all story elements such as plot, setting, and relationships between characters to convey a clear message of the story.	The writer used details, examples, and imagery to help the reader clearly visualize the story.  The writer effectively used story elements such as plot, setting, and relationships between characters to convey a clear message of the story.
Craft & Voice	The writer uses simple sentences and some language techniques in their writing.	The writer uses more complex sentences and some language techniques in their writing.	The writer uses a variety of sentences and language structures to add creativity to their writing.	The writer uses a variety of sentences and language structures that impact the story, giving it an individual creative style.
Revisions	There is little to no evidence of revision to the writing.	There is some evidence of revision to the writing.	There is evidence of thoughtful revision to the writing or little revision was needed.	There is significant evidence of thoughtful revision to the writing or little to no revision was needed.
Editing	There is little to no evidence of editing to the writing.	There is some evidence of editing to the writing.	There is evidence of thoughtful editing to the writing or little editing was needed.	There is evidence of significant thoughtful editing to the writing or little to no editing was needed.

### Standards Assessed:

- 3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft
- 3.11Bi Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion
- 3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining and rearranging ideas for coherence and clarity
- 3.11D Edit drafts using standard English conventions
- 3.11E Publish written work for appropriate audiences
- 3.2D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

# Social Studies



## OPEN-ENDED TASK DIRECTIONS

Read the open-ended task aloud to the students. Support students in thinking of ideas by reminding them of previous representations from the unit, for example, Kadir Nelson’s book *Blue Sky White Stars* and how he used visuals to represent our nation, our patriotism, and our people. The book *We Came to America* was a poetic picture book about immigrating to America and the need to have religious freedom, material well-being, security, and safety. Students can be creative with their products by creating a visual, story, or graphic.

## TEACHER SUGGESTIONS

Allow students more than one class period to plan and create their final product. Consider using peer and teacher reviews with feedback throughout the process. Allow students to present their completed products to an audience. Review the checklist with the students so that they have a full understanding of the expectations for the final product.

## SAMPLE CHECKLIST

<input type="checkbox"/>	The student created a visual material that represented their idea of community.
<input type="checkbox"/>	With their product, the student was able to identify reasons people have formed communities.
<input type="checkbox"/>	The visual created represents an understanding of “consent of the governed.”
<input type="checkbox"/>	The student was able to share their ideas based on knowledge and experiences from the unit.

### Standards Assessed:

**3.15D** Express ideas orally based on knowledge and experiences

**3.15E** Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

**3.2A** Identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

**3.8B** Describe the concept of “consent of the governed”

# Silent Reading Assessment

**Directions:** Read the story to yourself, then answer the questions that follow.

## *The Late Night Ballerina*

Lexile Level 490

Serena knew it wasn't a school night. It was summer! She bravely asked her mother, "Can I dance for just a little while?"

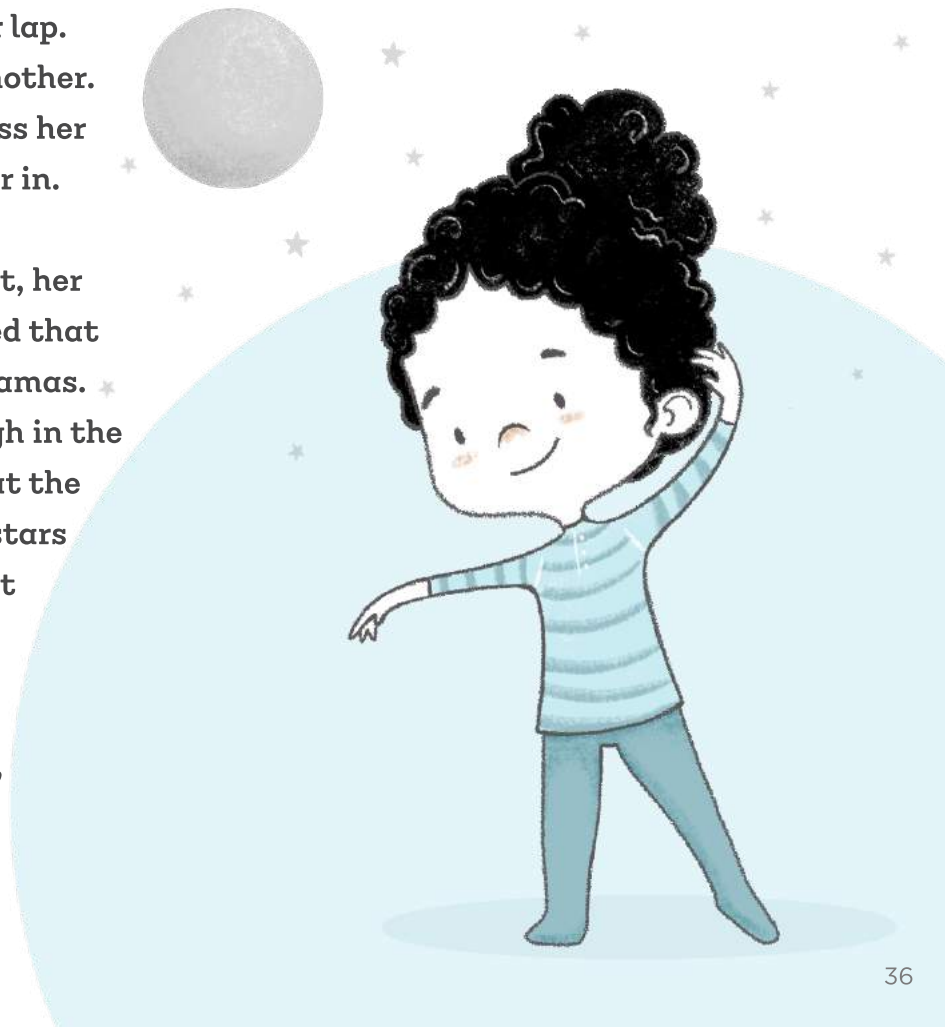
Her mother gently responded, "Yes, my dear, for just a little while." Serena gleamed with joy. She did a curtsy, dipping low to the ground. "Thank you, mother."

Serena danced for hours, it seemed. She then headed to her mother's room to see what her mother was doing. "Oh, my dearest mother. It must be so late. You have fallen asleep in your chair."

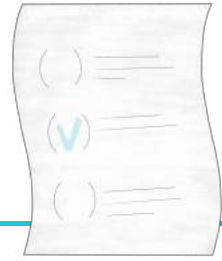
Mother was sitting in her chair. Her head dipped down, and a book lay on her lap. Serena slowly walked over to her mother. She placed a big, soft blanket across her mother's lap, and lightly tucked her in.

As she kissed her mother goodnight, her mother kissed her back. She noticed that Serena was finally wearing her pajamas. She noticed that the moon was high in the sky, shining bright. As she looked at the stars, she said, "Look Serena, the stars have a constellation that looks just like a ballerina."

Serena looked up and smiled. "A wonderful, late night ballerina."



# Multiple Choice



**Directions:** Use the story *The Late Night Ballerina* to answer the following questions.

## *The Late Night Ballerina*

**1. Which words from paragraph 2 help the reader understand the meaning of curtsy?**

- a. gleamed with joy
- b. for a little while
- c. gently responded
- d. dipping low

**2. Read these lines from paragraph 3:**

*Serena danced for hours, it seemed. She then headed to her mother's room to see what her mother was doing. "Oh, my dearest mother. It must be so late. You have fallen asleep in your chair."*

**What does this tell the reader about Serena's relationship with her mom?**

- a. Serena was not worried about her mother.
- b. Serena cares about her mother.
- c. Serena was upset with her mother.
- d. Serena puts her mother to sleep every night.

**3. What is the most likely reason that Serena's mother allowed her to dance so late?**

- a. There was no school the next day.
- b. It was the weekend.
- c. Serena's mom was being nice.
- d. Serena was always allowed to dance at night.

**4. Which of these events led to Serena's mom waking up?**

- a. Serena tucking in the blanket.
- b. Serena placing the blanket on her mother's lap.
- c. Serena kissing her mother goodnight.
- d. Serena saying, "Oh, my dearest mother."

**5. Why does Serena’s mother tell her to look at the sky?**

- a. The stars had formed a “ballerina” in the sky.
- b. There was a shooting star in the sky.
- c. The moon was bigger than normal.
- d. The sky was beautiful.

**6. Which sequence of events shows the reader that Serena cares deeply for her mother?**

- a. Event 1: Serena knew it was a school night.  
Event 2: Serena danced for hours.  
Event 3: Serena looked up and smiled.
- b. Event 1: Serena looked to see what her mother was doing.  
Event 2: Serena placed a blanket across her mother’s lap and tucked her in.  
Event 3: Serena kissed her mother goodnight.
- c. Event 1: Serena kissed her mother goodnight.  
Event 2: Serena danced for hours.  
Event 3: Serena was finally wearing her pajamas.
- d. Event 1: Serena slowly walked over to her mother.  
Event 2: Serena kissed her mother goodnight.  
Event 3: Serena headed to her mother’s room.

**7. How does the setting affect the events of the story?**

- a. Mother falls asleep because it is late at night.
- b. Mother shows Serena the rising sun.
- c. Serena dances after breakfast.
- d. Serena took a bath after dinner.

**8. Why did the author name the story *The Late Night Ballerina*?**

- a. The story is about a famous ballerina who dances in the moonlight.
- b. The story is about a girl who dances late one night.
- c. The story is about a trip to the ballet late at night.
- d. The story is about a girl who calls herself “Late Night Ballerina.”

# Open-Ended Reader's Response

**Directions:** Use the story *The Late Night Ballerina* to answer the following questions.



**9. Describe the relationship between Serena and her mother.**

**a. How did they interact?**

**b. How did they feel towards each other? How do you know? Explain.**

**10. What connections did you have to the story *The Late Night Ballerina*? Explain.**



# Essay Prompt

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**Directions:** Use the prompt below to create your own short story. In the space below, brainstorm your thoughts and plan your draft. On the lined paper, write your story. Remember to revise and edit before submitting your work.

**Prompt:** There are people who have a special place in our life. These special people have influenced us or changed our lives in some way.

Think about someone special to you. (This could be someone related to you like your mom, dad, or grandparent, or someone else who is special to you like a coach, teacher, or even an author.)

**Write about a moment when someone special impacted you in a great way.**

**What happened?**

**How did that experience make you feel?**





# Social Studies



In this unit, you have learned about the foundation of communities. You have learned that relationships are important in building and sustaining those communities. You also learned that “consent of the governed” represents the idea that the **people** have freely chosen to function under a governing system within a community. This means the **people** have a voice in their government system. The relationship between the community and its government is important to providing safety and security for citizens. For this and many other reasons, people have chosen to start new communities or move to others, depending on their needs.

Think about what you have learned in this unit and your understanding of relationships within a community. Create a representation of your ideas about *community*.

## Things to Include:

- Your product should represent your idea of community.
- Your product should identify reasons people have formed communities.
- Your product should represent your understanding of “consent of the governed.”
- Your product should show your knowledge of what you have learned throughout the unit.

## Example 1:

Remember how Kadir Nelson used his illustrations to showcase the foundation of our nation. He used the image of the flag and connected it throughout his illustrations to show the importance of our history and our unity as one nation. You can be creative like Kadir Nelson too! Think about how you can show your understanding of community in your own way!



**Example 2:**

The book *We Came to America* used a storybook poem to share the stories of various people who have come to America. Remember the line:

***“We came to America. Every color, race, and religion, From every country in the world.”***

You could create a story or poem too! Use your creativity!

**Planning Space:**

A large, empty rectangular box with a light blue border, intended for students to plan their own story or poem.

LESSONS 2–5 GENERAL OVERVIEW

	Day 2	Day 3	Day 4	Day 5
<b>Reading Comprehension</b>	<b>Defining the Relationship</b> How can we capture what we know about characters?  How do the characters' actions and emotions influence their relationships?  <i>Students will:</i>  Chart what they know about the 2 main characters using evidence from the text.	<b>Setting &amp; Plot</b> How does the setting affect the plot?  How does the plot affect the characters' emotions, actions, and reactions?  <i>Students will:</i>  Analyze the new setting and the problem to understand the characters better.	<b>Events &amp; Emotions</b> How do the characters' personalities affect the plot?  How do characters resolve their conflicts?  <i>Students will:</i>  Analyze the series of events that conclude Chapter 2  Analyze each character's reactions to these events.	<b>Setting &amp; Connections</b> How does the setting affect the plot?  What connections can we make to the text?  <i>Students will:</i>  Make personal connections to the story.  Analyze how the setting affects the events that happen in the story.
	<b>Primary TEKS</b>	<b>3.8B</b>	<b>3.8CD</b>	<b>3.8BC</b>
<b>Writing</b>	<b>Drafting Process</b> <i>Students will:</i>  Identify 1–3 favorite prompts from the heart map.  Flash Draft each short story.	<b>Peer Feedback</b> <i>Students will:</i>  Share Flash Drafts with a small group.  Receive feedback and ideas.  Decide final prompt selection for personal narrative.	<b>Intros &amp; Leads</b> <i>Students will:</i>  Explore various mentor text leads to gather ideas for ways to start personal narratives.	<b>Peer Feedback Revisions &amp; Edits</b> <i>Students will:</i>  Write lead for personal narrative.  Meet with a partner for feedback.  Revise & edit.
	<b>Primary TEKS</b>	<b>3.11A</b>	<b>3.11AB</b>	<b>3.11B</b>
<b>Foundational Language</b>  <b>Grammar, Composition, Conventions</b>	<b>Invitation to Compare</b> <i>Students will:</i>  Compare parts and structures of sentences.	<b>Invitation to Imitate</b> <i>Students will:</i>  Explore their skills as a writer by imitating the mentor sentence.	<b>Invitation to Apply</b> <i>Students will:</i>  Practice revising and editing similar sentences.	<b>Invitation to Celebrate</b> <i>Students will:</i>  Share their created mentor sentences & celebrate each other's work.
	<b>Primary TEKS</b>	<b>3.11D</b>	<b>3.12A</b>	<b>3.11D</b>
<b>Foundational Language</b>  <b>Spelling</b>	<b>Analyzing Patterns</b> <i>Students will:</i>  Sort spelling words by similarities: - Syllables - Spelling patterns - Length	<b>Monitoring Our Progress</b> <i>Students will:</i>  Practice spelling words using Read, Say, Spell, Check Structure.	<b>Practice &amp; Meaning</b> <i>Students will:</i>  Practice spelling words by playing a Partner Game (Heads Up), using word meanings to identify spelling words.	<b>Show What You Know</b> <i>Students will:</i>  Show their understanding of multi-syllable words through an Assessment Opportunity.
	<b>Primary TEKS</b>	<b>3.2AB</b>	<b>3.2AB</b>	<b>3.2AB</b>
<b>Social Studies</b>	<b>Timelines &amp; Photographs</b> <i>Students will:</i>  Analyze documents related to our foundational history.  Literacy Connection: Charting and documenting what happened in history	<b>The First Explorers</b> <i>Students will:</i>  Develop a deeper understanding of why communities were started and who came to America.  Literacy Connection: Analyzing the setting and plot	<b>The Founding Communities</b> <i>Students will:</i>  Learn about the first communities and compare the ways they met their needs.  Literacy Connection: Analyzing people's needs & emotions	<b>Conflict &amp; Resolution</b> <i>Students will:</i>  Understand the importance and need for our founding national documents.  Literacy Connection: Building connections between the setting and the plot
	<b>Primary TEKS</b>	<b>3.1A, 3.14, 3.15</b>	<b>3.2A, 3.14, 3.15</b>	<b>3.1C, 3.2B</b>

Grade 3

Unit 2

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**Student Activity Pages**

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# Pre-Reading Activity

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American



Social Studies Lesson 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Complete the sentence below.

*People find or form new communities because*

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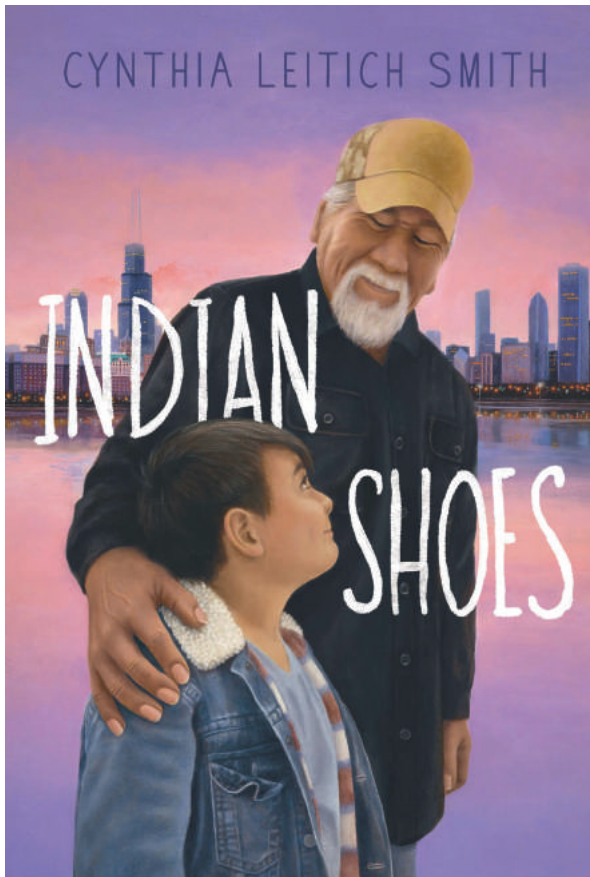
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# Interactive Read-Aloud & Mini-Lesson



- What do you know about the setting?

- What do you know about Ray?

- What do you know about Grampa Halfmoon?

Setting: <b><i>Chicago</i></b>	Character: <b><i>Ray</i></b>	Character: <b><i>Grampa Halfmoon</i></b>

# Independent Reading - Graphic Organizer

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Setting 1:	Character 1:	Character 2:
Setting 2:	Character 3:	Character 4:

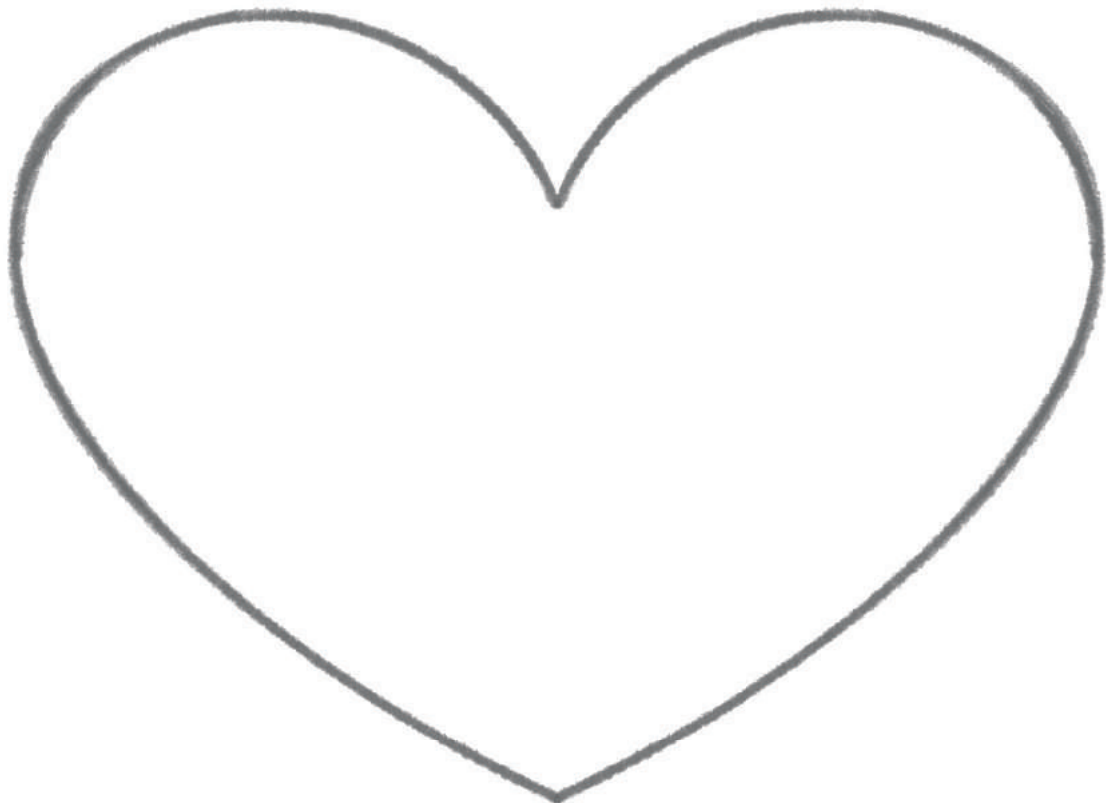
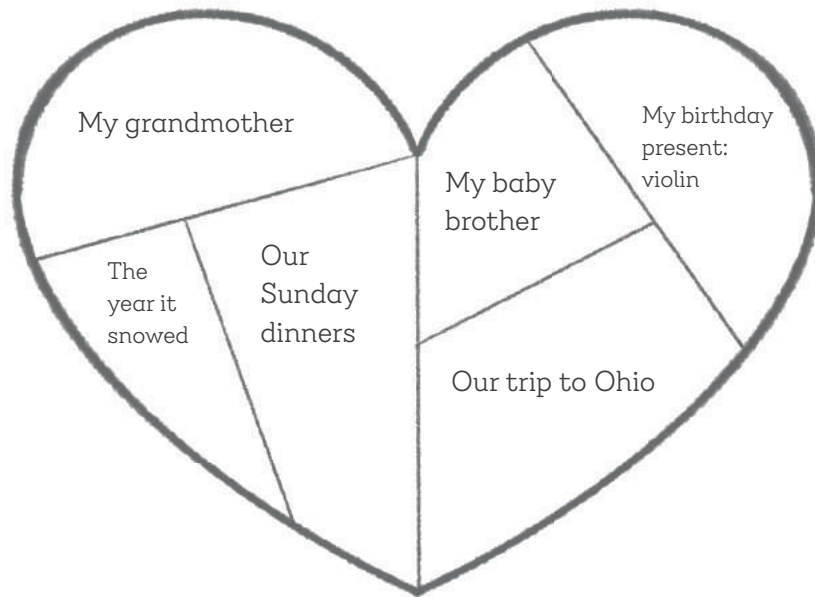
# Heart Map

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Your heart map can have as many sections as you need.

Your heart map should include any moment, event, or person that has impacted your life.

Example:



## Grammar Talks

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*Grampa and Ray left the shop with matching grins.*

**What do you notice about the sentence?**

## Spelling List

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Shoelace

Autograph

Afternoon

Scoreboard

Afterward

Everything

Sidewalk

Baseball

Homesick

Sailboat

Shoelace

Autograph

Afternoon

Scoreboard

Afterward




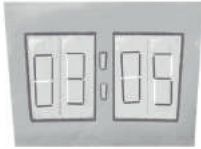






Everything

Sidewalk

Baseball

Homesick

Sailboat

Shoelace	
Autograph	
Afternoon	
Scoreboard	
Afterward	
Everything	
Sidewalk	
Baseball	
Homesick	
Sailboat	



Shoelace

Sidewalk

Baseball

Homesick

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# Teacher Resource

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