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| Grade 3 | English Language Arts | Week 4 |
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Lesson Title: Kumak’s Fish

Weekly Learning Targets: Students can identify, spell, and read words with endings –ed, -ing, -er, and –est. Students can identify real-life connections between words and their use. Students can use glossaries or dictionaries to determine the meaning of words and phrases. Students can identify and use declarative and interrogative sentences in writing.

Common Core Learning Standards:
RI3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RF3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
RF3.4b - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
W3.2a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W3.2b - Develop the topic with facts, definitions, and details.
LS3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
L3.2a – Capitalize appropriate words in titles.
L3.2b – Use commas in addresses.
L3.2e – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
L3.2f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L3.4d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L3.5b - Identify real-life connections between words and their use.

NOTE: Some of the lesson plan will borrow from this Kumak’s Fish presentation (SM A); Reader’s & Writer’s Notebook = RWN (The pages listed on the presentation may or may not align, please check/edit beforehand.)

MONDAY

Daily Learning Target: Students can spell and read words with different endings.
Learning Tasks: The teacher can introduce the question of the week: “How can we achieve goals?” Then, there can be a discussion about the photo on page 90 & 91 in the textbook, and the class can build a concept map together. After, the students can practice vocabulary words for the week. (slide 15-33 and 80-99 SM A) The teacher can read “This is a Park Your Community Built” from the Teacher’s Edition and have the students check off what words they hear. Next, the students can turn to page 92 in the textbook to learn about base words with endings of –ed, -ing, -er, and –est. The students can practice together (slide 33-71 SM A) and read the story on page 93. Then, the students can practice on RWN page 62, 65, and 67. Students can also take a spelling pretest.
Daily Formative Assessment: The teacher can check the students’ work on RWN 62, 65, and 67.

TUESDAY

Daily Learning Target: Students can sequence a story. Students can find the meaning of unknown words.
Learning Tasks: The teacher can review the previous day lessons including endings and vocabulary. Then, the teacher can review/introduce sequencing to the class on page 95 (slide 72-79 SM A), and they can practice with the teacher on RWN page 63. On page 62, the students can read about compound words and practice with the teacher. (slide 154-165 SM A) Next, students can read “First Snow” on page 97 and use a dictionary or glossary to find any unknown words. In addition, the students can do RWN page 69 and 70. Additionally, students can learn to write a thank you note on page 64.
Daily Formative Assessment: The teacher can check the students’ work on RWN page 69 and 70.

WEDNESDAY

Daily Learning Target: Students can identify declarative and interrogative sentences. Students can use sequencing to comprehend a story.

Learning Tasks: The teacher can remind students of the question of the week and previous lessons. Students can also practice endings and vocabulary words. Then, students can learn about the difference between a declarative and interrogative sentence on RWN page 66 and 72. Then, the teacher can read *Kumak's Fish* aloud with the students following along. The teacher can then ask the students text-dependent questions (SM B) to check comprehension.

Daily Formative Assessment: The teacher can check RWN page 66 and 72 and give feedback during reading.

THURSDAY

Daily Learning Target: Students can compare two characters from different texts. Students can identify elements of a tall tale

Learning Tasks: Students can begin with a close reading of some lines from *Kumak's Fish*. The class can also review vocabulary, phonics, and grammar skills. They can also play a game regarding plural nouns. (slide 319-374 SM A) After, the teacher can model reading independently and thinking about the text for the students. After the students can put these skills to use on the newspaper article "How To Catch A Fish" on page 118-119. Then, the students can compare how the characters fished from both stories. Students can also make a list of elements of a tall tale. (SM C) Depending on time, the students can complete RWN page 71.

Daily Formative Assessment: The teacher can give feedback on the character comparison and RWN.

FRIDAY

Daily Learning Target: Students can write a tall tale and use complete sentences

Learning Tasks: Students can write a tall tale using RWN page 68 and this checklist. (SM D) After or before, the students can take a spelling test. The teacher can also use this time to practice skills in the Reader's and Writer's Notebook that were not previously covered.

Daily Formative Assessment: The students can take a spelling test, and the teacher can give feedback on their writing.

| Grade 3 – ELA – Week 4 | MATERIALS / RESOURCES |
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| | <p>pencil, paper</p> <p>A – Kumak's Fish Presentation - https://prezi.com/nw35g_dr28re/reading-street-u1w3-kumaks-fish/</p> <p>B – Kumak's Fish Comprehension Questions - https://www.teacherspayteachers.com/Product/Kumaks-Fish-Comprehension-Test-3408754</p> <p>C – Elements of a Tall Tale - https://www.youtube.com/watch?v=JX4Tqn-ASFM</p> <p>D – Write a Tall Tale Checklist - https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/tall_tales_today_checklist.ashx</p> <p>Additional Resources</p> <p>Activity Links - https://educatorpages.com/site/Froehlich3B/pages/kumaks-fish-reading-street</p> <p>Kumak's Fish Links - http://hammittsclass.weebly.com/kumaks-fish.html</p> <p>Kumak's Fish Additional Links - https://piper3nc.weebly.com/kumaks-fish.html</p> <p>Kumak's Fish - http://rozierthirdgrade.weebly.com/12---kumaks-fish.html</p> <p>Kumak's Fish Practice Workbook - https://www.griswold.k12.ct.us/uploaded/faculty/cdiaz/Unit_1_Week_3.pdf</p> |