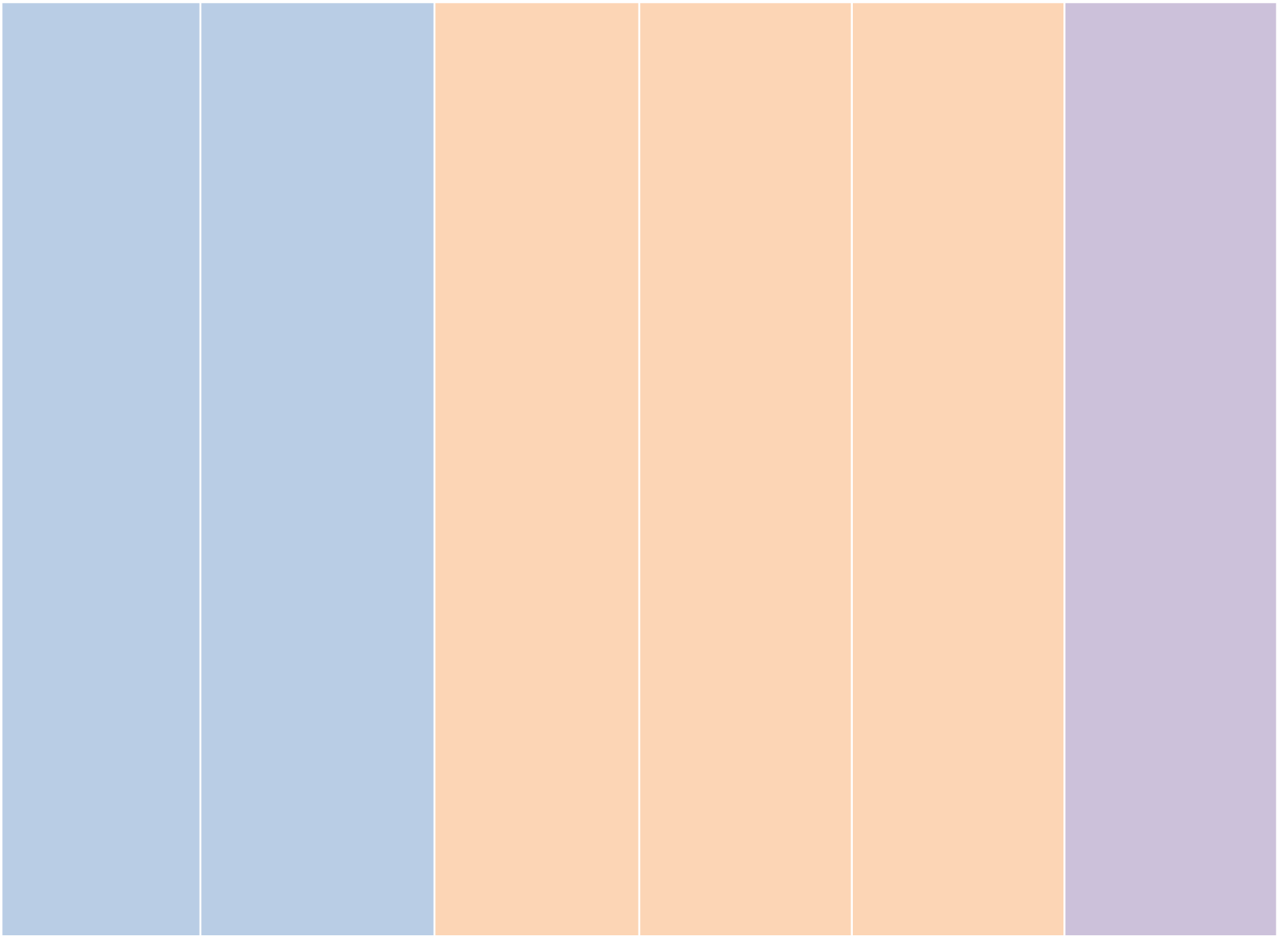


Reading Complex Texts		Writing to Texts			Research Project
1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p>Module A Literature</p> <p>Overarching Text:</p> <p><u>Judy Moody was in a Mood</u></p>	<p>Literature: 3-5 Science: 1-2 Social Studies or arts: 1-2</p> <p><i>Literature</i></p> <p>“Sparkly Teeth” by Andrew Frinkle, Have Fun Teaching.com RL3.1</p> <p><u>Judy Moody’s Mini-Mysteries</u> by Megan McDonald</p> <p>-Mini Mystery #1 “Wherefore Art Thou, Romeo?”</p> <p>-Mini Mystery #2 “Mystery at Fur and Fangs”</p> <p>-Mini Mystery #3 “The Great Class 3T Pencil Heist”</p> <p>-Mini Mystery #4 “The Faux Artifacts”</p> <p>-Mini Mystery #5 “The Disappearing</p>	<p>Develop & Convey Understanding</p> <p>Students will write routinely to respond to text</p> <p>Essential Questions:</p> <p><i>-5 W’s report to demonstrate understanding of “Elizabeth Blackwell” Biography</i> RI3.7</p> <p>*See Lesson plans for journal writing for each chapter. W3.10</p>	<p>Focus on informing & explaining</p> <p>Biography: “Elizabeth Blackwell”</p> <p>-What did Elizabeth do in order to save money to for medical school?</p> <p>-Why do you think Judy looks up to Elizabeth Blackwell? RI3.3</p> <p>“Venus Flytraps”</p> <p>-Describe the Venus Flytrap and explain what makes it “rare”? RI3.3</p> <p>Read Informational Text: “The White House”</p> <p>Tour the White House: https://www.whitehouse.gov/about/inside-white-house/</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>After reading “The Trouble with Teasing” students will write a personal narrative. Question: Have you ever been teased? How should you handle a situation where you are being teased? W3.3 W3.8</p> <p>Chapter 3: Point of View. Pretend you are Stink. Rewrite the chapter using I, me, and my. RL3.6 W3.3 W3.8</p>	<p>Integrate Knowledge from Sources when Composing</p> <p>At the conclusion of the story, Judy must present her “Me Collage” to her classmates. Students will create a “Me Collage” which must include illustrations, facts, and explanations. The students will present these projects orally to their classmates. SL3.4 SL3.6 W3.3 W3.8</p> <p>Story Elements Project</p> <p>As students read <u>Judy Moody was in a Mood</u></p>



Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence	Poetry Close Reading Informational Text Annotated Notes	Mentor Sentences	Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary	Gradual Release of Responsibility (Whole Group; Small Group; Pairs)	Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)
		Roots and Affixes Study to Decode unknown words through Paired Reading	Fluency practice through Daily Poetry Assignments Reader's Theater		