Pennsylvania Weekly Lesson Planners

Correlated to the Early Childhood Learning Continuum Indicators for Reading, Writing, Speaking and Listening and Assessment Anchors
**ORAL LANGUAGE**
- **Listening**
- **Speaking**
- **Viewing**

**DAY 1**

**Listening/Speaking/Viewing**

**Focus Question** Change can be difficult. How do you feel about new people, places, and things?

Build Background, 10

Read Aloud: "Give Me Normal," 11

1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

**DAY 2**

**Listening/Speaking**

**Focus Question** Why does Sarah try to avoid going to school?

1.6D, 1.6E, 1.6E.1

**DAY 3**

**Listening/Speaking**

**Focus Question** Read "Tina's Try-Out Day." How is Tina's situation similar to Sarah's? How do Tina and Sarah react differently to their situations?

Retell, 33

1.1G.1, 1.6B.3, 1.6D, 1.6E, 1.6E.1

**WORD STUDY**
- **Vocabulary**
- **Phonics/Decoding**

**DAY 1**

**Vocabulary**

- downstairs, nervous, fumbled, chuckled, nonsense, troubled, 12
- Practice Book A-O-B, 1

**Strategy:** Word Parts/Compound Words, 13

1.1C, 1.1E; R3.A.1.1, R3.A.1.2.2

**DAY 2**

**Vocabulary**

- Review Vocabulary, 14
- 1.1C, 1.1E

**Phonics**

- Decode Words with Short Vowels, 37E
- Practice Book A-O-B, 7

1.1C

**DAY 3**

**Vocabulary**

- Review Words in Context, 37C

**Strategy:** Word Parts/Compound Words, 37D
- Practice Book A-O-B, 6

1.1C, 1.1E; R3.A.1.1, R3.A.1.2.2

**Phonics**

- Decode Multisyllable Words, 37E

1.1C

**READING**
- **Develop Comprehension**
- **Fluency**

**DAY 1**

**Read** "Tina's Try-Out Day," 12–13

1.1C, 1.3A, 1.3B; R3.A.1.1, R3.B.1.1.1

**Comprehension** 13A–13B

**Strategy:** Story Structure

- Skill: Character, Setting, Plot
- Practice Book A-O-B, 2

1.3B; R3.B.1.1.1

**Fluency**

- Partner Reading, 10R
- Model Fluency, 11

1.1H.1, 1.1H.3, 1.1H.4

**DAY 2**

**Read** First Day Jitters, 14–31

1.1A, 1.1D, 1.1G.3, 1.1A, 1.3B, 1.3F; R3.A.1, R3.A.1.3.1, R3.A.1.6, R3.B.1.1.1

**Comprehension** 14–33

**Strategy:** Story Structure

- Skill: Character, Setting, Plot
- Practice Book A-O-B, 3

1.3B; R3.B.1.1.1

**Fluency**

- Partner Reading, 10R
- Punctuation, 30

1.1H.1, 1.1H.3, 1.1H.4

**DAY 3**

**Read** First Day Jitters, 14–31

1.1D, 1.1G.3, 1.1A, 1.3B, 1.3F; R3.A.1, R3.A.1.3.1, R3.B.1.1.1, R3.B.1.1.1

**Comprehension**

- Comprehension Check, 33
- Maintain Skill: Character, Setting, Plot, 33B

1.3B; R3.A.1.5.1, R3.B.1.1.1, R3.B.1.2.1

**Fluency**

- Partner Reading, 10R
- Repeated Reading, 33A
- Practice Book A-O-B, 4

1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
- **Grammar**
- **Spelling**

**Writing**

**Daily Writing Prompt** Describe how you felt the first time you tried a new activity, such as bike riding or cooking.

- Prewrite a Personal Narrative, 37A

1.4A, 1.5A, 1.5B

**Grammar**

- Daily Language Activities, 37I
- Sentences and Fragments, 37I
- Grammar Practice Book, 1

1.5F, 1.5F.5

**Spelling**

- Pretest, 37G
- Spelling Practice Book, 1–2

1.5F

**Writing**

**Daily Writing Prompt** Write about a new activity that you'd like to try. Explain why you'd like to try this activity.

- Draft a Personal Narrative, 37A

1.4A, 1.5B, 1.5C

**Grammar**

- Daily Language Activities, 37I
- Statements and Questions, 37I
- Grammar Practice Book, 2

1.5F, 1.5F.5

**Spelling**

- Words with Short Vowels, 37G
- Spelling Practice Book, 3

1.5F

**Writing**

**Daily Writing Prompt** Paint a picture of your classroom in words. For example, describe its size, shape, and furniture.

**Writing Trait:** Organization, 37

- Revise a Personal Narrative, 37B

1.4A, 1.5E

**Grammar**

- Daily Language Activities, 37I
- 1.5F, 1.5F.2, 1.5F.3, 1.5F.5
- Punctuate Statements and Questions, 37I
- Grammar Practice Book, 3

**Spelling**

- Words with Short Vowels, 37H
- Spelling Practice Book, 4

1.5F, 1.5F.5
### DAY 4

**Listening/Speaking/Viewing**

- **Focus Question**: Think about *First Day Jitters* and "Making New Friends." What could Sarah have done to feel more comfortable with her new students?
  - Expand Vocabulary: New Beginnings, 37F
    - 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Content Vocabulary**: accepted, attracts, introduce, survey, 34
- **Movement Words**, 37F
  - Apply Vocabulary to Writing, 37F
    - 1.1F, 1.8B.1; R3.A.1.1, R3.A.2.1.2

**Phonics**

- **Word Families**, 37E
  - 1.1C

**Reading**

- **Comprehension**
  - Informal Text: Health
  - Text Feature: Bar Graph, 34
    - Practice Book A-O-B, 5
      - 1.2A; R3.A.2.6, R3.B.3.3.3

**Fluency**

- **Partner Reading**, 10R
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt**: Imagine that you are Mr. Hartwell. Write what you would say to persuade Sarah to go to school.
  - Proofread a Personal Narrative, 37B
    - 1.4A, 1.5F, 1.5F.1, 1.5F.2, 1.5F.3

**Grammar**

- **Daily Language Activities**, 37I
- **Statements and Questions**, 37J
  - Grammar Practice Book, 4
    - 1.5F, 1.5F.5

**Spelling**

- **Words with Short Vowels**, 37H
  - Spelling Practice Book, 5
    - 1.5F

### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question**: Who are the main characters in *First Day Jitters* and "Making New Friends"? Does "Making New Friends" have characters, a setting, and a plot? Why or why not?
- **Speaking and Listening Strategies**, 37A
  - Present a Personal Narrative, 37B
    - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Spiral Review**: Vocabulary Game, 37F
  - 1.1F

**Comprehension**

- **Connect and Compare**, 35
  - 1.1G.2, 1.3F

**Fluency**

- **Partner Reading**, 10R
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt**: Pretend that you’re a reporter for the school newspaper. Write a short article about Ricardo Z’s mistake.
  - Publish a Personal Narrative, 37B
    - 1.4A, 1.5G

**Grammar**

- **Daily Language Activities**, 37I
- **Statements and Questions**, 37J
  - Grammar Practice Book, 5–6
    - 1.5F, 1.5F.5

**Spelling**

- **Posttest**, 37H
  - Spelling Practice Book, 6
    - 1.5F
**PENNSYLVANIA Lesson Plan**

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**DAY 1**

- **Listening/Speaking/Viewing**
  - **Focus Question**: How do you keep in touch with family and friends who are far away?
  - Build Background, 38
  - Read Aloud: "Gratitude Is a Cool Attitude," 39
    1.6B, 1.6E, 1.6E.1

**WORD STUDY**
- Vocabulary
  - **Crackling, announced, soared, stary, envelope, photograph**
    - Practice Book A-O-B, 8
  - **Strategy**: Context Clues/Sentence Clues, 41
    1.1C, 1.1E, R3.A.1.1, R3.A.1.2.2

**DAY 2**

- **Listening/Speaking**
  - **Focus Question**: How does Juno try to communicate with his grandmother?
    1.6D, 1.6E, 1.6E.1

**DAY 3**

- **Listening/Speaking**
  - **Focus Question**: Read "Mail for Matty" on pages 40–41. How are Matty and Juno alike? How are they both surprised at the end of the story?
  - Retell, 67
    1.1G.1, 1.6B.3, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Review Vocabulary, 42
  1.1C, 1.1E

**Phonics**
- **Strategy**: Decode Words with CVCEs, 73E
  - Practice Book A-O-B, 14
    1.1C

**DAY 4**

- **Read**
  - **Mail for Matty**, 40–41
    1.1C, 1.3A, 1.3B, R3.B.1.1

- **Comprehension**: 41A–41B
  - **Strategy**: Story Structure
    - Skill: Character, Setting, Plot
      - Practice Book A-O-B, 9
        1.1B, R3.B.1.1

- **Fluency**: Partner Reading, 38I
  - Model Fluency, 39
    1.1H.1, 1.1H.3, 1.1H.4

**READ**

- **Read**
  - **Dear Juno**, 42–65
    1.1A, 1.1D, 1.1G.3, 1.3A, 1.3B, 1.3F, R3.A.1, R3.A.1.3.1, R3.B.1.1

- **Comprehension**: 42–67
  - **Strategy**: Story Structure
    - Skill: Character, Setting, Plot
      - Practice Book A-O-B, 10
        1.3B

- **Fluency**: Dialogue, 51
  - Partner Reading, 38I
    1.1H.1, 1.1H.3, 1.1H.4

**DAY 5**

- **Reading**
  - **Dear Juno**, 42–65
    1.1D, 1.1G.3, 1.3A, 1.3B, 1.3F, R3.A.1, R3.A.1.3.1, R3.B.1.1

- **Comprehension Check, 67**

- **Maintain Skill**: Character, Setting, Plot, 67B
  - 1.3B, R3.A.1.5.1, R3.B.1.2.1, R3.B.1.1.1

- **Fluency**: Partner Reading, 38I
  - Repeated Reading, 67A
    - Practice Book A-O-B, 11
      1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**

**Writing**
- **Daily Writing Prompt**: Do you keep in touch with friends or relatives by e-mail, letters, or telephone? Explain which method you prefer and why.
  - Prewrite a Personal Narrative, 73I
    1.4B, 1.5A, 1.5B

- **Grammar**: Daily Language Activities, 73I
  - Commands and Exclamations, 73I
    - Grammar Practice Book, 7
      1.5F, 1.5F.5

- **Spelling**: Pretest, 73G
  - Spelling Practice Book, 7–8
    1.5F

**DAY 6**

- **Writing**
  - **Daily Writing Prompt**: Write a note asking your parents for permission to visit a friend after school. Explain why you want to visit this friend.
    - Draft a Personal Narrative, 73A
      1.4B, 1.5B, 1.5C

- **Grammar**: Daily Language Activities, 73I
  - Commands and Exclamations, 73I
    - Grammar Practice Book, 8
      1.5F, 1.5F.5

- **Spelling**: The CVCe Pattern, 73G
  - Spelling Practice Book, 9
    1.5F

**DAY 7**

- **Writing**
  - **Daily Writing Prompt**: Write a paragraph describing a movie, TV show, or sports event that you have recently seen.

- **Writing Trait**: Sentence Fluency, 73
  - Revise a Personal Narrative, 73B
    1.4B, 1.5E

- **Grammar**: Daily Language Activities, 73I
  - Mechanics and Usage, 73I
    - Grammar Practice Book, 9
      1.5F, 1.5F.2, 1.5F.3, 1.5F.5

- **Spelling**: The CVCe Pattern, 73H
  - Spelling Practice Book, 10
    1.5F, 1.5F.5

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*de 3, Unit 1, Week 2, Dear Juno, 38A–73V*
DAY 4

Listening/Speaking/Viewing

Focus Question: Think about this article and ‘Dear Juno.’ In what other ways could Juno and his grandmother have communicated with each other?

Expand Vocabulary: Keeping in Touch, 73F
1.6D, 1.6E, 1.6E.1

DAY 5

Review and Assess

Listening/Speaking/Viewing

Focus Question: Who are the main characters in Dear Juno and Mail for Mattey? What happens to them? Does “How We Keep in Touch” have characters, a setting, and a plot?

Speaking and Listening Strategies, 73A
Present a Personal Narrative, 73B
1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1, 1.6E.2

Vocabulary

Content Vocabulary: technology, communicate, improved, images, 68
Prefix un-, 73F
Apply Vocabulary to Writing, 73F
1.1F, R3.A.1.2.1

Phonics

Rhyming Sentences, 73E
1.1C

Reading

How We Keep in Touch,” 68–71
1.2A, 1.2A.4, 1.3F; R3.A.2, R3.A.2.6, R3.B.1.1, R3.B.3.3

Comprehension

Informational Text: Social Studies
Text Feature: Time Line, 68
Practice Book A-O-B, 12
1.2A; R3.B.3.3.3

Fluency

Partner Reading, 38I
1.1H.1, 1.1H.3, 1.1H.4

Writing

Daily Writing Prompt: Imagine that you are Juno’s grandmother. Describe how you felt when you received his letter.
Proofread a Personal Narrative, 73B
1.4B, 1.5F

Grammar

Daily Language Activities, 73I
Comments and Exclamations, 73J
Grammar Practice Book, 10
1.5F, 1.5F.2, 1.5F.3, 1.5F.5

Spelling

The CVCe Pattern, 73H
Spelling Practice Book, 11
1.5F

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# PENNSYLVANIA Lesson Plan

## DAY 1

**Listening/Speaking/Viewing**

Focus Question: What makes a group of people a community?

Build Background, 74

Read Aloud: "If I Built a Village . . ." 75

1.6B, 1.6B.5, 1.6D.1, 1.6E, 1.6E.1

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**Vocabulary**

neighborhood, content, addressing, resort, 76

Practice Book A-O-B, 15

Strategy: Dictionary/Unfamiliar Words, 77

1.1C, 1.1E, 1.8B.1, R3.A.2.1, R3.A.2.2, R3.A.2.2.2

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**Reading**

Read: "Home Sweet Harlem" and "Girls at School," 76–77

1.1C, R3.A.2, R3.B.1.1

Comprehension, 77A–77B

Strategy: Summarize

Skill: Main Ideas and Details

Practice Book A-O-B, 16

R3.A.2.4, R3.A.2.5, R3.A.2.5.1

Fluency: Partner Reading, 74I

Model Fluency, 75

1.1H.1, 1.1H.3, 1.1H.4

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**Writing**

Daily Writing Prompt: You are moving to a country where no one speaks your language. List ten words you need to learn in the new language to communicate.

Generate Questions: Report, 85A

1.4B, 1.5A, 1.8B

Grammar: Daily Language Activities, 85I

Subjects, 85I

Grammar Practice Book, 13

1.5F, 1.5F.5

Spelling: Pretest, 85G

Spelling Practice Book, 13–14

1.5F

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## DAY 2

**Listening/Speaking**

Focus Question: What happens when human communities expand into wildlife habitats?

1.6D, 1.6E, 1.6E.1

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**Vocabulary**

Review Vocabulary, 78

1.1C, 1.1E

Phonics

Decode Words with /a/, 85E

Practice Book A-O-B, 21

1.1C

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**Reading**

Read: Whose Habitat Is It? 78–81


Comprehension, 78–81

Strategy: Summarize

Skill: Main Ideas and Details

Practice Book A-O-B, 17


Fluency: Partner Reading, 74I

1.1H.1, 1.1H.3, 1.1H.4

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**Writing**

Daily Writing Prompt: Imagine that you wanted to take a month off in the middle of the school year. Write what your family would say.

Find Information: Report, 85A

1.2B.1, 1.4B, 1.5B.1, 1.8B, 1.8B.1, 1.8B.2

Grammar: Daily Language Activities, 85I

Subjects, 85I

Grammar Practice Book, 14

1.5F, 1.5F.5

Spelling: Words with /a/, 85G

Spelling Practice Book, 15

1.5F

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## DAY 3

**Listening/Speaking**

Focus Question: How are wildlife experts addressing problems between animals and humans?

Retell, 81

1.1G.1, 1.6D, 1.6E, 1.6E.1; R3.A.2.5

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**Vocabulary**

Review Words in Context, 85C

Strategy: Dictionary/Unfamiliar Words, 85D

Practice Book A-O-B, 20

1.1C, 1.1E, 1.8B.1, R3.A.2.1, R3.A.2.2, R3.A.2.2.2

Phonics

Decode Multisyllable Words, 85E

1.1C

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**Reading**

Read: Whose Habitat Is It? 78–81


Comprehension, 78–81

Strategy: Summarize

Skill: Main Ideas and Details

Practice Book A-O-B, 18

R3.A.2.4, R3.A.2.4.1

Fluency: Partner Reading, 74I

Repeated Reading, 81A

Practice Book A-O-B, 18

1.1H.1, 1.1H.3, 1.1H.4

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**Grammar**

Daily Language Activities, 85I

Subjects, 85I

Grammar Practice Book, 15

1.5F, 1.5F.5

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**Spelling**

Words with /a/, 85H

Spelling Practice Book, 16

1.5F, 1.5F.5

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### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 4
#### Listening/Speaking/Viewing
- **Focus Question:** Summarize the main idea of the article. Use the time line and article details to help you.
- **Expand Vocabulary:** Neighborhood, 85F
  - 1.6D, 1.6E, 1.6E.1

#### Vocabulary
- **Acronyms and Initializations, 85F**
- **Apply Vocabulary to Writing, 85F**
  - 1.1F; R3.A.2.1

#### Phonics
- **Rhyming Riddles, 85E**
  - 1.1C

#### Read
- **All Are Equal: It's the Law!**
  - 82-83
  - R3.A.2, R3.A.2.6
- **Test Strategy: Right There**

#### Research and Study Skills
- **Study Skill: Using a Dictionary, 81B**
  - Practice Book A-O-B, 19
  - 1.8B.1

#### Fluency
- **Partner Reading, 74I**
  - 1.1H.1, 1.1H.3, 1.1H.4

### DAY 5
#### Review and Assess
#### Listening/Speaking/Viewing
- **Focus Question:** Use details to describe how you solved a difficult problem.
- **Speaking and Listening Strategies, 85A**
  - **Presentation of the Extended Response to Literature, 85B**
    - 1.6A, 1.6A.1, 1.6C, 1.6D, 1.6E, 1.6E.1, 1.6E.3

#### Vocabulary
- **Spiral Review:** Vocabulary Game, 85F
  - 1.1F; R3.A.2.1

#### Read
- **Self-Selected Reading, 74I**
  - 1.1H.5

#### Comprehension
- **Strategy:** Summarize
  - **Skill: Main Ideas and Details**

#### Fluency
- **Partner Reading, 74I**
  - 1.1H.1, 1.1H.3, 1.1H.4

#### Writing
- **Daily Writing Prompt:** You work for a newspaper. Write one positive headline and one negative headline about how urban sprawl can change a community.
  - **Synthesize and Write:** Report, 85B
    - 1.4B, 1.5B, 1.5B.2, 1.5C, 1.5E, 1.5F, 1.8C, 1.8C.2

#### Grammar
- **Daily Language Activities, 85I**
  - **Subjects, 85J**
    - Grammar Practice Book, 16
      - 1.5F, 1.5F.5

#### Spelling
- **Words with /a/, 85H**
  - Spelling Practice Book, 17
    - 1.5F
PENNSYLVANIA
Lesson Plan

DAY 1

Listening/Speaking/Viewing
- **Focus Question**: Antarctica is a cold, icy place. What kinds of things do you think can live there?
  - Build Background, 86
  - Read Aloud: "Antarctica: Frozen Desert," 87
  - 1.6B, 1.6B.5, 1.6D.1, 1.6E.1, 1.6E.1

Vocabulary
- **Focus Question**: Secret, hip, rocks, winter, wrap, wrap
  - Practice Book A-O-B, 24

Phonics/Decoding
- **Strategy**: Dictionary/Homographs, 89
  - 1.1C, 1.1E, 1.1B.1

Reading
- **Comprehension**: Read "Life in Antarctica," 88-89
  - 1.1C, R.3.B.1.1

- **Strategy**: Summarize
- **Skill**: Main Ideas and Details
  - Practice Book A-O-B, 23

Fluency
- Partner Reading, 86
  - Model Fluency, 87
  - 1.1H.1, 1.1H.3, 1.1H.4

DAY 2

Listening/Speaking
- **Focus Question**: How does the father penguin take care of the penguin chick?
  - 1.6D.1, 1.6E.1, 1.6E.1

Vocabulary
- **Focus Question**: Review Vocabulary, 78
  - 1.1C, 1.1E

Phonics
- **Strategy**: Decode Words with /go/, 115E
  - Practice Book A-O-B, 28
  - 1.1C

Reading

- **Strategy**: Summarize
- **Skill**: Main Ideas and Details
  - Practice Book A-O-B, 24

Fluency
- Partner Reading, 86
  - Echo-Reading, 99
  - 1.1H.1, 1.1H.3, 1.1H.4

DAY 3

Listening/Speaking
- **Focus Question**: Read "Life in Antarctica." Look at the second paragraph under "Seabirds." Compare it to page 96 of "Penguin Chick." What is the common main idea?
  - Retell, 111
  - 1.1G.1, 1.6D.1, 1.6E.1, 1.6E.1, R.3.A.2.5

Vocabulary
- **Focus Question**: Review Words in Context, 115C
- **Strategy**: Dictionary/Homographs, 115D
  - Practice Book A-O-B, 27
  - 1.1C, 1.1E, 1.1B.1, R.3.A.2.2.2

Phonics
- **Focus Question**: Decode Multisyllable Words, 115E
  - 1.1C

Reading
- **Comprehension**: Read "Penguin Chick, 111A, 1.1D, 1.1G.1, 1.1F, R.3.A.2.2.2, R.3.A.2.5.1, R.3.A.2.5.1, R.3.A.2.5.1

- **Strategy**: Dictionary/Homographs, 115D
  - Practice Book A-O-B, 25
  - R.3.A.2.5.1, R.3.A.2.5.1, R.3.A.2.5.1

Fluency
- Repeated Reading, 111A
  - Partner Reading, 86
  - Practice Book A-O-B, 25
  - 1.1H.1, 1.1H.3, 1.1H.4

Writing
- **Daily Writing Prompt**: Write an advertisement persuading people to travel to Antarctica.
  - Prewrite a Poem, 115A
  - 1.2C, 1.4A, 1.5A, 1.5B

Grammar
- **Daily Language Activities, 115I
  - Predicates, 115I
  - Grammar Practice Book, 19
  - 1.5F

Spelling
- **Daily Language Activities, 115I
  - Spelling Practice Book, 19-20
  - 1.5F

- **Daily Writing Prompt**: Describe a place you've visited that you think is interesting or special.
  - Writing Trait: Word Choice, 115
  - Revise a Poem, 115B
  - 1.2C, 1.4A, 1.5E

Grammar
- **Daily Language Activities, 115I
  - Mechanics and Usage, 115I
  - Grammar Practice Book, 21
  - 1.5F

Spelling
- **Daily Language Activities, 115I
  - Spelling Practice Book, 22
  - 1.5F, 1.5F.5
### DAY 4

**Listening/Speaking/Viewing**
- **Focus Question:** Compare "Antarctic Anthem" to *Penguin Chick*. Which selection gives more information about life in Antarctica?
- **Expand Vocabulary:** Antarctic Life, 115F
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Desert Words, 115F
- Apply Vocabulary to Writing, 115F
  - 1.1F, 1.6E

**Phonics**
- Word Families, 115E
  - 1.1C

**Reading**
- **Read** "Antarctic Anthem," 112–113
  - 1.3A, 1.3F; R3.B.1.1, R3.B.2
- **Comprehension**
  - Poetry: Poem
  - Text Feature: Rhythmic Patterns and Imagery, 112
    - Practice Book A–O–B, 26
    - Practice Book A–O–B, 26
  - 1.3A; R3.A.1.6, R3.B.2
- **Fluency**
  - Partner Reading, 86l
    - 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**
- **Writing**
  - Daily Writing Prompt: Write a paragraph describing an animal you've seen in a zoo, on television, or somewhere else.
  - Proofread a Poem, 115B
    - 1.2C, 1.4A, 1.5F
- **Grammar**
  - Daily Language Activities, 115I
  - Predicates, 115J
    - Grammar Practice Book, 22
      - 1.3F, 1.5F, 2, 1.5F.5
- **Spelling**
  - Words with /\/, 115H
    - Spelling Practice Book, 23
      - 1.5F

### DAY 5

**Listening/Speaking/Viewing**
- **Focus Question:** What was the common main idea in "Life in Antarctica," *Penguin Chick*, and "Antarctic Anthem"? Which selection gave us the most details? What are some of those details?
- **Present a Poem, 115B**
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Review and Assess**

**Vocabulary**
- Spiral Review: Vocabulary Game, 115F
  - 1.1F

**Comprehension**
- Connect and Compare, 113
  - 1.3G.2, 1.3F; R3.B.1.2.1, R3.B.2

**Writing**
- Daily Writing Prompt: Write a letter to a friend about a place you'd like to visit and tell why you want to go there.
- Publish a Poem, 115B
  - 1.2C, 1.4A, 1.5G

**Grammar**
- Daily Language Activities, 115I
- Predicates, 115J
  - Grammar Practice Book, 23
    - 1.5F

**Spelling**
- Posttest, 115H
  - Spelling Practice Book, 24
    - 1.5F
# Lesson Plan

## Day 1

### Oral Language
- **Listening**
  - Focus Question: Pets are fun. In what ways is owning a pet a big responsibility? Build Background, 116
  - Read Aloud: “A Bear in the Family”, 117
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

### Word Study
- **Vocabulary**
  - Perfect, challenge, healthy, satisfy, manage, scratch, appetite, 118
  - Practice Book A-O-B, 29
  - Strategy: Dictionary/Multiple-Meaning Words, 119
    - 1.1C, 1.1E, 1.8B.2; R3.A.1.1, R3.A.1.1.1

### Reading
- **Develop Comprehension**
  - Read: "Choosing a Pet", 118–119
    - 1.1C; R3.B.1.1
  - Comprehension, 119A–119B
    - Strategy: Story Structure
    - Skill: Problem and Solution
      - Practice Book A-O-B, 30
      - 1.3A, 1.3B; R3.B.1.1.1

### Fluency
- Partner Reading, 116l
  - Model Fluency, 117
  - 1.1H.1, 1.1H.3, 1.1H.4

## Day 2

### Oral Language
- **Listening**
  - Focus Question: How does Elizabeth solve her problem? 1.6D, 1.6E, 1.6E.1

### Word Study
- **Vocabulary**
  - Review Vocabulary, 120
    - 1.1C, 1.1E; R3.A.1.1

### Reading
- **Develop Comprehension**
  - Read: "The Perfect Pet", 120–139
    - 1.1A, 1.1B, 1.1D, 1.1G.3, 1.3A, 1.3B, 1.3F; R3.A.1.1, R3.A.1.6.2, R3.B.1.1, R3.B.1.1.1
  - Comprehension, 120–141
    - Strategy: Story Structure
    - Skill: Problem and Solution
      - Practice Book A-O-B, 31
      - 1.3A, 1.3B; R3.B.1.1.1

### Fluency
- Partner Reading, 116l
  - 1.1H.1, 1.1H.3, 1.1H.4

## Day 3

### Oral Language
- **Listening**
  - Focus Question: Read "Choosing a Pet" on pages 118–119. How is Luis’s experience similar to or different from Elizabeth’s? Retell, 141
    - 1.1G.1, 1.6B.3, 1.6D.4, 1.6D, 1.6E, 1.6E.1

### Word Study
- **Vocabulary**
  - Review Words in Context, 147C
    - Strategy: Dictionary/Multiple-Meaning Words, 147D
      - Practice Book A-O-B, 34
      - 1.1C, 1.1E, 1.8B.2; R3.A.1.1, R3.A.1.2.2
  - Phonics
    - Decode Multisyllable Words, 147E
      - 1.1C

### Reading
- **Develop Comprehension**
  - Read: "The Perfect Pet", 120–139
    - 1.1B, 1.1D, 1.1G.3, 1.3A, 1.3B, 1.3F; R3.A.1.1, R3.A.1.6.2, R3.B.1.1, R3.B.1.1.1
  - Comprehension Check, 141
    - Maintain Skill: Character, 141B
      - 1.3B; R3.A.1.5.1, R3.B.1.2.1, R3.B.1.1.1
  - Fluency
    - Repeated Reading, 141A
      - Partner Reading, 116l
      - Practice Book A-O-B, 32
      - 1.1H.1, 1.1H.3, 1.1H.4

### Writing
- **Daily Writing Prompt**
  - Describe a pet you want to own. Tell where you will keep it and how you will take care of it.
    - Prewrite a Personal Narrative, 147A
      - 1.4A, 1.5A, 1.5B
  - **Grammar**
    - Daily Language Activities, 147I
      - Compound Sentences, 147I
      - Grammar Practice Book, 25
      - 1.5F, 1.5F.5
  - **Spelling**
    - Pretest, 147G
      - Spelling Practice Book, 25–26
      - 1.5F

- **Writing**
  - Daily Writing Prompt: Imagine you own a pet store. Describe your responsibilities and what you like about your job.
    - Prewrite a Personal Narrative, 147A
      - 1.4A, 1.5B, 1.5C, 1.5C.2
  - **Grammar**
    - Daily Language Activities, 147I
      - Compound Sentences, 147I
      - Grammar Practice Book, 26
      - 1.5F, 1.5F.5
  - **Spelling**
    - Words with /i/, 147G
      - Spelling Practice Book, 27
      - 1.5F

- **Writing**
  - Daily Writing Prompt: Imagine you are Doug the bug. Describe how you would feel about being Elizabeth’s new pet.
  - Writing Traits: Ideas and Content, 147
    - Revise a Personal Narrative, 147B
      - 1.4A, 1.5C.1, 1.5E
  - **Grammar**
    - Daily Language Activities, 147I
      - Mechanics and Usage: Punctuate Compound Sentences, 147I
      - Grammar Practice Book, 27
      - 1.5F, 1.5F.2, 1.5F.5
  - **Spelling**
    - Words with /i/, 147H
      - Spelling Practice Book, 28
      - 1.5F
**DAY 4**

**Listening/Speaking/Viewing**

- **Focus Question**: Think about this article and *The Perfect Pet*. What information could have been used to help convince Elizabeth that a hamster might not make a good pet?
  - Media Literacy: Media Influences, 126
  - Expand Vocabulary: A Good Pet, 147F
  - 1.2B, 1.2B.1, 1.6D, 1.6E, 1.6E.1, 1.6F, 1.6F.1

**Vocabulary**

- **Content Vocabulary**: examine, conclusion, oxygen, nocturnal, 142
  - Compound Words, 147F
- **Apply Vocabulary to Writing, 147F**
  - 1.1F

**Phonics**

- Long /i/ Tic-Tac-Toe, 147E
  - 1.1C

**Reading**

- **Read**: “Pets: True or False?,” 142–145
  - 1.3F, R3.A.2, R3.A.2.1, 2, R3.A.2.6, R3.B.2.3.3

**Comprehension**

- **Informational Text**: Science
  - Text Feature: Diagram, 142
  - Practice Book A-O-B, 33
  - R3.A.2.6, R3.B.3.3.3

**Fluency**

- **Partner Reading, 116L**
  - 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**

- **Writing**
  - Daily Writing Prompt: Write a list of some reasons that a person might not want to own a pet.
  - Proofread a Personal Narrative, 147B
    - 1.4A, 1.5F

- **Grammar**
  - Daily Language Activities, 147I
  - Compound Sentences, 147J
  - Grammar Practice Book, 28
    - 1.5F, 1.5F.5

- **Spelling**
  - Words with /i/, 147H
  - Spelling Practice Book, 29
    - 1.5F, 1.5F.5

**DAY 5**

**Review and Assess**

**Listening/Speaking/Viewing**

- **Focus Question**: What did you learn from “Choosing a Pet” about how to solve a problem?
  - Speaking and Listening Strategies, 147A
  - Present the Personal Narrative, 147B
    - 1.6A, 1.6A.1, 1.6C, 1.6C.1, 1.6C.4, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Spiral Review: Vocabulary Game, 147F**
  - 1.1F

**Comprehension**

- **Connect and Compare, 145**
  - 1.1G.2, 1.3F, 1.3A, 1.8B.2, 1.8B.4

**Fluency**

- **Partner Reading, 116L**
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- Daily Writing Prompt: Imagine you are a family pet. Write about what type of pet you are and what your owners are like.
  - Publish a Personal Narrative, 147B
    - 1.4A, 1.5G

- **Grammar**
  - Daily Language Activities, 147I
  - Compound Sentences, 147J
  - Grammar Practice Book, 29-30
    - 1.5F, 1.5F.5

- **Spelling**
  - Posttest, 147H
  - Spelling Practice Book, 30
    - 1.5F

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# PENNSYLVANIA Lesson Plan

## DAY 1

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
  - decorated, symbol, darkened, gnaws, securing, weakest, 154
- **Phonics/Decoding**
  - Strategy: Antonyms, 155
    1.1C, 1.1E, R3.A.1.1.2

### READING
- **Develop Comprehension**
  - Read: "The Wind and the Sun, an Aesop's Fable," 154–155
    1.1C, R3.A.1.1, R3.B.1.1
- **Comprehension**
  - Strategy: Generate Questions
    155A–155B
    Skill: Summarize
    Practice Book A-O-B, 39
    R3.A.1.5.1
- **Fluency**
  - Partner Reading, 152R
    Model Fluency, 153
    1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt** Write a description of one performance you have seen in school, such as a concert or play.
    Prewrite a Persuasive Paragraph, 177A
    1.4C, 1.5A, 1.5B
  - **Grammar**
    Daily Language Activities, 177I
    Common and Proper Nouns, 177I
    Grammar Practice Book, 33
    1.5F, 1.5F.4
  - **Spelling**
    Pretest: Words with /é/, 177G
    Spelling Practice Book, 33–34
    1.5F

## DAY 2

### ORAL LANGUAGE
- **Listening/Speaking/Viewing**
  - **Focus Question** Being in a show can be exciting. Describe a favorite show you have seen.
    Build Background, 152
    Read Aloud: "Move to the Beat," 153
    1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

### WORD STUDY
- **Vocabulary**
  - Review Vocabulary, 156
    1.1C, 1.1E
- **Phonics/Decoding**
  - Decode Words with /é/, 177E
    Practice Book A-O-B, 44
    1.1C

### READING
- **Read** The Strongest One, 156–169
  1.1A, 1.1D, 1.1G.3, 1.3B, 1.3E, 1.3F, R3.A.1.3, R3.A.1.5.1, R3.A.1.6, R3.B.1.1, R3.B.1.1.1
- **Comprehension**, 156–169
  - Strategy: Generate Questions
    Skill: Summarize
    Practice Book A-O-B, 40
    1.1C, 1.1E, R3.A.1.5.1
- **Fluency**
  - Partner Reading, 152R
    1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt** Write a brief review of a performance you have seen, telling whether you liked it and why.
    Draft a Persuasive Paragraph, 177A
    1.4C, 1.5B, 1.5C
  - **Grammar**
    Daily Language Activities, 177I
    Common and Proper Nouns, 177I
    Grammar Practice Book, 34
    1.5F, 1.5F.4
  - **Spelling**
    Words with /é/, 177G
    Spelling Practice Book, 35
    1.5F

## DAY 3

### ORAL LANGUAGE
- **Listening/Speaking**
  - **Focus Question** How does Little Red Ant find out who is the strongest one?
    1.6D, 1.6E, 1.6E.1

### WORD STUDY
- **Vocabulary**
  - Review Words in Context, 177C
  - Strategy: Antonyms, 177D
    Practice Book A-O-B, 43
    1.1C, 1.1E, R3.A.1.1.2, R3.A.1.2.2
- **Phonics**
  - Decode Multisyllable Words, 177E
    1.1C

### READING
- **Read** The Strongest One, 156–169
  1.1D, 1.1G.3, 1.3E, 1.3F, R3.A.1.3, R3.A.1.5.1, R3.B.1.1, R3.B.1.1.1
- **Comprehension**
  - Comprehension Check, 171
  - Maintain Skill: Problem and Solution, 171B
  1.3E, 1.3F, R3.A.1.5.1, R3.B.1.1.1, R3.B.1.2.1
- **Fluency**
  - Repeated Reading, 171A
    Partner Reading, 152R
    Practice Book A-O-B, 41
    1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt** Write a short poem about putting on a performance.
  - **Writing Trait:** Organization, 177
    Revise a Persuasive Paragraph, 177B
    1.4C, 1.5C, 1.5E
  - **Grammar**
    Daily Language Activities, 177I
    Mechanics and Usage: Capitalization of Nouns, 177J
    Grammar Practice Book, 35
    1.5F, 1.5F.4
  - **Spelling**
    Words with /é/, 177H
    Spelling Practice Book, 36
    1.5F
### DAY 4

**Listening/Speaking/Viewing**

**Focus Question**

Think about the article and "The Strongest One.

Which characters might have special lighting when they are onstage? Explain.

Expand Vocabulary: People in Performances, 177F
1.6D, 1.6E, 1.6E.1

**Vocabulary**

Content Vocabulary: audience, set, costumes, characters, technician, 172
Words for Homes, 177F
Apply Vocabulary to Writing, 177F
1.1F; R3.A.2.1.2

**Phonics**

Long e Math, 177E
1.1C

**Reading**

Read "Behind the Scenes at a Play," 172–175
1.3F; R3.A.2.1.2, R3.B.1.1, R3.B.1.1.1

**Comprehension**

Performing Arts: Photo Essay
Photos with Captions, 172
Practice Book A-O-B, 42
R3.A.2.6, R3.B.3, R3.B.3.3.3

**Fluency**

Partner Reading, 152R
1.1H.1, 1.1H.3, 1.1H.4

**Writing**

Daily Writing Prompt

Imagine that you are acting as an ant in the play. Write about other characters you might speak to and what you would say.

Proofread a Persuasive Paragraph, 177B
1.4C, 1.5F

**Grammar**

Daily Language Activities, 1771
Common and Proper Nouns, 177J
Grammar Practice Book, 36
1.5F, 1.5F.4

**Spelling**

Words with /e/, 177H
Spelling Practice Book, 37
1.5F

### DAY 5

**Listening/Speaking/Viewing**

**Focus Question**

Summarize what makes each character special in "The Wind and the Sun" and "The Strongest One.

Speaking and Listening Strategies, 177A
Present a Persuasive Paragraph, 177B
1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

Spiral Review: Vocabulary Game, 177F
1.1F

**Reading**

Self-Selected Reading, 152R
1.1H.5

**Comprehension**

Connect and Compare, 175
1.1G.2, 1.3F

**Fluency**

Partner Reading, 152R
1.1H.1, 1.1H.3, 1.1H.4

**Writing**

Daily Writing Prompt

Write a couple of sentences that tell your opinion of the play "The Strongest One.

Explain why you feel that way.

Publish a Persuasive Paragraph, 177B
1.4C, 1.5G

**Grammar**

Daily Language Activities, 1771
Common and Proper Nouns, 177J
Grammar Practice Book, 37–38
1.5F, 1.5F.4

**Spelling**

Posttest, 177H
Spelling Practice Book, 38
1.5F
# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

## WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

## READING
- **Develop Comprehension**
- **Fluency**

## LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1
**Listening/Speaking/Viewing**
- **Focus Question:** Wolves are beautiful, wild creatures. Why do you think they are not kept as pets?
  - Build Background, 178
  - Read Aloud: "The Wolves of Winter," 179
  - 1.6B, 1.6E, 1.6E.1

### DAY 2
**Listening/Speaking**
- **Focus Question:** Why does the wolf go to school?
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Review Vocabulary:** 182
  - 1.1C, 1.1E

**Phonics**
- Decode Words with /ch/, 211E
  - Practice Book A-O-B, 51
  - 1.1C

### DAY 3
**Listening/Speaking**
- **Focus Question:** Compare "The Boy Who Cried Wolf" to Wolf! In which story do the animal characters act more like real people?
  - Summarize, 205
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Review Words in Context:** 211C
  - Strategy: Dictionary/Multiple-Meaning Words, 211D
  - Practice Book A-O-B, 50
  - 1.1C, 1.1E; R3.A.1.1.1

**Phonics**
- Decode Multisyllable Words, 211E
  - 1.1C

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**Read** "The Boy Who Cried Wolf," 180–181
- 1.1C, 1.3F; R3.A.1.1, R3.B.1.1

**Comprehension, 181A–181B**
- Strategy: Generate Questions
  - Skills: Fantasy and Reality
  - Practice Book A-O-B, 46
  - 1.3B

**Fluency**
- Partner Reading, 178I
  - Model Fluency, 179
  - 1.1H.1, 1.1H.3, 1.1H.4

**Read** Wolf!, 182–203
- 1.1A, 1.1D, 1.1G.3, 1.3A, 1.3B, 1.3F; R3.A.1.3.1, R3.B.1.1, R3.B.1.1.1

**Comprehension, 182–203**
- Strategy: Generate Questions
  - Skill: Fantasy and Reality
  - Practice Book A-O-B, 47
  - 1.3B

**Fluency**
- Partner Reading, 178I
  - Echo-Read, 188
  - 1.1H.1, 1.1H.3, 1.1H.4

**Read** Wolf!, 182–203
- 1.1D, 1.1G.3, 1.3B, 1.3F; R3.A.1.3.1, R3.B.1.1, R3.B.1.1.1

**Comprehension**
- Comprehension Check, 205
  - Maintain Skill: Character and Plot, 205B
  - 1.3B; R3.B.1.1.1, R3.B.1.2.1

**Fluency**
- Repeated Reading, 205A
  - Practice Book A-O-B, 48
  - Partner Reading, 178I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt** Write a paragraph describing how it feels to stand face to face with a wolf.
  - Prewrite a Persuasive Poster, 211A
  - 1.4C, 1.5A, 1.5B

**Grammar**
- Daily Language Activities, 211I
  - Singular and Plural Nouns, 211I
  - Grammar Practice Book, 39
  - 1.5F

**Spelling**
- Pretest: Words with /ch/, 216G
  - Spelling Practice Book, 39–40
  - 1.5F

**Writing**
- **Daily Writing Prompt** If you could talk with a wolf, what would you say? Write a short dialogue between the two of you.
  - Draft a Persuasive Poster, 211A
  - 1.4C, 1.5B, 1.5C

**Grammar**
- Daily Language Activities, 211I
  - Singular and Plural Nouns, 211I
  - Grammar Practice Book, 40
  - 1.5F

**Spelling**
- Words with /ch/, 211G
  - Spelling Practice Book, 41
  - 1.5F

**Writing**
- **Daily Writing Prompt** Write a brief article describing wolves for an encyclopedia for very young children.
  - Writing Trait: Word Choice, 211I
  - Revise a Persuasive Poster, 211B
  - 1.4C, 1.5E

**Grammar**
- Daily Language Activities, 211I
  - Mechanics and Usage, 211J
  - Grammar Practice Book, 41
  - 1.5F

**Spelling**
- Words with /ch/, 211H
  - Spelling Practice Book, 42
  - 1.5F
**Day 4**

**Listening/Speaking/Viewing**
- **Focus Question:** Use information in this article to tell how the main character in Wolfs is different from a real wolf.
- **Expand Vocabulary:** Wolves, 211F 1.6D, 1.6E, 1.6E.1

**Word Study**
- **Vocabulary**
  - Content Vocabulary: reputation, offspring, den, communicate, 206
  - Synonyms and Antonyms, 211F
  - Apply Vocabulary to Writing, 211F 1.1F; R3.A.1.1.2, R3.A.2.1.2
- **Phonics**
  - Illustrate /ch/ Words, 211E 1.1C

**Reading**
- **Develop Comprehension**
  - Comprehension
    - Informational Text: Science
    - Headings, Pronunciation, Boldface, and Italics, 206
    - Practice Book A-O-B, 49 1.1B; R3.A.2.6, R3.B.3.3.2
  - Fluency: Partner Reading, 178I 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**
- **Writing**
  - Daily Writing Prompt: Write a paragraph describing a wild animal that you have seen or read about.
    - Write a Persuasive Paragraph, 177A 1.4C, 1.5F
- **Grammar**
  - Daily Language Activities, 211I
    - Singular and Plural Nouns, 211J
    - Grammar Practice Book, 42 1.5F
- **Spelling**
  - Words with /ch/, 211H
    - Spelling Practice Book, 43 1.5F

**Day 5**

**Review and Assess**
- **Listening/Speaking/Viewing**
  - **Focus Question:** Read "The Boy Who Cried Wolf" and Wolf! Which story is more of a fantasy than a reality?
  - Speaking and Listening Strategies, 211A
  - Present a Persuasive Poster, 211B 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Spiral Review: Vocabulary Game, 211F 1.1F

**Comprehension**
- Connect and Compare, 209 1.1G.2, 1.3F
- Fluency: Partner Reading, 178I 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- Daily Writing Prompt: Imagine you are a teacher with a wolf in your class. Write about the kind of student the wolf is.
  - Publish a Persuasive Poster, 211B 1.4C, 1.5G
- Grammar: Daily Language Activities, 211I
  - Singular and Plural Nouns, 211J
  - Grammar Practice Book, 43–44 1.5F
- Spelling: Posttest, 211H
  - Spelling Practice Book, 44 1.5F
## PENNSYLVANIA Lesson Plan

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 1
- **Listening/Speaking/Viewing**
  - **Focus Question**: What do you think the world and your life will be like in the future?
  - Build Background, 212
  - Read Aloud: "The Sure-Footed Shoe Finder," 213
  - 1.6B, 1.6B.5, 1.6D.1, 1.6E, 1.6E.1

### DAY 2
- **Listening/Speaking**
  - **Focus Question**: How can new knowledge and inventions improve our daily lives in the future?
  - 1.6D, 1.6E.1

### DAY 3
- **Listening/Speaking**
  - **Focus Question**: Which predictions in What's in Store for the Future? do you think will come true? Why?
  - Summarize, 219
  - 1.1G.1, 1.6D.1, 1.6E, 1.6E.1

### WORD STUDY
- **Vocabulary**
  - **Review Vocabulary**: 216
  - 1.1C, 1.1E, R3.A.2.1, R3.A.2.2, R3.A.2.2.2

### READING
- **Develop Comprehension**
  - **Read**: "Where Did the First Americans Live?" 214–215
  - 1.1C, R3.A.2, R3.B.1.1

### LANGUAGE ARTS
- **Fluency**
  - Partner Reading, 212
  - Model Fluency, 213

### Writing
- **Daily Writing Prompt**: Write what you would do on the weekends if there was no electricity.

### Grammar
- **Daily Language Activities, 223I**
  - Irregular Plural Nouns, 223I
  - Grammar Practice Book, 45

### Spelling
- **Pretest, 211G**
  - Spelling Practice Book, 45–46

### Vocabulary
- **Review Words in Context, 223C**
  - Strategy: Word Parts/Plural Endings, 223D
  - Practice Book A-O-B, 57

### Phonics
- **Decode Words with th, ph, wh, and sh, 223E**
  - Practice Book A-O-B, 58
  - 1.1C

### What's in Store for the Future?
- 216–219
  - Comprehension, 216–219
  - Strategy: Summarize
  - Skill: Fact and Opinion
  - Practice Book A-O-B, 54
  - Fluency, 212
  - Partner Reading, 212
  - Model Fluency, 213

### Writing
- **Daily Writing Prompt**: Write a letter to a third grader living 100 years ago that describes one invention that you use today.
  - Find Information: Article, 223A
  - 1.2B.1, 1.4B, 1.4C, 1.5B.1, 1.8B.1, 1.8B.2

### Grammar
- **Daily Language Activities, 223I**
  - Irregular Plural Nouns, 223I
  - Grammar Practice Book, 46

### Spelling
- **Words with th, wh, sh, 211G**
  - Spelling Practice Book, 47

### Writing
- **Daily Writing Prompt**: You are interviewing the inventor of the radio. Write three questions you would ask.
  - Organize Information: Article, 223B
  - 1.4B, 1.4C, 1.5B.1, 1.8B, 1.8B.2, 1.8C

### Grammar
- **Daily Language Activities, 223I**
  - Mechanics and Usage, 223I
  - Grammar Practice Book, 47

### Spelling
- **Words with th, wh, sh, 211H**
  - Spelling Practice Book, 48

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*Note: Unit 2, Week 3, What's in Store for the Future? 212A–223V*
**Day 4**

**Listening/Speaking/Viewing**

- **Focus Question**: Explain how you think changes to computers will change your daily life in the future.

  - Expand Vocabulary: Past, Present, and Future Inventions, 223F
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Content Vocabulary: natural resources, pollution, wastewater, 216
- Time Words, 223F
- Apply Vocabulary to Writing, 223F
  - 1.1F: R3.A.2.1.2

**Phonics**

- Tongue Twisters, 223E
  - 1.1C

**Reading**

- Develop Comprehension
  - Read: "Will Robots Do All the Work?" 220–221
  - Test Strategy: Author and Me R3.A.2, R3.A.2.6

**Research and Study Skills**

- Study Skill: Parts of a Book, 219B
  - Practice Book A-O-B, 56
  - R3.B.3

**Fluency**

- Partner Reading, 212
  - 1.1H.1, 1.1H.3, 1.1H.4.1

**Language Arts**

- **Writing**
  - Daily Writing Prompt: How has your world changed since you were in the first grade? Have you learned new things?
  - Synthesize and Write: Article, 223B
    - 1.4B, 1.4C, 1.5B, 1.5B.2, 1.5C, 1.5E, 1.5F, 1.8C.2

- **Grammar**
  - Daily Language Activities, 223I
  - Irregular Plural Nouns, 223J
  - Grammar Practice Book, 48
    - 1.5F

- **Spelling**
  - Words with th, wh, sh, 211H
  - Spelling Practice Book, 49
    - 1.5F

**Day 5**

**Listening/Speaking/Viewing**

- **Focus Question**: Do you think computers have helped society throughout history? Use facts from your readings to support your opinion.

- Speaking and Listening Strategies, 223A
  - Present the Article, 223B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Spiral Review: Vocabulary Game, 223F
  - 1.1F; R3.A.2.1

**Reading**

- Self-Selected Reading, 212I
  - 1.1H.5

**Comprehension**

- Strategy: Summarize Skill: Fact and Opinion, 219
  - 1.2A.1; R3.A.1.5.1, R3.B.3.1

**Fluency**

- Partner Reading, 212I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- Daily Writing Prompt: Write a journal entry describing what you would like to be doing 20 years from now.
  - Share Information: Article, 223B
    - 1.4B, 1.4C, 1.5G, 1.8C

**Grammar**

- Daily Language Activities, 223I
  - Irregular Plural Nouns, 223J
  - Grammar Practice Book, 49–50
    - 1.5F

**Spelling**

- Posttest, 211H
  - Spelling Practice Book, 50
    - 1.5F

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Grade 3, Unit 2, Week 3, What's in Store for the Future?, 212A–223V
# Pennsylvania Lesson Plan

## Day 1

** Oral Language **
- **Listening**
- **Speaking**
- **Viewing**

** Focus Question **
What do you think about when you look into the sky at night?

Build Background, 224

Read Aloud: "Galileo and the Moons of Jupiter," 225
1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

** Vocabulary **
- **dim, easily, farther, main, probably, solar system, telescope, temperatures,** 226
- Practice Book A-O-B, 59
- **Strategy:** Context Clues/Definitions, 227
  1.1C, 1.1E, R3.A.2.2.2

** Phonics **
- **Decode Words with Consonant Blends,** 255E
  - Practice Book A-O-B, 65
  - 1.1C

## Day 2

** Oral Language **

** Focus Question **
What do you need to see other planets in the night sky?
1.6D, 1.6E.1, 1.6E.1

** Vocabulary **
- Review Vocabulary, 228
  - 1.1C, 1.1E, R3.A.2.1
- **Phonics**
  - Decode Words with Consonant Blends, 255E
  - Practice Book A-O-B, 65
  - 1.1C

** Reading **
- **Read**
  - 1.1B, 1.1C, R3.A.2.1, R3.B.1.1
- **Comprehension,** 227A–227B
  - **Strategy:** Generate Questions
  - **Skill:** Summarize
  - Practice Book A-O-B, 60
  - R3.A.2.5.1
- **Fluency**
  - Partner Reading, 224I
  - Model Fluency, 225
  - 1.1H.1, 1.1H.3, 1.1H.4

## Day 3

** Oral Language **

** Focus Question **
Reread "Constellations: Pictures in the Sky" on pages 226–227. How do stars in the night sky compare to the planets?

Summarize, 249
1.1G.1, 1.6D, 1.6E.1, 1.6E.1

** Vocabulary **
- Review Words in Context, 255C
- **Strategy:** Context Clues/Definitions, 255D
- Practice Book A-O-B, 64
  - 1.1C, 1.1E, R3.A.2.2.2
- **Phonics**
  - Decode Multisyllable Words, 255E
  - 1.1C

** Reading **
- **Read**
  - The Planets in Our Solar System, 228–247
  - 1.1A, 1.1B, 1.1D, 1.1G.3, 1.3F, R3.A.2.5.1, R3.A.2.6, R3.B.3.3.3
- **Comprehension**
  - Comprehension Check, 249
  - **Maintain Skill:** Fact and Opinion, 249B
  - R3.B.3.1, R3.B.3.1.1
- **Fluency**
  - Partner Reading, 224I
  - Repeated Reading, 249A
  - Practice Book A-O-B, 62
  - 1.1H.1, 1.1H.3, 1.1H.4

## Writing
** Daily Writing Prompt **
Write a short poem about the night sky. Share it with classmates.

Prewrite a Radio Ad, 255A
1.4C, 1.5A, 1.5B

** Grammar **
- **Daily Language Activities,** 255I
  - Possessive Nouns, 255I
  - Grammar Practice Book, 51
    - 1.5F

** Spelling **
- **Pretest:** Consonant Blends, 255G
  - Spelling Practice Book, 51–52
    - 1.5F

** Daily Writing Prompt **
Write a paragraph comparing and contrasting three things in the night sky and the day sky.

Draft a Radio Ad, 255A
1.4C, 1.5B, 1.5C

** Grammar **
- **Daily Language Activities,** 255I
  - Possessive Nouns, 255I
  - Grammar Practice Book, 52
    - 1.5F

** Spelling **
- Consonant Blends, 255G
  - Spelling Practice Book, 53
    - 1.5F

** Daily Writing Prompt **
Write a paragraph with the following topic sentence: "The night sky is filled with wonders." Use supporting details.

Writing Trait: Voice, 255
Revise a Radio Ad, 255B
1.4C, 1.5E

** Grammar **
- **Daily Language Activities,** 255I
  - Mechanics and Usage: Apostrophes in Possessive Nouns, 255J
  - Grammar Practice Book, 53
    - 1.5F

** Spelling **
- Consonant Blends, 255H
  - Spelling Practice Book, 54
    - 1.5F

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*Ide 3, Unit 2, Week 4, The Planets in Our Solar System, 224A–225V*
### DAY 4

**Listening/Speaking/Viewing**

1. **Focus Question:** Pretend that page 239 from *The Planets in Our Solar System* is part of an Internet article. Which words could be used as hyperlinks?
   - Expand Vocabulary: The Night Sky, 255F
   - 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Content Vocabulary:** URL, sidebar, menu, hyperlink, home page, 250
- **Space Words:** 255F
  - Apply Vocabulary to Writing, 255F
    - 1.1F; R3.A.2.1.2

**Phonics**

- **Word Families:** 255E
  - 1.1C

### DAY 5

**Review and Assess**

**Listening/Speaking/Viewing**

1. **Focus Question:** What facts have you learned from this week’s selection about the solar system? Try to summarize them in one sentence.
   - Speaking and Listening Strategies, 255A
   - Present Radio Ads, 255B
   - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Spiral Review:** Vocabulary Game, 255F
  - 1.1F

### READING

**Read**

- "Star Research," 250–253
  - 1.3F; R3.A.2.1.2, R3.A.2.6, R3.B.3.3.3

**Comprehension**

- **Informational Text:** Science
  - **Text Feature:** Internet Article, 250
    - Practice Book A-O-8, 63
    - R3.A.2.6

**Fluency**

- **Partner Reading:** 224I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt:** Write a letter to a friend telling the most interesting facts you learned from reading *The Planets in Our Solar System*.
  - Proofread a Radio Ad, 255B
    - 1.4C, 1.5F

**Grammar**

- **Daily Language Activities:** 255I
  - Possessive Nouns, 255J
  - Grammar Practice Book, 54
  - 1.5F

**Spelling**

- **Consonant Blends:** 255H
  - Spelling Practice Book, 55
  - 1.5F

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Grade 3, Unit 2, Week 4, *The Planets in Our Solar System, 224A–255V*
### DAY 1

**Listening/Speaking/Viewing**

**Focus Question:** Writing can be a lot of fun. What are your favorite kinds of things to write?

- Build Background, 256
- Read Aloud: "Writers," 257
  1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

**Oral Language**
- **Listening**
- **Speaking**
- **Viewing**

**Word Study**

- **Vocabulary**
  - **Talented, single, proper, excitement, acceptance, useful.** 258
- Practice Book A-O-B, 66
- **Strategy:** Context Clues/Word Clues, 259
  1.1C, 1.1E, R3.A.2.2.2

**Phonics/Decoding**

**Reading**

- **Develop Comprehension**
  - Read: "Talking to Lulu Delacre, Children's Author," 258–259
  1.1C: R3.B.1.1
- **Comprehension, 259A–259B**
- **Strategy:** Summarize
- **Skill:** Author's Purpose
  Practice Book A-O-B, 67
  R3.A.2.5, R3.A.2.5.1, R3.A.2.6.1
- **Fluency**
  Partner Reading, 256L
  Model Fluency, 257
  1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**

- **Writing**
  - **Daily Writing Prompt:** Write a paragraph describing what you think a day in the life of a writer is like.
  - Prewriting a Persuasive Paragraph, 277A
    1.4C, 1.5A, 1.5B
  - **Grammar**
    Daily Language Activities, 277I
    Sentence Combining with Nouns, 277I
    Grammar Practice Book, 57
    1.5F, 1.5F.5
- **Spelling**
  Pretest: Words with /n/ gn, kn; /r/ wr, 277G
  Practice Book, 57–58
  1.5F

### DAY 2

**Listening/Speaking**

**Focus Question:** Why does the author decide to write children's stories?

1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Review Vocabulary, 260**
  1.1C, 1.1E; R3.A.2.1
- **Strategy:** Context Clues/Word Clues, 277E
- Practice Book A-O-B, 72
  1.1C

**Phonics**

- **Decode Words with /n/ gn, kn; /r/ wr, 277E**
- **Strategy:** Context Clues/Word Clues, 277D
- Practice Book A-O-B, 71
  1.1C, 1.1E; R3.A.2.2.2
- **Fluency**
  Partner Reading, 256L
  Choral Reading, 268
  1.1H.1, 1.1H.3, 1.1H.4

### DAY 3

**Listening/Speaking**

**Focus Question:** Read "Talking to Lulu Delacre" on pages 258–259. How do you think the author of *Author: A True Story* would answer each of these interview questions?

- Summarize, 273
  1.1G.1, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- **Words in Context, 277C**
- **Strategy:** Context Clues/Word Clues, 277D
- Practice Book A-O-B, 68
  1.1D, 1.1G.3, 1.3F; R3.A.2.5, R3.A.2.5.1
  R3.A.2.6.1, R3.B.1.1, R3.B.1.1.1
  **Comprehension, 260–273**
  **Strategy:** Summarize
  **Skill:** Author's Purpose
  Practice Book A-O-B, 68
  R3.A.2.5, R3.A.2.5.1, R3.A.2.6.1
- **Fluency**
  Partner Reading, 256L
  Choral Reading, 268
  1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt:** Write a paragraph telling what your favorite kind of writing is and why you like it.
- **Draft a Book Review, 277A**
  1.4C, 1.5B, 1.5C
- **Grammar Daily Language Activities, 277I**
  Sentence Combining with Nouns, 277I
  Grammar Practice Book, 58
  1.5F, 1.5F.5
- **Spelling**
  Words with /n/ gn, kn; /r/ wr, 277G
  Practice Book, 59
  1.5F

**Author:**

*A True Story*

*260–271*
**DAY 4**

**Listening/Speaking/Viewing**
- **Focus Question** in *Author: A True Story*, the author describes some of the frustrations of being a writer. Does the author of this poem express any of the same frustrations?
- **Expand Vocabulary**: Being a Writer, 277F
  1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Words with Suffixes, 277F
- Apply Vocabulary to Writing, 277F
  1.1F; R.3.1.A.2.1

**Phonics**
- Crosswords, 277E
  1.1C

**DAY 5**

**Review and Assess**

**Listening/Speaking/Viewing**
- **Focus Question** Think about the selections you read this week. What are the different reasons an author writes? How can you tell what the author's purpose is?
- **Speaking and Listening Strategies, 277A**
- **Present Book Reviews, 277B**
  1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Spiral Review: Vocabulary Game, 277F**
  1.1F

**Reading**
- **Read**: "Where I Sit Writing," 274–275
  1.3F, R.3.A.1.6, R.3.A.1.6, R.3.B.2
- **Comprehension**
  Poetry
  - **Literary Elements**: Repetition and Alliteration, 274
    Practice Book A-O-B, 70
    1.3D; R.3.A.1.6, R.3.B.2
- **Fluency**: Partner Reading, 256l
  1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt**: Write a few questions that you would like to ask Helen Lester. Imagine what she might say, and write her answers.
- **Proofread a Book Review, 277B**
  1.4C, 1.5F

**Grammar**
- **Daily Language Activities, 277l**
  Sentence Combining with Nouns, 277j
  Grammar Practice Book, 60
  1.5F, 1.5F.5

**Spelling**
- Words with /n/gn, kn, /str/, 277H
- Spelling Practice Book, 61
  1.5F
Pennsylvania Lesson Plan

Day 1

**Listening/Speaking/Viewing**
- Focus Question: What was the most interesting food from another culture that you have ever eaten?
  - Build Background, 282
  - Read Aloud: "Eating International," 283
  - 1.6B, 1.6E, 1.7D, 1.6E, 1.6E.1

**Word Study**
- Vocabulary
  - **Vocabulary**
    - **guests, banquet, agreeable, curiosity, gaze, untrusting**, 284
    - Practice Book A-O-B, 75
  - **Strategy: Synonyms**, 285
    - 1.1C, 1.1E, R3.A.1.1.2

**Reading**
- Develop Comprehension
  - **Read** "Family Feast," 284–285
    - 1.1C, R3.A.1.1, R3.B.1.1
  
**Comprehension**, 285A–285B
- **Strategy: Make Inferences**
  - Practice Book A-O-B, 76
  - R3.A.1.3.1

**Fluency**
- Partner Reading, 282R
  - Model Fluency, 283
  - 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**
- **Writing**
  - **Daily Writing Prompt** Write a description of your favorite food but do not name it. Exchange descriptions with a partner and try to guess each other's food.
    - Prewrite a Journal Entry, 313A
    - 1.4A, 1.5A, 1.5B
  - **Grammar**
    - **Daily Language Activities**, 313I
      - Action Verbs, 313I
      - Grammar Practice Book, 65
      - 1.5D, 1.5F, 1.5F.4
  - **Spelling**
    - Pretest, 313G
    - Spelling Practice Book, 65–66
    - 1.5F

Day 2

**Listening/Speaking**
- Focus Question: What lesson does making stone soup teach the people in the village?
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Review Vocabulary, 286
  - 1.1C, 1.1E

**Phonics**
- ** Decode Words with /air/ and /aɪr/, 315E**
  - Practice Book A-O-B, 81
  - 1.1C

**Comprehension**
- **Read** Stone Soup, 286–305
  - 1.1A, 1.1D, 1.1G.3, 1.3F, R3.A.1.6, R3.B.1.1.1

**Comprehension**, 286–305
- **Strategy: Visualize**
  - **Skill: Make Inferences**
    - Practice Book A-O-B, 77
    - R3.A.1.3.1

**Fluency**
- Partner Reading, 282R
  - Attention to Punctuation, 300
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt** Write about a tradition your family has where you always eat a special meal.
  - Draft a Journal Entry, 313A
  - 1.4A, 1.5B, 1.5C

**Grammar**
- **Daily Language Activities**, 313I
  - Action Verbs, 313I
  - Grammar Practice Book, 66
  - 1.5D, 1.5F, 1.5F.4

**Spelling**
- **Words with /air/ and /aɪr/, 315G**
  - Spelling Practice Book, 67
  - 1.5F

Day 3

**Listening/Speaking**
- Focus Question: Compare the class banquet to the village feast in Stone Soup. How are they alike? How are they different?
  - Retell, 307
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Review Words in Context, 313C
  - **Strategy: Synonyms**, 313D
    - Practice Book A-O-B, 80
    - 1.1C, 1.1E, R3.A.1.1.2

**Phonics**
- **Decode Multisyllable Words, 313E**
  - 1.1C

**Comprehension**
- **Read** Stone Soup, 286–305
  - 1.1D, 1.1G.3, 1.3F, R3.B.1.1.1, R3.B.1.1.1

**Fluency**
- Partner Reading, 282R
  - Repeated Reading, 307A
    - Practice Book A-O-B, 78
    - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt** Write an invitation to a friend to come to a feast of foods at your house. Tell them what foods you will serve.
  - **Writing Trait: Voice, 313**
    - Revise a Journal Entry, 313B
    - 1.4A, 1.5E

**Grammar**
- **Daily Language Activities**, 313I
  - Mechanics and Usage, 313I
    - Grammar Practice Book, 67
    - 1.5D, 1.5F, 1.5F.4

**Spelling**
- **Words with /air/ and /aɪr/, 313H**
  - Spelling Practice Book, 68
  - 1.5F

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(adapted from Stone Soup, 282–305, 313C)
**ORAL LANGUAGE**

- **Listening**
  - Focus Question: What ingredients might people from Russia, Mexico, and India have brought to put in the stone soup?
  - Expand Vocabulary: Banquet, 313F 1.6D, 1.6E, 1.6E.1

- **Speaking**

- **Viewing**

**WORD STUDY**

- **Vocabulary**
  - Content Vocabulary: unique, tortillas, hearty, kimchi, chapatis, 308
  - International Food Words, 313F
  - Apply Vocabulary to Writing, 313F 1.1F; R3.A.2.1.2

- **Phonics/Decoding**
  - Silly Sentences, 313E 1.1C

**READING**

- **Develop Comprehension**
  - Read: "What's for Lunch?" 308–311 1.3F; R3.2.1.2, R3.A.2.6, R3.B.3.3.3
  - Comprehension
    - Social Studies: Nonfiction Article
    - Text Feature: Charts, 308
    - Practice Book A-O-B, 79 R3.B.3.3.3
  - Fluency: Partner Reading, 282R 1.1H.1, 1.1H.3, 1.1H.4

- **Fluency**

**LANGUAGE ARTS**

- **Writing**
  - Daily Writing Prompt: What is the worst kind of lunch for you? Write about a lunch that really disappointed you.
  - Proofread a Journal Entry, 313B 1.4A, 1.5F

- **Grammar**
  - Daily Language Activities, 313I
  - Action Verbs, 313J
  - Grammar Practice Book, 68 1.5D, 1.5F, 1.5F.4

- **Spelling**
  - Words with /är/ and /ør/, 313H
  - Spelling Practice Book, 69 1.5F

**DAY 4**

**DAY 5**

- **Listening/Speaking/Viewing**
  - Focus Question: In "What's for Lunch?" we learned about many kinds of foods. If Mr. Ortiz's class made a stone soup for lunch, what do you think they would put in it?
  - Presentation of the Personal Narrative, 313B 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Review and Assess**

- **Listening/Speaking/Viewing**
  - Focus Question: In "What's for Lunch?" we learned about many kinds of foods. If Mr. Ortiz's class made a stone soup for lunch, what do you think they would put in it?

- **Vocabulary**
  - Spiral Review: Vocabulary Game, 313F 1.1F

- **Comprehension**
  - Self-Selected Reading, 282R 1.1H.5
  - Connect and Compare, 311 1.1G.2, 1.3F

- **Fluency**
  - Partner Reading, 282R 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- Daily Writing Prompt: Pretend that you are at a banquet. Describe one dish that is on the table.
  - Publish a Journal Entry, 313B 1.5G

- Grammar: Daily Language Activities, 313I
  - Action Verbs, 313J
  - Grammar Practice Book, 69–70 1.5D, 1.5F, 1.5F.4

- Spelling: Posttest, 313H
  - Spelling Practice Book, 70 1.5F
# PENNSYLVANIA Lesson Plan

## DAY 1

**Listening/Speaking/Viewing**

**Focus Question**: Riddles are word puzzles. What was the last riddle you tried to solve?

- Build Background, 314
- Read Aloud: "A Birthday Riddle," 315
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Wearily, depart, suitable, increase, observed, advised, discouraged, 316
- Practice Book A-O-B, 82

**Strategy**: Dictionary: Unfamiliar Words, 317
- 1.1C, 1.1E; R3.A.1.2.2

## DAY 2

**Listening/Speaking**

**Focus Question**: Where in the world does Aziza live?

- 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Review Vocabulary, 318
  - 1.1C, 1.1E

**Phonics**

- Decode Words with /ør/, 339E
  - Practice Book A-O-B, 88
  - 1.1C

## DAY 3

**Listening/Speaking**

**Focus Question**: Read "Count on Detective Drake!" on pages 316-317. How is it similar to One Riddle, One Answer? In what ways is the main character's behavior different?

- Summarize, 335
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Review Words in Context, 339C

**Strategy**: Dictionary: Unfamiliar Words, 339D
- Practice Book A-O-B, 87
  - 1.1C, 1.1E; R3.A.1.2.2

**Phonics**

- Decode Multisyllable Words, 339E
  - 1.1C

## Oral Language

- Listening
- Speaking
- Viewing

## Word Study

- Vocabulary
- Phonics/Decoding

## Reading

- Develop Comprehension
- Fluency

## Language Arts

- Writing
- Grammar
- Spelling

## Writing

**Daily Writing Prompt**: Write a riddle you already know or try to make one up. Exchange your writing with a partner and try to solve each other's riddle.

- Prewrite a Character Sketch, 339A
  - 1.4A.1, 1.5A, 1.5B

**Grammar**

- Daily Language Activities, 339I
  - Present-Tense Verbs, 339I
  - Grammar Practice Book, 71
    - 1.5F, 1.5F.4

**Spelling**

- Pretest, 339G
  - Spelling Practice Book, 71-72
    - 1.5F

---

ade 3, Unit 3, Week 2, One Riddle, One Answer, 314A-339V
**DAY 4**

**Listening/Speaking/Viewing**
- **Focus Question**: One Riddle, One Answer is about a riddle. How are these haikus like riddles?
- **Expand Vocabulary**: Things to Solve, 339F
  1.6D, 1.6E, 1.6F.1

**WORD STUDY**
- **Vocabulary**
  - Rules, 339F
  - Apply Vocabulary to Writing, 339F
  - 1.1F
- **Phonics**
  - Rhyming Riddles, 339E
  - 1.1C

**READING**
- **Develop Comprehension**
  - Read "Haiku," 336–337
    1.3D, 1.3F; R3.A.1.6, R3.B.1.1, R3.B.2
  - Comprehension
    - Poetry: Haiku
    - Consonance and Metaphor, 336
      1.3D/R3.A.1.6; R3.B.2, R3.B.2.1
- **Fluency**
  - Partner Reading, 314I
    1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
  - **Daily Writing Prompt**: Write a haiku using words that help give a feeling for the subject of your poem.
    - Proofread a Character Sketch, 339B
      1.4A, 1.4A.1, 1.5F
- **Grammar**
  - Daily Language Activities, 339J
    - Present-Tense Verbs, 339J
    - Grammar Practice Book, 74
      1.5F, 1.5F.4
- **Spelling**
  - Words with /air/, 339H
    - Spelling Practice Book, 75
      1.5F

---

**DAY 5**

**Listening/Speaking/Viewing**
- **Focus Question**: One Riddle, One Answer and "Count on Detective Drake" both have a plot and setting, Does a haiku have a plot and setting? Why or why not?
  - Present Character Sketch, 339B
    1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**WORD STUDY**
- **Vocabulary**
  - Spiral Review: Crossword Puzzles, 339F
    1.1F
- **Phonics**
  - Rhyming Riddles, 339E
    1.1C

**READING**
- **Develop Comprehension**
  - Read Self-Selected Reading, 314I–314J
    1.1H.5
  - Comprehension
    - Connect and Compare, 337
      1.1G.2, 1.3F
- **Fluency**
  - Partner Reading, 314I
    1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
  - **Daily Writing Prompt**: Read Aziza's number riddle again. Try writing a riddle for another number.
    - Publish a Character Sketch, 339B
      1.4A.1, 1.5G
- **Grammar**
  - Daily Language Activities, 339J
    - Present-Tense Verbs, 339J
    - Grammar Practice Book, 75–76
      1.5F, 1.5F.4
- **Spelling**
  - Posttest, 339H
    - Spelling Practice Book, 76
      1.5F
## DAY 1

**Listening/Speaking/Viewing**
- **Focus Question**: How do people's activities affect ecosystems?
  - **Build Background**: 340
  - **Read Aloud**: "Walk Lightly," 341
    - 1.6B, 1.6B.5, 1.6D.1, 1.6E, 1.6E.1

**Vocabulary**
- **Preserve, restore, suffered, rainfall**: 342
- **Vocabulary Review**: Book A-O-B, 89
- **Strategy**: Dictionary/Multiple-Meaning Words, 343
  - 1.1C, 1.1E, R3.A.1.1.1, R3.A.1.2.2

**Phonics**
- **Decode Words with /uir/**: 351E
  - Practice Book A-O-B, 95
  - 1.1C

**Reading**
- **Develop Comprehension**: "For the Birds!" and "The Desert is Alive!" 342-343
  - 1.1C, R3.A.1
- **Comprehension**: 343A-343B
  - **Strategy**: Text Structure
- **Skill**: Cause and Effect
  - Practice Book A-O-B, 90
  - 1.2A.4, R3.B.3.3, R3.B.3.3.1

**Fluency**
- **Partner Reading**: 340I
  - Model Fluency, 341
  - 1.1H.1, 1.1H.3, 1.1H.4

## DAY 2

**Listening/Speaking**
- **Focus Question**: How can items be recycled to help the environment?
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Review Vocabulary**: 344
  - 1.1C, 1.1E

**Phonics**
- **Decode Words with /uir/**: 351E
  - Practice Book A-O-B, 95
  - 1.1C

**Reading**
- **Comprehension**: 344-347
  - **Strategy**: Text Structure
  - **Skill**: Cause and Effect
  - Practice Book A-O-B, 91
  - 1.2A.4, R3.B.3.3, R3.B.3.3.1

**Fluency**
- **Partner Reading**: 340I
  - 1.1H.1, 1.1H.3, 1.1H.4

## DAY 3

**Listening/Speaking**
- **Focus Question**: What do the Kern River Preserve, Chihuahan Desert, and sand dunes in New Jersey have in common?
  - Retell, 347
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Review Words in Context**: 351C
- **Strategy**: Dictionary/Multiple-Meaning Words, 351D
  - Practice Book A-O-B, 94
  - 1.1C, 1.1E, R3.A.1.1.1, R3.A.1.2.2

**Phonics**
- **Decode Multisyllable Words**: 351E
  - 1.1C

**Reading**
- **Comprehension Check**: 347
- **Maintain Skill**: Fact and Opinion, 347A
  - 1.2A.1, R3.B.1.2.1, R3.B.3.1.1, R3.B.3.3.1

**Fluency**
- **Repeated Reading**: 347A
  - Partner Reading, 340I
  - Practice Book A-O-B, 92
  - 1.1H.1, 1.1H.3, 1.1H.4

## Writing
**Daily Writing Prompt**: Write a letter to the mayor of your city explaining why it's important to preserve your neighborhood's environment.
- **Generate Questions**: Report, 351A
  - 1.4B, 1.5A, 1.88

**Grammar**
- **Daily Language Activities**: 351I
- **Past-Tense Verbs**: 351I
  - Grammar Practice Book, 77
  - 1.5F, 1.5F.4

**Spelling**
- **Pretest**: 351G
  - Spelling Practice Book, 77-78
  - 1.5F

**Daily Writing Prompt**: Use the desert as the setting for an action story you are writing. Describe the desert's sounds, smells, and temperatures.
- **Find Information**: Report, 351A
  - 1.2B.1, 1.4B, 1.5B.1, 1.8B, 1.8B.1, 1.8B.2

**Grammar**
- **Daily Language Activities**: 351I
- **Past-Tense Verbs**: 351I
  - Grammar Practice Book, 78
  - 1.5F, 1.5F.4

**Spelling**
- **Words with /uir/**: 351G
  - Spelling Practice Book, 79
  - 1.5F

**Daily Writing Prompt**: What would you change about the weather? Explain how this might affect people and the environment.
- **Organize Information**: Report, 351B
  - 1.4B, 1.5B, 1.5B.1, 1.8B, 1.8B.1, 1.8B.2, 1.8C

**Grammar**
- **Daily Language Activities**: 351I
- **Mechanics and Usage**: 351I
  - Grammar Practice Book, 79
  - 1.5F, 1.5F.3, 1.5F.4

**Spelling**
- **Words with /uir/**: 351H
  - Spelling Practice Book, 80
  - 1.5F
### DAY 4

#### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

#### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

#### READING
- **Develop Comprehension**
- **Fluency**

#### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 5

#### Review and Assess

#### ORAL LANGUAGE
- **Listening/Speaking/Viewing**
  - **Focus Question**
    - What are the possible reasons why the number of frogs is dropping? What can be done to protect them?
    - Expand Vocabulary: How to Help Ecosystems, 351F
    - 1.6D, 1.6E, 1.6E.1

#### WORD STUDY
- **Vocabulary**
  - Homographs, 351F
  - Apply Vocabulary to Writing, 351F
  - 1.1F; R3. A.2.1

- **Phonics**
  - Rhyme Time, 351E
  - 1.1C

#### READING
- **Read**
  - "Frog Frenzy!" 348-349
  - R3. A.2.6
  - Test Strategy: Think and Search

- **Research and Study Skills**
  - Using the Library, 347B
  - Practice Book A-O-B, 93
  - 1.8B

- **Fluency**
  - Partner Reading, 340I
  - 1.1H, 1.1H.3, 1.1H.4

#### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt**
    - Write an advertisement asking for people's old Christmas trees for the sand dunes.
    - Synthesize and Write: Report, 351B
    - 1.4B, 1.5B, 1.5B.2, 1.5C, 1.5E, 1.5F, 1.8C, 1.8C.2

- **Grammar**
  - Daily Language Activities, 351F
  - Past-Tense Verbs, 351J
  - Grammar Practice Book, 80
  - 1.5F, 1.5F.3, 1.5F.4

- **Spelling**
  - Words with /ør/, 351H
  - Spelling Practice Book, 81
  - 1.5F

### Weekly Assessment
- **In PSSA format**

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### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

#### DAY 1
**Listening/Speaking/Viewing**
- **Focus Question** What was the most interesting thing that ever happened to you while you were traveling?
  - Build Background, 352
  - Read Aloud: "From the Belly Button of the Moon," 353
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

#### DAY 2
**Listening/Speaking**
- **Focus Question** How will Steven get a gift for his aunt?
  - 1.6D, 1.6E, 1.6E.1

#### DAY 3
**Listening/Speaking**
- **Focus Question** How is Little Red Ant's problem like Wind and Sun's problem? How are their problem-solving methods different?
  - Retell, 379
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

#### DAY 1
**Vocabulary**
- *annual, potential, expensive, politely, package, wrapping, innocent, axles*
  - Practice Book A-O-B, 96
  - Strategy: Dictionary/Homophones, 355
  - 1.1C, 1.1E

#### DAY 2
**Vocabulary**
- Review Vocabulary, 356
  - 1.1C, 1.1E

#### DAY 3
**Vocabulary**
- Review Words in Context, 383C
  - Strategy: Dictionary/Homophones, 383D
  - Practice Book A-O-B, 101
  - 1.1C, 1.1E, R3.A.1.2.2

**Phonics**
- Decode Words with /aɪ/, /ɑɪ/, and /əɪ/
  - Practice Book A-O-B, 102
  - 1.1C

### READING
- **Develop Comprehension**
- **Fluency**

#### DAY 1
**Read** "My Winter Vacation," 354–355
  - 1.1C, R3.A.1.1

**Comprehension**
- 355A–355B
  - Strategy: Visualize
    - Skill: Make Inferences
    - Practice Book A-O-B, 97
    - R3.A.1.3, R3.A.1.3.1

**Fluency**
- Partner Reading, 352I
  - Model Fluency, 353
  - 1.1H.1, 1.1H.3, 1.1H.4

#### DAY 2
**Read** The Jones Family Express, 356–377
  - 1.1A, 1.1D, 1.1G.3, 1.3F, R3.A.1.3.1, R3.A.1.6, R3.B.1.1, R3.B.1.1.1

**Comprehension**
- 356–379
  - Strategy: Visualize
    - Skill: Make Inferences
    - Practice Book A-O-B, 98
    - R3.A.1.3, R3.A.1.3.1

**Fluency**
- Partner Reading, 352I
  - Expression, 360
  - 1.1H.1, 1.1H.3, 1.1H.4

#### DAY 3
**Read** The Jones Family Express, 356–377

**Comprehension**
- Comprehension Check, 379
- Maintain Skill: Review Plot, 379B
  - 1.3B, R3.A.1.3.1, R3.A.1.5.1, R3.B.1.2.1

**Fluency**
- Practice Book A-O-B, 99
- Partner Reading, 352I
- Repeated Reading, 379A
  - 1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

#### DAY 1
**Writing**
  - Prewrite a Dialogue, 383A
  - 1.5A, 1.5B

**Grammar**
- Daily Language Activities, 383I
  - Future-Tense Verbs, 383I
  - Grammar Practice Book, 83
  - 1.5F, 1.5F.4

**Spelling**
- Pretest, 383G
  - Spelling Practice Book, 83-84
  - 1.5F

#### DAY 2
**Writing**
- Daily Writing Prompt: Write a paragraph describing a journey you went on. Tell why, what, where, and when you went on it.
  - Draft a Dialogue, 383A
  - 1.5B, 1.5C

**Grammar**
- Daily Language Activities, 383I
  - Future-Tense Verbs, 383I
  - Grammar Practice Book, 84
  - 1.5F, 1.5F.4

**Spelling**
- Words with /ʌɪ/, /ɑɪ/, and /əɪ/.
  - Practice Book, 85
  - 1.5F

#### DAY 3
**Writing**
- Daily Writing Prompt: Write a short poem about a journey on a bus, a car, a train, or a plane. Use rhyming and sensory words.

**Grammar**
- Daily Language Activities, 383I
  - Mechanics and Usage, 383J
  - Grammar Practice Book, 85
  - 1.5F, 1.5F.4

**Spelling**
- Words with /ʌɪ/, /ɑɪ/, and /əɪ/.
  - Practice Book, 86
  - 1.5F, 1.5F.5
### ORAL LANGUAGE

#### DAY 4
- **Listening**
- **Speaking**
- **Viewing**

#### DAY 5
- **Listening/Speaking/Viewing**
  - **Focus Question:** Think about this article and The Jones Family Express. How do you think Aunt Carolyn prepares for her trips?
  - Expand Vocabulary: Making Journeys, 383F
    - 1.6D, 1.6E, 1.6E.1

### WORD STUDY

#### Vocabulary
- **Vocabulary**
  - Content Vocabulary: *identification, destination*, 380
  - Idioms: Vocabulary in Writing, 383F
    - 1.1F; R3.A.2.1.2

#### Phonics/Decoding
- **Phonics**
  - Illustrate /ʌ/, /ʊ/, and /ʊ/ Words, 383E
    - 1.1C

### READING

#### Develop Comprehension
- **Read**
  - “Tips for Trips,” 380-381
    - 1.3F; R3.A.2.1, R3.A.2.6, R3.B.3.3.4

#### Comprehension
- **Informational Text:** Social Studies
  - **Text Feature:** Directions, 380
    - Practice Book A-O-B, 100
    - R3.A.2, R3.A.2.6, R3.B.3.3.4

#### Fluency
- **Fluency**
  - Partner Reading, 352I
    - 1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS

#### Writing
- **Writing**
  - **Daily Writing Prompt:** Write about a field trip you have taken with your class. Tell where you went, and what you did.
    - Proofread a Dialogue, 383B
      - 1.5F

#### Grammar
- **Grammar**
  - Daily Language Activities, 383I
    - Future-Tense Verbs, 383J
    - Grammar Practice Book, 86
      - 1.5F, 1.5F.4

#### Spelling
- **Spelling**
  - Words with /ʌ/, /ʊ/, and /ʊ/ words, 383H
    - Spelling Practice Book, 87
      - 1.5F

### Review and Assess

#### DAY 4
- **Reading/Speaking/Viewing**
  - **Focus Question:** Steven is getting ready for his first trip with Aunt Carolyn. How can the suggestions in “Tips for Trips” and keeping a journal help him have a good time?
  - Presentation of Fictional Narrative, 383B
    - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

### Instructional Navigator
- Interactive Pennsylvania Lesson Planner
- Weekly Assessment in PSSA format
- Unit and Benchmark Assessment in PSSA format

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Grade 3, Unit 3, Week 4, The Jones Family Express, 352A–383V

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<td><strong>Writing</strong>&lt;br&gt; <strong>Daily Writing Prompt</strong> Write a paragraph telling how an illustration and photograph are alike and how they are different.&lt;br&gt; Draft a Scene, 417A&lt;br&gt; 1.4A, 1.5B, 1.5C</td>
<td><strong>Writing</strong>&lt;br&gt; <strong>Daily Writing Prompt</strong> Write a letter to your principal, describing a mural, or illustration, you would like to see on a wall at school.&lt;br&gt; Writing Trait: Word Choice, 417&lt;br&gt; Revise a Scene, 417B&lt;br&gt; 1.4A, 1.4B, 1.5E</td>
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**Listening/Speaking/Viewing**

1. **Focus Question** Think about What Do Illustrators Do? and this article. How are the jobs of illustrator and animator alike? How are they different?

- **Media Literacy:** Visual Media, 398
- **Expand Vocabulary:** Illustrating, 417F 1.6D, 1.6E, 1.6E.1

**WORD STUDY**

1. **Vocabulary**
   - Content Vocabulary: animators, storyboard, technology, 3-D, script, 412
   - Words That Are Nouns and Verbs, 417F
   - Apply Vocabulary to Writing, 417F 1.1F, R3.A.2.1.2

2. **Phonics**
   - Word Math with /oi/, 417E 1.1C

**READING**

1. **Develop Comprehension**
   - **Comprehension**
     - Informational Text: Social Studies
     - **Text Feature:** Interview, 412
       - Practice Book A-O-B, 107 1.2A, 1.2A.3; R3.A.2.6

2. **Fluency**
   - Partner Reading, 384I 1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**

1. **Writing**
   - **Daily Writing Prompt** Explain what you like and don’t like about animated movies and TV shows.
     - Proofread a Scene, 417B 1.4A, 1.5F

2. **Grammar**
   - Daily Language Activities, 417I
     - Sentence Combining with Verbs, 417J
     - Grammar Practice Book, 92 1.5F, 1.5F.5

3. **Spelling**
   - Words with /oi/, 417H
     - Spelling Practice Book, 93 1.5F

Grade 3, Unit 3, Week 5, What Do Illustrators Do?, 384A–417V

DAY 5

**Review and Assess**

**Listening/Speaking/Viewing**

1. **Focus Question** What are the steps an illustrator and an animator take in creating their work? Be sure to tell the steps in order.

- **Speaking and Listening Strategies, 417A**
- **Present a Scene for a Play, 417B** 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

1. **Spiral Review:** Vocabulary Game, 417F 1.1F

2. **Read** Self-Selected Reading, 384I 1.1H.5

3. **Comprehension**
   - Connect and Compare, 415 1.1G.2, 1.3F; R3.A.1.2.1

4. **Fluency**
   - Partner Reading, 384I 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

1. **Daily Writing Prompt** Choose a folk tale or fairy tale that you know well. Write one scene from the story in your own words and then illustrate the scene.

- **Publish a Scene, 417B** 1.4A, 1.5G

2. **Grammar**
   - Daily Language Activities, 417I
   - Sentence Combining with Verbs, 417J
   - Grammar Practice Book, 93–94 1.5F, 1.5F.5

3. **Spelling**
   - Posttest, 417H
     - Spelling Practice Book, 94 1.5F
Listening/Speaking/Viewing

Focus Question: What is one meal you would love to learn how to make?

Build Background, 10
Read Aloud: "When the Rain Came Up From China," 11
1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

Reading

Read "Red and Her Friends," 12-13
1.1C; R3.A.1.1, R3.B.1.1

Comprehension, 13A-13B
Strategy: Make Inferences and Analyze
Skill: Compare and Contrast
Practice Book A-O-B, 113
R3.A.1.3, R3.A.1.3.1
Fluency: Partner Reading, 10R
Model Fluency, 11
1.1H.1, 1.1H.3, 1.1H.4

Writing

Daily Writing Prompt: Write a step-by-step recipe for a food you know how to cook.
Prewrite an Explanatory Paragraph, 45A
1.4B, 1.5A, 1.5B

Vocabulary

Review Vocabulary, 14
1.1C, 1.1E

Phonics

Decode Words with /o/, 45E
Practice Book A-O-B, 118
1.1C

Writing

Daily Writing Prompt: Write a menu for a dinner you would like a chef to cook for you. Include your favorite foods.
Draft an Explanatory Paragraph, 45A
1.4B, 1.5B, 1.5C

Grammar

Daily Language Activities, 45I
Verbs Be, Do, and Have, 45I
Grammar Practice Book, 97
1.5F, 1.5F.4

Spelling

Pretest, 45G
Spelling Practice Book, 97-98
1.5F

Listening/Speaking

Focus Question: Does this story end just like "Red and Her Friends"?
1.6D, 1.6E, 1.6E.1

Vocabulary

Review Words in Context, 45C
Strategy: Dictionary/Idioms, 45D
Practice Book A-O-B, 117
1.1C, 1.1E; R3.A.2.2.2
Phonics

Decode Multisyllable Words, 45E
1.1C

Read "Cook-a-Doodle-Doo!, 14-37
Comprehension, 14-37
Strategy: Make Inferences and Analyze
Skill: Compare and Contrast
Practice Book A-O-B, 114
R3.A.1.3, R3.A.1.3.1
Fluency: Partner Reading, 10R
Echo-Reading, 23
1.1H.1, 1.1H.3, 1.1H.4

Writing

Daily Writing Prompt: Write a description of the best meal you ever tasted. Explain why it was so good.
Writing Trait: Organization, 45
Revise an Explanatory Paragraph, 45B
1.4B, 1.5C, 1.5C.1, 1.5E

Grammar

Daily Language Activities, 45I
Mechanics and Usage, 45J
Grammar Practice Book, 99
1.5F, 1.5F.4

Spelling

Words with /o/, 45G
Spelling Practice Book, 99
1.5F

Grade 3, Unit 4, Week 1, Cook-a-Doodle-Doo!, 10J-45V
**ORAL LANGUAGE**

- **Listening**
- **Speaking**
- **Viewing**

**WORD STUDY**

- **Vocabulary**
  - Content Vocabulary: schedule, sequence, ingredients, profits, 40
  - Homophones, 45F
  - Apply Vocabulary to Writing, 45F
  - Rhyming Riddles, 45E
  - Vocabulary Concentration, 45F

- **Phonics/Decoding**
  - 1.1F; R3.A.2.1.2
  - 1.1C

**READING**

- **Develop Comprehension**
  - Read “Welcome to the Bakery!” 40–43
  - Social Studies: Nonfiction Article
  - Practice Book A–O, 116
  - Practice Book A–O, 116

- **Fluency**
  - Partner Reading, 10R
  - Partner Reading, 10R

**LANGUAGE ARTS**

- **Writing**
  - Daily Writing Prompt: Imagine that you are one of Rooster’s friends who shared the strawberry shortcake. Describe how the shortcake tasted and how you felt while eating it.
  - Proofread an Explanatory Paragraph, 45B

- **Grammar**
  - Daily Language Activities, 45l
  - Verbs Be, Do, and Have, 45J
  - Grammar Practice Book, 100

- **Spelling**
  - Words with /sh, 45H
  - Spelling Practice Book, 101

**Review and Assess**

- **Listening/Speaking/Viewing**
  - Focus Question: Think about this article and Cook-a-Doodle-Doo! What tips could a real baker give to animals?
  - Expand Vocabulary: Cooking Tools, 45F
  - 1.6D, 1.6E, 1.6E.1

- **Vocabulary**
  - Spiral Review: Vocabulary Concentration, 45F
  - 1.1F

- **Comprehension**
  - Connect and Compare, 43

- **Fluency**
  - Partner Reading, 10R

- **Writing**
  - Daily Writing Prompt: Who is your favorite character in Cook-a-Doodle-Doo! Write about what makes this character your favorite.
  - Publish an Explanatory Paragraph, 45B

- **Grammar**
  - Daily Language Activities, 45l
  - Verbs Be, Do, and Have, 45J

- **Spelling**
  - Posttest, 45H

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**Grade 3, Unit 4, Week 1. Cook-a-Doodle-Doo! 10J–45V**
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**

## DAY 2

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**

## DAY 3

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
- **Phonics/Decoding**

### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**
### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 4
**Listening/Speaking**
- **Focus Question**: Think about this article and Seven Spools of Thread. Which steps did the brothers use to solve their problem?
- **Expand Vocabulary**: Getting Along, 77F
  - 1.6D, 1.6E, 1.6E.1

### DAY 5
**Review and Assess**
**Listening/Speaking**
- **Focus Question**: Read the African proverb on page 71. How is this proverb similar to the sons' teamwork?
- **Speaking and Listening Strategies**, 77A
- **Presentation of Explanatory Writing**, 77B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

### WORD STUDY
- **Vocabulary**
  - **Content Vocabulary**: conflict, resolve, respect, 74
  - Suffix -ly, 77F
  - **Apply Vocabulary to Writing**, 77F
    - 1.1F; R3.A.2.1.2, R3.A.2.2
  - **Phonics**
    - Rhyming /ou/, Riddles, 77E
    - 1.1C

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt**: Imagine that you were one of the seven brothers in the story. Write what you would have suggested doing with the spools of thread.
  - Proofread a Poster, 77B
    - 1.4B, 1.5F

### COMPREHENSION
- **Social Studies**: Newsletters
- **Text Feature**: Rules, 74
- **Practice Book A-O-B**, 123
  - R3.A.2, R3.A.2.6

### Vocabularly
- **Spiral Review**: Vocabulary Game Show, 77F
  - 1.1F

### Writing
- **Daily Writing Prompt**: What rules could the seven brothers follow to prevent any more quarreling? Write a list of rules for the brothers to follow.
- Publish a Poster, 77B
  - 1.4B, 1.5G

### Grammar
- **Daily Language Activities**, 77I
- **Linking Verbs**, 77J
- **Grammar Practice Book**, 106
  - 1.5F, 1.5F.3, 1.5F.4

### Spelling
- **Words with /ou/**, 77H
- **Spelling Practice Book**, 107
  - 1.5F
# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### DAY 1

**Listening/Speaking/Viewing**

**Focus Question** Why do people need the natural resources shown on these pages?

- Build Background, 78
- Read Aloud: "The People Who Hugged the Trees," 79
  - 1.6B, 1.6B.5, 1.6D.1, 1.6E, 1.6E.1

### DAY 2

**Listening/Speaking**

**Focus Question** What alien species is creeping along the shores of Puget Sound?

- 1.6D, 1.6E, 1.6E.1

### DAY 3

**Listening/Speaking**

**Focus Question** How have people brought on the problems in "Saving Egypt's Great Desert" and "Washington Weed Whackers?"

- Summarize, 85
  - 1.1G.1, 1.6D, 1.6E, 1.6E.1

## WORD STUDY
- **Vocabulary**
  - **Vocabulary** native, shouldn't, research, sprout, clumps, 80
  - Practice Book A-O-B, 126

- **Phonics/Decoding**
  - **Strategy:** Word Parts/Contractions, 81

## READING
- **Develop Comprehension**
  - **Read** "Saving Egypt's Great Desert," 80–81
    - 1.1C: R3.A.2.1, R3.B.1.1
  - **Comprehension, 81A–81B**
    - **Strategy:** Monitor Comprehension
    - **Skill:** Compare and Contrast
    - Practice Book A-O-B, 127
    - 1.1D: R3.B.3.3
  - **Fluency** Partner Reading, 78I
    - Model Fluency, 79
    - 1.1H.1, 1.1H.4, 1.1H.4

## LANGUAGE ARTS
- **Writing**
  - **Daily Writing Prompt** Imagine you are an archeologist on a dig in Egypt. What do you find? Would you bring your findings to the United States? Why?
    - Generate Questions: Magazine Article, 89A
    - 1.4B, 1.5A, 1.6B
  - **Grammar** Daily Language Activities, 89I
    - Main and Helping Verbs, 89I
    - Grammar Practice Book, 109
    - 1.5F, 1.5F.4
  - **Spelling** Pretest, 89G
    - Spelling Practice Book, 109–110
    - 1.5F

- **Writing**
  - **Daily Writing Prompt** If all the streets were rivers, how would this change what your school looks like? How would you get to school?
    - **Find Information:** Magazine Article, 89A
    - 1.2B.1, 1.4B, 1.5B.1, 1.8B.1, 1.8B.2
  - **Grammar** Daily Language Activities, 89I
    - Main and Helping Verbs, 89I
    - Grammar Practice Book, 110
    - 1.5F, 1.5F.4
  - **Spelling** Words with soft c and g, 89G
    - Spelling Practice Book, 111
    - 1.5F

- **Writing**
  - **Daily Writing Prompt** Your neighborhood has a bug problem. Write a journal entry describing what you would do.
  - **Organize Information:** Magazine Article, 89B
    - 1.4B, 1.5B, 1.5B.1, 1.5C, 1.8B.1, 1.8B.2, 1.8C
  - **Grammar** Daily Language Activities, 89I
    - Mechanics and Usage, 89I
    - Grammar Practice Book, 111
    - 1.5F, 1.5F.4
  - **Spelling** Words with soft c and g, 89H
    - Spelling Practice Book, 112
    - 1.5F, 1.5F.5

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ade 3, Unit 4, Week 3, Washington Weed Whackers, 78A–89V

## Washington Weed Whackers, 82–85

**Strategy:** Word Parts/Contractions, 89D
- Practice Book A-O-B, 131

**Phonics**
- Decode Multisyllable Words, 89E
  - 1.1C

**Read** Washington Weed Whackers, 82–85

**Comprehension, 82–85**
- **Strategy:** Monitor Comprehension
  - **Skill:** Compare and Contrast
  - Practice Book A-O-B, 128
    - R3.B.3.3.1

**Fluency** Partner Reading, 78I
- Repeated Reading, 85A
  - Practice Book A-O-B, 129
    - 1.1H.1, 1.1H.4, 1.1H.4

## Washington Weed Whackers, 82–85

**Strategy:** Word Parts/Contractions, 89D
- Practice Book A-O-B, 131

**Phonics**
- Decode Multisyllable Words, 89E
  - 1.1C

**Read** Washington Weed Whackers, 82–85

**Comprehension, 82–85**
- **Strategy:** Monitor Comprehension
  - **Skill:** Compare and Contrast
  - Practice Book A-O-B, 128
    - R3.B.3.3.1

**Fluency** Partner Reading, 78I
- Repeated Reading, 85A
  - Practice Book A-O-B, 129
    - 1.1H.1, 1.1H.4, 1.1H.4
**DAY 4**

**Listening/Speaking/Viewing**

1. **Focus Question**
   - Many students volunteer to help fight pollution and improve the environment. Would you be willing to volunteer? Why or why not?
   - Expand Vocabulary: Natural Resources, 89F
   - 1.6D, 1.6E, 1.6E.1

2. **Vocabulary**
   - Antonyms, 89F
   - Apply Vocabulary to Writing, 89F
   - 1.1F; R3.A.2.1

3. **Phonics**
   - Picture Dictionary, 89E
   - 1.1C

4. **Reading**
   - "Up A Creek," 86–87
   - Test Strategy: Think and Search
   - R3.A.2, R3.A.2.6

**Research and Study Skills**

- Using Computer Search Engines, 85B
- Practice Book A-O-B, 130
- 1.8B, 1.8B.1

5. **Fluency**
   - Partner Reading, 78I
   - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt**
  - Write a short newspaper article informing people on the West Coast about the problems spartina causes.

6. **Grammar**
    - Daily Language Activities, 89I
    - Main and Helping Verbs, 89J
    - Grammar Practice Book, 112
    - 1.5F, 1.5F.4

7. **Spelling**
   - Words with soft c and g, 89H
   - Spelling Practice Book, 113
   - 1.5F

8. **Instructional Navigator**
   - Interactive Pennsylvania Lesson Planner

**DAY 5**

**Listening/Speaking/Viewing**

1. **Focus Question**
   - Both Amr Shannon in Egypt and the students in Washington want to help the environment. Compare how they are protecting these places.
   - Presentation of Explanatory Writing, 89B
   - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

2. **Vocabulary**
   - Spiral Review: Vocabulary Concentration, 89F
   - 1.1F; R3.A.2.1

3. **Comprehension**
   - Self-Selected Reading, 78I
   - 1.1H.5

4. **Fluency**
   - Partner Reading, 78I
   - 1.1H.1, 1.1H.3, 1.1H.4

5. **Writing**
   - **Daily Writing Prompt**
     - You are a photographer and have taken a picture of a polluted river. Write three different captions for your photo.

6. **Grammar**
   - Daily Language Activities, 89I
   - Main and Helping Verbs, 89J
   - Grammar Practice Book, 113–114
   - 1.5F, 1.5F.4, 1.5F.5

7. **Spelling**
   - Posttest, 89H
   - Spelling Practice Book, 114
   - 1.5F

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Grade 3, Unit 4, Week 3. Washington Weed Whackers, 78A–89V

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# Pennsylvania Lesson Plan

**DAY 1**

**Listening/Speaking/Viewing**

- **Focus Question**: What are some ways that you can get involved to help your family or community?
  - Build Background, 90
  - Read Aloud: "The Song of the World's Last Whale," 91
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

**Oral Language**

- Listening
- Speaking
- Viewing

**Word Study**

- Vocabulary
  - Tour, volunteers, community, thrilled.
  - Slogan, groupings, deserve, interviewed, 92
  - Practice Book A-O-B, 133
  - Strategy: Context Clues: Examples, 93
    - 1.1C, 1.1E; R3.3.A.2.2.2

**Phonics/Decoding**

**Reading**

- Develop Comprehension

**Fluency**

**Language Arts**

- Writing

**Grammar**

**Spelling**

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**DAY 2**

**Listening/Speaking**

- **Focus Question**: What does the author want you to know about Angel?
  - Cross-Curricular Connection: Carnival of the Animals, 100
    - 1.6D, 1.6E, 1.6E.1

**Day 2 Vocabulary**

- Review Vocabulary, 94
  - 1.1C, 1.1E; R3.3.A.2.1.2

**Phonics**

- Decode Homophones, 111E
  - Practice Book A-O-B, 139
  - 1.1C

**Day 2 Reading**

- "Gorilla Garden," 92–93
  - 1.1C; R3.3.A.2.1.3, R3.B.1.1

**Comprehension, 93A–93B**

- Strategy: Monitor Comprehension
  - Skill: Author's Purpose
  - Practice Book A-O-B, 134
  - 1.1D; R3.3.A.2.6.1

**Fluency**

- Partner Reading, 90I
  - Model Fluency, 91
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt**: Write about a time when you helped someone. How did you feel? How do you think the other person felt?
  - Prewrite a Personal Essay, 111I
  - 1.5A, 1.5B

**Grammar**

- Daily Language Activities, 111I
  - Irregular Verbs, 111I
  - Grammar Practice Book, 115
  - 1.5F, 1.5F.4

**Spelling**

- Pretest, 111G
  - Spelling Practice Book, 115–116
  - 1.5F

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**DAY 3**

**Listening/Speaking**

- **Focus Question**: How are Amelia and Angel alike? Describe the different ways they help animals. Use details from both selections in your answer.
  - Summarize, 107
    - 1.1G.1, 1.6D, 1.6E, 1.6E.1

**Day 3 Vocabulary**

- Review Words in Context, 111C
  - Strategy: Context Clues: Examples, 111D
    - Practice Book A-O-B, 138
    - 1.1C, 1.1E; R3.3.A.2.2.2

**Phonics**

- Decode Multisyllable Words, 111E
  - 1.1C

**Day 3 Reading**

- Here's My Dollar, 94–105
  - 1.1A, 1.1D, 1.1G.3, 1.3F; R3.3.A.2.1.1, R3.3.A.2.1.2, R3.3.A.2.5.1, R3.3.A.2.6.1, R3.3.A.2.6.1

- Here's My Dollar, 94–105
  - 1.1D; R3.3.A.2.6.1

- Here's My Dollar, 94–105
  - 1.1D; R3.3.B.1.2.1.3, R3.3.B.3.3.1

- Partner Reading, 90I
  - Repeated Reading, 107A
    - Practice Book A-O-B, 136
    - 1.1H.1, 1.1H.3, 1.1H.4

- **Daily Writing Prompt**: Write about a person who helped you in some way.
  - Writing Trait: Voice, 111
    - Revise a Personal Essay, 111B
    - 1.5E

**Grammar**

- Daily Language Activities, 111I
  - Mechanics and Usage, 111J
  - Grammar Practice Book, 117
  - 1.5F, 1.5F.4

**Spelling**

- Homophones, 111H
  - Spelling Practice Book, 118
  - 1.5F, 1.5F.5

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*rade 3, Unit 4, Week 4, Here's My Dollar, 90A–111V*
**Skills/Strategies**

**Vocabulary**
- Vocabulary Words
  - Context Clues: Examples

**Comprehension**
- Strategy: Monitor
- Comprehension
- Skill: Author's Purpose

**Writing**
- Explanatory Writing

**ORAL LANGUAGE**

- **Listening**
  - Focus Question: Compare these two poems about helping and Here's My Dollar. What is the common theme among these selections? How are they different?
  - Media Literacy: Newspaper and Television Reporting, 102
  - Expand Vocabulary: Getting Involved, 111F
    - 1.6D, 1.6E, 1.6E.1

- **Speaking**
  - Focus Question: Think about the author's purpose for writing "Here's My Dollar." Do you think he believes that kids can make a difference in the world?
  - Speaking and Listening Strategies, 111A
    - Presentation of Explanatory Writing, 111B
    - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

- **Viewing**
  - Media Literacy: Reading, 111F
  - 1.1F; R3.A.2.2.1

**WORD STUDY**

- **Vocabulary**
  - Greek and Latin Roots, 111F
  - Apply Vocabulary to Writing, 111F
  - 1.1F; R3.A.1.6, R3.B.2

- **Phonics/Decoding**
  - Homophone Match, 111E
    - 1.1C

**READING**

- **Develop Comprehension**
  - Read "Helping" and "Recycling."
    - 108–109
    - 1.3D, 1.3F; R3.A.1.6, R3.B.2
  - Comprehension
    - Poetry
    - Literary Elements: Rhyme Scheme and Repetition, 108
    - Practice Book A-O-B, 137
    - 1.3D; R3.A.1.6, R3.B.2

- **Fluency**
  - Partner Reading, 90I
    - 1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**

- **Writing**
  - Daily Writing Prompt: Imagine that you are Angel and you are on a TV talk show. Write what you would tell the audience.
  - Proofread a Personal Essay, 111B
    - 1.5F, 1.5F.1, 1.5F.2, 1.5F.3

- **Grammar**
  - Daily Language Activities, 111I
  - Irregular Verbs, 111J
  - Grammar Practice Book, 118
    - 1.5F, 1.5F.4

- **Spelling**
  - Homophones, 111H
  - Spelling Practice Book, 119
    - 1.5F

- **Grammar**
  - Daily Language Activities, 111I
  - Irregular Verbs, 111J
  - Grammar Practice Book, 119–120
    - 1.5F, 1.5F.4

- **Spelling**
  - Posttest, 111H
  - Spelling Practice Book, 120
    - 1.5F

**Instructional Navigator**
- Interactive Pennsylvania Lesson Planner

**Weekly Assessment in PSSA format**

**Unit and Benchmark Assessment in PSSA format**

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Grade 3, Unit 4, Week 4, Here's My Dollar, 90A–111V
### Day 1

**Listening/Speaking/Viewing**

**Focus Question**: If you could have a place of your own, where would it be and what would it look like?

- Build Background, 112
- Read Aloud: "Under the Back Porch," 113
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

**Word Study**

**Vocabulary**

- separate, determination, storage, crate, exact, ruined, luckiest, 114
- Practice Book A-O-B, 140

**Phonics/Decoding**

**Reading**

**Develop Comprehension**

- Read "Pond Street Clubhouse," 114–115
  - 1.1C; R3.A.1.1, R3.B.1.1

**Fluency**

- Partner Reading, 112I
  - Model Fluency, 113
  - 1.1H.1, 1.1H.3, 1.1H.4

### Day 2

**Listening/Speaking**

**Focus Question**: Will the girl ever get her own room?

- 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Review Vocabulary, 116
  - 1.1C, 1.1E

**Phonics**

- Decode Plurals, 145E
  - Practice Book A-O-B, 146
  - 1.1C

### Day 3

**Listening/Speaking**

**Focus Question**: Explain how the characters of "Pond Street Clubhouse" and My Very Own Room both wanted a place of their own.

- Summarize, 139
  - 1.1G.1, 1.6B.3, 1.6D, 1.6E, 1.6E.1; R3.A.1.5

**Vocabulary**

- Review Words in Context, 145C
  - Strategy: Word Parts: Endings —er, —est, 145D
  - Practice Book A-O-B, 145
  - 1.1C, 1.1E; R3.A.1.2.1, R3.A.1.2.2

**Phonics**

- Decode Multisyllable Words, 145E
  - 1.1C

**Reading**

- My Very Own Room, 116–117

**Comprehension**

- Comprehension Check, 139
  - Maintain Skill: Compare and Contrast, 139B
  - R3.A.1.5.1, R3.B.1.1.1 R3.B.1.2.1

**Fluency**

- Partner Reading, 12I
  - Repeated Reading, 139A
  - Practice Book A-O-B, 143
  - 1.1H.1, 1.1H.3, 1.1H.4
### DAY 4

**Listening/Speaking/Viewing**

- **Focus Question:** Think about this article and My Very Own Room. Why might the narrator of the story enjoy learning about Frank Lloyd Wright?
- **Expand Vocabulary:** A Place of My Own, 145F
- **1.6D, 1.6E, 1.6E.1**

**Vocabulary**

- **Content Vocabulary:** influenced, form, function, geometric, preserved, 140
- **Synonyms:** 145F
- **Apply Vocabulary to Writing:** 145F
- **1.1F; R3.A.2.1.2**

**Phonics**

- **Plural Match:** 145E
- **1.1C**

### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question:** Frank Lloyd Wright designed buildings to fit their surroundings. Do you think other architects think the same way?
- **Speaking and Listening Strategies:** 145A
- **Presentation of Explanatory Writing:** 145B
- **1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1**

**Vocabulary**

- **Spiral Review:** Vocabulary Game, 145F
- **1.1F**

**Comprehension**

- **Connect and Compare:** 143
- **1.1G.2, 1.3F; R3.B.1.2.1**

**Fluency**

- **Partner Reading:** 121I
- **1.1H.1, 1.1H.3, 1.1H.4**

### Reading

- **Read:** "Frank Lloyd Wright," 140–143
- **1.3F; R3.A.2, R3.A.2.1.2, R3.A.2.1.6**

### Language Arts

- **Writing**
  - **Daily Writing Prompt:** Imagine Frank Lloyd Wright was designing a room for you in your house. Describe what it would look like and how it would fit the surroundings.
  - **Proofread an Explanatory Paragraph:** 145B
  - **1.4B, 1.5F**

- **Grammar**
  - **Daily Language Activities:** 145I
  - **Contractions with Not:** 145J
  - **Grammar Practice Book:** 124
  - **1.5F**

- **Spelling**
  - **Plurals:** 145H
  - **Spelling Practice Book:** 125
  - **1.5F**

| Grade 3, Unit 4, Week 5, My Very Own Room, 112A–145V | Instructional Navigator Interactive Pennsylvania Lesson Planner | Weekly Assessment in PSSA format | Unit and Benchmark Assessment in PSSA format |
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Word Study
- **Vocabulary**
  - Sidewalks, grumbled, traders, blossomed, wailed, lonesome, 152
- **Strategy:** Word Parts: Compound Words, 153
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### Reading
- **Develop Comprehension**
- **Fluency**

### Language Arts
- **Writing**
- **Grammar**
- **Spelling**
  - Pretest, 138G
  - Spelling Practice Book, 129–130
  - 1.5F, 1.5F.1

### Listening/Speaking/Viewing
- **Focus Question:** How would you make money if you needed to buy something?
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  - Read Aloud: "Music, Music for Everyone," 151
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

### Vocabulary
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  - 1.1C, 1.1E

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  - 1.1C

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- **Strategy:** Summarize
  - Practice Book A-O-B, 150
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### Fluency
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  - Model Fluency, 151
  - 1.1H.1, 1.1H.3, 1.1H.4

### Listening/Speaking
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  - 1.6D, 1.6E, 1.6E.1

### Vocabulary
- Review Words in Context, 183C
  - Strategy: Word Parts/Compound Words, 183D
    - Practice Book A-O-B, 154
    - 1.1C, 1.1E, R3.A.1.5.2.2

### Phonics
- Decode Multisyllable Words, 183E
  - 1.1C

### Reading
- **Boon Town, 154–175**

### Comprehension
- **Strategy:** Summarize
  - Practice Book A-O-B, 150
  - 1.1G, 1.1G.1, R3.A.1.5.1, R3.B.1.1.1

### Fluency
- Partner Reading, 150R
  - Practice Book A-O-B, 152
  - Repeated Reading, 177A
  - 1.1H.1, 1.1H.3, 1.1H.4

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**Sample Page 3, Unit 5, Week 1, Boom Town, 154–183V**
### DAY 4

#### Listening/Speaking/Viewing
- **Focus Question**: What advice do you think Amanda could give kids who may want to start a business today?
  - Expand Vocabulary: How to Make Money, 183F
    - 1.6D, 1.6E, 1.6E.1

#### Vocabulary
- **Content Vocabulary**: business, services, batches, demand, 178
- **Idioms**: 183F
- **Apply Vocabulary to Writing**: 183F
  - 1.1F; R3.A.2.1.2

#### Phonics/Decoding
- **Build Compound Words**: 183E
  - 1.1C

### DAY 5

#### Listening/Speaking/Viewing
- **Focus Question**: What steps would you take if you were starting a business? Use some of the tips in “Make Your Own Money!” in your answer.
- **Presentation of Descriptive Writing**: 183B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

#### Vocabulary
- **Spiral Review**: Vocabulary Game, 111F
  - 1.1F

#### Reading
- **How to Earn Money**: 178–181
  - 1.1D, 1.3F, R3.A.2.1.2, R3.A.2.6, R3.B.3.3
- **Connect and Compare**: 181
  - 1.1G.2, 1.3F, R3.B.1.2.1

#### Writing
- **Daily Writing Prompt**: Write a letter to your favorite store near where you live. Explain why you like them and how they meet your needs.
  - Proofread a Comparison Piece, 183B
  - 1.5F
- **Daily Writing Prompt**: Amanda’s father sings songs about being a miner and about Amanda’s bakery business. Write a song about someone’s business that you know.
  - Publish a Comparison Piece, 183B
  - 1.5G

#### Grammar
- **Daily Language Activities**: 183I
- **Pronouns**: 183J
- **Grammar Practice Book**: 132
  - 1.5F, 1.5F.4

#### Spelling
- **Compound Words**: 183H
  - 1.5F, 1.5F.1
- **Spelling Practice Book**: 133
  - 1.5F, 1.5F.1

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**Grade 3. Unit 5. Week 1. Boom Town. 150J–183V**
### Day 4

**Listening/Speaking/Viewing**

**Focus Question** Think about Beatrice's Goat and this article. Which parts let you know how Beatrice feels about getting an education?

Expand Vocabulary: Making a Difference, 217F
- 1.6D, 1.6E, 1.6E.1

**Word Study**

- Vocabulary
  - Content Vocabulary: achieve, determined, encourages, 212
  - Word History, 217F
  - Apply Vocabulary to Writing, 217F
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- Phonics/Decoding

**Reading**

- Develop Comprehension
  - Read “Ugandan Girl Reaches Goal,” 1.3F; R3.A.2.1.2, R3.A.2.6
  - Social Studies: Newspaper Article
  - Text Feature: Editorials, 212
  - Practice Book A-O-B, 160
  - R3.A.2.6

- Fluency
  - Partner Reading, 90I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**

- Writing
  - Daily Writing Prompt: Write a letter to the editor asking readers to help a non-profit organization like the one that helped Beatrice.
  - Proofread a Descriptive Paragraph, 217B
  - 1.4B, 1.5F

- Grammar
  - Daily Language Activities, 217I
  - Subject and Object Pronouns, 217J
  - Grammar Practice Book, 138
  - 1.5F, 1.5F.4

- Spelling
  - Review and Proofread, 217H
  - Spelling Practice Book, 139
  - 1.5F, 1.5F.1

### Day 5

**Listening/Speaking/Viewing**

**Focus Question** Based on what you have read in Beatrice's Goat, "Ugandan Girl Reaches Goal," and "Helping People Help Themselves," how can the gift of a goat affect someone's life?

- Speaking and Listening Strategies, 217A
  - Presentation of Descriptive Paragraph, 217B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Review and Assess**

**Vocabulary**

- Spiral Review: Vocabulary Game, 217F
  - 1.1F

**Comprehension**

- Connect and Compare, 215
  - 1.1G.2, 1.3F; R3.B.1.2.1

**Writing**

**Daily Writing Prompt** Imagine that your family moved to Kisinga and that you lived like Beatrice's family. Compare your new life with the life you had before.

- Publish a Descriptive Paragraph, 217B
  - 1.4B, 1.5F

**Grammar**

- Daily Language Activities, 217I
  - Subject and Object Pronouns, 217J
  - Grammar Practice Book, 139–140
  - 1.5F, 1.5F.4

**Spelling**

- Posttest, 217H
  - Spelling Practice Book, 140
  - 1.5F, 1.5F.1
### Pennsylvannia Lesson Plan

#### Day 1

**Listening/Speaking/Viewing**
- **Focus Question:** How many different ways can you think of that people get from one place to another?
- **Build Background,** 218
- **Read Aloud:** “The Runner,” 219
  - 1.6B, 1.6B.5, 1.6D.1, 1.6E, 1.6E.1

**Vocabulary**
- **powered, declared, existed, artist’s, pride**
- **Practice Book A-O-B, 163**
- **Strategy:** Word Parts / Possessives, 221
  - 1.1C, 1.1E; R3.A.2.1A, R3.A.2.2A, R3.A.2.2.2

**Phonics/Decoding**

**Reading**
- **Read** “Visions of the Future from the Past,” 220–221
  - 1.1C; R3.A.2, R3.B.3.1.
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  - **Strategy:** Make Inferences and Analyze
    - **Skill:** Fact and Opinion
    - **Practice Book A-O-B, 164**
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  - **Fluency:** Partner Reading, 218I
    - **Model Fluency,** 219
      - 1.1H.1, 1.1H.3, 1.1H.4

**Language Arts**

**Writing**
- **Daily Writing Prompt:** Walking on the moon, Neil Armstrong said, “One small step for man, one giant leap for mankind.” What would you have said? Why?
- **Generate Questions:** Brochure, 229A
  - 1.4B, 1.5A, 1.8B

**Grammar**
- **Daily Language Activities, 229I**
  - **Possessive Pronouns, 229I**
  - **Grammar Practice Book, 141**
    - 1.5F, 1.5F.4

**Spelling**
- **Pretest, 229G**
  - **Spelling Practice Book, 141–142**
    - 1.5F, 1.5F.1

#### Day 2

**Listening/Speaking**
- **Focus Question:** What makes a carousel in New York City so special?
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- **Review Vocabulary, 222**
  - 1.1C, 1.1E; R3.A.2.1.2

**Phonics**
- **Decode Words with Endings y to i, 229E**
  - Practice Book A-O-B, 169
    - 1.1C

**Reading**
- **Read** A Carousel of Dreams, 222–225
  - 1.2A.1, 1.3F; R3.A.2.3, R3.A.2.3.1, R3.A.2.6.1, R3.B.1.1, R3.B.3.3.1, R3.B.3.3.1
- **Comprehension, 222–225**
  - **Strategy:** Make Inferences and Analyze
    - **Skill:** Fact and Opinion
    - **Practice Book A-O-B, 165**
      - 1.2A.1; R3.A.2.3, R3.A.2.3.1, R3.B.3.1, R3.B.3.1.1
  - **Fluency:** Partner Reading, 218I
    - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt:** Write a radio or print advertisement for a new amusement park. Be sure to include descriptions of the most exciting rides and attractions.
- **Find Information:** Brochure, 229A
  - 1.2B.1, 1.4B.1, 1.5B.1, 1.8B.1, 1.8B.2

**Grammar**
- **Daily Language Activities, 229I**
  - **Possessive Pronouns, 229I**
  - **Grammar Practice Book, 142**
    - 1.5F, 1.5F.4

**Spelling**
- **Words with Endings y to i, 229G**
  - **Spelling Practice Book, 143**
    - 1.5F, 1.5F.1

#### Day 3

**Listening/Speaking**
- **Focus Question:** Compare the motion of Ham’s space capsule with the motion of a carousel.
  - **Summarize, 225**
    - 1.1G.1, 1.6D, 1.6E.1, 1.6E.1; R3.A.2.5, R3.A.2.5.1

**Vocabulary**
- **Review Words in Context, 229C**
  - **Strategy:** Word Parts / Possessives, 229D
    - **Practice Book A-O-B, 168**
      - 1.1C, 1.1E; R3.A.2.1, R3.A.2.2.2, R3.A.2.2.2, R3.A.2.3

**Phonics**
- **Decode Multisyllable Words, 229E**
  - 1.1C

**Reading**
- **Read** A Carousel of Dreams, 222–225
- **Comprehension**
  - **Comprehension Check, 225**
  - **Maintain Skill:** Summarize, 225A
    - R3.A.2.5.1, R3.B.3.1.1
- **Fluency**
  - **Practice Book A-O-B, 166**
    - Partner Reading, 218I
    - Repeated Reading, 225A
      - 1.1H.1, 1.1H.3, 1.1H.4

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*ade 3, Unit 5, Week 3, A Carousel of Dreams, 218A–229V*
# PENNSYLVANIA Lesson Plan

## DAY 1

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Vocabulary
- **Screamed, numb, escape, fled, shuddered, image, newspaper, 232**
- **Strategy:** Context Clues: Figurative Language
  - 1.1C, 1.1E, R3.A.1.2, R3.B.2.1

### Phonics/Decoding

### Reading
- **Develop Comprehension**
- **Comprehension:** 233A–233B
  - **Strategy:** Make Inferences and Analyze
    - **Skill:** Make and Confirm Predictions
      - Practice Book A-O-B, 171
      - R3.A.1.3, R3.A.1.3.1

### Fluency
- **Fluency:** Partner Reading, 230I
  - Model Fluency, 231
  - 1.1H.1, 1.1H.3, 1.1H.4

### Writing
- **Writing Daily Prompt** Write about a hero you know of and why you think he or she is a hero. Explain what the person did to be heroic.
  - Prewrite a Speech, 259A
  - 1.5A, 1.5B

### Grammar
- **Grammar Daily Language Activities, 259I**
- **Pronoun-Verb Agreement, 259I**
  - Grammar Practice Book, 147
  - 1.5F, 1.5F.4

### Spelling
- **Spelling Pretest, 259G**
  - Spelling Practice Book, 147–148
  - 1.5F, 1.5F.1

## DAY 2

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Vocabulary
- **Review Vocabulary, 234**
  - 1.1C, 1.1E

### Phonics
- **Decode Words with Inflected Endings y to i. 259E**
  - Practice Book A-O-B, 176
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### Reading
- **Read The Printer, 234–251**

### Comprehension
- **Comprehension Check, 253**
- **Maintain Skill: Sequence, 253B**
  - 1.1G.1, R3.A.1.5, R3.A.1.5.1, R3.B.1.2.1

### Fluency
- **Fluency:** Partner Reading, 230I
  - Practice Book A-O-B, 173
  - Repeated Reading, 253A
  - 1.1H.1, 1.1H.3, 1.1H.4

### Writing
- **Writing Daily Prompt** Write a description of the firefighter on pages 250–251. Tell what you think the firefighter did to win a heroism award.
  - Draft a Speech, 259A
  - 1.5B, 1.5C

### Grammar
- **Grammar Daily Language Activities, 259I**
- **Pronoun-Verb Agreement, 259I**
  - Grammar Practice Book, 148
  - .5F, 1.5F.4

### Spelling
- **Spelling The VC/CV Pattern, 259G**
  - Spelling Practice Book, 149
  - 1.5F, 1.5F.1

## DAY 3

### Oral Language
- **Listening**
- **Speaking**
- **Viewing**

### Vocabulary
- **Review Words in Context, 259C**
- **Strategy:** Context Clues: Figurative Language, 259D
  - Practice Book A-O-B, 175
  - 1.1C, 1.1E, R3.A.1.2.2, R3.B.2.1

### Reading
- **Read The Printer, 234–251**

### Comprehension
- **Comprehension Check, 253**
- **Maintain Skill: Sequence, 253B**
  - 1.1G.1, R3.A.1.5, R3.A.1.5.1, R3.B.1.2.1

### Fluency
- **Fluency:** Partner Reading, 230I
  - Practice Book A-O-B, 173
  - Repeated Reading, 253A
  - 1.1H.1, 1.1H.3, 1.1H.4

### Writing
- **Writing Daily Prompt** Pretend you are a firefighter and did something heroic. Write an entry in your journal telling what you did and how you felt.
  - Writing Trait: Voice, 259
  - Revise a Speech, 259B
  - 1.5E

### Grammar
- **Grammar Daily Language Activities, 259I**
- **Mechanics and Usage, 259I**
  - Grammar Practice Book, 149
  - 1.5F, 1.5F.4

### Spelling
- **Spelling The VC/CV Pattern, 259G**
  - Spelling Practice Book, 150
  - 1.5F, 1.5F.1, 1.5F.5
### DAY 4

**Listening/Speaking/Viewing**

**Focus Question**: How was the boy’s father in *The Printer* like the smokejumpers? How was he different?

- Expand Vocabulary: Heroes, 259F
  - 1.6D, 1.6E, 1.6E.1

### DAY 5

**Listening/Speaking/Viewing**

**Focus Question**: Think about the heroes we have read about. Who would be most helpful in a forest fire? In an accident in a noisy factory? How do you know?

- Speaking and Listening Strategies, 259A
  - Presentation of a Descriptive Paragraph, 259B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

### VOCABULARY

**Vocabulary**

- Content Vocabulary: *remote, smokejumpers, physical, retreat*, 254
- Related Words, 259F
- Apply Vocabulary to Writing, 259F
  - 1.1F, R3.A.2.1.2

**Phonics**

- VCCV Game, 259E
  - 1.1C

**Spiral Review: Crossword Puzzles, 259F**

- 1.1F

### READ

**Read** “Smokejumpers,” 254–257

- 1.1D, 1.3F; R3.A.2.1.2, R3.B.2.6, R3.B.3.3.3

**Comprehension**

- Social Studies: Nonfiction Article
- Text Feature: Map, 254
- Practice Book A-O-B, 174
  - 1.1D; R3.B.2.6, R3.B.3.3.3

**Fluency**

- Partner Reading, 230I
  - 1.1H.1, 1.1H.3, 1.1H.4

### LANGUAGE ARTS

**Writing**

- Daily Writing Prompt: Imagine that you are a smokejumper. Write a diary entry for a day on the job. Describe what you see, hear, smell, touch, and do.
  - Proofread a Speech, 259B
  - 1.5F

**Grammar**

- Daily Language Activities, 259I
- Pronoun-Verb Agreement, 259J
- Grammar Practice Book, 150
  - 1.5F, 1.5F.4

**Spelling**

- The VC/CV Pattern, 259H
- Spelling Practice Book, 151
  - 1.5F, 1.5F.1

**Daily Writing Prompt**: Write a persuasive paragraph explaining why sign language should or should not be taught to everyone at school.

- Publish a Speech, 259B
  - 1.5G

**Grammar**

- Daily Language Activities, 259I
- Pronoun-Verb Agreement, 259J
- Grammar Practice Book, 151–152
  - 1.5F, 1.5F.4

**Spelling**

- Posttest, 259H
- Spelling Practice Book, 152
  - 1.5F, 1.5F.1

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*Grade 3, Unit 5, Week 4, The Printer, 230A–259V*
# PENNSYLVANIA Lesson Plan

**Animal Homes, 264–279**

## DAY 1

### ORAL LANGUAGE

- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY

- **Vocabulary**
  - Hives, architects, structures, contain, retreats, shallow, shelter, 262
  - Practice Book A-O-B, 177
- **Phonics/Decoding**
  - Strategy: Analogies, 263
  - 1.1C, 1.1E

### READING

- **Develop Comprehension**
  - Read: "Web Spinners," 262–263
  - 1.1C, R3.B.1.1
  - Comprehension, 263A–263B
    - Strategy: Summarize
    - Practice Book A-O-B, 178
    - 1.1G.1, R3.A.2.5.1, R3.B.3.3.1
- **Fluency**
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  - Model Fluency, 261
  - 1.1H.1, 1.1H.3, 1.1H.4

## DAY 2

### ORAL LANGUAGE

### WORD STUDY

- **Vocabulary**
  - Review Vocabulary, 264
  - 1.1C, 1.1E; R3.A.2.1.2
- **Phonics**
  - Decode Words with the V.CV and V.CV Pattern, 285E
  - Practice Book A-O-B, 183
  - 1.1C

### READING

- **Reading**
  - Animal Homes, 264–279
  - Comprehension, 264–279
    - Strategy: Summarize
    - Practice Book A-O-B, 179
    - 1.1G.1, R3.A.2.5.1, R3.B.3.3.1
- **Fluency**
  - Partner Reading, 260I
  - Phrase-Cued Text, 272
    - 1.1H.1, 1.1H.3, 1.1H.4

## DAY 3

### ORAL LANGUAGE

### WORD STUDY

- **Vocabulary**
  - Review Words in Context, 285C
    - Strategy: Analogies, 285D
    - Practice Book A-O-B, 182
    - 1.1C, 1.1E; R3.A.2.2.2
- **Phonics**
  - Decode Multisyllabic Words, 285E
    - 1.1C

### READING

- **Reading**
  - Animal Homes, 264–279
  - Comprehension
    - Comprehension Check, 281
    - Maintain Skill: Summarize, 281B
    - 1.1G.1, R3.A.2.5.1, R3.B.1.2.1
  - Fluency
    - Practice Book A-O-B, 180
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### ORAL LANGUAGE

- **Listening**
- **Speaking**
- **Viewing**

### DAY 4

**Listening/Speaking/Viewing**

- **Focus Question**
  - Do the mole and the flea both like their homes? Explain.

- **Expand Vocabulary**
  - Animal Architects, 285F
  - 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Onomatopoeia, 285F
- Apply Vocabulary to Writing, 285F
  - 1.1F, R3.B.2.1.1

**Read**

- "Home Sweet Home,"
  - "Limerick," 282–283
- 1.3F, R3.A.1.6, R3.B.2, R3.B.2.1

**Comprehension**

- **Poetry:** Limerick
- **Literary Elements:** Simile and Rhythm, Pattern, 282
- Practice Book A–O, 181
- R3.B.2, R3.B.2.1

**Fluency**

- Partner Reading, 260I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt:** Write a limerick about an animal's home. Remember to follow the pattern of rhythm and rhyme of limericks.
- Proofread a Descriptive Poem, 285B
  - 1.4A, 1.5F

**Grammar**

- Daily Language Activities, 285I
- Pronoun-Verb Contractions, 285J
- Grammar Practice Book, 156
  - 1.5F, 1.5F.4

**Spelling**

- The VC/V and CV Patterns, 285H
- Spelling Practice Book, 157
  - 1.5F, 1.5F.1

### DAY 5

**Listening/Speaking/Viewing**

- **Focus Question**
  - Based on Animal Homes, "Web Spinners," and the poems in "Home Sweet Home," describe some of the many different animal homes.
  - Speaking and Listening Strategies, 285A
  - Presentation of the Descriptive Poem, 285B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**

- Spiral Review: Vocabulary Game, 285F
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**Read**

- Self-Selected Reading, 260I
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**Comprehension**

- Connect and Compare, 283
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**Fluency**

- Partner Reading, 260I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**

- **Daily Writing Prompt:** Imagine you are an animal. Write a description of your home from the animal’s point of view.
- Publish a Descriptive Poem, 285B
  - 1.5G

**Grammar**

- Daily Language Activities, 285I
- Pronoun-Verb Contractions, 285J
- Grammar Practice Book, 157-158
  - 1.5F, 1.5F.4

**Spelling**

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  - Spelling Practice Book, 158
  - 1.5F, 1.5F.1

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Grade 3, Unit 5, Week 5, Animal Homes, 260A–285V

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# PENNSYLVANIA Lesson Plan

## ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

## WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

## READING
- **Develop Comprehension**
- **Fluency**

## LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1
- **Listening/Speaking/Viewing**
  - **Focus Question**: Why is it good to help our neighbors?
    - Build Background, 290
    - Read Aloud: "The Town That Moved," 291
    - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

### DAY 2
- **Listening/Speaking**
  - **Focus Question**: What is the theme of this story?
    - 1.6D, 1.6E, 1.6E.1

### DAY 3
- **Listening/Speaking**
  - **Focus Question**: Read "What Should I Be?" What similar theme does that story share with A Castle on Viola Street? Use details from both selections in your answer.
  - Summarize, 315
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### DAY 2 Vocabulary
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### DAY 2 Phonics
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- Practice Book A-O-B, 192
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### DAY 3 Vocabulary
- **Review Words in Context, 321C**
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### DAY 2 Comprehension
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### DAY 3 Fluency
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  - Partner Reading, 290R
    - Repeated Reading, 315A
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### Writing
- **Daily Writing Prompt**: Write about how a person in the community has helped you before.
  - Prewrite a Business Letter, 321A
    - 1.4B, 1.5A, 1.5B

### Writing
- **Daily Writing Prompt**: Describe something you could do to help your neighbors.
  - Draft a Business Letter, 321A
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- **Adjectives and Articles, 321I**
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### Grammar
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ade 3, Unit 6, Week 1, A Castle on Viola Street, 290J–321V

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A Castle on Viola Street, 294–313
### DAY 4

**Listening/Speaking**
- **Focus Question**: Think about this article and *A Castle on Viola Street*. What could you tell Andy about *Habitat for Humanity*?
- **Expand Vocabulary**: Helping Neighbors, 321F
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### DAY 5

**Listening/Speaking**
- **Focus Question**: Find examples of what characters say and do that support the theme: *Time and hard work can make big dreams come true*.
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**Read**
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**Fluency**
- Partner Reading, 290R
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**Writing**
- **Daily Writing Prompt**: Imagine that you are a parent in *A Castle on Viola Street*. Write about why you want a house. Proofread a Business Letter, 321B
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**Grade 3, Unit 6, Week 1, A Castle on Viola Street, 290J–321V**

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## PENNSYLVANIA Lesson Plan

### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**

### READING
- **Develop Comprehension**
- **Fluency**

### LANGUAGE ARTS
- **Writing**
- **Grammar**
- **Spelling**

### DAY 1

**Listening/Speaking/Viewing**
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  - Read Aloud: "Dolphins Play," 323
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**Listening/Speaking**
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*ade 3, Unit 6, Week 2. Wilbur's Boast, 322A–345V*
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**Listening/Speaking**
- **Focus Question:** Which animals in Wilbur's Beast remind you of animals in this selection?
- **Expand Vocabulary:** Unusual Animals, 345F
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  - Latin Roots, 345F
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### DAY 5

**Review and Assess**

**Listening/Speaking**
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**Fluency**
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### ORAL LANGUAGE
- **Listening**
- **Speaking**
- **Viewing**

### WORD STUDY
- **Vocabulary**
- **Phonics/Decoding**
  - Silly Words with Prefixes, 345E
    - 1.1C; R.3.A.1-2.1

### READING
- **Develop Comprehension**
  - "Do Animals Have Personalities?" 340–343
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- **Comprehension**
  - Science: Nonfiction Article
  - Text Feature: Directions, 340
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    - R.3.A.2-6, R.3.B.3.3.4
- **Fluency**
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### LANGUAGE ARTS
- **Writing**
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        - 1.5F

Grade 3, Unit 6, Week 2, Wilbur's Beast, 322A-345V

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# PENNSYLVANIA Lesson Plan

**ORAL LANGUAGE**

- **Listening**
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    - Building Background, 346
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- **Speaking**

- **Viewing**

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**WORD STUDY**

- **Vocabulary**

- **Phonics/Decoding**

**READING**

- **Develop Comprehension**

- **Fluency**

## LANGUAGE ARTS

### Writing

- **Daily Writing Prompt**
  - Suppose that you and your friends are stranded on a deserted island. List the laws that you and your friends would follow.
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### Grammar

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### Spelling

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**Writing**

- **Daily Writing Prompt**
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### Grammar

- **Adverbs That Tell How, 357I**
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### Spelling

- **Words with Final /æ/, 357G**
- Spelling Practice Book, 175
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**Writing**

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### Grammar

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### Spelling

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**Grade 3, Unit 6, Week 3: An American Hero Flies Again, 350-353**
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Grade 3, Unit 6, Week 3, *An American Hero Files Again*, 346A–357V
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**Listening/Speaking/Viewing**
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**Grammar**
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**Spelling**
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  - Strategy: Word Parts/Suffixes, 383D
  - Practice Book A-O-B, 212
  - 1.1C, 1.1E; R3.A.2.2.1

**Phonics**
- Decode Multisyllable Words, 383E
  - 1.1C

**Writing**
- Daily Writing Prompt: Tell how students and teachers at your school could work together on a special cause.  
  - Writing Trait: Organization, 383
  - Revise an Interview, 383B
  - 1.5E

**Grammar**
- Daily Language Activities, 383I
  - Commas After Introductory Words, 383J
  - Grammar Practice Book, 181
  - 1.5F, 1.5F.4

**Spelling**
- Words with Suffixes, 383G
  - Spelling Practice Book, 181
  - 1.5F

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### Day 4

**Listening/Speaking**
- **Focus Question**: Compare the lion in this fable with the cubs in *Mother to Tigers*. How are their problems similar? How are their problems different?

**Expand Vocabulary**: People Who Help Animals, 383F
- 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Apply Vocabulary to Writing, 383F
  - Movement Words, 383F
  - 1.1F

**Phonics**
- Word Building, 383E
  - 1.1C

### Day 5

**Listening/Speaking**
- **Focus Question**: How is the author’s purpose different in each selection?

**Speaking and Listening Strategies, 383A**
- Presentation of Expository Writing, 383B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**Vocabulary**
- Spiral Review: Vocabulary Game, 383F
  - 1.1F

**Comprehension**
- **Language Arts**: Fable
- **Literary Elements**: Personification and Moral, 380
- Practice Book A-O-B, 211
  - 1.1G.1, R.3.A.1.6, R.3.B.2.1.1

**Fluency**
- Partner Reading, 358I
  - 1.1H.1, 1.1H.3, 1.1H.4

**Writing**
- **Daily Writing Prompt**: Imagine that you meet Helen Martini. Write the questions you would like to ask her. Then write how you think she might have answered.
  - Proofread an Interview, 383B
  - 1.5F

**Grammar**
- Daily Language Activities, 383I
  - Adverbs That Tell When or Where, 383J
  - 1.5F, 1.5F.4
  - Grammar Practice Book, 182

**Spelling**
- Words with Suffixes, 383H
  - Spelling Practice Book, 183
  - 1.5F

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Grade 3, Unit 6, Week 4, *Mother to Tigers*, 383A–383V
# PENNSYLVANIA Lesson Plan

## Day 1

###Oral Language
- **Listening**
  - Focus Question: Butterflies are born on their own in nature. How can people help them to grow? 
  - Build Background, 384
  - Read Aloud: "Chasing Butterflies," 385
  - 1.6B, 1.6B.5, 1.6D, 1.6E, 1.6E.1

###Word Study
- **Vocabulary**
  - disappear, protect, harming, involved, supply, capture, enclosure, 386
  - Practice Book A-O-B, 214
  - Strategy: Dictionary: Multiple-Meaning Words, 387
    - 1.1C, 1.1E, R3.A.2.1.1

###Reading
- **Develop Comprehension**
  - Read "Save Our Butterflies," 386–387
    - 1.1C: R3.A.2.1, R3.B.1.1
  - Comprehension, 387A–387B
    - Strategy: Monitor Comprehension
    - Skill: Draw Conclusions
    - Practice Book A-O-B, 215
    - R3.A.2.3, R3.A.2.3.1
  - Fluency Partner Reading, 384
    - Model Fluency, 385
    - 1.1H.1, 1.1H.3, 1.1H.4

###Language Arts
- **Writing**
  - Daily Writing Prompt: Using words that appeal to the reader’s sense of touch and sight, write a description of a butterfly. 
    - Prewrite a Magazine Article, 403A
      - 1.4B, 1.5A, 1.5B
  - Grammar
    - Daily Language Activities, 403I
      - Sentence Combining with Adjectives, 403I
      - Grammar Practice Book, 185
        - 1.5F, 1.5F.4

###Spelling
- **Spelling**
  - Pretest, 403G
    - Spelling Practice Book, 185–186
    - 1.5F

## Day 2

###Oral Language
- **Listening**
  - Focus Question: How has growing butterflies helped the community? 
    - 1.6D, 1.6E, 1.6E.1

###Word Study
- **Vocabulary**
  - Review Vocabulary, 388
    - 1.1C, 1.1E: R3.A.2.1.2

###Reading
- **Comprehension, 388–399**
  - Strategy: Monitor Comprehension
    - Skill: Draw Conclusions
    - Practice Book A-O-B, 216
    - R3.A.2.3, R3.A.2.3.1
  - Fluency Phrase-Cued Text, 395
    - Partner Reading, 384I
    - 1.1H.1, 1.1H.3, 1.1H.4

## Day 3

###Oral Language
- **Listening**
  - Focus Question: Read "Save Our Butterflies." How is this selection similar to Home-Grown Butterflies? 
    - How are the two selections different? 
    - Summarize, 399
    - 1.5F

###Word Study
- **Vocabulary**
  - Review Words in Context, 403C
    - Strategy: Dictionary: Multiple-Meaning Words, 403D
    - Practice Book A-O-B, 219
    - 1.1C, 1.1E: R3.A.2.1.1, R3.A.2.2.2

###Reading
- **Home-Grown Butterflies, 388–397**
  - 1.1D, 1.1G.3, 1.2A, 1.2A.3, 1.3F: R3.A.2.3, R3.A.2.3.1, R3.A.2.5.1
  - Comprehension Check, 399
    - Maintain Skill: Problem and Solution, 399B
    - R3.A.2.5.1, R3.B.1.2.1, R3.B.3.3.1
    - Fluency Practice Book A-O-B, 217
    - Partner Reading, 384I
    - Repeated Reading, 399A
**DAY 4**

**Listening/Speaking**
- **Focus Question**: Which stage in *Home-Grown Butterflies* does “Monarch Butterfly” relate to?
- **Expand Vocabulary**: Raising Butterflies, 403F
  - 1.6D, 1.6E, 1.6E.1

**WORD STUDY**
- **Vocabulary**
  - Apply Vocabulary to Writing, 403F
  - Words with Prefix dis-, 403F
  - 1.1F, R3.A.2.2.1

**READING**
- **Read** "Monarch Butterfly" and "The Caterpillar," 400–401
  - 1.3C, 1.3F; R3.A.1.6, R3.B.1.1, R3.B.1.1.1, R3.B.2, R3.B.2.1.1
- **Comprehension**
  - Poetry: Free Verse and Rhyming Poetry
  - Literary Elements: Personification and Assonance, 400
  - Practice Book A-O, B-218
  - 1.3C; R3.B.2.2, R3.B.2.2.1
- **Fluency** Partner Reading, 384I
  - 1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
  - **Daily Writing Prompt**: Write about a project your class could do to raise money and help nature.
  - Proofread a Magazine Article, 403B
  - 1.4B, 1.5F
- **Grammar**
  - Daily Language Activities, 403I
  - Sentence Combining with Adjectives and Adverbs, 403I
  - Grammar Practice Book, 188
  - 1.5F, 1.5F.4
- **Spelling**
  - Words with Accented Syllables, 403H
  - Spelling Practice Book, 189
  - 1.5F

**DAY 5**

**Review and Assess**
- **Listening/Speaking**
  - **Focus Question**: After reading the selections what conclusions can you draw about butterflies and the environment?
  - **Speaking and Listening Strategies, 403A**
  - Presentation of Expository Writing, 403B
  - 1.6A, 1.6C, 1.6D, 1.6E, 1.6E.1

**WORD STUDY**
- **Vocabulary**
  - Spiral Review: Vocabulary Game, 403F
  - 1.1F

**READING**
- **Read** Self-Selected Reading, 384I
  - 1.1H.5
- **Comprehension**
  - Connect and Compare, 401
  - 1.1G.2, 1.3F
- **Fluency** Partner Reading, 384I
  - 1.1H.1, 1.1H.3, 1.1H.4

**LANGUAGE ARTS**
- **Writing**
  - **Daily Writing Prompt**: Imagine that you visited a butterfly farm. Write a postcard telling about your visit.
  - Publish a Magazine Article, 403B
  - 1.4B, 1.5G
- **Grammar**
  - Daily Language Activities, 403I
  - Sentence Combining with Adjectives and Adverbs, 403I
  - Grammar Practice Book, 189–190
  - 1.5F, 1.5F.4
- **Spelling** Posttest, 403H
  - Spelling Practice Book, 190
  - 1.5F

Grade 3, Unit 6, Week 5, *Home-Grown Butterflies*, 384A–403V
1.1 Learning to Read Independently
1.1A. Identify the purposes and types of text (e.g., literary, informational) before reading.
1.1B. Preview the text formats (e.g., title, headings, chapters, and table of contents).
1.1C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabification, picture and context clues to decode and understand new words during reading.
1.1D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use headings, use organization of text, graphics, charts, organization of text, adjust reading rate).
1.1E. Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.
1.1F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.
1.1G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
1.1G.1. Retell or summarize the major ideas, themes or procedures of the text.
1.1G.2. Connect the new information or ideas in the text to known information.
1.1G.3. Clarify ideas and understandings through rereading and discussion.
1.1G.4. Make responsible assertions about the text by citing evidence from the text.
1.1H. Demonstrate fluency and comprehension in reading.
1.1H.1. Read familiar materials aloud with accuracy.
1.1H.2. Self-correct mistakes.
1.1H.3. Use appropriate rhythm, flow, meter and pronunciation.
1.1H.4. Read a variety of genres and types of text.
1.1H.5. Demonstrate comprehension (Standards 1.1.3G). (Recommend 25 books/year)

1.2 Reading Critically in All Content Areas
1.2A. Read and understand essential content of informational texts and documents in all academic areas.
1.2A.1. Differentiate fact from opinion within text.
1.2A.2. Distinguish between essential and nonessential information within a text.
1.2A.3. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.
1.2A.4. Analyze text organization and content to derive meaning from text using established criteria.
1.2B. Use and understand a variety of media and evaluate the quality of material produced.
1.2B.1. Use electronic media for research.
1.2B.2. Identify techniques used in television and use the knowledge to distinguish between facts and misleading information.
1.2B.3. Assess the quality of media projects (e.g., script, play, audiotaape) that have been developed for a targeted audience.
1.2C. Produce work in at least one literary genre that follows the conventions of the genre.

1.3 Reading, Analyzing and Interpreting Literature
1.3A. Read and understand works of literature.
1.3B. Identify literary elements in stories describing characters, setting and plot.
1.3C. Identify literary devices in stories (e.g., rhyme, rhythm, personification).
1.3D. Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).
1.3E. Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).
1.3F. Read and respond to nonfiction and fiction including poetry and drama.

1.4 Types of Writing
1.4A. Write narrative pieces (e.g., stories, poems and plays).
1.4A.1. Include detailed descriptions of people, places, things.
1.4A.2. Use relevant illustrations.
1.4B. Write informational pieces (e.g., descriptions, letters, reports, and instructions) using illustrations when relevant.
1.4C. Write an opinion and support it with facts.

1.5 Quality of Writing
1.5A. Write with a sharp, distinct focus identifying topic, task and audience.
1.5B. Write using well-developed content appropriate for the topic.
1.5B.1. Gather and organize information.
1.5B.2. Write a series of related sentences or paragraphs with one central idea.
1.5B.3. Incorporate details relevant and appropriate to the topic.
1.5C. Write with controlled and/or subtle organization.
1.5C.1. Sustain a logical order.
1.5C.2. Include a recognizable beginning, middle, and end.
1.5D. Write with an awareness of the stylistic aspects of composition.
1.5D.1. Use sentences of differing lengths and complexities.
1.5D.2. Use descriptive words and action verbs.
1.5E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.
1.5F. Edit writing using the conventions of language.
1.5F.1. Spell common, frequently used words correctly.
1.5F.2. Use correct capital letters and punctuation correctly in writing.
1.5F.3. Punctuate correctly (period, exclamation point, question mark, commas in a series).
1.5F.4. Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.
1.5F.5. Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).
1.5G. Present and/or defend written work for publication when appropriate.

1.6 Speaking and Listening
1.6A. Listen to others.
1.6A.1. Ask questions as an aid to understanding.
1.6A.2. Distinguish fact from opinion.
1.6B. Listen to a selection of literature (fiction and/or nonfiction).
1.6B.1. Relate it to similar experiences.
1.6B.2. Predict what will happen next.
1.6B.3. Retell a story in chronological order.
1.6B.4. Recognize character and tone.
1.6B.5. Identify and define new words and concepts.
1.6C. Speak using skills appropriate to formal speech situations.
1.6C.1. Use appropriate volume.
1.6C.2. Pronounce most words accurately.
1.6C.3. Pace speech so it is understandable.
1.6C.4. Demonstrate an awareness of audience.
1.6D. Contribute to discussions.
1.6D.1. Ask relevant questions.
1.6D.2. Respond with appropriate information or opinions to questions asked.
1.6D.3. Listen to and acknowledge the contributions of others.
1.6D.4. Display appropriate turn-taking behaviors.
1.6E. Participate in small and large group discussions and presentations.
1.6E.1. Participate in everyday conversation.
1.6E.2. Present oral readings.
1.6E.3. Deliver short reports (e.g., Show-and-Tell, field trip summary).
1.6E.4. Conduct short interviews.
1.6E.5. Give simple directions and explanations.
1.6E.6. Report an emergency.
1.6F. Use media for learning purposes.
1.6F.1. Explain the importance of television, radio, film, and Internet in the lives of people.
1.6F.2. Explain how advertising sells products.
1.6F.3. Show or explain what was learned (e.g., audiotape, computer download).

1.7 Characteristics and Functions of the English Language
1.7A. Identify words from other languages that are commonly used English words.
1.7B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.

1.8 Research
1.8A. Select a topic for research.
1.8B. Locate information using appropriate sources and strategies.
1.8B.1. Locate resources for a particular task (e.g., newspapers, dictionary).
1.8B.2. Select sources (e.g., dictionaries, encyclopedias, Internet views to write a family history, observations and electronic media).
1.8B.3. Use table of contents, key words and guide words.
1.8B.4. Use traditional and electronic research.
1.8C. Organize and present the main ideas from the research.
1.8C.1. Take notes from sources using a structured format.
1.8C.2. Summarize, orally or in writing, the main ideas.
ASSESSMENT ANCHORS AND ELIGIBLE CONTENT

R3.A Comprehension and Reading Skills

R3.A.1 Understand fiction text appropriate to grade level.
R3.A.1.1 Identify and interpret the meaning of vocabulary.
R3.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.
R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.
R3.A.1.2 Identify and apply word recognition skills.
R3.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -er, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).
R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.
R3.A.1.3 Make inferences and draw conclusions based on text.
R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.
R3.A.1.4 Identify and explain the main ideas and relevant details.
R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
Note: Items may target specific paragraphs. Items may ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R3.A.1.5 Summarize a fictional text as a whole.
R3.A.1.5.1 Summarize the key details and events of a fictional text as a whole.
R3.A.1.6 Identify genre of text.
R3.A.1.6.1 Identify the author's intended purpose of text.
Note: narrative and poetic text

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction text appropriate for grade level.
R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.
R3.A.2.1.1 Identify and/or interpret the meaning of multiple-meaning words used in text.
R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.
R3.A.2.2 Identify and apply word recognition skills.
R3.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.
Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -er, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).
R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.
R3.A.2.3 Make inferences and draw conclusions based on text.
R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text.
R3.A.2.4 Identify and explain main ideas and relevant details.
R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
Note: Items may target specific paragraphs. Items may ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R3.A.2.5 Summarize a nonfiction text as a whole.
R3.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.
R3.A.2.6 Identify genre of text.
R3.A.2.6.1 Identify the author's intended purpose of text.
Note: informational, biographical, and instructional (practical/how-to) text

R3.B Interpretation and Analysis of Fiction and Nonfiction Text

ASSESSMENT ANCHOR

R3.B.1 Understand components within and between texts.
R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.
R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction and literary nonfiction.
Character (may also be called narrator, speaker, subject of a biography):
Identify, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.
Identify, interpret, compare, and/or describe the relationship between characters and other components of text.
Setting:
Identify, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place); Plot (may also be called action):
Identify, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).
Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.
R3.B.1.2 Make connections between texts.
R3.B.1.2.1 Identify, interpret, compare, and/or describe connections between texts.
R3.B.2 Understand literary devices in fictional and nonfictional text.
R3.B.2.1 Identify and interpret figurative language in fiction and nonfiction.
R3.B.2.1.1 Identify and/or interpret examples of personification in text.
R3.B.3 Understand concepts and organization of nonfictional text.
R3.B.3.1 Differentiate fact from opinion in nonfictional text.
R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in nonfictional text.
Note: Items focusing on opinion will be worded, "Which of these is an opinion (not a fact)?"
R3.B.3.2 Distinguish between essential and nonessential information within text.
R3.B.3.2.1 Identify exaggeration (bias) where present in nonfictional text.
R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.
R3.B.3.3.1 Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause-effect or problem/solution.
R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specified section of text.