

<b>Unit Title:</b> Houghton-Mifflin Journeys Grade 3 Lesson 6 "Mammals" Anchor Text: <u>Bat Loves the Night</u>
<b>Grade Level:</b> 3
<b>Subject Area:</b> Reading (focus: vocabulary for anchor text)
<b>Duration/Length/Number of class periods:</b> 5 class periods
<b>Description:</b> Through a variety of learning activities, students will be given opportunities to practice vocabulary words contained in the informational anchor texts which students will be reading as part of this unit. Vocabulary is one component of the daily lessons within this unit. Components of each lesson also includes phonics, comprehension strategies, fluency, spelling, and writing. These lessons will focus on the vocabulary portion of the daily lessons.
<b>Established Goals (National, State, Local):</b> Minnesota State Standard 3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

<b>What <u>Enduring Understandings</u> are desired?</b> Research shows a strong connection between vocabulary knowledge and reading comprehension. Students need to know the meaning of the words within a passage to gain full understanding of printed material.
<b>What <u>Essential Questions</u> will be considered?</b> What makes bats interesting and useful? (This question will be more fully explored after students have mastered the domain-specific vocabulary words and have read the selections <u>Bat Loves the Night</u> and <u>Nighttime Animals</u> ).
<b>Students will know / be able to:</b> Read and demonstrate knowledge of the meaning of the following story vocabulary words: twitch, swoops, squeak, echoes, detail, slithers, dozes, snuggles.

<b>Description</b> <a href="https://docs.google.com/presentation/d/1FxZa-TYpqsZVmopCg6M9mtuQn2Mgmr-HTDoDC-HISzws/edit?usp=sharing">https://docs.google.com/presentation/d/1FxZa-TYpqsZVmopCg6M9mtuQn2Mgmr-HTDoDC-HISzws/edit?usp=sharing</a>	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>						
	For ma tiv e	Sum ma tiv e	Intro ducto ry Acti vity	Learn ing Acti vity	Stude nt Tec hno logy Use d	Teach er Tech nolog y Used	ISTE Stan dards

<p><b>Day 1:</b> Introduction of selection vocabulary words playing the game "What's the Word?" (PowerPoint slides 1-18)  Students are given a visual cue i.e. picture, symbol, etc. of one of the lesson vocabulary words and asked to generate words that match the image. Then the definition of the word is revealed and again students are asked to add words and/or narrow the list. Students take turns guessing the vocabulary word. The last part of the slide revealed is the actual word. Students take turns reading the sentences with the word as used in the anchor story.</p>	x		x	x		x	
<p><b>Day 2:</b> Students are presented with the same visual images as a review of the words/definitions learned the day before. The next slide of the PowerPoint is a chart with the 8 words listed. Students are asked to read the words together in unison, in pairs, then one at a time. Play "I'm Thinking of a Word..." (slides 19-28)</p>	x			x		x	
<p><b>Day 3:</b> <i>Warm-up activity: Directions to students: "Choose a word to act out. See if your classmates can guess your word"</i> (from the word list on PowerPoint slide 29)  Students will create a poster for one of the vocabulary words using Google Drawings. The poster should provide evidence that the student understands the meaning of the word.</p>	x				x		
<p><b>Day 4:</b> Self-assessment: Students will use their chromebooks to complete the "Find the Missing Word" activity (PowerPoint slides 30-38).</p>	x			x	x		

<p><b>Day 5:</b> Online Weekly Assessment (from Think Central Resources for Houghton-Mifflin Journeys)</p>		x			x		
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<p><b>Materials, tools and resources:</b>  Teacher-made PowerPoint, Google Drawings, chromebooks, Houghton-Mifflin Journeys Grade 3 Teachers' Guide</p>
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<p><b>Additional credit given to</b></p>