

Grade 3 Module 5

Teamwork

Essential Question: What can sports teach us about working together?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork.

A genre focus on realistic fiction provides students with opportunities to identify literary elements, author's craft, and theme in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and video to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.

Students will write a letter to a new student persuading them to be their friend. They will include supporting details.

Social Studies Connection: Teamwork

Module 5 Essential Question: What can sports teach us about working together?

Week 1		Vocabulary	
Academic Critical Vocabulary: <i>Soccer Shootout</i> : apprehensive, technical, deflected, competition, intercepted, sprawling p.T258-159 3L6		Vocabulary Strategy: Homographs/ Homophones p.T167 3L6	
Generative Vocabulary: Suffixes –er/-or; -er/-est with and without the spelling change p.172-173 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Informational Text: <i>Competition, Cooperation-and Fun! Teamwork=Victory!</i> p. T152-153 (myBook) 3RF4A Realistic Fiction: <i>Soccer Shootout</i> p. T160-T179 (myBook) 3RF4A	Module Launch Author’s Purpose: Articulate the author’s purpose using the word inform *3R6 p. T152 Read for Understanding Ask and Answer Questions: Articulate questions and answers about the selection. 3R1 p. T160 Close Read Literary Elements: Character and Setting *3R5 p. T168 Theme: Articulate the story’s topic and theme *3R2 p. T174 Author’s Craft: Describe mood using text evidence *3R6 p. T178 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Persuasive Letter p.W68-W82 <i>Don’t Feed the Geckos!</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: persuade, persuasive language, homophone	Argument: Persuasive Letter Introducing the Focal Text – Priming the Students (explore the topic “Friendships”), Priming the Text 3SL1a; 3SL1b; 3SL1c p.W68 Introducing the Focal Text – Read the Focal Text 3SL1a; 3SL1b; 3SL1c; 3SL2; 3SL3; 3L3b; 3L4a; 3L5b p.W69 Vocabulary – Review the Focal Text 3L5b, 3L4b, 3L4a, 3L6 p.W70 Prewriting I: Preparing to Write – Discuss the Writing Prompt, Generate Ideas, Set Goals for Writing 3L6, 3W1a p.W71 Prewriting II: Audience and Purpose – Plan the Persuasive Letter, Complete Planning 3W1a p. W72

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills	Communication	
		Lesson Slides: Module 5 Lessons 1,3 Decoding: Vowel Diphthongs oi, oy Spelling: Spelling the /oi/ Sound Fluency: Accuracy and Self-Correction 3RF3	Listening and comprehension: Read-Aloud <i>Competition, Cooperation-and Fun!</i> p.T162-T165 Make Connections p.T181	

Week 2		Vocabulary	
Academic Critical Vocabulary: <i>Bend It Like Bianca</i> : captain, force, finals p.T198 3L6			
<i>Running rivals</i> : meets, upset, concentrated, disappointed, personal p.T208			
Vocabulary Strategy: Homographs/ Homophones p.T199 3L6			
Generative Vocabulary: Greek root bio; Latin root vid p.T212-213 3L4c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Media: Humorous Fiction Video Bend it like Bianca p. T192-T201 (myBook) 3RF4.4 Running Rivals p. T204-T215 (myBook) 3RF4.4	View for Understanding Monitor and Clarify: Check for understanding 3R1 and 3L5 p. T192 Close View Media Techniques: Sound Elements, live action, visual elements. 3SL5 p. T 200 Read for Understanding Monitor and Clarify: Check for understanding 3R1 and 3L5 Close Read Literary Elements : characters, setting, plot, events *3R5 p. T210 Author's Purpose : Persuade, inform, entertain *3R6 p. T214 Bold means priority skill – teach with more depth	Argument: Persuasive Letter p. W68-W82 <i>Don't Feed the Geckos!</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary : persuade, persuasive language, homophone	Argument: Persuasive Letter Drafting I: Beginning the Draft – Prepare to Draft, Begin to Draft 3W1a p. W73 Drafting II: Using Persuasive Language – Focus on Persuasive Language, Continue to Draft 3W1a , 3W1b , 3L6 , 3W1c p.W74 Drafting III: Completing the Draft – Focusing on Details, Drafting the Conclusion, Reviewing the Draft 3W1c , 3W1d p.W75 Revising I: Possessives – Focus on Pronouns, Integrate Possessive Pronouns 3L2h p.W76 Revising II: Conferencing – Small Group Conferences, Continue Revising 3L4b ; 3L4c ; 3L4d ; 3L6 p.W77

		*Means assessed at end of week or end of module		Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication	
	Lesson Slides: Module 5 Lessons 6, 8		Speaking and listening: Summarizing and paraphrasing p.T216	
	Decoding: Homophones		Make Connections p.T217	
	Spelling: Homophones			
	Fluency: Intonation			
	3RF3			

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>Brothers at Bat</i> : littered, disbanded, rivalry, donated, generations, soared p.T234 3L6				
Vocabulary Strategy: Context Clues, Shades of meaning p.T235 3L4a				
Generative Vocabulary: Suffix –ment (“result, action, or condition”) p.T238-T239 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Narrative Nonfiction: <i>Brothers at Bat</i> p. T228-T247 (myBook) 3RF4A	Read for Understanding Make and Confirm Predictions: predict and correct 3R2 p. T228 Close Read Figurative Language: Identify and explain the use of repetition *3R4 p. T236 Text Structure: Use transition words to indicate a sequence *3R4 p. T240 Point of View: Narrator, First, Third Person 3R6 p.T246 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Persuasive Letter p. W68-W82 <i>Don't Feed the Geckos!</i> (Online Mentor Text or Hardcopy)	Argument: Persuasive Letter Revising III: Applying Feedback – Focus on Details, Use Feedback to Revise a Draft 3L4d p. W78 Editing I: Spelling and Mechanics – Focus on Homophones, Edit Drafts for Spelling and Usage 3L1q p. W79 Editing II: Peer Proofreading – Clocking Activity, Integrate Proofreading Edits 3SL1a; 3L4b; 3L4d; 3L6 p.W80 Publishing – Prepare the Final Copy, Publishing Writing 3L2c p. 81-82 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Lesson Slides: Module 5 Lessons 11, 13	Speaking and Listening: Engage in discussion p.T248
	Decoding: Contractions	Make Connections p.T249
	Spelling: Contractions	
	Fluency: Reading Rate	
	3RF3	