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| **Unit Plan** | | | | | | | | |
| **Grade: 3** | | **Unit Focus: Mice at Center Ice Novel Study** | | **Unit Dates: March, 6th –March, 31st** | | | **Teacher: Miss. H** | |
| Overview: Students will take part in the novel study, and continually work on many objectives through out the period of completing the novel study. Expanding vocabulary, summarizing the novel, expressing preferences for a character and much more will be covered through the Novel Mice on Center Ice. | | | | | | | | |
| Rationale: The pizza box book report is what is going to guide this unit plan. I think that students will get into creating pizza slices for different parts of the book. The engagement, assessment and participation I believe with be enhanced with this creative angle. | | | | | | | | |
| Objectives / Learner Outcomes:  * + 1. use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials     2. extend sight vocabulary to include predictable phrases and words related to language use     3. read silently with increasing confidence and accuracy     4. tell or write about favourite parts of oral, print and other media texts   2.2.6 summarize the main idea of individual oral, print and other media text  2.2.9 express preferences for one character over another   * + 1. include events, setting and characters when summarizing or retelling oral, print or other media texts   2.3.4 describe the main characters in terms of who they are, their actions in the story and their relations with other characters  3.2.4 use card or electronic catalogues to locate information   * + 1. record facts and ideas using a variety of strategies; list titles and authors of sources   3.3.4 list significant ideas and information from oral, print and other media texts  4.1.4 print legibly, and begin to learn proper alignment, shape and slant of cursive writing  4.1.5 space words and sentences consistently on a line and page  4.1.8 explain relationships among words and concepts associated with topics of study  4.2.7 identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing  4.2.8 use capital letters appropriately in titles of books and stories | | | | | | | | |
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| **Day** | **Outcomes** | | **Teaching and Learning Activities** | | **Resources** | **Planning for Diversity** | | **Assessment**  **(Formative & Summative)** |
| **1** | 2.1.7 | | Students will…   1. read silently with increasing confidence and accuracy   LA 1:  -Group reading—Chapter 1 and Chapter 2  -Answer comprehension booklet  LA2:  -decorate top of pizza box with title, author, and illustrations (This is where creativity will come into play🡪 have fun with the title, slogan, lettering, illustrations, etc.  🡪Hand-Tossed by… in the spot where you can write your name and the author’s name. | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | -Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding | | Formative/ Summative  Pizza Box Tops: I will be marking the pizza boxes, so the tops will be looked at when we are finished the book report for neatness, and completion of requirements    Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students knowledge and understanding of the novel. |
| **2** | 2.1.6  4.1.8 | | Students will…   1. Extend sight vocabulary to include predictable phrases and words related to language use 2. explain relationships among words and concepts associated with topics of study   LA 1:  -Partner reading- Chapter 3 and Chapter 4  -Answer comprehension booklet  LA2:  -record vocabulary that is new to them on the inside of the top on their pizza box.  -have the students look up the words in dictionary’s and on the computer (this will continue throughout the whole novel study… any new words for the student they will put the word on the inside of the top of the box). | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | -Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding  **I will sit with**  **-Tyson**  **-Carter**  **-Owain**  **-Sage**  **-Wacey**  **-Jessica**  **(make annotate notes on their reading)** | | Pizza Box Vocabulary: I will be looking at the vocabulary that the students included on the inside of their pizza boxes, to see if they one found out what the word meant and two that they actually completed this part of the assignment.  Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students knowledge and understanding of the novel. |
| **3** | 3.2.4  3.3.3  3.3.4 | | Students will…   1. use online information to locate hockey results of a player. 2. record facts using a chart 3. list significant information from online statistics on a hockey player of choice   LA1:  -Assess information online using a computer  -find statistics on a hockey and record the data in an ongoing tally over one week  -we will talk about the differences between days and between different players  LA2:  -Create a hockey card for the player they had been following over the week  -Include the details that we had be following over the week on the card | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | -Write on the board the instructions to find the website  -then demonstrate on the smart board how to get there  -then show the students where to find the statistics and demonstrate one recording on the board and how to list the information accurately on their charts.  **Check in with Owain to make sure he is on pace, then sit with Tyson and guide him through.** | | Formative:  Hockey Card: Students could accurately find, record and list significant information from and online source. |
| **4** | 2.1.7 | | Students will…   1. read with increasing confidence and accuracy   LA 1:  -Group reading—Chapter 5  -Partner reading—Chapter 6  -Answer comprehension booklet  LA2:  -record vocabulary that is new to them on the inside of the top on their pizza box.  -have the students look up the words in dictionary’s and on the computer (this will continue throughout the whole novel study… any new words for the student they will put the word on the inside of the top of the box). | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Have the students on IPP’s with stronger readers to help them with the words.  **I will sit with**  **-Grayson**  **-Jakeb**  **-Joseph**  **-Josh**  **-Autumn**  **-Kayla**  **(make annotate notes on their reading)** | | Pizza Box Vocabulary: I will be looking at the vocabulary that the students included on the inside of their pizza boxes, to see if they one found out what the word meant and two that they actually completed this part of the assignment.  Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students knowledge and understanding of the novel. |
| **5** | 2.1.7 | | Students will…   1. read with increasing confidence and accuracy   LA 1:  -Readers theater —Chapter 7 (no comprehension questions on chapter 7)  I will photo copy chapter 7 for each student and highlight their part that they will read. Earlier on in the day I will hand out each of their parts and they will have a chance to read it to themselves and out loud working on their expression in their voice  (Vocabulary connections on the top of our pizzas)  -Partner reading—Chapter 8  I will read with the students that I need to see how they are reading and make notes on their fluency and skills  -Answer comprehension booklet | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Have the students on IPP’s with stronger readers to help them with the words.  **I will sit with**  **-Hope**  **-Asher**  **-Renz**  **-Payton**  **-Georgia**  **-Shelby**  **(make annotate notes on their reading)** | | Pizza Box Vocabulary: I will be looking at the vocabulary that the students included on the inside of their pizza boxes, to see if they one found out what the word meant and two that they actually completed this part of the assignment.  Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students knowledge and understanding of the novel. |
| **6/7** | 2.3.3 | | Students will…   1. describe a setting in the book and create a pizza slice for that setting   LA1:  -Group discussion about the setting that have happened within the story so far  -Give an example of a setting pizza slice  LA2:  -Students will then create their good copy pizza slice to go into their pizza | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Have the students on IPP’s with stronger readers to help them with the words.  **I will sit with:**  **-William**  **-Will**  **-Eastyn**  **(make annotate notes on their reading)** | | Setting Pizza Slice:  -I will be marking the pizza slices at the end for completion of tasks. For the setting piece the main part is describing an actual setting within the book. |
| **8/9** | 2.3.4  2.2.9 | | Students will…   1. describe the main characters in terms of who they are, their actions in the story and their relations with other characters 2. express preferences for one character over another   LA 1:  -Read to them Chapter 9 & 10  -Answer comprehension booklet  LA2:  -Character Slice🡪 list all the main characters in the story and provide a brief description of them all. Students will also describe their favourite character. | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding | | Pizza Box Vocabulary: I will be looking at the vocabulary that the students included on the inside of their pizza boxes, to see if they one found out what the word meant and two that they actually completed this part of the assignment.  Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students’ knowledge and understanding of the novel.  Character Slice:  -I will be marking the pizza slices at the end for completion of tasks. For the character slice, I will be looking for descriptions of characters are accurate and why they like their favourite character over another character. |
| **10/11** | 2.1.7  2.3.3 | | Students will…   1. read with increasing confidence and accuracy 2. create problem slice, including the events in the story that demonstrate that problem   LA 1:  -Group read Chapter 11 & 12  -Answer comprehension questions  LA 2:  -Problem Slice🡪 students will write about the main problem in the story | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf>  <http://book.tcdhalls.com/images/pizza-book-report.jpg> | Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding | | Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students’ knowledge and understanding of the novel.  Problem Slice:  -I will be marking the pizza slices at the end for completion of tasks. For the problem slice I will be looking for that the students understand what the main problem is in the story. |
| **12** | 2.1 | | Students will…   1. Active listen to the novel   LA1:  -I will read to them Chapter 13 & 14  -Answer comprehension questions  **Today all we are going to do is get comfortable and read the novel🡪 I might bring in some treats for the students** | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> |  | | Comprehension booklet:  Booklets will be looked at throughout and at the end to formatively and summatively assess the students’ knowledge and understanding of the novel. |
| **13** | 2.1.7 | | Students will…   1. read with increasing confidence and accuracy   LA 1:  -Readers theater —Chapter 15 (no comprehension questions on chapter 15)  I will photo copy chapter 15 for each student and highlight their part that they will read. Earlier on in the day I will hand out each of their parts and they will have a chance to read it to themselves and out loud working on their expression in their voice | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | I will help out the students that cannot read, learn their parts so that they can take part in the readers theater. | |  |
| **14/15** | 2.2.6  2.3.3 | | Students will…   1. create solution piece slice by using events in the book to describe the solution to the problem 2. create summary pizza slice using events in the book to summarize the story in a short paragraph   LA1:  -Solution Slice🡪 create a slice with the solution to the problem in the book  LA2:  -Summary Slice🡪 create a slice with the summary of the story on it | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding  Also the students may need some help with writing on their pizza slice, give assistance when needed | | Solution Slice:  -I will be marking the pizza slices at the end for completion of tasks. For the solution slice I will be looking for that the students understand what the solution was to main problem in the book.  Summary Slice:  -I will be marking the pizza slices at the end for completion of tasks. I will be looking at if the students are using the main things that happened in book to summarize the book. |
| **16** | 2.2.2 | | Students will…   1. write about their favourite parts in the book by creating a favourite part slice   LA1:  -Favourite Part Slice: write about their favourite part of the book | | <https://rootedinlearning.files.wordpress.com/2012/10/pizza-box-book-report.pdf> | Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding  Also the students may need some help with writing on their pizza slice, give assistance when needed | | Favourite Part Slice:  -I will be marking the pizza slices at the end for completion of tasks. |
| **13** |  | | Students will…   1. Walk about and see what others pizza boxes look like   LA1:  -Gallery Walk🡪 walk about and ask the other students about their favourite parts in the book and look at their pizza boxes that they have created | |  | Give my instructions with a multiple of mediums  1.Have an example  2.Verbal instructions  3.Demonstrate instructions  4.Check for understanding | |  |

Rubric

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| --- | --- | --- | --- | --- | --- |
|  | Excellent | Proficient | Basic | Not Yet | Incomplete |
| Pizza Slices  SLO’s:  2.2.2  2.2.6  2.2.9  3.3.3  3.3.4 | All six slices were **consistently** completed with detail to the projects directions. | All six slices were **adequately** completed with detail to the projects directions. | All six slices were **rarely** completed with detail to the project directions. | All six slices were **inadequately** completed with detail to the project directions. | You did not complete this part of your project. |
| Overall Neatness  SLO’s:  4.1.4  4.1.5 | Your print and writing was **consistently** legibly, neat and correctly space. | Your print and writing was **adequately** legibly, neat and correctly space. | Your print and writing was **rarely** legibly, neat and correctly space. | Your print and writing was **inadequately** legibly, neat and correctly space. | You did not complete this part of your project. |
| Inside of Box (Vocabulary Piece)  SLO’s:  2.1.6 | Your list of vocabulary was **consistently** adding to your sight words. | Your list of vocabulary was **adequately** adding to your sight words. | Your list of vocabulary was **rarely** adding to your sight words. | Your list of vocabulary was **inadequately** adding to your sight words. | You did not complete this part of your project. |
| Mechanics and Spelling  SLO’s:  4.2.7  4.2.8 | Common words were **consistently** spelled correctly.  Appropriate use of capital letters were **consistently** practiced. | Common words were **adequately** spelled correctly.  Appropriate use of capital letters were **adequately** practiced. | Common words were **rarely** spelled correctly.  Appropriate use of capital letters were **rarely** practiced. | Common words were **inadequately** spelled correctly.  Appropriate use of capital letters were **inadequately** practiced. | You did not complete this part of your project. |

Pizza Slices Checklist

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| **Setting Slice** | | |
| Listed all settings in book. | |  |
| **Character Slice** | | |
| List main characters in the book. | |  |
| Provides description of characters in book. | |  |
| Express favourite character and why. | |  |
| **Problem Slice** | | |
| Includes events to show the **main** problem of the novel. |  | |
| **Solution Slice** | | |
| Includes events to show how the **main** problem got solved of the novel. |  | |
| **Summary Slice** | | |
| Uses the **main** events to summarize the story. |  | |
| **Favourite Part Slice** | | |
| Write about favourite part of book, using detail to describe why. |  | |