

<b>Grade: 3<sup>rd</sup> Grade</b>			<b>Designated Six Weeks: 6<sup>th</sup> six weeks</b>		
<b>Unit: Texas Treasures/Tesoros Unit 5</b>			<b>Days to teach: 32</b>		
<b>TEKS</b>	<b>Spanish TEKS</b>	<b>Assessment &amp; Specificity</b>	<b>Vocabulary</b>	<b>Instructional Strategies</b>	<b>Resources/ Weblinks</b>

<b>(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b>					
(C) identify whether the narrator or speaker of a story is first or third person	(C) identify whether the narrator or speaker of a story is first or third person	Did the author write this story from personal experiences or someone else's experiences? Is the narrator in this story speaking from personal experience?	1 <sup>st</sup> person, 3 <sup>rd</sup> person	<i>M.I.S.D writing prompt:</i> <i>"Write a composition about your favorite day at school"</i> Write in first person.	various stories P rewriting activities: Brainstorm Flow charts of skills from year
<b>(16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>					
(A) understand how communication changes when moving from one genre of media to another <b>(Supporting)</b>	(A) understand how communication changes when moving from one genre of media to another	Compare advertisements for the same company in a newspaper or magazine. How did the ad change from the paper to the magazine?	media, genre, communication	Pamphlets, magazines, sales ads, billboards, signs  Create a comparison chart and/or venn diagram	<ul style="list-style-type: none"> <li>Searchable database for media literacy lessons: <a href="http://www.media-awareness.ca/english/teachers">www.media-awareness.ca/english/teachers</a></li> <li><a href="#">Looking at Newspapers Introductory lesson plan</a></li> <li><a href="#">Teaching TV Techniques lesson plan</a></li> </ul>
(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound)	(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound)	Did the music in this advertisement influence your thinking? How? How did this advertisement influence your thinking about _? What did you like best about this ad?	design techniques, color, image, font	Create pamphlets, ads, billboards, signs	Jack Ezra Keat's Books  <a href="#">Thinking about Television and Movies lesson plan</a>
(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article)	(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article)	How is this message alike/different in the web-based news article and the email?	e-mail, text messaging, web based news article		web research



**Language Arts**

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<b>(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>					
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	MISD Writing Prompt: Think about a place you would like to visit and write a composition about your visit there.	plot	Student plan sheets, graphic organizers Prewriting Activities: -Brainstorm -Pictures/Magazines -Non-fiction books about places.	Prewriting read alouds: <a href="#"><u>Too Many Tamales</u></a> <a href="#"><u>The Relatives Came</u></a> <a href="#"><u>Kate Head West</u></a> <a href="#"><u>Tag-Along Timothy Tours Texas</u></a>