

Unit 3-2, Fall Semester: Family Ties

Alternate Specialized LEADS Unit

****Time frame for units:** Based on the premise that students using an alternate specialized LEADS unit are 2 or more years behind in their reading levels, 16 weeks (or one whole semester) is allotted to cover the unit.**

Third Grade Unit 2

The theme “**Family Ties**” was selected for a 16-week interdisciplinary study of people and cultures from around the world dating from ancient civilizations through present day. The goal of this unit is for students to recognize the importance of traditions, values, and beliefs, which form a common American heritage in a diverse American Society. Through their research students will understand diverse people, ideas, and cultures and how things have evolved over time. Students will read a variety of literature including historical fiction, realistic fiction, and nonfiction. The thematic unit will incorporate language arts and social studies standards, including geography. Students will be able to work as individuals, teams, and in small groups.

Please refer to LEADS Unit 3-2 at the end of this document for the Driving Questions and the NJCCCS for language arts, social studies, and science.

Language Arts Materials

Teachers will read aloud from the CORE novel to expose all students to the background knowledge and vocabulary in the 3rd grade curriculum. Vocabulary chosen by the students/teacher is then made into a Word Wall (please see Word Wall resources on LEADS website for more information). Word Walls are an integral part of effective instruction; students should be interacting with Word Walls on a daily basis.

Core: Vacation Under the Volcano (DRA 28) by Mary Pope Osborne
The Chalkbox Kid (DRA 30) by Clyde Robert Bulla
Flat Stanley (DRA 28) by Jeff Brown
Mummies in the Morning (DRA 30-34) by Mary Pope Osborne

NOTE: ***If students are two or more years behind the level of the CORE novel, they will not be able to read along with the core novel due to reaching the frustration level. The novel must be considered a read-aloud only, with the struggling readers listening to and visualizing the story.***

Guided Reading: High Tide in Hawaii (DRA 28) by Mary Pope Osborne
Hour of the Olympics (DRA 28) by Mary Pope Osborne
Afternoon on the Amazon (DRA 24) by Mary Pope Osborne

Guided reading novels are to be used after the teacher reads from the CORE novel and models a skill to be learned (i.e. summarizing). After the teacher gives them a purpose for reading (based on the skill she modeled with the CORE novel), the students then read their guided reading novel. Guided reading is as its name implies: the students (3-5 per group) read for a purpose, and then the teacher checks in with them as they read, checking for comprehension and guiding them to perform the skill. Over time, the teacher must slowly release the students to perform the skill in writing without his/her assistance. For example, if a student can write a summary on their independent reading level without any assistance, they have mastered that skill on that level. To establish the guided reading groups, teachers will use DRA results.

Social Studies Materials

American Reading Company's Ancient Civilizations Kit (1st –3rd grade level)

The baskets of single titles are used for teacher read alouds, independent reading and group/individual research for project-based learning tasks. Lessons focus around the driving questions and the standards as listed in the attached unit.

Nonfiction Social Studies Texts:

DRA	Title
6	Signs of the Way
6	On A Map
8	Where Do You Live
10	Zoo Map
12	My Town Used to Be Small
14	It's Cold Where I Live
16	Houses
16	People Live in the Desert
18	Seven Continents
18	All Kinds of Maps
28	The Key To Maps

The following pages contain the LEADS Unit 3-2 “Family Ties”, including the Driving Questions for the unit, the specific standards to teach, resources, and suggested PBL activities that can be tailored to fit the needs of each individual student.

Unit 3.2:

Theme: Family Ties

Social Studies Topic: Cultures

Core Novel

Half and Half

Guided Reading
Below Level

**Vacation Under
the Volcano**

Guided Reading
On Level

**Mummies in the
Morning**

**See You Later
Gladiator**

Guided Reading
Above Level

**My Mummy's
Mother**

**Sadako and the
Thousand Paper
Cranes**

Third Grade Unit 2

Theme Overview:

The theme “**Family Ties**” was selected for an eight-week interdisciplinary study of people and cultures from around the world dating from ancient civilizations through present day. The goal of this unit is for students to recognize the importance of traditions, values, and beliefs, which form a common American heritage in a diverse American Society. Through their research students will understand diverse people, ideas, and cultures and how things have evolved over time. Students will read a variety of literature including historical fiction, realistic fiction, and nonfiction. The thematic unit will incorporate language arts and social studies standards. Students will be able to work as individuals, teams, and in small groups.

Driving Questions:

- What are some traditions and beliefs from various cultures that are still practiced today that were established in ancient times?
- How do traditions, values, and beliefs vary through diverse cultures?
- How does the author of the core novel use imagery to contribute to story elements? Compare and contrast imagery in core novel to your guided reading.
- How have ancient civilizations social, political, and economic systems impacted today’s society?

New Jersey Core Curriculum Content Standards specific to this unit:

Social Studies

STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

- A.1. Explain how present events are connected to the past.
- A. 2. Apply terms related to time including years, decades, centuries, and generations.
- A. 3. Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
- A. 4. Organize events in a time line.
- A. 5. Distinguish between an eyewitness account and a secondary account of an event.
- A. 6. Distinguish fact from fiction.

STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

B.4. Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society

- E.6. Explain why it is important to understand diverse peoples, ideas, and cultures.
- E.7. Explain that even within a culture, diversity may be affected by race, religion, or class.
- E.8. Identify aspects of culture and heritage presented in literature, art, music,

sport, or the media.

E.9. Examine common and diverse traits of other cultures and compare to their own culture.

E.10. Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.

STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future

A. Family and Community Life

- A.1. Discuss how families long ago expressed and transmitted their beliefs and Values through oral tradition, literature, songs, and celebrations.
- A.2. Compare family life in a community of the past to life in a community of the present.
- A.4. Discuss the history of their community, including the origins of its name, groups and individuals who lived there, and access to important places and buildings in the community.
- A.5. Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.
- A.6. Describe situations in which people from diverse backgrounds work together to solve common problems.
- B.4. Identify major documents and symbols in New Jersey and American history, including the Mayflower Compact, the Declaration of Independence, the United States Constitution, the New Jersey State Seal, and Martin Luther King Jr.'s "I Have a Dream" speech.
- B.6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
- B.8. Discuss the value of the American national heritage including: Diverse folklore and cultural contributions from New Jersey and other regions in the United States History and values celebrated in American songs, symbols, slogans, and major holidays Historical preservation of primary documents, buildings, places of memory, and significant artifacts Stereotyping and discuss how it impacts self-image and interpersonal relationships.

Materials:

Suggested core novel:

- ***Half and Half* by Lensey Namloka (C)**

Possible core novels and/or authentic guided reading:

- ***Half and Half* by Lensey Namloka (C)**
- ***My Mother's Mummy* by Tony Johnston (C)**
- ***Vacation Under the Volcano* (Magic Tree House #13) by Mary Pope Osborne (E)**
- ***See You Later Gladiator* by Jon Scieszka (A)**
- ***Sadako and the Thousand Paper Cranes* by Eleanor Coerr (C)**
- ***Mummies in the Morning* (Magic Tree House #3) by Mary Pope Osborne (A)**

McMillan McGraw Hill Reading Series:

- **Patchwork Quilt (book 1, unit 3)**
- **Grandfathers Journey (book 1, unit 1)**
- **The Little Painter of Sabana Grande (book 1, unit 3)**
- **In my Family (book 2, unit 2)**

Social Studies Harcourt Textbook:

- **Unit 1 – Lesson 4**
- **Unit 3 – Lesson 1, 2, 4 and 5**

Guided Reading:

McMillan McGraw leveled readers:

- **The Thousand Year Old Game (N)**
- **Ruthie Rides the Trolley (M)**
- **Journey to America (L)**
- **Potlach for Kwiskwis (N)**
- **Journey Across the Desert (L)**
- **Recording the Past (N)**
- **Life on the Great Barrier Reef (N)**
- **First Food A South American Folktale (L)**
- **The Chief's Daughter and the Hunting Dog (L)**
- **Aborigines of the Australian Outback (O)**
- **Dragon Parade (N)**
- **The Kente Tradition (N)**
- **The Barn Raising (M)**
- **U Min Kai Wai A Chinese Hansel and Gretel (S)**
- **An Ancient Art (M)**
- **All that Jazz (N)**

Independent Reading/Research:

National Geographic Ancient Civilizations Series

Pearson Scott Foresman Literature Libraries

Pearson Scott Foresman Multi Leveled library

Big Book Atlas

Map Skills

Pearson Scott Foresman leveled readers:

		F&P	DRA	Lexile
• We are part of this place	K	20	460	
• The American Dream: Coming to the US	I		16	590
• Then and Now	G	12		530
• Changing Communities	J	18		460
• Family Histories	L	24		740
• A World Tour of Cultures		L	24	830
• Windows to the Past		N	30	950
• A Whole World in One City		O	34	660
• A Nation of Many Colors			40	

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• Meet Our Families	I	16	510
• Uncovering America's Past	R	40	870

Teacher Resources:

www.ideportal.com

This website gives you access to the IDE portal where you can locate many helpful resources along with project ideas. (Located on your desktop)

www.webquest.org

This website allows you to search various web quest activities.

www.edhelper.com

This website gives you valuable material for most pieces of literature you may use.

www.historyforkids.org

Kidipede is a research site for children, which includes ancient civilizations (China, Greece, Egypt, Rome). It covers history, environment, architecture, art, religion, philosophy, clothing, people, government, food, games, language, and sports. It also has guides and resources for teachers.

www.sfsuccessnet.com

This website gives you access to all of the titles available through the Pearson package along with hundreds of others that can be printed as well as listened to on the computer. It uses a keyword as well as a level search to find books related to any of your lessons.

Vacation Under the Volcano:

http://www.mce.k12tn.net/reading11/vacation_under_the_volcano.htm

This website gives you ideas for vocabulary, comprehension questions, and activities that coincide with every chapter.

Mummies in the Morning:

<http://www.mce.k12tn.net/reading5/mummies.htm>

This website gives you ideas for vocabulary, comprehension questions, and activities that coincide with every chapter.

Sadako and the Thousand Paper Cranes:

<http://faculty.uncfsu.edu/pleggett/sadako.html>

This website gives a unit plan and activity ideas that may be helpful.

<http://www.angelfire.com/ny4/sadako/>

This website gives many links that allow you to access information and activities to go along with the novel and various aspects that may arise from reading the novel. It includes history aspects as well as lesson plans, art projects, and haiku activities.

Audio-Visual:

Movies:

- **Jason and the Argonauts**

Pearson Scott Foresman Package:

- **Video Field Trip Package**
- **Songs and Music Audio CD**
- **Leveled Reader Database Online Access Pack**

United Streaming Video Clip Library

<http://streaming.discoveryeducation.com>

Graphic organizers

Suggested Student Activities:

Theme introduction activities:

- **Teacher will give students an understanding of culture and heritage.**
- **Introduce basic concepts of traditions, values, and beliefs.**
- **Brainstorm different cultures that exist and what the students may know about them (KWL chart).**

Core text activities:

- **Listen to daily read alouds and discuss vocabulary words.**
- **Discuss imagery and how it relates and impacts a story.**
- **Discuss literary elements including main idea, plot, character, and setting.**
- **Make inferences using textual information and providing supporting evidence.**

Resources

www.historyforkids.org

Kidipede is a research site for children, which includes ancient civilizations (China, Greece, Egypt, Rome). It covers history, environment, architecture, art, religion, philosophy, clothing, people, government, food, games, language, and sports.

<http://www.iwebquest.com/egypt/ancientegypt.htm>

This is an Ancient Egypt web quest related to many of the ideas that are brought to the attention while reading *Mummies in the Morning* and *My Mummies Mother* as well as though the National Geographic Series.

Short-term projects that can result in a long-term PBL:

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~Multi-heritage Festival

1. **Research a “Folk Fest” or other type of Heritage Day and describe some of the activities that take place.**
2. **Choose a culture or heritage and research its literature, art, music, or food.**
3. **Make an advertisement persuading people to attend your own “Folk Fest”.**

~Illustrated Children’s Book:

1. **Choose an example of imagery from the core novel or guided reading text and have students illustrate the specific character or setting that the imagery depicts.**
2. **Write a paragraph explaining how the imagery contributes to the development of the story.**
3. **Write a short summary of the core novel or guided reading text.**
4. **Choose a character from the core novel and place the character in an ancient civilization. Have the character describe the surroundings from their point of view.**

~Comparing the Past to the Present:

1. **Choose an ancient civilization and identify the social, political, and economic systems.**
2. **Identify the social, political, and economic systems currently used in society today.**
3. **Compare and contrast the environment, architecture, art, religion, philosophy, clothing, people, government, food, games, language or sports in two or more ancient civilizations.**

Possible long-term PBL:

1. **Create a library of illustrated children’s books based on the core novel and guided reading materials.**
2. **Hold a Heritage Day on a class, grade or school level.**
3. **Create a Power Point presentation showing how the past has influenced the present.**
4. **Trace the development on a timeline of an idea from its origin in ancient civilizations to today.**
5. **Discuss how technology has impacted the development of an idea over time.**

Assessments:

- **Informal daily observations**
- **Writing conferences**
- **Anecdotal notes (guided reading and guided writing)**
- **Rubrics**
 - **Writing rubric**
 - **Speaking rubric**
 - **Oral presentation**
 - **Final project**