

# Proposed Unit 3.1:

## Theme: Building Bridges

### Social Studies Topic: Geography

Core Novel

Charlottes Web

Guided Reading  
Below Level

**The Chalkbox  
Kid**

Guided Reading  
On Level

**Sarah Plain and Tall**

Guided Reading  
Above Level

**The Miraculous  
Journey of  
Edward Tulane**

Lexile: 700    DRA: 40

**Stuart Little**

**Quake! Disaster  
in San Francisco,  
1906**

## Third Grade Unit 1

### Theme Overview:

The theme “**Building Bridges**” was selected for an eight-week interdisciplinary study of all components of geography around the world. The goal of this unit is for students to recognize the world in spatial terms, places and regions, physical systems, and environment and society. Through their research students will investigate physical and human characteristics of various places and regions throughout all of the continents. Students will read a variety of literature including historical fiction, fantasy, 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:

- How do places and regions change over time? What are the consequences of those changes?
- How do the landforms of an area affect the communities’ location, growth, and functions?
- Compare and contrast the major countries, continents, bodies of water, and mountain ranges of the world.
- Compare and contrast your core novel to guided reading materials, and independent reading/research materials including literary elements and geographic features.

### New Jersey Core Curriculum Content Standards specific to this unit:

#### Social Studies

#### **Standard 6.6 – All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.**

- A1 – Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
- A2 – Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
- A3 – Estimate distances between two places on a map using a scale of miles.
- A4 – Identify the major cities of New Jersey, the United States, and the world.
- A5 – Identify the major countries, continents, bodies of water, and mountain ranges of the world.
- A6 – Locate time zones, latitude, longitude, and the global grid.
- B1 – Identify the physical and human characteristics of places and regions in New Jersey and the United States (e.g., landforms, climate, vegetation, and housing).
- B2 – Explain changes in places and regions over time and the consequences of those changes.
- C1 – Describe the basic components of the Earth’s physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.
- E1 – Differentiate between living and non-living natural resources.
- E2 – Explain the nature, characteristics, and distribution of renewable and non-renewable resources.

## **Materials**

### **Suggested core novel:**

- *Charlotte's Web* by E.B. White (A)

### **Possible core novels and/or authentic guided readings:**

- *Charlotte's Web* by E.B. White (A)
- *Sarah Plain and Tall* by Patricia MacLachlan (A)
- *The Chalkbox Kid* by Clyde Robert Bulla (E)
- *Stuart Little* by E.B. White (C)
- *The Miraculous Journey of Edward Tulane* by Kate DiCamillo (C)
- *Quake! Disaster in San Francisco 1906* by Gail Langer Karwoski (C)

### **Social Studies Harcourt textbook:**

- unit 1 – lesson 1 & 2
- unit 2 – lessons 1,2,3, 4 & 5

### **McMillan McGraw Hill Reading Series:**

- A Very Cool Place to Visit (book 1, unit 3)
- The Sun the Wind and the Rain (book 1 unit 2)

### **Guided Reading:**

#### **McMillan McGraw leveled readers:**

- Rosa's New Home (N)
- The Man Who Discovered Pluto (O)
- He Always Did His Best: Roberto Clemente (P)
- Buried Treasures (O)
- May's Whale (O)
- Whale Rescue (O)
- Houdini: Master of Escape (M)
- Winter in the Arctic (M)
- Dinosaurs Lived Here (N)
- The Amazing Monarch (O)
- Listen for the Rattle (M)
- Return of the Wolf (O)
- Pompeii: A Doomed City (M)
- Spring Stream, Winter Pond (O)

### **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
• City Friends Country Friends	L	24	340
• From Sea to Shining Sea	Q	40	810
• Land and Water: • How Geography Affects our community	P	38	860
• The Places Where We Live	L	24	780
• Regions and Resources	O	34	720
• Why We Live Where We Live	N	30	860
• Pin in the Map		18	
• Trek to the Top	L	24	600
• The Shape of Our Land	P	38	1060
• Earth and Water, High and Low	P	38	750
• Landforms and Waterways	S	44+	1160
• Where Does that Come From	M	28	670

### Teacher Resources:

[www.sfsuccessnet.com](http://www.sfsuccessnet.com)

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

<http://www.ideportal.com>

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

<http://www2.murrieta.k12.ca.us/alta/dfuller/charlotte/index.html>

This website includes ideas for lesson plans related to Charlotte's Web

<http://www.mce.k12tn.net/reading3/sarah.htm>

This website contains ideas for lessons plans for every chapter of Sarah Plain and Tall including vocabulary, questions, and activities.

[http://www.mce.k12tn.net/reading25/stuart\\_little.htm](http://www.mce.k12tn.net/reading25/stuart_little.htm)

This website contains ideas for lesson plans for every chapter of Stuart Little including vocabulary, questions, and activities.

<http://www.gardenofpraise.com/lesson1.htm>

This website contains ideas for vocabulary and comprehension questions to coincide with every chapter of The Chalkbox Kid.

[http://www.candlewick.com/book\\_files/0763625892.btg.1.pdf](http://www.candlewick.com/book_files/0763625892.btg.1.pdf)

This website contains many ideas for activities that coincide with The Miraculous Journey of Edward Tulane.

[www.webquest.org](http://www.webquest.org)

This website allows you to search tons of amazing web quest activities. One is listed for this unit as a student activity.

[www.edhelper.com](http://www.edhelper.com)

This website gives you valuable material for every piece of literature.

## **Audio-Visual**

### **Movies:**

- Charlotte's Web
- Stuart Little
- Sarah Plain and Tall

### **Pearson Scott Foresman Package:**

- Video Field Trips 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 direct students understanding of different landforms
- Brainstorm how different landforms affect that community and its development.

### **Core text activities:**

- Listen to daily read alouds and discuss vocabulary words.
- Discuss literary elements including main idea, plot, character, and setting.
- Make inferences using textual information and providing supporting evidence.

### **Short term Classroom Activities (web quest):**

<http://web.mac.com/vargirl/iWeb/Continents/Introduction.html>

In this Web Quest, you will have a chance to learn more about one of the continents! Click [Tasks](#) to find out what you will need to do on this Web Quest

### **Short-term projects:**

#### **~Middletown Past and Present**

1. Students will be asked to tell two new students about their neighborhood and what it is liked to live there. They should include how they came to live there, how long they lived there, places to visit, and safety tips for traveling around the neighborhood. They should use a map.

2. Research what Middletown Township was like in the 1950's and present information obtained.
3. Research a county fair and make an advertisement poster to convince people to attend.

### **Short-term projects that could result in a long-term PBL:**

#### **~Travel Agency**

1. Create a travel brochure of a place you would like to visit.
2. Plot locations of settings on a map encountered in core novel, guided reading groups and independent reading/research. (Geography journal).
3. Create a 3-Dimensional map of landforms and bodies of water.

#### **~Newspaper**

1. Research a county fair and decide which events you would like to enter.
2. Create an advertisement for your entry for a county fair.

### **Possible Long Term PBL:**

1. Plan a vacation. Include destination, method of travel, points of interest, major landforms, and a rationale explaining why the destination was chosen and what has been learned.
2. Establish email pen pals with students in other communities.
3. Choose a character from your core novel and a location that you have researched. Place the character in that location and use their point of view to discuss the surroundings.
4. Create a model of your neighborhood from 1950 and a model of your neighborhood today. Make a PowerPoint to compare and contrast and present the material as a small group.

### **Assessments:**

- Informal daily observations
- Writing conferences
- Anecdotal notes (guided reading and guided writing)
- Rubrics
  - .1. Writing rubric
  - .2. Speaking rubric
  - .3. Oral presentation
  - .4. Final project