

3rd-5th Grade
**Guided
Reading**



Unit 3

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Introduction

Dear Teachers,

I'm so excited to introduce six new reading units that are all aligned to the Common Core Standards. Don't worry! Even if you're using a different set of standards, these units will be just right for almost any third grade classroom.

These units originated from the need to update my current curriculum to meet the changing needs of my students and rigor of our standards. With the greater emphasis on nonfiction reading, I no longer have a "Fiction Unit" and "Nonfiction Unit". Instead, I have integrated fiction and nonfiction reading into all of my reading units. These six units are all written as six-week units. All of the standards are broken into five, rather than six units, because most of our students will be taking a high-stakes test in the spring.

There is an almost endless number of ways to manage reading workshop, and I certainly don't feel that there is one right or wrong method, so I've designed the units to be flexible so that you can adapt them to fit into your system of teaching reading. The units are written in a workshop model format, so it is important that there is some form of opening, independent reading time, and closing within each lesson. There are ideas for your small group reading instruction, but those lessons will have to be planned according to your students' needs. You may need to focus on sight words, decoding strategies, fluency, etc.

This third unit focuses on traditional literature with fairy tales, fables, legends, tall tales, and myths. Each week focuses on a type of literature and includes at least one nonfiction lesson that reinforces an idea from the week.

It is my sincere hope that you enjoy these reading units and find them valuable in your reading instruction!

Ashleigh

Parts of Reading Workshop

Mini-Lesson (10–15 minutes)

These are short, explicit lessons that focus on one teaching point. These lessons might include procedural mini-lessons, read alouds with a mentor text, interactive reading, or development of anchor charts.

Status of the class (2 mins)

This is a quick check-in with each student on a daily basis that allows you to see what each student is reading and what page they're currently on at the beginning of reading workshop.

Independent Reading (30–40 mins)

Undoubtedly, this portion of reading workshop will vary greatly from classroom to classroom. Some classes will have 100% independent reading during this time, while other classrooms may incorporate centers into this reading time. Regardless of how it's implemented, students should choose "just right" books to read independently. During this portion of reading workshop, the teacher should meet individually with students to assess their progress, provide instruction, and assist in setting reading goals. Small groups of students may also meet with the teacher for additional instruction.

Closing (10 mins)

During this time, students will meet back together to review the mini-lesson and to discuss what they read during their independent reading. This is a time for students to discuss their thinking and strategies they used during independent reading.

Fluency

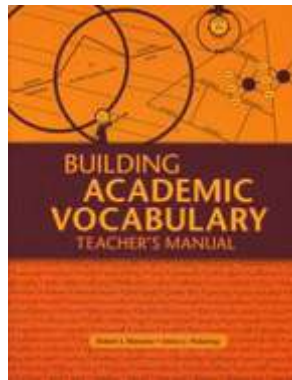
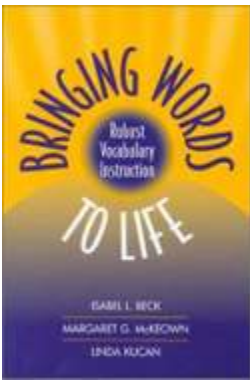
Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means.

Research has shown that repeated reading is one of the best ways to improve students' reading fluency, so I have included one fluency passage for each week of instruction. These fluency passages should be sent home on Monday, and students should read the passage orally to an adult each night of the school week. I do not send a fluency passage home with each of my students. Instead, I only send home a fluency passage with students who are reading below our third grade benchmark. On Monday morning, I give each of those students a cold read on that passage and have them graph their WPM. Then, I reassess each of the students with the same passage on Friday and allow them to graph their new WPM. They are always so proud of their growth!

I have included a combination of fiction and nonfiction reading passages in this unit. Personally, I like to integrate my fluency passages with what we're studying in social studies and science, so if you prefer nonfiction passages, but sure to check this out!

Vocabulary

My first several years teaching, I knew that vocabulary instruction was one of my weakest areas of instruction. I certainly believed that vocabulary was important, but I didn't have a solid understanding of how to teach it. I played around with various techniques until I read two extremely powerful books on teaching academic vocabulary: Bringing Words to Life and Building Academic Vocabulary. Both books were instrumental in changing the way I taught vocabulary, and I felt that a complete reading unit needed explicit and intentional vocabulary instruction.



Both books recommend that teachers teach students tier 2 words, which are words that frequently appear in texts and in different contents. The Common Core Standards call these words "general academic words". These are different from tier 3 words which are

the domain specific words that students encounter in social studies and science. The books certainly don't suggest to not teach these tier 3 words. Instead, they call for a combination of tier 2 and tier 3 words.

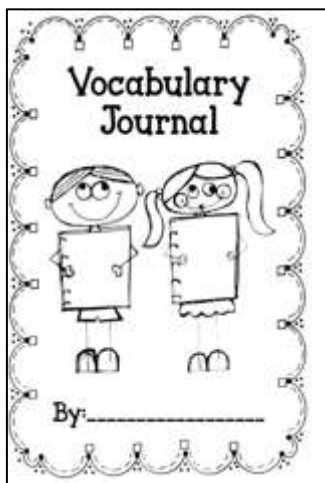
One of the best ways to increase vocabulary is through wide-reading, but it's not enough on its own. Marzano has a six-step process for teaching vocabulary: 1. description, 2. restate, 3. drawing, 4. activities, 5. discussion, 6. games. Throughout your vocabulary instruction, students have to use the words in meaningful contexts. Students should also be able to connect their new words with their existing knowledge.

Vocabulary

In this unit, I have included weekly vocabulary practice. I selected six tier 2 words from the Monday mentor text. Each day, you will want to spend a few minutes on vocabulary instruction. I like to do this right before our reading mini lesson, because the lessons often go hand-in-hand. These lessons are designed to be short and sweet, yet powerful for students' vocabulary development.

Students should either have a vocabulary journal or a vocabulary interactive notebook. I don't think it's necessary to have both, and I know different people have different preferences, so I've tried to make this as flexible as possible. If you chose to use a vocabulary journal, you can download it here. If you prefer to use an interactive notebook, I have included a template for each set of vocabulary words.

- Monday–Briefly introduce the six vocabulary words. Add two of the words to students' vocabulary journal or interactive notebook.
- Tuesday–Add the next two words to students' vocabulary journal or interactive notebook.
- Wednesday–Add the final two words to students' vocabulary journal or interactive notebook.
- Thursday–Review activity or game
- Friday–Weekly assessment (included)

The image shows a template for a vocabulary interactive notebook. It is a vertical rectangle divided into two identical sections. Each section contains a 'Word' label followed by a horizontal line for writing. Below the word line is a large rectangular box for the 'Definition'. At the bottom of each section are two smaller rectangular boxes, one labeled 'Picture' and one labeled 'Synonym'.

Comprehension

Comprehension is definitely the bulk of this reading unit. As students progress from learning to read to reading to learn, it is essential that they comprehend what they are reading. I have written these units so that they address all of the Common Core Standards. I also organized the units so that there is not a fiction unit or nonfiction unit. Instead, there will be fiction and nonfiction reading strategies included in all of the reading units.

Each lesson begins with a mini-lesson where you introduce a concept or reading strategy. Most of the mini lessons include a mentor text, which should be read aloud to students. Some mini-lessons do include an activity that may take a little more than the suggested time for mini-lessons, but do feel that some of these experiences are valuable for students. As students read during their independent reading time, they should be encouraged to apply the strategy taught during the mini-lesson.

I have included one printable for each of the lessons for you to use at your discretion. It is certainly not necessary to use a graphic organizer or worksheet everyday. Use the ones you feel are important and/or needed! You could give some of them as a whole group assignment for guided practice or group work. If you chose to do centers, some of them could be a center activity. You could even save some of them for your reading groups. I like to stretch some of the longer activities out over several days to preserve my students' independent reading time. It's totally up to you!

Unit One is a bit different, because the first five lessons are all on routines and procedures. Even if it's tempting, don't skip them! They will be a huge help during the remainder of the year! This unit focuses primarily on comprehension strategies that will allow students to actually understand what they have read.

Homework

I know that teachers have many different philosophies and beliefs about homework, so I've designed homework that will offer a lot of flexibility for you and your students. Each week, I have included a reading homework choice board. Students should select three activities in a row, in a column, or diagonally to complete over the course of a week. In no way, is this essential for this unit. The homework can be skipped, supplemented, or even used in a different way.

I give my students a homework form to record their answers on, but this can easily be done on a piece of notebook paper. I like to keep everything uniform and on one piece of paper. I encourage my students to write in complete sentences and to explain their thinking on each question.

READING CHOICE BOARD		
Unit 1 - Week 2		
Make a prediction based on what you read.	What character do you have the most in common with? Why?	What genre is the text you're reading? How do you know?
Draw a picture to show the setting of your text.	Describe one inference you made while you were reading.	What character is most important to your story? Why?
Why do you think the author wrote this text?	What problem is the main character facing?	What is something new that you learned from your text this week?

READING CHOICE BOARD	
Title _____	Author _____
Title _____	Author _____
Title _____	Author _____

Unit 3-Mentor Texts

- The Little Mermaid by Hans Chrisian Anderson
- The Snow Queen by Hans Christian Andersen & Bagram Ibatoulline
- The Little Match Girl by Hans Christian Andersen & Rachel Isadora
- The Twelve Dancing Princesses by Brothers Grimm & Marianna Mayer
- Perfect Wizard, The: Hans Christian Andersen by Jane Yolen
- The Lion and the Mouse by Jerry Pinkney
- Aesop's Fables by Jerry Pinkney
- The Tortoise and the Hare by Janet Stevens
- The Fox and the Crow by Manasi Subramaniam
- The Wolf Who Cried Boy by Bob Hartman
- Wolves by Seymour Simon
- How the Moon Regained Her Shape by Ben Hodson
- Why Mosquitoes Buzz in People's Ears by Verna Aardema
- A Child's Introduction to Greek Mythology: The Stories of the Gods, Goddesses, Heroes, Monsters, and Other Mythical Creatures by Heather Alexander
- Ancient Greece by Sandra Newman
- Magic Tree House: Ancient Greece and the Olympics by Mary Pope Osborne
- John Henry by Julius Lester
- Pecos Bill by Steven Kellogg
- Paul Bunyon by Steven Kellogg
- Thunder Rose by Jerdine Nolen
- If You Traveled West In A Covered Wagon by Ellen Levine
- Davy Crockett Saves the World by Rosalyn Schanzer
- A Picture Book of Davy Crockett by David Adler
- Seed by Seed: The Legend and Legacy of John "Appleseed" Chapman by Esme Raji Codell
- Johnny Appleseed by Steven Kellogg
- Mufaro's Beautiful Daughters by John Steptoe
- The Rough-Face Girl by Rafe Martin
- Trust Me, Jack's Beanstalk Stinks!: The Story of Jack and the Beanstalk as Told by the Giant (The Other Side of the Story) by Eric Braun
- I, Galileo by Bonnie Christensen

Unit at a Glance

Week 1	Day 1 Fairy Tales Story Map and Summary	Day 2 Fairy Tale Illustrations	Day 3 Fairy Tale Questions	Day 4 Comparing & Contrasting Fairy Tales	Day 5 Hans Christian Anderson
	Day 6 Fables Finding the Central Message	Day 7 Identifying the Speaker	Day 8 Point of View	Day 9 Compare & Contrast Point of View	Day 10 Wolves Fables vs. Facts
	Day 11 Summarizing Myths	Day 12 Cause and Effect in Myths	Day 13 Sequence of Events in Myths	Day 14 Cause and Effect in Ancient Greece	Day 15 Explain Events in Ancient Greece
	Day 16 What are Tall Tales	Day 17 Tall Tales Characters	Day 18 Tall Tales Inferences	Day 19 Figurative vs. Literal Language	Day 20 Supporting Details in Nonfiction
	Day 21 Who is Davy Crockett	Day 22 What are Legends	Day 23 Who is John Chapman	Day 24 Comparing & Contrasting Johnny Appleseed	Day 25 Writing a Legend
Week 6	Day 26 Revisiting Point of View	Day 27 First Person Point of View	Day 28 Third Person Point of View	Day 29 Point of View Scavenger Hunt	Day 30 Writing in First and Third Person Point of View

Unit 3-Week 1

In this unit, students will create a traditional literature flipbook for their interactive notebooks. Students will add to the flipbook once a week for the first five weeks of the unit. They should not try to complete the entire flipbook at one time.

The first week of this unit focuses on fairy tales. Students will learn about the characteristics of fairy tales, as well as practice summarizing a fairy tale. They will answer explicit and implicit questions from the text and discuss how the illustrations impact the story. Then, students will compare and contrast fairy tales. Nonfiction reading is incorporated when students read a biography to learn about Hans Christian Anderson.

The Big Football Game

Last weekend, my grandpa took me to my first college 10
football game. We drove and drove and when we finally got 21
there, we had to park a long way away. We walked a long 34
time to get to the stadium and passed many people milgating 45
and cooking good things to eat. 51

After smelling all of the delicious food I was starving 61
when we finally got in the stadium. We had to climb what felt 74
like thousands of steps, but we finally made it to our seats. I 86
kept our spot while Grandpa bought me a hotdog and water. 97

Once the game started, I could barely think about 106
food. All I wanted to do was stand and yell for my team. We 120
scored first and stayed on the field for the entire game. I 132
got to see all of my favorite players. 140

While I loved the game, I also loved the halftime 150
performance. The band was amazing! I definitely liked 158
hearing the drums best. I couldn't help but dance in my seat. 170
I was sad when the game was over, but I've already 181
started convincing him to take me again next week. 190

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 st Attempt				
2 nd Attempt				
3 rd Attempt				

Unit 3, Week 1 Vocabulary
The Snow Queen

- distorted—changed, to look different
- ornate—elaborate and fancy
- piercing—to look through sharply
- decreed—announced
- boasted—bragged, to say proudly
- protest—to disagree

Unit 3, Week 1 Vocabulary
The Snow Queen

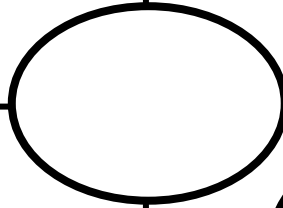
- distorted—changed, to look different
- ornate—elaborate and fancy
- piercing—to look through sharply
- decreed—announced
- boasted—bragged, to say proudly
- protest—to disagree

Write a definition.

Use in a sentence.

Draw a picture.

Give an example.

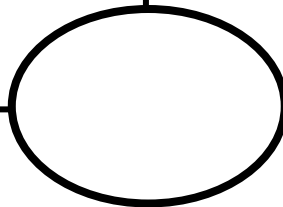


Write a definition.

Use in a sentence.

Draw a picture.

Give an example.



Name _____

Date _____

Vocabulary Quiz

Match each of the following words with the correct definition.

- | | |
|--------------------|------------------------------|
| 1. _____ decreed | A. changed |
| 2. _____ boasted | B. to look through sharply |
| 3. _____ distorted | C. announced |
| 4. _____ ornate | D. disagreed |
| 5. _____ piercing | E. to speak proudly, bragged |
| 6. _____ protested | F. very fancy |

Answer the questions below.

7. Which of the following is an example of protested?

- A. allowed
- B. debated
- C. disagreed
- D. argued

8. Which of the following is an antonym of ornate?

- A. detailed
- B. plain
- C. fancy
- D. expensive

9. Give an example of a time you heard someone boast. _____

10. Describe the last time you saw something distorted. _____

Name _____

Date _____

Vocabulary Quiz

Match each of the following words with the correct definition.

1. C decreed

A. changed

2. E boasted

B. to look through sharply

3. A distorted

C. announced

4. F ornate

D. disagreed

5. B piercing

E. to speak proudly, bragged

6. D protested

F. very fancy

Answer the questions below.

7. Which of the following is an example of protested?

A. allowed

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8. Which of the following is an antonym of ornate?

A. details

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D. expensive

9. Give an example of a time you heard someone boast. _____

10. Describe the last time you saw something distorted. _____

Name _____

READING CHOICE BOARD

Unit 3 – Week 1

Make a prediction based on what you read.

What character do you have the most in common with? Why?

What genre is the text you're reading? How do you know?

Draw a picture to show the setting of your text.

Describe one experience you had while you were reading.

What character is most important to your story? Why?

Why do you think the author wrote this text?

What problem is the main character facing?

What is something new that you learned from your text this week?

Day 4: Comparing and Contrasting Fairy Tales

Standard:
3.RL.2

Materials:

- Fables Flipbook
- The Little Mermaid by Hans Christian Anderson (from any anthology)

Mini Lesson: *The next several weeks we are going to focus on traditional literature and the history behind some of these stories and ideas. How many of you have ever read a legend, fable, or myth? Those are all types of traditional literature or folk tales. This week we are going to focus on fairy tales, which I'm sure you are all very familiar with. Use this time to discuss how the Disney versions are not necessarily the original versions of the fairy tales and how there are usually many differences between the two versions.*

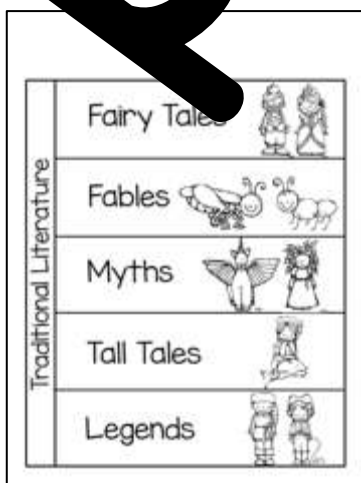
Give students the Traditional Literature Flipbook. Have them cut it out and glue it in their interactive notebook. If students do not have an interactive notebook, they can glue the flipbook on a piece of construction paper. Underneath the fairy tale tab have students describe the characteristics of a fairy tale. A fairy tale is a folk tale about magical people and places. Most places are ruled by a king or queen.

Read The Little Mermaid and discuss how it contains the elements of a fairy tale.

Independent Reading: If possible, have a large collection of fairy tales for students to read, either in their guided reading groups or during their independent reading time.

Closing: Have students share whether the book they are currently reading is a fairy tale and then have them describe how they know if the book is or isn't a fairy tale.

Optional Flipbook/Possible:



Essential Question.

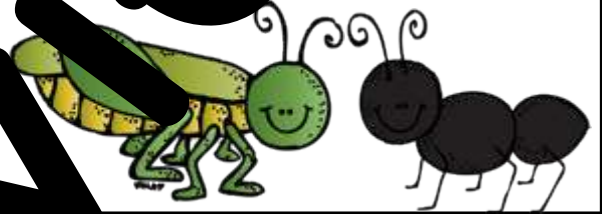
- What is a fairy tale?

Traditional Literature

Fairy Tales



Fables



Myths



Folk Tales



Legends



Traditional Literature

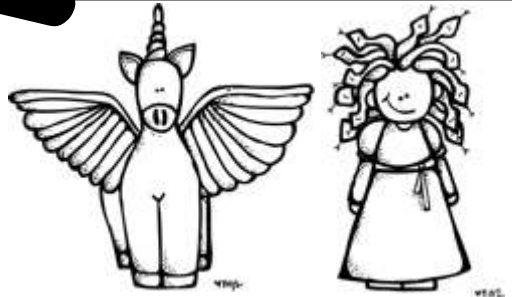
Fairy Tales



Fables



Myths




Folk Tales



Legends



Day 2: Fairy Tale Illustrations	<p>Materials:</p> <ul style="list-style-type: none"> Fairy Tale Illustrations graphic organizer <u>The Snow Queen</u> by Hans Christian Andersen & Bagram Ibatoulline
<p>Standard: 3.RL.2, 3.RL.7, 4.RL.7, 5.RL.8</p>	
<p>Mini Lesson: <i>Yesterday we read a fairy tale that most of us were already very familiar with, so today I'd like to read a fairy tale that isn't quite as common. As I read, I'd like for you to think about the characteristics of fairy tales to be able to explain why this is a fairy tale. I'd also like for you to pay particular attention to the illustrations. Think about how they contribute to the meaning and beauty of the text.</i></p> <p>Read <u>The Snow Queen</u> to students. Take to read the version illustrated by Bagram Ibatoulline, but any version (even a common fairy tale) is perfectly fine to use. After reading the book, discuss how it contains the common elements of a fairy tale. Then discuss the illustrations in the text and show students how to complete the Fairy Tale Illustrations graphic organizer using the text.</p>	
<p>Independent Reading: If possible, have a large collection of fairy tales for students to read, either in small guided reading groups or during their independent reading time. If students are reading a different fairy tale, they may complete a new Fairy Tales graphic organizer independently.</p>	
<p>Closing: Allow a few students to share their Fairy Tale Illustrations graphic organizer with the class. Encourage students to ask questions and make comments about the graphic organizer.</p>	
<p>Optional Readout/Printable:</p>  <p>The graphic organizer is a vertical sheet with a decorative border. At the top, it says 'Fairy Tale Illustrations' and has fields for 'Name' and 'Date'. Below this are four large rectangular boxes for writing, each with a question: 'Describe the story in your own words.', 'How do the illustrations contribute to the mood of the story?', 'How would reading the book be different if there were no illustrations?', and 'Which characters did you like best? Which did you dislike?'. At the bottom, there are two small cartoon illustrations of a boy and a girl.</p>	<p>Essential Question.</p> <ul style="list-style-type: none"> How do illustrations impact the mood or tone of a text?

Name _____

Date _____

Fairy Tale Illustrations

Describe the style of illustrations in the fairy tale.

How did the illustrations contribute to the mood of the story?

How would reading the book be different if there were no illustrations?

What connections did you make between the text and illustrations?



Day 3: Fairy Tale Questions

Standard:

3.RL.2, 3.RL.1, 4.RL.1, 5.RL.1

Materials:

- Fairy Tale Questions
- The Little Match Girl by Hans Christian Andersen & Rachel Isadora

Mini Lesson: Today's lesson continues focusing on fairy tales while reviewing the four types of questions taught in Unit 1. This is one of the few lessons where it is important to use the specific materials listed above. I normally leave the worksheets and graphic organizers open ended so that they can be used with any text, but because of the specific nature of some of the questions, students will need to refer to The Little Matchbox Girl. I have included a printed version of the fairy tale, so that each student can have their own copy of the text.

Read The Little Match Girl to students. I like to use the version illustrated by Rachel Isadora, but any version will work. After reading the book, review the four types of questions. You may want to allow students to develop some of their own questions to reflect each type of question.

Independent Reading: Have students complete the Fairy Tale Questions worksheet. Have students cite their text evidence for all of the right there questions.

Closing: Allow a few students to share their Fairy Tale Questions worksheet with the class. Encourage students to ask questions and make comments about the graphic organizer.

Optional Handout (Printable):

Little Match Girl

What type of clothes did the girl wear?

What did the girl have in her apron?

What holiday was it?

Why didn't the little girl go home instead of staying outside?

How do you think the girl felt as she was lighting the matches?

What did the girl do to keep herself warm at night?

What did the little girl see when she lit the matches?

Why do you think the author chose to write this book?

Essential Question.

- How do illustrations impact the mood or tone of a text?