

Week	Slides	3rd Grade Skill/Concept	Book
1	7-11	Intro to the Library & Book Care	<u>Wild About Books</u>
2	12-14	Bluebonnet Books (or any state award books)	<u>(Pick any book for that year's state award)</u>
3	15-18	Book Walk & Good Fit Books	<u>Goldilocks and the 3 Libearians</u>
4	19-22	Fiction Genres	<u>Charlie Cook's Favorite Book</u>
5	23-25	Digital Citizenship	<u>Being Safe with Technology</u>
6	26-32	Fiction versus Non Fiction Books, Caldecott Award Books, & Biographies	<u>Finding Winnie: The True Story of the World's Most Famous Bear</u>
7	33	Book Walk & Wordless Picture Books	<u>Flotsam</u>
8	34-37	Theme & Newbery Medal Books	<u>Last Stop on Market Street</u>
9	38-41	Fiction versus Non-Fiction & Fiction Story Elements	<u>The Monsterator</u>

This unit includes 36 separate activities, most correlating to picture books and/or non-fiction books, for about \$1.25 a lesson!

Each 9 weeks is summarized showing the main skills taught and the book used. (Lessons are general enough to where you could use other books that teach the same skill.)

Each lesson activity includes:

- 1) A detailed, step-by-step lesson plan
- 2) Additional activities or suggested other titles
- 3) Technology ideas
- 4) Most of the lessons have included printable activities that students can do by themselves or with partners.

3rd Grade
Week 3:

Library Skill/Concept: Book Walk & Good Fit books

Book: Goldie Socks and the Three Libearians by Jackie Mims Hopkins

Lesson:

- Welcome students back to the library.
- Tell students, "Last week we looked at the books that were this year's nominees for the Texas Bluebonnet Award (or your state's award). Think back to those books...were they all the same?"
 - Let students share their ideas.
- Explain to students, "These books are written for students in 3rd through 6th grades. Do you think that this is important to know?"
 - Let students share their ideas.
- Explain "Since they are written for different grade levels, they will also be on different levels. You will have to learn how to PICK whether a book is a good one to read."
 - Go over **IPICK** poster with students (Slide 16).
- Tell students, "We will come back to this conversation, but first let's read our story for today."
 - Read the story.
 - After the story, ask the students, "How can we relate what happened in the book with what we were talking about with our Bluebonnet conversation?"
 - Let students share their ideas.
- Explain to students: "Even though these 20 Bluebonnet books are all part of the same contest, they are not all written the same. Just like the books in the library, there will be some that are "too hard", "too soft", and "just right". You have to decide for yourself which books to read."
 - Show students the **5-Finger Rule** and go through the steps together. (Slide 17)
- Explain to students, "You can use the 5 finger rule as a guideline to help you decide, but the ultimate choice is yours."
 - Show students how to do a "Book Walk" by reading the title, summary, and flipping through the pages to get an idea of what the book is about. Remind them that there could be some books that you're interested in right away, just kind of interested in, and not interested in at all. That's okay too, but don't be afraid to go out on a limb and try something different every now and again. You might just be surprised!"
- Give kids a chance to go try out the 5-finger rule with different chapter books using their own bookmark (Slide 18).

Additional Activities:

- Free book activity here at <https://www.teacherspayteachers.com/Product/A-Free-Sample-From-Goldie-Socks-And-The-Three-Libearians-306967>
- Free bookmark to go with the book here at https://docs.google.com/file/d/0B_NWDN193sbMzrWU5EUm5Zcmc/edit
- Great PowerPoint to teach good fit books here at <https://www.teacherspayteachers.com/Product/If-the-Books-Fits-Read-It-921077>
- Free IPICK posters here at <https://www.teacherspayteachers.com/Product/Daily-5-Posters-IPICK-and-3-Ways-to-Read-a-Book-Polka-Dot-Theme-262560>

Technology Ideas:

- Watch video of the book here at <https://safeshare.tv/x/ss57940d7f0b2cf>
- Good Fit Book video here at <https://safeshare.tv/x/ss579ab16966d6f>

5 FINGER RULE

Here's what you do:

1. Open the book to the first page of the story and begin to read.
2. When you come to a word that you do NOT know, put up a finger.
3. At the end of the page, count how many fingers are up.

0-1	Easy!
2-3	Just right.
4	Give it a try, but may have some problems. Too hard.
5+	Stop and try it again later in the year.

HOW TO CHOOSE A GOOD-FIT BOOK

5 FINGER RULE

Here's what you do:

1. Open the book to the first page of the story and begin to read.
2. When you come to a word that you do NOT know, put up a finger.
3. At the end of the page, count how many fingers are up.

0-1	Easy!
2-3	Just right.
4	Give it a try, but may have some problems. Too hard.
5+	Stop and try it again later in the year.

Skills build upon each new lesson, and a wide variety of topics are covered throughout the year.



<u>Week</u>	<u>Slides</u>	<u>3rd Grade Skill/Concept</u>	<u>Book</u>
10	42-44	Non-Fiction Story Elements	<u>Seed, Sprout, Pumpkin Pie</u>
11	45-46	Non-Fiction Text Features Scavenger Hunt	<u>(Variety of NF books)</u>
12	47-52	Dewey Decimal System & Call Numbers	<u>Bob the Alien Discovers the Dewey Decimal System</u>
13	53-55	Non-Fiction Books and Databases	<u>A Plump and Perky Turkey</u>
14	56-57	Review of Fiction and Non-Fiction	<u>Merry Christmas, Squirrel</u>
15	58-60	Insect Research with Databases (Directed Research)	<u>The Bug Zoo</u>
16	61-62	Research Process with States (Part 1) (Open-Ended Research)	<u>Austin, Lost in America</u>
17	63-69	Research Process with States (Part 2) (Open-Ended Research)	<u>Just the Facts, Writing Your Own Research Report</u>
18	70-72	Biography Research (Open-Ended Research)	<u>John, Paul, George, and Ben</u>

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<u>Week</u>	<u>Slides</u>	<u>3rd Grade Skill/Concept</u>	<u>Book</u>
19	73-74	Theme	One and Zero
20	75-77	Determining Author's Purpose (Persuading, Informing, & Entertaining)	I Wanna Go Home
21	78-80	Determining Author's Purpose (Explaining)	Until I Met Dudley: How Every Day Things Really Work
22	81-82	Determining Author's Purpose (Describing)	If I Built a House
23	83-85	Reading Comprehension Strategies: Predicting & Visualizing	The Wildest Brother
24	86-90	Reading Comprehension Strategies: Making Connections	Wilfred Gordon McDonald Partridge
25	91-93	Reading Comprehension Strategies: Questioning	This is Not My Hat
26	94-96	Reading Comprehension Strategies: Thick and Thin Questions & Inferring	Not Norman!
27	97-98	Reading Comprehension Strategies: Summarizing	Invisible Boy

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<u>Week</u>	<u>Slides</u>	<u>3rd Grade Skill/Concept</u>	<u>Book</u>
28	99-100	What are Folktales?	An assortment of Folktale stories at 398.2
29	101-102	Folktales & Fairy Tales	Little Red and the Very Hungry Lion
30	103-104	Folktales & Fables	The Wolf Who Cried Boy
31	105-106	Folktales & Myths	Young Zeus
32	107-108	Folktales & Legends	Why Mosquitoes Buzz in People's Ear
33	109-110	Folktales & Tall Tales	Pecos Bill Tames a Colossal Cyclone
34	111-117	Poetry Tools	Bedhead
35	118-121	Types of Poetry	Frog on a Dog?
36	122-124	Setting Goals & End of Year Reflections	<u>Wherever You Go</u>


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Literacy Lesson Plan Ideas for 3rd Grade



(36 detailed lesson plans for the entire year or 36 great sub plans)

Substitute Lesson Plans for 3rd Grade



(36 detailed lesson plans for the entire year or 36 great sub plans)

Literacy Lessons Plans for 3rd Grade

Literacy Lessons Plans for 3rd Grade

Literacy Lessons Plans for 3rd Grade

Literacy Lessons Plans for 3rd Grade

Binder Covers and Spine labels are included

A blank, editable template is included so you can create your own lesson plans

3rd Grade Week #: Enter #

Library Skill/Concept: Enter your skill here

Book: Enter Title, Enter Author

Lesson: 1. Enter your lessons here (Font: Verdana)

Additional Activities: 1. Enter activities here

Technology Ideas: 1. Enter ideas here

Anchor Standards for Reading

CCRA.R.1 CCRA.R.2 CCRA.R.3 CCRA.R.4
 CCRA.R.5 CCRA.R.6 CCRA.R.7 CCRA.R.8
 CCRA.R.9 CCRA.R.10

Anchor Standards for Writing

CCRA.W.1 CCRA.W.2 CCRA.W.3 CCRA.W.4
 CCRA.W.5 CCRA.W.6 CCRA.W.7 CCRA.W.8
 CCRA.W.9 CCRA.W.10

Anchor Standards for Speaking & Listening

CCRA.SL.1 CCRA.SL.2 CCRA.SL.3 CCRA.SL.4
 CCRA.SL.5 CCRA.SL.6

Anchor Standards for Language

CCRA.L.1 CCRA.L.2 CCRA.L.3 CCRA.L.4
 CCRA.L.5 CCRA.L.6

Language

L.3.1 L.3.1a L.3.1b L.3.1c
 L.3.1d L.3.1e L.3.1f L.3.1g
 L.3.1h L.3.1i L.3.1j L.3.1k
 L.3.2 L.3.2a L.3.2b L.3.2c
 L.3.2d L.3.2e L.3.2f L.3.2g
 L.3.2h L.3.2i L.3.2j L.3.2k
 L.3.3 L.3.3a L.3.3b L.3.3c
 L.3.3d L.3.3e L.3.3f L.3.3g
 L.3.3h L.3.3i L.3.3j L.3.3k
 L.3.4 L.3.4a L.3.4b L.3.4c
 L.3.4d L.3.4e L.3.4f L.3.4g
 L.3.4h L.3.4i L.3.4j L.3.4k
 L.3.5 L.3.5a L.3.5b L.3.5c
 L.3.5d L.3.5e L.3.5f L.3.5g
 L.3.5h L.3.5i L.3.5j L.3.5k

Reading: Literature

RL.3.1 RL.3.2 RL.3.3 RL.3.4
 RL.3.5 RL.3.6 RL.3.7 RL.3.8
 RL.3.9 RL.3.10

Reading: Information Text

RI.3.1 RI.3.2 RI.3.3 RI.3.4
 RI.3.5 RI.3.6 RI.3.7 RI.3.8
 RI.3.9 RI.3.10

Reading: Foundation Skills

RF.3.3 RF.3.3a RF.3.3b RF.3.3c
 RF.3.3d RF.3.4 RF.3.4a RF.3.4b
 RF.3.4c

Writing

W.3.1 W.3.1a W.3.1b W.3.1c
 W.3.1d W.3.2 W.3.2a W.3.2b
 W.3.2c W.3.2d W.3.3 W.3.3a
 W.3.3b W.3.3c W.3.3d W.3.4
 W.3.5 W.3.6 W.3.7 W.3.8
 W.3.9 W.3.10

Speaking & Listening

SL.3.1 SL.3.1a SL.3.1b SL.3.1c
 SL.3.1d SL.3.2 SL.3.3 SL.3.4
 SL.3.5 SL.3.6

3rd Grade TEKS

Beginning Reading Skills/Phonics

1(A) 1(A)i 1(A)ii 1(A)iii
 1(A)iv 1(A)v 1(B) 1(B)i
 1(B)ii 1(B)iii 1(B)iv 1(B)v
 1(C) 1(D) 1(E)

Beginning Reading/Strategies

2(A) 2(B) 2(C)

Fluency

3(A)

Vocabulary Development

4(A) 4(B) 4(C) 4(D)
 4(E)

Comprehension of Literacy Text/Theme & Genre

5(A) 5(B)

Comprehension of Literacy Text/Poetry

6(A)

Comprehension of Literacy Text/Drama

7(A)

Comprehension of Literacy Text/Fiction

8(A) 8(B) 8(C)

Comprehension of Literacy Text/Nonfiction

9(A)

Comprehension of Literacy Text/Sensory Language

10(A)

Comprehension of Text/Independent Reading

11(A)

Comprehension of Info. Text/Culture & History

12(A)

Comprehension of Info. Text/Expository Text

13(A) 13(B) 13(C) 13(D)

Comprehension of Informational Text/Persuasive Text

14(A)

Comprehension of Informational Text/Procedural Text

15(A) 15(B)

Media Literacy

16(A) 16(B) 16(C)

Checklists for both Texas TEKS and Common Core Standards are included