



## Table of Contents – Third Grade-Unit 5

Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
<b>Day 1</b> <b>Imagined Narrative</b> -Using coordinating and subordinating conjunctions		L.3.1h	Who is Aesop?  What I Notice About Fables <i>The Magic Rabbit and the Beaver</i>  <b>Optional</b> <ul style="list-style-type: none"> <li><i>The Father Mouse and his Two Daughters</i></li> <li><i>The Rabbit and the Turtle</i></li> <li><i>The Donkey in the Lion's Skin</i></li> <li><i>The Eagle and the Fox</i></li> <li><i>Bear and the Bees</i></li> <li><i>The Stork and the Fox</i></li> </ul>
<b>Day 2</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Demonstrate understanding of figurative language		W.3.3 L.3.5	<ul style="list-style-type: none"> <li>What is a Fable?</li> <li>Rabbit Animal Picture</li> <li>Lizard Animal Picture</li> <li>Lion Animal Picture</li> <li><i>The Stork and the Fox</i> (Personification Answer Key)</li> <li>Writing Prompt <i>Friends Forever</i></li> </ul>
<b>Day 3</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Strengthen writing by planning, revising, and editing		W.3.3 W.3.5	<b>Demo Video:</b> Imagined Narrative: Fables  Fable Planning Wheel  <i>The Eagle and the Fox</i>

<b>Day 4</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Strengthen writing by planning, revising, and editing -Form and use regular and irregular verbs -Form and use the simple verb tenses -Use commas and quotation marks in dialogue		W.3.3 W.3.5 L.3.1d L.3.1e L.3.2c	Fable Planning Wheel  Student Writing Sample: <i>Fox and Monkey</i>  Review Focus Skills List
<b>Day 5</b> <b>Imagined Narrative</b> -Strengthen writing by planning, revising, and editing -Nouns, pronouns, adjectives, and adverbs -Choose words and phrases for effect		W.3.5 L.3.1a L.3.3a	<ul style="list-style-type: none"> <li>• <i>The Lion and the Mouse</i> Version One</li> <li>• <i>The Lion and the Mouse</i> Version Two</li> <li>• <i>The Lion and the Mouse</i> Version Two Answer Key</li> <li>• <i>Fox and Monkey</i></li> <li>• Types of Adverbs</li> <li>• Adjectives Are Awesome</li> <li>• Color Word Bank</li> <li>• Verbs Are Action Words</li> </ul>
<b>Day 6</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Strengthen writing by planning, revising, and editing		W.3.3 W.3.5	<ul style="list-style-type: none"> <li>• Kaitlyn's Fable Wheel</li> <li>• Kaitlyn's <i>Wolf's Mouse Hunt</i></li> <li>• Marina's <i>Mouse and Rabbit</i></li> <li>• Marina's Fable Wheel</li> </ul>
<b>Day 7</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Establish a situation, characters, and an event sequence -Strengthen writing by planning, revising, and editing -Choose words and phrases for effect		W.3.3 W.3.3a W.3.5 L.3.3a	SES planning strip with lined paper  Class sample: <i>The Rainbow Lorikeet and the Field Mouse</i>

<b>Day 8</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Establish a situation, characters, and an event sequence -Provide a sense of closure -Strengthen writing by planning, revising, and editing		W.3.3 W.3.3a W.3.3d W.3.5	Kim's <i>Tiger and Fox</i>
<b>Day 9</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Establish a situation, characters, and an event sequence -Use temporal words and phrases		W.3.3 W.3.3a W.3.3c	Story Sections: Clear Sequence of Events  List of Linking/Transition Words and Phrases  <b>Advanced Preparation:</b> <i>Plan the class fable that you will be writing in front of the students today. Remember to include the Review Focus Skills but make some errors in punctuation and capitalization for editing in another lesson.</i>
<b>Day 10</b> <b>Imagined Narrative</b> -Produce writing appropriate to task and purpose -Strengthen writing by planning, revising, and editing -Use possessives		W.3.4 W.3.5 L.3.2d	<b>Demo Video:</b> Possessives and Plurals  3 Rules of Possessives Who Owns It?  Possessive Nouns Scavenger Hunt
<b>Day 11</b> <b>Imagined Narrative</b> -Produce writing appropriate to task and purpose -Strengthen writing by planning, revising, and editing -Capitalize titles		W.3.4 W.3.5 L.3.2a	FIND TP  Editing for Capitals

<b>Day 12</b> <b>Imagined Narrative</b> -Establish a situation, characters, and an event sequence -Strengthen writing by planning, revising, and editing -Capitalize titles -Use possessives		W.3.3a W.3.5 L.3.2a L.3.2d	<b>Rubric</b>  <i>Fox and Monkey</i> from Day 4
<b>Day 13</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Establish a situation, characters, and an event sequence -Strengthen writing with planning, revising, and editing		W.3.3 W.3.3a W.3.5	SES planning strips  <i>Fox and Monkey</i> from Day 4  <b>Rubric</b>
<b>Day 14</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Establish a situation, characters, and an event sequence -Use dialogue and description -Strengthen writing with planning, revising, and editing -Nouns, pronouns, verbs, adjectives, and adverbs -Use coordinating and subordinating conjunctions -Choose words and phrases for effect		W.3.3 W.3.3a W.3.3b W.3.5 L.3.1a L.3.1h L.3.3a	

<b>Day 15</b> <b>Imagined Narrative</b> -Write narratives to develop real or imagined experiences or events -Use dialogue and description -Strengthen writing with planning, revising, and editing -Use coordinating and subordinating conjunctions -Choose words and phrases for effect		W.3.3 W.3.3b W.3.5 L.3.1h L.3.3a	<b>Rubric</b>
<b>Day 16</b> <b>Imagined Narrative</b> -Use dialogue and description -Strengthen writing with planning, revising, and editing -Nouns, pronouns, verbs, adjectives, and adverbs -Choose words and phrases for effect		W.3.3b W.3.5 L.3.1a L.3.3a	Revising Poster  <i>Sarah's Fox, Rabbit, and Alligator</i>
<b>Day 17</b> <b>Imagined Narrative</b> -Strengthen writing with planning, revising, and editing -Nouns, pronouns, verbs, adjectives, and adverbs -Capitalize titles -Use commas and quotation marks in dialogue -Use possessives -Consult reference materials to check spelling		W.3.5 L.3.1a L.3.2a L.3.2c L.3.2d L.3.2g	Weed or Flower sentence strips  Editing Poster  Third Grade Editing Checklist

<p><b>Day 18</b>  <b>Imagined Narrative</b>  +Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  -Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.  -Distinguish their own point of view from the narrator's or the characters'.</p>	<p>RL.3.2</p>	<p>RL.3.1  RL.3.6</p>	<p><u>The Fox and the Crow</u>    Reasons to Reread    <b>Short Response Rubric</b></p>
<p><b>Day 19 &amp; 20</b>  <b>Imagined Narrative</b>  +Determine the meaning of words and phrases  -Answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.  -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  -Distinguish their own point of view from the narrator's or the characters'  -Produce writing appropriate to task and purpose  -Strengthen writing by planning, revising, and editing</p>	<p>RL.3.4</p>	<p>RL.3.1  RL.3.2  RL.3.6  W.3.4  W.3.5</p>	<p><i>The Hare and the Tortoise</i>    <i>The Crow and the Pitcher</i>    Talking Back to Books    Response Writing Checklist    <b>Extended Response Rubric</b></p>