



# Grade Three Instructional Flow - For Original and New Components

GRADE 3	COMPREHENSION STRATEGY	September > SELF-MONITORING STRATEGY	October > ANALYZING STRATEGY	November > NATURE WATCH INQUIRY UNIT	December > SEQUENCING STRATEGY	January > MAKING CONNECTIONS	February > COUNT ON ME INQUIRY UNIT	PREDICTING STRATEGY	MARCH > INFERRING STRATEGY	APRIL > A SENSE OF PLACE INQUIRY UNIT	MAY > EVALUATING	SYNTHESIZING	JUNE > STEPPING OFF THE PAGE BOOK CLUB UNIT
<b>ORAL LANGUAGE</b>	Teaching suggestions in the <i>Conversation Kit</i> can be used at any time in the year.												
<b>READING</b>	<b>Comprehension Strategy Focus/Framing Question</b> - uses self-questioning strategies to check on text meaning - changes strategy use	- finds main idea (if stated) - finds key ideas with supporting details	- What Can We Do to Protect Nature?	- retells in sequence providing details (events, facts)	- compares and contrasts facts, events, or ideas	- How Can We Use Math to Help Others?	- confirms or changes predictions	- visualizes to make inferences - infers characters' emotions - understands cause and effect	- What Would My Life Be Like If I Lived In Another Place?	- evaluates the author's craft and bias - reflects on content, and provides opinions that are supported with evidence from the text or other sources	- integrates information with prior knowledge to create new understanding - identifies supporting information for synthesis	- What Can We Learn From Fictional Characters?	
	<b>Read Aloud</b> (see <i>Read Aloud Teaching Plans</i> ) + Modify purpose for reading to match strategy focus	<i>Fire on the Mountain</i>	<i>Bats! Strange and Wonderful Pigs Aren't Dirty, Bears Aren't Slow</i>	<i>Just a Dream</i>	<i>Salmon Creek</i>	<i>Solomon's Tree</i>	<i>One Then</i>	<i>The Good Dog</i>	<i>Terry Fox: A Story of Hope</i>	<i>This Land is My Land</i> (video)	<i>The Librarian of Basra</i>	<i>Plantzilla</i>	<i>The Four Seasons of Patrick</i>
	<b>Shared Reading</b> (see <i>Shared Reading Teaching Plans</i> ) *Mentor Text for Text-Type Writing Study + Modify purpose for reading to match strategy focus	Selections from <i>I Swallowed a Gnat!</i> "Accidentally" "The Great Frog Race" "When I Read"	* <i>Icebergs!</i> "Lacrosse: The Sport of a Nation" in <i>Be a Sport!</i> "There's No One as Slow as Slomona" in <i>I Swallowed a Gnat!</i>	<i>Explore! Magazine: Nature Up Close</i>	* <i>Magnetic Racetrack</i> "How to Throw a Frisbee" in <i>Be a Sport!</i>	**"The Science for Sport" in <i>Be a Sport!</i> "My Cat/Dog" in <i>I Swallowed a Gnat!</i>	<i>Earth Day—Hooray! Helping Humphrey</i>	**"Dreaming" and "Night Game" in <i>I Swallowed a Gnat!</i> "Fred", "Sky Net", and "My Talented Friend?" in <i>I Swallowed a Gnat!</i>	* <i>I Live in the North</i> <i>Pirate Lee</i> "Haiku", "Think of Tree" in <i>I Swallowed a Gnat!</i>	<i>I Know Here</i> <i>Welcome to Thaidene Nene</i>	* <i>Three Easy Steps to Getting a Dog</i> "Have Your Say" in <i>Be a Sport!</i> <i>Summer Camping in Nova Scotia</i>	* <i>Big Bad Bertha</i> "Saskatchewan's Super Skiers" in <i>Be a Sport!</i>	<i>Bringing Your Characters to Life</i>
	<b>Small-Group Instruction</b>	guided reading with a variety of levelled texts	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts		guided reading with a variety of levelled texts	guided reading with a variety of levelled texts	supported independent reading in book clubs
<b>WORKING WITH WORDS</b>	<b>Building Words Lessons</b> (see lessons in the <i>Working with Words Guide</i> )	<ul style="list-style-type: none"> <li>bullfrogs, p. 43</li> <li>croaking, p. 48</li> </ul>	<ul style="list-style-type: none"> <li>splinter, p. 50</li> <li>lacrosse, p. 54</li> <li>pyramids, p. 59</li> <li>thousands, p. 61</li> </ul>		<ul style="list-style-type: none"> <li>straight, p. 53</li> <li>buildings, p. 64</li> <li>magnetic, p. 65</li> </ul>		<ul style="list-style-type: none"> <li>rustling, p. 49</li> <li>something, p. 51</li> </ul>	<ul style="list-style-type: none"> <li>feathers, p. 62</li> <li>northern, p. 63</li> <li>pirates, p. 67</li> <li>treasure, p. 68</li> <li>crosswalk, p. 71</li> <li>ingredients, p. 72</li> </ul>		<ul style="list-style-type: none"> <li>teamwork, p. 52</li> <li>adventure, p. 69</li> <li>campsite, p. 70</li> <li>allergies, p. 74</li> <li>chocolate, p. 75</li> </ul>	<ul style="list-style-type: none"> <li>athletes, p. 56</li> <li>characters, p. 57</li> <li>monster, p. 58</li> </ul>		
	<b>Word Solving and Building Lessons</b> (see lessons in the <i>Working with Words Guide</i> )	- Homophones: Catch My Meaning?, p. 91 - Silent "l" Words, p. 102 - Compound Words, p. 106	- Working with Rimes: Crossword Puzzle "-ook", p. 85 - Compound Words, p. 108	- Puns, word play, and homophones - Breaking words into syllables - Rhyming patterns - Compound words	- "th" words - scientific words	- Common Acronyms - Silent "k" Words, p. 100	- "ight" words - Where's My Contraction?, p. 89	- Catch a Rhyme: Use a Rime, pp. 77–81 - Irregular Plurals, p. 96 - Using Context to Identify Syllables Through Clapping and Chanting, p. 98		- Where's my Contraction?, p. 89 - Plurals: Introducing "ies", p. 94 - Possessives of Singular Nouns, p. 103	- Possessives of Plural Nouns, p. 104		
	<b>Language Predictability Lessons</b> (see lessons in the <i>Working with Words Guide</i> )	- Initial Cloze Flap Work: Reread, p. 109 - Word Meaning from Context, p. 123	- Word Meaning from Context, p. 122 - Affixes: Am I Before or After?, p. 124	- Content Vocabulary	- Initial Cloze Flap Work: Read Ahead, p. 110 - Using Word Parts to Solve Unknown Words, p. 111	- Initial Letter Assist, p. 113 - Bringing It Together, p. 114	- Vocabulary	- Vernacular or informal forms of words - I Know Your Word!, p. 115	- Word Meaning from Context, p. 120 - Nouns: What's a Noun?, p. 126 - Comparative Adjectives: Can I Describe It?, p. 129	- Action words - Descriptive language - Pronouns - Vocabulary	- Word Meaning from Context, p. 123 - Verbs: What Action!, p. 127	- Using Consonant Blends in Reading, p. 117 - Using Rime Patterns for Reading, p. 118 - Possessive Pronouns: To What Do I Refer?, p. 128	- Understand adjectives
<b>WRITING</b>	<b>Text-Type Study</b> (see lessons in <i>Writing Guide</i> )	Self-Selected Writing pp. 153–157	Description: Report pp. 43–59	Self-selected writing or media project	Procedural: Experiment pp. 101–113	Explanation: Question and Answer pp. 60–73	Self-selected writing or media project	Description: Poetry Study (acrostic poems) pp. 131–142	Description: Poetry Study (rhyming poems) pp. 128–131 Retell: Account pp. 114–127	Self-selected writing or media project	Persuasion: Persuasive Argument pp. 87–100	Narrative: Script pp. 74–86	Culminating Task: cartoon/comic strip
	<b>Craft and Conventions Lessons</b> - specific to the text-type study (see lessons in <i>Writing Guide</i> )	<ul style="list-style-type: none"> <li>Brainstorming Ideas, p. 160</li> <li>Making a Personal Topic List, p. 161</li> <li>Narrowing Down a Topic, p. 163</li> <li>Using Personal Experiences, p. 164</li> <li>Using Media Sources, p. 168</li> </ul>	<ul style="list-style-type: none"> <li>Using Non-fiction Texts for Ideas, p. 167</li> <li>Jotting Down Ideas Using Sticky Notes, pp. 169 and 170</li> <li>Making Jot Notes While Researching, p. 170</li> <li>Using Two or Three Sources for Research, p. 172</li> <li>Writing Simple Paragraphs, p. 207</li> <li>Creating a Table of Contents, Index, Glossary, pp. 234, 236, 240</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate Craft and Convention lessons from the <i>Writing Guide</i> (pp.158–241)</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing Ideas, p. 173</li> <li>Sorting Ideas, p. 174</li> <li>Using a Graphic Organizer, p. 175</li> <li>Sequencing and Linking Ideas, p. 186</li> <li>Using Signal Words, p. 188</li> <li>Changing the Order of Ideas, p. 203</li> </ul>	<ul style="list-style-type: none"> <li>Joining Sentences, p. 204</li> <li>Making Sentences More Interesting, p. 205</li> <li>Punctuating Sentences with "!" and "?", p. 222</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate Craft and Convention lessons from the <i>Writing Guide</i> (pp.158–241)</li> </ul>	<ul style="list-style-type: none"> <li>Giving Details, p. 187</li> <li>Changing Word Choices, p. 202</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing, p. 165</li> <li>Sketching a Plan, p. 176</li> <li>Writing an Interesting Introduction, p. 185</li> <li>Giving Details, p. 187</li> <li>Writing a good conclusion, p. 188</li> <li>Changing Word Choices, p. 202</li> <li>Using commas, p. 227</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate Craft and Convention lessons from the <i>Writing Guide</i> (pp.158–241)</li> </ul>	<ul style="list-style-type: none"> <li>Giving Details, p. 187</li> <li>Changing Word Choices, p. 202</li> <li>Changing to a Letter Form, p. 210</li> </ul>	<ul style="list-style-type: none"> <li>Sketching a Plan, p. 176</li> <li>Converting a Plan into a First Draft, p. 180</li> <li>Using Abbreviations, p. 221</li> <li>Using Quotation Marks in Dialogue, p. 225</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate Craft and Convention lessons from the <i>Writing Guide</i> (pp.158–241)</li> </ul>

You can teach the units in any order that works for you and your students. This is one possible order. Visit [http://www.scholastic.ca/education/litplace\\_earlyyears/lpey\\_online\\_resources.html](http://www.scholastic.ca/education/litplace_earlyyears/lpey_online_resources.html) for online support and teaching materials!