

TEACHER DAILY LESSON GUIDE

Fly High!

THE STORY OF BESSIE COLEMAN

GRADE 3 HEROES



Pathways2.0

Journey to Excellence through Literacy



SEVENTH-DAY ADVENTIST® CHURCH

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For I can do everything through Christ, who gives me strength.
Philippians 4:13 (NLT)

Synopsis

Fly High! The Story of Bessie Coleman (Fly High!) tells the story of the first African American woman to earn a pilot's license. It tells of Bessie's desire to be "somebody" of significance in her world and the journey she must take to become that person. The book begins with Bessie's childhood in Waxahachie, Texas, as the 10th of 13 children.

Note: In the "Early Years" chapter, the reader is told that Bessie delivered laundry on Saturdays. Later in the book, there is an illustration of a gentleman holding playing cards and another illustration that shows the children and their Aunt Bessie dancing. These elements of the theme book present excellent opportunities to discuss Seventh-day Adventist beliefs with your students.

Note: This book does not contain page numbers. You may want to write page numbers at the bottom of each page (or have students assist with this task) for ease of use.

Author Information

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Faith Connections



Unit Essential Question:

What can we learn from heroes that will enable us to be heroes for God?



Unit Big Idea:

God uses heroes to reveal who He is.

1. CREATION

- God created human beings in His image
- While created in His image, each human being is also unique
- God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given

2. FALL

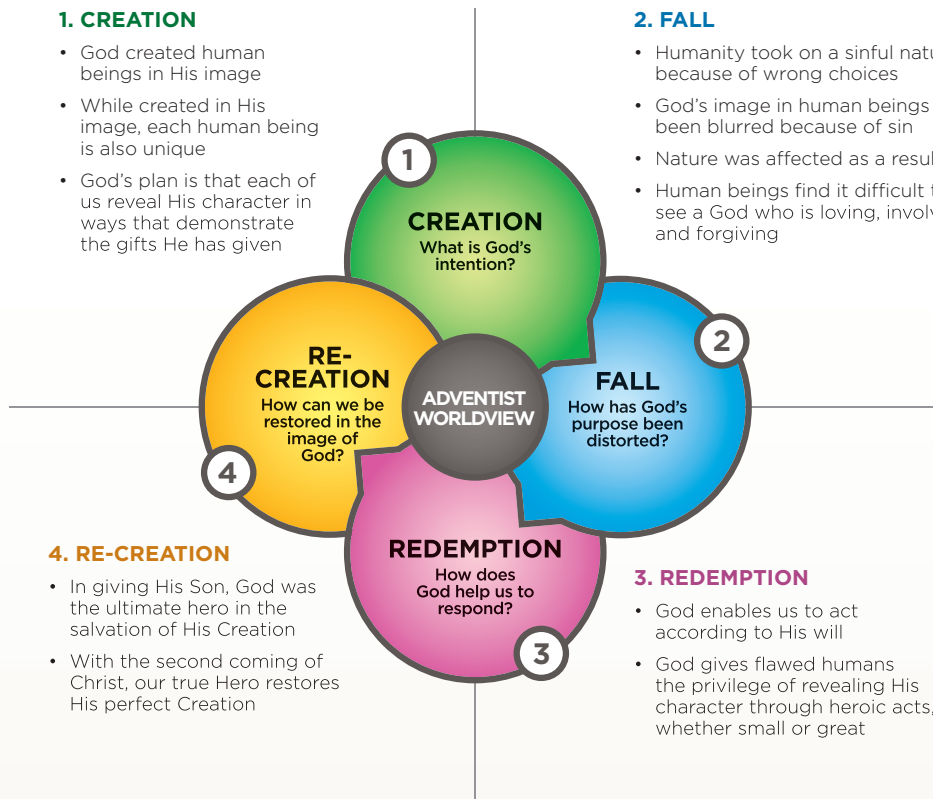
- Humanity took on a sinful nature because of wrong choices
- God's image in human beings has been blurred because of sin
- Nature was affected as a result of sin
- Human beings find it difficult to see a God who is loving, involved, and forgiving

4. RE-CREATION

- In giving His Son, God was the ultimate hero in the salvation of His Creation
- With the second coming of Christ, our true Hero restores His perfect Creation

3. REDEMPTION

- God enables us to act according to His will
- God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great



Paired Texts (one copy per classroom needed)

- *The Story of Ruby Bridges* by Robert Cole
- *Amelia and Eleanor Go for a Ride* by Pam Muñoz Ryan
- *Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport
- *Owl Moon* by Jane Yolen
- “Meet Rosa Parks” by Susan Labella (Appendix B)
- “A Hero in Disguise” by Kate Paixão (Appendix B)

Standards Addressed

***Note: For standards not fully addressed in this unit, the parts that are addressed are underlined.**

READING FOUNDATIONS

- Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multi-syllabic words; read grade-appropriate regularly spelled words (LA.3.RF.1)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (LA.3.RF.3)
- Use silent reading strategies (LA.3.RF.4)

READING INFORMATIONAL TEXT

- Ask and answer questions, referring explicitly to the text, to demonstrate understanding (LA.3.RI.1)
- Determine the meaning of content-specific words and phrases in context (LA.3.RI.4)
- Use information from illustrations and the words in a text to demonstrate understanding (LA.3.RI.7)

WRITING

- Write narratives to develop real or imagined experiences or events that include effective techniques, sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion (LA.3.W.3)
- Produce writing that honors God and affirms the principles in His Word (LA.3.W.4)
- With support, produce writing in which the development and organization are appropriate to task and purpose (LA.3.W.5)
- With adult and peer support, develop and strengthen writing by planning, revising, and editing (LA.3.W.6)
- With support, use technology to produce and publish writing as well as to interact and collaborate (LA.3.W.7)
- Apply common conventions of handwriting and decipher cursive writing (LA.3.W.8)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (LA.3.W.10)
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences (LA.3.W.11)

SPEAKING AND LISTENING

- Engage in collaborative discussions in diverse groups, extending others’ ideas and expressing one’s own with clarity; prepare and use required reading material; follow agreed-upon rules; ask questions to check understanding of information while staying on topic (LA.3.SL.1)
- Ask and answer questions about information from a speaker (LA.3.SL.3)
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (LA.3.SL.4)

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns; form and use irregular verbs; form and use the simple verb tenses; ensure subject–verb and pronoun–antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (LA.3.L.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words and titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations; consult reference materials as needed to check spellings (LA.3.L.2)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English (LA.3.L.3)
- Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (LA.3.L.4)

Suggested Assessments

	Pre-Assessments	Formative	Summative
Vocabulary	<p><i>Basic Reading Inventory</i> by Jerry Johns (comprehension questions)</p> <p>Conduct informal checks for understanding of the weekly vocabulary</p>	<p>Plan quick progress checks that align with the unit standards and objectives, such as:</p> <ul style="list-style-type: none"> • Assignments • Checklists • Clickers • Discussions • Electronic voting • Four corners • Graphic organizers • Journals or notebooks • Observations • Printables • Questioning • Quick checks (e.g., thumbs-up/thumbs-down, exit cards, or slips) • Quizzes • <i>Reading A–Z</i> assessments • Running records • <i>Spelling City</i> assessments • Think-Pair-Share 	<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Spelling	<p>Spelling Assessment (Appendix C, Appendix D)</p> <p>Collect a sample of each student's first-draft writing and analyze the errors</p> <p>Weekly Pretest</p> <p>Day 1 Independent Sort Activity</p>		<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Reading	<p><i>Basic Reading Inventory</i> by Jerry Johns</p> <p><i>Reading A–Z</i> Benchmark (Running Reading Record)</p> <p>Close Reading Scoring Guide (<i>Teacher Manual</i>)</p> <p>Reading Interest Inventory (<i>Teacher Manual</i>)</p>		<p>Whole-Group Instruction:</p> <ul style="list-style-type: none"> • End-of-Unit Comprehension Assessment (Appendix C, Appendix D) • Close Reading Scoring Guide (<i>Teacher Manual</i>) <p>Small-Group Instruction:</p> <ul style="list-style-type: none"> • Guided Reading Running Records • <i>Reading A–Z</i> Assessments <p>Independent Reading:</p> <ul style="list-style-type: none"> • Teacher Checklist • Reading Notebooks (<i>Teacher Manual</i>) • Reading Portfolio
Writing	<p>Collect a sample of each student's first-draft writing and use a writing scoring guide</p> <p>Differentiate instruction as needed</p>		<p>Writing:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolio • Writing Notebooks (<i>Teacher Manual</i>) <p>Grammar:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolio • End-of-Unit Grammar Assessment (Appendix C, Appendix D)



At a Glance

Standards, Activities, and Resources

DAY 1		DAY 2
Word Study—Approximately 30 minutes/day		
Vocabulary Pre-assessment and teaching classroom routines	Activity: Vocabulary Pre-Assessment Resources: <ul style="list-style-type: none">Beginning-of-Year Vocabulary Assessment (Appendix C, Appendix D)	Activity: Create Word Study Notebooks Resources: <ul style="list-style-type: none">Word Study Notebooks (see <i>Teacher Manual</i> for additional information about making Word Study Notebooks, including suggested supplies)Word Study Notebook Cover (Appendix E)Colored pencils or crayons
Spelling <i>Note: Although Grades 3 and 4 will have different spelling words, the word sort activities will be similar.</i> Pre-assessment and teaching classroom routines	Activity: Spelling Pre-Assessment Resources: <ul style="list-style-type: none">Grade 3 Spelling Pre-Assessment or Grade 3 Spelling Assessment (Appendix C, Appendix D)Spelling Assessment Analysis (Appendix D)	
Reading Workshop—Approximately 90 minutes/day		
Whole-Group Instruction (20 minutes) <i>Note: Three days are devoted to Interactive Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i>		
Interactive Read-Aloud Pre-assessment and teaching classroom routines	Activity: Reading Interest Inventory Resources: <ul style="list-style-type: none">Reading Interest Inventory (<i>Teacher Manual</i>)	Activity: Introduce Reading Workshop
Comprehension Mini-Lesson Pre-assessment and teaching classroom routines		



At a Glance

Standards, Activities, and Resources *Continued*

DAY 1		DAY 2
Small-Group Instruction (70 minutes)		
Guided Reading Pre-assessment and teaching classroom routines	<i>Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Guided Reading texts.</i> Activity: Guided Reading Leveling Resources: <ul style="list-style-type: none">• <i>Basic Reading Inventory</i> by Jerry Johns or <i>Reading A–Z Running Reading Record</i>	
Independent Reading/Literacy Centers Pre-assessment	<i>Guided Reading and Independent Reading may be scheduled simultaneously.</i>	
Writing Workshop—Approximately 40 minutes/day		
Writing (30 minutes) Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than 10 minutes, with the rest of the time devoted to Independent Writing.		
Writing Mini-Lesson Descriptive Paragraph: brainstorming sensory details, drafting a descriptive paragraph (LA.3.W.3) Grammar Mini-Lesson Review nouns, verbs, and sentences (LA.3.L.1)	Writing Activity: Writing Benchmark Assessment Resources: <ul style="list-style-type: none">• Brainstorming Web (Appendix B)• Writing Benchmark Assessment (Appendix C)• Writing Benchmark Scoring Guide (Appendix D)	Grammar Activity: Review Nouns and Verbs Resources: <ul style="list-style-type: none">• Two small containers/paper bags• Index cards (2 per student)
Independent Writing	<i>This time may be used for completing writing activities as needed.</i>	
Handwriting (10 minutes)		
Handwriting Apply common conventions of handwriting and decipher cursive writing (LA.3.W.8)	<i>Use school-wide selected handwriting program.</i>	

Vocabulary

ACTIVITY: Vocabulary Pre-Assessment

- Distribute copies of the Beginning-of-Year Vocabulary Assessment (Appendix C, two pages) to the students. There are three components of the assessment: the use of antonyms, synonyms, and homophones.
- The Beginning-of-Year Vocabulary Assessment may be given to the entire class at the same time. Students should be able to complete all sections of the assessment. This assessment is a snapshot of how well the students can make connections with words and if they can use context to determine the meaning of words.
- The student should get at least 32/40 (80%) to demonstrate mastery of the content. Although mastery of the content is important, the information collected about a student's knowledge and use of vocabulary will be most beneficial to the teacher because this information will guide the teacher in planning for ongoing instruction.

Grades 3 and 4 Spelling

ACTIVITY: Spelling Pre-Assessment

Note: If you have a multigrade class that includes grades 3 and 4, note that there are separate Grade 3 and Grade 4 Spelling Pre-Assessments (Appendix C, Appendix D).

- There are two spelling assessment options that can be used to assess students' spelling knowledge. Either of the assessments may be used to determine what students know about words and what they need to learn.
 - Reassure students that the spelling pre-assessment is not given for a grade. Tell them that the data collected from this assessment will aid the teacher in planning for instructional needs.
 - The first assessment, Grade 3 Spelling Pre-Assessment/Grade 4 Spelling Pre-Assessment (Appendix C, Appendix D), is in a multiple-choice format. After distributing copies of the pre-assessment, the students will simply fill in the bubble beside the word that is spelled correctly.
 - The second spelling assessment is based on the Primary Spelling Inventory developed by *Words Their Way* (Bear et al., 2000) and is designed to show the students' spelling knowledge and indicate their spelling level.
 - o The words are ordered by their level of difficulty for students in grades K–5.
 - o Administer this assessment like any other spelling test. However, students are not to be given the words in advance.
 - o When administering the test, speak as you normally would, without giving emphasis on phonemes or syllables. A set of sentences to use when administering this assessment (Appendix D) is included for both grades 3 and 4.
- **Example of Suggested Script** “I am going to administer this assessment the same way weekly spelling tests will be conducted throughout the school

year. I will say the word, use the word in a sentence, and repeat the word once more” (e.g., “The word is *bed*. The boys broke the bed by jumping on it. The word is *bed*.”).

- This assessment can be given to the entire class at one time or in small groups.
- After administering this assessment, use the Spelling Assessment Analysis (Appendix D) to record and analyze each student’s spelling knowledge.

DAY 1 Reading Workshop **Whole-Group Instruction**

Interactive Read-Aloud/Comprehension Mini-Lesson

ACTIVITY: Reading Interest Inventory

Note: It is helpful to administer a Reading Interest Inventory to determine students’ reading interests. The information needed to administer a Reading Interest Inventory can be found in the Teacher Manual.

DAY 1 Reading Workshop **Small-Group Instruction**

Guided Reading/Independent Reading/Literacy Centers

ACTIVITY: Guided Reading Leveling

- Administer a reading pre-assessment such as the *Basic Reading Inventory* by Jerry Johns or *Reading A–Z Benchmark* (Running Reading Record).
 - o A reading assessment uses short text selections to help find students’ instructional levels for guided reading sessions. The assessment can be used throughout the year to assess students’ readiness to progress to the next level.
 - o Depending on class size, a few periods should be allotted during the first week to complete the assessment.
 - o The assessment is done on an individual basis. While the teacher is assessing a student, the rest of the class can be engaged in independent reading.

DAY 1 Writing Workshop

Writing Mini-Lesson

ACTIVITY: Writing Benchmark Assessment

- Write the word *resolution* on the board. Ask, “Does anyone know what a resolution is?” If students are not sure, explain that a resolution is something that people make at the beginning of a new calendar year. They want to have a “fresh” start to the new year.

