

# Learning Plan – UbD Unit for Grade 3

## Writing Detailed Sentences/Paragraph Writing

Submitted by Holly Gray, Melfort

### Lesson 1

- Present the “Big Idea” to the class as a whole. **Communication is Important.**  
**Teacher instructions:** With your 12 o’clock partner discuss: **What is communication? Why is communication important?** Use a sticky note to record your ideas and examples of communication. Place the sticky notes on the Bristol board on the whiteboard placed at the front of the classroom. Be prepared to share your written communication with the class.

### Lesson 2

- Draw an apple on the board. Ask students to suggest ideas that could be drawn on the picture to add details.
- Make the comparison that adding details to writing is like adding details to a drawing.
- Present the essential question: **Why are details important when writing?**
- Ask students to give details that could be used when writing to describe a fancy coat. Record these details on the board.

### Lesson 3

- Review the definition of a noun. Ask students to brainstorm nouns and list them on chart paper.
- Review the definition of a verb. Ask students to brainstorm verbs and list on chart paper.
- Hand out two index cards. Ask students to print one noun on one card and one verb on the other card.
- Label one pail “nouns” and another pail “verbs”. Have students place their cards in the appropriate pail.
- Have pupils take turns drawing from the pails to create two-word simple sentences. Ex. Dogs bark. People talk.

### Lesson 4

- Use the worksheet “Writing Detailed Sentences”.
- Use the nouns and verbs in the pail to model the writing process to add details.

Dogs bark.

Wild dogs bark.

Wild dogs bark loudly.

Wild dogs bark loudly in the park.

- The modeled structure will be: adjective, noun, verb, prepositional phrase

- Students will add a detailed illustration with the detailed sentence on the worksheet.

## **Lesson 5**

- Review lesson 4. Advanced writers will independently write their own sentences based on the modeled structure.

## **Lesson 6**

- Present the essential questions: **What is a topic sentence? What is a paragraph?**
- Have students identify the most important or main idea in a paragraph. Explain that this sentence is called the topic sentence.
- Ask students to highlight the topic sentence in each paragraph on the worksheet.
- Ask students to give each paragraph a title. This should be the topic of the paragraph. A topic is a noun.
- All paragraphs are “INDENTED”.
- Present the poster representing paragraph structure and format. Note the analogy to building a sandwich.

## **Lesson 7**

- Complete worksheet. Given a set of details, choose a topic sentence that matches the details.
- Complete worksheet. Given a set of details, decide the “big idea” that relates to all of the details. Write a topic sentence to introduce these details.

## **Lesson 8**

- Essential question: **What is a supporting detail?**
- Use the worksheet to model. Given a topic sentence write three supporting details. Advanced writer will practice writing their own sentences independently.

## **Lesson 9**

- Essential question: **What is a closing sentence?**
- Complete worksheet. Highlight the topic sentence. Read the supporting detail sentences. As a class, decide what would be an appropriate closing sentence. The closing sentence must relate to the topic sentence.

## **Lesson 10**

- Group activity: Use the sentence strips to arrange or build a paragraph. Examine the “Write a Super Paragraph” poster. Use the poster as a reference.

## **Lesson 11**

- Brainstorm topic ideas. Use the “Pre-writing Web” to fill in details related to the topic. Use the “Think-Pair-Share” strategy.
- Present the “Before I Compose and Create” checklist.

## **Lesson 12**

- Examine the “Paragraph Writing” rubric.
- Use worksheet “Write a Super Paragraph” and ask students to independently write their sentences by referring to the “Pre-writing Web”.
- Use the “Before I Compose and Create” checklist.

## **Lesson 13**

- Use “Word” in the computer lab.
- Ask students to type their sentences to create a paragraph.
- Add an illustration when completed.
- Share paragraphs with other students.
- Display on a bulletin board.

Name : \_\_\_\_\_

Date: \_\_\_\_\_

## Writing Detailed Sentences

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



5. \_\_\_\_\_

\_\_\_\_\_

Name : \_\_\_\_\_

Date: \_\_\_\_\_

## Writing Detailed Sentences

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_






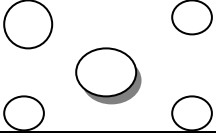

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Draw a picture of your favourite sentence. Have a partner guess which sentence you illustrated.






# Grade 3

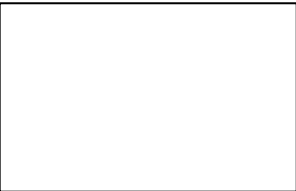


Name: \_\_\_\_\_

	<b>Before I Compose and Create</b>
	Did I listen to the instructions?
	Do I understand what I am expected to do?
	Have I brainstormed ideas or a topic?
	Did I talk about my topic and explore new ideas?
	Do I have a main idea or title?
	Did I organize my ideas?
<p><i><b>B</b></i> <i><b>M</b></i> <i><b>E</b></i></p>	Does my plan have ideas for a beginning, middle, and end?




**How are you feeling about composing and creating?**

<p><b>Clear</b></p> 	<p><b>Bugs</b></p> 	<p><b>Mud</b></p> 
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## Language Arts

### Paragraph Writing

<b>What I'm scoring you on:</b>	<i>Wow!</i>	<i>I did it!</i>	<i>Almost there!</i>	<i>I'm getting there!</i>	<i>I'm not there yet!</i>	<i>I need help.</i>
<b>I can write a proper sentence.</b>	I can write sentences with capitals and a variety of punctuation.	I can write sentences with capitals and correct punctuation.	I can write sentences with capitals and correct punctuation with occasional prompting or help.	I can write sentences with capitals and correct punctuation with frequent help or prompting.	I can write sentences with capitals and correct punctuation with help and prompting.	I need to keep practicing.
<b>I can spell grade 3 words.</b>	I can spell words beyond my grade level.	I can spell grade appropriate words.	I can spell grade appropriate words with occasional prompting or help.	I can spell grade appropriate words with frequent help or prompting.	I can spell grade appropriate words with help and prompting.	I need to keep practicing.
<b>I understand paragraph structure.</b>	I can understand paragraph structure and write multiple paragraphs.	I understand paragraph structure.	I can understand paragraph structure with occasional prompting or help.	I can understand paragraph structure with frequent help or prompting.	I can understand paragraph structure with help and prompting.	I need to keep practicing.
<b>I have interesting word choice.</b>	I can easily use diverse vocabulary words when I write that are above my grade level.	I have interesting word choice when I write.	I have interesting word choice when I write with occasional prompting or help.	I have interesting word choice when I write with frequent help or prompting.	I have interesting word choice when I write with help and prompting.	I must use a sentence frame.
<b>I understand the purpose of my writing.</b>	I communicate the purpose of my writing.	I understand the purpose of my writing.	I understand the purpose of my writing with occasional prompting or help.	I understand the purpose of my writing with frequent help or prompting.	I understand the purpose of my writing with help and prompting.	I am only beginning to understand this.



