These lesson notes were developed by current SCUSD teachers who have used the William and Mary curriculum in its entirety for at least one year. What follows are their suggestions for a successful implementation of the curriculum unit.

**3rd Grade Journeys and Destinations**

|  |  |  |
| --- | --- | --- |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 1 | 1 week | * Use Pre-assessment Packet from GATE Office
 |
| 2 | 1 week | * Prepare sentence strips for students to write out their brainstorm ideas.
* Use a pocket chart or chart paper for student groups to record their ideas.
* Post completed change models in room and revisit/reference/add to throughout the school year.
 |
| 3 | 1 week | Important Note: Teach this lesson AFTER Lesson 4* Be sure to assign homework on TG pg. 77
* Activity 3B (SG pg. 28) is best introduced using a second Eve Bunting book (E.g. *Wednesday Surprise*, *Fly Away Home*, or *A Day’s Work*)
 |
| 4 | 1 week | Important Note: Teach this lesson in two parts (see W & M Curriculum Map)Part A, September: TG pgs. 81-84, SG pgs. 31-34  Use “The Wolf and the Lion” NOT *The Memory String*Part B, January: TG pg. 83, “Homework” Assign students their copies of *The Green Book* * Establish centers in your classroom to support student work

  |
| 5 | 1 week | * Teacher may wish to use Activity 5D as a class, and 5E as a homework assignment
 |
| 6 | 1 week | * This lesson is best taught in 4 parts:

Part 1—Activities 6A & 6BPart 2—Explore the Elements of Reasoning (TG pg. 100)Part 3—Activity 6CPart 4—Extensions TG pg.99 |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 7 | 1 week | * Teacher may wish to preview the Sample Literature Web on TG pg. 108 prior to instruction
* Bring in pictures of daffodils, a bay, and the Milky Way
* Prepare supplies to facilitate students completing the extension activities on TG pg. 106 (especially the art or letter writing options)
 |
| 8 | 1 ½ weeks | * Prepare collage materials (magazines, drawings, etc.) for the Time Capsule (TG pg. 112)
* Gather a bell or a buzzer for the lightening round vocabulary game (TG pg. 112)
* Be sure to assign homework, so that students keep reading in *The Green Book*
* Have students create a special Readers Response Journal (Notes to Teacher, TG pg. 114)
* Assign the Response Journal prompt (TG pg. 113)
 |
| 9 | 1 ½ weeks | * Gather kid friendly books by Shakespeare (e.g. *The Children’s Shakespeare,* by Nesbit or *Under the Greenwood Tree*, by Holdridge*)* and/or biographies such as *Bard of Avon, Story of William Shakespeare,*  by Stanley & Vennema or *William Shakespeare and the Globe* by Aliki
 |
| 10 | 1 week | * Gather an assortment of Grimm’s Fairy Tales for small group work
* Prepare art/drafting materials for students to create maps of Shine and Boulder Valley (TG pg. 124)
 |
| 11 | 2 weeks | * Assign students to bring in two photos of themselves. One from now and one from when they were younger. (for use in lesson 12)
* From Lesson 11-Lesson 24, students will be working on a research project as they continue to read *The Green Book*
 |
| 12 | 1 week |  |
| 13 | 1 week |  |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 14 | 1 week |  |
| 15 | 1 week |  |
| 16 | 1 week |  |
| 17 | 1 week |  |
| 18 | 1 week |  |
| 19 | 1 week |  |
| 20 | 1 week |  |
| 21 | 1 week | * Use the picture book *The Royal Bee* (in the case that the book your TG suggests is no longer in print)
 |
| 22 | 1 week |  |
| 23 | 1 week |  |
| 24 | 1 week | * For the oral presentations of student research projects, use Evaluation form 24A in SG pg. 169
 |
| 25 | 1 week |  |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 26 | 1 week | * Use Post-assessment Packet from GATE Office
 |

Additional Notes:

* Please take photos of or submit copies of excellent student work samples to the GATE Office (Box 754)