



Name: Revae Bostwick		Unit Plan: Week-long plan	
		Subject/Grade Level: 3 rd grade	
Unit Title:	European Traditions, Natural Resources, and Climate		
Standards:	<p>3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.</p> <p>3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.</p> <p>3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region</p>		
Objectives			
<ul style="list-style-type: none"> → Acquire vocabulary: natural resources, abundant, landforms, exports, products, festival, similarities, impact, production, consumption, climate, traditions → Explain traditions found in European countries → List natural resources found in an EU country and how they impact production and consumption of goods → Compare and contrast climate in North Carolina to European countries → Analyze information about European countries to determine similarities to and differences from North Carolina 			
Essential Questions			
→ Which country is most similar to North Carolina? Why do you think so? Justify your answer.			
Learning Assessment			
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> → pre-presentation survey jamboard → vocabulary activity → similarity/difference exit tickets 		<ul style="list-style-type: none"> → vocabulary activity → presentation analysis checklist → post-presentation survey jamboard → oral or written justification of opinion 	
Learning Activities (2 weeks – or 8 - 10 days): Lesson introduction, body, and closing			
Day 1	<ul style="list-style-type: none"> → The teacher will ask students to work in a small group to determine where on a world map to find the European Union. Then, the teacher will show them where to find the U.S., North Carolina, and Europe. Allow students time to explore some of the names of countries in Europe. → Students use this model to write the names of EU countries on this Blank European map → Students work in a small group to use this jamboard to indicate which country they think might be most similar and most different when compared to North Carolina. (criteria for basing similarities and differences can be left up to the students to defend their answer later on). → Explain that the task for the next week will be to read about a country, complete a google slides template about one country, and then compare their country to other countries to help them determine which country is most like NC and be able to justify their response by explaining why. 		





	<ul style="list-style-type: none"> → Students will each choose one of the following countries (Spain, France, Portugal, Germany, Finland, Greece, Hungary, Netherlands, Ireland, Belgium, Austria, Poland) (other countries may be chosen if the teacher is able to provide a digital or physical text for students to access)
Day 2	<ul style="list-style-type: none"> → Vocabulary Development: natural resources, abundant, landforms, exports, products, festival, similarities, impact, production, consumption, climate, traditions (other words can be chosen from the digital texts for vocabulary development in addition to the ones above) → Teacher will use dictionary.com, wordsmyth.com or other resources to tell definitions of words to students one at a time; adding further explanations as needed. → Teacher will use a combination of guided practice and partner work to have students complete the vocabulary activity: Vocabulary Matching (students will have to generate an example in the last column, but this can also be done as a combination of guided practice & partner work) → Exit ticket: students have completed their vocabulary matching chart with examples and orally state one of them in a complete sentence
Day 3	<ul style="list-style-type: none"> → Review vocabulary words → Each student will read the book from getepic.com/educators (or alternate sources) pertaining to the country they chose on Day 1 <ul style="list-style-type: none"> ○ Some possible digital books: Spain, France, Portugal, Germany, Finland, Greece, Hungary, Netherlands, Ireland, Belgium, Austria, Poland → Students read the entire text (read aloud option is available for students who need it) and make notes of unknown words within their copy of the project template → Exit ticket: write down one similarity and one difference when compared to North Carolina - document on final slide in project (sentence frames from below can be used as needed)
Day 4 - 6	<ul style="list-style-type: none"> → Students share any unknown words they have jotted down in their projects. Discuss these words whole group → Continue reading text from Day 3 → Begin working on country project google slide → Exit ticket: Write a sentence about one similarity and one difference that includes 2 new vocabulary words from their project or discussed at beginning of class (document in final slide of project)
Day 7 - 10	<ul style="list-style-type: none"> → Share all presentations with all students so that they may review work of their peers → Students analyze information in their project and those of others using this checklist → Work in small groups to determine which country is most similar to and most different from North Carolina. Complete the post-project slides of the jamboard. Small groups will defend their opinions using details found in the other projects. → Teacher may choose to have students present their analysis orally or in writing or both → Post-assessment on vocabulary (those found in initial vocabulary activity and any of the words the class & instructor choose to add based on classroom discussion and activities)
Resources and Materials	
Books/Articles	Worksheets
	Social media accounts/other digital resources





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Teacher Fellows Program

<p>→ https://getepic.com/educators (select books for students to choose from using this website free to educators and students)</p> <p>→ Other digital or physical texts available to the educators</p>	<p>→ Project Template</p> <p>→ Blank European map</p> <p>→ Sentence frames for the comparisons</p> <p>→ Pre & Post Survey about most similar and different country</p> <p>→ Vocabulary Matching</p> <p>→ Analysis</p>	
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