

Solving Problems

The texts in this unit explore creative problem-solving methods, including the quality of empathy. Through the rich literary texts, students will encounter descriptive language related to solving problems, including words that describe how characters feel before and after solving problems. Students will also learn about words that describe the mistakes characters make and how they solve problems.

The activities in this guide are designed to be used flexibly. See **Introduction to Building Knowledge with Vocabulary** for more details on how to integrate these activities in your classroom.

UNIT CONCEPT WORDS

clever (*adj.*) a quick mind; smart: *The clever student asked questions to find the answer. Clever* appears in the following forms: *clever* (pp. 10, 15), *cleverness* (p. 75).

wise (*adj.*) having a good understanding of something: *The wise principal made good choices about the school. Wise* appears in the following forms: *wiser* (p. 12), *wise* (pp. 22, 42, 44, 49, 50, 53, 54), *wisdom* (pp. 42, 53).

wits (*n.*) the ability to understand: *She used her wits to solve the puzzle.* (pp. 10, 12, 25)

Unit Concept Word Maps

15-20 minutes

Use the Unit Concept Words to introduce the topic of Solving Problems.

- Display the Unit Concept Words and invite volunteers to say what they know about the words. Tell students that they can explain what each word means or provide an example of *clever*, *wits*, or *wise*. If students are unfamiliar with the words, share the definitions and sample sentences with them.
- Have students work in small groups to create a **Word Map** (Building Knowledge with Vocabulary handout, p. 6) for one of the Unit Concept Words. Try to have at least one group complete a word map for each word.

- Have groups share their word map with the whole class.
- Encourage students to make predictions about how these words are going to connect to the texts that they will read in the unit. Ask: *What types of problems do you think you will read about? How will the characters solve these problems in the text that you will read?*

Create an Interactive Word Wall

5-10 minutes to introduce

Create an Interactive Word Wall to help students build their vocabulary around the topic of solving problems. Use the three Unit Concept Words, *clever*, *wits*, and *wise*, as the first blocks of the word wall.

- Explain to students that throughout the unit, they will add words to the word wall that connect the topic and the Unit Concept Words. There can be many different types of connections. For example, you might build sections of the word wall using any of the following categories: *words that describe how characters feel as they face problems; words about the character traits needed to solve a problem; words about what characters learn from solving problems.* In addition to words, students can add images, either photos or pictures that they draw, that are related to the words.
- As a class, add new words to the word wall after you complete the Talk About the Topic in Session 1 of each lesson. Ask students: *What new words can we add to the word wall? How are the words connected to the unit topic? How are they connected to the Unit Concept Words?*
- Challenge students to add new words to the word wall throughout the unit. They can add a word after they finish reading a text, when they define a word in their Unit Glossary, or when they encounter a related word in another text. The words can come from anywhere!
- Encourage students to use the word wall for reference as they talk and write about the texts.

Build a Unit Glossary

5-10 minutes to introduce

- At the beginning of each lesson, have students review the words for that lesson in their **Building Knowledge with Vocabulary** handout. Have them rate their knowledge of each word.
- Tell students that as they encounter each word in the lesson, they can write a definition and complete the “What I Know” column.
- Challenge students to think about how the words connect to the unit topic. Invite them to add the words to the word wall as they learn them.
- Have students compile their lesson vocabulary charts to create a Unit 1 glossary. Students can also include their Unit Concept Word Maps.
- For extra support, you may choose to share the student-friendly definitions and sample sentences (p. 4) to introduce the words to students.

UNIT 1 BUILDING KNOWLEDGE WITH VOCABULARY		GRADE 3
Solving Problems		
Lesson 1: Clever Thinking		
Word	Definition	What I Know
Read the word. Rate your knowledge using the scale below.	Write the meaning of the word.	Choose one: <ul style="list-style-type: none"> • Use the word in a sentence • Make a personal connection to the word • Add a photograph or draw a picture that shows an example
accomplish verb (p. 13)		
1 2 3 4		
beat verb (p. 12)		
1 2 3 4		
embarrassed verb (p. 13)		
1 2 3 4		
realized verb (p. 21)		
1 2 3 4		
understood verb (p. 22)		
1 2 3 4		
Rating Scale	1 = I have not seen or heard the word. 2 = I have seen or heard the word but do not know what it means.	3 = I have seen or heard the word and have an idea of what it means. 4 = I know the word and can define it.
Magnetic Reading	1 of 6	©Curriculum Associates, LLC. Subject to the Teacher Toolbox Terms of Use.

Vocabulary Related to the Unit Concepts

Lesson 1: Clever Thinking	Lesson 2: Learning from Others	Lesson 3: The Simplest Solution	Lesson 4: Everyone Makes Mistakes	Connect It: A Hero Among Us
Focus Question: How do characters use their wits to solve problems?	Focus Question: How can others help us learn and grow?	Focus Question: How can people help each other solve problems?	Focus Question: What happens when characters make mistakes?	
accomplish (p. 13) beat* (p. 12) embarrassed* (p. 13) realized* (p. 21) understood* (p. 22)	approached* (p. 34) counselors (p. 33) defeated (p. 33) simple* (p. 37) suppose* (p. 29)	confused* (p. 44) desperately* (p. 53) honest (p. 48) humble (p. 44) worried (p. 44)	mission* (p. 61) smirk* (p. 64) smug (p. 64) spruced (p. 66)	figure (p. 76) pleaded (p. 77) signal (p. 79) smarts (p. 78) succeed (p. 75)

* Appears multiple times and/or in multiple forms.

ACTIVITIES TO DEEPEN VOCABULARY KNOWLEDGE

The activities below can be used for learning centers, independent work, or as whole-class activities.

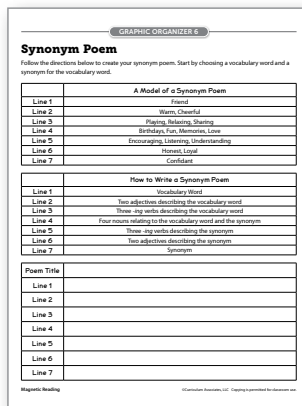
Explore Synonyms

15-20 minutes

Have students dig deeper into a selected lesson vocabulary word by creating a **Synonym Poem** (Graphic Organizer 6). Students can work independently or with a partner for this activity.

- Use the example on the graphic organizer to explain how the synonym poem works.
- Encourage students to connect the words to the unit topic and add the new synonyms to the word wall.

Line 1	accomplish
Line 2	proud, happy
Line 3	studying, trying, practicing
Line 4	tests, soccer, cartwheels, dancing
Line 5	winning, succeeding, conquering
Line 6	joyful, delighted
Line 7	achieve



Suggested Words:

Lesson 1: *accomplish*; **Lesson 2:** *simple*; **Lesson 3:** *humble*; **Lesson 4:** *smug*; **Connect It:** *smarts*

Word Study/Morphology: Suffixes

15-20 minutes

Build knowledge of the suffix *-ed* using the lesson words below. Have students complete the **Word Parts** handout (Graphic Organizer 3) for the suffix. Invite them to share their work and then challenge students to explain how the suffix changes the meaning of the base word.

Suggested Words and Suffix

Suffix <i>-ed</i> happened in the past	Lesson Word
Lesson 1	realized, embarrassed
Lesson 2	defeated, approached
Lesson 4	spruced
Connect It	pleaded

Vocabulary Game: Guess the Word

15-20 minutes

Provide students with a chance to practice using their new vocabulary words with this game.

Step 1: Have students create a vocabulary card deck.

1. Fold a piece of paper into eight rectangles.
2. Write a vocabulary word in the center of each rectangle.
3. Cut out each rectangle to create a deck of vocabulary cards.

Step 2: Play the game.

1. Use **Musical Shares** to partner students. Play music as students move around the room. When the music stops, students find a partner.
2. Once they're with their partners, without looking at the card, students hold up one of their vocabulary words on their forehead.
3. Partners take turns giving clues and guessing their words. Once they have guessed correctly, they draw a new card.
4. When the music starts again, students take their vocabulary decks with them and play with a new partner.

Write with Vocabulary

15-20 minutes

Have students use new vocabulary words in their writing with either one of these activities.

- Have students write a paragraph about Solving Problems using some of the following words: *accomplish, realized, understood, mission, figure, succeed*.
- Have students stretch a series of sentences using their words. A short sentence, then a longer sentence, then an even longer sentence. (ex. I was *embarrassed*. I was *embarrassed* when I dropped my tray of food. I was *embarrassed* when I dropped my tray of food in the lunchroom.)

Definitions and Sample Sentences

Lesson 1

accomplish (v.) to do or complete: *She will **accomplish** her goal by working with a team.* (p. 13)

beat (v.) to win over someone: *I think I can **beat** him at tennis.* (p. 12)

embarrassed (v.) felt foolish in front of other people: *He was **embarrassed** when he dropped the plate of food.* (p. 13)

realized (v.) understood completely: *He **realized** he should have studied for the test.* (p. 21)

understood (adj.) agreed upon: *It was **understood** that the students would get free time if everyone finished the assignment.* (p. 22)

Lesson 2

approached (v.) went near: *I **approached** the door and rang the bell.* (p. 34)

counselors (n.) people who give advice: *The **counselors** talk to people about their problems.* (p. 33)

defeated (adj.) not successful; failed: *After we lost our third soccer game in a row, we felt **defeated**.* (p. 33)

simple (adj.) plain: *She was looking for a **simple** shirt, not anything too fancy.* (p. 37)

suppose (v.) to believe: *I **suppose** it is a good idea to plan out our hike before we begin.* (p. 29)

Lesson 3

confused (adj.) had difficulty understanding: *He was **confused** by the science assignment, so the teacher explained it again.* (p. 44)

desperately (adv.) having a great need: *I **desperately** want to get a good grade on my math test.* (p. 53)

honest (adj.) truthful: *Although her sister wanted her to go to the park, she was **honest** and said that she was too tired.* (p. 48)

humble (adj.) does not brag: *Although she wins many races, she is a **humble** person who does not brag.* (p. 44)

worried (adj.) feeling upset: *Even though she studied, she was still **worried** about the test.* (p. 44)

Lesson 4

mission (n.) an important thing to do: *I was on a **mission** to find the best pizza in town.* (p. 61)

smirk (v.) unfriendly smile: *It was not nice of the boy to **smirk** when I got the answer wrong.* (p. 64)

smug (adj.) overly sure of oneself that it bothers other people: *As I reviewed my spelling words, my friend looked over with a **smug** look on her face because she did not think she had to study.* (p. 64)

spruced (v.) made neat: *I **spruced** up my room by putting away all of my clothes.* (p. 66)

Connect It

figure (v.) find an answer: *If I turn the puzzle piece a different way, I might **figure** out where it goes.* (p. 76)

pleaded (v.) asked for something: *My little sister **pleaded** to borrow my shirt.* (p. 77)

signal (n.) movement or sign that is meant to start action: *When the teacher held up two fingers, the class knew that was the **signal** to stop talking.* (p. 79)

smarts (n.) the ability to understand: *By using their **smarts**, they were able to solve the puzzle quickly.* (p. 78)

succeed (v.) to do well: *I know our team will **succeed** if we keep practicing.* (p. 75)