

Research Unit

Activity Book | Grade 3

All That Jazz

English

Grade 3

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Activity Book

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Research Unit

All That Jazz

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Research Unit Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.




NAME: _____





DATE: _____

What Is Jazz?

Use this handout as you view the images of jazz and jazz history. Write your answers to the questions below in the My Thoughts box for each image. Think about answers to these questions while looking at each image.

- What objects, people, or places do you see in this image?
- What questions do you have about the image?
- What is the one thing that you will remember most about this image?

My Thoughts	Images	Read-Aloud Notes
		
		
		

My Thoughts	Images	Read-Aloud Notes
		
		
		
		

What or who I want to learn more about:

My research questions:

NAME: _____

DATE: _____

Vocabulary Review

Vocabulary Word	My definition or example
evolve	
genre	
improvise	
standard	

NAME: _____

DATE: _____

“Jazz”

Title/Topic: Main Idea:		
Key Idea:	Key Idea:	Key Idea:
Supporting Details:	Supporting Details:	Supporting Details:

NAME: _____

DATE: _____

“The Harlem Renaissance”

Main Idea:		
Key Idea:	Key Idea:	Key Idea:
Supporting Details:	Supporting Details:	Supporting Details:

NAME: _____

DATE: _____

“Louis Armstrong”

Main Idea: Louis Armstrong was one of the greatest jazz musicians of all time and became well-loved and respected for much more than just his amazing musical performances.

Key Idea:	Key Idea:	Key Idea:
Supporting Details: 1. 2.	Supporting Details: 1. 2.	Supporting Details: 1. 2.

NAME: _____

DATE: _____

Works Cited Practice

Works Cited

_____ . _____ . _____ .

_____ . _____ .

_____ . _____ . _____ .

_____ . _____ .

NAME: _____

DATE: _____

KWL

Billie Holiday, also known as Lady Day

What I Know	What I Wonder	What I Learned

NAME: _____

DATE: _____

Writing an Introductory Paragraph

Opening statement or hook:

Introductory topic sentence:

Details:

Introductory paragraph:

NAME: _____

DATE: _____

My Research Plan

Topic 1:	Topic 2:
1. Ask big questions to guide your research.	1. Ask big questions to guide your research.
2. Gather information. Primary sources (1 or 2)	2. Gather information. Primary sources (1 or 2)

<p>3. Ask questions for more information. Secondary sources (1 or 2):</p>	<p>3. Ask questions for more information. Secondary sources (1 or 2):</p>
<p>4. Write an informative paper using key ideas and details.</p>	<p>4. Write an informative paper using key ideas and details.</p>
<p>5. Presentation: How does jazz connect these two musicians? What makes their musical style unique or special?</p>	

NAME: _____

DATE: _____

Using Evidence From The Text

Use evidence from the text to answer the following question:

How did Miles Davis come to invent new ways to play jazz?

Evidence on page 4: When he was a child, he listened to the music around him and imagined making his own.

Evidence on page _____:

Evidence on page _____:

Evidence on page _____:

Your response:

NAME: _____

DATE: _____

Research Essay Map

Essay Title:

Introduction

Opening Statement or Hook:

Introductory Topic Sentence:

Details:

Body Paragraph 1	Body Paragraph 2	Body Paragraph 3 (optional)
Key Idea: Details:	Key Idea: Details:	Key Idea: Details:
Conclusion Why did you choose this topic? <hr/> <hr/> What do you still wonder about your topic? <hr/> <hr/>		

NAME: _____

DATE: _____

Peer Review Checklist

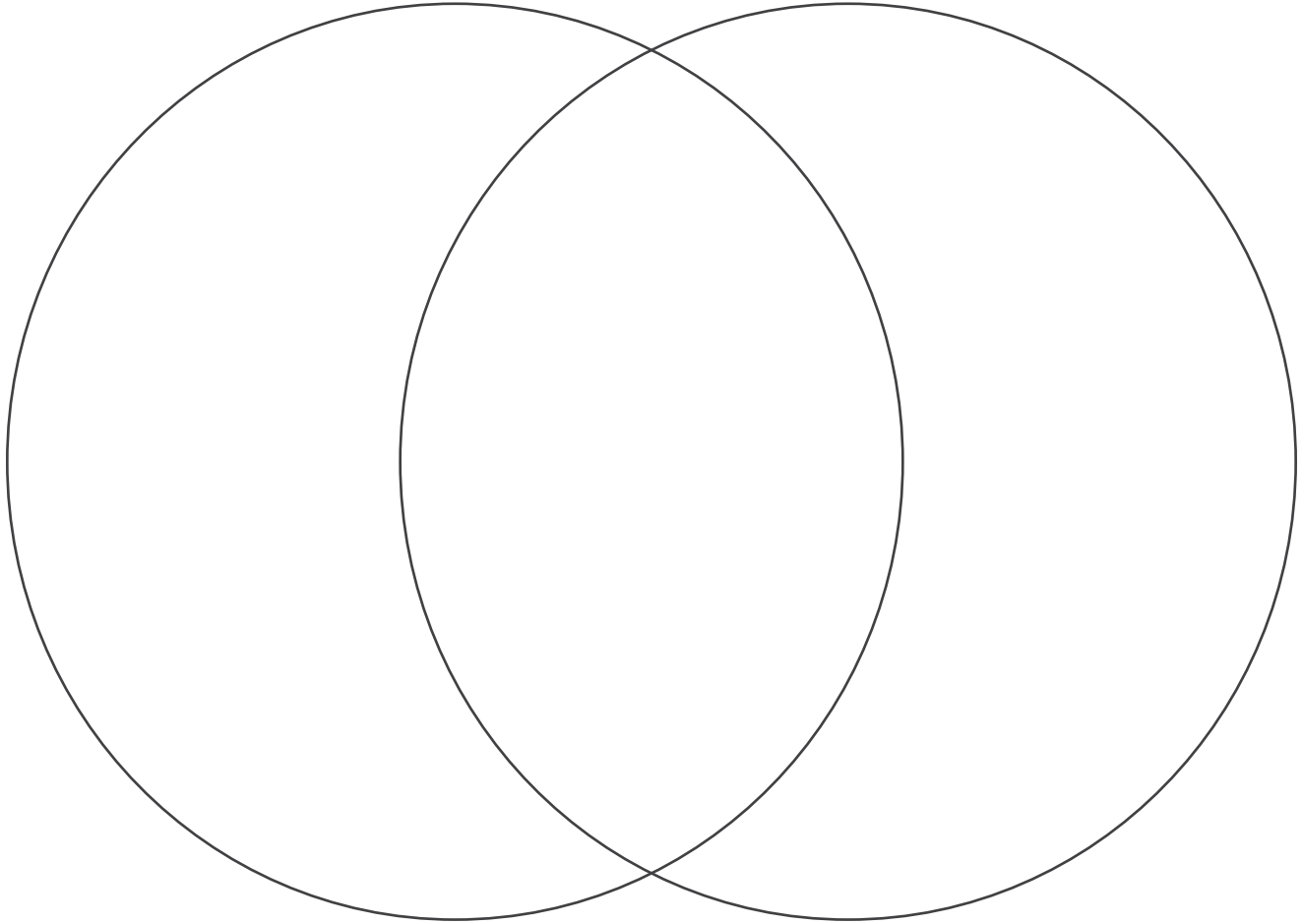
Writer: _____ Reviewer: _____

Ideas	Does the writing explain the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does the writing include key ideas about the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does the writing include concrete facts and specific details? <input type="checkbox"/> Yes <input type="checkbox"/> No
Organization	Is there an introduction, body paragraphs, and conclusion? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are the details grouped together in ways that make sense? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
Language	Are the words used appropriate for the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	Are the sentences complete and easy to read? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	Is there correct capitalization and punctuation? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes
Compliment:			
Suggestion:			

NAME: _____

DATE: _____

Venn Diagram



NAME: _____

DATE: _____

Key Idea and Details

Key Idea:

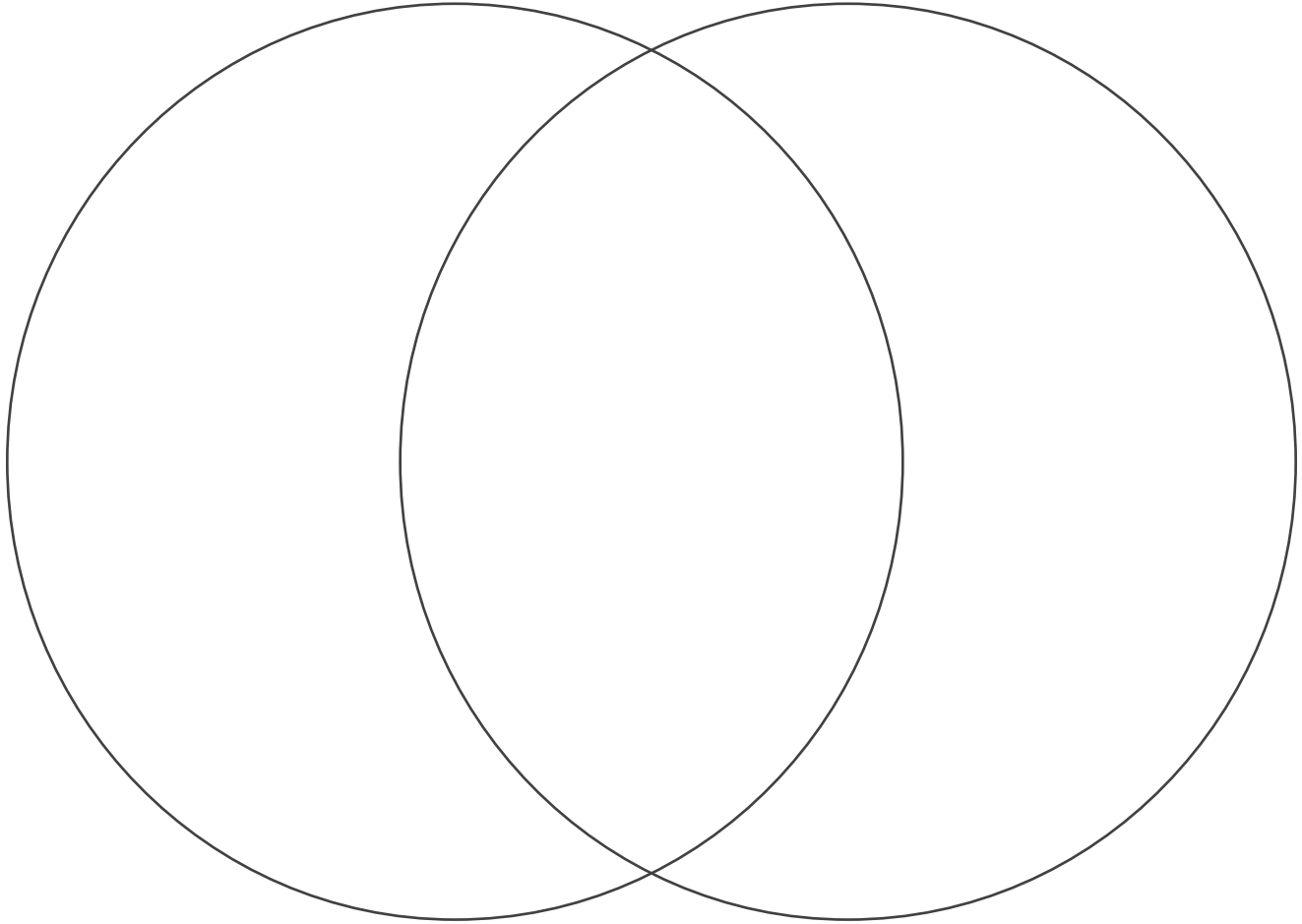
Duke Ellington expressed _____ by
making _____ with his orchestra.

Details:	Details:	Details:
----------	----------	----------

NAME: _____

DATE: _____

Venn Diagram



NAME: _____

DATE: _____

KWL

Scott Joplin

What I Know	What I Wonder	What I Learned

NAME: _____

DATE: _____

Presentation Map

Introductory Topic Statement:

Details:

Musician #1:	Musician #2:
Idea/Details:	Idea/Details:
Visual Aid:	Visual Aid:
Idea/Details:	Idea/Details:
Visual Aid:	Visual Aid:
Idea/Details:	Idea/Details:
Visual Aid:	Visual Aid:

Concluding Statement About the Topic:

NAME: _____

DATE: _____

Peer Review for Presentations

Presenter: _____ Peer Reviewer: _____

Ideas	Does the presentation explain the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does the presentation include key ideas about the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No	Does the presentation include facts and specific details? <input type="checkbox"/> Yes <input type="checkbox"/> No
Organization	Are the details grouped together in ways that make sense? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	Do the visual aids support the content of the presentation? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
Language	Are the words used appropriate for the topic? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes		
Compliment:			
Suggestion:			

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