

Third Grade ELA (Wit & Wisdom) Overview

The Sea	
<p>August 16- November 5, 2021</p> <p>Essential Question: Why do people explore the sea?</p> <p>Core Texts: <i>The Great Wave</i>, Katsushika Hokusai <i>The Boating Party</i>, Mary Cassatt <i>The Gulf Stream</i>, Winslow Homer <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Band and Penny Chisholm <i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino <i>Giant Squid: Searching for a Sea Monster</i>, Mary M. Cerullo and Clyde F.E. Roper <i>Shark Attack!</i>, Cathy East Dubowski <i>Amos & Boris</i>, William Steig</p> <p>Film: “Cousteau’s Silent World: Shipwreck Excerpt” “Quest for the Giant Squid” “Sperm Whale Encounter” “Why the Ocean Matters”</p> <p>Poetry: “The Sea Wind,” Sara Teasdale</p> <p>Stories: “The Lion and the Mouse,” The Full Text of Aesop’s Fables</p> <p>Websites: “William Steig” About the Author Section” “National Aquarium in Baltimore, MD Virtual Tour” National Aquarium “White Ibis” – Excellence in Exhibition Label Writing Competition 2011</p> <p>Focusing Question Tasks:</p> <ol style="list-style-type: none"> 1. Write a paragraph explaining how art reveals an important characteristic of the sea. 2. Write and illustrate two paragraphs explaining to younger students why and how scientists explore the sea. 3. Create a didactic wall panel for a visitor to an aquarium explaining a piece of equipment used to study sharks or squids. Explain why scientists needed this equipment and how it works. 	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate understanding of a text. ● Determine main ideas and supporting details in informational texts and central messages in literary texts. ● Compare and contrast information from two texts on the same topic. ● Use text features to locate information on a topic efficiently. ● Analyze text illustrations to develop further understanding of information conveyed by the words in the text. ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Produce writing in which the development and organization are appropriate to the task and purpose. ● Develop and strengthen writing as needed by planning, revising, and editing. ● Follow agreed-upon rules for discussion. ● Explain the function of nouns and verbs in general and their functions in particular sentences. ● Capitalize appropriate words in titles. ● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● Use sentence-level context as a clue to the meaning of a word or phrase.

<p>Socratic Seminars:</p> <ol style="list-style-type: none"> 1. Ask and answer questions about “The Sea Wind,” <i>The Boating Party</i>, <i>The Great Wave</i>, <i>The Gulf Stream</i>, and <i>Amos & Boris</i> to demonstrate understanding of how artists explore the sea. 2. Using evidence from <i>Shark Attack!</i> Students weigh the benefits and risks of studying these dangerous sea creatures. 3. Students use evidence from <i>Giant Squid: Searching for a Sea Monster</i> to analyze Dr. Roper’s success as a scientist. 4. Students use evidence from <i>Giant Squid: Searching for a Sea Monster</i> to analyze Dr. Roper’s success as a scientist. <p>End-of-Module Assessment: Write a multi-paragraph essay explaining why artists or scientists explore the sea.</p>	
Outer Space	
<p>November 8, 2021- February 18, 2022</p> <p>Core Texts: <i>Moonshot</i>, Brian Floca <i>One Giant Leap</i>, Robert Burleigh <i>Starry Messenger</i>, Peter Sis <i>Zathura</i>, Chris Van Allsburg “Galileo’s Starry Night,” Kelly Terwilliger “Greek Myths,” American Museum of Natural History “Apollo 11: The Eagle Has Landed,” Leigh Anderson</p> <p>Mixed Media: <i>Starfield</i>, Vija Celmins</p> <p>Multimedia: “One Small Step,” National Aeronautics and Space Administration “Stars,” Mary Howe</p> <p>Sculpture: <i>Space Object Box: “Little Bear, etc.” motif</i>, Joseph Cornell</p> <p>Stories: “Pegasus and Perseus,” Anonymous “Pegasus and Bellerophon,” Anonymous</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Determine main ideas and supporting details in informational texts and central messages or morals in literacy texts. ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Describe the relationship between a series of events, ideas, or concepts using language that pertains to time, sequence, and cause/effect. ● Distinguish their own point of view from that of the author of a text. ● Compare and contrast information from two texts on the same topic. ● Write opinion pieces on topics or texts, supporting points of view with reasons. ● Write informative/explanatory pieces to examine a topic and convey ideas and information clearly. ● Produce writing in which the development and organization are appropriate to the task and purpose. ● Take notes and sort information from past experiences or gathered information from print or digital sources.

"Callisto and Her Son," Anonymous

Video:

"Artist Julie Niskanen on the Process of Making a Mezzotint," North Carolina Museum of Art
"Cronkite Anchors First Moon Walk," CBS
"We Chose the Moon," from a speech by President John F. Kennedy
"Moon 101," National Geographic
"Katherine Johnson: The Girl Who Loved to Count," NASA
"Public Service Broadcasting-Go!" PSBHQVEVO
"TateShots: ARTISTS ROOMS, Vija Celmins," Tate
"The Space Race," History.com

Focusing Question Tasks:

1. Write a multi-paragraph explanatory essay that explains to families how Galileo helped people learn about space.
2. Write a multi-paragraph essay that answers the following question: *Would you like to have been an astronaut on the Apollo 11 mission?*
3. Write a multi-paragraph opinion essay about which piece of art or text belongs in a library exhibit about space.

New-Read Assessments:

1. Read "Moon 101," from National Geographic and answer multiple-choice questions as well as one short question.
2. Read "Apollo 11: The Eagle Has Landed" by Leigh Anderson and answer multiple-choice questions as well as one short question.
3. Read and recount "Callisto and Her Son" and answer multiple-choice questions as well as one short question.

Socratic Seminars:

1. Explain the cause-and-effect relationships between Galileo's actions and the ideas of other people.
2. Discuss why John F. Kennedy "chose the moon" and discuss if they would have done the same.
3. Discuss which piece of art to include in an exhibit about space and assess their own participation.

End-of-Module Task:

Your class is creating a website called "Learning About Space." Post an essay to the website that answers this question: *In your opinion, what is the*

- Engage effectively in a range of collaborative discussions by explaining ideas and understanding in light of the discussion.
- Determine the main idea of visual media or read-aloud text.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and details, speaking clearly at an understandable pace.
- Use subordinating and coordinating conjunctions to create simple, compound, and complex sentences.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Determine the meaning of the new word formed when a known affix is added to a known word.
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

most important thing people have done to learn about space?

A New Home

February 21- May 13, 2022

Essential Question: How do stories help us understand immigrants' experiences?

Core Texts:

Coming to America: The Story of Immigration, Betsy Maestro

Grandfather's Journey, Allen Say

Tea with Milk, Carmen Lomas Garza

The Keeping Quilt, Patricia Polacco

Photography:

The Steerage, Alfred Stieglitz.

(<http://witeng.link/0342>)

"Untitled photograph of evacuees seeing the Statue of Liberty." *History Extra*. (<http://witeng.link/0343>)

Architecture:

Liberty Enlightening the World, Frederic Auguste Bartholdi. (<http://witeng.link/0322>)

Gateway Arch, Eero Saarinen. *Encyclopedia Britannica Online*. Kelly Mooney

(<http://witeng.link/0323>)

"Visiting the Washington Monument," Robert Mills (<http://witeng.link/0324>)

Journalism:

"Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing," Susan Miyagi Hamaker (<http://witeng.link/0325>)

Historical Accounts:

"William Remembers the Storm," Ellis Island Oral History Collection, National Park Service (<http://witeng.link/0327>)

"Oral History Library," The Statue of Liberty-Ellis Island Foundation, Inc. (<http://witeng.link/0328>)

Multimedia

"Japanese Immigrant's Trunk," Smithsonian Museum, (<http://witeng.link/0329>)

"Immigration: Who and Why?" PBS Kids Go. (<http://witeng.link/0330>)

Learning Goals:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- Describe the traits, motivations, or feelings of characters in a story and explain how their actions contribute to the sequence of events.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce writing in which the development and organization are appropriate to the task and purpose.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Ask and answer question about information from a speaker, offering appropriate elaboration and detail.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Ensure subject-verb agreement.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.

“The Statue’s Shackles and Feet.” National Park Service. United States Department of the Interior. (<http://witeng.link/0333>)

“Visitors in the Statue of Liberty’s Crown.” Getty Images (<http://witeng.link/0334>)

Stories:

“Two Places to Call Home,” Jody Kapp. (Cobblestone article)

Video:

“The New Colossus- Emma Lazarus”

(<http://witeng.link/0335>)

“Ann K. Nakamura: Image of Americans,” Japanese American National Museum.

(<http://witeng.link/0336>)

“Grandfather’s Journey by Allen Say,” Katherine Detrick (<http://witeng.link.0337>)

“The Keeping Quilt.” Reba Heath

(<http://witeng.link/0339>)

“Dia de los Muertos Festival 2015- Artist Talk by Carmen Lopez Garza 1.” Smithsonian National Museum of the American Indian

(<http://witeng.link/0340>)

Focusing Question Tasks:

1. Write a multiple-paragraph explanatory essay that compares and contrasts two stories by Allen Say.
2. Write a letter from an immigrant seeing the Statue of Liberty for the first time.
3. Based on your knowledge of *The Keeping Quilt*, write a short narrative that describes the moment when Patricia’s mother first tells her about the importance of the keeping quilt.

New- Read Assessments:

1. Read “Two Places to Call Home,” by Jody Kapp and answer multiple-choice questions as well as one short answer.
2. Read two stories from *Family Picture*, by Carmen Lomas Garza and answer multiple-choice questions as well as one short-answer question.

Socratic Seminars:

1. Students compare their own point of view to that of a character when they respond to a prompt asking if Masako made a good decision when she chose to stay in Japan.

- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Identify real-life connections between words and their use.

2. Based on their study of the Statue of Liberty, students discuss who should determine the meaning of a piece of art.

3. Students consider the meaning of traditions in this Socratic Seminar as they discuss the role of change and constancy through the generations depicted in *The Keeping Quilt*.

End-of-Module Task

Write a short narrative that describes a moment from one of the module texts.
