

Grade 3 Module 8

Imagine! Invent!

Essential Question: What does it take to make a successful invention?

Overview

In this module, students will listen to, read, and view a variety of texts and media that provide information about inventors and inventions.

A genre focus on nonfiction provides students with opportunities to identify the author's purpose and central idea to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion text to build knowledge across genres.

Students will write a research report about an invention that they have used in their life.

Science Connection: Inventions

Module 8 Essential Question: What does it take to make a successful invention?

Week 1		Vocabulary	
Academic Critical Vocabulary: <i>Timeless Thomas: How Thomas Edison changed our lives</i> : valuable, radar, device, breakthrough, dictation, technology p.T158-159 3L6		Vocabulary Strategy: Reference Sources: Dictionary/Glossary p.T167 3L4d	
Generative Vocabulary: Greek Root graph and Suffix –logy p.T172-T173 3L4c 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Informational Text: (<i>Some of the Greatest Inventions</i>) 3RF4A <i>A Century of Amazing Inventions</i> p.T152-153 (myBook) 3RF4A Biography (with Informational Text): <i>Timeless Thomas: How Thomas Edison Changed Our Lives</i> p.T160-179 (myBook) 3RF4A	Module Launch Text and Graphic Features: headings, labels, captions and graphs *3R5 p. T152 Read for Understanding Make Inferences: use background knowledge to make an inference 3R1 p. T160 Close Read Text Structure: compare/contrast, sequence, problem/solution, cause/effect *3R5 p. T168 Central Idea: read text to determine the central idea *3R2 p. T174 Text and Graphic Features: headings, labels, captions and graphs *3R5 Bold means priority skill – teach with more depth	Informational Text: Research Report p. W118-132 <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary – subtitle, fact, definition, description, research, research report	Informational Text: Research Report Priming the Students – Explore the topic “inventions”, Discuss the Focus Statement 3W6 p. W118 Priming the Text – Prepare to Read 3W6 p. W119 The Read – Read the Focal Text 3L4d, 3W6 p. W120 Vocabulary – Review the Focal Text 3L5b, 3L1b, 3L4d, 3L4, 3L6 p. W121 Prewriting I: Preparing to Write – Discuss the Writing Prompt, Set Goals for Writing 3W2a, 3L6, 3W6 p. W122 Bold means priority skill – teach with more depth

		*Means assessed at end of week or end of module		*Means assessed at end of week or end of module
Foundational Skills			Communication	
Lesson Slides: Module 8, Lesson 1, 3 Decoding: Review of Prefixes and Suffixes Spelling: Words with –ed and –ing Fluency: Reading Rate 3RF3			Listening comprehension Teacher Read-Aloud: <i>(Some of) the Greatest Inventions</i> p.T162-T165 Speaking and listening p.T180 Make connections p.T181 Project Checkpoint: Brainstorm and research: <i>Create your own invention</i> p.T138, T147	

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>A Bumpy Ride</i> : contraction, quest, craze, era p.T190-T191 3L6				
<i>Rosie Revere, Engineer</i> : engineer, perplexed, dynamo, lingers, whirled, baffled p.T202-203				
Vocabulary Strategy: Reference Sources: Dictionary/Glossary p.T199 3L4d				
Generative Vocabulary: Prefix ex- p.T212-T213 3L4c				
Reading			Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Informational Text: <i>A Bumpy Ride</i> p. T192-T201 (myBook) 3RF4A	Read for Understanding Make and Confirm Predictions: Before, during, after p. T192 and p.T204 3R1	Informational Text: Research Report p. W118-W132	Informational Text: Research Report	
Narrative Poetry: <i>Rosie Revere, Engineer</i> p.T204-215 (myBook) 3RF4A	Close Read Author’s Purpose: Persuade, Inform, Entertain p. T200 *3R6	<i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> (Online Mentor Text or Hardcopy)	Prewriting II: Choosing a Topic – Choose a Topic, Identify Sources 3W2a,3L6,3W6 p. W123	
	Literary Elements: character traits, setting, plot p. T210 *3R7	Instructional Vocabulary – primary source, secondary source, evaluate, plagiarism, paraphrase, quotation, research plan, topic sentence	Prewriting III: Conducting Research – Create a Research Plan, Gather and Evaluate Sources 3W2a p. W124	
	Figurative Language: Hyperbole, imagery, personification p.T214 *3R4		Drafting I: Beginning the Draft – Discuss the Topic Sentence, Draft an Introduction 3W2a,3L6,3W6,3W2c p. W125	
	Bold means priority skill – teach with more depth		Drafting II: Elements of Research Report – Focus on Structure and Organization, Draft the Body 3W1c,3W1a p. W126	
	*Means assessed at end of week or end of module		Drafting III: Completing the Draft – Reviewing the Draft, Draft a Conclusion and Works Cited Page	

			3W2e,3W6,3W2d p. W127 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills	Communication	
	Lesson Slides: Module 8 Lesson 6, 8 Decoding: Prefixes re-, un-, and Suffixes –less, -ness Spelling: Prefixes re-, un-, and Suffixes –less, -ness Fluency: Reading Rate 3RF3	Project Checkpoint: Write and create: <i>Create your own invention</i> p.T139, T187 Speaking and listening: Give a presentation p.T216 Make connections p.T217	

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>Edison's Best Invention</i> : visionary, compact, singles, memorable, system, innovative p.T226-T227 3L6				
Vocabulary Strategy: Analogies p.T235 3L6				
Generative Vocabulary: Latin Roots vis, mem, and cent p.T238-T239 3L4c				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Opinion Text: <i>Edison's Best Invention</i> p.T228-247 (myBook) 3RF4A	Read for Understanding Summarize: Restate important information 3R2 p. T228 Close Read Identify Claim: Explain author's purpose in an argumentative text. *3R6 p. T236 Ideas & Support: fact and opinion *3R3 p. T240 Text and Graphic Features: Use tables, charts and headings to understand text *3R5 p. T246 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Informational Text: Research Report p. W118-132 <i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary – Transition words	Informational Text: Research Report Revising I: Sentence Structure – Focus on Revising, Revise the draft for Transitions and Sentence Structure 3SL1c ; 3L3b ; 3L4a ; 3L5b Revising II: Conferencing – Conferencing, Continue Revising 3W2d ; 3L6 , 3W6 p. W129 Editing: Peer Proofreading – Clocking Activity, Edit Writing 3W6 p. W 130 Publishing – Prepare the Final Copy, Enhance the Research Report 3W6 p. W131-132 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Lesson Slides: Module 8 Lesson 11, 13 Decoding: Plurals Spelling: Changing Final y to I Fluency: Accuracy and Self-Correction 3RF3	Project presentation: Practice and present, <i>Create your own invention</i> p.T139, T256 Make connections p.T249