

Grade 3 Module 6

Animal Behaviors

Essential Question: What behaviors help animals survive?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about animal survival.

A genre focus on nonfiction provides students with opportunities to identify the author's purpose, central idea, and text structure to better understand unfamiliar texts.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.

Students will write an expository essay about an animal who uses special skills to live outdoors year-round.

Science Connection: Animal Survival

Elevate Science

Topic 6

Adaptations and Survival

EQ: What happens to living things when their environments change?

3-LS4-4

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Module 6 Essential Question: What behaviors help animals survive?

Week 1	Vocabulary			
Academic Critical Vocabulary: <i>This is your Life Cycle</i> : larvae, molt, unsuspecting, deposited, patch, cumbersome p.T286-T287 3L6 Vocabulary Strategy: Reference Sources: Thesaurus p.T295 3L4d Generative Vocabulary: Latin Prefixes uni-, bi, tri- p.T300-T301 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Nonfiction: <i>Living Glass</i> Informational Text: <i>Frozen Alive</i> T280-T281 (myBook) 3RF4A Narrative Fiction: <i>This is Your Life Cycle</i> p. T296-T307 (myBook) 3RF4A	Module Launch Text and Graphic Features: Articulate connections between text and related graphics. *3R7 p. T280, 302 Read for Understanding Summarize: Articulate content-area vocabulary to summarize a text. 3R5 p. T288 Close Read Author’s Purpose: What is the author’s purpose for writing? *3R6 p. T296 Text and Graphic Features: Articulate connections between text and related graphics. *3R7 Author’s Craft: Describe the tone and mood of the selection *3R6 p. T306 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Informational Text: Expository Essay p.W84-W98 <i>In November</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: imagery, expository, preposition, prepositional phrase	Informational: Text: Expository Essay Introducing the Focal Text – Priming the students (explore the topic “animals”), Priming the Text 3L6 p. W84 The Read – Focal Text 3L3a p. W85 Vocabulary – Review the Focal Text 3L5b, 3L4b, 3L4a, 3L6 p. W86 Prewriting I: Preparing to Write – Review the Writing Process, Discuss the Writing Prompt, Set Goals for Writing 3W2a, 3L6 p. W87 Prewriting II: Conducting Research – Narrow the Topic, Conduct Research, Begin Prewriting 3W2a p. W88	

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills	Communication	
		Lesson Slides: Module 6 Lessons 1 and 3 Decoding: Words with ar, or, ore Spelling: Vowel + /r/ sounds Fluency: Expression 3RF3	Speaking comprehension: Read-Aloud <i>Living Glass</i> p.T290-293 Make Connections p.T309 Project checkpoint: Brainstorm and research, <i>Create a wildlife blog</i> aligned with Elevate Science Topic 6 Adaptations and Survival p.T266, T275	

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>The Nose Awards</i> : keener, nostrils, trumpet p.T318-T319 3L6				
<i>Octopus Escaped Again</i> : flexible, siphon, lurking, invisible p.T330-T331				
Vocabulary Strategy: Reference Sources: Thesaurus p.T327 3L4d				
Generative Vocabulary: Prefix un- p.T340-341 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Magazine Article/Informational Text <i>The Nose Awards</i> p. T320-T329 (myBook) 3RF4A	Read for Understanding Ask and Answer Questions: Make predictions, clarify 3R1 p. T320 and p. T332	Informational Text: Expository Essay p.W84-W98 <i>In November</i> (Online Mentor Text or Hardcopy)	Informational: Text: Expository Essay	
Narrative Nonfiction: <i>Octopuses Escapes Again</i> p. T332-T343 (myBook) 3RF4A	Close Read Central Idea: Evidence, details *3R2 p. T 328 Figurative Language: Imagery, sound devices, Onomatopoeia, repetition, alliteration *3R4 p. T338 Text and Graphic Features: graphic features, sidebars, punctuation, diagram *3R5 p. T342 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Instructional Vocabulary: imagery, expository, preposition, prepositional phrase	Drafting I: Beginning the Draft – Prepare to Draft, Begin to Draft 3L3a,3W2a,3W2b p. W89 Drafting II: Elements of Expository Writing – Stating the Main Topic, Supporting the Central Idea, drafting a Conclusion, Continue to Draft 3L3a, 3W2e,3W2b, 3W2c p. 90 Drafting III: Completing the Draft – Integrating Research Details; Circulate the Room 3W2e, 3W2b p. 91 Revising I: Integrating Grammar – Introduce the Revision Skill, Revise for Prepositional Phrases 3L1m, 3L6 p. 92	

			Revising II: Conferencing – Small Group Conferences, Continue to Revise 3W7; 3SL1a; 3SL3; 3SL4; 3SL6; 3L4b; 3L4d p. 93 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
Foundational Skills			Communication
Lesson Slides: Module 6 Lessons 6 and 8 Decoding: Words with er, ir, ur, or Spelling: Vowel + /r/ Sound in <i>nurse</i> <i>Fluency: Reading Rate</i> 3RF3			Speaking and Listening: Give a presentation p.T344 Make Connections p.T345 Project checkpoint: Write and create, <i>create a Wildlife Blog</i> aligned with Elevate Science Topic 6 Adaptations and Survival p.T267, T315

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>T.J. the Siberian Tiger Cub</i> : nuzzled, bared, refused, assistant, pounce, nursery p.T354-T355 3L6				
Vocabulary Strategy: Homograph/ Homophone p.T363 3L6				
Generative Vocabulary: Suffix –ly p.T366-367 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Informational Text: <i>T.J. The Siberian Tiger Cub</i> p. T356-T375 (myBook) 3RF4A	Read for Understanding Monitor and Clarify: Articulate Strategies for clarifying comprehension 3RF4 p. T356 Close Read Text Structure: Articulate Comparisons *3R5 p. 364 Text and Graphic Features- captions, photos, graph *3R5 p. T368 Central Idea - Details and Evidence *3R2 p. T374 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Informational Text: Expository Essay p.W84-W98 <i>In November</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: conjunction, compound sentence	Informational: Text: Expository Essay Revising III: Sentence Variety – Introduce the Revision Skill, Continue to Revise 3L1n, 3L6 p. W94 Editing I: Spelling and Mechanics – Review Editing Checklist, Proofread Writing 3SL1a; 3L4b; 3L4d p. W95 Editing II: Peer Proofreading – Three Part Editing Activity, Edit Writing 3W2d p. W96 Publishing – Prepare the Final Copy, Publish Writing 3W2d p.W97-98 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Lesson Slides: Module 6 Lessons 11 and 13 Decoding: Words with /ar/ and /ir/ Spelling: Vowel + /r/ Sounds in <i>air</i> and <i>fear</i> Fluency: Accuracy and Self Correction 3RF3	Listening and speaking work collaboratively p.T376 Make connections p.T377 Project checkpoint: Practice and present, <i>Create a Wildlife Blog</i> aligned with Elevate Science Topic 6 Adaptations and Survival p.T267, T351