

Grade 3 Module 9

From Farm to Table

Essential Question: How does food get to your table?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about where our food comes from.

A genre focus on informational text provides students with opportunities to identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts. Students will also encounter video to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that food's journey to our table often begins on a farm.

Students will write a poem about their favorite month or season using details, descriptions, examples and facts.

Science Connection: Farming

Week 1	Vocabulary		
Academic Critical Vocabulary: <i>How Did that Get in My Lunchbox?</i> stalk, dairy, curds, tingly, scarlet, grove p.T286-T287 3L6 Vocabulary Strategy: context clues p.T295 3L4a Generative Vocabulary: Prefixes in- and re-; Suffix –ful p.T300-301 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Narrative: <i>Lobster Bait</i> 3RF4A Editorial: <i>Great Ideas from Great Parents!</i> p.T280-T281 (myBook) 3RF4A Informational Text: <i>How did that get in my Lunchbox?</i> p.T288-T307 (myBook) 3RF4A	Module Launch Ideas and Support: fact and opinion 3R3 p. T280 Read for Understanding Synthesize: Combine ideas to gain new understanding 3R4 p. T288 Close Read Text Structure: comparisons, sequence, cause/effect *3R5 p. T296 Text and Graphic Features: Identify and describe the purpose of text and graphic features *3R5 p. T302 Central Idea: Central idea and supporting details *3R2 p. T306 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Poetry: Poem p. W134-148 <i>Gone Fishing: A Novel in Verse</i> (Online Mentor Text or Hardcopy) Academic Vocabulary: poetry, novel, verse, prose, speaker, rhythm, rhyme, rhyme scheme	Poetry: Poem Priming the Students – Explore the Topic “Poetry” 3L6 p. W134 Priming the Text – Prepare to Read 3L6 p. W135 The Read – Read the Focal Text 3L6 p. W136 Vocabulary – Discuss Basic Poetry Terms, Review the Focal Text 3L5b,3L6 p.W137 Prewriting I: Preparing to Write – Discuss the Writing Prompt, Set Goals for Writing, Explore Poem Topics Through Brainstorming 3W7; 3SL1a; 3L5b p. W138

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills	Communication	
		Lesson Slides: Module 9 Lessons	Inquiry and Research project: Brainstorm and research: <i>Research a Healthy Lunch</i> p.T266-T275	
		Decoding: Suffixes -ful, -y, -ly, -er, -or	Listening comprehension Teacher Read-Aloud: <i>“Lobster Bait”</i> p.T290-T293	
		Spelling: -ful, -y, -ly, -er, -or	Make connections p.T309	
		Fluency: Intonation		
		3RF3		

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>Carrots: Farm to Fork</i> : rotation, prepping, storage p.T318-319 3L6				
<i>How Do You Raise a Raisin?</i> vine, burly, shrivel p.T330-T331				
Vocabulary Strategy: context clues p.T327 3L4a				
Generative Vocabulary: Suffixes –ness and –able p.T340-T341 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Media-Educational Video- <i>Carrots, Farm to Fork</i> p. T320-p. T329 (myBook) 3RF4A	Read for Understanding Ask and Answer Questions: Clarify and make prediction 3R1 p. T320 and p.T332	Poetry: Poem p. W134-W148 <i>Gone Fishing: A Novel in Verse</i> (Online Mentor Text or Hardcopy)	Poetry: Poem	
Informational Text (With Poetry) <i>How Do You Raise a Raisin?</i> p. T332-343 (myBook) 3RF4A	Close View Media Techniques: sound and visual elements, expert *3SL5 p. 328 Close Read Figurative Language: Hyperbole, simile, alliteration, imagery, personification p.T338 *3R4 Text and Graphic Features: bold text, italic text, sidebars *3R7 p. T342 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Academic Vocabulary: personification, alliteration, assonance, imagery, hyperbole, descriptive language, precise words, sensory words	Prewriting II: Freewriting About the Topic – Discuss Choosing a Topic, Use the Looping Activity 3SL1c ; 3L4a ; 3L5b p. W139 Drafting I: Elements of Poetry – Discuss Poetic Elements and Techniques 3L6 p. W140 Drafting II: Completing the Draft – Learning how to Show Not Tell, Continue to Draft 3SL1c ; 3SL3 ; 3L5b p. W141 Revising I: Using Poetic Elements – Adding Poetic Techniques, Revise to Add Poetic Elements and Techniques 3L3a p.W142	

			Revising II: Using Descriptive Words – Discuss Word Choice, Revise for Word Choice 3L3a p. W143 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
Foundational Skills			Communication
Lesson Slides: Module 9 Slides 6,8 Decoding: Words with ough and augh Spelling: Words with ough and augh Fluency: Accuracy and Self-Correction 3RF3			Inquiry and Research project: Write and create: <i>Research a Healthy Lunch</i> p.T267, T315 Make connections p.T345

Week 3		Vocabulary	
Academic Critical Vocabulary: <i>It's Our Garden: From Seeds to Harvest in a School Garden</i> : arbor, transplanted, blooming, kernels, layout, mulch p.T354-T355 3L6		Vocabulary Strategy: Reference Sources: Dictionary/glossary p.T363 3L4d	
Generative Vocabulary: Suffix –ion and compound words p.T366-T367 3L4b 3RF3c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Informational Text: <i>It's Our Garden: From Seeds to Harvest in a School Garden</i> p.T356-T375 (myBook) 3RF4A	Read for Understanding Monitor & Clarify: check understanding and clarify the information 3R2 p. T356 Close Read Text Structure: Identify transition words for a sequence text structure. *3R5 p. T365 Content-Area Words- bold text, multiple-meaning words, context clues *3R4 p. T368 Point of View- narrator, first, third person *3R6 p. T374 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Poetry: Poem <i>Gone Fishing: A Novel in Verse</i> (Mentor Text)	Poetry: Poem Revising III: Conferencing – Small Group Conferences, Continue to Revise 3SL1c; 3SL3; 3L3b Editing I: Grammar, Usage, and Mechanics – Review Editing Checklist, Proofread Writing 3W2a; 3L4a; 3L4d Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3L4a; 3L6 Publishing – Prepare the Final Copy, Publish Writing 3W2a; 3W2b; 3W2c; 3W4 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Lesson Slides: Module 9 Lessons 11, 13 Decoding: Words with /j/ and /s/ Spelling: Words with /j/ and /s/ Fluency: Reading Rate 3RF3	Inquiry and Research project: Practice and present: <i>Research a Healthy Lunch</i> p.T267, T351 Listening and speaking p.T376 Make connections p.T377