

Grade 3 Module 10

Tell a Tale

Essential Question: Why is it important to pass stories down to the next generation?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling.

A genre focus on tales provides students with opportunities to identify the author's craft, theme, and figurative language to better understand unfamiliar texts.

As students build their vocabulary and synthesize topic knowledge, they will learn more about how people pass their culture's tales from one generation to the next.

Students will write an imaginative story that tells about what happens to their character and what their character does.

Social Studies Connection: Cultural Tales

Module 10 Essential Question: Why is it important to pass stories down to the next generation?

Week 1		Vocabulary	
Academic Critical Vocabulary: <i>When the Giant Stirred</i> : lagoon, garlands, belched, cinders, appease, barren p.T30-T31 3L6		Vocabulary Strategy: Shades of meaning p.T39 3L5c	
Generative Vocabulary: Prefix re-, Suffix -y and root graph p.T44-T45 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Fable- <i>Aesop's Fables</i> (Teacher Read-Aloud) 3RF4A Informational Text- <i>Why We Share Stories</i> (myBOOK)p. T24-T25 3RF4A Legend- <i>When the Giant Stirred</i> (my BOOK) p.T32-T51 3RF4A	Module Launch Central Idea: Text clues, details, key ideas 3R2 p. T 24 Read for Understanding Make Inferences: Text evidence, background knowledge 3R1 p. T 32 Close Read Central Idea: Text clues, details, key ideas 3R2 Author's Craft: Voice, tone, mood *3R7 p. T40 Theme: main message, lesson *3R2 p. T46 Figurative Language: simile, metaphor, imagery, alliteration, personification *3R4, *3L5a p. T50 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative: Imaginative Story p. W150-W164 <i>The Plot Chicken</i> (Online Mentor Text or Hardcopy) Academic Vocabulary – Characters, setting, plot	Narrative: Imaginative Story Introducing the Focal Text – Priming the Students, Priming the text 3L6 p. W150 Reading the Focal Text – The Read 3L5a, 3L4a p. W151 Vocabulary – Verbs 3L6 p. W152 Prewriting I: Preparing to Write – Discuss the Writing Prompt, Set Goals for Writing 3W3a p. W153 Prewriting II: Planning an Imaginative Story – Review the Writing Process, Begin Prewriting 3w3a p. W154 Bold means priority skill – teach with more depth

				*Means assessed at end of week or end of module
		Foundational Skills		Communication
		Lesson Slides: Module 10 Lessons 1, 3		Teacher Read-Aloud: “Aesop’s Fables” p.T34-T37
		Decoding: Final Stable Syllables –tion, -sure, -ture		Speaking and listening p.T52
		Spelling: VCCV Pattern		Make connections p.T53
		Fluency: Phrasing		
		3RF3		

Week 2		Vocabulary	
Academic Critical Vocabulary: <i>Why the Sky Is Far Away</i> : tempting, quantities, ominously p.T62-T63 3L6		<i>Cinder Al and the Stinky Footwear</i> : upcoming, proclamation, ominously, upcoming, proclamation, pungent, snickered p.T74-T75	
Vocabulary Strategy: Shades of meaning p.T71, T81 3L5C		Generative Vocabulary: Suffix –ment p.T84-T85 3L4b	
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Folktale- <i>Why the Sky is Far Away</i> (myBOOK) p. T64-T73 3RF4A Fairy tale- <i>Cinder Al and The Stinky Footwear</i> (myBOOK) p. T76-T87 3RF4A	Read for Understanding Visualize: Create mental pictures, senses 3R1 p. T 64 and p. T76 Close Read Theme: main message, central idea, topic *3R2 p. T72 Author's Craft: voice, hyperbole, tone, mood *3R7 p. T82 Figurative Language: simile, alliteration, imagery *3R4 p. T86 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative: Imaginative Story p.W150-W164 <i>The Plot Chicken</i> (Online Mentor Text or Hardcopy) Academic Vocabulary – peril, problem, solution, tension, verb, verb tense	Narrative: Imaginative Story Drafting I: Beginning the Draft – Prepare to Draft, Begin to Draft 3W3a p. W 155 Drafting II: Elements of a Narrative – Introduce the Skill, Continue to Draft 3W3b p. W156 Drafting III: Concluding the Narrative – Write an Ending, Continue to Draft 3W3d p. W157 Revising I: Parts of Speech – Introduce the Revision Skill, Revise for Verb Choice 3L1b, 3L1h p. W158 Revising II: Conferencing – Small Group Conferencing, Continue to Revise 3SL1d p. W159

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of Module
			Foundational Skills	Communication
			Lesson Slides: Module 10 Lesson 6, 8 Decoding: VCCV Syllable Division Pattern Spelling: Words with Double Consonants Fluency: Expression 3RF3	Make connections p.T89

Week 3		Vocabulary	
Academic Critical Vocabulary: <i>Compay Mono and Comay Jicotea</i> : theft, inspected, sympathetic, suspicious, reputation, crafty p.T98-T99 3L6		Vocabulary Strategy: Context Clues p.T107 3L4a	
Generative Vocabulary: Prefixes im-, in- p.T110-111 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Folktale- <i>Compay Mono and Comay Jicotea</i> (myBOOK) p. T100-T119 3RF4A	Read for Understanding Retell: character, conflict, resolution 3R2 p.T100 Close Read Author's Purpose: Persuade, Inform, Entertain, audience *3R6 p. T108 Literary Elements: Characters, setting, plot, conflict, resolution *3R7 p. T 112 Theme: main message, central idea *3R2 p. T118 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Narrative: Imaginative Story p. W150-164 <i>The Plot Chicken</i> (Online Mentor Text or Hardcopy)	Narrative: Imaginative Story Revising III: Improving Organization – Introduce the Revision Skill, Revise for Organization 3W3c p. W160 Editing I: Mechanics – Review Proofreading Checklist, Proofread Writing 3L2d p.W161 Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3W2d p. W162 Publishing – Prepare the Final Copy, Publish Writing 3W6 p. W163-W164 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Lesson Slides, Module 10 Lesson 11, 13	Speaking and listening: Give a presentation p.T120
	Decoding: words ending in –le, -al, -el, -er	Make connections p.T121
	Spelling: Words ending in –le, -al, -el, -er	
	Fluency: Intonation	
	3RF3	