



## Marietta City Schools

### District Unit Planner

#### Grade 3

<b>Module Title</b>	The Sea	<b>Unit Duration (days)</b>	32 days
<b>Enduring Understanding/ Essential Question</b>	Why do people explore the sea?		

#### GA DoE Standards

##### Reading Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

##### Reading Informational Text

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

##### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b Develop the topic with facts, definitions, and details.

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking and Listening**

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**Language**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

L.3.1.i Produce simple, compound, and complex sentences.

L.3.2.a Capitalize appropriate words in titles.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>NR1. Read pages 52–53 from Shark Attack, and answer a series of multiple-choice questions and a short-response task to define a word from context, use information from the text's illustrations and text features, identify the text's main idea, and summarize the text.</p>	<p>Identify the main idea of a text.            Identify key details that support the main idea.            Use context to define content-specific vocabulary words.</p>
<p>NR2. Read pages 26–27 from Giant Squid: Searching for a Sea Monster and answer a series of multiple-choice and short-response questions to locate information using text features, define content-area vocabulary, identify the text's main idea, and recount key details.</p>	<p>Identify the main idea of a text.            Identify key details that support the main idea.            Use context to define content-specific vocabulary words.</p>

<p>EOM Task: Write a multiparagraph essay explaining why artists or scientists explore the sea.</p>	<p>Introduce the topic, and provide information from the module texts to support your answer.  Organize ideas into paragraphs.  Use well-chosen details to develop each topic.  Identify one reason artists or scientists explore the sea, and identify one way artists or scientists explore the sea.  Employ academic vocabulary.</p>
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\*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

<b><u>Learning Experiences</u></b>		
<b>Focus Arc Questions</b>	<b>Lessons</b>	<b>Lesson Resources</b>
<p>How do artists explore the sea?</p>	<p>Lesson 1  Distill: What is the central message of “The Sea Wind”?  Examine: Why is it important to write in complete sentences?</p>	<p>Slide Deck</p>
	<p>Lesson 2  Distill: What is a central message of a woodblock print?  Examine: Why is a topic statement important?</p>	<p>Slide Deck</p>
	<p>Lesson 3  Distill: What is a central message of a woodblock print?  Examine: Why is a topic statement important?</p>	<p>Slide Deck</p>
	<p>Lesson 4  Wonder: What do I notice and wonder about Amos &amp; Boris?  Examine: Why is listening with wonder important?  Examine: Why is reading fluently and accurately important?  Experiment: How do nouns and verbs function in sentences?</p>	<p>Slide Deck</p>
	<p>Lesson 5  Organize: What’s happening in Amos &amp; Boris?  Examine: Why is grouping related information together important?  Examine: Why is using phrasing important?  Examine: Why are morphemes important?</p>	<p>Slide Deck</p>

	<p>Lesson 6  Reveal: What does a deeper exploration of William Steig’s word choices and illustrations reveal in Amos &amp; Boris?  Experiment: How does grouping related information together work?  Examine: Why is reading with expression important?</p>	Slide Deck
	<p>Lesson 7  Distill: What is the central message of Amos &amp; Boris?  Experiment: How do we agree and disagree respectfully?  Examine: Why is reading at a good rate and audibly important?</p>	Slide Deck
	<p>Lesson 8  Know: How does poetry and art build my knowledge of the sea?  Execute: How do I use agreeing and disagreeing respectfully in a Socratic Seminar?  Execute: How do I group related information together in an explanatory paragraph?  Examine: Why are possessives important?</p>	Slide Deck
	<p>Lesson 9  Know: How does art and literature build my knowledge of the world?  Excel: How do I improve my writing by using topic statements and grouping related information together in an explanatory paragraph?</p>	Slide Deck
Why and how do scientists explore the sea?	<p>Lesson 10  Wonder: What do I notice and wonder about Ocean Sunlight: How Tiny Plants Feed the Seas?  Experiment: How does listening with wonder work?</p>	Slide Deck
	<p>Lesson 11  Reveal: What does a deeper exploration of the illustrations reveal in Ocean Sunlight: How Tiny Plants Feed the Seas?</p>	Slide Deck
	<p>Lesson 12  Know: How does Ocean Sunlight: How Tiny Plants Feed the Seas build my knowledge of the ocean?</p>	Slide Deck
	<p>Lesson 13  Wonder: What do I notice and wonder about The Fantastic Undersea Life of Jacques Cousteau?  Experiment: How does grouping related information together work?</p>	Slide Deck
	<p>Lesson 14</p>	Slide Deck

	<p>Organize: What's happening in The Fantastic Undersea Life of Jacques Cousteau?  Experiment: How does grouping related information together work?</p>	
	<p>Lesson 15  Reveal: What does a deeper exploration of text features and illustrations reveal in The Fantastic Undersea Life of Jacques Cousteau?  Experiment: How does reading fluently work?  Examine: Why is it important to use illustrations to aid in comprehension?</p>	Slide Deck
	<p>Lesson 16  Distill: What is the essential meaning of The Fantastic Undersea Life of Jacques Cousteau?  Experiment: How does using an illustration to aid in comprehension work?  Examine: Why is the simple past important?</p>	Slide Deck
	<p>Lesson 17  Know: How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea?  Excel: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar?  Execute: How do I group related information together in an explanatory essay?  Experiment: How do spelling rules for adding -ed to verbs work?</p>	Slide Deck
	<p>Lesson 18  Know: How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea?  Excel: How do I improve using a topic statement, grouping ideas, and including an illustration to aid in comprehension when writing an explanatory paragraph?  Examine: Why is identifying real-life connections between words and their use important?</p>	Slide Deck
Why and how do scientists study sea creatures?	<p>Lesson 19  Wonder: What do I notice and wonder about the first chapter of Shark Attack?  Experiment: How does listening with wonder work?  Experiment: How does clarifying the definition of an academic vocabulary word work?</p>	Slide Deck

	<p>Lesson 20  Organize: What’s happening in “Shark Attacks—The Facts”?  Examine: Why is developing a topic with facts, definitions, and details important?  Experiment: How do I clarify academic vocabulary in Giant Squid: Searching for a Sea Monster?</p>	Slide Deck
	<p>Lesson 21  Reveal: What does a deeper exploration of text features reveal in this text?  Examine: Why is it important to use facts, definitions, and details?</p>	Slide Deck
	<p>Lesson 22  Reveal: What does a deeper exploration of text features reveal in this text?  Experiment: How does using facts, definitions, and details work?  Examine: How does identifying real-life connections between words and their uses work?</p>	Slide Deck
	<p>Lesson 23  Distill: What is the essential meaning of Shark Attack?</p>	Slide Deck
	<p>Lesson 24  Wonder: What do I notice and wonder about Giant Squid?  Examine: Why are linking words and phrases important?  Execute: How do I use fluent reading in a performance?</p>	Slide Deck
	<p>Lesson 25  Organize: What’s happening on pages 12–25 of Giant Squid?  Experiment: How do I use linking words and phrases to connect ideas?  Execute: Why is it important to use spelling rules for adding –ed to words?</p>	Slide Deck
	<p>Lesson 26  Reveal: What does a deeper exploration of text structure reveal in Giant Squid?  Execute: How do I use fluent reading in a performance?  Examine: Why is choosing words and phrases for effect important?</p>	Slide Deck
	<p>Lesson 27  Distill: What is the essential meaning of Giant Squid: Searching for a Sea Monster?  Excel: How do I improve fluency?  Excel: How do I improve on agreeing and disagreeing respectfully?  Experiment: How does capitalizing appropriate words in titles work?</p>	Slide Deck

	<p>Lesson 28          Know: How does Giant Squid: Searching for a Sea Monster build my knowledge of why and how scientists study sea creatures?          Execute: How do I improve on agreeing and disagreeing respectfully in a Socratic Seminar?          Excel: How do I improve fluency?          Examine: Why are adjectives important to writers?</p>	Slide Deck
	<p>Lesson 29          Know: How do Shark Attack and Giant Squid: Searching for a Sea Monster build my knowledge of why and how scientists study sea creatures?          Execute: How do I use facts, definitions, and details to plan two paragraphs explaining why and how scientists study sea creatures?</p>	Slide Deck
	<p>Lesson 30          Know: How does Shark Attack build my knowledge of sharks and the scientists who study them?          Execute: How do I use topic sentences; grouping related ideas; using facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel?          Excel: How do I improve using topic sentences; grouping related ideas; using facts, definitions, and details; and using an illustration to support comprehension when creating explanatory paragraphs for a didactic wall panel?          Experiment: How do compound sentences work?</p>	Slide Deck
Why do people explore the sea?	<p>Lesson 31          Know: How do the module texts build my knowledge about why people explore the sea?          Execute: How do I use topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to plan a multiparagraph essay about why people explore the sea?</p>	Slide Deck
	<p>Lesson 32          Know: How do the module texts build my knowledge about why people explore the sea?          Excel: How do I improve using topic sentences; grouping related information together; using facts, definitions, and details; and using linking words to write a multiparagraph essay about why people explore the sea?</p>	Slide Deck

## Content Resources

### CORE TEXTS

#### Art

- *Under the Wave off Kanagawa*, Katsushika Hokusai
- *The Boating Party*, Mary Cassatt
- *The Gulf Stream*, Winslow Homer

#### Picture Books (Informational)

- *Ocean Sunlight: How Tiny Plants Feed the Seas*, Molly Bang and Penny Chisholm
- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack*, Cathy East Dubowski

#### Picture Book (Literary)

- *Amos & Boris*, William Steig

### SUPPLEMENTARY TEXTS

#### Videos

- "Cousteau's Silent World: Shipwreck Excerpt"
- "Quest for the Giant Squid," Smithsonian Institution
- "Sperm Whale Encounter," Howard Hall
- "Why the Ocean Matters"

#### Poetry

- "The Sea Wind," Sara Teasdale (Handout 1A)

#### Story

- "The Lion and the Mouse," Aesop's Fables (Handout 5A)

#### Websites

- "William Steig: About the Author Section," Macmillan.com
- "National Aquarium in Baltimore, MD Virtual Tour," National Aquarium
- "White Ibis" in "Excellence in Exhibition Label Writing Competition 2011," American Alliance of Museums