

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: *The Sea*

Module 2: *Outer Space*

Module 3: *A New Home*

Module 4: *Artists Make Art*

In Module 1, we will study why people explore the sea. Poets and writers explore the sea through words and images. Scientists use technology to discover new species. We will explore literature, informational text, and art as we ask the question: Why do people explore the sea?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Informational)

- *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

### Poetry

- "The Sea Wind," Sara Teasdale

### Stories

- "The Lion and the Mouse," The Full Text of Aesop's Fables

## OUR CLASS WILL EXAMINE THESE WORKS OF ART

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

## OUR CLASS WILL WATCH THESE FILMS

- "Cousteau's Silent World: Shipwreck Excerpt"
- "Quest for the Giant Squid"

- “Sperm Whale Encounter”
- “Why the Ocean Matters”

### OUR CLASS WILL ASK THESE QUESTIONS

- How do artists explore the sea?
- Why and how do scientists explore the sea?
- Why and how do scientists explore sea creatures?
- Why do people explore the sea?

### QUESTIONS TO ASK AT HOME

As you read with your Grade 3 student, ask:

- What do you notice and wonder?

### BOOKS TO READ AT HOME

- *A Life in the Ocean: The Story of Oceanographer Sylvia Earle*, Claire A. Nivola
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean’s Most Fearless Scientist*, Jess Keating
- *Shark Lady: True Adventures of Eugenie Clark*, Ann McGovern
- *Swimming with Sharks: The Daring Discoveries of Eugenie Clark*, Heather Lang
- *Manfish: A Story of Jacques Cousteau*, Jennifer Berne
- *Mary Cassatt: Extraordinary Impressionist Painter*, Barbara Herkert
- *The Great Wave: A Children’s Book Inspired by Hokusai*, Veronique Massenot
- *Ocean: A Visual Miscellany*, Ricardo Henriques and Andre Letria
- *Tentacles!: Tales of the Giant Squid*, Shirley Raye Redmond
- *National Geographic Readers: Weird Sea Creatures*, Laura Marsh
- *Surprising Sharks: Read and Wonder*, Nicola Davies
- *National Geographic Kids First Big Book of the Ocean*, Catherine D. Hughes
- *Down, Down, Down: A Journey to the Bottom of the Sea*, Steve Jenkins
- *Sharks*, Seymour Simon
- *Seymour Simon’s Extreme Oceans*, Seymour Simon
- *Giant Squid*, Candace Fleming
- *Narwhal: Unicorn of the Sea*, Janet Halfmann

### PLACES YOU CAN VISIT TO TALK ABOUT THE SEA

Visit the local zoo or aquarium. Ask:

- What do you notice about the environment?
- What do you wonder about the animals?

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 2?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *The Sea*

### Module 2: *Outer Space*

Module 3: *A New Home*

Module 4: *Artists Make Art*

In Module 2, we will study how people have learned about space through history. By reading books and examining art, students explore our fascination with the cosmos, asking the question: How do people learn about space?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Informational)

- *Moonshot*, Brian Floca
- *One Giant Leap*, Robert Burleigh
- *Starry Messenger*, Peter Sís

### Picture (Literary)

- *Zathura*, Chris Van Allsburg

### Articles

- "Galileo's Starry Night," Kelly Terwilliger
- "Greek Myths," American Museum of Natural History
- "Apollo 11: The Eagle Has Landed," Leigh Anderson

### Stories

- "Pegasus and Perseus," Anonymous
- "Pegasus and Bellerophon," Anonymous
- "Callisto and her Son," Anonymous

## OUR CLASS WILL EXAMINE THESE WORKS OF ART

- *Starfield*, Vija Celmins
- *Space Object Box*, Joseph Cornell

**OUR CLASS WILL WATCH THESE FILMS**

- “CBS News Moon Landing Coverage with Walter Cronkite (7/20/1969)”
- “Moon 101,” National Geographic

**OUR CLASS WILL ASK THESE QUESTIONS**

- How did Galileo learn about space?
- How did the astronauts of Apollo 11 learn about space?
- How do artists and writers help people learn about space?

**QUESTIONS TO ASK AT HOME**

As you read with your Grade 3 student, ask:

- What’s happening?
- What does a closer look at words and illustrations reveal about this text’s deeper meaning?

**BOOKS TO READ AT HOME**

- *Reaching for the Moon*, Buzz Aldrin
- *Moonwalk: The First Trip to the Moon*, Judy Donnelly
- *Footprints on the Moon*, Alexandra Siy
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon*, Catherine Thimmesh
- *Voyager’s Greatest Hits: The Epic Trek to Interstellar Space*, Alexandra Siy
- *The Little Prince*, Antoine de Saint-Exupéry
- *The Adventures of Tintin: Explorers on the Moon*, Hergé
- *The Moon over Star*, Dianna Hutts Aston
- *Mr. Cornell’s Dream Boxes*, Jeanette Winter
- *Meteor!*, Patricia Polacco
- *Space*, Will Osborne and Mary Pope Osborne
- *The Moon*, Seymour Simon
- *Boy, Were We Wrong about the Solar System!*, Kathleen V. Kudlinski
- *Find the Constellations*, H. A. Rey
- *Next Time You See the Moon*, Emily Morgan
- *The Stars: A New Way to See Them*, H. A. Rey
- *Planets!*, Editors of TIME for Kids
- *Zoo in the Sky*, Jacqueline Mitton
- *The Planet Gods*, Jacqueline Mitton
- *Once Upon a Starry Night: A Book of Constellations*, Jacqueline Mitton

**IDEAS FOR TALKING ABOUT SPACE**

Go outside after dark together. Look up at the night sky and ask:

- What do you notice and wonder about space?
- What constellations do you see?
- Would you travel to space if you could? Why or why not?

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 3?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *The Sea*

Module 2: *Outer Space*

**Module 3: A New Home**

Module 4: *Artists Make Art*

In Module 3, students will explore the immigrant experience through the lens of stories. We will ask: How do stories help us understand immigrants' experiences?

## OUR CLASS WILL READ THESE BOOKS

### Picture Books (Literacy)

- *Grandfather's Journey*, Allen Say
- *Tea with Milk*, Allen Say
- *The Keeping Quilt*, Patricia Polacco
- *Family Pictures*, Carmen Lomas Garza

### Picture Book (Informational)

- *Coming to America: The Story of Immigration*, Betsy Maestro

## OUR CLASS WILL READ THIS STORY

- "Two Places to Call Home," Jody Kapp (Cobblestone article)

## OUR CLASS WILL EXAMINE THESE PHOTOGRAPHS

- *The Steerage*, Alfred Stieglitz
- "Untitled photograph of evacuees seeing the Statue of Liberty"

## OUR CLASS WILL EXAMINE THIS ARCHITECTURE

- "Liberty Enlightening the World," Frédéric Auguste Bartholdi
- "Gateway Arch," Eero Saarinen
- "The Washington Monument," Robert Mills

**OUR CLASS WILL WATCH THESE VIDEOS**

- “Día de los Muertos Festival 2015–Artist Talk by Carmen Lopez Garza 1.” Smithsonian National Museum of the American Indian. (excerpts)

**OUR CLASS WILL LISTEN TO THESE HISTORICAL ACCOUNTS**

- “Morris Remembers the Steamship,” Ellis Island Oral History Collection, National Park Service
- “William Remembers the Storm,” Ellis Island Oral History Collection, National Park Service
- “Oral History Library,” The Statue of Liberty–Ellis Island Foundation, Inc.

**OUR CLASS WILL ASK THESE QUESTIONS**

- What challenges do immigrants face in a new country?
- Why do people immigrate to America?
- How do immigrants respond to challenges in a new country?

**QUESTIONS TO ASK AT HOME**

As you read with your Grade 3 student, ask:

- What is the essential meaning, or most important message in this book?

**BOOKS TO READ AT HOME**

- *At Ellis Island: A History in Many Voices*, Louise Peacock
- *Ellis Island*, Elaine Landau
- *Immigrant Kids*, Russell Freedman
- *Lowji Discovers America*, Candace Fleming
- *Wishtree*, Katherine Applegate
- *Nory Ryan’s Song*, Patricia Reilly Giff
- *In the Year of the Boar and Jackie Robinson*, Bette Bao Lord
- *Paper Son: Lee’s Journey to America*, Helen Foster James
- *Peppe the Lamplighter*, Elisa Bartone
- *Four Feet, Two Sandals*, Karen Lynn Williams
- *Sitti’s Secrets*, Naomi Shihab Nye
- *The Memory Coat*, Elvira Woodruff
- *Tucky Jo and Little Heart*, Patricia Polacco
- *Lailah’s Lunchbox: A Ramadan Story*, Reem Faruqi
- *Landed*, Milly Lee
- *Her Right Foot*, Dave Eggers

- *The Great Migration: An American Story*, Walter Dean Myers and Jacob Lawrence
- *Rebekkah's Journey: A World War II Refugee Story*, Ann E. Burg
- *Statue of Liberty: A Tale of Two Countries*, Elizabeth Mann
- *Hannah's Journal: The Story of an Immigrant Girl*, Marissa Moss
- *A Civil War Scrapbook: I Was There Too!*, History Colorado
- *Unspoken*, Henry Cole
- *Bull Run*, Paul Fleischman

### **IDEAS FOR TALKING ABOUT THE IMMIGRANT EXPERIENCE**

Share your family's history. Consider the following:

- Your family's country of ancestry on a map or globe
- Customs, traditions, and food from your family's country of origin
- Folktales and music from your family's country of origin

Learn more about the Statue of Liberty and other monuments. Consider the following:

- Taking a virtual tour of the Statue of Liberty
- Visiting a local monument

## WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *The Sea*

Module 2: *Outer Space*

Module 3: *A New Home*

### Module 4: *Artists Make Art*

In Module 4, students will explore the creative impulse as they read biographies of artists in the fields of dance, literature, the visual arts, and music. In addition to reading about the artists, students encounter the work of each of these artists. We will ask: What is an artist?

## OUR CLASS WILL READ THESE BOOKS

### Picture Book (Literacy)

- *Emma's Rug*, Allen Say

### Picture Books (Informational)

- *Alvin Ailey*, Andrea Davis Pinkney
- *A River of Words: The Story of William Carlos Williams*, Jen Bryant
- *Action Jackson*, Jan Greenberg and Sandra Jordan
- *When Marian Sang*, Pam Muñoz Ryan

## OUR CLASS WILL READ THESE ARTICLES

- "Working as a Team on Children's Books," Roberta Hershenson
- "Brian Pinkney," National Center for Children's Literature
- "A Signature Work," Muse Magazine

## OUR CLASS WILL READ THIS POEM

- "Willow Poem," William Carlos Williams

## OUR CLASS WILL READ THIS INTERVIEW

- "Andrea Davis Pinkney Interview Transcript," Scholastic Students

**OUR CLASS WILL EXAMINE THESE PAINTINGS**

- *I Saw the Figure 5 in Gold*, Charles Demuth
- *My Egypt*, Charles Demuth
- *Number 1, 1950 (Lavender Mist)*, Jackson Pollock
- *Number 11, 1952 (Blue Poles)*, Jackson Pollock
- *Mural*, Jackson Pollock

**OUR CLASS WILL EXAMINE THIS PHOTOGRAPH**

- “Marian Anderson singing in front of Lincoln Memorial”

**OUR CLASS WILL WATCH THESE VIDEOS**

- “Sometimes I Feel Like a Motherless Child, Marian Anderson”
- “Excerpt from 1988 interview with Alvin Ailey”
- “Revelations at 50, Alvin Ailey”
- “Christine Dixon discussing Blue Poles”
- “Jackson Pollock, Hans Namuth”
- “Newsreel footage of Marian Anderson’s first Lincoln Memorial”
- “Excerpts of Revelations, Alvin Ailey”

**OUR CLASS WILL ASK THESE QUESTIONS**

- What inspires artists?
- How do artists make art?
- What are some character traits that are useful to artists?
- Why is art important?

**QUESTIONS TO ASK AT HOME**

As you read with your Grade 3 student, ask:

- How does this text build your knowledge of artists and art?

**BOOKS TO READ AT HOME**

- *Stone Giant: Michelangelo’s David and How He Came to Be*, Jane Sutcliffe
- *Who Was Leonardo da Vinci?*, Roberta Edwards
- *The Music in George’s Head: George Gershwin Creates Rhapsody in Blue*, Suzanne Slade
- *Who Was Pablo Picasso?*, True Kelley
- *Sandy’s Circus: A Story about Alexander Calder*, Tanya Lee Stone

- Jackson Pollock, Mike Venezia
- Michelangelo, Diane Stanley
- Georges Seurat, Mike Venezia
- *Some Writer! The Story of E. B. White*, Melissa Sweet
- *Vincent Van Gogh: Portrait of an Artist*, Jan Greenberg
- *Leonardo: Beautiful Dreamer*, Robert Byrd
- *The Dreamer*, Pam Muñoz Ryan
- *Building on Nature: The Life of Antoni Gaudi*, Rachel Rodriguez
- *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*, Barb Rosenstock
- *An Eye for Color: The Story of Josef Albers*, Natasha Wing
- *José! Born to Dance*, Susanna Reich
- *The Fantastic Jungles of Henri Rousseau*, Michelle Markel
- *Electric Ben: The Amazing Life and Times of Benjamin Franklin*, Robert Byrd
- *The Garden of Monsieur Monet*, Giancarlo Ascari
- *Edgar Degas: Paintings that Dance*, Kristin N. Cole and Maryann Cocca-Leffler
- *The Artist and His Models: The Art of Rembrandt*, Hanuel Ddang
- *Mr. Matisse and His Cutouts*, Annemarie van Haeringen
- *Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)*, Kathleen Krull
- *The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid*, Jeanette Winter
- *Seen from a Distance: The Art of Monet*, Seon-hye Jang
- *Ballet for Martha: Making Appalachian Spring*, Jan Greenberg
- *Pippo the Fool*, Tracey E. Fern
- *Mario's Angels: A Story about the Artist Giotto*, Mary Arrigan
- *Firebird*, Misty Copeland
- *Ellington Was Not a Street*, Ntozake Shange

## IDEAS FOR TALKING ABOUT ARTISTS AND ART

Find opportunities to explore art in your area. Consider the following:

- Visiting a local art museum or exhibit
- Attending a musical concert
- Attending a dance performance
- Attending a poetry reading or other literary event

Deepen your student's experiences with art by engaging in art activities together. Consider the following:

- Working together to create an art project, discussing how you are using the materials for specific purposes
- Singing together, noticing harmonies, melodies, and rhythm
- Reading favorite poems aloud at home
- Dancing together, noticing how you are using your body to express emotions or ideas

## ¿QUÉ ESTÁ APRENDIENDO MI ESTUDIANTE DE TERCER GRADO EN EL MÓDULO 1?

Wit & Wisdom® es nuestro currículo de inglés que desarrolla el conocimiento de temas fundamentales en el área de la historia, la ciencia y la literatura, a partir del estudio de textos destacados. A través de la lectura y el análisis de cuentos y textos no ficcionales, desarrollaremos el conocimiento sobre los siguientes temas:

### **Módulo 1: El mar**

Módulo 2: *El espacio*

Módulo 3: *Un nuevo hogar*

Módulo 4: *Los artistas hacen arte*

En el Módulo 1, estudiaremos por qué exploramos el mar. Los poetas y los escritores exploran el mar mediante palabras e imágenes. Los científicos usan la tecnología para descubrir nuevas especies. A medida que exploramos material literario, textos informativos y arte, nos preguntaremos: ¿Por qué exploramos el mar?

## NUESTRA CLASE LEERÁ ESTOS LIBROS

### **Libros ilustrados (Informativos)**

- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo y Clyde F. E. Roper
- *Shark Attack!*, Cathy East Dubowski

### **Libro ilustrado (Literario)**

- *Amos & Boris*, William Steig

### **Poesía**

- “The Sea Wind”, Sara Teasdale

### **Cuentos**

- “The Lion and the Mouse”, Texto completo de las fábulas de Esopo.

## NUESTRA CLASE EXAMINARÁ ESTAS OBRAS DE ARTE

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

## NUESTRA CLASE MIRARÁ ESTAS PELÍCULAS

- “Cousteau’s Silent World: Shipwreck Excerpt”
- “Quest for the Giant Squid”

- “Sperm Whale Encounter”
- “Why the Ocean Matters”

### NUESTRA CLASE HARÁ LAS SIGUIENTES PREGUNTAS

- ¿Cómo exploran los artistas el mar?
- ¿Por qué y cómo exploran los científicos el mar?
- ¿Por qué y cómo exploran los científicos las criaturas marinas?
- ¿Por qué exploramos el mar?

### PREGUNTAS PARA HACER EN CASA

Mientras lee con su estudiante de tercer grado, pregunte:

- ¿Qué observas y qué te preguntas?

### LIBROS PARA LEER EN CASA

- *A Life in the Ocean: The Story of Oceanographer Sylvia Earle*, Claire A. Nivola
- *Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist*, Jess Keating
- *Shark Lady: True Adventures of Eugenie Clark*, Ann McGovern
- *Swimming with Sharks: The Daring Discoveries of Eugenie Clark*, Heather Lang
- *Manfish: A Story of Jacques Cousteau*, Jennifer Berne
- *Mary Cassatt: Extraordinary Impressionist Painter*, Barbara Herkert
- *The Great Wave: A Children's Book Inspired by Hokusai*, Veronique Massenot
- *Ocean: A Visual Miscellany*, Ricardo Henriques y Andre Letria
- *Tentacles!: Tales of the Giant Squid*, Shirley Raye Redmond
- *National Geographic Readers: Weird Sea Creatures*, Laura Marsh
- *Surprising Sharks: Read and Wonder*, Nicola Davies
- *National Geographic Kids First Big Book of the Ocean*, Catherine D. Hughes
- *Down, Down, Down: A Journey to the Bottom of the Sea*, Steve Jenkins
- *Sharks*, Seymour Simon
- *Seymour Simon's Extreme Oceans*, Seymour Simon
- *Giant Squid*, Candace Fleming
- *Narwhal: Unicorn of the Sea*, Janet Halfmann

### LUGARES QUE PUEDEN VISITAR PARA CONVERSAR SOBRE EL MAR

Visiten el zoológico o acuario local. Pregunte:

- ¿Qué observas respecto al entorno?
- ¿Qué te preguntas acerca de los animales?

## ¿QUÉ ESTÁ APRENDIENDO MI ESTUDIANTE DE TERCER GRADO EN EL MÓDULO 2?

Wit & Wisdom® es nuestro currículo de inglés que desarrolla el conocimiento de temas fundamentales en el área de la historia, la ciencia y la literatura, a partir del estudio de textos destacados. A través de la lectura y el análisis de cuentos y textos no ficcionales, desarrollaremos el conocimiento sobre los siguientes temas:

Módulo 1: *El mar*

**Módulo 2: *El espacio***

Módulo 3: *Un nuevo hogar*

Módulo 4: *Los artistas hacen arte*

En el Módulo 2, estudiaremos cómo hemos aprendido acerca del espacio a través de la historia. A través de la lectura de libros y el estudio del arte, los estudiantes exploran nuestra fascinación con el cosmos, y se preguntan: ¿Cómo aprendemos sobre el espacio?

## NUESTRA CLASE LEERÁ ESTOS LIBROS

### Libros ilustrados (Informativos)

- Moonshot, Brian Floca
- One Giant Leap, Robert Burleigh
- Starry Messenger, Peter Sís

### Libros ilustrados (Literarios)

- Zathura, Chris Van Allsburg

### Artículos

- “Galileo’s Starry Night”, Kelly Terwilliger
- “Greek Myths”, American Museum of Natural History
- “Apollo 11: The Eagle Has Landed”, Leigh Anderson

### Cuentos

- “Pegasus and Perseus”, Anónimo
- “Pegasus and Bellerophon”, Anónimo
- “Callisto and her Son”, Anónimo

## NUESTRA CLASE EXAMINARÁ ESTAS OBRAS DE ARTE

- Starfield, Vija Celmins
- Space Object Box, Joseph Cornell

### NUESTRA CLASE MIRARÁ ESTAS PELÍCULAS

- “CBS News Moon Landing Coverage with Walter Cronkite (7/20/1969)”
- “Moon 101”, National Geographic

### NUESTRA CLASE HARÁ LAS SIGUIENTES PREGUNTAS

- ¿Cómo aprendió Galileo sobre el espacio?
- ¿Cómo aprendieron los astronautas de Apollo 11 sobre el espacio?
- ¿Cómo nos ayudan los artistas y los escritores a aprender sobre el espacio?

### PREGUNTAS PARA HACER EN CASA

Mientras lee con su estudiante de tercer grado, pregunte:

- ¿Qué está ocurriendo?
- Si observamos con más detenimiento las palabras y las ilustraciones, ¿qué nos revelan sobre el significado más profundo del texto?

### LIBROS PARA LEER EN CASA

- *Reaching for the Moon*, Buzz Aldrin
- *Moonwalk: The First Trip to the Moon*, Judy Donnelly
- *Footprints on the Moon*, Alexandra Siy
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon*, Catherine Thimmesh
- *Voyager's Greatest Hits: The Epic Trek to Interstellar Space*, Alexandra Siy
- *The Little Prince*, Antoine de Saint-Exupéry
- *The Adventures of Tintin: Explorers on the Moon*, Hergé
- *The Moon over Star*, Dianna Hutts Aston
- *Mr. Cornell's Dream Boxes*, Jeanette Winter
- *Meteor!*, Patricia Polacco
- *Space*, Will Osborne y Mary Pope Osborne
- *The Moon*, Seymour Simon
- *Boy, Were We Wrong about the Solar System!*, Kathleen V. Kudlinski
- *Find the Constellations*, H. A. Rey
- *Next Time You See the Moon*, Emily Morgan
- *The Stars: A New Way to See Them*, H. A. Rey
- *Planets!*, Editores de TIME for Kids
- *Zoo in the Sky*, Jacqueline Mitton
- *The Planet Gods*, Jacqueline Mitton
- *Once Upon a Starry Night: A Book of Constellations*, Jacqueline Mitton

**IDEAS PARA CONVERSAR SOBRE EL ESPACIO**

Salgan juntos afuera después de que oscurezca. Miren el cielo y pregunte:

- ¿Qué observas y qué te preguntas acerca del espacio?
- ¿Qué constelaciones ves?
- ¿Viajarías al espacio si pudieras? ¿Por qué sí? ¿O por qué no?

## ¿QUÉ ESTÁ APRENDIENDO MI ESTUDIANTE DE TERCER GRADO EN EL MÓDULO 3?

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Módulo 1: *El mar*

Módulo 2: *El espacio*

**Módulo 3: *Un nuevo hogar***

Módulo 4: *Los artistas hacen arte*

En el Módulo 3, los estudiantes explorarán la experiencia de los inmigrantes a través de la lente de los cuentos. Nos preguntaremos: ¿Cómo nos ayudan los cuentos a entender las experiencias de los inmigrantes?

## NUESTRA CLASE LEERÁ ESTOS LIBROS

### Libros ilustrados (Literarios)

- *Grandfather's Journey*, Allen Say
- *Tea with Milk*, Allen Say
- *The Keeping Quilt*, Patricia Polacco
- *Family Pictures*, Carmen Lomas Garza

### Libros ilustrados (Informativos)

- *Coming to America: The Story of Immigration*, Betsy Maestro

## NUESTRA CLASE LEERÁ ESTE CUENTO

- "Two Places to Call Home", Jody Kapp (artículo de Cobblestone)

## NUESTRA CLASE EXAMINARÁ ESTAS FOTOGRAFÍAS

- *The Steerage*, Alfred Stieglitz
- "Untitled photograph of evacuees seeing the Statue of Liberty"

## NUESTRA CLASE EXAMINARÁ ESTA ARQUITECTURA

- "Liberty Enlightening the World", Frédéric Auguste Bartholdi
- "Gateway Arch", Eero Saarinen
- "The Washington Monument", Robert Mills

### NUESTRA CLASE MIRARÁ ESTOS VIDEOS

- “Día de los Muertos Festival 2015–Artist Talk by Carmen Lopez Garza 1”. Smithsonian National Museum of the American Indian. (fragmentos)

### NUESTRA CLASE ESCUCHARÁ ESTOS RELATOS HISTÓRICOS

- “Morris Remembers the Steamship”, Ellis Island Oral History Collection, National Park Service
- “William Remembers the Storm”, Ellis Island Oral History Collection, National Park Service
- “Oral History Library”, The Statue of Liberty–Ellis Island Foundation, Inc.

### NUESTRA CLASE HARÁ LAS SIGUIENTES PREGUNTAS

- ¿Qué dificultades afrontan los inmigrantes en un nuevo país?
- ¿Por qué inmigra la gente a Estados Unidos?
- ¿Cómo responden los inmigrantes a los desafíos en un nuevo país?

### PREGUNTAS PARA HACER EN CASA

Mientras lee con su estudiante de tercer grado, pregunte:

- ¿Cuál es el mensaje fundamental, o el mensaje más importante, en este libro?

### LIBROS PARA LEER EN CASA

- *At Ellis Island: A History in Many Voices*, Louise Peacock
- *Ellis Island*, Elaine Landau
- *Immigrant Kids*, Russell Freedman
- *Lowji Discovers America*, Candace Fleming
- *Wishtree*, Katherine Applegate
- *Nory Ryan’s Song*, Patricia Reilly Giff
- *In the Year of the Boar and Jackie Robinson*, Bette Bao Lord
- *Paper Son: Lee’s Journey to America*, Helen Foster James
- *Peppe the Lamplighter*, Elisa Bartone
- *Four Feet, Two Sandals*, Karen Lynn Williams
- *Sitti’s Secrets*, Naomi Shihab Nye
- *The Memory Coat*, Elvira Woodruff
- *Tucky Jo and Little Heart*, Patricia Polacco
- *Lailah’s Lunchbox: A Ramadan Story*, Reem Faruqi
- *Landed*, Milly Lee
- *Her Right Foot*, Dave Egger
- *The Great Migration: An American Story*, Walter Dean Myers and Jacob Lawrence

- *Rebekkah's Journey: A World War II Refugee Story*, Ann E. Burg
- *Statue of Liberty: A Tale of Two Countries*, Elizabeth Mann
- *Hannah's Journal: The Story of an Immigrant Girl*, Marissa Moss
- *A Civil War Scrapbook: I Was There Too!*, History Colorado
- *Unspoken*, Henry Cole
- *Bull Run*, Paul Fleischman

### IDEAS PARA CONVERSAR SOBRE LA EXPERIENCIA DE LOS INMIGRANTES

Comparta la historia de su familia. Considere lo siguiente:

- El país de los ancestros de su familia en un mapa o globo terráqueo
- Costumbres, tradiciones y comidas del país de origen de su familia
- Leyendas y música del país de origen de su familia

Conozca más sobre la Estatua de la Libertad y otros monumentos. Considere lo siguiente:

- Hacer un recorrido virtual de la Estatua de la Libertad
- Visitar un museo local

## ¿QUÉ ESTÁ APRENDIENDO MI ESTUDIANTE DE TERCER GRADO EN EL MÓDULO 4?

Wit & Wisdom® es nuestro currículo de inglés que desarrolla el conocimiento de temas fundamentales en el área de la historia, la ciencia y la literatura, a partir del estudio de textos destacados. A través de la lectura y el análisis de cuentos y textos no ficcionales, desarrollaremos el conocimiento sobre los siguientes temas:

Módulo 1: *El mar*

Módulo 2: *El espacio*

Módulo 3: *Un nuevo hogar*

### **Módulo 4: Los artistas hacen arte**

En el Módulo 4, los estudiantes explorarán el impulso creativo a medida que leen biografías de artistas en el área de la danza, la literatura, las artes visuales y la música. Además de leer sobre los artistas, los estudiantes descubren las obras de cada uno de los artistas. Nos preguntaremos: ¿Qué es un artista?

## NUESTRA CLASE LEERÁ ESTOS LIBROS

### **Libros ilustrados (Literarios)**

- *Emma's Rug*, Allen Say

### **Libros ilustrados (Informativos)**

- *Alvin Ailey*, Andrea Davis Pinkney
- *A River of Words: The Story of William Carlos Williams*, Jen Bryant
- *Action Jackson*, Jan Greenberg y Sandra Jordan
- *When Marian Sang*, Pam Muñoz Ryan

## NUESTRA CLASE LEERÁ ESTOS ARTÍCULOS

- "Working as a Team on Children's Books", Roberta Hershenson
- "Brian Pinkney", National Center for Children's Literature
- "A Signature Work", Muse Magazine

## NUESTRA CLASE LEERÁ ESTE POEMA

- "Willow Poem", William Carlos Williams

## NUESTRA CLASE LEERÁ ESTA ENTREVISTA

- "Andrea Davis Pinkney Interview Transcript", estudiantes de Scholastic

**NUESTRA CLASE EXAMINARÁ ESTOS CUADROS**

- *I Saw the Figure 5 in Gold*, Charles Demuth
- *My Egypt*, Charles Demuth
- *Number 1, 1950 (Lavender Mist)*, Jackson Pollock
- *Number 11, 1952 (Blue Poles)*, Jackson Pollock
- *Mural*, Jackson Pollock

**NUESTRA CLASE EXAMINARÁ ESTA FOTOGRAFÍA**

- “Marian Anderson singing in front of Lincoln Memorial”

**NUESTRA CLASE MIRARÁ ESTOS VIDEOS**

- “Sometimes I Feel Like a Motherless Child, Marian Anderson”
- “Excerpt from 1988 interview with Alvin Ailey”
- “Revelations at 50, Alvin Ailey”
- “Christine Dixon discussing Blue Poles”
- “Jackson Pollock, Hans Namuth”
- “Newsreel footage of Marian Anderson’s first Lincoln Memorial”
- “Excerpts of Revelations, Alvin Ailey”

**NUESTRA CLASE HARÁ LAS SIGUIENTES PREGUNTAS**

- ¿Qué inspira a los artistas?
- ¿Cómo hacen arte los artistas?
- ¿Cuáles son algunas características de personalidad que son útiles para los artistas?
- ¿Por qué es importante el arte?

**PREGUNTAS PARA HACER EN CASA**

Mientras lee con su estudiante de tercer grado, pregunte:

- ¿Cómo desarrolla este texto tu conocimiento acerca de los artistas y el arte?

**LIBROS PARA LEER EN CASA**

- *Stone Giant: Michelangelo’s David and How He Came to Be*, Jane Sutcliffe
- *Who Was Leonardo da Vinci?*, Roberta Edwards
- *The Music in George’s Head: George Gershwin Creates Rhapsody in Blue*, Suzanne Slade
- *Who Was Pablo Picasso?*, True Kelley
- *Sandy’s Circus: A Story about Alexander Calder*, Tanya Lee Stone
- *Jackson Pollock*, Mike Venezia

- *Michelangelo*, Diane Stanley
- *Georges Seurat*, Mike Venezia
- *Some Writer! The Story of E. B. White*, Melissa Sweet
- *Vincent Van Gogh: Portrait of an Artist*, Jan Greenberg
- *Leonardo: Beautiful Dreamer*, Robert Byrd
- *The Dreamer*, Pam Muñoz Ryan
- *Building on Nature: The Life of Antoni Gaudi*, Rachel Rodriguez
- *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*, Barb Rosenstock
- *An Eye for Color: The Story of Josef Albers*, Natasha Wing
- *José! Born to Dance*, Susanna Reich
- *The Fantastic Jungles of Henri Rousseau*, Michelle Markel
- *Electric Ben: The Amazing Life and Times of Benjamin Franklin*, Robert Byrd
- *The Garden of Monsieur Monet*, Giancarlo Ascari
- *Edgar Degas: Paintings that Dance*, Kristin N. Cole and Maryann Cocca-Leffler
- *The Artist and His Models: The Art of Rembrandt*, Hanuel Ddang
- *Mr. Matisse and His Cutouts*, Annemarie van Haeringen
- *Lives of the Artists: Masterpieces, Messes (and What the Neighbors Thought)*, Kathleen Krull
- *The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid*, Jeanette Winter
- *Seen from a Distance: The Art of Monet*, Seon-hye Jang
- *Ballet for Martha: Making Appalachian Spring*, Jan Greenberg
- *Pippo the Fool*, Tracey E. Fern
- *Mario's Angels: A Story about the Artist Giotto*, Mary Arrigan
- *Firebird*, Misty Copeland
- *Ellington Was Not a Street*, Ntozake Shange

## IDEAS PARA CONVERSAR SOBRE ARTISTAS Y ARTE

Busque oportunidades para explorar el arte en su zona. Considere lo siguiente:

- Visitar una exposición o museo de arte local
- Asistir a un recital o concierto de música
- Asistir a una función de baile
- Asistir a una lectura de poesía u otro evento literario

Participen juntos en actividades artísticas para ampliar las experiencias de su estudiante con el arte. Considere lo siguiente:

- Trabajar juntos en la creación de un proyecto artístico y conversar cómo usan los materiales para propósitos específicos
- Cantar juntos y detectar armonías, melodías y ritmos
- Leer en voz alta sus poemas preferidos en su casa
- Bailar juntos y observar cómo usan el cuerpo para expresar emociones o ideas