MODULE 2
Third Grade

What's Happening in English Language Arts Class?

Arts & Letters students build knowledge of important topics in history, science, and literature. They build their vocabulary and background knowledge so that they are ready to learn more.

OUTER SPACE

Outer Space turns students' gaze to the cosmos, guided by the Essential Question: How do people learn about space? Throughout the unit, students discover how humans have developed a collective understanding of space through various lenses: observation, technology, storytelling, and art. Students will craft opinion essays related to space exploration, where they practice collecting evidence, developing reasons, and improving sentence structure with subordinating conjunctions.

OUR CLASS WILL
READ THESE TEXTS:

Informational Texts

- *excerpts from D(L)akota Star Map Constellation Guidebook,* Annette S. Lee, Jim Rock, and Charlene O'Rourke
- *Hidden Figures: The True Story of Four Black Women and the Space Race,* Margot Lee Shetterly, Winifried Conkling, and Laura Freeman

Literary

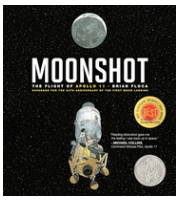
- *The Star People: A Lakota Story,* S.D. Nelson

Literary Nonfiction

- *Moonshot: The Flight of Apollo 11,* Brian Floca
- *One Giant Leap: A Historical Account of the First Moon Landing,* Robert Burleigh and Mike Wimmer
- *Starry Messenger: A Book Depicting the Life of a Famous Scientists, Mathematician, Astronomer, Philosopher, Physicist, Galileo Galilei,* Peter Sis

OUR CLASS WILL
WATCH THESE VIDEOS:

- "Christina Koch: Space Station Scientist," NASA
- "Constellations," Great Minds®
- "Geocentric and Heliocentric Theories," Great Minds
- "Gravity," Great Minds
- "NASA 60th: What's Out There?" NASA
- "President Kennedy—Man on the Moon Speech—Sound," British Movietone
- "Time Lapse: Night Time Milky Way," Getty Images



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ESSENTIAL QUESTION: How do people learn about space?

OUR CLASS WILL LOOK AT THIS ARTWORK!

Space Object Box: "Little Bear, etc." Motif, Joseph Cornell

Starfield, Vija Celmins

OUR CLASS WILL ASK THESE QUESTIONS:

- What do I notice and wonder about this text?
- What is happening in this text?
- What does a deeper look at words and illustrations reveal?
- What does a deeper look at captions or diagrams reveal?
- What is a central idea in this text?
- How does this text build my knowledge?
- How do people explore the sea?

VOCABULARY

For their tests, your child should know the meaning of each word. They should also know how to use each word in a sentence:

- astronaut
- astronomer
- calculate
- constellation
- contribution
- lunar
- mathematician
- mission
- observe
- orbit
- space
- trajectory
- universe

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ESSENTIAL QUESTION: How do people learn about space?

YOUR CHILD WILL WORK ON THIS WRITING GOAL:

In Arts & Letters, students write about what they are learning, and they build their skills by writing narratives, opinion essays, and informative essays. Each module focuses on one type of writing. In Outer Space, students plan, organize, and write opinion pieces about topics related to space exploration. At the end of Module 2, students will write an opinion essay about how they would choose to explore space, selecting from three options: astronomer, astronaut, or mathematician.

- **The essay will include:**

*Students will write an introductory paragraph that includes a hook and a thesis, proof paragraphs, and a concluding paragraph.

*Students will use topic sentences to begin proof paragraphs and transition words and phrases to link paragraphs.

*Students strengthen their writing by participating in a peer review exercise and revising their work according to a checklist.

*Students have the opportunity to share their writing, and an accompanying visual display, through a Gallery Walk.

FLUENCY

Click here to view our list of targeted fluency skills.

- **Punctuation Practice:** Discuss how punctuation marks (commas, periods, question marks, exclamation points) tell a reader when to pause or change their voice. Have them practice reading sentences to match the meaning—a question should sound like a question.
- **Choral Reading**: Read a text simultaneously with your child. This supports them as they read, ensuring they maintain an appropriate pace and rhythm, especially with more challenging module-related vocabulary.
- **Reader's Theater:** Turn module-related narrative texts or even informational passages into simple scripts. Assign your child a character (or the narrator) and encourage them to read their lines with feeling and voice.
- **Pre-Reading Vocabulary:** Before reading a new text, go over any essential vocabulary related to Outer Space. Help them sound out and define the words.

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ESSENTIAL QUESTION: How do people learn about space?

CONTINUE LEARNING OUTSIDE OF SCHOOL

- If you speak a language other than English, engage your student in speaking, reading, and writing in your home language. Engage in some of the literacy activities above in that language.
- Plan an in-person or virtual visit to the planetarium. Discuss with your student what they learned and what additional questions they may have.
- Invite your student to gather printed or electronic images related to outer space and space exploration. Encourage them to share the images and the reasons they chose them.

RESOURCES

Want to read some books about this unit at home?

Here are some suggestions:

- *The Astronaut Who Painted the Moon: The True Story of Alan Bean,* Dean Robbins, Sean Rubin
- *The Astronomer Who Questioned Everything: The Story of Maria Mitchell,* Laura Alary, Ellen Rooney
- *Counting the Stars: The Story of Katherine Johnson, NASA Mathematician,* Lesa Cline-Ransome, Raul Colon
- *The Darkest Dark,* Chris Hdfield and Kate Fillion, The Fan Brothers
- *The Fire of Stars: The Life and Brilliance of the Woman Who Discovered What Stars Are Made Of,* Kristen W. Larson, Katherine Roy
- *Look Up with Me: Neil deGrasse Tyson: A Life Among the Stars*, Jennifer Berne, Lorraine Nam
- *Mr. Cornell's Dream Boxes,* Jeanette Winter
- *Voyager's Greatest Hits: The Epic Trek to Interstellar Space,* Alexandra Siy
- *Zathura,* Chris Van Allsburg
- *Zoo in the Sky, A Book of Animal Constellations,* Jacqueline Mitton