MODULE 3
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.

A NEW HOME

A New Home invites students to explore a central pillar of our national identity: the stories of first- and second-generation immigrants. Throughout the module, students learn about why people choose to leave their country of origin and how they preserve traditions and memories as they build new lives in the United States. Students engage with the module texts to reflect on the Essential Question: How do stories help us understand immigrants' experiences?

OUR CLASS WILL
READ THESE TEXTS:

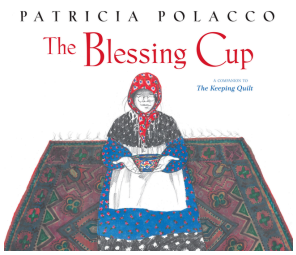
Literary
- *The Blessing Cup,* Patricia Polacco
- *Islandborn,* Junot Diaz and Leo Espinosa
- *The Keeping Quilt,* Patricia Polacco
- *Watercress,* Andrea Wang and Jason Chin

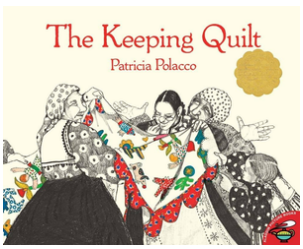
Poetry
- Nido familiar/Family Nest," Jorge Argueta
- "The New Colossus," Emma Lazarus
- "Voz hogarena/Voice from Home," Jorge Argueta
- "Cuando salimos de El Salvador/When We Left El Salvador," Jorge Argueta

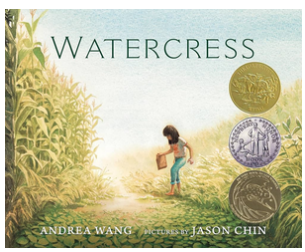
Articles
- "Introduction," *A Movie in My Pillow/Una pelicula en mi almohada,* Jorge Argueta
- "Story Painter: Cy Thao and the Hmong Experience," Missy McDonald

OUR CLASS WILL
WATCH THESE VIDEOS:

- "Hispaniola," Great Minds
- "Hmong Story Cloths," Great Minds







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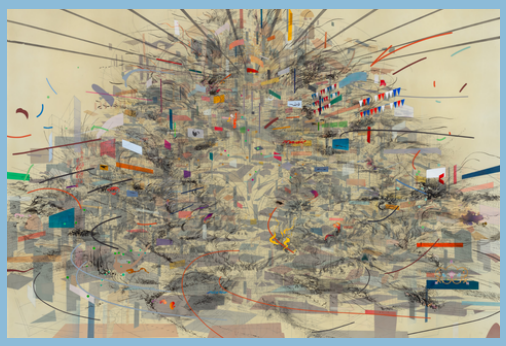
A NEW HOME

ESSENTIAL QUESTION:
How do stories help us understand immigrants' experiences?

OUR CLASS WILL LOOK AT THIS ARTWORK!



Empirical Construction, Istanbul, Julie Mehretu

Liberty Enlightening the World, Frédéric Auguste Bartholdi

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?

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:

- adjust
- generation
- hardship
- immigrant
- immigrate
- keepsake
- liberty
- memory
- origin
- tradition

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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. Through out Module 3, students draw on their knowledge of narrative structure and their understanding of the circumstances surrounding immigration to write stories capturing the experience of moving to a new place—from packing meaningful belongings and saying goodbye to making new memories and meeting friends. They create characters, sequence story events, and use dialogue and descriptions of thoughts, feelings, and actions to develop and enrich their narratives.

- **The essay will include:**

*Students will orally rehearse their ideas before writing and reading aloud their final work.

*Students will distinguish and build connections between oral and written storytelling.

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

*Students practice expressing knowledge with nuance and precision by crafting sentences that include clarifying adjectives.

FLUENCY

Click here to view our list of targeted fluency skills.

- **Take Turns Reading:** You can read a paragraph, and your child reads the next. This models good reading and provides a short, focused chunk of practice for your child.
- **Focus on Phrasing ("Scooping"):** When your child reads word-by-word, use a pencil or your finger to physically "scoop" words into natural phrases (like The big red dog / ran quickly / to the park.). Rereading with the scooped phrases helps them break the habit of choppy reading.
- **Poetry Slam:** Choose a poem. Have your child practice reading it with rhythm and flair. They can create a simple percussion beat (tapping a pencil, clapping, or using a homemade shaker) to read along to, focusing on reading in meaningful phrases rather than word-by-word.

MODULE 2
Third Grade
3

A NEW HOME

ESSENTIAL QUESTION:
How do stories help us understand immigrants' experiences?

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.
- Research with your student the culture of a country that interests them. Discuss how life in that country is similar to or different from life in the United States.
- Invite your student to share a tradition or keepsake that they would like to pass to a future generation. Then tell your student about a tradition or keepsake that you want to pass to them.

RESOURCES

Want to read some books about this unit at home?

Here are some suggestions:

- *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*