

## MODULE 0

### 3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content

#### MODULE 0 SUMMARY

Knowledge is like the bee that made that sweet honey, you have to chase it through the pages of a book.

— Patricia Polacco

Module 0 is a brief module that introduces students and teachers to Wit & Wisdom’s key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades 3–5, students explore the world of knowledge available through books. In *Thank You, Mr. Falker*, an autobiographical fiction book by Patricia Polacco, students follow a young girl’s journey as she perseveres through challenges with the support of a caring teacher and discovers the rewards of “chasing knowledge” through the pages of a book. Students also learn the importance of writing about what they read and practice responding to ideas from the book. Additionally, students begin their yearlong exploration of visual art as they analyze *Reading at the Table*, a painting by Pablo Picasso. This provides an opportunity to examine artistic elements such as color, line, and shape, and to consider what they reveal about the essential meaning of a painting, adding to students’ understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 introduces students to instructional routines that are regularly employed in Wit & Wisdom. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. The main purpose of Module 0 is to build classroom culture and introduce Wit & Wisdom practices and routines, so the lessons in this module spend less time on content knowledge than most Wit & Wisdom lessons.

Module 0 builds students’ joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggestions for these modifications can be found throughout the lessons.

Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See Appendix A:

**MODULE 0**  
**3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content**

Alternate Texts for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.

Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice. (See the Instructional Routines section in the “Resources” chapter of the Wit & Wisdom Implementation Guide for more information.)

Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, [Appendix B: Vocabulary](#) is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.

**MODULE LEARNING GOALS**

- Read, enjoy, and analyze literary texts and visual art.
- Experience *Wit & Wisdom’s* lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

**KNOWLEDGE GOALS**

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.

**CORE TEXTS**

**Picture Book**

- *Thank You, Mr. Falker*, Patricia Polacco

**Painting**

- [Reading at a Table](#), Pablo Picasso

**ALTERNATIVE/SUPPLEMENTARY TEXT**

Any favorite, accessible, short, literary text that engages your students, such as *Nasreen’s Secret School: A True Story from Afghanistan*, Jeanette Winter

Any engaging, accessible, informational text connected to the Essential Question of Module 0, such as:

*From Slavery to Poetry*: Phillis Wheatley, Marcia Amidon Luste

**TRANSFER GOALS**  
**MODULE 0**

Transfer goals highlight the effective use of understanding, knowledge and skill that we want students to be able to do when they confront new challenges, both in and out of school. It is the ability to transfer learning independently in not just one setting but varied real-world situations.

<b>KNOWLEDGE</b>	<b>READING</b>	<b>WRITING</b>	<b>SPEAKING/LISTENING</b>	<b>LANGUAGE</b>
------------------	----------------	----------------	---------------------------	-----------------

**MODULE 0**  
**3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content**

<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Practice and reflect on effective use of instructional strategies and routines in all areas of literacy.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Use critical and close reading skills to engage in text and images to increase understanding and gain knowledge in all content areas.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Use writing as a means to express knowledge.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p>Participate in discussions in order to build knowledge.</p>	<p><b>Students will be able to independently transfer their learning to:</b></p> <p><b>Not applicable to this module.</b></p>
--	---	--	---	---

<p><b>MODULE 0</b>  <b>LESSONS 1-5</b>  <b>ESSENTIAL QUESTION: HOW DOES READING HELP US BUILD KNOWLEDGE?</b>  <b>WRITING: INFORMATIONAL/EXPOSITORY</b>  <b>FOCUS QUESTION LESSON 1-5: <i>What does reading mean to Trisha?</i></b></p>					
<p><b>SMALL GROUP / INDEPENDENT</b></p>					
Decodable text in K-1.	Tier 2 intervention for students who need a double dose of Foundations.	Small group reading with appropriate text based on student need.		Extended independent reading Appendix D of each Wit and Wisdom Module.	
<b>LESSONS &amp; ASSESSMENTS</b>	<b>LEARNING GOALS &amp; STANDARDS</b>	<b>TEXT</b>	<b>CONTENT FRAMING</b>	<b>CRAFT QUESTIONS WRITING</b>	<b>DEEP DIVE VOCABULARY/GRAMMAR</b>
L1	Make an observation and ask questions about <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Wonder:</b> What do I notice and wonder about <i>Thank you, Mr. Falker</i> ?		
L2	Summarize the setting, characters, and events in <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Organize:</b> What is happening in <i>Thank you, Mr. Falker</i> ?	<b>Examine:</b> Why is it important to write about what I read?	<b>Set-up Vocabulary Journal</b>

**MODULE 0**  
**3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content**

<b>L3</b>	Explain how Trisha's feelings towards reading changes throughout <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Reveal:</b> What does a deeper exploration of Trisha's feelings toward reading reveal in <i>Thank You, Mr. Falker</i> ?  Set up response journal.	<b>Experiment:</b> How does writing about what I read work?	<b>SUW Simple Subject/Simple Predicate</b>  SUW 3-1 Fragments and Sentences p. 96; Tools 3-1a & 3-1b  SUW 3-6 Better Sentences p. 103; Tool 3-6a
<b>L4</b>	Explain an essential meaning of <i>Thank You, Mr. Falker</i> .	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>Distill:</b> What is the essential meaning of <i>Thank You, Mr. Falker</i> ?	<b>Execute:</b> How do I write about <i>Thank You, Mr. Falker</i> ?	
<b>L5</b>	Analyze how <i>Thank You, Mr. Falker</i> builds knowledge.  Improve writing by offering and using peer feedback.	<i>Thank You, Mr. Falker</i> by Patricia Polacco	<b>L5 KNOW:</b> How does <i>Thank You, Mr. Falker</i> build my knowledge?	<b>L5 EXCEL:</b> How do I improve my writing?	

**MODULE 0**  
**LESSON 6**

**ESSENTIAL QUESTION: HOW DOES READING HELP US BUILD KNOWLEDGE?**

**WRITING: INFORMATIONAL/EXPOSITORY**

**FOCUS QUESTION LESSON 6: *What can we learn from studying visual art?***

**SMALL GROUP / INDEPENDENT**

Decodable text in K-1	Tier 2 Intervention for students who need a "double dose" of Foundations.	Small group reading with appropriate text based on student need.	Extended independent reading from Appendix D of each Wit and Wilson Module
-----------------------	---	--	--

**MODULE 0**  
**3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content**

LESSON & ASSESSMENTS	LEARNING GOALS & STANDARDS	TEXT	CONTENT FRAMING	CRAFT QUESTIONS WRITING	DEEP DIVE VOCABULARY/GRAMMAR
L6	Express an idea based on the pairing <i>Reading at Table</i> .	<i>Reading at a Table</i> by Pablo Picasso	<b>KNOW:</b> How does this painting build my knowledge?		

<b>SOCIAL STUDIES</b> Correlation to MODULE 0 Lessons 1-6			
STANDARDS & LEARNING GOALS	FOCUS VOCABULARY	PERFORMANCE TASKS/TEXTS	ASSESSMENTS WRITING
<p>C.3.3.1 Examine the process for creating rules and laws at the local level</p> <p>C.3.3.2 Compare ways people interact with rules and laws to improve their community</p> <p>Use text and lessons in Social Studies to reinforce literacy goals.</p> <p><b>Wit and Wisdom Module Learning Goals</b></p> <p>Practice and reflect on instructional routines and strategies.</p> <p>Develop classroom culture and construct systems for a knowledge-building, text focused community.</p> <p>Lesson 2—Vocabulary Journal</p> <p>Lesson 3—Response Journal</p>	<p><b>Essential Question:</b></p> <p>What makes a community?</p> <p>How can a classroom constitution benefit our classroom community?</p> <p><b>Supporting Questions:</b></p> <p>How would you define a community?</p> <p>What are the characteristics of a community?</p> <p>What are different types of communities?</p> <p>Why are rules, laws, and consequences important to your community? (be sure to discuss rules and consequences within your classroom/school community)</p> <p><b>Vocabulary</b></p> <p>Wit and Wisdom Lesson 2 introduces Vocabulary Journals.</p> <p>history, economy, economists, political scientist, government, constitution, preamble, bill of rights</p>	<p>Choose one of the lesson below to create classroom rules so that your classroom community runs smoothly.</p> <p><a href="#">Classroom Constitution</a> Lesson</p> <p><a href="#">Rules and Laws Lesson</a></p> <p><a href="#">We the Students: Writing a Class Constitution</a></p> <p><a href="#">Summary of the U.S. Constitution</a></p> <p><a href="#">Summary of the Constitution of the United States</a></p> <p><b>Before Reading:</b> Students will play a game with unfair rules. Introduce the vocabulary words: Constitution/Preamble/Bill of Rights. Discuss the importance of rules. Display a copy of the Constitution and share that they will be reading a book about the Constitution and will be working together to write a class Constitution. Use the book <i>Shh, We're Writing the Constitution</i> by Jean Fritz or choose another from the library or myOn.</p> <p><a href="#">Books for Teaching Constitution and Persuasive Writing</a></p>	<p>Respond to the following prompt: What would it be like to play a game without rules?</p> <p>Students work collaboratively to create a storyboard or timeline of a typical day at school. They will draw or take photos of daily activities then insert the pictures with captions (complete sentences and correct spelling). This could be done as a technology project. Use to discuss or have students respond in writing to the importance of rules and rituals and routines in each of the activities they have included.</p>

**MODULE 0**  
**3<sup>RD</sup> Grade Curriculum Map Literacy & Integrated Content**

	<p><b>TCM - <a href="#">Primary Source Reader: <i>The U.S. Constitution and You</i></a></b>  Lesson:  <a href="#">Before and After Reading Vocabulary Activities (pp. 100, 102)</a></p>	<p><b>During Reading:</b> Read book aloud, stopping to discuss and record important facts about the Constitution and Bill of Rights and why making a classroom constitution is important.</p> <p><b>After Reading:</b> Students will create a “working” classroom Constitution that governs the classroom and supports school rules, policies, and procedures.</p> <p><b>Questions to ask students before creating classroom Constitution and Bill of Rights:</b> The Bill of Rights were created to protect the basic freedoms of our nation’s peoples. What kind of freedoms would you include in a classroom Bill of Rights?</p> <p>What kinds of freedoms might get in the way of learning and co-existing in the classroom?</p> <p><b>To explain the U.S. Constitution, you can use:</b>  <b>TCM - <a href="#">Primary Source Reader: <i>The U.S. Constitution and You</i></a></b>  <a href="#">Lesson (pp. 99-108)</a>  <a href="#">“Parts of the U.S. Constitution” (p. 104)</a>  <a href="#">Primary Source Activity (p. 103)</a>  <a href="#">“Photo Details” (p. 107)</a>  <b>TCM - <a href="#">Exploring Social Studies: Arkansas Edition Student Handbook “Reasons for the Constitution” (p. 11)</a></b></p>	<p>SUW Quick Check for Sentences, Tool E2-56a</p> <p>Shared Writing:  Social Studies  Classroom Constitution</p> <p><b>TCM - <a href="#">Primary Source Reader: <i>The U.S. Constitution and You</i></a></b>  <a href="#">Quiz (p. 108)</a></p>
--	---	--	---