

# Fantastic Adventures with Dragons, Gods and Giants

Third Grade Unit 6



**Planning Team**

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# Essential Questions

Identify and  
**CLARIFY** the  
**STANDARDS**

Gather and study  
the  
**RESOURCES**

**DIVIDE** the unit  
into weeks and  
**DISTRIBUTE**  
the standards

Make or locate  
**SUMMATIVE**  
and  
**PERFORMANCE**  
**ASSESSMENTS**

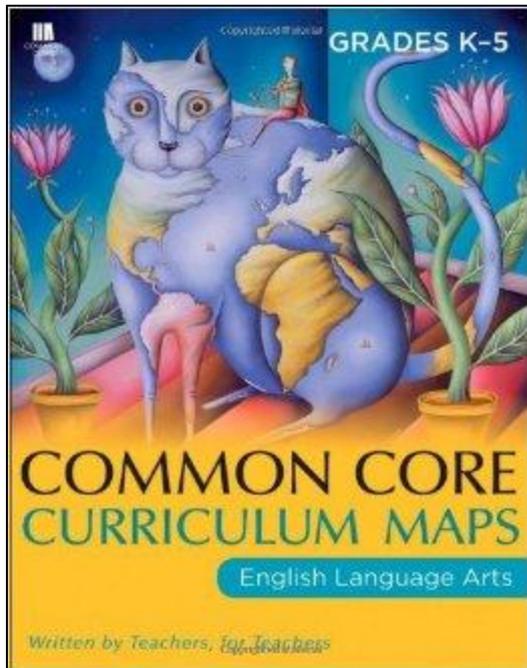
Plan  
**FORMATIVE**  
**ASSESSMENT(S)**  
**(FEEDBACK)**

Plan  
**DAILY**  
**LESSONS**

Incorporate  
**TECHNOLOGY**



# Fantastic Adventures with Dragons, Gods and Giants



*How does mythology connect with our lives today?*



# Fantastic Adventures with Dragons, Gods, and Giants

**"How does mythology connect with our lives today?"**

**In this sixth six-week unit of third grade, students read fantasies, adventure, poetry, mythology, and informational texts about Ancient Greece and Ancient Rome.**

## Reading Standards for Literature

### Key Ideas and Details

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.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

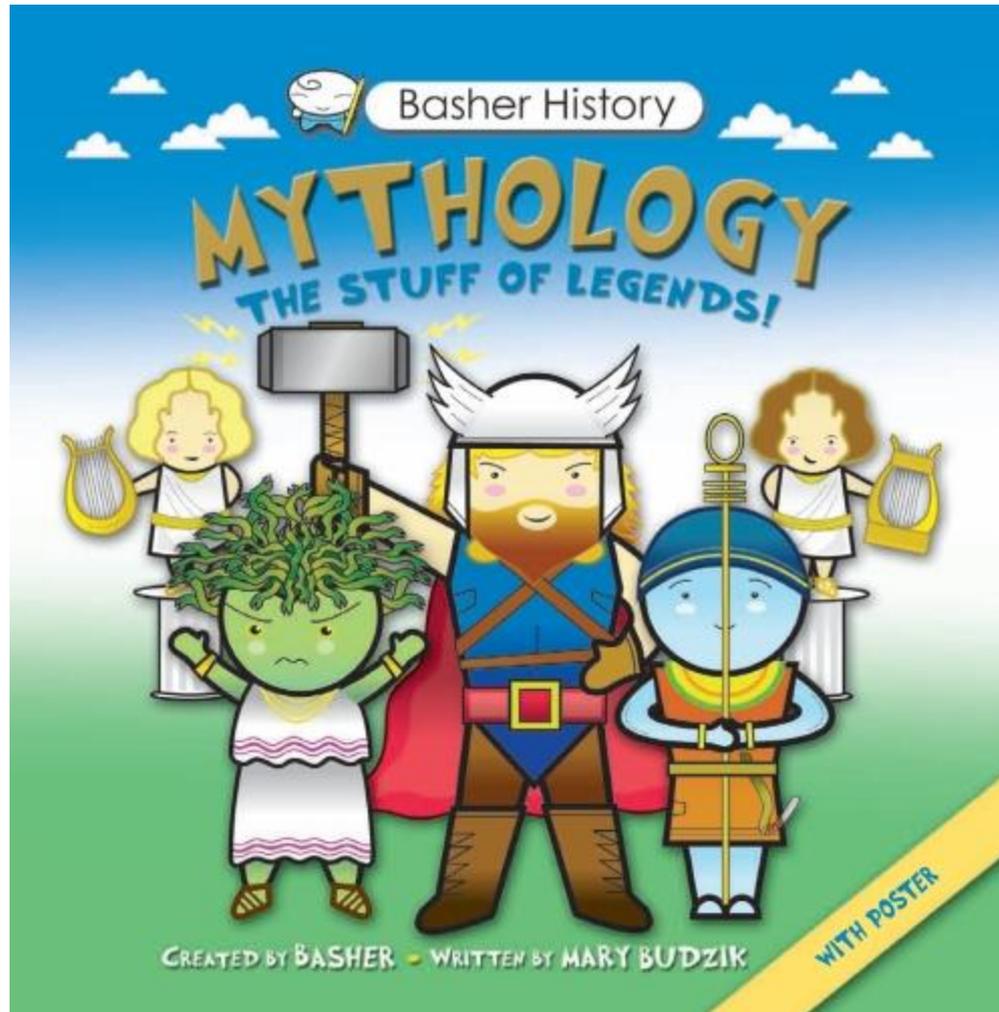
## Reading Standards for Informational Text

### Key Ideas and Details

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

# New Text

1 copy each



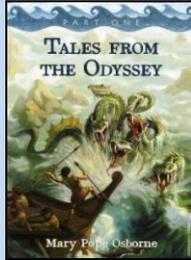
# 3<sup>rd</sup> Grade

## Print Resources

### Unit 6

#### Literature

##### Stories



"Adventures of Isabel"  
"A Dragon's Lament"  
"The Dragons are Singing Tonight"  
"Life Doesn't Frighten Me At All"

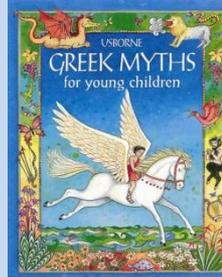
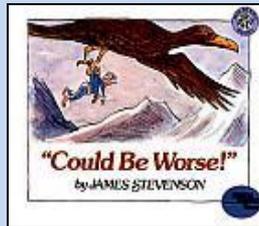
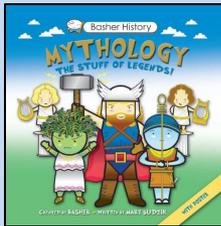
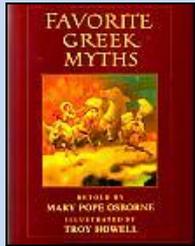
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##### Poem

(READ ALOUD)

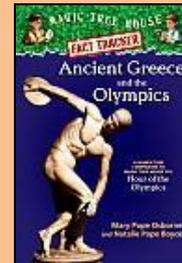
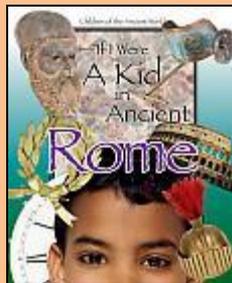
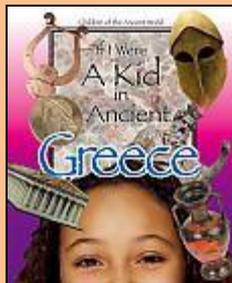
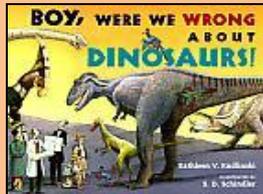
"The Tale of Custard the Dragon"

##### Read Aloud



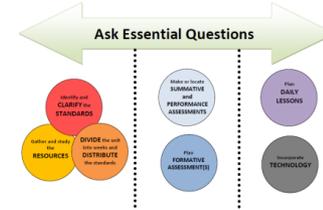
##### Art

#### Informational Text

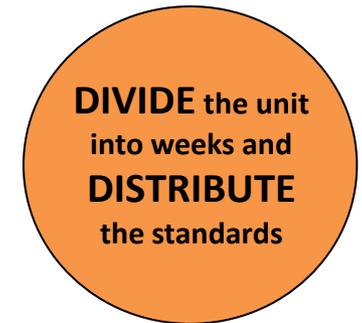


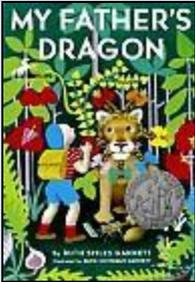
13 copies





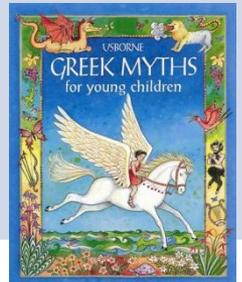
Week	Standards	Texts
1	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Use intro Power Point available on the Teacher Created Resources for Unit 6.</p> <p>My Father's Dragon Knapsack comprehension Use Mini Book Notebook - Writing and recounting</p> 

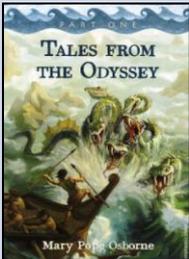


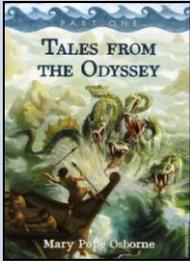
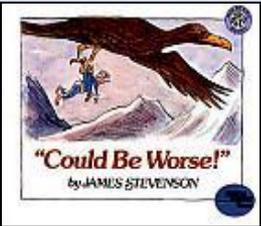
Week	Standards	Texts
2	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>My Father’s Dragon  “Create a creature” Power point and notes pages  Write this and publish electronically.</p> <p>Mini Book notebook from website</p> <p>Writing Prompt: Would you have reacted the same way to the animals as the boy did in My Father’s Dragon? (quick journal entry)</p> 

Week	Standards	Texts
3	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>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.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.5</p>	<p>If I were a Kid in Ancient Greece /Ancient Rome (read aloud)</p> <p>Mary Pope Osborne books - use Fact Tracker for notes.</p> <p>Hour of the Olympics</p> <p>Writing: Compare the Olympics then and Now using online research and the matrix form the District Website.</p> <p><a href="http://www.olympic.org/ancient-olympic-games">http://www.olympic.org/ancient-olympic-games</a></p> <p><a href="https://www.engageny.org/resource/grade-2-english-language-arts">https://www.engageny.org/resource/grade-2-english-language-arts</a></p> <p><a href="https://www.engageny.org/resource/grade-2-ela-domain-4-greek-myths">https://www.engageny.org/resource/grade-2-ela-domain-4-greek-myths</a></p> <p><b><i>(Caution to teachers to print out the sections of these resources that are appropriate for students.)</i></b></p> 

Week	Standards	Texts
4	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Begin the week with a Power Point introducing the Greek Gods, Brain pop on Greek Myths (Linked on the district website) Usborne Greek Myths</p> <p>Greek Myths: Pandora’s box p. 9, The Midas Touch p. 73 , The Gift of Fire p. 6, Cyclops the One-Eyed Giant p. 93</p> <p>Model using the matrix, especially the final “lesson learned”.</p> <p>TDQ available on the website for Pandora’s Box &amp; The Gift of Fire.</p> <p>You may choose other myths from the Usborne books and the book Favorite Greek Myths by Mary Pope Osborne</p> <p>Teachers Pay Teachers Link:  <a href="https://www.teacherspayteachers.com/Product/Greek-Mythology-Stories-and-Activities-aligned-with-CCSS-646574">https://www.teacherspayteachers.com/Product/Greek-Mythology-Stories-and-Activities-aligned-with-CCSS-646574</a></p>



Week	Standards	Texts
5	<p>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.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b. Provide reasons that support the opinion.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>Choose the most notable Greek god or goddess and write an opinion essay explaining your choice and giving reasons to support your opinion.</p> <p>Brain Pop on Homer <u>Tales from the Odyssey</u> by Mary Pope Osborne</p> <p>Resources: Teachers pay Teachers <a href="https://www.teacherspayteachers.com/Product/Tales-from-the-Odyssey-Part-1-Common-Core-Aligned-532537">https://www.teacherspayteachers.com/Product/Tales-from-the-Odyssey-Part-1-Common-Core-Aligned-532537</a> <a href="https://www.teacherspayteachers.com/Product/Tales-from-the-Odyssey-Part-2-by-Mary-Pope-Osborne-657225">https://www.teacherspayteachers.com/Product/Tales-from-the-Odyssey-Part-2-by-Mary-Pope-Osborne-657225</a></p> 

Week	Standards	Texts
6	<p>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.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><u>Tales from the Odyssey</u> by Mary Pope Osborne</p> <p><u>Could be Worse</u> Write a Grandfather fantasy story of your own. Can be done in partners or individually. Continue to publication.</p> <p>Summative Assessment: The Wooden Horse</p>  

Week	Standards	Essential Questions
1		<i>How does mythology connect with our lives today?</i> (Discussion)
2		
3		
4		
5		
6		<i>How does mythology connect with our lives today?</i>

Backward Unit Planning 1.0



# Summative Assessment

The Wooden Horse  
from  
Usborne Greek Myths  
for young children



For many days, the Trojans watched from the tops of their city walls as the Greeks collected huge piles of wood on the beach. They sawed, chopped and hammered it, while the Trojans wondered what the Greeks could be making.

Then, one morning, as the Trojan guards on the walls looked out at dawn, they were amazed to see that the beach was empty. The Greek camp and all the ships pulled up on the beach had **vanished**. Nothing was left but an enormous wooden horse. "They've gone. The war is over. We've won. We've won," the Trojans shouted. They opened the city gates and rushed down to the beach.

## Part A

What does the word **vanished** mean as it is used in the sentence, "The Greek camp and all the ships pulled up on the beach had vanished." (RL.3.4)

- A. appeared
- B. sunk
- C. disappeared
- D. moved

## Part B

Which statement best supports Part A? (RL.3.4)

- A. "They opened the city gates..."
- B. "...the Trojans watched from the tops of their city..."
- C. "The slid down it, ran silently through the city..."
- D. "Nothing was left but an enormous wooden horse."

What is the central message of this myth? (RL.3.2)

- A. Make friends with your enemies.
- B. Just because you want to believe in something, doesn't mean you shouldn't examine it carefully.
- C. Don't take things that don't belong to you.
- D. It's okay to accept things that are given to you.

## Unit 6 Daily Lesson Plan Sketch

This is a **sample** layout for planning the complete unit with activities. Bolded phrases are documents that can be found in the teacher created resources for unit 6.

### Week 1

Monday

- Use the **Mythology Intro** PPT to introduce the entire Unit 6 and introduce the essential question to connect to the slides of PPT
- Read the "About Greek Myths" passage from Greek Myths for Young children

Tuesday-Friday

- Read My Father's Dragon
- Use the **My Father's Dragon Notebook** to summarize each day for writing
- Use **My Father's Dragon chapter questions** for independent time

### Week 2

Monday-Friday

- Read My Father's Dragon
- Use the **My Father's Dragon Notebook** to summarize each day for writing
- Use **My Father's Dragon chapter questions** for independent time



# RESOURCES



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