

Fantastic Adventures with Dragons, Gods and Giants

Third Grade Unit 6



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Planning Team

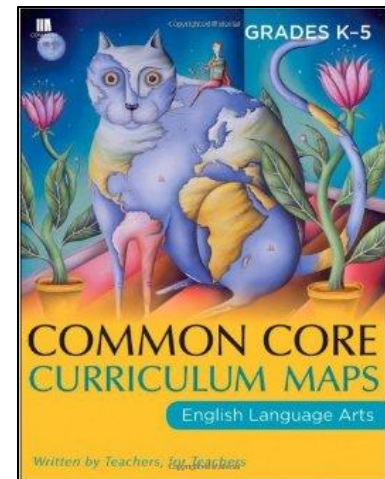
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Fantastic Adventures with Dragons, Gods and Giants

Essential Question

*How does mythology
connect with our lives today?*




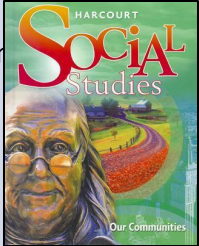
Unit 6 - Social Studies

ELA Unit 6- Fantastic Adventures with Dragons, Gods, and Giants

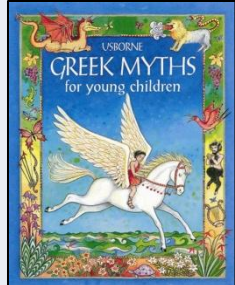
6 Weeks

Economics
Economic Decision Making
E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state
E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision
Exchange and Markets
E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization)
E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas
E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives)
Growth and Stability
E.6.3.3 Explain the difference between public and private goods and services
E.6.3.4 Identify factors that affect our economy (e.g., unemployment, inflation)
Global Economy
E.7.3.1 Illustrate the relationships among imports, exports, and global interdependence
E.7.3.2 Describe how people in various places and regions are affected by trade

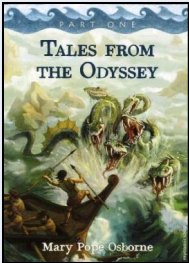

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
1	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Determine the meaning of words and phrases; distinguish literal from non-literal (RL.3.4)</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> 
Social Studies	<p>E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state</p> <p>E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision</p> <p>E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization)</p> 	<p>Make connections to the way the dragon moves messages across the river; the animals also used the dragon for labor; acting as the ferry.</p> <p>Social Studies Text; chapters 11 and 12</p> <p>Social Studies Text; Lesson 2 page 422-425</p> <p>Social Studies Text; Citizenship Skills page 432-433</p> <p>www.economicsarkansas.org</p> <p>Brain Pop Educators Tab: "Goods and Services" lesson</p>

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
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>Determine the meaning of words and phrases; distinguish literal from non-literal (RL.3.4)</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> 
Social Studies	<p>E.4.3.1 Illustrate examples of scarcity and opportunity cost within the local community and different regions in the state</p> <p>E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision</p> <p>E.5.3.1 Examine the relationship between human capital and economic growth (e.g., division of labor, specialization)</p> 	<p>Make connections to the way the dragon moves messages across the river; the animals also used the dragon for labor; acting as the ferry.</p> <p>Social Studies Text; chapters 11 and 12 Social Studies Text; Lesson 2 page 422-425 Social Studies Text; Citizenship Skills page 432-433 www.economicsarkansas.org</p>

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
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>http://www.olympic.org/ancient-olympic-games</p> <p>https://www.engageny.org/resource/grade-2-english-language-arts</p> <p>https://www.engageny.org/resource/grade-2-ela-domain-4-greek-myths</p> <p><i>(Caution to teachers to print out the sections of these resources that are appropriate for students.)</i></p> <div data-bbox="1300 868 1464 1086"> </div> <div data-bbox="1493 868 1657 1086"> </div> <div data-bbox="1686 868 1870 1086"> </div>
Social Studies	<p>E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas</p> <p>E.5.3.3 Analyze economic factors in a market (e.g., supply, demand, competition, incentives)</p> <p>E.6.3.3 Explain the difference between public and private goods and services</p> <p>E.7.3.1 Illustrate the relationships among imports, exports, and global interdependence</p> <p>E.7.3.2 Describe how people in various places and regions are affected by trade</p> <div data-bbox="1155 1268 1271 1410"> </div>	<p>Make connections from Economic topics found in the Fact Tracker books to Economic issues in Arkansas and around the world.</p> <p>www.economicsarkansas.org</p> <p>Social Studies Text p. 391</p> <p>Social Studies Text; Lesson 3 page 400-403</p>

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
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>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</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 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". TDQ available on the website for Pandora's Box & 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: https://www.teacherspayteachers.com/Product/Greek-Mythology-Stories-and-Activities-aligned-with-CCSS-646574</p> 

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
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>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</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 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-2-by-Mary-Pope-Osborne-657225</p> 

Week	Standards	Texts
<i>How does mythology connect with our lives today?</i>		
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> <div data-bbox="1300 679 1489 939">  </div> <div data-bbox="1445 965 1707 1190">  </div>

Additional Social Studies Resources

www.arkansasheritage.com

www.historicarkansas.org

<http://www.littlerock9.com/>

www.socialstudiesforkids.com

www.economicsarkansas.org

<http://www.arkansas.com/kids/fun-facts/facts-history.aspx>

www.econedlink.org

<http://www.arkansased.gov/>

(Select Teachers → Curriculum and Instruction Resources → Social Studies *on the right*)

<http://www.smithsonianeducation.org/students/>

<http://americanhistory.si.edu/>

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