

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 9: From Farm to Table

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In this module, students will listen to, read, and view a variety of texts and media that present information about where our food comes from. As students build their vocabulary and synthesize topic knowledge, they will learn that food's journey to our table often begins on a farm.

A genre focus on informational text provides students with opportunities to identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts and the topic. Students will also encounter a video to build knowledge across genres.

Essential Question: How does food move from a farm to your plate?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

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RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 9 Week 1: How Did That Get in My Lunchbox?	<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.</p> <p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about how food is grown on farms and processed by machines before it reaches stores and tables, using information and vocabulary learned from reading Synthesize information from the text to gain a new understanding about farming. Recognize how the author uses text structure to show cause and effect and the sequence of events. Use text and graphic features to understand information in the text. 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Great Ideas from Great Parents! myBook: How Did That Get in My Lunchbox? <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation: HMH Classcraft Essential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk

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	<p>demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>	<ul style="list-style-type: none"> Identify the central idea of the text and the details that support it. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> How Did That Get in My Lunchbox? Weekly Assessment <ul style="list-style-type: none"> Comprehension: Text Structure, Text and Graphic Features, Central Idea Vocabulary Strategy: Context Clues 	<ul style="list-style-type: none"> Collaborative Discussion Close Reading
<p>Module 9 Week 1:</p> <p>How Did That Get in My Lunchbox?</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Tabletop Mini Lessons: Reading Reading Graphic Organizers Read and Respond Journal HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Literacy Centers Guided Reading Groups English Learner Support Reinforce skill with practice worksheets Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Research a Healthy Lunch. 		
<p>Module 9 Week 2:</p> <p>Carrots, Farm to Fork/How Do You Raise a Raisin?</p>	<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about how raisins are produced and packaged, from farm to table, using information and language learned from reading Ask and answer questions before, during, and after reading to help clarify information and make predictions. Recognize the author's use of figurative language to help describe raisins in the text. 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: Carrots, Farm to Fork (Media: Educational Video) myBook:How Do You Raise a Raisin? <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH ClasscraftEssential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1 <p><u>Activities:</u></p>

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	<p>RI.MF.3.6. Use information gained from text features (e.g., illustrations, 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>RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.</p>	<ul style="list-style-type: none"> Recognize the use of text and graphic features to call out information in the text. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quizzes: <ul style="list-style-type: none"> Carrots, Farm to Fork How Do You Raise a Raisin? Weekly Assessment <ul style="list-style-type: none"> Comprehension: Media Techniques, Figurative Language, Text and Graphic Features Vocabulary Strategy: Context Clues 	<ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 9 Week 2:</p> <p>Carrots, Farm to Fork/How Do You Raise a Raisin?</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Tabletop Mini Lessons: Reading Reading Graphic Organizers Read and Respond Journal HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Literacy Centers Guided Reading Groups English Learner Support Reinforce skill with practice worksheets Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Research a Healthy Lunch. 		
<p>Module 9 Week 3:</p> <p>It's Our Garden: From Seeds to Harvest in a School Garden</p>	<p>RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Build knowledge and language about how a garden is planted, cared for, and harvested to bring food to the table, using information and vocabulary learned from reading Monitor comprehension while reading to check understanding and clarify information. 	<p><u>Texts</u></p> <ul style="list-style-type: none"> myBook: It's Our Garden: From Seeds to Harvest in a School Garden <p><u>Materials</u></p> <ul style="list-style-type: none"> Whole-Class Presentation:HMH ClasscraftEssential Session HMH Anchor Charts HMH Reading Graphic Organizers Teaching Pal Book 1

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	<p>RI.PP.3.5. Distinguish their own point of view from that of the author of a text.</p> <p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> Recognize how the sequence text structure helps explain the steps in growing a garden. Use context to determine the meaning of content-area words. Identify the point of view in the text, using text evidence. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Selection Quiz: <ul style="list-style-type: none"> It's Our Garden: From Seeds to Harvest in a School Garden Performance Task Module Assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Think-Pair-Share Read for Understanding Turn and Talk Collaborative Discussion Close Reading
<p>Module 9</p> <p>Week 3:</p> <p>It's Our Garden: From Seeds to Harvest in a School Garden</p>	<p>Small Group/Differentiation – Materials – Small Group/Differentiation</p> <ul style="list-style-type: none"> Tabletop Mini Lessons: Reading Reading Graphic Organizers Read and Respond Journal HMH Readers/Take & Teach Lessons <p>Small Group/Differentiation – Activities</p> <ul style="list-style-type: none"> Literacy Centers Guided Reading Groups English Learner Support Reinforce skill with practice worksheets Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Research a Healthy Lunch. 		

(NOTES FOR CURRICULUM WRITING - No need to make any changes or adjustments to the items in these links. These are there for our QSAC Compliance piece.)

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements