



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 1: Overview



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Unit 1: The Wolf in Traditional Stories

In this first unit, students read folktales and fables to learn about and describe how the character of the wolf is depicted through traditional narratives. They also continue to build fluency skills through ongoing modeling, practice, and self-evaluation, based on provided criteria (see Preparation and Materials). In the first half of the unit, students closely read the folktale *Lon Po Po* (a Chinese retelling of “Little Red Riding Hood”) to build their understanding of how the words, actions, and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students also determine the meaning of literal and non-literal language in the story and explore how specific aspects of the illustrations in *Lon Po Po* contribute to their understanding of the text. For the mid-unit assessment, students read a new folktale, “Fox and Wolf,” and then answer selected-response and short answer questions about the characters, their actions, the lesson of the story, the meanings of unfamiliar terms, and how illustrations contribute to readers’ understanding of the text.

In the second half of the unit, students read three fables that feature a wolf as the central character. As students read each fable, they continue to analyze the character of the wolf and are asked to form and support an opinion about the wolf based on their analysis. For the end of unit assessment, students first read a new fable, complete a Character chart, answer text-dependent questions, and determine the meaning of unfamiliar words and phrases using a variety of strategies and resources. Then, they write a three-to-five-sentence paragraph to express an opinion about the wolf in the story, support their point of view with reasons, and provide a concluding statement. This assessment also includes an optional fluency assessment, aligned with NYSP12 ELA CCLS RF.3.4.

Guiding Questions and Big Ideas

- **What lessons can be learned from traditional stories?**
- **Who is the wolf in fiction?**
- *Traditional stories can convey important lessons to the reader or listener.*
- *We can learn about wolves through literature and informational texts.*



<p>Mid-Unit 1 Assessment</p>	<p>Selected Response and Short Answer Questions: “Fox and Wolf” This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, “Fox and Wolf.” Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.</p>
<p>End of Unit 1 Assessment</p>	<p>Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep” This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, “The Wolves and the Sheep,” and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: “What is the best word to describe the wolves in this story? Why?” Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement.</p> <p>Part 2: Reading Fluently Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: “The Tricky Wolf and the Rats” (folktale, Lexile 620), “The Wolf and the Sheep” (fable, Lexile 700), or “The Wolf in the Park” (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.</p>



Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about wolves. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Time, Continuity, and Change

3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

- 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
 - Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- 3.8b Arts, music, dance, and literature develop through a community's history.
 - Students will explore the arts, music, dance, and literature for each selected world community.



Texts

1. Jerry Pinkney, *Aesop's Fables* (San Francisco: Chronicle Books, LLC, 2000), ISBN: 978-1-58717-000-3.
2. Ed Young, *Lon Po Po: A Red-Riding Hood Story From China* (New York: Penguin Putnam Books for Young Readers, 1996), ISBN: 978-0-698-11382-4.
3. Lynda Durrant Lemmon, "The Fox and the Wolf," in *Jack & Jill* (Vol. 58, Issue 1), Jan./Feb. 1996.
4. Aesop, "The Wolves and the Sheep," from Project Gutenberg, as found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_110.
5. Ellen C. Babbitt, "The Tricky Wolf and the Rats," in *More Jataka Tales* (New York: D. Appleton-Century Company, 1922), as found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/>.
6. Aesop, "The Wolf and the Lamb," from Project Gutenberg, as found at http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42.
7. Richard Edwards, "A Wolf in the Park," from the Scottish Poetry Library, as found at <http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park>.



This unit is approximately 2 weeks or 11 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Gallery Walk and Independent Reading: Wolves in Fiction and Fact	<ul style="list-style-type: none"> I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. (RL.3.11) I can self-select text based on personal preferences. (RL.3.11a) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1) 	<ul style="list-style-type: none"> I can engage in collaborative discussions with peers. I can ask and answer questions based on what I see and hear during a Gallery Walk. I can select an independent reading text based on personal preferences. 	<ul style="list-style-type: none"> Tour notes (from Gallery Walk) Appropriate independent reading selection based on personal preferences. 	<ul style="list-style-type: none"> Gallery Walk protocol Guiding Questions anchor chart Independent Reading Preferences anchor chart
Lesson 2	Close Reading: <i>Lon Po Po</i> , Pages 4–11	<ul style="list-style-type: none"> I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7) 	<ul style="list-style-type: none"> I can describe the characters in <i>Lon Po Po</i> and explain how their actions contribute to the sequence of events, on pages 4–11. I can determine the meaning of words and phrases from <i>Lon Po Po</i>. I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story. 	<ul style="list-style-type: none"> Independent reading questions (from homework) Text-Dependent Questions: <i>Lon Po Po</i>, pages 4–11 Vocabulary cards 	<ul style="list-style-type: none"> Who Is the Wolf in Fiction anchor chart Independent Reading Preferences anchor chart Guiding Questions anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Close Reading: <i>Lon Po Po</i> , Pages 12–21	<ul style="list-style-type: none"> I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7) 	<ul style="list-style-type: none"> I can explain how the characters’ actions contribute to the sequence of events on pages 12–21 of <i>Lon Po Po</i>. I can determine the meaning of words and phrases from <i>Lon Po Po</i>. I can explain how illustrations in <i>Lon Po Po</i> contribute to my understanding of the story. 	<ul style="list-style-type: none"> Fluency Self-Assessment (from homework) Text-Dependent Questions: <i>Lon Po Po</i>, pages 12–21 Vocabulary cards 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Guiding Questions anchor chart Who Is the Wolf in Fiction anchor chart
Lesson 4	Close Reading: <i>Lon Po Po</i> , Pages 22–31	<ul style="list-style-type: none"> I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) I can explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (RL.3.7) 	<ul style="list-style-type: none"> I can explain how characters’ actions contribute to the sequence of events that take place in <i>Lon Po Po</i>. I can determine the meaning of words and phrases from <i>Lon Po Po</i>. I can explain the lesson that is conveyed in <i>Lon Po Po</i> by referring to key details from the story. 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) Text-Dependent Questions: <i>Lon Po Po</i>, pages 22–31 Vocabulary cards 	<ul style="list-style-type: none"> Back-to-Back, Face-to-Face protocol Guiding Questions anchor chart Who Is the Wolf in Fiction anchor chart Narrative Elements anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Mid-Unit Assessment: "Fox and Wolf" Selected Response and Short Answer Questions	<ul style="list-style-type: none"> • I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) • I can determine the central lesson and explain how it is conveyed through key details in the text. (RL.3.2) • I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) • I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (RL.3.4) • I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. (RL.3.7) 	<ul style="list-style-type: none"> • I can explain how characters' actions contribute to the sequence of events that take place in "Fox and Wolf." • I can determine the meaning of words and phrases from "Fox and Wolf." • I can explain the lesson that is conveyed in "Fox and Wolf" by referring to key details from the story. 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment • Tracking My Progress, Mid-Unit 1 recording form 	<ul style="list-style-type: none"> • Guiding Questions anchor chart • Who Is the Wolf in Fiction anchor chart • Narrative Elements anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 1	<ul style="list-style-type: none"> I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) I can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) I can engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing my own clearly. (SL.3.1) 	<ul style="list-style-type: none"> I can work with peers to review and justify my responses to the Mid-Unit 1 Assessment questions, then revise as necessary based on group discussions and evidence from the text. I can determine the meaning of words using context clues and known affixes. 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) Mid-Unit 1 Assessment revisions Vocabulary cards 	<ul style="list-style-type: none"> Guiding Questions anchor chart Who Is the Wolf in Fiction anchor chart Narrative Elements anchor chart Back-to-Back, Face-to-Face protocol
Lesson 7	Describing the Wolf in Fables: "The Wolf and the Lean Dog," Part 2	<ul style="list-style-type: none"> I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) 	<ul style="list-style-type: none"> I can describe the characters in "The Wolf and the Lean Dog" and explain how their actions contribute to the sequence of events. I can express an opinion about the wolf in this fable and support my opinion with reasons. 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) Vocabulary cards Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Lean Dog" 	<ul style="list-style-type: none"> Guiding Questions anchor chart Who Is the Wolf in Fiction anchor chart Narrative Elements anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Describing the Wolf in Fables: "The Wolf in Sheep's Clothing"	<ul style="list-style-type: none"> I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) I can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c) I can use glossaries to determine or clarify the precise meaning of key words and phrases. (L.3.4d) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) 	<ul style="list-style-type: none"> I can determine the meaning of unknown words using context clues, known root words, and a glossary. I can describe the characters in "The Wolf in Sheep's Clothing" and explain how their actions contribute to the sequence of events. I can express an opinion about the wolf in this fable and support my opinion with reasons. 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) Character T-chart (from homework) Character Analysis Chart and Text-Dependent Questions: "The Wolf in Sheep's Clothing" Vocabulary cards 	<ul style="list-style-type: none"> Guiding Questions anchor chart Opinion Writing anchor chart Narrative Elements anchor chart Who Is the Wolf in Fiction anchor chart
Lesson 9	Describing the Wolf in Fables: "The Wolf and the Crane"	<ul style="list-style-type: none"> I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) 	<ul style="list-style-type: none"> I can determine the meaning of words by choosing from a variety of strategies. I can describe the characters in "The Wolf and the Crane" and explain how their actions contribute to the sequence of events. I can express an opinion about the wolf in this fable and support my opinion with reasons. 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) Character T-chart: "The Wolf and the Shepherd" (from homework) Character Analysis Chart and Text-Dependent Questions: "The Wolf and the Crane" Vocabulary cards 	<ul style="list-style-type: none"> Guiding Questions anchor chart Opinion Writing anchor chart Narrative Elements anchor chart Who Is the Wolf in Fiction anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 10	End of Unit 1 Assessment, Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”	<ul style="list-style-type: none"> I can describe the characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3) I can determine the meaning of unknown words and phrases, choosing from a range of strategies. (L.3.4) I can write opinion pieces, supporting a point of view with reasons. (W.3.1) 	<ul style="list-style-type: none"> I can determine the meaning of words by choosing from a variety of strategies. I can describe the characters in “The Wolves and the Sheep” and explain how their actions contribute to the sequence of events. I can express an opinion about the wolves in this fable and support my opinion with reasons. 	<ul style="list-style-type: none"> End of Unit 1 Assessment, Part 1 Tracking My Progress, End of Unit 1 recording form 	<ul style="list-style-type: none"> Guiding Questions anchor chart Narrative Elements anchor chart Who Is the Wolf in Fiction anchor chart
Lesson 11	End of Unit 1 Assessment, Part 2: Reading Fluently	<ul style="list-style-type: none"> I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4) 	<ul style="list-style-type: none"> I can read an unfamiliar text accurately and fluently 	<ul style="list-style-type: none"> Fluency Self-Assessment (continued from Lesson 2 homework) End of Unit 1 Assessment, Part 2 	<ul style="list-style-type: none"> Narrative Elements anchor chart Who Is the Wolf in Fiction anchor chart



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a media specialist to help students explore various types of traditional stories—such as tall tales, fairy tales, porquoi stories, etc.—from around the world.

Fieldwork:

- Arrange for a trip to a local library and/or bookstore that has a large selection of traditional stories for students to explore through a “scavenger hunt” for various types of stories and/or particular titles of popular folktales, fairy tales, and tall tales.

Service:

- Have students choose a favorite folktale, fable, or other type of traditional story to practice and then read aloud to small groups, or entire classes, of younger students.

Optional: Extensions

- Extend students’ work with *Aesop’s Fables* by asking them to analyze the character traits and actions of other animal characters in comparison to the character of the wolf.
- Consider sharing stories from *Nelson Mandela’s Favorite African Folktales*, edited by Nelson Mandela (New York: W.W. Norton & Company, 2007) with students.
- Consider allowing students to practice and perform a readers’ theater version of a folktale, fable, or other type of traditional story (there are many options available on the internet and at various local libraries).
- Allow students to create a “puppet show” version of a story from *Aesop’s Fables* to perform for peers, younger students, and/or family and community members.
- Coordinate with an art instructor and/or media specialist to help students create collages of imagery and text that show “Who is the wolf in fiction?” as a way to help them synthesize their learning after the final lesson in this unit.



Preparation and Materials

- Each student will need a journal to use throughout this module (starting in Lesson 1), as well as a metal ring (1–2 inches in diameter) to hold vocabulary cards (introduced in Lesson 2).
- Review the Unit 1 Recommended Texts list and work with a media specialist to locate a variety of independent reading books for students to choose from in Lesson 1.
- In Lesson 1, students participate in a Mystery Gallery Walk. Review this lesson in advance for suggestions about how to set up the “tour station stops” for students to visit during the Gallery Walk. Note that one suggestion is to create a station of wolf artifacts, such as pelts, teeth, bones, sculptures, etc. This is *optional*, as these objects may be difficult to locate. However, depending on your location, resources may be available through a local high school, university, wildlife education center, and/or your local parks and recreation department.
- Be sure to have a small whiteboard and whiteboard marker for each student to use during Lesson 8.

Fluency Work

- There is an option to assess students’ fluent reading skills in Lesson 10. Therefore, a variety of strategies for helping students continue to develop fluent reading skills have been embedded throughout lessons (i.e., choral reading, whisper reading, fluency practice, and self-evaluation through reading and rereading, etc.). Before beginning the first lesson of this unit, consider introducing (or reviewing) the criteria described on the fluency self-assessment (see Fluency Resource “Fluency Self-Assessment” and “Introducing the Fluency Self-Assessment”) by asking students to listen to and evaluate short folktales read aloud for fluency using the rubric. Sample folktales are available at the following links:
 - “The Otters and the Wolf,” found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4972/the-otters-and-the-wolf/>
 - “The Lion in Bad Company,” found at <http://etc.usf.edu/lit2go/73/more-jataka-tales/4971/the-lion-in-bad-compan>
- It will be important to meet with students at least twice prior to Part 2 of the end of unit assessment, to help them:
 1. Establish appropriate fluency goals and strategies for acquiring those goals;
 2. Monitor and reflect on their progress toward fluency goals;
 3. Refine fluency goals as needed.
- For additional ideas, see the Fluency Resource in the stand-alone Foundational Reading and Language Standards Resource Package for Grades 3–5 on EngageNY.org.
- Note that it may not be possible to assess all your students’ fluent reading skills during Lesson 10. Think about other times during the day or school week when the assessment could be administered. If the fluency assessment is conducted over the course of two or more days, it will important to use a different text on each successive day. If students discuss fluency passages with others who have not yet been assessed, it will interfere with the authenticity of ongoing assessments. Three texts, Lexile range 620–780 have been provided (see Lesson 10) to ensure students at varying levels of reading ability have an opportunity to demonstrate their fluent reading skills with an appropriate grade-level text.