
WIT & WISDOM PARENT TIP SHEET

WHAT IS MY THIRD GRADE STUDENT LEARNING IN MODULE 1?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In this first module, *The Sea*, we will study why people explore the sea. Poets and writers explore the sea through words and images. Scientists use technology to discover new species. We will explore literature, informational text, and art as we ask the question: *Why do people explore the sea?*

OUR CLASS WILL READ THESE BOOKS:

Picture Book (Informational)

- *The Fantastic Undersea Life of Jacques Cousteau*, Dan Yaccarino
- *Giant Squid: Searching for a Sea Monster*, Mary M. Cerullo and Clyde F. E. Roper
- *Shark Attack!*, Cathy East Dubowski

Picture Book (Literary)

- *Amos & Boris*, William Steig

Poetry

- “The Sea Wind,” Sara Teasdale

Stories

- “The Lion and the Mouse,” The Full Text of Aesop’s Fables

OUR CLASS WILL EXAMINE THESE WORKS OF ART:

- *The Great Wave off Kanagawa*, Katsushika Hokusai
- *The Boating Party*, Mary Cassatt
- *The Gulf Stream*, Winslow Homer

OUR CLASS WILL WATCH THESE FILMS:

- “Cousteau’s Silent World: Shipwreck Excerpt”
- “Quest for the Giant Squid”
- “Sperm Whale Encounter”
- “Why the Ocean Matters”

OUR CLASS WILL ASK THESE QUESTIONS:

- How do artists explore the sea?
- Why and how do scientists explore the sea?
- Why and how do scientists explore sea creatures?
- Why do people explore the sea?

QUESTIONS TO ASK AT HOME:

As you read with your third grade student, ask:

- *What do you notice and wonder?*

BOOKS TO READ AT HOME:

- *Extreme Oceans*, Seymour Simon
- *National Geographic Little Kids First Big Book of the Ocean*, Catherine Hughes
- *Down, Down, Down: A Journey to the Bottom of the Sea*, Steve Jenkins
- *A Life in the Ocean: The Story of Oceanographer Sylvia Earle*, Claire A. Nivola
- *Shark Lady: True Adventures of Eugenie Clark*, Ann McGovern
- *Manfish: A Story of Jacques Cousteau*, Jennifer Berne
- *Tentacles! Tales of the Giant Squid*, Shirley Raye Raymond
- *Surprising Sharks: Read and Wonder*, Nicola Davies
- *Sharks*, Seymour Simon

- *National Geographic Readers: Weird Sea Creatures*, Laura Marsh
- *Giant Squid*, Candace Fleming
- *Narwhal: Unicorn of the Sea*, Janet Halfmann

PLACES YOU CAN VISIT TO TALK ABOUT THE SEA:

Visit the local zoo or aquarium. Ask:

- *What do you notice about the environment?*
- *What do you wonder about the animals?*

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WHAT IS MY THIRD GRADE STUDENT LEARNING IN MODULE 2?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In this second module, *Outer Space*, we will study how people have learned about space through history. By reading books and examining art, students explore our fascination with the cosmos, asking, *How do people learn about space?*

OUR CLASS WILL READ THESE BOOKS:

Picture Book (Informational)

- *Moonshot*, Brian Floca
- *One Giant Leap*, Robert Burleigh
- *Starry Messenger*, Peter Sís

Picture Book (Literary)

- *Zathura*, Chris Van Allsburg

Articles

- “Galileo’s Starry Night,” Kelly Terwilliger
- “Greek Myths,” American Museum of Natural History
- “Apollo 11: The Eagle Has Landed,” Leigh Anderson

Stories

- “Pegasus and Perseus,” Anonymous
- “Pegasus and Bellerophon,” Anonymous
- “Callisto and her Son,” Anonymous

OUR CLASS WILL EXAMINE THESE WORKS OF ART:

- *Starfield*, Vija Celmins
- *Space Object Box*, Joseph Cornell

OUR CLASS WILL WATCH THESE FILMS:

- “CBS News Moon Landing Coverage with Walter Cronkite (7/20/1969)”
- “Moon 101,” National Geographic

OUR CLASS WILL ASK THESE QUESTIONS:

- How did Galileo learn about space?
- How did the astronauts of Apollo 11 learn about space?
- How do artists and writers help people learn about space?

QUESTIONS TO ASK AT HOME:

As you read with your third grade student, ask:

- *What’s happening?*
- *What does a closer look at words and illustrations reveal about this text’s deeper meaning?*

BOOKS TO READ AT HOME

- *The Planet Gods*, Jacqueline Mitton
- *Once Upon a Starry Night*, Jacqueline Mitton
- *The Little Prince*, Antoine de Saint Exupery
- *The Moon*, Seymour Simon
- *Boy, Were We Wrong About the Solar System!*, Kathleen V. Kudlinski
- *Find the Constellations*, H. A. Rey
- *Next Time You See the Moon*, Emily Morgan
- *If You Decide to Go to the Moon*, Faith McNulty
- *Reaching for the Moon*, Buzz Aldrin
- *Footprints on the Moon*, Alexandra Siy
- *This is the Way to the Moon*, Miroslav Sasek
- *The Planets*, Time for Kids
- *The Zoo in the Sky*, Jacqueline Mitton

- *Meteor*, Patricia Polacco
- *The Moon Over Star*, Dianna Hutts Aston
- *Space*, Mary Pope and Will Osborne
- *Team Moon: How 400,000 People Landed Apollo 11 on the Moon*, Catherine Timmes
- *Moonwalk: The First Trip to the Moon*, Judy Donnelly

IDEAS FOR TALKING ABOUT SPACE:

Go outside after dark together. Look up at the night sky and ask:

- *What do you notice and wonder about space?*
- *What constellations do you see?*
- *Would you travel to space if you could? Why or why not?*

WIT & WISDOM PARENT TIP SHEET

WHAT IS MY THIRD GRADE STUDENT LEARNING IN MODULE 3?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In the Module 3, *A New Home* students will explore the immigrant experience through the lens of stories. We will ask: How do stories help us understand immigrants' experiences?

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Literacy)

- *Grandfather's Journey*, Allen Say
- *Tea with Milk*, Allen Say
- *The Keeping Quilt*, Patricia Polacco
- *Family Pictures*, Carmen Lomas Garza

Picture Books (Informational)

- *Coming to America: The Story of Immigration*, Betsy Maestro

OUR CLASS WILL READ THIS STORY:

- "Two Places to Call Home," Jody Kapp (Cobblestone article)

OUR CLASS WILL EXAMINE THESE PHOTOGRAPHS:

- *The Steerage*, Alfred Stieglitz
- "Untitled photograph of evacuees seeing the Statue of Liberty"

OUR CLASS WILL EXAMINE THIS ARCHITECTURE:

- "Liberty Enlightening the World," Frédéric Auguste Bartholdi
- "Gateway Arch," Eero Saarinen
- "The Washington Monument," Robert Mills

OUR CLASS WILL WATCH THESE VIDEOS:

- “Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1.” Smithsonian National Museum of the American Indian. (excerpts)

OUR CLASS WILL LISTEN TO THESE HISTORICAL ACCOUNTS:

- “Morris Remembers the Steamship,” Ellis Island Oral History Collection, National Park Service
- “William Remembers the Storm,” Ellis Island Oral History Collection, National Park Service
- “Oral History Library,” The Statue of Liberty–Ellis Island Foundation, Inc.

OUR CLASS WILL ASK THESE QUESTIONS:

- 1 What challenges do immigrants face in a new country?
- 2 Why do people immigrate to America?
- 3 How do immigrants respond to challenges in a new country?

QUESTIONS TO ASK AT HOME:

As you read with your Grade 3 student, ask

- What is the essential meaning, or most important message, in this book?

BOOKS TO READ AT HOME:

- *At Ellis Island: A History in Many Voices*, Louise Peacock
- *Ellis Island*, Elaine Landau
- *Four Feet Two Sandals*, Karen Lynn Williams
- *Immigrant Kids*, Russell Freedman
- *In the Year of the Boar and Jackie Robinson*, Betty Bao-Lord
- *Paper Son: Lee’s Journey to America*, Helen Foster James
- *The Great Migration: An American Story*, Walter Dean Myers and Jacob Lawrence
- *Tucky Jo and Little Heart*, Patricia Polacco
- *Lowji Discovers America*, Candace Fleming
- *Peppe the Lamplighter*, Elisa Bartone
- *The Memory Coat*, Elvira Woodruff
- *Laila’s Lunchbox*, Reem Faruqi
- *Landed*, Milly Lee
- *Rebekkah’s Journey: A World War II Refugee Story*, Ann E. Burg
- *Hannah’s Journal: The Story of an Immigrant Girl*, Marissa Moses

IDEAS FOR TALKING ABOUT THE IMMIGRANT EXPERIENCE:

Share your family's history. Consider sharing:

- Your family's country of ancestry on a map or globe
- Customs, traditions, and food from your family's country of origin
- Folktales and music from your family's country of origin

Learn more about the Statue of Liberty and other monuments. Consider:

- Taking a virtual tour of the Statue of Liberty
- Visiting a local monument

WIT & WISDOM PARENT TIP SHEET

WHAT IS MY GRADE 3 STUDENT LEARNING IN MODULE 4?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Sea

Module 2: Outer Space

Module 3: A New Home

Module 4: Artists Make Art

In the fourth module, *Artists Make Art*, students will explore the creative impulse as they read biographies of artists in the fields of dance, literature, the visual arts, and music. In addition to reading about the artists, students encounter the work of each of these artists. We will ask: *What is an artist?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books, (Literary)

- *Emma's Rug*, Allen Say

Picture Books, (Informational)

- *Alvin Ailey*, Andrea Davis Pinkney
- *A River of Words: The Story of William Carlos Williams*, Jen Bryant
- *Action Jackson*, Jan Greenberg and Sandra Jordan
- *When Marian Sang*, Pam Muñoz Ryan

OUR CLASS WILL READ THESE ARTICLES:

- "Working as a Team on Children's Books," Roberta Hershenson
- "Brian Pinkney," National Center for Children's Literature
- "A Signature Work," Muse Magazine

OUR CLASS WILL READ THIS POEM:

- "Willow Poem," William Carlos Williams

OUR CLASS WILL READ THIS INTERVIEW:

- "Andrea Davis Pinkney Interview Transcript," Scholastic Students

OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *I Saw the Figure 5 in Gold*, Charles Demuth
- *My Egypt*, Charles Demuth
- *Number 1, 1950 (Lavender Mist)*, Jackson Pollock
- *Number 11, 1952 (Blue Poles)*, Jackson Pollock
- *Mural*, Jackson Pollock

OUR CLASS WILL EXAMINE THIS PHOTOGRAPH:

- Marian Anderson singing in front of Lincoln Memorial

OUR CLASS WILL WATCH THESE VIDEOS:

- Sometimes I Feel Like a Motherless Child, Marian Anderson
- Excerpt from 1988 interview with Alvin Ailey
- Revelations at 50, Alvin Ailey
- Christine Dixon discussing Blue Poles
- Jackson Pollock, Hans Namuth
- Newsreel footage of Marian Anderson's first Lincoln Memorial
- Excerpts of *Revelations*, Alvin Ailey

OUR CLASS WILL ASK THESE QUESTIONS:

- What inspires artists?
- How do artists make art?
- What are some character traits that are useful to artists?
- Why is art important?

QUESTIONS TO ASK AT HOME:

- As your Grade 3 student reads, ask, “How does this text build your knowledge of artists and art?”
- Share what you know about artists and art.

BOOKS TO READ AT HOME:

- *The Dreamer*, Pam Muñoz Ryan
- *Ballet for Martha: Making Appalachian Spring*, Jan Greenberg
- *The Fantastic Jungles of Henri Rousseau*, Michelle Markel
- *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*, Barbara Rosenstock

- *Mario's Angels: A Story about the Artist Giotto*, Mary Arrigan
- *An Eye for Color: The Story of Joseph Albers*, Natasha Wing
- *The Garden of Monsieur Monet*, Giancarlo Ascari
- *Electric Ben*, Robert Byrd
- *Who Was Leonardo da Vinci?*, Roberta Edwards
- *Who Was Pablo Picasso?*, True Kelley
- *Vincent Van Gogh: Portrait of an Artist*, Jan Greenberg
- *Jackson Pollock*, Mike Venezia
- *Firebird*, Misty Copeland & Christopher Myers
- *Ellington Was Not a Street*, Ntozake Shange
- *Georges Seurat*, Mike Venezia
- *Pippo the Fool*, Tracey E. Fern
- *Michelangelo*, Diane Stanley
- *Leonardo: Beautiful Dreamer*, Robert Byrd
- *Sandy's Circus: A Story about Alexander Calder*, Tanya Lee Stone
- *Stone Giant: Michelangelo's David and How He Came to Be*, Jane Sutcliffe
- *The Music in George's Head*, Suzanne Slade
- *Mr. Matisse and His Cutouts*, Annmarie van Haeringen
- *Jose! Born to Dance*, Susannah Reich
- *Edgar Degas: Paintings that Dance*, Kristin N. Cole
- *Some Writer! The Story of E.B. White*, Melissa Sweet

IDEAS FOR TALKING ABOUT ARTISTS AND ART:

Find opportunities to explore art in your area. Consider:

- Visiting a local art museum or exhibit.
- Attending a musical concert.
- Attending a dance performance.
- Attending a poetry reading or other literary event.

Deepen your child's experiences with art by engaging in art activities together. Consider:

- Working together to create an art project, discussing how you are using the materials for specific purposes.
- Singing together, noticing harmonies, melodies, and rhythm.
- Read favorite poems aloud at home.
- Dance together, noticing how you are using your body to express emotions or ideas.