Unit: Culture

Grade: 3rd

**Reading Literature**: In collaboration with their study of Chinese and Italian **culture** in the classroom, we read folktales from Italy and China. They practiced listening for what was important to the Chinese and the Italians, based on the evidence in the story, and taking notes in a web.

We read “The Empty Pot” by Demi (Chinese folktale) and “Pinocchio” by Collado (Italian folktale).

Then we linked it to Deaf culture. We read “Dad and me in the Morning” about a Deaf child with a hearing Dad and excerpts from “Deaf Culture A to Z.” They wrote a paragraph picking one item from their web in a short response to the question, “What is the most important part of Deaf culture?”

Standard:

SS 3.2.b All peoples have rich cultural heritages and traditions.

CCSS: [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Information reading:** Next we are going to use Pebblego.com, an electronic nonfiction resource to compare American culture’s lifestyle, customs, beliefs, values, and holidays to either Chinese or Italian culture.

Standard:

SS 3.2 The American culture and cultures from around the globe share similarities and demonstrate differences in terms of their values, traditions, beliefs, holidays, and lifestyles.

CCSS: [CCSS.ELA-Literacy.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.

CCSS: [CCSS.ELA-Literacy.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.