

GRADE 3, UNIT 1

Indigenous Peoples of the Northeast



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The Wampanoag people built dome-shaped homes called wetus out of cedar saplings, bark, and woven mats. Image by GerthMichael via Wikimedia Commons, CC BY-SA 3.0.

Acknowledgements

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Name: _____ Date: _____

Unit 1, Cluster 1 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How can maps help us learn about where we live?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We created a political map of New England.	
Lesson 3: We observed land and water forms on maps and labeled a physical map of the Northeast.	

Name: _____ Date: _____

Extension: Map Analysis Note Tracker

Directions: Look closely at one of the maps from the lesson, and use it to answer the questions below.

Part 1: Observe its parts.

What place or places are shown on the map?

What is labeled on the map?

If there are symbols or colors on the map, what might they stand for?

Part 2: Make sense of it.

A person might use this map to:

I think this because:

Based on [Analyze a Map Worksheet for Novice, Elementary and ELL Students](#) from the National Archives.

Map 1

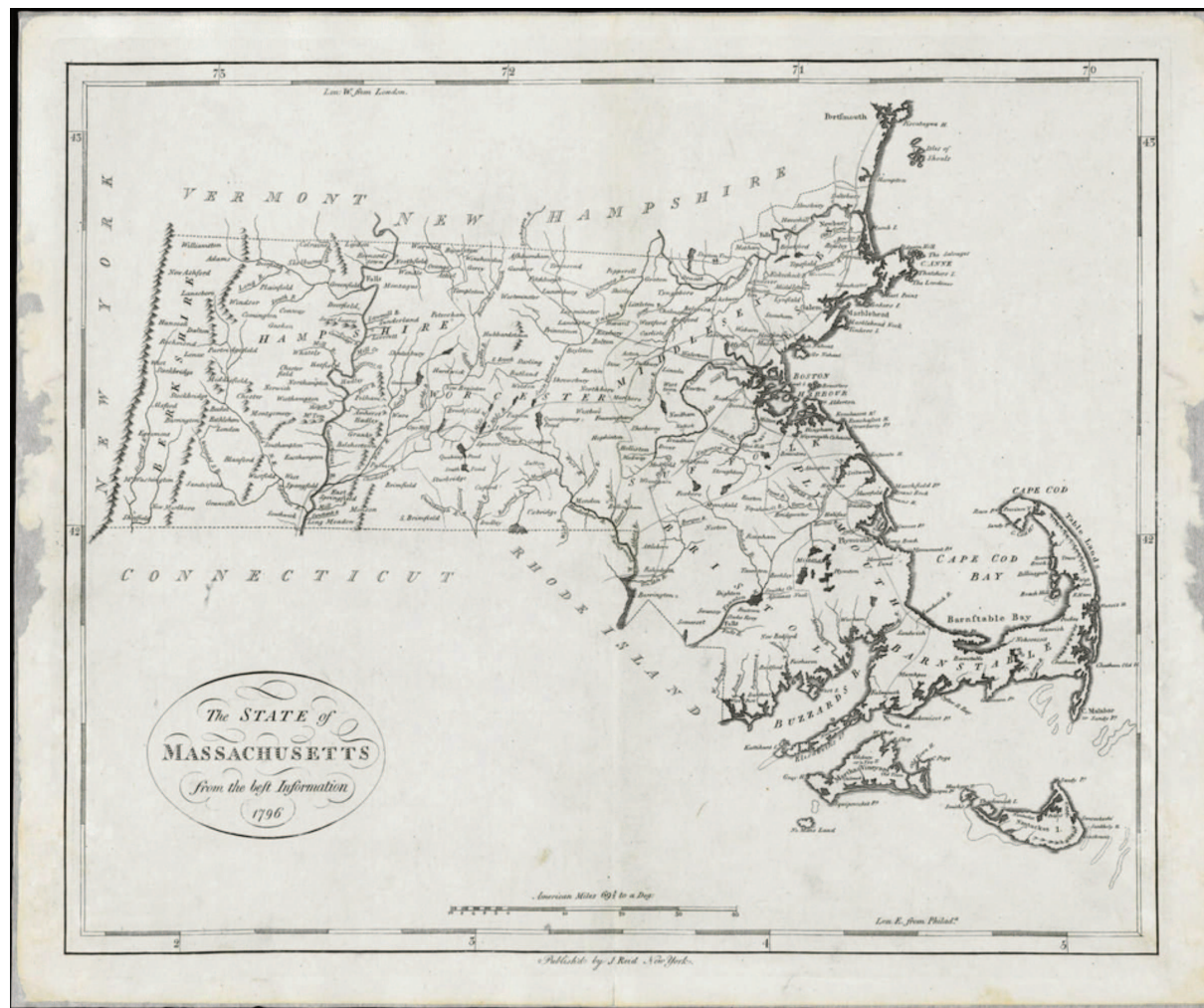


Tourist map of Massachusetts. Major tourist sites are shown as well as many of the state's popular vacation activities. Image by Ernest Dudley Chase via the Norman B. Leventhal Map & Education Center, public domain.

Grade 3, Unit 1: Indigenous Peoples of the Northeast

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Map 2



Map of the towns of Massachusetts drawn in 1796. Image by John Reid via the Norman B. Leventhal Map & Education Center, public domain.

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Map 3



Map of the indigenous territories of Massachusetts. Notice how the boundaries often extend beyond state lines. Image by Nikater via Wikimedia Commons, CC BY-SA 3.0.

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Name: _____

Date: _____

Political Map

Directions: Color each state in New England a different color. Then match the color to the square next to the state's name to complete the legend. Finally, add a title to your map.



Legend

- Connecticut
- Maine
- Massachusetts
- New Hampshire
- Rhode Island
- Vermont

Blank United States Census Bureau New England Division Map. Image by Heitordp via Wikimedia Commons, CC BY-SA 3.0.

Blank Word Wall Vocabulary Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Edit this document to create as many cards as you need, then use a translation resource to translate each word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be paired with the English version on the Word Wall to support students with translanguaging.

Blank Word Wall Cards

vocabulary word

definition

vocabulary word

definition

vocabulary word

definition

Massachusetts Bay and Cape Cod Bay Map



Cape Cod Bay map. Image by NormanEinstein via Wikimedia Commons, CC BY-SA 3.0.

The Northeast Map



Mountain ranges of northeastern America. Image by Unknown via Free World Maps.

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Name: _____ Date: _____

Extension: Physical Map

Directions: Using the word bank below, choose three to five land and water form vocabulary words. Then label the map with these words to show where they appear on the map.

Word Bank			
mountain range	lake	island	river
bay	cape	ocean	



Map of New England and Canada. Image by Semhur via Wikimedia Commons, CC BY-SA 4.0.

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Name: _____ Date: _____

Physical Geography Word Bank

Directions: Use the word bank words and definitions below to support you during the group mapping activity.

Word Bank	
mountain range	a series of mountains connected in a long line
island	a piece of land completely surrounded by water
river	a flowing stream of fresh water
bay	a large body of water that curves inward
cape	a small piece of land extending into water
ocean	a large body of salt water
lake	a large body of water surrounded by land

Name: _____ Date: _____

Extension: Physical Map (Word Bank)

Directions: Using the word bank below, choose three to five land and water form vocabulary words. Then label the map with these words to show where they appear on the map. The word bank has definitions of each land and water form to help you.

Word Bank	
mountain range	a series of mountains connected in a long line
island	a piece of land completely surrounded by water
river	a flowing stream of fresh water
bay	a large body of water that curves inward
cape	a small piece of land extending into water
ocean	a large body of salt water
lake	a large body of water surrounded by land



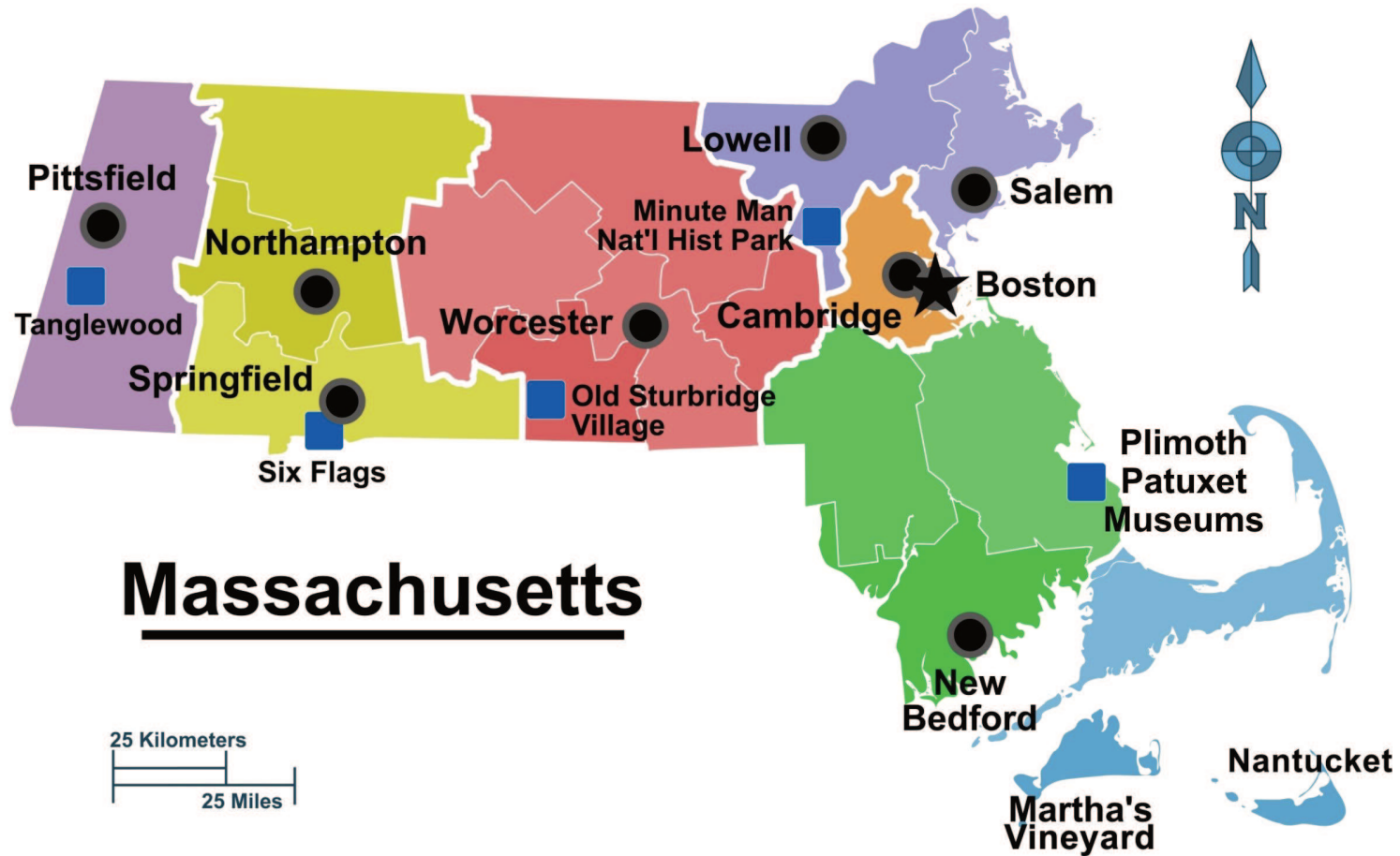
Map of New England and Canada. Image by Semhur via Wikimedia Commons, CC BY-SA 4.0.

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Name: _____ Date: _____

Formative Assessment Task



Regions of Massachusetts. Image by LtPowers via Wikimedia Commons, CC BY-SA 4.0.

Part 1

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

What map features do you see? List at least two below and then label them on the map. Use the word bank below to help you.

Word Bank			
title	cardinal directions	legend	map scale

What could the purpose of this map be? Why do you think that?



Shaded relief map showing Massachusetts, Rhode Island and Connecticut. Image by the Geological Survey (U.S.) via the Norman B. Leventhal Map & Education Center Collection, public domain.

Grade 3, Unit 1: Indigenous Peoples of the Northeast

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Part 2

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

What land or water forms do you see? List at least two below and then circle them on the map. Use the word bank below to help you.

Word Bank			
mountain	mountain range	bay	cape
island	ocean	river	

What could the purpose of this map be? Why do you think that?

Part 3

Directions: Use what you learned in the cluster to answer the questions below. You can use the sentence frames and word bank to help you.

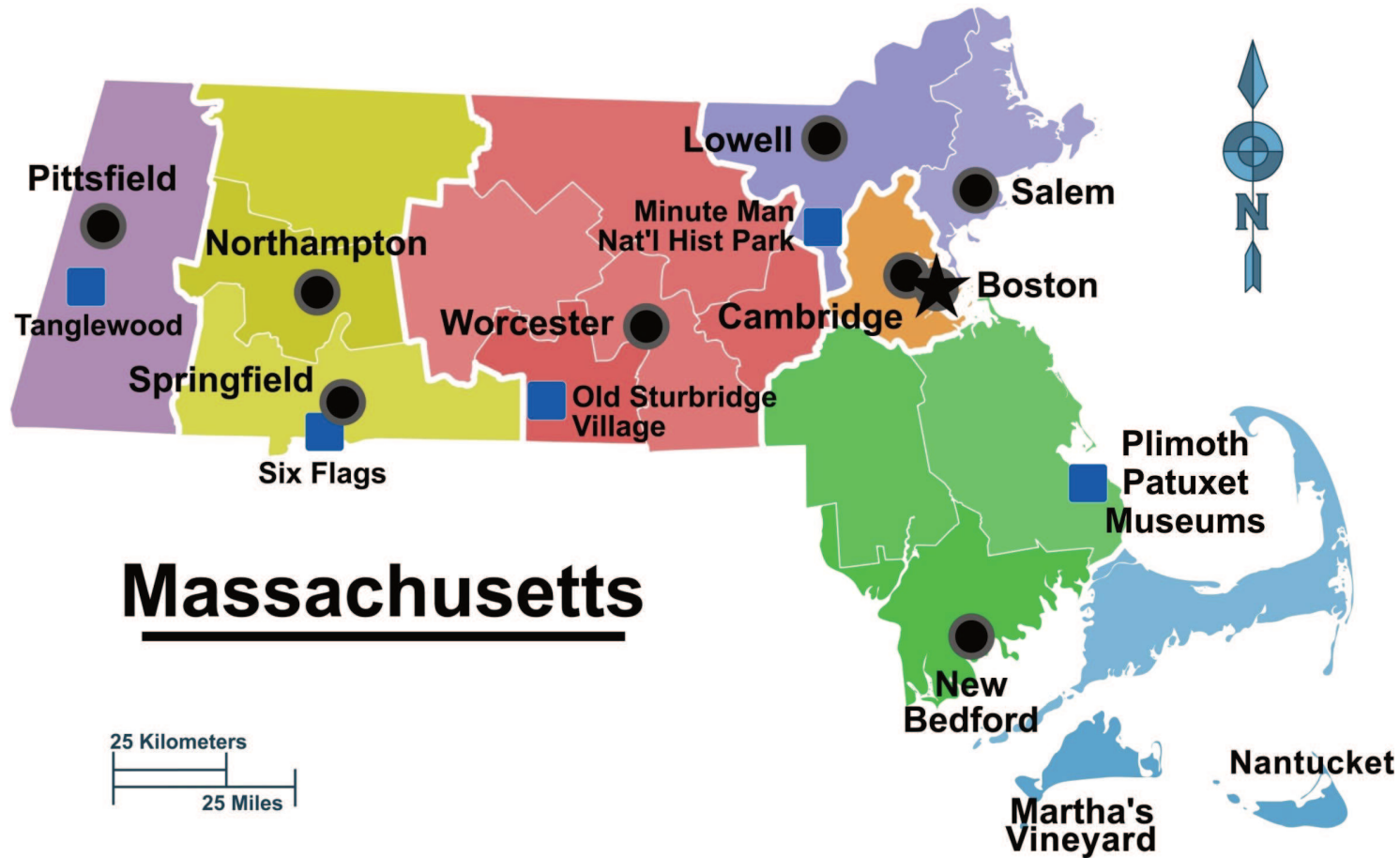
Word Bank			
title	cardinal directions	legend	map scale
physical map	political map	landforms	waterforms

How can maps share information about a place?

What is one question you still have about maps?

Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)



Massachusetts

Regions of Massachusetts. Image by LtPowers via Wikimedia Commons, CC BY-SA 4.0.

Part 1

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

It is a ___ map because ___.

What map features do you see? List at least two below and then label them on the map. Use the word bank below to help you.

Word Bank			
title	cardinal directions	legend	map scale

What could the purpose of this map be? Why do you think that?

The purpose of this map could be ___ because ___.



Shaded relief map showing Massachusetts, Rhode Island and Connecticut. Image by the Geological Survey (U.S.) via the Norman B. Leventhal Map & Education Center Collection, public domain.

Grade 3, Unit 1: Indigenous Peoples of the Northeast

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Part 2

Directions: Look closely at the map above. Then answer the prompts below about the map.

Is this a physical or a political map? How do you know?

It is a ___ map because ___.

What land or water forms do you see? List at least two below and then circle them on the map. Use the word bank below to help you.

Word Bank			
mountain	mountain range	bay	cape
island	ocean	river	

What could the purpose of this map be? Why do you think that?

The purpose of this map could be ___ because ___.

Part 3

Directions: Use what you learned in the cluster to answer the questions below. You can use the sentence frames and word bank to help you.

Word Bank			
title	cardinal directions	legend	map scale
physical map	political map	landforms	waterforms

How can maps share information about a place?

Maps share information about ___ by/through ___.

What is one question you still have about maps?

I still wonder about ___.

Name: _____ Date: _____

Unit 1, Cluster 2 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How do Indigenous peoples of the Northeast describe their relationship with the land?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 7: We explored the Weetumuw School's website and then recorded our own outdoor observations.	
Lesson 8: We explored three different text sources to learn about how and why different Indigenous tribes of the Northeast express gratitude.	
Lesson 9: We watched a video about wetus and described connections between housing and the land.	

Name: _____ Date: _____

Unit 1 Know and Wonder Chart

Unit 1 Essential Question: How have Indigenous peoples lived in the Northeast, past and present?

What do you already know?	What do you wonder?

Name: _____ Date: _____

Outdoor Observations

Part 1

Directions: Record your observations using all four senses below.

What do you see?

What do you hear?

What do you smell?

What do you feel?

Part 2

Directions: Respond to the question below.





We learned earlier in this lesson about the Weetumuw School's value of connecting with their land. How did using your senses help you connect to the land?

Name: _____ Date: _____

Outdoor Observations (Icon Prompts)

Part 1

Directions: Record your observations using all four senses below. You can use words and/or drawings to describe what you observe.

See	Hear	Smell	Feel
			

Part 2

Directions: Respond to the question below.

We learned earlier in this lesson about the Weetumuw School's value of connecting with their land. How did using your senses help you connect to the land?

Image sources:

Icons representing a hand by Irene Hoffman, a nose by Suryaman, an ear by ridhobadal, and eyes by Vanessa Chiquin, all via thenounproject.com, CC BY 3.0.

Name: _____ Date: _____

The Role of Gratitude

Part 1

Directions: After you watch the “Cranberry Day: Traditional Harvest Festivals” video, answer the questions below.

What is Cranberry Day, and why is it important to the Wampanoag?

How is Cranberry Day connected to expressing gratitude?

Part 2

Directions: Think about what you have learned about how Indigenous peoples of the Northeast describe their connection to the land. Write your claim in response to the question.

What is one way that Indigenous peoples of the Northeast describe their relationship with the land? How do you know?

Name: _____ Date: _____

The Role of Gratitude (Word Bank)

Part 1

Directions: After you watch the “Cranberry Day: Traditional Harvest Festivals” video, answer the questions below. You can use the word bank and sentence frames to help you.

Word Bank			
harvest	appreciation	tradition	holiday
celebration	festival	gathering	ancestors

What is Cranberry Day, and why is it important to the Wampanoag?

Cranberry Day is ____, and it is important to the Wampanoag because ____.

How is Cranberry Day connected to expressing gratitude?

Cranberry Day is connected to expressing gratitude by...

Part 2

Directions: Think about what you have learned about how Indigenous peoples of the Northeast describe their connection to the land. Write your claim in response to the question.

What is one way that Indigenous peoples of the Northeast describe their relationship with the land? How do you know?

One way Indigenous peoples of the Northeast describe their relationship with the land is...

Name: _____ Date: _____

Wetus Note Catcher

Directions: As you look at the photographs and watch the video about wetus, record your responses to the prompts below.

Observe:

What do you notice about these two images?

What questions do you have about what you see?

Read (Clips 1 and 2):

What materials were used to make wetus, and why?

Read (Clip 3):

Where were wetus built, and why?

Connect:

What is an example of the Wampanoag's connection to the land that you saw in the photos and/or video source?

Name: _____ Date: _____

Wetus Note Catcher (Sketches)

Directions: As you look at the photographs and watch the video about wetus, record your responses to the prompts below. You can use words and/or sketch pictures in the boxes below.

Observe:

What do you notice about these two images?

What questions do you have about what you see?

Read (Clips 1 and 2):

What materials were used to make wetus, and why?

Read (Clip 3):

Where were wetus built, and why?

Connect:

What is an example of the Wampanoag's connection to the land that you saw in the photos and/or video source?

An example of the Wampanoag's connection to the land I saw in the ___ source was...

Name: _____ Date: _____

Formative Assessment Task

Directions: Review the resources from the cluster. Then list two specific examples or learnings that help you answer the question: *How do Indigenous peoples of the Northeast describe their relationship with the land?* You can use the word bank to help you.

Word Bank			
celebration	gratitude	tradition	crops
festival	Cranberry Day	hunt	Three Sisters
wetu	Narragansett Tribe	Mashpee Wampanoag Tribe	Wampanoag Tribe of Gay Head (Aquinnah)

How do Indigenous peoples of the Northeast describe their relationship with the land?

What is one example of what you learned to help you answer this question?

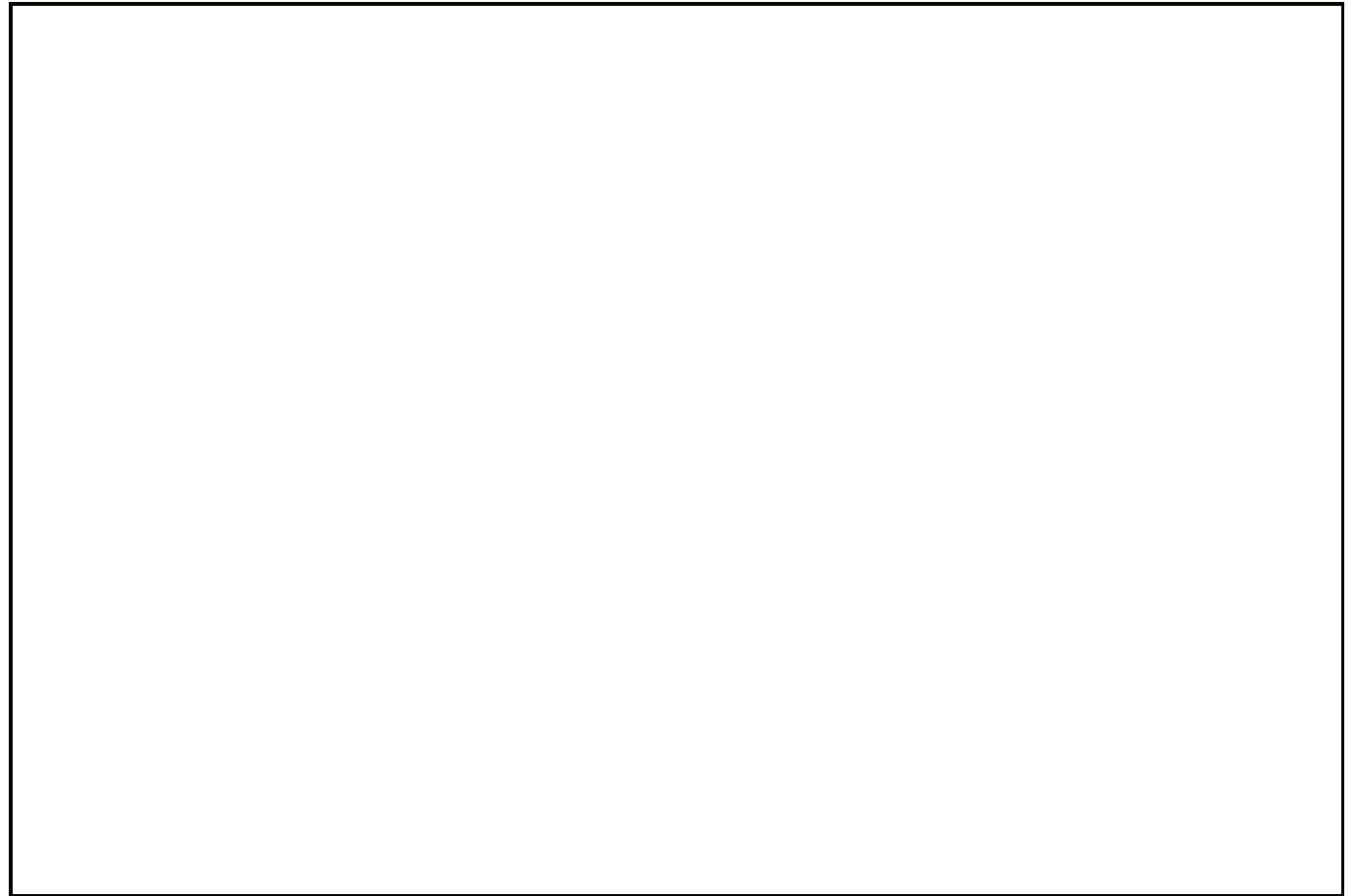
What is a second example of what you learned to help you answer this question?

Use your answers above to help you finish the claim:

Based on what I learned, Indigenous peoples of the Northeast often describe the land as...

What is a new or lingering question that you have about the topics in this cluster?

Optional: Illustrate one of your answers below:



Name: _____ Date: _____

Extension: How Can Gratitude Help Us Care for the Earth?

Directions: How could starting every morning by expressing gratitude help us take care of the Earth? Give a reason for your answer. Then illustrate your ideas on the next page.

Expressing gratitude every morning can help take care of the Earth by...

This would help because...

Name: _____ Date: _____

Formative Assessment Task (Sentence Starters)

Directions: Review the resources from the cluster. Then list two specific examples or learnings that help you answer the question: *How do Indigenous peoples of the Northeast describe their relationship with the land?* You can use the word bank and sentence starters to help you.

Word Bank			
celebration	gratitude	tradition	crops
festival	Cranberry Day	hunt	Three Sisters
wetu	Narragansett Tribe	Mashpee Wampanoag Tribe	Wampanoag Tribe of Gay Head (Aquinnah)

How do Indigenous peoples of the Northeast describe their relationship with the land?

What is one example of what you learned to help you answer this question?

One example of what I learned is...

What is a second example of what you learned to help you answer this question?

A second example of what I learned is...

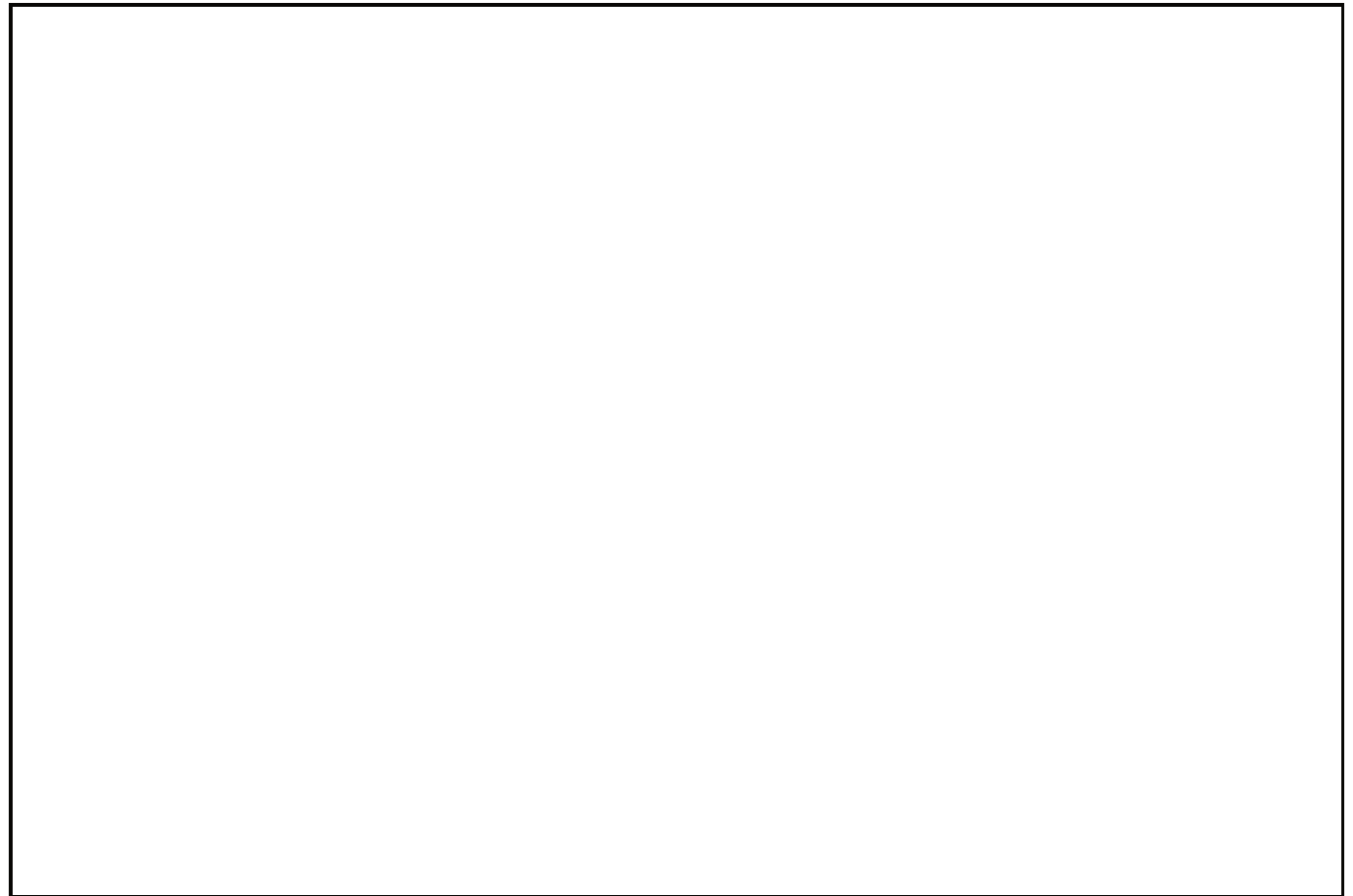
Use your answers above to help you finish the claim:

Based on what I learned, Indigenous peoples of the Northeast often describe the land as...

What is a new or lingering question that you have about the topics in this cluster?

One new or lingering question I have is...

Optional: Illustrate one of your answers below:



Name: _____ Date: _____

Unit 1, Cluster 3 Inquiry Chart

Unit EQ	How have Indigenous peoples lived in the Northeast, past and present?
Cluster SQ	How do Indigenous peoples of the Northeast keep their cultures alive today?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 12: We brainstormed examples of culture from our own lives and engaged in close looking at images of examples of Indigenous culture.	
Lesson 13: We learned about wampum and how the Mashpee Wampanoag used it in the past and use it today.	
Lesson 14: We watched videos about the traditions of making and using mishoons and took notes on them.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 15: We read an article and watched a video about how the Wampanoag language is being revived.	

Name: _____ Date: _____

Wampum Belt Design

Directions: Write the purpose of the wampum belt (establishing laws or agreements, storytelling, or peacemaking). Then use the template below to create your design.

Purpose of the belt:

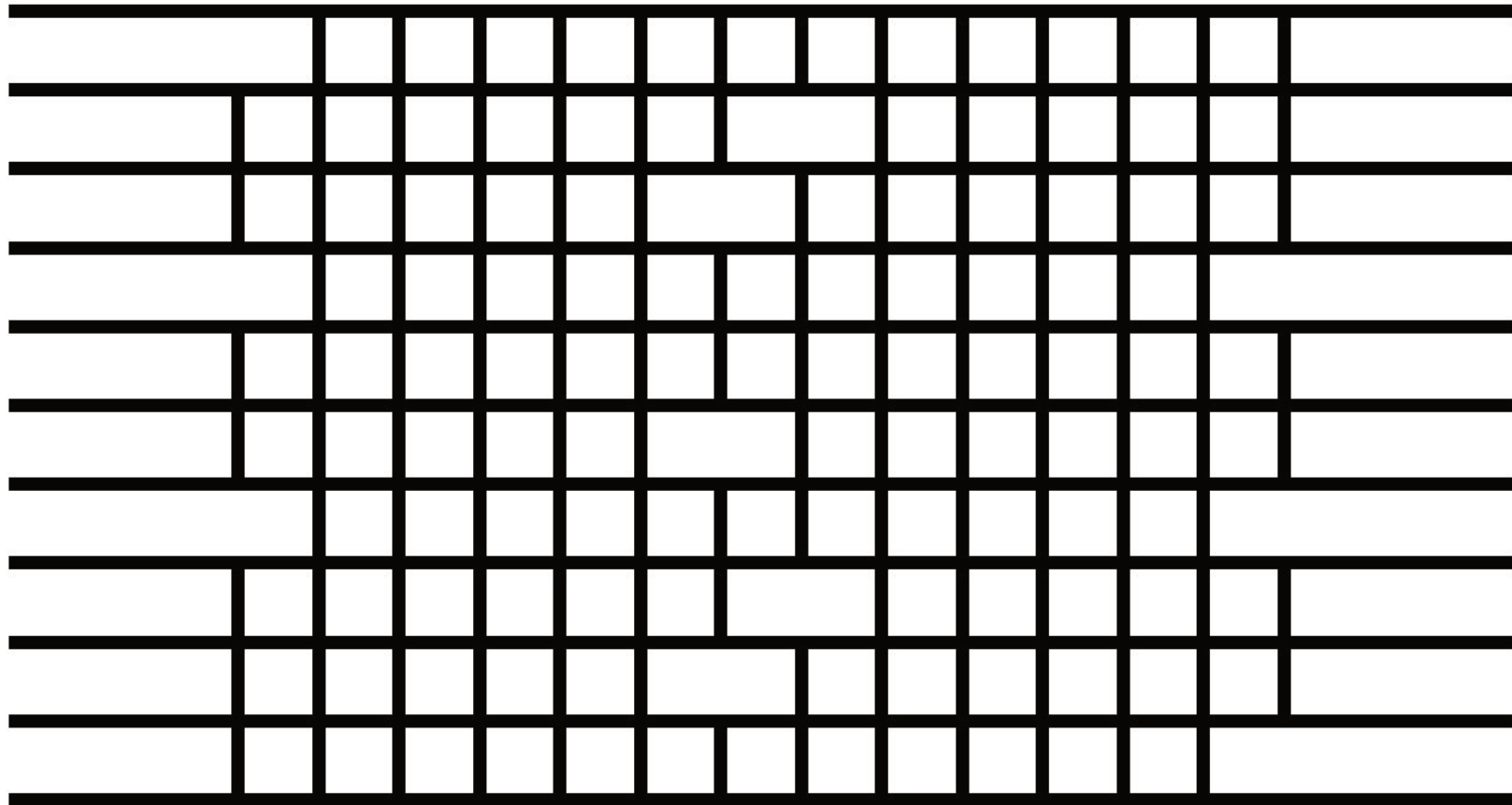


Image created by Educurious with Canva

Name: _____ Date: _____

Wampum Video Guide

Directions: Watch the video to learn about wampum. As you watch and listen, put a check ✓ next to each bullet in the information column when you hear it (but not sooner).

Topic	Information
Indigenous nation and location	<ul style="list-style-type: none"> • The Mashpee Wampanoag • Cape Cod, Massachusetts
Importance of making wampum beads	<ul style="list-style-type: none"> • Relationship with ancestors • Taking time to give thanks
Use of wampum beads and belts	<ul style="list-style-type: none"> • Made from quahog shells • Belts made for ceremonies and treaties • Can show a close bond between nations

Name: _____ Date: _____

Mishoons Note Catcher

Directions: As you look at the photograph and watch the videos about mishoons (muhshoons), record your responses to the prompts below.

Observe:

What do you notice about this image?

What questions do you have about what you see?

Read (Lighting the Fire video clip):

Why does Andre Strongbearheart Gaines (Nipmuc) make mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Read (The Making of a Mishoon video clips):

Why does Darius Coombs (Wampanoag) make and use mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Connect:

What is one way that Indigenous peoples of the Northeast keep their cultures and traditions alive today? Be sure your claim can be backed by the evidence you recorded above.

Name: _____ Date: _____

Mishoons Note Catcher (Sketches)

Directions: As you look at the photograph and watch the videos about mishoons (muhshoons), record your responses to the prompts below. You can use words and/or sketch pictures in the boxes below.

Observe:

What do you notice about this image?

What questions do you have about what you see?

Read (Lighting the Fire video clip):

Why does Andre Strongbearheart Gaines (Nipmuc) make mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Read (The Making of a Mishoon video clips):

Why does Darius Coombs (Wampanoag) make and use mishoons?

What purpose could this source have? Think about what kind of source it is, its maker, and its possible audience.

Connect:

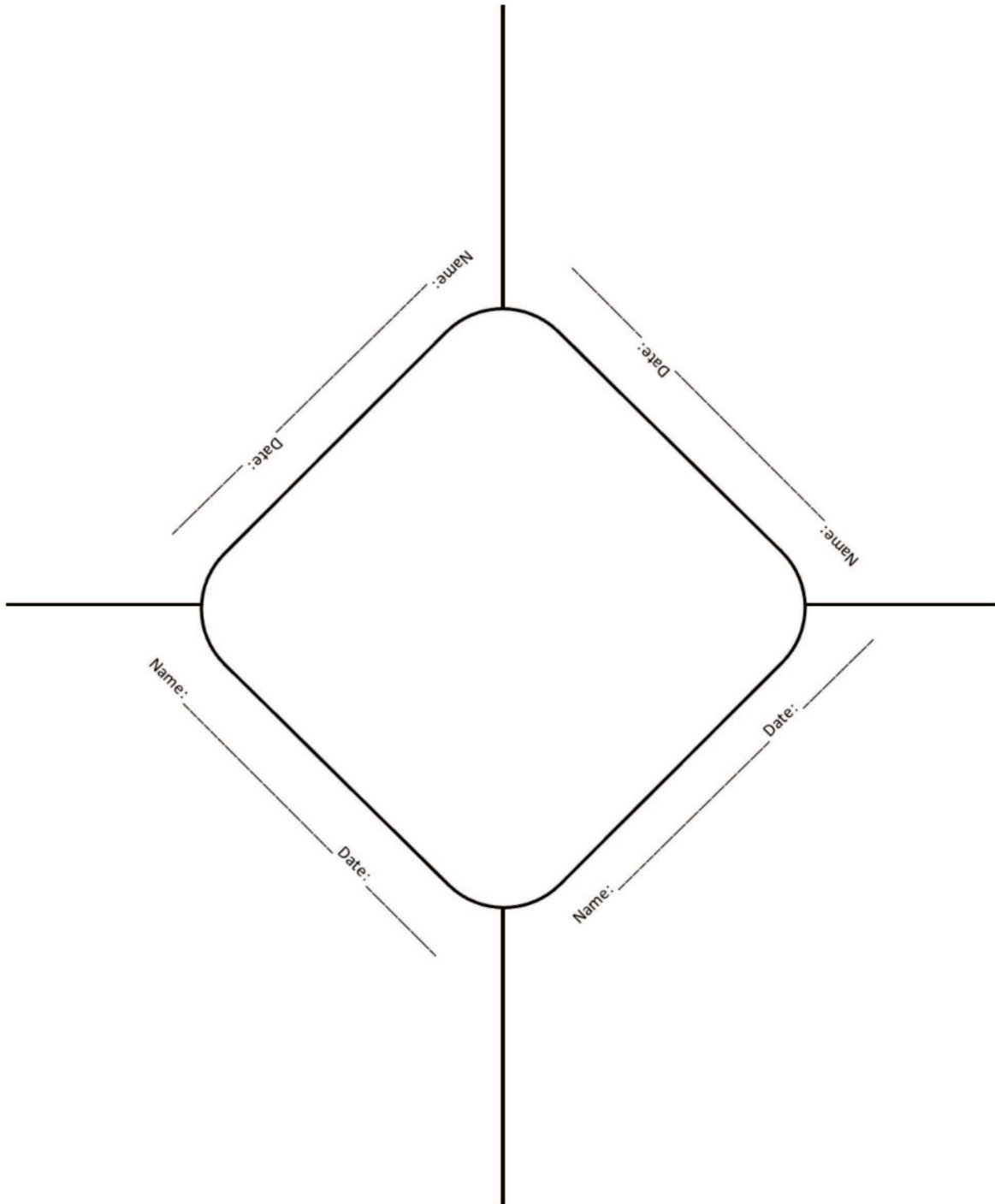
What is one way that Indigenous peoples of the Northeast keep their cultures and traditions alive today? Be sure your claim can be backed by the evidence you recorded above.

One way Indigenous peoples of the Northeast keep their cultures and traditions alive is ____.

Name: _____ Date: _____

Cluster 3 Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group has discussed together.



Name: _____ Date: _____

Extension: Indigenous Peoples of the Northeast Content Assessment

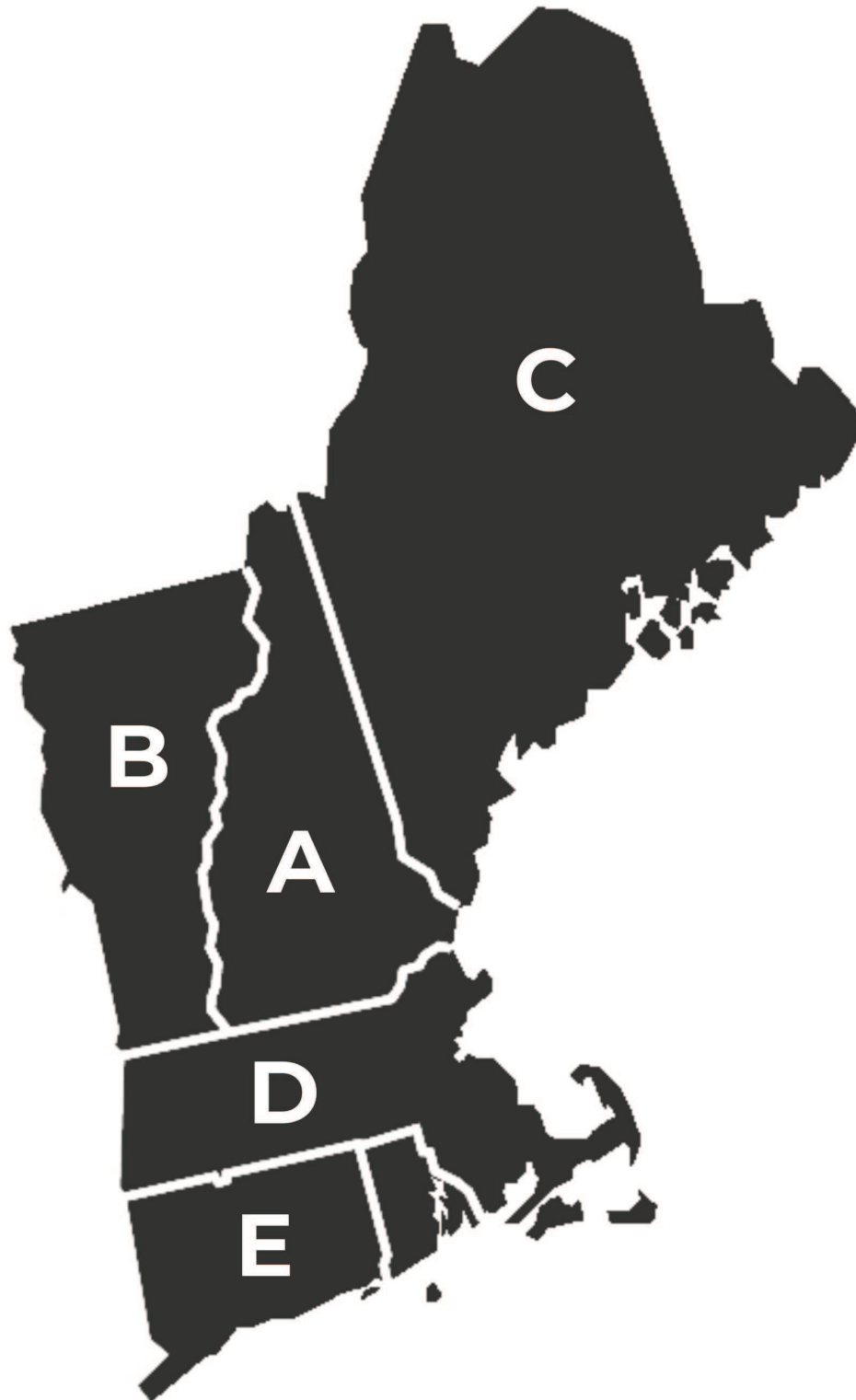
Section 1: Geography

Directions: Follow the prompts to add to or identify parts of the map on the following page.

1. Create a title for the map.

2. Add cardinal directions to the map.

3. Write the letter that marks Massachusetts on the map: _____



Map created by Educurious from "Blank US Map" by Heitordp via Wikimedia Commons, public domain.

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
Indigenous peoples		the experience of being thankful
colonization		the first groups of people to live in an area
culture		a practice used to pass down a community's culture
tradition		when a country takes control of land, people, and resources in another area to gain power and money
gratitude		a shared way of life for a group of people

Section 3: Short Answer

Directions: Answer the following question in a few sentences. Be sure to include specific learnings or evidence from the unit in your response.

“One of my responsibilities in life is keeping this type of thing going. Don’t stop it. And me being a Wampanoag person, being in one of these boats [mishoons], paddling, I remember my ancestors. I can have that feeling come to me, how they would paddle, how they would fish in the water, how they would travel. So it’s a big honor for me.”

–Darius Coombs, “The Making of a Mishoon”

Based on this quote, where can we see the Indigenous cultures of the Northeast today?

Name: _____ Date: _____

*Extension: Indigenous Peoples of the Northeast Content
Assessment (Word Bank)*

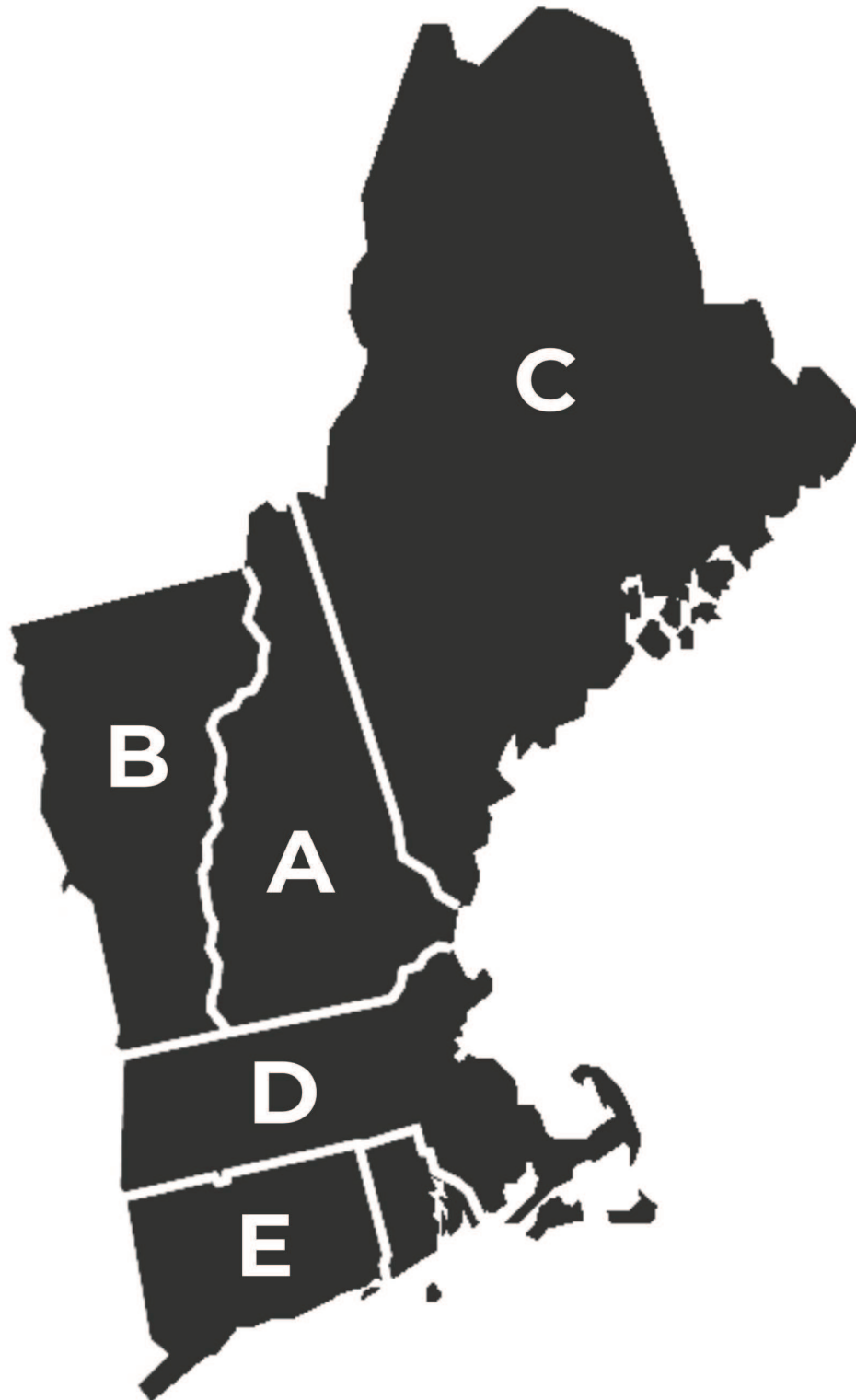
Section 1: Geography

Directions: Follow the prompts to add to or identify parts of the map on the following page.

1. Create a title for the map.

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3. Write the letter that marks Massachusetts on the map: _____



Map created by Educurious from "Blank US Map" by Heitordp via Wikimedia Commons, public domain.

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Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
Indigenous peoples		the experience of being thankful
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tradition		when a country takes control of land, people, and resources in another area to gain power and money
gratitude		a shared way of life for a group of people

Section 3: Short Answer

Directions: Answer the following question in a few sentences. Be sure to include specific learnings or evidence from the unit in your response. You can use the word bank and sentence starters to help you.

“One of my responsibilities in life is keeping this type of thing going. Don’t stop it. And me being a Wampanoag person, being in one of these boats [mishoons], paddling, I remember my ancestors. I can have that feeling come to me, how they would paddle, how they would fish in the water, how they would travel. So it’s a big honor for me.”

–Darius Coombs, “The Making of a Mishoon”

Word Bank			
mishoon	Cranberry Day	language	gratitude
wetu	tradition	wampum	Three Sisters

Based on this quote, where can we see the Indigenous cultures of the Northeast today?

We can see the Indigenous cultures of the Northeast in/through...

Name: _____ Date: _____

Summative Assessment Task (Sentence Starters)

Directions: Follow the prompts below to identify one source and one handout from the unit, their purpose, and how they can help explain why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present. Then form your claim using one big idea that you learned. You can use the provided sentence starters to help you.

Unit 1 sources			
Weetumuw School website	The Three Sisters story video	Cranberry Day video	Wetu video
Wampum video	Mishoons videos	Wampanoag language video	

Source information:

What is one source from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Source name:

What is the purpose of this source? Think about what kind of source it is and who created it.

The source's purpose is to...

What does this source tell you about how Indigenous peoples have lived in the Northeast, past and present?

The source tells me that Indigenous peoples in the Northeast...

Unit 1 handouts		
Outdoor Observations handout	The Role of Gratitude handout	Wetus Note Catcher handout
Mishoons Note Catcher handout	Wampum Belt Design handout	

Handout information:

What is one handout from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Handout name:

What does this handout tell you about how Indigenous peoples have lived in the Northeast, past and present?

The handout tells me that Indigenous peoples in the Northeast...

Your claim:

What is one big idea you learned about how Indigenous peoples have lived in the Northeast, past and present?

It is important to learn about how Indigenous peoples have lived in the Northeast, past and present, because...

Name: _____ Date: _____

Summative Assessment Task

Directions: Follow the prompts below to identify one source and one handout from the unit, their purpose, and how they can help explain why it is important to learn about how Indigenous peoples have lived in the Northeast, past and present. Then form your claim using one big idea that you learned.

Unit 1 sources			
Weetumuw School website	The Three Sisters story video	Cranberry Day video	Wetu video
Wampum video	Mishoons videos	Wampanoag language video	

Source information:

What is one source from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Source name:

What is the purpose of this source? Think about what kind of source it is and who created it.

What does this source tell you about how Indigenous peoples have lived in the Northeast, past and present?

Unit 1 handouts		
Outdoor Observations handout	The Role of Gratitude handout	Wetus Note Catcher handout
Mishoons Note Catcher handout	Wampum Belt Design handout	

Handout information:

What is one handout from the unit that can help you explain how Indigenous peoples have lived in the Northeast, past and present?

Handout name:

What does this handout tell you about how Indigenous peoples have lived in the Northeast, past and present?

Your claim:

What is one big idea you learned about how Indigenous peoples have lived in the Northeast, past and present?

Name: _____ Date: _____

Indigenous Peoples of the Northeast Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 4 Identify the purpose of a source using information about the source type, maker, intended audience, date, and place of origin.	The writer clearly and accurately identifies the purpose of the two chosen sources, referencing multiple types of information that they provide.	The writer identifies the purpose of the two chosen sources, referencing at least one type of information they provide.	The writer partially identifies the purpose of the two chosen sources.
Practice Standard 6 In response to an inquiry question, respond with a claim based on evidence.	The writer has a clear claim in response to the importance of learning about the Essential Question that is fully supported by evidence from the unit.	The writer has a claim in response to the importance of learning about the Essential Question that is connected to evidence from the unit.	The writer has a claim in response to the importance of learning about the Essential Question that is partially connected to evidence from the unit.
Content Standard 3.T2.3 Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.	The writer provides detailed, specific, and accurate information about Indigenous peoples of the Northeast, past and present.	The writer provides accurate information about Indigenous peoples of the Northeast, past and present.	The writer provides incomplete and/or generally inaccurate information about Indigenous peoples of the Northeast, past and present.

Overall Feedback:

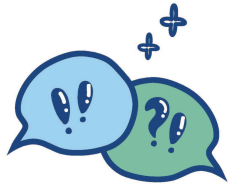


QUESTION

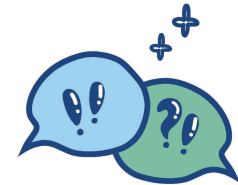


We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?



CONNECT



We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



SUMMARIZE



We summarize to understand and share the main idea and supporting details.

Less complex ⇒	More complex ⇒	Most complex ⇒
This is about ____.	The main idea of this source is ____.	<i>"Title"</i> by <i>Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.

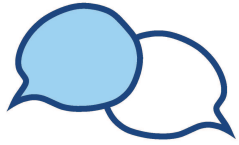


CLAIM-EVIDENCE

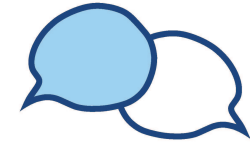


We make claims to share what we think and explain how evidence supports our ideas.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think (claim).	I think (claim) because ___.	I think (claim) because ___ and ___.
One reason is ___.	One piece of evidence is ___.	One fact that shows this is ___.
Another reason is ___.	A second piece of evidence is ___.	Another fact that shows this is ___.
This shows ___.	These examples show ___.	This evidence supports the claim because ___.



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
<p>Clarify</p> <ul style="list-style-type: none"> • Could you say that another way? • Can you explain what you mean by that? • I understand ___, but I want to know ___. 	<p>Add on</p> <ul style="list-style-type: none"> • I'd like to add to what ___ said. I think ___. • I agree with you and ___. • Another example is ___.
<p>Inquire</p> <ul style="list-style-type: none"> • Can you tell us more about ___? • What do you think about ___? • What are some other perspectives? 	<p>Challenge ideas</p> <ul style="list-style-type: none"> • I respectfully disagree because ___. • Why do you think that? • What is your evidence for ___?

Name: _____ Date: _____

Grade 3 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

gratitude
word

the experience of being thankful
definition






<div style="display: flex; align-items: center;">  <div> <p>Illustrate:</p> <p>Draw a picture or diagram to help you remember the meaning of the word.</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>	<div style="display: flex; align-items: center;">  <div> <p>Word Family:</p> <p>Write down different forms of the word.</p> </div> </div> <ul style="list-style-type: none"> • gratitude (n) • grateful (adj) • gratefully (adv)
<div style="display: flex; align-items: center;">  <div> <p>Part of speech:</p> <p>Is this word a noun, a proper noun, a verb, an adjective, or an adverb?</p> </div> </div> <ul style="list-style-type: none"> • noun 	<div style="display: flex; align-items: center;">  <div> <p>Translanguage:</p> <p>Translate the word and write it here.</p> </div> </div> <ul style="list-style-type: none"> • gratitud

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Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

word

definition



Illustrate:

Draw a picture or diagram to help you remember the meaning of the word.



Word Family:

Write down different forms of the word.



Part of speech:

Is this word a noun, a proper noun, a verb, an adjective, or an adverb?



Translanguage:

Translate the word and write it here

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