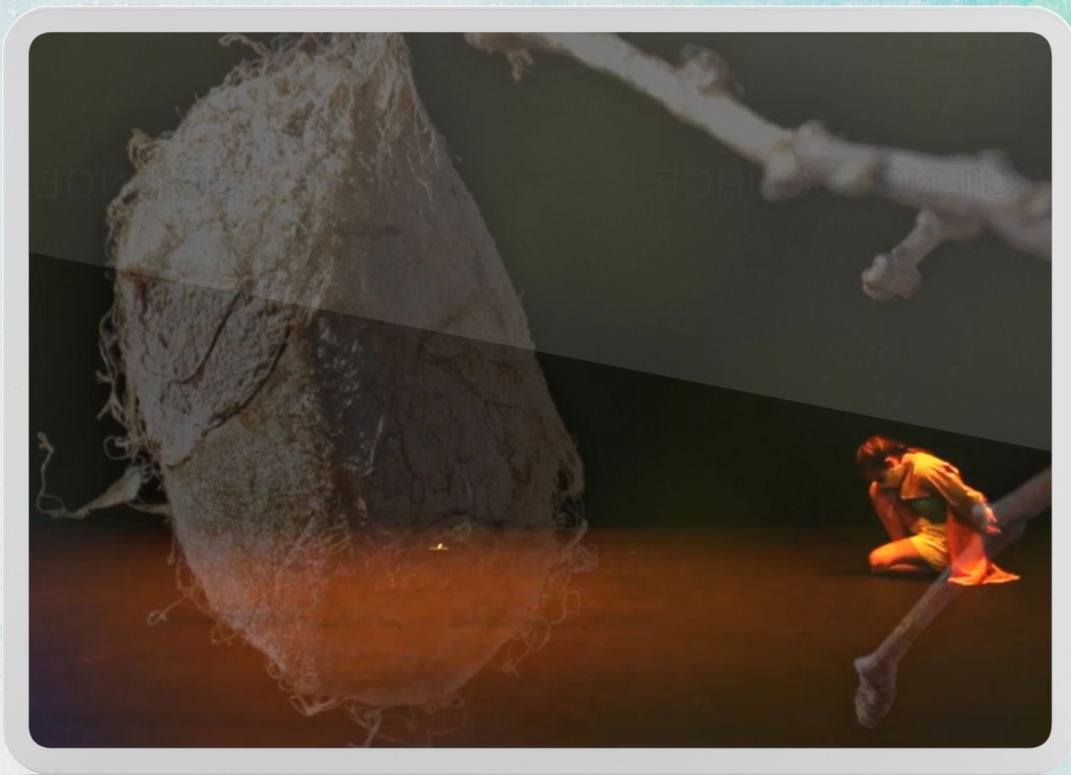


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# MOTH



**GRADE: THIRD**

**SUBJECTS: ELA, WRITING, SCIENCE, VISUAL ARTS**

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# THE STORY OF THE MOTH

I remember once, when I was about ten or eleven, my friend Judy and I found a moth cocoon and brought it in to school. It was January and there were doily snowflakes taped to the windowpanes. Teacher kept the cocoon in her desk all morning. She brought it out right before recess, when we started to get restless.

In a book we found that it was the cocoon of a Polyphemus Moth and we saw what the adult moth would look like. It would be beautiful. It would have a wingspan of six inches, much larger than a swallowtail butterfly. The wings would be a velvet brown edged in bands of blue and pink, and in the center of each hind wing, there would be a big blue and yellow eyespot. It would be beautiful.

We passed the cocoon around; it was heavy. As we held it tightly in our fists, the creature inside began to warm. The cocoon began to squirm and then jerk violently. I can still feel it thumping against the curve of my palm.

We kept passing it around. When it came to me again, it was so hot; it jumped half out of my hand. The teacher took the cocoon from me and put it in a mason jar. It was coming. There was no stopping it now, January or not. Teacher fades... classmates fade... I fade... I don't remember anything but that thing's struggle to be a moth or to die trying.

It emerged at last, all wet and crumpled up. It was a male. He stood still, but he breathed.

But something was wrong. He couldn't spread his wings. You see, there was no room in that jar. And the chemical that coats a moth's wings like varnish... it dried and hardened his wings as they were, all stuck to his back, as useless and as wrinkled as dirty tissues. I remember how hard he struggled to free them. I can still see that so clearly, how hard he struggled.

The next thing I remember, it was recess. I was standing on the driveway, alone, shivering in the cold. Someone, it must have been the teacher, had let the moth go. Someone had given the moth his freedom... and he was walking away.

He heaved himself down that asphalt driveway by tiny degrees. His crumpled wings glued to his back were still now. Yet he heaved himself on. The bell rang. I was glad I had to go. I had to get away from him. I left. I ran inside.

I dream about him now. And in my dream, I never see him as he could have been. Big and beautiful and flying free. In my dreams, he is always crawling down that driveway, all hunched up and deformed. And I think to myself... if I had just let him alone, ya know? What if I had just thought about it first, and let him be.

# MOTH

**AUTHOR:** MARTHA DENT

**GRADE:** THIRD

**SUBJECTS:** ELA, WRITING,

SCIENCE, VISUAL ARTS

## STANDARDS

### ELA

**Standard 4: Synthesize integrated information to share learning and/or take action.**

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

- 6.1 Determine the theme by recalling key details that support the theme.

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
- 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

- a.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
- a.1 b. explain the influence of cultural and historical context on characters, setting, and plot development.

**Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.**

- 11.2 Compare and contrast the reader's point of view to that of the narrator or a character.

## **WRITING**

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Write opinion pieces that:
  - a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
  - b. use information from multiple print and multimedia sources;
  - c. organize supporting reasons logically;
  - d. use transitional words or phrases to connect opinions and reasons

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.**

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
  - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**Standard 5: Incorporate craft techniques to engage and impact the audience and convey messages.**

- 5.1 Set a purpose and integrate craft techniques to create presentations.
- 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

## **SCIENCE**

**3.S.1A.2** Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

**3.S.1A.4** Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.

**3.S.1B.1** Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem and refine the design if needed, and (6) communicate the results.

**3.L.5** The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.

**3.L.5B.1** Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.

## **VISUAL ARTS**

**Artistic Processes: Creating-** I can make artwork using a variety of materials, techniques, and processes.

- Anchor Standard 1: I can use the elements and principles of art to create artwork.
- Anchor Standard 2: I can use different materials, techniques, and processes to make art.

**Artistic Processes: Presenting-** I can choose and organize work that demonstrates related concepts, skills, and/or media.

- Anchor Standard 3: I can improve and complete artistic work using elements and principles.

**Artistic Processes: Responding-** I can evaluate and communicate about the meaning in my artwork and the artwork of others.

- Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

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## MATERIALS

- |               |                            |
|---------------|----------------------------|
| • paper bags  | • scissors                 |
| • straws      | • paint                    |
| • tape        | • colored toothpicks       |
| • string/yarn | • cardboard (cereal boxes) |

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## INTRODUCTION

1. The teacher will present the story on the Promethean Board, providing students with a link to open and watch on their own iPads.
2. The teacher will explain that students will use this story to learn about the moth's life cycle and habitat, construct a model of a moth, and rewrite the story to reflect a different outcome.

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## LESSON

1. After viewing the [video](#), the teacher will ask the students to answer questions in a group and/or individually. Students can use a sticky note, a Google Form, or respond in Seesaw (Google Classroom workflow site) to answer the questions below:
  - What happened at the beginning of the story?
  - What happened in the middle of the story?
  - What happened at the end of the story?
  - Describe an example of cause and effect in the story.
2. Students will research the moth and its environment via [MyOn](#) and [Mackinvia](#). Using this information, students will use materials and construct a realistic moth.
3. After making a moth, students will listen to the story and review the questions and answers from the beginning of the lesson while finishing the discussion with the ending of the story.

4. Students will brainstorm ways in which they can rewrite the ending of the story to reflect a different way the environment and organisms within the environment interacted with the moth. Then they will discuss the changes that occurred and create a web of ideas of how to rewrite the story.

5. Using the web, students will rewrite the ending of the story to reflect a difference in how the environment and/or the organisms within the environment interacted with each other to create a different outcome.

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## **CLOSURE**

The teacher gives a quick review of the standards used and has individuals/groups share a summary of their rewritten story.

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## **ASSESSMENT**

Students will be assessed on the following: the rewriting of the story using the multi-level rubrics attached and their exit ticket (sticky note) with comments on five of the different engineered designs of the moth.

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## REFERENCES

MackinVIA, [www.mackinvia.com/](http://www.mackinvia.com/).

Martinez, Sylvia Libow, and Gary Stager. *Invent to Learn: Making, Tinkering, and Engineering in the Classroom*. Constructing Modern Knowledge Press, 2019.

MyON®, [www.myon.com/index.html](http://www.myon.com/index.html).

# Narrative Writing Rubric

## 3<sup>rd</sup> Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you establish a situation (real or imagined) and introduce a narrator and/or characters?	No, I didn't establish a situation or introduce a narrator and/or characters.	Well, I somewhat established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters in a very creative way!
Did you organize an event sequence that unfolds naturally?	No, I did not organize an event sequence that unfolds naturally.	Well, I somewhat organized an event sequence that unfolds.	Yes, I organized an event sequence that unfolds naturally.	Yes, I organized an event sequence that unfolds naturally in a very creative way!
Did you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response?	No, I did not use dialogue and descriptions of actions, thoughts, and feelings.	Well, I included SOME dialogue and descriptions of actions, thoughts, and feelings.	Yes, I included dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response.	Yes, I included LOTS of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response in a very creative way!
Did you use temporal words and phrases to signal event order?	No, I didn't use temporal words and phrases to signal event order.	Well, I used a FEW temporal words and phrases to signal event order.	Yes, I used temporal words and phrases to signal event order.	Yes, I used MANY temporal words and phrases to signal event order in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure at all.	Well, I somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

# Opinion Writing Rubric

## 3<sup>rd</sup> Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you clearly state your opinion?	No, I didn't state my opinion at all.	Well, I somewhat stated my opinion.	Yes, I stated my opinion.	Yes, I clearly stated my opinion in a very creative way!
Did you create an organizational structure that lists reasons?	No, I didn't create an organizational structure at all.	Well, I somewhat created an organizational structure.	Yes, I created an organizational structure that lists reasons.	Yes, I created an organizational structure that lists reasons in a very creative way!
Did you supply reasons to support your opinion?	No, I didn't supply any reasons to support my opinion.	Well, I supplied ONE reason to support my opinion.	Yes, I supplied MORE THAN ONE reason to support my opinion.	Yes, I supplied MANY reasons to support my opinion in a very creative way!
Did you use linking words and phrases to connect opinion and reasons ( <i>because, therefore, since, for example</i> )?	No, I did not use linking words and phrases to connect opinions and reasons.	Well, I used SOME linking words and phrases to connect opinions and reasons.	Yes, I used SEVERAL linking words and phrases to connect opinions and reasons.	Yes, I used MANY linking words and phrases to connect opinions and reasons in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

# Informative/Explanatory Writing Rubric – 3<sup>rd</sup> Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you group related information together?	No, I didn't group related information together.	Well, I grouped SOME related information together.	Yes, I grouped related information together.	Yes, I clearly grouped related information together in a very creative way!
Did you include illustrations when useful to aiding comprehension?	No, I didn't include illustrations at all.	Well, I included a FEW illustrations to aide comprehension.	Yes, I included SEVERAL illustrations when useful to aide comprehension	Yes, I included MANY illustrations when useful to aide comprehension in a very creative way!
Did you develop the topic with facts, definitions, and details?	No, I didn't develop the topic with facts, definitions, or details.	Well, I developed the topic with a FEW facts, definitions, and details.	Yes, I developed the topic with SEVERAL facts, definitions, and details.	Yes, I developed the topic with MANY facts, definitions, and details in a very creative way!
Did you use linking words and phrases to connect ideas ( <i>also, another, and, more, but</i> )?	No, I did not use linking words and phrases to connect ideas.	Well, I used SOME linking words and phrases to connect ideas .	Yes, I used SEVERAL linking words and phrases to connect ideas.	Yes, I used MANY linking words and phrases to connect ideas in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!