# Grade 3: Unit 5, Lesson 22

**Title:** *The Journey: Stories of Migration*

**Essential Question:** How and why do locusts and gray whales migrate?

**Week 1**

Questions drawn from Think Through the Text:

**What does vegetation mean?**

*Vegetation means plants.*

**Which words, phrases, or clues helped you understand its meaning?**

*The words plant, leaf, bush, and the phrase blade of grass.*

**How does the photograph on page 242-243 relate to what is described in the text?**

*It shows what large groups of migrating locusts look like as they search for food.*

**How is the amount of food available for grasshoppers related to the reason they sometimes become locusts?**

*When there is not enough food for the young grasshoppers, they turn into locusts so they can migrate and find food. If there is enough food for young grasshoppers, there is no need to become locusts and migrate.*

**How are the winter changes in the Arctic seas connected to a whale’s reason for migration?**

*In the winter the water freezes, the whales will die if they stay so they have to migrate.*

**How does the map on this page (p. T120) help you understand the text?**

*The map shows the whale’s path during migration.*

**Week 1 Written Response**

Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.

**Sample Student Response**

*There* *are similarities and differences between the migration of locusts and the migration of whales. Grasshoppers and whales both migrate in order to survive, but the factors involved in survival are different.*

*In the text, the author states in the winter the arctic seas are going to be filled with solid ice, and the whales will die if they stay. On page 249, the author says, “The whales know for sure they will have to migrate.” In contrast, grasshoppers will only have to migrate if there is not enough food. When grasshoppers’ eggs hatch, sometimes there are too many. When there are too many, there is often not enough food. According to the text, not having enough food causes grasshoppers to be forced to migrate in search of food. This is when grasshoppers become locusts and move on.*

*Another difference between whales and locusts migrating is the distance they travel to migrate. On p. 249, the text says, “Whales travel 6,000 miles, further than any other mammal.” This must mean that locusts don’t travel that far.*

*The migration of whales does not get in the way of human beings. Based on what I read, locusts can fly as high as two miles in the sky, which can make it difficult for airplanes that have to fly through the locust cloud. In addition, millions of crushed locusts on a highway will make cars slip and slide.*

*Whales and grasshoppers both return to the original spots to start the process all over. On p. 246 the author wrote, “A swarm of locusts will return to the very same place in which locusts began.” In the text on p. 253 the author wrote, “Whales travel and find the same chilly waters they left behind.” This is a way that locusts and whales are similar.*

*Even though locusts and whales have differences in the way and reasons they migrate, there are similarities too.*

**Week 2, Building Knowledge: Extending the Topic**

Vocabulary from Leveled Readers may be used as additional support.

Use as a Center Activity or for Homework.

**Essential Question:** How and why do other animals migrate?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *The Journey: Stories of Migration* | **Words: migrate, thunderous, survival, landscape, accidents, companions**  **Sentences:**   1. The animals had to **migrate** to find food. 2. The noise of billions of locust wings makes a **thunderous** sound. 3. Animals migrate for **survival**. 4. Locusts eat all the bushes, plants, and grass on the **landscape**. 5. Locusts fly so high they can interfere with planes and cause **accidents**. 6. Whales travel with **companions** when they migrate. |
| *Flight of the Swallows* | **Words: graceful, purpose, swallows, archways, incredible, plaster**  **Sentences:**   1. The birds fly in a **graceful** way. 2. What is the **purpose** of migration? 3. The **swallows** are birds that migrate each year. 4. The birds live in the **archways**. 5. Swallows took an **incredible** journey. 6. The nest was built using mud **plaster**. |
| *Monarchs on the Move* | **Words: migrate, milkweed, dramatic, chrysalis, solid, nectar**  **Sentences:**   1. Monarch butterflies **migrate** to the south to stay warm. 2. Monarchs lay their eggs on **milkweed** plants which only grow in cold climates. 3. The change from a caterpillar to a butterfly is **dramatic**. 4. A caterpillar makes a **chrysalis** for itself as it changes into a butterfly. 5. When thousands of monarchs gather on one tree it makes the tree look **solid** orange. 6. Monarchs drink the sweet **nectar** from the flowers. |
| *Fish on the Move* | **Words: destinations, impossible, plankton, breed, species, salmon**  **Sentences:**   1. Different kinds of fish travel to different **destinations** when they migrate.. 2. Fish travel what seems like **impossible** distances under very difficult circumstances when they migrate. 3. Some fish migrate in order to find **plankton** to eat. 4. Another reason fish migrate is in order to **breed**, or lay eggs. 5. Scientists aren’t sure why some **species** of fish migrate. 6. **Salmon** migrate from freshwater streams to the ocean. |
| *Whoop It Up* | **Words: flock, migrate, ultralight aircraft, endangered, wild, route,**  **Sentences:**   1. Scientists want there to be more than one **flock** of whooping cranes in the world. 2. Scientists have been teaching whooping cranes to **migrate**. 3. When they are learning to migrate, whooping cranes follow lightweight airplanes called **ultralight aircraft**. 4. Whooping cranes were **endangered** species which is why scientists want to save them.   5. Scientists hope the trained birds will become **wild** birds.  6. Whooping cranes that have been trained to migrate can remember the **route** they took. |
| *Moose on the Move* | **Words: wildlife, willows, habitat, overpopulation, swapped, exchange**  **Sentences:**   1. **Wildlife** workers can help solve problems that wild animals have. 2. The field was full of **willows** and a man thought moose should live there. 3. The natural **habitat** for a bear is in the woods. 4. When too many of the same kind of animal live in one spot it is called **overpopulation**. 5. Wildlife workers **swapped** moose for bighorn sheep. 6. Another word for swapped is **exchanged**. |
| *Baja Gray Whale (Video Clip)* | **Words: coast, calf, conservation, inexact, abundance, bask**  **Sentences:**   1. The man walked along the **coast** so that he could feel the sand and the water. 2. The mother whale always swims next to her baby **calf.** 3. **Conservation** efforts help protect whales. 4. Scientists’ guesses about the number of whales in a pod is often **inexact.** 5. There is an **abundance** of evidence that supports how intelligent whales are. 6. Whales like to bask in warm water. |
| *Gray Whale (Video Clip)* | **Words: familiar, embark, massive, shallow, primarily, sediment**  **Sentences:**   1. The whales leave their **familiar** home to move on. 2. They **embark** upon a long journey. 3. They travel **massive** distances. 4. They like the warm **shallow** water. 5. They **primarily** travel in groups. 6. The **sediment** was at the bottom of the sea. |
| *Locusts (Video Clip)* | **Words: swarm, plague, population, offspring, shortage, invade**  **Sentences:**   1. A **swarm** of locusts flew above us. 2. The locust **plague** made the sky appear dark. 3. Locusts affect one tenth of the human **population.** 4. Hoppers are the **offspring** of locusts. 5. Locusts migrate because of the **shortage** of food. 6. The locusts will **invade** your garden. |
| **Sensational Six**: **migrate, incredible, survival, breed, habitat, shortage** | |
| **Summary:**  Many birds, fish, and mammals **migrate incredible** distances for their own **survival.** Some migrate in order to **breed** and others migrate to a warmer **habitat**. Others migrate when there is a **shortage** of food. | |

**Rolling Knowledge**

* **Students may complete this document to support learning during 2nd reading of the text.**
* **Document should be maintained in a binder, folder, or journal and reviewed to ensure student understanding.**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about migration. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *The Journey: Stories of Migration* | Both locusts and whales migrate in order to survive. | Animals other than birds migrate. |
| *5. Whoop It Up* | Whooping cranes can be trained to migrate. | The whooping cranes were trained to migrate like other animals. They migrate to warmer climates. |
| *6. Moose on the Move* | Utah and Colorado traded sheep for moose. Utah needed more sheep because their numbers had dropped. | Wildlife experts have to help some animals to migrate. |
| *7. Baja Grey Whale (video)* | Scientific information about numbers of whales is inexact. | Conservation efforts to help whales are important. |
| *8. Grey Whale (video)* | Whales migrate in large groups. | The large group migration of many miles ends in warm shallow water. |
| *9. Locusts (video)* | Locusts can invade and eat your garden. | Locusts migrate to find new sources of food to survive. |

**Week 2 Written Response**

Due to the absence of Leveled Readers, prompts may be reworded to reflect resources used throughout unit.

Choose two of the animals you read about this week and explain the similarities and differences between how and why they migrate.

**Sample Student Response**

*Both monarchs and salmon migrate and there are similarities and differences in how and why they migrate. Monarchs migrate because they can’t live in the cold. When the weather turns cold they fly south each year, and they return when the weather warms up. Salmon migrate in order to breed. They live for several years in the ocean and only return when it’s time to lay their eggs. Both monarchs and salmon travel long distances when they migrate and they both remember the route to take. Both monarchs and salmon migrate in order to survive.*

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| Note to Teacher:  *These pages are a resource for you to use when explaining how to use this resource to your students. The pages that are blank are for your students to use.* |

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *The Journey: Stories of Migration*

**Essential Question:** How and why do locusts and gray whales migrate?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What does vegetation mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does the photograph on page 242-243 relate to what is described in the text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How is the amount of food available for grasshoppers related to the reason they sometimes become locusts? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How are the winter changes in the Arctic seas connected to a whale’s reason for migration? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How does the map on this page (p. T120) help you understand the text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Week 1 Written Response**

Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How and why do other animals migrate?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

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| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *The Journey: Stories of Migration* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Whoop It Up* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Moose on the Move* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Baja Gray Whale (Video Clip)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Gray Whale (Video Clip)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Locusts (Video Clip)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about migration.
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *The Journey: Stories of Migration* |  |  |
| *5. Whoop It Up* |  |  |
| *6. Moose on the Move* |  |  |
| *7. Baja Grey Whale (video)* |  |  |
| *8. Grey Whale (video)* |  |  |
| *9. Locusts (video)* |  |  |

**Week 2 Written Response**

Choose two of the animals you read about this week and explain the similarities and differences between how and why they migrate.

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