

Brown's Chapel Third Grade ELA Instructional Guide

Grade	Course
3	ELA
Unit Focus	
<p>Topic: Anansi and His Choices</p> <p>Guiding Questions: How do readers determine the theme of a story? How do readers use context clues to determine the meaning of an unknown word? How do writers use information from two stories to write a narrative?</p> <p>Big Idea: Compare and contrast themes, settings, and plots of two stories about similar characters.</p>	
Week of April 27th – May 1st	
Standards	
<p>3.RL.KID.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.IKI.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>3.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. I. Use commas and quotation marks in dialogue.</p> <p>3.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>3.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.</p>	
Resources	
<p>Text: <i>Anansi Tries to Steal All the Wisdom in the World</i> – a folktale from West Africa</p> <p>Text: <i>Anansi and the Lion</i> – a folktale from West Africa</p>	
Expected Outcomes	
<p>The student will be able to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. The student will also be able to respond to a writing prompt(s) using evidence from the text(s). The students will also be able to correctly use quotation marks.</p>	

Day 1	<input type="checkbox"/> Read “Anansi Tries to Steal All the Wisdom in the World” <input type="checkbox"/> Watch BrainPop lesson: Roots, Prefixes, & Suffixes and then take the “quiz”. (Access through Clever) <input type="checkbox"/> Understanding Words with Suffixes practice (attached)
Day 2 PBS will air an ELA lesson at 10:00 AM	<input type="checkbox"/> Reread “Anansi Tries to Steal All the Wisdom in the World” <input type="checkbox"/> Read the story “Anansi and the Lion” <input type="checkbox"/> Answer comprehension questions about the stories (attached) <input type="checkbox"/> Watch BrainPop, Jr video on Theme (access through Clever)
Day 3	<input type="checkbox"/> Reread “Anansi and the Lion” <input type="checkbox"/> Complete the writing prompt (attached) <input type="checkbox"/> Send your finished writing to your teacher on Class DoJo
Day 4	<input type="checkbox"/> Watch Learn Zillion instructional video “Use quotation marks to show dialogue” https://learnzillion.com/lesson_plans/6903-use-quotation-marks-to-show-dialogue/lesson <input type="checkbox"/> Complete IXL lesson: Language Arts 3 rd Grade: VV.6 Punctuating Dialogue <input type="checkbox"/> Complete “Punctuating Dialogue” practice page (attached)
Day 5 PBS will air an ELA lesson at 10:00 AM and Math at 10:30 AM	<input type="checkbox"/> Read Scholastic News article “Creepy Creatures” (attached) <input type="checkbox"/> Answer the four questions about the article <input type="checkbox"/> Examine the “Spotlight on Spiders” diagram and answer the questions

*Each day, please work on an iReady Reading lesson for 15 minutes.

Extended your learning and post to your Class DoJo portfolio:

- Choose a character from one of the stories. Dress up as that character and tell us about your character by posting a video.
- Make one or both of the stories into a comic.
- Draw or paint a picture of the setting from one of the stories.
- Read and act out the Reader’s Theater script: “How the Camel Got His Hump” (attached)

Anansi Tries to Steal All the Wisdom in the World

a West African Folktale

1 Anansi the spider knew that he was not wise. He was a sly trickster who could use his wit to fool many different people. But he knew that he did not have much wisdom.

2 Then one day he had a clever thought. "If I can get all of the wisdom in the village and put it in a hollow gourd," he thought, "I will be very wise indeed. In fact, I will be the **wisest** of all!"

3 So he found a hollow gourd and began to carry out his plan. He went from door to door to collect the village's wisdom. People **chuckled** at poor Anansi, for they knew that more than any other creature, he **needed** wisdom. So each person put a bit of wisdom in his gourd and **wished** him well.



4 Soon the gourd was **overflowing** with wisdom and could hold no more. Now Anansi needed to find a place to store it. "I am **certainly** the wisest person in the world. But if I don't find a good **hiding** place for my wisdom, I am sure to lose it."

5 He **looked** around and **spotted** a very tall tree. "Ah," Anansi said, "I will hide my wisdom high in that tree. Then I will never have to worry about someone **stealing** it from me!"

6 Anansi set out to climb the **towering** tree with the heavy gourd tied to the front of his belly where it would be safe. As he **climbed**, however, the gourd full of wisdom kept getting in the way. He tried and tried, but he could not climb very high.

7 Just then, Anansi's **youngest** son **walked** by. "What are you **doing**, Father?" asked the little spider.

8 "I am climbing this tree with my gourd full of wisdom," Anansi **replied**.

9 "But Father," said the son, "wouldn't it be much easier if you tied the gourd behind you instead of in front?"

- 10 Anansi sat there quietly for a very long time. Then he said, “Shouldn’t you be going home now?”



- 11 After his son left, Anansi moved the gourd so that it was behind him. Then he proceeded up the tree without a problem. When he reached the top, he cried out, “I collected so much wisdom that I am the wisest person ever, and still my baby son is wiser than me. Here! Take back your wisdom!”
- 12 He lifted the gourd high over his head and spilled its contents into the wind. The wisdom blew far and wide and settled across the land. And this is how wisdom came back to the world.

Understanding Words with Suffixes

“Anansi Tries to Steal All the Wisdom in the World”

Suffix	Meaning	Examples
-ed	happened in the past (verb)	played, worked, cooked
-ing	happening in the present (verb)	learning, writing, eating
-est	most	biggest, smartest, coolest
-ly	in a certain way	slowly, quickly, happily

Directions: In the story that you read, each highlighted word includes a suffix. For each word listed below, underline the root word and draw a box around the suffix.

1. wisest
2. chuckled
3. needed
4. wished
5. overflowing
6. certainly
7. hiding
8. looked
9. spotted
10. stealing
11. towering
12. climbed
13. youngest
14. walked
15. doing
16. replied

Directions: Write sentences using 2-3 of the words listed. Use the chart at the top of the page to help you understand the meaning of each word.

1. _____

2. _____

3. _____

Please send a picture of your work to your teacher on Class Dojo or post it in your Dojo “portfolio”. 😊

Anansi and the Lion

a West African Folktale

1 Anansi the spider caught some fish and cooked them. He put them in a sack to take into the forest, where he could eat them all himself. “These will taste delicious,” he chuckled.

2 Anansi hadn’t gone very far when he met Lion, and Lion asked him, “Well, brother Anansi, what have you got there?”

3 “Oh...just some old bones that I’m going to bury in the mountains.”

4 Lion walked away, but then he started thinking. “I know that Anansi is a great trickster. He probably has something in that sack he doesn’t want me to see. I will follow him to see what he’s up to.”



5 When Anansi got into the woods, he set his sack down, took out one fish, and ate it. He didn’t think anyone else was around, so he took out another fish. But just then, Lion came up and said, “Well, brother Anansi, those don’t look like bones to me. That was a pretty tale you told me.”

6 “Oh! Brother Lion, I am so glad you have come. Never mind what I told you – it was only my fun. Come and join me.”

7 So Lion sat down and began to eat, and before Anansi had eaten one fish, Lion had almost emptied the sack. Anansi said to himself, “Greedy fellow, eating up all my fish!”

8 “What did you say, sir?”

9 “I said you do not eat fast enough,” Anansi replied, for he was afraid of what Lion might do. Soon, all the fish were gone.

10 While Anansi didn’t complain, he did want to get back at Lion for eating most of his fish. He had a clever thought. “Which of us do you think is the stronger?”

11 Lion said, "Why, I am, of course."

12 Then Anansi said, "We will tie one another to that tree, and we shall see who is the stronger."

13 Now they agreed that Lion should tie Anansi first, and he tied him with some very fine string, and not very tight. Anansi twisted himself two or three times, and the string broke.

14 Then it was Anansi's turn to tie Lion, and he took some very strong rope. Lion said, "You must not tie me tight, for I did not tie you tight."



15 And Anansi said, "Oh, no, to be sure, I will not!" But he tied him as tight as ever he could and then told him to try and get loose.

16 Lion tried and tried, but he could not get loose.

17 Anansi thought, "That is what he gets for eating my meal, and now it's time for me to leave." So Anansi took up his empty sack and left Lion behind, tied to the tree.

1. Look at the first picture in the folktale “Anansi Tries to Steal All the Wisdom in the World.” What does the picture tell you about the way Anansi feels in this part of the story?
 - A. He is proud because he got what he wanted.
 - B. He is excited to see his young son.
 - C. He is sad and unhappy because someone might steal from him.
 - D. He is angry because he can’t climb faster.

2. Which word from “Anansi Tries to Steal All the Wisdom in the World” do both pictures help you understand?
 - A. village
 - B. hollow
 - C. gourd
 - D. contents

3. Read the paragraph from “Anansi Tries to Steal all the Wisdom in the World.” Underline the sentence that explains what has caused Anansi to do what he is doing in picture 2.

After his son left, Anansi moved the gourd so that it was behind him. Then he proceeded up the tree without a problem. When he reached the top, he cried out, “I collected so much wisdom that I am the wisest person ever, and still my baby son is wiser than me. Here! Take back your wisdom!”

4. Read this sentence from “Anansi and the Lion.”

“These will taste delicious,” he chuckled.

What does the author’s use of “chuckled” in this sentence tell about Anansi?

- A. He is silly.
 - B. He is happy.
 - C. He is careful.
 - D. He is clever.

5. This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is happening in the first picture of “Anansi and the Lion?”

- A. Anansi is offering to share his fish with Lion.
- B. Anansi is telling Lion about his bag of bones.
- C. Anansi has a contest of strength with Lion.
- D. Anansi is upset that Lion has eaten most of the fish.

Part B

Which sentence from “Anansi and the Lion” best supports the answer to Part A?

- A. “Oh! brother Lion, I am so glad you have come.”
- B. “While Anansi didn’t complain, he did want to get back at Lion for eating most of his fish.”
- C. “When Anansi got into the woods, he set his sack down, took out one fish, and ate it.”
- D. “Lion tried and tried, but he could not get loose.”

6. Which of the following statements is true about Anansi in both stories?

- A. Anansi thinks he is foolish.
- B. Others think Anansi is foolish.
- C. Anansi thinks he is clever.
- D. Others think Anansi is clever.

7. Which sentence describes one way the two stories are alike?

- A. They both have a happy ending.
- B. They both explain why something happens in nature.
- C. They both tell how animals get along with each other.
- D. They both have a character who wants something all to himself.

8. Which statement is true about the setting in both stories?

- A. A tree is an important part of the setting.
 - B. A village is an important part of the setting.
 - C. The mountains are an important part of the setting.
 - D. The sky is an important part of the setting.
-

Punctuating Dialogue

Circle the letter of the correct sentence.

Name _____



- Rosemary said, "baseball is my favorite sport."
 - Rosemary said "Baseball is my favorite sport."
 - Rosemary said, "Baseball is my favorite sport."
- "I want to be a doctor when I grow up, said Lionel."
 - "I want to be a doctor when I grow up," said Lionel.
 - I want to be a doctor when I grow up, "said Lionel."
- "Yippee, I get to be the flower girl at my aunt's wedding!"
shouted Shanese with joy.
 - "Yippee, I get to be the flower girl at my aunt's wedding,"
shouted Shanese with joy!
 - "Yippee, I get to be the flower girl at my aunt's wedding!"
shouted Shanese with joy.
- "Who won the baseball game," Dad asked?
 - "Who won the baseball game?" Dad asked.
 - "Who won the baseball game, Dad asked?"
- Josie said that swimming is her favorite sport.
 - Josie said "that swimming is her favorite sport."
 - Josie said, "that swimming is her favorite sport."
- As Mom was getting out of the car, "she asked, Will you please help me carry in the groceries?"
 - "As Mom was getting out of the car," she asked, Will you please help me carry in the groceries?
 - As Mom was getting out of the car, she asked, "Will you please help me carry n the groceries?"
- "Ouch!" I Cried Jose.
 - "Ouch!" cried Jose.
 - "Ouch!", cried Jose.
- "It's time to go to bed" said Jordan as he turned off the TV.
 - "It's time to go to bed said Jordan," as he turned off the TV.
 - "It's time to go to bed," said Jordan as he turned off the TV.
- Miss Watson said, "You did a good job on your test."
 - Miss Watson said, "you did a good job on your test."
 - Miss Watson said, "You did a good job on your test"
- "Gentlemen, start your engines!" I declared the car race announcer.
 - "Gentlemen, start your engines! Declared the car race announcer."
 - "Gentlemen, start your engines!" declared the car race announcer.

Creepy Creatures?

Let's say you're outside one evening. How would you react if you were to spot a big spider spinning a web? A bat swooping through the sky? A snake slithering in the grass?

If these creatures give you goose bumps, you're not alone. They scare many people. But experts say these animals actually help humans in incredible ways.

Hungry Spiders

There are more than 40,000 species of spiders. But scientists say that most spiders never bite people. And only a few kinds have bites that can hurt humans.

"The truth is that most spiders are harmless and shy. They don't deserve their bad **reputation**," says spider expert Catherine Scott.



Many snakes, like this rattlesnake, use fangs to inject venom into prey.



A bat sips nectar from a flower.

She says that almost all spiders prey on insects. In fact, they gobble up more than 400 million tons of bugs each year! That's good news for farmers. Many of the bugs that spiders eat are pests that ruin crops.

Busy Bats

Bats often have a bad reputation too. Scientist Liam McGuire thinks that's because most people don't know much about bats. "They never get to see one up close," he says.

McGuire says that bats make great neighbors. Like spiders, many bats dine on bugs. They keep insect populations under control.

Other bats **pollinate** plants that grow food like bananas. They sip the nectar inside the plants' flowers. A powder called pollen sticks to their faces while they eat. Bats carry pollen from one flower to the next. This lets plants make seeds so new plants can grow.

Snake Medicine

It makes sense to fear some snakes.

The planet has about 3,400 snake species. About one in five are venomous. They release a dangerous substance called venom into their prey when they bite. Most snakes avoid humans. Some may bite people if they feel threatened.

But snakes have a good side. They eat rats that can spread diseases. And scientists use their venom to develop medicines. These medicines treat health problems like heart attacks.

No matter what you think of spiders, bats, and snakes, experts say it's important to remember the ways these animals help people. Thank you, "creepy" creatures!

Close-Reading Questions

Words to Know

reputation: the way a person or thing is viewed

pollinate: move pollen from one plant to another

Creepy Creatures?

1. The author's main purpose in this article is to _____.

- A. show that spiders, bats, and snakes are creepy.
- B. tell how spiders, bats, and snakes help people
- C. describe new species of spiders, bats, and snakes
- D. explain why spiders are creepier than bats or snakes

2. What do some bats carry from one flower to another?

- A. nectar
- B. petals
- C. pollen
- D. bugs

3. You can guess that without spiders, there would be _____.

- A. no bats
- B. no bananas
- C. more bugs
- D. more snakes

4. Which detail from the article best supports your answer to question 3?

- A. "...most spiders never bite people."
- B. "...most spiders are harmless and shy."
- C. "...almost all spiders prey on insects..."
- D. "Thank you, 'creepy' creatures!"

Spotlight on Spiders

Spiders come in many sizes. But arachnologists (a-rak-NAH-luh-jists), or spider experts, say the creatures all have the same basic body parts. This diagram shows some of them.

Cephalothorax
(seh-fah-luh-THOR-aks) This is the spider's head and main body section. It's where you'll find the spider's brain, stomach, mouth, and eyes. Most spiders have eight eyes!

Spinnerets
These tiny parts produce the silky thread that many spiders use for webs.

Legs
All spiders have eight legs. They're covered with hairs that detect motion, sounds, and even smells. That helps a spider know what's going on.

Pedipalps
These look like extra legs, but they're really more like arms. A spider can use them to hold bugs as it eats them.

Abdomen
This part of the body holds the heart and some other organs.

1. How many eyes do most spiders have?

2. According to the diagram, how can a spider use its pedipalps?

3. In which section of a spider's body is its heart located?

4. What do the spinnerets do?

Reader's Theater

Adapted from

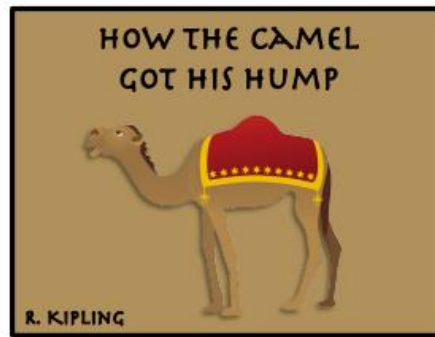
How the Camel Got His Hump

Characters:

Narrator

Genie

Camel



How the Camel Got His Hump Page 1

Narrator: In the beginning years, when the world was so new, there was a camel who lived in the middle of a hot, dry desert.

Camel: I do not want to work for men. I would rather eat sticks, milkweed, and thorns out here in the desert. Humph!

Narrator: Along came a horse on Monday morning with a saddle on his back, a bit in his mouth carrying a heavy load. The horse asked the camel to join him.

Camel: Humph!

Narrator: Humph! Just Humph was all the camel said, and no more.

How the Camel Got His Hump

Page 2

Narrator: Along came an ox on Tuesday morning with a yoke on his neck. The ox asked the camel to come plough like the rest of them.

Camel: Humph!

Narrator: Humph! Just Humph was all the camel said, and no more. The owner of the horse and the ox made them work harder since the RUDE *HUMPH* THING would not help.

Camel: Humph!

Narrator: Along came a genie. The horse and the ox complained to the genie about the RUDE *HUMPH* THING that would not help.

How the Camel Got His Hump

Page 3

Genie: Well, I'll HUMPH him if you will kindly wait a minute.

Narrator: The genie flew off through the desert and found the camel standing idle, looking at his own reflection in a pool of water.

Genie: My long and bubbling friend, what's this I hear of you doing no work, with the world so new-and-all?

Camel: Humph!

Genie: You've given more work to the other animals, all on account of your idleness.

Camel: Humph!

How the Camel Got His Hump

Page 4

Genie: I wouldn't say that again if I were you. I want you to work!

Camel: Humph! Humph! Humph!

Narrator: No sooner had he said it when he began puffing up and up into a great big lolloping HUMPH!

Genie: Do you see that? That's your very own HUMPH that you've brought upon your back by not working. Now are you going to work?

Camel: How can I with this HUMPH on my back?

How the Camel Got His Hump

Page 5

Genie: Your new HUMPH has a purpose. You will now be able to work for three straight days without eating, because you can live off your HUMPH!

Camel: Humph!

Genie: Humph yourself! Don't say I never did anything for you. Now, go and help the other animals and behave yourself.

Narrator: The camel joined the other animals and did his share of the work. And from that day to this, the camel always wears a hump. We call it a HUMP now, not to hurt his feelings.