

Brown's Chapel Third Grade ELA Instructional Guide

Grade	Course
3	ELA
Unit Focus - revise	
<p>Topic: What helps us solve problems?</p> <p>Guiding Questions</p> <p>How do readers determine the theme of a story?</p> <p>How do readers use context clues to determine the meaning of an unknown word?</p> <p>How can understanding a character's personality help the reader to better understand literary text?</p> <p>Big Idea:</p> <p>The characters' choices play an important role in the plot of the story. Understanding their traits, motivations, and feelings helps readers make connections and better comprehend the story.</p>	
Week of May 11th – 15th	
Standards	
<p>3.RL.KID.1 – Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as a basis for the answers.</p> <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.KID.3 – Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.CS.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>3.FL.PWR.3c – Decode multi-syllable words.</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.</p> <ul style="list-style-type: none"> 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>3.FL.VA.7b – Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Distinguish the literal and nonliteral meaning of words and phrases in context. ii. Identify real-life connections between words and their use. <p>3.W.PDW.4 – With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>	
Resources	
<p>Text: <i>The Big Game</i>, Poem: <i>Choices</i></p>	
Expected Outcomes	
<p>Readers will be able to describe characters' traits, motivations, and feelings, and how they contribute to the plot of the story. Readers will also be able to determine the theme in a story and a poem by identifying key details and understanding how they build on each other.</p>	

Day 1	<input type="checkbox"/> Read "The Big Game" <input type="checkbox"/> Watch the BrainPop video "Similes and Metaphors" accessible through Clever. https://www.brainpop.com/english/writing/similesandmetaphors/ <small>If you can't access through Clever, try username: bcelab, password: brain</small> <input type="checkbox"/> Complete "The Big Game" Similes and Metaphors practice page
Day 2 PBS will air an ELA lesson at 10:00 AM	<input type="checkbox"/> Reread "The Big Game" <input type="checkbox"/> Complete the writing prompt <input type="checkbox"/> Grammar practice: "Awesome Adverbs"
Day 3	<input type="checkbox"/> Read the poem "Choices" <input type="checkbox"/> Watch the Brain Pop video "Poetry" accessible through Clever. <input type="checkbox"/> Review the elements of poetry and complete the questions about the poem "Choices".
Day 4	<input type="checkbox"/> Look at the examples shown for writing acrostic poems and alliteration poems. <input type="checkbox"/> Write either an acrostic poem or an alliteration poem. <input type="checkbox"/> Send your finished poem to your teacher on Class DoJo.
Day 5 PBS will air an ELA lesson at 10:00 AM and Math at 10:30 AM	<input type="checkbox"/> In this week's story, we read about a big game. Today, use the Scholastic News: May 11 Issue: "Top of Her Game". Read the main article "The Sky's the Limit!". Get online access to the article, including read aloud feature and videos by visiting: https://digital.scholastic.com/resources/classpasscode/?app=sn3&state=%2F&role=classroom Enter classroom password: Ahrens: Dog14, Dowell: fogcorn3660, Etheridge: etheridgeer2, Gray: foxtop1849, Kenworthy: BCE32020, Romero: coatpet997 *Article is attached if you'd rather enjoy it on paper. <input type="checkbox"/> Read the rest of the online article if possible. <input type="checkbox"/> Complete "Be a Quiz Whiz" Questions (attached) OR play the "Know the News" game online.

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

Extended your learning and post to your Class DoJo portfolio:

- Write about a choice you've made. Was it a good choice or a bad choice? Why?
- Write another acrostic poem or alliteration poem to give to someone.
- Write and illustrate your own similes/metaphors.
- Create your own "big game" and send pictures.
- Play a game with someone and tell me about it.
- ixl.com lesson: Language Arts OO.6 Choose between adjectives and adverbs.
- Check out the latest Science Spin issue by visiting the website below and using your class code (listed in Day 5).

<https://digital.scholastic.com/resources/classpasscode/?app=sciencespin36&state=%2Fhome-page-logged-out.html&role=classroom>

The Big Game

By Crystal Allen

Kyrie and Shawn are best buddies but also rivals, especially when it comes to sports and games. Today at recess they're playing against each other in the fifth-grade kickball championship.

1 I'm strutting to school in my favorite red-and-black basketball outfit. Shawn's strolling in his blue-and-gold soccer gear. This is our battle armor. And as usual, we're joking around with each other about today's kickball championship.

2 I playfully nudge Shawn. "It's over! We're going to fry you like chicken."

3 He nudges me back and smiles. "Dream on, Kyrie. My team is going to mash you like potatoes!"



4 Shawn and I are next-door neighbors and have been friends since before I can remember. For my last birthday, he gave me the red wristbands I'm wearing. But Shawn's class has already beaten my class in basketball and soccer and every fifth-grade contest this year.

5 We have to win today. After lunch, our two classes dash to the grassy part of the playground while the playground monitor, and our umpire, Mr. Crawley, places the four bases. My heart pounds as if my chest is a door and it wants out. "Play ball!" cries Mr. C.

6 It's a close game, with the lead shifting back and forth. Both teams kick the ball hard, dash around the bases, and make great plays. Shawn's up. He kicks the ball high and far. Harper, in center field, runs like a gazelle toward the ball. With both arms stretched, she reaches out and makes a fingertip catch! Our team goes crazy as Mr. C. holds up a fist.

7 "Out!"

8 There are only two minutes left before the bell rings, and we're tied at ten. My team is up, but we've got two outs.

9 It's my turn. Shawn's pitching. He rolls the red rubber ball to me; from all the times we've played in his backyard, I recognized the spin. I blast the ball into the outfield, past the fielders, and take off like—well, like the championship depends on it.

10 I am rounding third base when the relay throw comes in to Shawn. The catcher is out of position, so instead of throwing the ball to home for a tag out, Shawn has to try to hit me with the ball for an out. But that won't happen because I am a high-powered locomotive chugging hard toward home plate.

11 Shawn zips a throw that barely touches my knee. I slow down, but Mr. C. doesn't call me out, so I keep running. Shawn yells to the ref what only he and I know.



12 I run across home plate. Safe! The recess bell rings.

13 My classmates smother me, chanting my name. *Ky-rie! Ky-rie!* Even Shawn's class congratulates me on an amazing win. Shawn shakes his head, rolls his eyes, and refuses a fist-bump after the game. It's not my fault the ump didn't see the ball touch my knee! If Shawn's going to have an attitude, it should be at Mr. C., not me!

14 A few hours later, school's out. Shawn always walks home with me. After we have a snack, we usually play a two-player video game, then some one-on-one, or have a foul-shooting contest before he heads home for dinner and homework.

15 But not today.



16 It's a slow walk home by myself. Two-player video games don't work when it is just one person. Shooting hoops alone is worse. Even though my class won the kickball championship, I don't feel like a champion. My stomach hurts, and it's not because I'm sick. I sit on my basketball and stare at the wristbands Shawn gave to me. My shoulders droop.

17 I carry my basketball over to Shawn's house and knock on the door. He answers with a frown. "What do you want?"

18 "My bad, Shawn. Tomorrow, I promise I'll tell Mr. C. that your throw got me out. Can we shoot hoops now?"

19 He chews on his bottom lip and locks his eyes on mine. Suddenly he grabs my basketball and grins.

20 "I'm going to cream your corn."

21 I laugh and grab my ball back. "Not before I dunk your donuts. Let's go!"



“The Big Game” Similes and Metaphors

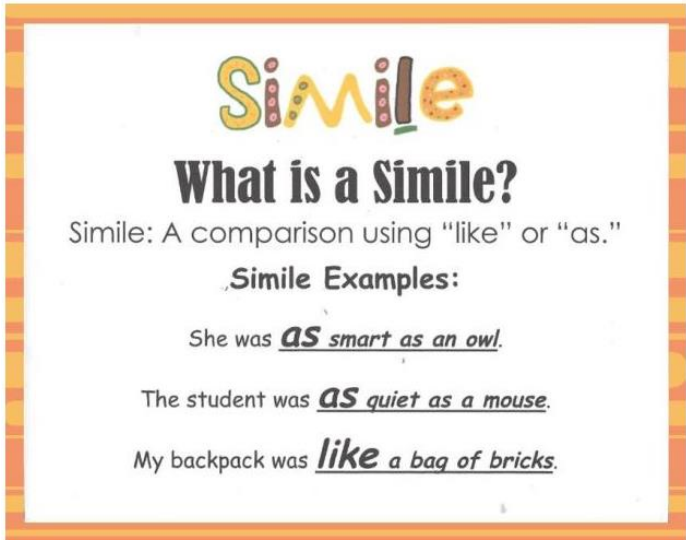
Literal Meanings: The text means exactly what it says.

Example: She tried the new recipe mom made, and it left a bad taste in her mouth.

Non-literal Meanings: The text doesn't mean what it says.

Example: She told her friend a secret and her friend told everyone on the playground. It left her with a bad taste in her mouth.

Both similes and metaphors are ways to use non-literal meanings.



Simile
What is a Simile?
Simile: A comparison using "like" or "as."
Simile Examples:
She was **as** smart as an owl.
The student was **as** quiet as a mouse.
My backpack was **like** a bag of bricks.



Metaphor
What is a metaphor?
Metaphor: A figure of speech stating two things are similar.
Metaphor Examples:
The strawberry was a fresh summer day.
The rain came down in full cold buckets.
The test was a long never-ending marathon.
She read the book at a snail's pace.

Look at the anchor charts above and then answer the following questions about language used in the story "The Big Game".

1. In paragraph 2, Kyris says, "It's over! *We're going to fry you like chicken.*"
Circle one: This is an example of a: simile metaphor
Explain what the saying means.

2. In paragraph 3, Shawn replies with, "*My team is going to mash you like potatoes!*"
Circle one: This is an example of a: simile metaphor
What does it mean?

3. In paragraph 6, He kicks the ball high and far. Harper, in center field, *runs like a gazelle* toward the ball.
Circle one: This is an example of a: simile metaphor
What does it mean?

4. In paragraph 10, But that won't happen because *I am a high-powered locomotive chugging hard toward home plate.*

Circle one: This is an example of a: simile metaphor

What does this mean?

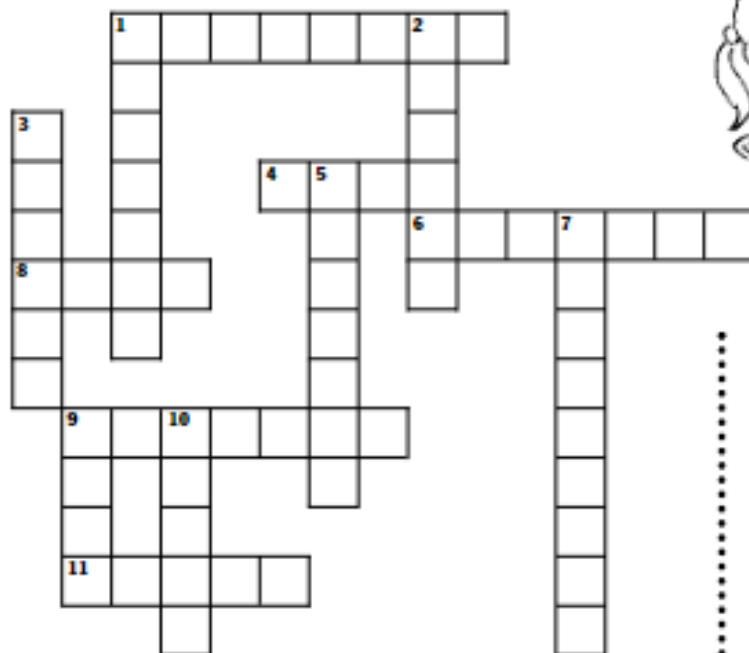
5. In paragraph 20-21, "*I'm going to cream your corn.*" "*Not before I dunk your donuts.*"

Circle one: This is an example of a: simile metaphor

What does each saying mean?

Awesome Adverbs

Read each sentence and fill in the blank with an adverb from the box. Then write your answers in the crossword puzzle.



FAST FACT

An adverb can describe a verb, adjective, or another adverb. Adverbs often answer the questions how, when, where, and to what extent. Many—but not all—adverbs end in -ly.

- | | | | | |
|---------|-----------|---------|----------|------|
| loudly | happily | slowly | hungrily | fast |
| hard | well | lightly | there | |
| angrily | hopefully | never | finally | |

ACROSS

- Hillary ate her soup _____.
- Natasha hit the ball _____ and ran to first base.
- David brushed the canvas _____ with yellow paint.
- All of the students did very _____ on the reading test.
- The twins couldn't believe their birthday had _____ arrived.
- I will sit here; you can sit _____.

DOWN

- Bryan _____ agreed to join the game.
- The crickets chirped _____ outside the window.
- The tired children walked home from school _____.
- The cat hissed _____ when the dog walked by.
- When I heard the announcer begin to name the winners, I looked up _____.
- Tricia runs _____ enough to make the track and field team.
- Kyle has _____ experienced a snowfall before.

Choices

by Allen Steble

We all have a choice

to live a lie

or be ourselves

to laugh and cry

5 or to follow someone else

to look up and smile

or bow down and frown

to walk the whole mile

or take off our crown

10 We have a choice

to shout out loud

or chant a whisper

to fly through the clouds

or to be blown like paper

15 to conquer our fear

or hide in the shadow

to the wise words hear

or be thrown out the window

We all have a choice

20 to climb our highest mountain

or fall into our deepest hole

to drink from life's fountain

or live like a troubled soul

to learn love in the heart

25 or grasp to hate with regret

to wake up and start

or sleep until sunset

We all have a choice

to speak truly with ourselves

30 or go against what seems

We all have a choice

to fulfill our greatest dream

Elements of Poetry

Rhyme:
 Words rhyme if they have the same ending sounds.

Meter:
 The number of syllables in a line and how they are accented creates the poem's "beat" or rhythm.

Mood:
 The feeling the author is trying to convey.

LINE: A LINE IS ONE LINE IN A POEM.

Repetition:
 Sometimes words or phrases are repeated.

Stanza:
 A group of lines that are together is called a stanza.

theme:
 the theme of the poem is the lesson or message the author is trying to convey.

Reread the poem "Choices" and use the chart above to help you answer questions about the elements of poetry shown.

1. How many stanzas are in this poem? _____
2. This poem has many examples of rhyme. List three pairs of rhyming words found.
 _____ and _____, _____ and _____,
 _____ and _____
3. What phrase is repeated throughout this poem? _____
4. What is the theme, or central message, of this poem?

ACROSTIC POEM

Choose a word to write in capital letters down the left side of your paper. You can choose something you're interested in or even your name! Then write phrases that start with each of the letters in that word. This type of poetry does not have to rhyme.

Donuts

By Miss Larson



Delicious morning treats,
Only good the first day,
Need a cold glass of milk with them,
Usually like chocolate donuts with sprinkles the best,
Tastes like a little bit of heaven,
Super sweet once in awhile treat.



Ocean

By Miss Larson

Octopus swims near the rocks,
Crab crawls on the sand,
Eel slithers in a sea cave,
Angelfish swims gracefully under the waves,
Narwhal hunts for fish in the Arctic.

ALLITERATION POEM

Choose a good letter (avoid difficult ones like x, k, i, etc.). Make the longest sentence you can using mostly words that start with your letter. It's okay to include a few small words like a, and or the where needed. Your sentence can be as silly as you'd like it to be!

My "S" Poem

By Miss Lanson



Seven silly southern seamstresses sewed
sixty silky strands of silk, for the superbly styled
soccer star's shirt.



My "T" Poem

By Miss Lanson

Two terrific tigers tried to trudge tiredly to Texas
to take trays of tacos and tamales to ten tremendous
turkeys.

THE SKY'S THE LIMIT!

A young skateboarder shares her amazing story and her dreams for the future.



Sky also loves to surf—she says it helps her skating skills.

AS TOO BEAU

Think of an adjective you might use to describe Sky. Underline text that shows why that word is a good choice.

Board Baby

Sky was born in Japan and began skating when she was 2 years old. She didn't have to go far. Her family had a small skating ramp in the yard.

"My dad was always skating, and I wanted to get on a board just like him!" Sky says. "I'm sure I fell a lot in the beginning."

It was soon clear that Sky had incredible talent. When she was 7, she began skating in competitions around the world. Last summer, she won a top prize at a big skateboarding world championship in Brazil.

For the Fun of It

Today, Sky lives in California, where she trains every day. She watches YouTube videos to learn new tricks. Then she spends hours perfecting them at area skate parks. But to her, practicing is more like playing.

"At the end of the day, I just



MAP IT OUT!

When Sky's not skating, you can often find her surfing! Based on the map and article, in what ocean do you think Sky surfs?



want to have fun," she tells *Scholastic News*. Sky's schedule is pretty flexible. She usually goes to school two days a week and studies online the other days. She makes time to see friends and play video games with her little brother, Ocean.



Sky also squeezes in her other favorite sport—surfing. She often gets up at 5 a.m. to ride the waves. She says that balancing on a surfboard makes her a better skater.

Olympic Dreams

Lately, Sky has been preparing for a major event—the Olympics. The 2020 Summer Games were scheduled to kick off in Tokyo, Japan, this July. For

the first time, skateboarding was on the list of events. Sky was planning to compete for Great Britain's team. (Because Sky's dad is from Great Britain and her mom is from Japan, she's a citizen of both countries. She could compete for either one.)

But in March, officials postponed the Games until 2021. The disease known as Covid-19 made it risky to have big crowds gather.

Sky is disappointed. But she plans to keep practicing and improving her skills. And she encourages other kids to reach for their own goals.

"The sky's the limit," she says. "Chase your dreams!"

—by Karen Kellaher


What's Your Game Plan?

Make the most of your summer by following these tips from Sky.

1 TRY NEW THINGS. You just might find an activity you love as much as Sky loves skating.



2 DON'T WORRY ABOUT WHAT OTHERS THINK. In Japan, few girls skateboarded. Sky got funny looks. But she kept skating!



3 DON'T BE AFRAID TO FAIL! "There's always a chance I will fail," says Sky. "But I don't let fear stop me."



To be used with the May 11, 2020 issue

Name: _____

Be a Quiz Whiz!

For each question below, fill in the circle next to the correct answer.

The Sky's the Limit! Pages 2-3

1 **Part A** Sky Brown would likely agree that ____ is important when trying to improve a skill.

- Ⓐ luck Ⓒ money
Ⓑ motivation Ⓓ weather

2 **Part B** Which detail best supports the answer to question 1?

- Ⓐ "Suddenly, she launches herself into the air from the top of a ramp."
Ⓑ "It was soon clear that Sky had incredible talent."
Ⓒ "Then she spends hours perfecting [new tricks] at area skate parks."
Ⓓ "She makes time to see friends and play video games ..."

3 A **citizen** is someone who ____.

- Ⓐ speaks many languages
Ⓑ travels to many different countries
Ⓒ enjoys skateboarding
Ⓓ has lived in, was born in, or has parents from a certain country

Scholastic Summer Read-a-Palooza

Pages 4-5

4 The phrase *kick things off* means to ____.

- Ⓐ end Ⓒ understand
Ⓑ begin Ⓓ write

5 Which statement tells what all three authors have in common?

- Ⓐ They started writing books later in life.
Ⓑ None of them enjoyed reading as kids.
Ⓒ They write only nonfiction.
Ⓓ Their books were inspired by personal experiences.

6 How is the article structured?

- Ⓐ question and answer
Ⓑ time order
Ⓒ cause and effect
Ⓓ problem and solution

I'm Colorblind Page 6

7 Which question is answered in the third paragraph?

- Ⓐ How can colorblindness be helped?
Ⓑ What sport does Cayson play?
Ⓒ What is colorblindness?
Ⓓ How many people are colorblind?

8 Which two text features help readers understand what it is like to be colorblind?

- Ⓐ the title and subtitle
Ⓑ the different photos of the balloons and their captions
Ⓒ the photo of Cayson and its caption
Ⓓ the title and the photo of Cayson

He Grew Up to Invent the Super Soaker Page 7

9 Which statement would Lonnie Johnson likely agree with?

- Ⓐ All NASA employees are also toy inventors.
Ⓑ Science does not need to be taught in schools.
Ⓒ Some brilliant ideas are unplanned.
Ⓓ Toys are more valuable than other inventions.

The Wheel Deal! Page 7

10 Which sentence best summarizes the article?

- Ⓐ The wheel was invented in ancient times.
Ⓑ Armor can protect the body.
Ⓒ This suit led to a new Olympic sport.
Ⓓ A suit with wheels is used to zoom down hills.