

Brown's Chapel Third Grade ELA Instructional Guide

Grade	Course
3	ELA
Unit Focus	
<p>Topic: What makes people view the same experiences differently?</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 do readers distinguish their perspective from the narrator or character's perspective?</p> <p>How do readers compare a story and a play involving the same characters?</p> <p>Big Idea:</p> <p>The narrator of a story and the characters in a story have different points of view. The reader distinguishes their own perspective from that of the narrator and characters.</p>	
Week of May 4th - 8th	
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.CS.6 - Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a 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.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.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.</p> <ul style="list-style-type: none"> I. Use commas and quotation marks in dialogue. <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>Texts: <i>Rabbit and Coyote, The Trial of Rabbit</i></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 students will be able to distinguish their perspective from the narrator or character's perspective</p>	

Day 1	<input type="checkbox"/> Read “Rabbit and Coyote” <input type="checkbox"/> Watch this video to learn about point of view: https://www.youtube.com/watch?v=fb33WQTGXPK <input type="checkbox"/> Answer questions about “Rabbit and Coyote” (attached)
Day 2 PBS will air an ELA lesson at 10:00 AM	<input type="checkbox"/> Complete IXL lesson: Language Arts 3 rd Grade: G. Distinguish characters’ points of view https://www.ixl.com/ela/grade-3/distinguish-characters-points-of-view <input type="checkbox"/> Reading Skill Focus: Point of View (attached)
Day 3	<input type="checkbox"/> Read “The Trial of Rabbit” <input type="checkbox"/> Answer questions about “The Trial of Rabbit” (attached) <input type="checkbox"/> Complete “Punctuating Dialogue” practice (attached)
Day 4	<input type="checkbox"/> Reread “The Trial of Rabbit” <input type="checkbox"/> Complete the writing prompt (attached) <input type="checkbox"/> Send your finished writing 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 stories, there were definitely some tricks being played. Today, use the Scholastic News: April 27 Issue: “Were You Tricked?”. Read the main article “Don’t Fall for a Fake”. 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: Dogl4, 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.

Suggested iReady Reading lesson: Points of View About a Story

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.
- Act out “The Trial of Rabbit” with your family. Take video or pictures!

Rabbit and Coyote

adapted by Francisco Hinojosa

- 1 One moonlit night, Rabbit snuck into a farmer's garden. There he found an abundance of carrots. He grabbed a bunch to bring to his burrow. At dawn, the farmer woke up to find his garden half empty and Rabbit's footprints leading away. The farmer came up with an idea to catch the pesky little thief.



- 2 The next night, Rabbit returned to the garden for what he hoped would be more easy pickings. He spied a figure standing in the garden. Thinking it was the farmer, Rabbit approached.

- 3 "Can I have some carrots?" Rabbit asked.

- 4 Silence.

- 5 "I tried some last night. They tasted better than any I've had before."

- 6 Silence again.

- 7 Rabbit figured the farmer was asleep and tried to shake him awake. But his paws stuck fast to the farmer. Rabbit, the biggest trickster in town, had been tricked! The figure was a scarecrow coated in beeswax.



8 That morning, the farmer went out to the garden and found Rabbit stuck to the beeswax. He put Rabbit inside a box and closed the lid. Then he left him there. "I have to do my morning chores, but when I'm done I will come back and deal with you," he said angrily.

9 A while later, Coyote walked by the garden. He saw that the box was moving and decided to investigate.

10 "Rabbit, what are you doing in there?" asked a surprised Coyote.

11 Rabbit thought quickly and replied with a sigh. "I am here waiting for my family. They are making me a great feast – with a special hot chocolate for dessert. I don't know how to tell them that I already ate. I can't possibly eat even a single bite, but they've worked the hardest they ever have to prepare it for me. If only there was someone to take my place."

12 Coyote, who was always hungry, gladly volunteered. He jumped inside the box. Rabbit made sure the lid was on tight before fleeing into the fields.

13 When the farmer came back and found Coyote in the box, he cried out, "Rabbit! I'll get you yet!"

14 Coyote dashed through the fields faster than a deer. Soon, he found Rabbit sitting under a tree.

15 "You tricked me," cried Coyote.

16 Rabbit looked calm and said, "I didn't trick you, Coyote. I was here gathering sapote fruit from this tree for you."

17 Rabbit grinned. Instead of the soft, sweet fruit of the sapote tree, Rabbit had gathered hard, butter jicar from a calabash tree. Coyote grabbed it up anyway, but soon fell into a deep sleep.

18 It was dark when Coyote woke up. He again followed Rabbit's footprints, this time to the river. Now he was madder than a wet hornet.

19 "I was waiting for you," Rabbit said. "I wanted to share this cheese with you." Rabbit pointed toward the full moon's reflection in the water. "But I cannot reach it. It is stuck in this river. If only someone strong could drink some of the water to bring it closer."



²⁰ Coyote loved cheese more than anything. He puffed out his chest and said, “I am able to do that.”

²¹ Coyote waded into the river and gulped up its water. Meanwhile, Rabbit hopped away and hid in the high branches of his favorite tree.

²² After a while, Coyote could drink no more. He climbed out of the river. In his wet and weary state, he looked up at the moon in the night sky and thought he saw the trickster Rabbit there, laughing at him.

²³ To this day, Coyote continues to watch the moon at night, howling for Rabbit.



“Rabbit & Coyote” Comprehension Questions

1. What did you learn about comparing points of view from “Rabbit and Coyote”? Use the chart and list details from the text that you might include in an opinion essay about what makes people view the same experience differently.

Character Analysis “Rabbit and Coyote”			
	Farmer	Rabbit	Coyote
wants			
gets			
reacts			

2. Pay attention to the language the narrator uses to describe Coyote in paragraphs 9-17. What does this language reveal about the narrator’s point of view on Coyote?

Do you agree or disagree with this point of view? Use evidence to support your thinking.

3. What character of the story do you most closely identify with – Farmer, Rabbit, or Coyote? Why? Use evidence from the text to explain how your point of view is similar to that of the character you chose.

4. Use context clues to help you find the meaning of these words from “Rabbit and Coyote.” Then use each word in a sentence.

Word	My Definition	My Sentence
pesky		
spied		
waded		
weary		

Reading Skill Focus: Point of View

The author's Point of View is the perspective from which text is written.

OBSERVE IT!



ANSWER IT!

Identify at least THREE possible PERSPECTIVES in this photo.

Identify which point of view each of the following sentences are written in.

The little boy could not believe that his mom was actually letting him hold the sprayer! It was harder to hold than it looked but so much fun!

I rolled up my pant legs and stepped outside. I knew this job was going to get messy, so I was prepared!

APPLY IT!

Mom always dreaded dog washing day. The family had four dogs, and all but one of them hated bath time! Josh, the Yorkie, always ran away at the first sight of the hose. Clarence, the Golden, always shook the water off right onto mom. Ruby, the Pug, always drank all of the water and ate the soap. Jake was the only one who sat nicely, waiting for mom to lather him up.

WRITE AT LEAST TWO SENTENCES TO REWRITE THIS STORY FROM A DIFFERENT POINT OF VIEW THAN IT IS TOLD.

Original POV

Rewritten POV

The Trial of Rabbit

by Francisco Hinojosa

Cast of Characters:



Monkey – Coyote – Turtle – Farmer – Rabbit

Setting

A jungle in southwestern Mexico

Scene 1: A tropical jungle, late morning

(Lights up on a clearing in the jungle. The space is arranged to look like a courtroom. MONKEY, taking on the role of judge, bangs a rock, as if a gavel, on a tree stump.)

Monkey: Order, friends, order. We are about to begin the trial of Rabbit. *(He looks around, confused.)* Say, where is the accused?

Turtle: Even I, the slowest in the jungle, slower than molasses in January, have arrived here before him.

(From offstage, there is a happy song being whistled, then hummed. It gets louder. RABBIT enters the clearing, humming cheerfully.)

Rabbit: *(jokingly)* Hi, everyone! Well look at that. You're making me a party!

Coyote: *(furious)* A party? This is a trial!

Rabbit: For me? Have I done something wrong?

Coyote: Are you making fun of us?

Monkey: Silence! The trial is about to begin. *(to RABBIT)* Do you swear to tell the truth?

Rabbit: I never lie.

Coyote
and Liar! All you do is lie.
Turtle:

Rabbit: Well, now that I think of it, that's true. Especially when I go to sleep . . . I lie down.

Monkey: Stop monkeying around.

Rabbit: I couldn't do that! But you could, of course.

Monkey: Hey! Are you trying to make a monkey out of me?

Rabbit: I don't have to . . . You already are.

Turtle: This trial is ridiculous. It's going downhill faster than a moose on skis.

Farmer: I accuse Rabbit of stealing my carrots. I cared for them since they were just baby seedlings.

Rabbit: I didn't steal your vegetables. I rescued them! It was for their own good. They were sitting in your garden, so ripe and beautiful, at the perfect point to be picked. It would have been a crying shame to let them sit there any longer and get spoiled. So, basically, I saved them. You should thank me.

Farmer: You're trying to trick us, you thief!

Coyote: He's always trying to trick us.

Monkey: Coyote, tell us your side of the story.

Coyote: Rabbit told me that Farmer had trapped him in a box because he was going to give him some tasty food and hot chocolate, when in reality--

Farmer: -- when in reality, he had stolen my carrots and I put him in the box because I was thinking about giving him a good scolding.

Coyote: I haven't finished! Rabbit told me to take his place in the box because he had already eaten, which was not true.

Turtle: (*pointing to Rabbit*) The same old story – deceiving others.

Rabbit: Of course I wasn't hungry. At the time, my stomach was full of butterflies. I thought that Farmer was going to give me a scolding.

Farmer: You deserved it.

Coyote: There! Rabbit admitted his guilt.

Turtle: You're going down, Rabbit! You'll be so deep in a hole you'll need a jet pack to get out.

(There is a lot of hubbub among the characters. MONKEY bands his rock like a gavel again.)

Monkey: Order, order I say!

Rabbit: Order? Okay then . . . I would like to order a plate of fresh carrots. *(He giggles, but no one else laughs.)*

Monkey: Enough foolishness, you silly goose. I have heard from everyone involved. We will take a short recess and then resume the trial.

Rabbit: Oh, I love recess! Anyone want to play tag? Jump rope?

(Lights fade to black. The sound of a gavel banging is heard while the lights come back up.)

Scene 2: The courtroom clearing, a while later.

Monkey: Rabbit, the farmer says you stole from him. Coyote says you tricked him into going into the box in your place. And you, Rabbit, have admitted that you did as they said. What do you have to say for yourself?

Rabbit: *(sighing, now with honesty)* I only wanted some carrots. *(to FARMER, flatteringly)* And yours are the tastiest I have ever had. I can taste the tenderness and care you give them in each and every bite. *Mmm . . .*

Farmer: *(softening his anger)* Well, if you had asked me nicely, maybe I would have given you some. I do have a lot of carrots.

Rabbit: Say, that gives me an idea!

Coyote: Here we go again.

Rabbit: No tricks this time. I promise.

Monkey: Let's hear it.

Rabbit: I will help Farmer pick the carrots and bring them to market.

Farmer: I could use the help . . .

Rabbit: And I won't even charge for my work. Except of course, some carrots that I sample along the way. Just to make sure they are good enough to sell.

Turtle: Of course . . .

Coyote: What about me?

Rabbit: *Hmmm . . .* I recall promising you a hot chocolate. When we go to town, I'll get you the biggest one there. It will take you a week to drink it.

Monkey: The verdict is in the hands of the accusers.

Farmer: Deal.

Coyote: *(moodily)* Deal. But I want a peppermint stick in my hot chocolate!



(Lights fade to black as the characters shake hands.)

“The Trial of Rabbit” Comprehension Questions

1. How would you describe the opening of Scene 1? What sights, sounds, and actions do you imagine?

2. In Scene 1, Monkey says “Stop monkeying around,” then later says “Are you trying to make a monkey out of me?” How does this nonliteral language affect your point of view of Monkey? Does it make you like or dislike him? Explain your thinking using specific evidence from the text.

3. Using the following sentences, what does Rabbit mean by spoiled?

“They were sitting in your garden, so ripe and beautiful, at the perfect point to be picked. It would have been a crying shame to let them sit there any longer and get spoiled. So, basically, I saved them. You should thank me.”

- A. marked incorrectly
- B. childish
- C. unfit for eating
- D. extremely eager

4. Based on what you know about Rabbit, what do you think would happen in Scene 3 of this play? Write a paragraph explaining how a third scene would build upon the first two. Cite evidence to support your ideas.

5. This question has two parts.

Part A: How do the events in Scene 2 build on the events from Scene 1?

- A. Scene 1 tells us why Rabbit took the carrots, and Scene 2 shows it was Coyote’s idea.
- B. Scene 1 tells why Rabbit is on trial, and Scene 2 tells us the verdict.
- C. Scene 1 describes the farm, and Scene 2 tells the deal Farmer made.
- D. Scene 1 shows Rabbit is kind, and Scene 2 tells how he’s going to help Farmer.


Part B: Which **two** details from the play best support the answer to Part A?

- A. “I accuse Rabbit of stealing my carrots.” (Scene 1)
- B. “Stop monkeying around.” (Scene 1)
- C. “I thought that Farmer was going to give me a scolding.” (Scene 1)
- D. “I only wanted some carrots. And yours are the tastiest I’ve ever had.” (Scene 2)
- E. “Well, if you asked me nicely, maybe I would have given you some.” (Scene 2)
- F. “I will help Farmer pick the carrots and bring them to market.” (Scene 2)

6. How did reading about Rabbit in different genres – a story and a play – affect your point of view of his character? Did it stay the same, or did it change? Cite specific text evidence to support your thinking.

Lesson 19

Punctuating Dialogue

 **Introduction** When characters in a story talk to each other, this is a **dialogue**. When you write a dialogue, use **quotation marks** (“ ”) before and after each speaker’s words.

Mr. Simons said, “We’re going on a field trip!”
“Hooray!” the class shouted.

When a speaker’s words come last in a sentence, use a **comma** (,) to separate the speaker’s words from the rest of the sentence.

Myra asked, “Where are we going?”
Mr. Simons answered, “We are going to the Natural History Museum.”

 **Guided Practice**

Read each sentence. Then rewrite the sentence on the line below, adding quotation marks and commas where needed.

HINT The end punctuation after a speaker’s words should be *inside* the quotation marks.

Correct: “It’s a dog, isn’t it?”

Incorrect: “It’s a dog, isn’t it”?

- 1** I am so excited about our trip to the museum! Janie said.

- 2** Carlos asked Do you think it will be boring?

- 3** Then Justin explained It’s a chance to go someplace new.

- 4** I think we’ll have a great time! Tanisha added.

 Independent Practice

For numbers 1–4, choose the sentence in each group that uses correct punctuation.

- 1 A "This museum is gigantic"! Anna exclaimed.
B "This museum is gigantic!" Anna exclaimed.
C "This museum is gigantic! Anna exclaimed."
D This museum is gigantic!"Anna exclaimed."
- 2 A Celia said, "Everyone should visit this museum."
B Celia said "Everyone should visit this museum."
C Celia said, Everyone should visit this museum.
D "Celia said" Everyone should visit this museum.
- 3 A Alberto asked. "What is this?"
B Alberto asked, "What is this?"
C Alberto asked "What is this!"
D Alberto asked, "What is this?"
- 4 A I've never seen anything like it! Juanita replied.
B I've never seen anything like it! "Juanita replied."
C "I've never seen anything like it!" Juanita replied.
D "I've never seen anything like it! Juanita replied."

► **Try It** Reread your opening scene for the class play. Be sure that you have used quotation marks and commas in the correct spots. Fix the dialogue as needed.

Don't Fall for a

FAKE

This year's biggest social media challenge was just a trick. Here's what you need to know to tell fun from fact.

AS YOU READ Think about some ways you can tell real news from fake news.

It started with a wild idea that someone posted online.

On February 10, gravity on Earth would change.

Brooms would be able to stand upright on their own for that one special day.

Soon, people all over social media were taking the "broomstick challenge."

Online videos of brooms standing up were viewed millions of times.

But the challenge was a hoax, or trick. Brooms can stand upright on any day!

The broomstick challenge was pretty harmless. But experts say it's an example of a serious social media problem called misinformation. That's information that is incorrect, misleading, or **deceptive**.

Why Do We Share?

Every day, countless bits of misinformation are shared on social media. They can be fake news articles posted on Twitter or phony photos on Instagram. Or maybe a YouTube video presents false information as if it's true.

People might spread hoaxes for fun or to get likes or shares. But other times, misinformation is about important topics, like the government. The goal of these hoaxes is often to change what people think and affect how they vote.

Experts say false information is most effective when it makes you laugh or feel sad or angry. "If a post or picture or video makes



misleading, or **deceptive**.

or picture or video makes

Over time, it's hard to tell what's real from what's fake. Photo credit: iStockphoto.com/31oneimage

WORDS TO KNOW
deceptive: meant to make someone believe something that is not true
skeptical: not easily convinced

the viewer feel very strongly, they are more likely to share it," says Sierra Filucci of Common Sense Media. That group helps kids spot misinformation online. And, Filucci says, when a post has been liked or shared a lot, people are more likely to believe it. They're also more likely to share it without checking the facts.

Stop and Think

You can play a part in stopping the spread of bad information. Experts say the best way to do that is to be more **skeptical** of what you see online.

Where to Find Fakes

With so much false information out there, it can be hard to tell what's true and what's not. Sometimes, the best



clue is where you're seeing it. Think about why people use an app like TikTok. It's probably to watch goofy dance videos, not to do research for a school project.

And it's a safe bet you wouldn't go to a news website to find a silly photo with a funny caption.

Filucci says it's important to be aware that different types of social media have different purposes. "Places like TikTok or YouTube are designed

to be fun and entertaining," she says. "They're not created to communicate accurate information like news organizations are."

#HOW TO SPOT A HOAX

With some digging, it wouldn't have been too hard to find the truth about the broomstick challenge.

What You Saw

On February 10, people posted videos of brooms standing on their own. They claimed NASA, the U.S. space agency, said the brooms could do this because of a change in Earth's gravity.

What You Could Have Asked

- Why are only brooms affected? Why nothing else?
- How can I find out if this is true before I share it?

How You Could Have Found Answers

- You could have searched online using words like NASA, broomsticks, and gravity.
- You might have read articles on trusted news websites.
- You should have visited NASA's website, nasa.gov.

What You Would Have Learned

No trusted articles confirmed a change in Earth's gravity. But many said that this challenge was a hoax.



On February 10, NASA posted the real explanation on its Twitter account.

Name: _____

Be a Quiz Whiz!

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

Don't Fall for a Fake Pages 2-3

1 Part A Which statement is true about social media?

- Ⓐ It can help spread misinformation.
- Ⓑ It provides only factual information.
- Ⓒ It's a trustworthy news source.
- Ⓓ Few people use it.

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

- Ⓐ "But the challenge was a hoax, or trick."
- Ⓑ "That's information that is incorrect, misleading, or deceptive."
- Ⓒ "... when a post has been liked or shared a lot, people are more likely to believe it."
- Ⓓ "You can play a part in stopping the spread of bad information."

3 A first step to deciding whether something posted online is true is to consider ____.

- Ⓐ if any pictures are provided with it
- Ⓑ which language it is written in
- Ⓒ which of your friends saw it first
- Ⓓ where it is posted

A Day in the Life of a Candidate

Pages 4-5

4 The phrase *hit the road* means to ____.

- Ⓐ pave a road
- Ⓑ go somewhere
- Ⓒ travel by bus
- Ⓓ meet new people

5 Some candidates take selfies with voters to ____.

- Ⓐ help spread their name and campaign online
- Ⓑ improve their photography skills
- Ⓒ make extra money
- Ⓓ get free lunch

6 How is the article structured?

- Ⓐ The text presents a problem and a solution.
- Ⓑ Events are presented in time order.
- Ⓒ The sections describe different opinions.
- Ⓓ It compares and contrasts two things.

Twister Safety Page 6

7 Which question is answered by the second paragraph?

- Ⓐ When is tornado season?
- Ⓑ In which states are tornadoes most common?
- Ⓒ What happens during a tornado?
- Ⓓ What should people do if a tornado strikes?

8 Which should you do during a tornado?

- Ⓐ Practice a tornado drill.
- Ⓑ Go to the attic of the building.
- Ⓒ Go near a window so you can see what's happening.
- Ⓓ Go to the lowest level of a building.

A Rainbow Squirrel Page 6

9 Which statement best summarizes the article?

- Ⓐ The Malabar giant squirrel is 3 feet long.
- Ⓑ U.S. squirrels are not brightly colored.
- Ⓒ The Malabar giant squirrel's brightly colored fur allows it to blend in.
- Ⓓ Some squirrels live in India.

Should You Tell On a Cheater? Page 7

10 Which is most similar in meaning to *affect*?

- Ⓐ improve
- Ⓑ change
- Ⓒ hurt
- Ⓓ undo