

Grade 3: Module 1: Unit 1

Homework Resources (For Families)

Unit 1: Reading Literary Texts: Overcoming Learning Challenges—School and Education

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, SL.3.6, and L.3.4



Guiding Questions and Big Ideas

- Why are education, books, and reading important?
- Education, books, and reading are important because they help us learn about the world, and escape into the lives of other people and other worlds.*

Please note: The guiding question and big idea are framed in the context that education, books, and reading are important for college and career readiness.

What will your student be doing at school?

In this unit, students read literary texts about children who face challenges with access to school and education and how they overcome those challenges. As a class, they read *Waiting for the Biblioburro* by Monica Brown, *Rain School* by James Rumford, and *Nasreen's Secret School* by Jeanette Winter to analyze the challenges the main characters face with access to school and education and how those challenges are overcome. They determine the central message or lesson of each story and how it is conveyed through details in the text.

Independent research reading is launched in this unit. Students receive independent reading journals to record information about the time they spend reading, as well as to respond to prompts about their reading. They are also given vocabulary logs for recording new vocabulary. Students are expected to record academic vocabulary in the front of their vocabulary logs and topical vocabulary in the back.

Working to become an ethical person is a habit of character that is emphasized in this unit. These are the specific learning skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

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यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएँ चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919) 852-3303

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How can you support your student at home?

- Talk to your student about the guiding question and big ideas in relation to being ready for college and/or careers in the United States, in which reading plays a very important role.
- Talk to your student about the texts he or she is reading in the classroom, particularly if any of the topics raised might be sensitive for your child.
- Read narrative books, if possible about characters who overcome challenges, and talk to your student about the gist (what the text is mostly about) and the central message or lesson (what the author wants the reader to take away from the text) and how it is conveyed through details in the text.

Unit 1: Homework

In this unit, homework focuses on research reading and breaking words into affixes and roots.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topical vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

Independent Reading (For Families)

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date



- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2015

Book Title and Author: *"My Librarian Is a Camel" by Margriet Ruurs*

Pages Read: *Thailand, pages 28-29*

Prompt: *What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?*

Response: The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.

Independent Reading Prompts

Consider using the following independent reading prompts:

- What challenges are faced? How are they overcome?
- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of reading, books, or education?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?



- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch
Translation in home language (if appropriate):	

Affixed Practice 1 (*For Families*)

Name: _____ Date: _____

Directions: Use the chart to break the following words into roots and affixes.

- Unfeeling:

Prefix	Root	Suffix



2. Enjoyable:

Prefix	Root	Suffix

3. Indestructible:

Prefix	Root	Suffix

4. Enlarged:

Prefix	Root	Suffix

5. Disagreeable:

Prefix	Root	Suffix

Affixes Practice 1 (*For Families*)

Name: _____ Date: _____

Directions: Use the charts to break the following words into roots and affixes.

1. Preheated:

Prefix	Root	Suffix



2. Improved:

Prefix	Root	Suffix

3. Unbreakable:

Prefix	Root	Suffix

4. Enriched:

Prefix	Root	Suffix

5. Disappeared:

Prefix	Root	Suffix

Language Dive (for ELLs) (*For Families*)

Name: _____ Date: _____

1. Look at the scrambled sentence below from *Nasreen's Secret School*. Write it in the correct sequence:

because girls	are forbidden to attend school.	sat at home all day,	Poor Nasreen
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2. Sketch the meaning of the sentence: *Poor Nasreen sat at home all day, because girls are forbidden to attend school.*

3. Use crayons or colored pencils to underline:

- *Poor Nasreen* in red
- *Sat at home all day,* in blue
- *Because girls* in red
- *Are forbidden to attend school.* in blue

4. Circle the word *because*.

5. Think:

- What do the red underlines mean?
- What do the blue underlines mean?
- Why the author write *because*?

Language Dive (for ELLs) (*For Families*)

Name: _____ Date: _____

1. Read the two sentences in the *boxes*. Use *because* to connect the two sentences and make one sentence. Write the one sentence on the lines below the boxes.

Poor Nasreen sat at home all day.	Girls are forbidden to attend school.
Effect	cause



2. Read the two sentences in the *boxes*. Use *because* to connect the two sentences and make one sentence. Write the one sentence on the lines below the boxes.

I enjoy the pictures in the book.	They are colorful.
Effect	cause

3. Complete the two sentences. Use information about yourself.

I sat at home all day because _____

I _____

Because _____