



**Grade 3: Module 1: Unit 3**

# Homework Resources (For Families)

## Unit 3: Writing to Inform: Overcoming Learning Challenges—Reading

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.3, RL.3.10, RF.3.4b, W.3.2, W.3.4, W.3.5, W.3.10, and SL.3.5



### 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.*
- How can I overcome learning challenges?
- *I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.*

### What will your student be doing at school?

In Unit 3, students read and write about reading challenges and how to overcome those reading challenges. As a class, they read *More Than Anything Else* by Marie Bradby<sup>1</sup> in order to consider a challenge of access to education and reading in a historical context in the United States, and *Thank You, Mr. Falker* by Patricia Polacco, in order to analyze the reading challenges of the main character and how those challenges were overcome.

They then use The Painted Essay® structure to write a reading contract describing two reading challenges they face with strategies they intend to follow to overcome those challenges. At the end of the unit, students create a reading strategies bookmark that lists their reading challenges and strategies to overcome those challenges, for quick reference when reading.

Throughout this unit, students also work on reading fluently in preparation for recording an audiobook in a small group at the end of the unit.

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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 take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

### How can you support your student at home?

- Talk to your student about the reading challenges he or she faces and strategies to overcome those challenges.
- Talk to your student about his or her reading contract and the elements of an effective informative text.
- Read narrative books, if possible about characters that overcome challenges, and talk to your student about the message or lesson of the stories.

## Unit 3: Homework

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In Lessons 1, 2, and 10–14, homework focuses on research reading.

In Lessons 3–9, homework focuses on research reading and practicing reading aloud an excerpt from either *Rain School* or *Nasreen's Secret School* in preparation to record an audiobook for the end of unit assessment in Lesson 10.

**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

**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

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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:

<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
<b>Words with the same affix or root</b>	<b>Sketch</b>

### Language Dive (for ELLs)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

I feel like	without legs.	I am trying to jump	But sometimes
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2. Sketch the meaning of the sentence above.



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3. **Circle the correct answer:** Who is this sentence about?

the newspaper man                  Booker T. Washington                  George Washington

4. **Circle the correct answer:** What is the character doing that makes him feel like he is trying to jump without legs?

reading                  jumping                  riding a bike

5. **Circle the correct answer:** What is it called when the author uses language that does not mean exactly what it says?

lying language                  informational language                  figurative language

### Language Dive (for ELLs)

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

Making sure my sentences make sense	This year,	and punctuating dialogue.	I am going to focus on
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2. Restate the sentence in your own words.



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3. **Circle the correct answer:** In an informative essay, what kind of sentence is this?

proof sentence      focus statement      figurative sentence

4. **Circle the correct answer:** In a Painted Essay, what color would this sentence be?

red      blue      green

5. Write about your reading challenges using the sentence structure:

This year I am going to focus on \_\_\_\_\_

and \_\_\_\_\_.