

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 and make sense of 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*¹ 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 effective 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.

¹Please note: *Nasreen's Secret School* by Jeanette Winter is a true story about the challenges in access to school/education faced by a girl in Herat, Afghanistan. In this story, Nasreen's father is taken away by soldiers without explanation, and her mother leaves to go looking for her father, leaving Nasreen in the care of her grandmother. The story also explains that girls and women are not allowed outside alone, and girls are forbidden from attending school. Nasreen faces great danger as she overcomes her challenges to school and education. These issues are discussed sensitively in the classroom, but this may be something you want to speak to your student about at home both before and after reading the book.

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.

Overcoming Learning Challenges Near and Far

Unit 1: Homework Resources

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students infer the module topic based on quotes and images from module texts.	1. Read and reflect on the module guiding question.	1. Lesson 2. Students are not required to hand in anything; they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Independent research reading launch and generating collaborative discussion norms	1. Research reading for 10 minutes	1. N/A	
3	Students hear the text <i>Waiting for the Biblioburro</i> by Monica Brown read aloud. They find the gist, recount the story, and determine its lesson.	1. Research reading for 10 minutes	1. N/A	
4	Students hear the text <i>Rain School</i> by James Rumford read aloud. They then work in triads to find the gist, recount the story, and determine its central message or lesson.	1. Research reading for 10 minutes	1. N/A	
5	Students closely read an excerpt of <i>Rain School</i> to explain how the central message or lesson is conveyed through the text's details. Students receive vocabulary logs.	1. Affixes Practice I 2. Research reading for 10 minutes and record new vocabulary in vocabulary log	1. Lesson 7 2. N/A	
6	Students learn how to write a short constructed response and receive independent reading journals.	1. Affixes Practice II 2. Research reading and answering prompt	1. Lesson 7 2. Teacher will check independent reading journals strategically.	
7	Students participate in a small group collaborative discussion about their research reading text for the mid-unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students hear the text <i>Nasreen's Secret School</i> by Jeanette Winter read aloud. They work in triads to find the gist and recount the story. They then work independently to determine the central message or lesson of the story.	1. Research reading and answering prompt 2. For ELLs: Language Dive: Part I Practice	1. Teacher will check independent reading journals strategically. 2. Lesson 9	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Unit 1: Homework Resources

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
9	Students closely read an excerpt of <i>Nasreen's Secret School</i> to explain how the central message or lesson is conveyed through the text's details.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 2. For ELLs: Language Dive: Part II Practice 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 10 	
10	Students practice writing short constructed responses and participate in a peer critique on spelling, capitalization, and punctuation.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically 	
11	Students read a new literary text and answer selected response and write short constructed responses to answer questions for the end of unit assessment.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

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.

Consider using the following independent reading prompts*:

- What challenges are faced? How are they overcome?
- What is the 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 to 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 lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

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

*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Affixes Practice I
(For Families)

Name: _____ **Date:** _____

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

1. 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 I
(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 did 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 _____