

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 and make sense of 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 Bradby¹ 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.

Working to become an effective learner is a habit of character that is emphasized in this unit. These are the specific effective 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.

¹*More Than Anything Else* by Marie Bradby is a book about the reading challenges Booker T. Washington faced when he was nine years old. In order to provide the context of Booker's lack of access to education, some of the issues of slavery will be carefully and sensitively discussed to give students context as they hear the book read aloud. This may be something you want to speak with your student about at home both before and after reading the book. Raise any concerns with your student's teacher.

The Painted Essay®

A tool for teaching basic essay form

Introduction <i>Catches the readers' attention</i> <i>Gives some background information</i>	
FOCUS STATEMENT	
Point 1	Point 2
Proof Paragraph 1 <i>Gives evidence and reasons to support point 1</i>	
Proof Paragraph 2 <i>Gives evidence and reasons to support point 2</i>	
Conclusion <i>What?</i> <i>So What?</i>	

For classroom reproduction only

©Diana Leddy and The Vermont Writing Collaborative

The Painted Essay® is a registered trademark. Permission is granted for classroom use only. For more information about the Painted Essay and other teacher-created tools for teaching writing, visit www.vermontwritingcollaborative.org.

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 1: Homework

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.

Unit 3: Homework Resources

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students hear the text <i>More Than Anything Else</i> read aloud and determine the lesson of the story.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely read an excerpt of <i>More Than Anything Else</i> to analyze the figurative language in order to gain a deeper understanding of the challenges faced and how they were overcome.	1. Research reading and answering prompt 2. For ELLs: Language Dive 1	1. Teacher will check independent reading journals strategically. 2. Lesson 7	
3	Students write an informative paragraph recounting the story of <i>More Than Anything Else</i> , including the challenges and how they were overcome, for the mid-unit assessment. Students choose the excerpt of text they will read aloud for the end of unit assessment audiobook.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
4	Students work in groups to identify strategies to overcome reading challenges. They generate reading criteria as a whole group.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
5	Students are introduced to the Painted Essay® and analyze a model using this structure. They practice reading aloud audiobook excerpts.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 3. For ELLs: Language Dive II	1. Lesson 10 2. Teacher will check independent reading journals strategically. 3. Lesson 7	
6	Students write the introduction to their reading contract and practice reading aloud audiobook excerpts.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
7	Students write the first proof paragraph of their reading contract describing their first reading challenge and the two strategies they have identified to overcome it. They practice reading aloud fluency excerpts.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
8	Students write the second proof paragraph of their reading contract describing their second reading challenge and the two strategies they have identified to overcome it. They practice reading aloud fluency excerpts.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	

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

Overcoming Learning Challenges Near and Far

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
9	Students write the concluding paragraphs of their reading contract and continue to practice reading aloud fluency excerpts.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt	1. Lesson 10 2. Teacher will check independent reading journals strategically.	
10	Students hear <i>Thank You, Mr. Falker</i> read aloud and analyze the challenges faced by the character and how those challenges were overcome. They record their audiobooks in small groups.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students plan their reading strategies bookmarks.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students revise their reading contracts for linking words and phrases, and for spelling, capitalization, and punctuation.	1. Research reading and answering prompt	2. Teacher will check independent reading journals strategically.	
13	Students complete their reading strategies bookmarks.	3. Research reading and answering prompt	4. Teacher will check independent reading journals strategically.	
14	Students present work products from this unit to visitors (families, teachers, other classes, etc.)	1. Research reading and answering prompt	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—for example, 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 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>

*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.

Language Dive (for ELLs) (For Families)

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
-------------	---------------	---------------------	---------------

--	--	--	--

2. Sketch the meaning of the sentence above.

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)
(For Families)

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
-------------------------------------	------------	---------------------------	------------------------

--	--	--	--

2. Restate the sentence in your own words.

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 _____