

READING SKILLS

This week, we engaged in two **Fiction** texts.

We identified **Story Elements** for each story:

Characters

Setting- When and Where

Plot- Beginning, Middle, End/Problem and Solution

Theme- The Message the author wants the reader to know and/or learn (is inferred)

We then **Compared and Contrasted** the **Story Elements** between the two texts, using a venn diagram to show our comprehension.



WRITING SKILLS

This week, we read Fictional stories. Can you write a Fictional story, using all **Story Elements** to plan your piece? You can go through the Writing Process.

First, plan out your **Characters, Setting, Plot- Beginning, Middle, End/Problem and Solution, and Theme**. Once you have your plan, write a Rough Draft of your story.

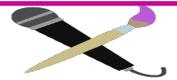
Next, ask someone at home to Revise (make sure your story makes sense and has all the parts) and Edit (check for spelling and punctuation) your piece.

Last, publish your piece. Write a Final Draft, or type it. Add illustrations, and a cover! Share your story with your family and friends!



ART and MUSIC CONNECTION

We focused on Comparing and Contrasting the Story Elements of two stories this week. Can you find and/or write two songs, two poems, or even two illustrations or pieces of artwork that you can do the same with; compare and contrast the Characters, Setting, Plot- Beginning, Middle, End/Problem and Solution, and Theme? Show and discuss these comparisons with someone at home.

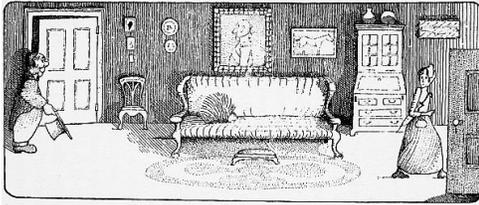


READING TIP OF THE WEEK

Encourage your child to read at least two **Fictional Texts**- stories, poems, dramas, and orally discuss the **Story Elements** of each text. Then, have them **compare and contrast** the Story Elements between the two texts.



Learning Guide for 3rd Grade with Ms. Lucero, Week 1

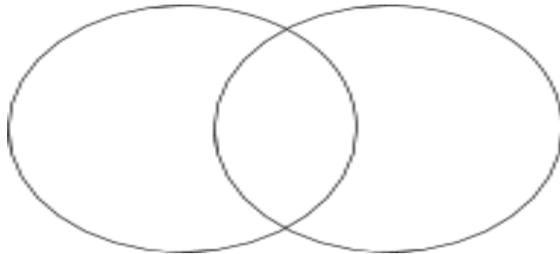


READING

- **Ask and Answer Questions-**

We Ask and Answer Questions before we start reading, during our reading, and after we finish reading in order to show our comprehension for the text.

- We use the 4 W's- **Who, What, Where, When** and **How** to start our questions.
- We answer our questions, using details from the text, as well as inferring.
- **Character Traits-** We identify words to describe the characters in a story and track how their actions contribute to the **sequence of events** throughout the story.
 - **Sequence of Events-** Beginning, Middle, and End of a story
- **Point of View-** We distinguish our own Point of View of a story, compared to that of the author, narrator, or character(s).



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Writing

This week, we read three classic stories: Dr. Dolittle, The Wonderful Wizard of Oz, and Alice in Wonderland. From your **Point of View**, in your opinion, which was your favorite classic? Why was it your favorite?

- Need some sentence starters to guide your writing. Try these:
 - In my point of view, the story _____ is my favorite.
 - This story is my favorite because _____.



Art Connection

- If you were a comic artist, how would you turn one of this week's classics into a comic strip? Plan out, draw, and write a creative comic strip for one of the stories.
- The Wonderful Wizard of Oz did not have illustrations. Can you become the illustrator and create a picture of the Cowardly Lion? Or of the crew on their way to see the Oz?



Reading Tip of the Week

Practice reading at home for Fluency, Purpose, and to make Connections! Do you have any classics you can practice reading at home?

READING Skills



Main Idea and Key Details:

Main Idea: What the text is mostly about (the whole pizza)

Key Details: important details that support the main idea (pizza toppings)

Logical Connections:

Sequence: connecting important events in sequential order (from earliest date to latest- timeline)

Cause and Effect:

WRITING



This week, we read three nonfiction texts: **Denver Mint**, **Dinosaur Ridge**, and **The Stanley Hotel**. Each text had many facts about historical places here in our very own state, Colorado. Can you write an informational paragraph (3-5 sentences or more) about one of the places? Or can you write an informational paragraph about each historical place?

According to the text...

In the text, I learned...

There are many facts about...

I now know...

SCIENCE CONNECTION



Pretend you are a paleontologist (like Arthur Lakes in the text **Dinosaur Ridge**), research some different fossils. What types of fossils would you discover?

Draw a picture of the fossils.



READING TIP OF THE WEEK

Encourage your child to read nonfiction texts (books, newspapers, articles) and orally practice one of the reading purposes from this week with someone at home.

READING SKILLS



This week, we engaged in **Folktales**- stories that get passed down from generation to generation.

Fables, Myths, Legends, Tall Tales, Fairy Tales

We identified **Story Elements**:

Characters: Who are the characters in the story?

Setting: When did the story take place?
Where did the story take place?

Problem: What is the problem(s) in the story?



WRITING

This week, we read quite a few **Folktales**. Can you think of a story that you have heard more than once, either from your family, in school, outside of school that you can retell, in your own words? Write your own **Folktales** that can be passed down, from generation to generation, after your version.

Once upon a time...

Long, long ago...

In a land far from here ...

It has been said...

ART CONNECTION



We focused on the illustrations in a **Folktales**, and how an illustration contributes to the Story Elements. Using one of the Folktales we read together, or one you create, or have read at home; can you illustrate one picture or more that focuses on at least one story element?

Belling the Cath

How the Toad Got His Bruises

The Lion and the Mouse

The City Mouse and the Country Mouse



READING TIP OF THE WEEK

Encourage your child to read any type of **Folktales** and orally practice Story Elements, using the text and illustrations, with someone at home.

READING SKILLS

- ❑ This week, we engaged in **Nonfiction texts- Biographies**, texts about a person's life
- ❑ We identified **Relationships** between:
 - ❑ **Historical Events-** using language pertaining to **sequence (time, dates, order)** and **cause/effect (the reason why an event happened, why it happened)**
- ❑ We used **Nonfiction Text Features** to locate information to demonstrate understanding of texts
 - ❑ **Table of Contents, Bold Print, Captions, Glossary, Index, Heading, Subheading, Diagram, Timeline**



WRITING SKILLS

This week, we read read Biographies that I wrote with my 3rd grade classes. Can you write a biography? It can be on a person you know (from your family or a famous person). You will need to research your person first? Gather some information, some texts about the person. Take some notes, and then organize your writing into a biography. You can research information on your person such as:

Early Years

Developing Years

Late Years

Accomplishments and Contributions

ART and MUSIC CONNECTION

We focused on nonfiction texts- Biographies this week. If you were to create a biography about a person you know, famous or not, can you write a poem, a song, create a portrait of your person? Through your piece, can you add facts about your person?

Princess Diana

John Elway

Taylor Swift

Rosa Parks

John F. Kennedy Jr.

Walt Disney



READING TIP OF THE WEEK

Encourage your child to read any type of **Nonfiction Text** (biography, how-to book, procedural text), and orally discuss the Nonfiction Text Features they notice.