

## English Language Arts

Grade 3

Days 1 & 2

Genre: Folktales

Task: Read and jot your thinking about folktales.

Directions (choose one on day 1 and another for day 2):

Select and read from the following titles:

- Medio Pollito (Half-Chicken) by Alma Flor Ada  
[http://teacher.scholastic.com/writewit/mff/folktale\\_almafolktale.htm](http://teacher.scholastic.com/writewit/mff/folktale_almafolktale.htm)
- A Collection of Folk Tales from Around the World  
<http://bloximages.chicago2.vip.townnews.com/heraldextra.com/content/tncms/assets/v3/editorial/5/3c/53c67e18-e563-11e1-9af0-0019bb2963f4/50292bf8c534b.pdf.pdf>

\*These web sites are not controlled or approved by the NYC Department of Education

### **While you read and jot:**

Folktales are passed by word of mouth from one story teller to another and may express the wishes, hopes, fears, and values of a group of people. They often explain a phenomenon in the world, or tell a lesson about human behavior.

### **As you read, think about:**

- What message (the lesson) is the author communicating through the story? (i.e. "I think the author is saying \_\_\_\_\_.")
- What evidence from the text supports your understanding of the author's message? (two or more pieces of evidence from the text)
- Do you agree with the author's message? Why or why not?
- From you reading, what have you learned about the culture of the people who created the story?
- To help find the author's message, you need to pay attention to the character's actions, his/her goal, and how the major conflict is resolved.
- Take notes as you read (if you can print the stories, highlight important parts as well). You can use sticky notes or a loose leaf paper. Use what you know about story elements to help you stay in the story.

## Days 3 & 4

Genre: Folktales

Task: Write a folktale.

### Directions Days 3 & 4:

Write your own folktale that expresses the wishes, hopes, fears, or values of a group of people and includes a lesson to be learned (the central message).

#### While you write:

- Get to know the world of your character by researching your setting. Read about the people and their culture, the animal and plants that grow there, the climate and geography, etc.
- Invite the readers to hear your character think and feel, to enter his or her mind, to know the character closely. **Do not TELL** the readers what your characters are saying. Let the characters speak for themselves by using dialogue in your story.
- Plan the timing of events in your story. You want to keep your readers' interest. Keep adding details to your story and do not rush to the end. To plot out your story, try using one of these strategies:
  - Think about the **Somebody** (main character)... **Wants** (the character's goal)... **But** (someone or something got in the way)... **So** (how the problem was solved)....
  - Count through your five fingers – Thumb: **Introduction** of characters and setting; Index Finger: **Rising Action** (includes events leading up to the main problem or conflict); Middle Finger: **Climax** (when the problem reaches a high point); Ring Finger: **Falling Action** (when the characters work to solve the problem or conflict); and Pinky: **Resolution** (how things end up in the story – a lesson learned)
  - Draw and color your characters and the sequence of events (first, next, etc.) of the story on paper, include thought bubbles and speech bubbles if you wish. Then write from the images you have drawn and imagined.

Read what other students have published and get inspired. Here are a few examples:

- [http://teacher.scholastic.com/writewit/mff/folktale\\_readrep.asp?id=58820&age=8&Page=1&sortBy=](http://teacher.scholastic.com/writewit/mff/folktale_readrep.asp?id=58820&age=8&Page=1&sortBy=)
- [http://teacher.scholastic.com/writewit/mff/folktale\\_readrep.asp?id=54655&age=8&Page=1&sortBy=](http://teacher.scholastic.com/writewit/mff/folktale_readrep.asp?id=54655&age=8&Page=1&sortBy=)
- [http://teacher.scholastic.com/writewit/mff/folktale\\_readrep.asp?id=67708&age=8&Page=1&sortBy=](http://teacher.scholastic.com/writewit/mff/folktale_readrep.asp?id=67708&age=8&Page=1&sortBy=)

\*These web sites are not controlled or approved by the NYC Department of Education

## Days 5 & 6

Genre: Informational Articles

Task: Read at least two articles about a country and jot down what you are learning as you read.

Directions Day 5:

Select and read about the two countries listed below. Be sure to read both articles related to each country:

### Japan

- *Japan* – <http://kids.nationalgeographic.com/explore/countries/japan/>
- *Giant Jellyfish Invasion* – <http://kids.nationalgeographic.com/kids/stories/animalsnature/giant-jellyfish-invasion/>

Directions Day 6:

### India

- *India* – <http://kids.nationalgeographic.com/explore/countries/india/>
- *Diwali* – [http://kids.nationalgeographic.com/explore/diwali/?ar\\_a=1](http://kids.nationalgeographic.com/explore/diwali/?ar_a=1)

\*These web sites are not controlled or approved by the NYC Department of Education

#### **While you read:**

- Before reading:
  - Skim and scan the whole text and jot down what you think the article will teach you before you start reading, (i.e. “I think I will learn \_\_\_\_\_ because \_\_\_\_\_.”).
- During reading:
  - Use text features (e.g. section heading, illustrations/photographs, captions, graphs/diagrams, boxes and sidebars, etc.) to chunk the text.
  - As you read each chunk, use any of the following to help you read deeply: “This reminds me of...” or “I already knew that...” or “Oh, I realize now that...” or “Something new I learned is...” or “I was surprised by ...” or “I didn’t get ... because ....”
  - Stop and jot down key information you learned at the end of every “chunk.”

#### **After reading:**

- Can you describe how the information is structured and name it? Is the information set up more like a story and we read along to learn about it; or each page in this book tells us something about where, when, why, or how; or every page begins with the same line. Why do you think the writer made that choice and if it seems to work well?
- In your reading response journal or on a sheet of loose leaf paper:
  - What the piece is about (the big idea) and what are the *important* details?
  - What was the author’s purpose for writing this piece (to explain, to inform, to teach how to do something, to express an opinion, to persuade the reader to do or believe something or to entertain)? How do you know?
  - Your new questions (i.e. “I now wonder \_\_\_\_\_.”)

## Days 7 & 8

Genre: Informational Articles

Task: Write an informational article about the country you wrote about in your folktale.

Directions Days 7 & 8:

1. Write an informational article as an informed writer to a less informed reader about the country your folktale took place.
2. Use the following suggested websites to help with your research:
  - <http://kids.nationalgeographic.com/explore/countries/>
  - <http://teacher.scholastic.com/products/grolier/>
  - <http://www.cengage.com/search/showresults.do?N=197>

\*These web sites are not controlled or approved by the NYC Department of Education

### **While you read and write:**

- Narrow your focus by asking questions like, “What especially interest you about \_\_\_\_?” “When you think about \_\_\_\_, what is the first thing you picture?” “What else can you imagine writing about this topic?”
- Gather additional information and make decisions about what and how much you will need of a particular text. What make one resource better than another?
- Take notes on your research materials that you have decided to read. Think about your decision making strategies in choosing what to read and not to read.
- Remember how to identify important points and retell them in a short way.
- Use the articles you read on Day 3 as your mentor texts.

## Days 9 & 10

### Independent Reading

#### Directions Days 9 & 10:

Read a book with your family in English or your native language. Write the title and author below. Read the book on day 9 and discuss with your family. On day 10, re-read the book and write about it.

*\* A note to parents and guardians: please pause and talk about the text with your child as you read along with them.*

If you would like an e-book, go to <https://www.galepages.com/nycdoe11/ebooks>

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**After Reading:** Write a one page summary of your book.

- Describe the characters in the book. Who are they and what are their relationships?
- Describe the setting of the story.
- Explain the events of the story so far.
- What is the main problem or conflict in the story?
- How is the problem or conflict dealt with by the main characters?
- Think about what might happen next in the book or what happens might happen after the story ends (if you have finished the book).