

ELA – Third Grade

Monday, May 18 – Friday, May 22



PURPOSE

RI.3.2 – Determine the main idea of the text, recount the key details and explain how they support the main idea.

- I can determine the main idea of a text.
- I can recount key details of a text.
- I can explain how the key details support the main idea of a text.

RL.3.4 – Vocabulary – Determine or clarify the meaning of unknown and multiple words and phrases.

- I can tell the meaning of words and phrases.

W.2 – Writing: Write explanatory texts to examine a topic and convey ideas and information clearly.

- I can stick to the topic I have chosen.
- I can include useful illustrations.
- I can write informative/explanatory that includes:
 1. A topic that groups related information together
 2. Illustrations, when useful, to aid in comprehension



WATCH

Monday: Watch the [Main Idea Power Point](#).

Tuesday: Watch Main Idea [video](#) to review.

Wednesday: Watch Main Idea [video](#) to review.

Thursday: Watch Main Idea [video](#) to review.



PRACTICE

Monday: In the Power Point students will practice identification of main ideas and key details in a nonfiction text. Students should then complete the [activities](#) for Monday. *Please review the Power Point as needed.* Students will also complete a Daily Writing Activity.

Tuesday: After reviewing the main idea [video](#), complete the [activities](#) and determine the text structure of each paragraph. Students will also complete a Daily Writing Activity.

Wednesday: After watching the main idea [video](#) for Wednesday, students will read an informational passage, [The Birds and the Bats](#), and answer comprehension questions. Students will also complete a Daily Writing Activity.

Thursday: After reviewing the Brain Pop [video](#) on main idea, read the informational [article](#) on Eleanor Roosevelt and complete the graphic organizer with information from the text. Students will also select

an explanatory writing prompt for the day and write two to three paragraphs on the topic. Please use the explanatory [anchor chart](#) to help you with your writing.



DISCUSS

Monday, Tuesday, Wednesday, and Thursday: Complete [Daily Writing Activity](#). In a (at least) two paragraph essay, answer one [expository writing prompt](#) of your choice; follow the guidance of the graphic organizer on the writing page. Use the sentence starters to help you. To review the **Expository Power Point**, click [here](#).

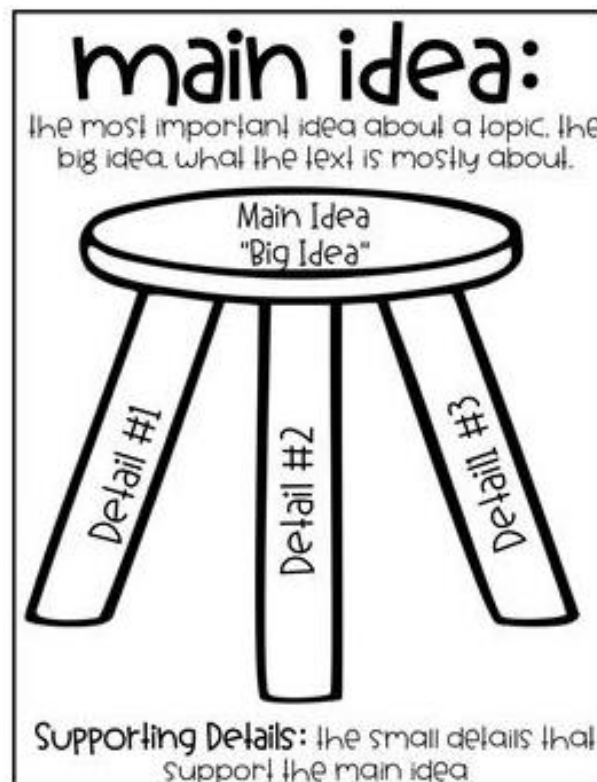


PRODUCT Friday

Friday: Read the informational passage, [Toad Trouble](#), and answer the comprehension questions on a sheet of paper.

Additional resources may be found:

3rd Grade Screen Free Activities – [Week 9](#)



Example:

Main Idea and Details

Main Idea and Key Details:

The **main idea** of a passage is what the passage is mostly about. The **key details** in a passage support the main idea. This means they give the reader more information about the main idea.

When you read, try to identify the main points the author is trying to make—this is the main idea. Then, try to find the details the author uses to add more information about the main idea.

Dear Mom and Dad,

I know you don't think I should get a kitten, but I think I should. I know I didn't take very good care of my goldfish. I was too young to take care of a pet back then.

Now that I am older, I am ready to do all the work to take care of the kitten. I will feed it. I will clean out its litter box. I will even help pay for its food with my allowance. I hope you will at least think about it.

Love,
Tim

Example: This passage is mainly about why Tim thinks his parents should let him get a kitten. This is the **main idea**.

Example: The **key details** that support the passage's main idea are —

- Tim is older now and is ready to take care of a pet.
- He will clean out the litter box.
- He will help pay for the kitten's food.

These details show the reader why Tim thinks he is ready to get a kitten.

Monday:

Directions: Read the following informational passage and answer the questions that follow.

Main Idea and Details

Keeping Food Cool in Camps

by F. Smith, La Salle,



Adapted from *The Boy Mechanic: Volume 1, 700 Things For Boys To Do* by Popular Mechanics

Camps and suburban homes located where ice is hard to get, can be provided with a cooling arrangement herein described that will make a good substitute for the icebox. A barrel is sunk in the ground in a shady place, allowing plenty of space about the outside to fill in with gravel. A quantity of small stones and sand is first put in wet box. A box is placed in the hole over the top of the barrel and filled in with clay or earth well tamped. The porous condition of the gravel drains the surplus water after a rain.

The end of the barrel is fitted with a light cover and a heavy door hinged to the box. A small portion of damp sand is sprinkled on the bottom of the barrel. The covers should be left open occasionally to prevent mold and to remove any bad air that may have collected from the contents.

1. What is the best main idea for this informational text?
 - a. Camping without an ice box
 - b. Making a good substitution for an ice box
 - c. How to protect food from animals while camping

2. Write two key details to support your main idea.

3. Write the definition of 'barrel' as used in context of the article.

Directions: Read the following passage and complete the graphic organizer.

Ideas of The Harlem Renaissance

The Harlem Renaissance was a major movement in African American art and culture. It began in the Harlem neighborhood of New York City. It started in the 1920s and continued into the 1930s. The time period produced not only important African American literature but also music, drama, art, and ideas.

An important idea behind the Harlem Renaissance was that African Americans refused to be considered less important than white Americans. They wanted to own their African American culture. They wanted to decide how to present their culture. Also, artists wished to show they were capable of creating their own art forms. They did not want to copy the art white Americans created.



Josephine Baker was a singer, dancer, and actress who started performing during the Harlem Renaissance.

During the Harlem Renaissance, many great African American musicians rose to fame in the Renaissance Theater. The theater was a music hall in Harlem.

Some famous artists were jazz musicians like Duke Ellington, Ella Fitzgerald, and Billie Holiday. The American poet Langston Hughes wrote an important poem called "Harlem." The poem famously begins with the line, "What happens to a dream deferred?" The poem is about the African American struggle for equality and freedom in the United States. The books, plays, music, and thoughts of the Harlem Renaissance still inspire American artists and writers of all cultures.


Directions: Fill in the graphic organizer below with the main idea of the text. Explain how the details you chose support your main idea.

Directions: Fill in the graphic organizer below with the main idea of the text. Explain how the details you chose support your main idea.

| | | |
|-----------------------------|--|-----------------------------|
| Supporting Detail #1 | | Supporting Detail #2 |
| Main Idea | | |
| Supporting Detail #3 | | Supporting Detail #4 |

Tuesday:

Directions: Read the poem and answer the questions below.

| <i>Main Idea and Details</i> | |
|---|--|
|  | <h2 style="text-align: center;">The Cow</h2> <p style="text-align: center;">by Robert Louis Stevenson</p> <p>The friendly cow all red and white, I love with all my heart: She gives me cream with all her might, To eat with apple-tart.</p> <p>She wanders lowing here and there, And yet she cannot stray, All in the pleasant open air, The pleasant light of day.</p> <p>And blown by all the winds that pass And wet with all the showers, She walks among the meadow grass And eats the meadow flowers.</p> |

1. Write the main idea of the poem in your own words.

2. Write two details to support the main idea.

3. Define the word 'wander' in stanza two.

Directions: Read the informational text about basketball and answer the questions below.



The Beginnings of Basketball

(1) Basketball is a popular sport around the world. The game got its start in the late 1800s. In 1891, Dr. James Naismith was a teacher in Springfield, Massachusetts. He wanted a new game for his students to play inside during the cold winter months. He invented a game for two teams. Since his class had 18 students, each team had nine players. The players would throw a soccer-like ball into two peach baskets hung 10 feet high on opposite sides of a gym. That is how the game came to be known as basketball.

(2) Dr. Naismith's first basketball game had thirteen rules. Some of the rules have changed, but others remain the same. For example, a player could not run or walk while holding the ball in 1891. Today, players still cannot run or walk while holding the ball. However, today's players can run or walk while "dribbling" the ball. "Dribbling" is bouncing the ball on the floor with one hand. A basketball player cannot start and stop dribbling, though. Once they catch and hold the ball, they cannot start dribbling or moving their feet again until another player touches the ball. Dribbling was not a part of Dr. Naismith's game.

(3) There are other differences between the original game of basketball and the one played today. For instance, the baskets are now open at the bottom so the balls go through them. Naismith's peach baskets were solid on the bottom. Someone had to climb up and get the ball whenever someone scored. Also, there are two-point and three-point shots in today's basketball game. Each goal only scored a point in the original game. And the first game had only two 15-minute halves, with a short rest between. Today's game has four 12-minute quarters with a half-time after the second quarter. Even so, the game of basketball is very similar to that first game invented by Dr. Naismith well over a hundred years ago.

Questions:

1. What is the key detail of paragraph 3?
 - a. Other similarities between Dr. Naismith's original basketball game and today's game
 - b. How and why Dr. Naismith invented the game of basketball in 1891
 - c. Other difference between the original game of basketball and the modern game
 - d. How dribbling became such an important part of the game of basketball

2. Which TWO details from the passage give information about the invention of basketball?
 - a. It was invented by James Naismith in 1891 for his students
 - b. Today, there are 12- four minute quarters with a half time break
 - c. The players threw balls into peach baskets hung up at the gym
 - d. Basketball is a popular game in many places around the world

3. Which detail from paragraph 1 tells why Dr. Naismith invented basketball?
 - a. The players would throw the ball into peach baskets set high on opposite sides of the gym
 - b. He wanted a new game for his students to play during the cold winter months
 - c. In 1891, Dr. Naismith was a teacher in Springfield, Massachusetts
 - d. Since his class had 18 students, each team had 9 players

4. Which detail shows a way that basketball rules have not changed?
 - a. Baskets now have an opening at the bottom for balls to go through
 - b. Today's game has four, 12 minute quarters with a break after the second quarter
 - c. Today's players can dribble the ball while walking or running
 - d. Today, players still cannot run or walk while holding the ball

5. What type of text structure is used in this informational text article?
 - a. Problem and solution
 - b. Sequencing
 - c. Cause and effect
 - d. Description

6. Which sentence from paragraph 2 best stated the key idea of the paragraph?
- a. Dribbling was not a part of Dr. Naismith's game
 - b. Dr. Naismith's game had 13 rules
 - c. Some rules of basketball have changed, but some have remained the same.
 - d. Today, players cannot run or walk while holding the ball
7. What is the main idea of the passage?
- a. Basketball is the exact same game that was invented in 1891 by Dr. Naismith
 - b. Dr. Naismith invented many sports, including basketball
 - c. Basketball was invented over 100 years ago, and is both the same and different
 - d. Basketball has added many rules since it was invented in the 1800s

Wednesday:

Directions: Read the informational text and answer the questions below.

The Birds and the Bats

(1) Bats and birds are easy to confuse. After all, they are the only two flying vertebrates* on Earth! They are about the same size and shape, and they both fly through the air with their wings. They can be found in similar places, like under bridges, in caves, and in trees. Both bats and many birds eat insects and fruit. Birds and bats are similar in other ways, too. However, they are really very different creatures overall.

(2) Bats are mammals, but birds are not. This means that bats have fur and give birth to live babies. Birds have feathers, and they lay eggs. Bats have mouths with teeth, while birds have beaks. Bats have arms with fingers, and legs with clawed feet. Birds just have legs with talons - no arms!

(3) A bat's wings are actually its arms, fingers, and legs. They are connected by a thin, stretchy piece of skin. In other words, they are "webbed." Bats' wings have many joints. This allows bats to make quick, sharp turns in the middle of flying. They don't have to flap their wings quite as much as birds do, either. This is because birds have stiffer wings with fewer joints. They have to flap them more fully to fly. Birds' wings are covered with feathers. They can adjust the position of their feathers to control their flight path.

(4) Another difference between birds and bats is how they spend their days. Most birds are like most people. They get up in the morning and go to sleep at night. During the day, they use their very good eyesight to fly safely and find food. Bats, on the other hand, sleep all day. They come out at night to hunt for food. They use a sense called "echolocation" to fly safely in the dark and find their prey. Echolocation allows bats to "see" in the dark. They send out sound signals that bounce back from the bodies of insects. This tells a bat where to turn and catch a meal. Bats snatch bugs right out of the air!

(5) Bats and birds are really not as similar as they appear on the surface. They both have important roles to play in the environment, though. They help to keep the natural world in balance. Luckily, both bats and birds are creatures that are found in almost every place on the planet.

*vertebrate: an animal with a backbone.

Questions:

Fill in the blank with the information from the passage that supports the main idea.

1. Bats have webbed wings with many joints, but birds _____.
 - a. Have feathers and lay eggs
 - b. Have feathers and wings with smaller joints
 - c. Have legs with talons, but no arms
 - d. Are active during the daytime

2. What is the key detail in paragraph 4?
 - a. Bats and birds keep the world in balance by eating insects
 - b. Bats can 'see' in the dark using a sense called echolocation
 - c. Birds are active and eating during the day, but bats are active and eat at night
 - d. Birds are a lot like people, but bats have nothing in common with people

3. What is the main idea of the passage?
 - a. No one would mistake a bat for a bird because birds and bats are nothing alike
 - b. Birds and bats are alike in some ways, but they are really very different creatures
 - c. Most birds are active during the day, but bats are active during the night
 - d. Birds and bats are very similar flying animals, with very few differences

4. Which paragraphs of the passage have details about how birds and bats are alike?
 - a. Paragraph 1
 - b. Paragraph 5
 - c. Paragraph 2
 - d. Paragraph 3
 - e. Paragraph 4

5. What text structure is used in paragraph 4?
 - a. Cause and effect
 - b. Description
 - c. Compare and contrast
 - d. Problem and solution

Directions: After reading the informational text, answer the following questions on a sheet of paper.

Adapting to Survive

Cross-Curricular Focus: Life Science



Living things adapt to their environment so they can **survive**. An organism **adapts** when it develops a **behavior** that makes it more likely to survive. It can also adapt by forming a physical characteristic or body part that helps it survive.

In a forest biome, some trees grow taller than the other plants around them. This lets them reach the sunlight. Growing taller is an adaptation that helps trees survive. Shorter plants have adapted with their behavior. They have learned to live in the shade with less sunlight.

Animals in the forest have a wide variety of adaptations. Monkeys have long tails. They can use them almost like another hand. This helps them swing quickly through the tops of trees. They can even do this while holding their babies or gathering food. Giraffes need to reach leaves at the tops of tall trees. Having a long neck is an adaptation that allows them to do this.

Some animals' adaptations prevent other animals from wanting to eat them. A skunk's horrible smell makes larger animals choose something else to eat. Even plants sometimes protect themselves in this way. Roses and acacia trees both have dangerous thorns. The thorns prevent animals from eating their leaves.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the two main ways that an organism adapts?

2) What is one animal adaptation you read about in the passage?

3) Is the animal adaptation you chose a physical or behavioral adaptation?

4) What is one plant adaptation you read about in the passage?

5) Is the plant adaptation you chose a physical or behavioral adaptation?

Thursday: Read the following informational text and complete the graphic organizer below.

Historical Hero: Eleanor Roosevelt

Eleanor Roosevelt was born in 1884 in New York City. She was a writer and a humanitarian. As a humanitarian, she worked to help the poor and disadvantaged. She spoke out for human rights, equality for all, and children's causes.



Eleanor speaking at the United Nations in July 1947

Life Before Becoming First Lady

When Eleanor was 15 years old, she went to London, England for her schooling. She was an orphan at the time. Both of her parents died when she was young. Her time as a student in London encouraged her to think independently and to be confident. She stayed in England from 1899 to 1902.

In 1905, after Eleanor returned to the United States, she married Franklin Roosevelt. He ran for many political offices. She would speak at campaign stops during his elections. She would hold public events for him. Even after he won elections, she would still speak in public for him.

Life as a First Lady

When Franklin Roosevelt became president in 1933, Eleanor became the first lady of the United States (FLOTUS). The spouse of the President of the United States becomes the first lady. It is an unpaid position that usually does not impact U.S. politics. First ladies would usually be behind the scenes. They would not speak publicly about political matters. Eleanor's life as a first lady changed that.

Eleanor's humanitarian work changed the way the United States thought about what a first lady could be. As a first lady, Eleanor would hold weekly press conferences. She would write articles in newspapers and hold a weekly radio show. She even publicly disagreed with President Roosevelt at times. As the first lady, she would sometimes appear in public in her husband's place.

Continuing Her Humanitarian Work

Eleanor continued to work to help others after her husband's death in 1945. She campaigned for the U.S. to join the United Nations. The United Nations is a group of countries from around the world who work for peace and security for all nations. She was the first U.S. delegate to the United Nations. She served from 1945 to 1953. She helped create the Universal Declaration of Human Rights. This document details all the freedoms and rights every human being should have.

In 1961, President John F. Kennedy made her the leader of a special group called the Presidential Commission on the Status of Women. The goal of the group was to help women gain equal rights, such as rights in the workplace. She was the chair until her death in 1962. After Eleanor's death, the United Nations awarded her one of its first Human Rights Prizes in 1968.

Historical Hero: Eleanor Roosevelt

Directions: Complete the graphic organizer with information from the nonfiction text.

What is the topic of the text?

What are some key details from the text?

1.

2.

3.

4.

5.

What is interesting to you about the text?

What is the author's purpose for the text?

What is the main idea of the text?

Friday

Directions: Reading the following informational text and answer the questions that follow.

Toad Trouble

Did you know that toads can cause BIG trouble? This is the case with the cane toad that lives in Australia.

Taking Over

The cane toad is what is called an **invasive** species. An invasive species is a plant or animal that moves into a habitat and crowds out **native** species. Invasive species are sometimes introduced by accident, when an animal hitches a ride on a ship traveling between countries. Sometimes, these species are introduced on purpose. Read on to find out about how the cane toad became an invasive species.

A Big Mistake

The story of the cane toad is the story of a big mistake. In the 1930s, the cane toad was brought to Australia in the hopes that it would feed upon a pest called the cane beetle. Scientists introduced several thousand cane toads in the hopes that they could control the beetles without the use of poisons. Big mistake! The cane toads could not leap high enough to catch the cane beetles, which feed at the top of the sugar cane plant. The toads did not eat the beetles, and did not help control the cane beetle population. Instead, the toads reproduced rapidly and spread throughout Australia. Now, the number of cane toads living in Australia numbers in the millions.

Big Consequences

When a species is introduced into an area without natural **predators**, the entire ecosystem is upset. The cane toad did not have any natural predators in Australia, which allowed it to thrive and reproduce freely. The population increased rapidly as they spread throughout Australia.

The introduction of the cane toad produced many negative consequences. Cane toads are poisonous and many native Australian animals have died after eating the toads. The toads are big eaters and have also **depleted** the food supply for native Australian animals such as skinks.



Key

≡ Cane Toad Infestation

Moving Forward

Scientists are working to understand and control the cane toad population. Currently, they are utilizing traps for toads and tadpoles to remove them from an area. However, once an invasive species is introduced, it is extremely difficult to get rid of. Scientists are working on how to best prevent future invasions.

Questions:

Toad Trouble

Name: _____ Date: _____

Directions: Use the "Toad Trouble" article to answer the questions below.

1. Part A: What is the main idea of the "Toad Trouble" article?
 - a. Australia has many wild animals.
 - b. Cane toads are a native Australian species that helps control the insect population.
 - c. Cane toads are an invasive species that are causing trouble in Australia.
 - d. The life cycle of a cane toad.

Part B: Write one detail from the article that supports the main idea from Part 1:

2. Look at the events below. Place the events in the proper order by writing *first*, *second*, and *third* on the spaces next to each event.

_____ Scientists are working to control the cane toad population.

_____ The cane toad was introduced to Australia in the 1930s.

_____ Cane toads reproduced rapidly and spread throughout Australia.

3. Circle ALL the items below that are true about cane toads in Australia.

a native species

poisonous

an invasive species

no natural predators

helpful

harmful to Australian animals

4. Why was the cane toad originally introduced to Australia? Did the plan work? Using evidence from the text, explain why the plan did or did not work.

Friday's Writing Prompt:

At school, on our jobs, and during playtime we have to work in teams in order to achieve our goals. Think of some reasons that make a good team player whether it be in a sport, at work, or at school when working in groups. Write an explanatory essay to explain what makes a person a good team player. Share your essay with an adult.

Support: Use the anchor chart and sentence starters from the daily activities to help you complete your essay.

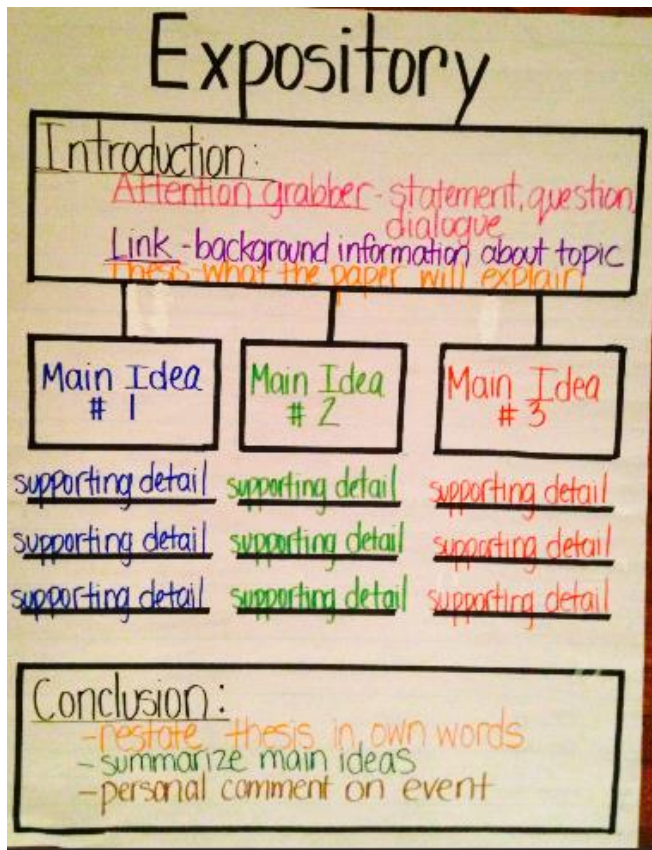
Daily Writing Activities:

In a two or more paragraph essay, answer one expository writing prompt of your choice for **Monday, Tuesday, Wednesday, and Thursday.**

Be sure to include the following:

- A clear introductory paragraph
 - Key facts and details in writing
 - Transition and linking words such as first, next, last, another reason, etc.
 - A clear conclusion
- 1-2 paragraphs supporting your reasoning

Anchor Chart



Writing Prompts

1. What do you believe the world will be like in 100 years?
2. We are learning all the time. Write about something you have learned recently and how it has affected you.
3. In your opinion, what makes a good friend?
4. If you could change one thing about school, what would you change? Explain.
5. If you could make changes to your lunchroom cafeteria, what would you do? Explain.
6. What is your favorite time of year and why?
7. Explain why it is important to learn to read.
8. Everyone has chores to complete around the house. What chore do you like the least and what is one chore that you do not mind doing?
9. Suggest two changes that you think would make this country better.
10. For your birthday this year, where would you like your birthday to be held? Give reasons why.

Sentence Starters for introduction of essay:

I really believe it is important to.....

Being kind to others is.....

Thinking about my future is exciting....

A great teacher is someone who.....

You wouldn't believe my favorite....

Friendship is important to me because....

You would never guess....

Sentence starters for the body of essay:

One reason.....

Another reason...

Lastly, ...

Additionally, ...

Next,

My first reason....

Sentence starters for the conclusion of essay:

In conclusion...

For the reasons I have stated...

These are the reasons why.....

Now you know why...