

Third Grade ELA Academic Packet



Week 1
March 30-April 3, 2020

OCPS Distance Learning Packet
 Grade 3 ELA
 Week of Monday, March 30th

Day	Packet Pages	Skill	Instructions
Monday	10-11	Central Message	<ul style="list-style-type: none"> ● Read skill Introduction. ● Complete the Think chart. ● Complete the Talk activity ● Read for 30 minutes.
Tuesday	12-13	Central Message	<ul style="list-style-type: none"> ● Read <i>The Girl and the Apples</i>. ● Complete the Think graphic organizer and Talk activity. ● Read for 30 minutes.
Wednesday	12, 14	Central Message	<ul style="list-style-type: none"> ● Reread <i>The Girl and the Apples</i>. ● Complete Write activity. ● Read for 30 minutes.
Thursday	17-19	Central Message	<ul style="list-style-type: none"> ● Read <i>Sharing the Crops</i>. ● Answer the multiple choice questions. ● Complete the Talk and Write activities. ● Read for 30 minutes.
Friday	20-21	Real Life Connections	<ul style="list-style-type: none"> ● Read skill introduction. ● Complete the Guided Practice. ● Complete the Independent Practice. ● Read for 30 minutes.

Lesson 8

Determining the Central Message



Learning Target

Use the key details and events of a story to figure out the central message, or lesson, that the author wants to share with readers.

- **Read** Many stories have a **central message**, or lesson, the author wants to share. The story teaches the lesson through the characters, the events that happen, and what the characters learn.

As you read, looking for the **key details** will help you to find the central message and understand what you read.

Look at the cartoon. Think about a lesson the boy learns by the end.



► **Think** The events in the cartoon tell about a problem the boy has and what he does. Complete the chart by adding the key details. Use those details to figure out the central message of the cartoon.

Key Detail	Key Detail	Key Detail
↓	↓	↓
What Is the Central Message?		

► **Talk** Using the key details in the chart, talk about the central message of the cartoon.

 **Academic Talk**
Use these phrases to talk about the text.

- **central message**
- **key details**

The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, “Quick, tell me how long you think it will take me to get back home.”
- 3 The farmer thought carefully. Then he said, “Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It’s your choice.”
- 4 The girl thought, “How can that be? How can it take so long if I go fast?”
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



Close Reader Habits

Underline key details that help you figure out the central message.

Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

Talk

- 2 Think about the message of the story. Talk about what the girl learned.



Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

HINT What might the girl think about the farmer's advice by the end of the story?

Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.





To find the central message of a story, think about which character learns a lesson.

Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.



Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

HINT Reread to look for the character who learns a lesson.

Lesson 31

Real-Life Connections

 **Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

A friendly lady in town gives neighbors vegetables from her garden.

Friendly dogs wag their tails and want to be patted.

Guided Practice

Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.

HINT To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1 A helpful person might _____ .

do chores break a glass trip and fall

2 If a person is curious, she might _____ .

go to sleep read a book wrap a gift

3 It would be selfish to _____ .

take all the toys give presents help others

4 A student could interrupt a class by _____ .

writing a story doing math talking loudly

Independent Practice

For numbers 1–5, choose the correct answer to each question.

- 1** How might a **patient** person act?
 - A** tell a friend to hurry up
 - B** run to be first in line
 - C** refuse to wait for someone
 - D** teach a baby something new

- 2** What might a **stubborn** person say?
 - A** "I like this new food after all."
 - B** "I won't eat that even if it's good for me."
 - C** "I agree with you about that."
 - D** "I'll stay home because you need my help."

- 3** What might a **generous** person do?
 - A** help a friend with homework
 - B** eat candy without sharing
 - C** disobey his parents
 - D** scare a friend's dog

- 4** How might someone cause **confusion**?
 - A** by solving a problem
 - B** by telling the truth
 - C** by giving poor directions
 - D** by speaking clearly

- 5** What is a **rude** thing to do?
 - A** invite a friend to a party
 - B** talk while others are talking
 - C** offer to wash the dishes
 - D** help a neighbor plant a garden